

A study of the bullying cycle in a primary school: Experiences of bullied children becoming bullies

by

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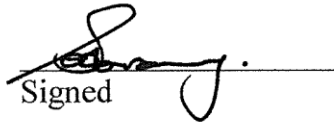
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DECLARATION

I, Shavon Soobramoney, do hereby declare that this research project is the result of my own investigation and research and that it has not been submitted in part or in full for any degree at any other university.


Signed

24-11-2016
Date

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1. My Supervisor, V. Jairam for making herself available to provide valuable guidance, support and assistance.
2. The DOE and the principal of the school used for their participants as well as the participants who assisted in providing rich data.
3. My parents, family and friends for their inspiration and encouragement.

DEDICATION

“I cannot fix the world’s problems, but I will do what I can to make a difference where I can”

-Divine Encounter

ABSTRACT

It has become evident that bullying is on the rise in schools world-wide. Bullying (a form of violence) is a violation of one's rights according to the South African Constitution (Bill of Rights). South Africa's Bill of Rights states that "Everyone has the right to be free from all forms of violence, on the part of either the government or other sources; not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way" (Department of Basic Education, 2012, p. 2). Dealing with bullying can be challenging for school authorities as it infringes on the safety of children. To gain insight into bullying in schools, this study explored the experiences of bullied children who become bullies. Qualitative research methods were used to generate data. The interpretive paradigm was used to analyse data collected. Six participants participated and data was collected by means of questionnaires, journal/diary entries and non-participatory observations. Data was thematically analysed using the bio-ecological theory as a lens through which the data were viewed and interpreted. The findings revealed that children who are bullied also become bullies. It is important for educators and parents to be vigilant and intervene because many bullying acts occur when supervision (by parents or teacher) is minimal. It is evident that all participants are aware that bullying is harmful and has negative consequences for both the perpetrator and victim. Even though children are aware of the dangers of bullying, it still persists. This study explored whether or not bullying is a cycle that is perpetuated, by exploring the experiences of children who may be victims of bullying or are bullies themselves or both.

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CHAPTER 1

BACKGROUND AND INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

According to Swearer and Hymel (2015), bullying has been cited as a serious form of violence in schools and is escalating. Bullying has also been described as a pervasive problem that seems to be affecting many students and has dire consequences (Amanda, 2015). The literature shows that bullying is on the rise and is a problem in schools. Side and Johnson (2014) suggest that bullying is on the rise and between fifty to eighty percent of young people are being affected. Side and Johnson (2014) point out that bullying is subjective to young people and is based on how one believes they are positioned and their position by others. Furthermore, it is believed that the experiences of a child being bullied just tend to be ignored (Side & Johnson, 2014). The rationale for this study is that bullying is a serious problem in schools (Olweus, 2003). A cycle is defined as a set of events or actions that happen again and again in the same order; a repeating series of events or actions (Merriam-Webster's collegiate dictionary, 1999). The bullying cycle is one that continues in schools all over the world (Strohmeier & Noam, 2012). Gagneau (2012) stated that the cycle is continued and children who are bullies slip into a negative state of mind as a result. The cycle continues as learners are seen to have learned these behaviours from their teachers and families (Gagneau, 2012). Primary schools are affected by bullying, as children on a daily basis, are reporting incidents of bullying which take place inside and outside of the classroom (Side & Johnson, 2014).

1.2 RATIONALE

My reason for choosing this study is because as a primary school educator, I have observed and identified many bullying incidents that occur on a daily basis at school. Children are choosing new victims and this then leads to an increased number of bullies (Olweus, 2003). Research has shown that there are many “long term negative effects for bullies, victims, those who are both bullies and victims, and also observers” (Donoghue, Rosen, Almeida & Brandwein, 2015, p. 28). Learners are negatively affected by constant acts of bullying. These acts of bullying affect their production of work, their health and it contributes to the

increased rate of absenteeism (De Wet & Jacob, 2013). The high rate of bullying is disconcerting and will continue to be a problem in our schools if nothing is done about it. Dire consequences often result from bullying and because of this; learners should be involved by being educated on the harmful effects of bullying both to the victim and perpetrator. Learners see bullying as a way to prove that they are 'tough', 'a leader' and 'popular' (Olweus, 2003). De Wet and Jacobs (2013, p.339) state that "Educators are distancing themselves from the problem, suggesting that bullying is an individual rather than a societal problem, and also that the solution to bullying resides within the bullies and the victims".

The cycle of bullying with regards to whether a child being bullied becomes a bully is up for much debate (Morgan, 2012). Literature shows that the general trend is for boys to be bullied and **boys** bully more than girls (Ahn, Rodkin & Gest, 2013). Furthermore, "evidence suggests that bullying is 'intergenerational' and that a bully at school is a victim at home (Batsche & Knoff, 1994). In other words, children can be both a bully as well as a victim of being bullied. Laucius (2014) states that analyses do not tell one exactly when the transition happens. Furthermore, there are some children who get bullied but do not bully others and there are children who start as bullies and then become victims (Olweus, 2003). Research suggests that there is a group that transition into bullying from victimisation and that this pattern is more likely from bully to victims (Batsche & Knoff, 1994).

Research data generated from 6500, eight- to eleven year-olds **in a school not mentioned** found that five percent of children were bullies, but only nought point five percent were "true" bullies, while four point five percent were bullied themselves (Bloom, 2008). McPhillimy (2010) suggests that children who are bullied at school have a tendency of going home and taking their frustrations out on their younger siblings. However, it might not be the case with all children (McPhillimy, 2010). People who are bullied by a sibling might go to school and take it out on someone else as they want to copy the behaviour they've seen (Ringrose & Renold, 2010). This shows that the cycle of bullying is perpetuated. On the other hand, Hasekiu (2013) found that retaliation and perpetuation of bullying is not always the case. Hasekiu (2013, p.222) further suggests that children fear trying to fight back because they feel as if they are in a "weaker position".

International and South African literature states very clearly that bullying cannot be easily stopped no matter what school policies are in place (Department of Basic Education, 2012).

Side and Johnson (2014, p.217) suggest that “bullying in schools is an issue, and in spite of the government’s guidance designed to reduce bullying, it still continues to affect an estimated 50–80 percent of young people”. They further state that the cycle of bullying is one that continues in schools as schools lack the ability to implement policies and rules that are workable (Side and Johnson, 2014). Some victims of bullying feel that they should bully as they have been bullied, and this leads to a cycle of bullying (Department of Basic Education, 2012).

There is a gap in the literature on bullying which shows that attention to why and how bullying occurs has been neglected. This study explored the cycle of bullying. It explored the experiences of bullied children as well as investigated whether children who are bullied become bullies. This research focused on how and why the cycle of bullying continues. It aimed at exploring the experiences of bullied children who are, or were bullied. The ways in which the bullied become bullies needs to be further explored as well as ways to try to curb this cycle from continuing.

1.3 PROBLEM STATEMENT

Bullying is a worldwide problem affecting all schools (Olweus, 2003). The cycle of bullying is one that continues and more and more children are being reeled into this cycle (Morgan, 2012). The bullying cycle is one that continues in schools all over the world. Gagneau (2012) stated that the cycle is continued and children who are bullies slip into a negative state of mind as a result. The cycle continues as learners are seen to have learned these behaviours from their teachers and families (Gagneau, 2012). Primary schools are affected by bullying as children on a daily basis are reporting incidents of bullying which take place inside and outside of the classroom (Side & Johnson, 2014).

1.4 OBJECTIVES

- To explore primary school learners’ understanding of bullying.
- To explore the experiences of bullied children who become bullies.
- To determine why they become bullies after being bullied.

1.5 CRITICAL QUESTIONS

- What do the school going participants understand by bullying?
- What are the experiences of bullied children who become bullies?
- Why do they become bullies after being bullied?

1.6 LITERATURE REVIEW

1.6.1 OVERVIEW OF THE LITERATURE REVIEW

Post-apartheid, South Africa has a constitution that is considered amongst the most progressive in the world. Chapter two of the South African Constitution (The Bill of Rights) states that everyone has a right to be free from violence, any form of torture, cruel punishments as well as to not be treated in a degrading way (South African Constitution, 1996). Bullying is a global problem that affects most schools around the world as bullies are found in most schools and communities (Amanda, 2015). The most common place that bullying starts is in schools (Swearer & Hymel, 2015). Bullying disrupts the learning environment and negatively affects the environment of the school. Bullying is aimed to hurt and involves an imbalance of power (Olweus, 2003).

It has been stated that bullying does not occur in a “vacuum” (Side & Johnson, 2014). Both personal factors as well public factors lead to learners’ use of violence (Salmivalli, 2014). Children who witness violence in their households, communities and schools are more prone to bully (Salmivalli, 2014). Furthermore, children who are taught that violence is unacceptable are less likely to bully (Department of Basic Education, 2012, p. 17).

1.6.1.1 DEFINITION OF ‘BULLYING’

Bullying can be defined as aggression in which one or more children aim to harm or hurt another child who is seen as being unable to defend him or herself (Swokowski & Kopasz, 2005). It is further stated that there is a power imbalance among these children who see themselves as bullies in comparison to the children being bullied (Olweus, 2003). Swokowski and Kopasz (2005) suggest that children who bully are determined to establish

and maintain their status and as a result, bullying occurs repeatedly. Bullying is a significant problem in our schools (Swokowski & Kopasz, 2005, p. 101).

Bullying has received a vast amount of international attention within the last decades (Carrera, DePalma & Lameiras, 2011). “The term “bullying” that is currently widely used in the English-speaking academic community was first introduced in 1978 by the Norwegian psychologist Dan Olweus, who defined it as a subtype of violent behaviour that is produced when a student is repeatedly exposed over a prolonged period of time to negative actions carried out by another student or group of students” (Carrera, DePalma & Lameiras, 2011, p. 480). Furthermore, bullying is a “systematic abuse of power which occurs between the victim and the bully, which shows that the victims belong to the group of minorities and is weaker than those who are the aggressors (Carrera, DePalma & Lameiras, 2011, p. 488).

1.6.1.2 THE FORMS OF BULLYING

There are a variety of different types or forms of bullying that children may be exposed to. Bullying behaviours identified among children include verbal, physical, sexual, social and cyber bullying aspects (Department of Basic Education, 2012). Cyber bullying is also common among children (Department of Basic Education, 2012).

According to the Department of Basic Education (2012, p. 11) the types of bullying children may be exposed to are:

- **Verbal bullying:** This includes threats, insults, ridiculing, name-calling and making racist or sexual slurs.
- **Non-verbal bullying:** Includes writing hurtful messages, letters or graffiti, or distributing pictures and videos that hurts someone or damages their reputation.
- **Social bullying:** Includes gossiping, spreading rumours, leaving people out on purpose and breaking up friendships.
- **Sexual bullying:** Includes passing inappropriate jokes, pictures, taunts and starting rumours of a sexual nature. It can also involve uninvited touching and forced sexual behaviour.
- **Cyber bullying:** Where people use the internet, mobile phones or other electronic technologies to insult and harass, spread rumours, damage people’s reputations, and distribute videos and pictures that harm them.

Children watch these behaviours being displayed on others and want to try them out thinking it would make them ‘popular’, or ‘powerful’ (Olweus, 2003). It is shown that some children who bully or experience bullying go on to bully others (Side & Johnson, 2014). Victims of bullying feel that they should bully others since they have been bullied and use this as a form of revenge, even though the revenge they take is not always against those who have bullied them (Department of Basic Education, 2012, p. 12). According to Merriam-Webster's collegiate dictionary (1999), revenge is termed as the act in which someone is doing something to hurt you, as you have hurt them. This study explores this phenomenon as children need to understand that becoming a bully because you were bullied does not necessarily alleviate the problem, but rather perpetuates it.

1.6.1.3 WHY CHILDREN BECOME BULLIES?

There is paucity in the literature that focuses on why those who are bullied become bullies. Inappropriate behaviours have been observed in the school setting.

Bullying is in many ways a learned behaviour and children that see other young people or adults using, overlooking or excusing violence learn that violence is acceptable and an appropriate way of resolving problems (Department of Basic Education, 2012). “Children who are taught that violence is unacceptable, on the other hand, are less likely to bully, especially if they are equipped with the skills to interact non-violently with others” (Department of Basic Education, 2012, p. 18). There are a variety of factors which influence a child's behaviour especially when related to violence. What children see, hear and experience around them contributes to their use of violence (Side & Johnson, 2014).

According to the Department of Basic Education (2012, p. 18), there are five different levels at which a child's behaviour is influenced:

- The individual level: by their people skills, and whether they have the knowledge and skills needed to engage positively with others.
- The interpersonal level: by the behaviour and attitudes of the people they interact with, including family members and friends.
- The school level: by school policies and the way schools respond to bullying and other types of violence.

- The community level: by that in their environment, including community leaders, neighbours and others in their communities.
- The policy level: by the extent to which provincial and national policies protect children and promote alternative models of behaviour in children's life (Department of Basic Education, 2012, p. 18).

It is a requirement that schools promote the act of a violence free zone and show learners that violence is unacceptable with consequences to their acts (Olweus, 2003). It is important that learners know that hurting others is wrong (Department of Basic Education, 2012).

1.6.1.4 INTERRELATED CONCEPTS LINKED TO THE STUDY

Concepts of importance have been identified for this study.

Bully- a blustering browbeating person; especially one habitually cruel to others who are weaker (Merriam-Webster's collegiate dictionary, 1999).

Victim- is defined as someone or something that is harmed by an unpleasant event (Merriam-Webster's collegiate dictionary, 1999).

Perpetrator- is defined as the act of wrongdoing (Merriam-Webster's collegiate dictionary, 1999).

Bully-victim- one who is both a bully and a victim of bullying (Merriam-Webster's collegiate dictionary, 1999).

Cycle- is a set of events or actions that happen again and again in the same order: a repeating series of events or actions (Merriam-Webster's collegiate dictionary, 1999).

These terms are important when focusing on a topic like bullying (Olweus, 2003). These terms will be used to help one understand the incidents later discussed in the study.

1.7 THEORETICAL FRAMEWORK

In this study I used Bronfenbrenner's bio-ecological theory as a lens through which I interpret and analyse the data.

1.7.1 BRONFENBRENNER'S BIO-ECOLOGICAL THEORY

Bronfenbrenner's bio-ecological model was developed to explain that everything in a child and his/her environment affects how the child develops and grows (Bronfenbrenner, 1994). The theory of development includes five systems that influence an individual's life. The five systems are microsystem, mesosystem, exosystem, macrosystem and chronosystem. Each of these systems has its own role in shaping and developing the individual (Bronfenbrenner, 1994). This theory was employed in this research to show how ecological factors and the environment play a bigger role in bullying when compared to biological factors. Each of the systems explains a different aspect of development but they are all closely related.

Bronfenbrenner (1994) suggests that each system plays a very vital part in the development of an individual. Once this development is corrupted, there will be dysfunction within the child. Individuals are influenced by their early experiences during their childhood days. These could be good or bad and parents need to ensure that this will be more in favour of good. Outcomes will be shown as the individual may act in a certain way, as they grow, the memory of the incident grows (Bronfenbrenner, 1994).

The importance of an ecological standpoint in the perception of bullying is, firstly, it widens the boundaries of the unfavourable effects of maltreatment on children beyond just the parent-child relationship and to consider the social context in which such bullying occurs. Secondly, the ecological model is transactional; it acknowledges the individual and the immediate and wider influences as actively interacting with each other.

Bronfenbrenner (1994) believed that the contextual risk variable that has the biggest part in forecasting bullying is having a family member who has also been a direct victim of some form of previous bullying. For example, a parent suffering from the stress of having been victimised herself or having another family member who has been victimised, may be overwhelmed and more disturbed by the child's behaviour and may, therefore, have a lower

threshold for viewing the child's externalizing behaviour as problematic (Bronfenbrenner, 1994). The chronosystem is one that is made up of the environmental events that happen throughout a child's life. This may include socio-historical events and this system is one that includes major life transitions that happen during the development of a child (Bronfenbrenner, 1994).

This model shows clearly how a child is affected by all factors surrounding him or her. Learners need to be allowed to express themselves and suggest why they act in a certain way. Bullying behaviours start in the home and then can manifest in the school setting (Bronfenbrenner, 1994). When viewed through the lens of Bronfenbrenner's theory one sees how all these different factors, direct or indirect, might affect a child.

