

An investigation of learners' experiences of bullying at Layman Village Primary
School in KwaZulu-Natal

By

Princess Penelope Siphindile Mshengu

A dissertation submitted in partial fulfilment of the requirements for the degree of
Masters in Education in the Faculty of Education – Durban

Year of presentation: 2005

DECLARATION

I hereby declare that this dissertation is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

A handwritten signature in black ink, appearing to be 'VIA S...', written over a horizontal dotted line.

Signature

ACKNOWLEDGEMENTS

It is my greatest wish to express my sincere appreciation and gratitude to God the Almighty who made this all possible.

My further gratitude and sincere appreciation is extended to the following persons :

Ms Thabi Ntombela my supervisor

Ms Gugu Xulu my classmate

Nqobile and Thobeka my loving daughters for their moral support.

And all my extended family members, friends, colleagues, and learners who gave me the support to complete this work.

ABSTRACT

This study sought to investigate learners' experiences of bullying at Layman Village Primary School. To understand the problem better, teachers' perceptions on the matter were also sought as learners often report such incidents to class teachers. The subject of this thesis inquiry were 63 grade four learners and 10 teachers of the above mentioned school.

Although this was a qualitative study, the structured questionnaires were used for both teachers and learners. When these failed to give sufficient data, semi-structured interviews were used. The taped interviews were transcribed and analysed, and data was categorised into three main themes.

The results obtained showed that bullying is rife at Layman Village Primary School and that teachers lack skills to address this problem. It was concluded that bullying is a serious problem and should not be tackled haphazardly. Therefore, Layman Village Primary School needs to develop a policy on bullying to guide teachers and to provide learners and parents with specific procedures to follow when bullying occurs.

My recommendations were that the Department of Education needs to draw a National policy on bullying that schools can use to develop their own programmes. It was felt that it would help if the national policy is linked to a monitoring programme to ensure that it is used appropriately.

TABLE OF CONTENTS

CHAPTER ONE – Introduction to the study.

1.1	Background and Purpose	1
1.2	Problem Statement	2
1.3	Theoretical Location of study	2
1.4	Research Questions	3
1.5	Research Methods	3-4
1.6	Data Analysis	4
1.7	Ethical Considerations	5
1.8	Primary source of data	5
1.9	Conclusion	5

CHAPTER TWO – Literature review

2.1	Introduction	6
2.2	A Definition of Bullying	7-8
2.3	Factors contributing to bullying behaviour	8
2.3.1	Family factors	8
2.3.2	Individual factors	8-9
2.3.3	School factors	9
2.3.4	Societal factors	9-10
2.4.	Signs of bullying	10
2.5.	Characteristics of bullies	11-12

2.6.	The characteristics of victims of bullying	12
2.7.	The impact of bullying	12
2.8.	Bullying in the S.A. education context	13
2.9.	Intervention strategies that can be used to stop bullying	13-14
2.9.1.	Parental involvement in Education	14-15
2.9.2.	Peer counselling in schools	15-16
2.9.2.1	Befriending	17
2.9.2.2	Counselling approaches	17
2.9.2.3	Conflict resolution and mediation	17-19
2.10.	Teacher empowerment to deal with bullying	19
2.11.	Preventative work	19
2.12.	Conclusion	19-20

CHAPTER THREE – Research design and methodology

3.1	Introduction	21
3.2	The Research process, design and methodology	21
3.2.1	The process	21
3.2.2	Research Design	22
3.2.2.1	Qualitative Methodology	22
	Trustworthiness/Reliability of Data	22
3.2.3	Data Collection Methods	23-25
3.2.4.1	General Observations	24-25
3.2.4	Access (Permission)	25
3.2.5	Data Analysis	25-27
3.2.6	Ethics	27

3.3	Conclusion	27
-----	------------	----

CHAPTER FOUR – Analysis of data and discussion of results

4.1	Introduction	28
4.2	Results	28
4.3	Theme 1: Various forms of bullying reported by learners	29
4.4	Theme 2: Various forms of bullying reported by learners (gender issue)	29
4.5	Theme 2.1: Boys bullying girls from their position of male power	29-30
	Theme 2.2: Horizontal oppression of younger girls by older girls	30
	Theme 2.3: Ethnicism against Mpondos and Sothos by Zulus	
	Theme 3: Multi-layered issues of bullying	31
3.1	Responses of victims	31
3.2	Responses of bullies	32
3.3	Teachers Perceptions	32-33
4.6	Conclusion	34

CHAPTER FIVE – Conclusion and recommendations

5.1	Introduction	35
5.2	Limitations	35
5.3	Recommendations	35-36
5.4	Conclusion	36-37

REFERENCES	39-44
-------------------	-------

APPENDICES	41-43
-------------------	-------

1. Letter to the principal	45
2. Letter to the parents and its translation	46-47
3. Learner questionnaires	48
4. Staff questionnaire	49-50

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background and purpose of Study

I am an educator at the school at which the study was undertaken. My interest in this study stems from my experience and that of my colleagues at ¹Layman Village Primary School. I am a grade four class teacher and I get several reports of incidents of bullying and I keep a record of these. Other teachers also report incidents of bullying to me because I am a guidance counsellor as well as a member of the school staff development team. These reports are logged in the school's record book. On a daily basis educators at the school have to deal with different kinds of bullying behaviours, for example:

- Lunch box and food snatching,
- Physical abuse,
- Use of vulgar language and name calling,
- Exclusion from play, and,
- Damage to possessions (schoolbags, pens and books).

These cases prompted me to do an in-depth study on bullying in order to help to identify the causes and to try and reduce the practice of bullying within our school. The school has a code of conduct for learners but bullying is not addressed fully. I envisage that the study will contribute towards increasing awareness of bullying as a problem at this school and that it will help highlight the need to develop an anti-bullying programme at this school.

¹ Layman Village Primary School is a pseudonym (there is no school with this name in this township)

1.2 Problem Statement

In our school (Layman Village Primary School) teachers are aware of the problem of bullying but lack the skills of intervention towards it. Some even condone it, claiming that it is normal that children should fight in order to be strong. Such attitudes may make some teachers not to commit themselves wholeheartedly to bullying intervention programmes. The majority of teachers, however, believe that bullying is an important issue, and that it needs to be dealt with. Some even say that bullies are psychopaths, and others feel that victims can be taught to stand up to the bullies, in order to prevent bullying in the school.

This study attempted to establish learners' experiences of the bullying problem and to establish what teachers' perceptions are regarding this matter. Since there is no policy on bullying, the study also sought to increase awareness of the fact that a policy is necessary if this problem is to be effectively addressed.

1.3 Theoretical Location of Study

I chose to use the Ecosystemic perspective (Donald, Lazarus and Lolwana, 2002) as a theoretical framework for this study. The Ecosystemic theory is also used to understand the social relations of learners in different classrooms within the school and the relationships within the school's sub-systems as well as between them and their general social context. The ecosystemic perspective enables one to show how individuals and groups at different levels of the social context are linked in dynamic, interdependent, and interacting relationships. In this study, this is reflected in how learners from different home backgrounds interact within the school context. Also the symbolic interactionism is used in this study. This framework was used to highlight how learners' actions are influenced by their social interactions (Crotty, 1998). Cohen, Manion, and Marrison (2002) state that an interpretative approach is associated with symbolic interactionism and it is often called a

qualitative method of research. Here researchers study the meaningful social actions of individuals and the meanings they attach thereto. Qualitative research adopts a practical orientation and is also concerned with how people interact and how they get along with each other. In conclusion, research is best conceived as the process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data (ibid.).

1.4 Research Questions

The study sought to answer the following research questions:

- What are the learners' experiences of bullying at this primary school?
- What are teachers' perceptions of bullying at this school?
- What strategies can be used to address this problem ?

1.5 Research Methodology

The research site for this study was a Layman Village Primary School near Durban, with a learner population of 500. This African school has the following learner ethnic groups in its population: Zulus in the majority, Xhosas, Pundos and Sothos in the minority. The reason for the choice of the site was two fold: Firstly, I am a member of staff at this school, and secondly, the issue of bullying is being manifested as a problem. The sample in the study was 63 grade 4 learners. Initially, my whole class of 63 learners was given a questionnaire, then, I randomly selected ten boys and ten girls from those who reported that they had experienced bullying as victims for in-depth interviewing. Ten teachers at the school were also given a questionnaire and were interviewed.

