

TEACHER AND PUPIL PERCEPTIONS OF BULLYING BEHAVIOUR IN MODEL C
PRIMARY SCHOOLS IN THE PIETERMARITZBURG AREA

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DECLARATION

I hereby declare that this dissertation, unless specifically indicated to the contrary, is the writer's original work.

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ABSTRACT

The aim of this study was to conduct preliminary research into the nature and extent of bullying behaviour in primary schools in Pietermaritzburg, KwaZulu-Natal.

A questionnaire, based on the published results of the Modified Olweus Questionnaire (Smith and Sharp, 1994), was constructed. A further questionnaire was devised in order to gain insight into teacher perceptions of bullying behaviour. A sample of 259 pupils (97 boys and 161 girls) completed the pupil's questionnaire. 37 teachers (6 male, 28 female and 3 who did not state their sex) completed the teacher questionnaire.

The resulting data from both questionnaires was analysed in terms of frequencies as well as percentages. The data obtained from the pupils was investigated by gender, grade and school using the Pearson Product Moment Correlation Co-efficient. The aim of this was to obtain a statistical indication of the significance of the difference in answers to the pupils' questionnaire in terms of these variables. Only significant correlations are discussed.

It is noted that there are no other published research figures from South Africa concerning bullying in schools to support the results of this study. Nevertheless this study does suggest the possibility of much higher bullying levels existing in South Africa than have been shown to occur by researchers in the United Kingdom

and Scandinavia. It is important for educators in this country to take cognisance of this situation and begin to build a body of South African research both on bullying behaviour and on prevention programmes.

CHAPTER ONE

INTRODUCTION

Bullying in schools is one of the dark, hidden areas of social interaction, along with child physical and sexual abuse and adolescent violence in the home, which has thrived on a bed of secrecy and which has been neglected by professional investigation (Besag, 1993, x).

Much focus in recent years has been placed on children's rights. Tattum (Tattum and Lane, 1989, 7) emphasises that children "have a basic right to freedom from pain, humiliation and fear whether caused by adults or other children". The above leads to the responsibility of the school to "create a secure and safe environment for children who are in their care" (ibid).

The issue of children's rights needs to be examined in more depth within the South African context where many adults are still grappling with the idea that they themselves have rights. In many areas of this country a desperate struggle exists for the satisfaction of basic needs. The place of children's rights needs to be established within the general hierarchy of needs.

Demanding that rights not be violated does not ensure that this does not happen. It is obvious to all who are familiar with the South African context today that the country is struggling with high crime rates, extensive poverty and continued "political"

violence, to name but a few of our many problems. Within this context there is some current focus on child abuse and the treatment of children within the legal system. The Aids epidemic and its effect on our children is also drawing concern and efforts are being made to address this issue.

An overview of children's issues shows a marked lack of concern for the bullying problem in our schools and children's institutions. Yet bullying is a form of child abuse, "a systematic abuse of power" (Smith and Sharp, 1994, 2) which affects the everyday lives of many children. None of the schools or institutions visited by the researcher during the course of various bullying projects had any direct reference to bullying behaviour documented in the school mission statement. Nor did any school or institution have any documented policy regarding the "treatment" of such behaviour. Many schools still incorporate systems involving sanctioned power in the hands of a few, a practice which has been suggested as encouraging bullying (Maines and Robinson, 1991, 168).

Bullying is thus a form a child abuse which has received scant attention in South African Society. Yet bullying behaviour is a well researched and documented focus in certain countries. The latter serves as an indication of the perceived need to alter the effects this behaviour has on the youth of those countries. South African issues have of necessity focused upon more pressing factors within our society. It is argued by this researcher that the time has come to begin to raise awareness with regard to bullying and start assessing the nature and extent of our own bullying problem

in terms of creating safer environment for our youth and thus, possibly, a more peaceful and fulfilled society as a whole.

1.1. GENERAL BACKGROUND

Tattum (In Tattum and Lane, 1989, 7) writing of England, considers that "bullying is the most malicious and malevolent form of deviant behaviour widely practised in our schools and yet it has received only scant attention from national and local authorities". He stresses the lack of attention given to bully/victim behaviour by teacher's unions, school administrators and educational researchers. Zarzour (1994, 3) points out that "much of the research on bullying is so new that the average educator isn't aware of it and therefore doesn't know about it's implications". He goes further to say that "it's only been studied systematically, first in Scandinavia, then Britain" (ibid). Smith (1994b, 12) notes that this research has extended to "Belgium, Ireland, Italy, the Netherlands, Portugal and Spain, and, outside Europe, in Australia, Canada, Japan and the United States". One fact that seems to be undisputed by the authors in this field, is that bullying not only exists, but is widespread and persistent.

African countries are noticeably absent from the above list of countries. A literature search from 1984 to the present identified only three papers concerning bullying amongst school children in Africa. None of the research makes use of the questionnaire method used in other countries, thus failing to provide data easily comparable to the findings in these countries. In addition a single publication reviewing Adam's (1992) book on bullying in the

workplace has been published in South Africa (van Zyl, 1995).

The present study attempts to move towards addressing bullying in primary schools in South Africa. The researcher wished to investigate the extent of the problem, to identify some of the characteristics of the pupils involved and to look at strategies which could minimise the problem.

1.2. COMMON MYTHS CONCERNING BULLYING

Train (1995, 2) notes that "perhaps the unease experienced by both parents and professionals when they encounter bullying springs from an underlying ambivalence towards the issue". This is pertinent when we attempt to ask why researchers and the education system in South Africa have failed to keep abreast with the world wide trend towards addressing the bully/victim issue.

One of the frequent reasons given for this failure to take bullying seriously is expressed by Train as "our effort to rationalise the matter in a number of ways". These rationalisations form what Train (1995, 3-7) calls the "Common Myths" about bullying. They have been presented to a number of primary school teachers by this researcher. On all occasions there has been complete acceptance of the myths as representing a common pattern of thought surrounding the bully/victim issue. They are discussed by, amongst others, Train (1995, 4-6) and in summary are:

"Boys will be boys"

A popular, yet mistaken, belief that "males have certain behavioural characteristics about which nothing can be done. This manner of thought is seen to promote aggressive behaviour among boys with reinforcement in the form of half-hidden adult laughter and a lack of admonition" (ibid).

"Girls go through these funny stages"

Girls who are bullied are often seen to be oversensitive while those who bully are seen to be full of life. "We perceive them as going through inexplicable funny stages" (ibid). It is this kind of rationalisation which causes us not to notice when girls are bullied, causing them untold misery.

"It's just part of growing up. It's good for you"

These are the words of adults who have "forgotten the pain and fear felt as a young child" (ibid). The message here is that bullying is normal and not being able to cope with it makes the child abnormal.

"Go and fight your own battles"

These words teach the child that he cannot always turn to adults for help without feeling shame. They also imply that to gain the adults approval the child must physically overcome the bully. There is encouragement of aggression and physical force.

"Don't tittle-tattle"

This response to bullying behaviour communicates a lack of interest, that one does not care about the child's problem with a

bully. Again the message is "that bullying is acceptable and that it is something to which adults pay scant attention" (ibid). The child is thus discouraged from communicating his problems to adults.

"Look at me - I was bullied, and it never did me any harm"

Train (ibid) notes how irrational comments such as this are passed on from generation to generation. Unfortunately the perpetuation of the behaviour concerned is allowed to be carried into the next generation thus providing for the continuation of bullying over time.

"Ignore it and it will go away"

Many adults connect the idea "that if you talk to children about bullying you will be introducing them to a topic that might never have crossed their innocent minds" (ibid) to this belief. Research shows that when one talks to children about bullying and provides an anti-bullying policy the problem dissipates, but "when it is ignored, complications arise" (ibid).

1.3. DOES BULLYING MATTER?

A focus on bully/victim behaviour leads one to examine the possible effects of bullying on the bully and on the victim.

Maines and Robinson (1991, 168) observe that there are many examples in history where "whole nations of people, almost without exception, stand back and allow bullying" - even to the point of genocide. The present study focuses on a more subtle form of

bullying where death is seldom an outcome. Yet its practice could adversely affect the lives of millions of pupils around the world, including South African pupils.

Farrington (1993) discusses not only the harm, distress and long term consequences to the victim, but also focuses on the negative consequences for the bully. "Bullying may be reinforced by enjoyment and status, and hence the bully may become more likely to engage in other aggressive behaviour" (Farrington, 1993, 383). The relation between bullying and crime is important to consider, as bullying frequently leads to other forms of aggressive and antisocial behaviour. Olweus (In Peters, 1992, 104) notes that bullying "can also be viewed as a component of a more general conduct-disordered, antisocial, and rule-breaking behaviour pattern" and emphasises the increased risk of other problems such as criminality and alcohol abuse as the bully grows older. As "young adults the former school bullies had a fourfold increase in the level of relatively serious, recidivist criminality" (ibid).

Many researchers (Tattum, Smith and Sharp, Olweus) stress the suffering of the victims, including "physical and psychological abuse of their persons, isolation and loneliness, insecurity and anxiety arising from the threatening atmosphere which surrounds them" (Tattum and Lane, 1989, 7). The victim is forced into a situation in which he/she is the inevitable loser.

Bullying is one of the possible contributors to stress and children under stress do not learn well, finding concentration hard and struggling with effective problem solving (Smith, 1994, 18).

Lane (Tattum and Lane, 1989, 98) notes that a number of studies have demonstrated that behaviour problems in school are predictors of future difficulties, but also emphasises that action taken by schools has been shown to make a difference to the child's behaviour. Smith (1994a, 18) discusses how "severe bullying can contribute to long term problems as well as immediate unhappiness". Olweus (1993, 33) did a follow up study of boys at the age of 23 and found that former victims were more likely to suffer from depression and poor self-esteem than their non-victimised peers.

Oliver, Oaks and Hoover (1994, 199) quote studies which found childhood bullies to be "five times more likely to have a serious criminal record by the age of thirty". They also "tended to be abusive with their wives and severely punitive with their children, who in turn were more likely to be bullies to their children". Besag (1989: xii) found that children with social problems in school - victims and bullies - are at risk of taking those problems with them into adult life and of passing them on to their children. A study by Farrington (In Smith, 1994b, 13) involved the identification bullies at 14 years of age, and the follow-up of these bullies at ages 18 and 32. It was found that these subjects tended to be bullies at age 18 and at age 32 tended to have children who were also bullies.

Elliott (1992, 72) notes that while there is almost certainly a connection between aggression in children and later violent behaviour, it is difficult to disentangle aggression from the other factors which may have an influence. In spite of this problem with the link between bullying and later aggressive behaviour, Elliott

(1992, 73) concludes that "the outlook for the bully is particularly poor with a significant number continuing to behave aggressively, causing a heavy cost to society in terms of finance, emotional distress and physical damage over many years".

Bullying has also been recognised (Olweus in Elliott, 1992; Tattum and Lane, 1989, 7) as affecting those who are witness to the aggression and the consequent distress of the victim.

It has been found that it is not only the effect of bullying behaviour which affects children's behaviour but also the witnessing of societal violence. Of importance to the present situation in South Africa, is research done in Northern Ireland which attempted to link the events that children heard and saw daily to some sort of "trickle-down effect in the schools" in terms of increased violence (research cited in Munthe and Roland, 1989, 10). A relationship was reported between societal violence and conduct disorders. Munthe and Roland (1989, 10) note that it is interesting that bullying did not receive a great deal of teacher or administrative attention and that racial bullying was not identified.

One focus of the South African Bill of Children's Rights, enshrined in the new constitution, is that every child has the basic right to freedom from pain, humiliation and fear (South Africa. Constitution, 1996). The results of the present study highlight the fact that children do not have the luxury of these freedoms in their daily school life. Smith (1994b, 12) emphasises the fact that children do not have the same awareness of their rights as do

adults, which may lead to them accepting bullying behaviour which an adult would simply not tolerate.

Thus it can be argued that there is a need to address bully/victim behaviour alongside other issues, often seen as more pressing, such as physical and sexual abuse of children.

1.4. DEFINITIONS OF BULLYING

A survey of available literature in the field of bullying indicates that the definition of bullying behaviour encompasses far more than the standard dictionary definition. The *Oxford English Dictionary* (vol. 11) defines bullying as "overbearing insolence; personal intimidation; petty tyranny. Often used with reference to schoolboy life".

It is important to note that Scandinavian researchers, other than Olweus and Roland, made use of the concept of mobbing, where bullying must necessarily involve "more than one attacker harassing one or more others" (Besag, 1993, 3).

The main body of published research into bullying behaviour began in the early 1970's with Olweus' systematic efforts to address the problem. Olweus' (1994b, 1173) definition of bullying is characterised by three criteria:

- * aggressive behaviour or intentional harm doing
- * carried out repeatedly and over time
- * an imbalance of power.

To this Olweus (ibid, 1173) adds that bullying behaviour frequently occurs without "apparent provocation, but is a peer abuse (as separated from child or partner abuse)".

Olweus makes an important distinction between direct and indirect bullying. The former refers to relatively open attacks and the latter to forms of "social isolation and intentional exclusion from a group" (ibid).

In the years following 1989 the media and public in the United Kingdom focused on the issue of bullying. Besag (1993, 4) takes Olweus' definition a step further to include the following:

- * bullying may be verbal, physical or psychological in nature
- * bullying may be in the form of socially acceptable behaviour e.g. competitive activities which make others feel inferior.

Smith, one of the most prominent and prolific researchers in the field of bullying, incorporates Olweus' defining characteristics in his concept of bullying. He then expands on them, looking at bullying as a possible "subset of aggressive behaviour" (Smith, 1991, 243). Bullying thus involves hurt of a physical or psychological nature which can be carried out by either one child or by a group. Oliver et al (1994, 199) (who also follow Olweus' definition) add to this, observing that bullying "most commonly refers to longstanding physical or psychological abuse of a student who is unable to defend himself or herself, known as the victim, scapegoat, or 'whipping boy' by either an individual or group of

other students". They note that bullying is often seen as a "precursor to and mild form of aggression" (ibid, 199) which is frequently seen as a normal part of the establishment of a pecking order.

Smith also included the concept of nasty teasing in the work done by the Sheffield Anti-Bullying Project (1991, 243). This addition to the definition was followed up by another researcher from the United Kingdom, Farrington (1993, 385), who stated that it is important to draw a dividing line between where teasing ends and bullying begins. For him this line lies where the "teasing involves intimidation and results in distress" (ibid).

Smith (1994b, 12) adds to the concept of bullying involving an imbalance of power, stating that this behaviour is thus most likely to occur in situations with "clear power relationships and low supervision".

Madsen (in press) uses the criteria set out by Farrington. These criteria include the points made by Olweus. But Madsen notes that many of the bullying incidents reported to the "bullying hotline" are not events which are or have been repeated over time. The children themselves thus view bullying as including one-off incidents as long as the other criteria for bullying are met. Madsen also notes that it is important to include in a definition those whom Olweus identified as "provocative victims". This refers to a "group of victims who enjoy engaging in aggressive behaviour and who are antagonistic towards peers, but quick to complain to a teacher when peers retaliate" (ibid).

