THE NATURE OF BULLYING AT A SEMI-RURAL SCHOOL IN

KWAZULU-NATAL: LEARNERS AND EDUCATORS PERSPECTIVES

Submitted as a dissertation component in partial fulfilment of the

requirement for

The Degree of Master of Education

ANNAMMAL NADASAN

University of KwaZulu-Natal

Faculty of Education

Durban

February 2004

Declaration of Originality

I, Annammal Nadasan, declare that the work presented in this thesis is my own, and that reference to the work by any other person has been duly acknowledged. This work has not been submitted for any degree or examination in any other university.

_____

Annammal Nadasan

Durban, February 2004.

29.04.04

ACKNOWLEDGEMENTS

Many people made the completion of this dissertation possible through the their kind and willing contribution. The people who helped me matter more than I can say here. I owe a debt to one and all of them. A special word of gratitude must be extended to the following people:

* ❖ My supervisor, Professor A. Muthukrishna for her support, time, direction and guidance.

* ❖ My husband, Pooventhran (Allen), for his support, patience and sacrifice.

* ❖ To my parents for their encouragement and support, and who have also instilled in me the value of education.

* ❖ To my children, Manitha and Yuveshan for their interest, motivation, and constant words of encouragement.

* ❖ My colleagues at Nonopha Senior Primary School for their support and willingness in participating in this study.

* ❖ To the grade 7 learners of Nonopha Senior Primary School (2003) for their corporation in completing the questionnaire.

* ❖ Last and most important, none of this would have been possible without the grace of God.

ABSTRACT

The aim of the study was to investigate the learners' and educators' perspectives of the nature and incidence of bullying in a semi-rural school in KwaZulu-Natal. In this study, a self-report questionnaire and a semi-structured interview schedule were used to elicit data on learners' and educators' perspectives of bullying in this particular context. A sample of 184 grade 7 learners (99 boys and 85 girls) and 13 educators (6 males and 7 females) were used. The grade 7 learners and educators completed self-report questionnaires. The data obtained was analysed through the use of frequencies and percentages. A qualitative understanding of this phenomenon was obtained through the semi-structured interviews conducted with the grade 7 educators (3 males and 2 females). The findings confirm that bullying is a problem at the school. It was also evident that bullying is manifested differently for both boys and girls. The study revealed that boys engage in physical form of bullying (hitting and kicking) and girls in more verbal form of bullying (name calling and spreading rumours). The playground and the toiletswere identified as the most common location fot the occurrence of bullying incidents. Although most learners reported being victims of bullying incidents in the school, very few chose to talk to educators about it. Although bullying is addressed by the educators as and when it occurs, the seriousness of the problem is overlooked. The findings suggest that until, the problem of bullying is recognized, by all stakeholders of the school community, the incidence of bullying will continue to increase. Appropriate strategies must be put into place so that the incidence of bullying is curbed to ensure a safe and secure environment in which effective teaching and learning can take place.

DEDICATION

I dedicate this study to my husband Pooventhran (Allen), and to my two adorable children Manitha and Yuveshan for their continuous motivation, support, inspiration and encouragement and without whom this would have not been accomplished.

May you be blessed with a bright future.

TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION

"Bullying has long been accepted as an inevitable fact of life, just one of

the trials of growing up. But experts agree that it is an unacceptable form

of behaviour, which can result in tragedy and scar victims for the rest of

their lives. Across the globe, parents and teachers are uniting to combat

bullying, helping both the bullies and their victims to break the cycle"

(Thamm, 1997: 54).

The very word 'bullying' conjures up bad memories for many adults, whether they were

targets of bullying incidents, used bullying behaviour themselves or even witnessed acts of

bullying towards others. Most adults would be able to vividly recall incidents that happened,

even many years ago (Cooper and Snell, 2003).

Banks (1997) states that bullying in schools is a worldwide problem, which results in negative

consequences for the entire school climate. The school is supposed to be a place where

learners should feel safe, secure and be treated with respect. The reality, however, is that a

significant numbers of learners are targeted by bullying episodes that result in long-term

academic, physical, and emotional consequences (Lumsden, 2002).

According to Rigby (2001), bullying is a problem that existed ever since children of different

sizes and shapes and with different attitudes and personalities were brought together to be

educated in one place, that is, the school. Bullying is sometimes seen as inevitable under such

conditions. It would perhaps therefore be platitudinous to say that bullying among school

children is far from being a new phenomenon. What is intriguing, however, is that only in the

last two or three decades or so has bullying become a subject of widespread scientific research

CHAPTER 2: PERSPECTIVES ON BULLYING

2.1 Introduction

The literature reviewed in this chapter is based mainly on international research as very little research has been conducted on bullying in South Africa. Issues surrounding the bully and victim as well as other issues pertaining to this phenomenon of bullying are discussed. This chapter also outlines researched strategies that could be implemented to minimize or eliminate bullying, and the theoretical/conceptual framework that underpins this study.

2.2 What is Bullying?

Internationally, there are many widely used definitions of bullying that have been formulated by various researchers on the basis of their extensive studies undertaken in the field of bullying. Although common features can be identified amongst these definitions, it is difficult to deduce a single, concise definition. Tattum and Lane (1989: 45) explain that, although it may be difficult to reach a common definition of bullying "... you know it when you come across it ".

2.2.1 Examining the concept

Olweus (1993: 9) explains that, "A student is being bullied when he or she is exposed, repeatedly and over time, to the negative actions on the part of one or more students". The negative actions mentioned in this definition are generally aggressive and may be physical, verbal and/or psychological in nature. This definition is characterized by the following:

♦ Bullying is aggressive behaviour.

♦ It is carried out over a period of time.

♦ An imbalance of power exists in bullying behaviour.

The nature and extent of bullying can vary from direct to indirect harassment. It must also be noted that bullying can happen sporadically or over a long period of time.

The different definitions of bullying share a number of common features, which characterise bullying. The parameters of bullying includes:

♦ bullying is repetitive and prolonged

♦ there exists an imbalance of power

♦ it is usually premeditated

♦ the act could be physical, verbal, social, psychological and more recently sexual in nature.

The meaning of the term 'bullying' seems to create confusion because it is generally believed that only physical bullying is a problem, and not teasing or exclusion (Field, 1999). Bullying is most often recognized only if it occurs over a period of time. However, sensitive individuals can be affected by just one incident of bullying.

2.2.2 History of bullying research

According to Morrison (2001), bullying is a worldwide phenomenon, and it is widespread and always has been. She further explains that there are numerous historical accounts that focus on this phenomenon of bullying. One such account is "Tom Brown's Schooldays" by Thomas Hughes in 1857. The history of bullying in Britain commenced with an extract from this novel. This publication focussed on the harmful effects of bullying (Morrison, 2001). According to Tattum and Lane (1989), the prefect system mentioned in this novel is seen to be the legitimizing of bullying as part of the wider system of corporal punishment. More recently, James Maloney's (1998) award winning "Buzzard Breath and Brains" tells the

contemporary tale of dominance and submission, in other words bullying (Morrison, 2001). It must be noted according to Leach (1997), that no such history of bullying exists in South Africa.

According to Tattum (1993), Peter Paul Heinemann, a Swedish doctor published the first article on bullying or 'mobbing' as he called it. Due to the success of this article, a book was published in 1972. This was as a result of him having seen a boy being chased by some school children on the playground. The boy became a victim of group violence (Tattum, 1993). Heinemann called it bullying, "mobbing' which he explained as being an uncontrolled activity conducted by a large group of individuals (Tattum, 1993).

The main body of research on bullying in schools, however, began in the early 1970's when Dan Olweus, a Norwegian researcher, began studding this area. At this time, a strong societal interest in bully/victim problem emerged in Scandinavia, where bullying was known as 'mobbing' (Bidwell, 2003). Although Olweus began his research in the early 1970's, it was only after publication of the book "Aggression in Schools-Bullies and Whipping Boys" in 1978 did modern research on bullying in English-speaking world begin (Farrington 1993, cited in Leach 1997). This book is considered a landmark as the first phenomenon of bullying.

In 1982, a Norwegian newspaper published an article in which it stated that three adolescent boys had committed suicide because of severe bullying by their peers (Olweus, 1993). Prior to this incident, Scandinavian school officials did not take serious action against bullying. This event triggered a nationwide campaign against bully/victim problems, and data was obtained from 140 000 students in 715 schools (Olweus, 1987). According to Rigby (1996) not only

was Dan Olweus among the first to recognize the evil of school bullying but, as a social scientist, he was able to examine its nature and incidence with care and precision as it occurred in both Swedish and Norwegian schools.

In the years that followed, more studies of bullying were conducted in many countries in the world: Britain, USA, Canada, Holland, Italy, Spain, Japan, Australia and also in Zimbabwe. Large scale studies were undertaken in Australia by Ken Rigby and Dr. Slee. Studies were conducted with more than 30 000 students and teachers from more than 100 schools. The bulk of this research has now been published in national and international journals (Rigby, 1996).

Professor Joan Squelch of Rand Afrikaans University headed the first comprehensive study of bullying in South Africa in 2000. This study was undertaken in Gauteng, South Africa. Behr (2000: 47) reports that "the findings suggest that a high percentage of children in South African schools are being bullied and bullying occurs at all schools, rich or poor, state and independent".

2.2.3 Theorising bullying

2.2.3.1 *Aggression and bullying*

Olweus (1978) explains that the term 'aggression' has been used by different authors to give slightly different meanings. He further explains that aggression is generally behaviour that is meant to inflict injury or discomfort to another individual. For a general background and more exact definition hr explains aggression as:

> "any act or behaviour that involves, might involve and/or to some
>
> extent can be considered as aiming the infliction of injury or
>
> discomfort; also manifestations of inner reactions such as feeling

9

or thoughts that can be considered to have such an aim are

regarded as aggression responses" (Olweus, 1978: 17).

Although definitions of bullying differ semantically, the concept that is common in these definitions is that "bullying is a subtype of aggression" (Smith and Sharp, 1994). According to Anderson and Bushmen (2002), human aggression is a behaviour that is directed towards another individual with an intent to cause harm, the perpetrator must understand that the behaviour will harm the target, and that the target is motivated to avoid the behaviour. Dodge (1991) distinguished between reactive aggression and proactive aggression. The former occurring in the context of a negatively charged, high conflict relationship, and the latter being cohesive observed in dominance of power. Bullying is a type of proactive aggression (Boulton and Smith, 1994).

According to Calvillo (2003), social and developmental psychologists have tried to discover the underlying mechanism that resulted in the increased levels of aggression in children today compared to children of the past. Many theories have emerged in the past few decades to explain aggression in children. Lesko (1997) pointed out that theories can be classified into three categories: innate theory of aggression, driven reduction theory of aggression, and social learning theory of aggression. He further explains it as follows:

Innate Theories of Aggression: explains that the aggressive behaviour to which some individuals are predisposed to, are natural and unavoidable.
Drive-reduction Theories of Aggression: suggests that aggression is a drive that is elicited by external stimuli.

Social Learning Theory of Aggression: stresses that aggression is learned behaviour.

According to Farrington (1993), the Social Learning Theory is a mainstream school of psychological thought which states that violent behaviour is brought about through learning. Supported by an enormous body of research data. Social Learning advocates explain that children learn to be violent chiefly through initiation of violent role models. This theory dispels the notion that humans are innately aggressive and that frustration automatically leads to aggression (Ma, Stewin and Mah, 2001). Albert Bandura (1973) argues that aggression is learned from observing aggression models and/or expecting payoffs following aggression. He further states that children who are exposed to aggressive behaviour react more aggressively when instigated by an aggression arousal. Payoffs may be in the form of elite stopping aggression by others, getting praise or status by being aggressive, getting self-reinforcement and private praise, and reducing tension (Bandura, 1973).

Calvillo (2003) explains that the treatment of aggression, from a social learning approach would be to provide models of desire, prosocial behaviour, while reinforcing these models. It is certain that the child would not learn undesired behaviour if the aggressive models were excluded from the child's environment. If one subscribes to the social learning theory of behaviour, we as a society should be concerned with the context of television, media and other means from which children learn inappropriate behaviour from models (Calvillo, 2003).

2.2.3.2 *The issue of power*

Power, as defined by the Oxford Dictionary (1989), "is the ability to do or affect something or anything to act upon a person." The concept of power is concerned with one individual's interest being exercised at the expense of another.

Twemlow and Sacco (2003) explain that power struggles are at the root of violent conflicts beginning from kindergarten, running throughout the educational lifecycle and extending into the field of work. They explain further that the conscious and unconscious use of power by a person or group to dominate another, is what is termed 'power struggles'. Twemlow, Sacco and Williams (1996, cited in Twemlow and Sacco, 2003) explain that power struggles between children found within the school community, affects the degree to which a child feels safe and happy, looks forward to attending school, and progresses academically.

Besag (1989) explains that there are two kinds of power: socialized power and personalized power. In socialized power, there is a need for positive influence in the group. In personalized power, it is a 'I win you loose" situation. Personalized power is more applicable in the content of bullying.

Field (1999) explains that the issue of power is a central concept in the literature on bullying since bullying is "an abuse of power", and the whole intention of this power is to attack or demean another. Bullies have a strong desire to dominate others and the major characteristic of a bully is domination (Ma, et al, 2001). Dominating male and female bullies, bully others who are weaker and less powerful.

Sudermann, Jaffe and Schieck (1996) explain that a power influence is the heart of bullying dynamic. The child who is bullied is usually weaker, more timid and tends not to retaliate or act in an assertive manner against the bully, who usually is stronger, more aggressive, bolder and more confident. Most bullies want to feel powerful over others.

The major mechanism of bullying is control and power. Batsche and Knoff (1994:

12

169) state that "bullying is about control". Therefore, one of the main reasons identified for a group wanting to bully others, is the desire for power and control, usually strengthened by different social stereotypes about bullying, including negative reinforcement of the media (Ma, et al, 2001).

According to Twemlow and Sacco (2003) in bullying, the bully, victim and the bystander form a dangerous triangle. In order to shame, to humiliate and to dominate the victim, the bully repeatedly uses force. This force can either be physical or non-physical. As a result of this, the victim is the target for the bully's force and can become depressed, hopeless and enraged at the mockery. The audience for the bully-victim drama, is the bystander. These are dialectically determined roles, not people, and can switch around often very rapidly. The bystanders get a vicarious thrill by watching the bully become the unrecognized part of the problem and also the humiliation of the victim and make the bully feel more powerful. This is achieved through the bystander, who provides the audience the bully needs in order to applaud his or her power over the powerless (Twemlow and Sacco, 2003). The intensity of power dynamics and the degree of humiliation, shame and range becomes much greater as groups of children adopt the bully-victim-bystander roles. This happens as children get older (Twemlow and Sacco, 2003).

Clifford (2001, cited in Twemlow and Sacco, 2003) explains that bullies acquire power over their victim in many ways: physical size, by knowing the status within the peer group, by knocking the victim's weakness or by recruiting support from other children as in group bullying. A major feature of social relations within the school is to acquire and maintain status and being 'tough' is thought to command respect (Tattum and Tattum, 1993). Bullies generally want to feel 'cool' before their peers. As children get older the power dynamics

13

become greater. The rage, shame and degree of humiliation become greater as groups of children adopt the bully victim bystander roles.

Morrison (2001) explains that if a power balance is perceived to be relatively equal, bullying is not in play. The bullying battleground is not a level playing field. Bullying involves the assertion of power through aggression and domination since it is a conflict in which aggression is used to demonstrate power. However, power and aggression are not synonymous. Marano (1995) points out that children should not learn lessons about aggression and violence when they are in power and that aggression is the wrong way to use power. There are ways in which people can become leaders without being aggressive. Rigby (1995) informs that the ill- treatment of the victim is possible since bullying always involves a power imbalance. Field (1999: 95) states "People who are assertive, use their power, people who are aggressive abuse their power, and people who are passive lose their power".

2.2.4 Characteristics of bullies and victims

Krige, Pettipher, Squelch and Swart (2000) explain that the typical characteristics of both bullies and victims have emerged through research, and it is therefore possible to identify and recognize them. Olweus (1993) cited in Randall (1996) identifies the following characteristics of bullies:

- they are aggressive towards their peers and parents and teachers
- they have a positive attitude towards violence and the use more violent means than others
- they are dominating and also act impulsively
- and they have little empathy for their victims.

14

Rigby (1995) reports that studies have indicated that bullies often come from families where parents choose to use more physical means of discipline. This may also be compled with parents who are hostile and rejecting, and also overly permissive. Krige, et al, (2000) further add that bullies are often bigger and physically stronger than their victims, and that bullies are also manipulative and intimidating. They tend to defend their actions by saying that they were provoked in some way by the victims. Banks (1997) explains that children who engage in bullying behaviours seem to derive satisfaction from inflicting injury and suffering onto others and need to feel powerful and in control.

Victims of bullying on the other hand are people who are described as being more anxious and insecure more than other students in general (Olweus, 1993). He further explains that victims are often cautious, quiet and sensitive. They also suffer from low self-esteem. Victims generally look at themselves as being a failure (Olweus, 1993). Victims of bullying also rarely defend themselves or retaliate when confronted by a bully (Banks, 1997).

According to Coy (2001) two types of bullies have been identified in the literature on bullying; aggressive bullies and passive bullies. A bully who is fearless, coercive, confident, tough, belligerent and impulsive is said to be an aggressive bully. An individual who has a low tolerance for frustration coupled with a stronger inclination towards violence than that of children generally, depicts this type of behaviour (Coy, 2001).

On the other hand, passive bullies are also known as anxious bullies. These bullies are usually associated with aggressive bullies, and hence, take the less aggressive role since they rarely provoke other or take the initiative in bullying incidents (Coy, 2001). As in groups, the aggressive bully will instigate the bullying situation while the passive bully will support

his/her behaviour and/or begins to participate actively when the bullying begins. Passive bullies on other hand tend to align themselves with the more powerful, popular bully (Coy, 2001).

According to Batsche and Knoff (1994), victims have been identified as being either passive or provocative victims. Passive victims are those who are anxious and do not seem to do anything to bring about attacks. Provocative victims on the other hand are generally restless, anxious, hot tempered, and the ones who will retaliate when attacked (Batsche and Knoff, 1994).

2.3 Bullying in Schools

Bullying happens in all schools and bullying amongst school children is not something new. The aim of this section discusses the nature of bullying, violence of bullying in schools and factors that influence bullying and consequences of bullying.

2.3.1 The nature of bullying

Rigby (1996) indicates that bullying is a serious and incidious form of violence that plagues schools. In one form or the other, bullying is something that most children encounter. All forms of bullying are abusive, and these forms of behaviour present opportunities to teach children how to get along, how to be considerate to people, and how to be part of a group or community.

Bullying takes several forms and Banks (1997) explains that bullying consists of a wide range of cohesive behaviour, and it can be classified into physical, verbal or psychological bullying.

Batsche and Knoff (1994) explain that bullying can also include sexual harassment, where one or more students harass a student or students over a period of time.

2.3.1.1 *Physical bullying:* This is bullying that includes behaviours such as hitting, kicking, punching, spitting or even taking someone's belonging. According to Krige, et al (2000), culpable homicide (unlawful death of another) as assaults are examples of physical bullying, which are considered as criminal acts. Physical bullying is frequently not only perceived as the most common form of bullying, but is recognized as the only form of bullying. The bully is usually rewarded by the victim's reaction to this form of bullying, therefore reinforcing the perceptions that this type of behaviour is acceptable (Tattum and Tattum, 1993).

2.3.1.2 *Verbal bullying:* According to Besag (1989), verbal bullying includes behaviour such as name calling, taunting and humiliating. For many individuals verbal abuse is the worst form of bullying (Krige, et al, 2000). They further indicate that name-calling and teasing is a common form of verbal bullying and this can be just as harmful and distressing, as physical bullying. If verbal bullying increases in intensity, it can escalate into physical bullying (Krige, et al, 2000).

2.3.1.3 *Psychological bullying:* This includes behavior such as spreading rumours, extortion, gossiping, shunning and also social exclusion (Smith and Sharp, 1994). This type of bullying is harmful and has a negative impact on the victim (Krige, et al, 2000). In a worse case scenario, it is when a child is deliberately excluded from an activity until the teacher notices and allocates him/her to a group. The self-esteem, confidence and dignity of that child becomes low (Krige, et al, 2000).

2.3.1.4 *Sexual harassment*: It can be verbal, physical or psychological abuse, and it affects males and females (Krige, et al, 2000). It is further expressed that sexual harassment humiliates, degrades, and demeans an individual. This experience is a painful one.

2.3.1.5 *Racial bullying*: Krige, et al (2000) explain that in some schools racist bullying has been a worrying factor at school. It has been found that racially motivated behaviour in the wider community spills into. Racial incidents in schools have been on the increase in South Africa, ever since school became racially integrated (Krige, et al, 2000). Gillbom (1993) explain that an individual, together with his or her family, religion, culture and home community is denigrated by acts of racial bullying.

Rigby (1996) distinguished between two kinds of bullying: malign and non-malign bullying. Malign bullying is bullying behaviour in which the action is deliberate, and it also seeks to hurt someone. Non-malign bullying is bullying that is instigated without malice. Although it is just distressful and hurting, it does not matter to the victim.

He further explains that malign bullying consists of seven elements:
- Initial desire to hurt.
- The desire is expressed in action.
- Someone is hurt in the process.
- Action is caused by a more powerful person or persons against a less powerful person or persons.
- Action is caused without justification.
- Action is typically repeated.
- There is evidence of satisfaction.

2.3.2 Incidence of bullying in schools

Furniss (2000) indicates that school bullying is a prevalent problem in many societies across the world. An investigation into incidence of the problem in specific contexts is fundamental to the research on bullying.

The groundbreaking research on bullying in Scandinavia had led many other researchers to conduct studies on the prevalence rates of bullying in different contexts. Of particular importance, is the self-reporting studies, pioneered by Dan Olweus, in which pupils were asked to compete a questionnaire indicating whether they have experienced different types of bullying behaviour over a defined period of time. In the survey of 80 000 primary and secondary pupils, ten percent of the pupils had indicated that they had been bullied within a period of two months in Norway. A further seven percent had reported having bullied others at the school over the same period (Olweus, 1987).

The figures from Australian studies indicated that bullying is relatively high (Rigby, 1999). In extensive studies conducted with more than 38 000 school children, it was found that one in every sixth child had been bullied by another child or group on a weekly basis, and at least fifty percent of the children had experience of being bullied at school (Rigby, 1996). The most common form of bullying in both boys and girls was verbal bullying. Physical bullying was experienced least and for the girls, the occurrence of being excluded on purpose was high on the list (Morrison, 2001). From this report, it was found that bullying continues for a long period of time and that bullies experience a great satisfaction and gain admiration for achieving dominance over others (Rigby, 1999).

