

**ADDRESSING BULLYING AT A PRIMARY SCHOOL
IN THE ILEMBE DISTRICT, KWAZULU-NATAL**

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ADDRESSING BULLYING AT A PRIMARY SCHOOL IN THE ILEMBE DISTRICT, KWAZULU-NATAL

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DECLARATION

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I, David Nhlakanipho Mthembu hereby declare that the thesis herewith submitted for the Masters in Public Administration – Peacebuilding Studies at the Durban University of Technology (DUT) is my original work and that all sources used or quoted have been indicated and acknowledged by means of references. This thesis has not been previously submitted for a degree at any other university.

David Nhlakanipho Mthembu

I agree to the submission of this thesis for examination

Vijay Hamlall (PhD)

DEDICATION

THIS WORK IS DEDICATED TO MY LATE MOTHER, MRS FLORENCE MOLLY MTHEMBU FOR HER UNDIVIDED RESILIENCE, SUPPORT AND DEDICATION TOWARDS MY EDUCATION.

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God, almighty for providing me with strength and energy to complete this work.

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The principal, teachers and the KwaZulu-Natal Department of Education for allowing me to conduct this study.

The learners who participated in this study. Thank you for taking the time to participate in the study and for sharing your experiences.

My family, for their endless sacrifices and unconditional love.

ABSTRACT

School-based bullying has over the recent years become increasingly common and vicious. Schools are a microcosm of society in general. The society we inhabit has become increasingly intolerant and violent. Kruger (2013) highlighted that bullying is rife in today's school culture, with devastating consequences which negatively affect not only learners and staff, but the broader neighbourhood community, the general school climate, and the overall functioning of the school. Research, according to Kruger (2013), shows that bullying can be a precursor to aggression and, if not addressed, may lead to more serious acts of violence.

Bullying is a common problem in this school, according to the research. Boys are more likely to engage in physical bullying, such as beating, punching, and kicking, whereas girls are more likely to engage in verbal bullying, such as insulting, name calling, and spreading rumours, as well as cyber bullying.

The study discovered that these types of bullying had a physical, emotional, and psychological impact on students. Bullying was found to be influenced by gender, age, socioeconomic level, and sexuality in this school. The school playground has also been identified as a common site for bullying. Gender discourses, according to the findings, play a significant role in promoting bullying in this school, as boys attempt to exert control over girls.

The motivation of this study emanates from the need to tackle school bullying against the backdrop of violence that learners face in their school and home life. According to Childline (2019) bullying gangs often become violent gangs that are involved in crime, so schools need to respond pro-actively to bullying to prevent it becoming gangsterism. Research shows that most children believe that when they report the bullying to an educator nothing is going to be done to stop it.

The overall aim of this study was to investigate and address bullying among learners at Sund Primary School in Mandeni, iLembe District. The goals of this study was to uncover the nature of bullying that learners face, the causes and consequences of bullying at the school, the effects of bullying on learners' lives, to use participatory action research to plan and implement a programme aimed at creating a safe positive environment and to evaluate the short-term outcome of the programme.

A qualitative Participatory Action Research was used in this study. The data was gathered through semi-structured individual and focus group interviews. The study included ten boys, ten girls and three educators as participants.

This study was further aimed at contributing towards peace building and creating harmonious teaching and learning schooling environments through an ant-bullying intervention programme.

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CHAPTER 1: OVERVIEW OF THE STUDY

1.1 INTRODUCTION

This work was conducted to advance the tackling of school bullying at Sund¹ primary school in the iLembe District of KwaZulu-Natal (KZN). The research aims of this study were to uncover the nature of bullying that student's face, the causes and consequences of bullying at the school, the effects of bullying on student's lives, to use participatory action research to plan and implement a programme aimed at creating a safe positive environment and to evaluate the short-term outcome of the programme.

Participatory action research (PAR) was utilised with a purposive, nonprobability sampling of grade 7 learners. The sample was ten boys and ten girls aged between 12 and 14. Educators' participation was obtained from two females and a male senior educator who teach grade 7.

Qualitative research methods were employed in this work with the utilisation of focus group discussion schedules and interview schedules to examine factors and effects of bullying. Data collection was through individual and focus group interviews. Thematic analysis was utilised to analyse the data by identifying themes that could answer the research questions.

This study is a contribution towards peace building and creation of harmonious teaching and learning schooling environments.

¹ This is a pseudonym to protect the identity of the school.

1.2 BACKGROUND TO THE STUDY

This study examined school bullying at Sund Primary School in Mandeni which is in the iLembe District in KZN. ILembe District is one of 11 district municipalities in KZN in the Republic of South Africa, located in the north-eastern part of KwaZulu Natal.

Sund Primary School is situated in Mandeni Local Municipality on the coast of KwaZulu-Natal, approximately 100 kilometres north of eThekweni Metro and 80 kilometres south of uMhlathuze Municipality. It runs parallel to the N2 national and provincial highways, as well as the Durban-Richards Bay north-south rail route. As a result, the municipality is well-positioned to provide services to these economic centres while also profiting from them.

According to the last census, held in 2011, Mandeni was reported to have a population of 138100 (Frith 2011). Dlamini (2018) states that the Mandeni area is a hotbed of murder, rape, drugs and burglaries, adding that crime is out of control.

The school in this study is a public primary school situated in Sundumbili township, in Mandeni. Sundumbili is a township surrounded by informal settlements due to migrant labourers seeking employment in the Mandeni area. There are 24 primary schools in the Mandeni Circuit. The school in the study had approximately 320-day learners from approximately age 5 to 16 years. The feeder areas are Sundumbili township, Isithebe, Mangethe and Manda Farm. The school starts from grade R to grade 7.

This study focused on the types of bullying that took place at the school, the nature, the extent of bullying, and how the school handled this phenomenon among learners. Intervention strategies were developed and implemented to tackle bullying and to promote improved behaviour patterns, harmony and peace.

In the document Tips for Parents and Schools, Bullying in Schools (South Africa. Department of Basic Education 2015), states that bullying occurs among learners both inside and outside of school. It often occurs in all areas within the school premises, during breaks, in hallways, school grounds, classrooms and during any group activities. Bullying is usually repeated over a period of time and its manifestation can be physical, verbal or emotional. Bullying in school sometimes is administered by a group of bullies taking advantage of or isolating one victim. Bystanders often influence bullying while avoiding being the next victim (South Africa. Department of Basic

Education 2015). Victims who are bullied suffer from, among other conditions: lack of self-confidence, depression, anxiety and loneliness.

Schools have become increasingly aware of bullying as a problem that needs to be addressed. Schools draw up learner's codes of conduct, classroom rules, safety and discipline policies to combat bullying and violence. However, policy does not automatically lead to resolutions. Successful intervention strategies need commitment for a change in behaviour by learners, parents and teachers to report events of bullying and knowledge of harmony in personal space (Fried and Sosland 2011).

1.3 STATEMENT OF THE PROBLEM

Bullying in schools has become more prevalent and brutal in recent years. Schools serve as a microcosm of society. Our society has become more intolerant and violent in recent years. Bullying is rampant in today's school culture, "with disastrous results that negatively impact not only learners and staff, but also the larger neighbourhood community, the general school climate, and the entire running of the school. Bullying can be a precursor to aggression and, if not addressed, may escalate to more serious acts of violence (Kruger 2013).

Bullying can cause substantial physical, psychological, and emotional injury that can last a lifetime. Bullying can affect a child's academic performance, and in the worst cases, has resulted in children committing suicide or dropping out of school (South African Human Rights Association 2016).

The impetus for this study stems from the need to address school bullying in the context of the violence that students suffer at school and at home. "Bullying gangs get aggressive and are involved in crime," according to Childline South Africa (2019). To prevent bullying from becoming a gang-related crime, schools must take proactive measures. According to research, most youngsters feel that reporting bullying to an educator will result in nothing being done to stop it. For example, Ramphela (2018) reported that a parent tried to speak to a principal at the school about non action in protecting her child who was frightened of going to school, and Ngqakamba (2019) wrote that the family of a Monument High School Grade 10 pupil, who was seen being bullied in a widely shared video on social media, said they were not happy with the manner in which the school had handled the matter.

The overall objective of this project was to investigate and resolve bullying among learners at Sund Primary School in Mandeni, iLembe District. This project was prompted by the numerous cases of bullying incidents reported by learners in primary schools. Studies have shown that bullying adversely reflects on school discipline and directly threatens the conducive atmosphere for learning and teaching.

There have been many claims of significant bullying situations in South African schools, according to the media. According to Pijoo (2020), the number of cases arising from school bullying is more than those originating from robberies, jail fights, rape-related occurrences, and taxi-related violence, with 546 cases within a year (2019 and 2020). Bullying is the greatest problem that schools must deal with, and the rise in viral videos only serves to highlight the issue.

Jele (2020) reported that officials from the Gauteng Department of Education were expected to visit a primary school in Booyens, Pretoria, following an incident that left a 12-year-old pupil without part of one of his fingers. A 16-year-old girl was given a community-based sentence of 12 months by the KwaZulu-Natal, magistrate's court after she was convicted of assault with intent to cause grievous bodily harm (Singh 2021). Bullying affects learners negatively, directly impacting their dignity. The serious results challenge schools to embark on drastic steps to come up with intervention strategies to combat bullying among primary school learners.

1.4 LAWS IN SOUTH AFRICAN SCHOOLS

Schools follow the following legislative policies or acts:

(1) South African Schools Act No. 84 of 1996 (South Africa. Department of Basic Education 1 996)

The act states that schools are supposed to be safe and healthy environments for quality effective learning and social development of learners. The law states that public schools' governing bodies must compile a code of conduct, which the school should implement to provide set of rules regarding learner behaviour and performance. Schools should have particular procedures and consequences in place to deal with incidences of bullying. (South African Schools Act 84,1996).

(2) Children's Act 38 of 2005 (South Africa. Department of Justice 2005)

This “act” regulates on violence in schools to curb the scourge of bullying among learners. A case of bullying may be brought to court for prosecution under this law. (Children’s Act 38, 2005).

(3) Child Justice Act 75 of 2008

This act stipulates that justice for victims must be restored and offenders are liable to face criminal prosecution. (Child Justice Act 75, 2008)

(4) Protection from Harassment Act 17 of 2011

This act helps and protects the victims’ rights against bullying.

In essence the above laws help to regulate and protect learners against any form of abuse with a particular focus on eradicating bullying incidents. This study set out to highlight policy initiatives to tackle and address bullying in schools (Protection from Harassment Act 17, 2011).

1.5 THE OBJECTIVES OF THE STUDY

Schools have become a breeding ground for bullying. Bullying and harassment are not new issues that learners and schools face. In a study of school bullying, Hinduja and Patchin (2019) found that (52.3%) of learners stated that they experienced bullying at school, compared to 38.6% in 2016.

This project examined school bullying at Sund Primary School in iLembe District in KZN. The research aims of this enquiry were to uncover the nature of bullying that student’s face, the causes and consequences of bullying at the school, the effects of bullying on student’s lives, to use participatory action research to plan and implement a programme aimed at creating a safe positive environment and to evaluate the short-term outcome of the programme.

The purpose of this work was to tackle bullying experiences that learners are exposed to or encounter during their primary schooling in pursuit of their academic studies. This was to be realised through the following approaches:

- To gather information on learners’ experiences of bullying at a primary level.
- To investigate the contributing factors in bullying.
- To examine the effects and consequences of bullying on learners’ academic and social development.

- Establish effective intervention strategies to address bullying at primary schools.
- Recommend strategies to tackle bullying.

Participatory action research was utilised with a purposive, nonprobability sampling of grade seven learners. The sample was ten boys and ten girls aged between 11 and 14, two female educators and one male educator, totalling 23 participants.

1.6 OVERVIEW OF THE METHODOLOGY

This section provides a short overview of the qualitative methods used and outlines the analytical framework within which the data was examined.

1.6.1 Research Design

Fouche (2002) defines a research design as being the plan of a research study. A qualitative PAR methodology was utilised in this study. According to Dowling and Brown (2009). Participatory action research is applied to projects that seek to effect transformation. This type of design was effective in identifying the nature, causes and reasons for bullying, as well as for finding a means to correct such deviant behaviour and channel it into more positive areas.

1.6.2 Sampling Method

A convenience nonprobability sampling technique was utilised to select learners doing grade seven and educators teaching grade 7. Ten boys and ten girls aged between 12 and 14 years were selected. Two male (level one) educators and two female (level one) educators were chosen to participate in this study according to number of years teaching experience. The principal and one SMT member were also participants in this research study.

1.6.3 Measuring Instrument

This study utilised multiple methods to collect data including, interviews (small focus group discussions and face-to-face interviews) to understand and tackle bullying at Sund Primary School. The data collection was guided by an interview schedule. According to Thomas (2017), an interview schedule is a list containing organised questions to serve as a basis for interviews, in data collection.

1.6.4. RECRUITING PROCESS

Twenty learners were approached, based on teachers' observations on their behaviour in the classroom and playgrounds. The learners were chosen from grade 7, the senior phase at the school. Their ages were between 12 and 14 years.

Teachers that became participants in this study were recruited according to their gender and positions. The researcher started with teachers in the most senior positions in management cascading down to post level one teachers, until the number of participants required in the study was reached. Only managers who had been in management positions for more than three years and post level one teachers who had been teaching for more than five years were considered as participants. The researcher ensured that the sample consisted of at least two males and two female educators.

1.6.5. DATA COLLECTION METHOD

Qualitative research methods were utilised in this study. This method is both dynamic and interactive (Davies and Hughes, 2014).

The study employed individual interviews and focus group interviews to collect data. The duration of each interview was approximately 45 minutes. The focus group discussions lasted for approximately one hour. The questions in the focus group interviews were the same as those of the face-to-face interviews.

1.6.6. DATA ANALYSIS

This study utilised thematic analysis to analyse data. Maguire and Delahunt (2017) explain that thematic analysis is a process of identifying patterns or themes within qualitative data. I used interpretive thematic analysis of recognising, examining, identifying similarities and differences and thereby finding themes within the data collected.

1.6.7. VALIDITY AND RELIABILITY/TRUSTWORTHINESS

The actual area of investigation and how well the collected data covers the area is explained through validity. Validity is a measure of the truth or falsity of the data collected (Taherdoost 2016). The researcher assured the participants that all

interviews were recorded to substantiate the validity of the data. To intensify the validity of this study, the researcher used appropriate participants who were experienced practitioners in their work environment.

Thomas (2017: 144) states that reliability is the degree to which a research instrument reflects a similar result on different measurements. The results must therefore be consistent. The researcher used more than one measuring technique, namely, focus groups and interviews, to ensure reliability.

1.6.4 Ethical Considerations

The researcher established measures according to Durban University of Technology (DUT) guidelines to determine that there was protection of the participants' entitlement, by obtaining consent from all participants and abiding by DUT's ethical review process. Participants had the choice to opt out of the study at any given stage.

Consent to conduct the study was sought in writing from the principal of the school concerned, and from the KwaZulu-Natal Department of Education.

1.7 STRUCTURE OF THE THESIS

Chapter 1

This chapter presents an overview of the study.

Chapter 2

Chapter 2 reviews the global and local literature on studies of and the theoretical models used in the conceptualisation of the existence of bullying.