I adopted a qualitative research approach to understand how the learners experience bullying. According to Drew, Hardman and Hart (1996) qualitative research is used to describe naturally occurring social events as the data from which general patterns and concepts about human behaviour

can be drawn. The qualitative researchers differ in their beliefs about the unique nature of social experiences, debating whether any social situation and event involving a unique person or group of people can ever be replicated.

Drew, et al (1996) cite Huberman (1994) who maintains that qualitative research also helps the researcher to study events as they naturally occur, because its methods are uniquely suited to studies embedded deeply within a setting of naturally occurring interactions amongst people. Qualitative research also seeks to understand how people make sense of their surroundings and the people and circumstances that shape their lives. It was hoped that the study would yield meaningful insights into the learners' experiences of bullying. These 20 learners and 10 educators were the unit of analysis.

The exploration of the phenomenon of bullying took place through a class survey followed by detailed, in-depth semi structured interviews for a smaller group. I used the same questions that are in the questionnaires (semi-structured interviews). This approach according to Cohen, et al (2002) gives freedom to phrase the questions as I like, and to probe responses that might be unclear or ambiguous.

1.6 Data Analysis

Since this was a qualitative study, data collection and analysis went hand in hand. The collected data was transcribed, and incongruencies and inconsistencies were checked and noted first and then these were discussed with the participants for clarifications. The researcher analysed data in order to identify themes and patterns in learners' experiences (Cohen, et al, 2002).

1.7 Ethical Considerations

All the teachers gave verbal consent for participating in this study. I also requested permission from the principal since I used contact time to collect data within the school. This procedure is endorsed by Cohen, et al. (2002). For learners, written consent was sought from their parents since they are minors. Anonymity was guaranteed to both learners and educators.

1.8 Primary Source of Data

The primary sources for this study were 20 grade 4 learners and 10 teachers who were interviewed and 63 learners who filled in the questionnaire.

1.9 Conclusion

In the above mentioned school there is no play ground. As a result boys tend to bully girls in their play because there's no space. This could be a gender dimension because boys tend to be socialized into believing it is a norm for boys to bully girls (Tattum, 1993). Secondly, social adjustment seems to be a problem at this school because learners from economically disadvantaged homes (Zulus) also tend to bully those from township homes, those are the Sothos, Phondos and Xhosa learners.

All schools need to have bullying policies because bullying is as old as education is. According to Tattum (1993), bullying is the most malicious and malevolent form of anti-social behaviour practiced in schools. There's a need for a bullying policy (national) and school programmes that deal with incidents of bullying and intimidation and it should include a rehabilitation programme for both victims and bullies (Bhana, 2004). It is not possible to win the bullying battle if we do not have this policy as well as effective bullying programmes in schools.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

Four o' Clock Friday

Four o'clock Friday, I am home at last,
Time to forget the week that is past.
On Monday at break they stole my ball
And threw it over the playground wall.
On Tuesday afternoon, in games
They threw mud at me and called me names.
On Wednesday, they trampled my books on the floor
So Miss kept me in because I swore.
On Thursday, they laughed after the test
'Cause my marks were lower than the rest.
Four o' clock Friday, at last I am free,
For two whole days they can't get at me.

John Foster

(Extract from Zeelie, 2002:1)

2.2 Bullying: A definition

There are many definitions of bullying, all of them highlighting the deliberateness of the intention to hurt or harm another person. According to Tattum (1993a), bullying is a willful, conscious desire to hurt another and put him / her under stress, and maintains that it is the aggressive behaviour from deliberate intent to cause physical or psychological distress to others. It is clear that bullying results from an imbalance of power between the bully and the bullied. Bullying is a world problem, various countries have embarked on various studies to deal with this problem in their schools.

According to Banks (1997) bullies have little empathy for their victims and they defend their actions by accusing their victims of provoking them. Victims are typically anxious, insecure, and cautious, which result in them clinging to their parents, especially the young victims.

Tattum (1993b) cites a study in Toronto, Canada, which found that 20 percent of 211 grade 4-8 learners were bullied 'now and then' and 'weekly or more often'. The parents of the victimised learners were aware of this bullying problem, but teachers were not. The Lamontville study is slightly different from the Toronto study because parents as well as teachers are aware but, teacher do not know how to handle the situation .

Tattum (1993a) undertook a ten year longitudinal study of bullying in the UK which provided a profile of the typical bully. In their findings they mention a distinctive characteristic of the typical bully which is aggression towards peers. Bullies are also aggressive towards teachers, parents and siblings. He also gives a profile of a typical victim, which is one who is more anxious and insecure than other learners in general. These victims are often cautious, sensitive and quiet. When these

victims are attacked by other learners, they commonly react with crying (at least in the lower grades) and withdrawal. They have a negative view of themselves and their situation and they often look upon themselves as failures and feel stupid, ashamed and unattractive. Further, typical-victims feel lonely and abandoned by their peers. If they are boys, they are likely to be physically weaker than other boys in general. Girls, on the other hand, tend to be withdrawn and isolated from peers (ibid).

2.3 Factors contributing to bullying behaviour

According to Suderman, Jaffe and Schieck (1996) there are a number of factors that have been identified which contribute to bullying problems, namely, family, individual and school.

2.3.1 Family Factors

Children get their primary education at home before they start school. Parental influences, through the “I-you” relationships have great impact on children. The lack of warmth and supervision, as well as continuous modeling of aggressive behaviour within the home may have a negative impact on children. The witnessing of use of physical and verbal aggression by parents toward each other or towards their children may also have a negative impact on children’s ability to form relationships (ibid).

2.3.2 Individual factors

The most determining individual child factor in bullying is temperament. This means that some children have the basic tendency to develop certain personality styles and interpersonal behaviours which make them potential bullies. Children who are active and impulsive in temperament may be more inclined to develop into bullies (ibid).

2.3.3 School factors

The school's social context plays a major role in the frequency and severity of bullying. The social climate in the school needs to be one where there is warmth and acceptance of all learners. Bullying problems can be reduced by appropriate supervision, intervention and by creating a school climate conducive to equal and fair treatment of all learners by all staff members and other learners (ibid). A bullying policy and relevant intervention programmes should be used to reduce bullying within the school. (Suderman, et al, 1996).

Students who bully others may have strong needs to dominate and subdue other students and they may assert themselves with power and threat, and to get their own way, they may brag about their actual or imagined superiority. These bullies enjoy having power over other students. Most of the time bullies use their power (popularity) to hurt other students (Rigby and Slee, 1993). Therefore, it is important that there is adequate supervision of learners in schools to reduce bullying opportunities.

2.3.4 Societal factors

There is a fourth factor that contributes to bullying problems. A patriarchal society is a system of social organizations that valorizes the masculine gender over the feminine. Central to patriarchal society is the question of men's power over women (ibid). In Layman Village children are seeing fathers hitting their mothers on daily basis but mostly on weekends. One could hear learners at play saying "umfazi into yokushaywa", meaning that a woman is something to be beaten (as if it is normal to do so). I assume that bully boys have a power over, that they learn from this type of society, which discriminates and has unfair treatment or prejudice on grounds of being a female or male. The girl bullies also have this knowledge but at lesser rate. I think everyone should be empowered to be gender sensitive, because gender attitudes and behaviours are learned and can be changed.

Whatever the factors that cause bullying, the impact of being bullied causes negative stress which negatively affects one's health. This prolonged negative stress can result in trauma and post-traumatic stress disorders and if one had been severely bullied as a child, the trauma can last a lifetime (Berne, 1996).

