

**LEARNERS' EXPERIENCES OF BULLYING: A QUALITATIVE STUDY OF A
PRIMARY SCHOOL IN INANDA, NORTH OF DURBAN.**

BY

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SUPERVISOR'S STATEMENT

This dissertation has been submitted with / without my approval.

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DECLARATION OF ORIGINALITY

I, Eunice Christinah Mveli, declare that this dissertation entitled “Learners’ experiences of bullying in a co-educational primary school at iNanda in Durban, in KwaZulu Natal,” is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of references. This dissertation has not been submitted before for any degree or for any examination in another University.

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DEDICATION

THIS WORK IS DEDICATED TO MY PARENTS, **MR BHEKINKOSI AND MRS IRENE KHUZWAYO** FOR THE GOOD WORK THEY HAVE DONE. GIVING ME EDUCATION WAS THE BEST GIFT I HAVE EVER HAD. GOD BLESS YOU!

ABSTRACT

This is a qualitative study of boys' and girls' understanding and experiences of bullying in a co-educational primary school at Inanda near Durban in KwaZulu Natal. The study intended to obtain the problems of bullying by investigating both male and female learners' experiences of bullying in the school context. Bullying is one of the major issues facing educators, learners and school communities. The main objective of the study was to unfold forms of bullying that are facing learners, factors that contribute to bullying, effects of bullying in the lives of learners as well as strategies which can be utilised to eradicate bullying in the school context. The study used a qualitative case study research approach. Semi-structured individual and focus group interviews were used as the method of data collection. Five boys and five girls participated in the study.

The study found that bullying is a pervasive problem in this school. Boys usually engage in physical forms of bullying, such as hitting, punching and kicking, and girls usually engage in more verbal form of bullying such as insulting, name calling and spreading rumours as well as cyber bullying. The study found out that these forms of bullying affect learners physically, emotionally and psychologically. Gender, age, economic status and sexuality were found to be contributing to bullying in this school. The school playground was also identified as the place where bullying usually occur. The findings indicated that gender discourses play a major role in perpetuating bullying in this school, as boys try to exercise their power over girls. The study suggested ways that could be employed to address bullying in schools. These include various stake holders working together with the aim of eradicating bullying in the school. The study suggested that teachers, parents, police, nurses and social workers are relevant people who can bring awareness of the problem and help to reduce bullying in the school.

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CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study set out to explore learners' experiences of bullying in a co-educational primary school in Inanda, North of Durban in KwaZulu Natal. The objective was to pay attention to various factors that inform bullying and the forms of bullying experienced by boys and girls within the school context. Akiba (2002) explains that bullying is a form of violence which is becoming an issue around the world as well as in South Africa. The study employed a qualitative case study approach, and utilised focus group and semi-structured interviews to examine various forms of bullying, factors which perpetuate bullying in the school and the implications of bullying for learners in the school. Ways of addressing incidents of bullying were investigated, which enabled the study to provide recommendations for the elimination of bullying in the school. This chapter addresses the background of the study, geographical and social context of the study, South African policies on school bullying, the rationale and objectives of the study. It concludes by providing an outline of the structure of the entire dissertation.

1.2 BACKGROUND TO THE STUDY

The study was conducted in a co- educational primary school situated at iNanda in Durban in KwaZulu Natal. This research was triggered by reports of bullying incidents experienced by learners in the school where I teach. The Media also report serious bullying occurrences in schools between learners in South African schools. For instance, Saturday Star (2005) in De Wet (2005) reported that a 16 year old girl was allegedly forced to drink a bottle of bleach by a trio of school

bullies. As these reports indicate, bullying has become one of the most prominent and endemic problems in schools. What makes the problem of bullying even worse is the tendency by teachers and schools to disregard the seriousness of bullying incidents, and this ensures that the victims of bullying have no opportunity to report their experiences which results in no measures being taken to address this problem. The 18 year old boy was shot dead by a 16 year old boy inside the school premises at Pheneas Xulu Secondary school in Gauteng Province on 21 November 2012 (Mashego, Mhlana & Skosana, 2012).

According to Mashego et al. (2012) students of Pheneas Xulu Secondary school in Vosloorus, where a boy shot another boy, reported that the boy who was shot and his friends had tortured the shooter for some time which means that this shooting was the result of bullying which had been carried out for a long time. This indicates that minor incidents of bullying needs to be attended early before they turn to major problems which are uncontrollable. Madonna and Murphy (2009) report that tragedies such as shootings and suicides carried out by victims of bullying in schools have become more common in the late twentieth and early twenty first centuries. This has had negative effects on learners' academic and social lives in schools.

Scholars, for instance, Madonna & Murphy (2009) assert that bullying is not a new problem because even grandmothers also relate stories about bullying from their school days. Olweus (2005) agree that bullying among school children is a very old phenomenon and adults have had personal experience of it from their school days. However, it is not clear why no strategies have been taken to address this if it is an old problem within the school. Krige, Pettipher, Squelch & Swart (2000) explain that although bullying has been around for a long time, it does not mean that it should be ignored and allowed to continue. It has very serious and unpleasant consequences for the bullied and the bully which can continue into adulthood. Naser, Ovens, van der Merwe & Morodi (2003) mention that the fact that bullying among learners is not new has potentially created a perception

that bullying is a relatively normal and harmless experience that learners go through as part of growing up. This supports De Wet's (2005) assertion that when adults accept bullying as an unfortunate stage that some children have to go through, the potential for bullying to escalate into more violent acts increases.

Randall (1996) explains that there is a dangerous myth circulating among adults that bullying is a kids' game played in school and if adults complain about bullying, it is because their children are weak and they cannot take pressure. This is sometimes linked to dominant discourses of masculinities in schools regarding boys' ability to endure pain and pressure as a signifier of real manhood (Morojele, 2011). Smith (2000) also notes that bullying is a sub category of aggressive behaviour which is embedded in the abuse of power. In bullying aggression is directed to a particular victim who is seen to be in a weak position and thus unable to defend himself or herself effectively. People who work with bullying realise that it is a problem that can happen to anyone at any age within any social environment, home or workplace. It is the contention of this study that unless this myth is dispelled, society will continue to condone this destructive form of power abuse (Randall, 1996).

Beaver, 2005 and Blain, 2005, in De Wet (2005) argue that there is a strong demand from South African public to reduce bullying in schools. This has arisen due to an increasing realisation about the adverse effects of bullying on the academic and social lives of the learners in the schools. According to Penning (2009) bullying affects the physical and psychological safety of learners at school. Felix & McMahon (2006) assert that many psychological disorders that school-going children suffer are associated with traumatic bullying incidents they experienced while in school. This claim puts the school as a social and learning space at the centre of the incidents of bullying, hence the attempt by this study to explore the learners' experiences of bullying within the school context. Coyne & Monks (2011a) state that bullying is widely recognised as being a problem for

those individuals involved, but also for the organisation (for instance, schools) within which it occurs and the wider community. Another important dimension that might be experienced or witnessed and the effects on both places (schools and communities where children live) might be similar as well as those who are around these places. This means that bullying does not only affect those learners upon whom bullying has been inflicted, it also affects those that witness bullying incidents.

With bullying being such an endemic problem for learners in the school, the question remains as to the ways in which this could be addressed in order to ensure that schools are safe and conducive spaces for teaching and learning. In order to do this, we need to understand more about bullying in context. These would include the types and nature of bullying prevalent, the factors that encourage bullying, and how learners in the schools experience bullying. These questions informed the premises of this study, which set out to explore learners' experiences of bullying in a co-educational primary school in Durban in KwaZulu Natal, with the aim of understanding how we could alleviate bullying in the schools.

1.3 THE GEOGRAPHICAL AND SOCIAL CONTEXT OF THE STUDY

The research site of my study was a co- educational primary school situated at iNanda which is about 15 kilometres from Durban city centre. This site is under the Department of Education and Culture in KwaZulu Natal, under the Pinetown district. The majority of learners in this school come from working class and poor black communities in informal settlements iNanda. In these settlements houses are packed closely together in such a way that people are aware of, can hear and see whatever is happening around them. There are also many people who are sharing this space, which leads to over crowding and a high incidence of violence and crime. Due to this congestion people usually quarrel over minor things and then carry out violent actions in front of young

children. This might perpetuate further violent actions and bullying in schools because learners might think that violence is the acceptable way of resolving conflicts. Because of the high levels of poverty in these iNanda informal settlement, most learners in the school under study are exempted from paying school fees which amounts to a mere R70-00 a year. The problem of poverty in this context is exacerbated by the fact that the majority of the parents are not working and many learners are orphans after the death of their parents, allegedly due to HIV/AIDS.

This school has learners who range from 5 to 16 years because it admits grade R (early childhood development) to grade 7 learners. At the time of the study, it had an enrolment of about 850 learners, 23 educators of which five were males and 17 were females. The SMT (School Management Team) consisted of five teachers, four females and one male, who was the school principal. The researcher was one of the SMT members and a teacher in the school. The study was conducted amongst grade 7 learners. An equal number of male learners and female learners were represented in the study (see chapter 3 for more details).

1.4 THE SOUTH AFRICAN EDUCATION POLICIES ON SCHOOL BULLYING

The South African schools are governed by various policies and the South African democratic constitution. The constitution emphasizes the right to dignity, equality, freedom and security for all citizens. The National Education Policy Act (Act 27 of 1996) and the South African Schools Act (Act 84 of 1996) set out some of the policies which are in place to help provide guidance in the running of schools. The National Education Policy Act condemns violent treatment that harms other people, for example assault and rape. The South African Schools Act addresses many school dynamics, which include upholding the rights of all learners, parents and educators, combating racism and sexism and protecting and advancing different cultures in schools. The Department of Education (2000) issued a guide for educators that addresses alternatives to corporal punishment.

The guide is assisting with social administrative measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment.

In principle, these policies are against learners being exposed to any forms of bullying while in school and in that way they focus on eradicating violent actions in schools. For example in 2001 The Department of Education (2001), also issued Education White Paper 6 which provides opportunities for those learners who experience barriers to learning and development. Given the negative physical, social and academic consequences that bullying might have on learners, there is no doubt that bullying could be understood as potentially a barrier to learning and development. This vindicates the premises of this study of trying to find out how we may alleviate bullying in the school as part of the strategy to support the intentions of the South African government policies to address all kinds of violent actions and the victimisation of learners in the schools.

As enshrined in the South African Schools Act (1996) schools are supposed to be safe and healthy environments for effective learning and social development of learners to occur. This study set out to support these policy initiatives by exploring the learners' experiences of bullying and the ways in which learners are adversely affected by the scourge of bullying. It also highlighted the strategies which could be developed to address bullying in the school under study.

1.5 THE RATIONALE FOR AND OBJECTIVES OF THE STUDY

1.5.1 The Rationale for the Study

This study was derived from my personal experience. My personal experience has been acquired during my teaching in a primary school over 20 years. For many years in African schools learners were punished for bullying. Despite this punishment, learners did not stop bullying. During the

recent years learners were detained or suspended but it was noticeable that bullying among learners still existed. I have noticed that learners absented themselves after being bullied and after bullying others and this affected their learning. In some cases parents wanted to intervene and this created problems for bullies, victims and educators. Literature also reveals that bullying has been increasing in the South African schools (Mshengu, 2005). Besides physical and verbal bullying, technology has recently also been used to introduce some forms of bullying, normally referred to as cyber bullying (Shariff, 2008). Walter & Robert (2006) mention that bullies have discovered new methods of intimidating and harassing their victims through cyber bullying. This means that the new technological developments bring with them new ways of bullying which emphasise the need for research to be undertaken to find ways of curbing bullying in schools.

As De wet (2005) states, victims of bullying may have impaired concentration and decrease academic performance. This made me realise the importance of exploring learners' experiences of bullying and the effects of these experiences on them. The study would assist in the understanding of what exactly constitutes bullying, which should inform the basis for the strategies to be employed to alleviate bullying in the schools. I drew from Nesor et al.'s (2003) view that future research in this area should include more qualitative studies of learners' perspectives of measures to stop bullying when it takes place in schools. In line with this advice, my study aimed to unearth learners' experiences of bullying and the implications of bullying on learners' social and academic lives as well as the strategies that learners suggest could be employed to address bullying in the school.

1.5.2 The Objectives of the Study

The fundamental objective of the study was to explore learners' experiences of bullying that they encounter during their primary schooling when they are pursuing their academic studies. This study investigated the effects of these experiences on learners and examined the impacts of bullying on

learners' academic and social lives. The intention of the study was also to find out strategies that could be employed to address bullying in the school context.

The following key research questions guided the study:

1. What are learners' experiences of bullying at a co-educational primary school in Durban in KwaZulu Natal?
2. What are the factors that contribute to learners' experiences of bullying?
3. What are the effects of bullying on learners' academic and social lives?
4. What are the strategies that could be employed to address bullying in the school?

For the above key questions to be addressed the researcher used a qualitative case study methodology. Semi-structured individual and focus group interviews were used to collect data. Ten grade 7 learners participated in the study, five boys and five girls ranging from age 12 to 16.

1.6 THE STRUCTURE OF THE DISSERTATION

This dissertation consists of five chapters.

Chapter one briefly explains the background and the social context of the study. It also provides the rationale and objectives of the study as well as the structure of the dissertation.

Chapter two is focussing on relevant literature about bullying. Local and international literature is reviewed. This chapter also relates the theoretical framework under which the study is located.

Chapter three clarifies the research design and research methodology employed to address the study. The study used a qualitative case study method. Individual and focus group interviews were utilised to collect data. The method of selecting participants is also explained in this chapter.

Chapter four presents the findings and analysis of data. Data is organised into themes which are: experiences of bullying and its forms, dynamics of bullying, effects and strategies which could be employed to address bullying.

Chapter five explains the findings of the study. The study discovered that both boys and girls are perpetrators of bullying in many different ways. The study reveals implications of bullying on learners. Strategies for addressing bullying which came up from the study are stated in the chapter. The chapter also specifies areas which need further research about bullying in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This is a qualitative study of the learners' experiences of bullying in a co-educational primary school in Durban in KwaZulu Natal. Madonna & Murphy (2009) say that bullying is an endemic problem which has devastating effects on learners within the school. Its pervasiveness stems from the fact that bullying hurts everyone around its occurrence, including the bullies, victims of bullying and even bystanders. Bullying is embedded in power relations. It normally happens due to an attempt by learners to forge or maintain particular hierarchical power relations with other learners, for instance, Morojele (2011) found that the dominant patriarchal ideology in society inequitably relegates girls in school to subservience. In such case, bullying becomes a means by which girls' subordinate position in social relations is enforced. Such acts are supported by societal structural relationships that continue to construct women as subordinate to men whereas men are socialised to play a dominant role over women. This is encountered in most cultures and ethnic groups. That is why bullying, violence and abuse are experienced in schools and in many different social contexts and in a variety of relationships (Coyne & Monks, 2011). According to Terry, (2010) bullying in our schools continues as part of a complex social and cultural phenomenon.

The main purpose of this chapter is to provide a review of literature dealing with bullying in schools. Although the study is aimed at understanding learners' experiences of bullying within a school context, the literature review is not confined in schools only, since there is a relationship between the broader social context where learners grow up and spend most of their time and school environment. The chapter is organised according to the following themes: definitions of bullying,

factors that affect bullying in schools, how social identities affect bullying, how spaces within schools affect bullying, the effects of bullying on learners and the strategies for combating bullying in schools.

2.2 UNDERSTANDING BULLYING IN SCHOOLS

Bullying is defined by literature in many ways. Bosworth (1999) defines bullying as an operationalized way that includes social exclusion and it is also a systematic use of physical or mental violence by one or more people against others. Olweus (2000, cited in De Wet, 2005) defines bullying as the negative actions which could be carried out by physical contact, by words or in other ways, such as by making faces or mean gestures. Olweus (2005) explains that the term bullying has been used when one person picks on, harasses or pesters another person. Bullying is a negative action which is carried out when someone intentionally inflicts or attempts to inflict injury or discomfort upon another person. Olweus (2005) further says that bullying is characterised by an imbalance of power. Smith (2000) argues as does Olweus (2005), that the features of bullying are that it is repeated and that there is an imbalance of power with the victim in the weaker or more vulnerable position. Other researchers, for instance, Madonna and Murphy (2009) argue that the negative behaviour does not necessarily have to be repeated to be bullying, one incident may be so upsetting and damaging to the targets that they then live in fear of it being repeated. This abuse of power can be seen throughout the life span from pre-school to older age. This shows that power is an important part of bullying as in many incidents the bully is trying to gain power and control over another student.