1.8 RESEARCH METHODOLOGY

1.8.1 OVERVIEW OF THE RESEARCH METHODOLOGY

Research methodology refers to a strategic manner used in order to gain information on a particular topic (Cohen, Manion & Morrison, 2011). They further add that this includes the research approach, paradigm, design, sampling methods, data collection methods and a data analysis method in order to show the findings of a particular research study.

1.8.2 RESEARCH APPROACH

This study utilized a qualitative approach since this approach is more appropriate to understand the phenomenon of bullying. The aim of the research was to understand the participants' experiences as a bully and having been bullied. Research is essential in order to explore why those who are bullied often become bullies and the meanings they attach to this behaviour. It is stated that qualitative research is also known as exploratory research (Wyse, 2011). Qualitative research is used in order to gain an understanding of underlying reasons, opinions, and motivations (Wyse, 2011). It is further used to provide insights to upcoming problems or helps to develop or gain ideas or hypotheses (Wyse, 2011). "Qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem" and "qualitative data collection methods vary using unstructured or semi-structured techniques" (Wyse, 2011, p.1).

1.8.3 RESEARCH PARADIGM

The interpretive paradigm was used to understand the meanings participants attach to their behaviour. In the interpretive paradigm, the role of the researcher is to gain in-depth meanings and accept multiple interpretations as valid. This paradigm was selected to gain an understanding of bullying.

A research paradigm, according to Christiansen, Bertram and Land (2010) represents a particular worldview that defines for the researcher who carries that view, what is acceptable to research and how. Each research paradigm is defined by the way in which it collects data and interprets the findings (Christiansen et al., 2010). A research paradigm can therefore be a reflection of a certain set of beliefs about the nature of the world, what can be known about it and how we can know and understand it better. In Christiansen et al., (2010), interpretivism is described as a paradigm in which researchers do not aim to predict what people will do, but rather to describe how people make sense of their worlds, and how they make meaning of their particular actions.

1.8.4 SAMPLING PROCEDURES

A primary school in the south Durban basin township of Wentworth was used for this study. Wentworth is a former coloured area which distinguished someone with a mixed ethnic background. This school serves a diverse population of learners. The school has 1220 learners who are from various economic and social backgrounds. As an educator in this school, I have witnessed many incidents of bullying and can state that it occurs among all races in this school but is more common among boys. There are a few instances of girls bullying other girls but is marginal.

I chose to do my research in this school because I am an educator at this school. I can state that bullying is prevalent and rife in this school. I have chosen this school as it is convenient for me to work and research simultaneously. Time constraints as a researcher compelled me to work in my own school. Being an educator at this school allows me access to learners. The sampling method that was used was purposive and convenience sampling. Purposive sampling involves selecting individuals or institutions to answer the research question of a

study, based on a specific purpose (Teddlie, 2007). Purposive sampling is where the researcher makes specific choices about which people to include in the sample, in this case it was six primary school children ranging from grade three to seven. In purposive sampling the researcher targets a specific group, knowing that the group does not represent a wider population (Christiansen, Bertram & Land, 2010).

Convenience sampling makes the research easier for both the researcher and the participants involved as it is made up of participants easy to research (Christensen et al., 2010). Christiansen, et al. (2010, p. 43) describes convenience sampling as “...choosing a sample which is easy for the researcher to reach”. Six learners were used for the suitability of this study, as one cannot assume that all learners who were bullied become bullies. A careful selection was made in order to hear and find out their stories.

1.8.5 DATA COLLECTION METHODS

Data was generated through questionnaires, non-participatory observations and journal/diary entries. A questionnaire can be defined as “a set of questions for obtaining statistically useful or personal information from individuals (Christensen et al., 2010). It is further a “written or printed questionnaire often with spaces for answers” which enables one to “survey by the use of a questionnaire” (Merriam-Webster's collegiate dictionary, 1999). Questionnaires were used in order to select or identify participants suitable for the study.

Non-participatory observation was an important tool during this study as one needs to observe if this behaviour is visible among learners. Observation takes place as a statement about something you have noticed. It is further defined as the act of something that is actually taking place (Christensen et al., 2010).

Journal/diary entries were used to capture first hand experiences portrayed by the participants. This included a series of events that may have happened in no particular order. The aim was to see whether the participants could be categorized as a bully, victim or bully-victim from the entries. A journal/diary entry was used as a data collection method for this study. A case study was conducted by learners' from a particular school. A journal/diary entry allows participants freedom in order to tell their stories. They are free to report their life experiences or stories to get their messages across (Rutter & van Joolingen, 2015). I used

the journal/diary entries in order to gain insight and knowledge as to why the bullied become bullies and to see if this trend really occurs. Journal/diary entries is when one arrives at conclusions in the inquiry process and it can mean achieving consensus about a solution to a problem, which produces a common artifact, or synthesises views to arrive at a mutual decision (Rutter & van Joolingen, 2015. p. 187).

Questionnaire

The participants were allowed the freedom to decide on a time which suited them in order for the completion of the questionnaire. In this case it was after or before school hours in which the data would be suitable to collect. This was done over a six week period. Six participants completed the questionnaire and they were purposively selected due to their known characteristics which were known to the researcher. Within these time frames I allowed participants to answer the questionnaires (Refer to Appendix A).

Non-participatory Observation

Non-participatory observations were done on an informal basis and did not require much work of the participants. I observed the participants and then drew conclusions based on what was observed, this was done during the break times over a five day period (see Appendix C).

Journal/diary entries

The six participants selected to take part in the study were allocated a formatted diary page (see Appendix B) in order to write down their experiences that had affected them over four days. This could include any series of events that took place in their lives that they view as bullying. This could include when participants were involved in acts of bullying or have been bullied themselves, and any incidents linked to acts of bullying. A diary entry page was generated for the learners to fill in incidents that may have affected them. The use of a single page was useful as these are primary school learners and one did not want to overwhelm the learners. Participants' diary entries were written and thereafter analysed for discussion.

1.8.6 VALIDITY, RELIABILITY AND TRUSTWORTHINESS

When we refer to something as 'valid' in our daily conversations; we often mean that it is sound and justifiable (Christiansen et al., 2010). Validity is "... a measure of how accurate

the research is, are the findings an accurate reflection of what was researched” (Christiansen et al., 2010, p. 46). Validity is also the extent to which data is answering the research questions. When the researcher and the participants have the same understanding of concepts, validity will be assured. Data produced must be valid and proven.

‘Reliability’ on the other hand is the extent to which the instrument, when used more than once, will produce the same results or answers in the research (Holloway & Wheelers, 1996, p.162). The data produced must be reliable and must be one that the participants can depend on. “Reliability is concerned with the question of the extent to which one’s findings will be found again. “That is, if the inquiry is replicated, would the findings be the same?” (Merriam, 1995, p. 55).

Once validity and reliability is accounted for, trustworthiness is achieved. Validity and reliability are grounded in the worldview of qualitative research (Merriam, 1995). Further, trustworthiness is compatible within these worldviews (p. 53). I aimed at producing findings that are valid, reliable as well as trustworthy by ensuring that participants can review the collected data in order to query anything confusing. I further ensured that all findings were accurate by rereading findings and clarifying any uncertain answers with the participants.

1.9 ETHICAL ISSUES

My research focused on a primary school. Firstly, I ensured that ethical clearance was given from the university ethical committee. Secondly, I received ethical clearance from the Department of Education. Thirdly, I got permission from the school via the school principal. Fourthly, I asked parents of the participants selected for their permission to use their children. Finally, I asked the participants to complete the assent form which enabled them to take part in the study. Learners were informed that they could withdraw from participating at any time during the study and it was stated in the consent forms. Learners were further informed of their rights; confidentiality and anonymity were maintained during this research process when data was to be presented.

Ethical considerations are to ensure that the participants will be protected. Strict and practical considerations must be adhered to ensure that participants are willingly participating in the study. Christiansen et al., (2010) stated that it is important that all research studies

follow certain ethical principles and these principles include autonomy, non-maleficence and beneficence. The participants were given an explanation of what was required of them before they volunteered to participate. An assent document was read and completed by all participants before the study was conducted. According to Rand Afrikaans University (2002) ethical principles should include the right to privacy, confidentiality, anonymity, withdrawal, terminate participation, access to information, etc. The assent document included aspects such as free withdrawal at any time; the rights of the participants will be safeguarded in terms of confidentiality as well as assurance that they will not be identified when the researcher presents the findings. All recordings of the interviews were done with the **assent** of the participants. A declaration was signed by the participants and thereafter the study ensued.

“Ethics in research is very important, particularly with research involving humans and animals” (Christiansen et al., 2010).

I protected the participants’ identities by not including their names in any of the discussions.

1.10 DATA ANALYSIS

Thematic analysis is a method often used when analysing qualitative research. It emphasises pinpointing, examining, and recording patterns (or "themes") within the data. Themes are patterns across data sets that are important to the description of a phenomenon and are also associated to a specific research question (Merriam-Webster's collegiate dictionary, 1999).

I employed thematic analysis to analyse and discuss the data that emerged from my study. Aronson (1994) suggests that analysing data using the thematic analysis can be done in a few steps. Firstly, one needs to collect the data. Secondly, identify all the data that is related to the patterns. Thirdly, the combination of the data is done by dividing the common pattern into sub-patterns. By doing this, one will notice how the themes fit together. Lastly, an argument must be built in order to state why you have chosen those themes

1.11 CONCLUSION AND OVERVIEW OF THE THESIS

In this chapter, the rationale and background of the study were discussed. The critical questions and objectives which form the basis for this study were presented. A brief outline of the literature and theoretical framework were discussed. Furthermore, the methods used to gather the data were discussed as well as the research ethics.

In chapter two, the literature is discussed. This chapter highlights bullying from different angles as well as looking at the roles of bystanders who may not necessarily be involved in the acts.

In chapter three, the research methodology is discussed as well as its suitability to the study.

In chapter four, the findings of the data are presented and discussed.

In chapter five, the main findings are presented including recommendations and the forthcoming conclusions are discussed.

CHAPTER 2

BULLYING: A THEORETICAL EXPOSITION

2.1 INTRODUCTION

This chapter reviews literature on bullying. It also discusses the theoretical framework that underpinned this study. As noted, bullying is a world-wide phenomenon and is prevalent in our schools at large. “Bullying behaviour, no doubt is becoming a common feature and a nightmare in schools all over the world” (Aluede, Adeleke, Omoike, & Afen- Akpaida, 2008, p. 151). The literature shows that there are many definitions of bullying, especially when related to a specific situation. There are various forms of bullying, and all are harmful to children no matter how minute a situation may seem. This chapter reviews literature on how the bullied become bullies and all the factors which may lead to the bullied becoming bullies. Firstly, the cycle of bullying will be discussed. This chapter will also discuss the scholarship that demonstrates the victim-bully phenomenon. Secondly, literature on the roles of bystanders and the interventions for bystanders will be reviewed. Thirdly, literature on whether or not boys are more likely to bully than girls will be reviewed. I also review the literature which focuses on whether children outgrow bullying as well as how parents and teachers can break the cycle. Lastly, the consequences of bullying will be discussed. The theoretical framework will then be explained using Bronfenbrenner’s bio ecological theory and identifying how children are affected by the influences they are surrounded by.

2.2 THE CYCLE OF BULLYING AND WHETHER OR NOT THE BULLIED BECOME BULLIES

A cycle is a set of events or actions that happen again and again in the same order. According to Ball, Arseneault, Taylor, Maugan, Caspi and Moffitt (2008, p. 104) there are “three groups of bullying, namely, victims, bullies and bully-victims who are seen as both bullies and victims of bullying”. This may be because most of these children tend to experience the most problems such as depression and anxiety. This study has found that many children who are involved in bullying, act either as the bully or the victim. Ball, Arseneault, Taylor, Maugan, Caspi and Moffitt (2008, p. 108) have further noted that “one’s

genetic and environmental factors are a contributor to the development of victims, bullies and bully-victims.”

A study done in Scandinavia found that approximately 15 percent of school students were involved in acts of bullying either as the bully, victim or both bully and victim (bully-victims) (Olweus, 2003). This study shows bullying is an ongoing cycle among the youth, as there are not many adults who are aware of bullying to stop this problem (Olweus, 2003). Other studies were conducted in other countries such as the United States and it was suggested that bullying problems also exist. Olweus (2003) asserts that the rate of bullying in other countries is similar to the results found in Scandinavia and in some cases; higher rates of bullying have been prevalent.

When such data is revealed, the likelihood of bullying being curbed seems almost impossible (Olweus, 2003). In his study, it is stated that less research information is available about proactive victims, also called bully-victims or aggressive victims (Olweus, 2003). Based on this finding, Olweus (2003) asserts that these bully-victims do actually exist. Bennett (2010) states that the circumstances that a child finds themselves in are related to them being a bully-victim (Olweus, 2003). Furthermore, these learners experience many negative effects of being both a bully and a victim (Bennett, 2010). Völlink, Bolman, Dehue and Jacobs (2013) have found that when related to cyber bullying, victims and perpetrators are in a continuous cycle. There was a higher rate of girls linked to cyber bullying in comparison to boys. It was further found that bully-victims tend to “express more emotions when confronted” (Völlink, Bolman, Dehue & Jacobs 2013, p. 14).

Incidents of bullying as well as trying to break the cycle is a huge task for teachers. De Wet and Jacobs (2013) further found that teachers are not fully equipped and some are not equipped at all to help when incidents arise. Research has found that girls are seen as more likely to be involved as victims, whereas boys are more likely to be bully-victims (Carrera, DePalma & Lameiras, 2013, p. 482). Carrera, DePalma and Lameiras (2013) further suggests that one’s personality traits are worth considering with regard to bullying. Smokowski and Kopasz (2005, p.105) state that bully-victims are present and they are those children “who both bully others and are bullied themselves”. These children are further seen as provokers of teasing and picking on others but they portray the most aggressive behaviours when compared to children who are bullies or a victim of bullying. Beale (2001) suggests that

bully-victims are big fighters but when caught they claim self-defense. These learners are seen as uncommon and are therefore not easily identified (Smokowski & Kopasz, 2005). It has been debated that “bully-victims view themselves as more troublesome, less intelligent, less physically attractive, more anxious, less popular and unhappier than pure bullies (Smokowski & Kopasz, 2005, p. 105). Also, according to Smokowski and Kopasz (2005) bully-victims are not customary among the youth.

Children who are bullied as well as being bullies are prone to school refusal (Kumpulainen, Rasanen, Henttonen, Almqvist, Kresanov & Linna, 1998). Arslan, Hallett, Akkas and Akkas (2012, p.1553) reported that a study done in Turkey has shown that “20% of children were involved in the bully cycle as a bully, (5%) as a victim (8%) or a bully-victim.

Kanetsuna and Smith (2009) suggest that many children are scared to report incidents of bullying as well as being brave enough to become a bully-victim. Furthermore, children do nothing about these acts as they fear the bullying will get worse. Kanetsuna and Smith (2009) assert that the cycle is one that may not exist due to the fact that these learners are fearful. Many children choose to be bullies as they fear the chance of becoming a victim (Lam & Liu, 2006). Lam and Liu (2006) further concur that many kids do not become a bully-victim as they are seen as those learners who are scared of further bullying acts being done unto them. Ma (2001, p.351) has reported that the victim-bully cycle is one that is very rarely reported. She further argues that this is not the case as the cycle of bullying is one that is present in most aspects of schools (Ma, 2001).

Detailed analysis is lacking regarding the phenomenon of victims who are also bullies, or bullies who are also victims (Solberg, Olweus & Endresen, 2007). Their results show that the prevalence of bully-victims is seen as very low with a decline when examined across the grades. They further added that bully-victim groups are those that are very small (Solberg, Olweus & Endresen, 2007, p. 450). Georgiou and Stavrinides (2008) proposed that bully-victims may be seen as more isolated. These children are seen as different in terms of not always acting out in comparison to pure bullies. It is further believed that bully-victims were socially isolated when compared to the other groups of bullying (Georgiou & Stavrinides, 2008).