19

Borg (1999) indicated that a study conducted by O' Moore and Hillery (1989) in Dublin, UK, found that 54,9 percent of 783 children between the ages of 7 and 13 had reported to have been bullied occasionally (once or twice or sometimes). Eight percent of the children reported to have been frequently bullied (once a week or more often). Similarly, Boulton and Underwood (1992) conducted a survey with 296 English children (8 and 9 years old and 11 and 12 years old), where it was found that twenty eight percent of the children were bullied once or twice, and that 20,6 percent were bullied more often. Both studies by O' Moore and Hillery (1989) and Boulton and Underwood (1992) indicate that boys were involved more often than girls as victims and as perpetrators in bullying incidents.

A large scale Scandinavian survey on about 11 000 learners was conducted by Olweus and his colleagues in Norway in 2001 using the same questionnaire that was used in 1983, which revealed disturbing trends (Olweus, 2003). It was found that the percentage of victimized learners had increased by approximately 50 percent since 1983. The percentage of learners who were involved as bullies or bully-victim in serious bullying incidents had increased by 65 percent. These increases showed that bullying is a serious problem affecting many learners in Scandinavian schools.

According to Leach (1997), bullying in South Africa has received scant attention even though it is a form of child abuse. However, in other countries it is well researched and documented. Incidents of harm against learners are regularly reported in the media but to date little /no research has been conducted on school bullying in South Africa as a whole. Douglas (2002) argues that the problem of school bullying in South Africa could possibly be worse than many other countries of the world since statistics for bullying in South Africa is unavailable.

Behr (2000) reports a study conducted by Squelch in a Gauteng school. It was found that 45,5 percent of 608 learners experienced bullying at least once a year. Eighty four percent of the learners had indicated that they had seen someone being bullied in that year and half of them indicated that they did witness incidents of bullying at least two or more times that year. Almost a quarter of them have indicated that they had bullied other children. Douglas (2002) indicated that the majority of South African schools do not have the resources to deal with bullying as they have other major priorities to take care of, like providing basic education.

Leach (1997) conducted a study in two ex-model C schools in Pietermaritzburg, KwaZulu-Natal. In her study, it was found that 63 percent of the learners indicated that they experienced being bullied, and another 10 percent indicated that they were bullied more often (once or more per week). What was also evident from this study was that 55 percent of the learners experienced name-calling, and 37 percent experienced rumours being told about them (Leach, 1997).

In another study conducted with 100 learners by Done (2002) in a primary school in Durban, KwaZulu-Natal, it was found that 41 percent of learners had experienced being bullied in that year, 34 percent of learners were called hurtful names by the same sex, and 29 percent of the learners experienced being bullied (teased) once or twice a week.

By looking at the statistics presented on few of the many studies, it is evident that bullying is a serious, widespread problem.

2.3.3 Factors influencing bullying behaviour

It is important to remember that no child is predestined to be a bully nor is any child predestined to be a victim. There are many reasons why children become bullies or victims in bullying episodes.

2.3.3.1 *Individual Traits*

Fried and Fried (1996) indicate that the way in which a child experiences bullying would depend on his or her personality. Bullies are typically antisocial, defiant and aggressive. Their quick temper and impulsiveness in relation to responses are linked to bullying behaviour, whilst victim behaviour is related to withdrawal and a lack of assertiveness (Leach, 1997). Fried and Fried (1996) argue that bullies often seek attention and lack empathy for their victim and intend displaying their confidence, when in reality they are unsure of themselves. Some children are able to cope with bullying and stop it, but there are others who are vulnerable to this behaviour.

Bullies are usually children who are unsuccessful and also experience learning problems at school. Fried and Fried (1996) explain that children who have an Attention Deficit Hyperactive Disorder (ADHD) display aggressive and disruptive behaviours which labels them as 'bullies'. These children are also teased about their problem, and are thus vulnerable and become victims of bullying episodes (Krige, et al, 2000). There are also bullies who are intelligent, successful and popular with their peers, and they use this popularity to control others (Krige, et al, 2000).

2.3.3.2 *Family*

Smith (1991) indicates that there is a close association between bullying and dysfunctional home behaviour. Bullies usually come from homes where high levels of discord and violence prevail, discipline is inconsistent or very little discipline exists, lack of supervision and little interest is shown in children's lives. Children display this negative behaviour to which they were exposed. These children also lack respect, tolerance and empathy for others owing to their upbringing (Krige, et al, 2000). Olweus (1993) identified four factors of importance with respect to bullying and child rearing:

- ♦ In the child's early years of development, there is a lack of warmth and emotional involvement from the primary caretaker.

- ♦ Parental figures display permissive attitudes towards their child's aggressive behaviour.

- ♦ Child rearing is done by the use of power assertion.

- ♦ Temperament of a child, that is, a child becomes aggressive due to him or her being active and strong-willed.

2.3.3.3 *School Environment*

Bullying behaviour is encouraged by the school, by the school environment when incidents of bullying are either ignored or overlooked (Fried and Fried, 1996). They explain that children are sometime forced to perform acts such as initiation, which is considered to be degrading and this also contributes to bullying behaviour. Rigby (1995) explains that a lack of adult supervision on the playground encourages bullying. Recognizing and dealing with problems of bullying for example, by means of policies, is more likely to reduce incidence of bullying (Fried and Fried, 1996).

2.3.3.4 *Community*

Children who are reared in a community where violence is rife and/or where children witness and are exposed to aggressive behaviors, tend to settle their difference by using violence and aggression. Bullying behaviours are likely to develop in these children, and they are carried into the school (Fried and Fried, 1996). According to Smith (1991: 246), important factors that determine bullying within the community are determined by the, "level of socioeconomic stress on families, the amount of violence shown on mass media, and the level of violence, racial and sexual harassment in society generally".

2.3.3.5 *Culture*

Fried and Fried (1996) cited in Krige, et al (2000) say that a child's behaviour and attitude towards others are influenced by cultural attitudes that are indifferent to violence, sexism and racism. People may believe that the only way in which conflict can be solved is by using violence.

2.3.4 Consequences of bullying

Bullying has been in schools for a long time and is a complex problem. While there are children who are unaffected by this phenomenon, there are others who are less resistant (Fried and Fried, 1996). Bullying has devastating effects on the victim as well as the bully. According to Berne (1996), the most devastating consequence of bullying is suicide. Children who are bullied are affected emotionally, physically, socially and educationally. The adverse effects of bullying behaviour is not universally accepted since some people regard bullying as being trivial, either because its effects are short term and shrugged off, or because bullying affects a few individuals (Rigby, 1996).

Besag (1989) points out that physical and psychological distress are suffered by children who are victimized by bullies. Bullied children feel anxious and this anxiety may in turn produce various physical and emotional ailments, to name a few: loss of appetite, headaches and backaches, nail biting, stomach ailment, feeling depressed, suicidal, fearful, anxious, or even feeling frustrated and hopeless.

Banks (1997) reported that being bullied impacts negatively on a child's academic work at school since the victim experiences difficulty in concentrating on his/her schoolwork. Bullying is a contributory factor to stress. Smith (1994) explains that children cannot learn well under stress and children tend to find it difficult to concentrate when solving problems.

The relationship between bullying and crime prevails, and bullying is increasingly seen as an active precursor to more serious aggressive behaviour (Farrington, 1993). A study was carried out by Eron and his associates in 1987 in USA where it was found that young bullies have one in four chance of having a criminal record by the time they turn 30 years of age (Tattum, 1993). He further reports that other bullies have a one in twenty chance of becoming a criminal in adulthood.

Normal social relationships cannot be established by children who cannot protect themselves against attacks as they become too scared to socialise (Field, 1999). They also tend to mistrust others and hang around with other children, like them, who possess poor social skills. These children are at risk of carrying this behaviour into adulthood and passing it on to their children (Field, 1999). Anti-social adults find difficulty in forming relationships (Berne, 1996). He further explains that careers are affected and bullies tend to use aggressive behaviour to solve conflicts. It has been reported by researchers Fried and Fried (1996), that abusing spouses and

punishing children with harsher physical discipline is a result of perpetrators having been bullied when they were children. Relationships are likely to deteriorate and eventually society as a whole suffers from this bullying (Farrington, 1993).

Berne (1996) points out that more and more cases of suicide that are caused by persistent bullying are being documented throughout the world, especially amongst teenagers. Rigby (1996) reports that an eight-year-old Australian girl had complained of being harassed repeatedly by a group of girls and she attempted suicide following this incident.

2.4 Myths about Bullying

There are numerous commonly held myths, misinterpretations and misunderstanding about bullying that need to be dispelled. According to Cooper and Snell (2003), bullying is thought of being simply a child's problem because it is so closely linked to childhood. However, adults have a major role to play in either ignoring or working closely to prevent the problem. One of the reasons for the progress in dealing with bullying being held back is because of the myriad of myths and misconceptions that surround it. Some of the commonly held myths are:

2.4.1 Boys will be boys

This is a popular perception, which implies that bullying is physical aggression that is committed by boys only, and that it is natural for boys to act 'tough'. Bullying however, is not limited to physical aggression or boys, Girls also engage in bullying behaviour as much as boys do (Crick and Gropetner, 1995).

2.4.2 Only a small number of children are affected

Almost every child in school is affected by bullying in some way or the other. A school that portrays a culture of fear, affects more than just the victim. Although bullies and victims are directly involved in bullying there are many witnesses to these incidents who are affected (Cooper and Snell, 2003).

2.4.3 Students are just tattling

This is a misconception held by some adults. They discuss reports of bullying by learners as tattling. According to Cooper and Snell (2003), students believe that adults do not take reports of bullying seriously. The need for reporting must be understood by both adults and students. Adults need to be more attentive and respond positively when incidents of bullying are reported.

2.4.4 Bullying is just a part of growing up

The message implicated here is that bullying is normal. Children who cannot cope with bullying are abnormal. Bullying strengthens a child's character is another commonly held myth. To say to children that they should suffer bullying and that bullying is normal is totally unacceptable. Elliott (1997) points out that some victims remain victims for a long time and may also become bullies and perpetuate the problem.

2.4.5 If bullying is ignored it will eventually stop

This common myth, is probably the reason for high incidence of bullying within the schools. School authorities continually overlook bullying, while incidence escalates. Very often people believe that when a person is caught bullying, it's the bullied person who asked for it. Banks (2002) points that he or she may have provoked the perpetrator or made them look weak and

27

defenseless. It must noted, however, that, bullying is not about just being ignored, it is about victimization.

2.4.6 Character building

Children do not have to be tormented to have their character built. If bullying is seen as a way of strengthening a child's character, then it has to be dispelled and character-destructive might be more apt description (Elliott, 1997).

2.4.7 Don't tell or you're a "pimp"

This happens to be a very destructive myth, since bullying thrives in a climate of fear and secrecy (Elliott, 1997). Bullying becomes worse for some children (victim) if incidents of bullying are reported. The bully believes that there are no consequences for his/her behaviour and the bullying is more or less condoned. The reason being that the situation was badly handled. If bullying episodes are not reported, the bully's hand is strengthened and he/she feels that this behaviour can continue. According to Elliott (1997) the "greatest shield for the bully is anonymity".

These are some of the myths of bullying that have helped to contribute to prevalence and severity of the problem. Adults fail to take active steps in addressing the problem of bullying because of these myths.

2.5 Gender Differences

A relatively consistent finding in the bullying literature is that boys and girls experience different kinds of bullying. Girls are more likely to experience indirect forms of bullying,

such as social rejection and exclusion, whilst boys are more likely to experience more direct form, such as physical attacks (Olweus, 1993; Whitney and Smith, 1993).

According to Field (1999), the patterns of behaviour are different as this is a result of the different nature of boys' and girls' peer groups. At any age, boys are more likely to report being bullied and perpetrating violent acts on others than girls (Sudermann, et al, 1996). Olweus (1993) reports from a study conducted in Scandinavia with students in grades five to seven, that 60 percent of the girls were bullied by boys only, and about 15 and 20 percent of them bullied by both boys and girls. Boys were found to be the perpetrators of direct bullying, such as physical and verbal attacks. From this study he also concluded that girls used indirect, subtle, social means to harass other girls. These included exclusion, manipulation of friendship relationships and spreading rumours.

Leckie (2003) explains that most of the earlier research concentrated on male to male or male to female bullying. Bullying and gender harassment however, are not the sole domain for male: male or male: female encounters. There are single-sex schools where there are no boys present to be either the perpetrator or victim, any bullying that occurs here is female: female bullying. This is also evident in co-educational schools but because girls do not engage in more physical bullying, bullying is overlooked (Leckie, 2003). Bullying become unidentified because female bullying is difficult to detect (Smith and Sharp, 1994; Rigby, 1998).

Rigby (1998) in terms of reaction to being bullied found that , girls usually show sadness and stay away from school whereas boys report being angry or deny that it does not bother them.

The reason why both boys and girls are similar that is, they exercise power over others.

2.6 Perspectives on Strategies to Combat Bullying

Despite the preventative measures that schools take in respect of bullying, instances of bullying will always exist, and therefore a systematic approach is needed in dealing with the problem. Banks (2002) explains that although it may be possible for teachers and parents to deal with individual cases of bullying as they occur, it is unlikely to have an impact on the incidence of bullying in schools. Olweus (1993) points out that most bullying occurs within the parameters of the school, and it is therefore imperative that school plays a positive role in reducing and eliminating bullying. Krige, et al (2000), explain that the bullying is best dealt with by means of a whole-school approach as it cannot be dealt with on an adhoc basis, and only when bullying incidents occur.

2.6.1 A Whole-school approach

Tattum (1993: 63) explains that the whole-school approach is based on the belief that "a safe and secure learning environment is created when all pupils, not only in their own classroom but also as they move about the school". This approach requires co-operation and co-ordination to occur at many levels throughout the school, including teaching and non-teaching staff, support staff, parents, ancillary staff and students (Rigby, 1993).

Tattum (1993) identifies the following components in the whole-school approach:
- a policy statement which elicits a clear unacceptance of bullying
- a multi-level approach, whereby all stakeholders of the school are involved
- short, medium and long term strategies must be developed
- discussion that unravels the concept and tackles its complexities.

The whole purpose of developing a whole-school anti-bullying policy is to create a safe and secure environment that is conductive to teaching and learning. Krige, et al (2000) point out that this approach also identifies rules and procedures, which are clearly defined to deal with bullying on a regular, consistent, and ongoing basis.

Smith and Sharp (1994) report on the Sheffield Project in which it was found that interventions reduced the incidents of bullying by 50%. In 1990 twenty-four Sheffield schools were provided with the opportunity for intervention. This project was repeated in late 1992. The results reflected a greater reduction of bullying incidence at primary school rather than the secondary schools. However, after intervention, more students reported incidents to teachers.

2.6.2 Tackling bullying through the curriculum

Smith and Sharp (1994) point out that bullying is unlikely to flourish in a context where the curriculum is rooted in co-operative values. Links with the curriculum can strongly influence the anti-bullying policy. They explain further that context relating to the problems of abuse of power can be included in subjects and skills underlying the practice of pro-social behaviour may be usefully developed. According to Rigby (1996) cited in Porter (2000), drama, role-playing, videos and general discourses about bullying would expose children to the content and emotional aspects of bullying and being bullied. It also reveals how bullying affects both the individuals and groups (Tattum and Herbert, 1993).

2.6.3 Empowering children to take a positive action against bullying

Children are to be provided with skills to be assertive, to support one another, and to deal with conflict situations appropriately. Children who behave assertively use their power to create a

'win-win' situation where no one is the loser (Field, 1999). Ultimately it means that the school helps learners to help themselves in bullying situations. Smith and Sharp (1994) point out that training must be provided for both teachers and learners by qualified and experienced persons who will provide support and supervision for affected learners on an ongoing basis.

2.6.4 Increase supervision

Porter (2000) explains that most bullying occur on the playground as compared to other areas of the school. This is due to low level of supervision prevalent on the playground. Adult supervision becomes paramount. Olweus (1993) states that adult presence is an important deterrent to bullying. Organising playground activities (children's games) would give children something pro-social to do. This would help avoid anti-social play (Boulton, 1994).

The intervention programmes implemented in Norway recorded significant reduction in the incidence of bullying in the schools. This may not be as easy in other contexts.
School communities can design a policy and programme to deal with bullying according to their own circumstances. Bullying is best dealt with by means of a whole-school approach that is ongoing, long-term, proactive and preventative.

In the next chapter of this study, the research design and methodology will be discussed.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlines the aim of the study, the design and the methodology. This study was undertaken to examine the educators and learners perspectives of the nature and incidence of bullying in a semi-rural school .The primary source of data were the completed questionnaires by both, 184 grade 7 learners and 13 educators, as well as the data obtained from the interviews conducted with grade 7 educators only.

The study adopted both the quantitative and qualitative methodologies of research in order to determine the nature and incidence of bullying in this particular context. "Quantitative research methodology is appropriate where quantitative measure of variables of interest are possible, where hypotheses can be formulated and tested, inferences drawn from samples to population" (Liebscher, 1998: 669). The most commonly used method of studying bullying is quantitative. This takes the shortest possible time in providing an indication of the prevalence and nature of bullying within a context (O'Moore, 2001). The researcher used structured questionnaires in order to obtain a quantitative response.

The qualitative research methodology is defined as "an inquiry process of understanding based on distinct methodical tradition of inquiry that explore a social or human problem" (Creswell, 1998: 15). In qualitative methodology, the researcher accepts the study as it is an attempts to understand the situation without imposing his/her preconceived ideas on the study. Semi-structured interviews were conducted with the educators in order to elicit a qualitative response. This provided a more in-depth understanding of bullying in this particular context. The qualitative nature that is inherent in the semi-structured interview captured the reasoning that underpinned the questionnaire responses.

3.2 Context of Study

The research site for this study was primary school in St. Wendolins, near Pinetown, Kwa-Zulu Natal, South Africa. It is the only senior primary school in the area, which caters for learners from grades 5 to 7, and has a learner population of 507. The school accommodates Black African learners, and with the exception of the researcher, all educators' are Black African.

This site was chosen as the I am a member of staff, and being able to gain access was not a problem. Permission to conduct this study was granted to the researcher by the Principal and the School Governing Body. It was envisaged that the results obtained from this research would elicit information critical to the school's discipline policy.

3.3 Research Aims

The aim of the study was to examine the nature and incidence of bullying in this particular context. The key aims were:

♦ to ascertain the nature and incidence of bullying amongst the grade 7 the learners.

♦ to examine how learners are effected by this phenomenon

♦ to explore educators' experience of bullying at this school

♦ to determine gender differences in bullying behaviour.

The researcher used the anonymous self-report questionnaire, and an interview schedule to achieve the objective of this study.

3.4 Research Instruments

In order to assess the nature and incidence of school bullying, many methods could be used. Each method of assessment has its advantages and disadvantages. Most studies carried out on bullying, made use of the questionnaire developed by Olweus in the 1980's. It was used in the Norwegian Nationwide Campaign against bullying, and it was translated into many languages and used in countries, such as Norway, Holland, Germany, Spain, Japan and Sweden (Leach, 1997).

For the purpose of this study the following instruments were used: a structured questionnaire and semi-structured interviews.

3.4.1 Questionnaire

The two questionnaires (refer to Appendix 1 and 3) used were based on those developed by Olweus (1993) and other researchers for example Rigby (1996), Whitney and Smith (1993) and O' Moore and Hillery (1989). The questionnaires were designed after having analysed the data from studies conducted by Smith and Sharp (1994). The reason being that it would enable the researcher to obtain the salient information on school bullying.

The questionnaire method was chosen to obtain the data required as it was also an instrument that was broadly used in large-scale studies in many countries. A questionnaire refers to "a self-report instrument where the respondent writes his or her answer in response to the printed questions on the document". The questionnaire was also used since it is a widely and most instrument for collating survey information, provide structure, often numerical in data, being able to be administered without the presence of a researcher and often being comparatively

straight forward to analyse (Wilson and Mc Lean, 1994 cited in Cohen, Manion and Morrison, 2000).

The learner questionnaire was designed to cover the following: whether the learner was bullied, where did the bullying occur, gender differences and the frequency of bullying. The educator questionnaire was designed to cover similar information as the learners' questionnaire, in addition, it examined how educators deal with the problem in school. The final version of the learner questionnaire was translated into the learners' first language, Isizulu (Appendix 2). The intention being that the learners would be able to understand what is required and respond with confidence. The questionnaire for educators was in English (Appendix 3).

Gender was a factor included in the learner questionnaire. The reason being that one of my objectives was to compare the incidence of bullying amongst boys and girls.

The questionnaire was piloted with ten randomly selected learners from grade six. Since all educators would be completing the final questionnaire, the questionnaire for the pilot study was conducted with four student educators who spent a period of six weeks at the school for practice teaching. The pilot study was conducted so that the researcher could ascertain whether the learners and educators understood the instructions and the questionnaire itself, and also possible ambiguities could be rectified

The sample consisted of 13 (6 males and 7 females) educators and 184 learners (99 boys and 85 girls). All learners and educators completed the questionnaires. Both the learners and

educators were very enthusiastic about the study, and did not refuse to participate in completing the questionnaire.

3.4.1.1 *Research process for questionnaires*

The researcher did not request parental consent to complete this questionnaire as the parent members, who are on the School Governing Body, were at a meeting at which my request was discussed. The School Governing Body granted me permission to undertake the study. The School Governing Body and the School Management Team also granted me permission for learners to complete the questionnaire during the English lessons. I was assisted by an Isizulu educator during the process.

At a staff meeting educators were briefed on the aims and objective of the study. Educators were very enthusiastic about the study and echoed that such a study was necessary, as it would assist in addressing bullying at the school. They also indicated that they were "curious' about the results. Educators completed the educator questionnaire (refer to Appendix 3) in a staff development session, which was held after school hours.

3.4.2 Interview schedule

According to Welman and Kruger (1999), an interview is a purposeful conversation usually between two people (but sometimes involving more), that is directed by one in order to get information. This further explains that interviews allow the researcher clarity on issues that are unclear and also get a better understanding of the context. The main aim of the educator interview was to identify the educators' understanding of bullying and whether it is a problem in this particular context, and also explore measures used in coping with bullying situations.

The semi-structured interview schedule was used to provide the researcher with information and to clarify ambiguity, if any, in the questionnaire. According to Wellman and Kruger (1999), a semi-structured interview allows the interviewer to use probes with a view of clearing up vague responses or to ask for elaboration of incomplete answers. The researcher was able to repeat and re-direct questions that were not understood so that the necessary data could be established without difficulty.