The above definitions highlight the fact that although a common thread can be identified, it is extremely difficult to formulate one concise definition for bullying. Stephenson and Smith (In Tattum and Lane 1989, 45) sum up this difficulty by pointing out that while there is great difficulty in defining bullying "... you know it when you come across it".

It is precisely the above stated difficulty which Lane (In Munthe and Roland, 1989, foreword) sees as a cause for concern for the following reasons:

- * the way of defining bullying has an effect on the treatment options
- * there is a danger of defining almost anything as bullying and thus "down-grading" ones concern over the behaviour
- * confusion over terms leads to difficulties in researching the level of bullying behaviour taking place in any setting.

The above points lead Lane to question the possibility of any international comparisons of bully/victim behaviour.

For the purposes of the present study it was necessary to define bullying in a way which could be understood by children in grades four and seven. It was thus important to make use of a more descriptive definition in order that the participating children were clear about the norms of behaviour the researcher was attempting to investigate. The definition of bullying given below was used by Smith and Sharp (1994) in their administration of the Modified Olweus Questionnaire. The questionnaire used in the present study was formulated after consideration of the published

results of Smith and Sharp's work (1994). This definition was also used in the present study to define bullying for the children since it was felt that it would be easily understood and since use of the same definition might allow more meaningful comparison of results between the two studies.

We say a child or young person is being bullied, or picked on when another child or young person, or a group of children or young people, say nasty and unpleasant things to him or her. It is also bullying when a child or a young person is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the child or the young person being bullied to defend himself or herself. It is also bullying when a child or young person is teased repeatedly in a nasty way. But it is not bullying when two children or young people of about the same strength have the odd fight or quarrel. (Smith and Sharp, 1994, 13).

1.5. THEORY OF AGGRESSION

Olweus (1972, 264-272) takes an in depth look at the problems surrounding research into, and the defining of, aggression. Of particular importance is his identification of several different meanings of the term "aggression" used by researchers. He argues that it is not proper to use the same term to denote both observable behaviour and theoretical constructs, as the former are "estimates but not identical with the concept itself". It is the discrepancy between actual behaviour and inner tendencies which points to the need to take inhibitory tendencies into account. He stresses the necessity of including situational versus habitual

determinants in identifying a particular person's reaction to a situation which might elicit an aggressive response.

Defining aggressive behaviour is thus not easy, although most would agree that unintentional injury cannot be classified as aggressive. Olweus (1972, 270) makes use of the following definition of aggression:

An aggressive response is then defined as any act or behaviour that involves, might involve, and/or to some extent can be considered as aiming at the infliction of injury or discomfort; also manifestations of inner reactions such as feelings or thoughts that can be conceived to have such an aim are regarded as aggressive responses.

Baron and Byrne (1984, 325) add to this the involvement of an avoidance motivated victim.

There are numerous theories of the origin of aggression, all of which are useful in a study of bullying behaviour, particularly as Madsen (in press) points out: "bullying can be considered as a subset of aggression so information pertaining to aggression may also be applicable to bullying". The theory of aggression as innate behaviour, put forward by theorists such as Freud and Lorenz, views aggression as instinctual in nature. This view was later followed up by the sociobiologists (Baron and Byrne, 328) who were greatly influenced by the theory of evolution and saw aggression as, in the past, serving an adaptive function.

Drive theories of aggression suggest that various external conditions motivate the person to engage in harm-producing

behaviours, e.g. the frustration-aggression hypothesis (Baron and Byrne, 1984, 330-335).

The Social Learning theorists such as Bandura, emphasise that aggression is "primarily a learned form of social behaviour" (Baron and Byrne, 1984, 329). There is a focus on three factors influencing aggression:

- * the way in which the behaviour is acquired
- * the rewards and punishments associated with the behaviour
- * the social and environmental factors associated with the behaviour.

It is thus important to include, amongst others, such possible factors as frustration, direct provocation, social models including television and film violence, sexual arousal, aggressive cues, and crowding (Baron and Byrne, 1984, 330-351).

The Social Learning theory of aggressive behaviour is useful in the study of bullying, particularly as bullying is described by Bjorkquist (In Besag, 1993, 29) as a form of aggression which has a social nature. It is thus important that a distinction be made between bullying as a subset of aggression and the broader concept of aggression itself. This distinction becomes vital when focusing on ways with which to cope with and decrease bullying behaviour within the school.

Smith (Bowers, Smith and Binney, 1994, 216) emphasises that bullying is "more systematic, occurring repeatedly; and it embraces a variety of hurtful actions, including name-calling, social

exclusion, having money taken or belongings damaged as well as more obvious physical forms such as hitting and kicking".

A focus on aggression necessitates investigation into the possibility of the existence of an aggressive temperament. Besag notes many studies which indicate the stability of response to environmental stimuli, but emphasises the work of Clarke and Clarke (In Besag, 1993, 32) who stress the human potential for change and the existence of factors which act to counter adverse environments e.g. a special interest, a rewarding relationship with someone outside of the family etc. Once again the concept of human ability to change fits with the social learning theory of aggressive behaviour.

In this chapter bullying as a pertinent and current issue was discussed. The difficulties of defining bullying were highlighted and the connection between bullying and aggressive behaviour was drawn. In order to place the issue of bullying in its broader context the following chapter will provide an overview of the existing body of relevant research literature.

CHAPTER TWO

LITERATURE REVIEW

In this chapter an attempt is made to place bullying in its historical context. Issues surrounding the bully and his/her victim are discussed as well as other issues identified by researchers as pertaining to bullying behaviour. Finally, a brief overview of researched intervention strategies is given.

2.1. EMERGENCE OF BULLYING AS A PROBLEM

Zarzour (1994, 2) notes the changing usage of the term bully from the 16th century, where bully meant sweetheart, to modern times where the image of the bully is an "harasser of inferiors". Interestingly, Zarzour (1994, 3) links Darwin's theory of the survival of the fittest to bullies and "the age-old struggle to be top of the heap, whatever the cost".

Stainton Rogers (In Elliott, 1992, 3) emphasises how historians of childhood, such as Walvin, have collated the tyranny of bullying for us. Cited are such cases as the "killing of the son of Lord Shaftesbury at Eton in 1825" (ibid). He also explains how the term "to rag" meant "to torment" and that "bully" was used during the nineteenth century to denote "affection or mateship" (In Elliot, 1992, 4). It has only been during the twentieth century that "this distinction between ragging as giving and bullying as taking" has been made (ibid).

Walford (In Tattum and Lane, 1989, 81) traces the history of bullying in schools in Britain, starting with an extract from Tom Brown's Schooldays by Thomas Hughes (1857). Walford sees the prefect system as legitimising bullying as part of a wider system of corporal punishment (In Tattum and Lane, 1989, 82). No such history concerning bullying in South African schools exists. However, it is important to note that even now our schools have tended to follow the colonial system of power being in the hands of a few chosen prefects or monitors so that our school system may also lend itself to legitimised bullying.

In 1969 a Swedish doctor, Peter Paul Heinemann, initiated research into bullying behaviour after seeing some school children chasing a boy in a school playground (Munthe and Roland, 1989, 68). He borrowed the term "mobbing" from Conrad Lorenz who had used it to describe similar behaviour amongst animals. Farrington (1993, 381) states that "modern research on bullying in the English-speaking world began with the publication of *Aggression in Schools* by Olweus (1978)" although Olweus' Scandinavian research had started in the early 1970's. Skinner (1992) has published a comprehensive bibliography of this research into bullying.

Munthe and Roland, in 1989, published a book resulting from the first European Conference on Bullying, which brought people from twelve countries together in Norway in 1987 and which focused partly on international perspectives on bullying. Lane (In Munthe and Roland, 1989, foreword) states that "given the international nature of this problem the lessons that can be learned should be shared". A common theme emerges from the papers published in this

volume, viz. that "children, parents and teachers are entitled to live without fear in their school" and that it is the responsibility of the school to take **action** in order to establish an environment in which all feel safe and valued (ibid). Lane emphasises the trend towards focus on empowering the victim as well as the move towards establishing community responses to the bullying problem in schools.

Lane (ibid) notes that much research has emanated from the tragic outcomes of bullying incidents (mainly suicides) which have moved bullying behaviour "from the stage of private grief to the public agenda".

Although Scandinavian researchers such as Olweus and Pikas had published books in the 1970's, it was the suicides of two young people in 1982 which, according to Roland (In Tattum and Lane, 1989, 25), led to the Norwegian Campaign Against Bullying. This campaign was the outcome of top level discussions in the Ministry of Education and was led by the Deputy Minister of Education. The material designed for use during the campaign was financed by the Department of Education.

Smith (1991, 243) emphasises the fact that bullying seems to be more common in schools than most teachers and parents realise. Many victims keep quiet about being bullied and it is for this reason that he labels bullying behaviour as the "silent nightmare".

Madsen (In press) discusses the "differing perceptions of bullying and their practical implications". She notes that a large

proportion of children have suffered the effects of bullying - "20 per cent of junior/middle school children in England as reported by Whitney and Smith in 1993; studies from other European countries report similar results".

Smith (1991, 243) discusses the methods of assessing the bully/victim problem. A comparative study of the methods was done by Ahmad and Smith (ibid) and it was concluded that although the "most valid way of assessing bullying episodes would be to observe them directly" due to the difficulties involved in observation, it was felt that the "best method for establishing incidence from middle school upward is the anonymous questionnaire, possibly supplemented by peer nomination". Smith (ibid) emphasises the consistency of answers - "only a very small proportion of children (around 1 per cent) hand in invalid questionnaires".

Maines and Robinson (1991, 168) focus on the ways in which schools in the United Kingdom persist in maintaining structures which may well promote bullying in spite of general recognition of bullying as a serious problem. These include teams and houses which emphasise group identity in situations of competition. The authors point out the problems involved in expecting the child to differentiate between winning on the sports field and winning in the playground. A one day program was implemented at an all-girl school in an area of high unemployment and with a mixed race population. There was an emphasis on empathy and the encouragement of nurturing considerate behaviour. Positive reactions and a reduction in bullying behaviour were reported (ibid).

2.2. NATURE OF BULLYING

Smith (1991, 245) found most children who filled in the Modified Olweus Questionnaire reported being teased, which can be very hurtful if related to disability or racial or sexual harassment. Approximately one third of the children reported other forms of bullying e.g. hitting or kicking. Sharp and Smith (1991, 49) report the range of bullying behaviours found in the 1990 survey of 24 schools in the Sheffield area, included "extortion, physical violence, spreading nasty rumours, exclusion from groups or play, damage to belongings and being threatened".

Rivers and Smith (1994, 539) use the distinctions made by Bjorkqvist and his colleagues between "direct physical aggression (e.g. hitting, pushing, kicking), direct verbal aggression (e.g. name-calling, threatening), and indirect aggression (e.g. telling tales, spreading rumours, persuading others not to play with the person). They note (ibid) that all "all types of bullying occurred in all locations" but that indirect bullying continued even in the classroom setting through exclusion, the transfer of notes and rumours.

Olweus' (1994, 1177-78) research dispels common beliefs that:

- * Bully/victim problems are the result of large classes. The size of the class appears "to be of negligible importance for the relative frequency or level of bully/victim problems".
- * Bullying is a reaction to failure and frustration at school. A moderate association between poor grades and aggressive behaviour was found, but there was "nothing in

the results to suggest that the behaviour of the aggressive boys was a consequence of poor grades and failure in school".

- * Victims exhibit some form of external deviance. Olweus found that the role of external deviation is much smaller than generally believed.

2.3. GENDER DIFFERENCES

The Sheffield studies found boys to be more often reported as bullies, "whereas boys and girls report being bullied about equally" (Smith, 1991, 245). They found boys to be involved in "bullying both girls and boys, where girls seemed restricted mostly to other girls". Olweus (1994, 1176) found that "boys carried out a large part of the bullying to which girls were subjected, whereas more than 80% of boys were bullied mainly by boys.

Rivers and Smith (1994) found boys to be three time more likely to be involved in physical bullying than girls, whereas the differences in verbal bullying were very small. Girls were more involved in indirect bullying. Studies done in Norway (Olweus, 1994, 1176) show that by secondary/junior school boys were four times as likely to have been reported to have bullied than were girls. These results support research on aggressive behaviour.

Rigby (1995, 773) did research in Australia and found that adolescent boys expressed greater reluctance than girls to discuss bullying with others.

2.4. CHARACTERISTICS OF BULLIES

Olweus (1994, 1180) focuses on the characteristics of bullies, finding typical bullies as having an "aggressive reaction pattern combined (in the case of boys) with physical strength".

Smith (1991, 245) observes that there are possible sub-groups of bullies. These are discussed in detail by Stephenson and Smith (In Tattum and Lane, 1989, 52).

- * Bullies: Survey findings indicate that bullies are physically stronger than the rest of their group, that they are "active and assertive," that they have a positive attitude towards violence and enjoy aggressive situations. The traditional belief that they are unpopular and insecure was not upheld.
- * Anxious Bullies: A small group (18% of the sample) almost entirely made up of boys who were reported to have "fewer likable qualities and more frequent problems at home the poorest school attainments and the poorest concentration of all the groups". It is probable that these anxious bullies may well be attempting "to compensate for feelings of inadequacy".
- * Bully/victims: A small group (6% of the sample) both bully and are bullied themselves. These children were rated the least popular of all. They were physically stronger and more assertive than their victims, but tended to be easily provoked and frequently provoked others. Farrington (1993, 394) views this as the most contentious group of bullies. Research reports show an overlap far exceeding what could be expected. Farrington

notes that this overlap might well decrease as more research is aimed at this area.

Smith reports most bullying to be by a child in the same class or year as the victim (Smith, 1991, 245). Some bullying was by older children but little by children younger than the victim. In contrast, a study carried out by Olweus (1994: 1174) in Bergen found more than 50% of bullied children in the lower grades to be bullied by older students.

Bullying has been found to decrease steadily from the age of 7/8 to the age of about 16 (Smith and Levan, 1995: 490; Olweus, 1994, 1174). Smith and Levan suggest possible reasons:

- * "Younger children have more children older than them in school, who are in a position to bully them".
- * "Young children have not yet been socialised into understanding that you should not bully others".
- * "Younger children have not yet acquired the social skills and assertiveness skills to deal effectively with bullying incidents and discourage further bullying".
- * "Younger children have a different definition of what bullying is, which changes as they get older". This highlights the need to "study changes in perceptions and definitions of bullying from early school age to adulthood".

