TEACHERS AS CHANGE AGENTS: PRIMARY TEACHERS' PERCEPTIONS AND MANAGEMENT OF BULLYING IN A SELECTED SCHOOL AT KWAMASHU AREA

By

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ABSTRACT

Primary teachers' perceptions on bullying and management are still limited within the South African context. This study explores primary school teachers' perceptions on bullying and management in a selected primary school in KwaMashu Township in South Africa. The study is located within the interpretive paradigm and it employed a qualitative approach. A single case study methodology was used with primary teachers to understand their perceptions of bullying and management. In order to generate data one- on- one interviews and focus group discussions were used. Purposive sampling was used to select a sample that comprised of 10 female teachers between the ages of 32 and 56, who had been in the teaching environment for over seven years, come from different cultural and religious backgrounds and all work in the same school of study. The study was guided by Bronfenbrenner's Bio-Ecological Model. To analyze generated data thematic analysis method was utilized. The key themes that emerged from the analyzed data were: **Theme 1**: teachers' understanding of bullying and the subtitles in this category were what is in the word bullying and the issues that are integral to bullying. **Theme2**: The causes and consequences of bullying and the sub themes that emerged were the individual factors, the socio-economic factors, the family risk factors and the school factors. Under consequences of bullying issues such as psychological consequences and academic consequences as well as long-term and short term consequences were considered. Under **Theme 3:** Teachers' perceptions on the management and the barriers to managing bullying, subcategories such as: the identification of bullying, teachers' response towards bullying and continued bullying. Moreover the barriers towards the management of bullying were also highlighted. The findings of the study indicated that teachers in the primary school of study acted as agents of change, they utilized their multiple understandings of the concept of bullying and they adopted fragmented ways of managing bullying.

I, Sinenhlanhla Immaculate Mbambo, hereby declare that this dissertations is my own work, both in conception and in execution and that all the sources used have been acknowledged by using APA 6th referencing style. Furthermore, this study has not been submitted previously for a degree at any other university.

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Student's Signature   **Date**

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Supervisor's Signature   **Date**

DOE- Department of Education

FGD- Focus Group Discussion

SACE- South African Council of Educators

USA-United States of America

SA- South Africa

UK- United Kingdom

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1.1 INTRODUCTION

I shall remember forever and will never forget

Monday: my money was taken.

Tuesday: names called.

Wednesday: my uniform torn.

Thursday: my body pouring with blood.

Friday: it ended.

Saturday: freedom.

An Expose' of Child Suicide Caused by

Bullying (Marr & Field, 2001)

Marr and Field's (2001) poem makes it starkly apparent that bullying is a daily experience for some children and is the result of complex interactions that are embedded in the environment within which the child lives. The study forms part of the existing debate to combat bullying internationally and South Africa is not an exception in the fight against bullying and other social illnesses in schools and communities. South African teachers remain key role players and agents in addressing and mitigating bullying in schools (Department of Basic Education, 2010).

1.2 BACKGROUND TO THE STUDY

Universally, many children can relate to the agonizing feelings depicted by the child in the letter above. It is reported that, in the year 2010 alone, over a million of South African learners were involved in some form of school bullying (Laas, 2012). However, it has also been declared that, the chances of a decrease in the number of reported cases of bullying are slim (Laas, 2012). The irony is that, the Department of Education (DoE) advises that, all

learners should by right be allowed to receive an education in an environment that is safe and free from oppression and abuse (Spreen & Vally, 2010). It is a known factor that most children spend much of their time in schools under the supervision of the teachers therefore the above statement may be daunting to many teachers. Nevertheless, it has also been declared in the South African Schools Act that, the teachers' duty is not only to educate learners but it also involves managing the learners' behaviour in the classroom and in the school (Spreen & Vally, 2010). According to Lodge (2014), bullying is a prevalent dilemma in South African schools. Thus interventions to encounter bullying are now regarded as a matter of high priority by teachers (Lodge, 2014). Swart and Bredekamp (2009) contended with the above views as, they also postulated that, the rate of school bullying in South Africa is rife, such that the Department of Education once considered banning the learners' possession of paper scissors and sharp mathematic instruments within the school premises, as some learners used these objects as weapons to bully and hurt one another.

Bullying is a pervasive problem not only within the South African context but also in other countries. A study on the consequences of bullying (jillie) as it is known in Japan revealed that, bullying was the highest cause of teenage suicide in Japan (Hilton, Cole & Wakita, 2010). Recently, in the United States of America it was reported that, among the many teenage deaths, many were due to bullying. One horrendous incident in the USA involved a learner who was a victim of bullying who retaliated by shooting three of his perpetrators and later shot himself. The teachers vowed not to have witnessed any bullying, even though it was reported to have happened right in front of their eyes, according to the other learners in that school (Bauman & Del Rio, 2005). Furthermore, Monks and Coyne (2011) declared that, bullying leads to a decline in academic achievements and may result in many learners dropping out of school. Haddad (2010) points out that, a large number of learners attend school every day terrified of being assaulted, insulted or battered on their way to school and at school, to such an extent that some learners make up stories just to stay away from school or leave school permanently (Haddad, 2010). It has also been highlighted that, victims of bullying spend much time avoiding being attacked at school or making up excuses for staying away and as a result are fatigued and unable to concentrate on their academic work (Olweus & Limber 2010). In this way, bullying becomes a serious barrier towards learning and has been reported in many countries as being more prevalent than the other barriers to learning (Meyer, 2015; Dillon, 2012). Moreover, Olweus (2013) argues that, many

reports from the media on social challenges indicate that bullying is a worldwide challenge which occurs in schools as well as in the workplace.

Bullying is argued as being a form of school violence and is reported to take place in many schools worldwide (Rigby, 2013). Accordingly, in African countries such as Nigeria, bullying is said to form the bulk of violence against school children (Aluede, 2011). In another study that was conducted in one of the schools in Nigeria, three in every five learners admitted to being bullied (Omoteso, 2010). For the same reasons ongoing research studies on the understanding and the management of bullying such as this study are essential. Having introduced the study, the next section will highlight how this particular study fits into the larger body of studies done on bullying.

Olweus (2013) asserts that, historically bullying was seen as a harmless and a childlike act that took place among children but nowadays bullying is affiliated with serious mental and physical illness. Haddad (2010) concurs with this as he points out that, several studies have revealed that there is a connection between bullying and physical manifestations, such as insomnia, headaches, muscle tenderness and other mental illnesses.

Schools are reputed to be environments where learners should feel secure and unthreatened (Spreen & Vally, 2010) but the reality is that, schools have become settings that are conducive and favourable to bullying incidents (Rigby, 2013). The bulk of bullying incidents takes place without the teachers or the parents being aware of them and in most instances learners do not report these incidents (Haddad, 2010) This is concerning because a majority of learners, individually or in groups regardless of their capabilities, their lovable nature or their level of adjustment, at some stage in their life are involved in bullying in one way or the other (Olweus, 2013).

Moreover, researchers such as Squelch (2010) report that bullying is an infringement of human rights, as stated in The Bill of Human Rights (1996). Human rights could be violated through bullying and human dignity as well as privacy may be lost and together with the right to be treated fairly may also be violated (Squelch, 2010). Statements such as the ones declared above, validate the existence and the tenacious nature of bullying and since most bullying incidents occur in the school environment and on the way to school, teachers' perceptions in the matter are indispensable. Consequently, this study explores the teachers' agencies' their perceptions and their management of bullying in a selected primary school, where the researcher is currently employed at as a teacher. While the perceptions and the

management of bullying are the major focus of this study, other key issues that relate to this are also investigated, for example: the nature of bullying, common characteristics among learners who bully others, who will be referred as "bullies or the perpetrators". The two terms will be used interchangeably in this article and those that the action of bullying is targeted towards will be known as the "victims". The causes and the consequences of bullying in this primary school will also be discussed, according to how teachers perceive them and finally the teachers' perceptions on their management of bullying compared to the expected norms of handling bullying will also be explored.

1.3 RATIONALE OF THE STUDY

It has been the researchers' observation and experience as a teacher for the past four years at a primary school in KwaMashu that most schools in this Township experience the most bizarre kind of bullying, yet the teachers' perceptions and experiences are neglected in most cases. Personally, the researcher encountered a number of physical and verbal learner on learner bullying incidents in the school of study and each time she was confronted with such, she was uncertain as to how to manage the situation professionally. A recent bullying incident in the school of study left a learner paralyzed. A learner had been dropped head-first on to the concrete pavement, fracturing his vertebrae and had to go to for a number of surgeries and was told he would no longer be able to walk. The learner had reported to a particular teacher a number of bullying incidents before the incident that left him paralyzed, but the teacher did not take any action upon the reports. Upon questioning, the teacher claimed not to have been trained or supported on managing bullying in all her teaching experience thus she could not take appropriate action.

Generally, studies on bullying indicate that there is paucity in literature on studies that focus mainly on teachers' as agents of change with regards to bullying, their perceptions of bullying a swell as their management of bullying. It has drawn attention to the small amount of studies that have been conducted on this issue of the topic which were mostly focused on the studies that have been conducted with secondary and high schools teachers. There is however a dearth in literature that focuses on primary schools teachers' perceptions on their own understanding and management of the bullying dilemma, more especially in the primary schools situated in the Township of KwaMashu. This lack of research is concerning, especially because researchers such as De Wet and Jacobs (2013) reported that bullying is rife in South African schools and that it does not only occur in high schools but at all school

levels, including primary schools. In one primary school in the year 2014 in Mpumalanga Province (South Africa) a 9 year old boy was said to have committed suicide in the school toilets by hanging himself with a raincoat (De Wet, 2010). According to the boy's grandmother, he had reported being bullied to the teachers but he was ignored and ridiculed by the teachers (De Wet, 2010). In another case, Grobler, Moloi &Vermeulen (2015) reported in their study that, in a high school in Johannesburg in South Africa, a girl was forced to drink Jik (bleaching liquid) at school by three learners and she died due to the intake of the poisonous fluid. Moreover, Nkosi (2012) postulates that, in South Africa, there is minimal proof of studies that focus on the understanding, experiences, and attitudes towards school bullying.

The above reports clearly demonstrate that, not just in South Africa but also in other countries the rate of school bullying incidents is high and there is a serious discrepancy in the teachers' understanding and their management skills of the bullying behaviour. The South African Council of Educators (SACE, 2000) emphasizes that, teachers must take reasonable steps to ensure the safety of learners in schools and they must make it one of their priorities. However, teachers continue to profess ignorance on matters such as school bullying. Furthermore, Dedousis-Wallace and Shute (2009) did a study on secondary school teachers and gathered that, teachers' perceptions on bullying have an influence on the future behaviour of the bully and the victim, as it may negatively influence their personalities later in life.

Significantly, the above reports focused exclusively on literature about bullying concerning high and secondary schools mainly because there are limited studies done on primary schools. The researcher's personal experiences as a teacher also indicates that teachers' perceptions and management of bullying in primary schools especially in the Township of KwaMashu has not been studied intensively, even though it may have a great role to play in the future understanding and in future management of bullying at the school level, departmental level and at the teacher training institution level.

In essence, the short term goals of the study involved conducting semi-structured interviews and focus group discussions with the teachers, with the intentions of discovering how they perceived and coped with bullying in a certain primary school in KwaMashu Township in KwaZulu-Natal province of South Africa. The study also intends to carry out an in-depth review of existing literature to investigate if bullying is a behaviour that also might be a pervasive and a persistent challenge in other countries. Lastly the exploration of the

teachers' perceptions and experiences of bullying and its management will be explored with the hope that, the results may create awareness about the perceptions of bullying held by teachers and that the awareness may trigger intervention strategies on the bullying epidemic.

1.4 STATEMENT OF THE PROBLEM

The statement of the problem establishes the context of the study, highlights already existing knowledge about the issue being studied distinguishes the gap in the current literature and also states the focus of the study (Creswell, 2013). This section focuses on identifying the gap on the currently available knowledge on bullying.

Laas (2012) reported that, according to a study that was conducted in 2012 in one of the big universities in South Africa, a quarter of the students there had been victims of bullying during their schooling years and said that emotional bullying was the most occurring form of bulling. The study further revealed that, less than half of those bulling incidents that were reported by the university students took place during teaching and learning time (Laas, 2012).The epidemic of bullying in South African schools seems to be attacking from all angles. Another study conducted by Mostert (2008) in Johannesburg indicated that, there were many bullying incidents that were reported and most of the learners targeted as victims of bullying in this study, were targeted because of their sexual preference. However, the perpetrators used verbal and physical abuse on the victims as they claimed to be disgusted by the way that homosexuals lived their lives (Mostert, 2008)

In the school of study, teachers experienced a high degree of bullying incidents that were reported to them but they lack platforms where they could vent their insights and frustrations about bullying and their means of managing bullying. Thus, this study aims to provide the teachers of the school of study with their desired platform to speak out about bullying, through exploring and making known the teachers' understanding of bullying and their perceptions on how they manage bullying. Simultaneously this study hopes to create awareness and identify the cracks within the processes involved in the eradication of bullying.

1.5 THE AIM OF THE STUDY

The aim of most literature on bullying has been on the causes, consequences or the eradication of bullying but the voices of the teachers' on how they understand and manage bullying especially in Township primary schools has not been heard clearly. The aim and

focus of this study is to explore primary school teachers' perceptions and management of school bullying in a school in KwaMashu Township and with the intention of giving these teachers a voice or a platform to make their thoughts and experiences heard. Additionally, the findings of the study will be available for academic and research purposes.

1.6 THE OBJECTIVES OF THE STUDY

i) To explore the KwaMashu primary school teachers' perceptions of bullying.

ii) To explore teachers perceptions on their management of bullying at this school.

1.7 THE KEY CRITICAL QUESTION

i) What are the KwaMashu Primary School teachers' perceptions of bullying?

ii) What are teachers' perceptions on their management of bullying?

1.8 THE IMPORTANCE OF THE STUDY

School bullying is one of the most serious issues that challenge learners, teachers, policy makers, parents and the community at large. It is hoped that the study will generate knowledge which may be useful to the teachers, by developing their understanding and by strengthening their management skills of bullying in their schools. In turn this might provide quality education for school children and create some level of hope for those who are victims of bullying. This study will enable teachers to voice their thoughts and experiences about their management of bullying by providing a platform where they can vent their honest feelings and their experiences about bullying. Through the voices of the teachers themselves, the Department of Education (DoE) may gain effective and innovative practices of developing and teaching in-service teachers about bullying and skills to manage bullying. Additionally the DoE may see the need and offer the support that is required by the in-service teachers with regard to managing bullying effectively in their schools. The teacher training institutions may also gain insights on the pre-service teacher training curriculum in terms of equipping them with a competent comprehension and effective procedures towards managing bullying once they are qualified teachers. Furthermore the findings of this study may divulge ideas and break- through which may be beneficial to policy makers, who may amend policies to be in line with the current demands on the aspects of bullying and its management.

1.9 REVIEW OF KEY CONCEPTS

The review of key concepts in a research study is imperative because people have varying explanations that they use to define and view concepts in general.

1.9.1 BULLYING

Bullying is an abusive act which is continuous, repetitive and which involves imbalance of power, with the weaker not being able to defend themselves from the "powerful" bully (Olweus, 2013; Rigby, 2010; Yoon & Bauman, 2014). For the purpose of this study, the word bullying is used to refer to an act of one learner or more imposing physical, verbal or emotional abuse on another person. This harassment may include other behaviours such as threats, intimidation, and assaults, forcing one to do or to act in a certain way or taking of one's property without permission or damaging it.

1.9.2 A BULLY

A bully designates the learner that utilizes his or her power to hurt the learner who is feeble or weaker (Yoon & Bauman, 2014). Similarly in the context of this study, the word "bully" is used to refer to a learner who extends bullying on another learner. The word "perpetrator" will also be used interchangeably with the word bully to refer to those learners who utilize their strength to mistreat or to frighten the learners that they see to be frail.

1.9.3 A VICTIM OF BULLYING

Rigby (2013) defines the victim of bullying as a term that is used to refer to the learner who is vulnerable and powerless and a result becomes the victim of bullying. In the context of this study the word victim will be used to refer to the learner to whom the bullying behaviour is targeted.

1.9.4 PRIMARY SCHOOL

A primary school is a place where learners, approximately between the ages of five to eleven years get primary education (Oxford Dictionary, 2015). Primary school is characterized by the initial stage of mandatory education in many countries and in most countries it is given free of charge (Payne, 2008). In the context of this study, the term primary school is used to refer to the school of study where the study is being conducted.

1.9.5 TEACHER

The word teacher is used to designate those individuals whose work involves teaching others any type of education (English Oxford Dictionary, 2015). For the purpose of this study, the word teacher is used to refer to the individual who teaches within a school environment. More specifically for this study, this individual is exposed to bullying activities that take place among learners within where school environment the he or she teaches.

1.9.6 PERCEPTIONS

The word perception is used to refer to the ability to see, hear and to become aware of something using the senses (Oxford Dictionary, 2015). It is also suggested that, the term perceptions is used to refer to the way we understand or interpret something using our senses (Rigby, 2010). In this study perceptions will be seen as the way that teachers understand what bullying is and is not, what causes bullying and how it affects learners and finally, how teachers perceive their management of bullying.

1.9.7 SCHOOL MANAGEMENT

Management refers to an act of controlling and making decisions about a business, a department or an institution (Oxford Dictionary, 2015). It refers to the act of getting things done and involves planning, organizing members and resources to achieve the organizational goals (DBE, 2010). In this study however management will be relating to the methods and processes that teachers' use within the school environment to cope with the issue of bullying. School management has evolved from discipline practices and behavioural interventions to being more holistic as teachers' actions in creating supportive environment (Jones, Jones & Vermette, 2013).

1.10 OVERVIEW OF RESEARCH DESIGN AND METHODOLOGY

1.10.1 RESEARCH APPROACH

The aim of the study was to gain a deep and detailed understanding of teachers' understanding of bullying and the management of it. Therefore a qualitative approach was used to guide the study.

1.10.2 RESEARCH PARADIGM

This study was situated within the interpretive paradigm as the aim of the study was to engage and interact with teachers thoroughly with an intention that they answer the critical questions of the study.

1.10.3 RESEARCH DESIGN

The study worked with a single group of teachers, ten teachers to be precise from one selected school and its research was only focused on a single aspect that is, teachers' perceptions of bullying and their management of it. Hence the research design that the study employed was be in the form of a case study of a Primary School in the Durban North Circuit in KwaMashu Township.

1.10.4 STUDY AREA

The area of study is a primary school in the Township of KwaMashu, under the Pinetown district in the KwaZulu-Natal Region in Durban.

1.10.5 SAMPLING PROCEDURE

The participants who were used for this study were picked using purposive sampling procedures. Since the type of participants who were needed for the study were known, purposive sampling allowed the researcher to intentionally pick those participants that are known to be rich in knowledge of the information that is needed by the study.

1.10.6 SAMPLE AND SAMPLE SIZE

The sample comprised of female teachers between the ages of 32 and 56. They have been in the teaching environment for over seven years, come from different cultural and religious backgrounds and all work as teachers in the same school of study. The size of the sample was 10 teachers.

1.10.7 DATA COLLECTION METHODS

The data collecting tools that were utilised first were semi-structured interviews that were conducted with each participant at a time, interchangeably. Thereafter, as a stimulus all the participants viewed a video clip and later they were expected to formulate a collage of how they currently managed bullying. At a later time another collage depicting what they

think the proper management of bullying should entail was introduced. The second data collection method was then used which was two focus group discussions, held with two groups of five participants per group

1.10.8 VALIDITY AND TRUSTWORTHINESS OF THE STUDY

A pre-testing of both the semi-structured interviews and the focus group discussions were carried out to foresee any challenges that could arise when the actual interviews and group discussions took place. The transcription of data that was collected was precisely and intentionally done by the researcher to avoid any misinterpretation of data. Triangulation was done between interviews and focus group discussions data to validate the data that was obtained from both data collection methods.

1.10.9 DATA ANALYSIS

Data obtained from this study was scrutinized using the content analysis method. Data was first organized properly, than it was classified and finally it was reported into categorized themes. (Swearer, Espelage, Vaillancourt, & Hymel, 2010)

1.10.10 ETHICAL ISSUES

Participants were given consent for video-recordings, in a form that was to be signed. They were made aware of their voluntary participation in the study. Confidentiality was obtained through giving participants and the school of study pseudonyms. Transcriptions of interviews and group discussions were kept in a safe thereafter they will be burnt in order to be destroyed. Participants were given access to transcribed data to crosscheck if the transcriptions are in order.

1.11 THE DELIMITATIONS OF THE STUDY

This research is specifically situated in Educational Psychology, which focuses on the holistic development of the child and school is seen as an enabling environment for child development and learning (Khanare, 2012). From the perspective of this discipline, the researcher explored how teachers perceive bullying and how they exercise their agency and draw from other agents to manage bullying in the school so that learners can learn and thrive. Although the teachers were targeted, the study does not intend to imply that the participants have been victims or perpetrators of bullying within the school, but merely because teachers

are expected to be agents of change (DBE, 2010) and address bullying with the aim of making schools safe and enabling teaching and learning to thrive.

1.12 OVERVIEW OF THE STUDY

This study on teachers' perceptions and management of bullying comprises of six chapters and it has been presented in the following way:

Chapter one provides an introduction to the study. The chapter sets out a detailed background to the study and states the problem. The aim of the study is given through the purpose of the study, and then personal and contextual rationale that motivated the study is also given. In this chapter, the importance of the study is comprehensively outlined. The overview of the research design and the methodology is stated then the objectives and critical questions are declared. Towards the end of the chapter, the review of concepts used in this study is presented as well as a brief account of what will transpire throughout the study is shared. Finally the conclusion to the chapter is stated.

Chapter two presents an in-depth overview of current literature on school bullying in two sections. The first section focuses broadly on the nature and the conceptualization of bullying. The later section focuses intensively on global teachers' perceptions of bullying and management of it within their schools. Lastly, current literature will be reviewed through categories of international, continental and contextual.

Chapter three provides detailed information about the theoretical framework underpinning this study. The theoretical framework guiding this study is based on the ideas of Bronfenbrenner & Condry (1970) Social Bio-ecological Model. The model will be used as an analytical framework of teachers' perceptions and their management of bullying within their school.

Chapter four concentrates on the methodological procedure of the study. It deals with the research paradigm and the approach which is adopted in the study. It also explains the sampling and the data collection method used. Furthermore the chapter clarifies ethical clearance and limitations of the study.

Chapter five deals with the analysis of data through the Bronfenbrenner's model respectively, by using the thematic analysis method to analyse data that will be collected through semi-structured interviews and focus group discussions that were recorded.

Chapter six is the final chapter which depicts an overview of the research findings and also evaluates the studies' response towards the critical questions of the study that the study initially aimed to explore. Finally this chapter sets out the recommendations for the teachers, schools, parents, the Department of Education, policy makers and the teacher.

1.13 CONCLUSION

This chapter provided the background of the study. The statement of the problem was stated, the aims and purpose of the study were spelt out and the reasons that triggered the interest of this study were cleared. In addition, the focus of the study was declared and then a detailed account of the importance of the study was given, focusing on different institutions that may benefit from the study. The objectives and critical questions guiding the study were also highlighted. The main concepts used in the study were defined and clarified and lastly a glimpse of the whole study was given. The next chapter presents literature used to frame the study.

2.1. INTRODUCTION

The previous chapter provided the background to the study. This chapter reviews scholarly literature by exploring and analysing the origins of bullying, the conceptualisation of bullying, and causes as well as the consequences of bullying. In addition, literature exploring teachers' perceptions about bullying, the manner that bullying is managed, the factors that impact the management of bullying as well as the importance of engaging teachers as agents of change will be discussed, and finally the chapter will be concluded.

2.2. THE ORIGINS OF BULLYING

Bullying has been a world-wide acute and a tenacious challenge in most schools for decades and it has been reported not only to affect those who are involved but also to affect other surrounding institutions and communities at large (Monks & Coyne, 2011). Thus, to have a clear direction of where we are moving to in the struggle aimed at eradicating bullying in schools, it seems imperative to understand the origins of bullying.

In the 18th century very little was known about bullying, to an extent that, what may be seen as bullying now might not have been regarded as bullying back than (Kim, Koo & Choi 2015). According to Coroloso (2010) in the 18th and 19th centuries, bullying was only regarded as bullying when it was in a form of physical harassment that was linked to death or strong exhortation but any other peer to peer harassment was seen as a normal process of growing up. The significant turning point on bullying occurred in the 1970s, when Dan Olweus created the "Olweus Bullying Prevention Program", which was an inclusive school programme that focused on long-term processes to promote a safe school environment (Olweus & Limber, 2010). Thereafter, the issue of peer harassment became greatly noticeable but it was termed: mobbing a Scandinavian name meaning bullying (Tharp-Taylor, Haviland & D'Amico. According to Taylor et al., (2009) Olweus carried out the first study on bullying in Sweden to gain a deeper understanding of bullying since people in Scandinavia showed exceeding concern on the issue of bullying. As a result bullying then became a popular topic

for empirical researchers in different disciplines and it brought light and optimism to those who were victims of bullying (Rigby, 2010).