When looking at cyber bullying it was found that, one in four of the students were involved as both the bully and victim (Mishna, Khoury-Kassabri, Gadella & Daciuk, 2012). These researchers further maintain that traditionally the category of bully-victim is one that represents the smallest portion of and is seen as those kids who are the most vulnerable. Furthermore, current studies have shown that the bully-victim category is one that is seen as common (Mishna, Khoury-Kassabri, Gadella & Daciuk, 2012). They added that girls are more likely to become bully-victims (Mishna, Khoury-Kassabri, Gadella & Daciuk, 2012). Dulmus, Sowers and Theriot (2006) found that the most significant form of school bullying is the bully-victims. Their study revealed that 31% of children were victims whereas 11.5% are bully-victims.

Olweus (2003) stated that bully-victims problems are surfacing all around the world. In his study conducted in Norway, one out of every seven students was both a bully and being bullied (Olweus, 2003). Being a bully and a victim is seen as something that may continue over a considerable period of time unless some “systematical changes are made to stop it” (Olweus, 2003, p. 64). Yang and Salmivalli (2013) state that bully-victims do exist. These children are seen as being more bullied than pure victims as they receive a lot of rejection and are basically seen as the “social outcasts” (Yang & Salmivalli, 2013, p. 725).

2.3 ROLES OF BYSTANDERS

According to Merriam-Webster's collegiate dictionary (1999, p.86), a bystander is defined as “a person/child who may be standing near, but is not taking part in what is happening”. Bystanders are seen as those who encourage as well as prolong the acts of bullying. They are seen as an audience to the bully, and the bully feels that he/she needs to be seen as powerful and therefore a reputation will be left (Department of Basic Education, 2012). “These bystanders often encourage and prolong bullying, either by ignoring what is happening or by laughing, taking photos or videos or otherwise egging-on the bully” (Salmivalli, 2014). This means that it is also very important that schools and other actors work to discourage bystander behaviour and encourage learners to report bullying to the school authorities” (Department of Basic Education, 2012, p.12). Salmivalli (2014) suggests that bystanders allow bullies to feel as if they are rewarded socially for their acts, as the bystanders are present when many of these acts take place. It is further stated that bullying occurs when

there are others present (not adults) as bullies feel more dominant when there are witnesses (Salmivalli, 2014). Due to this, the bully wants to prolong the act. The way in which bystanders act or react to a bullying situation is very important (Salmivalli, 2014). “Research has demonstrated that the victims who have classmates supporting and defending them, are better off than victims without defenders” (Howard, Landau & Pryor, 2014). “The defended victims are less depressed and anxious, they have a higher self-esteem, and they are less rejected by peers than victims without defenders, even when the frequency of their victimization experiences is taken into account (in other words, their better adjustment is not only a result of the fact that they are bullied to a lesser extent” (Salmivalli, 2014, p. 288). The behaviour of the bystander affects the victim being targeted. “This lends support to the notion that the behaviour of bystanders can have impact on future as well as current bullying” (Howard, Landau & Pryor, 2014, p. 266)

2.3.1 INTERVENTIONS FOR BYSTANDERS

It has been shown that bystanders fear their own safety; they feel that they should withdraw from the situations they are seeing or encourage them to occur (Olweus, 2003). Salmivalli (2014) states that bystanders are aware of what they are doing, and are further aware that bullying is incorrect, but they fear their own safety. If children refrain themselves from these bullying acts, if they refuse to witness these acts, fewer bystanders will not be so rewarding to the bully (Howard, Landau & Pryor, 2014). It has been stated that a bully looks for an audience, if bystanders do not give them an audience, the bullying acts would be less rewarding to the bully (Salmivalli, 2014). “Therefore, the success of bullying prevention/intervention efforts often depends on how well peer bystanders are utilized in such efforts” (Salmivalli, 2014, p. 289).

Bystander behaviour may very quickly lead to a change in the bully’s actions as well as the victim’s situation. Peer groups must be formed in the class so that children are reduced from being targeted. Allowing learners to “reflect on their own typical behaviour when witnessing bullying may already be helpful in trying to reduce bystanders” (Salmivalli, 2014, p. 289).

A further intervention is reporting the acts the minute they occur. Once bullying has being witnessed, learners need to report the act to an adult as well as report the bystanders as they are just as much to blame for entertaining incorrect behaviour (Howard, Landau & Pryor,

2014). Howard, Landau and Pryor (2014) suggest that “Bullying has deleterious effects on the children involved, including bullies, their victims, and those who witness these acts (bystanders)” (p. 272). “Research shows that children who report bullying to an adult are less likely to experience bullying in the future”. Adults should encourage children and stress the importance of keeping their school safe as well as reporting bullying to an adult (Department of Basic Education, 2012).

2.4 ARE BOYS OR GIRLS MORE LIKELY TO BULLY?

“Bullying among children is understood as repeated, negative acts committed by one or more children against another” (Brinson, 2005, p.169). Bullying occurs in all types of schools, at both primary level as well as secondary level and amongst both boys and girls (Department of Basic Education, 2012). One would think that only boys bully, but boys are more common for physical forms of bullying (Ahn, Rodkin & Gest, 2013). Hence, “verbal, social, and physical bullying happens among both boys and girls, especially as they grow older” (Department of Basic Education, 2012, p. 14).

It is common that bullying is more prevalent among boys. Boys are known to be more frequently involved in bullying than girls (Ringrose & Renold, 2010). This does not mean that girls are not culprits of bullying as well. Research shows that it is most common for bully-boy victims of bullying acts to occur (Ahn, Rodkin & Gest, 2013). There are different types of bullies, that is, boys who bully boys, girls who bully girls, boys who bully girls and girls who bully boys. Brinson (2005) states that bullying which was commonly thought to be a problem among boys, is just as much prevalent among girls. She states that when one thinks of a girl bully, it is expected that she is bullying another girl (Brinson, 2005). This has not been the case, as there are examples of girls who bully boys (Brinson, 2005). She further states that “as a result, discussions about girls bullying boys are practically nonexistent, which makes it a triple threat” (Brinson, 2005, p. 170). Dire consequences result from boys who are being bullied by girls, as they fear the ability to talk of the acts being done unto them and remain silent which could lead to tragedy (Brinson, 2005, p. 171).

Ringrose and Renold (2010) state that many have been ‘gender blind’ when it comes to school bullying. It has been noted that there are gender differences when it comes to bullying. The psychological literature refers to “gender differentiated” aggression which is

that boys are more aggressive in physical and direct ways whereas, girls are more aggressive in 'indirect' and 'relational ways (Ringrose & Renold, 2010, p.576). It can be concluded that both boys and girls are culprits of bullying.

2.5 WILL CHILDREN OUTGROW BULLYING?

When one outgrows something, they tend to stop doing it as they have become older or more mature (Kazura, 2013). So will children outgrow bullying? This is a common concern among caregivers and educators of young children. It is suggested by Kazura (2013, p.3) that the idea that children will outgrow bullying is a myth. Authors have found that children, who were bullied and are bullies themselves, are at a "high risk for psychiatric problems in adulthood, such as depression, panic disorder, and are suicidal" (Pappas, 2013). Children who were bullied are at an increased risk of having emotional disorders in adulthood (Kazura, 2013).

For some, bullying continues as one becomes older. Unless someone intervenes, the bullying will likely continue and, in some cases, it grows into violence and other serious problems (Kazura, 2013). Children, who consistently bully others, often continue their aggressive behaviour through adolescence and into adulthood (Department of Basic Education, 2012, p. 14).

It has been found that people who were bullied as kids are less mentally healthy as they grow up into adulthood (Pappas, 2013). Adults with a history of bullying have many long term effects that are very harmful to them as adults. It was found by William Copeland, a clinical psychologist at Duke University Medical Centre that many victims of bullying who are now adults suffer from a 'personality disorder' (Pappas, 2013, p.12). People who suffer from this disorder are seen as ones who like to manipulate people for their own gain (Pappas, 2013). Pappas (2013) further stated that the greater risk of this disorder is that these people are at a greater risk of being, or becoming criminals.

2.6 HOW PARENTS AND EDUCATORS CAN HELP BREAK THE CYCLE

The cycle of bullying has been discussed. If there is this cycle that seems to be in existence, how can parents and teachers put a stop to it? Rigby (2008) states that the first step in combatting bullying is for parents to be active in order to help the educator. Furthermore, he states that the process should be one that is done in stages. He states that “it is more about reduction than eradication” (Rigby, 2008, p. 110). Parents need to be involved in anti-bullying initiatives that may be held in schools (Rigby, 2008). Bakema (2010) suggests that bullies are given power when they see their behaviour as acceptable. Studies conducted in a Dutch school show that “no form of bullying will be tolerated” (Bakema, 2010, p. 80). The entire school is active in this protocol that is set out. Further to this, parents are briefed and given advice on the policy that the school holds (Rigby, 2008). Whether one is seen as a bully, bully-victim or victim, this behaviour should not be seen as ‘normal’ (Bakema, 2010).

Morgan (2012) suggests that teachers and parents must work closely together to come up with intervention programmes whether the child is seen as a bully, victim or bully-victim. Even though we are aware that bullying incidents tend to occur when adult supervision is minimal, parents as well as teachers need to find a way to intervene (Strohmeier & Noam, 2012). A zero tolerance policy needs to be implemented in schools and parents need to be active participants in implementing this policy (Morgan, 2012). Parents and teachers need to acknowledge that implementing and sticking strictly to this policy may not be easy but nevertheless, an effort must be made. All members of the community need to be involved in stopping this bullying cycle (Morgan, 2012, p. 177). Strohmeier and Noam (2012) state that teachers do try and stop bullying, but this is not always successful. “Educators, parents and peers can work together to prevent bullying” (Strohmeier & Noam, 2012, p. 9). Furthermore, if these three parties are active against bullying, it is seen as less likely to occur. Immediate intervention needs to be put in place in order to stop bullying and the cycle (Strohmeier & Noam, 2012).

Teachers and parents need to adequately respond to these incidents. “Preventative and interventionist measures must be put into place” as suggested by Strohmeier and Noam, (2012, p.10). Appleton (2008) links acts of bullying to child anxiety. He feels that a child’s level of anxiety allows them to dangerously act out. Parents detecting their children’s anxiety

levels and trying to rid this problem can help to prevent problems of bullying. Feelings of anxiety can be seen as a trigger in the different behaviours children tend to portray (Appleton, 2008).

Bullying is a huge problem in schools and can be stopped as they start if educators intervene as soon as the bullying episode starts (Strohmeier & Noam, 2012). This may be hard as teachers are not always present when these episodes occur. In some cases, these episodes are reported to the teachers by children. “Researchers found that only 30 to 50 percent of self-reported victims told a teacher about the bullying” (Strohmeier & Noam, 2012, p.7). Strohmeier and Noam (2012) state that it is crucial “therefore, that educators learn (1) how to detect bullying in their schools and programs, (2) how to distinguish light cases from serious ones and how to best intervene differentially with bullies, victims, and bystanders, and (3) how to best prevent bullying in the first place”. Educators are seen as not being able to always identify whether or not acts that children perform are acts of bullying. Educators further underestimate the extent to which bullying is taking place, whether it is in their classrooms or the school as a whole (Strohmeier & Noam, 2012). Educators need to be more aware and able to detect bullying that occurs in certain settings. “When considering issues of recognition, educators need to adequately respond in bullying situations” (Strohmeier & Noam, 2012, p. 9).

Strohmeier and Noam (2012) suggest that there needs to be ‘adult intervention’. Parents also need to come to the forefront to help with their kids that may be bullies, victims or even bystanders. According to Gregory and Fritz (2013) parents need to be examples to their children. Furthermore, parents need to respond positively to any bullying acts that may be suspected. Bakema (2010) states that bullying is a learned behaviour and can be stopped. Research has found that bullying will stop when adults in authority get involved (Gregory and Fritz, 2013). This leads to the point of discussion that parents and educators need to intervene in order for this behaviour to stop. Without this intervention, this cycle will further continue.

2.7 CONSEQUENCES OF BULLYING

Simply, a consequence can be defined as “a result or effect, typically one that may be unwelcome or unpleasant” (Merriam-Webster's collegiate dictionary, 1999). It has been stated by Aluede, Adeleke, Omoike, and Afen- Akpaida (2008) that there are a variety of consequences related to bullying namely physical, emotional and educational consequences. These consequences are ones that can never be underestimated. Bullying can have overwhelming effects on the victim. Furthermore, victims are forced to go to school every day with the fear of being “harassed, taunted and humiliated” (Aluede, Adeleke, Omoike, & Afen- Akpaida, 2008, p. 156). “There are many repercussions for bullying” (Aluede, Adeleke, Omoike, & Afen- Akpaida, 2008, p. 156) and according to Kerlikowske (2003) these include:

- (1) Children who have been or are being bullied have a high chance of been depressed. “26% of girls who were frequently bullied reported depression as opposed to 8% of girls who were not. Similarly, the boys who were bullied and reported depression were 16% as against 3% who were not” (p. 156).
- (2) Victims of bullying are more likely to turn to suicide, “8% for girls and 4% for boys, compared to 1% overall for non-victims of bullying” (p. 156).
- (3) Weapons may be carried by bullies, which can be very dangerous. “43% carrying weapons to school at least once a week, compared to 8% who were not carrying weapons” (p. 156).
- (4) Injury is very common and occurs during acts of bullying (p. 156).
- (5) Academic performance is hindered as children who are or have been bullied have difficulty in concentrating on their school work (p. 156).
- (6) Absenteeism and drop-out rates have increased due to bullying (p. 156).
- (7) Positive relationships are difficult to maintain as bullying behaviours can be maintained in some cases (p. 156).
- (8) Feelings of isolation and low self-esteem are a lasting feeling victims experience right through to adulthood (p. 156).

Salmivalli, Sainio and Hodges (2013, p. 444) similarly state that bullying may cause many bad effects to the victim. These may include experiences of insecurity, depression and anxiety as well as a high rejection by their peers”. Furthermore, these effects are present in

their adulthood. It is further stated that bully victims have no 'safe haven' as targets have now even been reached in their homes via electronic sources (Kerlikowske, 2003). This may be very devastating to these victims as they have no place, which may provide them with safety (Salmivalli, Sainio and Hodges, 2013, p. 444). Children need to be made aware that education is very important and secures their future. Lack of understanding of the severity of bullying is one factor that may lead to poor behaviour. Parents need to ensure that they educate their children at home about what is right and wrong.

2.8 THEORETICAL FRAMEWORK

2.8.1 OVERVIEW OF BRONFENBRENNER'S BIO ECOLOGICAL THEORY

Bullying occurs at any age and takes place anywhere, be it at home, school and even in the workplace. The context of a child is one that can influence bullying behaviours (Espelage, 2014). One needs to be aware that a child's surroundings, and the ways that they are taught also influence their behaviour (Espelage, 2014). According to Bronfenbrenner's bio ecological theory, the phenomena of bullying can be understood by using the five systems in order to understand an individual's behaviour. This theory can be further used in order to understand the phenomenon of bullying among school children (Mc Guckin & Minton, 2014). "It is argued that such ecological/ systemic approaches could usefully inform the design and evaluation of future efforts to address school bullying and violence" (Mc Guckin & Minton, 2014, p. 36).

Bronfenbrenner's theory (1997) is one that depicts the child's environment and all the factors that affect that child's development. It is a system that is described as "a multi-layered set of nested and interconnected environmental systems" all of which are seen to influence a child's development (Mc Guckin & Minton, 2014, p. 38). "Bronfenbrenner's systems model can be graphically represented as a series of concentric rings surrounding the developing child. These rings are arranged from those which are proximal to the child to those whose influence is distal and indirect, but nonetheless important: these are the micro-, meso-, exo-, macro-, and chrono-systems" (Mc Guckin & Minton, 2014, p. 38). Bronfenbrenner's model is one that was developed as it shows the different levels of systems as well as how all these social systems interact within the development of the child. For Bronfenbrenner (1997) the development of a child happens within four nested structures. The surroundings of a child

contribute to one's behaviour (Christenson, 2016). "The social context in which various factors serve to promote, maintain or suppress such behaviours is a contributing factor to bullying" (Swearer & Hymel, 2015, p. 344).