Research has tended to ignore children in infant school on the assumption that they "have not yet reached an appropriate level of cognitive development necessary to understand the self and other's

feelings" (Madsen, in press). She notes that research done by Patterson in nursery schools show that aggressors are already "experimenting with victims, moving around until they find children who produce their desired reaction" (ibid). She concludes that five and six year olds should be included in preventative action even though they perceive bullying differently from older children (ibid). Smith and Levan (1995, 493) designed a pictorial questionnaire, based on the Olweus questionnaire, for individual use with children in this younger age group. They found 43% of children in their sample to have experienced being bullied during the term, this figure is "quite consistent with the backwards extrapolation predicted" in their paper.

2.5. CHARACTERISTICS OF VICTIMS.

Smith (1991, 245) found victims "more likely to report being alone at break time, and to feel less well liked at school". Most pupils did not believe that their peers were likely to help in a bully/victim situation, but the questionnaires revealed that "having a few good friends can be a strong protective factor against being bullied" (ibid).

Stephenson and Smith (In Tattum and Lane, 1989, 52) found 7% of their total sample to be currently bullied. Most of these children were seen to be passive, lacking self-esteem, unpopular and physically weaker than the other children. 17% of these victims were classified as provocative victims. Provocative victims were found to be more active, assertive, confident and physically stronger than other victims and, most importantly, were easily

provoked. These children often cause management difficulties for their teachers as they frequently have concentration problems and tend to complain frequently about being bullied although they themselves are provoking the actions of the bully.

Olweus (In Smith, 1991, 245) distinguished a sub-group of "passive victims", who are anxious, insecure, and did not defend themselves. They frequently react by crying or withdrawing, have a low self-esteem and see themselves as failures, stupid and unattractive (Olweus, 1994, 1178). The passive victim thus "signals to others that they are insecure and worthless individuals who will not retaliate if they are attacked or insulted" (ibid). Interviews with parents of such victims have indicated "cautiousness and sensitivity from an early age" (ibid).

Follow up studies of victims (Olweus, 1994: 1179) showed that former victims fared better as adults, who then had more freedom in choosing their own environments. However, they tended to suffer more from depression and low self-esteem than their non-bullied counterparts.

2.6. TEACHERS/PARENTS

Although many pupils felt that teachers would attempt to stop bullying, few victims had spoken to a teacher or parent about being bullied (Smith, 1991). Smith (ibid) reports that teachers are often unaware of bullying and that not all teachers are sympathetic to the victim's problems.

Many victims do not tell their parents of bullying incidents. Possible reasons may be: that the child feels partly responsible; that the victim may feel embarrassed; and that there is a fear of unknown consequences if the parent complains to the school (Smith, 1991, 245).

Madsen (In press) questions whether or not teachers and parents are able to distinguish bullying from "rough and tumble play". Other researchers have also focused on this issue (Boulton, 1993; Smith and Boulton, 1990). The anti-bullying packs produced by both the Department for Education (England) and the Scottish Council for Research in Education warn that ignoring bullying is as good as condoning it (Madsen, in press). If teachers/parents do not correctly identify bullying and deal with it, it might lead to pupils feeling that some bullying is acceptable. Madsen's research showed that most participants "reported that bullying did not have to be repeated or intentional". She suggested that the "adverse effect on the victim be deemed the most essential feature in defining bullying".

Madsen (ibid) focuses on the issue of staff pressures and time constraints which might lead teachers to ignore bullying issues" in order not to waste time on matters they feel less important". This is certainly a present cause for concern in most South African schools where teachers are dealing with high pupil numbers as well as the stresses brought about by employment uncertainties.

2.7. FACTORS INFLUENCING THE EXTENT OF BULLYING BEHAVIOUR

Smith (1991, 246) highlights certain characteristics of the child which may relate to bullying behaviour:

2.7.1. TEMPERAMENT

Impulsiveness and quick tempered responses are linked to bullying behaviour, whilst withdrawal and a lack of assertiveness are linked with victim behaviour. The leaders in bullying incidents are "likely to be temperamentally impulsive and aggressive" and to "interpret the actions of others as aggressive or provocative" (Smith, 1994, 13). There is evidence that bullies show "little awareness of the feelings of the victim" (ibid).

2.7.2. COGNITIVE AND SOCIAL SKILLS

There is some evidence that victims may tend to encode social situations by more readily attributing hostility to others. Children who bully are often seen to be "lacking social skills in the information processing sense" (Smith, 1991, 246). It has also been argued that these children "simply have different values and goals for social encounters (ibid). Smith's interviews with bullies tend to suggest that they "view the playground as a tough place where you need to dominate or humiliate others in order not to be so treated yourself" (Smith and Thompson, 1991, 9) Smith notes that the debate as to whether bullying behaviour "indicates cognitive/social deficits, or not, has broad connotations" (Smith, 1991, 246) as to whether bullying can be considered pseudo pathological or truly pathological.

The characteristics of victims have been seen largely in terms of a deficit approach. Victims seem to lack friends and peer support, and may well be distinguished by physical characteristics (included in this is racial bullying) (Smith and Thompson, 1991, 9).

Children with educational difficulties, including learning difficulties as well as physical and hearing disabilities are at risk of being bullied (Smith, 1994a: 13). The same is true of non-white children who have been shown to experience racist name-calling more than their peers (ibid).

2.7.3. FAMILY

Smith (1991, 246) emphasises the association between bullying and cold child-rearing, high levels of discord, violence in the family, lack of clear discipline and little monitoring of behaviour. Olweus (1994, 1181-1182) has found four factors to be of importance in terms of child-rearing and bullying behaviour:

- * Lack of warmth and emotional involvement of the primary caretaker in the child's early years.
- * Permissive attitude of parental figures towards aggressive behaviour in the child.
- * Use of power assertive child-rearing.
- * The temperament of the child - an active strong-willed child is more likely become an aggressive child.

Attachment history has been highlighted as important for both bullies and victims (Bowers et al, 1994, 216). Bullies were found by Troy and Sroufe (Smith, 1991, 246) to have avoidant attachment

histories and victims to have anxious attachment histories. Bowers et al (1994, 216) found victims to be more likely to come from families with enmeshed, over-protective parenting styles.

Oliver et al (1994, 200) view bullying as an indication of potential problems within the family, and a sign that counselling may well be necessary to increase the closeness within the family or improve the family structure by setting limits and being consistent with discipline. The authors note that the goal of therapy is to encourage "more democratic, mutually inclusive parenting strategies that emphasise responsibility-taking by all family members".

2.7.4. SCHOOL

Incidence of bully/victim problems seem to vary between schools. Schools vary in terms of a clear policy on bullying behaviour in it's own right, adequate playground supervision, staff who are approachable, curricular approach to bullying problems and home-school liaison (Smith, 1991, 246).

Smith (1994b, 14) highlights factors which are likely to lead to successful intervention in schools:

- * School community involvement in policy development and action.
- * Backing up of policies with a range of other measures, e.g. work through the curriculum, the playground and with individuals and groups.

2.7.5. COMMUNITY

Smith (1991, 246) sees the "level of socio-economic stress on families, the amount of violence shown on the mass media, and levels of violence, racial and sexual harassment in a society generally" as important factors determining the levels of bullying behaviour in communities. Different societies condone differing levels of interpersonal violence which affects the acceptance of bullying behaviour (Smith, 1994b, 13).

2.8. INTERVENTION STRATEGIES

A review of the literature would be incomplete if attention was not paid to intervention strategies designed to alleviate the problem of bullying behaviour.

Oliver et al (1994, 201) emphasise the importance of viewing bullying as an "unacceptable social incompetence and an example of poor problem solving, fed by a lack of parental support and excessive use of coercion". There is a need to acknowledge the wrong in bullying behaviour rather than cling to the "common myths", in order to approach the teaching of alternative behaviours.

The interventions implemented in Norway indicated that "significant progress is possible in schools, but that it may not always be easy" (Smith, 1994b, 14). An overview of the Norwegian project components is given below:

OVERVIEW OF CORE PROGRAM*GENERAL PREREQUISITES*

- ** Awareness and involvement on the part of adults

MEASURES AT THE SCHOOL LEVEL

- ** Questionnaire survey
- ** School conference day
- ** Better supervision during recess
- * Formation of a co-ordinating group
- * Meeting staff-parents (PTA meeting)

MEASURES AT THE CLASS LEVEL

- ** Class rules against bullying
- ** Class meetings

MEASURES AT THE INDIVIDUAL LEVEL

- ** Serious talks with bullies and victims
- ** Serious talks with parents of involved students
- * Teacher and parent use of imagination

(**Core component; *highly desirable component)

(Olweus, 1994: 1186)

The above programme is "built around a limited set of key principles" (particularly concerning aggressive behaviour) which have been translated for use at school, class, and individual level (Olweus, 1994: 1185-1186). The programme is based on the utilization of the existing social environment, but it must be added that "experts such as school psychologists, school

counsellors, and social workers also serve important functions such as planning and co-ordinating, counselling teachers and parents (groups) and handling more serious cases" (Olweus, 1994: 1186-1187).

Sharp and Smith (1991, 47) reporting on the Sheffield project comment that "interventions used can reduce bullying by some 50%". The Sheffield studies found the greatest reduction to be taking place in primary schools, with smaller reductions in secondary schools, but even here there was an increase in the number of bullying incidents reported to teachers and a feeling that the school had taken positive steps and the bullying behaviour was decreasing. Results from two smaller, less well funded projects (G. Smith in Wolverhampton and Pepler in Toronto) seem to indicate that "a limited intervention has little effect" (Smith, 1994b, 14).

The Sheffield Project is similar to the Norwegian Nationwide Anti-Bullying Campaign in that the first step is always a bullying survey of each school, but the UK interventions differ from those tried in Norway.

The Sheffield Policy has tackled the problem of bully/victim behaviour through the establishment, by each school, of a whole school policy (Sharp and Smith, 1991, 50). This policy included basic principles:

- * The policy should be developed through extensive consultation involving all staff, parents, governors and pupils.

- * A clear definition of bullying must be established as well as clear rules on how to deal with the behaviour.
- * An environment conducive to children being able to tell someone when they are being bullied or are aware of someone else being bullied must be created. The pupils need to know that the sharing of knowledge of bullying incidents is their own responsibility.
- * The communication within the school system must be addressed.
- * The necessity of monitoring of the whole school policy in order to ensure effectiveness over time.

In addition to the above, optional interventions were also outlined (Sharp and Smith, 1991, 50-51):

- * Tackling bullying through the curriculum. Materials (video, drama and literature) were produced under the funding of the Gulbenkian Foundation (Smith and Thompson, 1991, 12).
- * Involving pupils in developing their own solutions to bullying. Quality circles and bully courts were investigated in order to allow each pupil to "take a proactive role in preventing and responding to bullying". Cowie and Sharp (n.d.) have developed materials on Peer Counselling with school children, in order that children be empowered to help each other in light of their "reluctance to tell a member of the teaching staff that they were bullied".
- * "Working directly with pupils involved in bullying incident". This intervention strategy includes

assertiveness training and support groups for victims. Pikas' "method of common concern" has been used as a method of changing a bully's behaviour on an individual or small group basis (Smith and Sharp, 1994, 18)

- * "Playground supervision". There is a need to recognise supervisory staff as valuable members of the community rather than undermining them and seeing them as "non-people within the school community" (Sharp and Smith, 1991, 53).
- * "Working with the environment". Increased concern about the unstimulating playground environments at most schools in the Sheffield area has led to involving the pupils themselves in the design process of creating a richer outdoor environment.

The survey of literature serves to emphasise the many variables influencing both bullying and victim behaviour thus giving some idea of the complexity of the issue. The need for research in the South African context is apparent and the present study should be seen as an initial attempt to meet this need. The following chapter describes the methodology employed in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

In this chapter the issues surrounding research in the South African context are discussed. The research objectives and the design (including ethical considerations), and method employed in this study are specified.

This study was undertaken to measure the nature and extent of bullying behaviour amongst Model C primary school children in the Pietermaritzburg area of KwaZulu-Natal, South Africa.

The questionnaires designed by the researcher were intended to survey teachers' and pupils' perceptions and attitudes to the topic, and to examine the relationship between each answer on the pupil questionnaire and the following three variables - sex, age and school.

3.2. PROBLEMS INVOLVED IN THE RESEARCH OF BULLYING BEHAVIOUR IN SOUTH AFRICA.

The researcher was aware that research into this area is problematic, and two particular problems need to be raised here. The first is that the historical inheritance of our present schools affects any study attempted within the school system. Under apartheid, schools were segregated according to the race of the

children attending the school. Schools received differing amounts of government funding. The present result of this system is that schools are differentiated both by the predominant culture as well as by the socio-economic status of parents. In order to conduct a study of a sample of children inclusive of all school models, it would be necessary to translate the questionnaires and the open ended answers into numerous languages, thus raising questions of validity and reliability, and would require extensive sampling procedures, a very sizable research effort, well beyond the parameters of the research to be reported in this dissertation.

A second issue relates to the definition of bullying. Farrington (1993, 386) emphasises that few researchers have attempted to attain the children's own definitions of bullying and even fewer have made any attempt to distinguish what children do not see as bullying.

3.3. RESEARCH OBJECTIVES

This study was designed as an initial survey. No attempt was made to examine the effect of diversity of culture and socio-economic status on bullying behaviour, since each investigation would be complex and beyond the scope of this study. It was decided to place emphasis on age, gender and school differences as less emotionally laden factors.

In addition to the Pupil Questionnaire a questionnaire was devised by the researcher in order to gain an indication of teachers' perceptions of the nature and extent of children's bullying in

their schools. A comparison of some of these perceptions with those of the pupils was made in order to gain some understanding of the validity of teacher assessment of the issue.

3.4. RESEARCH DESIGN

There are various ways of assessing the nature and extent of bullying, each with its own advantages and disadvantages. Many different techniques have been used as highlighted in Farrington (1993: 387) and include:-

- * Olweus and Lowenstein - peer nominations.
- * Mathai and Taylor - staff ratings in institutions.
- * Olweus - anonymous self-report questionnaires.
- * Smith - individual interviews.
- * Tattum and Tattum - systematic observation and school records.

Olweus developed a questionnaire on bullying in schools which was used in the Norwegian Nationwide Campaign against bullying in the 1980's. Studies carried out by Ahmad and Smith (In Farrington, 1993, 389) concluded that this anonymous questionnaire was more valid than either individual interviews or teacher/peer nominations. A modified, English format of this questionnaire has been used in the Sheffield studies in England, which, by the end of 1990 had been given to 7 000 school children between the ages of 8 and 16 years (Smith, 1994b: 12)

3.5. THE QUESTIONNAIRE METHOD

The use of anonymous questionnaires was chosen as the method of data collection as it has been broadly used in the form of the Olweus Bully/Victim Questionnaire. This questionnaire has been translated into English, Dutch, German, Spanish, Japanese, Norwegian and Swedish, and is used for the measurement of both direct and indirect bullying.