After World Wars' massive killings, bullying represented an ethic of being strong thus bullying was seen as unpreventable and as a natural element that was unavoidable (Bradshaw, Waasdorp, Goldweber & Johnson 2013). The United State of America (USA) has been said to have a long history of school bullying, however, it was downplayed in literature as youth violence (Newman & Murray 2005). The first research study on bullying in the USA was conducted in 1987 and it was triggered by an incident where a primary school pupil was victimised, and in retaliation he brought a gun to school and killed the alleged bully and later shot himself, which prompted more studies (Beaty & Alexeyev, 2008). However, bullying was not pervasive in the USA solely but other countries such as Japan were also troubled by bullying. The situation in Japan concurs with the situation in the USA, as bullying was reported to start in the year 1862 but at that time it was seen as part of human development in schools and in camps (Kim et al., 2015). While, Japan has been reported to be one of the worlds' leading countries in technology, it is also known to be amongst the countries that experience the worse kind of uncontrollable increase of school bullying (Sabella, Patchin & Hinduja, 2013).

In the African continent, the studies on bullying have recently been initiated, indicating that its negative effects have been underestimated (Gudyanga, Mudihlwa & Wadesango, 2014). Research studies on bullying have been extremely delayed, especially in developing countries such as Zimbabwe (Gudyanga et al., 2014). Adeosun, Adegbohun, Jejeloye, Olufemi Oyekunle, Ogunlowo and Adunola (2015) postulated that, even though school bullying in Nigeria is reported to be high, there is a shortage of data on understanding bullying and anti-bullying tactics.

Consequently, in South Africa, bullying has also been reported to be rife but also not to have been studied in-depth (De Wet, 2010). Studies that were done in KwaZulu- Natal, Mpumalanga, Cape Town and in Port Elizabeth reported a high number of learners who were subjected to bullying in South African schools but not much attention is placed on bullying as a barrier to teaching and learning (Townsend, Flisher, Chikobvu, Lombard & King, 2008; Liang, De Wet, 2010; Taiwo & Goldstein, 2006).

Significantly, UNESCO (2010) reported that, the latest world statistics on school bullying indicate an increase of 30%. Even though the bullying rate has risen so high and

bullying has now become a topic of interest for many countries, there are still grey areas concerning the causes, manifestations and the methods used to manage bullying more specifically within the school levels. In attempts to seek effective management methods on bullying, it is empirical to have a sound understanding of what bullying is and what it is not. Accordingly, the next section explores what is meant by the word: bullying.

2.3 DEFINING BULLYING

Even though, there is no agreed upon definition of bullying as yet, literature indicates that, there are several key issues to the definition of bullying that are commonly agreed upon by the majority of researchers in the field of bullying (De Wet, 2010; Coroloso 2010; Olweus 2013). The key features place emphasis on bullying being an act of repetitive hurt of another individual who is mostly perceived to being powerless and it has a notion of being a deliberate act, to occur continuously and over a period of time (Corloso, 2010; Monks and Coyne, 2011; & Olweus, 2010).

2.3.1 BULLYING AS A REPETETIVE ACT

According to Olweus, an individual is regarded as being bullied if they repeatedly experience harassment from an individual or a group of people (Olweus, 2010). With an intention to purposely reject those random occurrences which may occur occasionally when children grow up but which may be confused as bullying, bullying is clearly said to occur time and time again (Bush & Zuideman 2012). Rigby (2010) declares that, bullying takes place when an individual is continuously and constantly unprotected and exposed to exploitation from one or more than one individuals.

In Ghana, school bullying is defined as undesired behaviour between learners that is repeated over a long period of time (Castle & Diallo, 2008). In accordance, Egbochuku a Nigerian researcher postulates that, bullying does not occur once but is repeated over time (Egbochuku, 2007). Furthermore, Fajoju (2009) postulates that, bullying is an effect of being repeatedly threatened or hurt by a person or a group of people.

Additionally, Osman (2013) conducted a study on bullying in Cape Town (South Africa) and suggested that bullying involved a number of incidents that are directed at a specific individual over time and is not a single incident but it takes place frequently. De Wet (2006) asserts that bullying can be described as a repeated damaging action, which is carried out over time.

2.3.2 BULLYING AS A DELIBERATE ACT

Corloso (2010) defines bullying as being a deliberate and hostile activity intended to induce fear and hurt on the targeted victim. Bush & Zuidema (2012) postulates that, bullying is not an act of error but is done deliberately to cause despair and suffering to the other. According to Smith, Del Barrior and Tokunaga (2013) bullying does not involve aggression that is unplanned or childhood behaviours such as sibling rivalries or peer fights but is done consciously. Additionally, De wet (2010) reports that, bullying is an intentional act done with intentions of hurting another individual.

2.3.3 BULLYING AS AN ACT OF POWER IMBALANCE

Setting apart bullying from general aggression is the issue of power imbalance between the victim and the perpetrator involved in the act of bullying, with the victim always being the weaker party (Monks & Coyne, 2011). Coincidentally, Rigby refers to bullying as patterns of abuse of the feeble by those who are stronger (Rigby, 2010). Accordingly, Melecki, Demeray, Coyle, Geosling, Rueger and Becker (2015) argued that, for an act to be regarded as bullying there has to be capacity inequality between the two parties and the target must be incapable of defending him/herself

In the Nigerian context bullying was also defined as behaving in any manner that threatens or hurts someone who is less powerful (Aluede, Ojugo & Okoza, 2012). Moreover, bullying is not about anger or conflict rather it is about strong feelings of dislike towards an individual or individuals who are regarded as being unimportant (Smith & Monks, 2008).

South African researchers in the area of bullying also postulated that, bullying may be physical, verbal or social and may be done by one or more individuals on a less powerful person causing them suffering or unhappiness (Laas & Boezaart 2014). However, bullying may also be as a result of power imbalance (De Wet, 2010).

Having explored the worldwide definitions of bullying, bullying may take place in different environments, such as in the workplace, in school or at home. Thus it was imperative for this study to explore and elaborate on literature that specifically defines school bullying. For the purpose of this study, the succeeding section particularly focuses on bullying within the school environment.

2.4 BULLYING WITHIN THE SCHOOL ENVIRONMENT

According to Coroloso (2010) it is a fundamental democratic right for a learner to feel safe at school and to be spared the oppression and the repeated intentional humiliation done by bullying. Moreover, learners should not be afraid to go to school because they fear being victimised (Coroloso, 2010). In Turkey, school bullying is defined as activities that take place between the youth at school and it is said to injure or to threaten others, while it hinders the purpose of schooling (Sahin, 2010). In the South African context, school bullying was explained as a social phenomenon which involves normal individuals in a specific situation, it was mostly seen as pre-aggression and its intentions are to cause harm (Horton, 2011; Myburgh & Poggenpoel, 2009). It is also postulated that, in the South African context, initiation schools and other activities done as forms to initiate a learner into a group and most often in school hostels are also regarded as a form of school bullying (Kruger, 2011). Sahin (2010) added that, school bullying includes: school violence, criminal offences against individuals, rudeness towards teachers and school staff, since all these activities disrupt the harmonious functioning of the school, which is supposed to be focused around teaching and learning. However, school bullying may be in different forms, at different levels and may be carried out by different individuals within the school environment. Therefore the next section looks at existing literature that differentiates and discusses the forms of bullying that may take place within the school environment.

2.5 FORMS OF BULLYING

Olweus (2013) classifies bullying into direct and indirect bullying. He defines direct bullying as open attacks directed to the targeted individual such as words, gestures or even physical contact and indirect bullying is less visible and mostly achieved through social isolation (Olweus, 2013). The differentiation between direct and indirect forms of bullying is further classified into three sections namely: the physical, verbal and rational bullying (Carbone, Esbensen & Brick 2010).

The above mentioned categories of bullying are in line with the continental categorization of bullying, as in Nigeria it was said that bullying may take physical, verbal or psychological forms (Aluede et al., 2012). In Zimbabwe, bullying is said to be mainly physical or psychological (Ncube, 2013). Additionally De Wet & Jacobs (2013) suggests

that, in the South African school context, there are six forms of bullying that normally take place, namely: psychological bullying, vertical bullying, covert bullying, horizontal bullying, overt bullying and physical bullying. Furthermore, the three types of bullying are defined as follows:

2.5.1 VERBAL BULLYING

In the Unites States of America, verbal bullying is said to take the form of name-calling, taunting, belittling, negative criticism, and defamation of character, racist remarks and sexually abusive remarks (Coroloso, 2010).

The explanation was similar in Nigeria as Aluede et al., (2011) assert that, verbal forms of bullying include teasing, threatening to hurt the other individual for no reason, enforcing the performance of undesired tasks and threatening negative results if the request is not done.

Literature indicated that, there are other forms of verbal bullying in South African Schools, such as those that involve passing sexual insults and sexual threats especially from male learners to female learners (Morset, 2008). Moreover, Lass and Boezaart (2014) adds another form of verbal bullying that has lately become popular in the South African context, which is cyberbullying. Cyberbullying is characterised as the harassment and embarrassment of another individual through the use of electronic gadgets, such as cell phones or internet social networks (Lass & Boezaart 2014).

2.5.2 PHYSICAL BULLYING

Physical bullying on the other hand is the most general type of bullying which accounts for 70% of reported bullying and it stands out the most, hence it is the easiest type of bullying to recognise (Bradshaw et al., 2013). Carbone (2010) posits that, physical bullying is the most obvious, popular and readily identifiable form of bullying hence it is the most known form. Hence, physical bullying is sometimes misrepresented to be the only form of bullying (Olweus & Limber 2010).

In Western African countries such as Ghana, Liberia and Togo, an unusual form of physical school bullying has been reported. This form of physical bullying is referred to as obligatory chores, where by learners are forced to work on farms or to carry out domestic chores for teachers without being paid (Hillis, Mercy & Saul 2010). In Nigeria a study

revealed that, physical bullying was also their main form of bullying but it was reported to being rife in the rural areas more than in the urban areas and that it was higher in the Southern areas of Nigeria than in the Northern regions of Nigeria (Aluede,2011).

In the South African context, physical bullying is explained as being the most direct form of bullying and it is expressed by actions such as physical hitting, pushing, punching or hitting the victim (Protogerou1 & Flisher, 2012; James, 2010). Moreover Laas (2014) argues that, bullycide may be categorized as another form of physical bullying. He further explains that bullycide is a phenomenon that refers to the suicide deaths caused by bullying (Lass & Boezaart 2014).

2.5.3 RATIONAL/EMOTIONAL

Rational bullying, also known as emotional bullying is most common amongst teenagers and it may include social isolation, intentional exclusion from peer groups, gossiping and spreading rumours (Bradshaw et al, 2012). Rational bullying is the hardest type of bullying to identify as it is unseen and is used to isolate and reject the targeted individual and may also involve tenuous expressions such as aggressive stares and other unfavourable body language (Coroloso, 2010). According to Olweus (2013) rational and verbal bullying are common forms of bullying but they go unnoticed by teachers while students report them often. This form of behaviour is most powerful in the adolescent stages, as at this the time when teenagers try to classify themselves and it may be the first step towards more vicious forms of bullying (Melecki et al., 2015).

However, Gudyanga et al., (2014) postulated that in Zimbabwe, not much about rational bullying is understood and there is still a lot of effort that needs to be placed on understanding this type of bullying. Additionally, rational bullying was seen as being part of social life in Zimbabwe that had no harm in growing children (Ncube, 2013). In the context of Nigeria, it was reported that the most common forms of rational bullying that takes place at school is spreading rumours, purposely excluding an individual from a group, threatening the other individual and intimidating them (Alex-Hart,Okagua & Opara, 2015). However, it is also reported that, this type of bullying almost always turns to become physical violence as time goes by (Tevera, 2016).

In the South African context, rational bullying is also said to be prevalent, and is characterised by rumour spreading, exclusion from a group, giving nasty looks and it is

mostly used by girls but boys seldom use it as well. Additionally, rational bullying is not easily identifiable because it has the nature of being devious (Pepler, Wendy, Craig, Atlas & Charach 2009; Laas, 2014). Moreover, rational bullying is not perceived as a serious form of bullying by teachers and adults in South Africa (De Wet, 2010; Kruger, 2009; Marais and Meier (2010).

2.5.4 SEXUAL BULLYING

Sexual bullying may also be displayed as a form of physical, verbal or relational (De Wet, 2008). According to Lass and Boezaart (2014) sexual bullying may include physical sexual behaviours such as touching someone in a sexual way, taking their clothes off and also having sexual intercourse with the person when the other person is not willing. Furthermore passing sexual jokes and sexual comments, showing of sexual pictures or private parts or even passing sexual rumours about someone is also regarded as sexual bullying (Wilson, Bovet, Viswanthan & Suris, 2012). Louw (2015) suggests that sexual bullying also happens in schools and it may include exhibitionism and sexual positioning.

In Nigeria, Aluede et al., (2011) reported that, learners in secondary schools, especially girls, mentioned, sexual harassment, among other forms of bullying, as one of the common forms of bullying that they were subjected to in the school environment. Another study that was conducted in the same country (Nigeria), on the effects of bullying, showed that, some perpetrators of bullying ended up getting involved in serious crimes such as domestic violence and sexual harassment (Egbochuku, 2007). Similar to the above mentioned contexts, in the South African context, De Wet (2010) asserts that, sexual harassment was listed as one of the frequent forms of bullying that was reported in schools in the Free State. Moreover, the teachers in one of the schools were also reported to being victimised through sexual harassment, and the perpetrators were said to be either teachers or the learners.

2.5.5 HOMOPHOBIC BULLYING

This kind of bullying refers to the sexual harassment in school directed to bisexual individuals, gay, lesbians as well as transsexual individuals who said they were victimised through physical and verbal assaults, isolation or stigmatization (Swearer et al., 2010). However, the victimisation was reported to be perpetrated by learners as well as the teachers in the school (Rose, Espelage, Aragon, Elliott, 2011).

Ephraim (2013) conducted a research study in a number of public and private schools in the city of Benin in Nigeria under the topic of the prevalence of bullying in Nigerian schools. Conflictingly, his study pointed out that, the common types of bullying that learners were subjected to physical and sometimes verbal bullying however homophobic bullying was not mentioned to be taking place at all in the schools that were studied.

Nevertheless, a paucity of evidence reporting on homophobic bullying in South African schools was also an issue of concern. Ndebele and Mziza (2014) highlighted strange forms of bullying that were reported to be taking place in the rural part of the Eastern Cape such as forcing children to farm or to gather wood against their will without being paid anything in return, however bullying against people because of their sexual orientation was not generally reported (Ndebele & Msiza,2014). It may be assumed that, this is due to homosexuality still being a taboo issue and even those who are homosexuals still kept it a secret. Having laid out global literature on the recognised forms of bullying, the next section explores what existing studies in different contexts postulate the causes of bullying to be.

2.6 UNDERSTANDING THE CAUSES OF BULLYING

Bullying does not occur in a vacuum but there are a number of factors within the environment that may contribute towards it (Wang, Berry and Swear 2013; Olweus, 2013). There are factors that may influence school bullying which operate at different levels such as: the individual level, family level, school level, and the community level (Coroloso, 2010; Olweus, 2010). Consequently this section explores issues that may influence bullying through the evaluation of research studies already conducted under this topic.

2.6.1 INDIVIDUAL INFLUENCE

In Pakistan Jan, Scholar and Husain (2015) conducted a study on the causes of bullying in an elementary school and the results indicated that, the main reasons within the individual level for learners to bully others was to gain power, to be in control and the need to get even (Jan et al., 2015). A scientific study conducted on the individual personality causes of bullying, in 2002 concluded that bullying behaviour was associated with DSM-IV-TR Axis I and that disorder was characterised by misconduct disorder, oppositional defiant disorder and attention hyperactivity (Book, Volk & Hosker 2012). Furthermore according to Book et al., (2012) the personality traits that were common among the learners that bullied others were passively aggressive, paranoia, and extreme dependency.

In Ghana it has been reported that learners were sexually bullied, at school by male teachers, on their way to and from school by the bus drivers or males in the community (Ndibalema, 2013). In Nigeria it was also reported that, both the teachers and learners were liable for learners being bullied because of being different, which may relate to being over or under weight or their skin complexion. For example a school girl in one school in Nigeria was called an "endomorph" by a school teacher because she was over weight (Ndibalema, 2013). It has been said that, some learners are victims because of their, gender, physical disability and sometimes due to their mental disabilities such as autism (Little, 2002; Rose, 2011).

Ndebele and Msiza (2014) conducted a study in Thohoyandou (South Africa) the results of which pointed out that learners bullied others because they wanted to be recognised, known and be respected by other learners within the school. Accordingly, Kruger (2011); Chabalala, 2011) believed that, sometimes learners bully one another as a way of gaining popularity from other learners. It has also been suggested by researchers in the field of school bullying that, the common personality factors that may cause bullying have been highlighted across the world to consist of underdeveloped social skills, superior social skills and power hungry personalities. Some may bully others to compensate for what is happening to them and their own feelings of powerlessness (Pepler, Jiang, Craig, & Connolly, 2008; Cook et al., 2010; Olweus, 2010; Coroloso, 2010). Having stated the individual influences towards the causes of bullying, the next section looks at the role that is played by family in the perpetuation of bullying.

2.6.2 FAMILY INFLUENCE

The immediate family is said to be the initial socialising environment that the child is exposed to and it may possess significant influence on how the child behaves socially throughout their life (Coyne & Monks, 2011). A study was conducted in the Australian context on the families of the learners who bullied others and the outcomes highlighted the commonalities among those families to being: lack of support towards the children, failure to teach children positive human values and treating them as unimportant (Rigby, 2013).

The above outcomes are congruent with the situation reported in Japan as Hinduja and Patchins' studies indicated that, most bullies come from homes where there is a lack of affection and warmth from parents or caregivers (Hinduja & Patchins 2012). Accordingly, Wang et al., (2013) reported that, a study conducted in Canada showed the common traits to

be reported by children who bullied others regarding their home environment were characterised by parents who do not allow them to share their feelings or to let their opinions be known although they still had to abide by the adults' opinions. Furthermore, their parents did not spend time with them and they were made to feel less important and as a result they felt lonely and uncared for (Wang et al., 2013).

While in Lagos (Nigeria) Adegbohun et al., (2014) postulated that, exposure of children to domestic violence by parents due to disruptive parental problem solving or violent conflicts between parents could result in the children being aggressive towards their peers. This is harmonious with the situation in China, as Wang, Zhou, Wu, Deng, Hong, Gao and He (2012) argued that, learners who were exposed to domestic violence or family conflicts were most likely to become aggressive individuals who displaced their aggressiveness onto the other learners at school. However, Coyen and Monks (2011) disagreed with that, as their USA study showed that, family conditions did not necessarily influence the child into become a bully. Bullying was rather reported to being an individual choice, as some children come from warm and loving home environments but still victimise their peers in the absence of adult supervision.

However, studies in other contexts contradict the above and state that choice of parenting had an influence on the child's bully behaviour. Swearer and Hymel (2015) argued that, parenting styles may influence how a child turns out socially because children in general mimic their parents' behaviour. For example rewarding a child's aggressive behaviour or ignoring bad behaviour may result in the child thinking that it is acceptable to behave in an aggressive manner. Accordingly, Ybarra, Wilkens, and Lieberman (2007) believed that, children whose parents used aggressive measures of discipline or did not discourage undesirable behaviours may grow up to be bullies. Frick and White (2008) also believed that parenting styles have an influence on the offspring's behaviour and negative parenting may influence the child to become a bully, since children learn from their parents how to react or behave in social situations.

Adeosun, Ogun, Adeghun, Ogunlowo, Jejeloye & Pedro (2014) reported that, in Nigeria learners were also abused in the home sector by relatives and caregivers, such as aunts and uncles as their biological parents were late or at work in the urban areas. Many of these children become easy targets for bullying as they were called names and requested to do chores that were too hard for children (Adeosun et al., 2014). Additionally, it was reported

that parents of learners who received reports on bullying used inconsistent and brutal forms of punishment which may increase aggressiveness in learners (Egbochuku, 2007). This is consistent with what was reported by Ybarra and his colleagues in California, that parenting styles used such as inconsistent discipline practices, aggressive modes of punishment and the absence of discouragement on aggressive behaviour within the homes perpetrated the bullying behaviour in schools (Ybarra et al, 2007).

A study in the Eastern Cape (South Africa) reported bullying in the school to be perpetuated by dysfunctional homes (Ncontsa & Shumba, 2013). Another study done in South Africa on the causes of bullying reported that, the use of corporal and inconsistent punishment by parents encourages aggressive behaviours by the learners as aggression is believed to be the solution to resolving conflict (Chabalala, 2011).

2.6.3 SCHOOL INFLUENCE

Research conducted in the USA has shown that, bullying within the school level may be maintained by several factors such as, teachers turning a blind eye on bullying incidents, teachers not educating learners clearly and effectively about the negative consequences of bullying, not intervening at the onset of bullying but intervening later when the bullying is intense and not following a clear school policy on bullying and academic disengagement (Cook, Williams, Guerra, & Kim 2010 & Sadek, 2010). On the other hand Rigby (2013), postulates that the school ethos plays a major role in conserving or encouraging bullying within the school environment, and suggests that, the attitudes, expectations and norms held by the learners expected behaviour may have tremendous effects on the rate of bullying behaviour.

In Ghana, the classroom environment was reported to be among the main school factors that affected the maintenance of bullying in schools. In agreement with the statement, Kaar (2012) argues that, learners were often reported to be fighting in their classrooms as they had much free time on their hands. Furthermore, research studies that were conducted in Ghana and in Nigeria also indicated that, the teachers' attitude towards their job negatively impacts bullying, if the teachers are knowledgeable and came to class prepared for the lesson as learners do not have time to engage in behaviours such as bullying in the classroom (Kaar,2012; Gudyanga, et al. 2014). Rigby (2013) postulates that a teacher who has a positive attitude and a positive regard for learners, will cultivate and develop the learners' intellectual and social development, making it easy for learners to have positive social skills

and they would be unlikely to engage in bullying. Moreover, the type of management that the teacher uses in the classroom may encourage or discourage bullying (Olweus, 2010). When the teacher adopts the laissez fair type of management learners may be overly free and may behave in a negative manner, while a teacher who is autocratic may cause learners to want to be controlling like the teacher and to be power hungry individuals who are likely to engage in bullying behaviour (Swearer et al., 2010). Additionally Dune, Sabates, Bosumtwi and Owusu (2013) asserted that, the learning environment in the context of Ghana is said to be harsh and hostile as aggressive behaviour is commonly reported by learners which has become normal within the schools.

In the South African context, it was reported that, the use of power-assertive disciplinary measures such as corporal punishment by teachers in school increased the level of bullying within the school environment (Carney & Merrell, 2001; De Wet, 2013). Accordingly, more studies done in the South African context indicated that, intolerance among learners, overcrowding of learners in schools, insufficient teaching learning resources may all contribute towards school violence and bullying (Prinsloo, 2005; Van Jaarsveld, 2011). Additionally, bullying was said to be perpetuated by substance abuse such as alcohol and drugs, unequal treatment of learners by teachers and inappropriate school age of learners as some learners were said to be too old for still being at school thus they easily bully the younger learners (Ncontsa & Shumba, 2013).

2.6.4 SOCIETAL INFLUENCE

Kalyva (2011) posited that, the present culture places much emphasis on the competition amongst individuals, which could be in sports, academic areas, careers and other things. However, the competitive nature of the culture increases hostility and envy among individuals which may lead to victimisation such as bullying (Kalyva, 2011). In the context of Ghana, it was argued that learners' community had an influence on their involvement in bullying, as those learners who resided within the urban areas were more likely to be perpetrators of bullying than those who were the poor rural dwellers (Akyempong & Humphreys 2007). However, in the Eastern Cape some victims of school violence were targeted because they were accused of practicing witchcraft with their families thus they posed as appropriate victims of bullying at school (Ncontsa and Shumba, 2013). In support of this Swear and Susan (2011) postulated that in their study, victims of bullying have admitted being bullied as a result of belonging to another normative group for example Hindu or

Muslims. In support of societal status being influential to bullying, Ncontsa and Shumbas' study in the Eastern Cape (South Africa) reported bullying in their school as perpetuated by the absence of recreational activities with the community which caused learners to be bored and thus engage in mischievous behaviours (Ncontsa & Shumba, 2013).

2.7 UNDERSTANDING THE CONSEQUENCES OF BULLYING

In the past bullying was seen as a harmless act with no consequential factors for the parties involved (Olweus, 2010; De Wet, 2007; Osman, 2013). Nowadays, bullying is said to be affiliated with psychosocial and somatic illness, especially when it is carried out over a long period of time (Lien, Green, Welander & Bjertness, 2009; Rigy, 2013). Ironically, Olweus (2010) argues that bullying causes ill-heath but ill-health does not cause people to bully others. Various studies highlight that, children who are victims of bullying experience short and long term negative effects that are caused by bullying (Hilton et al., 2010; Solberg, Olweues & Endresen, 2009). Furthermore, Meyer-Adams and Conner (2008) argued that, being a victim of bullying, is not always physical malignant as how stabbing or shooting someone would be, but bullying may affect the emotional, social and the educational progress of the victim. For the same reason, this section explores existing literature on the short and the long term consequences of bullying.

2.7.1 SHORT-TERM EFFECTS OF BULLYING

Low Self-esteem

It has been reported that, some learners who have been exposed to bullying seemed to have self- esteem that is fairly low when they are compared to their un-bullied peers (Hilton, et al., 2010). It is believed that, their self -esteem decreases because they feel that they have failed to stand up and defend themselves from the bully (Rigby, 2010). This is said to be the case in Zimbabwe, as the victims of bullying were said to have negative self-esteem and they always needed their peers to approve of everything that they did. Moreover victims were said to be incompetent in most areas when they were compared to their peers (Gudyanga et al., 2014). The same view was shared in Cape Town, as a study was conducted in two primary schools, revealed that, most victims of bullying, did not want to take part in most school activities such as debates and sports activities because they were scared of being ostracised and ridiculed by other learners thus their self-esteem was said to be low (Osman, 2013).