Sharp and Smith (1994) describe bullying as a form of aggressive behaviour which is usually harmful and deliberate. It is often persistent, sometimes continuing for weeks, months, or even years. Most bullying behaviours are informed by an abuse of power and a desire to intimidate

and dominate. Bullying can take many forms which are; physical (which includes hitting, kicking, taking or damaging belongings), verbal (which includes name calling, insulting, repeated teasing and racist remarks), indirect and direct (Sharp & Smith 1994).

Verbal bullying may also include gossip and other spoken remarks that are meant to demean or exclude other learners from certain activities. According to De Wet (2005) examples of indirect form of bullying are threats, spreading rumours or writing hurtful graffiti. Indirect bullying involves purposeful actions that lead to social exclusion or damage to another child's status or reputation in an attempt to get others not to socialise with the victim. Neser et al. (2003) note how all forms of bullying are characterised by some form of emotional abuse as learners who are bullied are mostly terrorised by the incidents of bullying, especially those that involve extorting, defaming and blackmailing.

Whitted and Dupper (2005) mention that there are other types of bullying which are racial bullying and sexual bullying. They explain racial bullying as making racial slurs, mocking the victim's culture or making offensive gestures. Sexual bullying includes passing inappropriate notes or jokes, pictures, taunts or starting rumours of sexual nature. O'Connell, Pepler & Craig (1999) emphasize that bullying involves power differentials. This explains that power plays a major role between victims and perpetrators. According to O'Connell et al. (1999) bullying systematically extends beyond the bully and the victim. It unfolds in the playground setting, in the peer groups, etc. Among the types of bullying mentioned in most of the literature, cyber bullying has also emerged with the internet. Cyber bullying is when a person is harassed, humiliated threatened, or tormented by people using the internet or using cell phones. Cyber bullying includes sending messages or emails for the purpose of humiliating a person sharing someone's secrets in public (Shariff, 2008).

According to Greeff & Grobler (2008) bullying is a behaviour that requires two or more participants. Greeff & Grobler (2008) mention that boys are more likely than girls directly involved in physical bullying. Both boys and girls are also equally involved in direct verbal bullying. Van Der Wal et al. (2003, cited in Greeff and Grobler, 2008) argue that boys tend to be victims of direct forms of bullying and girls are more likely to be victims of indirect bullying. This might be associated with the manner in which boys and girls are socialised within the context where the dominant discourses of masculinities include aggression, physical prowess and competitive behaviour (Morojele, 2011). Whereas girls are socialised to be soft, neat and less aggressive (Bhana, 2012; Morojele, 2012), which might explain why they are likely to experience indirect forms of bullying Richter, Palmary and De Wet (2009), Grobler (2008), and Nesor, Ovens, Ladikos and Olivier (2001a) claim that, in both genders, the most frequent type of bullying reported is teasing, name calling, beating and kicking.

2.3 FACTORS THAT AFFECT BULLYING IN SCHOOLS

According to literature both locally and internationally there are various factors that perpetuate bullying in schools. Terry (2010) mentions that bullying in schools continues as part of a complex social and cultural phenomenon, which might be informed by a range of factors including environmental and familial influences, as well as social expectations. For example, Coyne & Monks (2011) claim that learners who witness domestic violence between adults in the homes, which most commonly occurs between spouses or partners, plays a vital role in informing bullying among learners at school. This is because children can learn to bully from incidents they observe occurring at home. As Shariff (2008) posits, socialization in homes can be part of producing bullying learners who are bullies in schools. Banks (1997) is of the opinion that learners who bully often come from homes where physical punishment is used and parental involvement and warmth are lacking.

On the other hand environmental influences can be considered to interplay with nutritional elements, to result in either positive or negative behaviours in the child (Coyne & Monks, 2011). Van Schie (2012) indicates that bullies often come from dysfunctional home environment. Similarly, the learners in this study came from impoverished informal settlements where crime and domestic violence are the order of the day. Baldry (2003) clarifies that domestic violence is another factor which perpetuates bullying in schools. Poor family functioning might promote bullying in several ways due to the imbalance of power among family members which may make children start to learn to dominate others. According to Smith & Shu (2000), bullies come from troubled family situations and have parents who use erratic and harsh discipline methods. Rigby (2002) asserts that the home is generally recognised as making the deepest and most enduring contribution to the way that children think, feel and behave, both within their homes and within their outside environments. According to Sullivan (2000), bullying can be passed from generation to generation, through learned behaviour and role modelling.

Neser et al. (2003) explain that bullies are often learners with a history of abuse where they have been abused or have been bullied. Sometimes it is learners who are experiencing life situations they cannot cope with and a life which leaves them feeling helpless and out of control. Such learners may engage in bullying activities in order to compensate for their feelings of despair in an attempt to regain their sense of worth, competence and success. Same now (2002) suggests that learners who bully have a desire to feel in control and to win. They might think that by bullying they gain some relief from their feelings of powerlessness.

Salmon, James & Smith (1998) state that the factors that cause learners to bully are isolation, which denotes that learners who are introverts are likely to be bullies as they may resort to bullying as means to communicate their discontent and anger. Other factors may include social diversity among learners, where some intolerance is directed towards learners who are perceived to be different from

other learners due to their ethnic group, race, gender, physical stature, sexual orientation, nationality, religion and so forth. Even seemingly the most trivial differences like learners who wear glasses, those who have acne and learners with high or low IQ may inequitably predispose learners to form of bullying, i.e. otherwise make them vulnerable as targets.

For instance, Naser (2003) also reveals that some adults mention that they were bullied when they were young because of their social class– that is they belonged to a lower class and therefore wore old clothes because their families could not afford to buy new ones. Isolation, shy and weight problems also make learners bully one another. This indicates that the majority of bullying incidents happen to the group of learners whose characteristics are perceived not to conform to the ideology of the dominant social groups (those with social power or control at a particular time) in society (O’Connell et al., 1999; Foucault, 1983). In short, learners whose characteristics fail to conform to the in-group ideology are more likely to become targets of bullying.

Greeff & Grobler (2008) discovered in their study that students who are exposed to high levels of violence and crime exhibit more aggressive and victimising behaviour in schools. So, violent homes are at risk of developing antisocial behaviour such as bullying. Olweus (2005) is of the view that the basic emotional attitude of the parents towards the young child is very important, especially during the early years. The caretaker (usually the mother) needs to be careful to the extent to which she allows and tolerates aggressive behaviour performed by the child towards other peers and siblings. Physical punishment and violent outbursts also develop aggressive behaviour on learners. Olweus (2005) alludes that violence begets violence. Krige et al. (2000) mentioned that children display the negative behaviours which they were exposed to when they were young. They lack respect, empathy and tolerance owing to their up bringing. Bosworth (1999) also mentions that researchers discovered that students who bully others lack social skills. He further reports that researchers in the United Kingdom discovered that students who bully others want to maintain dominance and power

in social relations. As stated above, Coyne and Monks (2011) illustrate that aggressive behaviour and inequalities of power are common in human groups.

A study conducted in Australian primary schools found out that the tendency to bully was associated with unhappiness in schools, disliking the school and depression symptoms (Slee, 1995). De Wet (2005; p, 710) states that children hear adults uttering remarks that being bullied is part of growing up. “You need to toughen up”. This leads to victims not reporting that they are being bullied, as such discourses promote bullying as a common and an accepted situation. O’Connell et al. (1999) claim that peers encourage bullies through their attention and engagement during bullying incidents. They further describe nursery schools as training grounds for aggression. This clarifies that bullying among children commences as early as pre-primary school. This makes it evident that other learners learn from others and from home that if they get bullied, the recourse is for them to bully back.

According to Nadasan (2004) bullies are usually children who are unsuccessful and who also experience learning problems at school. Krige et al. (2000) argue that there are bullies who are intelligent, successful and popular with their peers and they use their popularity to control others. Fried and Sosland (2011) clarify that schools encourage bullying behaviours when incidents of bullying are either ignored or overlooked. According to Olweus (1993), important factors which contribute to bullying during child rearing include lack of warmth and emotional involvement from the primary caretaker, and the parental figure’s (or guardian’s) display of permissive attitudes towards aggressive behaviour. Farrington (1993), in Grobler, (2008) agrees that a violent home is the highest risk factor for the development of anti-social behaviour such as bullying. Downer (2012) alludes that there is a misperception amongst many people that bullying is just a part of a child’s development and the child will outgrow these behaviours. This is the reason why many learners keep quiet about bullying and many educators fail to respond. Greeff (2004) also warn about the

dominant perception in societies around the world that regards bullying as relatively normal and a harmless experience that most children go through as part of growing up. This might be partly the reason why learners keep quiet about bullying experiences and why many educators fail to respond appropriately when incidents of bullying have been reported to them. Nadasan (2004) posits that the amount of violence shown in the media and in communities perpetuates bullying in schools. According to Madonna & Murphy (2009), arts and entertainment directed to children have a major influence on young people's influence and behaviour.

Extensive international research indicates that children who view a lot of violence on TV, video and movies often become more aggressive and have less empathy, so media may increase the level of bullying through these programmes (Olweus, 2005). At the same time Fried & Sosland (2011) report that their study discovered that teens who watched three or more hours of TV a day are five times more likely to commit aggressive acts in the next several years than those who watched TV less than one hour a day. There is a link between violence on television and violent and aggressive behaviour in young people. Children like coping and imitating what they are observing, so if children are exposed to a lot of aggressive and violent behaviour they will definitely copy and practice those actions to other learners. When children are exposed to violent behaviour they believe that the only way to solve any kind of conflict is through violence.

Language and social identity may also be the cause of bullying in schools. Marginalised groups such as immigrants or refugees are less likely to report to authorities because they are new in the school and do not know and speak the local language well. This may make them too shy to report to teachers bullying occurring to them (Shariff, 2008), which may encourage bullies to take advantage of new learners in the school, especially those who do not know the language spoken in the school. A study conducted in Australia examining variables which cause bullying, discovered that anger was a powerful predictor of bullying behaviour. It was also discovered that there is a lack of

confidence in using non-violent strategies to sort out disagreements (Bosworth, 1999). The study conducted by Greeff & Grobler (2008) indicates that bullies bully their victims in the playground as well as in the classroom when the teachers are absent and even in their presence. Learners are bullied by learners of their age as well as older peers. Another factor which is revealed by literature linked to the playground is gender. Greeff & Grobler (2008) state that more boys than girls reported being physically bullied. This also indicates that literature has found out that male bullies are physically bigger and stronger than their peers. They dominate their smaller and weaker peers. Nabuzoka (2003) also emphasizes that gender is significant when studying bullying. Physicality is reflected and easily detected in boys than in girls.

According to Craig et al. (1997) the bystanders of bullying who are normally watching or laughing at bullies in action usually encourage and prolong bullying incidents. Also in relation to social identity, Swearer et al. (2010) found that students with for example, learning, physical and psychological disabilities are victimised more frequently than their non-disabled peers. It has been argued that in most cases victimised learners, even those with disabilities, tend to develop aggressive behaviour as a strategy to avert or combat further bullying victimization (Kumpulainen, Kasanen & Puura, 2001). Other factors may include children who are born out of wedlock who are less likely to have an authority figure or role model to teach them social acceptable behaviour. This may apply in broken homes and two-income families, where one or both parents work tend to result in children being left unsupervised after school and suffer from neglect due to lack of parental involvement (Darney,2009).

2.3.1 Effects of Social Identities on Bullying

2.3.1.1 Gender

Gender is viewed by literature as one of the factors which may relate to learners' experiences of bullying. Walter & Roberts (2006) report that boys seem to report more complaints of physical bullying more than girls do. Olweus (2005) also emphasizes that boys are more exposed to bullying than girls. Girls are exposed to indirect and to more subtle forms of bullying which includes social exclusion from a group or isolation than to bullying with open attacks. A larger percentage of boys than of girls are exposed to direct bullying. Bosworth (1999) clarifies direct bullying as more obvious forms of bullying which includes hitting, kicking and punching.

Sharp & Smith (1994) explain that boys are more likely than girls to report being bullied by one or several boys. Girls are more likely than boys to report being bullied by one or several girls, or by both boys and girls. It is rare for boys to report being bullied by one or more girls. According to Adam (2001) studies of cyber bullying violence disclose that the majority of perpetrators of cyber bullying are men and the majority of victims are women. Finkelhor, Mitchel & Wolak (2000) agree with Adam (2001) when stating that among children, girls appear to be targets of bullying twice as much as boys. It is believed that this is because girls are weaker than boys. Shariff (2008) argues that although girls may be more likely targets of cyber bullying because of their location along a hierarchy of power, adolescent girls are increasingly surfacing as instigators of cyber bullying. In a report on cyber-bullying by Van Schie (2012) a high school girl was attacked by another girl after a series of online attacks by her and her friends. De Wet (2007b) in his research discovered that adults who were bullies as children are more likely to display aggression towards their spouses and are also more likely to use severe physical punishment on their own children. Ward (2007) contends

that young children exposed to violence are more likely to be caught up in a cycle of violence, repeatedly being victims and or perpetrators of violence.

At the same time Shariff (2008) emphasizes that, in general, boys tend to engage in more aggressive forms of bullying, and girls tend to engage in more psychological and covert forms. This difference might be due to genetics. This might also be an indication that genes, hormones, personality traits or psychological impairment occurring during pregnancy or early infancy can significantly affect later development (Shariff, 2008). Van Schie (2012) reports that Child-line received calls related to bullying at the rate of about 25 cases a day in Gauteng only. Bullying is not limited to boys or girls, townships or suburbs, poor or rich. This is experienced by learners from all environments. This indicates that bullying occurs among learners from all places and among learners from all social backgrounds and social development.

Downer (2012) states that boys and girls generally use different methods to bully fellow pupils but engage in direct bullying in a physical manner. Darney (2009) mentions that studies have shown that boys as young as two years old seem to exhibit aggressive behaviour. As a result males who bully also become victims of bullying more often than females (Garret, 2003). Thompson, Arora & Sharp (2002) also state that boys develop a tendency to use aggression as means to acquire status, whereas girls do not. Girls tend to feel guilty if they use direct aggression towards another child. They are more likely to be involved in verbal or relational bullying, including action such as social exclusion, gossiping and others to increase their status within a group (Jacob, 2006). Ma (2002) alludes to the fact that boys usually bully boys and girls whereas girls tend to bully only other girls. Both boys and girls say that others bully them by making fun of the way they look or talk, but boys are more likely to report being hit, slapped or pushed, punched, choked and kicked, have objects thrown at them and to have weapons used against them, whereas teenage girls are often targets of rumours and sexual comments (Oyaziwo, 2008). Fried & Sosland (2011) report that girls are more

likely to slap, scratch, pinch, pull hair, dig their finger nails into each other or bite each other. Boys mentioned that girls take advantage of their gender, knowing that they bully and it is considered ungentle manly for males to retaliate against a female peer (Fried & Sosland, 2011).

Richter et al., (2000), Seals & Young (2003) and Zindi (1994) report that in both genders the most frequent type of bullying reported is teasing and name calling. A study conducted by Greeff (2004) in South African schools demonstrate that a greater percentage of boys (61%) have experienced some form of bullying than girls (51, 7%). Greeff (2004) reports that the study he conducted discovered that girls are more likely to be bullied by learners from the same grade or by learners in different grades, more than boys were. Smith and Shu (2000) also report that bullies are boys who have an aggressive personality. They are confident, strong and have a positive attitude towards violence. They get considerable attention because of their violent behaviour and this gives them pleasure and they recruit other boys to participate in bullying actions. Walter & Roberts (2006) explain that early research found out that physical victims of bullying behaviour are typically males between ages of 12 and 24 who are unco-ordinated and younger, smaller weaker, more lethargic and prone to exhibit pain tolerance than their peers. Males are particularly susceptible to intimidation if they appear outwardly weak. Sharrif (2008) explains that girls also engage in more typical female bullying techniques such as stalking or tricking others into meeting them in isolated places so that they could beat them up. The above clarifies that both genders participate in bullying activities. Each gender has its way of exercising and exerting bullying to others.