Chapter 3

This chapter reviews relevant literature and empirical studies on the extent and effects of bullying at primary schools. Different approaches to dealing with bullying at a primary school will also be discussed.

Chapter 4

This section focusses on the research design and research methodology. The research design is explained, including sampling procedures, measuring instruments, data collection, delimitations, limitations, validity and trustworthiness of data collected.

Chapter 5

This chapter analyses the factual exploration with focus on the research findings and results of the investigation. Data analysis, interpretation and evaluation of the research results are reflected here.

Chapter 6

This chapter describes the planning, implementation, evaluation and reflections of an anti-bullying intervention campaign involving educators, learners, stakeholders and the community that was implemented at Sund Primary School.

Chapter 7

This chapter describes the conclusions and advances of the research study. It further tables strategies and guidelines for programmes that can be implemented in schools to confront the alarming situation of bullying.

1.8 CONCLUSION

This chapter presented a general overview of the study. The context of study was explored. The problem statement and the motivation behind the inquiry were presented. This section focused on important concepts of the study which will be highlighted and expanded upon in the succeeding chapters.

CHAPTER 2: THEORETICAL MODELS

2.1 INTRODUCTION

This section presents a review of literature of hypothetical models that informed the study of bullying and violence among learners at a primary school in iLembe District.

Bullying and violence in schools has been a long-standing and recurring issue. The data show that, despite the efforts of the Department of Education and schools to address the issue, school violence is on the rise (Fishbaugh, Berkeley and Schroth 2003). Fishbaugh *et al.* (2003) wrote that both teachers and students are justified in fearing for their personal safety. The consequence of this is that the learning process is hindered by the need to deal with unruly behaviours and prevent bouts of hostility and violence.

Similarly, the Human Rights Commission (2006) discovered that the domain and context required for good learning are progressively being obliterated by the phenomena of school-based violence, which has become a global concern. Bullying episodes that occur on a daily basis in schools have a remarkable effect on teachers' concentration. Instead of focusing on effective teaching and learning, they are dealing with unjustified bullying incidents.

To broaden my understanding of bullying and violence in school contexts and settings, I looked at several theories that will inform my analysis. Below I discuss three theories that divulge assumptions about the significance of internal and external forces, behaviour that triggers or sustains interactions, and the impact of competing goals or interests. These theories are relevant to my particular study and are informative in understanding and combatting bullying and violence in school settings.

2.2 PUTNAM THEORY OF SOCIAL CAPITAL

Putnam's theory of social capital (2010, cited by Gelderblom 2018) is very pertinent for the school setting. Bullying and violence in the classroom, and receiving and retaining social capital, are important aspects in bullying's inception and persistence. Bagwell and Schmidt (2011) state that children who have been bullied have few friends

and thus low social capital. The victims' lack of social capital keeps them in their existing roles and prevents them from rising in social status.

Bullying is a complex social dynamic that has a variety of explanations. Putnam (2000) defines social capital theory as the benefits derived from social relationships, as well as the networks, norms, and social trust that enable coordination and cooperation for mutual benefit. People participate in social connections with the hope of achieving goals and thereby benefitting from the interaction, according to Putnam (2000). Friends and social standing are the best examples of social capital theory in the educational context. Evans and Smokowski (2016) and Jenkins and Fredrick (2017) expand on this by indicating that social capital theory provides a missing link and motivation for bullying behaviour.

Lin (2001) claims that social capital linkages have certain advantages, such as access to knowledge about possibilities and choices. Learners with ties to popular groups have access to strong bonds with high-status peers, forming social capital that raises their social standing and reduces their chances of being bullied and therefore socially excluded. Lin (2001), points out that having social ties with those in positions of power will help you.

This translates to the reality that being in a bully's friend zone increases the possibility of being protected from bullying. Lin (2001) amplifies this by adding that social ties provide social credentials; being socially connected increases access to resources. Access to popularity, social status and social engagements increases social credentials, and may offer protection against bullying (Lin 2001). The further benefit of social capital linkage is the reinforcement of identity and sense of self-worth. Members of a social group share similar interests and values and obtain support and affirmation (Lin 2001).

According to Evans and Smokowski (2016), social capital is best reflected in the school context by the bullying dynamic, which puts students at risk for negative emotional, behavioural, social, and educational consequences. Victims of bullying are more likely to experience anxiety, sadness, and reactive hostility. Evans and Smokowski (2016) found that the victims were less linked to their schools.

Bagwell and Schmidt (2011) noted that victims of bullying in schools have few friends and therefore low social status and thus lower social capital. Bullying has been linked to characteristics of social capital such as a bad social climate, poor communication, low trust and inclusivity, low collaboration and unfairness, and high levels of interpersonal conflict. Victims have less valuable social information and access to social gatherings.

Victims' lack of social capital prolongs their victimisation and keeps them from achieving social position. Evans and Smokowski (2011) went on to say that gaining more social capital in the form of a supportive buddy or a small group of friends, eager to aid the victim could help the victim avoid further bullying. However, victims are frequently perceived as unwanted friends due to their low social status and social awkwardness, making it difficult for them to make new friends or gain extra social capital. As a result, bullying behaviour persists unabated.

Evans and Smokowski (2015) noticed that bullies find it easier to acquire social capital and use bullying tactics to amass more social capital. Bullies exert power over weaker peers and push victims further down the social hierarchy. While bullies are usually disliked, among their own social group they are popular and receive prestige and power. This may protect bullies from becoming victims, as their peers, rally behind them. Having devoted followers increases social power and social capital. Victims, as suggested by Evans and Smokowski (2015), may turn to bullying to acquire social power, and thereby improve social status in the classroom and end their victimisation. They do this by bullying even more socially weaker victims, so as to obtain social capital.

Carney et al. (2018) conducted an empirical study involving students in grades 3-6 from two public schools in the United States and found that bullying has negative consequences on perceived school support, acceptance of diversity, and school connectedness. The study's findings supported the social capital theory of positive human ties and social effects. Anti-bullying measures at the individual, group, and school-wide levels are critical, according to the findings of this study. They also stressed the significance of increasing school support and diversity acceptance. Bullying is a stressor and a breach of trust in and of itself. Bullying prevention and

education about the origins and mechanisms of bullying are crucial steps in this direction.

The study's findings supported the social capital theory of positive human ties and social effects. This study's findings emphasised the importance of anti-bullying measures at the individual, group, and school-wide levels. They also stressed the significance of increasing school support and diversity acceptance.

2.3 SOCIAL DOMINANCE THEORY

According to Pratto and Stewart (2011), sustained inequality between groups is maintained in part by using excessive force against subordinate groups. Influence and over-arching control can be conceptualised as a power, resulting in a peer's subordination. Therefore, bullying is essentially related to dominance, as it is a strategic behaviour used to obtain powerful status among peers. This is also observed in bullying or aggressive behaviour in early childhood. Socially dominant girls tend to be more relationally aggressive than their peers in early childhood. Social institutions have a responsibility to protect children which is not contingent on their being responsible for the harm. Children's right to be protected from social injuries are just as strong as their rights to be protected from direct bodily harms (Pratto and Stewart 2011).

Junoven and Graham (2014) pose a question, why do, youths resort to any form of aggression to bully peers? There is substantial evidence suggesting that indirect forms of aggression, in particular, demand sophisticated social skills (Smith and Brain 2000), and that most bullies do not turn into violent adults because bullying behaviours are often short-lived (Broidy *et al.* 2003).

Researchers acknowledge that bullies are not necessarily lacking social skills or the ability to regulate emotions, rather there is evidence suggesting that bullies are cold and calculating, often lacking empathy (Gini *et al.* 2007) and resorting to coercive strategies to dominate and control the behaviour of peers (Ojanen, Grönroos and Salmivalli 2005). Indeed, bullies score high when asked how important it is to be visible, influential, and admired (Salmivalli, Kaukiainen and Voeten 2005).

LaFontana and Cillessen (2010) state that bullying peaks during times of social interaction and uncertainty. Status enhancement is important during early

adolescence, which coincides with the transition from elementary school to middle school.

According to Junoven and Graham (2014), bullying actions appear to be directed by social dominance motives that increase during moments of social reconfiguration linked with transitions.

Based on present information, it is difficult to say whether these transitions are primarily caused by environmental changes or by a mix of environmental and developmental changes that result in the formation of aggressive social hierarchies rapidly and effectively.

2.4 THEORY OF HUMILIATION

Leask (2013) defines humiliation as a demonstrative exercise of power against one or more people, involving a variety of features such as loss of status, rejection or exclusion, unpredictability or arbitrariness, and a personal sense of unfairness "matched by a lack of recourse for the injustice endured." Victims of humiliation are thought to experience harm to their identity and sense of self.

Empirical studies have revealed that humiliation, anger, and shame do indeed correlate as a demonstrative exercise of power against one or more people, which consistently involves a number of elements: loss of status, rejection or exclusion, randomness or arbitrariness, and a personal sense of injustice matched by the lack of any remedy for the injustice suffered. Those who have been humiliated are considered to be in anguish (Elshout, Nelissen and Beest 2016).

When approaching the phenomenon of humiliation, Lindner (2003) is surprised by the fact that humiliation is a word that is used in complex ways. It is connected with an intricate set of dynamics that entail feelings and social and societal structures.

The word humiliation has at its core *humus*, which means earth in Latin, or being put down with your face into the dust of the earth (Lindner, 2003). In a bullying and violent incident, direct or manifest violence refers to actions that involve a direct interaction with another person with the goal of causing harm (pushing, thrashing, threatening, insulting, and teasing) in order to humiliate the victim. Bullying often occurs in front of bystanders or crowds to publicly humiliate the victim.

Bullies are generally identified by their impulsivity, strong desire to dominate others, positive attitudes towards the use of violence, and lack of empathy for victims (Evans, Heriot and Friedman 2002).

2.5 RESTORATIVE JUSTICE THEORY

Walgrave (2011) explains restorative justice as being an option for doing justice after the occurrence of an offence that is primarily oriented towards repairing the individual, relational and social harm caused by the offence.

Restorative justice usually involves direct communication, often with a facilitator, between victims and offenders, often with some or full representation of the relevant affected community to provide a setting for acknowledgement of fault by the offender, restitution of some sort to the victim, including both affective apologies and material exchanges or payments, and often new mutual understandings, forgiveness, and agreed-to new undertakings for improved behaviours. In its most idealised form, there are four R's of restorative justice: repair, restore, reconcile, and reintegrate the offenders and victims to each other and to their shared community (Zehr 2002).

Once identified, the students who have been bullying meet with the restorative practitioner and other students who have been selected because they are expected to be supportive of the person who has been bullied (who is not present). Knowledge of the distress experienced by the person is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored (Hopkins and Blackwood 2011).

Bully stoppers have been assisting students, parents, teachers and principals to make sure that schools are safe and supportive places where bullying is taken seriously and not ignored. Bully stoppers use restorative practice to address bullying in schools. Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the person who has bullied

someone, and forgiveness by the person who has been bullied (Hopkins and Blackwood 2011).

Braithwaite (2002) suggests a draft for restorative justice that includes limiting and expansive standards. Limiting standards include accountability, listening respectfully, objective and equal concern for the involved parties, respect for human rights, and empowerment. Expansive standards focus on the restoration and include dignity, damaged relationships, monetary loss, freedom and peace, as well as preventing recidivism. Both the limiting and expansive standards should be considered if bullying occurs in the school setting.

2.6 CONCLUSION

The complexities of the bullying phenomenon are best understood through a number of hypotheses that help to clarify the manifestations of this social activity. Bullies frequently utilise bullying as a strategy for earning and preserving social capital, which magnifies their power to continue bullying and acquiring social capital, according to the social capital theory.

Bullies are motivated by a desire for social dominance and humiliation, which they utilise to achieve individual social dominance and disgrace. Restorative justice is a method of involving victims and offenders in the pursuit of social peace and harmony.

CHAPTER 3: LITERATURE REVIEW

3.1 INTRODUCTION

This section presents a review of literature on bullying and violence in schools so as to gain insight onto relevant bullying and violence concepts in context and how learners at a primary school are affected by these. Although bullying is associated with childhood experience, incidents have evolved to be much more than a common experience. In addition to implementing bullying prevention strategies into their existing safety plans, it is necessary for schools to also implement strategies that address the present issue at school. When schools become involved on all levels of bullying and violence prevention and intervention strategies, learners feel safer within that environment. Perception is key to aiding bullying prevention and intervention at schools. According to Eliot *et al.* (2010), when schools are actively engaged in preventing, addressing and reducing bullying, their support becomes a valuable strategy for engaging students in the prevention efforts as well.

3.2 DEFINITIONS OF BULLYING

There are many different views, perspectives and definitions of bullying. Smith and Sharp (1994) describe bullying as “the abuse of power”. Harassment and violence is perpetrated on victims repeatedly over a period. At times, it can be occasional and short-lived, or it can be regular and everlasting. Those with strength and power abuse the weaker ones physically, emotionally and verbally. It can be carried out by an individual perpetrator or by a gang. The intensity of bullying ranges from playing to vicious assault.

Bullying is a severe problem all around the world, especially among school-aged youngsters. According to Shams *et al.* (2017), bullying occurs in almost every school. The severity of the problem is frequently more than instructors and parents realise. According to international polls, between 4 and 45 percent of youngsters are bullies or victims of bullying (Shams *et al.* 2017). Bullying, according to Shaw (2012), is the most common malicious and evil form of behaviour in our classrooms.

Fried and Sosland (2011) highlight that bullying is rife at middle school when children are 11 to 14 years. Shams *et al.* (2107) report that adolescent bullying is a global problem that impacts 100 to 600 million youths each year. Rigby (2008) argues that bullying is defined as a pattern of power abuse in interpersonal relationships. Neluheni (2004) agrees with Rigby when they define bullying as deliberate, repeated cruel behaviours, words, or other behaviour against another child or children, such as name calling, threatening, or shunning.

Bullying happens when someone is frequently picked on with the intent of physically, emotionally, or socially harming them, according to the Centre for Justice and Crime Prevention and the Department of Basic Education (South Africa. Department of Basic Education 2012). Bullying generally entails a power imbalance, unlike teasing, which is usually reciprocal and takes place between equals. Bullies can be bigger, tougher, or physically stronger, or they can be well-known and powerful.

The U.S. Department of Health and Human Services (2015) define bullying as unwanted aggressive behaviour among school-aged children that involves a real or perceived power imbalance and that is repeated or has the potential to be repeated over time. In order to be considered bullying, the behaviour must be volatile and include:

- An imbalance of power: Bullying children utilise their power. Physical strength, access to embarrassing situations, and popularity can all be used to control or damage others. Even when the same persons are involved, power imbalances can shift over time and in different settings.
- Repetition: Bullying behaviours occur multiple times or have the potential to occur multiple times.

Bullying is a behaviour that involves two or more individuals, according to Greeff and Grobler (2008). Boys are more likely to be directly involved in physical bullying than girls. Direct verbal bullying affects both boys and girls in equal amounts. According to Greeff (2004), boys are more likely to be the victims of direct forms of bullying, and girls are more likely to be the victims of indirect bullying.

3.3 CAUSES OF BULLYING AND VIOLENCE

There are various and numerous causes of bullying. This section presents a general discussion of the causes of bullying without delving into an in-depth discussion of any one cause due to the broad nature and overlapping extent of bullying.