Isolation

Rigby (2013) argues that, learners who are bullied tend to keep to themselves and have few or no friends. Haddad (2010) adds that, victims of bullying prefer their own company because they fear being victimised and they sometimes develop a dislike for other children. Similarly, in Nigeria Hilton et al.,2015 postulate that, learners who are victims of bullying in most cases are reported to be lacking good social skills, therefore they are incapable of having proper friendships and tend to be used for their money or intelligence to keeping friends and to avoid being alone. In a particular school in Pretoria (South Africa) it was discovered that, learners who were victimised suffered distorted thinking and they often believed that they were worthless thus they wanted to be alone, away from their peers as they felt that they were different in a negative way from their peers (Laas & Boezaart, 2012). Normally, in attempts to escape loneliness, victims of bullying often stayed away from school.

Absenteeism and Truancy

Junovev & Graham (2014) believed that bullying may cause learners to see the school as an unsafe place and they may experience a challenge in adjusting to the environment thus they may stay away from school. The situation is said to be similar in Zimbabwe, as a study that was conducted in Chegutu District indicated that, learners who are victims of bullying tried to avoid going to school as much as it was possible for them to do so (Gudyanga et al., 2014). In South Africa it was reported that learners who were victims of bullying, left their homes, pretending to be going to school but spent most of their days in the spazzas (tuck shops) playing games in attempts to keep away from their victimizers (Kruger,2011).

Displacement Effects

Mostly, victims of bullying continue to be victimized at school and mostly they are not able to retaliate since the perpetrators are usually said to be powerful (Olweus, 2010). They may be frustrated and may displace their anger by bullying an innocent individual and the domino effects (cycle of bullying) go on Rigby, 2013; Rigby, 2010). De Wet (2010) posits that, the victims may present their annoyance by lashing out at their siblings, their parents at home or even another individual in their neighbourhood. However, the academic process may also be impacted in the process of bullying.

Academic Consequences

It has been said that learners who are victims of bullying are often stressed and have anxiety about when their next attack will take place and as a result they are not able to concentrate on their school work causing a decline in their academic work (Olweus, 2010; Rigby 2013). A similar belief was reported in Ghana, Hillis, et al., (2010) revealed that, most victims of bullying were noted to refuse to go to school thus they missed much class work and their thinking ability was fairly poor compared to their peers who were not victims of bullying. Accordingly, in South Africa, Lass & Boezaart (2014) postulates that in his study that was conducted in Pretoria, those learners who were victims of bullying reflected to be lower academic achievers which was due to their lack of concentration and fatigue due to not sleeping at night and later failing to complete their class work and their class tasks and activities.

General Health

Research studies indicate that, the health of the victims of bullying tends to be negatively affected by bullying and the impact may be short or long-term health related problems or even suicide (Rigby, 2013; Olweus 2012). In the United State of America, suicide and psychopathy due to bullying was rated as the third leading cause of death among the youth (Kim & Leventhal, 2008). South African studies reflect that, victims of bullying show higher suicidal attempts (De Wet, 2010). To add, a study on combating bullying in Pretoria reported among other findings that, the victims of bullying were most likely to show signs of depression (Laas & Boezaart 2012). However, the perpetrators of bullying showed signs of depression along with anxiety (Laas & Boezaart 2012). Another study that was conducted in Cape Town reported some victims of bullying suffer from the loss of appetite, headaches and digestive problems (Osman, 2013).

2.7.2 LONG-TERM EFFECTS OF BULLYING

Hansen, Steenberg, Palic and ELklit (2012) postulated that, both the victim and the bully may experience long-term effects due to bullying. Additionally Meyer (2015) posited that, globally individuals who engage in bullying may suffer serious implications even after years of being involved in bullying. Consequently, this part of the review will scrutinize literature on the long-term effects of bullying for the victim, the perpetrator and the bystander.

Effects on the Victim

It is a common error to think that the effects of bullying are only temporary and that they may diminish as the individuals concerned grows older (Olweus, 2010). Rigby (2013) asserts that follow up studies on bullied individuals indicate that, there are long term effects of bullying endured by the victims as well as perpetrators of bullying. In the South African context, De Wet (2010) concluded from her study that, in the long term victims were reported to have developed memory loss and could not recall some of the incidents that happened earlier in their lives, as their brains had blocked their experiences as a form of a defensive mechanism from the torment of bullying. In accordance, Bouffar and Koeppel (2014) studied the long-term effects on individuals subjected to bullying, which indicated that, victims of bullying were said to engage in substance abuse, were most likely to attract aggressive violence partners and have poor relations with family and friends. Moreover, other research implied that victims of bullying, because of their childhood torment, missed out on school work which resulted in their low academic achievements. Consequently, they are later not capable of securing themselves good paying jobs (De Wet& Jacobs 2013; Copeland, Wolke, Angold & Costello, 2013). This results in frequent job changes and financial insecurity (Copeland et al., 2013).

Effects on the Perpetrator

A study was conducted on Korean middle school learners, which showed that, the majority of children who bullied others, presented interpersonal problems and a constant urge to be in power (Kim & Laventhal, 2008). It was postulated further that bullies are at risk of becoming delinquents, drug addicts, thieves and being involved in truancy which may mean that they also become perpetrators of domestic violence as they get older (Cole et al., 2010). In accordance, Copeland et al., (2013) suggested that, perpetrators are said to be at a risk of developing antisocial personality disorders, whereby they have no empathy and they excel in cheating and doing what will only benefit them. Olweus (2010) argues that, bullies may in fact suffer a great deal of adjustment difficulty when they are older and may have difficulty developing good relationships.

Osman (2013) postulates that, bullying may give the perpetrator some form of temporary bliss but it can also negatively affect them just as it does the victim. Consequently, research indicates that, perpetrators of bullying may be depressed and have mental disorders such as mental deficit and memory loss like their victims (Crothers & Kolbert, 2008).

Furthermore Meyer- Adams and Conner (2008) claimed that, perpetrators of bullying may end up committing serious forms of bullying, may end up in jail and may produce children who also become bullies. Additionally, as perpetrators of bullying become older, they may display more serious forms of aggressive criminal acts, may even engage in domestic violence in their homes, and are most likely to make friends with other perpetrators and so share and condone serious form of bullying (De Wet, 2013).

Effects on the Bystander

Meanwhile, Ashurst, Noret, Poteat and River (2009) asserted that, bystanders may be affected academically as well as mentally because of witnessing bullying. Furthermore, the bystander and other learners may lose much academic time while the teacher focuses on the bully and the victim (Ashurst, et al., 2009). On the other hand, the bystander's exposure to traumatic behaviour may leave them outraged and they may be left with a daunting fear of the possibility that they may be the next in line for being victimised (Olweus, 2010). Furthermore, Slonje and Smith (2006) argued that, bystanders may have to live with the burden of guilt for not helping out the victim whilst being bullied. In Zimbabwe, Gudyanga and his colleagues posited that, children who witness bullying overtime develop emotional scars and they may also end up as bullies and may even slip into depression or develop anxiety disorders (Gudyanga et al., 2014). Literature implied that, in the South African context, bullying is also said to negatively affect the academic achievement of the bystander, as he or she may always be worried and shocked about the aggressive behaviour that they have witnessed and as a result their concentration and academic achievement may decrease (Ndebele & Msiza, 2014; Marais & Meier, 2010).

According to the above interrogation of literature, it is reasonable to say that bullying behaviour does not only affect the targeted individuals but affects others within the immediacy, even the perpetrator. Thus it is imperative to also interrogate teachers' perceptions of bullying.

2.8 TEACHERS' PERCEPTIONS OF BULLYING IN VARIOUS CONTEXTS

The issue of bullying is an on-going interest to researchers and individuals within the field of psychology and education. In turn, this has led to studies such as the current study to investigate the teachers' perceptions and their management of bullying within their domain. Dhaliwall (2013) postulates that, bullying may challenge and affect different teachers in

different ways, for example: one teacher may be able to cope with a specific type of bullying much better than the other. While a teacher may see certain behaviour as an act of bullying another teacher may regard the same behaviour as a part of children's development. Thus, the various ways that the teachers understand bullying to be, is an empirical issue for in-depth exploration. Nevertheless, Bush and Zuidema (2012) argued that, variables such as teacher training, professional and personal experience, self-confidence and level of exposure towards bullying may affect the way they perceive and manage bullying. For the purpose of the key questions guiding this study, this section will focus intensely on literature concerning how teachers in different contexts perceive and manage bullying. This study is based on a theoretical framework that believes individuals to be rooted in a social and environmental context, thus different aspects would affect the way that different teachers would look at certain issues and may also influence the way that they behave as individuals holistically. Such factors may include their social, cultural and ecological systems (Bronfenbrenner, 2009).

Berlan, Corlis, Field, Goodman and Austin (2010) posited that, bullying in schools has been recognized as one of the pervasive forms of school violence, even though the teachers are pressurised to create a safe learning environment for the learners. Accordingly, Olweus (2010) argues that for teachers to even attempt to reduce bullying in their schools, they first need to be able to adequately understand bullying behaviour, thus it is imperative to explore how teachers perceive bullying. Perceptions are interpretations and identifications of sensory information for the sake of representing it or sometimes understanding an environment or a particular aspect (Abo, Bender, Capelle, De Bruin, Allison, and Ashworth & Bowern 2015).

Sahin (2010) conducted a study in Turkey to investigate the perceptions that teachers had on bullying and the outcomes indicated that, the majority of teachers there understood bullying as forcing rights using violence on others. In accordance with that, Ndibalema also conducted a study on teachers' perceptions of bullying in Tanzania (Africa) and the findings were that, physical bullying was understood as the dominant part of bullying (Ndibalema, 2013). Similarly, in the South African context, teachers who participated in a study in Cape Town were reported to define bullying as a purposely mean act, which can take a physical or a verbal form (Osman, 2013). Yilmaz also in Turkey postulated that, pre-service teachers in his study indicated to have a comprehensive understanding of bullying, and did not see

bullying as only being physical but they defined bullying as being inclusive of direct and indirect abuse (Yilmaz, 2010). However, some researchers believed that, in defining bullying there was more agreement among the teachers on what bullying is not than on what bullying is (Gorsek & Cunningham 2014).

The exploration on teachers' perceptions on bullying also identified the element of power imbalance that kept coming in most of the responses as was mentioned by most literature that defined bullying. While the teachers in the context of Canada had an understanding of most types of bullying, they further highlighted the element of power imbalance between the bully and the victim, with the victim always being the weaker party (Mishna,Khoury-Kassabri,Gadalla & Daciuk, 2012). This view concurred with the findings of another study that was also conducted in Canada by Craig and Pepler (2007) on Canadian teachers. This study discovered that, teachers saw bullying as an unruly relationship between children, involving power differences, with the bully utilising his or her power to intimidate the weaker person. The outcomes of a study done in New Zealand stated that, teachers saw bullying as being a result of the victim being perceived as a weaker target being taken for advantage of by a physically or emotionally stronger person (Dhaliwal, 2013). The same sentiment was shared in the South African context, as Osmans' study in Cape Town reported that, some of the teachers mentioned the element of power imbalance bullying in terms of defining bullying (Osman, 2013).

The other aspects highlighted on how teachers perceived bullying were the repetitive and continuous nature of bullying. The response given by the Canadian teachers was their perceptions of bullying as imposing of the harsh treatment on another individual intentionally and continuously with the aim of inflicting pain onto the victim (Mishna et al., 2010). A study conducted in the United States of America also declared that, teachers viewed bullying to be a repetitive, physical, emotional or socially aggressive behaviour which causes the victim to become stressed (Gorsek & Cunningham, 2014). In the Nigerian context, bullying was seen as repeatedly hurting an individual by another one through words or actions (Fareo, 2012). However, Dhaliwals' study done in New Zealand declares that in almost all the responses that were given by the interviewees the element of repetition was never mentioned (Dhaliwal, 2013). Thus, this could be an indication that teachers who were interviewed in New Zealand considered all aggressive behaviours that showed power imbalance as acts of bullying, even those that only occurred once.

Teachers globally seem to emphasize bullying as more of a physical act even though a fair amount of them possessed an understanding of the various forms of bullying with the exceptions of sexual, and homophobic bullying. Furthermore, teachers globally seemed to highlight the three elements that are highlighted in definitions of bullying worldwide, namely: bullying having elements of power imbalance, being a repetitive act and being continuous over time. However, in exploring the teachers insights about bullying, they also highlighted what they felt were the causes and the consequences of bullying.

2.9 TEACHERS' RESPONSES AND MANAGEMENT OF BULLYING

Around the world, school bullying has finally started to receive the attention it deserves, nevertheless little is still known about the management of school bullying (Grobbler et al., 2015). This section focuses on exploring available literature on how teachers in different contexts manage bullying. However, due to the paucity of literature exploring teachers' own insights onto their management of bullying, the study explores what has been studied about the teachers' management of bullying.

2.9.1 RESPONDING VERSUS IGNORING BULLYING REPORT

A study was conducted in Canada on learners, to share their insights on their responses towards reports of bullying incidents. The outcomes indicated that teachers did not always respond to bullying incidents, especially if they did not witness them first hand and mostly turned a blind eye (Craig, Bell & Leschied, 2011). De Wet (2010) argues that, according to his study conducted in the Free State in South Africa, bullying is an issue that many teachers choose to simply ignore, more especially since some teachers believe in the myth that bullying is normal when growing up. Additionally a study done by Ellis and Shute on 127 primary school teachers showed that, teachers ignored even those incidents of bullying that they witnessed first-hand because they were afraid to mediate as some of the incidents were too violent and sometimes they were made to feel that, it was not their place to intervene (Ellis & Shute 2007). Similar cases of teacher negligence on reports of bullying cases have been reported in Nigeria, as Onukwufor recommended in his study that, teachers in the school of study should create friendly relationships with the learners when they come to report bullying. Teachers should respond with interest rather than with annoyance to reports, as this may discourage learners to report the incidents in the future (Onukwufor (2013). Furthermore, teachers were urged to respond to all reports of bullying not only physical bullying (Onukwufor, 2013). However, in the South African context, a slightly

different case was reported according to a study conducted in Gauteng. The majority of teachers adamantly, insisted to have always responded to bullying reports forwarded to them by learners and that no reports were swept under the carpet (Sebola, 2015)

2.9.2 RESPONDING TO BULLYING INCIDENTS

A multitude of actions seemed to occur when teachers decide not to ignore the reports on bullying. A study in a single school in the USA revealed that, as a response to reports on bullying teachers were reported to be advising learners to ignore the victimisation when they were bullied (Berlan,Corliss, Field, Goodman, & Austin 2010), while some teachers acknowledged bullying reports but did nothing about them (Bush, 2009). In Zimbabwe though, a study indicated that, more than half of the teachers who were interviewed confessed to being more comfortable with passing over the cases of bullying to the school administrator, rather than managing the situation themselves (Gudyana et al., 2014).

In Cape Town (South Africa) the teachers' responses towards bullying reports were said to be ineffective as they mainly focused on the perpetrator but the victims were not counselled or assured that bullying was not their fault and their anxiety was not alleviated (Osman, 2013). The same case was reported in the Gauteng Province also in South Africa, as Sebola (2015) posited that, teachers in his study seemed to be focusing more on disciplining the bully and deterring him or her from doing the bad behaviour again but little or no attention was given to the victim. Teachers' response towards bullying proved again to be incompetent as Yoon, Sulkowski and Bauman (2014) asserted that according to their study, teachers did not always respond adequately to bullying reports, mainly because they did not collect enough evidence before they confronted the perpetrator, since bullying perpetrators are reported to being cunning and manipulative and it was therefore easy for them to deny the allegations. Nevertheless, Berlan (2010) advises that, such responses may send out the wrong impression onto the learners that bullying is acceptable.

2.9.3 DETERRING PERPETRATORS FROM BULLYING AGAIN

Bush and Zuidema, (2012) announced that, according to his study on American teachers, they used short term intervention strategies to respond to bullying by addressing specific incidents of bullying while they ignored longer term management strategies of bullying. Bush and Zuidema (2012further explained that, the longer term strategies of managing bullying included skills and self-esteem development, which may prevent the

victim from being victimised all over again. Dunne et al., (2010) reported that, in Ghana, teachers were reported to use corporal punishment on everyone who was reported to be involved in bullying, which included the perpetrator, the victim and the bystander. However, research indicates that, the use of corporal punishment for any reason in school may result in truancy and absconding (Ampiah & Adu-yeboah, 2011). In the Western part of Ghana, another study involving high school learners stated that a good number of learners reported that, some teachers used verbal abuse to discipline learners who were victimising others (Harvey, 2014). However literature also implicated that continuous use of verbal abuse from adults may have negative psychological outcomes on children (Elliot, 1997). Additionally, teachers in Zimbabwe used without fear the corporal punishment to discourage extreme forms of bullying which is listed under statutory instrument number 362 of 1998 which allows the use of corporal punishment to discourage extreme cases of bullying (Zindi, 1995). However, in the South African context, research reported that teachers used corporal punishment as well as other forms of punishment that benefited the school in the form of chores, such as: picking up litter, sweeping the classroom or cleaning the toilets to discipline learners who bullied others (Maphosa & Shumba 2010). Even though some teachers in different parts of the world reported the adoption of various ways to responding and to managing bullying, it is however inevitable to admit the existence of a variety of elements which hinder the proper management of bullying within schools. Consequently, the next section outlines those elements that are said to have an impact on the management of bullying.

2.10 BARRIERS TO MANAGEMENT OF BULLYING

The above reports from various contexts clearly indicate that, bullying is a fairly complex concept, thus an existence of various factors that may act as barriers on the adequate management of bullying has also been reported (Yoon et al., 2014; Weiner, Day & Galvan, 2013). These elements have been categorized into: *training and professional development, policy and curriculum issues and societal issues.*

2.10.1 TRAINING AND PROFESSIONAL DEVELOPMENT

Teachers' Level of Empathy towards the Victim

In a study that was conducted by Yoon in Virginia (USA), on predicting teachers' interventions on bullying, it was revealed that some teachers were not empathetic at all with

the victims of bullying (Yoon & Bauman 2014). Moreover, some teachers accused victims for "inviting trouble" behaving in particular ways that placed them in positions for victimisation (Yoon & Bauman 2014). Mishna et al., (2012) postulated that, those teachers who could not empathize with the victims appeared to have less compassion and thus did not intervene effectively towards bullying incidents. De Wet insinuated that, in the Free State, some teachers indirectly posed as perpetrators of bullying because of their lack of empathy, and their intolerance towards victims, as they claimed that victims possess negative attributes of being incapable of solving their own social problems (De Wet, 2006). O'Moore and Kirkham (2001) stated that, such attitudes from adults and teachers may send a wrong message that bullying is acceptable which may disrupt the management process of bullying.

Teacher Training

Teacher training in this context refers to the preparation and the teachings of skills that teachers receive in order to accomplish tasks affiliated with their professional duties, which may entail being a mediator, motivator, a counsellor and other roles that may arise when managing school bullying (Allen, 2010). In the context of South Africa, teachers felt that, they neither were in- adequately trained to manage students with behavioural problems, as they did not receive training as pre-service teachers nor were they developed or supported as in service teachers to manage bullying (Louw, 2015). In the context of Australia, some teachers were reported to being in need of intense training on managing bullying as they felt too physically intimidated to handle bullying (Rigby, 2010). Simultaneously, in the United Kingdom Khubchandani, Telljohann, Price, Dake, & Hendershot (2013) asserted that, teachers felt they were responsible for managing bullying within their schools but still confessed that, they felt incompetent to manage bullying because of their lack of training.

Teachers' Classification of the Victim and the Perpetrator

In a number of existing studies, some teachers intentionally or not created rigid sets of characteristics that perpetrators and victims needed to fit into (Rigby,2010; Olweus,2007). However, Mishna et al., (2012) argued that, various environments and individual personalities may result in bullies and victims presenting unique characteristics. Yoneyama and Rigby (2006) stated that, Australian teachers were reported not to expect learners who were physically big built to be victimised through bullying as it was assumed that, because of their physique they would automatically be able to defend themselves when being picked on. Another group of teachers suggested that, for a child to become a victim of bullying, he/she

should have insecurities, low self-esteem or a distinct feature that made him/her vulnerable to bullying (Rigby, 2010). In Canada, teachers were reported to have intervened on only 41% of the bullying incidents and among the possible reasons for not responding, incorrect categorization was reported (Craig & Pepler, 2007). This signifies that, even before perceptions of bullying are formed by the teachers or before bullying is managed, teachers already have a stereotype of what a victim or the perpetrator of bullying should be characterised by. While the legislature in Canada, England and in the United States foresees that school managers should develop and carryout policies on bullying and anti-bullying programmes that are learner centred, not those that are based on the teachers' opinions, stereotyping and beliefs about bullying (Keating, 1991).

2.10.2 POLICY AND CURRICULUM ISSUES

School Policies on Bullying

Researchers suggest that, bullying may be managed through effective anti-bullying policies (Beran, 2008; Rigby, 2010; Rose et al., 2011). Some school policies were said to be unfitting for their purpose and they were not adhered to in the schools thus teachers used different methods to manage bullying (Mishna et al., 2012). Even though, the effectiveness of anti- bullying policies relied on everyone in the school environment abiding by the policies (Rose et al., 2011). In another context it was reported that, while there were regulations and anti-bullying policies in place in the school some teachers dealt with the management of physical bullying aggressively, indicating uncertainty about managing non-physical bullying (Kim et al., 2015).

Curriculum Management

Another critical component in managing bullying is the curriculum and how it is presented (Allen, 2010). It was suggested that, teachers must engage in learner centred ways of teaching, by supporting learners to set out their own learning goals, to supervise their learning, and to involve them in decision making processes (Burden & Byrd, 2015). Allen (2010) posits that, teacher content knowledge and non -autocratic schools may contribute to a positive school environment that discourages bullying. Additionally, Arbuckle (2004) suggests that, teachers should be committed to teaching a curriculum that deals with bullying and lead classwork activities that should address bullying. However, the management of bullying heavily relies on the implementation of adequate anti-bullying school policies (Kim

et al., 2015). Moreover, the taught curriculum should involve social-skills that may discourage violent behaviours such as bullying, while creating awareness on how learners may cope and avoid participation in bullying activities (Rigby, 2010).

2.10.3 SOCIETAL ISSUES

Teachers' Culture and Values

Rigby (2010) postulates that, the social environment of the teacher may influence the way that teachers understand and manage bullying and their values and culture may also play a role in how they respond to bullying. The social environment that Rigby refers to may be the home, community, school, friends or the church (Rigby, 2010). Literature on the issue of culture and bullying indicates that, specific behaviours and norms within various cultures may support bullying, thus cultural norms have been said to be very influential in moulding the behaviour in children, which includes aggressive behaviour such as physical bullying (Sweirer ,2012; Cooke et al, 2010). Additionally, Cooke et al., (2010) argued that, unsafe and disorganized neighbourhoods may maintain bullying. On the other hand, it is argued that guarded and united neighbourhoods anticipated less bullying and aggression among children (Olweus, 2010).

Gender and Discipline Issues

The teachers' gender was reported to affect the manner that some teachers managed bullying. Consequently, a study that was conducted in KwaZulu -Natal revealed that, much bullying was not reported to male teachers in this particular school but learners seemed to be comfortable in reporting bullying incidents to female teachers (Mathaba, 2014). In another case, at Empangeni also in KwaZulu- Natal, the outcomes of a study postulated that, female teachers were reported to be consistent in their response towards reports of bullying for both male and female learners (Singh, 2012). Ellis and Shute (2007) argued that, male teachers sometimes took bullying playfully, thus they did not respond to those incidents that they regarded as less serious.

It was further discovered that, male teachers often used more physically aggressive forms of discipline towards male learners than to female learners, while female teachers made learners pick up paper or sweep the classroom as a form of disciplining them for bullying (Mathaba, 2014). However, Allen (2010) insists that, schools that used corporal punishment to deter negative behaviour may result in a negative and a hostile environment. The above

comments indicated that the issue of gender had some influence in the manner that teachers understood and managed bullying.

The Perceived Seriousness of the Bullying Incident

Other factor that contributed to teachers' management of bullying is how serious they viewed the bullying incidents to be (Mishna et al., 2012; Weiner 2013; Hazel, 2010). This is supported by the findings of a study conducted by Yoon (2014) which explored the relationship between perceived seriousness of bullying and the effect it may have on the teachers' responses to bullying. According to Yoon (2014) teacher's responses to bullying were greatly influenced by how serious they perceived the bullying incident to be. Mishna and her colleagues, further asserts that, teachers at their school of study overlooked bullying behaviour that was not physical as they felt it was less serious (Mishna et al., 2015).

The same insights were shared in the Ghanaian context, as some teachers did not see name calling as a serious form of bullying, to an extent that, the teachers were also reported to be calling learners "names", without realizing that, they were also perpetuating bullying (Dune et al., 2010). This concurs with the situation in South Africa, Burton as Leoschut (2012) asserted that, teachers often did not see bullying as a serious negative behaviour and some of the teachers were reported claiming that victims are the ones who place themselves in positions to be bullied. Moreover, similar to teachers in Ghana, South African teachers had the tendency to pay more attention to aggressive forms of bullying and some teachers went to the extent of referring to name calling as being normal behaviour for children (Burton & Leoschut 2012).