2.8.2 BIO-ECOLOGICAL SYSTEMS AND ITS LINK TO BULLYING

2.8.2.1 MICROSYSTEM

The microsystem is a system that is directly related to the child in which he/she is closely related. These involve the family, school, religious institutions, neighbourhood and peers (Bronfenbrenner, 1997). A child is prone to be influenced by all these counterparts (Lee, 2010). Bullying can stem from these counterparts which are directly related to the child. The four microsystems that children experience is vital for growth and may also contribute to bullying, whether the child is the bully or being bullied. These microsystems include "experiences in the family, experiences with teachers, experiences with peers and experiences within the school environment" (Lee, 2010, p. 9). Furthermore, parental violence as well as authoritarian parenting is factors that contribute to child bullying. "Studies on these factors suggest that children with higher levels of authoritarian parenting, exposure to domestic violence, and positive parental attitude toward bullying are more likely to bully other children (Lee, 2010, p. 9). Teachers can be seen as contributors to bullying as they lack the ability to show authority in their classrooms and due to this; learners are not scared to be part of bullying acts inside and outside of the classroom (Lee, 2010).

Peers encourage bullying among each other even if they have a 'quiet' friend who will not be a perpetrator of bullying. Learners are not able to accept the level of difference among peers and this leads to bullying incidents (Lee, 2010). It is further stated by Lee (2010) that peers are encouraged to bully others in order to maintain a relationship with their current peers. The school climate is also closely related to the child and is one that may encourage wrong behaviours. Once no strict rules are put into place, a child finds the right to do all the wrong things. "School climate has been suggested as one of the most important social environments that influence children's behaviors" (Lee, 2010, p. 10). These aspects show clearly that bullying is linked to various factors that are directly involved within the child's life. These individuals and institutions need to be aware of the factors that contribute to bullying.

2.8.2.2 MESOSYSTEM

The mesosystem is a set of microsystems that are continuously interacting with one another (Bronfenbrenner, 1997). It is said to be the social interconnections which could be between the students, teacher and peers (Lee, 2010). These may be extended to be relationships between family and teachers or the child's peers and family. Lack of parental involvement is a contributing factor to bullying (Bronfenbrenner, 1997). In a school setting, if a child is caught bullying another learner and the parents are called in, and they do not react to the situation, the child will therefore see the lack of involvement by the parent and will continue this bad behaviour (Lee, 2010). Communication between all these contributing factors in a child's life is very important for the growth of that child. Once communication occurs between these factors (peers, family and school), there is said to be a link that is occurring between them (Lee, 2010).

2.8.2.3 EXOSYSTEM

The exosystem is said to not affect the child directly but still influences the child (Bronfenbrenner, 1997). It is a system that shows a link between the individual and that which they do not have an active role within. These links could include the parents or child's experience at home, which may be influenced by the other parent's experience at work (Bronfenbrenner, 1997). This could apply pressure on a child as well as the parents. Bullying is continued if no one actively puts a stop to it (Lee, 2010). Furthermore, it has been stated that a family's social economic status may affect children which leads to them becoming bullies (Lee, 2010). The exosystem is one that may seem indirect, so one does not see its link to the child. A parent may be offered a promotion which may include travelling, in this case the child has a parent short of support, and this may allow the child to act out further (Lee, 2010). Bullying continues due to this poor parental supervision as parents become too caught up in their own lives to even consider that their children have a problem, or may be even experiencing a problem (Swearer & Hymel, 2010). When children do not get attention at home, they tend to seek parental emotional support. Swearer and Hymel, (2010) further state that "findings are consistent with arguments that aggressive modeling and poor parental supervision contributes to bullying" (p. 346).

2.8.2.4 MACROSYSTEM

The macrosystem is related to the cultural aspect of a child's development which is directly linked to the child (Bronfenbrenner, 1997). Society also forms part of one's culture and has an influence on the child's behaviour (Bronfenbrenner, 1997). Bullying is highly dependent on a child's societal characteristics (Lee, 2010). The society that one is associated with leads to them acting out in a certain way. The society that children come from can influence the way they behave. This may or may not be the case as stated by Lee (2010). Furthermore, bullying that occurs in schools is seen as a "group based problem" (Lee, 2010, p. 5). The modeling of incorrect behaviour is dependent on the society that a child is brought up in. Disorganization of a society can lead to children being bullied as well as being a bullying (Lee, 2010). Lee (2010, p. 6) states that there are two main reasons as employed by Bronfenbrenner which explains how bullying is influenced. "First, this theory allows us to include in the model multiple factors at different levels, such as individual traits, interpersonal relationships, family characteristics, school climates, and community characteristics (Bronfenbrenner, 1997). Second, because researchers argue that bullying is a part of the developmental process of children and a developmental approach requires understanding of social context" (Lee, 2010).

2.8.2.5 CHRONOSYSTEM

The chronosystem is associated with time as a factor which influences a child's behaviour. This is the final level of the ecological framework (Espelage, 2014). "Consistency" and "change" are factors at this level which influences the child (Espelage, 2014, p. 261). Peer aggression is prevalent at this level as a child is said to not be able to cope with the life changes at this stage. Children are seeking attention elsewhere and therefore become involved in bullying. According to Espelage, (2014), "Children who are part of divorce or re-married families are said to be more aggressive, non-compliant, disobedient and behave inappropriately in the classroom" (p. 261). Furthermore, these children have a "decreased level of self-regulation" (Espelage, 2014, p. 261).

"In sum, because the ecological system theory views school settings as complex and multi-layered social contexts in which children and others interact and interconnect with each other,

this theoretical framework allows simultaneous investigation of individual as well as contextual effects” (Lee, 2010, p. 6).

This theory is appropriate for this study as it shows clearly that a child’s surroundings affect their behaviour. Bronfenbrenner (1997) defines this in his five systems which are related to the child. One can conclude from this theory that bullying stems from a variety of factors which directly and indirectly affect the child. When looking at the ecological system, these factors that influence bullying behaviours are prevalent at the different levels according to Bronfenbrenner’s theory (Lee, 2010).

Lee (2010, p. 1) suggests that this model is seen as the “best-fitting structural model” when looking at the phenomenon of bullying. Furthermore, findings suggest that the “ecological model accounts for a high portion of variance in bullying behaviour”. A significant influence of a child’s bullying behaviour was looked at when analysing their individual traits. These are all significant factors that influence bullying behaviours (Lee, 2010).

2.9 CONCLUSION

In this chapter, the literature was reviewed and discussed. The theoretical framework that underpinned this study was also discussed. The literature reveals that bullying will not stop unless an active adult role is played in putting a stop to these behaviours. Bronfenbrenner’s bio-ecological theory clearly depicts that a child is influenced by various factors that surround them. Based on these factors, the lack of adult influence and intervention can lead to a child becoming a bully or even being bullied.

The following chapter will focus on the methodology used in this study. Furthermore, all the methods used to collect data will be explained in the next chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter two reviewed local and international literature on bullying and also discussed the theoretical framework which underpinned this study. This chapter discusses the research design and methodology used by the researcher. This chapter includes the research approach, research paradigm (interpretive paradigm), data collection methods (qualitative approach), sampling procedure (purposive and convenient sampling) which included the participants and how they were accessed, the ethical considerations and data analysis. Furthermore, the data collection process will be discussed (questionnaire, non-participatory observation schedule and diary entries). Finally, the validity, reliability, trustworthiness and limitations of the study are discussed.

Research methodology is important in a study, as it develops the knowledge of a specific study, further it is a way of finding results to a specific problem (Industrial Research Institute, 2010). The Industrial Research Institute (2010) further asserts that the methodology is done systematically in one's own way in order to find all the answers until the conclusion.

3.2 RESEARCH APPROACH

This study adopted a qualitative research approach as this approach is useful when exploring participants' feelings, perceptions, beliefs and experiences. The qualitative approach is said to be one that is very descriptive (Christiansen et al., 2010). Nelson and Quintana (2005) point out that verbal analysis is looked at in using the qualitative approach. Qualitative methods are "considered more when looking at the research questions of "how", "why", and "what" nature when related to individuals" (Nelson & Quintana, 2005, p. 344). Furthermore, qualitative research looks at the in-depth understanding of behaviour produced by human beings as well as the reasons for such behaviours. Qualitative research further seeks to clarify the qualities of complex social phenomena (Dougherty, 2002). Dougherty (2002, p.1) further states that in qualitative research, one must be able to explain "why and how their

phenomenon works and how it does this in a particular context”. The collection of data is done in an unstructured manner; this is what one does when using a qualitative approach (Joubish, Khurram, Ahmed, Fatima & Haider, 2011). It is further stated by Joubish, Khurram, Ahmed, Fatima and Haide (2011) that qualitative data is used to understand the interpretations that people make.

3.3 RESEARCH PARADIGM

Elshafie (2013, p. 4) indicates that “understanding a research paradigm is extremely crucial to any research study”. It is further pointed out that a paradigm is one’s world view and the interpretivists believe that there can be change by the people who are said to give meaning to a particular situation (Christiansen et al., 2010). “A paradigm may be viewed as a set of basic beliefs that deals with ultimate’s or first principles” (Guba & Lincoln, 1994, p. 107). The interpretive paradigm was adopted for this study as it seeks meaning in a particular situation, hence, the meaning and reason behind why the bullied become bullies. Christiansen et al., (2010, p.24) noted that interpretivists “understand the meanings which inform human behaviour”. Furthermore, results are created, not found, and by looking at this, one needs to create meaning of why, how and when it is related to the bullying cycle, and do children who are bullied become bullies (bully-victims); the lived experiences of the victims bullied and bully-victims personal experiences of the bullies, victims and bully-victims and the truths, beliefs and values of the children who are victims, bullies or bully-victims (Rivituso, 2014).

3.4 SAMPLING PROCEDURE

Purposive and convenient sampling methods were used in this study. The purposive sampling method is used as when one wants to tie the research to their objectives (Palys, 2008). In this case, participants are not seen as interchangeable (Palys, 2008, p. 697). Convenient sampling on the other hand is selecting a sample convenient to the researcher (Christiansen et al., 2010). Further, they suggest that convenient sampling which was one that the researcher used is easy to reach participants (Christiansen, et al., 2010). Tongco (2007) states that when using purposive sampling, one is able to use a variety of different techniques to gather data. This method is always best to use as one can be flexible, therefore it was used in this study. The quality of data that the participants possess enables the sample

to be chosen. Easy accessibility of participants makes it easy for the researcher and this is an advantage of using the convenient sampling method (Etikan, Abubakar & Alkassim, 2016).

Six participants from a nearby local school were used for this study. They were selected by purposive and convenient sampling methods as these learners were seen as being part of incidents that may have been seen to affect them and convenient as they were learners from the selected school. These participants were selected by the researcher who had previously taught all these learners who portrayed some signs of being part of a bullying cycle. These participants were willing to participate in this study as a trustworthy relationship was maintained between the participants and the researcher. This was done by ensuring an open and honest relationship between the participants and the researcher. These participants were selected to provide insight into the bullying cycle as well as for the researcher to be made aware if children who are bullied become bullies.

3.4.1 THE SCHOOL

The school which served as the case in the study is located in the area of Wentworth, Durban in KwaZulu-Natal. There are 1220 learners in this school ranging from Grade R to Grade seven with a total of 35 educators. This is a government school which is well maintained. Nevertheless, bullying is prevalent and common in this school as I have seen and heard from teachers in the school. There are thirty classrooms which are all structured and equipped for teaching and learning. A total number of four Heads of Department (HOD) are present with two deputy principals and one principal who manage the Senior Management Team (SMT). There is a library and computer room for the learners. Sports are available to learners and coaches from inside and outside the school come in to train learners. Each educator is in charge of disciplining their own learners and if cases are not resolved, they get taken to the HOD'S and then Deputies and if there is no joy, to the school principal.

3.4.2 THE PARTICIPANTS

The sample selected for this study comprised of six participants. Three boys and three girls were identified to take part in this study. All six of these participants identified were involved in acts of bullying either as a bully, victim or a bully-victim.

Participant 1: Eight year old boy in grade three. He is described as a very quiet boy who does not have many friends.

Participant 2: Eleven year old boy in grade seven. Described as an aggressive boy who has many friends.

Participant 3: Twelve year old boy in grade seven Described as quiet but has many friends and is seen as someone who resolves problems when they occur.

Participant 4: Nine year old girl in grade four. Described as an intelligent girl and has many friends.

Participant 5: Ten year old girl in grade five. She is described as being an academic achiever and excels in sport. She does not have many close friends.

Participant 6: Eleven year old girl in grade six. Described as being very intelligent and excels in sports as well. She has many friends.

3.5 DATA COLLECTION METHODS

Data collection refers to the ways in which the researcher decides to gather information. A journal/diary entry was conducted by learners from a particular school in order to seek clarity of participants' personal experiences. Journal/diary entries are one that brings in the "rich, detailed and personal experiences" (Hayrärinen, 2007, p. 447). Journal/diary entries were used in the case of this research, the participants were required to write over four days the series of events that took place in their lives. Journal/diary entries may be written, oral or visual of how people ascribe meaning to their experiences (Trahar, 2009). The outcome of these diary entries were to see if acts of bullying occur, as well as to seek if children who are bullied become bullies. The advantage of using diary entries was for the young participants to write down their experiences as they would not feel nervous to speak up. Rutter and

Joolingsen (2015) found in their study that by the use of journal/diary entries, experiences are shared openly. This was relevant to the study as it allowed an open aired platform for the participants to tell their experiences. This data collection method allowed the researcher access into the minds of the bullies, victims as well as bully-victims (both a bully and a victim).

A questionnaire, non-participatory observation schedule and journal entries were used to collect data. A questionnaire can either be open-ended or closed-ended (Christiansen et al., 2010). An open-ended questionnaire was used for this study as it allowed the participants freedom to answer questions posed. Annum (2016) states that open-ended questionnaires are a good method to use as it calls for the participants' free responses in their own words. Expression of one's opinion can be identified from open-ended questionnaires (Annum, 2016). Since the focus was on the cycle of bullying, semi-structured questions were asked in order for participants to write down their views, understandings and experiences. Three questions were posed allowing participants to answer them in their own words. These questions allowed the researcher insight into the participants' understandings of bullying and to gather from them their perceptions of whether or not the cycle of bullying occurs. Non-participant observation was also conducted by the researcher and this allowed visual observation to take place (Annum, 2016).

Annum (2016) further state that non-participatory observations allow reality directly with the researcher. "Observation is a very important method for obtaining comprehensive data in qualitative research" (Annum, 2016). Non-participatory observations were beneficial for this study, when looking at a phenomenon like bullying (Annum, 2016). Therefore, non-participatory observations took place by the researcher during the break-time over a period of ten days, allowing the participants to act freely in the ways they portray, as they thought that no one is watching them. Rich data was collected by doing this as the researcher's aim was to see if the bullying cycle is prevalent among these children. Researchers need to observe what is actually taking place (Christiansen et al., 2010). By doing such, first hand data is obtained. A structured non-participatory observation took place as the researcher knew in advance what he/she was looking for (Christiansen et al., 2010).

Figure 1: Data collection process

QUESTION	ANSWER
What was the generated data?	The bullying cycle and whether or not the bullied become bullies.
What was the research strategy?	Questionnaire, non-participatory observation and journal/diary entries. Questionnaire comprised of six open-ended questions. Observation was done informally by the researcher. Journal/diary entries were written over a four day period.
Who or what was the source of data?	Six primary school learners ranging from grade three to grade seven took part in this study.
How many participants were accessed?	A total of six learners in the same school.
Where was the data generated?	A government school located in the Wentworth area.
How was the data generated?	Step 1. Questionnaires were given to six learners to fill in the presence of the researcher. Step 2. Non-participatory observations were done by the researcher during the breaks over ten days. Step 3. Journal entries were filled by the participants by writing a series of events.
How often was the data generated?	The researcher spent two days allowing participants to answer the questionnaire and complete the journal entries. The non-participatory observation was done over a two week cycle of five days.
Justification of plans for data collection.	Questionnaires and journal/diary entries gave the researcher more clarity on participants' understandings of bullying. The journal entries would gather data on how, why and if participants are bullies, victims or bully-victims. Non-participatory observations were done to seek further clarity on this phenomenon. The use of all three data collection methods allowed the researcher to gain clear insight into the bullying cycle.

While conducting the research, problems did arise. Time became a factor as participants were not always available when the researcher was. To overcome this challenge, an agreed time was set to suit both the researcher and the participant. All the data collection methods

worked well as the participants were able to answer all the questions confidently. This was the case as a trustworthy relationship was maintained between the researcher and the participant. The researching of learners that I taught throughout the years made it much easier as the participants were familiar with my styles and approach. Participants did not fear the divulging of information as a trustworthy relationship was already maintained.