Copyright and financial constraints prevented this researcher from using the actual Olweus or Modified Olweus questionnaire. Data from Smith and Sharp (1994) and Olweus (1993: 11-13) as well as Olweus's information sheet on the questionnaire was utilised in order to construct a similar questionnaire, both in structure and in the kind of information which might be expected to be obtained. The pupil questionnaire covered three basic areas of information; - biographical, whether the pupil is bullied and whether the pupil bullies others. The teacher questionnaire was designed to elicit similar information on bullying as the pupil questionnaire.

X A pilot study was conducted with six pupils who were asked for feedback on the ease of understanding both the questionnaire and the instructions to it. Pupils were chosen from outside of the target population, rather than randomly selected, in order to cover cultural differences, as well as gender and socio-economic differences. The teacher questionnaire was given to two teachers from this same population with the aim of highlighting possible ambiguities.

Although one aim of the study was a comparison between perceptions of pupils and those of teachers, this is only feasible for certain questions. Pupils answer the questionnaire from their own perspective, while teachers are generalising about bullying they see throughout the whole school. Therefore comparisons are limited although the data collected is of importance.

3.5.1. CRITIQUE OF THE QUESTIONNAIRE METHOD

There are certain disadvantages to the use of questionnaires as a means of data collection and it is important to acknowledge these:

- * Social desirability: Gilbert (In Rundell, 1995:45) discusses the tendency for respondents to disclose only that which is thought to be desired by the researcher. Teachers and pupils might thus be tempted to over- or under-report on bullying behaviour in order to provide the researcher with information they feel will be favourable. In the study of bullying behaviour which has a negative social desirability, respondents may well under-report in order to distance themselves from the behaviour. On the other hand, over-reporting could occur if there is a perceived need to elicit sympathy. The anonymity of the questionnaire may allow for more accurate reporting.
- * Self-report issues: Bailey (1982, 111-112) lists some of the reasons why a respondent might give erroneous information or fail to answer questions. Many of these involve issues around reporting about one's own behaviour which may be seen

as an invasion of privacy or an indication of a personal deficit of some kind. In order to counteract these issues unnecessarily sensitive questions have been excluded, it was emphasised that there are no right or wrong answers and that respondents were not to place any identifying data on the questionnaire.

- * Familiarity with the questionnaire method: The level of familiarity with answering questionnaires and the use of multiple choice answers is debatable, particularly among pupils in grade 4. Lack of familiarity with the method could lead to difficulty in filling in the questionnaire. The method of completion was explained in detail to the pupils in order to attempt to prevent inaccurate or inconsistent answers.

The following points must be noted with the use of closed-ended questions:

- * The respondent may feel "frustrated because the appropriate category for his or her answer either is not provided at all or is not provided in sufficient detail" (Bailey, 1982, 124).
giving long Bullyout knowing but then got provided answers.
- * "Differences in interpretation of what is meant by the question may go undetected" (ibid). A pupil could answer the questionnaire on bullying without actually understanding the subject matter.
- * Variations in answers might be eliminated by forced choice answers. Pupils were forced to answer one of the given choices. Opportunities to expand on answers or give other

possible answers were added to the questionnaire design in order to allow for variations. ~~open ended~~
There is a greater likelihood of error than in open-ended responses in that the wrong response may be marked. It is possible that the incorrect block might be marked as the respondent's choice. It was suggested to the pupils that they make use of a ruler in order to decrease the likelihood of their marking the wrong block. An attempt was also made in this study to add some opportunities for the respondent to explain or elaborate on their answer in order to reduce this effect.

In spite of the above criticisms of the questionnaire method, Smith and Sharp (1994: 12), in their discussion of the measurement of the nature and extent of bullying, note that "an anonymous self-report questionnaire seems the most reliable and valid method."

3.6. VALIDITY AND RELIABILITY

Smith (Smith and Sharp, 1994, 12) observe that reliable generalisations about the extent and nature of bullying in general require "large scale survey data". The self-report questionnaire method initiated by Olweus and used in many countries around the world, has an established test-retest reliability and reasonable agreement with peer nomination methods. Work done by Olweus, Smith and Ahmad (In Smith and Sharp, 1994, 12) found that the Modified Olweus Questionnaire "provided a suitably reliable and valid measure for large-scale survey use". This survey method has been used extensively in schools world wide (Smith and Sharp, 1994, 12).

While the questionnaire used in this study does fulfil the criteria for face validity as listed by Bailey (1982, 70), there is no statistical indication of the reliability of the measure (that the questionnaire is a consistent measure of bullying behaviour).

3.7. RESEARCH METHOD

Due to the constraints involved in the translation of questionnaires into both Zulu and Afrikaans, English medium Model C schools were chosen as the research population. It was assumed that the children, who are taught through the medium of English, would be able to understand and thus complete the questionnaires. Intact groups were used for ease of administration rather than attempting to draw random samples. It is accepted that this sample was representative only of the Model C Primary School population and not of the general population of South Africa.

Two Pietermaritzburg Model C schools were chosen to take part in this study. The principal of each school was approached. One school principal requested that the study be outlined to the staff. Both schools expressed their willingness to take part in the study.

Grades 4 and 7 were chosen as target populations in order to gain some idea of the differences in bullying behaviour according to age. Reading competency is a prerequisite for the completion of questionnaires and this skill is presumed present at a grade 4 level. Studies in the United Kingdom and Scandinavia covered whole schools rather than identified age levels, a task which was well beyond the scope of this study.

Letters requesting parental consent (Appendix 1) were placed in each child's homework book the week prior to the research being conducted. At school "A" only 3 children did not obtain parental consent. At school "B" the majority of the grade 4 children obtained consent, but only 39 grade 7 children returned their consent forms. In this case it was reported by all but one child that they had forgotten to hand the form to their parent or had forgotten to return the signed form to the school.

The researcher handed out a questionnaire to each child who had returned a consent form. An explanation was given to the children (Appendix 2) as to the aim of the questionnaire. The definition of bullying used by Smith and Sharp (1994, 13) was read to the pupils:

Bullying is when someone means to be nasty to you or hurts you often. This can be teasing, saying horrible things about you to others, not wanting to let you play with them, hitting you or hurting you or talking nastily to you.

The children's attention was drawn to the fact that this definition was repeated in writing at the top of the first page of the questionnaire should they wish to refer to it.

The pupils were then given unlimited time to fill in the questionnaire. No collaboration was allowed.

At each school all questionnaires were filled in between breaks to prevent the possibility of pupils from one group discussing the content of the questionnaire with those from another group.

3.8. RESEARCH SAMPLE

The sample consisted of 37 teachers and 259 pupils (162 from school "A" and 97 from school "B"). Although the teachers taught a range of grades within the primary school, the pupils were from either grade 4 or grade 7. There was no exclusion of either pupils or teachers, except pupils on the grounds of lack of parental consent.

There were more girls than boys (ratio 161:97) in this study. This may possibly be explained by the fact that there is an all boys primary school within the target area which would draw some boys from the population away from the dual sex schools included in this sample. There is no similar girls-only school.

3.9. ETHICAL AND ADMINISTRATIVE CONSIDERATIONS

Briefing of each group of pupils and teachers took place before the questionnaire was completed. The following issues were dealt with:

- * Clarity was provided on the definition of bullying behaviour (see section 3.4). This was done in order to provide some common understanding of the issue.
- * Pupils were made aware that there were no right or wrong answers.
- * The anonymous and confidential nature of the questionnaire.
- * The use of an X, or any other mark, in the box corresponding to the multiple choice answer chosen by the respondent.

- * The need to answer ALL questions on both sides of the paper so as to ensure that no questions remained unanswered as this invalidated that questionnaire.
- * The availability of the researcher to answer any questions regarding the understanding of the questionnaire.

As an ethical consideration, debriefing of each group was attempted in order to allow the pupils time to ask questions about both the process and the use of the questionnaires. Only pupils in grade 4 at school A asked questions. The latter may have been affected by the fact that these were the only children who were encouraged by their teachers to take the time to put questions to the researcher.

At times pupils approached the researcher individually about their own difficulties with being bullied. Children were strongly urged to contact a member of staff to discuss their issues. Staff were informed of the needs of children who wished to disclose bullying incidents.

3.10. IRREGULARITIES IN THE ADMINISTRATION OF THE QUESTIONNAIRE.

The researcher requested that children remain in the classroom in order that questions could be answered. At school A one class teacher allowed the children to leave the class before the researcher was able to answer questions.

The researcher was available for answering questions during and after the questionnaire completion. Particularly at school B

children frequently required help with the meaning of questions, and the researcher became aware that the understanding of the English language was often less than originally assumed.

The above chapter outlined and provided a critique of the methodology employed in the present study. Although it was noted (3.5) that the questionnaire used by the Sheffield Anti-bullying Project was not used, an attempt was made to model the methodology of this study on that used by that Project. In Chapters Four and Five the results of the present study are presented and discussed.

CHAPTER FOUR

RESULTS

4.1. INTRODUCTION

The data is presented first in descriptive form (through use of frequencies and percentages) in order to gain a quantitative understanding of the questionnaire answers. Percentages have been rounded off and histograms given for each questionnaire for easy access to the data. These descriptive statistics are divided into teacher and pupil results.

Secondly, a statistical analysis was undertaken and is described in detail in the second half of the chapter.

4.2. RESULTS OF THE TEACHER QUESTIONNAIRE

A copy of the teacher questionnaire is presented in Appendix 3. The aim of the questionnaire was to obtain a sample of teacher attitudes to and opinions of bullying behaviour and to gauge teachers' perceptions of the levels of this behaviour in the school where they teach.

Of a total of 37 teachers, 28 were female and only 6 male (3 teachers did not respond to this question) (Table 4.2.1.). This ratio is usual within the primary school system in South Africa. Grades taught were spread between grade 0 and grade 7 (Table 4.2.2.). 57% of the teachers had taught for more than 10 years,

27% for between 5 and 10 years, and 16% for less than 5 years. Therefore the majority of the teachers were experienced (Table 4.2.3.).

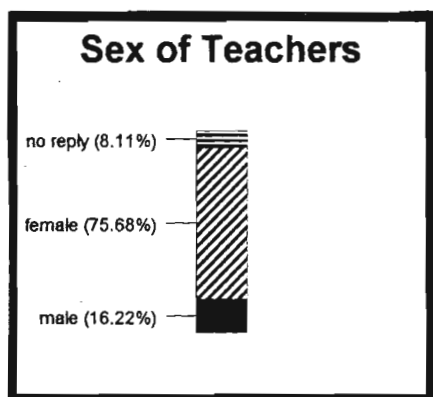


TABLE 4.2.1
SEX OF TEACHERS

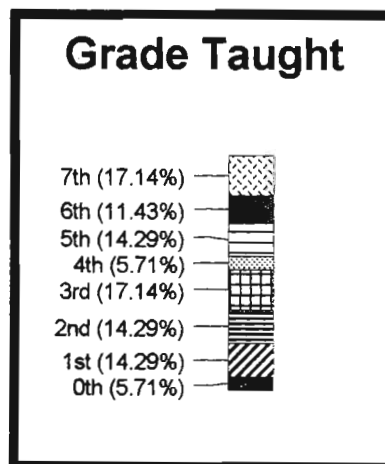


TABLE 4.2.2.
GRADE TAUGHT

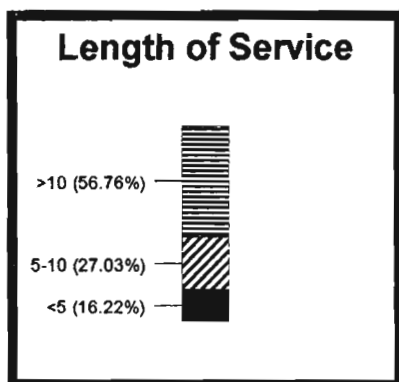


TABLE 4.2.3.
LENGTH OF SERVICE

81% of teachers did break duty once a week, which tends to indicate that the degree of supervision is less intense during break periods than during class time (Table 4.2.4.). All teachers considered the playground to be the most common place where bullying occurs (Table 4.2.5.). 62% of teachers were aware of only a few children playing alone during break time (Table 4.2.6).

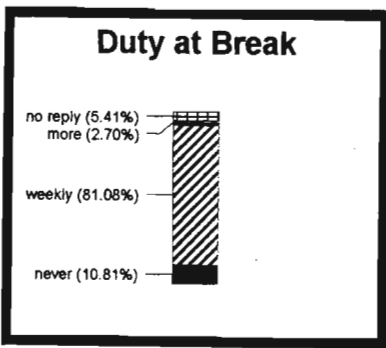


TABLE 4.2.4.
DUTY AT BREAK

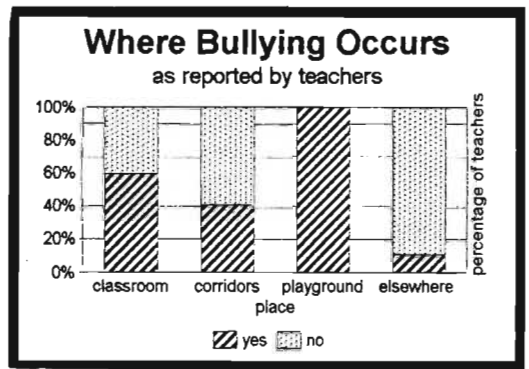


TABLE 4.2.5.
WHERE BULLYING OCCURS

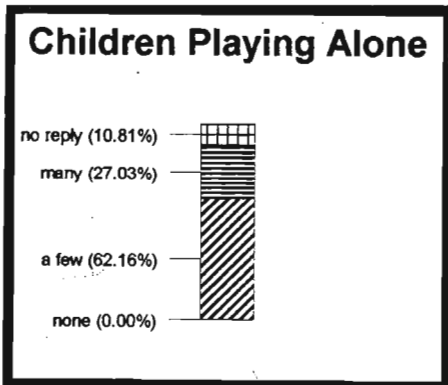


TABLE 4.2.6.
CHILDREN PLAYING ALONE

38% of all teachers claimed to have encountered bullying every day. 32% observed this behaviour at least once a week; but no teacher had never observed bullying (Table 4.2.7). 8% of teachers reported being were aware of more than 6 bullies in the class they taught (Table 4.2.8.).

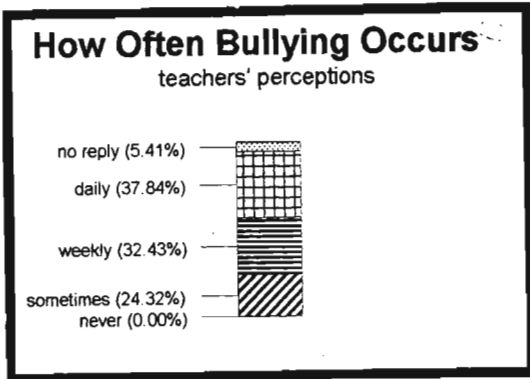


TABLE 4.2.7.
HOW OFTEN BULLYING OCCURS

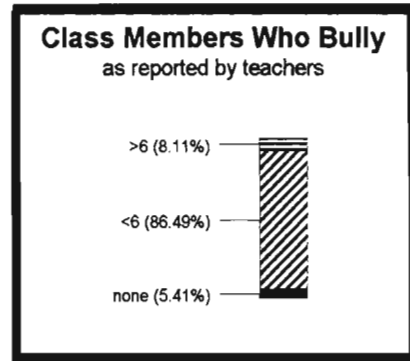


TABLE 4.2.8.
CLASS MEMBERS WHO BULLY

Racial bullying and ostracism were the most common forms of bullying behaviour identified by teachers (Table 4.2.9.). 81% of teachers indicated that boys and girls used different bullying tactics, identifying boys as being more physical and girls using more verbal tactics as well as ostracism (Table 4.2.10). There was little distinction between the identified bully's age and that of the victim (Table 4.2.11).