A total of 5 educators (3males and 2 females) participated in the interviews. These educators teach the grade 7 learners only.

3.4.2.1 *Research process for interviews*

Interviews were conducted in my office, as there were no other rooms available. The interviewees were comfortable in the office and were relaxed during the interview. All interviews were conducted after school so that it did not infringe on teaching time. The duration for each interview was approximately 30 minutes and only one interview was conducted per day. The interviewees requested that the interview not be tape-recorded as they felt intimidated by this. Their request was adhered to. Since the interview was not taped recorded, the researcher took down notes as the interview was in progress. A full transcript was written after each interview. Interviews were conducted after the educators had completed the questionnaire. This was done so as to further gauge the educators understanding of what constitutes bullying.

3.5 Ethical Considerations

Prior to the completion of both the learners' and educators' questionnaires, a briefing session was held. The following issues were considered:

- Learners were assured that the questionnaires were anonymous and confidential.

- Learners were made aware that there were no 'right' or 'wrong' answers.

- Clarity was provided on the issues of bullying so that all learners would have had a common understanding of this phenomenon.

- Learners were given unlimited time to complete the questionnaire.

- Participation was totally voluntary.

- Researcher and interpreter were available at all times during the completion of the learner's questionnaire to clear any misunderstandings they had experienced in the questionnaire.

- Confidentiality of the interview was assured.

- No names or references to participants would be made in the report.

During the learners briefing session, learners became more aware of bullying behaviour and were able to relate their experiences. Learners were also encouraged to talk to someone about their experiences.

CHAPTER 4: DATA ANALYSIS AND DISCUSSION OF STUDY FINDINGS

4.1. Introduction

The aim of the study was to examine the learners' and educators' perspectives into the nature and incidence of bullying in a semi-rural school in KwaZulu-Natal. To achieve the aims of this study the data collected from the questionnaires and interviews will be analysed and discussed in this chapter. The results of the findings will be discussed in the context of the relevant literature and findings of researchers, both locally and internationally. In order to gain a quantitative understanding of both the learner and educators questionnaires, data will be presented in a descriptive form, using frequencies and percentages. The percentages will be rounded-off and where necessary, graphic representation will be given. Descriptive statistics are divided into learner and educator results.

Results for the educator interviews, will be presented narratively, so as gain a qualitative understanding of the educators' perspectives into bullying in this particular context and also to identify strategies in order to cope with and combat bullying in the school.

4.2. Findings and Discussions on Learners' Perspectives of Bullying at the School

A total of 184 learners grade 7 learners (99 boys (54%) and 85 girls (46%)) had completed the questionnaire. The results and discussion follows the order of the questionnaire. A copy of questionnaire, English and Isizulu can be found in Appendix 1 and 2 respectively. The aim of the questionnaire was to examine the learners understanding of bullying, the extent to which it exists in the school, and also to look at gender differences in bullying behaviour.

Bar graphs are used to depict learners' responses.

Table 1 (Question 1) Learners' indication whether they are happy at school.

Table 1

□ Boys ■ Girls □ Combine

1 = Yes   2 = No   3 = Sometimes
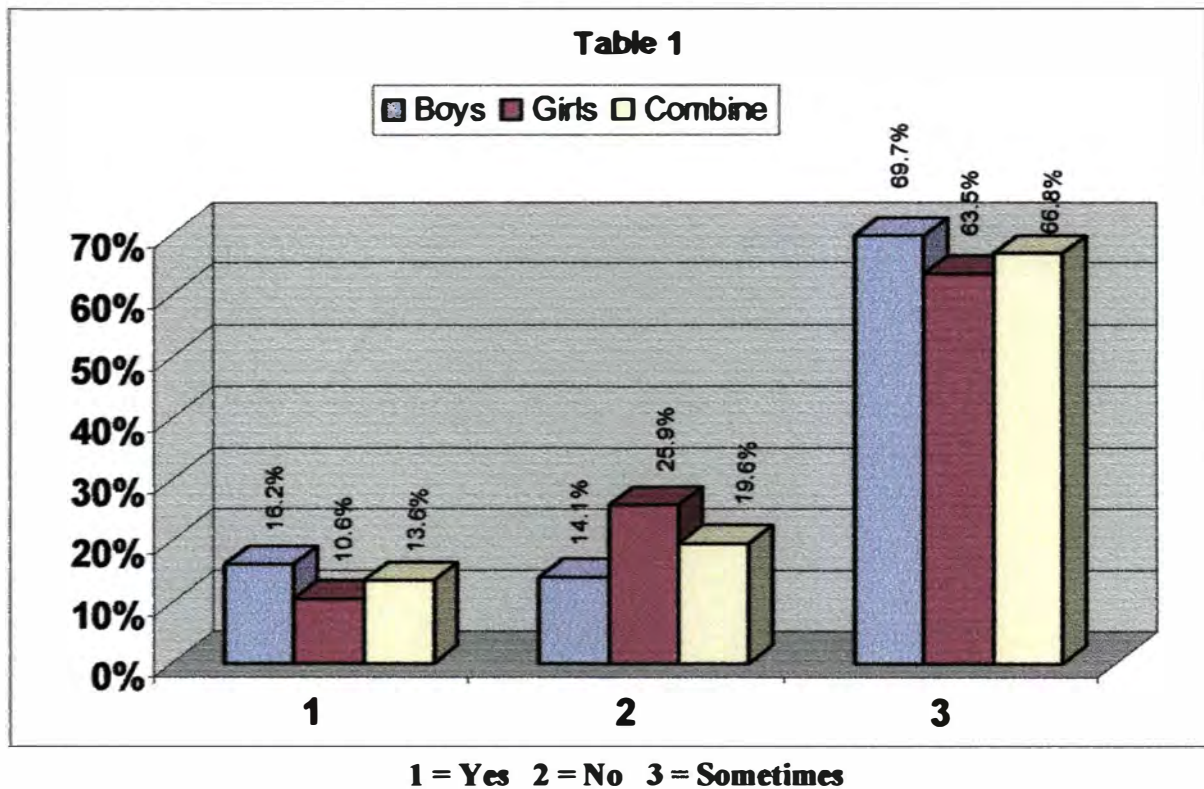
Only 14% of the respondents (25) had indicated that they are happy at school whilst 20% indicated 'no' and 67% indicated 'sometimes'. This reveals that there is a problem at the school, which needs to be addressed. Bullying can make learners feel lonely, unhappy and frightened (Batsche and Knoff, 1994). Many children suffer years of unhappiness as a result of their experiences in bullying situations.

41

Table 2 (Question 2) Number of learners who experienced bullying.


Table 2

| □ Boys | ■ Girls | □ Combine |

1 = Yes 2 = No
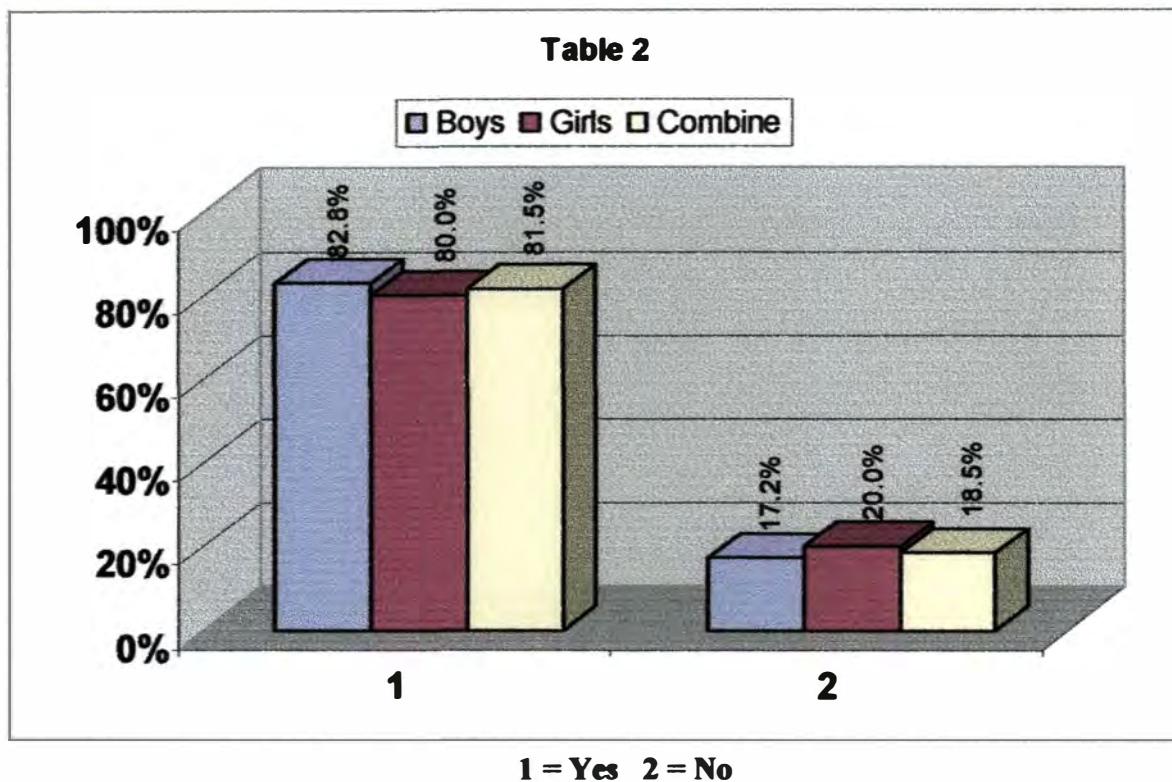
82% of the grade 7 learners reported having been bullied at school (question 2). It is therefore indicative that bullying in schools is a common problem. Olweus (2003) reports that bullying amongst children is an old and well-known phenomenon. The size of the school, racial/gender composition or the school setting (rural, suburban, urban) do not seem to be a distinguishing factor in predicting the occurrence of bullying (Banks, 2002).
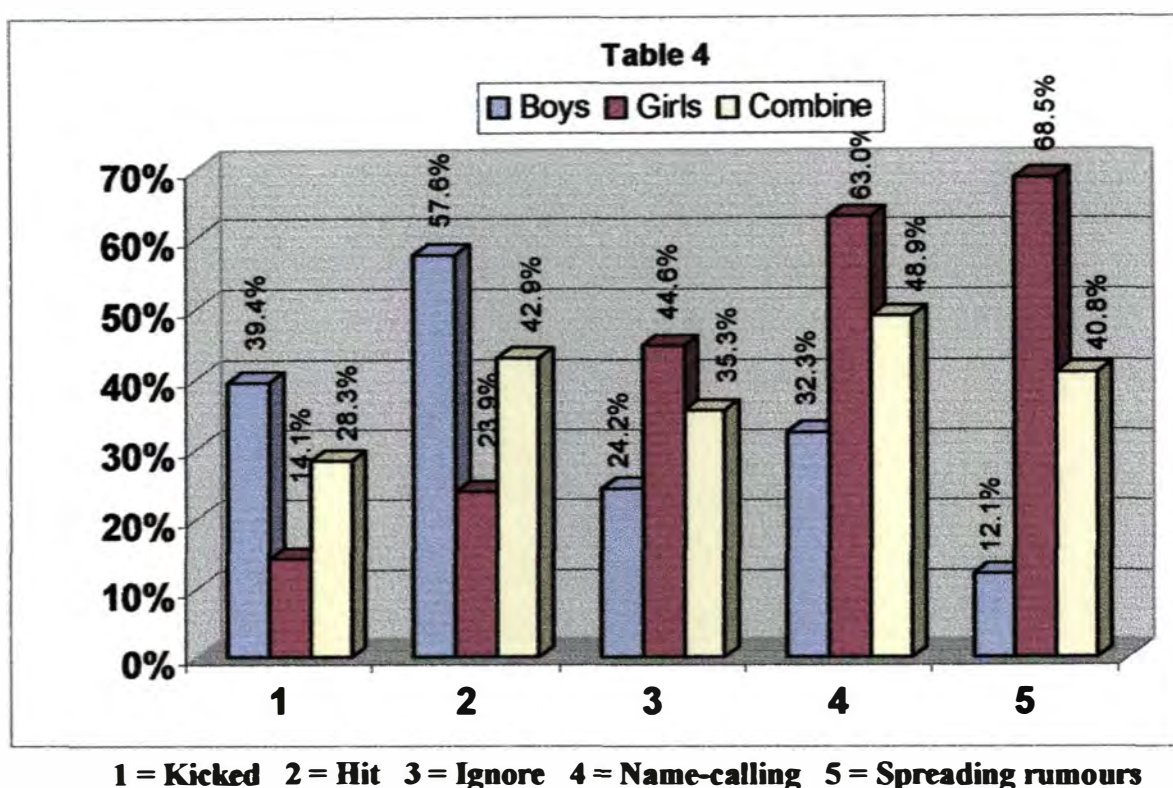
Table 3 (Question 3) Number of times learners experienced bullying in 2003.

Table 3

□ Boys ■ Girls □ Combine

1 = Once   2 = More than once   3 = Often (4+)
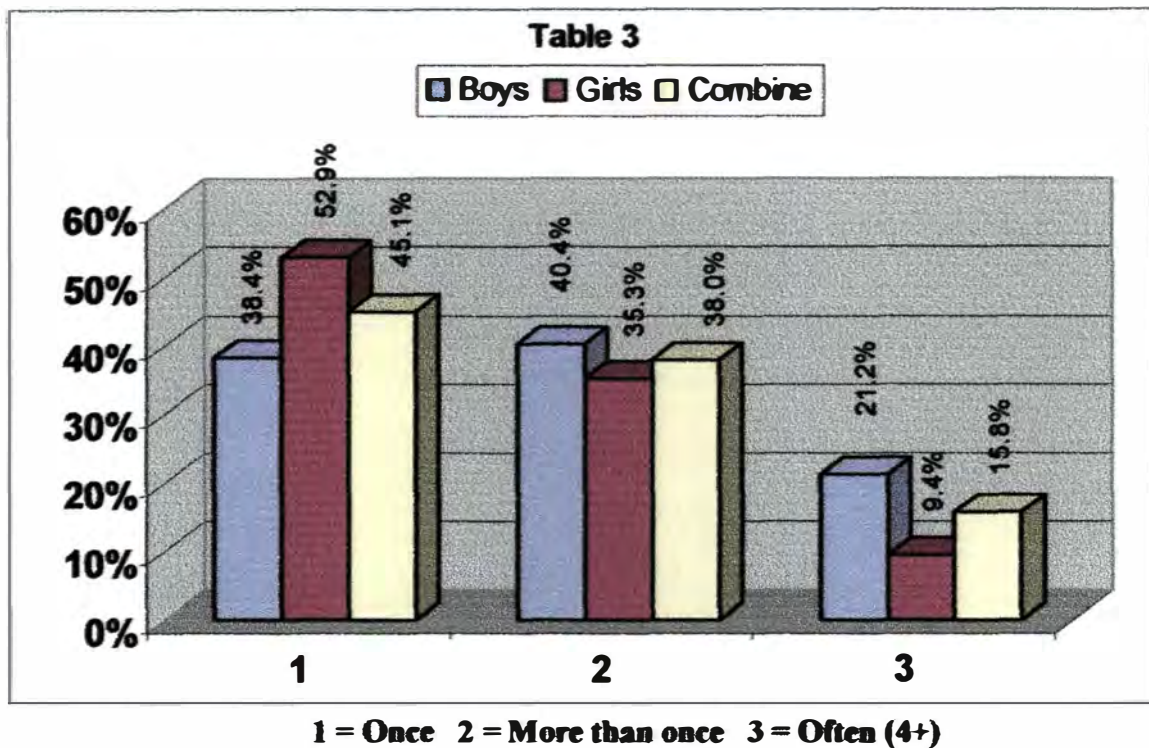
From the data obtained, only 1% (2 learners) reported not having been bullied at school since January 2003. This clearly indicates that bullying is highly prevalent within the school. Examining the data across gender, it emerged that 61% of the boys had experienced bullying (more than once - 40% and often (4+) - 21%). 35% of the girls experienced bullying more than once and 9% of them had experienced it often (4+). A total of 182 learners (99%) did experience some kind of bullying 2003. In a study conducted by Done (2002) with 100 learners in a primary school in Durban, KwaZulu-Natal, it was found that 41% of the learners had experienced incidents of bullying that year. These results also indicate that bullying is a problem in school.

43

Table 4 (Question 4) Forms of bullying experienced by learners.

Table 4

□ Boys ■ Girls □ Combine

1 = Kicked   2 = Hit   3 = Ignore   4 = Name-calling   5 = Spreading rumours

The most common type of bullying reported by learners was name-calling (49%) followed by hitting (43%). In relation to gender, the more prevalent type of bullying amongst boys were physical or direct bullying (hitting and kicking), whilst girls engaged in more verbal/indirect bullying (name-calling and spreading rumours). It is evident that both boys and girls engage in bullying behaviours. According to Rivers and Smith (1994), bullying tends to be manifested in the different ways for boys and girls. They further explain that boys are involved in bullying that is physical in nature as compared to bullying amongst girls, which is more verbal (indirect) in nature. In a study conducted by Leach (1997) with 259 learners from two schools in Pietermaritzburg, KwaZulu-Natal, it was found that name-calling (55%) was the most common form of bullying experienced by learners by having stories told about them (37%).

44

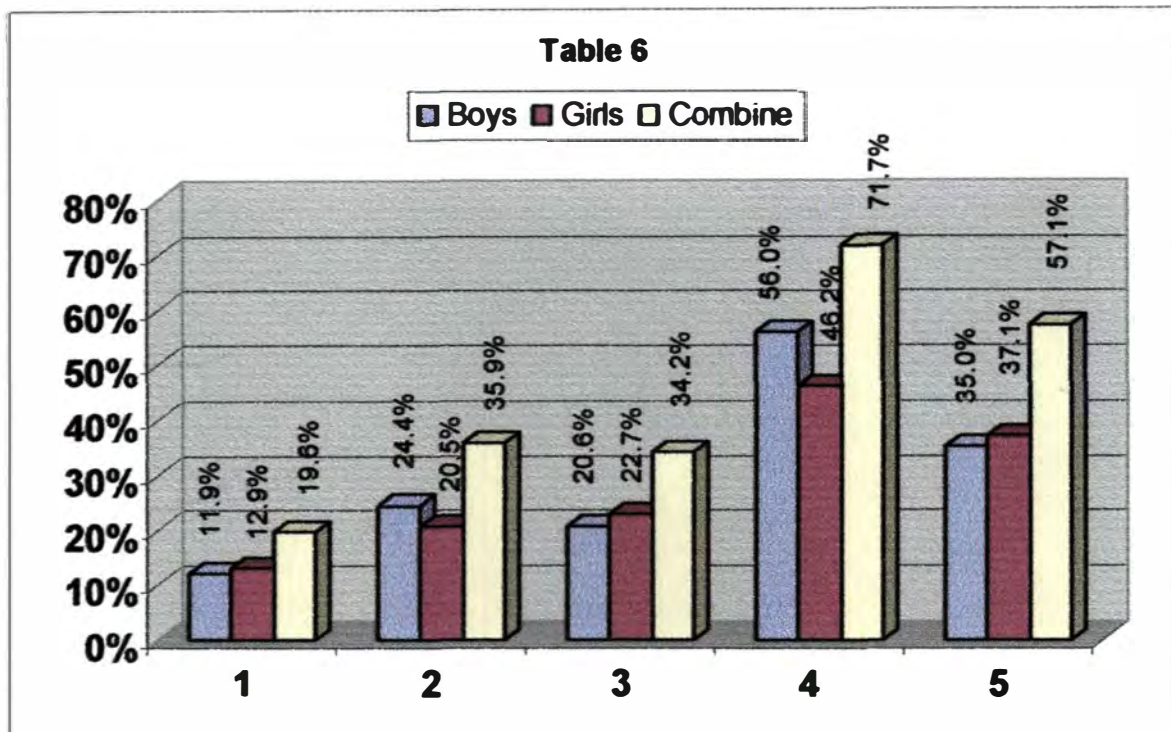Table 5 (Question 5) Location of where bullying takes place.

Table 5

Legend: ☐ Boys ■ Girls ☐ Combine

Location	Boys	Girls	Combine
1	18.9%	43.0%	48.9%
2	28.4%	39.3%	54.9%
3	33.1%	19.9%	44.6%
4	27.8%	28.7%	42.9%
5	15.4%	20.0%	28.8%
6	12.1%	10.4%	19.0%
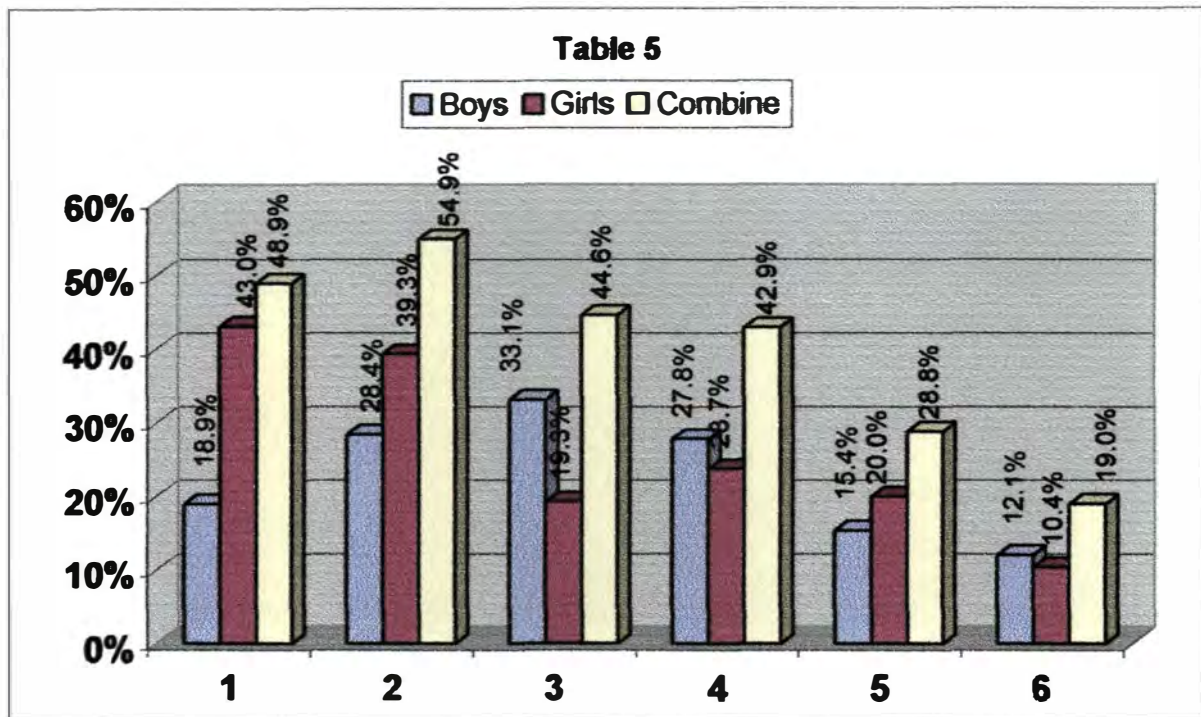
1 = Classroom   2 = Playground   3 = Verandah   4 = Toilets   5 = On way to school
6 = On the way home

One of the important issues in the study of bullying is the place where it occurs and in this study,

the playground was reported by most learners (55%) as being the most common place for

occurrence of bullying activities. Whitney and Smith (1993) report from their studies that 75% of

bullying experienced by children occurs on the playground and that bullies tend to intimidate

victims often in contexts where adults supervision is rarely present. Although Smith and Sharp

(1994) indicated that the playground is the most common location where bullying takes place, it

must also be realized that "in the bustle of a large playground, it becomes extremely hard to

distinguish behaviour causing distress from general rough and tumble" (Elliott, 1992: 37).