2.3.1.2 Sexual Orientation

Sexual orientation is also seen as a factor which has an impact on learners' experiences of bullying in schools. Lesbian, gay, bisexual and transgendered students report victimization at school. This victimization includes physical, verbal harassment, isolation, stigmatization and physical assault

(Swearer, et al., 2010). According to Harber (2004) studies indicate that 46 000 secondary school children are bullied because of their sexual orientation in South Africa. Walter & Roberts (2006) state the fact that suicide among the adolescents struggling with issues of sexual identity is huge. Research studies have shown that suicide attempts are higher in adolescents who are homosexual than with adolescents who are heterosexuals. Those adolescents who self-identify themselves as gays, lesbians, bisexuals, or transgendered were more likely attempt suicide. They might resort to suicide attempts in an effort to deal with their pain and isolation.

Tolman (2001) also found out that sexual harassment increases at the pre-adolescent and at the adolescent stage. Tolman (2001) also discover that this is largely perpetrated by male students who are also engaged in homophobic bullying of their less aggressive male partners. Harber (2004) explains that over half of young gay men and lesbian women have considered suicide because of homophobic bullying. Darney (2009) reports that in most western countries homosexual relationships are legal and accepted in society as a whole but culture within mainstream institutions including schools is often homophobic. In such schools those who have declared themselves lesbians or gays, or are perceived as being inclined towards these sexual orientations, can become victims of bullying (Sullivan, 2000).

2.3.1.3 Economic Status

Walter and Roberts (2006) explain that children are at risk for victimization because of their social status. Clothing, cars as well as in group status are some of the triggers for bullying. Children can vary widely but being different is no cause to label as inferior learners who engage in activities that fall outside mainstream of the in-group as long as such behaviours are not detrimental to the person or to others. Children tend to punish those in the out-groups with any number of derogatory names (Walter & Roberts, 2006). According to Neser et al. (2003) when a group of adults were asked why

they think they were bullied while at school, they were of the opinion that they were victimized because they had a posh or lower class accent or they wore wrong types of clothes. They also said they were bullied if they were too poor or too rich. The social identity or social group of the learner also has an impact on the life of the learner whether it is a good or a bad group.

2.4 EFFECTS OF BULLYING ON LEARNERS

Studies reveal that school bullying has a negative effect and has a long term effect. According to Rigby (1993) bullying is a global problem. Greeff & Grobler (2008) state that the study conducted indicated that there is a strong link between bully victimization and poor academic performance, poor social adjustment and poor psychological well-being. Berne (1996) agrees with Greeff & Grobler (2008) when stating that children who are bullied are affected emotionally, physically, socially and educationally.

2.4.1 Social Life

According to Nansel (2000) a study conducted in the USA of grade 6 to 10 youth revealed that youth who bully others are mostly involved in drinking alcohol and smoking. They make friends easily and they are not socially isolated. Nansel (2000) also emphasizes that bullying has negative effects into adulthood, such as increased criminal behaviour. Rimpela, Rantanen, Marittanen and Rimpela (1999) mention that the possible association between being bullied and the risk of suicide has been recognised by psychiatrists who are dealing with adolescents. Rimpela et al. (1999) argue that depression is a source of stress and those who are bullied are more introverted and less assertive. Being a bully is associated with rejection by peers and social isolation. Madonna & Murphy (2009) reveal that researchers found out that children who are victims of bullying tend to be passive in social situations. They cannot reach out to others or even start a conversation.

They play by themselves, they tend to be shy and quiet, and set up a vicious cycle of loneliness. Madonna & Murphy (2009) also stresses that once a young person is known to be a victim of bullying, peers keep their distance from him or her.

According to (Sullivan, 2000) if learners are excluded or isolated, they are being denied the opportunity of making friends and experiencing the normal interactions of the school years. Sullivan also states that our relationship needs are for social contact, friendship and love. Those children who have been bullied often have difficulty in forming good relationships and tend to lead less successful lives. This indicates that these learners live in fear of having conversations and to have contact with other people. They always fear that they may experience the same problem because they have no self-confidence. Mental anguish from social exclusion can have a lifelong effect (Kasen et al., 2004).

Baldry (2003) posits that children especially girls who witness their mothers being harassed, insulted, and beaten up by their partners might learn that violence is a normal way of being treated, boys on the other hand might identify themselves with the male perpetrator and learn that violence is an acceptable way to respond to disagreements and become aggressive with weaker peers. Susan, et al. (2004) highlights that a study conducted indicates increased risk of alcohol abuse and criminality among students from high conflict schools. A study conducted by Kasen, Berenson, Cohen & Johnson (2004) indicates that students in high conflicts schools, where teachers are ineffective in maintaining order, showed an increase in verbal and physical aggression. Victims and bullies experience greater psychosomatic problems and poorer overall mental and physical health. Shariff (2008), Craig and Pepler (1997) are of the idea that when bullying occurs on the playground, peers may reinforce bullies' aggression through their attention. Peers align with and reinforce the bully. These behaviours may prolong bullying episodes. Sullivan (2000) argues that victims of bullying are being denied access to relationship growth that leads to the development of social

intelligence, and this may also mean that they are being denied access to full cognitive development. Van Schie (2012) reports that cyber bullying is increasing in South African schools. South Africa was reeling with the news that the gang rape of a mentally challenged girl was filmed on cell phone and distributed.

2.4.2 Academic Life

Banks (1997) also states that bullying has a negative impact on children's academic work and the victims experience difficulty in concentrating on their school work. Olweus (1993) also mentions that bullying creates a hostile environment for learning to take place and is extremely harmful to the health wellbeing and the academic progress. Being bullied may lead to depression and low self-esteem. Olweus (2005) found that victims of bullying and bullying victims are less likely to be high achievers in schools than students that are bystanders. They also stress that well organised schools which emphasize learning have a decrease in negative behaviour, in comparison to schools that have many students who are bullies, victims or bully victims. According to Shariff (2008), disabled students, gays, lesbians and heterosexual children of same sex parents may also exhibit poor school performance and depression related to that. Sullivan (2000) suggests that even though learners who are bullied may be very capable, they may appear to be incompetent and as a result they may suffer academically.

According to Madonna and Murphy (2009) researchers believe that victims of bullying may be so stressed and distracted by bullying that they lose interest in school work. They become afraid to go to school. Madonna et al. (2009) also states that even high school student feel unsafe at school and decide not to go to school at all. Others who are bullied often cannot concentrate on their school work.

Field (2007) explains that learners who are bullied suffer from reduced concentration from learning and memory difficulties. She further states that they lack motivation to work or to enjoy their studies and they prefer to avoid extra-curricular activities. They are distracted from their educational goals, largely because they are pre-occupied with how miserable they feel as a result of victimization, they think about when and where the next abusive incident may occur and how they will be able to avoid it. As a result academic performance is likely to be below expectation (Walter & Roberts, 2006). Boulton & Hawker (1997) point out that teasing and exclusion in particular can have devastating consequences, including school avoidance and poor school functioning. Sinokowski & Kopasz (2005) have found that a disproportionately high number of bullies tend to under-achieve in school and later perform below potential in employment settings.

2.4.3 Psychological Effects

Besag (1989) cited in Nadasan (2004) explains that bullied children feel anxious and this anxiety may in turn produce various physical and emotional ailment like loss of appetite, headaches, backaches, nail biting, stomach ailments, feeling depressed, suicidal, fearful, anxious and hopeless. Farrington (1993) stresses that bullying is seen as an active precursor to serious aggressive behaviour which leads to criminal development. This indicates that bullying and crime are related. A study conducted by Eron (1987) found out that many bullies may have criminal records by the time they reach 30 years of age. Walter & Roberts (2006) also emphasize that bullying may develop children who may have a chance of becoming adult criminals. Bullies are more likely to become involved in gangs, employment difficulties, mental health problems, and struggles with alcohol, substance abuse and higher rates of divorce.

Rigby (1996) explains that victims of bullying become very unhappy, fearful and develop a low self-esteem. Tattum (1993) points out the fact that bullying does have adverse effects also on

bystanders. When they continuously witness bullying at school and they realise that nothing is done to bullies, they take bullying as a normal behaviour and then conform to bullying and other bad behaviour. Nansel (2000) argues that both youth who bully and who are bullied exhibit the poorest psychological functioning. Youth who bully others also tend to demonstrate high levels of conduct problems. Youth who are bullied show high levels of insecurity, depression, loneliness, physical and mental symptoms and low self-esteem. Males who are bullied tend to be physically weak. Those who are bullied view this treatment as evidence that they are inadequate and worthless and internalize this perception.

Salmon et al. (1998) found that there is an association between being bullied and depression. Williams, Chambers, Logans & Robinson (1996) found that children who are frequently bullied at school are likely to wet their beds, have a difficulty of sleeping, and have headaches and abdominal pain. According to Rimpela et al. (1999), being a bully in childhood and adolescence has been associated with delinquency in adulthood and being bullied is linked with mental disorders in adulthood. Rimpela et al. (1999) discover that depression occurred equally frequently among those who were bullied and those who were bullies. It is also discovered that depression is common among those who were bullies themselves.

Suicidal ideation is associated with frequently being bullied and being bully especially among girls (Rimpela et al., 1999; Madonna, 2009). Shariff (2008) also agrees with Rimpela et al. that tragic consequences of extreme bullying include suicide and murder. This indicates that bullying can lead not only to suicide but even to learners becoming murderers after having been exposed to bullying incidents. Bullying is reported to develop feelings of depression, misconduct, aggression, impulsivity in school sense of belonging to children. It is also reported that students who are bullied are likely to report feeling unhappy at school (Bosworth, 1999). This shows that the impact of bullying on children in schools can be very devastating. Walter & Roberts (2006) explain that the

psychological harm done to children and adolescents who are continually bullied and harassed is incalculable. Peer victimisation results in the development of longer term mental issues like generalised anxiety depression and self-injurious behaviours (Walter & Roberts, 2006). They also live in fear of what will happen next. They explain that learners who feel hopeless and helpless are at the risk to develop depression and are capable of committing suicide. Madonna & Murphy (2009) states that researchers have found that bullying victims often have low self-esteem, they feel like failures, stupid, ashamed, nervous, insecure and in-attractive.

Victims of bullying try to hide their failure, report feeling vulnerable. They tend to exhibit passive-aggressive behaviours, self-punishment, and self-destructive behaviour such as cutting or suicide attempts. They exhibit anger and become obsessed about revenge, not only to their tormentors but also to others less powerful than themselves (Walter & Roberts, 2006). Victims of bullying are particularly susceptible to feeling as if they are not in good health, or not enjoying daily life activities. Sullivan (2000) mentions that victims of bullying may feel afraid, alienated, angry, disempowerment, hurt, sad, stupid, trampled on, ugly and useless. This suggests that victims of bullying sometimes become bullies. So, bullying behaviours escalates into more bullying in schools and in communities.

Cyber-bullying (electric media used to harass and to intimidate others) also results in children committing suicide. An integral aspect of cyber-bullying is psychological bullying which involves inflicting mental anguish, causing targets to fear for their physical safety or breaking down self-esteem and self-confidence (Shariff, 2008). According to Rigby (2001), Juvonen & Graham (2001), Haynie, Nansel and Eitel (2001), victims and bullies experience greater psychosomatic problems that lead to poorer overall mental health than those who are not exposed to bullying. Children who are both victims and perpetrators are at even greater risk than those who are one or the other (Nansel, 2000; Kumpulainen, Rosanen & Henttonen, 1999). Field (2007) states that

victims of bullying feel confused, stuck, powerless, do not know what to do and sometimes bottle their tension up and release it by being rude, hostile, aggressive and provocative. Some internalise their anger and become sad, miserable, mildly depressed and teary.

According to Field (2007) psychological bullying may have a longer psychological damage which can include damaged brain cells and impaired memory, and set in motion a long lasting and worsening deregulation of the body's complex biochemistry. Fried and Sosland (2011) agree that bullying has health implications. Youth suicide is a health issue. Many mental health professionals report increasing connections between bullying and sleep disorders and eating disorder problems for children (Fried & Sosland, 2011). Maphumulo (2012) reports that one parent gave up her cushy job and started an anti-bullying programme at school after discovering that her daughter took a bottle of pain killers, trying to commit suicide because she was harassed and bullied by her schoolmates. This is an indication that when bullying is bottled inside it can create severe damage in the life of a learner. It can destroy the future of a child because if the child is always exposed to bullying and nothing is done to control bullying the child can take wrong decisions such as quitting school. The child may grow up with this hatred and may be aggressive to people who are innocent. It is clear that even the health of the child may be impaired by bullying.

2.5 STRATEGIES FOR COMBATING BULLYING IN SCHOOLS

Literature suggests various strategies which can be utilised to address bullying in schools. Terry (2010) suggests that on-going staff development including prevention and awareness programmes may help teachers and administrators change the culture of bullying and harassment in schools. Naser et al. (2003) argue that teachers and parents fail to understand the dynamics of bullying so they need comprehensive integrated programmes which will help to reduce opportunities of bullying. They further suggest that schools should have rewards for non-bullying behaviour rather

than focussing on perpetrators and victims alone. Rigby (2001) suggests that promoting positive ethos in a school, assessing the school's needs and goals, and training for teachers, administrators and other staff are needed, as well as the involvement of parents in the school and identifying resources for bullies, victims and families. Anti-bullying themes need to be part of curriculum activities.

Neser et al. (2003) propose that bullying prevention programme should involve teachers, learners and parents in the effort to raise awareness about bullying. This must include a commitment to improve peer relations and intervene to stop intimidation, develop clear rules against bullying behaviour, support and protect learners. The programmes should intervene in schools and in the classrooms. Smith & Sharp (1994) emphasize the empowerment of student through conflict resolution, peer counselling and assertiveness training. Comodeca & Goossens (2005) and Crothers, Kolbert & Barker (2006) point out that intervention techniques at school take the critical step of incorporating student perspectives and suggestion. O'Brien (2001) from Baldry (2003) clarifies that social workers, welfare agencies for protection of children, schools advisors and councillors should work together to create an intervention and prevention plan that is broad in its aims and perspectives. A study conducted by Bosworth, Espelage & Simon (1999) advocate violence prevention programmes, which include teaching anger management and promoting non-violent approaches to conflict. Mshengu (2005) mentions that the starting point to address the issue of bullying is to acknowledge that bullying is occurring in schools. Teachers and parents need to be aware of the problem and come up with strategies to stop the problem.

Smith et al. (2000) also stress that awareness of bullying in the school should be raised in order for stakeholders to be more alert of its harmful effects. Staff days dealing with the subject of bullying can be organised. Cowie & Sharp (1996) suggest the use of peer counselling in the schools to address bullying. In peer counselling young learners are empowered to offer support to their peers

in distress. Peer counselling includes befriending which focuses on enabling the learners to apply the skills of helping in everyday interactions with peers, counselling approaches which include active listening, reflecting back feelings, paraphrasing what the client has said, expressing empathy for the client's emotional state and developing a vocabulary of feelings, and conflict resolution where learners also learn conflict resolution strategies which helps them to solve problems (Cowie & Sharp, 1996). Mshengu (2005) suggests that mentoring programme is also a way of preventing bullying problems in schools. In this programme older learners are trained to be mentors of young ones. Mshengu (2005) also suggests that children should not carry large amounts of money in schools.

In order to have a bully free school, teachers should listen to the complaint of the learner and do not let it just pass and keep record of all incidences of bullying. Both bully and victims should know that records are kept. This will make learners realise that bullying is taken seriously (Mshengu, 2005). Eslea and Smith (1998) raise the point that the staff awareness of bullying should be increased so that children do not have to report; this can assist staff to quickly see and intervene in bullying situations without being told. Frey, Hirschstein, Edstrom & Snell (2009) report that students who participated in the Steps to Respect programme showed decrease in distinctive bystander's behaviour. This indicates another strategy which can reduce bullying in schools. Olweus (2005) states that it is important to have an adequate number of adults from outside together with students during break periods and during lunch break. The school also need to provide good supervision of student activities. Adults must also be prepared to intervene quickly in bullying situations.