Bullying can affect any school-aged child, regardless of gender, religion, colour, or socioeconomic condition. Tattum and Lane (1989) state that bullying is premeditated and calculated rather than thoughtless or accidental. Bullying and violence is intended to do harm to the victim. Shams *et al.* (2017) state that bullying and violence in school is associated and caused by the following:

- Human factors (psychiatric disorder, pride, arrogance and jealous).
- Family factors (family violence, wrong parenting and sibling bullying).
- School factors (learner's inappropriate behaviour, discrimination against learners, teacher's behaviour and peer influence).
- Socioeconomic factors (lack of patience, neighbours influence and poverty).

Schools may present more or less possibilities for bullying depending on the nature of the school environment, the sort of school ethos prevalent, whether there is an effective school policy and consequences against bullying, and the attitudes of the primary peer groups in the school.

Gini and Pozzoli (2006) found that statistical regression on bullying scores showed that, irrespective of sex, masculine traits predicted active bullying behaviour. They further add that masculinity may be positively related with bullying behaviour. A study by Rosen and Nofziger (2018) further revealed that many bullying experiences are rooted in, or viewed via, hegemonic masculinity. Four key themes emerged from Rosen and Nofziger (2018) namely, the importance of heterosexuality, physical dominance and intimidation, acceptance and normalisation of violence, and how gender intersects with other social locations. Findings from their study offer insights into how adolescent bullying perpetuates notions of masculine dominance and gender inequalities.

Gendron, Williams and Guerra (2011) state that lack of confidence, peer pressure, students with dominant personalities, and students without teacher and staff support, are potential risk factors for bullying. Low self-esteem students use harassment at

school to feel powerful over others. When schools do not take bullying seriously, learners suffer.

Students who are afraid of being judged as inferior will try to divert attention away from the fact that they are having difficulty reading or solving a maths issue by acting out. This negative attention is sometimes directed at people who appear to perform better academically which makes the bully feel inferior.

According to Hlophe et al. (2017), victims of bullying had characteristics of being social minority, mainly learners from low socioeconomic backgrounds, labelled as fat and disabled. On the contrary, perpetrators had characteristics such as thin learners, light skin and short stature. Daley (2018) states that the exploitation of power imbalances by the bully is what makes bullying a possibility. For example, a learner hits another learner because they know there will be no retaliation, or a learner tease another for belonging to a lower socioeconomic bracket.

There seems to be no outright reason which explains why bullying occurs; learners can be bullies for numerous inexplicable reasons. Some have been victims of bullying themselves. Sometimes it can stem from anger or frustration owing to rough experiences they have gone through in the past.

3.4 NATURE AND TYPES OF BULLYING

Wildt (2019) suggests that there are direct bullying attacks (open and confrontational) and indirect bullying. The nature of bullying can be physical (hitting, shoving, stealing or damage of personal possessions) emotional and verbal (name calling, mocking, hurtful teasing, harmful remarks). Mweli (2013) states that according to extensive international research, students who watch a lot of violence on television, the internet, or in movies become more aggressive and have less sympathy, implying that watching violent media may increase bullying and violence. Children have a proclivity for mimicking, imitating, and practising what they see on television. Boys are notorious for imitating violent behaviour.

In a school situation both boys and girls are prone to bullying. Harris and Hathorn (2006) explain that boys are bullied more than girls. In boys, it is more aggressive behaviour and vicious assault. In girls, bullying is more often rumour mongering, name calling, gossip, isolation and exclusion. Gender has an influence on bullying in that

boys more often participate in direct bullying and girls are more likely to implement indirect or verbal bullying. Studies has also found that a consistent gender gap associated with differences in the prevalence and types of bullying either perpetrated or experienced. Bullying has been found to be more prevalent among boys as both perpetrators and victims (Juan et al. 2018). Fried and Sosland (2011) explain that the targets of bullying are often afraid to report the abuse for fear of retaliation.

Antiri (2016) outlines the types of bullying outlined below.

3.4.1 Physical Harassment

Physical bullying is typically the most obviously and frustrating form of bullying. The bully in this scenario employs violent methods to gain authority and control over their victims. The bully must frequently target the same victim with the goal of injuring, humiliating, or intimidating the victim. Hitting, kicking, slapping, punching, hair pulling, stealing money or things, and vandalising property are all examples of physical bullying.

3.4.2 Verbal Harassment

Verbal bullying is very visible. Bullies use talk to degrade and harm others rather than employing physical action. Threatening, demeaning, brutal teasing, name calling, and taunting are all instances of verbal bullying.

3.4.3 Aggression in Relationships

This sort of bullying is much subtler than the others. It can be overlooked for a long period by parents and teachers. The goal of the bully is to raise their own social status by manipulating, injuring, and ruining the reputation of their peer. Social aggressiveness is an example of relational aggression.

Exclusion, isolation, malicious gossiping, extortion, defamation, humiliation, and blackmailing commonly happen amongst members of particular groups.

3.4.4 Sexual Bullying

Sexual bullying is when someone continually abuses another person in a hurtful and humiliating manner because of their sexual orientation, sexual development, physical appearance, or attractiveness. This type of bullying can sometimes escalate to sexual

assault, harassment, and abuse. Vulgar gestures, crass statements, unwanted physical advances, sexual name calling, sexual blackmailing, and sexual harassment are all examples of sexual bullying.

3.4.5 Cyberbullying

Cyberbullying is a brand-new form of bullying that did not exist 20 years ago. Bullying was just a threat at school or in social situations when children were growing up before the age of technology. Technology has made it impossible for children to avoid harsh comments and threats from bullies today. It could be through instant chats, e-mails, chat rooms, or social media. Sending abusive messages or e-mails, using embarrassing images, posting hurtful stuff about someone on social media, spreading rumours or gossip, and creating bogus online profiles are all examples of cyberbullying.

3.4.6 Discriminatory Bullying

Prejudice bullying can be used as a type of attack or as a motivation for an attack. This type of bullying is prevalent among tweens and teens who are unfamiliar with people of different colours, religions, or sexual orientations, and who have learned to treat others with less respect. Bullying can take many forms, including physical, verbal, relational, and even sexual assaults. Homophobic or transgender bullying, as well as handicap or body-image bullying, are forms of biased or discriminatory bullying.

3.5 EXTENT OF BULLYING AND VIOLENCE

Hinduja and Patchin (2019) found that 52.3% of children claimed they had been bullied at school in the previous 30 days, up from 38.6% in 2016 (an increase of 35%). Furthermore, in 2019, 30.4% of children stated they had bullied others at school, compared to only 11.4% in 2016. The percentage of students who had experienced bullying at school at some point in their life did not differ (73.1% vs. 72.8%), while the number of students who stated they had bullied others at least once increased to 40.7% from 31%.

In South Africa, more than 3.2 million students are bullied each year, and more than 67% of bully victims do not seek help from educators because they do not believe it will improve their condition (Yambu 2018). According to Yambu (2018), the Western

Cape has the highest number of reported incidences of bullying, with over 18.5% of students reporting acts of abuse. Learners appear to be becoming more and more vulnerable by the day. The author also indicated that some 70% of school students skip school to avoid being tormented.

Da Costa (2019) reported that a shocking 25% of parents have reported that their child has been cyber-bullied. The author went on to indicate that a 2018 IPSOS Global Advisor study in 28 countries confirmed that South Africa was on top of the list in this form of bullying (Kubwa 2019)

Gauteng MEC for Education Panyaza Lesufi sat down with Daily Maverick to discuss his department's commitment to building 'social cohesion' in the province's learning institutions, curbing school violence and advancing township schools (Mthethwa 2019). Govender (2019) reported on a probe by the KZN Education department into the death of a 15year old Phoenix pupil who ended her life after allegedly being bullied at school.

Minister of Basic Education, Angie Motshekga during the release of the Trends in International Maths and Science Study, indicated that one area of concern in South African schools is the high level of bullying and violence prevalence. Motshekga expressed concern over bullying that impacted on both victim and perpetrator and is linked to scholastic performance (South Africa. Department of Government Communications and Information Systems 2016).

3.6 EFFECTS OF BULLYING ON LEARNERS

Bullying can affect everyone – the bully, the victim, and those who witness bullying. Numerous studies have showed that bullying and violence in schools have negative and an indefinite harmful effect on learners. In primary schools, bullying is considered a severe health issue. Both the bully and the victim may suffer unpleasant consequences. Depression, anxiety, and drug misuse are some of the bad outcomes (Shams *et al.* 2017).

Hurley (2018) states that bullying can have a number of short- and long-term consequences for both the victim and the aggressor. The psychological and societal impacts of bullying are listed below.

3.6.1 Academic Performance

Students who were rated as the most bullied did much worse academically than their peers (Hurley 2018). A UCLA research study of 2,300 students in 11 Los Angeles middle schools indicated that a high level of bullying was connected with lower grades across three years of middle school.

3.6.2 School Avoidance

Victims of bullying feel excluded and isolated. They become very reluctant to attend school. Zulu (2018) reported that another concern for parents is bullying at school. Parents are always worried about their children being bullied at school. Parents become stressed hence they are unable to protect their vulnerable children against bullies at school. Ramphele (2019) reported that learners refuse to go to school because of fear of bullying. Basically, no child should fear attending school because of bullying.

3.6.3 Social Isolation

Themba (2019) reported on a Gauteng teenager who was allegedly bullied for a week, and then committed suicide as a result. Sadly, the teenager had reported the bullying to her educators to get help. Kowalski and Limber (2013) found that learners who were bullied experienced problems in their social life, psychological effects, health, emotional wellbeing and academic work. They also proposed that bullied children are more likely than their non-bullied peers to feel anxious, have low self-esteem, suffer from depression and generally be easy targets.

3.6.4 Low Self-esteem

Jele (2020), reported that a student who lost a finger as a result of bullying had low self-esteem. Learners who were emotionally or verbally abused suffer from poor self-esteem. As a result, learners with low self-esteem are more likely to become targets of bullying.

3.6.5 Feeling of Shame

Pijoos (2019) reported that following an alleged bullying incident, a student at the elite Grey Junior School in Port Elizabeth required facial surgery. The incident occurred

during the school day, and the student was taken to the hospital. The student who allegedly assaulted him was expelled. Both the victim and the offender were embarrassed by the episode.

3.6.6 Symptoms of Depression

Hanrahan (2018) reported that a school bully allegedly used a skipping rope fashioned into a noose to hang a 10-year-old girl with a heart ailment from a tree in Perth, Australia. The student's mother said that her daughter might have died if a teacher had not saved her. She went on to claim that the child's emotional wellbeing changed dramatically as a result of the incident, and she became quiet and introverted.

A longitudinal study led by a group of Norwegian scientists investigated the long-term psychological effects of adolescents (Hurley 2018). According to the findings, all groups that engaged in bullying during adolescence had negative mental health outcomes as adults. Despite the fact that the victims had a higher level of depressive symptoms in adulthood, both groups had an elevated risk of psychiatric hospitalisation owing to mental illness.

In some cases, children who have been bullied are at danger of the following:

- Suicidal ideas, plans, or attempts
- Anxiety disorders
- Post-traumatic disorders
- General health: mental, physical and social well-being
- Destructive behaviour
- Drugs and Substance abuse
- Trust and reciprocal relationships

3.7 INTERVENTION PROGRAMMES/STRATEGIES TO COMBAT SCHOOL BULLYING

Bullying is still very common, regardless of where you are in the world. Bullying is reported by one out of every four school children in Europe and nearly one out of every two in sub-Saharan Africa (Gaffney, Farrington and Ttofi 2019). To prevent students from bullying and its possible harmful consequences, practitioners need to create effective anti-bullying policies in their schools (Gaffney 2021).

Education is aimed at raising awareness, modifying attitudes, and increasing commitment to healthy relationships and resolving bullying issues. Prevention and intervention is intended to give evidence-based action plans to prevent bullying and victimisation issues and foster healthy child connections (Tang 2017). To combat bullying and violence in schools, schools must first develop awareness programmes, then implement prevention techniques, and finally implement response programmes.

The majority of anti-bullying programmes are implemented in schools. Bullying can endanger students' physical and emotional wellbeing at school, as well as hinder their ability to learn. The greatest method to deal with bullying is to prevent it from happening in the first place. There are several things that teachers and administrators can do to make schools safer and avoid bullying. Bullying prevention measures can be sustained over time if school staff and students are trained to prevent and treat bullying. Bullying curricula and staff training are not required by the federal government. The following are some possibilities for schools to consider (Development Services Group, Inc. 2013):

- **Awareness-raising efforts:** Assemblies for students, parent meetings, or in-service training for teachers can all be used to raise awareness of the problem of bullying. While raising awareness is necessary, it is not enough to change cultural norms and bullying practices.
- **School exclusion:** These initiatives include measures such as zero tolerance or three strikes and you're gone. When a pupil is identified as a bully, he or she is expelled from school. According to research, school exclusion measures do not work: they can reduce incident reporting because the consequences are so severe, and they negatively affect adolescents, who need pro-social activity at school through suspension or expulsion.
- **Therapeutic treatment for bullies:** This strategy could include anger management workshops or efforts to improve self-esteem and empathy. Again, because these initiatives are founded on incorrect assumptions about the motivational factors for most bullies, they are unlikely to effectively address the problem of bullying. Furthermore, grouping bullies for therapy may worsen behaviour since students' reward antisocial and bullying behaviour.

- **Mediation and conflict resolution:** These programmes are frequently used to assist school workers in dealing with aggressive and violent behaviour among students. When utilised to handle bullying situations, however, these types of programmes might backfire since they imply that both the aggressor and the victim are at fault. Furthermore, these interactions may make the target more vulnerable.
- **Curricular approaches:** Numerous curricula for use in schools have been produced. In general, these programmes aim to explain bullying and its consequences, teach skills for preventing or intervening in bullying, and foster social cohesion among students. Many of these initiatives have been studied, and some have been found to improve intended outcomes.
- **Comprehensive approaches:** One example of such an approach is classroom-based programming. By engaging the entire school community, they seek to improve the school climate and norms. They understand the value of a long-term commitment to bullying prevention, but they often do it as part of a bigger violence prevention effort. These tactics must be adjusted to a school's or community's individual needs; simply implementing a premade programme rarely succeeds.

3.7.1 South African General Legislative and Policy Context

Bullying may violate a number of constitutional rights, but this study will concentrate on only a handful of them. Because there is so much information on the many fundamental rights, just the most relevant ones will be addressed briefly here. Several rules derived from the Bill of Rights in Chapter 2 of the Constitution of the Republic of South Africa (South Africa 1996) govern South African schools.

The victim's right to equality is the first right that is frequently infringed. According to the Constitution, everyone in South Africa has the right to basic education, dignity, equality, security, and freedom. Chapter 12 of the Constitution guarantees protection from assault, torture, and inhumane treatment. This section obviously includes the protection of students against bullying and violence. Every person has the right to govern their own body. It is crucial to remember that Section 12 protects people's mental health as well as their bodily health. This implies that children are protected from bullying, social exclusion, and other non-physical forms of bullying under the Constitution. As a result, it is clear that section 12 of the Constitution, which

guarantees the right to personal liberty and security, is intimately tied to the bullying phenomenon.