Support in Managing Bullying

Those teachers who saw bullying as a serious issue of concern felt the need to manage it urgently thus they needed the school system, parents and the community to share their responsibility by supporting them in implementing creative and effective ways of managing bullying (Coroloso, 2013). It was postulated that, Korean teachers in the school of study reported a wish for emotional support, teamwork, direct involvement, and parental involvement in order to manage bullying effectively (Yoon et al., 2011). Flaspohler, Elfstrom, Vanderzee, Sink and Birchmeier (2009) suggested that, teachers often lacked support from other teachers, learners, school boards, parents and the community.

A study by Arbuckle (2012) in America indicated that, some of the teachers in a group that was studied reported to being uncomfortable in dealing with bullying, mainly because they claimed to have been lacking support from the school managers and from the community (Arbuckle, 2012). In America, another study reported teachers to be lacking confidence in dealing with the learners who bullied others, and they blamed insufficient training and inadequate support from the Department of Education (Mishna et al., 2012). In Cape Town, a study on the barriers towards effective teacher management of bullying indicated teachers to have felt that, they were not receiving adequate support from the principals, the Department of Education, the parents of learners as well as from the community (Kruger, 2011).

Teachers' past experiences

Rigby (2010) posits that, teachers who were exposed to severe forms of bullying were most likely to manage bullying incidents differently from those teachers who have not been exposed to it. Nickerson, Mele and Princiotta (2008) argued that, teachers who have been victims or pursuers of bullying themselves or someone close to them would handle or manage bullying incidents quite dedicatedly, as they would be able to empathise deeply with the victim or the bully. Thomas (2011) concurred with this as he suggests that, in Canada, those teachers who were bullied as children could relate better to the victims of bullying. It was further reported that, their childhood experiences of being excluded by their peers resulted in them having a better understanding of rational bullying and thus they were keen to managing the situation accurately.

Grades and Ages of Learners

Craig et al., (2011) argues that, the manner that teachers manage bullying may be influenced by the learners' grades since the level of bullying seems to escalate along with the age of learners. He believed that, since teachers may notice learner development as being different in various grades, they may also respond differently at different grades. Furthermore, Monks, and Coyne (2011) postulated that, teachers who teach younger grades were more sensitive towards the issue of bullying since they work with younger children, while teachers in older grades may believe that older learners may be able to manage their own conflict issues without   adult intervention. Teachers in high schools though, may disregard relational bullying and mistake it for teasing among the learners (Bush& Zuidema 2012; Olweus, 2010). As a result, some teachers may manage bullying differently than

others, however the nastiness of the bullying may be down played or act as a hidden curriculum with the age and the grades of learners.

2.11 ENGAGING TEACHERS TO BE AGENTS OF CHANGE

Schools worldwide are confronted with many challenges such as substance abuse, low academic performance, teenage pregnancy, lack of resources, overcrowded classrooms, bullying and school violence which all require immediate resolution (Stone & Dahir, 2015; Spreen & Vally, 2010).

In order to resolve these problems, teachers are required to engage in continuous transformation and become change agents who take the initiative and own it (Rudd, 2013). The Educational Policy Framework in South Africa suggests that, teachers are implicated to be life- long learners, meaning that they must be capable of embracing change as learning is correlated with continuous change (DBE, 2010). However, Rudd (2013) postulates that, the teachers' role to be change agents is disrupted by factors such as school organization, the policy making process which is a top down approach and political influences.

In the American context, Stone and Dahir (2015) postulated that, a teacher's duty is almost always intertwined in teachers being ambassadors of change and transformation. Similarly, teachers in Tanzania were reported to being comfortable with the way things were, while everything in the school environment was changing and the government relied on teachers to impose change and innovation onto learners (Spreen & Vally, 2010).

Teachers are expected to be agents of change in all factors that may affect education, the school and the learners (Avalos, 2011). The expectations placed on teachers may be achieved by teachers being committed to producing educational and social change, being good role models for the learners, their willingness to embrace change, keeping a critical mind and working together with other teachers, the school management and the parental community (Avalos, 2011; Rudd, 2013).

2.12 CONCLUSION

This chapter has reviewed literature related to the study by exploring the origin of bullying, the definition of bullying, types of bullying within the school environment, characteristics and roles of the bully and the victim and the causes and consequences of bullying. Furthermore, this chapter also reviewed literature on the teachers' perceptions,

experiences and understanding of bullying and also on the management of bullying, the factors affecting teachers' management of bullying as well as the importance of teachers being change agents. The next chapter presents a detailed discussion on the theoretical framework of the Bio- ecological system of Bronfenbrenner (1995) guiding the study, with special emphasis on how this theory explains the perceptions of teachers on bullying and their management of it.

3.1 INTRODUCTION

The last chapter presented the literature review that is related to the conceptualisation of bullying and the teachers' perceptions on bullying and its management. This chapter presents the theoretical framework that forms the basis of this study. Tavallaei and Talib (2010) asserted that a theoretical framework is a critical component in an academic research study. In this particular study the Bronfenbrenner bio-ecological systems theory was used as the theoretical framework to understand and to explore the teachers' perceptions of bullying and their management of bullying in their schools. In this particular study the Bronfenbrenner bio-ecological theory will be used as the theoretical framework to understand and to explore the teachers' perceptions of bullying and on how the teachers manage bullying in their schools

3.2 THE BIO-ECOLOGICAL THEORY

To reiterate, Bronfenbrenner & Ceci (1994), the bio-ecological theory is used to guide the current study as a theoretical framework. The bio-ecological theory implies that the developing individual, which in this case, is a teacher, may be influenced by the environment in which they reside (Boon, Cottrell, King, Stevenson & Miller, 2012). Bronfenbrenner believed that, contexts are mediated and interceded by the individual's thoughts (Bronfenbrenner & Ceci 1994). This means that, both the perceptions and the reality about the context, which are regarded as human behaviour, are in fact influenced by the surrounding context, for example the bullying behaviour (Bronfenbrenner 1995). Thus all human beings (including the teacher, the child that is bullied and the child that is bullying) are as a result of various systems. These varying systems may consist of these or more aspects: the developing child's home, their school, their families etc. (Bronfenbrenner, 1995). Researchers such as Swart and Greyling (2011) concur with the above mentioned statement as they suggested that, the bio-ecological theory places emphasis on the process of human growth and development and how the growing individual interacts with the microsystem, mesosystem, exosysytem, macrosystem and the chronosystem. It is imperative to have an understanding of the origins and the evolution of Bronfenbrenner's' theory to understand its claims.

3.2.1. WHO WAS BRONFENBRENNER?

Urie Bronfenbrenner a renowned child psychologist was born in the year 1917 in Russia. He did most of his schooling in the United State of America and he studied in well-known universities such as Cornell, Harvard and the University of Michigan. After completing his doctorate he worked in the military as a research psychologist for the VA Clinical Training Program and then he worked shortly as an assistant for a professor in psychology. In 1948 he was appointed to a position in Human Development, Psychology at Cornell University and he remained there for the rest of his professional life. He died on the 25th of September 2005 due to diabetes, at the age of 88. At the time of his death he was a Human Development professor for the Jacob Gould Schurman's in New York.

Urie Bronfenbrenner was one of the first researchers to use the holistic approach in child development and his Ecological Systems Theory made a huge influence in studies that involved humans and their environment. He highlighted the significance of the social environment in the growth process of children and he also highlighted the dangers of how the dysfunctionality of families may lead to youth violence, rebellion and bullying behaviour among children (Hong & Espelage, 2012). In his scholarly work, Bronfenbrenner's main belief was that, children always need to have a stable relationship with their parents and to have a supportive society, so that they may develop to be prosperous adults one day (Bronfenbrenner & Ceci, 1994).

Bronfenbrenner made contributions which were widely published and was awarded six honorary degrees. He made massive contributions towards the Development Psychology in the field of science and society (Hong & Espelage, 2012). According to Shaw (2014) his famous Social Ecological Model positively changed the views of many behavioural scientists and it also changed how they tackled studies involving humans and their environment. Consequently, Bronfenbrenner changed the way society saw child rearing and he created a new view which he described as the Ecology of Human Development (Shaw, 2014). The next section elaborates on the origins and evolution of the ground breaking theory called the bio-ecological theory that was developed by Bronfenbrenner.

3.2.2 THE EVOLUTION OF THE BIO-ECOLOGICAL THEORY

In the years between 1970 and 1980, Urie Bronfenbrenner re- evaluated his theory and re-identified the roles of the main factors in the development process. Thus in 1986 his

new theory was formed and he called it the Bio ecological Systems Theory. Bronfenbrenner was greatly influenced by Lev Vygotsky who was the founder of the social learning theory of development in the 1920s, which aimed to investigate how the environment affected the learning process in social contexts (Rigaud, 2013).

Bronfenbrenner's theory of human development went through tremendous changes as has been mentioned already in the above paragraph. Rosa and Tudge (2013) argued that, Bronfenbrenner's theory does not solely focus on the influence of environment on the child's development but it also focuses on the proximal processes and how individual characteristics, contexts and the historical time collectively influence these processes.

The bio-ecological theory of human development was originally called the social ecological model and was primarily proposed to explain how human development happens, mainly focusing on the impact of context but soon after, it evolved into a number of phases (Rigaud, 2013). According to Tudge, Mokrova, Hatfield and Karnik (2009) the first phase was symbolised by a description of ecological contexts and this phase highlighted the social nature of the human development process. This phase elaborates on the various levels of the ecological environment in which human beings develop. It further clarifies that human beings are not just the product of the development process but are also the producers of their own development (Rosa & Tudge, 2013).

According to Tudge et al., (2009) the second evolution phase of the theory is characterised by Bronfenbrenner making the first huge adjustment to the theory. The huge change was that, he focused extensively on the role that is played by humans in their development procedure. During this phase, Bronfenbrenner further announces culture and subculture as the empirical parts of the macrosystem and the chronosystem (Tudge et al., 2009).

The third phase presents the perfected phase of the theory. It is in this stage where proximal processes are seen as being the initial driving force of development and the part of the individual is granted far more credit in influencing the functioning of proximal processes (Hong & Espelage, 2012). The theory was than referred to as a bio -ecological theory for the first time. The only absolute change that was made was that the model could now be tested as a process-person-context-time (PPCT) model and it included time as the Chronosystem. According to Tudge et al., (2009) in the initial stages of the theory the individual was

represented as being in the centre of a number of circles, which are placed in layers from the most direct influential to the least influential layer (from the micro to the macro). The idea of developing layers was even used in the latest version of the theory (Bronfenbrenner, 2007). Thus, the evolving of the theory may suggest that, it may be effortless to contend that the humans and their environments are both involved in the development of a person but it may be harder to put in words how that actually happens (Hong & Espelage, 2012). The following section scrutinizes the innovative bio-ecological theory of Bronfenbrenner.

3.2.3. THE DEVELOPMENT OF THE BIO-ECOLOGICAL THEORY

The bio-ecological model of Bronfenbrenner is generally known as one of the leading theories in the field of Developmental psychology (Swart & Greyling, 2011). Bronfenbrenner (2008) reported that, it is crucial to look at the entire social ecological context of an individual in order to correctly understand human development. Hence human development is a result of an interaction between an individual and his or her environment (Bronfenbrenner & Ceci, 1994). Basically Bronfenbrenner believed that, individuals have to interact with their environment and other people in the environment in order to grow and develop. Swart and Greyling (2011) contended that, when there is no interaction between the individual and the environment no growth or development would occur. Kail and Cavanaugh (2015) supported this as they also argued that, according to the bio ecological theory it is impossible to separate a developing human from his or her surrounding environment and to still expect adequate development to take place.

The above argument indicates that, there is a close interconnection between the different aspects of human development, thus to understand the development and growth of children, one needs to closely investigate their surrounding environment (Bronfenbrenner, 1995). The bio-ecological systems theory of Bronfenbrenner explores the development of children using the interaction of systems. The system in discussion is formulated by five subsystems that make it easier to understand human development and these subsystems are titled as follows: microsystem, mesosystem, exosystem, macrosystem and the chronosystem (Shaw, 2014). According to Kail and Cavanaugh (2015), each of the subsystem consists of roles, norms and rules that may influence human development.

Microsystem

The microsystem is the first subsystem, which represents the first level of interaction and experience the individual or the child has with other people which starts with the young individual interacting with their family (Bronfenbrenner, 1996). Additionally, Hook (2009) contends that, the microsystem refers to the immediate environment in which the child lives and the relationship that the child has with his or her peers, school and his/her family. Furthermore, the immediate settings such as the family, peers and school are crucial in encouraging the child's growth and development (Bronfenbrenner, 1996).

Mesosystem

The mesosystem is the second subsystem and is made up of two or more microsystems (Hook, 2009). This subsystem is brought about when there is an interaction of microsystems and the most used example in explaining this system is that of the events that take place within the home environment which may have an influence on the child's academic progress (Bronfenbrenner, 1979; Kail & Cavanaugh, 2010). According to Bronfenbrenner (2009), the mesosystem is the system that reflects on an ongoing interaction and interdependence of the family, the school and the peers. Bronfenbrenner (1995) further states that, the mesosystem is also formed when the child moves from one setting to the other, for example when the family relocates, it causes the child to interact with new peers, school and neighbours thus when new microsystems interact, it results in the formation of the mesosystem.

Exosystem

The third subsystem termed the exosystem refers to one or more settings that do not directly affect the growing child (Bronfenbrenner, 2008). In this subsystem the developing child is not seen as an active participant however, he or she is seen to be affected by what happens in the settings containing their development. Mastern and Obradovic (2008) argued that, the exosystem may also refer to the influence that the community has including the norms, values and standards. In other words, a developing child may not be directly involved in the creation of morals, norms and values of their community but the same norms and values will most likely impact that child's growth and development (Mastern & Obradovic, 2008). Kail and Cavanaugh (2010) postulate that, even though the influence of the exosystem is indirect, the effect it may have on child development may be significant. Bronfenbrenner

(2008) further elaborates that, this impact occurs primarily through influence on family processes, which are: the parents' workplace, society and the community. Basically, Bronfenbrenner believed that the exosystem takes place when the growing child is affected by the events that happen to their parents in their own settings such as in the workplace. Thus the exosystem indirectly affects   the growing child (Bronfenbrenner, 2008).

Macrosystem

The macrosystem is the fourth subsystem and it is made up of a combination of characteristics of the microsystem, mesosystem and the exosystem (Bronfenbrenner, 1992). According to Bronfenbrenner and Ceci (1994), this broad subsystem known as the macrosystem may be presented in the beliefs, attitudes, values and norms that an individual may obtain from their surrounding environment. This system is conceived when an individual is influenced by political issues and the economic situation of their country (Kail & Cavanaugh 2010).Thus According to Bronfenbrenner   the macrosystem is made up of overarching patterns of the micro-meso and the exosystem. For an example the culture, belief system, customs and life styles (Bronfenbrenner, 1992).

Chronosystem

Bronfenbrenner (1999), postulates that the advancement of all the above mentioned systems (micro, meso, exo and macro) happens over a period of time which results in the chronosystem. The chronosystem is formed through the continuation of all the above mentioned systems and this formation does not occur spontaneously but is rather a process that runs over a period of time (Bronfenbrenner, 1994). Swart and Greyling (2011) postulate that, the chronosystem is made up of all the experiences, environmental events, major life transitions and historical events that take place throughout the individual's childhood. Swart and Greyling (2011) further define this system by giving an example of the apartheid system in South Africa and how it influenced the lives of children within the different parts of the country. Bronfenbrenner's theory describes human development by taking into account the already existing different levels of systems which are in the environment surrounding the growing human (Smith & Monks, 2008). Figure 1 below depicts the bio-ecological theory by showing the various systems and the how these differing systems interrelate and impact on the child's growth process.
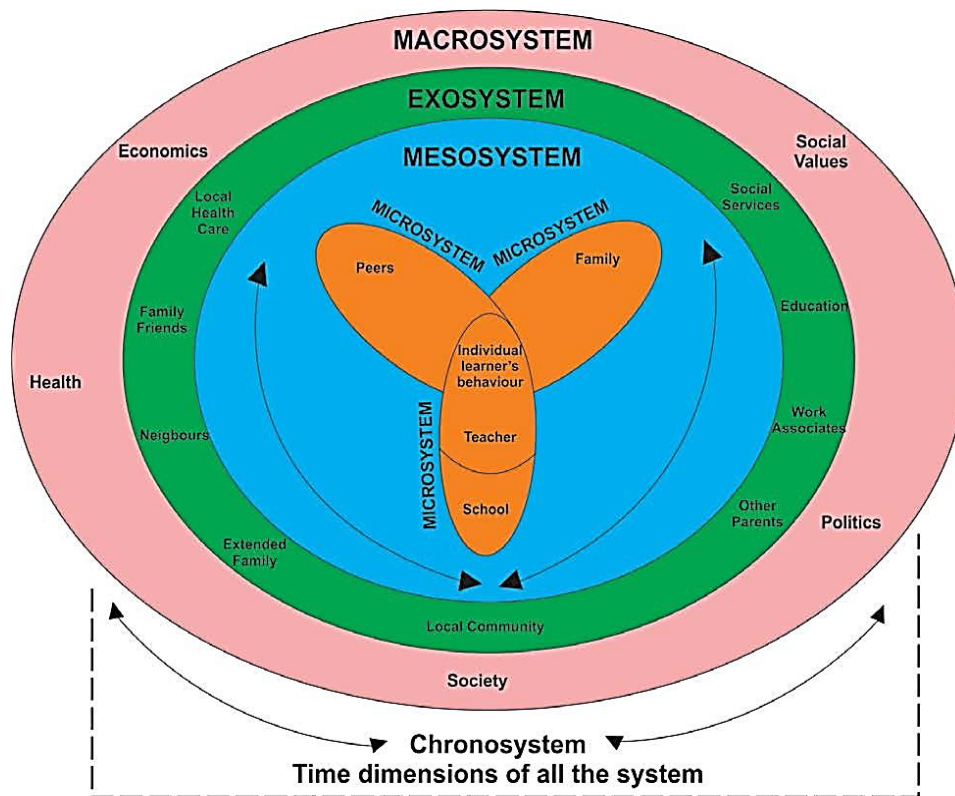
Figure 1: Bronfenbrenner's bio-ecological model (adapted from Swart & Pettipher, 2011, p.13)

3.3 THE RELEVANCE AND APPLICATION OF THE BIO-ECOLOGICAL SYSTEM THEORY TO THE CURRENT STUDY

The bio-ecological model has relevance for this study, since the teacher that witnesses bullying, the child that bullies others and the victim of bullying are human beings who are influenced and who influence the social systems of which they are a part. Furthermore, their behaviour, perceptions, experiences and their understandings within these systems is also analysed adequately with the utilisation of the bio-ecological systems theory.

Particularly for this specific study teachers' perceptions of bullying and its management may be seen as being influenced by the environment that surrounds them. Bronfenbrenner suggests that, the following context, namely the family, school, community and the interconnections between them encourages and shapes the development of the teacher, the bully and the bullied as human beings in their contexts. The bio-ecological theory thus serves as a suitable framework for understanding the nature and influences of the perceptions and behaviour of teachers who witness bullying.

The bio-ecological theory can show how teachers' perceptions may be influenced by different systems within the teachers' context. This model provides an opportunity in which the exploration of teachers' perceptions influence the way that they understand and manage bullying. Swart and Greyling (2011) argued that, Bronfenbrenner had a noticeable influence on generating an understanding on how different systems in the social context, interact in the formation of human behaviour and development.

The bio-ecological theory suggests that human development takes place through a mutual action between individuals which occurs over time and may influence a particular behaviour (Bronfenbrenner, 1995). For example, a child who witnesses aggressive behaviour between parents (e.g. domestic violence) may later display the same behaviour towards his peers. Nonetheless, Bronfenbrenner (1995) further argues that, human development may also take place through the interaction that happens between the individual and their surrounding environment. If the child mentioned above is overly and regularly exposed to violent media, this may result in the child displaying aggressive behaviour towards his or her peers. Thus researchers such as Liouh (2010) felt that, it is essential to make allowance for all the layers of the socio ecology such as the parents, peers, community and the school in order to gain an adequate understanding of the perceptions and conceptualisation of bullying from the teachers' point of view. Consequently, the bio-ecological model is made up of five systems such as the microsystems, mesosystems, exosystems, macrosystems, and chronosystems that assist in demonstrating teachers' perceptions and their management of school bullying (Bronfenbrenner& Ceci 1994; Espelage & Swearer, 2009).

3.3.1 THE MICROSYSTEM AND TEACHERS' PERCEPTIONS

The microsystem refers to the individual's or the child's immediate surroundings or environment and examples of these include family, school, peer group, and workplace (Bronfenbrenner, 1979). Espelage and Swearer (2009) argued that, it is of great importance to consider all levels of the bio-ecology in order to have full comprehension of bullying. Bronfenbrenner & Ceci (1994) suggests that, according to the microsystem the child's growth is greatly influenced by their family, their school life and their peers. Thus for the purpose of this study, the microsystem serves to explain that, teachers' perceptions on bullying and its management are also influenced by their families, their school, workplace and their peers (Bronfenbrenner, 1995).

3.3.2 THE MESOSYSTEM AND TEACHERS' PERCEPTIONS

The mesosystem is the second system and it is made up of the connections or the links between microsystems. Bronfenbrenner and Ceci (1994) gives a perfect example for these connections between microsystems, as it may be a relationship that may exist between the child's parents and teachers that may influence the child's development. It is in the mesosystem where the relationship between parents and teachers may influence child development. Moreover, it is in this subsystem where the family and the school have greater effect than those who are inferable to socioeconomic status or race. This signifies that, teachers' perceptions with regard to bullying and its management would be affected by the family and the school environment. For example, if the teachers' family believes that, children who bully others do so because they lack parental and guardian affection, then that teacher is most likely to see the perpetrators of bullying as victims' of a poor parenting style and manage bullying accordingly (Bronfenbrenner, 1995).

3.3.3 THE EXOSYSTEM AND TEACHERS' PERCEPTIONS

The third subsystem in the bio-ecological model is termed the exosystem, and it consists of settings that do not directly contain the child or the individual but these settings influence him/her indirectly through the mesosystem and the microsystem (Bronfenbrenner, 1995). Swart and Greyling (2011) asserted that, the exosystem indirectly influences the individual even though it does not contain them directly. In this particular study though, the exosystem relates to the perceptions that teachers hold on bullying, which are partly made up of the affiliations between the school and their peer groups. Olweus (2013) concurs with that and argues that teachers' perceptions on bullying are influenced by their own school experiences on bullying, the policies that the school has on bullying and the support that the teachers receive from their school management as well as from their school community.

3.3.4 THE MACROSYSTEM AND TEACHERS' PERCEPTIONS

The macrosystem is the second outermost subsystem and is comprised of the overall patterns of the above mentioned subsystems (microsystem, mesosystem, and the exosystems). This refers to the history, culture and the laws that encompass the growing individual and influences him/her in a particular way (Bronfenbrenner& Ceci, 1994). Olweus (2010) concurs that, in the bio-ecological model, the culture and history that the developing child's family hold, might cause the child to react to bullying in a certain way. For the purpose of

this particular study, the macrosystem of the bio-ecological model is a layer that refers to the culture, the laws and the history that teachers lived under, that would influence the way that teachers perceive or understand bullying and how they manage it. Thus the macrosystem in this study stands for the interaction in a deeper level, where the teachers' understanding and their perceptions of bullying are greatly influenced by their society and their school policies. Olweus (2010) argues that, this subsystem represents the teachers' culture, their history and the law that may cloud their perceptions towards bullying and its management. Olweus and Limber (2010) further argues that, teachers' perceptions of bullying may also be influenced by the macrosystem (culture, history or laws). For example, if the teacher as a child grew up in a township where school violence and bullying were rife, and the teacher later teaches in a suburban school where school violence and bullying occurs occasionally, the same teacher may have or may develop different views or may manage bullying in a particular way because of his/her culture or history and his/her past exposure to different levels of bullying.

3.3.5 THE CHRONOSYSTEM AND TEACHERS' PERCEPTIONS

The final subsystem is termed the chronosystem, which is made up of the events and the changes that take place over time throughout the child's life and not just for the child's characteristics, but also of the surrounding environment that the person is a part of (Bronfenbrenner, 1994). The changes that occur overtime in the chronosystem could be the family structure, employment, socio-economic structure etc. Espelage and Swearer (2009) argued that, variables such as race, age, and previous victimization should be considered as they may have influence over a longer period of time on the child's development. Thus the teachers' perceptions of bullying nowadays are different from the way they were a long time ago and this adjustment will continue happening over time Liouh (2010). In the same manner teachers may manage bullying which may be affected by influences on the chronosystem.

3.4 THE STRENGTHS OF THE BIO-ECOLOGICAL MODEL

Christiansen and Townsend (2010) proclaim that, Bronfenbrenner's' model made notable contributions to the understanding of the individual's role and his/her behaviour in relation to the contextual surrounding in different levels. Furthermore it is an important tool for explaining the forces underlying the development and behaviour of humans (Christiansen & Townsend 2010). A number of researchers such as: (Olweus, 2010; Swart et al.,2005; Swart & Rigby, 2010) believed that, the bio-ecological model is helpful, as it assists in the

identification of opportunities of promoting participation in tangible activities because this model highlights a number of factors that influence a child's behaviour (Otsuki, Clerisme, Beauty-Rand, Riekert, Shumaker & Ockene, 2009). Sudbury (2010) contends that the model is indeed helpful and user-friendly as its levels or systems relate exactly to the experiences that developing individual associate with from their surrounding environment.