Another important aid of counteracting bullying problems and creating a better social climate is for teachers and students to agree on few rules about bullying. Teachers should also initiate talks quickly with the bully and the victim. Parents must make it clear to their children to take bullying

seriously and that such behaviours will not be tolerated in future (Olweus, 2005). Some experts (for instance, Madonna & Murphy 2009) suggest that bullies need to receive structured counselling and education to help them learn empathy, as well as to take responsibility for their actions. Bullies need to be given a clear message that treating others badly is not okay. Parents, teachers, bus drivers and other kids need to convey this message. Victims also need to be assisted to overcome the pain of being bullied. They also need to learn how to act more assertively and confidently in general so that bullies do not see them as easy targets. Therapy or counselling can help with the feelings of anxiety, insecurity and low self- esteem that may lead to bullying (Madonna & Murphy, 2009). Sullivan (2001) suggests that school needs to consider that the whole school approach can produce best results when it is creating anti-bullying initiative. The underpinnings of whole school approach are the notions of inclusivity, ownership and agreement.

This means that all groups need to be represented in the development of anti-bullying strategies. If all groups are involved, they will own the programme, be loyal to it and be interested in its implementation and it will be easy for all the groups to arrive at any kind of agreement. Sullivan (2001) also advocates that an anger management strategy can also be used by teachers to control bullying in the schools. This strategy is explained as a way of controlling anger from children, which is one of the causes of bullying. Teachers need to create a place where learners can go and try to cool down when they feel stressed or at the verge of losing their tempers. Van Schie (2012) says that students indicated that they need clear anti-bullying policies, conflict resolution skills and alternatives to violence. Creecy (2012) highlights the fact that the Gauteng provincial education department is rolling out its own plans to combat bullying in all schools. The department would be implementing violence prevention as part of a school curriculum and providing counselling. Some schools would get patrollers to provide 24 hour security, cameras and metal detectors. Smith et al. (2000) suggest raising the awareness of bullying in the school community so as to be more alert to its harmful effects, and a staff day can be organised dealing with the subject of bullying.

Krige et al. (2000) comes up with various ways which can be utilised by all stake holders who are exposed to bullying. Among the people who need to attend to bullying, they explained what can be done by teachers, victims bullies and bystanders. Krige et al. (2000) says that teachers can provide opportunities for children to discuss bullying, make use of a bullying box where learners report bullying anonymously, let children produce anti-bullying posters that declare the whole school to be a bully-free environment and introduce a bullying helpline where children can phone and discuss their experiences of bullying in a private way. Victims can talk to parents, tell a friend, report to a teacher, talk to a guidance counsellor, phone Child-line, stay with safe friends, playing a safe area or in the playground which is close to adult supervision, try to make friends with the bully, and practise using assertive replies in response to the bully's comments.

A study conducted by Craig & Pepler (1997) found out that bullies can also help to stop bullying. Bullies can get help from a counsellor, write down why he or she is bullying, and agree to stop picking on someone for a day and then increase this each week until the bullying stops and take up an activity such as karate to control the aggression. Bystanders can also stop joining in or copying the bully's behaviour and instead stand up for the person who is being bullied and make an effort to include a child who is left out and being ostracised. Bystanders can also organise a campaign against bullying and report all incidents of bullying (Krige et al., 2000).

Olweus (2005) is of the view that praise and friendly attention from the teachers is an important means of influencing student behaviour. Generous praise, both in connection with student's behaviour towards one another and with school work, can be expected to have favourable effects on the class climate. In this way it will be easier for students to accept criticism of undesirable behaviour and to attempt change. If the student feels appreciated and relatively liked, he/she will try to change (Olweus, 2005). These strategies make it clear that everybody can make a difference in

the school as well as in homes to help minimise or even eradicate bullying. It is important for all stake holders to commit and dedicate themselves in banishing incidents of bullying in the schools.

2.6 THEORETICAL FRAMEWORK

This section deals with the theoretical framework which is employed in the study. The study identified the power of domination which is Foucault's theory of power and the cycle of socialisation which is Young's (1990) five faces of oppression and Harro's (2000) theory of socialisation.

Foucault (1983) defines power as means to make someone do what you want him or her to do. De Wet (2005) mentions that bullying is characterised by an imbalance of power. Twemlow and Sacco (2003) explain that the power struggles are the root of violent conflicts which begins from kindergarten, throughout lifecycle and extending into the field of work. Power among children in school affects the safety and the freedom of children in schools. Bullies in most cases feel that they are stronger than their victims and they are powerful. Domhoff (2005) describes power as the dimension that leads to bullies, rival gangs, enforced corporations, hierarchy, ruling classes and wars among national states. This indicates that where people have power they exercise it in an unacceptable manner towards their counterparts.

Gender is also related to bullying. Gender socialisation and construction of gender identification contributes to bullying in schools. Penning (2009) emphasizes that bullying is part of boys developing power-based social relationships. Boys are socialised that they must be strong and must have power to dominate in all situations. Bosworth (1999) indicates that boys bully more than girls because they think they are more powerful than girls. Ma, Stewen & Ma (2001) explain that power

includes both domination and subordination. Penning (2009) in her thesis considers how bullying is embedded in power.

Power is also a defining feature of Young's theory (1990) and Harro's theory (2000) of the cycle of socialisation. Young (1990) points out that oppression signifies unequal social relations of power. Oppression comprises of five faces which are exploitation, marginalisation, powerlessness, violence and cultural imperialism. When bullying occurs victims are marginalised and powerless. Bullying actions are associated with violence and exploitation. During bullying, sometimes other people's cultures are undermined. Another common factor which results from powerlessness is depression. Victims are depressed after discovering that they are dominated by bullies and they are powerless. Once victims discover that they are bullied they often withdraw from school to distance themselves from powerful bullies. Due to their powerlessness they feel inferior and resort not to participate in some school activities. All bullies believe that they have power over victims. One has to go deeper and investigate the effects of this power imbalance which exists in schools among learners. I believe once effects of this are identified it would be easier to develop strategies to address the problem and to minimise or even to eradicate it from schools.

2.7 CONCLUSION

The literature reviewed focused on the understanding of bullying, factors that affects bullying, social identities that affect bullying, spaces that promote bullying in the schools, effects of bullying and strategies for combating bullying in schools. The above review made it clear that bullying has negative consequences in the lives of learners. If it is not attended, it damages the future of learners in schools as well as in communities. It is also discovered in literature that sometimes incidents of bullying are ignored and taken for granted by both parents and teachers. Some people believe that bullying is part of children's growing up. They do not understand that bullying has a negative impact on learners which might cost the children's lives if ignored.

It became evident that bullying is also a result of the exercise of power to show domination and the subordination of those who are powerless, something which is undesirable. This study encourages learners to share their experiences of bullying so as to get assistance and to expose the bullying that is occurring in schools and in communities.

The next chapter discusses the research methodology and designs which were used to collect data.

CHAPTER THREE

THE STUDY METHODOLOGY

3.1 INTRODUCTION

This chapter focuses on the discussion of research methodology and the study design. Its purpose is to clarify the procedures which were followed when conducting research on learners' experiences of bullying in a co-educational primary school in Durban. These procedures are discussed in detail through the following subsections. It commences with the research design, then the study sample and sampling techniques, methods of data collection, which are interviews, the ethical considerations, reliability and trustworthiness, method of data analysis and limitations of the study.

3.2 RESEARCH DESIGN

This study adopted a qualitative approach to obtain data in order to explore the phenomenon of learners' experiences of bullying. Nieuwenhuis (2007) defines qualitative research as a study of things in their natural settings and of phenomena and meanings that people bring to them. The qualitative approach helps the researcher to understand the phenomenon deeper and it goes beyond the measurement to seek and to understand the case (Piekkarie & Welch, 2004). According to Cohen, Manion & Morrison (2007) a qualitative approach is suitable for obtaining data from a small number of respondents. In this study, I selected ten participants to participate in the study in order to acquire rich data. Maree (2010) explains that a qualitative approach typically studies people by interacting and observing participants in their environments. In this study the researcher interacted with participants in their school which is the environment where they spend most of their time. Qualitative approach methodology is concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns, and is mostly concerned

with exploring the “why” questions of the research (Maree, 2010). This was relevant for this study because the researcher wanted to find out why bullying occurs in the school. Gravetter (2009) explains that qualitative research is based on making observations that are summarised and interpreted in a narrative report. Denzin & Lincoln (2005) stressed that qualitative research uses various methods to collect data which helps to acquire an in-depth understanding of the question in hand. Qualitative research studies real world situations in a natural setting, and it is non-manipulative and non-controlling (Best & Kahn, 2003). McMillan & Schumacher (2006) posit that qualitative researchers collect data by interacting with selected people in their setting.

Maree (2010) also says qualitative research is an enquiry process of understanding where a researcher develops a complex holistic picture of words and detailed view of informants. Cohen, Manion & Morrison (2000) and Moulton, Barbie, Payze, Vorster, Boshoff & Prozesky (2001) argue that qualitative study involves understanding meaning that people construct and how they make sense of their world and the experiences they have in the world. A qualitative approach helps the researcher to find out and to understand how human beings interpret a phenomenon in order to get a deeper essence of the phenomenon (Denzin & Lincoln, 2005). The researcher in this study interpreted what learners articulated about bullying. The detailed views of participants were understood and presented.

The study adopted a qualitative case study design. The researcher chose the case study design because bullying is a case which needs to be studied in schools. Bell (2005) clarifies that a qualitative study approach provides an opportunity for the problem to be studied in depth. Piekkarie et al. (2004) and Macmillan (2002) mention that case studies have a potential to deepen understanding of the research phenomenon. Experiences and effects of bullying in the school are cases to be understood and to be exposed. Maree (2010) explains that the case study methodology strives towards comprehensive understanding of how participants make meaning of the

phenomenon under study. The researcher wanted to find out how learners experience bullying and its effects and their understanding of bullying. The researcher also intended to find out the factors which perpetuate incidents of bullying in the school.

Qualitative case study methodology provides tools for researchers to study complex phenomena within their context and when this approach is applied correctly it becomes a valuable method for the researcher to develop theory, to evaluate programmes and to develop interventions (Baxter & Jack, 2008). Maree (2010) explains that the case study opens the possibility of giving a voice to the powerless and voiceless children or marginalised groups. I (the researcher) believe that in this study, learners were able to voice out their feelings about bullying. The study was also viewed as a tool of exposing how powerless children experience and view bullying. The researcher also hoped that the study was going to create an awareness of developing more intervention programmes. Maree (2010) clarifies that qualitative case study methodology includes interpretive, positivist or critical paradigms.

The researcher used the interpretive paradigm and the data collected was qualitatively interpreted and analysed. This assisted in data understanding. Baxter and Jack (2008) argue that when the researcher is determined that the study will use a qualitative case study approach; the researcher must also consider the type of case to be used. Yin (2003) categorises case studies as exploratory, explanatory or descriptive. Best & Kahn (2003) state that qualitative research has the possibility to be carried out using an exploratory and descriptive research approach. This is where the context or site is used to seek out meaningful insights. Yin (2003) clarifies that descriptive case study is used to describe an intervention or phenomenon and the real life context in which it occurs. Participants were asked to describe the phenomenon of bullying in their lives and they also described where it occurs. The researcher realised bullying as a case which needs to be described and interpreted.

Denzin & Lincoln (2005) view a case as phenomenon that takes place in a bounded setting. Further, Patton (2002) describes a case study as useful because it investigates a phenomenon in depth. Learners' experiences of bullying in a co-educational school formed a case to be studied in this study. Participants also discussed what they think could be done to attend to bullying in the school. Yin (2003) also stresses that qualitative descriptive case study methodology is a method which is based on intense inspection of an individual or an event. The case study does not set out to generalise, but it is placed on exploration and description (Yin, 2003). Picciano (2004) argues that case study can be used to explore, describe and to explain a phenomena.

3.3 SAMPLE AND SAMPLING TECHNIQUES

According to Cohen et al. (2007) a sample is a small section of the total set of the set of objects, events or persons and it constitutes the subject of the study. Sampling is the process of choosing the subjects or participants of the study. Cohen, Manion & Morrison (2011) state that there are two methods of sampling, which are probability (also known as random sample) and non-probability (also known as purposive sampling) methods. For this study purposive sampling was used. Mouton et al. (2001) state that in non-probability sampling the research participants are selected from the population in a non-random manner. Purposive sampling is less complicated to set up and it is considerable less expensive and it is perfectly adequate where researchers do not contend to generalise their findings beyond the question in hand (Cohen et al., 2011). According to Ball (1990) purposive sampling is used in order to access knowledgeable people about a particular issue. This indicates that sampling is a process during which participants who are suitable for the study are identified and chosen. In purposive sampling the researcher targets a particular group with the understanding that it does not represent a wider population.

Literature states that there are different kinds of purposive sampling methods. Convenience sampling method is one of purposive sampling methods. Cohen et al. (2000) mention that convenience sampling is a useful tool because samples are chosen from an easy accessible population. Maree (2010) argues that convenience sampling is usually quick and elements are selected based on the fact that they are easily and conveniently available. I selected a school because schools are places where bullying is mostly experienced. I am an educator in this school and I discovered that the school is suitable for my study because incidents of bullying are frequently reported by learners.

Convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at a time. Captive audiences such as students serve as convenience sampling (Cohen et al., 2011). Convenience sampling is a natural fit for the study because it does not generalise but it represent itself not any other particular group.

In this study I chose learners because I believe that learners have experiences of bullying, therefore they would be able to articulate their thoughts, feelings and views about the phenomenon being studied. The learners who participated in the study are grade 7 learners. I had a notion that they are senior in the school, so they were in a position to provide rich data for this study. Participants were five males and five females between the ages of 12 and 15. Questions were drafted and asked in both focus group discussions and individual interviews. The interviews were conducted in a quiet place which happened to be an HOD's office after school over three weeks.

3.4 METHODS OF DATA COLLECTION

Data was collected through interviews. Semi-structured individual interviews and focus group interviews were conducted with grade 7 learners. According to Cohen et al. (2007) the interview is a social, interpersonal encounter but not merely a data collection tool. A major advantage of interview is its adaptability. A skilful interviewer can follow up ideas, probe responses and investigate motives and feelings (Bell, 1996). Dowling and Brown (2010) emphasize that interviews enable the researcher to explore issues in detail and they facilitate the personal engagement of the researcher in the collection of data. They allow the researcher to provide clarification, to probe and to prompt.

Best & Kahn (2003) explain that the purpose of interviewing is to find out what is in someone's mind. This study actually intends to find out what is in the participants' minds about issues of bullying in the school and its effects. According to Flick (2006), for an interview to be successful, the interviewer requires effective interpersonal skills of asking questions so as to put participants at ease. Nieuwenhuis (2007) argue that the aim of qualitative interviews is to see the world through eyes of the participant and they can be a valuable source of information, if they are used correctly. The main aim of interviews is also to obtain rich descriptive data that will help the researcher to understand the participant's construction of knowledge and social reality (Nieuwenhuis, 2007).

Cohen et al. (2011) state that interviews enable participants to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view. In this study learners were prompted to interpret bullying in the school which is the world where they spend most of their time. When collecting data through interviews the researcher sometimes used a tape-recorder after obtaining permission for the taping of interviews from parents and participants if

participants are minors (Nieuwenhuis, 2007). Semi-structured individual interviews and focus group discussions are explained in the following subsections.

3.4.1 Individual Semi-Structured Interviews

The questions were formulated by the researcher and each participant had to answer all 16 questions. Three boys and three girls participated in the individual semi-structured interviews. According to (Nieuwenhuis, 2007) semi-structured interviews allow for probing and clarification of answers. This made it suitable for my study as this was going to help to expose what learners are hiding and experiencing in schools. As a researcher I was very cautious in maintaining control and guiding the discussion as it easy for the interview to be side tracked. According to Nieuwenhuis (2007) a researcher must be attentive to the responses of participants so as to identify new emerging lines of inquiry that are directly related to the phenomenon being studied and to explore and to probe these.

I was also very mindful because this is a very sensitive personal study which could evoke emotions. I had to pay attention to non-verbal cues which may suggest that learners were uncomfortable with areas of the discussions. However, no participant indicated any form of discomfort during the interview sessions and all interviews went on smoothly. The interviews were conducted in isiZulu, the language which the participants understood better. This made it easy for learners to express their views without language constraints. The interviews were tape recorded, transcribed and translated into English.