45

49% of the learners had also reported the classroom as being another commonplace for learners bullying other learners. One would expect the classroom to be place where learners are occupied with active work and that it is 'bully-free' zone. However, Rigby (1997) indicates that bullying can be subtle and that children are constantly reminded about the hurtful teasing and innuendos that takes place in the class rather than the physical abuse. Bullying tends to take place when the teacher is not in the classroom but this does not mean that bullying does not take place in the teacher's presence since bullying can be unobtrusive and it is for that reason the teacher is unaware of the occurrence of the bullying taking (Rigby, 1997).

Table 6 (Question 6) The time when learners were bullied.

Table 6

Boys ■ Girls □ Combine

| | | 11.9% | 12.9% | 19.6% | 24.4% | 20.5% | 35.9% | 20.6% | 22.7% | 34.2% | 56.0% | 46.2% | 71.7% | 35.0% | 37.1% | 57.1% |

80%
70%
60%
50%
40%
30%
20%
10%
0%

1   2   3   4   5

1 = Before school   2 = After school   3 = During Lessons   4 = During Breaks

5 = During activities

Most learners had reported that they became victims of bullying incidents during breaks (72%) and during activities (57%). This result indicates that little/no adult supervision takes place. Although the law does not expect a teacher to provide constant supervision, teachers have a duty of care towards the learners at school (Krige, et al, 2000). Teachers are expected to provide reasonable supervision when learners are engaged in official school duties. Extra care should be taken to supervise learners during breaks when most learners coverage together at one time. The presence of educators would deter bullies from bullying.

47

Table 7 (Question 7) Emotions experienced by learners after having been bullied.

Table 7

1 = Sad   2 = Lonely   3 = Afraid   4 = Angry
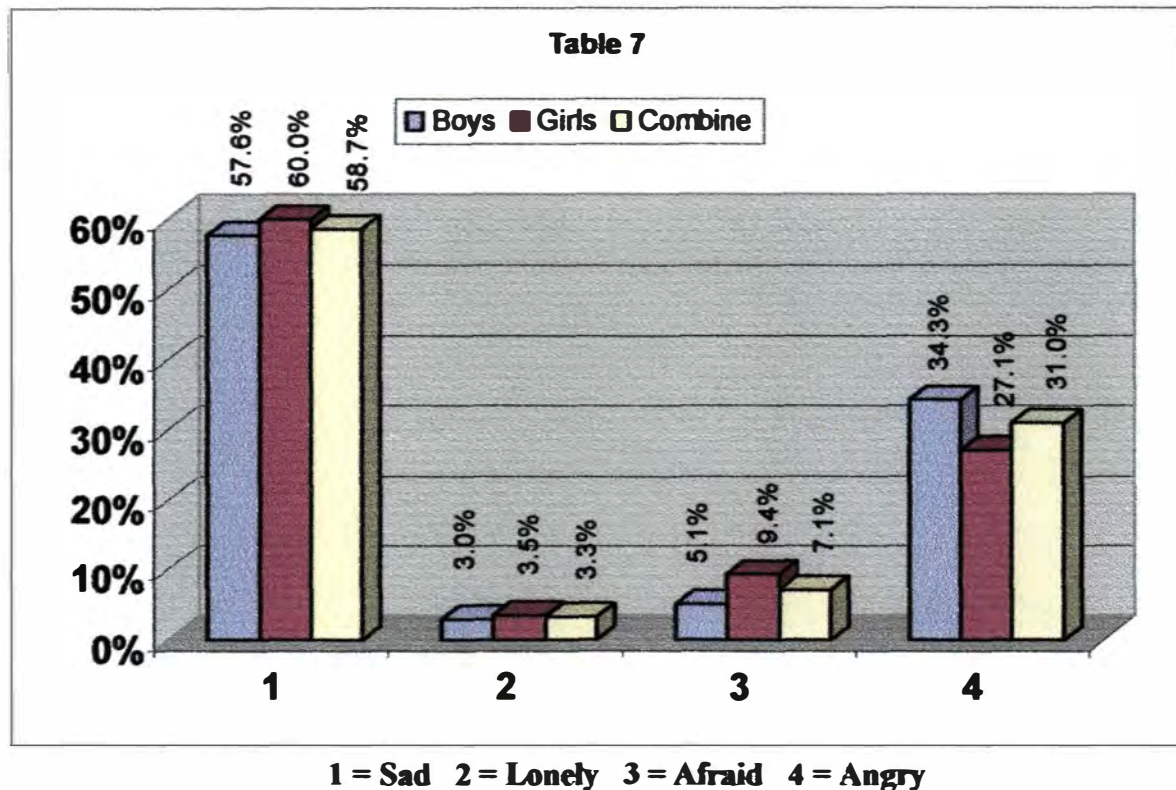
From the data obtained, 59% of the learners expressed having a feeling of sadness when bullied whilst 31% of the learners had indicated a feeling of anger. According to Rigby (2003), from a study conducted with 25 273 children in Australia in 1997, some 32% of them had indicated that bullying made them angry and 37% indicated that they felt sad as a result of being bullied. Although the results of the present study is not the same as Rigby's results, the dominant emotions experienced by victims of bullying experience, are the same.

Table 8 (Question 8) Gender of bullies.

Table 8

☐ Boys ■ Girls ☐ Combine

1 = Boys   2 = Girls   3 = Boys and Girls
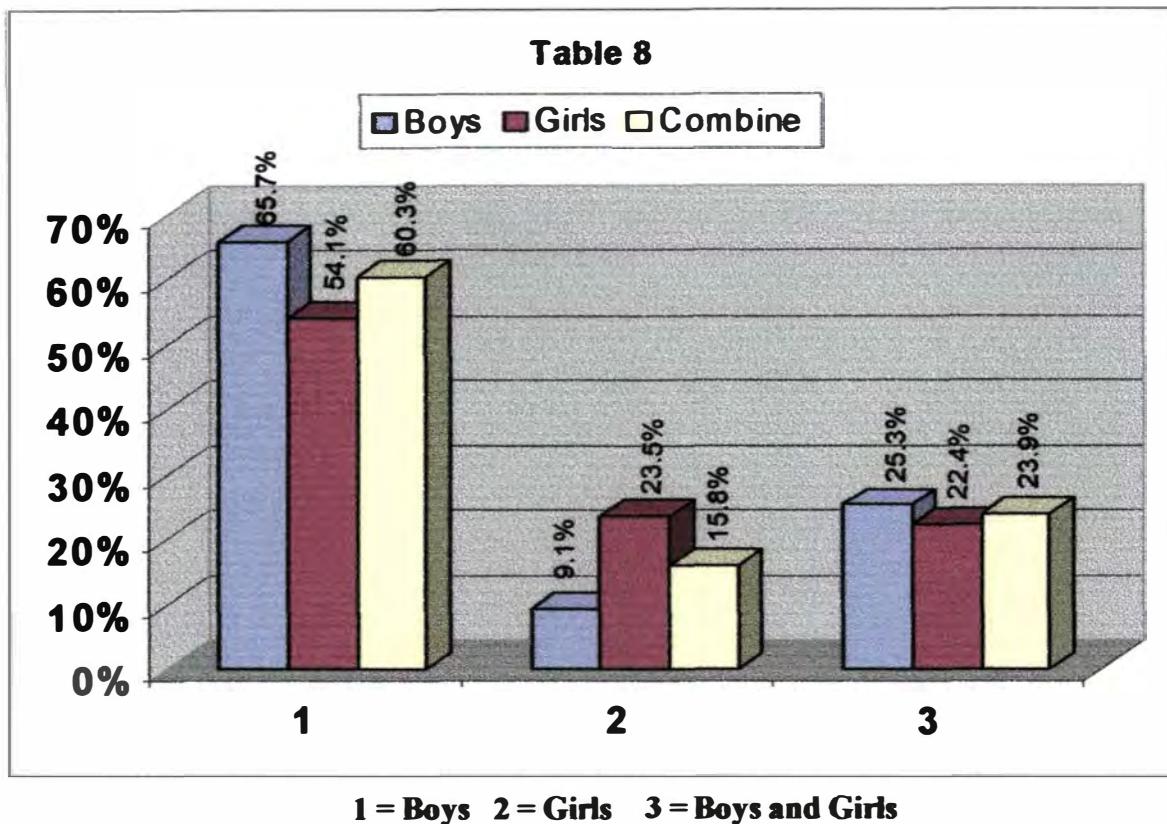
From the data obtained, it emerges that the majority of learners (60%) had indicated that boys

were the main perpetrators of bullying incidents and that 16% of the girls were the perpetrators of

bullying incidents. A further 24% had indicated that both boys and girls were the perpetrators.

Looking at the data across gender, it was found that 66% boys and 54% of the girls identified

boys as bullies as compared to 9% of the boys and 24% of the girls that girls were the bullies.

The result from this study is similar to other studies in other countries where it was found that

more boys than girls are bullied. Olweus (2003) and his colleagues conducted a large-scale

survey of approximately 11 000 students in Scandinavia in 2001, using the same questionnaire

used in 1980's survey. It was found that bullies alone bullied 50% of the girls and that a higher

49

percentage of boys are also victims of bullying. Whitney and Smith (1993) report that generally

girls are bullied by both boys and girls, whereas boys are generally bullied by boys.

Table 9 (Question 9) Impact of bullying incident.
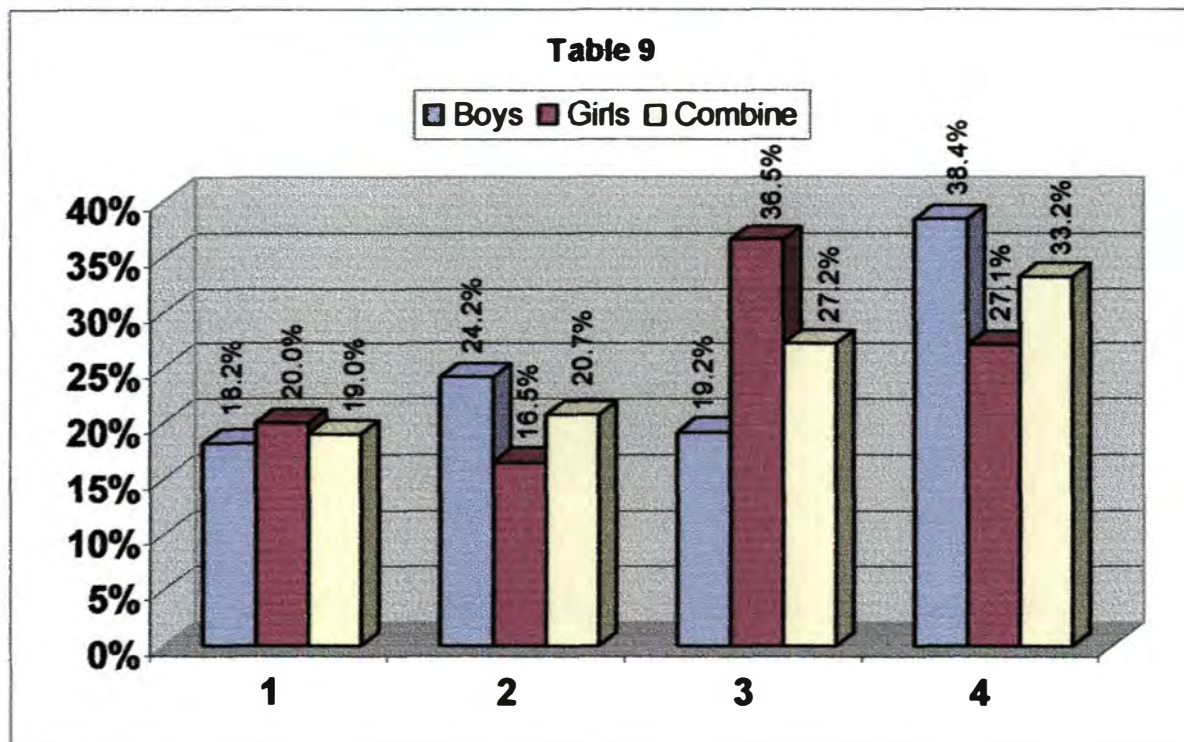
1 = Cannot sleep at night   2 = Feel sick   3 = Cannot eat properly

4 = Do not like to go to school/classroom

33% of the learners reported having been affected by bullying to an extent that they did not like to go to school or to the class followed by 27% of learners who reported they could not eat properly due to being affected negatively by being bullied. Rigby (2003) explains from his observation on studies conducted in Australia, that victimized students are likely to report more absenteeism from school than other children. He further explains that absenteeism has been on the increase due to the severity of victimization. Results based on a large-scale survey of Australian students in 1997, indicated that some 19% boys and 25% of girls who were bullied frequently, had stayed at home because of bullying (Rigby, 2003).

Table 10 (Question 10) Who would victims complain to after being bullied.

Table 10

□ Boys ■ Girls □ Combine

1 = Mother   2 = Father   3 = Teacher   4 = No-one
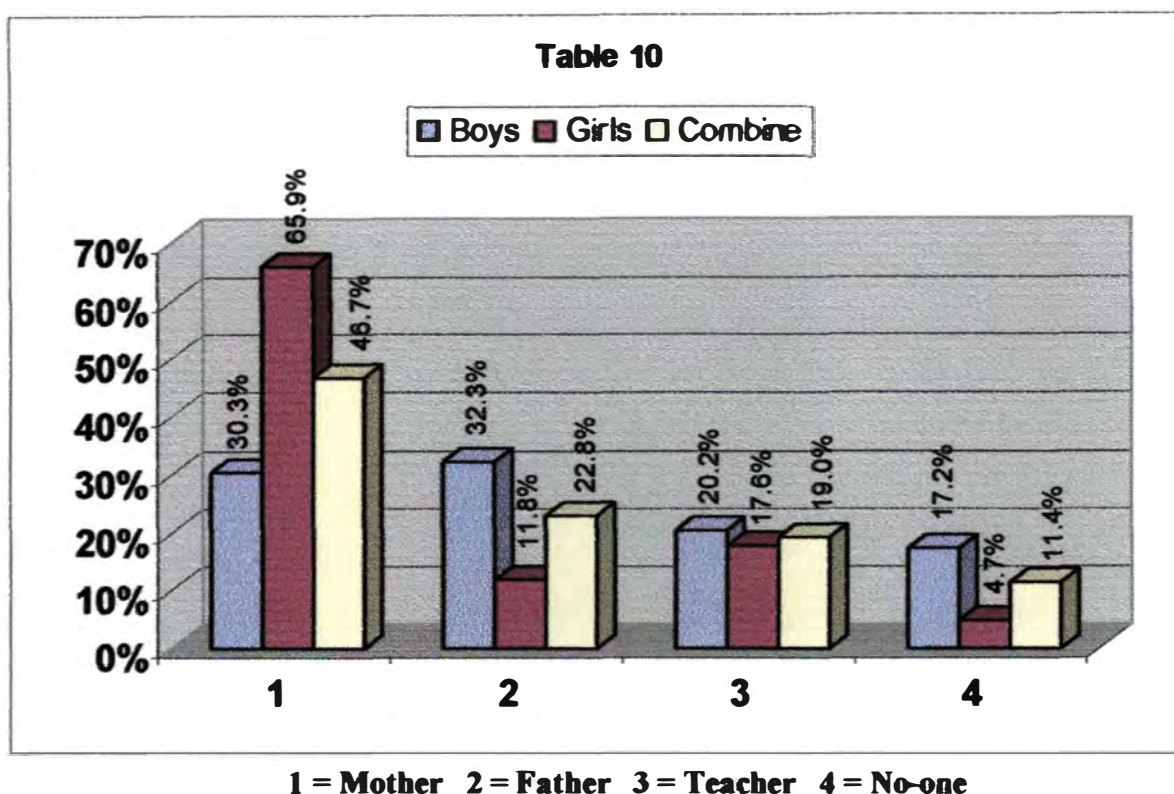
47% of the learners who were victims of bullying chose to tell their parent (mother) as compared

to only 19% of the learners who will tell the teacher. In a study conducted by Andrew Mellor

(1990) in ten Scottish schools in 1989, of the children who were bullied 47% told their parents

and 31% told the teachers. Another study conducted by Leach (1977) in two schools in

Pietermaritzburg, KwaZulu Natal revealed that the majority of learners (53%) had never told a

teacher about it and 46% reported it to someone at home. Olweus (1993) reports that victims are

usually afraid to report incidents because they experience shame, retaliation and escalation of

bullying. Victims also do not or wait a long time before reporting as they feel that adults cannot

or will not protect them in places where bullying is prominent such as the playground, corridors

of school or on their way, to and from school (Sudermann, et al, 1996).

52

Table 11 (Question 11) Reporting incidents of friends who were bullied.

Table 11

□ Boys ■ Girls □ Combine

(Bar chart values)
- 1: Boys 22.2%, Girls 23.5%, Combine 22.8%
- 2: Boys 15.2%, Girls 3.5%, Combine 9.8%
- 3: Boys 44.4%, Girls 51.8%, Combine 47.8%
- 4: Boys 18.2%, Girls 21.2%, Combine 19.6%

1 = Mother   2 = Father   3 = Teacher   4 = No-one
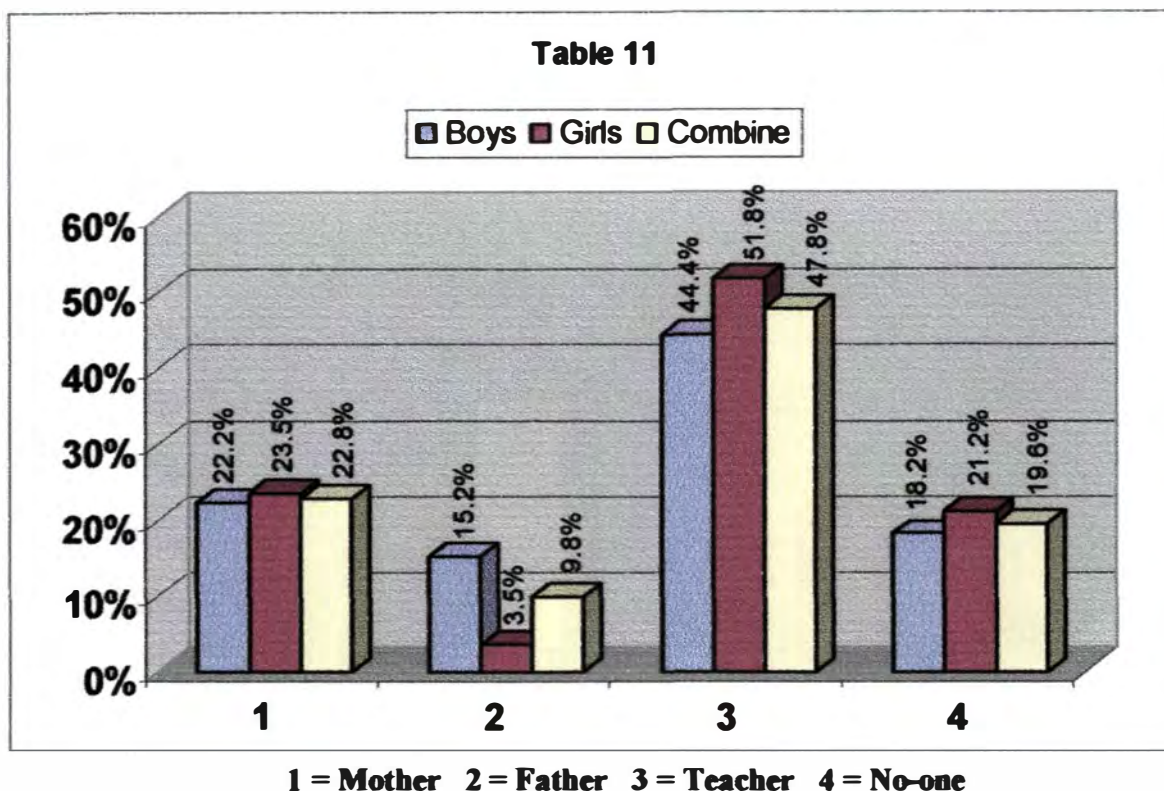
48% of the learners expressed that they would report to their teachers if their friends experienced

bullying followed by 33% who would report it to a parent, mother or father. Comparing the

percentages victims and bystanders who kept silent about bullying incidents were 10% and 22%

respectively. 20% of the learners preferred to remain silent when their friends were bullied. This

could be as a result of fear of intimidation by the bully or other bystanders. According to

Twemlow and Sacco (2003) many parents teach their children "not to get involved", or to "stay

out of it", or "to mind your own business". The bystander may also identify with the victim and

become afraid of the bully or support the bully so that they also do not become the victim

(Twemlow and Sacco, 2003).

Table 12 (Question 12) Learners as perpetrators of bullying.