In a bullying incident, the victim's dignity is also in jeopardy. Human dignity is both a constitutional value and a constitutional right, and underlies a person's uniqueness and value. When the ultimate objective of bullying (showcasing power, intimidation, causing physical/emotional hurt, and humiliation) is analysed in detail, it is clear that the victim's dignity has been harmed (Laas and Boezaart 2014).

The right to privacy is tied to one's identity, which influences one's sense of self and, as a result, one's dignity. During a bullying episode, a learner's right to privacy can be violated in a variety of ways: for example, if the bully has access to the victim's cell phone or personal diary and becomes familiar with sensitive information, this is deemed an invasion of privacy.

Bullying and violence in schools is against the constitutional rights of learners. The National Education Policy Act 27 of 1996 and South African Schools Act No. 84 (South Africa. Department of Basic Education 1996) are aimed at ensuring that all learners have access to quality education without discrimination. The South African Schools Act, under section 10, bans the use of corporal punishment in schools upholding of the rights of learners in combatting any form of violence and assault in schools. Schools are directed to have a School Safety Committee that will draft the school's Learners Code of Conduct, Bullying and Violence Awareness Programmes and Bullying Prevention Plans to combat bullying and violence.

To fight bullying in schools, the Centre for Justice and Crime Prevention and the Department of Basic Education published the School Safety Framework (South Africa. Department of Basic Education 2012). The workbook's overall purpose is to provide information and techniques for dealing with bullying in schools as well as a whole-school approach to safety. It recognises, as do other School Safety Framework materials, that schools are part of larger communities; addressing bullying necessitates a multi-pronged, holistic approach that creates an enabling policy environment, encourages respect for human rights, and involves a variety of actors both inside and outside the school.

Bullying prevention measures are provided by the KZN Department of Education (2019). These ensure that an adult is aware of what is going on at school, enforcing anti-bullying rules as part of the Code of Conduct for students, and acknowledging that bullying can occur at any level of the school. Furthermore, the KZN Department of Education (2019) suggests that schools stress care, respect, and safety. Aggressive behaviour should be met with regular and rapid repercussions in schools.

The Western Cape Department of Education (WCED) has provided guidelines on learner discipline and school management (Western Cape Department of Education, 2019). Schools must draft and adopt codes of conduct and intervene appropriately to assist the victims and the culprits. Education Districts in the WCED provide training and support on disciplinary issues to the school within the province. Teachers are given the following guidelines to prevent bullying:

- Guidelines for appropriate behaviour.
- Formulate class rules.
- Bullies must be held accountable.
- Do not focus on punishment, rather focus on changing behaviour.

The WCED (2019) states that districts that have implemented the guidelines report a reduction in school bullying. The report further indicated intervention as part of broader support on disciplinary issues, has seen positive results.

The following are guidelines approaches to prevent and tackle bullying and violence in schools:

3.7.2 Define Bullying Context

Teaching children's rights is a pedagogical empirical process of helping youngsters comprehend the deeper meaning of rights and their role in protecting peaceful human relations. (United Nations, 2016)

Creating a thorough definition of bullying will help to direct strategies to assess and address bullying. It is critical that the definition of bullying recognises the various types of bullying. Successful policies properly express the school's own definition of bullying to students, parents, and staff. Bullying must be addressed quickly to avoid it escalating. This is accomplished by intervening early and recognising that minor disturbance and offence can have a large impact.

Setting clear standards about what is and is not acceptable early on can help prevent the perpetrator's behaviour from escalating (Pemberton 2017).

3.7.3 Assess What is Happening

Assess the extent and nature of bullying in the school using educator and learner surveys. The WHO, WHAT, WHEN, and WHERE, WHY, and HOW should be the centre of the evaluation. Other methods such as interviews, hotspot mapping, and teacher ratings of student behaviour, can be used to enhance the School Safety Framework survey to generate a more complete picture of what's going on.

To attain policy objectives, policymakers and implementers must first comprehend the scope and nature of bullying in South African schools in order to allocate resources and develop interventions to minimise bullying. Because of the various socioeconomic circumstances in which schools function across the country, it is necessary to comprehend the scope and character of bullying in various school types (Juan *et al.* 2018).

3.7.4 Establish or Strengthen Institutions to Coordinate Activities

According to Menesini and Salmivalli (2017), whole-school programmes to combat bullying are frequently beneficial. Their outcomes vary, but some programmes have a persistent beneficial impact while others have little or no evidence of effectiveness. Programmes should be intensive and long-term, and they should be carried out consistently. Bullying prevention programmes should be incorporated into the school safety committee's activities. Creating a learner advisory group can also help to raise awareness about bullying prevention and intervention among its members.

3.7.5 Establishment of Rules and Policies

Many educators believe anti-bullying policies are beneficial than ineffective. While several studies have found a correlation between the presence or quality of regulations and lower rates of bullying among children, others have found no link (Hall 2017). In consultation with the School Safety Committee, teachers, support staff, representative learner committees, and students, schools should create basic, explicit bullying guidelines.

To ensure widespread understanding of the policy's existence and major components, it should be formally introduced to all learners, instructors, and parents. Furthermore, if students, parents, and staff are aware of the school's bullying regulations as well as how to report bullying, they will feel safer and more confident in their approach to the problem (Pemberton 2017).

The policy's implementation would involve continuing promotion, support, and commitment from all staff, students, and parents, ensuring that the school's Code of Conduct specifically targets bullying and/or establishes particular anti-bullying policies. Roles and responsibilities, staff processes, how instructors and students can report bullying, reaction protocols, and punishments for bullies should all be clearly stated in all guidelines. Learners must understand that they must not only refrain from bullying, but actively intervene to prevent and/or report bullying. Every school's safety strategy should include bullying prevention and intervention. Learners should never physically intervene in any circumstance where their safety is threatened. They should instead make it their goal to report events

3.7.6 Provide Ongoing Training on Bullying Prevention

Schools can employ a number of prevention techniques, the first of which is to train school administration, teachers, and staff on how to respond to bullying situations at their school. According to Veenstra *et al.* (2014), teachers who show an interest in bullying prevention measures are effective instruments in reducing bullying. When teachers and students collaborate, bullying behaviours are reduced, according to the study. Anti-bullying policies and procedures included into school safety plans can help victims of bullying feel safe at school and confident that their educational system will protect them from bullies if necessary. Provide bullying prevention and intervention training to school administrators, teaching and non-teaching personnel, and other school role-players.

Providing regular training for new and existing staff to keep bullying in the spotlight ensures that interventions stay up to date with innovations in anti-bullying practice.

3.7.7 Increase Supervision in Hot Spots Where Bullying Occurs

When bullying occurs in the classroom, learners are more vulnerable. In an unstructured, free-range, weakly supervised playground, however, the likelihood of

adult intervention in bullying interactions may be lower. Furthermore, teachers are not always aware of bullying when it occurs. Bullying thrives in places where there are no adults present (Berkowitz 2014). Adults must be present in designated bullying hotspots such as hallways, bathrooms, and toilets, as well as secluded playground areas. Class monitors during breaks can also be trained to keep an eye on these regions

3.7.8 Deal Appropriately with Bullying

Teachers' responses to bullying occurrences, according to Yoon and Bauman (2014), reflect the greater context of classroom management and environment and serve as socialisation experiences for potential perpetrators and victims, impacting future behaviour and hence social and emotional adjustment.

Educators are responsible for minor or one-time incidents, as well as problematic learner behaviour and relationships. More significant instances should be reported to the principal, who will take appropriate action. Following the report of an event, the principal should:

- Inform both parents or caregivers of the incident and call a meeting to discuss the incident and the next steps.
- Determine the appropriate intervention and sanctions.
- Update the School Governing Body (SGB) as needed.
- Provide the victim with the necessary help and support, including referrals to counselling or other services as needed.
- Focus on the learner's involvement to ensure participation
- Keep a record of the incident to aid in future monitoring and action.

Bullying occurrences should be handled consistently and appropriately.

3.7.9 Focus Class Time on Bullying Prevention

Class attendance by teachers can be implemented to discuss the causes of bullying. Setting aside class time and lesson themes to discuss bullying can prevent bullying behaviours. Anti-bullying themes and messages should be integrated throughout the school curriculum. Explaining to learners about race, culture, religion, gender,

adoption and the care system can all help to reduce perceived differences between learners.

3.7.10 Monitor and Evaluate Interventions

The amount of research on anti-bullying treatments is enormous, with multiple scientifically evaluated school-based programmes (Menesini and Salmivalli 2017). It should be remembered that some programmes do not have positive results, that some have never been studied, and that some have performed so poorly that no conclusions about their usefulness can be derived. Policies and interventions should be reviewed and amended on a regular basis to ensure that they remain successful and relevant to the school and its students. All members of the school community should be involved in the review processes, just as they should be in the drafting of policies and interventions. The assessments conducted will provide a baseline against which changes can be monitored.

3.8 CONCLUSION

Bullying and violence are not new problems in schools. Bullying is an issue because both the victim and the perpetrator lack proper social skills. More commitment from the school, participation from instructors and students, and community engagement are all needed to prevent aggressive behaviour.

From a young age, most learners are not taught important social skills at home. Children who are exposed to and taught these approaches at a young age are more likely to develop excellent behavioural skills and learn how to create relationships without violence. Implementing social skills programmes in addition to existing bullying and violence prevention initiatives in schools will help to modify and mould the culture of the setting into a conducive, safe teaching and learning environment.

CHAPTER 4: METHODOLOGY

4.1 INTRODUCTION

The research design and methodology of this study are the subject of this chapter. The goal of this section was to explain the methodologies used when conducting research on bullying and violence at a primary school in the iLembe District, including data collection techniques, study sample, empirical research procedures, and action research.

4.2 RESEARCH DESIGN

A study design provides a framework for planning the research questions, says McCombes (2021), including the type of data the researcher requires, the research's location and timeline, the participants and sources, the variable and hypothesis (if applicable), and finally the data collection methods. The research design determines the project's parameters. It specifies what will be included and what will not. It also explains the standards through which the researcher assesses the findings and derives conclusions.

According to Fouche (2002) a research design is the plan or blueprint of a research study. This includes who, what, where, when, and how. Research design, according to Sileywe (2019), is the path that researchers must take in order to conduct research. It shows how researchers formulate their problem and objectives, as well as how they present their findings based on data gathered throughout the study period. The research design's goal is to provide an appropriate framework for a study.

This study used a qualitative technique to gather information about students' experiences with bullying and violence at school. This method is dynamic as well as interactive (Davies and Hughes, 2014). The qualitative method is used to gather in-depth information about a certain issue. This method assumes that a single individual represents a collection of feelings and emotions that are equally significant to analyse (Rahi 2017). According to Maree (2014), qualitative research involves interacting with and observing participants in their natural surroundings. In this study, the researcher

observed and engaged with participants at their school, which is where bullying and violence occurs.

The qualitative PAR methodology was utilised in this study. According to Tripp (2005), PAR is applied to projects that seek to effect transformation. This type of paradigm was effective in identifying the nature, causes and reasons for bullying, as well as for finding a means to correct such deviant behaviour and channel it into more positive acceptable values in relationships.

4.2.1 Research Paradigm

The interpretative paradigm will be used in this study. According to Maree (2014), an interpretive researcher gains an empathetic interpretation of everyday people's lived experiences. Furthermore, the interpretive paradigm and qualitative participatory action technique enable for the voice, concerns, and practices of research participants to be heard. Observation and interpretation are the foundations of interpretive paradigms. The Interpretive Paradigm, according to Thomas (2017), is centered on knowledge being everywhere and socially created. He goes on to say that the knower's personal value stance is taken into account during the process.

4.2.2 Participatory Action Research

According to MacDonald (2012) PAR is a qualitative research technique that requires more study and thought (2012). PAR is a democratic, equitable, liberating, and life-enhancing qualitative investigation that varies from other qualitative methodologies. PAR reveals qualitative aspects of an individual's feelings, views, and patterns without the researcher's influence or manipulation. Throughout the study, the participant is active in making informed decisions with the primary purpose of achieving social change; the ultimate goal is a specific action (or acts).

Participatory research approaches are aimed at organising and conducting the research process alongside the persons whose lives and meaningful behaviours are being studied. As a result, the inquiry's goal and research questions emerge from the convergence of the two parties who both profit from the research process (Bergold and Thomas 2017).

Everyday practices, which have long been a focus of investigation, bring their own point of view, namely, how people deal with the existential issues of everyday existence. Co-researchers can use the participatory research process to take a cognitive step back from typical routines, forms of contact, and power dynamics, in order to fundamentally examine and reconsider conventional interpretations of events and solution. However, agreeing to do participatory research does not automatically result in the confluence of scientific and practical perspectives. Rather, when two spheres of action—science and practice—meet, interact, and acquire an understanding for one another, it is a highly complex process. The majority of action research projects use a systematic, iterative methodology that focuses on problem identification, action planning, execution, assessment, and reflection.

The steps of PAR in this particular study are outlined below (as per Tripp 2005)

- Problem identification: Identification of the nature and extent of bullying and consequences.
- Planning: The plan on how to address bullying at school, including who will be participants in the research action, time frames and including methods that will be utilised. The plan includes collection and analysis about the problem.
- Action: Implementation of the plans through activities that are planned to be undertaken. Participants become engaged in a systemic approach that assists in articulating the developed strategies to deal with the problem of bullying at school.
- Reflection: Reflecting on the outcomes of the project of addressing school bullying. This involves reflecting on strengths and weaknesses of the action research and learning from the experiences of the process.

4.3 POPULATION AND SAMPLE

According to Omona (2013), sampling is important in any qualitative study because it entails sample size and design difficulties. These considerations can help qualitative researchers determine sample sizes and sample designs that are most consistent with their research goals. The term "sampling" refers to all forms of study and research procedures. Unfortunately, sampling has received less attention in qualitative research. According to Onwuegbuzie (2003), qualitative researchers make inferences

from a sample of words to each respondent's truth space while doing theme analyses on data from interviews and focus group discussions.

Onwuegbuzie and Leech (2007) point out that if the sample of words obtained is not representative of each respondent's whole truth space, then the sampling error associated with the researcher generalising the sample of words will be substantial. Thus, in circumstances when the goal of the qualitative study is to generalise the findings, the sample size and sampling design used are both critical. For this reason, sampling should be considered in all qualitative investigations, regardless of the research goal. Interestingly, this is not always the case; in many research papers, sample sizes are typically chosen arbitrarily, with little or no explanation offered for the sampling strategy used.

A research population is a big group of people who are the subject of an investigation. According to Thomas (2017), a population refers to the entire number of people that could be involved in a study on a given issue. The participants in this study were students and teachers from Sund Primary School in the iLembe District. Sund Primary School has about 320 students aged 5 to 16 and 24 educators.

The target population is the set of people to whom we want our research results to apply, and the study population is the persons who fulfil our operational definition of the target population (Vonk 2017). The individuals of the study population from whom we collect data are known as the research sample.

The target population was grade 7 learners, boys and girls aged between 12- and 14-years, that attended Sund Primary School. Three post level 1 educators were included in the sample.

4.4 SAMPLING METHOD

According to Maxfield and Babbie (2014), sampling is a technique for picking a subset of a population to represent the full population. As a result, a sample is a representative portion of the population. A nonprobability sampling technique was applied with purpose.