Bronfenbrenner's theory is an excellent and inclusive theory to use as it does not only provide a framework for identifying and understanding the multi-system factors that influence development in children but also regards the individual's settings and the way in which the individual and the environment interact to encourage development (Swart & Greyling, 2011). Furthermore, Rigaud (2013) contended with that view as they suggest that, the bio-ecological model tries to emphasise the dynamics of processes that may inclusively encourage development and highlights proximal processes usually within the individual's microsystem.

The outcomes of the studies of Shumaker and his colleagues and that of Sudbury indicate that the bio-ecological model has worthy suggestions in educational development and it has helped in the understanding of research, especially in pinpointing the developmental outcomes that might be targeted and measured (Otsuki et al., 2009). The model helped in creating an understanding and the identifying of the multi-system factors that may influence development (Sudbery, 2010; Tomovska, 2010).

Sudbery (2010) argues that, as a result of this model a number of ventures were able to be planned to cultivate development in response to this understanding and because of the awareness that was created other development outcomes were able to be improved. Tomovska (2010) further suggests that, the bio-ecological model assisted in distinguishing and encouraging specific processes, especially at the face- to- face level and that is promising to contribute towards the decrease in the retardation of educational development. The bio-ecological model is seen to be a simplified basis for understanding the multi- system factors that influence development (Tomovska, 2010).

Educational researchers believe that the bio-ecological model is valuable because it has the ability to help in sifting promising contributors and negative retardations towards educational development (De Boer, Pijil & Minnaert, 2014). The bio-ecological model is positively recognized for allowing clear comprehension on the significance of the contextual

role in the development process. Swart and Greyling (2011) also agree that the bio-ecological model is user-friendly and helpful in the educational sector because it presents a framework for understanding the environmental influences on the child's behaviour to the parents and the teachers. Moreover, this theory is further appreciated for allowing a platform for the different professions to explore the inconsistency and discrepancies that are presented, therefore assistance may be initiated as response to those (Sudbery, 2010). Even though the bio-ecological model has a number of compelling strengths, it also has a few weaknesses that are mentioned by other researchers.

3.5 THE WEAKNESSES OF THE BIO-ECOLOGICAL MODEL

Researchers distinguish limitations of the model for various reasons due to their specific fields. Christiansen & Townsend (2010) for example argue that, the bio-ecological model may be criticised because it lacks the aspects of intra-level understanding, as it does not view an individual as an independent factor. Christiansen and Townsend (2010) further add that, by the intra- level Bronfenbrenner refers to issues such as the individual's resilient nature or their entrepreneurial skills which may influence the behaviour other than the environmental context. Swart and Pettipher (2011)) argued that, the model is faulty as it does not explain the fact that different aspects within the same system may have different effects on the individual in the centre of the systems. For example there is no explanation on how the micro level may impact the individual in contrast to the influence that may be received from peers and again influences from the community versus the school (Sudbury, 2010). The bio-ecological model was further disapproved by Hook (2009) who argued that, measuring the effects of the mesosystem or the exosystem on the child's behaviour was impossible. Thus the model was disapproved of for not being able to sufficiently measure the level of which the child's behaviour may be impacted by their parent's social networks or their work. Despite the shortfalls raised about the bio-ecological model, this model is still useful in guiding studies regarding human growth and behaviour. Consequently this model was used to guide this study on the perceptions that teachers have in regard to bullying and how they manage it in their schools.

3.6 CONCLUSION

This chapter presented the bio-ecological theory of Bronfenbrenner as a theory that was adapted to guide this study. Bronfenbrenner and Ceci (1994) argued that, it is crucial to

contemplate one's surrounding environment in order to understand one's development. The environment consideration is crucial because, during the development process an interaction between the levels or systems (microsystem, mesosystem, exosystem, macrosystem and chronosystem) takes place (Bronfenbrenner, 1995). Therefore this model provides a lens that was congruent with the teacher's perceptions and experiences of bullying which takes place in their school. The model has more strengths than weaknesses when it is applied to the study of teachers' perceptions on bullying. It helps to understand how teachers come together within their proximal settings and how their perceptions and management of bullying is shaped by their interactions within the subsystems. The next chapter presents the research design and methodology adopted for this study.

4.1 INRODUCTION

The above chapter outlined the theoretical framework which is the groundwork for this study. This chapter focuses on the research design and the methodology utilised to carry out this study. The current chapter provides comprehensive information regarding the research approach, paradigm, design and the study area. It presents detailed information about the sampling manner employed, data generation methods used and how obtained data was analysed. Additionally, this section also analyses the issues of trustworthiness and ethical considerations.

4.2 RESEARCH DESIGN

A research design is explained as a lay out that defines how and when research data will be generated and analysed (Creswell, 2013). Furthermore, Yin (2015) states that, research designs are the logic that connects the data that is to be collected with the conclusions to be drawn to the main critical questions of the study.

4.2.1 RESEARCH PARADIGM: INTERPRETIVE

Research paradigms are substructures of logical assumptions that direct researchers (Mertens & Hesse-Biber, 2012). This study was located within the interpretive paradigm because the researcher aimed to interact with participants extensively and to answer the how and the why questions. In support, Maxwell (2012) argues that interpretivists' theories aim to answer the why questions. Lapan, Quartaroli and Riemer (2012) concurred with this as they asserted that studies that are based on the interpretive paradigm are mostly concerned with revealing its participants' perceptions.

Lapan et al., (2012) argued that, the interpretive paradigm emphasizes the extensive understanding of how people make meaning of phenomena in their environment. The study was not aimed at predicting what teachers think about bullying such as how the post-positivists would aim to do and it was also not aimed at prescribing solutions to bullying, in the way contenders of the critical paradigm will do. However, this study was aimed at

understanding what teachers think and understand about bullying and their management of it. Thus the interpretive paradigm was most suitable for this study.

4.2.2 QUALITATIVE RESEARCH

According to Yin (2015) qualitative researchers want to make sense of peoples' perceptions, feelings, experiences and situations exactly as they happen in the natural world. This study used a qualitative approach, since it aimed to understand what teachers think and feel about bullying and how their perceptions influence their management of bullying in the primary schools of KwaMashu. This approach allowed an intensive comprehension of the KwaMashu teachers' perceptions on bullying. Lapan et al., (2012) argued that qualitative methods are more concerned with detailed and in-depth analysis. Hence a qualitative approach was preferred for this study because it allowed the researcher to obtain deep and detailed responses in words through discussions and interviews with the teachers.

Moreover, this approach was ideal for this study because it allowed the researcher to generate in-depth and high quality data that is a true reflection of the participants' views, by having personal and intense interviews and discussions with the participants. Silverman (2010) argued that the qualitative approach allows the researcher to deeply engage with their participants and it has the ability to provide valid and reliable data. Furthermore this approach was preferred because it has a nature of being non-numerical since this study is not concerned with numbers but quality data. Flick (2009) argues that, the qualitative approach is exploratory and is used when we do not have specific expectations of the outcomes of the study.

4.2.3 CASE STUDY

This study's research design was done in the form of a single case study of a primary school in KwaMashu Township. According to Yin (2015) case studies are observable inquiries which investigate complex phenomena holistically in their natural settings and aim to understand complex social phenomena and real life events.

According to Vogt, Gardner, Haeffele and Baker (2011) single case studies seek to comprehend one study and eventually use the same single case to understand similar cases. Case studies are said to be reconcilable with the qualitative approach studies and this encourages the generated data to be of a good quality (Yin, 2015).) Moreover, qualitative

studies and single-case studies complement one another Creswell (2013). The single-case study was the most preferable design for this study because the main goal of a case study is to deliver a comprehensive description of certain aspects being studied. Case studies concentrate on specific aspects which the individual case is selected to display (Creswell, 2013). Case studies are said to be quite particular as they pinpoint one environment, individuals and occurrence (Cohen, Manion and Morrison, 2011). Similarly, a case study was perfect to use in this study, as this study worked with one group of participants (teachers in one specific school), a single environment (the school) and one situation (bullying). Moreover a single case study was suitable for this study because it assisted in clarifying deep rooted perceptions of Dlangamandla Primary school teachers on the issue of bullying and their management of it in their school.

4.2.4 STUDY AREA

A Review of KwaMashu Township

The study area refers to the description of the context where the study took place. Township communities are widespread in South Africa. The study was conducted in the area of KwaMashu Township the second largest township in Durban after Umlazi Township. KwaMashu is situated 32 kilometres in the North of Durban in the Province of KwaZulu-Natal (South Africa). KwaMashu is among the first townships in Durban that emerged because of the apartheid Group Areas Act during the 1950s. A large number of people residing in KwaMashu are unemployed, some work as domestic workers in the nearby suburb named Durban North and some run tuck-shops and hair-salons in the neighbourhood. However a fair number of people in this area are those people who work as teachers, nurses, policeman and social workers. The township is challenged by a high rate of unemployment, teenage pregnancy, crime, drugs and alcohol abuse, with the latest drugs known as "Wonga" and "Mercedes". KwaMashu has recently become known for lively performing art scenes and the township is well known for its vibrant culture. The Township has a community radio station that is managed by some members from the community (Vibe FM) and cultural Centre (Ekhaya Multi Art Centre) where all the arts and culture performances take place. Photograph 4.1 provides a glimpse of what some parts of the Township look like.

Photograph: 4.1 KwaMashu Townships

A Brief description of Dlangamandla Primary School

The school is a Lower primary school, named Dlangamandla Primary School (pseudonyms). It is in South Africa, in the KwaZulu-Natal Province in Durban, under the Metropolitan Municipality, in a Township called KwaMashu. The school is Government owned like the majority of schools in the area. It has 37 grade R learners, 120 grade 1 learners, 115 grade 2 learners, 130 grade 3 learners and 120 grade-4 learners. The school enrolment is made up of 522 learners with 18 teachers, 1 Head of Department and 1 Principal. The school also has three grade R student practitioners, who will remain with the school for six months as part of their teaching practice. The learner enrolment currently indicates an increase when compared to the past three year's enrolment. With regard to teaching qualifications, the majority of teachers in the school of study have Teaching Diplomas, while a smaller number has a Bachelors' degree and the grade R practitioners have certificates in Edu care. The school of study falls under quintile 5 schools, due to the majority of the learners' parents falling below the poverty line. The learners' parents are unemployed and rely on the government pension for survival. There is a Government feeding scheme that caters full lunch meals daily for the learners in this school and some learners sometimes take the same food to feed their elders at home. The school is destitute and the infrastructure is dilapidated and in dire need of renovations and repairing. The two photographs below provide a glimpse of the school environment, where the study was carried out.

Photograph 4.2. Inside the School of Study   Photographs 4.3. Outside the School Of Study

4.2.5 SAMPLING PROCEDURES

Sampling procedure refers to the plan of action, which states from whom and from where research data is to be generated (Silverman, 2010). To elaborate, Vithalan and Jansen (2012) explain that, sampling is when a portion of a population is picked to be utilized in a research study. Similarly, from another angle Cohenet al., (2011) also suggested that, there are multiple ways of sampling procedures that are mainly used in qualitative studies such as: convenience sampling, dimensional sampling, quota sampling and purposive sampling. According to Cohen et al., (2011), the logic of sampling lies in the choice of an information-rich sample that will be suitable for the choice of study or phenomenon undertaken. Therefore, convenient purposive sampling was employed by this study to understand teachers' perceptions of bullying.

Convenient sampling refers to the procedure of selecting the individuals that are nearest to you, for the purpose of having them to serve as your participants for a study (Cohen et al., 2011). It was also suggested that, convenient sampling is used to simply select those participants that are accessible and cooperative (Struwig & Stead, 2013). This type of sampling was convenient to the researcher as all the participants were personally known to her since she worked with the participants in the same school of study. Since the study was conducted in the school that the researcher worked at, it was easy for the researcher to identify those teachers who have been exposed to bullying in the school. The participants were within easy reach and could have meeting times conveniently rescheduled for best suitable times in-between the school activities and within the school premises. Furthermore this was a convenience on the researcher's side as she did not have to spend money on

transport and time was saved because she did not have to move to the research venue to conduct the interviews and discussions.

Purposive sampling is characterized by deliberate targeting of respondents (Cresswell, 2013). Rule and John (2011) argued that, purposive sampling allows selection of research participants based on their ability to contribute and extend data that is generated. Furthermore, purposive sampling is said to involve selecting the sample of individuals who own an in-depth knowledge about the issue that is being studied through their own experiences with that issue under study (Cohen et al., 2011). Similarly, Rule and John (2011) confirmed that, participants in a purposive sample are specifically selected because of their knowledge concerning the matter that is being studied. Consequently, purposive convenient sampling was used in this study because the researcher wanted to select those teachers who were accessible and available to her. These individuals were seen by the researcher to being people who would be possible to work with, people who were cooperative and who took the study seriously. Moreover, the researcher believed that, the subjects that she chose were able to give rich information for the topic that was under exploration. Additionally, purposive sampling also allowed the researcher to choose the primary school that appeared to have the highest rate of bullying incidents in the area of KwaMashu Township.

4.2.6 PARTICIPANTS AND SIZE

This study comprised of ten participants as this is a qualitative study, which according to Cresswell (2013) uses a small sample. A small sample enabled the researcher to interact intensively with all the participants. The teachers that made up the sample were all female teachers, as the study was done in a primary school that comprised only of female teachers. Participants selected were ten female teachers with at least 5 years of teaching experience, who needed to have at least once addressed the bullying cases in the school. Participants fell within the 30 – 60 year age range. A detailed profile of each participant is provided in the table below. The chosen teachers were selected because they had been in the school for over five years hence they would be more likely to have broader perceptions of bullying which they may have witnessed in their teaching experience. Furthermore, only 10 teachers were selected out of 18 teachers in the school, as the researchers' goal was to conduct an intensive case study of their experiences. Therefore this low number of participants enabled the researcher to deeply engage with the participants.

4.2.7 THE BIOGRAPHICAL INFORMATION OF THE PARTICIPANTS

Peacock

She is the 1st participant, aged 39, foundation phase teacher, has been with the school for 11 years and chose to be named "**Peacock**" for this study because she always wears bright and beautiful coloured clothes and the children in the school always compliment her and they adore her clothes.

Health freak

Participant 2 is a 34 year old female, an energetic intermediate phase teacher with 10 years school teaching experience. She chose to be called "**Health Freak**" because she is health conscious, loves sport, and take all physical education lessons in the school and in the community. She teaches aerobics and has healthy eating habits.

Vintage

Participant 3, Aged 56 has been with the school for 28 years and teaches in the foundation phase. She is famous around the community because she has taught many people in the community and now she is teaching their children. She always advises that, the old ways of doing things are the best ways, and asked to be called "**Vintage"** for the study.

Cupid

Participant 4 is 35 years old and has been with the school of study for10 years. She teaches in the intermediate phase. She resembles the angel of love and loves everyone in the school especially, the children. She despises things that hurt children, such as bullying and has a positive outlook on life thus she asked to be called "**Cupid**".

Rabbit

Participant 5, is 50 years of age, and has been with the school for 12 years. She has a soft voice and she is petite. She adores and keeps rabbits as pets, wanted to be called "**Rabbit**"

Mother-hen

Participant 6, is 31 years old and has been working at the school for 7 years, she will be called "**Mother-hen**". She is known for her caring nature and takes care of everyone around the school of study, the staff and the learners. She is the lady that everyone would go to for a shoulder to cry on.

Bright spark

Participant 7 is a 41 years old, foundation phase teacher, with 9 years' experience of teaching. She is intelligent and always comes up with the most profound ways of solving problems in the school. She asked to be referred to as "**Bright spark**"

Jack of all trades

Participant 8, has been with the school for 8 and she is aged 36. Her personality is almost similar to **Bright-spark**, except she can sing, cook, and fix anything around the school, she is a solution to everything that needs to be fixed. She will be referred to as "**Jack of all trades** but she shorten the name she will be called:" Jack"

Uninterested

Participant 9, is aged 39 has been with the school for 9 years, and teaches in the intermediate phase. She is not interested in anything that happens around the school, except the curriculum and is not interested in any of the school politics and drama she says, and she likes to be called: "**Uninterested**"

Preacher

The last participant 10 has been with the school for 13 years. She is 45 years old and teachers' in the intermediate phase. She likes to pray for every challenge that is presented. She is the Pastor's wife and she likes to preach and asked to be called "**Preacher**".

4.3 DATA GENERATING METHODS

This section examines the methods that were used to generate data for this study. Data in case studies is said to be generated by the use of several methods at once (Gibbert & Ruigrok 2010). Other researchers, also confirm that, whilst qualitative approaches mostly rely on data collection methods that allow them to gain in-depth quality data, these approaches require that data be collected using a number of data collecting tools (Marshall & Rossman, 2014; Gibbert & Rugrok, 2010).

In line with the above statements, this study used more than one data generating method namely: semi-structured interviews and focus group discussions. Cohen et al. (2011) suggested that, audio and video recording reduces interruptions during interviews and also strengthens credibility of data, as the researcher may miss details while trying to take down notes during the respondents' response. The researcher also video and audio recorded the semi- structured interviews and the focus group discussions to keep the original words of the participants. The one –on- one interviews and focus group discussions were stimulated by a video clip and by formation of a collage done by teachers.

4.3.1 STIMULI: VIDEO RECORDING AND COLLAGE

The stimulus material was a video recording of a bully scene which was followed by a request made to the participants to create a collage depicting what they perceived bullying to

be and how they as teachers would manage the kind of bullying shown in the video. After both the stimuli materials, teachers were interviewed on a one- to- one basis with open ended questions allowing them to share openly and be unrestricted in their responses. Finally focus groups discussions were held with the participants.

Hennink (2013) suggested that, video clips are ideal to use as stimuli in preparing for interviews. Moreover when video clips are used as stimuli, research participants are granted a chance to tune in to the topic of research prior to the actual responses on interviews. Videos are a quick and easy stimulus to use, as most researchers would find it easy to play a video for his or her participants. Moreover, video clips have the ability to trigger the participant's memories to be in line with the topic of discussion (Hennink (2013). This study used a video clip as its stimulus material which was a recording of a big built learner, being physically assaulted by two small built learners in the school toilet. This video clip was two minutes long and its aim was to trigger memories on the participants' side of bullying and to generate their thoughts about what bullying really is.

The one-on-one interviews were followed by a request made to the teachers, to make a collage depicting how they manage bullying within their schools. According to Leitch (2008) a collage is a manner of combining a work of art by adhering on one surface different materials that are not normally brought together such as wool, paper, grass, photographs, pictures, stickers, small sticks or anything really. Livingston (2010, p2) stated that,

"Combining art into research and academic work grants an opportunity for cultivating deep thoughts and high- levels of thinking and it also encourages creativity that all humans readily own".

Thus, teachers in this study were expected through the use of collage to free their thoughts and to merge and ponder their ideas together on their management of bullying (Livingston, 2010). Furthermore the collage was done to assist teachers to tap into their old knowledge and to make up new understandings. The photograph 4.3 below shows the participants engaging in making a collage.

Photograph: 4.4 Participants making a collage

4.3.2 INTERVIEWING: SEMI-STRUCTURED INTERVIEWS

According to Yin (2013) interviewing is about asking participants questions and then attentively listening to their responses. Yin (2013) further asserts that, interviews are mostly used in qualitative studies and form an empirical source of a case study research. Seidman (2013) concedes with this and postulates that, interviews are an interchange of words and views with two people or more around a specific issue. Seidman (2013) further differentiates between structured and semi-structured types of interviews as well as standardized and un-standardized interviews. Nevertheless, this particular study employed semi-structured interviews.

What are semi-structure interviews?

Semi-structured interviews are characterized by their ability to allow the participants the privilege of communicating their insights about the issue under discussion (Cohen et al., 2011). Some researchers argue that, qualitative semi- structured interviews are not formal events with predetermined responses but are rather like conversations (Marshall & Rossman 2013). Furthermore, semi-structured interviews are not limited and are not controlled by the researcher (Cohen et al., 2011). Participants can best voice their experiences willingly, not compelled by the beliefs of the researcher (Creswell, 2013).

Suitability of the data generating method

Semi-structured interviews were fitting in this study because they enabled the researcher to obtain deeper and richer information from the participating teachers by probing more questions based on the feedback they were giving. Semi-structured interviews also

granted participating teachers a platform to talk freely about their experiences. The main focus of interviews was on teachers' perceptions on bullying and its management. All participants had signed consent forms to allow the use of the audio tape machine thus their interviews were audio and video recorded. However, the data generation process method went as follows:

Data Generation Process with Semi-structured Interviews

Ethical clearance was obtained from the University, the Department of Education and from the school of study. The researcher reminded the participants of the one- on -one semi-structured interviews that they were going to have after school for the two days. Prior to the start of the interviews, the researcher re-explained the focus and the reason for the study. The researcher explained to the participants her reasons for selecting them and not the other teachers. She than gave out a detailed and clear informed consent letter and form for the participants to read and to complete. The researcher advised the participants about the video recordings that would be done during the interviews and the discussions, at the same time she ensured the participants of their confidentiality and their anonymity. The participants were further informed about the field notes that would be taken during the interviews and discussions. Finally, participants were informed about the duration of the interviews. The interviews were to be done in five days with two participants in each day, for approximately 15 minutes per participant. This was because the interviews were done after school when the participants were rushing to go home. Nevertheless, the one –on- one semi- structured interviews generation process did not go according to plan. It did not take five days as previously planned but took four weeks due to unforeseen circumstances.

4.3.3 FOCUS GROUP DISCUSION (FGSs)

What is a Focus Group Discussion?

This study employed FGDs after semi-structured interviews. Hesse-Biber and Leavy (2010) described FGDs as types of discussions that are done in the form of a small group interview, and these were made up of 5 to 8 people supervised by the interviewer. Cohen et al., (2011) further describes a FGD as a group interview held at an arranged setting that places together participants to hold a discussion in regard to a specific topic which the researcher leads by asking questions and the group interacts. In most cases, the agenda of discussion is often pre-planned prior to the discussion (Cohen et al., 2011). FGDs are

believed to be more distinct than any other data collecting tool because multiple participants are interviewed together (Hesse-Biber & Leavy, 2010).

Suitability of FGD

In this study, FGDs were seen as the ideal second method of data generating as the researcher wanted distinct, authentic and detailed data about the teachers' insights on bullying and its management. This method of generating data produced authentic data because the interviewer directly interacted with the participants (Flick, 2009). Using focus group discussions was again seen as an advantage to the study because this method of data generating was expected to produce data that was deep and authentic. Hesse-Biber and Leavy (2010) postulated that FGDs provide data that is qualitative and illustrative and is the kind of data generated that provides the researcher with deep knowledge about the issue in question. Additionally, focus group discussions were selected because both the group discussions could be held in the same school where all the participants worked and it was convenient for both the researcher and the participants in terms of travelling, time consumption and financially. Participants could be comfortable in FGDs as this was their familiar surroundings and thus they were expected to produce authentic data. FGDs further allowed the interviewer to generate much data by documenting the participants' body language such as gestures and facial expressions while they were discussing the issue of concern. Through the use of FGDs, the interviewer was enabled a chance to explore with responses from participants and to probe for clearer answers. Ritchie, Lewis, Nicholls and Ormston (2013) reported that, data generation methods such as FGDs are said to be timely and are capable of generating much data in a short period of time since a number of participants get to share their perceptions and experiences simultaneously. Moreover, Flick (2009) adds that, in qualitative studies, where in-depth and detailed information is of primary concern, focus group discussions (FGDs) are always ideal to use as a form of data generation method.

Data Generation Process with FGD

Soon after the last day of semi-structured interviews, all ten participants were called in again and they were informed that, the focus group discussion will be held with five participants in each group. However, before the group discussions commenced, participants were reminded about collage making (how to make a collage and the things to use and how). Furthermore, participants were advised of what was expected of their collage that, it had to

depict how they currently managed bullying and other ways of managing bullying according to their own perceptions.

The ten participants were divided into two groups, with five participants in each group. The first group was called in and again they were reminded of issues of confidentiality, anonymity, and their willingness concern. They first group started by making the collage and then discussed it and only then did the interviewer start asking the questions. Each time the questions were asked, they were paraphrased and clarified and only then the group started engaging. The discussion lasted for an hour and a half instead of the 45 minutes as earlier planned. The second group was only interviewed two weeks later after the first group due to the participants being committed. Before the discussion was held with the second group due to the gap of two weeks the participants were reminded again of the ethical considerations and the process of collage making. The second discussion lasted for two hours mainly because this group of participants had much more to share in regard to the matter that was being discussed. Using the semi-structured interviews and FGDs strengthened the credibility of the study.

4.4 VALIDITY AND TRUSTWORTHINESS OF THE STUDY

Before the actual interviews, a trial or pre-testing of semi-structured and FGDs was done to foresee the challenges that might have emerged during the actual interviews and FGDs, which was done to encourage validity of the study by ensuring trustworthiness and credibility. The challenges that emerged during the trial activity were rectified which made the actual data collection session seamless. The transcription of generated data was done by the researcher personally to ensure accurate coding of data and to ensure that the data was analysed and interpreted subjectively (See Appendix). After the transcription of data was done, the research data that was born out of the semi-structured interviews, FGD's and filed notes were triangulated. Thus the researcher of this study enhanced the validity of the study by triangulating two data generating methods, the semi-structured interviews and the focus group discussions. Triangulation is described as when two or more methods of data collection are used to ensure validity and accuracy of data (Cohen et al, .2011). In agreement, Ritchie et al,2013) asserted that, triangulating data is when the researcher uses various ways of generating data, with the intention of making the study more valid. Moreover, the field notes jotted down by the researcher during the interviews and the discussions assisted the researcher in gaining valid outcomes of the study. Finally, the participants were given access

to the outcomes of the study before the thesis was published. That is, the participants were given an opportunity to peruse the transcripts and they will be allowed to access the theses even after it is published.