Table 12

Boys ■ Girls □ Combine

1 = Yes   2 = No
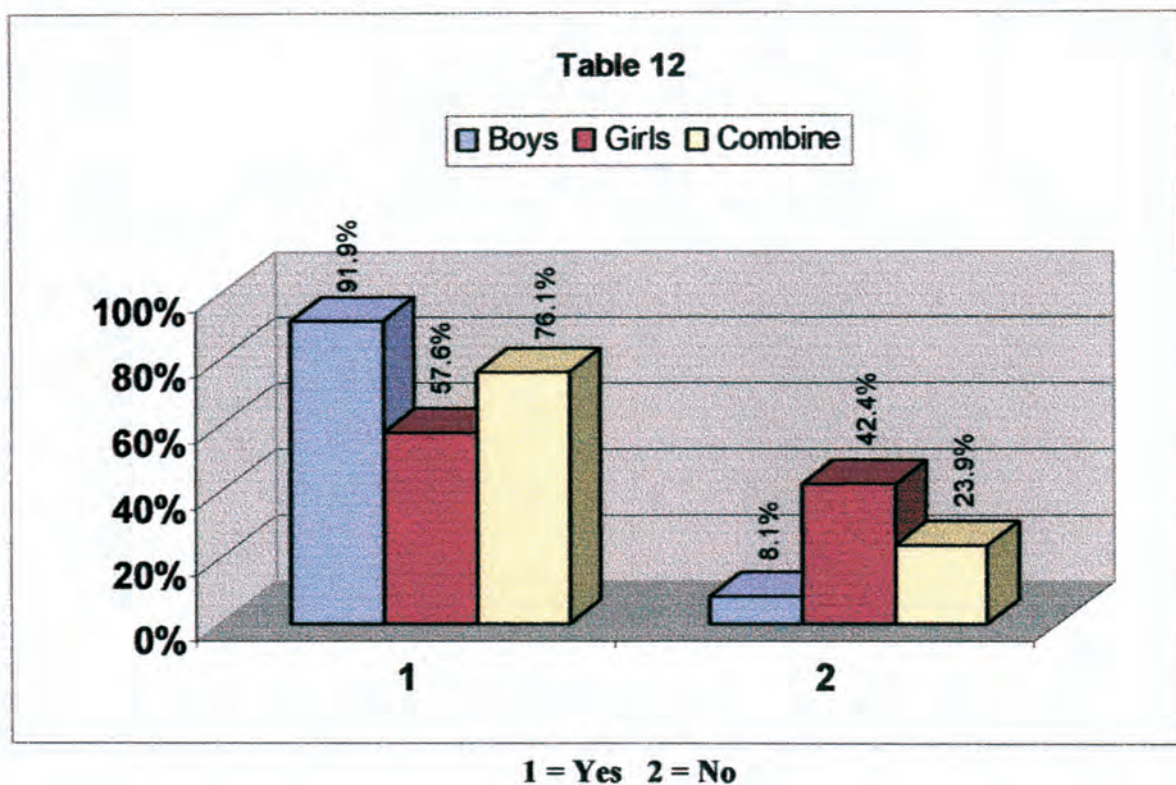
The majority of learners (76%) had indicated that they had bullied another child at school.

Looking at this result across gender, it was found that more boys (92%) than girls (57%) had

bullied another child. According to Olweus (1993), at all ages, boys are most frequently the

perpetrators of bullying incidents. Field (1999) explains that this is caused by the difference

nature of boys and girls peer groups, and that boys are more aware of the need to demonstrate

physical prowess.

Table 13 (Question 13) Feelings experienced when other learners are bullied.

Table 13

□ Boys ■ Girls □ Combine

1 = It makes me unhappy   2 = I don't mind
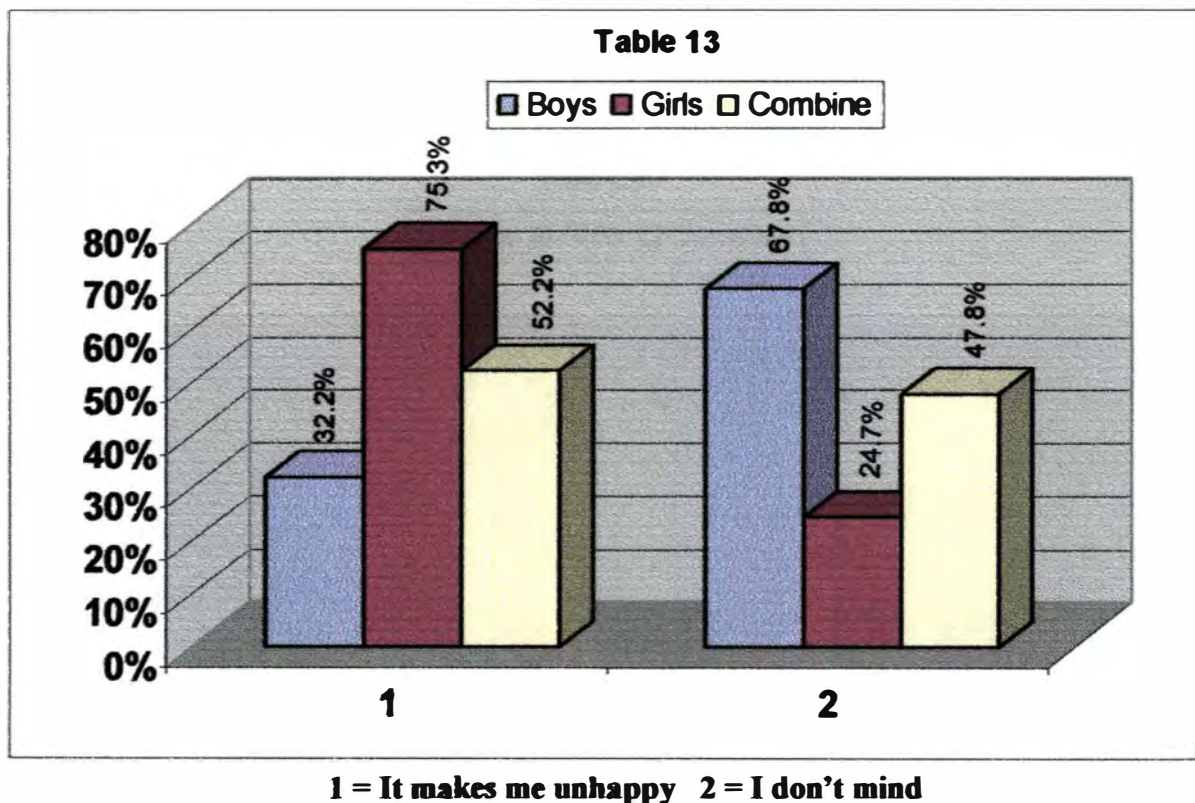
From this result it was evident that 52% of learners felt unhappy about bullying others and 48%

did not mind. However, more girls (75%) were unhappy and more boys (68%) did not mind. This

results correlates with what Rigby and Slee (1996: 5) found amongst Australian students that

"girls are more sympathetic than boys towards victims".

Table 14 (Question 14) The number of bullies in the classroom.

Table 14

□ Boys ■ Girls □ Combine

1 = One 2 = Few 3 = Many 4 = None
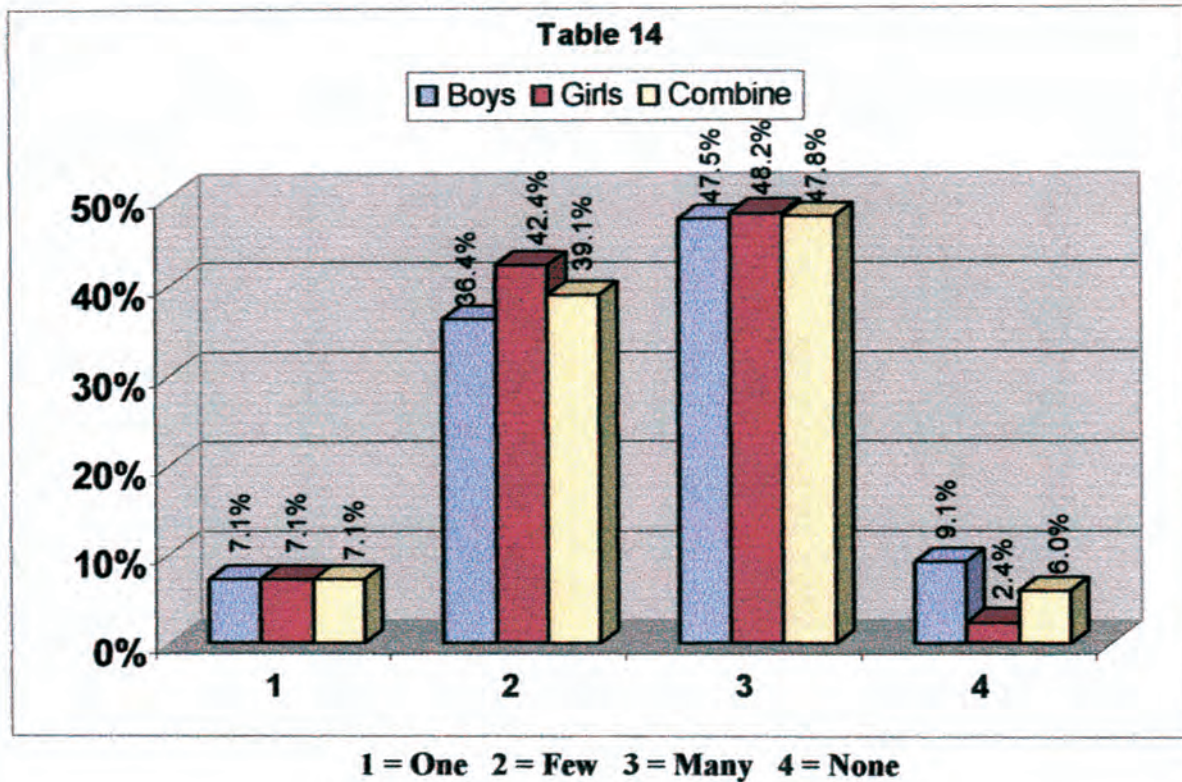
It was indicated by 48% of the learners that there are many bullies in their classes. A further 39% had indicated that there are few bullies and 7% indicated only one. This highlights the fact that bullies exist in all grade 7 classes and it could be similar in other grades of the school as well. This informs the researcher that bully is rife in the classroom which also filters to the playground and other 'secret' places in the whole school.

Table 15 (Question 15) Learners' safety in the school environment

Table 15

□ Boys ■ Girls □ Combine

Category	Boys	Girls	Combine
1	63.6%	71.8%	67.4%
2	7.1%	10.6%	8.7%
3	5.1%	2.4%	3.8%
4	24.2%	15.3%	20.1%

1 = Sometimes   2 = Most of the times   3 = All the times   4 = Never
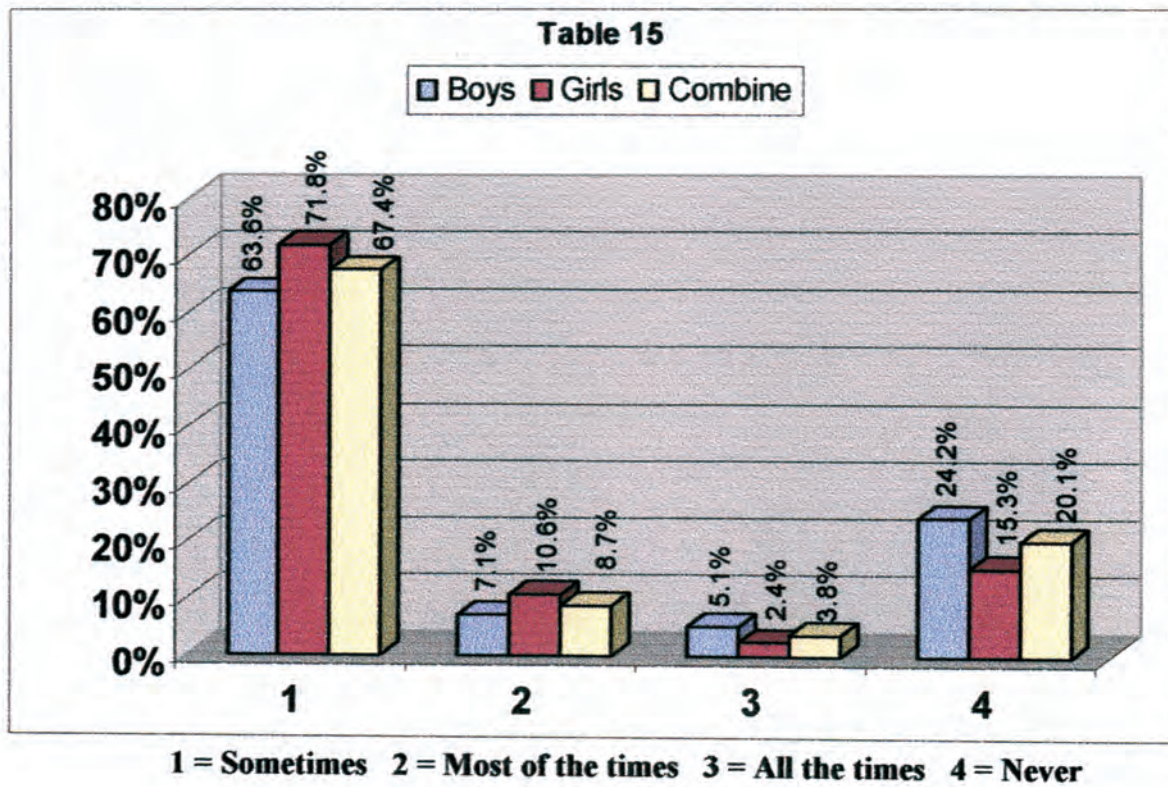
From the data obtained, it was found that only 4% of the respondents had reported feeling safe or comfortable in the school environment all the time. The majority of the learners reported feeling sometimes (67%) or never (20%) safe or comfortable in the school. It is therefore evident that the majority of learners do not experience this safety or comfort. Children have a right to a safe and secure environment in which to learn and play and this is entrenched in the Bill of Rights in the 1996 Constitution of South Africa. The school is supposed to be a safe place where learners should feel safe and secure and also be treated with respect and the high rate of insecurity felt by learners, would result in long term academic, physical and emotional consequences for targets of bullying episodes (Lumsden, 2000).

Table 16 (Question 16) Bullying policy at school.

Table 16

Boys ■ Girls □ Combine

1 = Yes   2 = No   3 = Not sure
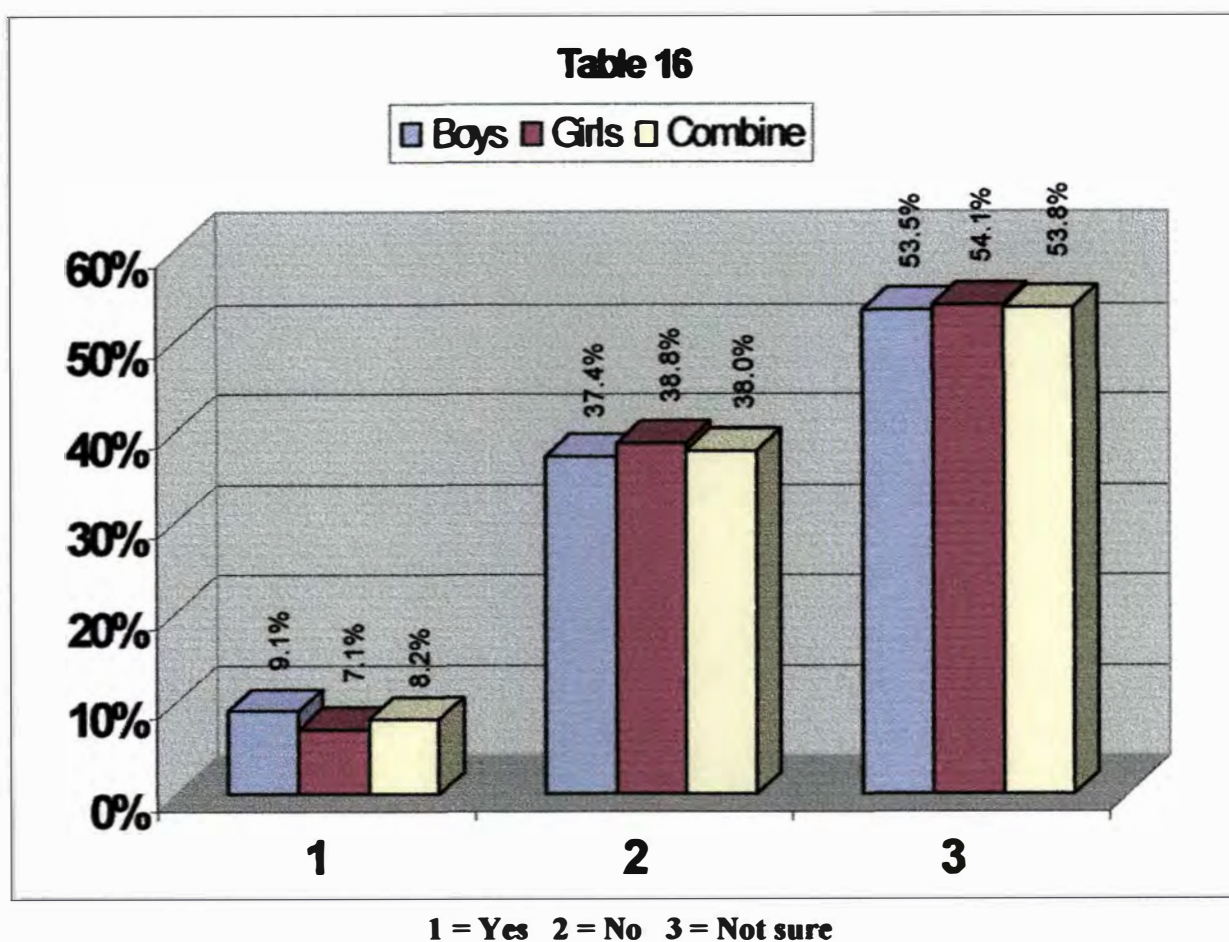
A large proportion of learners (54%) indicated that they are unsure and a further 38% of learners indicated that there is no bully policy available at the school. Although it was reported by some learners that the school is in possession of a policy, it is possible that learners may have identified the bullying policy as same as the 'code of conduct' policy. The prevalence rate of bullying in the school is indicative of the fact that there are no strategies put into place to curb bullying in school. It is also evident that bullying is yet to be recognized as a problem within the school so that strategies could be put into place.

Table 17 (Question 17) Do victims know what to do when bullied.

Table 17

☐ Boys ■ Girls ☐ Combine

	1	2	3
Boys	40.4%	44.4%	15.2%
Girls	28.2%	41.2%	30.6%
Combine	34.8%	42.9%	22.3%

1 = Yes 2 = No 3 = Not sure
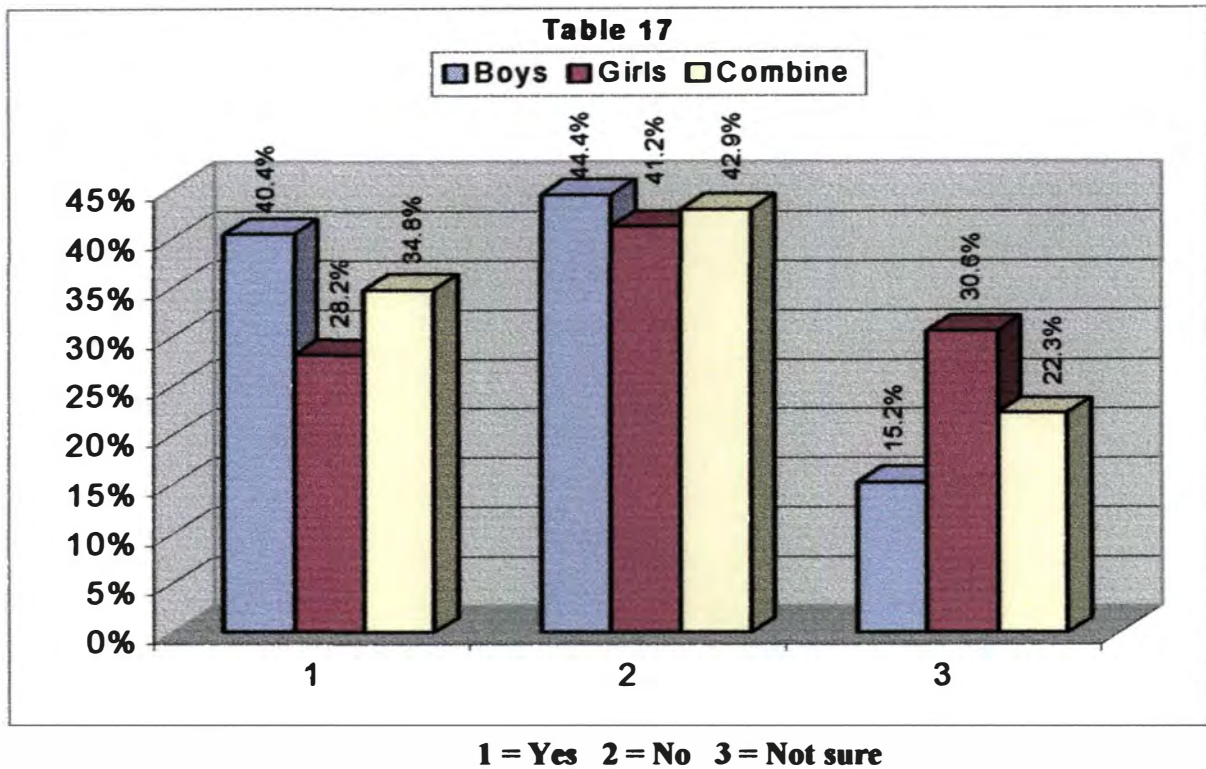
It was indicated by 43% of the learners that they do not know what to do when bullied. A further 22% indicated that they were 'not sure'. The reason being that if a policy/strategies dealing with bullying behaviour were in place, learners would know what to do and prevalence rate of bullying would be reduced. According to Douglas (2002), learners must be taught to understand bullying, the harm it causes and its repercussions for the bully, victim and bystander. This would also encourage learners to report incidents to adults.

Table 18 (Question 18) The ages of bullies.