Randomisation is not important in selecting a sample from the population of interest in nonprobability sampling, according to Etikan, Musa and Alkassim (2016). Instead,

subjective methods are used to choose which items should be included in a sample. Nonprobability sampling is a sampling strategy in which samples are collected in a way that does not ensure that all participants or units in a population have an equal chance of being included. As a result, the researcher has the freedom to choose the sample based on his or her own judgement. There are other nonprobability sampling methods, but the researcher in this study chose convenience sampling, since volunteers were readily available, quick to obtain, and this was an inexpensive method.

In every type of research, according to Etikan, Musa and Alkassim (2016), using the entire population would be ideal, but in most circumstances, because the population is almost finite, it is not possible to include every subject. Most researchers use sample approaches like convenience for this reason. They define convenience sampling (also known as haphazard sampling or accidental sampling) as a nonprobability or non-random sampling method in which members of the target population who meet certain practical criteria, such as accessibility, geographical proximity, availability at a specific time, or willingness to participate, are included in the study.,

To understand bullying from a learner's perspective and experience, 20 learners from grade 7 aged between 12 and 14 years were chosen to participate in this study. Grade 7 was chosen because they are the senior grade in a primary school. The researcher assumed that senior grade 7 class would provide rich and useful data for this study. This study also aimed to understand the gendered dynamics of bullying. For this reason, ten boys and ten girls were identified as participants. Educators' participation was obtained from two females and a male senior educator who teach grade 7. The total number of participants was 23.

4.5 MEASURING INSTRUMENT

According to Denzin and Lincoln (2012), a measuring instrument in a research study is the general term that researchers use for measuring devices which may include: surveys; tests; questionnaires, etc. Research instruments, they add, fall into two broad categories, either researcher completed (administered by researcher) or subject completed (completed by participants).

To investigate and combat bullying at Sund Primary School, this study used a variety of data collection methods, including interviews (small focus group talks and face-to-face interviews). The data collection was guided by an interview schedule. According to Thomas (2017), an interview schedule is essentially a list including a series of structuring questions that have been developed to aid interviewees, researchers, and investigators in gathering information and data on a given topic or issue. The advantage of interview schedules is that it facilitates and makes for a smoother interview. It also increases the ability to accurately collect data. In addition, the method allows customisation so that researchers can get more information since they can ask follow-up queries for clarification. The response rate is also far higher.

4.6 RECRUITING PROCESS

The 20 that were interviewed were identified from teachers' observation of conflict situations in the classroom and the playground and any other area within the school. They were divided into ten boys and ten girls to balance the gender. The teachers identified those learners who diffused the conflict peacefully and those that fostered violent reactions. The learners were selected from the senior phase, grade 7, ages between 12 and 14 years.

The teachers who became participants in this study were recruited according to their gender and positions. The researcher started with teachers in the most senior positions in management cascading down to post level 1 teachers, until the number of participants required in the study was reached. Only teachers who had been in management positions for more than three years and post level 1 teachers who had been teaching for more than five years were considered to become participants. The researcher ensured that the sample consisted of at least one male and two female educators (see Table 4.1 and Table 4.2).

Table 4.1: Details of learners interviewed

Learner	Gender	Description	Grade	Age
Nathi	Male	Nathi stays with his uncle and aunt in an informal settlement in Mandeni. His parents are both deceased. He likes playing soccer.	7	14
Sibusiso	Male	Sibusiso lives with both her parents at Sundumbili Township, BB section. He has	7	13

		three siblings. He likes playing soccer.		
Mike	Male	Mike lives with his single mother and one sister at Sundumbili Township. He likes riding bicycles and PlayStation.	7	12
Musa	Male	Musa lives in an orphanage home at Ikhwezi Welfare Organisation. He does not know his parents. He likes drawing weird pictures.	7	12
Lindani	Male	Lindani lives with both his parents and two sisters at Sundumbili township. He is a talkative boy and likes teasing others.	7	14
Eugene	Male	Eugene lives in a suburb in Mandeni. His parents bring him to school by car. He is fluent in English and likes watching movies.	7	13
Ndumo	Male	Ndumo lives with both his parents and four siblings at Sundumbili township. He is a bubbling kid. He likes PlayStation.	7	12
Sam	Male	Sam is the only child living with his single mother at Sundumbili township. He likes playing soccer.	7	12
Jimmy	Male	Jimmy lives at Sundumbili township, BB section with his three sisters and his mother. His father works in Durban, studying to be a doctor. Jimmy is very humble, but shy.	7	13
Ben	Male	Ben lives at an informal settlement called Manda Farm near Sundumbili township. He lives with his unemployed mother. He is quiet most of the time.	7	12
Lusanda	Female	Lusanda lives with both her parents and two siblings at Sundumbili township. She likes baking.	7	13
Anele	Female	Lives with her father. Her mother died in 2018. They live in a suburb in Mandeni. She is a shy girl. She likes cooking.	7	12
Linda	Female	Linda lives with her mother and her brother in an RDP house in the area called Isithebe. She likes singing and listening to music.	7	12

Mandisa	Female	She lives with her single mother in an informal settlement called Majuba near Sundumbili township. Her mother is a domestic worker.	7	13
Ayanda	Female	Ayanda lives with both her parents and three siblings at Sundumbili township. She likes dancing and singing.	7	12
Zama	Female	Zama lives with her grandmother and brother in an informal settlement called Skhalambazo near Sundumbili township. She likes writing poems.	7	14
Amahle	Female	Amahle lives with her aunt with two boys in an informal settlement called Deda near Sundumbili township. She likes dancing and singing.	7	14
Zethu	Female	Zethu lives with her single mother and her twin brother at Sundumbili township. Their father died in 2017. She is a humble and shy girl who likes going to church.	7	13
Mpume	Female	Mpume lives with her grandmother and four other children whose parents died. She likes studying.	7	12
Thandeka	Female	She lives with both her parents and three siblings in an informal settlement called Duduza near Sundumbili township. She likes going to church.	7	12

Table 4.2: Profile of teachers interviewed

Teacher	MALE/FEMALE	DETAILS	FIELD	YEARS SERVICE	OF
Ms Cele	Female	Ms Cele resides at Sundumbili township. She has been teaching in senior phase for the past 6 years. She is a diligent and a committed teacher.	English, Natural Sciences	12 years	

Mr Zulu	Male	Mr Zulu resides at Sundumbili township. He is a senior educator. He is currently teaching in the GET phase. Chairperson LTSM.	Mathematics, Economic and Management Sciences	21 years
Miss Mhlongo	Female	Ms Mhlongo resides at Mandeni suburb. Teacher in GET. She is the secretary of Continued Professional teacher Development Team (CPTD).	IsiZulu, Life Orientation	12 years

4.7 DATA COLLECTION METHOD

Rahi (2017) indicated that research strategy is a process of collecting and interpreting data with a clear objective.

The data was collected through individual and focus group interviews. The face-to-face interviews and focus group discussions were conducted with strict adherence to the Standard Operating Procedures with regard to the COVID-19 pandemic. Before any of the interviews were conducted the participant's temperature was taken and recorded. The participant was required to complete the questionnaire in terms of COVID-19 symptoms. If the participant had a high temperature or displayed any of the COVID-19 symptoms, then the participant was advised to visit a health practitioner for medical assistance.

Before entering the interview venue participants were required to sanitize their hands. No one was allowed into the interview venue without using a mask that covered both the mouth and nose. During the interviews, social distancing was maintained at all times. The interviewer and participants were seated with a distance of 1.5 metres between them.

4.7.1 Individual Interviews

Individual interviews, according to Ryan, Coughlan and Cronin (2013), are a valuable means of acquiring insight into people's perspectives, understanding, and experiences of a particular phenomenon and can help with in-depth data collecting. In this study, structured interviews were conducted, in which participants were asked a series of pre-set questions.

The researcher first conducted all the learners' individual semi-structured interviews using a departmental office, at school, as the venue. This was followed by educators and school management team participants. This office was used to avoid distraction while considering terms of confidentiality. Adams (2015) states that semi-structured interviews conducted conversationally with one respondent at a time, employs a blend of closed and open-ended questions, often accompanied by follow-up why or how questions. According to Adams (2015), a reasonable maximum length for a semi-structured interview is roughly an hour in order to maximise weariness of both the interviewer and the respondent. Each interview lasted around 45 minutes.

Building rapport and establishing comfortable interactions in the qualitative interview situation is very important and is preferably done well in advance of the interview, but also during interview itself (McGrath, Palmgren and Liljedahl 2018). I used and adopted layperson's language where possible and avoided using esoteric jargon in the research interview questions. The interviews were recorded using a Dictaphone for data transcription later.

I was ready to deal with unexpected feelings. Bullying and violence made many feel uneasy, especially regarding the victims. Many themes may elicit unsettling emotions in the interviewee, according to Varpio and McCarthy (2018), hence the interviewer must be sensitive to the interviewee's reactions when sharing experience on specific issues. Sometimes interviewees can handle their emotions on their own, but other times the interviewer will need to intervene to safeguard the interviewee.

A few respondents showed deeply rooted emotions related to having been bullied, hence they were victims of bullying and violence. I listened calmly to them and offered comfort and support by telling them that it was not their fault that they were victims of

bullying. I emphasised that it was the bully that behaved wrongly, and I informed them that we would try together to figure out the bullying and violence phenomenon.

4.7.2 Focus Group Interviews

Focus groups are established techniques for data collection spanning qualitative, mixed method, and quantitative methodologies (Pearson and Vosler 2016). Focus groups offer a realistic, time and cost-effective technique for comprehensive data collection (Kress and Shoffner 2007).

Four separate focus groups interviews were conducted. There were two groups of girls only and boys only, each comprising five participants. The single gender groups were selected purposefully because at a primary school boys and girls do not mix freely or get along easily without tensions. Boys or girls at some point become shy or timid to express themselves in the presence of the opposite gender. I separated boys and girls to ensure open, free and focused discussion on each gender's experience regarding bullying and violence.

Focus groups were scheduled to take place at school immediately after formal schooling periods. I facilitated and conducted interviews according to the structured interview guide. Each focus group interview lasted about 45 to 50 minutes and participants responded over and above their responses during individual interviews. Even the timid, shy and introverted participants became motivated and encouraged when they expressed themselves freely.

Educators and school management team formed a group on their own, of six participants. According to Kamberelis and Dimitriadis (2014), a focus group usually consists of six to ten subjects led by a moderator. The questions in the focus group interviews were like that of the face-to-face interviews. The questions were the same for the learner and educator groups.

4.8 DATA ANALYSIS

Data analysis is the process of inspecting, rearranging, modifying and transforming data to extract useful information from it. It is important to make sure that data analysing is done in a responsible way (Chapman 2018).

One of the main difficulties with qualitative research is that it very rapidly generates a large and cumbersome amount of data, Therefore, the researcher has to think carefully about the analysis of data before conducting all the interviews (McGrath, Palmgren and Liljedahl 2018).

McGrath, Palmgren and Liljedahl (2108) state that once the data has been collected, the process of data transcription commences. Although rarely explicitly defined, transcription can be described as the process of reproducing spoken words such as a recorded interview and converting it into written form. I used verbatim data transcription which refers to word-for-word reproduction of verbal data.

Thematic analysis was used to analyse the data in this study. Thematic analysis is a process of identifying patterns or themes within qualitative data (Maguire and Delahunt 2017). The researcher used interpretive thematic analysis of recognising, examining, and identifying similarities and differences, thereby finding themes within data collected. Step 1: Become familiar with the data, Step 2: Generate initial codes, Step 3: Search for themes, Step 4: Review themes, Step 5: Define themes, Step 6: Write-up.

The first stage was to read and develop an understating of data collected, to gain an intimate understating of bullying. This, therefore led to the identification of patterns and recurring themes across individuals and focus groups. This procedure enabled the identification of themes within the sample. Areas of commonality and similarities were categorised.

4.9 DELIMITATIONS/SCOPE

The scope of the study was limited to Sund Primary School. Twenty-three participants comprising ten boys and ten girl learners and three level 1 educators, were involved in this study.

4.9.1 LIMITATIONS

The study was based on only one school as the sample, and therefore generalisations may not be made to other settings or other contexts.

The presence of the Dictaphone may have intimidated or shifted participants' attention to a certain degree, leading to tension and anxiety. I clarified the presence and the

importance of the recorder. I recorded the introductions and played this back to the group. Participants were astonished to hear themselves talking through the recorder, and eventually they were relaxed and forgot about the presence of the recorder.

4.10 VALIDITY AND RELIABILITY/TRUSTWORTHINESS (QUALITATIVE RESEARCH)

According to Mohajan (2017), reliability and validity are the two most important features in the evaluation of any measurement instrument or tool for good research. Validity concerns what an instrument measures, and how well it does so. Reliability concerns the faith that one can have in the data obtained from the use of an instrument, that is, the degree to which any measuring tool controls for random errors.

Validity explains how well the collected data covers the actual area of investigation. It is a measure of the truth or falsity of the data collected (Taherdoost 2016). The researcher assured the participants that all interviews were recorded to increase the validity of the study. To intensify the validity of this study, the researcher used appropriate participants who were experienced practitioners (educators) in their work environment. Attempts were made to ensure that the most accurate responses were elicited. These included the use of probes to elicit detailed data and iterative questioning, in which the researcher returned to matters previously raised by an informant to extract related data through rephrased questions. I endeavored to not interpret data according to my opinion or my view.

Reliability refers to the extent to which a research instrument will give the same result on different occasions (Thomas 2017). Results must therefore be consistent. I used more than one measuring technique, namely, focus groups and face-to-face interviews to ensure reliability. Willis, Jost and Nilakanta (2007) concur with this notion by emphasising that the idea of triangulation is to find multiple sources of confirmation before the researcher can draw a conclusion related to their study. In order to obtain different points of views from participants about bullying and violence in a primary school, I used semi-structured individual interviews and focus group interviews. Verifying and validating findings may be done by providing copies of draft reports to participants and asking for written or oral comments on the report (Mengesha, Hawkins and Nieuwenhuis 2015). All responses were carefully documented, without

any tampering. I also employed member checking where I gave participants the transcripts to validate what they had said in interviews.

4.11 ETHICAL CONSIDERATIONS

Maintaining the anonymity of participants was essential. I ensured anonymity and confidentiality by changing the names of the participants as well as providing a pseudonym for the school within the study. I also ensured that the participants understood my commitment to their confidentiality.

The data was locked in a filing cabinet in the researcher's office. Nobody had access to information besides the researcher. The researcher made sure that nobody knew/knows the password to the files where data is electronically stored.

All participants were advised at the outset about the objectives of the study and they were given a choice to participate or not to participate or withdraw at any stage without any repercussions. The parents of all the learners signed an assent granting permission for the learner to participate in the study. A qualified trauma therapist was available on site to assist participants and provide consultation during and post the interview process should the participants experience any trauma. This ensured that there is help available should any past trauma resurface or if the reality of what the participants have experienced was awakened due to the nature of the questions.

4.12 CONCLUSION

This chapter dealt with the contributions of research design regarding the phenomenon of bullying and violence at a primary school, revealing research developments concerning the qualitative paradigm. Research design, data collection methods and data analysis in tackling bullying was dealt with. The sampling techniques that this study adopted were described and justified. Ethical issues, trustworthiness, validity and limitations were discussed and demonstrated.