2.4 Signs / forms of Bullying

According to Rigby and Slee (1993) possible signs of bullying can include a wide range of hurtful behaviour, physical injurious actions of hitting and other behaviours such as:

- Verbal forms of harassment (name-calling)
- Indirect means of hurting others (intentionally excluding people from groups, hiding, their belongings and spreading malicious rumours)
- Direct behaviours (teasing, taunting, threatening and stealing)
- Sexual harassment (bad comments about body parts, bad sex jokes, being grabbed or brushed up against in a sexual way and being forced to do something sexual at school other than kissing publicly).
- Possible signs of bullying, according to Tattum (1993), are that some students may repeatedly tease the weaker ones, hit and damage the belongings of other students. Sometimes bullies induce some of their followers to do the "dirty work" while they themselves keep in the background.

2.5.1 Characteristics of Bullies

Bullies in most cases may be seen as being tough, hardened and may show little empathy for students who are their victims. They may engage in an antisocial behaviour at an early age, which may result into gangsterism at a later stage. Academically, bullies may show a decline in junior high school as attitudes become more and more negative. Students who perpetuate bullying are choosing to be part of the problem, not part of the solution.(ibid).

According to Walker, Colvin and Ramsey (1995) the life-long outlook for bullies is not good. If bullies don't learn how to change their behaviour at a young age, the pattern of bullying behaviour often becomes a habit as they get older. They need support structure that will help them learn morals and good behaviour habits. This study confirms that boys are more privileged within the Layman township. Mostly boys believe beating a girl means that one is proper man.

The "Boys will be boys" discourse serves to privilege an essentialist, causal relationship between boys, meaning that big boys are socialized into believing that they have a right to bully the small ones. Boys' behaviour is homogenized as if they have a built-in predisposition for aggression and violence. Violence is embedded into culture and power relationships and difficult to change. So the role of gender has a great influence on bullying, because boys are being socialized into this belief (ibid).

2.5.2 Characteristics of Victims Of Bullying

Tattum (1993a) states that students who are victims of bullying are typically insecure, cautious and suffer from low self esteem, rarely defending themselves when confronted by students who bully

them. These students tend to be very close to their parents and may have parents who can be described as overprotective. These victims often fear school and consider school to be an unsafe and unhappy place.

Victims of prolonged bullying can find their dreams suffocated as day-to-day survival takes precedence over academic achievement. Kids who are bullied are two to three times more likely to have headaches or other illnesses. Children who are victimized tend to display “vulnerable behaviours”. People who are identified as being highly vulnerable are often singled out as victims eventually. Some of the reasons why other students are bullied is that, sometimes these pupils look like they can’t stand up for themselves (weaker outside appearance) (ibid).

Victims may lack social skills and friends and thus are often socially isolated by other pupils. Bully-victims do poorly in school and sometimes they engage in problem behaviours such as drinking, smoking and taking drugs at a later stage. Possible signs of being a victim are being hot-tempered and attempting to fight or answer back when attacked or insulted, but usually not effectively. They sometimes become hyperactive, restless, generally offensive and tension-creating, may be clumsy and immature with irritating habits e.g. timeously reporting to teachers and/or parents their bullies (Tattum, 1993b). The learners (victims) at Layman Village Primary School fit the above description very well.

2.6 The Impact of Bullying

Rigby and Slee (1993) after many years of studying bullying conclude that bullying is a global problem. There are many bad results that are being caused by bullying in learners in schools. The victims become very unhappy, fearful, anxious and develop a low self-esteem. They may avoid going to school, avoid social interaction and sometimes attempt or commit suicide as an escape from

bullying. These problems have long-term outcomes for the bully victims. School bullies become criminals at a later stage (adulthood). The bystanders too get affected psychologically by witnessing bullying at school even at a later stage, because if they see that nothing is done to the bullies they tend to conform to bullying and other bad behaviours (Tattum, 1993b).

2.7 Bullying in the South African Education Context

The transformation of Education in South Africa, has created multiple challenges for both educators and learners. Democracy has brought about dramatic changes in the resources available for schools and the way in which they are governed. In addition, schools have had to adapt to racial integration, reduction of staff, a new outcomes based curriculum and the Revised National Curriculum Statement (RNCS). So in the National Crime Prevention Strategy school safety, violence prevention and victim empowerment are listed as core strategic programmes that are school-based (Eliasov and Frank, 2000).

A survey conducted in 20 schools in Cape Town showed that incidents of school bullying and intimidation were very high including other criminal behaviour like vandalism, gangsterism etc. From this study a few conclusions were made, the main one being that crime and violence in schools threaten the well being of young people in South Africa. Crime and violence “contaminate” the school environment and jeopardise the education process. This problem is also a severe threat to peace, democracy and economic stability in South Africa (ibid).

2.8 Intervention Strategies That Can Be Used To Stop Bullying

Suderman, et al. (1996) maintain that there are many effective strategies that can be adopted by teachers in schools as well as by parents of learners at home to reduce incidents of bullying. The starting point may be the acknowledgement that bullying is occurring within the school. Teachers

and parents should be aware of it and try to make plans of stopping this problem. Children should be supervised both at home and within the school. The teachers as well as parents should be empowered enough on how to tackle bullying and should work hand in hand with each other.

Bullying is an act of violence but the psychological pain usually lasts longer than the physical. This damage that is done to a victim's feelings is easily underestimated or ignored. Bulling is one of the most prevalent forms of violence and it is an insidious social problem found in many occupations and walks of life. In the school setting, it can be found amongst both the learners and teachers. So all the stakeholders involved in the school community should work hand-in-hand to stop bullying, that is, parents, teachers and learners (ibid).

Some of the intervention strategies that have been used in other studies include:

1. Parental involvement
2. Peer counselling
3. Teacher empowerment to deal with bullying.

2.9.1 Parental Involvement In Education

According to Wolfendale (1986) the term 'parental involvement' means the gamut of the activities that are rendered by parents within the school. Of the various forms of parental involvement, parental involvement in children's education is to date the most explored, it is the fullest expression of a working relationship between parents and teachers. By involving the parents, the children may be helped.

Pedagogic principles of optimising human potential become applicable then to all children, in order to meet the learning needs of specific children. What has also been amply demonstrated is the fact that parents are actively interested in their children's development and educational progress.

Research has invoked, on evidence from many intervention projects that parental involvement in education and community-based programmes is an entirely positive influence upon the child, from the Toronto study in Canada that was conducted Tatum (1993a).

According to Wolfendale (1986) a conceptual starting point for viewing the child in the family and at the school is that of the ecological approach and the mapping out of the ecosystem for each child, so that one can see the juxtaposition of that child to his or her parents (care-givers), siblings, relatives, locality friends as well as the school network with relation to teachers and peers. She also emphasised the importance of continuity and shared experience between home and school, of access to the group and to the child's experience at the school (ibid). So this approach enables the researchers to be able to analyse the systems of which each child is part, and use this as a basis for problem definition and problem resolution.

A significant amount of attention was given to parental involvement and a number of recommendations were made for implementing school policies, from the Toronto study in Canada. Parental involvement and the promotion of school policies have been the subject of in-service training for the teachers. Their involvement may be demonstrated unconsciously or intentionally where parents may act as role models, may transmit the culture to their children or may interpret the moral and social code too.

The movement towards greater parental involvement represent a profound shift in attitudes on the part of teachers. Parental involvement in children's education therefore can be regarded as a vehicle for the realisation of a number of aims to do with children's learning as well as preparing them for adulthood in life. Therefore parental involvement in school activities should be taken as partnership.

2.8.2 Peer Counselling in schools

There are many definitions of counselling but, Cowie and Sharp (1996a) define it as an activity in which a trained professional engages in a particular relationship with a person who is experiencing personal or emotional difficulties. In peer counselling young learners are empowered to offer support to their peers in distress. These learners volunteer to do this work. They include both aggressor and victim, and the behaviour could be seen as an attempt to conciliate the aggressor or to reconcile the two in conflict.

Peer counselling is another tool to tackle bullying in schools, because often children wanting to help those who are in distress but do not know how. In the school settings, the broader social benefits of peer counselling might arise from an enhanced social climate in the school community to qualities such as kindness and being helpful. In this study, the sample was grade 4 learners. At this stage most children learn to negotiate with one another over areas of conflict. Learners who are antisocial (bullies) are those who abuse their power and it is not in their capacity to take the perspective of others (victims).