3.6 DATA ANALYSIS

Thematic analysis was to analyse the data. Braun and Clarke (2006) suggest that the thematic approach is one that is very flexible when one wants to analyse qualitative data. Furthermore, one needs to search for themes and patterns in order to position the findings. Thematic analysis can be done by collecting data, then identify the data and its relation to the theme and divide the patterns into sub patterns (Aronson, 1994).

To analyse this data, the journal / diary entry / story-telling approach to the study was used as well as a questionnaire and the non-participatory observations. Journal/diary entries accounted for the written text of the children's experiences; the analysis took place by comparing and seeing if the cycle of bullying did occur gauging from the events that occurred in the children's lives. The discussion of the findings was supported using literature. This was presented in a thematic format.

Non-participatory observations were done by the researcher and this method enabled the researcher to see behaviours among the participants which occurred in their natural setting or environment

3.7 VAILIDITY, RELIABILTY AND TRUSTWORTHINESS

Trustworthiness is a concept that must be fulfilled when dealing with qualitative studies (Christiansen et al., 2010). One's research methods must be clearly chosen in order to ensure trustworthiness (Williams & Morrow, 2009). Furthermore, organisation of data needs to be done clearly in order to ensure the "authenticity of the research" (Williams & Morrow, 2009, p. 577). Once trustworthiness is ensured, reliability and validity can be achieved. Morrow (2005) suggests that fairness is a demand when looking at the trustworthiness of a

study. One needs to further acknowledge that there are ‘multiple perspectives’ which needs to be represented (Morrow, 2005, p. 253). When results of a study are reliable, one can show that if the work may be repeated with all the same methods and participants employed, the results produced must be one that is similar (Shenton, 2004).

Central to research is findings which are valid and reliable (Morse, Barrett, Mayon, Olson & Spiers, 2002). To guarantee validity, I ensured that all my data generated was valid by allowing the participants to read the analysed version which were photocopied and made available to the participants. Cope (2014, p. 89) states that “a major challenge for researchers is striving for the highest possible quality when conducting and reporting research”. Questionnaires, non-participatory observations and journal entries were analysed and available to participants for viewing in order to avoid bias (White, Oelke & Friesen, 2012). The findings that were produced were valid, reliable and trustworthy.

3.8 ETHICAL CONSIDERATIONS

Maintaining ethics in a study is essential. Ethics was maintained as ethical clearance was received from the University Ethical Review Committee and the Department of Education. Ethics were considered in this study for the participation as an assent forms was filled by the participants and their parents signed a consent form as the participants are minors. This document stated clearly the freedom of withdrawal at any time during this study. Learners were informed of their right to withdraw at any time and confidentiality and anonymity were maintained during this research process. The identities of the participants were not revealed in any way due to their participation in the research. Participants’ identities were withheld when the research findings were presented and pseudonyms were used to replace their names. According to Rand Afrikaans University (2002) ethical principles are those principals which include the right to privacy, confidentiality, anonymity, withdrawal, terminate participation and access to information, etc. Chowdhury (2014) suggests that when using children in a research study, an active role must be played by ensuring and protecting the rights of all children. One needs to constantly protect children rights as they show an interest in participating in the study (Huang, O’Connor, Ke & Lee, 2016). If the need for a psychologist may arise, assistance to participants will be provided. Finally, the data that was generated

will be kept in a locked safe to safeguard participants' identities. I solely generated the data to assure my participants of confidentiality.

3.9 LIMITATIONS OF THE STUDY

Limitations of your study are worth considering when doing a study. Limitations refer to obstacles that may stand in your way of doing all that you would like but cannot. Crump (2016) stated that limitations are frequent issues that arise in research. Simon and Goes (2013) add that limitations are those matters that arise in a study that are beyond the control of the researcher. They further add that no matter how well a study may be structured; there are always limitations which limit that study. The methods that one selects to use in their research study is already a limitation, as other methods could allow for more rich data to be collected (Simon & Goes, 2013).

Generalising is one limitation of this study in such a way that one cannot make broad statements which may infer from cases stated. It's a controversial term when handling qualitative data. Reasoning is achieved by using broad inferences from one's observations. Limitations are those factors that are seen as discouraging participants from participating in one's study such as no trust in the researcher, as well as things that limit the study from being accurate such as assumptions. Journal entries may limit the study as the researcher has to analyse what is told what is put down on paper without any verification. To overcome this challenge which arose, the researcher tried to build a trustworthy relationship with the participants in order for them to have been as truthful as possible. The limitation of a questionnaire is the number of questions that one may ask the participants, especially because these are young participants. A non-participatory observation is a limitation as false assumptions of what is being observed may be documented, to overcome the limitation of the observation, I have recorded accurately what I have observed and not assumed to see anything other. Overcoming this issue, the researcher drew conclusions on what she observed and avoided exaggerating any observations.

3.10 CONCLUSION

This chapter focused on the research methodology that was employed for this study. The qualitative approach, interpretive paradigm as well as the data production techniques - a questionnaire, non-participatory observations and journal entries - were most suited to this study. Both boys and girls were identified in order to see whether this cycle did exist between both girls and boys. All instruments and methods used were discussed as well as their appropriateness to the study. The questionnaire allowed the researcher to seek differing views on bullying, the journal entries showed different incidents of where the participants were either a bully, victim or bully-victim. Lastly the non-participatory observation was a clear indication of what the participants may get up to when they think that no one is watching them.

The following chapter seeks to present the analysis and discussion of the data. Themes will be presented in the discussion.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION OF THE STUDY

4.1 INTRODUCTION

In Chapter three the researcher discussed the research design and methodology. In this chapter, the analysis of the data generated from the participants will be highlighted. This chapter seeks to present the findings to establish the bullying cycle among primary school learners. Meaning was developed by using a thematic analysis as a means of engaging with the data. Findings will be discussed and the literature is integrated into the discussion to support or refute particular findings. The theoretical framework is used as a lens to view the findings and from which a discussion will emerge. The cycle of bullying and whether or not a child who was bullied becomes a bully will be highlighted in this chapter.

4.2 THEMATIC ANALYSIS

Thematic analysis is one which includes the process of finding themes or patterns within the data. This type of analysis is one that is very flexible in its nature. It may be seen as one that seeks to describe patterns across qualitative data. “Thematic analysis can be seen as either an essentialist or realist method, which is one that reports experiences, meanings and the reality of participants, or it can be a constructionist method, which examines the ways in which events, realities, meanings, experiences and so on are the effects of a range of discourses operating within society” (Braun & Clarke, 2006. p. 8). The theoretical framework can be used in order to guide the themes as the theory of a particular phenomenon can be grounded in the data (Braun & Clarke, 2006. p.8). When looking at thematic analysis, the processed data can be displayed as well as classified in relation to its similarities and differences (Ibrahim, 2012, p. 12). Themes were arrived at by reading and rereading the data collected and classifying them by looking at all the similarities and differences.

4.2.1 DATA FAMILIARISATION

In Chapter three I stated that data was generated through a questionnaire, journal/diary entries and non-participatory observations which included six participants. The questionnaires were read and re-read and clarified with the participants. The journal entries were repeatedly read to gain clear insight on the participants' responses. The non-participatory observations were carefully conducted documented to ensure the gathering of correct information portrayed by the participants. Active searching for themes and meaning was done by the researcher when looking at the data (Ibrahim, 2012).

4.2.2 CODING

Coding is a process of organising and sorting data. Coding data is a method used in thematic analysis, whereby one organizes the data into groups to form patterns (Braun & Clarke, 2006). One participant stated that "*I thought that I could be in charge*". This statement was coded as the 'reasons for bullying' as well as other statements that showed the reasons for bullying. Other codes that the data revealed included: defining bullying; perceptions of bullying and incidents of bullying as well as the bully, victim and bully-victim phenomena.

4.2.3 SEARCHING FOR THEMES

When the different codes were identified, I read the codes and linked the data that fitted the codes. I engaged with the data and the codes in order for the themes to be generated. A theme is a pattern in response to the meaning created within the data and is linked to the research questions (Braun & Clarke, 2006). Themes were generated from the data sets and discussed in terms of different types of bullying. There are three groups of bullying as stated by Ball, Arseneault, Taylor, Maugan, Caspi and Moffitt (2008), "victims, bullies and bully-victims" (p.104).

4.2.4 DEFINING AND NAMING THEMES

The themes which were created had to correspond with the participants' responses so that there is a clear link to the themes and responses from the participants. A detailed discussion emanated from and was written about each theme. Sub-themes were used and necessary for the analysis of the journal/diary entries, which helped give structure to the main theme (Braun & Clarke, 2006). There were a total of five themes which were then used to create the written report. These five themes were: defining bullying; reasons for bullying; perceptions of bullying; types of bullying observed by the researcher; incidents of bullying involving bully, victim and bully-victim.

4.2.5 PRODUCING THE REPORT

“The endpoint is the reporting of the content and meaning of patterns (themes) in the data” (Braun & Clarke, 2006, p.15). Once the themes and codes were created, the story was created as the researcher incorporated the exact words of the participants from the questionnaires and journal entries. The final write up of the analysis is one which aimed to answer the research questions noted in Chapter one. The analysis aimed to take into account the literature and theoretical background of the study linked to the themes generated from the collected data.

4.3 ANALYSIS

Data analysis is a systematic search for meaning. It is seen as a way that one processes qualitative data in a way that what has been learned can be communicated. “Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generate theories” (Hatch 2002, p. 148).

This study looked at the bullying cycle and what the participants understand by bullying, as well as to explore the experiences of bullied children who become bullies and to determine

why they become bullies after being bullied. This analysis will take into account the following critical questions which were stated in Chapter one:

1. What do these school going participants understand by bullying?
2. What are the experiences of bullied children who become bullies?
3. Why do they become bullies after being bullied?

This analysis chapter uses the theoretical framework, Bronfenbrenner's bio ecological system, and draws on the extant scholarship to support or refute findings. The interpretivist paradigm was used in this study and the following themes emerged:

- defining bullying
- reasons for bullying
- perceptions of bullying
- types of bullying observed by the researcher and
- incidents of bullying; bully, victim and bully-victim

4.3.1 WHAT IS BULLYING? LEARNERS' UNDERSTANDINGS AND PERCEPTIONS (from the questionnaire)

Research has shown that bullying is on the rise and is surely a worldwide phenomenon (Aluede, Adeleke, Omoike, & Afen- Akpaida, 2008). Scholars have defined bullying as a type of aggression in which children aim to hurt each other (Swokowski & Kopasz, 2005). The participants in this study view bullies as one who intimidates and targets children who are unable to defend themselves. The data shows that learners are fully aware of the definitions of bullying and have mentioned that "it is hurtful". The participants in this study offered various definitions of bullying:

Participant 1: There are many types of bullying. There is physical bullying when you hit or kick or pinch. Cyber bullying is when you make rude comments on chat groups, emails and messages.

In supporting this, a report by the Department of Basic Education (2012) states that cyber bullying is a common form of bullying among children from various ages. Bullying is seen as a behaviour which hurts the bully and the bullied. Four participants defined bullying in a similar manner as follows:

Participant 2: Bullying is when someone treats you badly and hits you or says hurtful things to you.

Participant 3: Bullying is when someone threatens you or hurts you. When somebody makes you feel scared or nervous, they are bullying.

Participant 4: Bullying is when someone is picking on another learner e.g. hitting someone.

Participant 5: When someone always hits you or steals your money and takes your stuff.

Hitting, picking on and threatening are all terms offered to describe bullying by these four participants. The participants' comments in the above extract offer similar definitions when defining bullying. As shown in the above data abstract, bullying is seen as a hurtful act done unto another person. One of the participants stated that bullying is "when someone makes you feel nervous". Kanetsuna and Smith (2009) confirm that children are seen as being scared to report incidents of bullying as they feel nervous and scared. Bronfenbrenner's theory in relation to the mesosystem are those social interactions that the child is involved in, these include their peers. Bronfenbrenner (1997) confirms that a child is highly influenced by their peers and any lack of involvement will bring about a lack of belonging.

Peer pressure is common among the youth (Salmivalli, 2014). Salmivalli (2014) suggests that bystanders also apply pressure on children involved in bullying situations. They feel as if they are socially rewarded for their actions. He adds that these bystanders in most cases are even friends of the 'victim' (Salmivalli, 2014). Children feel that if they do not obey what their peers tell them to do that they will be picked on and therefore they will have no friends.

This is reflected by another participant:

Participant 6: When you put pressure on someone or hit them.

Bullying is a behaviour that can begin at home reproduced elsewhere with all interactions that a child has, being in contact with family, peers, teachers and the environment (Bronfenbrenner, 1997). Power is an essential concept when looking at bullying. Bakema (2010) concurs that bullies are those children who feel they have power over others and therefore apply pressure on them to act in an immoral way. In promoting an anti-bullying society, learners need to be educated on the risks associated with bullying.

4.3.2 REASONS FOR BULLYING: “I THOUGHT THAT I COULD BE IN CHARGE” (from the questionnaire)

As noted in Chapter two, the feeling of power and control is a huge element in many school children’s lives. All six participants attested that they had bullied someone before and provided a variety of explanations for this behaviour. Ahn, Rodkin and Gest (2013) view the fact that bullying happens between both boys and girls and it takes many forms and has various reasons. Further to this, they feel that there is no set reason as to why children bully as it is a personal experience that children find themselves dealing with. The following abstract from two participants’ verbatim responses suggested similar reasons for bullying:

Participant 1: I bullied because I thought that I could be in charge and allow that person to do what I want them to do.

Participant 3: It made me feel in control and all my friends encouraged me to do it.

In addition, bullying is an act that almost most school based children have been a part of. In other words, the reasons for bullying are limitless and as stated by Olweus (2003) the curbing of bullying among the youth is almost impossible. However, in the society and cultural backgrounds that many kids grow up in and are exposed to, one can agree that this is very relevant. The bio ecological theory also shows how a child is affected by their social surroundings. Bronfenbrenner (1997) states clearly in his macrosystem that one’s society is seen as forming a huge part of one’s culture. Lee (2010) further adds that a child’s societal

characteristics are linked to their reasons for bullying behaviours. Participant two suggested that his/her reason for bullying was:

Participant 2: I have bigger sisters at home who are always bullying me so when I go to school I bully other children that are smaller than me.

Bullying is seen as a cycle. Children are not taking their anger, hurt and frustrations out on the ones that are hurting them, but are seeking other victims. The DoE (2012) suggest that bullying is a behaviour that is learnt. They feel that violence is a way of solving problems. The contribution to violence is continued as children think that this behaviour is acceptable. This data shows that the home environment impacts on the above participant's behaviour. Children find and see a need to retaliate to bullying but tend to not see that they are furthering the problem by taking it out on 'innocent' victims. The cycle of bullying is one that exists among children world-wide (Arslan, Hallett, Akkas & Akkas, 2012). Similar views are reflected by the fourth, fifth and sixth participants:

Participant 4: I bullied someone because they have been saying mean stuff about me.

Participant 5: A boy was irritating me.

Participant 6: I was bullied before and I thought it was ok to bully someone else. It also made me feel like I was powerful.

Verbal bullying is just as harmful as physical bullying. Here one can see clearly that being bullied and then becoming a bully does occur. Chapter two revealed that bullying is more common among boys but not ignoring the fact that girls also bully (Brinson, 2005). Furthermore, girls and boys are noted for various types of bullying such as 'verbal', 'social' and even 'physical' forms of bullying. The above data extract attests to the fact that evidentially children who are bullied can become bullies. These responses are from the male participants. According to Carrera, DePalma and Lameiras (2013) boys are more likely to be seen as bully-victims. Further, they add that personality traits that boys portray allow them to continue this cycle of bullying (Carrera, DePalma & Lameiras, 2013). These learners may be

seen as those who are not easy to identify as they cover up acts that they find themselves in. Smokowski and Kopasz (2005) add that bully-victims are the ‘uncommon’ learners.