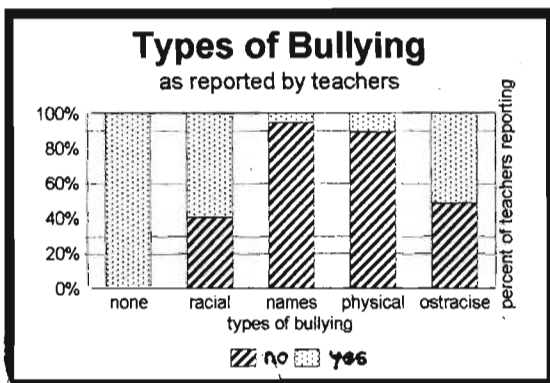


TABLE 4.2.9.
TYPES OF BULLYING

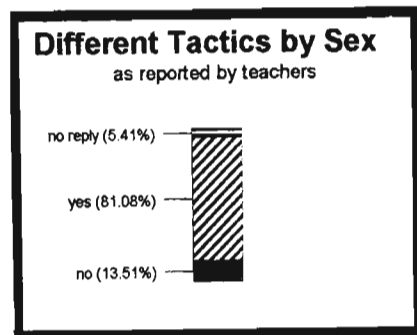


TABLE 4.2.10.
DIFFERENT TACTICS BY SEX

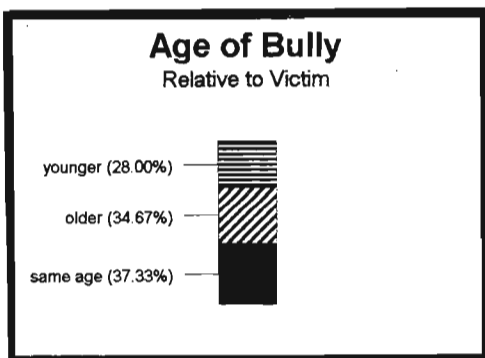


TABLE 4.2.11.
AGE OF BULLY

Teachers were more aware of group bullying than of bullying by one individual (Table 4.2.12). Bullying by boys alone or boys and girls together was seen as most common, while bullying by individual girls was not reported (Table 4.2.13.).

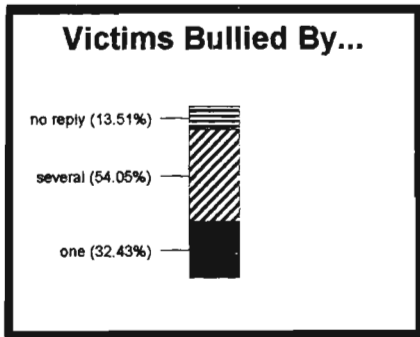


TABLE 4.2.12.
VICTIMS BULLIED BY...

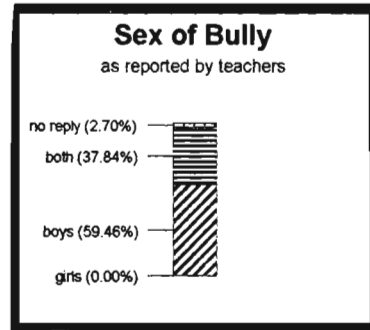


TABLE 4.2.13.
SEX OF BULLY

The majority of teachers observed victims of both genders, followed by boys alone. 3% of teachers only saw girl victims (Table 4.2.14.).

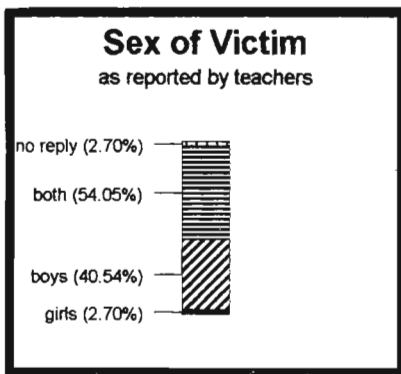


TABLE 4.2.14.
SEX OF VICTIM

65% of teachers noted that they were upset by bullies. 19% said they disliked bullies. On the other hand 11% did not consider bullying a problem in their school (Table 4.2.15.). 76% of teachers felt sorry for the victims of bullying behaviour while 24% reported that they were unconcerned over the plight of the victim (Table 4.2.16).

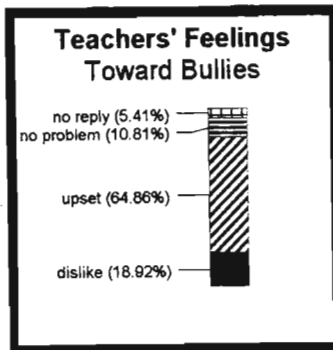


TABLE 4.2.15.
TEACHERS' FEELINGS
TOWARD BULLIES

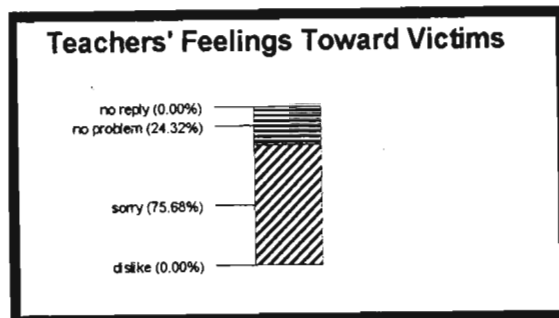


TABLE 4.2.16.
TEACHERS' FEELINGS
TOWARD VICTIMS

Teachers were asked to describe how they reacted to the report of a bullying incident. Most teachers (95%) reported attempting to ascertain the exact details of the incident - usually by calling the bully and victim together. 9 teachers (24%) felt it important to get the children to apologise to each other.

Only 4 teachers (11%) noted that they would deal with the bully and victim differently. It is only in the imposition of detention to the bully that some teachers indicated a difference.

3 teachers (8%) reported involving parents in dealing with cases of bullying. 2 teachers (5%) questioned bullies and victims separately when discussing the incident.

4.3. RESULTS OF THE PUPIL QUESTIONNAIRE

A copy of the pupil questionnaire can be found in Appendix 4. The aim of the questionnaire was to obtain details of gender and grade of the pupil, and to sample the pupil's perceptions of the level and nature of bullying behaviour within their school. An attempt was also made to gain insight into the level and nature of the pupil's own bullying behaviour.

The discussion below follows the order of the questionnaire. This is important in the light of Bailey's (1982, 138-142) discussion of question order and the need to follow the general rules guiding this issue.

148 of the pupils were in grade 4 and 111 in grade 7 (question 3) (Table 4.3.1.). 162 children from school "A", and 97 from school "B" answered the questionnaire (Table 4.3.2.).

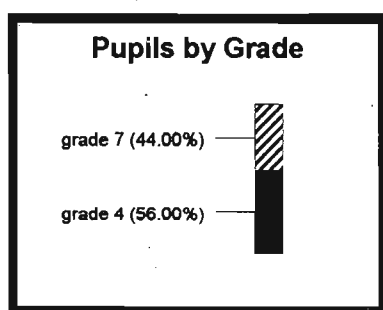


TABLE 4.3.1.
PUPILS BY GRADE

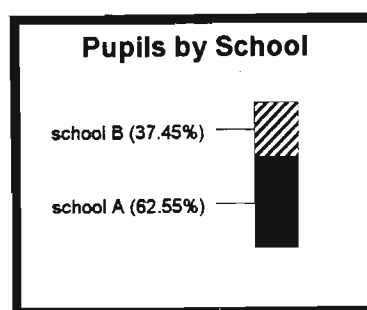


TABLE 4.3.2.
PUPILS BY SCHOOL

98% of pupils in this study reported liking break time (question 4) (Table 4.3.3.). Only 3% of pupils indicated that they played alone most days (question 6). No boys and only 3% of girls reported having no friends (question 5) (Table 4.3.4. and 4.3.5.).

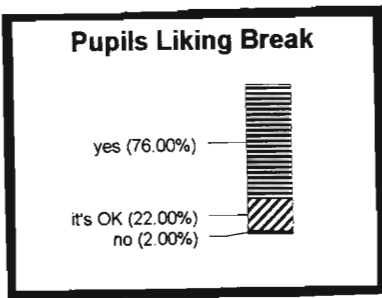


TABLE 4.3.3.
PUPILS LIKING BREAK

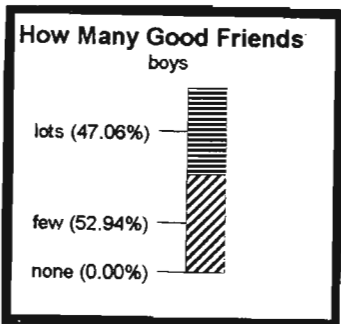


TABLE 4.3.4.
HOW MANY GOOD FRIENDS - BOYS

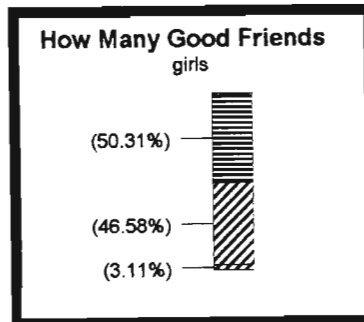


TABLE 4.3.5.
HOW MANY GOOD FRIENDS - GIRLS

27% of pupils reported never having been bullied (question 7). The percentage of pupils reporting never having been bullied was relatively consistent throughout the study. 63% admitted to being bullied sometimes. 10% of pupils indicated that they were bullied "weekly or more often" (Table 4.3.6.).

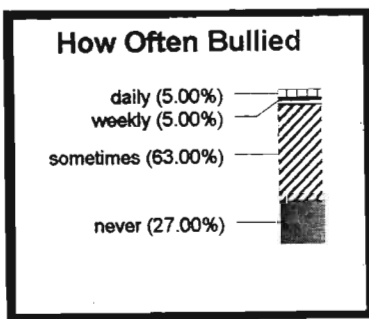


TABLE 4.3.6.

HOW OFTEN BULLIED

Name calling (55%) was the most common form of bullying identified, followed by having stories told about them (37%). The diagram below (Table 4.3.7.) indicates the percentage of pupil's reporting the different categories of bullying behaviour (question 8).

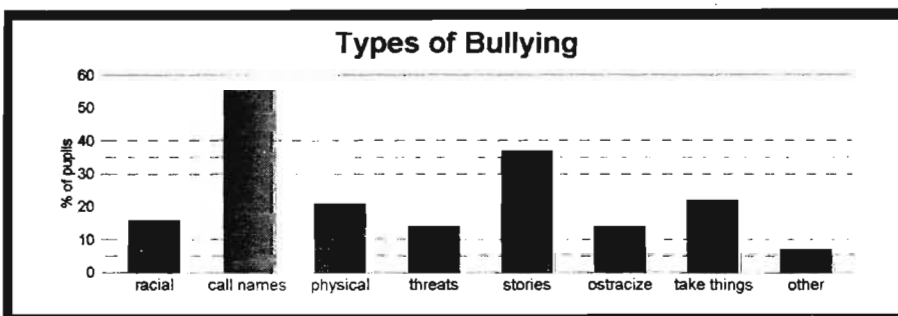


TABLE 4.3.7.

TYPES OF BULLYING

Both boys and girls identified the playground as the most common place where bullying occurs (50%), followed by the classroom (26%) (Table 4.3.8.). Other areas highlighted by pupils in an open-ended question on this topic were the toilets (mainly by boys) and in the vicinity of the school gates. Aftercare was also seen as a problematic area (question 9).

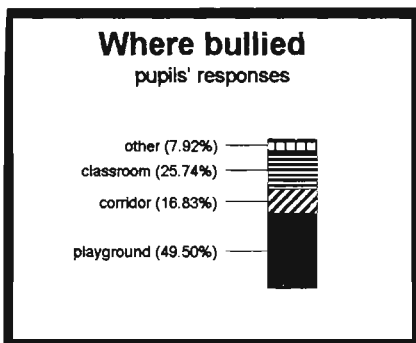


TABLE 4.3.8.

WHERE BULLIED?

22% of pupils highlighted being bullied by only one child. 53% indicated being bullied by more than one child (i.e a group of children (question 11) (Table 4.3.9.). 36% of pupils were bullied by a child of the same age group and 32% by an older child (question 10) (Table 4.3.10.). No boys, but 17% of girls reported being bullied by girls alone. 32% of pupils were bullied by boys alone and 27% by girls and boys together (question 12) (Table 4.3.11.).

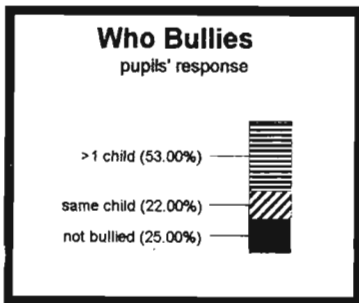


TABLE 4.3.9.
WHO BULLIES

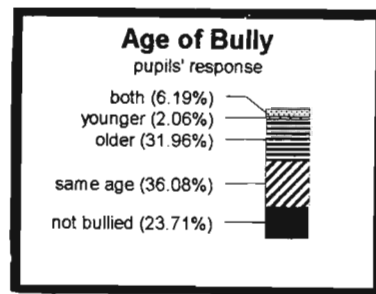


TABLE 4.3.10.
AGE OF BULLY

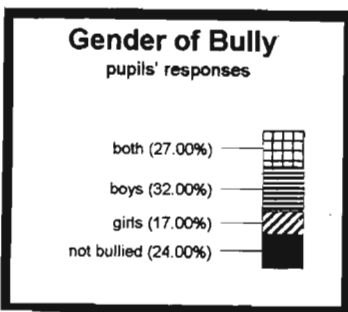


TABLE 4.3.11.
GENDER OF BULLY

The majority of pupils (53%) had never told a teacher about their being bullied (question 13) (Table 4.3.12.), whereas more pupils (46%) had told someone at home (question 14) (Table 4.3.13.).