The systemic abuse of power is central to bullying behaviour, which is the major cause of distress amongst young people in the school and also cause psychological damage to everybody (Cowie and Sharp, 1996b). Schools are in a position to create opportunities for pupils to experience what is called “positive participative citizenship” which is in harmony with the moral model of democracy. Peer counselling offers young people an opportunity to practise and develop these capacities and to gain experiences of different roles and responsibilities that will make them good future citizens.

Peer counsellors assess needs, they listen, they involve, they support, they encourage, and they rebuild. They actually study how innovations take place and they implement the strategies and

actions that contribute to making changes. In peer counselling there are three types of counselling and support befriending, counselling approaches and conflict resolution (Cowie and Sharp, 1996b).

2.8.2.1 Befriending

Befriending focuses on enabling the learner to apply the skills of helping in everyday interactions with peers, for example, when the learner is a new comer, in after school clubs, when other learners have learning difficulties, those who have low self-esteem. Peers also help to create a social network for fellow learners with emotional and behavioural difficulties. These peer counsellors are usually selected on the basis of their personal characteristics and willingness to help others. The aims of befriending according to Cowie and Sharp (1996a) are that they promote personal development in the helpers, they help peers to give support for their peers, they have a positive influence on the emotional climate of the school and also they provide a bridge between troubled friends in their peer group and professional counselling services within the school.

2.8.3.2 Counselling approaches

Firstly the peer counsellors will be trained and be supervised in their duties with relevant skills. According to Cowie and Sharp (1996b) the peer counsellors are trained in well-established counselling skills, which include the active listening, reflecting back feelings, paraphrasing what the client has said, expressing empathy for the client's emotional state, and developing a vocabulary of feelings. The aims of peer counselling are that they give counselling and support services, they give young counsellors the skills to handle peers' developmental and personal issues, they address the psycho-social needs of a peer group as well as create a more positive community environment within

the school. The peer counsellors are confident in the use of the learnt basic skills and they should be further trained in special issues.

2.8.3.3 Conflict resolution and mediation

The mediation process can be carried out where there is a dispute. The problem with this type of help is that, too often the outcome is that one wins and the other one loses. Here the rationale is based on the view that trained peers are empowered to provide fellow learners with the strategies for resolving conflict as well as with the deeper understanding of relationships and social interaction. The aims of conflict resolution according to Cowie and Sharp (1996a) are that they develop awareness of the positive nature of conflict, they learn strategies for resolving conflict, they apply the learnt strategies to specific situations and also to develop long-term approaches to conflict resolution.

In peer counseling it takes a long time to learn many skills and concepts involved in positive conflict resolution, and we can begin teaching them to children at a very young age. We need to start teaching conflict resolution skills to kids at a much younger age (grade R). Within the school, children need a curriculum that provides active, first hand experiences that foster social and moral understanding and positive opportunity to learn tools for resolving conflicts peacefully. What's good about this type of curriculum is that it can provide children with a special power that opens new doors for interacting positively with their world at large. The empowered learners will discover a satisfaction and they can create positive social relationships and be able to solve their problems with others. Teachers need to be empowered too, so that they can create classroom environments that foster the moral and social development of all learners within the school (ibid).

Chetty (2005) claims that bullying is rife in KwaZulu Natal schools. For example, a study conducted at Durban Preparatory High School and Durban High School led to the introduction of mentoring

system as a way to prevent bullying problems. The older learners are trained to be mentors and they look after the young ones' needs and their anxieties. In this study the grade 11s mentored the grade 8s. This programme was successful as was evident in good results in sports, academic, cultural and social development within these schools.

These are tips from Chetty (2005:7)

- Children should not carry a large amount of money.
- Remind children not to brag about owning expensive things like a Discman or electronic games.
- In the schoolyard, children should stay where most of the children are playing. Bullies don't like to have witnesses.
- If a schoolmate hits the child, he/she should tell a supervisor or a teacher immediately.
- When using public transport, the child should try to sit near adults.

2.9 Teacher empowerment to deal with bullying

Teachers should be empowered with relevant skills on how to tackle this problem. They should promote positive behaviour or activities for preventing bullying in their schools. Unless teachers are well equipped, they can never be able to help their learners. Teachers and learners need to work hand in hand in drafting an anti-bullying strategy programme that will be used to see both sides of the problem and to come up with solutions. By so doing a greater feeling of safety is created for everybody within the school.

2.11 Preventative work

Children should be taught that “might makes right,” is not correct because winning is not the most important thing. It is a teachers’ duty to teach learners the following solution within the school: a

Win-Win Solution: A solution that satisfies both or all of the sides involved in the conflict.

In a win-win solution, everyone including the teacher and learners can come to an agreement (Cowie and Sharp, 1996b).

2.12 Conclusion

Looking at the different research findings (globally), I asked myself what could be done to correct this problem, particularly at Layman Village Primary School? It is clear that this problem has to be dealt with seriously in our schools if the culture of learning and teaching is to be restored. Cowie and Sharp (1996a) suggest that schools should remember that there is no one strategy that can be used successfully on its own but a range of strategies could be adopted in order to respond to bullying effectively. Since bullying is a complex social problem, requires a multi-faceted approach to combat it. Mellor (1996) also agrees with Cowie, Helen and Sharp (1996b) that bullying cannot be cured by treating the victims only, but all stakeholders should be involved because this is a complex issue. So schools should create an atmosphere that is user-friendly, and always encourage the situation in which it is possible to speak out. Schools should be bully-free places in order to have an effective teaching and learning situation. Everyone in the school community should be clear about what will happen next if the bullying problem persists.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Bullying is rife at Layman Village Primary School, as is shown by the numerous reports by learners from grade R to grade 4. When these cases are reported they do not receive proper attention because the teachers at the school do not know how to handle them, they are not empowered because they lack the skills to deal with bullying. The study attempted to explore the following research questions:

- What are the learners' experiences of bullying?
- What are the teachers' perceptions of bullying?
- What strategies can be used to stop bullying?

3.2 The research process, design and method

3.2.1 The Process

According to De Vos (1998) the research process begins with the question or problem, which may arise from the practical problem that needs solution. The research process has a sequence of activities, which begins with a research question and ends with the report. This research design had the following stages:

Stage one : the formulation of the research questions

Stage two : the selection of the research design: A qualitative approach and quantitative approach were chosen, with the case study as strategy

Stage three : data collection through observations, interviews and questionnaires

Stage four : data analysis and Interpretation

Stage five : writing of the research report

3.2.2 Research Design

3.2.2.1 Qualitative Methodology

Qualitative research is used to describe naturally occurring social events as the data from which general patterns and concepts about human behaviour can be drawn. Qualitative researchers differ in their beliefs about the unique nature of social experiences, debating whether any social situation and event involving a unique person or group of people can ever be replicated. Qualitative research helps the researcher to study events as they naturally occur. Its methods are uniquely suited to studies imbedded deeply within a setting of naturally occurring interactions amongst people. It also seeks to understand how people make sense of their surroundings and the people and circumstances that shape their lives and the ways of getting along with others (De Vos, 1998). This informed my choice of a qualitative approach for this study because I was observing and interviewing learners at the place where bullying occurs within the school.

3.2.2 Trustworthiness / Reliability of data

Poggenpoel (1998) refers to the work of Guba (1995) which emphasizes that the trustworthiness of qualitative research lies with the truth value demonstrated by the researcher. The researcher has to establish confidence in the findings for the sample as well as the context in which the research is done. This “credibility” identified truth value, applicability, consistency and neutrality as four criteria applicable to the assessment of research of any type. In the qualitative research the researcher’s job is to double check collected data from different samples as in this study, where I used the learners and teachers, because they are all familiar with the phenomenon being studied

(bullying within the school). To make sure that the data was reliable, I used two methods of data collection. This helped me to verify the data collected as trustworthy.

3.2.3 Data collection methods

I used different samples of data collection. According to Cohen, et al. (2002) there are many methods of data collection, for example observations, questionnaires and interviews.

Observations of learners were done over six months because I was observing how many incidents were being reported per day and I was also observing the teachers' responses towards those reports.

3.2.4.1. Observations

The results shown in Table 1 (themes) suggest that bullying behaviour is rife at Layman Village Primary School. In respect of victims (who were bullied), the results indicated that they have lower self esteem than bullies.