4.3.3 PERCEPTIONS OF BULLYING (from the questionnaire)

In relation to this theme, the DoE (2012) views the perceptions of bullying as how one perceives right and wrong behaviours as dependent on a situation. Physical, emotional and educational consequences can be seen when a child is in a situation linked to bullying either as the bully, bully-victim or the victim (Salmivalli, 2014). School attendance is infringed on as learners find themselves in uncomfortable situations and avoidance seems to be their only solution (Aluede, Adeleke, Omoike & Afen-Akpaide, 2008). They further add that the repercussions linked to bullying is damaging for children associated with bullying (Aluede, Adeleke, Omoike & Afen-Akpaide, 2008). All six participants all responded ‘no’ to the question of whether they think bullying is right, and the same view from all the three girls and all three boys is evident but with differing reasons. To this theme, participants have given various reasons as to why they feel bullying is not right. One participant stated that:

Participant 1: Bullying is not right because you can hurt that person physically and mentally. Sometimes they feel uncomfortable and embarrassed.

From this verbatim response, it can be seen that learners are aware that bullying is not right but they fail to see that they are also perpetrators of bullying. One’s emotions are vital in a person’s development and these need to be considered when children decide to bully (Aluede, Adeleke, Omoike & Afen-Akpaide, 2008). These four participants elaborate as follows:

Participant 2: Bullying is bad and not right because it makes the other person feel sad and maybe they won’t want to come to school.

Participant 3: When I was bullied I felt sad and lonely and everybody laughed at me.

Participant 4: Bullying is not right because a bully can hurt someone real bad.

Participant 6: Because when someone gets bullied their self-esteem drops and the person feels bad about themselves.

Self-esteem is linked to the four participants' responses. Feelings of isolation as well as a low self-esteem are all consequences that children have to deal with even right up into adulthood (Kerlikowske, 2003). This suggests that feelings and emotions are dominant factors associated with bullying. Feelings are directly linked to one's self-esteem as these feelings can make or break a child (Appleton, 2008). In these extracts, personal feelings were revealed and the participants expressed their feelings that bullying makes one sad, lonely, drops one's self-esteem and also affects school attendance. Kerlikowske (2003) further states that the absenteeism and dropout rate is on the rise and this is as a result of bullying. When linking back to the theoretical framework in Chapter two, Lee (2010) confirms that a child's surroundings affect his or her behaviour. Children tend to look for others to treat them fairly and not undermine them, but they fail to realise that in certain situations they are also incorrect in their behaviour. This participant revealed why he thinks bullying is incorrect:

Participant 5: You should not hit others, it is not fair.

Linked to gender, boys are always the ones that are looking for fair treatment (DoE, 2012). As noted, boys are more prone to bullying and most studies reveal this (Brinson, 2005). On the other hand, Ringrose and Renold (2010) suggest that there are gender differences when linked to the phenomenon of bullying. Furthermore, the direct bullying tactics are prone to boys (Ringrose & Renold, 2010). Being fair is a positive factor when one is viewed as a bully or the bullied (Ahn, Rodkin & Gest, 2013).

4.3.4 TYPES OF BULLYING OBSERVED BY THE RESEARCHER (from the observation schedule)

Chapter two offered various types of bullying identified by children (DoE, 2012). Through non-participatory observation, the researcher decided to monitor the participants' behaviour. This method was selected to document the behaviours exhibited on a daily basis that could be monitored. Over five days the following behaviours were observed: aggression towards

others, teasing, hitting, excluding and stealing. These behaviours were observed over two lunch breaks over a five day period.

The table below revealed the number of students (out of the six) who were involved in acts of bullying on a daily basis:

Table 1: Types of bullying

	AGGRESSIVE	TEASING	HITTING	EXCLUDING OTHERS
Day 1	5	3	2	1
Day 2	2	4	4	2
Day 3	3	2	2	1
Day 4	0	4	1	2
Day 5	2	1	3	1
TOTAL	12	14	12	7

Of the six participants, teasing seems to be the most common form of bullying. This is not the case as these things worry a child and lead to many negative outcomes such as absenteeism, poor academic performances and so on (Kerlikowske, 2003). Aggression and hitting are linked as when one is aggressive they tend to hit someone who is less powerful than them (DoE, 2012). This is a very dangerous form of bullying and a child may be badly physically injured. Excluding is emotionally hurtful to children as they are always searching for a sense of belonging (Kanetsuna and Smith, 2009). When looking at the bio ecological model, Bronfenbrenner shows in the macrosystem that peers are an important facet in a child's life. A lack of peer supports and acceptance applies pressure to a child's sense of routine behaviour. Children prefer routine and a change in an aspect of their routine leads to them feeling pressured (Lee, 2010). Stealing was not observed by any participants by the researcher during this five day period. The DoE (2012) stated that children may see stealing as a serious crime and therefore it's not common when linked to bullying. One cannot conclude though that this behaviour does not exist.

4.3.5 INCIDENTS OF BULLYING (from the journal/diary entry)

An incident is something that happens which may be an even or an odd occurrence; it may be unexpected or unpleasant when linked to bullying (Kanetsuna and Smith, 2009). Parents and teachers are at the fore front and need to help curb these behaviours that children experience from reoccurring (Morgan, 2012). Kanetsuna and Smith (2009) however, noted that the problem cannot be addressed as learners are scared to report incidents of bullying and this is a main reason why the problems are very seldom resolved. De Wet and Jacobs (2013) found that teachers and parents are not fully equipped to help solve the problems of bullying and because of this no solutions have been drawn up. When an incident arises, the correct means needs to be identified to help resolve the problems. The Department of Education (2012) states that children are known for copying incorrect behaviour. De Wet and Jacobs (2013) further add that parents must curb bullying in order for it not to go as far as school.

A journal/diary entry was a method used in order for participants to document events that happened to them. The journal/diary entries were done over a four day period highlighting differing events that took place in the participant's life. This was analysed in three categories/themes, namely, a bully, a victim and a bully-victim.

4.3.5.1 BULLY - 'TEASING, HITTING, CYBER' (from the journal/diary entry)

A bully can be defined as one who torments and tortures other children in order to maintain power (Swokowski & Kopasz, 2005). It is further stated that bullying is the aggression in which children aim to hurt or harm other children who they see as unable to defend themselves (Swokowski & Kopasz, 2005). The following incidents occurred where the participants were seen as a bully:

Participant 1: In the morning before school, I was talking with my friends and asking them about their new classes. Suddenly, a girl walked pass and her school shoes were open in front so I screamed "hey look at her shoes they are talking" we all laughed at her.

Participant 1: Every morning a girl in grade 7 paid me to protect her from the girls in her class. So I would scream and shout at them.

Participant 1: Some days when I am exhausted I get (force) people to hold my bag wherever I go.

Participant 2: When I was standing with my friends at break time I tripped a girl who was walking pass me and her lunch fell out her lunch box and my friend and I were laughing at her.

Participant 2: Today my friends and I were teasing a boy with a big head and he cried and my friend and I laughed at him and called him cry baby.

Participant 2: Today I sent my friend a sms message and told her that she looks fat on her profile picture and she felt bad.

Participant 4: One day when I was in the park my brother Donelle came up to me and asked me for money so I ran away and bricked him.

Participant 6: I wanted money from someone so I went to one of the younger children and threatad them to give me money.

Participant 6: My friend and I were walking in one of the parks at home we saw children playing we chased them home and hit one of them.

Verbal abuse as well as power control and power imbalance were revealed in participants' series of events (Swokowski & Kopasz, 2005). Physical bullying is harmful and children need to be aware that serious outcomes can result from physically bullying someone else (DoE, 2012). In this study more incidents have been revealed of children being a bully rather than being bullied recorded by participants. These incidents which are suggested by the participants suggest that when one is seen as powerful they tend to not want to lose their power to others (De Wet & Jacobs, 2013). It is evident that these participants have been a bully as they suggest numerous occasions where they have bullied someone. The entries above also show that power is an important factor for the participants and that their only need is to satisfy themselves ("*I wanted money from someone so I went to one of the younger children and threatad them to give me money*").

Furthermore, children develop a habit of these power feelings and by this the cycle is harder to break (Brinson, 2005). Brinson (2005) has stated that when looking at bullying, boys are more commonly cited for bullying. He further stated that children find a desire to pass negative comments or physically beat those who are seen as powerless (Brinson, 2005). It is revealed above by the incidents that bullying takes place between both girls and boys.

4.3.5.2 VICTIM - 'UNFAIR TREATMENT' (from the journal/diary entry)

Olweus (2003) states that a victim is seen as one that is targeted when acts of bullying occur. Victims are children who are seen as being helpless in a bullying situation. These children are seen as those who express more emotions when they are confronted in a situation (Olweus, 2003). The participants stated how they were victims of bullying:

Participant 1: When I was at a sports event I had braids in my hair and it was tied up in a pony. A boy told me that my hair looks like a spider. He started calling me spider woman.

Participant 2: Today a grade seven girl pulled my pony and said I am ugly and I cried all the way home.

Participant 3: Today was a bad day because my friends or I thought they were my friends bullied me at school. Kim and Stacy were acting very nasty to me. Kim pulled my hair and Stacy tripped me every time I walked passed her.

Participant 3: I thought it was all over but today they were calling me names and pushing and talking bad about me. I really felt awful. What did I do to these girls???

Participant 3: Today was even worse they made me feel so embarrassed. Stacy put her leg in front of me and I tripped and fell down the stairs. I bruised my knees and my elbow. ENOUGH IS ENOUGH!! They gone too far.

Participant 4: One day when I was walking to my friend Taarique house there was a boy Maalik that was bullying me so I told my mother and the boy stopped. He is 17 years old and he likes hitting children.

Participant 6: I was playing outside my house and an older boy asked me for money, I told him I don't have and he hit me.

Salmivalli, Sainio and Hodges (2013) have found that children every day are seen as victims in a situation whereby they cannot defend themselves. Furthermore, they suggest that bad effects are a result of those who find themselves as 'victims' (Salmivalli, Sainio and Hodges, 2013). Victims find themselves isolated and feel as if they have no friends (Salmivalli, Sainio & Hodges, 2013). The responses/journal entries above show that participants find themselves as victims of bullying. It is evident in a way that these learners are in situations in which they are unable to defend themselves. One participant stated that he was bullied by a

“seventeen year old boy”, while another indicated that he was bullied by “an older boy”, this shows that bullies find victims who are younger than them. Peer relations are important to a growing child (Bronfenbrenner, 2003). A lack in this aspect causes the child to react negatively when faced with certain situations. Lee (2010) further adds that a lack of involvement that may be in one aspect of a child’s life leads to bullying continuously continuing.

4.3.5.3 BULLY-VICTIM – ‘FIGHTING BACK’ (from the journal/diary entry)

Ball, Arseneault, Taylor, Maugan, Cespi and Moffitt (2008) suggest that bully-victims are those who are mainly seen as both the bully and the victims of being bullied. These incidents below were faced by participants who are bully-victims:

Participant 3: Today my big sister was waiting for me after school. My sister caught them and she pulled their hair and slapped both of them. I hope they learnt their lesson and won't be interfering with me again.

Participant 4: Today when I was coming up I saw a boy named Tiarelle from Mrs H class so I greeted him and he swore me so I punched him in the face.

Participant 4: When I was walking down the road with my friends there was a boy names Suabe so I told him if you are going to continue starting with me I am going to hit you so he went to call his brother and his brother was bullying me.

Participant 5: I was walking on the grounds and I saw one boy slap another, I went to tell him to stop and he slapped me too.

Participant 5: The next day I went to attack him for slapping me, we hit and hit each other until I ran away.

Participant 5: I was playing soccer in the park with a few friends, so I scored and the boys were complaining and swearing me. They said it was off side and that it is not a goal.

Participant 5: The next day we had a rematch and I scored again, I went to kick all the boys who complained yesterday about my 'fake' goal.

Participant 6: My friend at school ran into one of the grade 1 children when we took him to his class some of his friends were angry and one of them hit me. At first I ignored them then they all started hitting me. I eventually hit one of them back and swore him.

The entries suggest various incidents whereby children were involved in bullying. Beale (2001) states that children who are bully-victims are fighters but when they find themselves confronted they then tend to play the victim. In the extracts above, it is evident that the participants are relating incidents where they were bullied and bully others. This shows that they also provoke others whom they want to bully. Children who are involved in bullying are seen as a bully and a victim, hence the bullying cycle does exist (Olweus, 2003).

The cycle of bullying continues as others are involved in the incidents that they may have not been involved in the first place. Gauging from the above extracts, it is evident that one of the participants was bullied by her 'so called friends' and then found another way to retaliate. This shows that the bullying circle is extended as more parties get involved when power relations are low (Arslan, Hallett, Akkas & Akkas, 2012).

Ahn, Rodkin and Gest (2013) concur that boy bully-boy victims are very common. Boys see no other solution than to fight back so that they can maintain their social status among their friends. The bio ecological model demonstrates children's desire for peer acceptance; hence boys are seen as the ones who avoid reporting any bullying that happened to them and would rather fight back.

4.4 CONCLUSION

This chapter presented the findings emanating from the study. The data was generated from a questionnaire, journal entries and a non-participatory observation. Themes that emerged were discussed and integrated with supporting literature. The theoretical framework of Bronfenbrenner's bio ecological model was employed as a lens with which to view the data. Themes were generated from the data which allowed for better reading of the verbatim responses provided by the participants. From this analysis, it can be concluded that the cycle of bullying does exist and a child who is bullied often engages in bullying behaviour too.

The next chapter sums up the study by presenting the main findings and draws conclusions from the findings. Recommendations are also offered in terms of how bullying can be alleviated in schools.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSIONS

5.1 INTRODUCTION

In Chapter four an analysis and discussion of the findings generated were presented. In this chapter the main findings of this study will be discussed and particular attention will be paid to how the research questions have been addressed. The interpretive paradigm was used in this study to understand why bullied children engage in bullying and to gain insight into why bullied children become bullies. The study also explored the experiences of children involved in bullying. The researcher analysed the data forthcoming from participants in order to seek an understanding why learners often become bullies after being bullied. The interpretive paradigm is described as not aiming to predict but rather to describe how people make sense and meaning of a particular situation (Christensen et al., 2010). Interpretivists seek to understand. Furthermore, interpretivists construct truth by the values that people portray. (Christensen et al., 2010). The six participants that participated had their own personal views and experiences related to bullying. The rationale of the study was influenced by widespread bullying present in the school that the researcher is employed in, which led to the research topic being selected.

5.2 SUMMARY OF THE STUDY

The purpose of this study was to explore the bullying cycle as well as the experiences of bullied children who become bullies. The researcher was interested in gaining clarity on the participant's realities of bullying and their experiences. To understand the incidents of bullying, the participants were required to provide insight into the bullying phenomenon. The qualitative research design was used and the study with three methods of data generation such as a questionnaires, journal/diary entries and non-participatory observations. The collection of data is done in a structured manner; with the journal/diary entries being open ended, this can be done when using the qualitative approach (Joubish, Khurram, Ahmed, Fatima & Haider, 2011). The six participants that participated had their own personal views

as well as experiences when asked to talk about bullying. The research used the following three research questions to guide the study:

1. What do these school going participants understand by bullying?
2. What are the experiences of bullied children who become bullies?
3. Why do they become bullies after being bullied?

The data analysis technique used was thematic analysis. A discussion of the main research findings will be presented below.

The purpose of this study was to analyse the bullying cycle. In addition, the study looked at whether bullied children become bullies and these learners' experiences of bullying. A summary of the findings is presented below.

5.2.1 EXPERIENCES OF BULLIED CHILDREN WHO BECOME BULLIES AND THEIR REASONS

5.2.1.1 DEFINING BULLYING

The study found that bullying is a global problem. Aggression and hurting of others seems to be a norm for the youth (Swokowski & Kopusz, 2005). Learners experience incidents of bullying almost daily. Learners are well aware of bullying as well as its inappropriate nature. The findings reveal that the respondents had adequate knowledge with regard to the phenomenon of bullying. The participants demonstrated a sound understanding of bullying and they also knew that it was wrong to hurt others. Nevertheless, this did not stop bullying from occurring. It is important for learners to understand bullying and its severity in order to reduce the problem (Rigby, 2008). Success in trying to reduce bullying lies in the learner's full knowledge of the disadvantages of bullying (Morgan, 2012).

5.2.1.2 REASONS FOR BULLYING

The study shows that learners are aware that bullying is incorrect, but they still bully others. Some participants shared the following reasons as to why they bullied others:

- I could be in charge or in control.
- I get bullied so I bully smaller kids.
- I bully because people talk about me.
- I feel powerful.