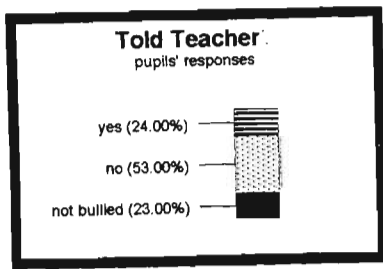
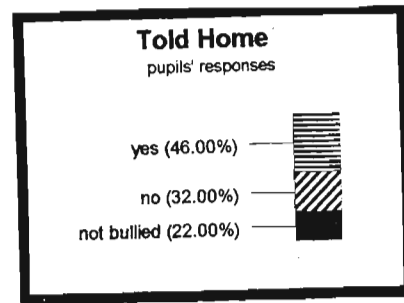


TABLE 4.3.12.
TOLD TEACHER



4.3.13.
TOLD HOME

28.5% of pupils admitted to having bullied others (Table 4.3.14.). Pupils were given the opportunity to elaborate on their own bullying behaviour, but only 3% of boys and 9% of girls did so (question 15). 8% of those who bullied others indicated that they had told a teacher about their behaviour (question 17) (Table 4.3.15.), and 18% indicated that they had told someone at home (question 18) (Table 4.3.16.). No attempt was made to ascertain who at home was told of the incident. The discrepancy in the number of pupils who report not bullying is noted and included in the discussion of suggestions for future research (6. 3).

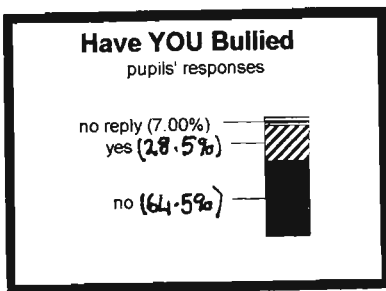


TABLE 4.3.14.
HAVE YOU BULLIED

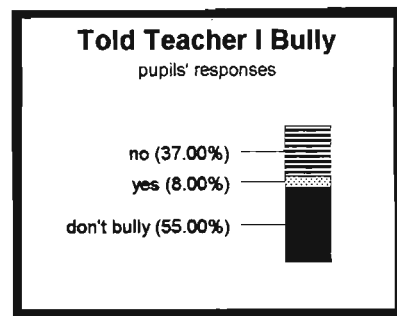


TABLE 4.3.15.
TOLD TEACHER I BULLY

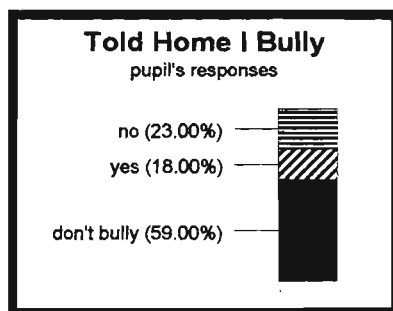


TABLE 4.3.16.
TOLD HOME I BULLY

15% of pupils reported many bullies in their class, while 55% reported only a few bullies in their class (question 19) (Table 4.3.17.).

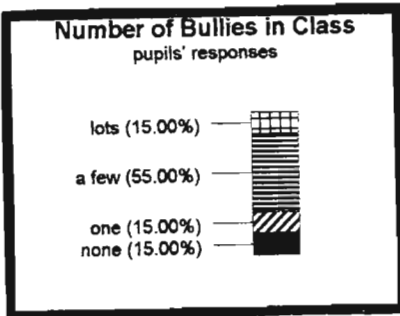


TABLE 4.3.17.

NUMBER OF BULLIES IN CLASS

Below is a breakdown of the aspect of school life children found to be most enjoyable. This question was added to alter the final tone of the questionnaire (question 21) (Table 4.3.18 and 4.3.19.).

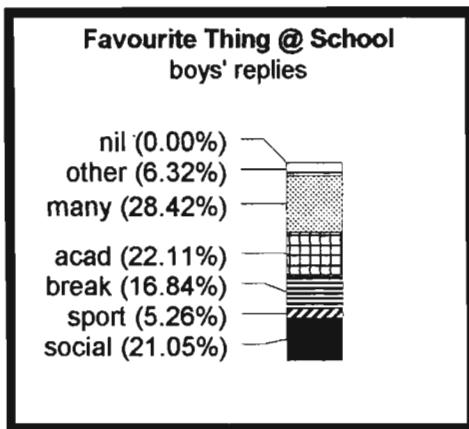


TABLE 4.3.18.

FAVOURITE THING AT
SCHOOL - BOYS

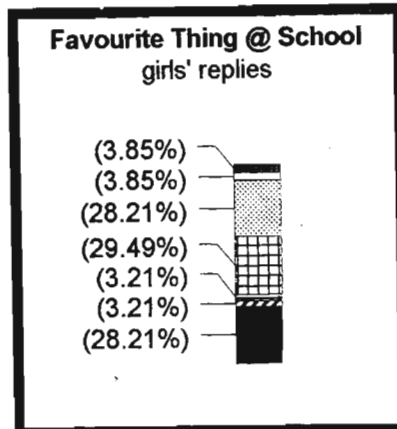


TABLE 4.3.19

FAVOURITE THING AT
SCHOOL - GIRLS

4.4. STATISTICAL ANALYSIS

Statistical analysis was undertaken to further the understanding of bullying as a social phenomena beyond that which can be gained from subjective impressions. Explanatory ^{Quant.} statistical analysis was used to compute levels of statistical significance in order to explore the strength of the relationship between bullying behaviour and the variables of gender, grade and school.

Product-moment correlation co-efficients were used to determine the significance of the association between the answers to each question and the following variables: sex, grade and school. An objective measure of the strength of the relationship between two variables was thus obtained. The greater the absolute value of the product moment correlation, the greater the linear relationship between the variables. The smaller the absolute value of the product moment correlation, the smaller the relationship between the variables. In this study then, computed levels of significance less than or equal to 0.05 are an indication of a difference in the answers to the particular question in terms of the variable under analysis. Levels of significance approximating 1 indicate a strong linear relationship between the variables, i.e. in this study, little difference in the aspect of bullying with respect to the variables.

Pearson's correlation coefficient was computed for each question using the following variables: sex, grade and school. Only those questions for which the value was found to be significant are presented in Tables 4.4.1., 4.4.2. and 4.4.3 below.

TABLE 4.4.1.

SIGNIFICANT CORRELATIONS BY SEX

QUESTION	SIGNIFIC.
How - My body was hurt	0.00255
How - I was threatened	0.04053
How - Nasty stories were told about me	0.00782
How - No one wanted to play with me	0.03956
How - Other children took something of mine	0.01539
Who bullies you?	0.02269
Are you Bullied by girls or boys?	0.0000
Have you ever bullied another child at school?	0.01060
How often do you bully?	0.02107

The major differences in bullying behaviour between boys and girls in this study are shown to be in the nature of the behaviour, the characteristics of the bully and the pupil's own bullying behaviour.

TABLE 4.4.2.

SIGNIFICANT CORRELATIONS BY GRADE

QUESTION	SIGNIFIC.
How often do you play alone because other children do not want to play with you?	0.00003
How often are you bullied at school?	0.04229
How - No one wanted to play with me	0.02429
Where - In the playground	0.00005
Where - In the corridors/passages	0.00461
Where - In the classroom	0.01429
Who bullies you?	0.00006
Have you talked to anyone at home about being bullied?	0.02189
Have you told someone at home that you have bullied another child?	0.03957
How many bullies are in your class?	0.00005
How do you feel when other children are bullied?	0.00344

Differences in bullying behaviour when correlated with the age of the pupil in this study are shown to concern the nature of the bullying behaviour and the place where bullying took place. Differences in telling about the bullying, the number of bullies in the class and the feelings of the pupils towards other children who are bullied were also shown.

TABLE 4.4.3.

SIGNIFICANT CORRELATIONS BY SCHOOL

QUESTION	SIGNIFIC.
How - I was teased because of my colour.	0.02897
How - Things were taken away from me.	0.04448

Significant differences were computed between School A and School B with respect to the questions concerning the nature of bullying indicated above.

In the following chapter the results, as outlined above, will be discussed in the light of the relevant research identified in Chapter Two.

CHAPTER 5

DISCUSSION OF RESULTS

5.1. INTRODUCTION

This study aimed at providing a preliminary investigation into the amount and nature of bullying behaviour in Model C Primary Schools in the Pietermaritzburg area of KwaZulu-Natal. In this chapter the results of the study are discussed in the context of the relevant literature and the findings of other researchers. An attempt has been made to speculate about the results in the light of the South African situation.

The research undertaken in the present study is evaluated and limitations of the study are noted. Furthermore, indications and recommendations for further research are discussed.

5.2. DISCUSSION OF TEACHER QUESTIONNAIRE

The uneven distribution of 28 female to 6 male teachers (4.7:1), is usual in primary schools in South Africa. 57% of the teachers had taught for a period longer than ten years indicating the fact that the majority of the teachers in these Model C Schools appear to be experienced.

Teachers indicated that they were most aware of bullying on the playground, although 81% of teachers took break duty only once every week, suggesting less supervision in the playground than in

the classroom. The above suggests that bullying "takes place during school hours at times when children are less closely supervised and when the children are in relatively large groups playing rough and tumble play ..." (Tattum and Lane, 1989, 50). Although it is reported by Smith and Sharp (1994, 132) "that the playground is the most common location in which bullying takes place", it is also important to note that "in the bustle of a large playground it becomes extremely hard to distinguish behaviour causing distress from the general rough and tumble" (Elliott, 1992, 37). Good playground supervision is in the best interests of the school as a whole. It is important to note that this "demands more than the casual oversight of a couple of adults wandering around the playground" (Elliott, 1992, 39). Smith and Sharp (1994, 138) cite the research of O'Rourke in New Zealand as supporting the "notion of limited adult participation in the playground".

Teachers who set up activities on entering the playground, and then withdrew were found to be as effective in reducing bullying and rule breaking as those teachers who continued to play with the children through break. It is necessary to reach a "compromise between too much adult intervention (that may interfere with the benefits of true free play) and too little adult intervention (that may do nothing to help reduce bullying/fighting)" (ibid). It is vital that teachers be helped in the development of those skills which could enhance their ability to accurately perceive the nature of pupil's playground behaviours. Boulton (1996, 377) discusses the role of break time supervisors "ability to correctly differentiate between playful and aggressive fighting" in reducing bullying in the playground setting.

When examining the amount of bullying encountered by teachers it is important to note the study of Madsen (In press) which found teachers and parents to overlook a significant number of incidents which are seen by pupils to constitute bullying. This may well result in "pupils feeling that bullying is acceptable" (ibid). Madsen goes further to say that "if a target feels as though they are being bullied then the matter must be dealt with" (ibid). This, however, does not seem to be an issue which is being systematically tackled in many South African schools.

The majority of teachers felt that bullying tactics differ according to gender. This view is upheld by Sharp and Smith (1992, 49) who report that boys are more involved in physical forms of bullying behaviour and girls reportedly used more "verbal and socially based bullying".

Teachers reported little distinction between the age of the bully relative to that of the victim. Sharp and Smith (1992, 49) report a similar trend in UK schools.

The last question of the teacher questionnaire allowed the teacher to give the researcher some idea of how they deal with bullying incidents. The lack of understanding of bullying was highlighted here by the reports of teachers using the same behaviour management procedures for both bullies and victims - except for the use of detention. Zarzour (1994, 120-122), commenting on the Canadian school system, says that "school discipline systems are so outdated that they are viewed as a joke by students and police". She goes further to note that since the "implementation of the Canadian

Charter of Rights and Freedoms and the Young Offenders' Act, teachers feel they have even less authority to discipline students ..." (ibid). This statement must be viewed in the context of Olweus (In Zarzour, 1994, 120) that "it is the democratic right of every child to be spared" childhood bullying. It appears that a review of school behaviour control is desperately needed with the aim of creating a balance between the rights of the child and still providing the teacher with a system and support for dealing with aggression in the school. The whole school policy (Smith and Sharp, 1992, 57; Zarzour, 1994, 125; Olweus, 1993, 64) goes some of the way towards presenting a systematic manner to attain this balance.

There was no indication by teachers in this study of the acknowledgement that only a small percentage of victims are provocative. The teachers reported questioning the victim in terms of what they had done to warrant being bullied. It appears that teachers require psycho-education concerning the definition of bullying behaviour and the characteristics of bullies and victims. The intentionality of the bully was totally absent from the answers given by teachers, again highlighting the need for psycho-education regarding what constitutes bullying. This finding contrasts with that of Madsen (In press) who notes that teachers (and parents) tended to cite intention more often than did pupils.

The fact that only 5% of teachers allowed the victim a private space in which to discuss the incident indicates a lack of clear understanding of the nature of bullying. The victim is not given the opportunity to report with support for consequent

repercussions. This tends to be suggestive of under-reporting of bullying behaviour by teachers simply because many victims do not turn to teachers for fear of reprisals.

5.3. DISCUSSION OF PUPIL QUESTIONNAIRE

Some general comments will be presented first, followed by a discussion of those questions found to be significant (tables 4.4.1, 4.4.2. and 4.4.3.).

63.1% of pupils in the this study indicated that they had been bullied "sometimes". 9.8% reported being bullied "once a week or more often". 36.9% of pupils admitted to having bullied others "sometimes", with 1.5% admitting to bullying others "once a week or more often".

These figures are often notably different compared to results obtained from research projects in other countries. The table below gives an idea of the approximate percentage of pupils reporting being bullied or bullying other pupils. This researcher is aware that certain factors, such as the difference in the questionnaire used and possible language difficulties, may have impacted on the figures for South Africa presented below. In spite of this, the differences observed here are noteworthy.

TABLE 5.3.1.

COMPARISON OF PERCENTAGE OF PUPILS REPORTING BEING BULLIED OR BULLYING OTHERS

(Original table from Smith, 1991, 244)

PRIMARY SCHOOL (approx. 7-12 yrs)	NORWAY (range)	ENGLAND (S.Yorks hire)	IRELAND (Dublin)	S.AFRICA (Pmb.)
Being bullied sometimes	7-12	20.1	not reported	63.1
Being bullied once a week or more often	3-7	6.0	8.0	9.8
Bullying others sometimes	6-8	8.4	not reported	28.5
Bullying others once a week or more often	2-4	1.7	2.5	1.5

O'Moore (In Munthe and Roland, 1989, 9) comments on aspects of school organisation which "contribute markedly to the frequency and ethos of disruptive incidents". These include a curriculum focused on competition, academic streaming, heavy and inflexible use of school rules, hostility and lack of rapport between staff-members and a lack of consensus regarding management approaches.

Qualitative statistics focusing on the subjective experiences of those within the South African school systems would support the existence of some of the above aspects in school organisation.