Looking at the victims when compared to their bullies, the victims are closer to ordinary learners (class mates) than the bullies are, meaning that they stand together against bullies. Bullies who have also been victims before show signs of unhappiness and aggression towards other learners.

Bullies in this study show frequency and type of behaviour disorder because they are frequently reported by other learners and teachers rated the bullies as more disturbing during the teaching and learning or lunch breaks. Learners who are bullied frequently tend to bully others too (they take it out on others).

According to Besag (1996) learners have no confidence in reporting bullying incidents because the learners have no confidence in adults to have the ability to help them. At Layman Village Primary School, teachers do try their utmost to stop bullying but still they lack appropriate skills to do so. That is why some always refer their bullying incidents to me.

O' Moore and Hillery (1996) find that there is evidence to support the hypothesis that aggressive behaviour depends on the circumstances in which a learner finds him/herself at that particular point in time, because the Layman Village Primary School learners always fight at school during breaks.

Self completion questionnaires which contained 20 questions for the grade 4 learners were done on one day, as well as teachers questionnaires. These questions were trying to elicit responses from both the learners and teachers on how to tackle the bullying problem within the school. Unfortunately the data collected was not detailed enough so I decided to interview 20 learners.

Semi-structured interviews for the learners were done on an individual basis so that learners would feel free to talk. These interviews were also done on one day in order to avoid the disturbance of the tuition time for many days. The teachers' interviews were also done on one day and on an individual basis. Each interview (learners and teachers) session lasted between 10 to 20 minutes. I interviewed 20 learners and 10 teachers using structured interviews. Most of the interview questions were taken from the questionnaire, so that the respondents could further explain their views. By so doing I got detailed data as well as more explanations of the ambiguous data that was given in the questionnaires. A written account of acquired data was drafted so that all the participants in the study could read and make comments before the final draft was written. I made copies for each member of staff (10 teachers) and read it to the grade 4 learners.

According to Schurink (1998a) the face – face interview is regarded as the universal mode of systematic data collection. The questions are preformulated and are arranged sequentially in order to obtain systematical data. What Schurink (1998a) further states is that, the disadvantage of this type of interview is that little data is obtained from the interviewees world, because most of the data is obtained through qualitative interviewing. What I also liked about this type of interviewing is that that the interviewer need not to be well skilled for this type of work.

The interviewer should listen attentively during the interview session in order to get relevant themes that will help during the analysis process. After the interview session it is wise to place obtained data before the interviewee for further elaboration Schurink (1998b). Where there is digression, the interviewer should break gained data into small chunks in order to gain logical thinking. From Cole's work quoted by Schurink (1998b) the interviewer should be able to evaluate the interviewing situation in terms of verbal and non verbal communication, so that eventually everybody learns to know each other.

3.2.4 Access (Permission)

All the teachers gave verbal consent for participating in this study. I also requested permission from the principal since I used contact time to collect data within the school. This procedure is endorsed by Cohen, et al. (2002). For learners, written consent was sought from their parents since they are minors. Anonymity was guaranteed to both learners and educators.

Being a member of the staff development team (SDT) and school guidance teacher, the teachers from all grades report their bullying incidents to me. The learners who are experiencing bullying within the school do so too.

3.2.5 Data analysis

The questionnaire (self answered) was followed by the unstructured interview because I felt that the questionnaires did not give enough information from all the participants. Interviews were taped and transcribed

The following steps were then undertaken in analyzing data:

According to De Vos (1998) these are the recommended methods I found useful in this study:

- (1) Familiarization and immersion: To get a preliminary understanding of the meaning of data. I listened to the tapes and read the transcripts several times.
- (2) Themes arose naturally from the collected data but also have bearing on the research questions. As indicated in chapter four (Table I), themes show various forms of bullying reported by learners, boys bullying girls from their position of male power, horizontal oppression of younger girls by older girls, horizontal racism against Pondos and Sothos by Zulus and the multi layered issues of bullying.
 - (a) Use the language of the sample (informants): In this study the learners' and the teachers' words were used.
 - (b) Identification of processes, functions, tensions and contradictions: From the Layman Village Primary School study, there were no contradictions because the sample answers confirmed that bullying is rife.
 - (c) Find an optimal level of complexity (many themes) i.e. by arranging themes so that there is a small number of main themes, with several sub-themes underneath them. These sub-themes should relate directly to their main theme.

- (3) Coding, this is breaking up of data into analytically relevant ways i.e. thematising and coding that blend into each other, because themes tend to change in the process of coding as we dug a better understanding of them and how they relate to other themes. Coding should not be regarded as final and unchanging. I collected all relevant data and put it together to form themes.
- (4) Elaboration, is the consultation of people who know better and those who don't about the topic. By so doing one gets an opportunity to revise the coding system. In this study I consulted the teachers to double check with them whether the data collected from learners and them was true or not. This point links very well with the next point.
- (5) Interpretation and checking, this is for double checking data and one tries to fix the weak points. Here the researcher gets a chance to reflect on his/her role in collecting and creating interpretation (personal involvement-influences) (ibid).

3.2.6 Ethics

I asked permission from the school principal to do my research at Layman Village Primary School because of seeing many bullying cases being reported daily. I asked her permission because I was going to use two full days of the tuition time. During the staff development meeting I asked the staff to assist me with this study too. I explained to them that this study would benefit us all, because bullying is a problem in our school. I did the same with the learners too, but I also made a written request to their parents because these learners were minors. The anonymity of the school's name as well as the participants was guaranteed to everybody involved in this study (Cohen, et al. 2002).

3.3 Conclusion

From the collected data, from both samples (learners and teachers) I was more convinced that there is bullying at Layman Village Primary School. Evidence is presented in the next chapter.

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

4.1. Introduction

The purpose of this research was to explore grade 4 learners' experiences and the teachers' perceptions of bullying within the school. Another purpose was to find the intervention strategies to stop bullying at Layman Village Primary School. This chapter will present the major themes and categories after the data analysis has been done (De Vos, 1998).

4.2 Results

Major themes that emerged from this study are as follows:

THEMES	CATEGORIES
Theme 1: Various forms of bullying reported by learners	Physical type of bullying for boys, psychological and verbal types of bullying for girls. Common types of bullying, physical e.g. kicking, beating and food snatching
Theme 2: Various reasons for bullying reported by learners.	Boys bully girls at play, boys disturb girls when they are playing.
Theme 2.1: .Boys bullying girls	Boys bullying girls from their positions of male power.
Theme 2.2: .Older girls bullying younger girls	Horizontal oppression of younger girls by older girls
Theme 2.3: Ethnicism	Ethnicism against Mpondos and Sothos by Zulus
Theme 3: Multi-layered issues of bullying	Both learners and teachers admit that, bullying is a problem at Layman Village Primary School.
Theme 3.1: .Responses of victims	Victims stand together against bullies
Theme 3.2: Responses of bullies	All bullies claim to have been lied about and teased by their victims
Theme 3.3: Responses of teachers	Teachers do witness bullying incidents within the school, but mostly do nothing because they do not know how to deal with it.

Table 1: themes emerging from the Layman Village Primary School study

4.2.1 Theme 1: Various forms of bullying reported by learners

The common forms of bullying at Layman Village Primary School are physical and psychological. Examples of physical ways of bullying are kicking, heating and food snatching, and these were found to be common in boys. The psychological ones are teasing, use of vulgar language and gossiping, which were found to be mostly done by the girls.

In response to the question 4 from the interview: ‘how were you bullied?’ Most boys (8) answered that they were kicked and their properties were damaged “Wadabula izincwadi zami wabe eseyangishaya”. One girl answered that she was bullied because she did not want to give her old friends her lunch (Bangithuka ukuthi ngangidla nabanye). These themes seem to be unique to this school only, because from other research findings (overseas) there is no evidence of food snatching. This could be a result of the poor socio economic background of most learners at this school. In as far as the boys’ physical bullying is concerned, I think it is a world wide problem, because Tattum (1993a) found that males are more likely to be physical or physically bullied, while females are more likely to be verbally and psychologically bullied. The examples of the physical bullying are kicking, damage to possessions, food snatching etc, while the examples of psychological bullying are teasing, spreading false rumours, gossiping, exclusion from play etc.