CHAPTER 5: DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

This study is aimed at tackling bullying at a primary school in iLembe District, KwaZulu-Natal. This chapter analyses and interprets the findings from interviews and focus group discussions with the aim of using the findings to develop intervention strategies that would combat bullying and create a more conducive climate for effective teaching and learning.

5.2 LEARNER'S PERSPECTIVES OF BULLYING

There are many different views, perspectives and definitions about what bullying is. Smith and Sharp (1994) describe bullying as the abuse of power. This harassment and violence is done to victims repeatedly over a period. At times, it can be occasional and short-lived, or it can be regular and long-lasting. Those with strength and power abuse the weaker ones physically, emotionally and verbally. It can be carried out by an individual perpetrator or by a gang. The intensity of bullying ranges from playing to vicious assault.

Participants in this study understood bullying from many different perspectives, but all had a similar understanding; that bullying basically means hurting another learner physical, emotionally, psychologically and spiritually. Specifically, learners compared with educators, restricted their definitions to overt forms of bullying (verbal or physical abuse). Educators referred to bullying as social isolation, a power imbalance in the bully's favour and with the intention on the bully's part to cause the target hurt or harm and for them to feel threatened. The understanding provided by the learners relate to the social dominance theory where bullying is conceptualized as a form of power resulting in a peer's submission. As with social dominance theory learners also related bullying to dominance and behaviour used to gain upper hand status among peers which often involved aggressive behaviour.

From my interviews and discussions, the learners did not provide definitions of bullying, but provided examples of what they thought it was to be bullied. Most of the learners viewed bullying as the repeated use of violence such as hitting, punching,

kicking, pinching, and confiscating other learners' belongings or property. In general, during individual interviews and focus group discussions, learners' definitions of bullying placed emphasis on the aggressive physical behaviour that occurred while educators emphasised social exclusion and power imbalance in their comprehensive ideas in their definitions

The boys mainly viewed bullying as physical punishment. The responses of some of them were as follows:

Nathi (boy aged 14): *Bullying is when you are beaten by the bigger boys. Someone that you do not like every day when you meet him or when he feels like doing it. I don't look them in the eye, because then I get a bigger hiding.*

Ndumo (boy aged 12): *Bullying is when you are being hurt by someone like all the time kicking and 'klapping' [slang for hitting] you until you cry. They get happy when you cry.*

Eugene (boy aged 13): *I was always beaten by this group of boys. I don't know what I did wrong. They would send someone to fetch me so that I could get that punishment for that day. This hitting is bullying.*

Musa (boy aged 12): *Bullying is when someone punishes you by hitting you, kicking, booting. The whole class laughed at this big boy who was struggling with reading. I don't know why he picked me. Every day he would catch me and ask me to laugh as I was doing in class. If I didn't laugh loud, he would slap me.*

Lindani (boy aged 14): *Bullying is when they 'moer' [slang for hit] you all over. Every day when you come to school you know that you are going to be punched or kicked. You save yourself by hiding and avoiding going to places where there are bullies.*

Sibusiso (boy aged 13): *I think bullying is when they 'donner' [slang for beat] you. If you report to the teachers, they will 'donner' you again and again until you stop reporting them.*

Mike (boy aged 12) broke out in tears when he revealed that *"bullying is when they hit me and my body hurts and pains and sometimes it even gets blue in hurt". He then lifted his shirt and said "Thishomkhulu, see my sores".*

On the other hand, girls, in their understanding of bullying mentioned verbal and nonverbal abuse. They further explained that bullying entails calling a person nasty and derogatory names that they do not like being called, for example “monkey, pig, fatty boom, snail” and teasing. Physical assault was not regarded as bullying for most of the girls.

Zama (girl aged 14): *Bullying happens when friends mistreat and speak ill of other girls that are not their friends.*

Ayanda (girl aged 12): *Bullying means being teased by other learners if you are wearing clothes that look cheap or particularly not stylish and out of fashion.*

Mandisa (girl aged 13): *Bullying is when someone is jealous of you and decides to avoid you and deny you friendship. You are being bullied if you are ignored.*

Linda: (girl aged 12): *Bullying is when they talk about me all the time, and don't tell me when they are going to have lunch or meet after school.*

Anele (girl aged 12): *Bullying is when they exclude me to play with them and talk about me when they see me, even make funny eyes and face when they look at me.*

Lusanda (girl aged: 13): *Bullying is when they steal my things, they take my mask away, the nice ones and give me the dirty one, even my lunch and bus coupon. They even steal my boyfriends.*

While the boys did not mention that they regarded verbal abuse as bullying, the girls were quite vociferous that they perceived verbal slurs and teasing as incidents of bullying. It is interesting to note that other studies of school bullying also found that for females, verbal bullying (both taunting and insults) and spreading rumours were most common. Gordon (2021) states that females tend to bully other people indirectly or by using relational aggression. This type of bullying usually includes verbal assaults, ostracising, spreading rumours and gossiping. Moreover, females that often engage in relational aggression disguise their bullying and act in more passive-aggressive ways.

5.3 NATURE OF BULLYING

From individual interviews and focus group discussions with learners I was able to classify the nature of bullying at this particular school into two broad categories: direct and indirect bullying. According to Gordon (2021), direct bullying and indirect bullying refer to the means or method of bullying. Direct bullying occurs directly between the bully and the targeted victim and is typically overt. Indirect bullying may consist of actions designed to inflict psychological harm on the targeted victim by damaging his or her reputation and relationship with peers and self-esteem (Gordon 2021). It became quite evident that the nature of bullying differed with boys and girls. Boys reported incidents of bullying as aggressive physical behaviour while girls emphasised verbal harassment and social exclusion in their experiences of bullying at school.

5.3.1 Direct Bullying

5.3.1.1 Physical Aggression

Physical aggression manifested only among the boys in terms of hitting, kicking, scratching, pushing, biting, punching and even the use of dangerous weapons.

Nathi (boy aged 14): One big boy used a long stick to poke others when he wanted to draw their attention that it was their turn to bring their belongings to him. When poked, you will give him whatever he sees from you, be it money, food, a ball and any other thing that he would feel you are supposed to give to him. Everybody will run around trying to hide when he is seen coming with a stick.

Sibusiso (aged 13): The bullies kicked me in my privates all the time. Sometimes it hurts and I can't come to school. I will not report to either my parents and or teachers because he said if I reported him, he would stab me with a knife.

Mike (Aged 12): There are boys that carried pins and sharp razors. They keep it inside their socks. When they see boys, they don't like, they cut them. One day a boy was badly cut by a razor and bleeding. He was rushed to the clinic.

Musa (boy aged 12): When you go alone to the toilets you will find bullies inside the toilet. One day they shoved my friend into a toilet seat and asked him to sing aloud while they hitting him. I was terrified but I asked them to stop. Gee they attacked me. I tried to fight but they were many. My shirt was torn, body aching.

The following day I carried a knife to school just to scare them because I was afraid to stab anyone.

Traditionally, it has been argued that boys are more aggressive than girls, and that this is most marked by physical aggression, with boys hitting and pushing their opponents, whereas girls are more verbally aggressive, engaging in name calling and telling tales. I found evidence of more direct physical aggression by boys. The bullying that took place among the boys mainly consisted of face-to-face bullying. The boys used their physical power over their victims in an attempt to gain status, control and social dominance. The social dominance theory maintains that aggressive behaviours can be used to obtain valuable resources. The bullies used force and aggression to dominate their victims while at times seizing certain belongings from them that the bullies felt was valuable. They may engage in fights and use the threat of physical violence to torment their victims. The boys carried dangerous objects to harm their victims or to enhance their threat.

5.3.1.2 Verbal Bullying

I found that aggression in the form of verbal abuse was more typical among the girls than boys. Overall, more girls than boys reported incidents of verbal bullying.

Amahle (aged 14): Bullies team up and attack other girls. They avoid us when they are alone. After school three came to me and said bad words to me. I am a bit of a heavy girl so they said that I was swollen and a lump.

Zethu: (girl aged 13): Bullies don't work alone, they come together. The bullies don't look at me when they are alone, but every break time when they are together, they make bad comments and say bad things, they giggle and laugh at me, even worse now, through the mask I can't hear what they say, I only see their mean eyes.

Mpume: (girl aged 12): the girls in a group pass vulgar comments when we pass. They pick on the mask that I wear. They call me umubi, (ugly), unezingovolo (big teeth) ...

Thandeka: (girl aged 12): the girls are worse than the boys. They work in gangs. They call us names, tease us. One time when I was walking into the class, they made funny noises and blocked their noses, and shouted uyanuka (smelling) others name call me by that name.

Most female bullies did not act alone. Instead, they tended to have accomplices or followers who supported their behaviour. Olweus (1991) also reported that girls were more likely than boys to experience indirect forms of bullying. This was very evident from the comments raised in the interviews and focus group discussions that the girls are far more critical and abusive to other girls than even boys, as highlighted by Thandeka and Mpume. Interestingly enough it seems that they even work in groups, as articulated by Amahle and Zethu. The teachers also supported this as they revealed:

Ms Mhlongo (educator): in recent times we are seeing far more incident reports alleging that groups of girls are verbally harassing other girls even the name calling and derogative comments targeting weaker, girls.

Mr Zulu (educator): Most incidents of abuse and bullying are so serious, and the victimisation of girls by other girls and groups of girls so high, that I have to refer almost all cases to the female colleagues as I feel powerless to intervene. I am hoping that my female colleagues will be able to get to the bottom of the reason and cause and also help the victim find comfort.

The findings of girls bullying girls and even working in groups against other groups as revealed by the participants in this study was supported by Gordon (2021), who indicated that females tend to bully other people indirectly or by using relational aggression. According to Gordon, this type of bullying includes verbal assaults, ostracising, spreading of rumours and gossiping which is the epitome of mean behaviour. Gordon (2021) added that like males, females also form groups around a leader, however the group is in constant competition with one another. As a result, the people in this group never truly trust one another within the clique.

5.3.2 Indirect Bullying

5.3.2.1 Social Exclusion

Social exclusion is regarded as relational bullying. In this study I found no evidence of relational bullying among the boys. However, among the girls relational bullying was rife.

Zama (girl aged 14): *Because me, I am darker than the other girls, they don't include me during break time, when we play magolopa (skipping) they don't pick me and ngiyadinwa (get furious).*

Linda (girl aged 12): *The other girls don't share lunch with me. One day my scarf (lunchbox) was amagwinya (vetkoek). When they left me out, ngacasuka (got very angry). They say my lunch is cheap and they don't want to get fat, and I am too poor to be mixing with them.*

Zethu (girl aged 13): *Because teachers choose me to do their jobs. Fetch things and collect stationery from office. The other girls pick on me, and say that I am uncele ubisi lothisha (suckling the teacher/ Slang for teacher's pet).*

Ayanda (girl aged 12): *After I won the school modelling competition, the girls gossip about me, spread rumours that I like boys, they name call me and don't include me in discussions. They call me yellow-bone, because I am a bit light skin.*

The statements above by the girls (Zama and Linda) reveal that social exclusion has hurt and angered them. From the above evidence we find that bullying did not just take the form of simply excluding the victim from the group, but included derogatory comments, gossiping and rumour mongering as revealed by the experience of Zethu and Ayanda. This is in accordance with Lewis (2021) who indicated that a prejudicial bully targets those whose social standing is different than theirs, for example “*I am too poor*”, “*suckling the teacher*”, “*I am darker than the other girls*”. Lewis (2021) added that this is usually learned behaviour from parents and others close to them. Putnam's theory of social capital (2010, cited by Gelderblom 2018) promulgates receiving and maintaining social capital are major factors for the initiation and continuation of bullying in a school setting. The theory of social capital further maintains that learners with ties to popular crowds have access to strong bonds with high-status peers and form a social capital that increase their social standing and decrease the chance of being bullied and thereby being socially ostracised. The girls' testimonies also revealed that being bullied comprised being socially ostracised and their lack of social capital prolonged their victimisation experience and prevented them from gaining social status. We see that the girls that bullied exerted power over what they perceived to be the weaker girls which served to push these victims further down the social hierarchy.

The present study, as evident in the testimonials of the participants above, was in alignment with what Slattery, George and Kern (2019) stated when they said that bullying is a label or word often considered to be a subset of aggressive behaviour distinguished from other forms of aggression because it occurs repeatedly and involves individuals of unequal power.

5.4 CAUSES OF BULLYING

There are many factors that come into play that can result in bullying. If there are students that have tendencies towards bullying, and the school climate allows it, bullying is likely to occur. Below I discuss some of the causes of bullying as identified in this particular school.

5.4.1 Aggressive constructions of masculinity

While bullying practices permeate different spaces within schools (Mayeza and Bhana 2021), literature indicates that, in primary schools, the playground is an important arena where boys take up hegemonic forms of masculinity based on violence and aggression. By drawing attention to notions of masculinity in accordance with Connell (1995) I was able to understand dynamics of the violence and bullying among learners at this school. When the bullies negotiated the primary school space, they did so as a distinct group of boys with shared investments in power and in the expression of violence as key to the making of masculinity.

Sam (boy aged 12): I no longer go the playgrounds because other boys say I am sissy because I cannot play rugby because I am small and weak like my sister.

Jimmy (boy aged 13): The group of boys asked me to fight with another boy who has big arms. I was so afraid. I ran away. Every day they will chase me and if they get me, they hold me down in the ground and ask the boy to stand on my body. As a boy in this school, you must be able to fight.

Ben (boy aged 12): When we are eating food at school the big old boys take my food and eat it. They say I am fat why do I eat so much food. After finish eating, they tell me to go and wash their plates and spoons. They say that real men are not fat but slim and fast.

I found evidence from the interviews with boys that boys perceived girls as being smaller and weaker, and themselves, in contrast, as active and sporty. In order to

prove manhood a boy had to be sporty, slim and fast. The idealised form of masculinity at this school manifest itself in sport. Those boys that did not fit this profile of being a man were targets of bullying. Boys used humiliation to bully the boys that did not measure up to the ideal man construction. The theory of humiliation by Leask (2013) maintains that in a bullying and violence incident, direct or manifest violence involves a direct confrontation with others with the intention of aggressively causing damage by pushing, beating up, threatening, insulting and teasing. From the above narratives of the boys we can draw that one of the causes of bullying was attempts to subscribe to a certain version of masculinity, and that humiliation played a key role in the bullying process.

Fighting was an effective way for boys to publicly validate their masculinity, especially with male friends. The boys at this school displayed a desire to act tough and show the other (and peers) that they had authority, either by having fighting prowess themselves or having friends (backstops) who were prepared to use physical violence and fighting prowess to inflict harm or injury on the other on their behalf. Those boys that were not adept at fighting were often victims of bullying.

Body shape and size was another major influencer of bullying among the boys. Bodily performance, body shape and image, seemed to be a display of the desired masculinity that existed at Sund Primary School.

At Sund Primary School, boys who were targeted were often those who were physically weak, and those that did not display machismo in body movements like running. These boys were bullied by humiliating them and making them do menial tasks. The use of body strength and physicality was a major marker of masculine identities in the boys' lives and, was a major cause of bullying among them.

It is also apparent from the interview material provided by the boys with attributes such as hardness, readiness to confront antagonists and fighting prowess were very influential in determining boys' popularity and were influential among the others as examples of what it is to be masculine. The boys at Sund Primary School drew upon these features in constructing modes of hegemonic masculinity, the dominant masculine 'ideal'. Boys that resisted, disparaged or simply could not satisfy these expectations were targets of bullying.