4.5 DATA ANALYSIS

Data analysis is a process of evaluating, inspecting, modelling and transfiguring raw data to become usable data with intentions of uncovering functional information and adding value to a particular research study (Hair, 2010). Data for this study was analysed using the content analysis method. According to Cohen et al., (2011) content analysis is described as a sequence of categorizing data into specific themes, which allows unbiased interpretation of data by the researcher. Basically, this method of analysing data is summarized as a plan for organizing, analysing and reporting categorized ideas of data (Clarke & Braun, 2013). The detailed steps of content analysis according to Hsieh and Shannon (2005) are: reading through data accurately, separating data into labelled segments of information with thematic codes, searching for patterns in the data that was already coded, removing of overlapping ideas and repeated information and finally breaking down codes into themes and discussing each theme comprehensively.

4.6 ETHICAL ISSUES

According to Fritz and Fuld (2010), researchers are liable for making certain that all their research participants are safe, that their confidentiality is maintained at all levels and that, they have given consent for their participation on the research study. Cohen et al., (2011) concur with this, and report that, there are three main sections of ethical issues called: informed consent, confidentiality and consequence of the research.

Since the study involved the researchers' colleagues as participants, it was important for the researcher to maintain a good relationship with them even after the study. Most importantly, it also attempts to be in line with ethical issues and to conduct a legitimate study that followed all the regulations. The researcher complied with all the concern areas of ethical issues.

Before the study, respondents were advised that, their participation in the study was to be strictly voluntary, they were allowed to withdraw their participation from the study at any given time during the study and they were also informed about the purpose and consequence of the study. Consent of all the participants (teachers) was provided to the participants,

allowing them to give agreement to be audio and video recorded during the interviews and focus group discussions solely for research purposes.

Mertens et al., (2012) argue that, researchers are compelled by research ethics to guarantee confidentiality to all their participants in their studies. Although in this study, it was upon agreement with the participants to have participants recorded, their confidentiality was further ensured by promising the participants that, whatever was discussed would remain within the group. To ensure their anonymity, the faces of the respondents on the video tapes were blurred so that they became unidentifiable. The transcribed interviews, CDs, DVDs, and videos were to be used only for research purposes thereafter they will be securely locked away in the University of KwaZulu-Natal safes and will be destroyed by burning after 5 years, even the hard copies in conformity with the university's policy. Additionally, all the soft/electronic copies will be deleted**.** To further ensure that confidentiality, anonymity and privacy were respected within all possible reasonable limits, pseudonyms were used for both the participants and the school of study. Finally, the researcher ensured that, the study will be beneficial and transparent to the participants by promising them access to the studies' outcome before publication of the thesis.

4.7 CONCLUSION

This chapter was about the research design and the methodology that was utilized to carry out this study. The qualitative research approach was employed in order to answer critical questions of the study. This type of approach was most significant for this kind of study that was interested in the perceptions of teachers on school bullying and the management of bullying. The interpretive paradigm was used to view and set the study. This paradigm gave an opportunity for the detailed understanding of the teachers' perceptions of bullying and its management. Furthermore, the interpretive paradigm is consistent with the qualitative approach employed by this study. Since the study was based on a single setting (a school) and was dealing with one issue (bullying), the study was done in the form of a single case study.

The sampling procedure used for this study was purposive sampling. Purposive convenience sampling is known for being able to purposely ear-mark participants, which was used to identify the teachers that were expected to produce the richest data. Even though the

researcher works at the school of study, she has not been with the school long enough to know of the teachers that have been exposed to bullying incidents many times.

The study had a total of 10 participants who were all female teachers with a service length of more than five years. The teachers' responses were generated through the use of semi-structured interviews and FGSs with all 10 participants. Data was than analysed through content analysis. Ethical issues were taken into account and confidentiality with anonymity was strongly kept throughout the study.

5.1. INTRODUCTION

Chapter five presents analyses and discusses the findings that emerged from the data generated by employing a multi-modal approach. This approach included semi-structured interviews and focused group discussions which involved stimuli such as a video clip and a collage activity. The chapter presents the major themes and sub-themes that emerged after analysing data. The researcher goes on to analyse the findings and includes the participants' verbatim quotations in order to authenticate the voices of the participants. Furthermore, the researcher intends to draw from the literature and theoretical framework used in this study in order to deepen an understanding of primary teachers' perceptions and management of bullying in a selected school in the KwaMashu area. The conclusion is provided at the end of the chapter.

5.2 PRESENTATION OF MAJOR THEMES

This section presents five major themes that emerged after analysing data, as well as their sub-themes, the five major themes and sub-themes are presented in figure 2 below:

THEME ONE: PRIMARY TEACHERS' PERCEPTIONS OF BULLYING

Sub-theme 1: Aggression towards other children

Sub-theme 2: Recurring negative behaviour

Sub-theme 3: Bullying is embedded in power

THEME TWO: PERCEIVED CAUSES OF BULLYING

Sub-theme 1: School climate
- Learners unique characteristics (high vs low self-esteem, academic influence, being bullied, inter-generational bullying, disability)
- Teacher influence (teachers' attitudes, teacher truancy)
- Leadership and management (autocratic style, top-down decision making, power)
- Safety at school
- Values and ethos

Sub-theme 2: Family influence
- Parental style (aggressive, poor parenting communication, authoritative)
-Economic status Conflicting views)

Sub-theme 3: Societal influence

- Culture
- Media

THEME THREE: PERCEIVED CONSEQUENCES OF BULLYING

Sub-theme 1: Behavioral change

Sub-theme 2: Psychological problems (depression, anxiety, loneliness, fear)

Sub-theme 3: Academic issues (lack of concentration, poor listening)

Sub-theme 4: Absenteeism

Sub-theme 5: Long-term effects

THEME FOUR: PERCEIVED MANAGEMENT STRATEGIES OF BULLYING

Sub-theme 1: Uncoordinated efforts (aggressive, illegal, ignorance)
Sub-theme 2: Referral (to principal's office and home)
Sub-theme 3: Teacher-teacher support

THEME FIVE: PERCEIVED BARRIERS TO MANAGE BULLYING

Sub-theme 1: Teachers' attitudes towards bullying
Sub-theme 2: Unequipped and unskilled teachers
Sub-theme 2: Large classroom
Sub-theme 2: Lack of SMT involvement (Principal and HODs)
Sub-theme 3: Engagement with departmental policies
Sub-theme 6: Community issues (lack of parental involvement, culture)

Figure 2: An outline of the themes and sub-themes identified in this study.

5.3 ANALYSIS AND DISCUSSION OF THE RESULTS

The findings reflect primary school teachers' perceptions about bullying and bullying management in a selected school at KwaMashu township area. The researcher determined that, teachers have a general understanding of bullying and of the management of bullying. However, their perceptions differ from teacher to teacher according to their experiences, time and place.

5.3.1 THEME ONE: PRIMARY TEACHERS' PERCEPTIONS OF BULLYING TAKES MANY FORMS

Understanding Bullying

In order to understand what teachers in a township primary school of KwaZulu-Natal perceived bullying to be, a discussion of the evolving definition of bullying through the eyes of ten female teachers from a selected primary school in KwaMashu Township was carried out. The participating teachers were asked a general question in order to establish rapport: "**What is your understanding of bullying**?" The responses to this interview question revealed that, the participants of the current study provided myriad understandings of the concept of bullying as discussed in the following categories: *aggression towards other children, bullying as a negative feeling brought onto the victim, bullying as a recurring act, as a physical act, a verbal act and an emotional concept.*

Aggression towards other children

The sub-theme that strongly emerged from all the participants was that of bullying being an aggressive behaviour, which included harm that was both physical and verbal. Three participants defined bullying by focusing on the physical aspects, as shown in the following excerpts. (Preacher) defined bullying as:

"*An abusive behaviour with the nature of being physically aggressive*"

In defining bullying (Vintage) mentioned examples such as:

"*Pushing, shoving, scratching, punching, biting or kicking*".

Whereas (Rabbit) emphasised that:

"*Bullying involves all harassment that is physical and it could be directly attacking the other individual, forcing them to do something they are not willing to do, taking away their belongings without them giving permission*".

The use of exclusionary or discriminatory words towards other people was also viewed as bullying, as well as spreading rumours. (Bright-Spark) was quoted saying that:

"*khandakhulu (big headed one),sdudla (fat one) or sidomu (idiot), are some of the name callings used to victimised others*".

Rabbit emphasized that:

"Bullying is using the kind of words that degrades attack and to hurt others".

Preacher said:

"Spreading rumours about someone else weather the rumour is true or not is bullying..."

Another participant added that:

"Talking viciously about others, with the aim of embarrassing them, and exposing their confidential information without their concern is a form of bullying as well" (Mother-hen).

The participants' excerpts above indicate that, teachers have a general understanding of bullying, they equate bullying to be an aggressive behaviour (physical and verbal) directed towards other children. Furthermore, they were able to give explicit examples of such behaviours. In accordance with the above findings, existing South African literature postulates that, in most cases teachers define bullying in terms of it being a physical form of abuse of a learner or a child who is defenceless (Ndibalema,2013;Osman,2013). Existing literature further indicates that, bullying is a series of aggressive life experiences that are directed towards the victim (Olweus, 2013). The participants did not only see bullying as physical but also implicated it to being a recurring act.

Recurring negative behaviour

Another theme that emerged from the analysis was that of bullying being defined as a continuous negative behaviour directed towards the victim over a period of time but not something that would occur occasionally or a once- off event. This was evident from the following quotations:

"Occasional fights may not be regarded as bullying, that's just kids being kids but bullying behaviour occurs over a period of time and time and time again". (Rabbit)

(Vintage) added:

"Bullying does not happen overnight and it is not a one- time occurrence, it has to happen repeatedly and unceasingly to the victim".

Similarly, another participant asserted that:

"When one child is always being physically assaulted by other, that child is considered to be bullied". (Jack)

The responses stated above insinuated bullying to be continuous and repetitive and those insinuations are harmonious with the beliefs that are shared by researchers on readily available literature. Researchers asserted that, a victim of bullying is continuously unprotected from the bullying behavior (Dhaliwal, 2013; Gorsek & Cunningham 2014; Mishna et al., 2012; Olweus & Limber 2010). As previously mentioned in the literature review in chapter two, Bush and Zuidema (2012) also emphasized the habitual nature of bullying and they reject apparent occurrences which many people may mistake for bullying. However, differently from defining bullying as an external characteristic, that is carried out intentionally and over time, bullying was also seen as an emotional act in this study.

Bullying is defined as an emotional act

Four out of ten participants in this study conceptualized bullying as emotional harm that is aimed at diminishing ones self-worth and dignity. (Preacher) said:

"Bullying is a soul-stirring act that leaves its victim torn up inside"

(Mother-hen) concurs with (Preacher), and asserts that:

"*Bullying is an emotional act aimed at devastating the victim*"

(Heath freak) added that:

"It's an emotive behaviour that causes the victim to feel undignified"

(Rabbit) also felt that:

"A temperamental doing that causes fillings of inferiority, humiliation and it embarrasses them from their peers"

The theme implicated bullying to be seen as an emotional aspect by the participants. Some existing studies implied that people use different definitions, concepts and perspectives to define bullying (Rigby, 2010). In essence, physical, verbal or emotional bullying is intertwined and should never be condoned. Nevertheless, three out of ten participants in the

current study highlight another element in their definition of bullying, which is the notion of age and power imbalance as being integral to bullying.

Bullying is embedded in power imbalance

It was highlighted during the interviews that bullying and power imbalance between the individuals involved is inseparable. The participants used characteristics such as older, stronger, powerful and bigger to describe the power imbalance between those who bully and those who were being bullied. The participants further insinuated that, the perpetrator is usually older thus more powerful than the victim that he or she victimises. (Mother-hen) said:

"Normally, the bully is powerful, sometimes older, while the victim is weaker"

(Un-interested) added:

"In bullying the perpetrator is normally physically or mentally powerful when compared to their victim but mostly the perpetrator is not academically successful"

In agreement (Rabbit) also added that:

"Bullying is always characterised by two parties the feeble party and the more dominant party, who is usually older in age".

The excerpts from the participants above indicated that, there was a hierarchy of learners in their primary school. Characteristics were given to describe the learners in the context of bullying. Generally, power imbalance emerged as one of the sub themes with particular emphasis related to older in age or to the participants who have low academic achievement. In accordance with these findings, numerous definitions of bullying in available literature placed much weight on the notion of power imbalance between the victim and the perpetrator, with the victim inevitably being the feeble party and the perpetrator being the stronger one (Rigby, 2010; Olweus,2010; Lass,2012). The findings of the current study are also consistent with the position held by Rigby (2013) that is, in most cases bullying is defined in terms of power imbalance relations, with the bully having the upper hand.

Moreover, the participants revealed that learners with low academic performance resort to power abuse and bully those who were maintaining high academic achievements. Accordingly, De Wet (2010) postulates that, contributing to power imbalance amongst the

victim and the perpetrator are aspects such as social status, physical ability even disability between the victims and the perpetrators. The findings of the current study added the notion of academic performance status as contributing to bullying.

Notably, participants' accounts of bullying differ for various reasons and the complexity of bullying within a township primary school was highlighted. Different meanings could be drawn from these definitions depending on the lens one uses. In the context of this study, the meanings were in keeping of the position held by Bronfenbrenner's (1985) micro system analysis, whereby learners emerged as a strong unit of analysis in the context of participants' definitions of bullying.

Nevertheless, it was not only the definitions that accounted for teacher's perceptions of bullying but other elements such as what the teachers perceived to be the causes of bullying were also taken to account. Consequently a theme titled: perceived causes of bullying, is discussed next.

5.3.2 THEME TWO: PERCEIVED CASES OF BULLYING

The purpose of this theme is to explicate context-specific factors that may contribute towards bullying in a selected primary school in KwaZulu-Natal township area. From the participants' responses it was evident that, there are multiple factors that were believed to contribute to bullying which are embedded in the richness of the township ecologies. The identified factors were arranged in subthemes in the form of levels of interdependent systems adapted from Bronfenbrenner (1995) and they consisted of: the school climate, family influence and societal influence.

School Climate

The sub-theme that emerged distinctly from most participants was the school climate being the most influential factor towards school bullying. These factors constituted the learners' unique characteristics, the teachers' attitudes, the role played by leadership and management, school safety as well as values and the ethos that existed in the school environment.

Learners' unique characteristics

High self-esteem versus low self-esteem

A substantial amount of participants' responses indicate that, the issue of self-esteem had a significant influence on the perpetuation of bullying. Most responses indicated that high self-esteem in learners triggered bullying, as learners with high self- esteem were said to feel that they are superior and exceptional. This was supported by these participants' responses:

*"Learners who bully have a high self-esteem compared to the other learners and they see themselves as superior and exceptional beings". (*Rabbit)

Similarly, (Health-freak) inferred that:

"Bullying is a result of high self- esteem individuals because they look down on others and have a belief that they are of the high calibre".

(Preacher) congruently asserted that: *"Individuals with low-self-esteem were observed to be peacemakers maybe as they as they didn't believe in themselves to being able to withstand fights and confrontations".*

Directly contradicting the current studies' findings stated above, existing literature postulates that, individuals with poor self-esteem have a tendency of becoming aggressive towards others (Parkins, Fishbein &Richey 2006). A study conducted in Thohoyandou discovered that, perpetrators of bullying had low self-esteem since they were academically challenged (Ndebele& Msiza, 2014).

Academic influence

Academic influence was also highlighted in the interviews as another significant factor in perpetuating bullying. Participants felt that, unhealthy academic competition, academic excellence and extremely poor academic achievement all contributed to bullying. Participants asserted that:

"Learners engage in unhealthy academic competitions thus the unsuccessful learners become unhappy and bully the others". (Cupid)

"Some learners are victimized for always excelling academically, they are envied" (Vintage).

Differently, (Rabbit) argued that: *"even the learners who get the poorest academic achievements are verbally victimized; they are called names like- idiots".*

Readily available literature accords with the participants' reports that naturally attention is drawn towards over-achievers, thus academic excellence may make individuals vulnerable to bullying (Olweus, 2010; Peiper, 2013). Besides the academic achievement factor, the analysis also suggested that, learners' disability also had a hand in perpetuating bullying.

Bullying and Disability

Participants indicated an existence of a rather complicated relationship between disability and bullying. While some participants believed disability to increase the chances of one being bullied, others felt that most learners at the schools were protective over their peers living with disabilities. (Mother-hen) asserted that:

"Learners with disabilities reported more cases of being bullied than their peers…"

From a different angle: (Cupid) stated that:

"Learners with disabilities especially learning disabilities are the ones who bully others..."

However, (Jack) announced that*:*

"In our school, learners sympathize with learners living with disabilities they protect them and it would be taboo to bully a learner with a disability".

The complexity of the relationship between bullying and disability is also documented in existing literature. De Wet (2012) reported that, more than 50% of learners with disabilities report of being bullied. Weiner and Mak (2009) argued that, factors such as physical vulnerability, inadequate social skills and intolerant surroundings place learners with disabilities at a high risk of being bullied. Contrary to this, Rose, Allison & Simpson (2012) report that, most learners feel sorry for learners with disabilities and often support them.

Teachers' influence

Under the sub- theme concerning school climate, the influence that teachers held in the perpetuation of bullying became evident. It was noted through the researchers' field notes, that participants reflected some discomfort in responding in regard to their own input in the perpetuation of bullying. The participants explicitly admitted to holding differing attitudes on bullying. While some teachers took the issue of bullying very seriously others

felt bullying was an un-harmful act especially verbal and emotional bullying. (Peacock) stated that:

"Bullying is a serious offense and it should not be taken lightly ..."

(Rabbit) said:

"I take bullying unsmilingly, because I can relate with being a victim of bullying"

(Preacher) added:

"I don't have time for petty verbal insults, I respond only when they are physically hurt".

(Bright-spark) interrupted: *"just let children be, we were bullied but we turned out...ok".*

It was evident from the quotes stated above and from the field notes that some participants took the issue of bullying to heart as their voice levels increased and their facial expression changed to explicate the attitudes they held towards bullying. Some 'attitudes reflected an acceptance of physical bullying as part of growing up, while verbal bullying was normalized as it said to be part of language used in this township. Documented literature asserted that some teachers generally have negative attitudes of bullying, while others feel bullying may be defeated collaboratively (De Wet,2012; Rose et al.,2012). Besides the attitudes that teachers held towards bullying, their actions, such as truancy were also implicated to encourage bullying.

Teacher truancy

Learners' academic dis-engagement due to teachers' absenteeism, unfitting curriculum, unpreparedness and tedious teaching methods was highlighted. (Cupid) said:

"Sometimes teachers dis-engage learners academically".

Some do not have a positive regard for learners and have no relationship with them that encourages bullying" (Vintage)

(Rabbit) said:

"Teachers are often away from school and sometimes they are unprepared to teach"

Another participant added:

"Lessons that are boring and teacher centred" (Preacher*).*

In support of the above, existing literature indicates that, academic engagement and supportive teachers decrease the likelihood of school bullying (Rose et al, 2011). Teachers may have an influence towards bullying however their actions may also be influenced by leadership and management.

Leadership and management

The field notes together with the responses of participants implied an annoyance that the participants had towards school management, blaming them for having significant influence on perpetuating bullying in the school of study. Moreover, the findings indicated that, the participants felt that, in the school of study management was failing to play its role in leading, supporting and reducing bullying in this school. Participants highlighted that:

"They don't listen to the teachers and the learners impute, yet we have to do as they say," (Peacock)

(Mother-hen) said:

"they are not open to suggestions about how bullying)"

(Cupid) added that:

"Management is not setting a good example for the learners, they are control freaks"

Existing literature suggests that, school management should make informed decisions together with the teachers and the learner representatives so that unity and harmony are achieved within the school in turn decreasing the likelihood of school violence (Allen, 2010). Moreover, management is required to laydown policies, enforce them and support the school in abiding by them in order to eliminate school bullying. (Allen, 2010; Swearer et al., 2010).

Safety at school

The participants' responses supported by the pictures of the school taken by the researcher (See Picture 3 under Methodology Chapter) both indicate that, the school of study was an un-safe environment for both the learners and the teachers, especially since the school is dominated by female teachers, who are said to be more vulnerable to bullying. The participants elaborated on what they meant about the school being unsafe and conducive to bullying. (Preacher) said that:

"Our school concrete fence is broken, gate is unlockable, and school is situated in a poverty stricken area, where crime and violence are high"

(Preacher) asserted:

"We don't have a security guard, safeguarding the learners and the teachers"

(Mother-hen) added:

"The grass is long and the playgrounds are too far from teachers sights".

It has been implied in existing literature that, schools should be safe and positive environments to reduce bullying (Banks, 2014; Kasen, Johnson, Chen and Cohen (2011).

School Ethos

The values and culture of the school did not represent unity and caring for one another, instead the analysis indicated that the school was characterized by a culture of inhumanity and discord that encouraged bullying. (Vintage) said*:*

"Learners seem not to feel that, they belong in the school especially those that have distinct features that sets them apart from others"

(Rabbit) added:

"Everyone looks out for themselves here no one care for the other one, it the survival of the fittest so to put it".

Available literature suggests that, the feelings of unity and belonging within a school sector are identifiable with less bullying and victimization (Swearer & Espelage, 2011). Moreover it is argued that, when the school ethos is positive, the levels of school bullying are not perpetuated (Ncontsha & Shumba, 2013). However, family influence was also highlighted by the participants to also significantly impact on the perpetuation of bullying.

Family Influence

Parenting style

The parenting styles that were influential to bullying according to the participants' responses were characterized by aggressive parents, poor communication skills, lack of affection and support, negative role modelling and encouraging violent behaviour. In elaboration of this (Uninterested) said:

"Generally children mimic their parents' if parents are bullies the child does the same".

(Preacher) added:

"Parents encourage children to fight back if they are bullied but that continues the cycle of bullying."

*(*Jack*)* also said that:

"Bullying is seen as a harmless game to toughen up children"

(Bright-spark) further stated that:

"When parents are too permissive or too strict, that may also contribute to bullying in bullying"

Existing literature implies that parents encourage bullying when they cheer aggressive behaviour as means of resolving conflicts and when they are uncaring and unsupportive (Barbarin & Ritcher, 2010; Hughes, 2008).

Economic status

The responses in this section implied participants held mixed insights; some believed that one's economic status does not contribute to whether or not they get involved in bullying, while other participants believed it has an influence. The participants shared their insights as follows:

(Preacher) asserted that:

"Middle class children perpetuate bullying because they are spoilt"

Conflictingly, (Bright-spark) stated that:

"Family unemployment and poverty does not cause children to be abuse others.

Another participant said:

"People from *poor economic status are naturally aggressive and they are likely to be involved in bullying because their home environment is equated with violence and poverty"* (mother-hen'').

Similarly, existing literature shares undefined views in this regard and posits that, an individual's socio-economic status within expected levels influences how an individual treats others (De Wet, 2010). Considering that, townships are regarded as low socio–economy residential places, learners who stayed in townships are much more at risk of being involved in bullying (Sebol1a, 2015). By way of contrast, learners who come from urban places were reported most likely to bully others (Aluede et al., 2012).

Societal Influence

Among other aspects that were highlighted to be encouraging to bullying within the societal level were the elements of culture and that of the media.

Culture

The participants postulated that, individuals' culture constitutes an ability to conserve learners' bullying behaviours. (Mother-hen) posited that:

"Children who grow up within a culture where ill-treating and harming others is not discouraged, they are most likely to bully others"

In consensus (Rabbit) stated that:

"In our society, co-corporal punishment is used to discipline, thus children understand aggression to be a correct behaviour"

(Cupid) further asserted that:

"Our culture didn't promote equality and children and woman are aggressively placed in their place by man, our male children learn bullying woman and children is accepted"

Existing research studies on the issue of culture and bullying indicate that, expected behaviours and norms within different cultures may support bullying, thus cultural norms have been said to be very influential in moulding the behaviour of children, that includes aggressive behaviour such as bullying (Sweirer & Hymel, 2015; Cook et al., 2010). Unfortunately our cultural values and norms are also influenced by the media.

Media

The outcomes of the analysis pointed out that, participants of the study showed to hold two contradicting views concerning media violence and its effect on bullying among children. While some participants felt that media violence increased the likelihood of learners becoming involved in bullying, others felt that the media did not hold a significant influence on bullying. (Preacher) asserted that:

"Most of the children who were perpetrators of bullying were reported by their parents to being exposed to brutal television movies, games and music"

Harmoniously (Uninterested) added that:

"Children spend most time on social media networks, because they are immature they are most likely to get influenced and get new intriguing ideas of bullying others"

In contradiction (Cupid) asserted that:

"A lot of children watch violence on the media on daily basis but they don't go around assaulting others..."

Available literature concurs with some parts of the analysis results of the current study and implies that some researchers believe media violence to be linked to anti-social behaviours

such as bullying (Olson et al., 2009). It is further stated that, over the decades research has been conducted to discredit the effects of exposure to aggressive media to be affiliated with bullying (Swearer & Napolitano, 2011). Notably, the causes of bullying as perceived by the participants, ranged from all the systems of the bio-ecological model of Bronfenbrenner.