4.2.2 Theme 2: Various reasons for bullying reported by learners

4.2.2.1 Boys bullying girls from their position of male power

Tattum (1993a) explains that girls are more often a target of bullying by boys. There were many reasons given in this study but I decided to take this one because it is not common. The question was: Why were you bullied?. “Uma sizidlalela abafana basiphuca ibhola lethu badlale bona ngalo” meaning that when we play the boys take our ball and play with it. This attitude seems common within the whole township even with the old people, one would hear them saying, Mpondos belong to

Transkei but not at Layman. I found this reason to be unique, because from other research findings I have never come across such a reason. From the girls, one responded by “saying, sasidlala wangishaya ngempela,” meaning we were playing fights with Sibongiseni and he beaten me very hard.

This is very common with the Layman Village Primary School boys to fight girls in their play and when teachers tell them to stop it, boys simply say they are just playing with girls, yet girls end up crying. I have never read any article with the same findings, although this is common at this school. Maybe this is a gender thing because we have never witnessed such incidents from girls. Asmal (2002) explains that gender issues give reasons for the differences in behaviour between boys and girls, men and women. He further explains that gender differences provide some answers as to why there is so much violence amongst the youth especially in schools. Therefore the gender issues need to be tackled as soon as possible in schools.

4.2.2.2. Horizontal oppression of younger girls by older girls

According to Tattum (1993b), girls are more likely to use indirect, subtle, social means to harass other girls. At Layman Primary School, some of the grade four girls are big and strong and tend to bully the tiny ones. One girl child named Sphe (not her real name) said “bayangiqala bathi mina ngimdala” (meaning they tease me they say I am very old). This is one of the reasons why bigger girls bully the small ones. When one looks at their ages, these girls are of the same age, but they are physically different. Another reason was that “bangishayela ukuthi kade ngidla namanye amantombazane nge break”, (meaning that they beat me because I did not eat with them during break but with others). These are unique themes for bullying that I have found from this study, I have never read of them from other articles.

4.2.2.3. Ethnicism against Mpondos and Sothos by Zulus

At this school there is another unique reason for bullying, ethnicism. This is when there is Black on Black fighting. The question was: why were you bullied? The response was “ Bathi mina ngihlala emjondolo futhi ngiyiMpondo” (meaning that I stay in the informal settlement home and I am a Mpondo). Mostly this is common within the whole township even with the older people. You often hear them saying Mpondos belong to Transkei and Sothos belong to Lesotho but not here. I found this reason to be unique, because from other research findings I have never come across ethnicism bullying, usually it is White on Black especially in multi racial schools. This problem results because, this township is dominated by the Zulu people who also claim that the township and the province belongs to Zulus only. Therefore this type of bullying perpetuates the usage of vulgar language within the learners at the school.

4.2.3 Theme 3: Multi – layered issues of bullying

4.2.3.1. Responses of victims

According to Rigby and Slee (1993) bullying behaviour is common in most students in schools. This theme is also common at Layman Village Primary School, especially with the grade R-3 learners. In this study it was found that the victims decided to stand together in order to fight their bullies. They are copying the higher primary school boys which resulted gangsterism.

Students who are victims are much more likely to seek help from other students rather than their teachers. This is also true with the Layman boy learners, because they just tell their brothers to fight their bullies rather than tell their teachers.

4.2.3.2. Responses of bullies

The responses of bullies in both boys and girls common “Bayangiqambela “ meaning the victims are telling lies. At times the bullies are physically bigger than their victims, which is also a problem on it own. At Layman Village Primary School most big boys and girls said “Bathi mina ngimdala ngabe ngifunda ehiger primary” meaning that I am too old and I should be at a higher primary school. Manikhi said “Thisha bayangiqala bathi ngigqoka izicathulo ezinkulu zogogo” meaning they are teasing me by saying I am wearing big granny’s shoes. At times these learners tend to experience social isolation, do poorly in school and also they engage themselves in problems such as smoking and drinking, I found this theme to be true at Layman Village Primary School, mostly the bullies are reported to be smoking and drinking on week ends in their homes.

4.2.3.3. Teachers’ Perceptions

Teachers admit that they do witness bullying but lack the capacity / skills to respond appropriately. According to Rigby and Slee (1993) staff interaction with students has important consequences for the level of bullying in the school, it may also have a significant impact in a number of ways for example, by talking with learners about bullying and mobilising learner support for action against bullying.

According to Noll (2001) teachers are also “Taking the Bully by the Horns” meaning bad confrontation of the bully by the teachers. This was also common in Layman Village Primary School, because teachers lack the skills on how to tackle bullying e.g. they used corporal punishment instead. One teacher said, “I advised the learners (victims) to stand up for themselves.” One question was “How serious do you think the problem of bullying at this school? From both the questionnaire and interview all teachers selected the answer “serious”. Question four was “Would

you turn a blind eye to bullying?" They all answered "I definitely would not turn a blind eye." One statement was "I would help the bully and the victim resolve their differences." Here also, all teachers replied "I definitely would." Another statement was "I would make it clear to the bully that his or her behaviour would not be tolerated any longer." Here also all teachers answered "I definitely would." After this study, teachers decided to establish a zero tolerance social climate where physical aggression and bullying were not allowed so both learners and teachers adopted the attitude that bullying is an unacceptable behaviour.

These are the ideas that emerged in this study from the teachers (in the questionnaire and interview):

- To have a "specific policy" addressing bullying at the school
- Most teachers agreed that "teachers to talk to learners about bullying."
- "Learners to be trained to be 'peer helpers' to assist in bullying behaviour problems
- All teachers agreed that parents of children involved in bullying be informed by the school.

All teachers accepted the suggestion that, the school needs to have a bullying policy that will empower them on how to stop / prevent bullying effectively within the school. One teacher even suggested that a "there is an urgent need to have strategies to deal with bullying and aggressive behaviour."

The bullying incidents are also recorded in the school's record book, which are recorded as they are reported, depending on their seriousness.

4.3 Conclusion

The concluding remarks for this chapter are as follows:

- Learners are experiencing bullying within the school. This is evident from their responses, from the answers they all gave in the questionnaires as well as in the interviews sessions.
- Both groups wanted a way towards prevention and reduction of bullying within Layman Village Primary School.
- These groups mentioned the involvement of all the schools stakeholders in tackling bullying problems and they felt that the effective anti-bullying programme is vital importance.
- When treating bullying within the school, teachers should be aware that these learners have different influences from their homes (home background).
- Teacher-pupil relationship is also of vital importance (Tattum, 1993b).
- I-you relationship and the type of parenting is also vital (Vygotsky, cited by Donald, et al (2002).
- Pupils' socio economic background also plays a major role in bullying behaviour especially with Layman Village Primary School learners from informal settlement homes.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

My analysis of learners' experiences and teachers' perceptions have shown that bullying is rife at Layman Village Primary school.

5.2 Limitations

The study was limited in size and time (small-scale study). I think it would be useful to conduct a national research on bullying to see if this problem is nationwide and worldwide. I hope that the education ministry will realize the need to develop a national policy that schools can use to stop or use to deal with bullying issue(s) in schools.

5.3 Recommendations

There is an urgent need for a school policy on bullying to be drafted in order to enable learners to know whom to report to when experiencing or witnessing bullying. Teachers need training or workshops to help them to know the appropriate responses to incidents of bullying that are reported by learners to them. Teachers should also be empowered in skills of tackling bullying. Parents to be taken on board in understanding how the school deals with bullying incidents (procedures).

The developed bullying policy should have clear definitions of what bullying is, and detailed responses or strategies that teachers can use to intervene. These strategies should be easy to monitor and to evaluate (user friendly).