Table 18

□ Boys ■ Girls □ Combine

1 = Someone/learner your age   2 = Someone/learner younger than you

3 = Someone/learner older than you
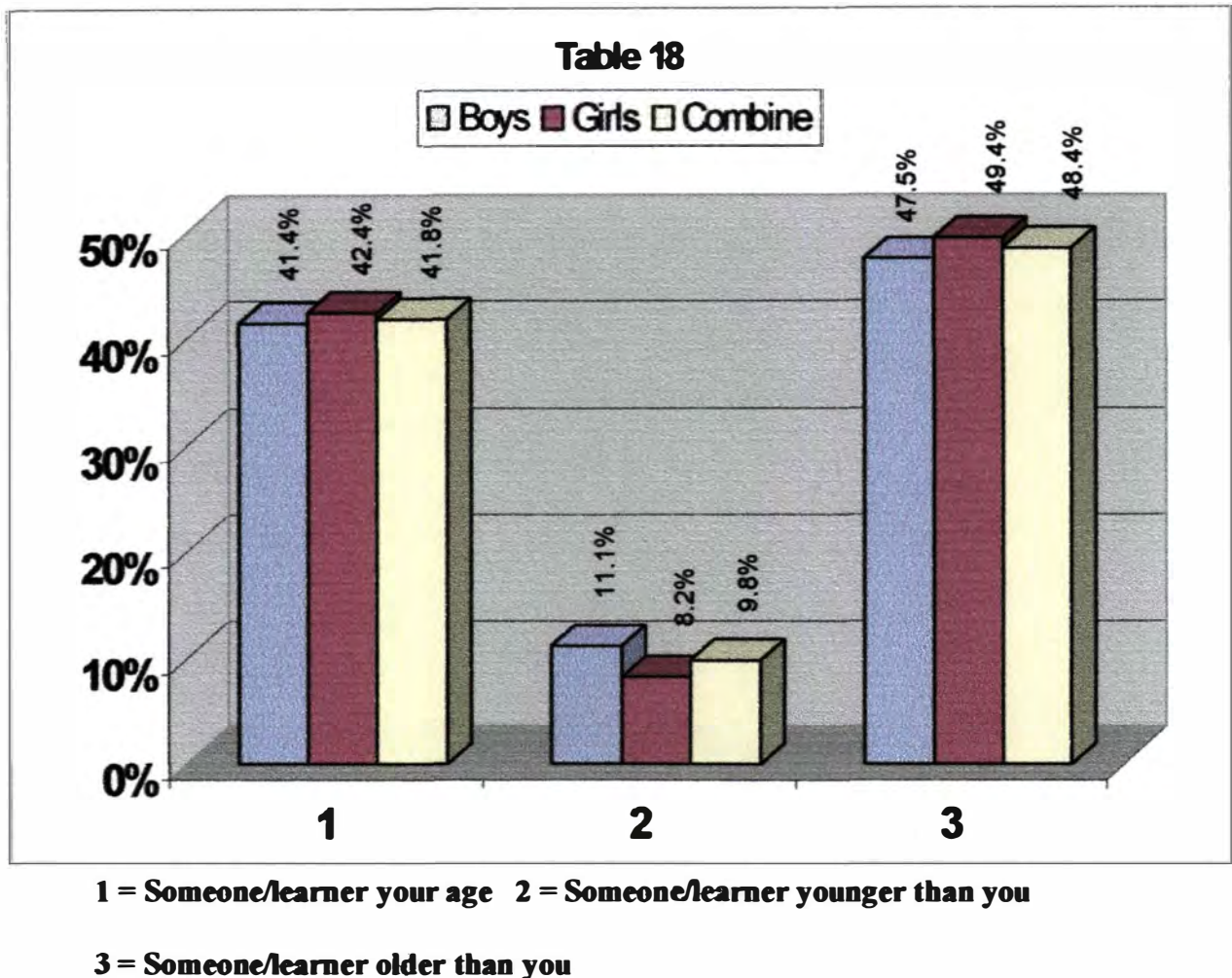
Most victims of bullying incidents (90%) indicated having been bullied by either someone older

(48%) or someone the same age (42%) as themselves. This reveals that more bullying takes place

amongst learners of the same age/grade, since only 10% of the grade 7 learners were bullied by

younger learners. Leach (1997) reports in her study conducted in Pietermaritzburg, South Africa

that 47% of grade 7 learners reported being bullied by a child the same age as themselves and

42% of the grade 4 pupils reported being bullied by a child older than themselves. In a study

conducted at a boarding school in Zimbabwe by Zindi in 1994, the finding revealed that most

bullies were in the same grade, as well as in the same class as the victim, followed by the same grade and different class, and lastly, in a higher grade. From these findings, it is evident that in a primary school bullying usually takes place amongst children in the same grade and age. The percentages of students who are bullied decreases with higher grades (Olweus, 1993).

Table 19 (Question 19) Seriousness of bullying at school, rating 1 (good) to 5 (very bad).

Table 19

☐ Boys ■ Girls ☐ Combine

Bar chart showing percentages for ratings 1 through 5 by group:

Rating	Boys	Girls	Combine
1	6.1%	8.2%	7.0%
2	3.0%	0.0%	2.0%
3	9.1%	12.9%	10.0%
4	12.1%	20.0%	16.0%
5	69.7%	58.8%	65.0%

1 = Good   5 = Very bad
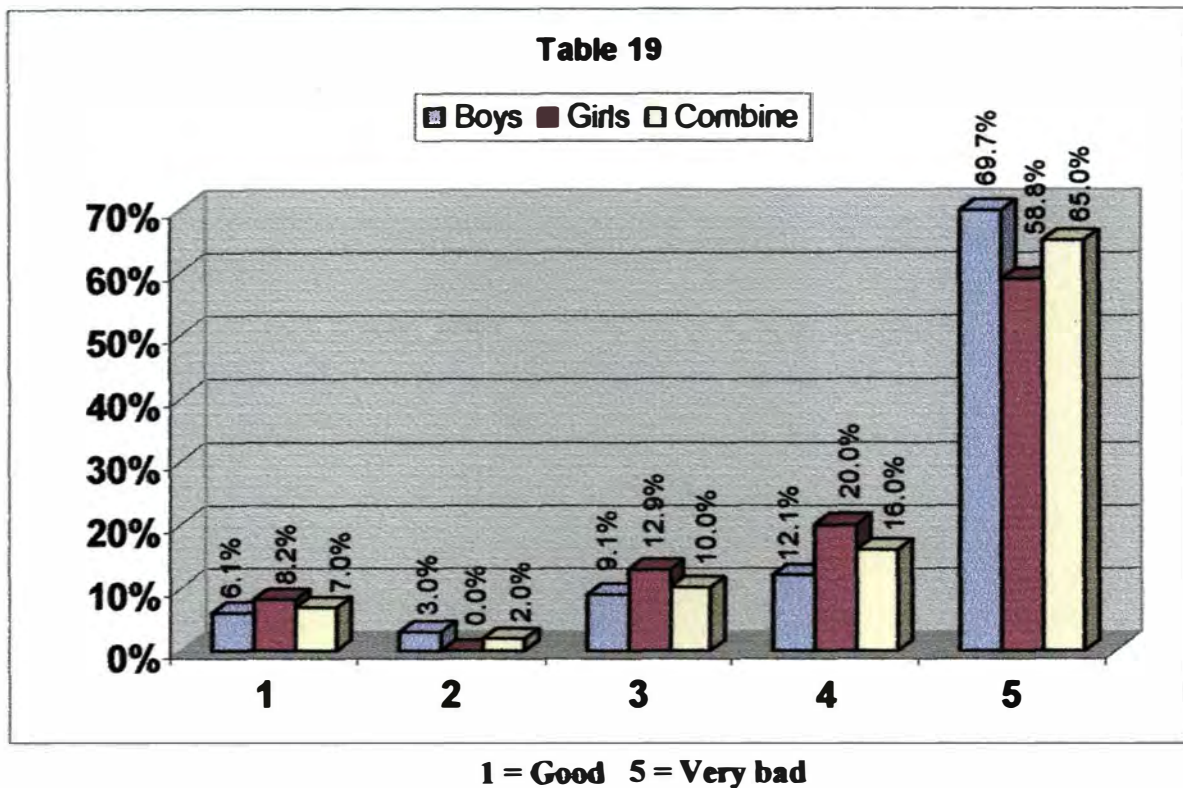
81% of learners reported that bullying is a problem (65% very serious and 16% serious) and a mere 7% reporting that it is not a problem. This gives cause for concern as to date the seriousness of the problem of bullying has been recognized. Victims of bullying incidents often fear school and consider it to be an unsafe and unhappy place (Batsche and Knoff, 1994). Olweus (1993) explains that being bullied leads to depression and low self-esteem, problems that can continue into adulthood. Although the focus of the South African Bill of Children Rights, which is enshrined in the Constitution of South Africa, claims that every child has the basic right to freedom, pain, humiliation and fear, the result of this study indicates that children do not enjoy these freedoms in their daily school life. This is attributed to the seriousness of bullying within the school.

Table 20 (Question 20) How does the school deal with bullying behaviour, rating from 1 (very well) to 5 (very bad).

Table 20

☐ Boys ☐ Girls ☐ Combine

1 = Very well   5 = Very bad
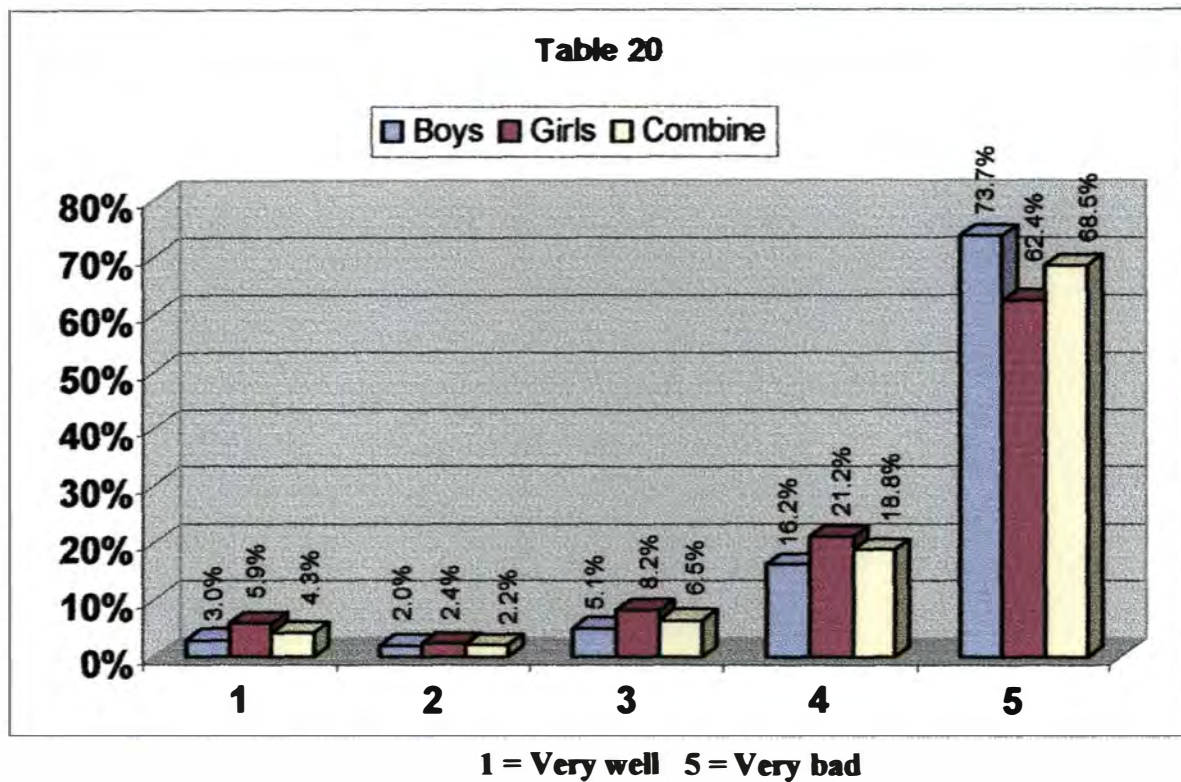
The majority of the learners (68%) indicated that bullying is not dealt with seriously at the school, whilst 4% of the learners reported that the school dealt 'very well' with incidents of bullying. This indicates that bullying is a serious problem, it is not taken seriously, and it is also not dealt with in the appropriate manner. Victims of bullying tend to remain 'silent' since most educators do not understand the humiliation endured by the victim. According to Matusouva (2000), teachers often consider the visible consequences of bullying, such as injury or material damage, more serious than the psychological effects. The school will only be able to deal with incidents of bullying behaviour if it was recognized as a problem by the whole school community.

63

4.3. Findings and Discussion on Educators' Perspectives on Bullying at the School

Section A: Educators' perspectives of the nature and extent of bullying.

A total of 13 educators (6 males and 7 females) completed the questionnaire. The results and discussion follows. A copy of the questionnaire can be found in Appendix 3. The aim of the questionnaire was to gauge the educators' perspectives of bullying and the extent to which it prevails in the school where they teach. It also serves to ascertain how educators cope with bully/victim problems at the school.

Figure 1 (Question 1.1) Frequency of physical bullying experienced by learners.

Figure 1
Never ■ Sometimes □ Often
0%
□ 46%   ■ 54%
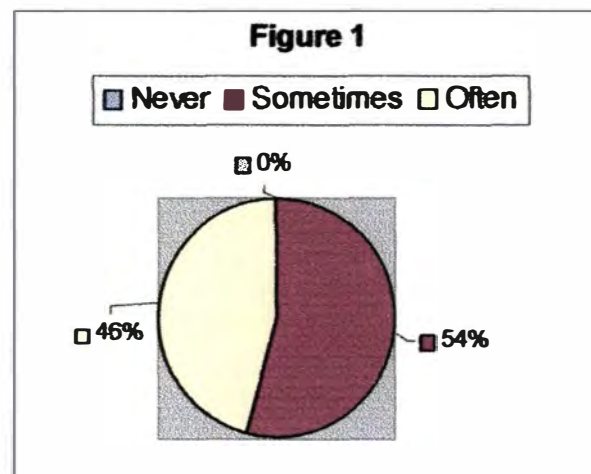
6 out of 13 educators (46%) had indicated that learners are often hit or kicked by others. A further 7 educators (54%) indicated that learners are 'sometimes' hit or kicked. From the data obtained, a high incidence of physical bullying prevails amongst learners.

Figure 2 (Question 1.2) Frequency of verbal bullying experienced by learners.

Figure 2

| Never | Sometimes | Often |

0%

54%   46%
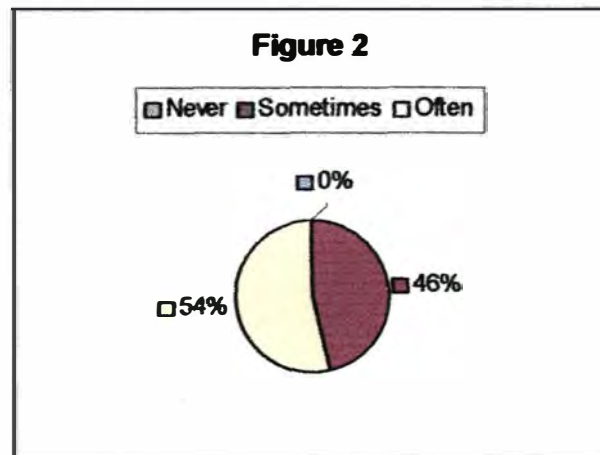
7 educators (54%) had indicated that learners are 'often' bullied by being called unpleasant names and 6 educators (46%) had indicated that this happens 'sometimes'. From the data gathered, it is evident that learners engage in verbal bullying. In a study conducted by Done (2002) in a Durban primary school, educators also indicated that name-calling was a common form of bullying in that context.

Figure 3 (Question 1.3) Frequency of learners' experience of social exclusion.

Figure 3

| Never | Sometimes | Often |

23%   0%

77%
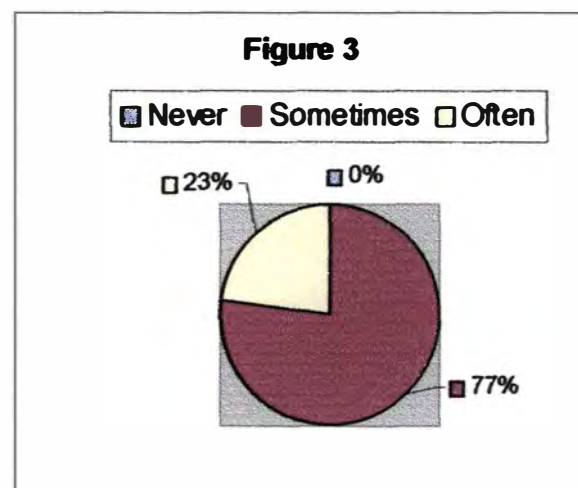
The majority of the educators 10 (77%) indicated that learners are 'sometimes bullied by being ignored by other learners. Only 3 educators (23%0 had indicated that this happens 'often'. According to Matusouva (2000), teachers usually consider physical more serious than psychological bullying (social exclusion).

Figure 4 (Question 2) Learners' safety at school.
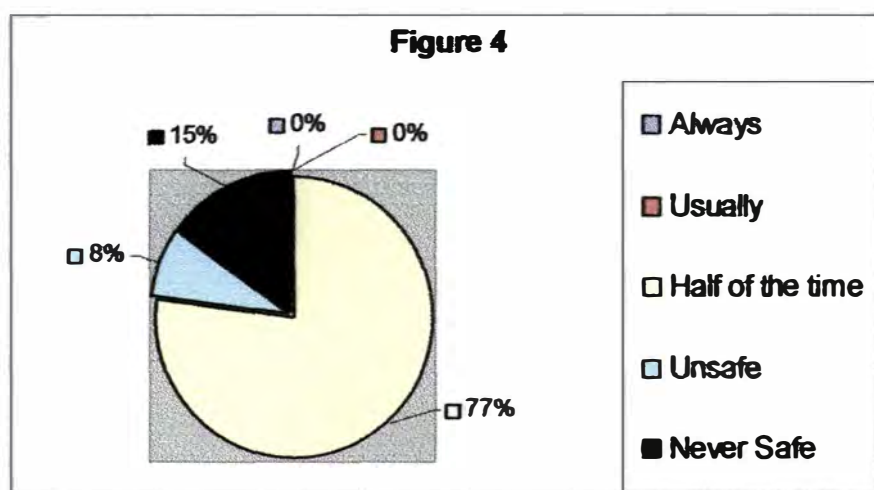
It was interesting to note that no educator reported that learners are always or usually 'safe' at school in terms of being bullied by other learners. However, 10 educators (77%) reported that learners feel safe "half of the time", 2 educators (15%) reported that learners feel 'unsafe' and 1 educator (8%) indicated that learners, never' feel safe. Bullying is a violation of the child's right to learn in a safe environment without fear (Banks, 1997). Parents and educators must ensure this right be protected and upheld.

Figure 5 (Question 3) Educators' supervision during break.

Figure 5

☐ Once a week ■ More than once a week ☐ Never

▣ 0% ■ 0%

☐ 100%
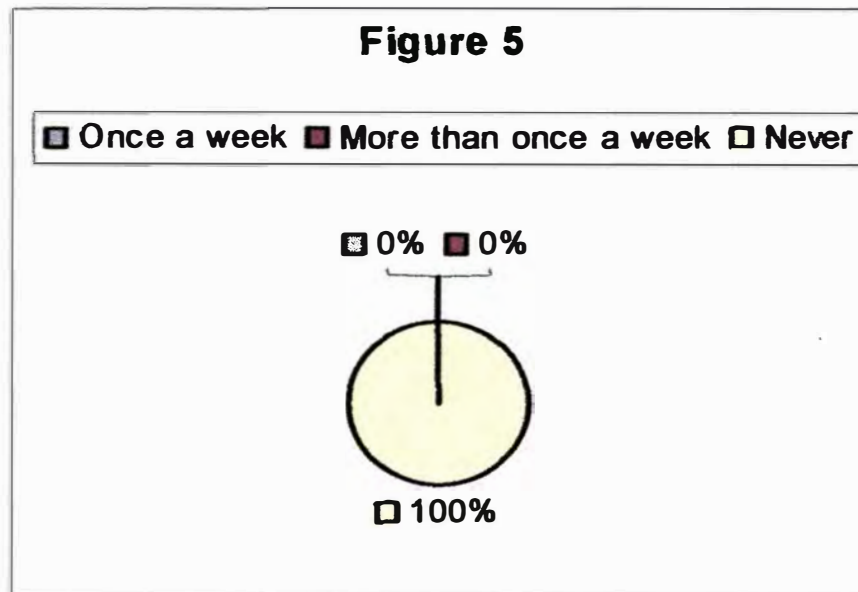
It was reported by all educators (100%) that they 'never' go on duty during breaks. This indicates that no supervision is present at times "when children are in relatively large groupsplaying rough and tumble play ...." (Tattum and Lane, 1989: 50). The absence of educators on the playground and other areas of school most definitely encourages bullying behaviour. In the event of a child being injured during breaks when no educator is on duty, parents can sue the school for negligence, since adequate supervision was not provided (Krige, et al, 2000).

Figure 6 (Question 4.) The nature of bullying (multiple responses).

Figure 6
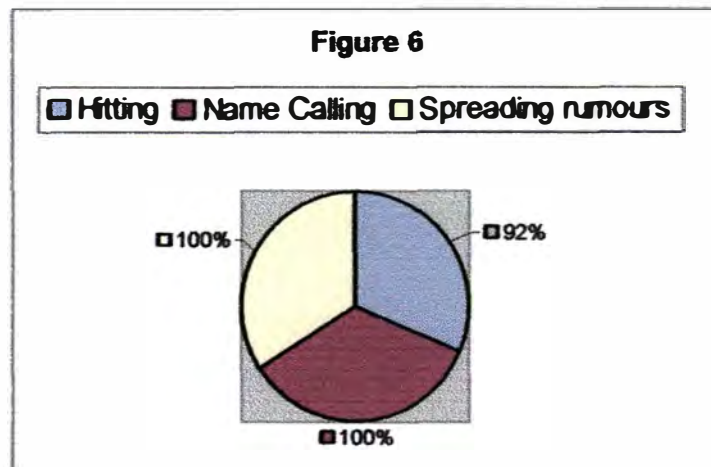
Both name-calling and spreading rumours were the most common forms of bullying identified by all educators (100%). From this result, it is evident that learners engage more in verbal bullying (name calling and spreading rumours) rather than physical bullying (hitting and kicking). This result was also evident from the learner questionnaire. Smith and Sharp (1994) claim from their study undertaken in 24 Sheffield schools in Britain, in 1990, that name-calling was the most frequent form of bullying in both junior/middle and secondary schools. This was followed by physical bullying.

Figure 7 (Question 5) Location of bullying incidents (multiple responses).

Figure 7

Corridors Playground Toilets Classroom

62% 38%
100%
100%
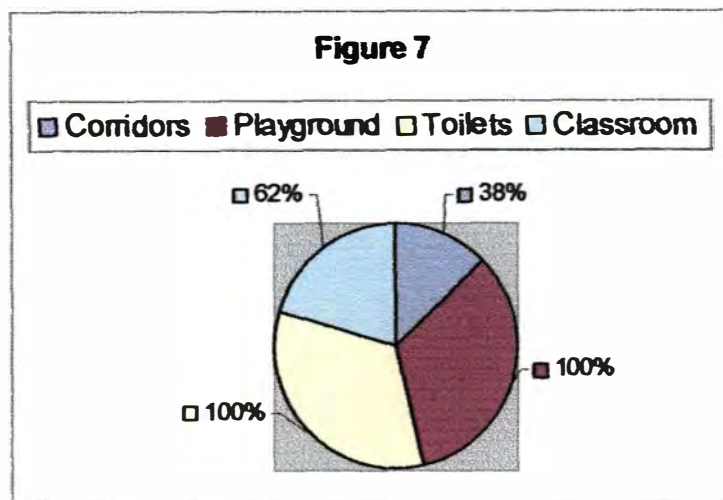
All 13 educators (100%) indicated that bullying takes place on the playground and in the toilets. This followed by the classroom being identified as another commonplace where bulling takes place. The lack of educator supervision encourages bullying on the playground and other areas of the school. In a study conducted by Leach (1997) in Pietermaritzburg, KwaZulu-Natal, the playground was identified as a common place where bullying takes place. This was also due to lack of educators supervision.