5.3.3 THEME THREE: PERCEIVED CONSEQUENCES OF BULLYING

After the participants declared their perceptions on the factors that may cause bullying in the school of study they then shared what they perceived to be the consequences of bullying. The responses on the consequences of bullying ranged into five sub-themes, namely: behavioural change, psychological problems, academic issues, absenteeism and long-term consequences, as depicted in figure 3 below.
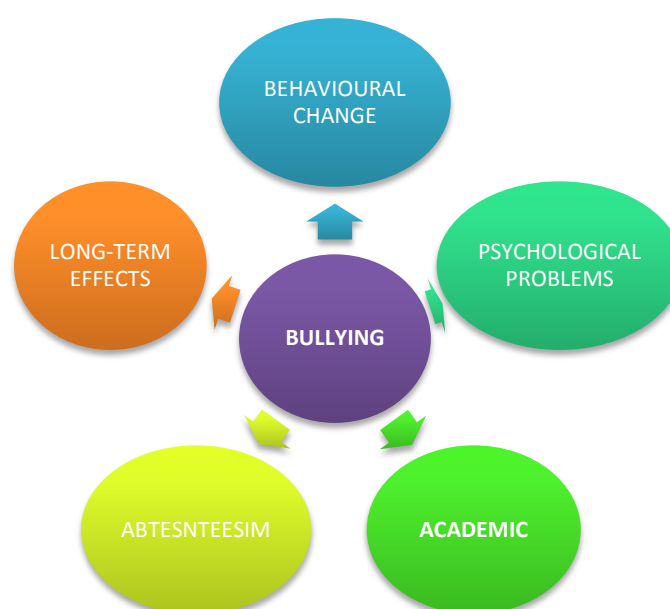
Figure 3: Consequences of Bullying

Behavioural change

As generated data unfolded, the abuse of drugs and alcohol, being angered easily, failure to show affection, remorse and gratitude and being withdrawn were some of the behavioural changes that were noted by participants on learners who were bullied. (Mother-hen) asserted that:

> *"Some of the victims of bullying started using Wonga (popular, cheap drug in townships)*

(Jack) uttered that:

"Most victims become withdrawn; they are easily angered, aggressive and unreactive to hurtful treatment".

Psychological problems

Among the psychological problems suffered by those involved in bullying (bully, victim and bystander) were depression, anxiety, guilt and fear. (Health-freak) postulated that*:*

"Some victims and bystanders become agitated in class and they seem to be always frightened, while their minds wonder around"

(Rabbit) reported:

"Bullying may harm the victims mentally and they may have memory loss…"

(Uninterested) asserted that:

"… May have mood disorders, might even develop depression, while bystanders are left with a guilty conscious on not helping the victim …"

Differently, (Bright-spark) reports that:

"The bully is also burdened by feelings of guilt due to their behaviour and they leave in constant fear about when they are going to get caught".

Academic Issues

The majority of participants strongly felt that, in varying levels bullying unfavourably affected the academic progress of all those involved in bullying. (Preacher) uttered that:

"Difficulty concentrating in class and … absenteeism in most learners"

(Rabbit) elaborated:

"They are anticipating the next attack and counterploting escaping result their concentration is greatly impacted".

(Mother-hen) shared the same response and said that*:*

"Can't concentrate due to fear and apprehension"

Absenteeism

The level of absenteeism was noted by the participants to be high for those who were victims of bullying and absconding as well as truancy was reported. (Bright-Spark) explained that:

"The victims would do anyth1ing to avoid being victimised.

(Jack) affirmed that:

"In mostly cases they stay away from school after being bullied".

Similarly, (Cupid) added:

"Some victims are not that strong willed they take the easy way out, and stay at home."

Long-term Effects

Once again, the participants' responses indicated mixed feelings, while some participants believed that there were no later repercussions incurred from bullying, others believed that there were devastating long term effects of bullying for those involved in bullying. (Mother-hen) said that:

"Children, who experienced bullying, forget most of their troubled childhood experiences when they are older."

(Cupid) stated:

"We were bullied as children but that did not break us but it only made us stronger".

Conflictingly, (Rabbit) said that:

"As adults, they may continue to be angry and resentful towards their victimizers and to long for revenge… difficulty making friends and keeping healthy relationships."

On the same note, (Peacock) asserted:

"In the long run, they may become drug and alcohol abusers, some may even bully their spouses and off springs or get involved in bigger crimes"

Literature posits that, victims of bullying may develop feelings of sadness and isolation thus they may develop obstructive behaviours such as alcohol abuse and aggression (Swearer, et al.,2010). In Tanzania the teachers reported perpetrators being involved in more bizarre criminal activities as they are older (Ndibalema, 2013). Perpetrators were also reported to being at risk of becoming delinquents, drug addicts, thieves, and may be perpetrators of domestic violence as they get older (Coyne & Monks, 2011). In agreement, Rigby (2013) reported that, the trauma of being bullied has been suspected to depress the immune functioning, thus the bullying experiences are said to be depressing and have an ability to alter brain chemistry negatively (Vaillancourt et al., 2010; Rigby, 2011). Additionally, Maliki, Asagwara and Ibu 2013; Rigby (2009) suggested that victims may have a poor image of themselves, have difficulty in making and keeping friends, and they may even develop suicidal thoughts. Furthermore, bullying is very much related to the increase in the level of absenteeism, school dropouts and academic decline (Dunne et al 2013; Maliki, et al., 2009). Bronfenbrenner believes that, the individual is in the centre of the system, and that he is influenced by his environment, however the individual is said not to be passive but an active being, thus possessing an ability to create his own awareness and understanding. Relatively, the consequences of bullying were according to the teachers own awareness and knowledge creation.

5.3.4 THEME FOUR: PERCEIVED MANAGEMENT STRATEGIES OF BULLYING

Through a collage activity, teachers' perceptions on the strategies they used to manage bullying involved uncoordinated efforts, referrals and teacher to teacher support. The following collages represent teachers' responses in relation to their perceived management strategies of bullying in KwaMashu primary school.

Photographs 5.1: Visual representation of teachers' management strategies of bullying through collage

With this approach, participants were given an opportunity to work together and creatively share their ideas about the current management strategies used to address bullying in the primary school. As the collage depicts, participants were able to identify various management strategies which they then grouped as "The bad way" and "The right way", according to the captions of the two collages. Focus group discussions followed the collage, which provided more in-depth meaning-making. The emerged themes of the teachers' perceived management strategies are discussed in the following sections.

Uncoordinated Efforts

The analysis of the collage pieces and the focus group discussion translated the participants' strategies of managing bullying to be fragmented. While other teachers were using illegal tactics such as corporal punishment to discipline and to deter the perpetrators for victimizing others, some teachers were encouraging victims to fight back against their

perpetrators. Some teachers were just ignoring those bullying reports but others focused only on the perpetrator (see picture 5.3 of collage presented above).

The collage depicts inconsistent and fragmented strategies employed by teachers to manage bullying. In support of this (Vintage) attested that:

"I don't have a specific method to respond to bullying. Sometimes I punish the perpetrator, if it verbal I ask the victim to ignore the perpetrator."

(Rabbit) echoed Vintage, she said:

"Sometimes I use a stick or I make the perpetrator to pick up papers in the school grounds or even clean toilets."

(Peacock) added that:

"I don't ignore them purposely. I am extremely busy... I respond to the learner and sometimes I forget to follow up…"

Yoon and Kerber (2012) argued that, teachers sometimes ignored bullying reports because of lack of time and low salaries. Sometimes trivial bullying could consume teaching and learning time and then it went away on its own (Coroloso, 2010).

Referrals

Another strategy used by teachers that was evident in the group discussions and in collage pieces was that of referrals. Teachers were reported to (pass the buck) meaning that, they avoided taking ownership of the challenge directly thus they referred the incidents to their management, their colleagues, or even to the learners' parents. The following quotes support this analysis, (Preacher) admitted:

"I send the issue to the principal or to the HOD".

(Health-freak) also confessed

"If they come to report to me I tell them to go and report to their class teachers".

(Bright-Spark) asserted that:

"I call in their parents and ask them to intervene".

It is evident in available literature that, in other studies teachers also referred bullying incidents to the school management team, to the male teachers, the School Governing Body and mostly to the parents of the perpetrators for them to manage their children's issue of bullying (Rivers et al. 2009; Brynard & De Wet 2010; Beran, 2008).

Teacher Support

The participants further differentiated from the devious manner of passing the buck to the next teacher and explained that, the teachers often support one another in managing bullying situations. The majority of the participants vowed to have been one another's support structure when handling bullying incidents. (Jack) said that:

> "*Teachers here are very supportive to another, when a teacher has a case of a child bullying they try to assist whoever they can*".

(Health-freak) added:

> "We *share strategies on how to deter bullies*"

(Vintage) also stated:

> "*Younger teachers help with identifying the new forms of bullying*"

However, teachers in older studies were reported not to be receiving support from other teachers due to having differing views, attitudes and beliefs about bullying (Marshal, 2012). While others saw bullying as unbeatable and unavoidable especially in the adolescent stage, others believed it could be circumvented.

5.3.5 THEME FIVE: PERCEIVED BARRIERS TO MANAGEMENT OF BULLYING

In discussing the strategies employed by teachers in managing bullying, much focus was also drawn towards the elements that hinder their attempts in managing bullying. Participants highlighted barriers such as: teachers' attitudes towards bullying, their lack of skills, overcrowded classrooms, lack of SMT involvement, poor engagement with departmental policies and other community issues.

Teachers' attitudes towards bullying

The analysis indicates that the teachers' attitudes towards bullying were those of bullying as a standard developmental stage, verbal and emotional bullying being normalised

mainly because of the cultural environment which is characterised by casual verbal assaults, emotional bullying and males being viewed as strong. (Health-freak) asserted that:

> *"Teachers responded efficiently when they saw that, the victim's life is being threatened."*

(Rabbit) added that:

> *"There is no time to focus on petty bullying reports such as name calling…name calling never killed anyone"*

(Preacher) was quoted saying:

> *"Indoda ayikhali, iyazilwela (man don not cry, they fight back)"*

Older studies accords with the above views, and suggest that teachers' attitudes influence the manner in which they manage bullying and the forms of bullying to which they respond (James, 2010; Yoon & Bauman, 2014).

Unequipped and unskilled teachers

The analysis of the FGD signalled that teachers in the current study were untrained in differentiating bullying from non-bully behaviour, were ignorant about the forms of bullying, and were not sure how to engage with the victim or to handle the perpetrator. (Cupid) said that:

> "*Sometimes we don't know whether they are playing or fighting…*"

(Peacock) also asserted that:

> "*…but I am not sure on how to go about helping the victim*".

(Uninterested) added that:

> *"I have never been trained on how to manage bullying so we use trial and error…"*

In agreement with the current studies' outcomes, literature indicates that, teachers are not aware of the forms of bullying and are incompetent in adequately mediating and preventing

bullying thus they are in dire need of training concerning bullying (Bradshaw et al., 2013; Cunningham & Gorsek 2014; Mishna's, 2012).

Overcrowded- classrooms

The issue of classrooms which are overcrowded was reported as another barrier in adequately managing bullying and it made it impossible for the teacher to correctly identify bullying incidents and to give learners sufficient attention when handling cases of bullying. (Vintage) said:

> "I *can't focus on counselling the victim as there is no time ...*"

(Jack) added:

> "I have to focus on extremes forms of bullying and I can't split myself in half"

Literature postulates that, overcrowding in schools creates breathing ground for school violence and bullying because it prevents teachers from supervising learners appropriately (Ncontsha & Shumba, 2013).

Lack of SMT involvement

The researchers' field notes together with the responses from the FGDs implicated that the SMT which comprised of the principal and the HOD was providing the teachers with the desired support in managing bullying. Moreover, management was reported as saying that they weighed up the seriousness of the bullying incident prior to responding, and they were likely to offer the teachers emotional support rather than being directly involved in managing bullying (Cupid) reported that:

> "SMT doesn't get involved in solving bullying, due to claimed work load and teachers are instructed to use their discretion in managing bullying

(Vintage) asserts that:

> "The principal only attends the matter when the parents come in to complain"

(Preacher) also added that:

> "*Management is not helpful when it comes to the practicality side of it, they don't want to get their hands dirty in managing bullying.*"

Obtainable literature on bullying in the South African context (KwaZulu-Natal) implied a totally different picture from the findings of the current study. The school management team in the school of study was reported to view bullying seriously as they documented all bullying incidents that were reported in a school logbook. (Msila, 2009). Also in South Africa another study showed that, the school management applied the code of conduct in dealing with bullying incidents and they also involved the parents in disciplining the learners who victimised others (Nconsta, 2013). Literature did not specify the actions that could be taken by the management team that precisely focused on supporting teachers on handling bullying (Swearer & Espilage, 2011).

Engagement with departmental Policies

The FGDs reflected an exclusively negative impact on the inefficiency of school bullying policies and again on the incorrect implementation of the policies on bullying, as being among the impacting elements. Furthermore, participants claimed to be ignorant of the existence of bullying policies in their schools. Accordingly (Vintage) was quoted saying that:

> **"***I have not seen or heard of that policy in this school...it has not been shared with us as ...*"

In accordance (Rabbit) stated that:

> "*It is there as a mere decoration because it is not applied...*"

(Peacock) also added that: *"*

> *The policy does not relate to our school, it seemed as if it was copied from another school,*"

Nevertheless, Marshal argues that, teachers are not always aware of the process to follow when mediating bullying and they were in dire need for a transparent and dependable school policy on bullying (Marshall, 2012). It is postulated that, most schools that have policies on bullying in place, do not consistently adhere to them as they are mostly inefficient, are not clear and do not outline the specific steps that must be followed should the bullying incident occur (Lass,2012;Swearer & Hymel, 2015).

Parental- Community issues

Once again, lack of support in managing bullying was highlighted through FGDs which was absent from the learners' parents and the community. Instead, the analysis implicated the parental community to be posing as barriers to the proper management of bullying. (Health-freak) stated that:

"Some parents defend their children if they are said to being bullies they become rude to teachers and they blame the teachers".

(Cupid) added that:

"Some parents get adamant that, their children's are victim when they are actually the perpetrator of bullying,"

Coincidentally, (Vintage) asserted that:

"Some parents are inconsistence in their interventions, they overly punish the perpetrators they don't punish them at all and this works against the teacher's efforts".

Similarly, it is argued that, parents may encourage bullying unintentionally, when they utilise power and aggression on others and when they turn a blind eye towards aggression at home (Van Jaarsveld, 2011). Additionally, as with the participants in the current study, other researchers also believe that parents and the community wrongly regard bullying as a rite of passage that children go through when they grow up (Vreeman & Carroll, 2007; Marshall, 2012). Additionally, some behaviour associated with bullying is copied from the home sector, thus teachers are fighting a losing battle (Marshall, 2012). Despite inadequate support from the school management, community and the parents, teachers were reported to be doing something towards the management of bullying, even though their efforts were fragmented and seen as a drop in the ocean, they used their tacit knowledge to manage bullying in their school. Furthermore the teachers' intuition and knowledge may be of great value in informing the anti-bullying policies in schools, as they are the ones who understand the issue of bullying better since they are exposed to it on a daily basis.

5.4 CONCLUSION

This chapter presented, analysed and discussed data that were derived through a multi-modal approach. The five major themes that were presented in this chapter were concerning the teachers' perceptions on bullying and the causes, consequences, management strategies and barriers towards the management of bullying. The chapter presented the teachers' insights on bullying to be complex, while the causes and consequences of bullying were reported to be arising from various systems in line with the postulations of the Bio-ecological Systems of Bronfenbrenner. The teachers' management strategies were reported to being fragmented and self-coordinated, while there were barriers that were reported to hinder the management process of bullying. The next chapter summarises the conclusions and the recommendations of the study.

6.1 INTRODUCTION

"If you wish to move mountains tomorrow, you must start by lifting stones today"

(African Proverb)

The findings of the study implicated that, against all odds that were reported to challenge teachers' efforts in managing bullying, teachers in the school of study were still making significant yet fragmented attempts to manage bullying. Their attempts in managing bullying could be explained as moving a whole mountain by lifting only a small stone at a time. This final chapter presents a summary of the main findings and highlights the recommendations emerged from the study. The chapter critically assesses the suitability and the significance of the research methods that were employed by the study. This chapter will also reflect on the theoretical framework that guided the study. Finally, this chapter considers directions for future studies and concluding remarks are outlined by the researcher.

6.2 SUMMARY OF KEY RESEARCH FINDINGS

This section gives a summary of the key findings that responded to the key research questions of this study:

1. What are the KwaMashu Primary School teachers' perceptions of bullying?
2. How do the KwaMashu Primary school teachers perceive their management of bullying in their school?

The participating teachers in the school of study produced complex views about the nature and their management of bullying. Their responses were categorized into five themes which are summarized individually below:

6.2.1 THEME ONE: PRIMARY TEACHERS' PERCEPTIONS OF BULLYING TAKE ANY FORM

The study indicates that, primary schools teachers of KwaMashu Township possessed a diverse understanding of bullying, but they inferred bullying to be an act of aggression that may take a physical, verbal or an emotional form. This study also implicated bullying to being a recurring act and to be integral to power imbalance. Differently, from other studies

the current study highlighted that, the understanding of bullying held by the participants was tacit knowledge and was self-coordinated. However, the study was silent about the other forms of bullying such as homophobic and sexual bullying and bullying not being an act that is carried out intentionally and not an act of error.

6.2.2 THEME TWO: PERCEIVED CAUSES OF BULLYING

This study suggested that, there were multiple factors that encouraged bullying which were based on the ecologies of the township. The identified factors were said to be interdependent systems that included the school climate, the family, as well as the societal influences. The study implicated the school climate as being the most influential factor in the perpetuation of bullying. The school climate consisted of aspects such as, teacher influence, management, school safety and the school ethos. Specifically, learners' high-esteem, teacher's truancy as well as the school safety and cultural values within the school, collaboratively created an environment that was conducive to school bullying.

6.2.3 THEME THREE: PERCEIVED CONSEQUENCES OF BULLYING

The responses on the consequences of bullying ranged into five sub-themes, namely: behavioral change, psychological problems, academic issues, absenteeism and long-term consequences. The study reported substance abuse and being withdrawn as some of the behavioral changes that were noted by the participants. Additionally, some participants mentioned depression, anxiety and fear as being amongst the psychological problems that were experienced by those who were involved in bullying. However, the majority of participants felt that, academic progress was affected the most by bullying and this was for all parties involved in bullying (victim, perpetrator and the bystander). Furthermore, the study with the existing literature indicated an existence of mixed beliefs with regard to long-term effects of bullying, as some participants felt that there were no future repercussions incurred from bullying, whilst others believed that these existed at varying levels.

6.2.4 FOUR: PERCEIVED MANAGEMENT STRATEGIES OF BULLYING

The study indicated that, in the school of study the teachers used uncoordinated efforts, referrals and teacher to teacher support to manage bullying. Teachers were reported to be using illegal tactics such as corporal punishment to discipline and to deter the victims from committing more bullying acts. Other teachers were reported to be ignoring the reports of

bullying that were brought to them by the learners. Moreover, the teachers were believed to be referring the reports to their management team, parents and even deviously passing on the task of managing bullying to the next teacher.

6.2.5 THEME FIVE: PERCEIVED BARRIERS TO MANAGEMENT OF BULLYING

The study also highlighted a number of components that were believed by the participants to hinder their attempts in managing bullying. These components included attitudes of teachers of the school of study, their lack of training and skills in managing bullying, the overcrowded classrooms, insufficient involvement of the SMT, inadequate engagement with departmental policies and finally other community issues. The main hindrance being reported was the teachers' attitudes with regard to bullying, as bullying was normalized by most teachers as being a   rite of passage for development in children and verbal bullying was accepted as part of the township lingo.

6.3 RECOMMENDATIONS FOR RESEARCH, PRACTICE AND POLICY

This section lays out the recommendations that originated from the outcomes of the research study and those that were proposed by the teachers who participated in this study. These recommendations have been categorized into three parts namely the: *practices, training and the Department of Education support*.

6.3.1 THE PRACTICES

- Reading material concerning conceptualization of bullying, procedures on the management of bullying, information on how learners may avoid, report and recover from bullying should be made available to everyone, through pamphlets, worksheets, school magazines and movie days.
- Visuals such as collages and learners' works of art should be displayed in the school foyer demonstrating the schools' zero tolerance of bullying.
- The school safety should be increased by installing a lockable gate, repairing fencing, requesting parental support as voluntary security guards for the school, renting out the school cottage to a police officer or someone respected within the community, having a teacher on duty on the school grounds during breaks.
- A positive school climate may be created by involving learners in sports, debates, role-plays and marches against bullying.

- Schools may invite a blend of specialists from different fields such as police officers, social workers, education psychologists and other departmental personnel to share their valuable expertise and support the teachers in developing anti-bullying programs.

6.3.2 TRAINING

- Teacher training should be based on influencing teachers to become change agents and to conceptualize the teaching process as a change theme.
- Comprehensive training that commences from the teacher training institutions with modules on understanding, identifying and managing bullying should be introduced.

- A module on Bronfenbrenner's bio-ecological theory should be included in teacher training institutions as it creates a clear understanding of the concept of bullying and its management.
- In-service teachers should be sent on training at least twice a year to be taught about the concept and the management of bullying and visuals such as collages that have been used in this study may be used to enhance the teacher training. Preferably, the training should be conducted by teachers who furthered their studies on bullying and school violence.
- The teacher training material for both in-service and in- training teachers should be evaluated on a regular basis (every year) and it should be revised and updated to be in line with the times.

- Groups on social networks could be formulated and used to create awareness and to teach teachers about bullying.

6.3.3 THE DEPARTMENT OF EDUCATION (DoE)

- The DoE should take into account the insights, the experiences and the teachers' tacit knowledge such as the ones highlighted by the teachers in the current study when formulating school policies on bullying.
- The teachers uncoordinated efforts on managing bullying such as the ones reported in the findings of the current study should be used by the DoE to build up adequate strategies of managing bullying and share it with other schools in various contexts.

- The community radio stations such as the one in the KwaMashu Township (Vibe FM) may be used as a platform to reach the community and teach them about the dangers of bullying and ways to overcome it within the schools, community and in the home sectors.

- The DoE could also organize gatherings where by teachers from various contexts could meet and share their best practices in managing bullying.

- The DoE could give out incentives for those teachers who are reported to be managing and sharing strategies in managing bullying in their schools.

6.4 REFLECTIONS ON RESEARCH PROCESSES

The study adopted a qualitative research approach and employed a paradigmatic position that was interpretive and was a case study of a single school. The adopted approach proved to be tailor made for this study as the researcher was able to explore a sensitive topic concerning the insights of teachers about young school individuals and their victimization through bullying. The approach also allowed teachers to give a full account of their insights using their own language and their own terms. Due to the flexibility of the adopted paradigm and the approach that was adopted by this study, it was possible to carry out the interviews at the school of study, the participants' homes and even at a restaurant at some stage to accommodate the unforeseen circumstances that were met such as extra-mural activities, meetings, workshops and other commitments.

However, due to the study aiming at an in depth exploration of the participants' insights, consistent to the nature of this study, the scope of the study had to be centralized to the focus of the study, thus it was restrained to working within a single primary school and with a small number of teachers as participants. However, broadening the research scope to other primary schools and high schools in KwaMashu Township may have added value and credibility to the study under research. Once again, owing to the nature of the study, which is characterized by a limited scope, the study used data generating methods that focused on achieving the insights and the perceptions on how teachers perceived bullying. Nevertheless, the use of alternative methods of data collection such as observing how teachers manage bullying might have also strengthened the outcomes of the study, by providing first-hand procedures that teachers follow to manage bullying as well as the challenges they encounter when managing bullying.

Even though the study was carried out in a single primary school does not completely invalidate the study because the outcomes of the study may still be of value to other primary schools. Moreover, it was unfortunate that the study was essentially confined to an urban township area, thus the findings of this study may not be extended to other schools in the suburban or rural contexts.

Although, the interviewer assured the participants of guaranteed anonymity and confidentiality from the onset of the interviews, some participants were still skeptical about disclosing certain aspects of bullying and its management especially concerning the school management team. While other participants were extra careful with giving out particular information, others might have withheld information and even lied in some of their responses for fear of exposing flaws within their school, more so since the interviews were recorded.

In conducting the interviews and discussions in the school of study, the researcher encountered some level of resistance from the participants. However, the resistance was not foreseen by the researcher as she took it for granted that, since she worked at the school of study and the participants were familiar with her, they would automatically cooperate which was not the case. Some of the participants took it for granted that the researcher was someone they knew and was even younger than them in age. Furthermore, the researcher encountered time constraints due to the fact that she had to completely rely on the availability of the participants. Thus some of the interviews had to be rescheduled from after school to being done in the evenings at the participants' home and in one instance the interview was done at a restaurant. To add, having group discussions was challenging, especially since discussions were to be held with five adult individuals. Simultaneously, these adults had responsibilities at school and also had their own family errands and personal commitments to run after working hours.