In other countries (overseas), national policies on bullying are used to draw the intervention programmes, so the South African can borrow or buy those ideas or programmes and adapt them to

within the school to ensure that the implementation is carried out effectively. Parents should also be made partners in the schools' effort to remove bullying behaviour. These parents need to know about the policy and how it is being implemented. Discussions should be held at school level to make learners aware that bullying is not allowed and that those who experience it should report to relevant staff members (teachers) who will take necessary actions as well as to their parents

REFERENCES

1. Asmal K. (2002) Issues on gender in schools. An introduction for teachers. Department of Education.. Pretoria. Pages 1-76.
2. Bailey K.D. (1987) Methods of Social Research. 3rd Edition. The Free Press, London.
3. Banks R. (1997) Bullying in Schools
<http://ericps.ed.uiuc.edu./eece/pubs/digests/1997/banks97.html>. Accessed 2003-05-08.
4. Bhana D. (2004) The school of Education at the University of KZN. South Africa. The Mercury (2004-06-21).
5. Berne S. (1996) What everyone should know about bullying. In Thomas C. (1996) Bully proof your child.. Accessed 3003-02-12.
6. Besag V. (1996) Parents and teachers working together. In Elliot M. (Ed.) bullying: a practical guide to coping for schools. Longman Group. London. Pages 103-111
7. Boulton M. (1994) How to prevent and respond to bullying behaviour in the Junior/Middle school playground. In Sonia S and Smith P.K. (1994). Tackling bullying in your school. A practical handbook for teachers. Routledge. London and New York. Pages 103-132.
8. Cartwright N. (1996) Combatting Bullying in School: The Role of Peer Helpers. In Cowie H. and Sharp S. (Eds.) Peer Counselling in Schools a time to listen. David Fulton. London. Pages 97-105.
9. Chetty K. (2005) Teachers bullying alleged. In The Daily News (2005-01-23)
10. Cohen L., Manion. L. and Marrison.K. (2002) Research Methods in Education. Fifth Edition. Routledge Falmer, London.
11. Cowie H. and Sharp S. (1996a) What is Peer Counselling? In Cowie H. and Sharp S.

- (Eds.) Peer Counselling in Schools: A time to listen. David Fulton. London. Pages 12-25.
12. Cowie H. and Sharp S. (1996b) The Context of Peer Counselling. In Cowie H. and Sharp S. (Eds.) Peer Counselling in Schools a time to listen. David Fulton. London. Pages 26-45.
 13. Crotty M. (1998) The foundations of social research. SAGE Publications: London.
 14. De Vos A.S. (1998) Combined qualitative and quantitative approach. In De Vos A.S. (Ed.) Research at Grass Roots. A primer for the caring professions. Van Schaik. Africa. Pretoria.
 15. Donald D., Lazarus S. and Lolwana P. (2002). Educational Psychology in Social Context. 2nd Edition. Oxford University Press, Cape Town.
 16. Douglas J. (2004) Why the Department of Education needs a national anti-bullying policy and an anti-bullying programme in every school. Education Policy Unit. UKZN.Durban.
 17. Drew C.J., Hardman M.L. and Hart A.W. (1996) The Research Process In Drew C. J., Hardman M.L. and Hart A.W. (Eds.) Designing and conducting research: Inquiry in Education and Social Science. 2nd Edition. Allyn and Bacon, Massachusetts.. Pages 70-104.
 18. Drew C. J.; Hardman M.L. and Hart A.W. (1996) Designing Qualitative Research. In Drew C. J.; Hardman M.L. and Hart A.W. (Eds.) Designing and conducting research: Inquiry in Education and Social Science. 2nd Edition. Allyn and Bacon, Massachusetts. Pages 160-190.
 19. Eliasov N. and Frank C. (2000) Crime and violence in schools in Transition: A Survey of crime and violence in twenty schools in the Cape Metropole and Beyond. A:\Crime and violence in schools.htm. Accessed 2003-04-05.
 20. Elliot M. (1996) Bullies, victims, signs, solutions, In Elliott M. (Ed). Bullying – a

- practical guide to coping for schools. Longman, London. Pages 8-14.
21. Frost L. (1996) A primary school approach – what can be done about the bully? In Elliot M. (Ed) bullying: a practical guide to coping for schools. Longman Group. London. Pages 29-36.
 22. Goulding S. (1984) Analysing and presentation of information. In Bell J. Bush T, Fox A, Goodey J and Goulding S. (Eds.) Conducting small scale investigations in Educational Management. Paul Chapman Publishing in association with The Open University. London. Pages 230-251.
 23. Higgins C. (1994) How to improve the school ground environment as an anti-bullying strategy. In Sharp S. and Smith P.K. (Eds) Tackling bullying in your school. A practical handbook for teachers. Routledge. London and New York. Pages 133-174
 24. Mellor A. (1996) Helping Victims. In Elliot M. (Ed.) bullying: a practical guide to coping for schools. Longman. London. UK. Pages 90-102.
 25. Nisbet J.D. and Entwistle N.J. (1984) Writing the report. In Bell J. Bush T. Fox A. Goodey J. and Goulding S. (Eds.). Conducting small scale investigations in Educational Management. The Open University. London. Pages 252-257.
 26. Nisbet J.D. and Watt.J. (1984) The Case Study. In Bell,J Bush T, Fox A, Goodey J and Goulding S. (Eds.). Conducting small scale investigations in Educational Management. The Open University. London. Pages 72-92.
 27. Noll K. (2001) Advice For Parents and Teachers. Taking the Bully by the Horns. <http://teachers.net/gazette/MAR01/noll.html> Accessed 2003-11-20.
 28. O'Moore A.M. and Hillery B. (1996) What do teachers need to know? In Elliot M. (Ed.) Bullying –a practical guide to coping for schools. Longman, UK. Pages 56-69.
 29. Pearce J. (1996) What can be done about the bully? In Elliot M. (Ed.) bullying –a practical guide to coping for schools. Longman. UK. Pages 70-89.

30. Pepler D., Craig W., Ziegler S. and Charach A. (1993) A school based anti-bullying intervention: preliminary evaluation. The Toronto Bullying Survey. In Tattum D. (1993) *Understanding and Managing Bullying*. Heinemann School Management. Oxford London. Edinburgh. Pages 76-91.
31. Poggenpoel M. (1998) Data analysis in Qualitative Research. In De Vos (Ed.) *Research at Grass Roots. A primer for the caring professions*. Van Schaik. Africa. Pretoria. Pages 277-334.
32. Rigby K. and Slee P. (1993) Childrens' Attitude towards victims. In Tattum D (Ed.) *Understanding and Managing Bullying*. Heinemann School Management. Oxford. London. Edinburgh. Pages 119-135.
33. Schurink E.M. (1998a) Participatory action research as a tool for sustainable social development and reconstruction. In De Vos (Ed.) *Research at Grass Roots. A primer for the caring professions*. Van Schaik. Africa. Pretoria.
34. Schurink E.M. (1998b) The methodology of unstructured face-to-face interviewing. In De vos (Ed.) *Research at Grass Roots. A primer for the caring professions*. Van Schaik. Africa. Pretoria.
35. Sharp S. and Smith P.K. (1994) *Understanding bullying*. In Sharp S. and Smith P.K.(Eds) *Tackling bullying in your school. A practical handbook for teachers*. Routledge, London and New York. Pages 1-6.
36. Sharp S. Cowie H. and Smith P.K. (1994) *How to respond to bullying behaviour* .In Sharp S. and Smith P.K. (Eds) *Tackling bullying in your school. A practical handbook for teachers*. Routledge. London and New York. Pages 79-102.
37. Sharp S. and Smith P.K. (1993) *Tackling Bullying: The Sheffield Project*. In Tattum D. (Ed.) *Understanding and Managing Bullying* .Heinemann School Management. Oxford London. Edinburgh.
38. Siann G. and Callaghan M. (1993) *Bullying: Teachers' views and school effects*.

Educational Studies (19) pages 307-319.