Figure 8: (Question 6) Bullying tactics used by boys and girls.

Figure 8

Yes No

46%
54%
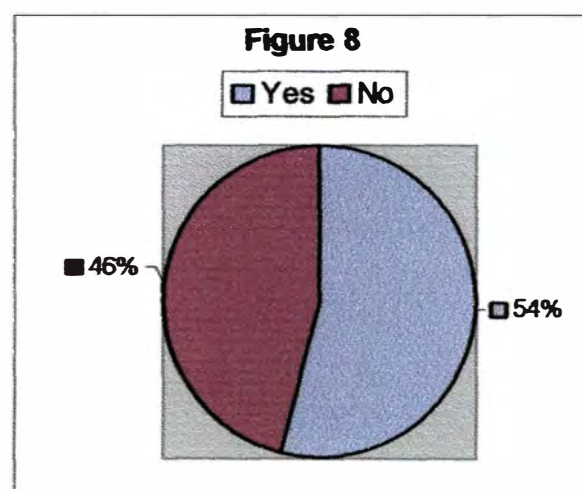
The majority of the educators (54%) had reported that bullying tactics differ according to gender. Boys are more involved in physical forms of bullying behaviour and girls reportedly used more "verbal and socially based bullying" (Sharp and Smith, 1994: 49)

Figure 9 (Question 7) Gender of bullies.
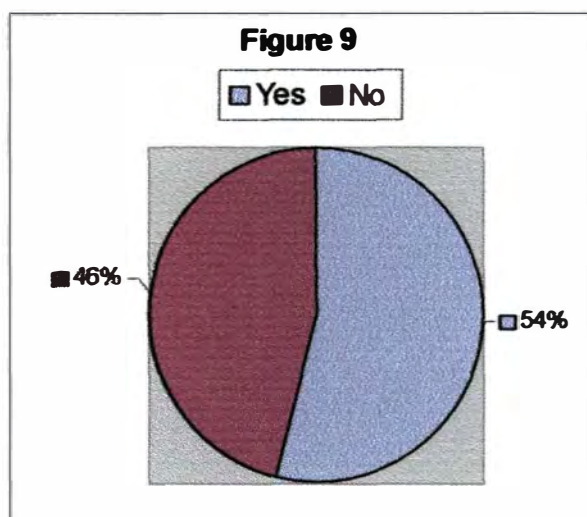
7 educators (54%) identified boys as being bullies and 6 educators (46%) had identified bot boys and girls as bullies. No educator indicated that girls only are the bullies. According to Olweus (1993), boys are more likely to be involved as both bullies and victims situations. It is more likely for bullying to be carried out by someone of the same gender as the victim, however girls are more likely to be bullied by boys than girls that boys by girls (Rigby and Slee, 1991).

Figure 10 (Question 8) Gender of victims.

Figure 10
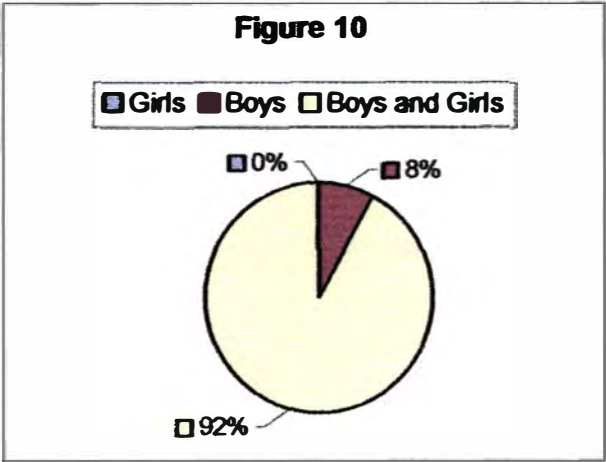
The majority of the educators (92%) reported that both boys and girls are victim of bullying episodes. Boys and girls bully for different reasons and also use different tactics for bullying. It is therefore possible that both boys and girls equally become victims. The present study holds view by Rigby (1998) who indicates that both boys and girls are equally victimized in primary school.

Figure 11 (Question 9) Number of bullies in your class.

Figure 11
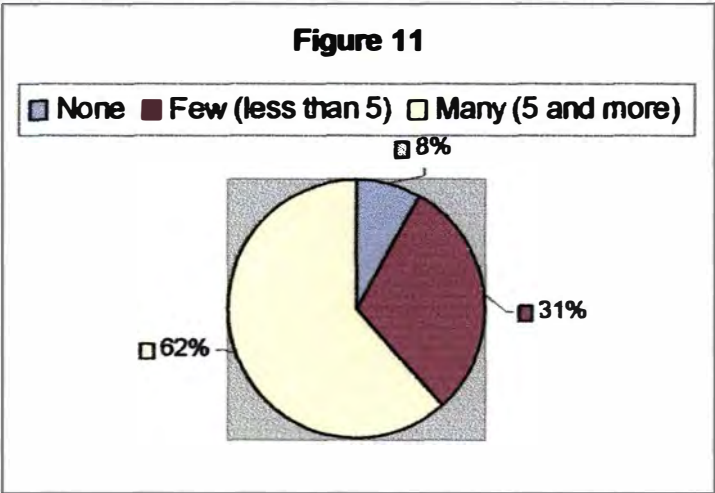
It was reported by 8 educators (62%) that there are many (5 and more) bullies in their classes. A further 4 eductators (31%) indicated less than 5 bullies in their classes only one educator reported that there are no bullies in the class. The result reveals that bullies exist in almost every class in the school.

Figure 12 (Question 10) Educators' feeling towards the bully.

Figure 12

□ I feel sorry for them ■ I will ignore it □ I dislike them

■ 0%   □ 0%

□ 100%
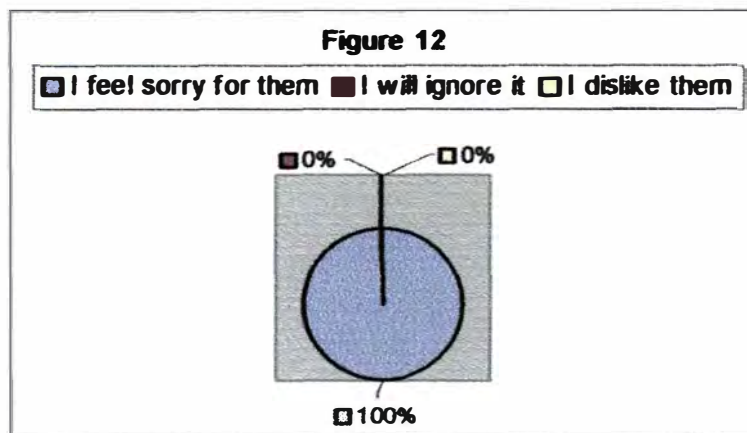
All 13 educators (100%) reported that they felt sorry for the learners who are bullied.

Figure 13 (Question 11) Educators' feeling towards the victim.

Figure 13

□ It upsets me ■ I will ignore it □ I dislike them

■ 0%   □ 0%

□ 100%
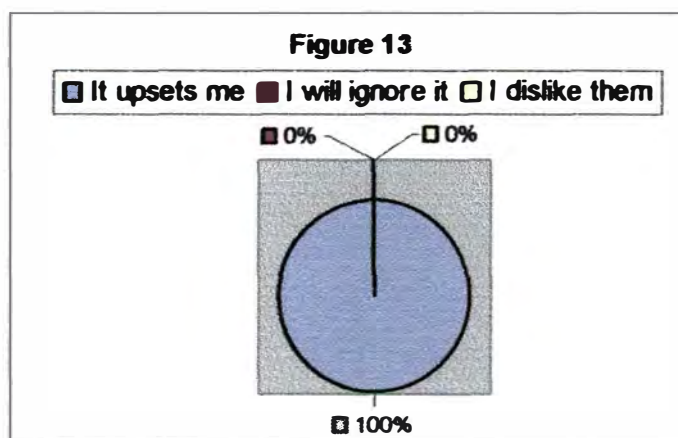
All 13 educators (100%) reported that it upsets them when learners bully other learners.

SECTION B: Coping with Bully/Victim Strategies.

This section will be discussed descriptively using frequencies and percentages.

77% of the educators had reported that bullying is 'moderately serious', whilst 23% reported that it is very serious at the school. The results indicate that educators have recognized the seriousness even though to date it has been overlooked (question B1).

The majority of the educators (69%) indicated that they would probably advise the victim to act assertively and stand up to the bully. This indicates the greater majority of the educators are unsure of how to deal with problems experienced by a victim of bullying (question B2). It was also noted by the greater majority of educators (54%) that a probability exists whether they would tell a bully to stop his or her behaviour and a further 46% were definite about their actions.

From the responses received, it was indicated by 7 of 13 educators (54%) that they would definitely tell the bully to stop his/her behaviour (question B3). The perpetrator must be made aware of the negative consequences endured by the victim. If the bully is not made aware of his/her bullying behaviour, they would believe that bullying is a way to solve a problem (Field, 1999).

It was also reported by 7 educators (54%) that they would definitely not turn a 'blind eye' to the bullying problem (question B4). This indication is positive, however since educators will attend to the problem. Learners can be affected by incidents of bullying and can have devastating effects on a victim, that continues into adulthood (Krige, et

al, 2000). Bullies too are affected as they would "turn out into anti-social adults" (Berne, 1996: 25).

A small percentage of educators (38%) had noted that they will definitely help the bully and victim resolve their differences (question B5) and 46% reported that they would definitely 'not' treat the matter lightly (question B6). However, it was found that more teachers (54%) had indicated 'probability' in their response helping the victim and bully resolve their differences and also probably not treating the matter lightly (question B5 and B6). From these results it can be deduced that a degree of uncertainty exists in dealing with situations.

46% of the educators indicated that they would not treat the matter lightly and 54% of them also indicated that they probably would not treat the matter lightly. This shows that the educators are concerned about bullying incidents in the school.

A very small percentage (8% of educators) reported that he/she is unsure about advising the bully to stay away from the victim as much as possible (question B7). However, 62% of the educators said that they definitely would do this. Another 31% had indicated a probability. The situation might arise whereby victims might even 'absent' themselves from school.

77% of the educators indicated that they would definitely make sure that the bully was suitably punished (question B8). This result indicates that educators are not empowered adequately to deal with the situation.

From the data received, it was evident that the majority of educators (38%) had indicated that they are unsure about arranging a meeting of students, including the bully, telling them about what was happening and asking them to suggest ways in which they could improve the situation. A further 31% of the educators had indicated that they would definitely do so (question B9). According to Rigby (2000), classroom discussions are vital and it must be stressed that it is in their (learners) interest to find ways of overcoming bullying.

6 educators (46%) reported that they would definitely seek to help the bully achieve greater self-esteem so that the bully would no longer want to bully anyone. 5 educators were unsure about this. It indicates that very little concern is shown towards the bully (question B10).

It was reported by 54% (7) of the educators that it would be made clear to the bully that his/her behaviour would not be tolerated (question B11). Incidents of bullying should be recognized in terms of its seriousness and the perpetrator must be made aware that over time such behaviour is extremely hurtful and that it must be stopped (Rigby, 2000)

A total of 4 educators (31%) had indicated that they definitely would not leave it for someone else to sort the problem. Similarly an equal number of them reported that they are unsure about their action. It was interesting to note that 2 educators would rather leave it for someone else to sort out. From these statistics, it is evident that educators may not have the necessary skills to deal with incidents of bullying (question B12).

4 educators (31%) indicated that they would definitely share concerns with the bully about what happened to the victim and try to get the bully to behave in a more caring and responsible manner (question B13). Olweus (1993) indicated that 'serious' talk with the bully must be initiated, which must be of a confidential nature. The bully is cautioned and if bullying behaviour does not change, then, talk with principal and parents must be arranged and sanctions imposed (Rigby, 2003). In order to encourage pro-social norms and behaviour, regular classroom meetings must be held to increase the children's knowledge about bullying (Olweus, 1993).

23% educators (3) had indicated that they would definitely separate the bully from the victim so that there was less chance of bullying taking place (question B14). Olweus (1993) reports that if it is necessary, bullies can be moved to other classes away from the victim and that group bullies should be distributed to different classes away from each other as well. It was further stated that if the problem mandates it, the bully or bullies can be moved to other schools but this must be undertaken as a last resort. It must be remembered however that all moves must be carefully planned (Olweus, 1993).

It was reported by 5 educators (38%) that they would probably suggest to the victim of the bullying situation not to show that he/she was bothered by what was happening. It was also indicated by another 5 educators (38%) that they were unsure about what to do, 23% of educators indicated that definitely would do so (question B15).

Only 5 (38%) of the 13 educators had indicated that they would definitely contact the parents of the bully and insist that their child's bullying behaviour must be stopped

(question B 16). The parents need to be appraised of the situation and asked to help, or because parents want help from the school because their child is being bullied (Rigby, 2000).

4.4 Discussion of Findings from Educator Interviews

The aim of the interview was to gain an insight especially of the grade 7 educators understanding of bullying and to ascertain what strategies are used to deal with incidents of bullying amongst the grade 7 learners in the school.

A total of 5 grade 7 educators (3 males and 2 females) were interviewed. Data will be presented descriptively. A copy of the questionnaire can be found in Appendix 4.

4.4.1. Educators perceptions of bullying

From the information gained during the interviews with educators, they perceived bullying to be an act of abuse, dominance and power.

> *"To me bullying is all about some children dominating other children. They want to be strong and powerful".*

(Educator 1)

> *"I think bullying is about when some children abuse other children".*

(Educator 2)

> *"Bullying to me when one child makes another child feel bad by saying things about them and everyone starts to laugh".*

(Educator 3)

Analysing the above statements about bullying, it is evident that, it is similar to definitions found in the available literature. Smith and Sharp (1994: 2) describe bullying as a "systematic abuse of power". Power imbalance is the key factor in

bullying behaviour where the powerful individual exercises his/her control over the powerless. Banks (1997) also explains that students who are bullies have a need to feel powerful and in control and also derive satisfaction from hurting others.

To the question "Do you think bullying is a problem", all educators expressed that it is a problem. However one educator indicated that "it is a problem but it is 'normal' for children to bully". Another educator also expressed that,

> *"Although bullying is a problem in the school we have other problems to worry about that are serious".*

<div align="right">(Educator 5)</div>

It is evident that bullying is 'normal' is a myth. No consideration is given to the trauma experienced by the victims. The acceptance of bullying as a normal part of a child's life signals intimidation and violence are acceptable ways to resolve conflicts (Morrison, 2001). The incidence of bullying will increase and continue to increase if it is accepted as being 'normal'.

The problem of bullying exists but as educator 5 explains there are other problems within the school, which are more serious. The response to the question "What are the other serious problem?" It was indicated that "Our school experiences other major problems such as a lack of resources and over-crowded classrooms". The seriousness of bullying is yet to be acknowledged and schools do not want to admit that bullying is a problem for fear of giving the school a bad name. According to Douglas (2002) teachers are struggling to control large classes in difficult circumstances and are not trained to detect the power of abuse amongst learners.

Educators responded by stating that bullying is more prominent amongst the grade 7 learners.

> *"They seem to be getting into trouble all the time because they feel that they are the most senior learners, and that they can do what they feel like doing and will not get blamed".*

<div align="right">(Educator 1)</div>

> *"I would say that they are bigger, older and also the fact that they are the most senior learners of the school".*

<div align="right">(Educator 4)</div>

> *"... .... I see children going to the office to be punished and in most of the cases, I would say about 70% to 80% of the learners are the grade 7 learners who are involved".*

<div align="right">(Educator 3)</div>

Bullying appears to be more prevalent amongst the grade 7 learners of the school. This does not mean that bullying is of a lesser nature amongst the lower grades (5 and 6) of the school, since incidence of bullying usually decreases with the increase in age (Boulton and Underwood, 1992). According to Field (1999) some children were victims of bullying when they were younger or in the lower grades in the school, it is now in the senior grades that they see it as an opportunity, to 'get even' or to climb up the status ladder.

This view was expressed by two educators that,

"Boys get into trouble more than girls".

(Educator 2)

"It is more so in the case of boys".

(Educator 5)

It is evident that more boys are perpetrators and even victims of bullying episodes than girls at this school. According to Field (1999), boys use bullying tactics to build their reputation and that they bully more openly and are more often the victims. Boys and girls are moulded into men and women through the roles they play in society and for boys to be rewarded with this status they start proving this from an early age. This can be seen in the form of bullying that is evident in schools (Xaba, 1997).

Educators expressed that here are factors that influence learner's behaviour at school. It was interesting to note that the socioeconomic conditions were seen as a dominating factor:

"These children live in poor conditions and also live with single parents and other family members".

(Educator 1)

"Most of the learners in the school come from single parent homes or live with their family members. No parental affection is given to these children. They are exposed to a very hard life. Most homes lack basic essentials like water and electricity. Frustration builds in children. I have noticed that these children who have all these necessities tend to make the others who don't have

it feel 'bad'. These affected children give vent to their anger by bullying other

children. They feel 'superior'

<div align="right">(Educator 3)</div>

"They experience problem like poverty because the unemployment is high.

Adults resort to stealing, etc. to provide for their families. Children are

exposed to violence and drug taking by the older family members. They learn

to imitate what they see. This is carried to school".

<div align="right">(Educator 4)</div>

Although this may be the case, literature explains otherwise. According to Olweus (1993), bullying occurs in all schools (rural or city) almost equally, in large and small schools, and also across socioeconomic classes. It has also been explained that parental level of education, socioeconomic status and family composition (intact/divorced/married) were not significantly associated with bullying or victimization (Dake, Price and Telljohann, 2003). On the other hand Wolke, Woods, Stamford and Schultz (2001, cited in Dake, Price and Telljohann, 2003) that a significant relationship exists whereby children from lower socioeconomic status were more likely the non-low socioeconomic students of becoming the victim of bullying episodes.

Four educators expressed that learners do not generally complain about bullying incidents to them. Some reasons given were:

"I suppose they do not want to feel embarrassed or maybe they would be punished by the bully again and again".

<div align="right">**(Educator 2)**</div>

"The children are embarrassed. They do not want to show that they are effected because they will be laughed at. They do not want to show that they are weak".

<div align="right">**(Educator 3)**</div>

"They feel embarrassed and also feel nothing will be done. Some children also fear that if they complain the person/s who bullied them would do it again, causing more pain. They do not want to show that they are affected because they will be laughed at. They do not want to show that they are weak".

<div align="right">**(Educator 4)**</div>

"I suppose they feel embarrassed or it is also possible that they are aware that I would expose the situation and sort it out with the people concern. Children, especially the affected ones are afraid of the learners who abuse them".

<div align="right">**(Educator 5)**</div>

Strategies used by educators in coping with bullying.

"... .... discuss the problem with the learner and try to solve it".

<div align="right">**(Educator 1)**</div>

"... .... call in parents, if necessary and take it from there"

"..... punish the culprits by not allowing them to play sport"

(Educator 3)

"..... detention works"

(Educator 4)

"..... send them to get a spanking and the problem is solved"

(Educator 1)

.

Different educators tend to employ different methods of handling the bully/victim problems. The reason being, that the school lacks a bulling policy. Implementing punitive measures can actually aggravate the incidence of bullying. Punitive measures are bound to fail and values of hierarchy and dominance tends to be reinforced through power (Smith, Cowie and Sharp, 1994). Under no circumstances may corporal punishment be inflicted on a learner and it is a criminal offence (Krige, et al, 2000). School need to implement more preventative rather than punitive measures to curb bullying amongst learners.

4.5 Conclusion

The data gathered from the questionnaires (learners and educators) and the interviews (educators) suggest that bullying is prevalent and is serious problem at the school. Although both boys and girls engage in bullying behaviours, boys involved themselves in physical/direct forms of bullying, and girls in verbal/indirect form of

bullying. Boys also featured predominately as being the perpetrators of bullying incidents. The most common location for the occurrence of bullying episodes were identified as being the playground and the toilets. The reason being that educators do not go on duty during the breaks. Learners chose to discuss bully/victim problem with someone at home, rather than educators. It was quite evident from the learners and educators responses that bullying is a serious problem at the school but to date it has not been recognized as a problem in the school. There is a need for strategies to be implemented so that the incidence of bullying could be reduced. Appropriate and effective measures can only be implemented if the extent and impact of bullying is recognized by all stakeholders of the school community.

The conclusion and implication of this study will be discussed in the proceeding chapter.

CHAPTER 5: CONCLUSION AND IMPLICATIONS

The results of this study confirms that the high incidence of bullying prevails in a semi-rural school in KwaZulu-Natal. The findings served to highlight the nature and extent of bullying amongst a group of 184 grade 7 learners in the province of KwaZulu-Natal. This study also revealed how learners and educators are affected by this phenomenon. It also indicates the educators' experiences of bullying within this context.

Although both learners and educators had an understanding of what constitutes bullying, the seriousness of the problem is yet to be recognized by the school as a whole. Both learners and educators confirmed that bullying is a problem at the school. The prevalence of bullying was not determined by the context (semi-rural). This is in agreement with Olweus (1993), cited in Porter (2000) who explains that bullying occurs at almost equal rates in all schools, city or rural schools, in large or small schools, and also across socioeconomic classes.

Although both boys and girls engage in bullying behaviour, the nature of bullying was different for both sexes. Boys engaged in more physical, direct bullying (kicking and hitting) whilst girls used more verbal, indirect (nasty names, spreading rumours) forms of bullying. It also emerged that although both boys and girls were perpetrators and victims of bullying episodes, boys were generally bullied by boys, and girls bullied by both boys and girls.

The common location for the occurrence of bullying activities was found to be the playground, which is attributed to the fact that adult supervision on the playground is

lacking. It was also evident that educators deal with bullying episodes on an adhoc basis since there is no policy, dealing specifically with bullying in place. Educators tend to resort to punitive rather than preventative measures to cope with bullying in the school. More must be done to create a climate in which learners are comfortable reporting and openly expressing their opposition to bullying. Due to fear of retaliation, fear of social isolation, and the perceptions that educators and other staff are unable to or unwilling to deal with bullying behaviour, learners prefer to remain "silent" about bully/victim incidents. The study found that due to the incidence of bullying, learners do not feel safe at school. A comprehensive intervention plan that involves all stakeholders of the school is required which will ensure that learners learn in a safe and bully-free environment.