Each interview took about 25 to 40 minutes. Seiden (1998) states that an hour can be considered to be a standard unit time when conducting individual interviews. I tried to prevent the discussions from taking very long because the concentration span of young children is limited. Flick (2006)

argues that the success of interviews depends on the interviewer's competence in asking questions. Although I was brief I made it a point to ensure that rich data was obtained. I tried to make my questions clear, understandable and to the point. Questions were also clarified for learners in order for learners answer clearly.

3.4.2 Focus Group Interviews

Two focus group interviews consisting of five boys in a group and five girls in another group were conducted. Each focus group meeting took about 45 minutes. Boys and girls were separated to ensure open and free discussions, particularly in experiences of girls and vice versa. Nieuwenhuis (2007) argues that it is generally agreed that the distinguishing features of the focus group are that the discussion is focused on a particular topic, that debate and even conflict are encouraged and that group dynamics assist in data generation. In focus groups interviews, participants are able to build on each other's ideas and comment to provide an in-depth view not obtainable from individual interviews (Nieuwenhuis, 2007). This became evident during focus group discussion because new ideas emerged during group discussions which were not mentioned during individual interviews. Participants were encouraged, motivated and reminded by other participants who were free to share their experiences which they did not mention during individual interviews. McMillan & Schumacher (2006) state that focus group interviews increase the richness of data. Cohen et al. (2007) agree that in the focus group interview, a social environment is created to enable a group member to be stimulated by one another's perceptions and ideas. Focus group discussions allow even those who are introverts to open up and share their experiences with other learners.

3.5 ETHICAL CONSIDERATIONS

Maree (2007) states that it is important to maintain confidentiality of the participants' identities when reporting the findings of a research study. Cohen et al. (2011) also explain that there are

several ethical issues that a researcher should consider and address in planning a research. These ethical issues involve informed consent and gaining access to and acceptance in the research setting and others (Cohen et al. 2011). As a researcher, before I commenced with my research I made an application to conduct this study through the research office of the University of KwaZulu Natal and the KwaZulu-Natal Department of Education. Permission was granted through an ethical clearance certificate number HSS/0756/011M.

I also wrote letters to the parents to request permission for their children's participation in the study, as well as permission from the school principal, the school governing body and also from the children. Letters to parents, governing body and to learners requesting permission were translated into isiZulu to assist with understanding the contents of the letter.

Learners were alerted to the fact and assured that their participation in the study was voluntary and they had the power to withdraw their participation at any time during the research if they feel that the study had a negative impact on them. Learners were also assured that information obtained will be handled with confidentiality. This information will only be used for the purpose of the study and anonymity will be maintained by using pseudonyms.

3.6 VALIDITY AND TRUSTWORTHINESS

Cohen, et al. (2007) and Flick (2006) assert that validity is the key to effective research. Maree (2010) mentioned that trustworthiness and validity are of utmost importance in data analysis, and in the findings and conclusions. According to Cohen et al. (2011), in qualitative study data validity may be addressed through the honesty, depth, richness and scope of data achieved, and the participants approached. Le Compte (2000) also states that validity also relates to the question as to whether or not outcomes hold the truth to other parallel studies. To attain this, the researcher gives a

clear description of the research design so that the findings of the study can be transferred to other situations. I also tried not to interpret data according to my opinion or to my view.

Cohen et al. (2000) argue that triangulation is a way of incorporating multiple data sources, multiple informants and multiple methods to confirm or validate findings. Triangulation of the data was ensured by using a variety of data collection methods, for instance, semi-structured interviews and focus group interviews to help the qualitative study to check trustworthiness and validity. Triangulation is the use of multiple data sources, time periods and different data collection methods to improve validity and reliability (McMillan, 2002). According to Marshall & Rossman (1989) the use of different data collection methods in the study helps to increase the validity of the study because they serve to strengthen one another. I used semi-structured and focus group interviews in order to get different points of view from participants about the phenomenon of bullying. Nieuwenhuis (2010) stresses that verifying and validating findings may be done by providing copies of a draft report to participants and asking for written or oral comments on the report. Transcripts were presented to participants for verification by the researcher in this study.

3.7 DATA ANALYSIS

Qualitative data analysis is based on an interpretive philosophy aimed at examining meaningful content of qualitative data (Maree, 2010). Nieuwenhuis (2007) states that data analysis tries to establish how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, knowledge, feelings and experiences in an attempt to approximate their construction of phenomenon. He also states that data analysis aims at examining the meaningful and symbolic content of qualitative data.

According to Creswell (2009) data should be analysed using content analysis. Grinnell & Williams (1990) mention that the main purpose of data analysis is to sift and organise the data collected during the data collection period. Cohen et al. (2000) state that another main reason to analyse data is to note patterns in individual data sources and to make connections across several data sources. My major aim in analysing the data was to identify forms of bullying and the kind of trauma which is experienced by learners.

The researcher studied data in a way that similarities and differences were identified and categorised. These were summarized and arranged and results were developed into themes. The selection of data was also informed by my research questions, conceptual framework, theories and the literature I have studied. Themes that were evoked in this process are presented and discussed in the next chapter.

3.8 LIMITATIONS OF THE STUDY

The researcher used the tape recorder to obtain data from learners during the interviews. Though it was clarified to the learners that a tape recorder was going to be used before the interviews commenced, learners were intimidated by its presence in the room. I made every effort to make learners ignore the tape recorder and focus on the discussions. I strongly believe that the integrity of the data was not compromised.

As I am an educator in the school, I think this fact may have intimidated the participants. I tried by all means to eradicate the problem by having informal meetings with participants for 30 minutes for three days before embarking on the interviews. This was done to gain confidence and to loosen tension which may arise during the interviews. Another limitation is that the study focused on a small sample which did not convey the wider understanding of bullying in school.

3.9 CONCLUSION

This chapter dealt with research design and the methods of data collection addressing the question of learners' experience of bullying in their school. The research design discussed the qualitative case study methodology as an appropriate method of collecting data. Sampling techniques that the study utilised were explained and justified. The ethical issues considered in the study were demonstrated, as well as the measures taken by the researcher to ensure honesty and reliability, trustworthiness and validity of the study. The chapter also reported the methods used for data analysis. Lastly the chapter concluded by discussing the limitations of the study. The next chapter will be dealing with the findings of the study.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

This study is aimed at investigating learners' experiences of bullying in a co-educational primary school at iNanda near Durban in KwaZulu Natal. The study intended to explore and to analyse how bullying occurs in the Primary school. This study also aimed at describing and analysing the dynamics of bullying in the school, as well as who are mostly involved in bullying incidents. The previous chapter mentioned that data was collected through semi- structured individual and focus group interviews which were conducted with ten grade 7 learners. All the questions were translated by the researcher before commencing with the interviews. This chapter analyses and interprets the findings of the study. It addresses learners' understanding of bullying, learners' experiences of bullying, bullying hotspots in the school, factors influencing bullying in the school, how social identities perpetuate bullying, effects of bullying on children's schooling as well as strategies which can be employed to address bullying.

4.2 LEARNERS' UNDERSTANDING OF BULLYING

The learners in this study understood bullying to mean hurting another person physically, spiritually, psychologically and emotionally. They claimed that this entails calling a person by nasty names that he or she does not like, e.g. pig, soup, fatty and others. It also means calling a person by his or her ethnic group, e.g. "ichwane lomSuthu" meaning Sotho kid. They further explained that bullying includes hitting, clapping, pinching, kicking, punching, tearing other learners' books, pulling other learners' hair and even insulting other learners. Boys mentioned that bullying also

includes throwing dangerous things to others, shooting as well as stabbing. For example learners said the following:

Sipho (boy aged 13): *It is hurting someone emotionally and physically. e. g. beating,*

Throwing dangerous things at someone, hitting, insulting and calling someone with names he or she does not like e.g. pig, soup, fatty and others.

Nqobi (girl aged 13): *Bullying is when a person treats another person badly e.g. kicking, taking her or his belongings, tearing his or her books and even calling her or him with nasty names e.g. pig.*

Other boys stated the following:

Langa (boy aged 13): *It is something that happens to you that you do not like. This thing hurts you physically, spiritually, and emotionally. Examples are kicking, hitting, slapping and calling you with names that you do not like.*

Themba (boy aged 12): *Bullying means punching, hitting, kicking, pinching, taking other learner's lunch and even telling lies about another person.*

The above illustrates that participants had a notion of understanding what bullying is. They mentioned various actions which they associate with bullying. Both boy and girl participants displayed a good understanding of bullying in focus group discussions and in individual interviews. They explained bullying as a phenomenon occurring between two or among a group of learners. Learners' narratives also associated bullying with teasing, insulting and violent actions. It is comprised of direct behavior such as threatening and stealing initiated by one or more students against a victim (Banks, 1997). The data reveals that bullying is a process involving power relations, reducing other learners to powerlessness as a means of displaying might. Olweus (2005)

emphasizes that for the term bullying to be used; there should be an imbalance in strength. This is illustrated in learners' excerpts above which also indicate that bullying is construed as hurtful actions carried out by learners to other learners. These actions could be hurting physically, emotionally and psychologically.

Learners also construed bullying largely in terms of how they have experienced it, with most of them referring to the acts of bullying like kicking, display of physical violence and so forth as what bullying means. This shows how bullying for these learners was not just an idealized or imagined phenomenon, but a lived experience of their everyday lives. The learners' reference to bullying as repeated form of aggression and oppression, which inflict psychological and physical harm to the less powerful person by the more powerful person or group of persons. Rigby (1996) denotes the centrality of power relations at the heart of the problem of bullying schools.

4.3 LEARNERS' EXPERIENCES OF BULLYING

In this study it became clear that boys and girls have different experiences of bullying. Girls mentioned that they are especially bullied by other girls if they are new in the school and if they are quieter and younger than other girls. Two girls said they were shouted at by older girls, saying that they think they are better than others if they do not play, yet they did not know other learners because they were new in the school. Other learners argued that they are sometimes teased by their sicknesses. One girl said she had sores on her legs and other learners did not want to play with her. Other learners called her with nasty names saying she was eaten by the dogs or rats.

Many girls reported that they were being bullied by other big girls sometimes because of their personality traits like being quiet or being unable to play with others for whatever reasons.

Such behaviour was associated with being lazy, spoiled and therefore they were being bullied to correct such behaviour.

Thembi (girl aged 13): I was bullied by a big girl when I was in grade 3 because I was a quiet girl. It was after I had an accident and I was not well. I was not active and I could not play. She pushed me and shouted at me saying that I am lazy, spoiled and I think I am better than other learners because I am not playing.

Buhle (girl aged 12): When I was young I had sores on my legs. Children did not want to play with me and they said I will infect them. Now I have scars on my legs and boys always say I was bitten by dogs. My shoes are torn and I wear them because mother said she will buy new ones next year. One boy took my shoes and stood in front of the class and showed my shoes to the whole class. I arrived in this school when I was going to do grade 4. I did not know the children so during break I was just standing and not playing. One girl just kicked me and said "you think you are better than us, why are you standing and not playing like us?" She did that in front of other learners.

On the other hand boys claimed that bullying to them took the form of, among other things, being punched and kicked by older boys for no obvious reasons. They also said that when they reported the bullies to their teachers, the bullies would normally bunk school as a means to avoid possible punishment by teachers. Some reasons that boys mentioned as a result of them being emotionally and physically abused by older boys included their inability to play boys' sport or if they play with girls. Boys who played with girls in this school were ridiculed and called denigrating names like "izitabane" meaning gay, which was a highly stigmatized and negatively constructed social identity in this school. The data below exemplifies:

Sipho (boy aged 13): I was kicked by Siyabonga and I reported to the teacher. He was called by the teacher but he ran away and did not come back to school until he was brought to

school by his mother. When the teachers were attending to the matter, he called his friends who told lies that he did not do it. Because they were many and I was alone, teachers believed them and I was taken as a liar. I cried but no one believed me.

Langa (boy aged 13): A big boy hit me with a chair having done nothing. I kept quiet because he is old.

Sipho (girl aged 13): This year I was punched by Senzo and I reported to the teacher. He was called by the teacher but he ran away and did not come back to school until he was brought to the school principal by his brother. He denied that he did it but I had witnesses. He was punished by the principal.

Themba (boy aged 12): I am always emotionally bullied. I cannot play soccer, I like playing with girls. I always stay at home with my sister so boys are calling me “isitabane” meaning gay. I do not like it. My bums are big so I am also called gay because of my body structure.

Langa (boy aged 13): A big boy once punched me because I refused to give him my pen. I did not report because he is old and I was afraid that he will do it again after school after having been punished.

Participants explained that they become targets of being bullied due to many reasons. Learners were of the view that clothes that they wear sometimes are the cause of bullying. If they do not conform to a particular style worn at a particular time, others tease them. Naser et al. (2003) explains that when adults were asked why they were victimized while at school, they responded by saying it was because they wore the wrong types of clothes. This made them feel ashamed and sad. At the same time if participants have old, torn clothes, they are teased about those clothes. Others mentioned that if they cannot play certain games they are labeled as gays or lesbians. Even the structure of the

body can be a source of bullying. Learners also explained that sicknesses that they have can also cause learners to be targets of bullying. The study conducted by Done (2002) discovered that boys and girls experience different forms of bullying.

4.4 PLACES AND SPACES OF BULLYING WITHIN THE SCHOOL

Learners named various places where bullying takes place within the school. The study mentioned that it occurs in the playground during breaks, near and in the toilets, near the vegetable garden and near the dumping area. It also takes place in the classrooms when teachers are not in the classrooms. Boys mentioned that it also takes place after school on the way back home. The data below exemplifies these points:

Sipho (boy aged 12): *In the dumping place, in the playground, near the vegetable garden.*

Buhle (girl aged 12): *In the classrooms, in the playground and after school on the way back home.*

Themba (boy aged 12): *In the playground, in the toilets, near the dumping area and in the classrooms.*

Thembi (girl aged 13): *It takes place in the class rooms, behind the toilets, in the playground, near the dumping area and near the vegetable garden especially during break time.*

The above shows that bullying takes place inside the school premises and in the classrooms when teachers are not in the classroom. Bullying outside the classroom usually occurs during breaks – it is easy to be bullied because there are no teachers outside in the playgrounds, near the toilets away

from the teachers' presence (Grobler & Greeff, 2008). These findings indicate that school learners get a chance of bullying other learners easily in the absence of the adult control or supervision. The school playground appears to be a hot-spot of bullying; a place where in particular boys are trained by peers to become bullies (Craig & Pepler, 1997). It appears that the absence of adults or teachers was one factor for occurrence of bullying in the school.

This was the time when some learners got an opportunity to exercise their power over those who were regarded as weak and vulnerable. Madonna and Murphy (2009) claim that another important factor that encourages the bully is peer acceptance, which also indicated in the current study that there was a general peer acceptance of bullying among the learners in the school. Olweus (2005) posits that a greater number of teachers have resorted to conducting supervision rounds during break periods in an attempt to mitigate the incidents of bullying among the learners. Peers look up to the bully as a powerful figure in and around school, and being powerful is usually linked to the dominant discourses of masculinities (Morrell, 2005; Bhana, 2009; O'Connell et al., 1999; Morojele, 2012). These authors have indicated how boys invest in the dominant discourses of masculinities which are seen as desirable and symbolising real manhood.

4.5 FACTORS INFLUENCING BULLYING IN THE SCHOOL

Learners in this study believe that bullies see themselves as powerful, tough and stronger than their victims and they also see themselves as better than other learners. Bullies want to show off to their friends that they can do and say whatever they like. Other learners bully because they copied bullying from their parents who always bully them. Sometimes they copy this from their big brothers and sisters who bully one another at home as they shout and fight in front of the children. Most learners believe that bullies want to show off to their friends that they are more powerful than others. They also believe that learners who bully are imitating what they observe happening in their

homes and in their communities. They also think that if they bully they are better than those who do not bully, yet they are not, as exemplified in this data:

Themba (boy aged 12): *Others want to show off that they are powerful. They can say or do whatever they like to you because you are quiet or smaller than him or her.*

Nqobi (girl aged 13): *Others think it is normal to bully because they usually observe bullying incidents happening in their communities. They see their fathers shouting at and hitting their mothers. They also see their brothers and sisters fighting and shouting at one another.*

Sipho (boy aged 13): *Learners copy what their big brothers and sisters are doing at home. They think it is the correct thing because it is done by older people.*

Langa (boy aged 13): *Most learners who bully want to show off to their friends that they are better than you; they are tough and stronger than you. Others do it because they copy it from other learners and they think it is a normal thing to do.*

The above data indicates that parents contribute to the development of learners who bully others in the school. Parents have a tendency of performing violent actions in front of learners at home and in communities. Mshengu (2005) states that witnessing of the use of physical and verbal aggression by parents towards their children may have a negative impact on children's ability to form relationships. Rigby (1996) argues that poor family functioning and especially domestic violence might promote bullying in several ways. The learners said males are very good at performing violent actions in communities. This is because males always want to play a dominant role and want to exercise their powers especially over females. Participants further explain that this makes learners believe that bullying is the proper way of behaving and of resolving any conflict they are

experiencing. The bullying expressed by boys is part of boys developing power-based social relationships (Penning, 2009).