5.2.1.3 PERCEPTIONS OF BULLYING

According to the DoE (2012), one may view bullying as behaviours which are right and wrong in a particular situation. The findings showed that all the respondents viewed bullying as being incorrect. The participants' responses indicate that "bullying hurts others". The findings further revealed that bullying affects the victim as well as the perpetrator. Children feel pressured to bully others in most cases by their peers (Kerlikowske, 2003). Bronfenbrenner's theory argues that a child's surroundings affect their behaviour and peer pressure is a factor that many children are faced with and to maintain friends they conform to this bad behaviour (Lee, 2010).

5.2.1.4 TYPES OF BULLYING

There are various types of bullying and one may not always be aware of the different kinds that exist among children. According to the findings of this study, the following types of behaviours were observed as common among the respondents which revealed an underlying problem:

- Aggressive behaviour
- Teasing others
- Hitting others

These were the most common behaviours portrayed by the participants among the five behaviours observed (aggressive behaviour, teasing others, hitting others, excluding others and stealing).

The Bio ecological theory shows that certain behaviours that children act out stem from somewhere; be it the home, the society or from their peers. This theory shows that these aspects are all important in a child's life (Lee, 2010).

5.2.1.5 INCIDENTS OF BULLYING

The researcher provided data which showed the ways learners define bullying and their experiences of bullying and thereafter the interpretations were made from the data provided. The findings of this study showed that learners are knowledgeable on the concept of bullying as well as learners are aware of the incorrectness of bullying. This however did not stop these learners from being part of bullying incidents. This study looked at grade three, four, five, six and seven learners. The data showed that all these learners were affected by or were part of bullying. The present study also found that bully-victims are common and they do exist in schools as well as out of school.

The respondents recalled many incidents of bullying that they experienced or were a part of. They are categorised as follows:

- Bully
- Victim
- Bully-victim

5.2.1.5.1 BULLY

A bully is someone that thinks they are more powerful than someone else (Brinson, 2005). The participants had listed incidents where they had been a bully. The findings further show that when the learners were performing these acts, they did not see them as hurtful to someone else but they did acknowledge later that bullying is hurtful. De Wet and Jacob (2013) stated that 'power' is what keeps learners involved in bullying. One participant had stated that she was a bully by forcing others to carry her bag wherever she went. Findings show that both girls and boys bully and that bully incidents were of the highest cases stated. Respondents also revealed that cyber bullying does exist among the youth. Parents must intervene to stop cyber bullying by constantly monitoring cell phones that they allow their children to have (DoE, 2012).

5.2.1.5.2 VICTIM

Victims of bullying are the most common form or type of bullying (Ball et al., 2008). Most learners who are victims find themselves in this position with no explanation of how they got there (Bennett, 2010). The findings reveal that five out of the six participants stated that they had been in positions of a victim. Participants further revealed that being a victim makes them feel hurt and sad. Victims of bullying are found everyday and they always feel as if they are unable to defend themselves (Salmivalli, Sainio & Hodges, 2013). Participants also revealed that from their incidents listed, making someone a victim was no big deal and an easy task, but they were unhappy when they became the target or victim of bullying.

5.2.1.5.3 BULLY-VICTIM

Ball et al., (2008) explains that a bully-victim is both a bully as well as a victim. Participants had mentioned that they fight back when they are faced with certain situations. Beale (2001) suggests that bully-victims are those learners who fight back but in most cases when they are caught out, they tend to play more like the victim. Findings generated from this study showed that as much as many of the participants fought back, the problem was exacerbated as the incidents continued occurring. The findings also show that the cycle of bullying does exist (Olweus, 2003), and that many incidents reported by the participants were of them being bully-victim. They also mentioned that in some cases they would fight other children's battles and by doing this, they were making the bullying circle even broader. Children have not portrayed any fears of fighting back, as suggested by the findings, as the fighting back is common in cases of them being a bully-victim.

5.2.2 HOW CAN PARENTS AND TEACHERS HELP BREAK THE CYCLE OF BULLYING?

The meaning of a cycle is one that is on-going and recurring. When linked to bullying it is known as a cycle which happens between three groups namely the victims, bullies and bully-victims (Ball, Arseneault, Taylor, Maugan, Caspi & Moffitt, 2008). The findings suggest that parents and educators need to intervene more. Parents and educators are the strongest support system in a child's life; therefore they need to be present in curbing bullying (Amanda, 2010). Parents and teachers have a shared responsibility to educate children who

bully about the harmful effects of bullying. They are the ones that know their children and their strengths and weaknesses. In other words, parents need to take a huge step in helping to curb this big problem facing young people in schools. Parents need to develop good relationships with their children as the characteristics they portray may be seen as patterns developed by the parents (Nation, Vieno, Perkins & Santinello, 2008). However, parenting styles may differ and may or may not work when in terms of determining whether a child becomes a bully, victim or a bully-victim. For example, “the more coercive authoritarian style might lead youths to mimic the aggressive behaviour modelled by their parents in the case of bullies, or might encourage a compliant or submissive response in the case of victims” (Nation, Vieno, Perkins & Santinello, 2008, p. 213).

Teachers on the other hand, also spend a lot of time with learners and are best placed to talk to learners about bullying. Educators could assist with finding solutions to stop bullying. Rigby (2008) states that parents and educators need to work together to combat bullying. A collaborative and community approach is crucial if bullying is to be alleviated in schools. Parents need to be involved and by doing so, bullying may be reduced (Rigby, 2008). On the other hand, Morgan (2012) states that parents need to take action by disciplining their children who are always involved in acts of bullying. There is too much pressure on educators and parents are not interested in taking a stand and accepting the wrongs done by their children (Bakema, 2010). Parents need to help their children to cope in certain situations sprung up on them (Morgan, 2012).

The School Management Team (SMT) needs to be more active as well in supporting educators in their fight against bullying. This can be done by ensuring educators attend workshops regularly and participate in school training and sharing of positive ideas among educators (DoE, 2012). A strong working relationship between parents and educators may help to reduce the many incidents of bullying in schools. As stated by Rigby (2008), the working plan is not to eradicate bullying but rather to try and reduce it.

5.3 RECOMMENDATIONS

From the findings, the following recommendations are suggested to try and curb this problem of bullying amongst school children.

5.3.1 CLEAR SCHOOL POLICIES

Findings have revealed that children are aware that they can act out in certain ways and very little is done about it. For this reason, schools need to be stricter in implementing policies to try and put a stop to bullying. Rigby (2008) states that it is more about ‘reduction’ than ‘eradication’. Schools need to be the starting point of trying to alleviate this serious issue among children in schools.

Some recommendations to address bullying:

- Firm policies must be put in place for bullies and policies must be made available to parents and learners in order for them to be knowledgeable of what is allowed and not allowed.
- Schools should implement the ‘no bullying’ policy and make parents aware, firm implementation must be encouraged by the school and parents must sign to agree.
- Teachers must attend workshops to aid them in implementing policies and constant workshops must be held for educators in and outside of school by SACE and other professionals in the field.
- Strict outcomes must be set for learners who are bully-victims and firm outcomes must be put in place to monitor learners who engage in this inappropriate behaviour.
- Schools should develop clear guidelines to assist parents as well as educators and parents as well as educators must sign and agree on guidelines set by the school regarding the ‘no bullying’ policy.

5.3.2 STRUCTURED LEARNER COUNCIL (BULLYING PREVENTION PROGRAMME)

Educating learners can be the first step. Teachers need to encourage learners to join the anti-bullying programs implemented in schools. This council must be informative and teachers as well as parents can be used to head and assist with this programme.

- The council must provide teaching on the harmful effects of bullying- clear rules must be set as guides for learners to follow.
- A council must be developed for learners who are bullies, victims or bully-victims; all learners should be invited to attend. Parents and educators should encourage children to get involved.
- Clear guidance must be displayed in this council to ensure learners of their rights and learners must be advised that bullying is wrong and unacceptable.

Basic counselling must be provided to learners who experience any form of trauma and supporting learners must be key in this council by encouraging ways for them to overcome and deal with having being bullied.

5.3.3 PARENT AND EDUCATOR INTERVENTION

When adult supervision is minimal, learners tend to act out more. :

- Parents and educators can attend training sessions for supervision and awareness of bullying.
- For parents and educators to be aware of common areas where bullying occurs the most in order for those areas to be supervised more regularly.
- Parents and educators need to emphasise the dangers of bullying to children/learners.

5.4 CONCLUSION

This study was conducted to explore learner experiences of bullying and to understand if and why bullied children become bullies. Literature consulted for this study shows that bullying is common and is a global problem. Bronfenbrenner's theory of the bio ecological systems was useful as it provided insight on the child and all the factors that influence and inform

their behaviours. Furthermore, the findings revealed that there is a cycle that exists among children. Often, children who are bullied become bullies. Schools need to assist and parents need to also play an active role in assisting when their children are problematic. Learners need to be assured of their safety when at school and should not fear coming to school due to bullying.

Parents could monitor their children's cyber access in order to prevent this behaviour from going viral (Morgan, 2012). Bronfenbrenner's bio ecological theory with reference to the microsystem is one which shows a close relationship to the child and family. Lee (2010) states that the parents need to be active in the development of their children, and by doing so, wrong behaviours are eradicated. In the case of cyber bullying, parents must demand regular checks of their children's cell phones to ensure that bullying is not taking place.

Educators need to attend workshops to try and curb bullying. In chapter two we looked at how educators can break the cycle of abuse and it was found that teachers are clueless when it comes to helping situations. Strohmeier and Noam (2012) state that plans must be put into place to help educators deal with acts of bullying as well as bring in the parents for workshops. They further added that parents and educators are the main facets when helping to put a stop to bullying (Strohmeier and Noam, 2012). Educating learners on the incorrectness of bullying may help to reduce the problem as well as strict policies that identify schools as 'no bullying' zones.

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APPENDIX A:**Questionnaire**

1. What is bullying? _____

1.1. Define or explain the term 'bullying'?

2. Have you bullied someone before? _____

2.1. Explain the reason for doing this?

3. Do you think bullying is right? _____

3.1. Explain why or why not?

APPENDIX A1: Verbatim responses from participants.

L1

Appendix A
Questionnaire

1. What is bullying?

1.1. Define or explain the term "bullying"?

B There are many types of bullying. There is physical bullying where you hit, kick or pinch. Cyber bullying is when you make rude comments on chat groups, emails and messages.

2. Have you bullied someone before? (YES/NO) yes

2.1. Explain the reason for doing this?

I bullied because I thought that I could be in charge and allow that person to do what I want them to do. control power

3. Do you think bullying is right? (YES/NO) No

3.1. Explain why or why not?

Bullying is not right because you can ~~hurt~~ hurt that person physically and mentally. Sometimes they feel uncomfortable and embarrassed.

L2

Appendix A
Questionnaire

Definition of bullying

1. What is bullying?

1.1. Define or explain the term 'bullying'?

Bullying is when someone treats you badly and hits you or says hurtful things to you.

A

2. Have you bullied someone before?(YES/NO) Yes

B Reasons for bully

2.1. Explain the reason for doing this?

I have bigger sisters at home who are always bullying me so when I go to school I bully other children that are smaller than me.

3. Do you think bullying is right? (YES/NO) No

Perception of B

3.1. Explain why or why not?

Bullying is bad and not right because it makes the other person feel sad and maybe they won't want to come to school.

L3

Appendix A
Questionnaire

1. What is bullying?

1.1. Define or explain the term 'bullying'?

Bullying is when someone threatens you or hurts you. When somebody makes you feel scared and nervous, they are bullying. } A.

2. Have you bullied someone before?(YES/NO) Yes

2.1. Explain the reason for doing this?

It made me feel in control and all my friends encouraged me to do it.

3. Do you think bullying is right? (YES/NO) NO

3.1. Explain why or why not?

When I was bullied I felt sad and lonely and everybody laughed at me.

L4

Appendix A
Questionnaire

1. What is bullying?

1.1. Define or explain the term 'bullying'?

Bullying is when some one is picking
one another learner e.g. hitting some one.

(A)

2. Have you bullied someone before? (YES/NO) yes

2.1. Explain the reason for doing this?

I bullied someone because they have been saying
mean stuff about me.

Retaliate

3. Do you think bullying is right? (YES/NO) NO

3.1. Explain why or why not?

Bullying is not right because a bully can hurt
someone real bad.

LS

Appendix A
Questionnaire

1. What is bullying?

A

1.1. Define or explain the term 'bullying'?

When someone always hits you or steals
your money.
takes your stuff.

2. Have you bullied someone before? (YES/NO) Yes

2.1. Explain the reason for doing this?

A boy was irritating me.

3. Do you think bullying is right? (YES/NO) No

3.1. Explain why or why not?

You should not hit others, it is not
fair.

L6

Appendix A
Questionnaire

1. What is bullying?

1.1. Define or explain the term 'bullying'?

When you put pressure on someone or hit them.

2. Have you bullied someone before? (YES/NO) Yes

2.1. Explain the reason for doing this?

I was bullied before and I thought it was ok to bully someone else. It also made me feel like I was powerful.

3. Do you think bullying is right? (YES/NO) No

3.1. Explain why or why not?

Because when someone gets bullied their self-esteem drops and the person feels bad about them selves.

Journal/ diary entries

<p>Date: _____ Dear Diary</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Date: _____ Dear Diary</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Date: _____ Dear Diary</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Date: _____ Dear Diary</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

APPENDIX B1: Verbatim responses from participants

L1

Appendix B
Narrative (Diary entries)

<p>Date: <u>11/7/2016</u> Dear Diary In the morning before school, I was talking with my friends and asking them about their new classes. Suddenly, a girl walked pass and her school shoes were open in the front. So my friends and I screamed "Hey look at her shoes they are talking." We all laughed at her.</p>	<p>Date: <u>12/3/2016</u> Dear Diary Every morning a girl in grade 7 payed me to protect her from the girls in her class. So I would scream and shout at them.</p>
<p>Date: <u>13/12/2015</u> Dear Diary When I was at a sports event I had braids in my hair and it was tied up in a pony. A boy told me that my hair looks like a spider. He started calling me spider - woman.</p>	<p>Date: <u>14/7/2016</u> Dear Diary Some days when I am exhausted I get (force) people to hold my bag whatever I go.</p>

L2

Appendix BNarrative (Diary entries)Date: 11 March 2016

Dear Diary

When I was standing
with my friends
at break time I tripped
a girl who was walking
pass me and her lunch
fell out of her lunch box
and my friends and I
were laughing at her.

Date: 14 April 2016

Dear Diary

Today my friends and
I were teasing a
boy with a big head
and he cried and my
friends and I laughed
more at him and
called him a cry
baby.

Date: 01 June 2016

Dear Diary

Today I sent my friend
a sms message
and told her that
she looks fat on
her profile picture
and she felt bad

Date: 25 June 2016

Dear Diary

Today a grade seven
girl pulled my pony
and said I am ugly
and I cried all the
way home.

L3

Appendix BNarrative (Diary entries)

Date: 25 July 2016

Dear Diary

Today was a bad day cause my friends or I thought they were my friends bullied me at school. Kim and Stacy were acting very nasty to me. Kim pulled my hair and Stacy tripped me everytime I walked passed her.

Date: 26 July 2016

Dear Diary

I thought it was all over but today they were calling me names and pushing and talking bad about me. I really felt awful. What did I do to these girls ???

Date: 27 July 2016

Dear Diary

Today was even worse. They made me feel so embarrassed. Stacy put her leg in front of me and I tripped and fell down the stairs. I bruised my knees and my elbow. ENOUGH is ENOUGH!! They gone too far.

Date: 28 July 2016

Dear Diary

Today my big sister was waiting for me after school. My sister caught them. She pulled their hair and slapped both of them. I hope they learnt their lesson and won't be interfering with me again. J

L4

Appendix B**Narrative (Diary entries)****Date:** 15 Sep 2016**Dear Diary**

Today when I was coming up I saw a boy named Turello from Mrs Haborzian class so I greeted him and he swore at me so I punched him in the face.

Date: 11 July 2015**Dear Diary**

One day when I was walking to my friend's house there was a boy named Taarique who was bullying me so I told my mother and the boy stopped. he is 17 years old and he likes hitting children.

Date: 8 January 2016**Dear Diary**

One day when I was in the park my brother Donelle came up to me and asked me for money so I ran away and I kicked him.