This study is not comprehensive as it was a small-scale study that was conducted over a short period of time. The use of a semi-rural school in KwaZulu-Natal does not allow for generalization of the results of this study. These results were specific to a particular context. However, the findings of the present study contributes to the limited literature on bullying available in South Africa. Further research on bullying in different contexts need to be undertaken in order to give a more authentic perspective on bullying in South Africa as a whole.

It must be noted that bullying is a serious problem for all schools, and it is one of the worst forms of violence amongst children. It becomes evident wherever children are together. Adults need to learn how to respond appropriately, to show learners that they care, and to build trust. Many principals and educators do not acknowledge that bullying is taking place in their schools, or they believe that that is part of growing up

and should not be made an issue. Schools have the responsibility to create safe places for learners where they can grow without fear. Greater awareness of the problem of bullying and a focus on prevention would secure schools to be safe learning environments.

References

Anderson, C. A., and Bushman, B. J. (2002) Human Aggression. *Annual Review Psychology*, 53, 27-51.

Bandura, A . (1973) *Aggression: A social learning analysis.* Englewood Cliffs, NT: Prentice Hall.

Banks, R. (1997, April) *Bullying in Schools.* Internet, http://www.ed.gov/databases/ericdigests/ed407154.html. Accessed 16 July 2002.

Banks, R. (2002) *What Should Parents and Teachers Know about Bullying.* Internet, http://www.focusas.com/Bullying.html. Accessed 21 December 2003.

Batsche, G. and Knoff, H. (1994) Bullies and their victims: Understanding a pervasive problem in the schools. *School Psychology Review*, 23 (2), 165-174.

Bell, J. (1999) *Doing your research proposal.* Buckingham: Open University Press.

Behr, M. (2000, October 25) Playground battleground, *Fairlady*, p 46-48, Durban: Republican Press.

Berne, S. (1996) *Bullyproof your child.* Melbourne: Lothian Books.

Besag, V. E. (1989) *Bullies and victim in schools:* Keynes: Open University Press.

Besag, V. E. (1993) *Bullies and victim in schools: A guide to understanding and management.* Milton Keynes: Open University Press.

Bidwell, N. M. (2003) *The Nature and Prevalence of Bullying in Elementary Schools.* Internet, file://A: The Nature and Prevalence of Bullying in Elementary Schools.htm. Accessed 22 december 2003.

Borg, M. G. (1999) *The Extent and Nature of Bullying among Primary and Secondary school Children.* Internet, http://web13.wpnet/citation.html. Accessed 3 May 2003.

Boulton, M. J. (1994) Teachers view on bullying: definitions, attitude and ability to cope. *British Journal of Educational Psychology.* 67, 223-233.

Boulton, M. J. and Smith, P. K. (1994) Bully/victim problems in middle school children: Stability, self perceived competence, peer perceptions and peer acceptance. *British Journal of Developmental Psychology,* 12, 315-329.

Boulton, M. J. and Underwood, K. (1992) Bully/victim problems among middle school children. *British Journal of Educational Psychology,* 63, 73-87.

Calvillo, D. (2003) *Theoretical Development of Aggression* Bakersfield: California State University.

Cohen, L., Manion, L. & Morrison G. (2000) (5th ed) *Research Methods in Education,* London: Routledge Falmer.

Colvin, G., Tobin, T., Beard, K. Haggan, S. K. and Sprague, J. (1998) The School bully: Assessing the problem, developing intervention, and future research directions. *Journal of Behaviour Education, 8, 293-319.*

Cooper, D. and Snell, J. L. (2003) Bullying. *Educational Leadership.* March 2003.

Cowie, H. & Sharp S. (1994) Tackling bullying through the Curriculum . In P.K. Smith and S. Sharp (Eds), *School Bullying: Insight and Perspectives.* London: Routledge.

Coy, D. R. (2001) *Bullying.* Internet, http://www.ed459405/2001-11-00/Bullying-ericass.digest.html. Accessed 5 April 2003.

Creswell, J. W. (1998) *Qualitative Inquiry and Research Design: Choosing among five traditions.* California: Sage Publication, Inc.

Crick, N. R. and Gropetner, J. K. (1995) Relational aggression, gender and psychological adjustment. *Child Development*, Vol. 66(2), 710-722.

Dake, J. A., Price, J. H. and Telljohann, S. K. (2003) The Nature and Extent of Bullying at School. *Journal of School Health,* 73(5), 173-180.

Department of Education (1996) National Education Policy Act of 1996.

Department of Education (1996) The South African School Act, 84, of 1996.

Dodge, K. A. (1991) The structure and function of reactive and proactive aggression. In D. J. Pepler and K. H. Rubin (Eds.), *The development and treatment of childhood aggression.* London: LEA.

Done, T. (2002) *How doTeachers and Learners in one Durban Primary School Understand and Cope with Bullying.* Durban: University of Natal.

Douglas, J. (2002) *How to beat bullying and intimidation,* Internet, http://www.sadtu.org.za/ev/nov-dec-2003/how.html. Accessed 22 March 2003.

Espelage, D. L. (2003, November) *Bullying in Early Adolescence: The Role of the Peer Group.* Internet, http://ericcass.uncg.edu/virtuallib/bullying/1069.html. Accessed 22 March 2003.

Elliott, M. (1997) *101 Ways to Deal with Bullying.* Great Britain: Cox and Wyman Ltd.

Farrington, D. P. (1993) Understanding and preventing bullying. In M. Tonry (Ed.) *Crime and Justice.* Chicago: University of Chicago Press.

Field, E. M. (1999) *Bullybusting* Australia: Southword Press.

Fried, S., & Fried, P. (1996) *Bullies and Victims: Helping your child through the schoolyard.* New York; Evansand Company, Inc.

Furniss, C. (2000) Bullying in schools: it's not a crime-is it? *Education and the Law,* 12 (1), 9-28.

Gillborn, D. (1993) Racial violence and bullying, In D.Tattum, (ed), *Understanding and managing bullying.* Oxford: Heinemann School Management.

Hughes, T. (1857) *Tom Brown's Schooldays.* London: Macmillan.

Krige, H., Pettipher, R., Squelch, J. & Swart, E. (2000) *A Teacher's and Parents Guide to Bullying.* Auckland Park: Rand Afrikaans University.

Leach, J. J. (1997) *A preliminary research into the nature and extent of bullying behaviour in primary schools in Pietermaritzburg, KwaZulu-Natal.* Pietermaritzburg: University of Natal.

Leckie, B. (2003) *Girls, bullying Behaviour and Peer Relationship: The Double Edged Sword of Exclusion Rejection.* Internet , http://ww.aare.edu.au/97pap/leck.b284.html. Accessed 17 December 2003.

Lesko, W. A. (1997) *Reading in social psychology: General classic, and contempoary selections.* Boston: Allyn and Bacon.

Liebscher, P. (1998) Quantity with Quality? Teaching Quantitative and Qualitative Methods in an LIS Master's Program. *Library Trends,* 46(4), 668-680.

Lumsden, L. (2000, March) *Preventing Bullying.* Internet, http://ericcass.uncg.edu/virtuallibb/bullying/1068.html. Accessed 16 August 2002.

Ma, X., Stewin, L. L. and Mah, D. L. (2001) Bullying in school: nature, effects and remedies. *Research Papers in Education*, 16 (3), 247-270.

Maloney, J. (1998) *Buzzard Breath and Brains*. Queensland: University of Queensland Press.

Matusouva, S. (2000) *Bullying and Violence in the Slovakian School*. Internet, http://web13.epnet.com/citation.asp? tb=1&ug=dbs+0+1n+en%2Dus+sid+FE31C760%2. Accessed 3 May 2003.

Marano, H. E. (1995) Big Bad Bully. P*sychology Today*, 28(5), 51-75.

Morrison, B. (2001) R*estorative Justice and School Violence: Building Theory and Practice*. Internet, file://A:/ Restorative Justice and School Violence: Building Theory and Practice.htm. Accessed 5 April 2003.

Nesser, J.J. Ovens, M. van der Merwe, E. and Marodi, R. (2003) P*eer Victimisation in Schools: Predispositions to, reasons for and Measures Against This Prevalent Phenomenon.*South Africa: university of South Africa.

Olweus, D. (1978) *Aggression in the School: Bullies and Whipping Boys*. Washington: Washington, D. C. : Hemishere (Wiley).

Olweu*s*, *D*. (1987*)* Schoolyard Bullying – Grounds for Intervention .*School* Safety, 5, 4 – 11 .

Olweus, D. (1993) *Bullying at school-What we know and what we can do*. Oxford: Blackwell Publishers.

Olweus, D. (1996) Bully/victim problems at school: Facts and effective interventions. *Reclaiming Children and Youth*, 5(1), 15-22.

Olweus, D. (1999) Sweden. In P. K. Smith., Y. Morita, J. Junger-Tas, D. Olweus, R. F. Catalano, and P. Slee (eds), *The Nature of School Bullying: A Cross-national Perspective.* New York: Routledge.

Olweus, D. (2003) *A Profile of Bullying at School.* Internet, http://web22.epnet.com./citation.asp?tb=1&- ug=dbs+0+1+1n+en%2Dus+sid+FDB5B8C 5%2. Accessed 1 October 2003

O' Moore, M. A. and Hillery, B. (1989) Bullying in Dublin Schools. *Irish Journal of Psychology,* 10(3), 426-441.

O' Moore, M. (2003) *Summary of Research Methods and Tools used in relation to studying the prevalence and nature of Bullying and Violence in School.* European Commission-Education-Culture-Connect Program.

Oxford Dictionary 2nd Ed. (1989) Vol. II. Oxford: Claredon Press.

Porter, L. (2000) *Behaviour in Schools: Theory and Practice for Tteachers.* Buckingham: Open University Press.

Randall, P. (1996) *A Community Approach to Bullying,* London: Trentham Books Ltd.

Republic of South Africa Constitution (1996)The South African Constitution Act 108 of 1996, Section 28.

Rigby, K. (1995, November) *What schools can do about Bullying.* Internet, http://ericcass.uncg.edu/virtuallibb/bullying/1047.html. Accessed 13 August 2002.

Rigby, K. (1996) *Bullying in schools and what we can do about it.* Melbourne: Acer.

Rigby, K. (1997) *Bullying in schools: what to do about it.* London: Jessica Kingsley.

94

Rigby. K. (1998) Suicidal ideation and bullying among Australian secondary school children. *Australian Educational and Developmental Psychologist,*15. 45-61.

Rigby, K. (1999) Bullying in Schools: Guidelines to Effective Action, *TheHidden Hurt.* Ballarat: Wizard Publication.

Rigby, K. (2000, Feb/March) *Bullying in Schools: Bullying in Schools: Guidelines for effective action.* Internet, http://www.education.unis.edu.au/bullying/bguidez.htmn. Accessed 13 August 2002.

Rigby, K. (2001) Effects of peer victimisation in schools and perceived social support on adolescent well-being. *Journal of Adolescenc,*23, 57-68.

Rigby, K. (2003) Consequences of Bullying in Schools. *Can J Psychaitr,*48(9), 583-590.

Rigby, K. and Slee, P. T. (1991) Bullying among Australian school children: Reported behaviour and attitudes towards victims. *Journal of Social Psychology,* 131, 615-627.

Rigby, K. and Slee, P. T. (1996) Peer victimisation at schools and the health of secondary students. *Educational Psychology,* 22(2), 28-34.

Rivers, I. and Smith, P. K. (1994) Types of bullying behaviour and their correlates. *Aggressive Behaviour,* 20, 359-368.

Roland, E. (1993) Bullying: a developing tradition of research and management. In D. Tattum (Ed.). *Understanding and managing bullying.* Oxford: Heinemann School Management.

Smith, P. K. (1991) The silent nightmare: Bullying and victimisation in school and peer groups. *The Psychologist* 4, 243-248.

Smith, P. K. (1994) School bullying – what we can do about it? *Childright, 106, 17-19.*

Smith, P. K., Cowie, H. and Sharp, S. (1994) Working directly with pupils involved in bullying situations. In P. K. Smith and S. Sharp (Eds.), *School Bullying: Insight and Perspectives.* London: Routledge

Smith, P. K and Sharp, S. (1994) *School Bullying: Insight and Perspectives.* London: Routledge.

Sudermann, M., Jaffe, P. G. and Schieck, E. (1996) *Bullying: Information for Parents and teachers.* Internet, http://www.education.information.teacher.bullying.html. Accessed 4 March 2003.

Tattum, D. (1993) *Understanding and managing bullying.* Oxford: Heinemann School Management.

Tattum, D. and Herbert, G. (1993) *Countering bullying: Iniatives by schools and local authorities.* Straffordshire: Trentham Books Limited.

Tattum, D. P. and Lane, D. (1989) *Bullying in schools.* Stroke-On-Trent: Trenham.

Tattum, D. and Tattum, E. (1993) *Social Educational and Personal Development.* London: David Fulton.

Thamm, M. (1997, October) An end to Playground Bullying, *Failady,* p. 54-56. Durban: Republican Press.

Twemlow, S. W. and Sacco, F. (2003) *Some questions parents ask about bullies.* Internet, http://backoff.com/parenttips.html. Accessed 18 October 2003.

Welman, J. C. and Kruger, S. J. (1999) *Research Methodology for Business and Administrative Science.* Cape Town: Oxford University Press.

Whitney, I. And Smith, P. K. (1993) A survey of the nature and extent of bully/victim problems in junior/middle and secondary schools. *Educational Research,* 35, 3-25.

Xaba, T. (1997) Masculinity in a traditional society. "The rise and fall of the young lions". *Institute for Social and Economic,* Durban: University of Durban Westville.

Zindi, F (1994) Bullying at a boarding school: A Zimbabwe study. *Research in Education* 51, 23-32.

Learners Questionnaire

What is Bullying?
Bullying is when someone or a group of people say nasty (bad) things to you or they can
say nasty things about you to others. Bullying can also take place when someone
is kicked, hit, threatened or when nobody wants to be friends with that person.

Gender: _____   Age: _____

No. of years at this school: _____

Please circle all your answers

1. Are you happy in school?

    Yes   No   Sometimes

2. Have you ever been bullied at school?

    Yes   No

3. Since January 2003 have you been bullied?

    Once   More than once   Often (4+)

4. How were you bullied? You may circle more than one answer.

    Kicked   Hit   Ignored   Name calling

    Spreading rumours

    Other: _____

5. Where were you bullied? You may circle more than one answer.

    Classroom   Playground   Verandah   Toilets

    One the way to school   On the way home

6. When were you bullied? You may circle more than one answer.

   Before School   After School   During Lessons

   During breaks   During activities

7. How did you feel when you were bullied?
   Sad   Lonely   Afraid   Angry

8. Who was the bully?

   Boy   Girl   Boys and Girls

9. How did this bullying affect you?

   Cannot sleep at night   Feel sick

   Cannot eat properly   Do not like to go to school/class

10. Who would you tell if you are bullied?

    Mother   Father   Teacher   No-one

11. Who would you tell if your friend were bullied?

    Mother   Father   Teacher   No-one

12. Did you bully another child in school?

    Yes   No

13. How did you feel when other children are bullied?

    It makes me unhappy   I don't mind

14. How many bullies are there in your class?

    One   Few   Many   None

15. Do you feel safe /comfortable in your school environment?

   Sometimes   Most of the times   All the times   Never

16. Does your school have a bullying policy?

   Yes   No   Not sure

17. Do you know what you should do if you are bullied?

   Yes   No   Not sure

18. When you were bullied, was it by:-

   Someone/learner your age   Someone/learner younger than you

   Someone/learner older than you

19. On a scale of 1 to 5, how bad is bullying at your school?
   1 = Good   5 = Very bad   _____

20. How well do you think your school deals with bullying?
   1 = Very well   5 = Very bad   _____

APPENDIX 2
Learners Questionnaire in Isizulu

Kuyini ukuhlukunyezwa?

Lapho umuntu noma iqembu labantu lisho izinto ezimbi kuwe noma besho izinto ezimbi ngawe kwabanye. Kungenzeka uma omunye ekhahlelwa, eshaywa, esatshiswa noma kungabi khona ofuna ukuba umngani waloyo o hlukunyezwazo.

Ubulili: _____ Ubudala: _____

Iminyaka Ulapha esikoleni: _____

Khetha impendulo

1. Ujabule lapha esikoleni?

   Yebo   Cha   Ngesinye isikhathi

2. Wake wahlushwa esikoleni?

   Yebo   Cha

3. Ngabe usuwake wahlushwa kusukela ku January 2003?

   Kanye   Ngaphezulu kokukodwa   Njalo

4. Wahlushwa Kanjani? Ungakokelezela nangaphezulu kwempendulo eyodwa.

   Wakhahlelwa   Washaywa   Wanganakwa   Ubizwa ngamagama
                                                      ongawafuni

   Okunye: _____

5. Wawuhlushwa ukuphi?

   Endlini yokufundela   Enkundleni yokudlala   KuVulandi

   Emathoyilethe   Endleleni eya esikoleni

   Endleleni eya noma ebuya ekhaya

1

6. Wahlukumezeka nini? Ungakhetha impendulo engaphezu kweyodwa.

   Singakangeni isikole   Sekuphume isikole   Kusafundwa

   Ngesikhathi setiye   Ngesikhathi semidlalo

7. Wazizwa unjani ngesikhathi uhlukunyeziwe?

   Ngaphatheka kabi   Isizungu uwedwa   Usaba

   Uthukuthele

8. Kwakungubani umhluphi?

   Umfana   Intombazane   Abafana namantombazane

   Umngani   Iklasi

9. Lokuhlukumezeka kwaku thinta kanjani/kwakuphatha kanjani?

   Awulalanga ebusuku   Wazizwa ugula

   Awukwazanga nokudla   Awufunanga nokuya esikoleni

10. Ubani ongamtshela uma uhlukumezekile?

    Umama   Ubaba   Uthisha   Ngeke utshele muntu

11. Uma kuhlushwa umngan wakho ungatshela bani?

    Umama   Ubaba   Uthisha   Ngeke utshele muntu

12. Wake wahlupha enye ingane esikoleni?

    Yebo   Cha

13. Uphatheka kanjani uma ezinye izingane zihlushwa?

    Anginandaba   Ngiphatheka kabi

2

14. Bangaki abahluphayo ekilasini lakho?

Munye   Bambalwa   Baning   Akekho

15. Ngabe uzizwa uphatheke kanle lapho kwakhiwe khona isikole sakho?

    Ngesinye isikhathi   Njalo   Zonke izikathi   Akukaze

16. Ngabe isikole sinayo inqubo ngokuhluphana kwezingane?

    Yebo   Cha   Anginaso isiqiniseko

17. Ngabe uyazi ukuthi kumele wenzeni uma uhlushwa?

    Yebo   Cha   Anginaso isiqiniseko

18. Ngenkathi uhlukunyezwa ngabe:-

    Kwa Kungumuntu/umfundi olingana nawe   Umuntu/umfundi omncane kunawe

    Umuntunumfundi omdala kunawe

19. Kumuntu oyedwa kwabahlanu kubi kangakanani?

    1 = Kuhle   5= Kubi   _____

20. Izinga lokubhekana nokuhuphana kwezingane linjani esikoleni sakho?

    1 = Lihle kakhulu   5 = Libi kakhulu   _____

                                                          _____

APPENDIX 3

Educators Questionnaire

Age:_____   Gender: _____

Post Level: _____

Section A: Please circle the answer that applies to you.

1. What is your judgement of the extent of bullying at this school between learners in the following ways?

1.1 Learners are being bullied by being hit or threatened by others.

Never   Sometimes   Often

1.2 Learners are being bullied by being called unpleasant name calling.

Never   Sometimes   Often

1.3 Learners are being bullied by being ignored by others.

Never   Sometimes   Often

2. How **"safe"** do you think children at this school feel from being bullied by other learners.

Always   Usually   Half of the time   Unsafe   Never safe

3. Do you go on duty during breaks.

Once a week   More than once a week   Never

4. What form of bullying takes place? You may ring more than one.

Hitting   Name calling   Spreading rumours

Other (please state): _____

5. Where does bullying take place? You may ring more than one.

Corridors   Playground   Toilets   Classroom

6. Do you see difference in tactics used between boys and girls?

Yes   No

1

7. What is the most common sex of learners who bully?

   Boys   Girls   Boys and girls

8. What is the most common sex of the learners who are bullied?

   Boys   Girls   Boys and girls

9. How many children in your class bully?

   None   Few (less than 5)   Many (5 or more)

10. How do you feel towards learners who are bullied?

    I feel sorry for them   I will ignore it   I dislike them

11. How do you feel towards learners who bully others?

    It upsets me   I will ignore it   I dislike them

Section B:

1. How serious do you think the problem of bullying at your school really is?

   | Very Serious | Serious | Moderate serious | Not very serious | Not serious at all |

2. I would advice the victim to act assertively and stand up to bully.

   | I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

3. I would tell the bully to stop his behaviour.

   | I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

4. I would turn a blind eye to it.

   | I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

5. I would help the bully and the victim resolve their differences.

   | I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

6. I would treat the matter lightly.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

7. I would advise the victim to stay away from the bully as much as possible.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

8. I would make sure that the bully was suitably punished.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

9. I would arrange a meeting of learners, including the bully, tell them what was happening and ask them to suggest ways in which they could help improve the situation.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

10. I would seek to help the bully to achieve greater self-esteem so that he or she would no longer want to bully anyone.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

11. I would make it clear to the bully that his or her behaviour would not be tolerated any longer.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

12. Would leave it for somebody else to sort it out.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

13. I would share my concern with the bully about what had happened to the victim and try to get the bully to behave in a more caring and responsible manner.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

14. I would separate the bully from the victim so that there was less chance of bullying taking place.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

15. I would suggest that the victim not show that he/she was bothered by what was happening.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

16. I would contact the parent(s) of the bully and insist that their child's bullying behaviour must stop.

| I definitely would | I probably would | I'm Unsure | I probably would not | I definitely would not |

APPENDIX 4

Semi-Structured Interview Questions For Educators

Age:_____   Gender: _____

Post Level: _____

1. What is your understanding/perception of bullying?

2. Do you believe that bullying is a problem in this school?

3. Would you say that bullying is prominent throughout the whole school, or in particular grade?

4. Do you think that the context in which they live, has any influence on learners behaviour at school?

5. Do learners complain to you about being bullied?

6. Describe a bullying incident which may have affected you in some way or the other. How did you resolve it?

7. If bullying was looked at on a larger scale in your school, would you prefer to be helped and educated by anyone?