Learners further stated that learners think that if they are bullies they become stars in the school. They are of the view that bullies want to show that they are tough and strong. In that way they will be loved and respected by their peers. Learners said bullies believe that they become famous. Actually they do become famous for bad behaving and other learners are scared of them. It appears in the study that both boys and girls are convinced cautious that violent actions in the homes perpetuate bullying in the school. Community conditions and attitudes can serve to promote or discourage bullying. Children, who grow up where violence is common, learn to settle differences by violent and aggressive means (Krige et. al., 2000).

4.6 SOCIAL IDENTITIES AND BULLYING

4.6.1 Gender and Bullying Experiences

Girls mentioned that they are easily bullied because they are weak and powerless. Boys agreed that girls are easy targets of bullying. It is easier to chase girls out of the playground than to chase other boys. Boys said they are strong, powerful, tough and better than girls. Learners said the following:

Thembi (girl aged 13): Yes, gender affects learner's experiences of bullying, example, if you are a girl you are easily bullied by boys.

Buhle (girl aged 12): If you a girl and you like playing with boys and you like playing boys' games, you will be accused that you a not a real girl, you are gay. You are a girl and you can climb trees, you are not a girl.

Nqobi (girl aged 13): *Girls are easily bullied because they are powerless .Boys are strong and powerful that is why they easily attack girls.*

Themba (boy aged 12): *It is easy to bully a girl physically because she is weak. She will not bully you back. Even if she tries as a boy you will overpower her and she will end up crying.*

The data below sets out what was said by the boys when asked if gender affects learners' experiences of bullying.

Sipho (boy aged 13): *Yes, it is easy to bully Amanda (mentioning a girl's name) because I am stronger than her and I think I am better than her because I am a boy.*

Themba (boy aged 12): *It is easy to bully a girl physically because she is weak. She will not bully you back. Even if she tries as a boy I will overpower her and she will end up cry.*

Langa (boy, aged 13): *It is easy for the boys to chase the girls from the playground. This means girls are always under boys. Once the boys arrive in the playground, girls go and look for another place to play in.*

Both boys and girls articulated that gender contributes to the experiences of bullying. Girls are easy targets of bullying because of their femininity. They are perceived by other boys to be weak, fragile and powerless. It is also evident in the study that boys always want to play dominant role over girls and girls always play a subordinate role. When girls are forced to vacate the playground, they leave the ground without argument and look for another place to play in. They cannot fight boys because boys will fight back and defeat them. It is known that boys are powerful and stronger than girls. Bhana (2005) alludes that violence in schools is exacerbated by social constructions of masculinity

and femininity. Morrell (2002) argues that violent masculinity exists in homes as well as in schools and that male dominance is a global phenomenon.

4.6.2 Age and Bullying Experiences

In this study learners explained that if you are older than other learners in class they tease you about your age. They call you a granny or grandpa. They also call you “skhotheni” meaning you were dodging school when you were young but they do not know what delayed you. Junior Phase learners are also easily bullied because they are young. They cannot fight back; they cry and run to their classes. Data below illustrates what various learners said when asked if age does affect learner’s experiences of bullying:

Thembi (girl aged 13): Sometimes you are 14 years old and you are doing grade 4 and 5 others are only 8 years old. They will always tease you about your age saying that you are a granny, what delayed you for so many years and complaining and discouraging you saying that you are wasting your time because you will not finish school. Actually they do not know what caused your delay, maybe you were sick or your parents had a problem, e.g. they did not have school fees.

Buhle (girl aged 12): If you are older than other learners in class they ask you why didn’t you finish school long time ago .They say it means you are a “skhotheni” meaning you were dodging school not knowing what delayed you ,whether you had certain sickness or you had no one to take you to school.

Themba (boy aged 12): Older ones can take the young one’s lunch or money easily and run away because there is nothing she or he can do because she is young. She or he will cry, go

back to class and report. It will be difficult to get the culprit because she or he does not know the culprit's class and it will be difficult to recognize him.

Langa (boy aged 13): *It is easy to take young ones' possessions. I once saw a big boy who is doing grade 7 grabbing a grade 2 boy's pen and running away with it. The young boy did not even see him.*

Nqobi (girl aged 13): *It is easy to kick a young boy because I am older than him. There is nothing that he can do because he is powerless.*

The above experts exposed that age has a major impact on learners' experiences of bullying. Whether they are old or young, they experience some form of bullying. They are called certain names for being older than other learners in class. They are labeled as learners who have been dodging school by other learners. A study conducted in Zambia discovered that age composition is another factor which promotes bullying. Bullying is higher in a grade which has learners who are either older or younger than others (Nabuzoka, 2003).

Young learners are bullied emotionally and physically. Both boy and girls participants argued that it is easy to bully a young learner because she or he has no power to bully back. Research conducted in South Africa indicated that age has impact on learners experiencing bullying. Victimization is found to escalate during primary school, especially in the intermediate phase, and decreases in the early years of high school (Grobler and Greeff, 2008).

4.6.3 Children's Economic Status and Bullying Experiences

Learners made many examples to indicate how their economic status contributes to their bullying experiences. They said if your house is not well built, other learners look down upon you. If there is

no television at home it is painful when you hear other learners talking about what they were watching on television. Other learners carry money to school, if you do not carry money they chase you away and say “asisadli nawe ngoba uhlale ungenamali” meaning “we do not eat with you because you do not carry money”. Boys said they like hanging around with boys who have posh cars at home but they ignore them because they do not have cars at their homes. Other learners wear expensive clothes with special names and others wear cheap clothes. It is very painful because others are good at scrutinizing other learners’ clothes. Learners make various examples to show how one’s economic status affect them, as exemplified here:

Thembi (girl aged 13): Yes, if your house is a two roomed house or a house built with mud, other learners look down upon you. They even sometimes say ‘There is nothing that you can tell us,’ maybe there is no television in your house. It feels so painful and you even blame your parents and ask yourself many questions like “Why don’t they have enough money to support us?”

Buhle (girl aged 12): If your house is built with mud and their houses are built with bricks, they always say your house is leaking and falling .They do not know how you feel about that and you know your parent’s situation. Sometimes they talk about stories from television and you do not add it becomes obvious that there is no television at home and feel sad.

Langa (boy aged 13): Sometimes when you try to hang around with the rich ones they chase you away because you have no money. “Asisadli nawe ngoba uhlale ungenamali” meaning that they will no more share their pocket money with you because you always do not bring any pocket money. Sometimes you like hanging around with those who have posh cars at home but they ignore you and you realize that you do not belong to them.

The data shows that financial status has an impact on the lives of learners, especially if the learner comes from a family or the place which other learners think it is struggling financially. Those learners who assume that they are from rich families or from better places than others treat the ones who are assumed to come from poor families badly. They assume that they are poor by checking material things such as money, cars, clothes and houses. Walter and Roberts (2006) also state that children who live in a particular section of the town and do not wear the right brand of clothing or shoes may become targets of bullying by abusive predators. Coyne and Monks (2011) explain that experiences of poverty lead to discrimination even in older people. Learners who are associated with poverty are usually ostracized by learners who are associated with richness. This makes it clear that sometimes a learner's social status (poverty or wealth) contribute to becoming either an agent or a target of bullying.

4.6.4 Children's Sexual Orientation and Bullying Experiences

In this study boys and girls expressed that gays and lesbians are called names like "sissy" by other learners. Gays are punched and kicked by other boys. Learners mentioned that girls are usually found laughing and trying to make the actions that show how gays and lesbians behave. The respondents also revealed that learners who play with learners of the opposite sex are shouted at and called names like "isitabane, sissy, tamatisi" and others. This is borne out here:

Buhle (girl aged 12): I have seen boys who were kicked and punched by other boys in my neighbour hood accusing them of being gay. "Asifune zitabane lapha" meaning they do not want gay people in their area.

Thembi (girl aged 13): Boys who do not belong to boys, who call themselves gays and girls who call themselves lesbians. They are called names like sissy by other learners.

Themba (boy aged 12): *They call me “umfazi” meaning a woman because I have big bums. Even my neighbours call me “isitabane” meaning gay because I cannot play soccer.*

Nqobi (girl aged 13): *Yes, if you are a girl who likes to play soccer. They call you “isitabane” meaning gay. You are a girl and you like climbing trees you are not a real girl.*

The data further indicates that even if people were not sure of one's sexual orientation, they make assumptions just by seeing who one hangs out with or by checking the kind of games and sports one plays and the kind of chores that one does. This is a clear example of how gender, sexual orientation, sporting games and chores that children perform are linked to complex and profound ways to exalt the dominance of heterosexual masculinities over other forms of human identities (Morojele, 2012; Renold, 2000), including feminine masculinities and homosexual femininities. As indicated, girls and boys were treated badly because they liked playing with learners of their opposite sex. This denotes that bullying was sometimes used by children to police gender and sexual boundaries. Given the negative stereotypes (Harro, 2000) associated with gays and lesbians, the data also indicate how learners used bullying to exalts what Butler (1999) calls heteronormativity within the school.

The use of derogative like “izitabane” (gays), “sisiz” (sister), and tamatizi (tomatoes) by other learners also highlight the subservience with which femininities, femaleness and girlhood were constructed in this school. These findings point to the fact that bullying was used by the learners in the school as an important mechanism of social control-mainly directed at learners who did not conform to the dominant discourses of what it means to be boys and girls (Morojele, 2011), which according to the findings of this study, did not solve being gay or lesbian.

4.7 EFFECTS OF BULLYING ON CHILDREN'S SCHOOLING EXPERIENCE

4.7.1 Effects on Children's Academic and Social Lives

Both boys and girls in this study said that they fail to focus and to concentrate on their school work because they always think about what happened to them. Others said they cry and do not listen to the teacher until the period is over. They do not finish their classwork and they are punished for not doing their work. Different learners gave various ways of how their academic life is affected by bullying. The data below exemplifies these points:

Thembi (girl aged 13): *It becomes difficult to focus and to concentrate on your work because you always think about what has happened to you.*

Buhle (girl aged 12): *You fail to focus because you always think about what has happened to you. You think that you have been humiliated.*

Nqobi (girl aged 13): *I cannot concentrate on my school work. Sometimes I cry and do not even listen to what the teacher is saying until the period is over.*

Sipho (boy aged 13): *I fail to focus and to concentrate on my school work. Sometimes I cry and forget about listening to the teacher.*

De Wet (2005) states that victims of bullying who are within the school environment have impaired concentration and decreased academic performance. Mshengu (2005) argues that victims of bullying do poorly at school and sometimes engage in bad behaviours like drinking, smoking and drug abuse.

The data shows that bullying has a negative impact on children's academic work. Children who have experienced bullying found it difficult to concentrate on their school work as they tend to spend most of their time recovering from the physical and emotional shock of the bullying experience. This leads to victims being punished for not doing their work which further stresses and traumatizes such learners, thus making schooling an unfavourable environment for them. Some boys usually spend a lot of time contemplating revenge against their bullies, which distracts their attention from the academic work. Some learners might choose to bunk school as they feel weak and powerless to withstand the perpetual abuse they have to endure on a daily basis against stronger and more powerful bullies who continue their unbecoming acts unabated.

Learners explained that they become frightened to play with other learners and they see themselves as fools and failures. They think they are not good enough. They are always scared that this will happen again. They are always afraid to go out of their homes thinking that they will come across the same situation. They said they do not talk about it because they think it is their fault that they are bullied.

The data below will exemplify this:

Nqobi (girl aged 13): *I am always scared that the perpetrators will continue with this even outside the school.*

Sipho (boy aged 13): *It does affect me. I remember one day when my mother was busy calling me but I did not hear her because I was thinking about what happened at school. She was so furious thinking that I was ignoring her.*

Langa (boy aged 13): *I am sometimes afraid of people because I think maybe it is my fault that I was bullied.*

Sipho (boy aged 13): *I feel sad, just keep quiet and I cry.*

Themba (boy aged 12): *After school I go straight home, sit on my bedroom, keep quiet, feel sad and sometimes cry.*

The data shows that the learners were demotivated and demeaned by bullying actions which they were experiencing. This was exacerbated by the fact that few of them could talk to their parents and teachers about the incidents of bullying, as the dominant discourse was that bullying was a normal way for children to grow up (Krige et al., 2000). Learners often heard their teachers and parents saying that being bullied is part of growing up and learners need to stand up for themselves and boys need to toughen up (de Wet, 2005). This resulted in bullying victims isolating themselves because they are ashamed and frightened that they will come across the same situation if they mix with other learners. Madonna et al. (2009) also notes that victims of bullying are anxious, nervous and insecure, and that this state impacts adversely on the learners' (victims) self-esteem, with isolation only making them more susceptible to being attacked by their bullies.

As for perpetrators of bullying when asked how they feel after bullying, both boys and girls said they felt so proud that they had fixed someone, as if to suggest that most learners bullied on the basis of revenge or to avenge some bullying experience they encountered elsewhere. Even though the majority claimed that they felt proud for a very short period, and became sad again when they remember the pain they have inflicted on the learners, they bullied again at some point, drawing on their experience of bullying at one stage in their schooling lives. As indicated above, some boys claimed that they committed bullying due to their peer pressure to demonstrate their masculinities, in order to avoid being ridiculed as feminine and thus gay or lesbian and not men enough.

4.8 ADDRESSING BULLYING IN THE SCHOOL: THE LEARNERS SPEAK

Learners in this study came up with many ways of addressing bullying in this school. They said the school needs to have prefects who will supervise and monitor learners during breaks. Sessions need to be organized where learners will be told about effects of bullying in the learners' lives. Learners must be taught the dangers of bullying. Motivational speakers need to be invited to the school to address all learners about importance of education and about the future of the learners. Learners must also be encouraged to report bullying incidents they have experienced or they have witnessed in school. Here are the relevant excerpts:

Buhle (girl aged 12): *The school needs to organize sessions where they talk about effects and dangers of bullying in the children's lives. The school principal must invite people from Love Life, Child-Line and parents to school to motivate, counsel, advice and encourage both victims and perpetrators to face the bullying situation positively.*

Nqobi (girl aged 13): *The school must invite experts to school to come and teach learners about dangers of bullying. Parents must be invited and be taught about bullying. Teachers must organize anti-bullying programs. Police must be invited to the school to alarm learners about dangers of bullying and its effects in their lives.*

Sipho (boy aged 13): *The school must organize motivational speakers who will come and address all learners about their future and about different careers. They must also talk about the importance of education. Teachers should organize the following people to come and teach both victims and perpetrators. Social workers and nurses must teach them correct behaviour and humanity.*

Langa (boy aged 13): *Teachers must report them to their parents and they must also involve social workers. It will be easy for learners to open up to them if they have problems. If they continue they must be expelled from school.*

Themba (boy aged 12): *The principal should organize Love Life people, social workers, people from the Department of Health to school to come and address learners about dangers and effects of bullying.*

Langa (boy aged 13): *Nurses, social workers and parents must teach and counsel both victims and perpetrators. Victims also need to be given a chance to discuss the pains that they feel when they are bullied with other learners and to let bullies know the dangers of bullying. Maybe that can stop bullies from pursuing this evil doing.*

Other learners emphasized the importance of prefects.

Thembi (girl aged 13): *School must have prefects chosen from grade 6 and grade 7 who will supervise and monitor both the Junior Phase and Senior Phase learners during breaks. This will minimise the occurrence of bullying incidents in the school.*

Themba (boy aged 12): *School must have more prefects around the school that will monitor, control and report bullying incidents because in most of the times these incidents are not reported to teachers.*

Data show that children had an idea of how to address bullying in the school. This indicated that learners are aware that bullying is a problem and it needs to be attended. Learners mentioned the different ways that can be used, and different people who can assist the school to attend to the bullying problems. As stated by Bosworth (1999), researchers who have attempted to change beliefs

supportive of violence through prevention programmes have been successful in changing these attitudes.