39. Solomon Y. and Coleman J. (1994) Only teasing. In Solomon Y. and Coleman J. (Eds) *Dealing with Bullying*. Waylard.; London, UK. Pages 4-10.
40. Solomon Y. and Coleman J. (1994) Getting adults involved. In Solomon Y. and Coleman J. (Eds) *Dealing with Bullying*. Waylard., London. UK. Pages 20-27.
41. Solomon Y. and Coleman J. (1994) What makes a bully?. In Solomon Y. and Coleman J. (Eds) *Dealing with Bullying*. Waylard. London. UK. Pages 28-32.
42. Stephenson P. and Smith D. (1996) Why some schools don't have bullies. In Elloitt M. (1996). *bullying –a practical guide to coping for schools*. Longman, UK. Pages 133-145.
43. Suderman M.; Jaffe, P.G. and Schieck E. (1996) *Bullying: Information for parents and teachers*. 2nd edition of a school based anti-violence program . London.
<http://www.ifcc.on.ca/bully.htm>. Accessed 2004-09-20.
44. Tattum D. (1993a) Child, school and family. The language of bullying and 'victimology'. Long-term consequences for bullies and victims. In Tattum D. (Ed.) *Understanding and managing bullying*. Heinemann School Management. Oxford London. Edinburgh. Pages 153-159.
45. Tattum D. (1993b) What is bullying? In Tattum D. (Ed.) *Understanding and managing bullying*. Heinemann School Management. Oxford London. Edinburgh. Pages 3-14.
46. Walker M., Colvin G. and Ramsey E. (1995) Issues and Procedural Recommendations Regarding Effective Interventions for Antisocial Behavior in School. In Walker M., Colvin G. and Ramsey E. (Eds.) *Antisocial Behavior in School: Strategies and Best Practices*. Brooks/Cole. London. Pages 32-70.

47. Wolfendale S. (1986) Parental participation in children's education. In Topping K. and Wolfendale S. (Eds.) *Parental Involvement in Children's Reading*. Routledge New York. Pages 1-3.
50. Young I.M. (2000) Five Faces of Oppression. In Adams M, Blumenfeld WJ, Castaneda R, Hackman HW, Peters ML, Zuniga X (Eds) *Readings for Diversity and Social Justice*. Routledge: New York. Pages 35-41.
51. Zeelie D. (2002) Bully-Proofing Your School. A:\bullying policy.htm. Accessed 2003-03-04.

2898 Mhlongo Road
P.O. Lamontville
Durban
4027
04-08-2004

The Principal
Layman Village Primary School
P.O. Lamontville
4027

Dear Madam

RE: REQUEST TO CONDUCT RESEARCH WITHIN THE SCHOOL

I kindly request the school to give me the permission to conduct the research within the school. This research will take only two days. I will only use the grade 4 (my class) for the first day and all the teachers on the second day.

The title of this research is "Learners' experiences of bullying at Layman Primary School in KwaZulu-Natal"
This research will benefit the school because the school has a lot of bullying incidents that are being reported to teachers through the Staff Development Team.

Also this research is part of my learning programme with the University of KwaZulu-Natal.

Your co-operation, teachers and learners will be highly appreciated in this matter.

Yours Faithfully
Mshengu P.P.S. (Miss)

Mzali

ISICELO SOKUBA INGANE YAKHO IBAMBE IQHAZA KUPHANDO ESIKOLENI

Ngibhala lencwadi ukucela ukuba ingane yakho ibambe iqhaza kuphando oluzokwenziwa esikoleni. Igama lophando "Ukuthinteka kwezingane ekuhlukumezekaleni esikoleni Layman Village Primary School esikwaZulu Natal. Loluphando luzothatha usuku olulodwa-vo. Isikole kanye nabazali bazohlomula kuloluphando ngoba izingane ziziyeka ukuhlukumezana. Sithe uma ngibheka indlele iningi lezikhazazo lezingane ngabona ukuthi kumele kubekhona okwenziwayo ngalenkinga.

Ukubambisana kwakho kuloludaba kuyoncomeka kakhulu.

Ozithobayo

Mshengu P.P.S. (uthisha)

Bhala u X phezu komugqa ebese ukhetha impendulo ibe inye ngezansi.

Ngiyavuma ukuba ingane yami ibambe iqhaza kuloluphando-----

Angivumi ukuba ingane yami ibambe iqhaza kuloluphando-----

Sayina-----

Letter Translations

RE: REQUEST FOR YOUR CHILD TO PARTICIPATE IN THE RESEARCH AT SCHOOL

I request that your permission that your child in grade 4 class be allowed to participate in research that will be held within the school. The title of the research is “Learners’ experiences of bullying at Layman Primary School in KwaZulu Natal. This research will take one day only. The school and parents will benefit from this research because it will learners to stop bullying each other. Looking at the high number of bullying incidents reported by learners, I felt that something needs to be done within the school about this problem.

Your co-operation will be highly appreciated in this matter.

Yours Faithfully

Mshengu P.P.S (class teacher)

Please put an X on the dotted line that you choose and sign at the bottom.

I agree that my child can participate in the research

I do not agree that my child can participate in the research

Signature

LEARNER QUESTIONNAIRE

Grade : _____
No. of years at this school : _____

Gender : _____
Age : _____

1. Are you happy at 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? name calling property damaged ignored hit message
kicked spat on picked on other _____
5. Where were you bullied? class playground veranda toilets
6. When were you bullied? before school in lessons playtime break after school
7. How did you feel when you were bullied? sad lonely angry afraid
8. Who was the bully? boy girl more than one whole class friend
9. Why were you bullied? _____

10. Who would you tell if you were bullied? mum dad friend teacher no-one
11. Who would you tell if a friend was bullied? mum dad friend teacher no-one
12. Do you know anyone else who has been bullied? Yes No
13. Do you think your school takes bullying seriously? Yes No
14. Does your school have a bullying policy? Yes No not sure
15. Has the policy been explained to you? Yes No
16. Do you agree with it? Yes No not sure
17. Do you think you are bullied? Yes No not sure
18. What do think your school could do to stop bullying? _____

-
19. On scale of 1-10 how bad is bullying at school? (1= good 10 = very bad) _____
20. How well do you think school deals with bullying? (1=very well 10=very badly) _____

STAFF QUESTIONNAIRE

Age :

Gender :

Post Level :

No. of years experience:

Part 1

1. What is your judgement of the extent of bullying at this school between students in the following way? **(Circle your answer)**.

Students are being bullied by being hit or threatened by others. Never Sometimes Often

Students are being bullied by unpleasant name calling. Never Sometimes Often

Students are being bullied by being ignored by others. Never Sometimes Often

2. How **“safe”** do you think children feel at this school from being bullied by other students. **(Circle your answer)**

Always Usually Half of the time Unsafe Never Safe

3. Personally do you ever feel seriously bullied by any of the following this year? **(Circle your answer)**

Management Staff Teachers Students Parents

4. Do you think it is, or would be, a good idea? **(Circle your answer)**

- | | | |
|--|-----|----|
| A. To have a “specific policy” addressing bullying at the school. | Yes | No |
| B. For teachers to talk to students about bullying. | Yes | No |
| C. For students to be trained to be “peer helpers” to assist in countering bullying. | Yes | No |
| D. For parents of children involved in bully / victim problems to be informed by the school. | Yes | No |

Part 2 **(Circle your answer)**

1. How serious do you think the problem of bullying at your school really is?
- | | | | | |
|--------------|---------|--------------------|------------------|--------------------|
| Very serious | Serious | Moderately serious | Not very serious | Not serious at all |
|--------------|---------|--------------------|------------------|--------------------|
2. I would advise the victim to act assertively and stand up to the 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 not interfere
- | | | | | |
|-----------------------|---------------------|------------|-------------------------|---------------------------|
| I definitely
would | I probably
would | I'm unsure | I probably
would not | I definitely
would not |
|-----------------------|---------------------|------------|-------------------------|---------------------------|
10. I would arrange a meeting of students, 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 |
|-----------------------|---------------------|------------|-------------------------|---------------------------|
11. 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 |
|-----------------------|---------------------|------------|-------------------------|---------------------------|
12. 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 |
|-----------------------|---------------------|------------|-------------------------|---------------------------|
13. I 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 |
|-----------------------|---------------------|------------|-------------------------|---------------------------|
14. 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 |
|-----------------------|---------------------|------------|-------------------------|---------------------------|
15. 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 |
|-----------------------|---------------------|------------|-------------------------|---------------------------|
16. 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 |
|-----------------------|---------------------|------------|-------------------------|---------------------------|