6.5 REFLECTIONS ON THE THEORETICAL FRAMEWORK

There are two essential theoretical moments in this study and its contributions were significant in the research data regarding teachers' perceptions and management of bullying. The first theoretical moment of this study emerged from the data concerning the different ways that teachers perceived bullying within their school. The participants' perceptions on bullying incorporated the following: their understanding of bullying, its causes and the consequences of bullying. The study indicated that, the teachers' insights about bullying are

greatly affected by their home and their background environment which represents the microsystem on the bio-ecological model of Bronfenbrenner. Additionally, the interaction between the teachers' family and the teachers' friends impacted on their perception of bullying. This is presented at the mesosystem of Bronfenbrenner's' bio-ecological model. Representing the exosystem of the model in this study, are the school policies and rules on bullying, either by the school or the Department of Education. Even though the teachers are not directly involved in the formulation policies on bullying their management of bullying is impacted by the policies pertaining to bullying. Moreover, the training and the support from the Department of Education also had an influence on how teachers understand and managed bullying. Consequently, the exosystem of the socio-ecological model is represented. The study also indicated that, the teachers' culture and their upbringing greatly shaped their understanding of bullying as they had their own unlearned or tacit knowledge of bullying. This is represented in the macrosystem of the socio-ecological model as the social context of different societal groups, such as social class, race or religion (Bronfenbrenner, 1987).

The second theoretical moment was significant in the aspect of the teacher management of bullying. The Bio-ecological model of Bronfenbrenner, implies that, an individual's behaviour is not directly influenced by the exosystem and the macrosystem but is rather indirectly influenced by these (Bronfenbrenner, 1979). However, the study discovered that the way that teachers managed bullying was precisely affected by all the systems in the socio-ecological model, even the exosystem and the macrosystem. The exosystem literally affected the way teachers manage bullying both in the school by the teachers' colleagues and again from their society. The teachers reported t lack of support and much contradiction from the learners' parents and the community which negatively impacted the way that teachers managed bullying. At the macrosystem level, teachers were directly affected by the Department of Education's lack of support and training of the teachers in adequately managing bullying. Additionally, the chronosystem that may be presented by policies in the same manner affected the teachers' management of bullying. This was due to the lack of implication of policies for teachers on managing bullying. Therefore, this study postulates that, the exosystem, the chronosystem and the macrosystem also have an impact in the same way as the microsystem and the mesosystem have on how the teachers manage bullying.

6.6 RECOMMENDATIONS FOR FUTURE RESEARCH STUDIES

While much has been written about how teachers perceive and manage bullying, the researcher was of the opinion that, more research is required on this topic. The following suggestions are brought forward for future research:

1. An inquiry on the connection between the teachers' tacit knowledge about bullying and the impact it has on their management of bullying.

2. A study on the effectiveness of the fragmented strategies adopted by teachers in the management of bullying.

3. Studies with bigger samples selected from different ranges of schools such as high schools, schools in the rural areas, all girls schools, co-ed schools full service schools and even special schools, could be carried out to deeply explore the teachers' insights on bullying and their management of bullying.

4. Groups on social networks could be formulated and used to create awareness and to teach teachers about bullying.

6. 7 CONCLUDING REMARKS

The unfavorable outcomes of bullying are a sad reality in South African schools and immediate action is imperative. However, there is a pressing need for shifting focus towards the embedded knowledge, the voices and the insights of the teachers who are familiar with the epidemic of bullying on a daily basis. Moreover, an intensive awareness creation on the phenomenon of bullying is undeniable. It is crucial for us as teachers to be aware and to keep ourselves updated of all forms of bullying, forms of bullying as well as the outcomes of bullying. Furthermore, we need to take the concept of bullying seriously, and share our knowledge, insights, experiences and attitudes about bullying. It should however be our common goal to strive towards tapping in to our own tacit knowledge and in placing effective measures to manage and to prevent bullying in our schools.

Additionally, with regard to the awareness on bullying, the awareness of the phenomenon of bullying should not be solely directed to the teachers but should be extended to the school as a whole, including the administration and the housekeeping staff, learners' families, their neighbors and the whole community, clinics and police stations. Before then we cannot confidently say that we own fully flagged conceptualizations of the concept of

bullying, which makes it quite impossible to adequately manage and eradicate bullying incidents, more especially in the Township Schools.

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APPENDIX A: PEMISSION TO CONDUCT RESEARCH AT UKZN (EDGEWOOD CAMPUS) DEAN

APPENDIX B: FULL APPROVAL-EXPEDITED APPLICATION

APPENDIX C: LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN DoE SCHOOL

APPENDIX D: PERMISSION TO CONDUCT RESEARCH IN KZN DoE SCHOOL

APPENDIX E: PERMISSION TO CONDUCT RESEARCH FROM SCHOOL PRINCIPAL

APPENDIX F: INFORMED CONSENT FOR PARTICIPANTS

APPENDIX G: INTERVIEW SCHEDULE

APPENDIX H: FOCUS GROUP DICUSSION SCHEDULE

APPENDIX I: RESPONDANCE PROFILE & BIBIOGRAPHIES

APPENDIX J: SAMPLE FROM TRANSCRIPTIONS

APPENDIX K: SAMPLE FROM FIELD - NOTES

APPENDIX L: PHOTOGRAPH WAIVER INDEMNITY

APPENDIX M: CERTIFICATE FROM THE LANGUAGE EDITOR

APPENDIX N: TURN IT IN REPORT

APPENDIX A

N97 Ubangalala Avenue
KwaMashu
4360

Educational Psychology Dean

Letter of Request to the University Of Kwazulu Natal (Edgewood Campus) Dean

My name is Sinenhlanhla Immaculate Mbambo, and I am a Masters student at the University of KwaZulu-Natal, Edgewood Campus, School of Education, my student number is: 981207420. I am required to do a research to write up a thesis. The title of my research is: **Primary School Teachers' Perceptions of Bullying at a selected school in KwaMashu Circuit.** I hereby wish to request permission to carry out my research in your faculty.

Objectives of the Research are:
- To explore the teachers' perceptions of bullying in the selected primary school in KwaMashu circuit
- To explore how teachers perceptions influence the way they manage school bullying in the selected school.

Significance of the Research Project
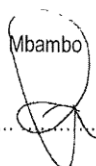
This study may generate knowledge which may be useful to the teachers in order to develop their understanding and management of bullying in their schools. It may allow participating teachers to voice out their thoughts, experiences and feelings about bullying and their management of it Through the voices of the teachers themselves, the Department of Education may gain ways of developing and teaching in-service teachers about bullying and skills to manage bullying. The teacher training institutions may also gain insights on the pre-service teacher training curriculum in terms of enhancing it for better understanding and management of bullying Furthermore this study may come up with ideas which may benefit policy makers to amend policies to be in line with the current needs on the aspects of bullying and its management

Thanking you

Yours sincerely

Sinenhlanhla Immaculate Mbambo (981207420) Contacts: 0732099057 or 031 503 166 Email: 981207420@stu.ukzn.ac.za

Dean's Signature:.. . .. ... Date:.................27/10/2014

APPENDIX B

UNIVERSITY OF
KWAZULU-NATAL

INYUVESI
YAKWAZULU-NATALI

17 April 2015

Ms SI Mbambo 981207420
School of Education
Edgewood Campus

Dear Ms Mbambo

Protocol reference number: HSS/0330/015M
Project title: Primary School Teachers' Perceptions of Bullying at a Selected School in KwaMashu Circuit

Full Approval – Expedited Application

In response to your application received on 14 April 2015, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL.**
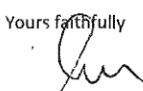
Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

....
Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Ms Fumane Khanare
Cc Academic Leader Research Professor P Morojele
Cc School Administrator: Ms T Khumalo
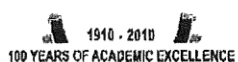
APPENDIX: C

(Edgewood Campus)

15 October 2014

Director -The Research Unit
Resource Planning; KwaZulu Natal Department of Education
Private Bag X9137; Pietermaritzburg; 3200

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

Dear Director

My name is Sinenhlanhla Immaculate Mbambo, I am a Masters student at the University of KwaZulu-Natal, Edgewood Campus, School of Education in KwaZulu-Natal, My student number is: 981207420. The research I wish to conduct for my Master's dissertation involves ""**Teachers as change agents: Primary Teachers' Perceptions and Management of bullying in a Selected School in KwaMashu".**

I am hereby seeking your consent to approach a primary school in KwaMashu Township the area is under Pinetown District KwaMashu circuit, in order to provide participants for this project.

The primary objective of this study is to explore the perceptions of teachers on bullying in the selected township school. The other objective is to explore how teacher's perceptions influence their management of bullying in the selected school.

Upon completion of the study, I undertake to provide the Department of Education with a bound copy of the full report. If you require any further information, please do not hesitate to contact me on: 0732099057, and email: 981207420@ukzn.ac.za.

Thanking you.

Yours sincerely
Sinenhlanhla Immaculate Mbambo
Researcher, University of KwaZulu-Natal
Student No: 981207420
(Educational psychology)

Cell phones Numbers: 0732099057   **E-mail**:;981207420@stu.ukzn.ac.za

SUPERVISOR:

Ms Fumane Khanare
 Tel: 031- 260 3545   **E**-**mail**: Khanare@ukzn.ac.za

APPENDIX D

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma   Tel: 033 392 1004   Ref.:2/4/8/825

Ms SI Mbambo
N97 Ubangalala Avenue
Kwamashu
4360

Dear Ms Mbambo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"PRIMARY SCHOOL TEACHERS' PERCEPTIONS OF BULLYING AT A SELECTED SCHOOL IN KWAMASHU CIRCUIT",** in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions   where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 21 June 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Ndabazezwe Junior Primary School

Date: 30 June 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa   ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004beyond the call of duty
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za / Phindile.Duma@kzndoe.gov.za
CALL CENTRE: 0860 596 363; Fax: 033 392 1203 WEBSITE: WWW.kzneducation.gov.za

130

(Edgewood Campus)

The Principal

<u>Letter of Request to the School Principal</u>

My name is Sinenhlanhla Immaculate Mbambo, and I am a Masters student at the University of KwaZulu-Natal, Edgewood Campus, School of Education in KwaZulu-Natal, my student number is: 981207420. I am required to do a research to write up a thesis. Your school has been selected to participate in this research project. The title of my research is: **"Teachers as change agents: Primary Teachers' Perceptions and Management of bullying in a Selected School in KwaMashu".** I hereby wish to request permission to carry out my research at your school.

Objectives of the Research:

- The first is to explore the teachers' perceptions of bullying in the selected primary school in KwaMashu circuit.
- The second objective is to explore how teachers perceptions influence the way they manage school bullying in the selected school.

Significance of the Research Project

The research is significant in five ways:

1. Generating knowledge which may be useful to the teachers in order to develop their understanding and management of bullying in their schools.

2. Allow participating teachers to voice out their thoughts, experiences and feelings about bullying and their management of it.

3. Through the voices of the teachers themselves, the Department of Education may gain ways of developing and teaching in-service teachers about bullying and skills to manage bullying.

4. The teacher training institutions may also gain insights on the pre-service teacher training curriculum in terms of enhancing it for better understanding and management of bullying.

5. Furthermore this study may come up with ideas which may benefit policy makers to amend policies to be in line with the current needs on the aspects of bullying and its management.

Research Plan and Method

Firstly, there will be one on one semi-structured interviews with each of the participating teachers lasting for approximately ten minutes each. The second session will consist of two focus group discussions, which will be stimulated by a collage done by all the participants. Each focus group discussion will last for 45 minutes to an hour. I will audio and video record both the interviews and the discussions.Participants will sign informed consent regarding their voluntary participation on the study. However, participant's identities will be protected at all levels, as pseudonyms will be used for both the participants and the school. Participants will be informed about the recordings that will take place during the interviews and discussions. Participants will be informed that they are free to withdraw from the study at any point of the study. Lastly, obtained data will be only used for research purposes and will be safely kept with the university after six years it will be burnt.

School Involvement

When I receive your consent to carry out the study, I will seek informed consent from the teachers than arrange suitable and convenient time for data generating to take place at your school.

Should you require further information, please do not hesitate to contact me, my contacts are: 0732099057 or 031 5031666 email:981207420@stu.ukzn.ac.za. You may contact my supervisor: Ms Fumane Khanare at 031 260 3545.

Thanking you
Yours sincerely

Sinenhlanhla Immaculate Mbambo
Researcher,University of KwaZulu-Natal.
Student No: 981207420
(Educational psychology
Cell phones Numbers: 0732099057 or 031 503 1666
Email: 981207420@stu.ukzn.ac.za

<u>SUPERVISOR:</u>

Ms Fumane Khanare
 Tel: 031- 260 3545
 E-mail: Khanare@ukzn.ac.za

"Teachers as change agents: Primary Teachers' Perceptions and Management of bullying in a Selected School in KwaMashu".

DECLARATION

I …………………………………… (**Full names of Principal**) hereby confirm that I

understand the content of this document and the nature of the research project, and I consent

to the school**…………………………………… (Full names of the school) participating** in

the research project.

SIGNATURE OF THE PRICINPAL   DATE

…………………………………….   …………………..

School of Educational studies

College of Humanities,

University of KwaZulu-Natal,

Edgewood Campus,

Dear Participant

INFORMED CONSENT LETTER

My name is Sinenhlanhla Immaculate Mbambo, I am a Masters student at Edgewood campus of the University of KwaZulu-Natal. I am required to do a research to write up a thesis .I am interested in exploring your experiences as a teacher on learner bullying at your school. This study also aims at researching how your perceptions on bullying influence your management of bullying in your school. I would like you to be my case study because you have been exposed to bullying at this school and you have been working at this school for over five years. Consequently to generate information for my study, I would like to ask you some questions in a form of an interview and later a group discussion.

Please be advised that:

You are requested to participate in the study in which you will be scheduled for a one on one semi-structured interview and a focus group discussion which will last for approximately an hour. Participation is voluntary and you are free to withdraw from the study at any time. Even though the research gathering process will be visually and audio recorded, I promise that:

- Your confidentially will be most guaranteed as all written reports of this study will not identify the school or persons involved, as pseudonyms will be used for both the school and the participants.
- More over your confidentiality will be ensured as your inputs will not be attributed to you in person, but reported only as a population member opinion and by the use of a pseudonym.

- The information generating process and the findings will not harm you or anybody involved in the study.

- Your involvement is purely for academic purposes, and there are no financial benefits involved.

- You will participate on the study voluntarily and should you wish to withdraw from participating at any stage of the study, you will be allowed to do so without being penalized in any way.

- The only persons with access to information will be my supervisor Ms Fumane Khanare and I and data will be stored in secure storage and destroyed after 6 years.

- The focus group discussion session may last for about one and half hours and may be split depending on your preference.

My supervisor is Ms. Fumane Khanare who is located at the School of Educational studies, at Edgewood campus of the University of KwaZulu-Natal Pinetown.

Contact details: email: Khanare@ukzn.ac.za   Cell &Phone number: 0834321772 0r 031260354.

You may also contact the HSSREC Research Ethics Office:

Ms. P. Ximba (0312603587)

HSSREC Research Ethics Office,

Private bag X54001, Durban, 4000.

E-mail: XIMBAP@ukzn.ac.za

Consent from Participants (Teachers

I _____ (name of participant) have
been approached to participate in the research entitled: "**"Teachers as change agents:
Primary Teachers' Perceptions and Management of bullying in a Selected School in
KwaMashu".**

I understand that:
- The research is about teachers experiences on bullying.
- My participation in the research is voluntary.
- My participation in the research will not affect my position as a teacher or my
  relationship with other colleagues/learners at school.
- I can refuse to answer any questions asked to me
- I can withdraw from the research process at any time.
- The researcher will use information from me in a way that will assure my continued
  respect amongst other teachers and learners.
- The information obtained will be used with the strictest confidentiality.
- My identity will not be disclosed in the thesis.
- learners rights will be respected
- The research interviews will not impact on my working time.

I **agree** to participate in a study that Sinenhlanhla Immaculate Mbambo is conducting.

Name (of participant):_____
Signature: _____
Date: _____

Or

I **do not agree** to participate in this research study
Name (of participant):_____
Signature: _____
Date: _____

APPENDIX G

Task 1:

<div align="center">

INTERVIEW SCHEDULE

(One on one Interview with Teachers)

</div>

"Teachers as change agents: Primary Teachers' Perceptions and Management of bullying in a Selected School in KwaMashu". You are invited to participate in this study which explores teachers 'perceptions and management of bullying. The study investigates how teachers make sense of bullying and how their understanding of bullying effects the way that they manage bullying in the school context. Participation in the interview is voluntary and you are allowed to answer in your own terms and to request clarification on questions.

(NOTE TO INTERVIWER: The following questions will guide the interviews)

1. What do you understand about the term bullying?
2. What are the types of bullying that you know and the elements attached to bullying?
3. How would you identify bullying behavior in your school?
4. In your own understanding, what causes bullying?
5. How do you think the bullying behavior effects those involved in bullying?

"Teachers as change agents: Primary Teachers' Perceptions and Management of bullying in a Selected School in KwaMashu".

FOCUS GROUP DISCUSSION THROUGH 'COLLAGE'

You are invited to participate in this study which explores teachers 'perceptions and management of bullying. The study investigates how teachers make sense of bullying and how their understanding of bullying effects the way that they manage bullying in the school context. Participation in the discussion is voluntary and you are allowed to answer in your own terms and to request clarification on questions.

Part 1: Collage making

To stimulate the discussion the participants will be required to do a collage of how they perceive their management of bullying to be, and another one on what they believe to be the correct way of managing.

(*NOTE TO INTWERVIER: The following questions will guide the collage session):*

Through a piece of art made by sticking various different materials such as fabric, pictures, pieces of paper, drawings and phrases. Participants will make a collage depicting how they currently manage bullying and also what they think is right way of managing bullying. The participants will first be educated about what collages are, than they will be provided with the resources for making this work of art, finally each group will present their collages.

Part 2: Focus group discussion

(*NOTE TO INTERVIWER: The participants will be responding on how they are currently managing bullying and how they think is the correct way of managing bullying, while they also refer to the collage.*

1. How confident are you in your ability and your training on managing bullying?
2. How do you currently identify bulling incidents?
3. Do you respond on all reports on bullying?
4. How do you respond on reported cases of bullying?
5. How do you deter the perpetrator from bullying others learners?
6. How do you deal with continued bullying?
7. What do you do with the victim? Or do you only focus on the perpetrator?

APPENDIX: G

Respondent's profile & Biography

Socio-demographic data		
1.	What is your gender?	1. Male	2. Female
2.	How old are you?	
4.	What is your highest level of education?	
5	What are your specializations	
6.	How long have you been working in this school?	

PARTICIPANT	AGE	GENDER	TEACHING EXPERIENCE	YEARS AT PRESENT SCHOOL	HIGHEST LEVEL OF EDUCATION	TEACHING PHASE
Peacock	39	FEMALE	11	8	Teachers Diploma	PHOUNDATION
Health Freak	34	FEMALE	10	6	Bed.	INTERMIDIATE
Vintage	56	FEMALE	28	20	Teachers Diploma	PHOUNDATION
Cupid	35	FEMALE	10	6	Bed.	PHOUNDATION
Rabit	50	FEMALE	12	8	Teachers Diploma	INTERMIDIATE
Mother-Hen	31	FEMALE	7	7	Honors Degree	INTERMIDIATE
Bright-Spark	41	FEMALE	9	9	Honors Degree	PHOUNDATION
Jack of all Traits	36	FEMALE	8	6	Bed.	INTERMIDIATE
Uninterested	39	FEMALE	9	7	Bed.	PHOUNDATION
Preacher	45	FEMALE	13	10	Teachers Diploma	INTERMIDIATE

APPENDIX J

RESEARCHER	RESPONDENT (ZULU)-05/09/2015	COMMENT/ CODING
1. How long have you been teaching in this school?	*12 years ..... no 13 to be precise*	
2. What are some of the persistent challenges that you have come across in your school?.. And what are the other challenges that you see outside of the classroom as well. Do you experience anything like learner on learner bullying in the school	**I feel learners need special attention, speech therapist.* *Okay... there are things like, high number of orphans in the school. Poverty is a problem for most of our learners and most of our parents are unemployed and cannot provide for their children.* *Oh! Yes.. we have lots of bullying ..Even the Grade Rs, bully one another.*	
3. What do you understand about bullying? Aggressive in what way or what do you mean about aggressive? So..do you understand bullying to being only physical?	**Bulling is when a learner becomes aggressive towards another learner.* **I mean like...when they physically hurt, by kicking, punching, pulling and pushing the other learner.* **No... not always, sometimes, they would call each other names like " khandakhulu,mzaciayana,sdudla etc." or even use vulgar language to refer to one another.*	**Bullying as an aggressive behaviour**
Would you regard learners that intentionally socially exclude others as being bullies? By socially exclusion I am referring to instances when learners are being intentionally shunned or are not invited to games and other activities.	**What do you mean with socially exclude though?* **No, I don't think that could be called bullying because the learners also have a choice who to play with or to talk to as long as they are not being mean to the learner, I wouldn't regard that as bullying.* **The learners here but, they don't practice xenophobia and hate though; they would bully one another not because of their race.*	**Bullying as emotional behaviour**
4. How does bullying make you	**That makes me feel very bad.*	Feelings brought by

feel as a teacher?		
Bad.. in what way?	*It makes me feel bad because I am **worried** that if they continue bullying others, with time, the extent and the level of bullying may increase as the bully grows up and becoming an adult, the extent may also become stronger or **more violent**.*	**Consequences of bullying**
What do you mean the level may become intense?	**They may develop stronger ways of bullying, like they **may kill their victims** or cause them serious **bodily harm** or even drive their victims to **commit suicide*** **Even now at this age, learners may bully one another even on the way to school and they may cause other learners to be **hit by cars or even die from the car accidents***	
5.* How do you think bullying makes the victim that is bullied feel?	**The learner may **feel hurt and not good enough.***	**Short term causes of bullying**
*What do you mean by hurt and uneasy?	**I mean they may **feel bad in their hearts**, they may feel **unloved and uncared for**, hated by everyone and they may feel that, they are not the same as their peers.* **By **uneasy**, I mean they may feel that they **not good enough** like the other learners.*	
*what do you think bullying can result to from the victim's part?	**They may **lose their self-esteem**, their **communication skills may become poor**, their personalities, their academics may be **tormented**, they have to always compare themselves to their peers at all times*	
*What do you mean by personalities and academics tormented?	**Their current personalities may change for the worse; if they were bubbly individuals because of bullying they may become distant and withdrawn.*	
6. *How do you think bullying makes the learner that bullies others feel?	**They are not good performers academically; they even bully others into doing their academic work.*	
*And the act of bullying that they do to others what feeling does it gives them as individuals? (Probe- Why do you say that, and what do you think bullying can results to from the bullies' part?	**I guess they become happy because bullying allows them to get other people to do things for them. For an example, they would bully their victims into doing their **homework** or if they don't have tuck-shop **money** or **lunch** they would take their victims lunch or money. So they*	

	fell happy because of bullying.	Causes of bullying
8. What do you think are the causes of bullying in your school?	*In most cases, learners would come from **other neighbouring high schools and** bully children in this primary school.	
*How does that happen?	*The **older children** from high schools would sometimes wait for the younger children at the school gates, once they come, they would kick and punch them and they would accuse them of being rude to them or hitting their younger siblings.	
*Can you think of any other causes of bullying, in your school?	***Relocation**s are the other cause of learners being victimised	
*Who's relocation?	*The victim's family *relocation*s together with the victim child.	
*How does relocating cause bullying?	*When families move from one area to the other or when a child is moved from a school in one area to another area, sometimes because of the death of their caregiver or parent. When the learner is new at the school, **they may also appear to be different** from their other school peers, they may talk differently because even if they talk the **same language** but because of different geographically settings they may **pronounce** specific words differently and for the same reasons they are bullied	**Causes of bullying within the home sector**
	***Poverty** may also cause bullying in two ways.	
*Please explain …	*When children are poor and have **nothing to eat** or when they have **no stationery no uniform** they become frustrated and they sometimes want to hurt others and make them miserable like themselves.	
	*The other way could be that, the poor children are victimized just because they are different and may **not have the school necessities** that other learners may have .	
* Can you think of any other things that may cause bullying?	*Yes .. things like **violence in the home environment** and the c**ommunity**…..you see.. a learner may come from a society where violence is rife and they may think	

	that violence is the right way of living. **Unloving parents may also cause children to bully others..* **They may grow up without love and they may feel that hurting others is the correct method of doing things.*	
How so?..		

APPENDIX K: SAMPLE FROM FIELD - NOTES

Observation of FGD 2

22 October 2015   15:35

~~activity~~

participants constructed a collage collaborately depicting their multiple strategies adopted when dealing with bullying.

~~reflections~~

participants had alot to share. The discussion went on for longer than expected. However, when they were reporting on support from management some seemed to withold information. They may have been scared to talk about management/to reflect flaws that may exist within their school.

APPENDIX: L

CONCERNT TO TAKE PHOGRAPHS AND TO PUBLISH THEM

I Mrs N. J. Ngubane principal   of school of study, hereby give consent to I. S. Mbambo to take pictures of the school and to publish it, solely for research purposes.

Yours in Education

N. J Ngubane (School Principal)

APPENDIX M: CERTIFICATE FROM THE LANGUAGE EDITOR

Angela Bryan & Associates

6 La Vigna

Plantations

47 Shongweni Road

Hillcrest

`` ` ``

Date: 08 December 2016

To whom it may concern

This is to certify that the Masters Dissertation, Title: Teachers as Change Agents: Primary Teachers' Perceptions and Management of Bullying in a Selected School in the KwaMashu Area written by Immaculate S. Mbambo has been edited by me for language.

Please contact me should you require any further information.

Kind Regards

Angela Bryan

angelakirbybryan@gmail.com

0832983312

APPENDIX N: Turn it in Report