High levels of bullying could have numerous implications for society, some of which are listed below:

- * Boy bullies are found to come from an environment which is violent (Munthe and Roland, 1989, 72). High levels of bullying in this country may be a comment on the state of family relations, where domestic violence is more common than in other societies.
- * The large numbers of victims says something about the social skills and self image of many South African children. Olweus (1993, 32) found that victims are "lonely and abandoned at school" and "signal to others that they are insecure and worthless ...". Munthe (In Munthe and Rowland, 1989, 73) reports victims to be lonely children "with few sociometric choices".
- * High levels of bullying are also an indication of a critical, separated society such as that instituted by the apartheid system. The children in this study are the first generation of South African children able to enter the "open" education system. It is important to remember that many prejudices still exist in our society leading to aggressive attitudes which could affect the elevation of bullying levels in our schools.
- * Bullying is also a group phenomenon. High levels of bullying indicate modelling, an issue which is pertinent in our violent society. Related to this is the "weakening of the control or inhibitions against aggressive tendencies" (Olweus, 1993, 44). These controls are weakened when adults and peers do not intervene timeously and consistently to stop bullying. As a

group activity it is important to remember the "decreased sense of individual responsibility ... results in fewer guilt feelings after the incident" (Olweus, 1993, 44).

5.4. DISCUSSION OF SIGNIFICANT CORRELATIONS BY GENDER

Four questions concerning the nature of the bullying behaviour showed that the gender differences were significant (Table 1).

30% of boys admitted to being physically hurt compared with only 15% of girls. More boys (19%) than girls (10%) reported being physically threatened. Boys (29%) also reported more instances of having belongings taken from them.

On the other hand more girls (43%) in this study reported having stories told about them than did boys (27%). Significantly more girls (17%) than boys (8%) indicated that other children ostracised them. Rivers and Smith (1994, 367) suggest that "boys tend to have larger and more diffuse social networks than girls" and that "girls can perhaps hurt someone more effectively by social isolation...". These findings are also supported by the results of the Sheffield Project (Smith and Sharp, 1994, 16). Although not significantly correlated with gender, this study, like the Sheffield project, showed name calling to be the most common form of bullying behaviour. Mooney, Creeser and Blatchford, (1991, 104) comment that while name calling and teasing is a form of bullying used by both boys and girls, "boys resort more to physical means and girls to exclusion or verbal bullying".

Bjorkqvist (1992, 117) found that girls tended to make "greater use of indirect means of aggression, whereas boys tend to employ direct means". It is interesting to note that the above findings regarding gender and direct versus indirect bullying behaviour are only applicable to primary school situations and that it has been found, both in Finland and the United Kingdom, (Rivers and Smith, 1994, 361) that there was a large decrease in the number of experiences of direct bullying among secondary school pupils. Researchers report a general decrease in bullying with age (Sharp and Smith, 1991, 48; Rivers and Smith, 1994, 361).

The computed significant difference between gender of the victim and the age of the bully is less reliable due to the large number of possible answer choices provided by question no 10. Girls (39%) indicated that they tended to be bullied by a child of their own age, while boys (43%) tended to report being bullied by an older child. Sharp and Smith (1991: 49) report that "bullies and their victims tended to be within the same class or year group", although they do also note that when a difference in age was reported it was most likely to be by boys, and that the bully was most likely to be older than the victim.

The correlation between gender of the victim and that of the bully/bullies was shown to be highly significant (4.4.1.). This is likely to be affected by the fact that no boys admitted to being bullied by girls alone. Smith and Sharp (1994, 16) report similar findings, noting that "it was very rare for boys to report being bullied by one or several girls". The majority of boys in the present study (58%) reported being bullied by boys alone while the

majority of girls (32%) reported being bullied by girls and boys together. Olweus (1993, 19) found "the great majority of boys ... were bullied chiefly by boys". Smith and Sharp (1994, 16) comment that "pupils who reported being bullied most often said it was carried out mainly by one boy". As illustrated above, the present study found this to be true only amongst boys. A possible reason for this difference could be the relatively more dependent status of females within South African society. In many sectors of the society there is still much reliance on the males for needs such as safety and status.

It is reported by Smith and Sharp (ibid) that boys reported considerably higher rates of being bullied. The present study found no gender difference in reports of being bullied.

More boys than girls admitted having bullied another child. Again this finding is supported by Smith and Sharp (ibid). South African society tends to sanction aggression amongst boys while attempting to coerce girls into a more passive role.

The difference between boys and girls in terms of reported feelings about other children being bullied was not found to be significant in the present study (significance = .06447). Rigby and Slee (Roehampton Institute...Peer support networker, 1996, 5) found that among Australian pupils "girls are usually more sympathetic than boys towards victims". Furthermore they found that "girls reported being more affected emotionally than boys".

5.5. DISCUSSION OF SIGNIFICANT CORRELATIONS BY AGE/GRADE

Differences in the nature of bullying behaviour when correlated by grade were concerned with issues of ostracism (Table 4.4.2.). Significantly more grade 4 (52%) than grade 7 (31%) pupils reported that other children did not wish to play with them. The issue of ostracism is mentioned twice in the questionnaire (question 6 and a sub-section of question 8). In both cases it was found to indicate significant differences between grade 4 and grade 7 pupils.

Research concerning ostracism as a particular form of bullying is lacking in the literature. It could be speculated that the South African history of exclusion/separation of groups could have laid the foundation for ostracism being used as a common form of bullying.

It is important to note the findings of Rivers and Smith (1994, 368) concerning the use of "being alone at playtime" being a poor measure of indirect bullying. It is pointed out that indirect bullying requires further assessment in terms of its "main components" (ibid).

Olweus (1993, 15) notes that "the percentage of students who are bullied decreases with higher grades. It is the younger and weaker students who reported being most exposed". Tattum and Lane (1989, 23) highlight that "this tendency is not shared by bullies.... one finds that the percentages are quite similar at different age levels". The findings of this study support the above in terms of being bullied "sometimes". However, more grade 7 pupils (7%) in

this study reported being bullied every day (more frequently) than did grade 4 pupils (3%). This could suggest that by grade 7 certain pupils have been singled out as perpetual victims. Zarzour (1994, 20) comments on the changes in bullying behaviour with increasing age, noting that "bullying also slinks under cover as children grow older" which could lead to less accurate detection of bullying behaviour and a suggestion that perhaps the reporting of grade 7 pupils in this study is fairly accurate.

Significant differences in the place where bullying occurred (the playground, corridors and classroom) were found when calculating correlations by grade/age (Table 4.4.2.).

Significantly more grade 4 (74%) than grade 7 (56%) pupils reported being bullied on the playground. This could be linked to the general decrease in bullying with age (as mentioned above), and to the difficulties, particularly amongst younger children, to differentiate between play-fighting and being bullied.

As indicated in Table 4.4.2., there was a significant difference in the age of pupils reporting being bullied in the corridors/passages and classrooms of the school buildings. More grade 7 pupils indicated the corridors and classrooms as a common site of bullying. Smith and Sharp (1994, 16) suggest that for British secondary school pupils the incidence of playground bullying "was only slightly higher than being bullied in the classroom, or in the corridors". The findings of the Sheffield Anti-Bullying Project thus seem to support the above finding, in that playground bullying becomes less prominent with age and there is a shift to more subtle

indirect bullying which can be carried out with a smaller chance of detection.

Grade 4 and grade 7 pupils answered significantly differently in terms of the age of the pupils seen to be bullying them. It must be noted that this question had a range of 8 possible answers, 5 of which had low expected frequencies, which is presumed to affect the significance level. 42% of grade 4 pupils reported being bullied by a child older than themselves. In contrast, 47% of grade 7 pupils reported being bullied by a child the same age as themselves.

Significantly more grade 7 pupils (37%) had told someone at home that they had been bullied, than had grade 4 pupils (22%). The wording "someone" at home was added for consistency with Smith and Sharp's (1994: 16) discussion of their results of the Modified Olweus Questionnaire. It was reported that this wording was chosen "to include children who may not have natural parents at home" (ibid). This researcher felt that this wording was particularly important in South Africa where many children board with family/friends in order to attend Model C schools. Smith and Sharp (1994, 17) found that primary school children were more likely to tell someone at home than were secondary school pupils. They also note that the greater the frequency of being bullied the more likely it is that the pupil will tell someone at home (ibid). Besag (1993, 11) quotes Olweus as finding that "half the victims of primary age and 35 per cent of older students had reported the problem to their parents". The findings of the present study therefore do not follow the same age trends as overseas research.

Besag (In Elliott, 1992, 103) however notes that "it may be easier for a bullied child to confide in a teacher than in parents who are often bewildered by the child's reluctance to discuss the matter and refusal of their offers of help". This may well be true in our society considering the fact that facing up to bullying behaviour is a new trend that is not yet taken seriously by the education system, leaving parents unsure of how to react.

Although the majority of both grade 4 and grade 7 pupils indicated that there were a few bullies in their class, significantly more grade 4 pupils reported there to be only one bully in their class, while more grade 7 pupils reported that there were lots of bullies in their class.

A significantly greater number of grade 7 pupils than grade 4 pupils reported not minding when other people are bullied. This finding is opposed to that of Menesini et al (1996, 5) who found that the majority of Italian secondary school pupils felt opposed to bullies. Smith and Sharp (1994, 17) found that "about half (the pupils) were sympathetic to victims" in terms of actually attempting to help them.

Smith (1991, 244) places children in primary school as being between the ages of 7 and 12 years which places our grade 7 pupils somewhere between the British primary and middle school levels. This makes support for the findings of this study with regard to age difficult bearing in mind that changes in school bring about their own stresses.

5.6. DISCUSSION OF SIGNIFICANT CORRELATIONS BY SCHOOL

Two questions concerning the nature of bullying were found to be statistically significant when correlated by school (Table 4.4.3.). More children in school "B" reported being teased because of their colour or having their belongings taken away from them. It is important to note that while both were Model C schools, school "B" draws pupils from a lower socio-economic community (of both black and white families), than does school "A". Olweus (1993: 42) notes that Scandinavian research has shown no relationship between socio-economic factors and aggressive behaviour/bullying behaviour, but that this may be a consequence of the "relative homogeneity of the Scandinavian countries in these respects". Interestingly, Olweus (ibid) foresees that "it is quite possible that studies from other countries with greater socio-economic inequalities, for example the USA or England, will show somewhat stronger associations between presence of bully/victim problems in the child and the socio-economic conditions of the family". Accordingly, Smith and Sharp (1994, 17) indicated an "increased incidence of bullying problems in schools in disadvantaged areas". It is likely that the significant difference found in this study are indicative of the vast socio-economic inequalities still existing in South African society.

5.7. COMPARISON BETWEEN TEACHER AND PUPIL QUESTIONNAIRE.

5.7.1. INTRODUCTION

This researcher accepts the fact that it is difficult to make any comparisons between the reported perceptions of teachers and pupils on the questionnaires used in this study. It is however important

to take into consideration not only pupils' perceptions but how bullying is dealt with by the adults involved. Although this study indicated that more pupils in South Africa told someone at home or a teacher of bullying incidents, there is still a large degree of secrecy amongst peers regarding this behaviour.

Few studies have attempted a comparison between parent/teacher perceptions and those of pupils. One of those which did is Madsen (In press) but this study focuses on the perceived definitions of bullying behaviour.

Madsen (ibid) also concluded that discrepancies occurred concerning teachers/parents and pupils regarding the intentionality and duration of bullying episodes. She (ibid) emphasises "the effects of bullying on the victim" as vital when making a decision as to whether or not the episode constitutes bullying, thus affecting how the behaviour is dealt with.

5.7.2. DISCUSSION OF QUESTIONS ALLOWING COMPARISON

Only certain of the questions allowed for comparison:

Teachers reported 27.03% of pupils playing alone during break. In contrast, only 0.98% of boys and 4.97% of girls reported that they played alone on most days. Teachers indicated that at all times there were some pupils playing alone. Pupil's answers could have been affected by their unwillingness to portray themselves in what they perceive to be a socially undesirable manner. The present sample included only pupils in grades 4 and 7, which could possibly

indicate the fact that the pupils who played alone were in grades that did not take part in the study.

32.43% of teachers in this study reported bullying to occur on a weekly basis. Few pupils (4.9% of boys and 4.97% of girls) experienced bullying on a weekly basis. This discrepancy could also be due to the fact that teachers were reporting on pupils in general and the pupils were self-reporting.

Teachers highlighted racial bullying and ostracism as the major forms of bullying. Pupils, in contrast, reported name calling and having stories told about them as the most frequent way in which they were bullied. Interestingly, the Sheffield project (Smith and Sharp, 1994, 16) found that pupils in the Sheffield area also reported name-calling to be the most common form of bullying. This could indicate the fact that teachers are less likely to observe indirect forms of bullying such as name calling and more likely to pick up the presence of isolation. The fact that teachers notice racial bullying more than other forms of bullying could show the sensitivity of our society to group differences.

It must be noted here that ostracism was found to correlate significantly with both sex and grade and that teachers could perhaps be noticing this form of bullying precisely because of the differences in the way they are expressed by pupils (see also above).

Both teachers and pupils reported the playground to be the most likely space for bullying to occur.

Teachers reported perceiving bullying mostly involving groups of bullies. 53% of pupils indicated that they had been bullied by groups. Although this result does indicate similar perceptions of teachers and pupils it does highlight the fact that group bullying is more noticeable than individual bullying and thus more likely to be seen by teachers.

Teachers in this study perceived the age of the bully to be the same as that of the victim in the majority of cases. Pupils on the other hand did make distinctions in terms of the age of the pupil who bullied them.

Discussion of the teacher results are suggestive of the need for psycho-education of teachers concerning bullying as a prominent issue occurring within our schools. The pupil results highlighted the possibility of the South African bully/victim experience being vastly different from that reported elsewhere. These results indicate a need for further research in the area of bullying behaviour (see 6.3. "Suggestions for future research").

CHAPTER 6

CONCLUSION

This chapter considers the implications of this study, identifies some of its strengths and limitations and provides some suggestions for future research.

6.1. IMPLICATIONS OF THE STUDY

This study has served to highlight bullying behaviour as a form of aggression of concern, occurring in schools. The figures for bullying in Pietermaritzburg Model C schools (presented in Table 5.1.) suggest the possibility of extremely high levels of bullying. Taking into account the possible effects of bullying behaviour on both the present and the long term life of both victims and bullies (discussed in 1.3), bullying, as a form of aggressive behaviour, should be one of the foremost issues addressed by educationists.

This study points to the need of not only further research into bullying behaviour, but also to the need for systematic implementation in KwaZulu-Natal, of prevention programmes which are readily available. These programmes would require evaluation within the various South African school settings.

6.2. LIMITATIONS OF THE STUDY

6.2.1. GENERALIZATION OF RESULTS

- * The diversity within the South African school context needs to be recognised. It is accepted by the researcher that the use of Model C Primary schools from one city within South Africa does not allow for the generalization of the results of this study. The results obtained here are highly specific.
- * No frame of reference for this study was found as no other research project of its kind has yet been published in South Africa. In order to provide results that were more representative of the population as a whole, schools other than Model C schools would have to be investigated, and research is needed into bullying within other communities e.g. how do these results compare with those which could be obtained from the Cape Flats area where community violence is high at the present time?