As stated above, fighting and sporting prowess took precedence over any other practices among boys at this school. Boys were accepted as a 'real' boy when they demonstrated sporting excellence and fighting ability. Those boys who could not live up to these expectations were vulnerable to the bullies.

5.4.2 Desire for Power

Some of the learners who bullied other learners were popular and socially connected at school. Even though these children had friends, enjoyed active social lives and were well-integrated into the school community, they also had a need to dominate less popular students. To maintain dominance, some learners bullied other children. Some of the bullies possessed a desire to be in charge, as indicated in the following excerpts.

Mandisa (girl aged 13): Our netball captain likes to be in charge, even off the field. She thinks that everyone must do what she wants. If you don't then she and the netball girls will catch you every day and punish you.

Musa (boy aged 12): One boy in our class has money. He is not good at school work but a lot of children respect him. There are combis in his home. He will tell you to dust his desk and shoes if dirty. If you do not do it other boys who are his friends will kick and hurt, you until you dust the desk or shoes.

Nathi (boy aged 14): One boy has an aunt who cooks food at our school. He has power over us. If he does not like you then you are in trouble. He will take you out of the line and tell you to go to the back whenever he sees you.

It was clear that those learners who could not access social power through academic success pursued alternative sources through power differentials. The bullies that desired power were well-connected to their peers or with other people with power ("*aunt who cooks food at our school*"), had social power ("*netball captain*"), or were overly concerned about their popularity ("*a lot of children respect him*"). These types of bullies liked to dominate or be in charge of others. Their desire for power caused them to bully other learners.

5.4.3 Peer Pressure and the Desire to Fit In

I found that the girls mostly bully to retain their popularity and acted in threatening ways in order to fit in. What is interesting to note is that these learners were not necessarily aggressive and they did not always feel comfortable with their own bullying

behaviours. The pressure to fit in and/or please the popular learners influenced them on many occasions to bully others. Being friends with a bully increased their popularity and acceptance.

Ayanda (girl aged 12): This girl was my friend but one day the other girls said to her she must not be my friend. She came to me with them and said she was not my friend because other girls do not like me. When we are at church, she speaks with me but swears at me in school.

Mpume (girl aged 12): When we play netball, this girl will not choose me to be in her team if her friends are present. She is not a bad person but when the netball girls are with her then she is always mean and says mean things to me.

Thandeka (girl aged 12): One girl in the toilets lost her cell phone. All her friends told us that we must pay for this cell phone because we were there. I was not there and I said I will not pay. When I spoke to the girl who lost her phone, she said I must not pay because I was not there. Her friends shouted at her until she said I must also pay because everybody is going to pay. Every day they would ask me to pay. This girl also joined in to scream at me to pay.

The desire for acceptance drove some of the girls to give in to negative peer pressure and become bullies. The peer influence, or social influence in some cases caused girls to adopt a particular bullying type of behaviour to be accepted as part of a group. My interviews revealed that some of the girls found it difficult to control injurious behaviours when their friends were around, or in situations that are emotionally charged. This type of behaviour relates to Putnam's theory of social capital (2010, cited by Gelderblom 2018), where we find that the girls invested in social relationships with the expectation of realising goals and thereby benefitting from the interaction. Putnam maintains that social capital theory in the school setting is best represented by friends and social status and added that people invest in social relationships with the expectation of realising goals and thereby benefitting from the interaction. Social capital theory in the school setting is best represented by friends and social status. From the girls' testimonies we see that the desire to fit in over-rode their better judgement and swayed them to behave in a way that involved bullying.

5.5 EFFECTS OF BULLYING AT SUND PRIMARY SCHOOL

This section discusses the effects of bullying on the lives of the victims. The next section focusses on the effects of bullying on the bystanders. This being a modest study, it does not delve into the effects of bullying on the perpetrators as this is a more complex task which requires psychological evaluation and consideration of the trajectory into adulthood, which is beyond the aim of this study. However, the perpetrators comprised an important component of the anti-bullying campaign in the intervention strategies.

According to Rivara and Le Menestrel (2016), being bullied makes young people incredibly insecure. Someone who is being bullied tends to feel constantly insecure and on guard. This has a big mental and emotional impact. The victim of bullying feels unaccepted, isolated, angry and withdrawn. As discussed in Chapter 2, the effects of bullying are wide and varied. This section zones in on two effects of bullying identified from the interviews with the learners at Sund Primary School.

5.5.1 Effects on Learner's Social Lives

Both boys and girls who are bullied communicated that bullying affected their social behaviour, freedom, relationships and wellbeing. Teachers also attest to such effects.

Zama (girl aged 14): *I do not get along with others. I do not have friends.*

Anele (girl aged 12): *I do not go to play with others. I just sit alone.*

Ayanda (girl aged 12): *I hate that my parents are poor. I sometimes borrow clothes from other girls in order to look like them.*

Lusanda (girl aged 13): *I do not come to school with my things because my things are taken away without my permission. I become hungry at school when I do not bring my lunchbox.*

Mandisa (girl aged 13): *I do not talk when everybody is talking. I just keep quiet and sad. Every day after school, I simply go straight home alone, sit alone and sometimes cry.*

Sibusiso (boy aged 13): *I no longer report anybody to the teachers because I am afraid they will beat me again.*

Mike (boy aged 12): *I have a number of injuries and sores. I do not play with other boys.*

Lindani (boy aged 14): *I do not like going to school because I am afraid of being punched and kicked. I am afraid of people.*

Musa (boy aged 12): *I decided not to play sports at school. I do not like to be kicked for no reason.*

Nathi (boy aged 14): *I always stand behind classrooms and corners. If big boys come my way, I run away.*

Ms Mhlongo (educator): *A number of learners that are bullied suffer from low self-esteem and anxiety. They show signs of depression. They would sometimes appear sad, moody, angry and isolated. Learners will often avoid certain places within the school for fear of being attacked.*

Mr Zulu (educator): *Boys in most cases will come with unexplained injuries. They may at times report losing of items such as books, money, clothes and other valuable belongings. Suddenly they will have fewer friends and withdraw from extra-curricular activities. Girls on the other hand will complain of headaches, stomach aches or feelings of sickness. They will occasionally act differently than usual or lose interest in activities they often enjoy.*

Girls with poor social abilities and skills are more likely to be bullied. Bullying involves fear anywhere and at any time through virtual communication (Hinduja and Patchin, 2010). Many victims who are bullied repeatedly end up lonely and isolated. Their social life gets disrupted as they are not invited to join social events. Victims may have difficulty maintaining friendships and may find it difficult to make new friends even long after the bullying has stopped. Adolescent girls today experience repeated bullying through the use of computers, cell phones, and other gadgets. Teenage girls who are victims of bullying complain that the act deprives them of strength to make their own choices as most of the time they comply with what their peers have resolved.

5.5.2 Effects on Learner's School Performance

Both boys and girls in this study explained that their focus and concentration on school work is disturbed by their overwhelming thoughts of bullying incidents that they have to endure day by day at school.

Thandeka (girl aged 12): *I fail to focus on my work because I am thinking of what has happened to me.*

Mpume (girl aged 12): *I sometimes cry during lessons when thinking about how I was treated. I do not remember what the teacher was saying.*

Amahle (girl aged 14): *When I came to this school, I was number 1 in class but now I am behind other learners. I do not do my homework because I always think about the bad things that are happening to me at school.*

Ndumo (boy aged 12): *I am afraid to answer in class because other boys will say I think I am cleverer than them.*

Eugene (boy aged 13): *Sometimes I do not go to school, and tell my mother that I am sick, because I am afraid of big boys.*

Nathi (boy aged 14): *I usually skipped school to avoid abuse that is happening every day.*

Musa (aged 12): *I do not focus on my school work because I do not want to get higher marks than the bullies.*

Lindani (boy aged 14): *I do not do well on my activities because I do not want the bullies to see that I can pass.*

Ms Mhlongo (educator): *Victims of bullying are unable to focus on their studies because they fear what their bullies will do with them if they suddenly do well in class or do something to their looks or academic performance.*

Mr Zulu (educator): *As bullying is happening almost every day and becoming severe, some victims do their best to skip school to avoid bullies. Victims at times they are unable to do normal activities. They are focused on trying to escape their bullies. Victims are also self-aware of their performance because their bullies may use it as a reason to harass them further. Since they are unable to go to school and even do their normal activities, their grades eventually drop.*

The lives of the victims of bullying at this particular school were very badly compromised and had serious implications in terms of their school performance. Both girls and boys reported losing their concentration in class, feeling bad about themselves, and deliberately underperforming. They struggled to study at home and to focus at school in the classroom. The victims of bullying mentioned that they were

scared to go to school and often found excuses to “skip” school, and felt anxious most of the time which impacted on their self-confidence. They either concealed their ability to perform or the abuse impeded their progress. The educators reported that as a result, a drastic decline in school performance was observed in such learners.

The victims also mentioned that due to bullying, they found themselves failing to make their own choices. This resulted in them doing things not because they wanted to, but simply because they were obliged to, or they just wanted to please their peers, as stated above by Ndumo, Musa, and Lindani. The participants and the educators unanimously mentioned that as a result of bullying, the victims experienced a significant drop in school performance.

5.5.3 Effects of bullying on the bystanders

According to the theory of humiliation (Sprigg *et al.* 2019), bullying often occurs in front of bystanders or a crowd to publicly humiliate the victim. Watching another person being bullied can have a huge impact. After all, most people are bothered when they see someone injured or insulted. In fact, witnessing bullying creates a wide range of emotions and stresses that can take a toll on the bystander. These include anxiety, uncertainty, fear, and guilt (Sprigg *et al.* 2019). In this particular study I found three main effects on those learners that witnessed bullying at Sund Primary School.

5.5.3.1 Anxiety

Bystanders can develop anxiety about bullying. After witnessing a bullying incident, some bystanders begin to worry that they will be the next target, especially if the bullying is severe or an ongoing issue at the school. This anxiety can lead the bystander to worry about safety and security at school (Gordon 2021).

Ndumo (boy aged 12): This happened more than once. I saw different young boys in the playgrounds being hurt by other boys. They kicked, punched and ‘klapped’ them until they cried. They got happy when they saw them crying. I became worried and nervous, thinking that I will be next. I decided not to go to the playgrounds any more.

Amahle (aged 14): Bullies teamed up and attacked this girl. They shoved and pushed her. She fell down and they stood on her. She was badly hurt and was bleeding. This girl is always bullied. From that day, I never went to the netball field.

It reminds me of what I saw. I think about this sometimes and feel upset. My stomach hurts when I think about what they did to this girl.

This concern then makes the life of the bystander difficult. Bystanders sometimes are so overcome by anxiety that they avoid the areas where bullying occurs. They also may avoid social events and bullying hotspots and other activities due to anxiety about bullying.

5.5.3.2 Fear

Bystanders mentioned that most of the time they did not respond because they are monitoring others in the group for their reactions. They watch to determine if the situation is serious enough to do something, and they will watch to see if someone else will step forward. In most cases the bystanders do nothing because of fear.

Ayanda (girl aged 12): I saw one girl teased by a group of girls in front of other classmates for wearing clothes that looked cheap and particularly not stylish or of fashion. They were saying, "your clothes are bought from the streets". They were pulling and squashing her uniform and the jersey. I wanted to ask them to stop but I was afraid they might do something worse to me.

Eugene (boy aged 13): I remember I told my mother that I was not going to school because I was sick. Truth is, I was afraid to go to school because a group of boys said "sizokubamba" (will catch you). I saw them hitting, kicking and punching another boy because that boy looked at them. I wanted to report them to the teachers but I was afraid that they will deal with me.

This inaction is often referred to as the bystander effect. Fear is another reason why bystanders fail to do anything when they witness bullying. Some bystanders are afraid to say anything because they fear embarrassment or ridicule. They also may worry that they will say or do the wrong thing and make the bullying worse. So instead, they remain silent. Meanwhile, other bystanders are afraid of being injured or becoming the next target if they come to the victim's defence.

5.5.3.3 Guilt

After the bullying incident was over, many bystanders indicated that they weighed down with guilt. Not only did they feel bad for what happened to the victim, but they

also experienced overwhelming guilt for not intervening. They also felt guilty for not knowing what to do, or for being too fearful to step in.

Lusanda (girl aged: 13): *I will see some boys opening other learner's school bags and stealing anything they may wish. One day they cut my friend's bag with a razor and stole her meal coupon. She was unable to get meals that day. I offered her my lunch but did not tell her who stole her coupon. She reported to the teachers but I just kept quiet. I was so fearful to be involved. I felt so bad but I was so afraid to help.*

Anele (girl aged 12): *In our group the girls gossiped about one group member that she was smelling bad and we must not play with her. Every time when she came to play the girls made funny remarks about her and left her out of the group. I knew about this but I did not tell her. I felt bad for not telling her the things that were said about her. Sometimes I feel that I am a bad person.*

When bystanders experience the combination of fear and guilt, this can lead to what is known as approach-avoidance conflict. This phenomenon occurs when there is a sincere desire to help with a situation, but an equally strong desire to avoid the situation (Gordon 2021). This particular study also found that the bystanders felt guilty for not helping, and too scared to help at the same time. The fear of consequences was always higher but the bystanders always felt guilty after the incident. The guilt also leads to high levels of stress and anxiety for the bystanders.

5.6 CURRENT MEASURES TO HANDLE BULLYING AT SUND PRIMARY SCHOOL

Although educators and parents at this particular school were aware of the bullying incidents that took place, it was regarded as part of the day-to-day functioning of the school. It was not considered to be a problem serious enough to warrant action by the school authorities in terms of intervention programmes and campaigns. In many cases the bullying was put down as 'boys being boys' or 'children will be children'. In essence the school does not really deal with bullying as the testimonies of educators indicate below.

Ms Mhlongo (educator): *Learners have a tendency of reporting false statements about bullying incidents. When the matter is investigated, it will end up suggesting that the one who reported bullying is adversely the one who started the whole saga*

and if it went nasty the very same one would come to report as a victim. They need to toughen up.

Mr Zulu (educator): *When cases of bullying were reported to us, we would attend the matter and discipline the perpetrator. However, the perpetrator, to our astonishment would further victimise the victim in a form of revenge. The matters would be escalated to the senior management. They handle it from there.*

Ms Cele (educator): *If you were to listen and attend to all petty issues from learners, you would end up not teaching but dealing with minor cases that required the learners to have dealt with them. Learners fight at school every day but you would have reports indicating that they fought but the one who lost the fight would come reporting the matter upon defeat.*

The learners also mentioned that when the school becomes aware of a bullying incident the school handles it like any other discipline issue where the perpetrators are sanctioned and in some cases the victims also receive sanctions.