Date: 5 November 2016**Dear Diary**

When I was walking down the road with my friends there was a boy named Suabe so I told him if you going to continue starting with me I am going to hit you so he went to call his brother and his brother was bullying me.

LS

Appendix B
Narrative (Diary entries)

<p>Date: <u>16 Aug.</u> Dear Diary</p> <p>I was walking on the grounds and saw one boy slap another. I went to tell him to stop it and he slapped me too.</p>	<p>Date: <u>17 Aug.</u> Dear Diary</p> <p>The next day I went to attack him for slapping me, we hit and hit each other until I ran away.</p>
<p>Date: <u>18 Aug.</u> Dear Diary</p> <p>I was playing soccer in the park with a few friends, so I scored and the boys were complaining and swearing me. They said it was off side and that it is not a goal.</p>	<p>Date: <u>19 Aug.</u> Dear Diary</p> <p>The next day we had a rematch and I scored again. I went and kicked all the boys who complained yesterday about my fake goal.</p>

L6

Appendix B
Narrative (Diary entries)

<p>Date: <u>2 January 2016.</u> Dear Diary</p> <p>I was playing outside my house and a older boy asked me for money, I told him I don't have and he hit me.</p>	<p>Date: <u>3 March 2016.</u> Dear Diary</p> <p>I wanted money from someone so I went to one of the younger children and threatened them to give me money.</p>
<p>Date: <u>6 August 2016.</u> Dear Diary</p> <p>My friends and I were walking in one of the parks at home we saw children playing we chased them home and hit one of them.</p>	<p>Date: <u>15 September 2016.</u> Dear Diary</p> <p>My friend at school ran into one of the grade 1 children when we took him to his class some of his friends were angry and one of them hit me at first I ignored them then they all started hitting me I eventually hit 1 of them back and scare him.</p>

APPENDIX C:**Non-participatory observation schedule**

<u>DAY 1</u> <u>DATE:</u>	<u>LEARNER</u> <u>1</u>	<u>LEARNER</u> <u>2</u>	<u>LEARNER</u> <u>3</u>	<u>LEARNER</u> <u>4</u>	<u>LEARNER</u> <u>5</u>	<u>LEARNER</u> <u>6</u>
Aggressive towards others						
Teasing others						
Hitting others						
Excluding others						
Stealing						
<u>DAY 2</u> <u>DATE:</u>						
Aggressive towards others						
Teasing others						
Hitting others						
Excluding others						
Stealing						
<u>DAY 3</u> <u>DATE:</u>						
Aggressive towards others						
Teasing others						
Hitting others						
Excluding others						
Stealing						

DAY 4 DATE:						
Aggressive towards others						
Teasing others						
Hitting others						
Excluding others						
Stealing						
DAY 5 DATE:						
Aggressive towards others						
Teasing others						
Hitting others						
Excluding others						
Stealing						

APPENDIX C1: Observation schedule results

Appendix CObservation schedule

20/6

<u>DAY 1</u> <u>DATE: 12/09</u>	<u>LEARNER</u> <u>1</u>	<u>LEARNER</u> <u>2</u>	<u>LEARNER</u> <u>3</u>	<u>LEARNER</u> <u>4</u>	<u>LEARNER</u> <u>5</u>	<u>LEARNER</u> <u>6</u>
Aggressive towards others	✓		✓	✓	✓	✓
Teasing others		✓			✓	✓
Hitting others			✓			✓
Excluding others				✓		
Stealing						
<u>DAY 2</u> <u>DATE: 13/09</u>						
Aggressive towards others		✓		✓		
Teasing others	✓		✓	✓		✓
Hitting others			✓	✓	✓	✓
Excluding others					✓	✓
Stealing						
<u>DAY 3</u> <u>DATE: 14/09</u>						
Aggressive towards others			✓		✓	✓
Teasing others	✓	✓				
Hitting others	✓	✓				
Excluding others				✓		
Stealing						
<u>DAY 4</u> <u>DATE: 15/09</u>						
Aggressive towards others						
Teasing others	✓	✓	✓			✓
Hitting others	✓					
Excluding others				✓	✓	
Stealing						
<u>DAY 5</u> <u>DATE: 16/09</u>						
Aggressive towards others	✓	✓				
Teasing others						✓
Hitting others	✓		✓		✓	
Excluding others				✓		
Stealing						

APPENDIX D:**Assent form to participants**

Shavon Soobramoney
Postgraduate Dissertation
UKZN, University of KwaZulu-Natal

A study of the bullying cycle in a primary school: Experiences of bullied children becoming bullies.

Dear Participants**Introduction**

The purpose of this form is to provide you with information so you can decide whether to participate in this study. Any questions you may have will be answered by the researcher. Once you are familiar with the information on the form and have asked any questions you may have, you can decide whether or not to participate. If you agree, please sign this form.

Please note your participation is voluntary and you may decide to leave the study at any time. You may also refuse to answer specific questions you are uncomfortable with. You may withdraw permission for your data to be used, at any time up to 30 August 2016 in which case notes, questionnaire and journal/diary entries will be destroyed. Withdrawal or refusal to participate will not affect any relationships. Rights of withdrawal is allowed with no negative consequences.

Purpose of the Study

You have been asked to participate in a research study about bullying. The purpose of the research is to understand the experiences of the bullied who become bullies and why do they become bullies after being bullied.

Procedures to be followed

To assist my research I am asking you to agree to participate in a questionnaire and journal/diary entries. Observations will also be done. We can arrange a time and date which is convenient to you once you have confirmed your consent. The generation of data will take no longer than 6 weeks to complete.

Risks

There are no foreseeable risks from participating in this study.

Statement of Privacy and Confidentiality

In any publication based on the findings of this study, the data presented will contain no identifying information that could associate it with you unless you specifically request to have your real name associated with your responses.

Contact Information

My telephone number is: 0790463053

My email address is: soobramoneyshavon@gmail.com

Alternatively, you may wish to contact my supervisor, Dr V. Jairam who is located at the School of Educational Psychology, Edgewood Campus, University of Kwazulu-Natal.
Contact details: 031 2601438 or email jairam@ukzn.ac.za

HSSREC RO contact details:

Name: Ms P Ximba

Contact number: 031 260 3587

Email:

HssrecHumanities@ukzn.ac.za.

Participants will be advised of trained psychologists in the field if they experience any stressful outcomes. Her email address and contact details will be given to participants. Dr V Jairam, jairam@ukzn.ac.za, 031- 260 1438

Declaration of consent

I confirm that I have freely agreed to participate in the research project of Shavon Soobramoney. I have been briefed on what this involves and I agree to the use of the findings as described above. Participants have the right to withdraw without any negative consequences.

Participant signature: _____

Name: _____

Date: _____

I confirm that I agree to keep the undertakings in this contract.

Researcher signature: _____

Name: _____

Date: _____

THANK YOU

Please keep this form for future reference.

APPENDIX E:**Consent form to parents/guardian**

Shavon Soobramoney
Postgraduate Dissertation
UKZN, University of KwaZulu-Natal

A study of the bullying cycle in a primary school: Experiences of bullied children becoming bullies.

Dear Parents/Guardian**Introduction**

The purpose of this form is to provide you with information so you can allow your child/ward to participate in this study. Any questions you may have will be answered by the researcher. Once you are familiar with the information on the form and have asked any questions you may have, you can decide whether or not to participate. If you agree, please sign this form.

Please note your child's/ward's participation is voluntary; they may decide to leave the study at any time.

They may also refuse to answer specific questions if they are uncomfortable.

They may withdraw permission for their data to be used, at any time up to 01 June 2016 in which case notes, questionnaire and journal/diary entries will be destroyed.

Purpose of the Study

Your child/ward has been asked to participate in a research study about bullying. The purpose of the research is to understand the experiences of the bullied who become bullies and why do they become bullies after being bullied.

Procedures to be followed

To assist my research I am asking your child/ward to agree to participate in a questionnaire and journal/diary entries. Observations will also be done. We can arrange a time and date which is convenient once you have confirmed your child's/ward's participation. The generation of data will take no longer than 6 weeks to complete.

Risks

There are no foreseeable risks from participating in this study.

Statement of Privacy and Confidentiality

In any publication based on the findings of this study, the data presented will contain no identifying information that could associate it with you unless you specifically request to have your real name associated with your responses.

Contact Information

My telephone number is: 0790463053

My email address is: soobramoneyshavon@gmail.com

Alternatively, you may wish to contact my supervisor, Dr V. Jairam who is located at the School of Educational Psychology, Edgewood Campus, University of Kwazulu-Natal.

Contact details: 031 2601438 or email jairam@ukzn.ac.za

HSSREC RO contact details:

Name: Ms P Ximba

Contact number: 031 260 3587

Email:

HssrecHumanities@ukzn.ac.za.

Declaration of consent

I confirm that I have freely agreed to allow my child/ward to participate in the research project of Shavon Soobramoney. I have been briefed on what this involves and I agree to the use of the findings as described above.

Parents signature: _____

Name: _____

Date: _____

I confirm that I agree to keep the undertakings in this contract.

Researcher signature: _____

Name: _____

Date: _____

THANK YOU

Please keep this form for future reference.

APPENDIX F:**Consent form to school****Research Background**Title of the Study:

A study of the bullying cycle in a primary school: Experiences of bullied children becoming bullies

Name of Researcher: Shavon Soobramoney

E-mail: soobramoneyshavon@gmail.com

Phone: 0790463053

This study will be done in order to understand the experiences of the bullied who become bullies and why do they become bullies after being bullied. This study will be conducted over a 6 month period.

Agreement (to be completed by principal)

I, _____, principal of _____ school, understand

- the study and what it requires of the students in my school,
(Questionnaire to be answered, journal/diary entries to be written and observations to be monitored)
- that the privacy and confidentiality of any student will be protected,
- that I have the right to allow or reject this research study to take place in my school,
- that I have the right to terminate the research study at any time,
- that I have the right to review all consent forms and research documents at any time during the study and up to three years after the completion of the study.

☐ I GRANT permission to the researcher to conduct the above named research in my school.

☐ I DO NOT grant permission to the researcher to conduct the above named research in my school as described in the proposal.

(Please tick the relevant block)

Signature of Principal

THANK YOU FOR YOUR ASSISTANCE

APPENDIX G:



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1004

Ref: 2/4/8/829

Miss S Soobramoney
30 Beaunoir Avenue
Austerville
Durban
4052

Dear Miss Soobramoney

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"A STUDY OF THE BULLYING CYCLE IN A PRIMARY SCHOOL: EXPERIENCES OF BULLIED CHILDREN BECOMING BULLIES"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

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

UMlazi District

Adv. MB Masuku
Acting Head of Department: Education
Date: 04 July 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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

APPENDIX H:

05 July 2016

Ms Shavon Soobramoney 209500690
School of Education
Edgewood Campus

Dear Ms Soobramoney

Protocol reference number: HSS/0884/016M

Project title: A study of the bullying cycling in a primary school: Experiences of bullied children becoming bullies.

Full Approval – Expedited

This letter serves to notify you that your application in connection with the above has now been granted full approval.

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach/Methods must be reviewed and approved through an amendment /modification prior to its implementation. Please quote the above reference number for all queries relating to this study. Please note: Research data should be securely stored in the discipline/department for a period of 5 years.

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

Best wishes for the successful completion of your research protocol.

Yours faithfully

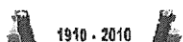
Dr. Shenuka Singh (Chair)

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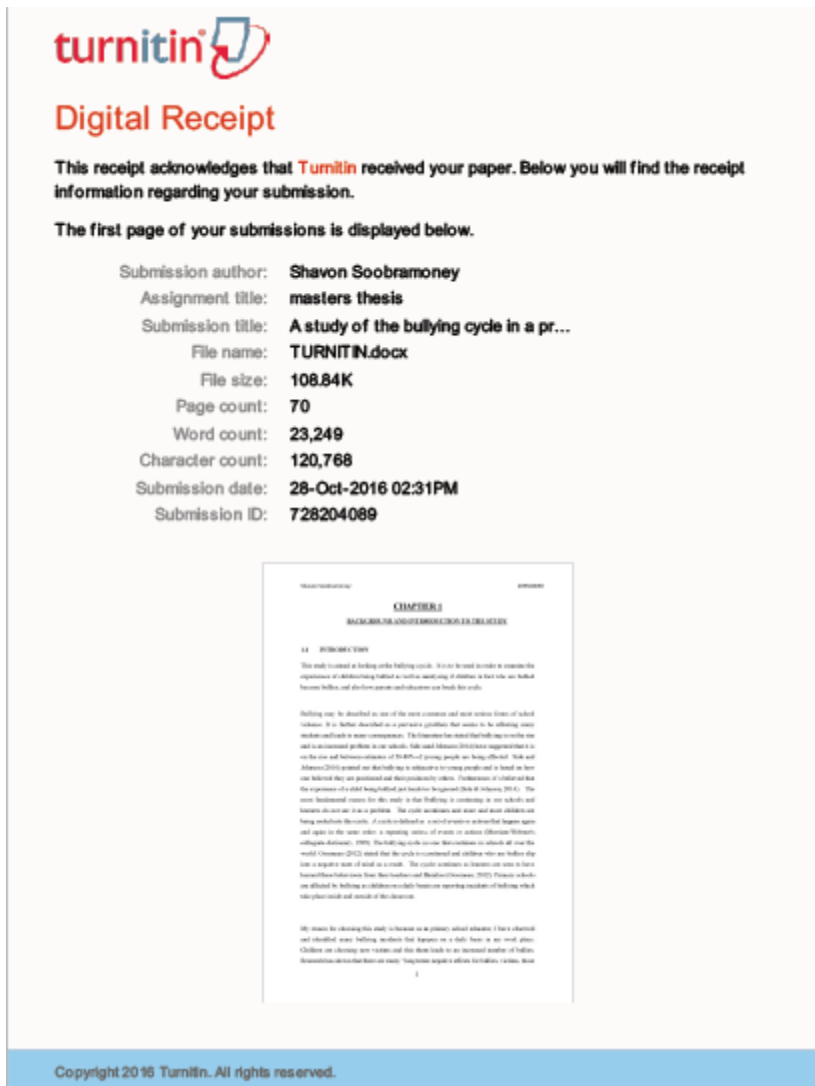
cc Supervisor: Visvaranie Jairam

cc Academic Leader Research: Dr SB Khoza

cc School Administrator: Ms B Bhengu-Mnguni, Mbalenhle Ngcobo, Philisiwe Ncayiyana, Tyzer Khumalo

Humanities & Social Sciences Research Ethics Committee**Dr Shenuka Singh (Chair)****Westville Campus, Govan Mbeki Building****Postal Address: Private Bag X54001, Durban 4000****Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za****Website: www.ukzn.ac.za****100 YEARS OF ACADEMIC EXCELLENCE**

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

APPENDIX I: TURNITIN


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Submission title:	A study of the bullying cycle in a pr...
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Page count:	70
Word count:	23,249
Character count:	120,768
Submission date:	28-Oct-2016 02:31PM
Submission ID:	728204089

CONFIDENTIAL

MASTERS THESIS SUBMISSION RECEIPT

1.1 INTRODUCTION

This study focused on bullying in the following cycle. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school.

Bullying may be described as one of the most common and most serious forms of school violence. It is further described as a persistent problem that causes the bullying cycle to be a recurrent problem in our schools. The most common form of bullying is the one in which the bully is a group of people who are being bullied. This is the most common form of bullying in schools. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school.

The most common reason for this study is that bullying is a common problem in our schools and it is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school.

The study focuses on the following cycle in our schools. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school.

1.2 CONCLUSION

The study focuses on the following cycle in our schools. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school. It is not to be used to create the impression of a bullying cycle in a primary school.

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APPENDIX J: EDITORS REPORT

8 Dias Place

Austerville

Durban

4052

23/11/2016

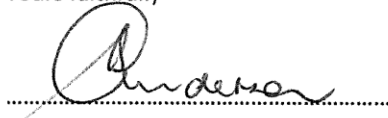
To whom it may concern

Editing of Dissertation

This letter serves to confirm that I, Dr Bronwynne Anderson, conducted a critical read of and edited SHAVON SOOBARAMONEY'S (Student number: **209500690**) Master of Education (Educational Psychology) Dissertation.

Thank you

Yours faithfully

A handwritten signature in black ink, appearing to read 'Anderson', is written over a horizontal dotted line.

Dr Bronwynne Anderson

andersonbronny@gmail.com