6.2.2. INSTRUMENTATION

- * Although the use of questionnaires in bullying research has been pioneered by Olweus (Smith and Sharp, 1994, 12) several questionnaires are available for use (e.g. the Kidscape Questionnaire - a copy of which can be found in Elliott, 1992: 171). Questionnaire research supported by in-depth interviews e.g. Pikas' method of Shared Concern (Smith and Sharp, 1994: 200) could lead to reliable and valid data concerning the best questionnaire method for use with the South African population.

- * As indicated in 6.2.1. research into the nature and extent of bullying behaviour in communities other than the Model C school environment is needed. Due to the great diversity of our society, it would be necessary to systematically translate the questionnaire as described in Shanahan (In press) in order to facilitate this research.

- * It is unfortunate that the researcher could not afford to purchase the Modified Olweus Questionnaire. The use of this questionnaire would have added value to the researcher's findings. (The researcher however did make every effort to gather as much information as possible about the Olweus questionnaire so that it could be approximated as far as possible in order to facilitate better comparison.)

6.3. SUGGESTIONS FOR FUTURE RESEARCH

As noted in the abstract, this study aimed at providing preliminary research results into bullying behaviour in the Pietermaritzburg area of KwaZulu-Natal. As such this study has raised certain issues pertinent for future research, which will be briefly discussed below:

Question number 16 of the pupils' questionnaire (Appendix 4), which asks whether or not the respondent had bullied others before, raised important queries concerning the pupils' understanding of the meaning of bullying as it was explained to them. Farrington (1993: 386) noted that "few researchers have obtained children's own definitions of bullying". Taking into account the paucity of

research into bullying in the South African situation it seems important that research is undertaken in order to clarify what children themselves view to be inclusive in bullying behaviour. From this research could come definitions, not only of what bullying is/is not according to most children, but also a different definition of bullying which could facilitate the use of already existing research techniques such as the Olweus questionnaire.

A further issue which suggests cause for concern about the definition of bullying is the qualitative answers of pupils to question 15 (Appendix 4). In discussing their own bullying exploits, most pupils who did comment gave examples of incidents where they had in fact been reacting to the actions of others. This is an example of possible difficulties with regard to the level of understanding or acceptance of the given definition of bullying.

Madsen (In press) focused on the discrepancies between pupils' definitions of bullying and the definitions traditionally used in survey research. She identifies the possible effects these discrepancies could have:

- * although the researcher could provide a definition on the questionnaire, the pupils might report incidents which fit their own personal definition.
- * Pupils might fail to consider episodes which have affected their lives, because they do not fit exactly with the given definition.
- * There is evidence for age differences in definitions of those aspects of bullying which are important for the child.

It must be noted that these differences do not appear to affect the child's broader understanding of the meaning of bullying behaviour.

Madsen (ibid) goes further to stress that the adverse effect on the victim is seen to be the most essential feature.

Research is limited concerning the issue of the bully who is also a victim. The present study chose not to focus on this issue as it merits a study on its own. Teachers and parents in South Africa have frequently cited this category of bully as being common and of considerable concern. Besag (Elliott, 1992: 109) suggests that "children being bullied themselves may bully others due to frustration".

The home background of boy bullies has been well researched overseas, unlike the environment from which girl bullies come. South African research is needed into identifying the type of home environment which tends to produce child bullies of both sexes. This issue leads one further to question community involvement and effects on aggression and thus bullying behaviour.

Much of what we know about bullying has been gained from pupil questionnaires. It is thus clear that "we only know what we have been told" (Besag, 1993: 9). Besag notes that bullying "is a behaviour characterised by anxiety, fear and threat, and perhaps a boastful demonstration of power by the dominant" (ibid). This must lead us to question the extent to which questionnaires are able to provide a true reflection of the situation. One method of attempting to ensure greater reliability of results is making use

of teacher questionnaires in conjunction with the pupil questionnaire. Olweus and Roland (Besag, 1993: 9) have shown high correlations between pupil questionnaires and parent and teacher interviews and peer ratings, thus indicating the reliability of the pupil responses. Although this study attempted to gather information on teacher perceptions of bullying behaviour, correlations between the pupil and teacher questionnaire were not feasible (see 5.5.). Further research in this regard, supported by qualitative data, would lend more credibility to the pupil questionnaire.

In summation, further research should first arrive at clearer, unambiguous definitions of bullying understandable to child respondents. Second, research is needed into the bully/victim syndrome, seeking clarity as to the particular raison d'etre in such circumstances. Third, research into the home environment of bullies of both sexes may shed much light on the problem. Fourth, teacher perceptions of bullying should be researched in conjunction with parent/child investigations.

6.4. CONCLUDING REMARKS

In the introduction to this study it was noted that it is the responsibility of the school to "create a secure and safe environment for children who are in their care" (Tattum and Lane, 1989,7). Although bullying and aggressive behaviour have become issues of increasing public concern in South Africa, this study along with recent press articles (Pillay, 1997, 1; Thamm, 1997, 54-58) seem to indicate that a desirable safe and secure environment

may not exist for the children in our schools. The results of this study are thus supportive of the need to include bullying behaviour as a potent and common form of child abuse and to motivate for an increase in research into bullying in our schools; with attention also focused on possible intervention programmes.

Although the issue of children's rights is being addressed in a number of ways in the area in which the study was conducted, (e.g. the proposed opening of a branch of Childline and the hosting of the annual general meeting and yearly conference of the South African Society for the Prevention of Child Abuse and Neglect in Pietermaritzburg), the bully/victim issue remains largely untouched. This may well be the result of the horrifying impact of other forms of child abuse both physical and sexual, as issues which have only recently been acknowledged in this country and which are seen as more demanding of immediate action. Nevertheless, the link between bullying behaviour in a child and aggressive and possible criminal behaviour in later life, which could in itself include child abuse, has been demonstrated. This makes it important that strategies to study and decrease bullying should be seen as complementary efforts to reduce child abuse and criminality in the community as a whole.

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APPENDIX 1



University of Natal

Child and Family Centre

Private Bag X01 Scottsville Pietermaritzburg 3209 South Africa
Telephone (0331) 2605166 Fax (0331) 2605599

12th September 1996

Dear Parent

As a part of my masters of educational psychology course at the University of Natal, I am doing research into bullying in primary schools.

I would like to ask your permission for your child to take part in this research. This participation would require the completion, during school hours, of a questionnaire aimed at gaining an understanding of the amount and type of bullying which takes place within our primary schools. The study of bullying in schools has become prominent in many countries of the world as people begin to understand the far-reaching effects it has on the development of children.

Children in standards five and two will take part and will not be asked to identify themselves, thus all information will be anonymous.

Please sign the slip below as to whether or not you give permission for your child to complete the questionnaire.

Thank you for your help and co-operation.

J. Leach
Jean Leach

J. De Haas
Supervisor: J. De Haas

I parent/guardian of
..... hereby give/do not give
my consent for him/her to complete the questionnaire on bullying.

APPENDIX 2

NOTES FOR THESIS QUESTIONNAIRE ADMINISTRATION

Hello.

My name is Jean Leach, and I am from the University.

I am going to give each of you a questionnaire to fill in now and hand back to me.

What I am trying to do is to find out more about bullying in primary schools so most of the questions are about bullying. Let me explain to you what is meant by bullying.

"Bullying is when someone means to be nasty to you or hurts you often. This can be teasing, saying horrible things about you to others, not wanting to let you play with them, hitting you or hurting you or talking nastily to you."

What I have just told you about bullying is written at the top of the first page of the questionnaire, so if you forget anything you can read it again.

Please remember that you must not put your name on your paper. All the answers that you give me will be anonymous. That means that I will not know which child in the school has answered any given questionnaire. Your teachers will not look at what you have answered, I will take the papers back to the University with me.

So, Please answer as truthfully as you can.

Please remember that there are no correct or wrong answers.

While you fill in your answers please remember the explanation of bullying that we have just read.

Remember that you must put a cross in the block next to the answer you choose. Where there is a line next to a question, I would like you to write in the answer.

Please complete all the pages. The numbers of the pages are at the top, and the questions are on both sides of the page.

There is no time limit, so you do not have to rush through the questions.

I will be moving between the std 2/5 classrooms. Please put your hand up if you need help with any question and your teacher will let me know.

Before we begin, does anyone have any questions?

DE-BRIEFING

Thank you for helping me by filling in the questionnaires. Your answers will help me and other people to get a better understanding of bullying in primary schools in Pietermaritzburg.

Would anyone like to ask any questions before I go?

APPENDIX 3

BULLYING QUESTIONNAIRE

FOR TEACHERS

WHAT IS BULLYING?

Bullying refers to intentional and repeated behaviour aimed at inflicting injury or discomfort, physical or mental, on another. Such behaviour includes nasty teasing, spreading nasty rumours and exclusion from social groups, as well as physical and verbal aggression.

PLEASE CROSS THE ONE ANSWER WHICH APPLIES TO YOU, (UNLESS OTHERWISE INSTRUCTED).

SEX

Male

Female

WHAT STANDARD DO YOU TEACH?

FOR HOW LONG HAVE YOU TAUGHT?

Less than 5 years

Between 5 and 10 years

More than 10 years

1. DO YOU TAKE DUTY DURING BREAKS?

Never

Once a week

More than once a week

2. HOW MANY CHILDREN SEEM TO FREQUENTLY PLAY ALONE DURING BREAK?

None

A few (10 or less)

Many (more than 10)

3. HOW OFTEN DOES BULLYING TAKE PLACE AT YOUR SCHOOL?

Never

Sometimes

Every week

Every day

4. WHAT FORM DOES THE BULLYING TAKE?
(YOU MAY CROSS MORE THAN ONE)

Bullying does not take place

Racial taunts

Calling nasty names

Physical hurting

Ostracising

Other (please state) _____

5. WHERE DOES THE BULLYING TAKE PLACE?
(YOU MAY CROSS MORE THAN ONE)

Bullying does not take place.

It takes place in the corridors

It takes place in the classroom

It takes place in the playground

It takes place elsewhere in the school (please state) _____

6. *ARE CHILDREN MOST OFTEN BULLIED BY?*
- | | |
|--------------------------|------------------------------|
| <input type="checkbox"/> | Bullying does not take place |
| <input type="checkbox"/> | A child of the same age |
| <input type="checkbox"/> | An older child |
| <input type="checkbox"/> | A younger child |
7. *IS A CHILD MOST OFTEN BULLIED BY THE SAME CHILD OR BY SEVERAL CHILDREN?*
- | | |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | Bullying does not take take place |
| <input type="checkbox"/> | By one child |
| <input type="checkbox"/> | By several children |
8. a. *WHAT IS THE MOST COMMON SEX OF THE CHILDREN WHO BULLY?*
- | | |
|--------------------------|----------------|
| <input type="checkbox"/> | Girls |
| <input type="checkbox"/> | Boys |
| <input type="checkbox"/> | Girls and boys |
8. b. *WHAT IS THE MOST COMMON SEX OF THE CHILDREN WHO ARE BULLIED?*
- | | |
|--------------------------|----------------|
| <input type="checkbox"/> | Girls |
| <input type="checkbox"/> | Boys |
| <input type="checkbox"/> | Girls and boys |
9. *IS THERE A DIFFERENCE IN BULLYING TACTICS BETWEEN GIRLS AND BOYS?*
- | | |
|--------------------------|-------------------------------|
| <input type="checkbox"/> | No |
| <input type="checkbox"/> | Yes (please note in what way) |
- _____
- _____
- _____
10. *HOW MANY CHILDREN IN YOUR CLASS BULLY?*
- | | |
|--------------------------|--------------------|
| <input type="checkbox"/> | None |
| <input type="checkbox"/> | A few (6 or less) |
| <input type="checkbox"/> | Many (more than 6) |
11. *HOW DO YOU FEEL TOWARDS CHILDREN WHO BULLY?*
- | | |
|--------------------------|---------------------------|
| <input type="checkbox"/> | I dislike them |
| <input type="checkbox"/> | They upset me |
| <input type="checkbox"/> | I don't find it a problem |
12. *HOW DO YOU FEEL TOWARDS CHILDREN WHO ARE BULLIED?*
- | | |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | I dislike them |
| <input type="checkbox"/> | I feel sorry for them |
| <input type="checkbox"/> | I don't find them a problem |
13. *HOW DO YOU REACT WHEN A CHILD REPORTS A BULLYING INCIDENT - INVOLVING HIMSELF/HERSELF OR ANOTHER CHILD? (PLEASE STATE)*
- _____
- _____
- _____
- _____

APPENDIX 4

BULLYING QUESTIONNAIRE

FOR PUPILS

WHAT IS BULLYING?

Bullying is when someone means to be nasty to you or hurts you often. This can be teasing, saying horrible things about you to others, not wanting to let you play with them, hitting you or hurting you or talking nastily to you.

PLEASE PUT YOUR HAND UP IF YOU NEED HELP.

MAKE A CROSS IN THE BLOCK NEXT TO THE ANSWER WHICH YOU FEEL IS RIGHT.

1. Are you a

Boy

1
2

Girl

2. How old are you? _____

3. What standard are you in?

Standard 2

1
2

Standard 5

4. Do you like break time?

No

1
2
3

It's O.K.

Yes

5. How many good friends do you have at school?

None

1

A few

2

Lots

3

6. How often do you play alone because other children do not want to play with you?

Never

1

Sometimes

2

Most days

3

7. How often are you bullied at school?

Never

1

Sometimes

2

Every week

3

Every day

4

8. In what way were you bullied?
You may cross more than one answer.

I have not been bullied

1

I was teased because of my colour

2

I was called nasty names

3

My body was hurt

4

Another child threatened to do something to me

5

Nasty stories were told about me

6

No one wanted to play with me

7

Other children took something of mine

8

I was bullied in some other way, (please tell me)

9

9. Where did the bullying happen?

I have not been bullied

1

In the playground

2

In the corridors / passages

3

In the classroom

4

Elsewhere in school (please tell me where)

5

10. Who bullies you?

I have not been bullied

1

A child the same age as me

2

An older child

3

A younger child

4

11. Are you bullied by the same child or by more than one children?

I have not been bullied

1

By one child

2

By more than one child

3

12. Are you bullied by girls or boys?

I have not been bullied

1

By girls

2

By boys

3

By girls and boys

4

13. Have you told your teacher that you were bullied?

I have not been bullied

1

No

2

Yes

3

14. Have you talked to anyone at home about being bullied?

I have not been bullied

1

No

2

Yes

3

15. Have you ever bullied another child at school?

No

1
2

Yes

1
2

If you would like to tell us, please write below

16. How often have you bullied others?

Never

1
2
3
4

Sometimes

1
2
3
4

Every week

1
2
3
4

Every day

1
2
3
4

17. Have you told your teacher about bullying other children?

I have not bullied

1
2
3

Yes

1
2
3

No

1
2
3

18. Have you told someone at home that you have bullied another child?

I have not bullied

1

Yes

2

No

3

19. How many bullies are in your class?

None

1

One

2

A few

3

Lots

4

20. How do you feel when other children are bullied?

It makes me unhappy

1

I don't mind

2

21. What is your favourite thing about school?