It becomes clear from the data that children understand that both victims and perpetrators of bullying need assistance. Among the ways which were mentioned by learners to help both perpetrators and victims are counseling, motivation and involvement of parents, which is also supported by Banks (1997), who states that parental awareness can assist to increase parental support of the programmes developed to attend bullying. This indicates that learners believe that perpetrators can change if the problem is attended to. It became clear that they are aware that bullying is a problem and it is affecting learners.

4.8.1 Supporting Victims of Bullying

Learners stated that victims need to be consoled and to be comforted so that they will feel that they are loved and they are important. They need counseling which will encourage them to continue with their school work. They need to be taught to talk about what happened to them to the people they trust. They must be told that it is important to report bullying so that it can be dealt with accordingly. This is clear in the following data:

Thembi (girl aged 13): Victims need to be comforted and be encouraged to forget about what happened. They also need to be motivated to focus on their school work so as to show bullies that they are better than them and they also need to be encouraged to report bullying to other people like teachers and parents.

Buhle (girl aged 12): They need to be motivated and be counseled that they need to focus on their studies and try to forget what has happened to them.

Nqobi (girl aged 13): *They need counseling and motivation to ignore the incidents and focus on their work. They also need to be reminded that it is important to report bullying.*

Sipho (boy aged 13): *They need to be encouraged to study and to forget about what happened. They must also be consoled and they also need sympathy.*

Themba (boy aged 12): *They need to be consoled, counseled and to be encouraged to focus on their studies. Some programmes need to be organized by the school which will help them to heal and to forget about what happened.*

These comments indicate that the school needs to have special programmes which will assist victims of bullying to overcome the experiences of bullying they have come across. It is clarified that this will help to bring back trust, pride, and confidence in victims. Counselling is one of the strategies mentioned by learners which can be used to assist victims. Krige et al. (2000) argue that counselling makes the bullied understand the problem, identify the solutions and decide on appropriate actions to take. According to learners if there are programmes which attend to victims of bullying properly, the minds of victims will stop dwelling on the problem and focus on the future. These will actually assist learners to have people they will be able to confide in. They will be able to share their experiences and their anger. Banks (1997) emphasizes the development of a bullying policy which improves the school environment and the empowerment of students through conflict resolution and peer counseling.

4.8.2 Supporting Perpetrators of Bullying

The study stipulated that perpetrators need to be taught that what they are doing is wrong. Some do not know because they grow up witnessing violent and bullying actions in their homes and in their communities. Social workers need to assist them so as to diagnose the cause of the problem:

Thembi (girl aged 13): *They need to be confronted and be told that this is wrong and it is disturbing other learners in the school. I think other learners witness bullying in their homes e.g. fathers beating mothers and shouting at them and boyfriends beating their girlfriends in front of the children. So they think it is the correct thing to do.*

Nqobi (girl aged 13): *They need special classes where they will be taught that “Ubuntu” and respect for one another is important. Teachers and police must help perpetrators. Nurses, social workers, teachers and parents must teach them.*

Langa (boy aged 13): *They need to be taught that bullying is wrong and it is hurting to other learners. Social workers, nurses and police can teach them correct behaviour.*

Sipho (boy aged 13): *I think they do not know that what they are doing is wrong. They think it is normal because they live in communities where violence is occurring daily. They see their fathers abusing and beating their mother’s. They need to be taught.*

Themba (boy aged 12): *Perpetrators need to be taught the effects of what they are doing because they do not know that it is wrong. They think it is a correct thing because they sometimes see adults bullying other adults and they think it is a normal thing to do. There are men who beat, insult and slap their wives on the roads in front of children.*

Buhle (girl aged 12): *They need to be told about dangers that they can experience if they continue with bullying. Others think it is the correct way of living. They grow up in violent communities, so they believe treating others violently is normal behavior. Some parents are also bully. They shout at children and punish them severely, sometimes for minor offences.*

Thus participants suggested various stakeholders who can be involved by the school to educate perpetrators about effects of bullying. Including stake holders will make learners realize how unacceptable bullying is in the school and in the community at large. Stein (2007) also states that schools need to involve parents, through community forums as well as in private discussions, especially if their children are involved in incidents of bullying and harassment. These points stress that ignorance is the main cause of bullying in schools. Perpetrators are not aware of the effects of bullying on victims and on them as perpetrators. Learners also emphasized that community violence also contributes to the development of perpetrators of bullying in schools. It is also mentioned that bullies think bullying is the normal solution to solve any kind of conflict. They stressed the need for educating perpetrators that bullying and violence is unacceptable and wrong and it has very negative effects in their lives and in victims. Sullivan (2000) similarly posits that it is important to focus on changing the behaviour of the perpetrator and to avoid labeling the perpetrator. This will allow the perpetrator to move out of negative roles as a way of solving conflict.

4.9 CONCLUDING REMARKS

This chapter attempted to acquire understanding of learners' experiences of bullying and examine responses of learners about their experiences of bullying and the different forms of bullying they come across in a primary school. The findings which are presented in this chapter are arranged according to the themes emerging from data collected. The themes which emerged are learners' experiences and understanding of bullying, forms of bullying which are experienced by boys and girls in the school, factors that perpetuate bullying in schools, effects of bullying on the lives of learners and strategies which could be employed to eradicate bullying in schools.

The next chapter deals with the conclusions and the implications of the study.

CHAPTER FIVE

CONCLUSION AND IMPLICATIONS OF THE STUDY

5.1 INTRODUCTION

This study aimed at examining learners' experiences of bullying in schools as is occurs in their school. Its purpose was to explore what the participants say about their experiences of bullying. Frequent experiences which were reported to be occurring in the schools and in different communities influenced the researcher to conduct this study. Bullying usually occurs in schools and this made the school an appropriate site for this investigation. These incidents are felt by learners not only at school but as well as outside the school premises like in homes and in communities where they live.

The study was guided by the following key research questions:

1. What are learners' experiences of bullying at a co-educational primary school in Durban in KwaZulu Natal?
2. What are the factors that contribute to learners' experiences of bullying?
3. What are the effects of bullying on learners' academic and social lives?
4. What are the strategies that could be employed to address bullying in the school?

These questions were addressed through a qualitative study methodology and the researcher utilised an interpretative paradigm. To collect data the researcher used semi-structured individual interviews and focus group interviews. The sample of the study consisted of ten participants, three girls and three boys for individual interviews, five boys and five girls for separate focus groups. Data was then analysed into themes. The following section discusses the summary of the study.

5.2 THE SUMMARY OF THE RESEARCH FINDINGS

The participants in this study showed that they have understanding of what the word bullying consists. Participants mentioned acts which they associate with various forms of bullying. The study discovered that bullying acts are mostly perpetrated by boys towards girls. The study also discovered that acts of bullying are also carried out by both girls and boys towards learners who are new in the school. It became evident in the study that both boys and girls sometimes do come across some form of bullying. Boys and girls engage in bullying behaviours in different ways. Boys are usually engaged in physical forms of bullying and girls are mostly engaged in indirect form or verbal form of bullying. Physical forms of bullying include punching, kicking, heating, stabbing, slapping and pinching. Verbal or indirect bullying constitutes teasing, name calling and spreading rumours.

The study raised the issue of socialisation. Boys are socialised to be dominant and girls are socialised to be subordinates. Salisbury and Jackson (1996) also states that bullying is part of being a boy. Bullying is linked to structuring of boys who are showing power and also demonstrating their masculinities (Salisbury & Jackson, 1996). Participants made it clear that victims of bullying are usually learners who are physically weak, vulnerable and young in age. This shows that the study found out that bullying is manifested in power, powerlessness, aggression, domination and oppression. According to Young (1990), oppression is the disadvantages and injustices some people suffer in everyday practices of the society. Hardiman & Jackson (1997) agree that oppression is the process where one social group exploits another for its own benefit.

The study also clarifies that the common hotspot for the occurrence of bullying is the school playground. This shows the lack of supervision of learners during breaks in the school. Some incidents are reported and some are not reported. Learners do not report because they are scared that

this will happen to them again. The sexual orientation or assumed sexual orientation of learners sometimes becomes the focus for being bullied. The study found out that there are other factors which promote bullying in the school. Those factors are media, forms of discipline administered by parents, economic status of the learner, health status as well as socialisation. The findings of this study confirm the high bullying rate in the school. The impact of this phenomenon on the learners is revealed in the study. Learners feel unsafe in the school and their confidence and their self-esteem are destroyed by bullying.

5.3 IMPLICATIONS FOR POLICY AND PRACTICE

The study revealed that bullying has a negative impact on learners in their primary school learning. Schooling needs to take place in a free and safe environment. Bullying has a social, academic and psychological impact on the lives of learners. The primary school curriculum caters for children's rights through life orientation teaching. This learning area has topics which address issues of bullying in the school. According to the South African Schools Act (1996) a school code of conduct is aimed at establishing a disciplined and purposeful school environment and this is dedicated to the improvement and maintenance of the quality of learning process. The South African Schools Act (1996) also stipulates that a learner may be suspended from school if he /she misbehave. I associate bullying with misbehaviour but the code of conduct does not specify kinds of misconduct. The study discovered that bullying persists in the school.

The study came up with the following examples of strategies which can be developed to address bullying.

1. The school needs to organise sessions where the impacts of bullying are discussed with learners.

2. Motivational speakers need to be invited to address issues of bullying with learners in the school because some learners think there is nothing which could be done about this problem. They believe it to be the correct way of living.
3. Supervision of learners during breaks was proposed by learners.
4. Learners must be taught to report bullying to both parents and teachers.
5. Social workers must be invited to the school to address learners on kinds of bullying and its impacts on their lives.
6. Prefects must also be taught how to handle bullying in the school.
7. Experts like people from love Life and the South African Police Services may also be invited to the school to talk to both perpetrators and victims of bullying about the dangers of the phenomenon.

5.4 IMPLICATIONS FOR FURTHER RESEARCH

This study focused on learners' experiences of bullying. Only learners' views about bullying were stated in this study. Educators' and parents' opinions about bullying were not researched. I think further research needs to be conducted where educators and parents will be included in the research in this site. The study was conducted in a public school situated in the township and mainly surrounded by informal settlements. If the same study could be conducted in an urban area and in a rural area, it could help to bring about comparisons of learners' experiences of bullying in various institutions and in various areas. The study was conducted in a co-educational primary school. Further studies could be conducted in single sex school and in high schools to further understanding of bullying in schools.

The research also utilised a qualitative approach which is encompassing a small scale study and it only included grade 7 learners. This means the study could not be generalised to all primary

schools. For future research a larger scale is recommended to check if this problem is widely experienced in the school and in other schools. This can help to bring on board the National South African Department of Education to attend to the problem.

5.5 CONCLUSION

The findings of this study indicated that there is a high level of bullying incidents in the school. It was also evident that both boys and girls are involved in the phenomenon as both victims and perpetrators. I am of the view that educators need to be empowered to be able to attend to bullying and to be aware of the impact of bullying on learners. Skills development programmes need to be conducted for educators. Workshops to empower educators on techniques which can assist them to handle both bullies and victims are essential. The Department of Education has a challenge of developing a bullying policy for schools since there is no one in place at the moment. Bullying has a life long damage to the victims, bullies as well as on bystanders. When I was busy with this study, a learner was killed by another learner in front of other learners in one of the primary schools in KwaZulu Natal.

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APPENDIX A

INFORMED CONSENT DOCUMENT

PINETOWN DISTRICT EDUCATION OFFICE

Dear District Officer

My name is **Eunice Christinah Mveli**. I am a student at the University of KwaZulu Natal in Edgewood campus. I humbly request your consent to conduct my masters of education study in one of the schools under your district which is Imbaliyamazulu Primary School. My address is: No. 47 Kingklip Avenue, Newlands East, Marble Ray, 4037. My phone number is 0825474813. **The title of my research is “Learner’s experiences of bullying in a primary school.”**

The aim of my study is to investigate how learners understand and make meaning of bullying. I also want to investigate strategies which could be used to eliminate bullying in schools and the effects of bullying on learners’ academic and social lives as well as factors that perpetuate bullying in schools.

For more information about my study, you may contact my supervisor, **Professor Pholoho**

Morojele who is based at the University of KwaZulu Natal on the following address:

Faculty of Education
University of KwaZulu Natal
Edgewood campus
Private Bag X03
Ashwood
3605
Tel: 0710410352
E-mail: morojele@ukzn.ac.za

I will interview and discuss issues relating to bullying in schools with learners only. These discussions will take place after school once a week for four weeks. Notes will be taken and when necessary tape recorder will be used.

There is no level of discomfort or any possible danger that I think would be involved in my study.

There are also no benefits from participating in the study. I will also ensure confidentiality and anonymity of the participants by using disguised and coded names in the report. Participation in the study is voluntary and participants are free to withdraw from the study at any time.

DECLARATION

I _____ (full name of participant) hereby confirms that I will understand the contents of this document and the nature of this research project, and will consent to participate in this study.

I am at liberty to withdraw from the study at any time should I feel like.

SIGNATURE

DATE

APPENDIX B

INFORMED CONSENT DOCUMENT

Dear Principal

My name is **Eunice Christinah Mweli**. I am a student at the University of KwaZulu Natal in Edgewood campus. I humbly request your consent to conduct my Master's research study in your school which is Imbaliyamazulu Primary School. My address is: No 47 Kingklip Avenue, Newlands East, Marble Ray, 4037. My phone no. is 0825474813. **The title of my research is "Learner's experiences of bullying in the primary school."**

The aim of my study is to investigate how learners understand and make meaning of bullying. I also want to investigate strategies which could be used to eliminate bullying in schools and the effects of bullying on learners' academic and social lives as well as factors that perpetuate bullying in schools.

For more information about my study, you may contact my supervisor, **Professor Pholoho Morojele** who is based at the University of KwaZulu Natal on the following address:

Faculty of Education
University of KwaZulu Natal
Edgewood campus
Private Bag X03
Ashwood
3605
Tel: 0710410352
Email: morojele@ukzn.ac.za

I will interview and discuss issues relating to bullying in schools with learners only. These discussions will take place after school once a week for four weeks. Notes will be taken and when necessary tape recorder will be used.

There is no level of discomfort or any possible danger that I think would be involved in my study.

There are also no benefits from participating in the study.

I will ensure confidentiality and anonymity of the participants by using disguised and coded names in the report. Participation in the study is voluntary and participants are free to withdraw from the study at any time.

DECLARATION

I _____ (full name of the principal) hereby confirms that I understand the contents of this document and the nature of this research project , and will consent to allow the researcher to conduct the study in my school.

I understand that learners are at liberty to withdraw from the study at any time

SIGNATURE

DATE

APPENDIX C

INFORMED CONSENT DOCUMENT

Dear Teacher

My name is **Eunice Christinah Mveli**. I am a student at the University of KwaZulu Natal in Edgewood campus. I humbly request your consent to conduct my master's research study in your school which is Imbaliyamazulu Primary School. My address is: No. 47 Kingklip Avenue, Newland East, Marble Ray, 4037. My phone no. is 0825474813. **The title of my research is "Learner's experiences of bullying in the primary school."**

The aim of my study is to investigate how learners understand and make meaning of bullying. I also want to investigate strategies which could be used to eliminate bullying in schools and the effects of bullying on learners' academic and social lives as well as factors that perpetuate bullying in schools.

For more information about my study, you may contact my supervisor, **Professor Pholoho Morojele** who is based at the University of KwaZulu Natal on the following address:

Faculty of Education
University of KwaZulu Natal
Edgewood campus
Private Bag X03
Ashwood
3605
Tel: 0710410352
Email: morojele@ukzn.ac.za

I will interview and discuss issues relating to bullying in schools with learners only. These discussions will take place after school once a week for four weeks. Notes will be taken and when necessary a tape recorder will be used.

There is no level of discomfort or any possible danger that I think would be involved in my study.

There are also no benefits from participating in the study.

I will ensure confidentiality and anonymity of the participants by using disguised and coded names in the report. Participation in the study is voluntary and participants are free to withdraw from the study at any time.

DECLARATION

I _____ (full name of the teacher) hereby confirms that I understand the contents of this document and the nature of this research project, and will consent to allow the researcher to conduct the study in my school.

I understand that learners are at liberty to withdraw from the study at any time

SIGNATURE

DATE

APPENDIX D

INFORMED CONSENT DOCUMENT

Dear Parent

My name is **Eunice Christinah Mweli**. I am a student at the University of KwaZulu Natal in Edgewood campus. I humbly request your consent for your child to participate in my master's study to be conducted at your child's school. My address is: No. 47 Kingklip Avenue, Newland East, Marble Ray, 4037. My phone no. is 0825474813. **The title of my study is “learner’s experiences of bullying in the primary school.”**

The aim of my study is to investigate how learners understand bullying; the effects of bullying on learners' academic and social lives and the strategies which could be used to address bullying in schools as well as factors that perpetuate bullying in schools. My phone no. is 0825474813.

For more information about my study, you may contact my supervisor, **Professor Pholoho Morojele** who is based at the University of KwaZulu Natal on the following address:

Faculty of Education
University of KwaZulu Natal
Edgewood campus
Private Bag X03
Ashwood
3605
Tel: 0710410352
E-mail: morojele@ukzn.ac.za

I will interview and discuss issues relating to bullying in schools with learners only. These discussions will take place after school once a week for four weeks. Notes will be taken and when necessary tape recorder will be used.

Your child will be requested to take part in group and individual interviews / discussions. There are no possibilities of discomfort or any possible danger that I think would be involved. This study is estimated to take four days in one month.

I will ensure confidentiality and anonymity of the participants by using disguised and coded names in the report. Participation in the study is voluntary and participants are free to withdraw from the study at any time

DECLARATION

I _____ (full name of parent) hereby confirms that I understand the contents of this document and the nature of this research project, and will consent my child to participate in this study.

My child is at liberty to withdraw from the study at any time should he/she feel like.

SIGNATURE

DATE

APPENDIX E

INFORMED CONSENT DOCUMENT

Dear Learner

My name is **Eunice Christinah Mveli**. I am a student at the University of KwaZulu Natal in Edgewood campus. I humbly request your consent for you to participate in my master's study to be conducted at your school. My address is: No 47 Kingklip Avenue, Newlands East, Marble Ray, 4037. My phone no is. 0825474813. **The title of my study is “Learner’s experience of bullying in the primary school.”**

The aim of my study is to investigate how learners understand bullying; the effects of bullying on learners’ academic and social lives and the strategies which could be used to address bullying in schools as well as factors that perpetuate bullying in school.

For more information about my study, you may contact my supervisor, **Professor Pholoho Morojele** who is based at the University of KwaZulu Natal on the following address:

Faculty of Education
University of KwaZulu Natal
Edgewood campus
Private Bag X03
Ashwood
3605
Tel: 0710410352
E-mail: morojele@ukzn.ac.za

I will interview and discuss issues relating to bullying in schools with learners only. These discussions will take place after school once a week for four weeks. Notes will be taken and when necessary tape recorder will be used.

You will be requested to take part in group and individual interviews / discussions. There are no possibilities of discomfort or any possible danger that I think would be involved. This study is estimated to take four days in one month.

I will ensure confidentiality and anonymity of the participants by using disguised and coded names in the report. Participation in the study is voluntary and you are free to withdraw from the study at any time.

DECLARATION

I _____ (full name of participant) hereby confirms that I understand the contents of this document and the nature of this research project, and will consent to participate in this study.

I am at liberty to withdraw from the study at any time should I feel like.

SIGNATURE

DATE

APPENDIX F

INFORMED CONSENT DOCUMENT

ISIZULU VERSION FOR PARENT AND LEARNER

Mzali

Igama lami ngingu Eunice **Christinah Mveli**. Ngingumfundi ofunda eNyuvesi yaKwazulu Natal Esikhungweni semfundo ephakeme i Edgewood. Ngokuzithoba okukhulu ngicela invumo yakho ukuba umntwana wakho abe inxenye yophenyo engizobe ngilwenza esikoleni lapho efunda khona. Ikheli lami lithi: No 47 Kingklip Avenue, Newlands East, Marble Ray, 4037. Inombolo yami yocingo ithi- 0825474813. **Isihloko sophenyo sithi “Izindlela abantwana abahlukumezana ngazo esikoleni.”**

Injongo yaloluphenyo ukuthola ukuthi abantwana bayazazi yini izindlela abahlukumezana ngazo, nokuthi lokhu kuhlukumezana kunamthelela muni ekufundeni nasempilweni yomfundi. Yiziphi futhi izindlela ezingasetshenziswa ukunqanda lokhu kuhlukumezeka. Yini imbangela yalokhu kuhlukumezana.

Umntwana wakho uzobuzwa yedwa aphinde abuzwe ehlangane nabanye. Loluphenyo luzothatha izinsuku ezine kuphela enyangeni eyodwa. Luzobe lwenzeka kanye ngesonto emuva kokuphuma kwesikole. Igama lomntwana wakho angeke lisetshenziswe uma sekubhalwa noma kuxoxwa naye ukuze avikeleke. Ukubamba iqhaza kuloluphenyo akuphoqiwe. Umntwana wakho angahoxa noma yinini uma ezwa engakhululekile.

Ukuthola ulwazi olunye mayelana nalolupheyo ungaxhumana nomaluleki wami **uPhrofesa**

Pholoho Morojele eNyuvesi yaKwaZulu Natali ekhelini elingezansi:

Faculty of Education
University of KwaZulu Natal
Edgewood Campus
Private Bag X03
Ashwood
3605
Tel: 0710410352
E-mail: morojele@ukzn.ac.za

Ngicela ukukwazisa ukuthi akukho lutho oluzotholwa umntwana ngokubamba iqhaza kulolu phenyo. Izimpendulo noma ingxoxo iyobhalwa phansi noma iqoshwe kwi khasethi. Uma sekuqedwe ukubhalwa ngaloluphenyo izinto ebezisetsheziwa ziyokugcinwa umeluleki endaweni ephephile iminyaka emihlanu bese ziyalahlwa ngendlela ephephile

ISIFUNGO

Mina _____ (amagama omzali aphelele) ngiyavuma ukuthi umntwana wami abambe iqhaza ophenyweni oluzobe lwenziwa esikoleni futhi ngiyaqinisekisa ukuthi ngiyaluqonda loluphenyo.

Ngiyazi ukuthi umntwana angahoxa noma nini kuloluphenyo uma ezwa engasathandi.

SAYINA

DATE

INFORMED CONSENT DOCUMENT

ISIZULU VERSION FOR LEARNER

Mfundi

Igama lami ngingu-**Eunice Christinah Mveli**. Ngingumfundi ofunda eNyuvesi yaKwazulu Natal Esikhungweni semfundo ephakeme i- Edgewood. Ngokuzithoba okukhulu ngicela imvumo yakho ukuba ube inxenye yophenyo engizobe ngilwenza esikoleni lapho ufunda khona. Ikheli lami lithi: No 47 Kingklip Avenue, Newlands East, Marble Ray, 4037. Inombolo yami yocingo ithi- 0825474813. **Isihloko sophenyo sithi “Izindlela abantwana abahlukumezana ngazo esikoleni.”**

Injongo yaloluphenyo ukuthola ukuthi abantwana bayazazi yini izindlela abahlukumezana ngazo, nokuthi lokhu kuhlukumezana kunamthelela muni ekufundeni nasempilweni yakho njengomfundi. Yiziphi futhi izindlela ezingasetshenziswa ukunqanda lokhu kuhlukumezeka. Yini imbangela yalokhu kuhlukumezana.

Kuloluphenyo uzobuzwa wedwa uphinde ubuzwe kanye nabanye abafundi. Loluphenyo luzothatha izinsuku ezine kuphela. Luzobe lwenzeka kanye ngesonto emuva kokuphuma kwesikole. Igama lakho angeke lisetshenziswe uma sekubhalwa noma kuxoxwa nawe ukuze uvikeleke. Ukubamba iqhaza kuloluphenyo akuphoqiwe. Ukhululekile ukuhoxa noma yinini uma uzwa ungakhululekile.

Ukuthola ulwazi olunye mayelana nalolupheyo ungaxhumana nomaluleki wami **uPhrofesa**

Pholoho Morojele eNyuvesi yaKwaZulu Natali ekhelini elingezansi:

Faculty of Education
University of KwaZulu Natal
Edgewood Campus
Private Bag X03
Ashwood
3605

Tel: 0710410352

E-mail: morojele@ukzn.ac.za

Ngicela ukukwazisa ukuthi akukho lutho ozoluthola ngokubamba iqhaza kulolu phenyo.

Izimpendulo noma ingxoxo iyobhalwa phansi noma iqoshwe kwi khasethi [isiqophamazwi]. Uma sekuqediwe ukubhala ngaloluphenyo izinto ebezisetsheziwa ziyokugcinwa umeluleki endaweni ephaphile iminyaka emhlanu bese ziyahlwa ngendlela ephaphile.

ISIFUNGO

Mina _____ (amagama omntwana aphelele) ngiqinisekisa ukuthi ngiyakuqonda konke okuchazwe kulencwadi futhi ngiyavuma ukubamba iqhaza kuloluphenyo. Ngियाqonda ukuthi ngikhululekile ukuyeka noma ngasiphi isikhathi uma sengifisa ukuyeka. Ngiyazi ukuthi ngingahoxa noma nini kuloluphenyo uma ngingasathandi.

SAYINA

USUKU

APPENDIX G

INDIVIDUAL INTERVIEW QUESTIONS

1. What do you understand by bullying?
2. What are your experiences of bullying?
3. Which are the areas within your school where bullying takes place?
4. Why do you think bullying takes place in these areas?
5. What are factors that you think influence bullying in your school?
6. Who are normally the perpetrators of bullying in your school?
7. Who are normally the victims of bullying in your schools?
8. Could you narrate a story where you:
 - witnessed a bullying incident within your school.
 - were told about a bullying incident within your school.
9. Explain how the following affect learners' experiences of bullying:
 - One's gender
 - One's age
 - One's economic status/ background
 - Sexual orientation
 - Please provide specific examples in each case.

10. Give examples how teachers in your school react to:

- Incidents of bullying
- Victims of bullying
- Perpetrators of bullying

11. Please explain how bullying affects the following?

- Your academic work/ life
- Your social life

12. Explain how you feel after being exposed to a bullying experience, for example:

- After being bullied
- After bullying
- After hearing about a bullying incident

13. What do you think the school needs to do to prevent bullying? Give specific examples.

14. What support do you think victims of bullying in the school require?

15. What support do you think perpetrators of bullying in the school need?

16. On question 14 and 15, please be specific on who should do what, how and why?

ISIZULU VERSION

1. Yini ukhukumezeka?

2. Yiziphi izindlela wena owake wahlukumezeka ngazo?

3. Iziphi izindawo esikoleni lapho ukuhlumezeka kwenzeka khona?
4. Ngokucabanga kwakho kwenziwayini ukuhlukumezeka kwenzeke kulezizindawo?
5. Yiziphi izinto eziyimbangela yokuhlukumezana esikoleni?
6. Ngokujwayelekile obani abajwayele ukutholokala behlukumeza abanye esikoleni?
7. Ngokujwayelekile obani abajwayele ukutholokala behlukunyezwa abanye esikoleni?
8. Ake uxoxe indaba kafushane:
 - Lapho wabona khona ukuhlukumezana abanye abafundi
 - Lapho waxoxelwa ngendaba yokuhlukumezana kwabafundi
9. Chaza ukuthi lokhu okulandelayo kunamuthelela muni ekuhlukumezekeni kwabafundi
 - ubulili bomfundi
 - iminyaka yomfundi
 - isimo sobulili bomfundi
 - isimo somnotho somfundi
10. Nikeza iziboniso zezinto ezenziwe othisha esikoleni kulaba abalandelayo
 - Abahlukumezi
 - Abahlukunyezwa
11. Chaza ukuthi ukuhlukunyezwa kukuphazamisa kanjani lokhu okulandelayo
 - Umsebenzi wakho wesikole kanye nempilo yakho
 - Impilo yakho emphakathini
 - Nikeza isibonelo
12. Chaza ukuthi uzizwa kanjani emuva kwalokhu okulandelayo
 - Ukuhlukunyezwa
 - Ukuhlukumeza

13. Ngokucabanga kwakho yini okumele yenziwe isikole ukuvikela ukuhlukumezana kwabafundi. Nikeza izibonelo
14. Ngokucabanga kwakho yiluphi usizo oludingwa abafundi abahlukunyezwa abanye esikoleni?
15. Ngokucabanga kwakho yiluphi usizo oludingwa abafundi abahlukumeza abanye esikoleni?
16. Kulemibuzo enenghla unombolo 14 no 15 chaza ukuthi obani abanganikeza lolusizo, kanjani futhi ngobani?

FOCUS GROUP INTERVIEW QUESTIONS

1. What do you understand by bullying?
2. What are your experiences of bullying?
3. Which are the areas within your school where bullying takes place?
4. Why do you think bullying takes place in these areas?
5. What are factors that you think influence bullying in your school?
6. Who are normally the perpetrators of bullying in your school?
7. Who are normally the victims of bullying in your schools?
8. Could you narrate a story where you:
 - witnessed a bullying incident within your school.
 - were told about a bullying incident within your school.

9. Explain how the following affect learners' experiences of bullying:

- One's gender
- One's age
- One's economic status/ background
- Sexual orientation

Please provide specific examples in each case.

10. Give examples how teachers in your school react to:

- Incidents of bullying
- Victims of bullying
- Perpetrators of bullying

11. Please explain how bullying affects the following?

- Your academic work/ life
- Your social life

12. Explain how you feel after being exposed to a bullying experience, for example:

- After being bullied
- After bullying
- After hearing about a bullying incident

13. What do you think the school needs to do to prevent bullying? Give specific examples.

14. What support do you think victims of bullying in the school require?

15. What support do you think perpetrators of bullying in the school need?
16. On question 14 and 15, please be specific on who should do what, how and why?

ISIZULU VERSION

1. Yini ukuhlukumezeka?
2. Yiziphi izindlela wena owake wahlukumezeka ngazo?
3. Iziphi izindawo esikoleni lapho ukuhlumezeka kwenzeka khona?
4. Ngokucabanga kwakho kwenziwayini ukuhlukumezeka kwenzeke kulezizindawo?
5. Yiziphi izinto eziyimbangela yokuhlukumezana esikoleni?
6. Ngokujwayelekile obani abajwayele ukutholokala behlukumeza abanye esikoleni?
7. Ngokujwayelekile obani abajwayele ukutholokala behlukunyezwa abanye esikoleni?
8. Ake uxoxe indaba kafushane:
 - Lapho wabona khona kuhlukumezana abanye abafundi.
 - Lapho waxoxelwa ngendaba yokuhlukumezana kwabafundi.
9. Chaza ukuthi lokhu okulandelayo kunamuthelela muni ekuhlukumezekeni kwabafundi:
 - Ubulili bomfundi.
 - Iminyaka yomfundi.
 - Isimo sobulili bomfundi.
 - Isimo somnotho somfundi.

10. Nikeza iziboniso zezinto ezenziwe othisha esikoleni kulaba abalandelayo:

- Abahlukumezi.
- Abahlukunyezwa.

11. Chaza ukuthi ukuhlukunyezwa kukuphazamisa kanjani lokhu okulandelayo:

- Umsebenzi wakho wesikole kanye nempilo yakho.
- Impilo yakho emphakathini.
- Nikeza isibonelo

12. Chaza ukuthi uzizwa kanjani emuva kwalokhu okulandelayo,

- Ukuhlukunyezwa.
- Ukuhlukumeza.

13. Ngokucabanga kwakho yini okumele yenziwe isikole ukuvikela ukuhlukumezana kwabafundi? Nikeza izibonelo.

14. Ngokucabanga kwakho yiluphi usizo oludingwa abafundi abahlukunyezwa abanye esikoleni?

15. Ngokucabanga kwakho yiluphi usizo oludingwa abafundi abahlukumeza abanye esikoleni?

16. Kulemibuzo enenhla unombolo 14 no 15 chaza ukuthi obani abanganikeza lolusizo, kanjani futhi ngobani?

APPENDIX H