Zethu (girl aged 13): *I did not bother reporting bullying cases to the teachers because teachers would ask you all difficult questions and end up saying "you deserve what they did to you because you are too forward".*

Musa (boy aged 12): *When I reported the case to the teachers, they asked me to tell them who bullied me. I told them but requested that the teachers must protect me because I was afraid of the bully. The teachers called me and the bully and they asked me to repeat what I told them. I said nothing because of fear that the bully will punish me again. If I am bullied, I do not report to anyone.*

Linda (girl aged 12): *I reported to the teacher when I was bullied by a group of girls. The teacher told me that I was lying. I again went to the teacher to say that the group of girls were spreading bad stories about me. The teacher became angry and said I think I am special. She shouted in front of my classmates and asked me to leave her alone. I felt so low because everybody including the bullies were laughing at me.*

Despite the strides being made in bullying prevention efforts, this particular school looks at bullying as a rite of passage. They buy into the idea that "kids will be kids" or believe that experiencing bullying helps to toughen kids up. They view bullying as a conflict rather than an issue of power and control where one person, or a group of

people, controls and manipulates the victim. The school handles the situation as a violent confrontation between learners. As a result, this school lacks solid bullying prevention programmes and are behind in implementing any anti-bullying campaigns that not only change school climate but also deter bullying.

5.7 CONCLUSION

This chapter started with a discussion of how learners understood bullying by eliciting their views and perspectives of school bullying. The nature, causes and effects of bullying at this particular school was then explored. This chapter also looked at the manner in which the school handled incidents of bullying which served to be very valuable in informing my planning and implementation of the anti-bullying intervention campaign which is the focus of the next chapter.

CHAPTER 6: INTERVENTION CAMPAIGN/PROGRAMME

6.1 INTRODUCTION

This chapter entails the planning, implementation, evaluation and reflections of the anti-bullying intervention campaign involving educators, learners, stakeholders and the community of Sund Primary School. This chapter is structured to highlight programmes and activities that the anti-bullying intervention campaign participants embarked on. The success of the intervention campaign enhances the positive progress on nonviolence and peace-building promotion among the learners.

Reports from schoolchildren across a range of countries indicate that interventions by teachers alone in cases of bullying are commonly unsuccessful, especially with older students (Rigby 2011).

Ttofi and Farrington (2009) conducted a major meta-analysis of the effectiveness of anti-bullying programmes in reducing the prevalence of bullying in schools and found that 17 out of 44 anti-bullying programmes had led to significant reductions in reported prevalence. They further note that such programmes produced reductions of around 20%. Consistent with this claim, there is now evidence from studies in 35 sites in countries in Europe and North America at which bullying prevalence among school children has been monitored over the last 15 years, that bullying in schools is mostly reducing over time (Rigby 2011).

During the 12 weeks of the anti-bullying project at Sund Primary School, various activities were originated from the participants. Some of the activities used included participants creating anti-bullying posters, role-playing, writing anti-bullying rap songs, and discussion. This action research project began in January 2021 and culminated in April 2021.

6.2 SELECTION OF PARTICIPANTS

The sample in the intervention programme was grade 7 learners from Sund Primary School only. I recruited boys and girls age range between 12 and 14 years. Not all participants from the sample took part in the intervention campaign. I developed a

new retrospective bullying-witnessing scale for the purpose of the study, in order to try to recruit participants who had their own experiences of witnessing bullying. The researcher selected four boys and four girls to participate in the programme. The selected learners were active, vocal and confident during group discussions. They contributed to the study with zeal and were passionate about making a difference in combatting school bullying. Two female educators and one male educator were selected to participate in the campaign. They were selected because they had a comprehensive picture of what is happening in the school and they showed interest and willingness to address bullying at school. They were also representatives of educators in the SGB. They were eager to learn more about bullying to help them draft the learner's code of conduct that will incorporate anti-bullying policies. They further indicated that they were worried about acts of violence at school, but the existing policies and systems were not assisting in addressing bullying behaviour. There were 11 participants altogether in the intervention team.

6.2.1 Participants Background

From interviews and focus group discussions, the following information was obtained. The selected participants were from different socioeconomic and socio-geographic backgrounds. The rationale behind this was to maximise variations in perceptions, experience and descriptions (Belt and Belt 2017). Some lived in urban areas, semi-urban areas and in rural areas. Learners all started schooling at Sund Primary School in 2018 when they started in grade 5. At the time of the study they were doing grade 7 and aged between 12 and 14 years. No participant had repeated any grade. Three boys and two girls were living with both their parents. One boy was an orphan and living at an orphanage home. One girl was living with her grandmother and the other girl was living with her aunt. The group called themselves Hope Peace Club.

The learners of Hope Peace Club indicated that they had witnessed acts of physical violence at school. They knew about name calling, pushing, shoving, assault, stealing, beating, teasing, gossip and other violent acts. Initially they did not regard these episodes as bullying as these behaviours formed part of the everyday fabric of the school. Some participants were victims of bullying and other perpetrators of bullying.

Educators in the Hope Peace Club were Mr Shezi, Mr Zulu, Ms Mhlongo and Ms Cele. Mr Zulu and Ms Cele were over 40 years old, taught for more than 20 years and living

in the township. They have been teaching at this primary school for more than 15 years. They had taught at different schools before. Ms Mhlongo was 36 years old and living in a suburb. She had 12 years teaching experience and started teaching at this primary school under study. They were all teaching grade 7 and were class teachers as well. They were all qualified educators. Ms Mhlongo was the highest qualified with B. Ed Honours. During individual interviews and focus group discussions, they highlighted the awareness of the nature, extent and consequences of bullying in the school. They even indicated that they were often present when an episode of bullying occurred and were often the first adults that the learner contacted or reported the bullying case to. They often monitored bullying incidents and intervened in support of the victim or the bully.

6.2.2 Participants Drop Out

We started the intervention campaign with a group of 11 participants, i.e., four boys, four girls and three educators. With regards to the COVID-19 pandemic, the Disaster Management Act and National Corona Virus Command Council regulations, there were a lot of health precautions and protocols that prompted the disruption of normal schooling. Educators who were 60 years and above with comorbidities were afforded concession leaves. Mr Shezi could not continue with the programme because he was granted concession leave. Three more learners dropped out because their parents through anxiety and uncertainty about COVID-19 decided to do home schooling. They were replaced by two other learners. The intervention campaign ended up having ten participants.

6.3 THE INTERVENTION CAMPAIGN

Gaffney, Ttofi and Farrington (2021) state that recent analyses have found that anti-bullying programmes are effective in both school bullying perpetration and victimisation. In the current study, the intervention campaign group met and discussed intervention strategies and goals for the campaign. We highlighted the goals of intervention strategies to be developed and implemented:

- Reduce, if not eliminate, bullying at school.
- Highlight the negative consequences and effects of bullying at school.
- Create and set up anti-bullying clubs and peace clubs.

- Create early identification and assistance of bullied victims.
- Make a change and difference in the current situation.
- Promote improved behaviour patterns, harmony and peace.

We planned to launch the intervention campaign to create awareness among the broader stakeholders within the school. We planned that after the launch we would come up with ongoing intervention programmes, with time frames, to combat bullying at school. Due to COVID-19 pandemic health protocols and social distancing, we invited only a few guests for the launch. They were:

- 2 SGB members
- 3 school staff members
- 8 parents of participants
- 2 learners per grade (grade 5 to grade 7)
- Ward Counsellor
- 2 SAPS members
- 2 Department of Health workers
- 11 Study participants
- 2 School Safety Committee members

The anti-bullying awareness day campaign was launched with success on 15 December 2020 at 10h00, in Sund Primary School Hall. Ms Mhlongo was the programme director, and the researcher gave the keynote address on the purpose of the launch and the programmes we intended to implement to combat bullying at school. The researcher introduced the learners and educators that were part of the project. Stakeholders commended the initiative and pledged to assist the intervention group during the implementation of programmes.

6.3.1 The Action Plan Campaign

The anti-bullying campaign was conducted over twelve weeks. The programme was conducted only during the weekdays. We agreed on the times and tried as far as possible not to interrupt teaching and learning time. The campaign took the following format:

1. Focus group discussion on the nature, causes and consequences of bullying and the current measures that have been put in place to reduce bullying at Sund Primary

School. These discussions were informed by the findings and analysis from Chapter 5.

2. Based on the discussions on the nature, causes and consequences of bullying the participants created a concept map that categorised the nature of bullying, possible causes and consequences of the bullying.

3. Planning of the action campaign.

4. Implementation of the campaign.

5. Evaluation and lessons learnt.

Table 6.1 presents the concurrence of events during the anti-bullying campaign from the initial stage of discussion to the last stage of evaluating the outcomes of the campaign.

Table 6.1: Action Plan Campaign

Date	Event	Description
18 to 21 January 2021	General focus group discussion.	A general discussion on the nature, causes and consequences of bullying and violence at Sund Primary School
24 to 28 January 2021	Focus group discussion on the school's role in handling bullying.	A discussion on how the school has been handling bullying thus far.
01 to 04 March 2021	Designing and creating a concrete sketch	Gathering of relevant knowledge, information, concepts and ideas and the relationships among them.
07 to 11 March 2021	Planning the action	Participants agreed to identify the hot spots and reduce bullying incidents in these spots. To create awareness of the negative effects of bullying and the importance of respecting each other at school, participants agreed to design little sketches and enact them at the school assemblies. A book of anti-bullying poems would be composed. A rap competition spreading the anti-bullying message would be held. Learners would engage in an online anti-bullying interactive programme.

14 March to 08 April 2021	Implementing the action	The anti-bullying planning was implemented during a four-week period.
09 April to 12 April 2021	Evaluation the campaign	The success, strengths and weaknesses of the programme were evaluated.

6.3.2 General Focus Group Discussion

While I presented the data and analysis of what all the participants mentioned in their interviews in Chapter 5 about the nature, causes and consequences of bullying and violence at Sund Primary School, in this section I present an overview of the general discussion of the Hope Club around bullying at Sund Primary. This was an important exercise and acted as a preamble to the planning and implementation of the intervention.

Onyumba *et al.* (2018) state that focus group discussions are frequently used as a qualitative approach to gain an in-depth understanding of social issues. The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population. Bullying is a societal phenomenon that needs to be tackled to find solutions. Focus group discussions were conducted in a quiet room within the school setting, but without disturbance of teaching time. We opened the session with a prayer and loosened up the tense atmosphere through individual introductions. After prayer, I explained the objectives of the campaign and how we were going to achieve these objectives that the group would discuss. I, as an interviewer and moderator, indicated to participants that we were going to discuss specific topics related to bullying in our sessions and emphasised that our discussions would be confidential. I encouraged them to feel free and talk about their perceptions, attitudes, beliefs, opinions or ideas within the group on the topic under discussion. I reminded participants that we committed ourselves during the intervention campaign launch to come up with envisaged ongoing intervention programmes, with time frames, to combat bullying at school. We started with a focus group discussion on the nature, causes and consequences of bullying at Sund Primary and the current mechanisms that have been put in place to reduce the problem.

In previous studies, researchers have examined what students say about why bullying – as they understand the term – occurs, rather than asking them about why

repeated harmful actions directed at target individuals, who are disadvantaged or less powerful in their interactions with the perpetrator or the perpetrators, take place. In contrast, I did not use the word 'bullying' as a starting point but rather provided a description of behaviours in which harm, power imbalance and repetition were built into the description, which in turn elicited participants' own experiences of witnessing such behaviours. I started with the question: "Think about all the years that you have been at school: For how long have you seen the following happen about once a week or more often?" I designed and carried out questionnaires to base our discussions on the participants' own concrete experiences of bullying as witnesses rather than on abstract and hypothetical concepts or scenarios'. The questionnaires for discussion were given to the participants prior to our focus group discussion for them to prepare themselves.

I started with open questions and asked participants to talk about their views on the topic, to warm them up. Participants in this study perceived bullying as a means of hurting another person verbally, physically, emotionally and spiritually. It became evident that perpetrators of bullying are often physically stronger and older than their victims. They indicated that physical bullying incidents included hurting, shoving, slapping, hitting, kicking, tripping or causing someone to fall, using a weapon, punching, damaging, destroying or stealing other learners' belongings and taking or confiscating forcibly other learner's possessions.

Participants mentioned verbal bullying, which was name calling using derogatory names, remarks or profanity to publicly humiliate someone, mocking, threatening, insulting, gossiping, rumour mongering, ridiculing, leaving other learners out, breaking up friendships, and making negative remarks about other learners, their friends and even family members. They spoke of nonverbal bullying which included ignoring someone, writing harmful messages, letters or graffiti, manipulating others to remain silent about an incident, disturbing harmful pictures and videos. Participants mentioned that at their school carrying of cellular phones is prohibited. Culprits carry and conceal them to take photos and videos. No one dares to report them to teachers for fear of being bullied or beaten.

Boys indicated that boys were more likely to be involved in direct physical bullying while girls noted their involvement in verbal and emotional abuse. They said it was

rare to find girls fighting. Their most frequent type of bullying reported was teasing, name calling, exclusion, gossiping and defamation of other's reputation and image. Girls further mentioned that boys bullied them sexually by uninvited touching, making facial gestures or rolling eyes, blocking their way, uninvited kissing and claiming they are their girlfriends. They further engage in inappropriate notes, jokes, pictures, taunts and sexual behaviours.

Participants said the aggressive behaviour of bullying was persistent at school and sometimes continued for days, weeks months and even years. Bullies were often intimidating and dominant. They threatened to bully others even more if you dared to report them. This resulted in recurring bullying incidents at school. Victims were afraid to report to teachers and bystanders feared being victims in return. Bullies often had and needed an audience. Bullying frequently took place in the presence of bystanders who witness it. The discussion among members of the Hope Peace Club also centred around the role of bystanders. They mentioned that bystanders sometimes indirectly encouraged bullying by ignoring it or directly or by laughing and taking photos or videos.

In schools bullying often occurs in bathrooms, playgrounds, lunchrooms and right after school and on the bus. In communities it can happen anywhere where children and teens are not supervised. At Sund Primary School participants said bullying occurred in all areas. It happened in the school premises; often occurred during school breaks but also outside the school yard. Places they mentioned were inside the classroom in the absence of the teachers. Sometimes bullying took place inside the classroom in the presence of the teacher. In many cases teachers ignored the bullying and seldom reprimanded the perpetrators.

The other places where bullying took place were playgrounds, passages, dining hall, toilets, behind the school buildings, locker rooms, hallways, bathrooms and any isolated place. It also occurred on scholar transport and on the bus stop, classes that require group work and after school activities. Bullying in school consisted of a bunch of culprits taking advantage of or isolating one learner in particular and gaining the loyalty of bystanders who wanted to avoid being the next victim. Participants further stated the following as some causes of bullying.

- They want attention.

- Showing power.
- They want to conceal short comings.
- They lack skills to deal with problems or emotions without using violence.
- To portray popularity.
- They were previously bullied.
- They want to make fun of their victims.

One participant commented: “I think it’s lot about what they are, I mean, they get that kind of attention and then feel that they are cool”. Most participants reported that the ‘cool’ learners ‘rule the school’ as they dictated peer norms and ideals in terms of appearance, clothing, behaviour etc. The social hierarchy was maintained by the learners at the top of the hierarchy as they insulted and harassed learners with less power and lower status.

Bullying behaviour is a serious problem among school-age children and adolescents. Such behaviours have short- and long-term effects on the individuals who are bullied, and the bystanders witnessing the bullying event. In the focus group discussion, the participants presented the consequences of bullying behaviour for learners at school as, amongst others:

- Absenteeism. Victims of bullying tend to lack interest in school attendance.
- Timidity. Victims have low self-esteem and are even afraid of reporting bullying incidences.
- Isolation. Bullied learners do not get along with others, they are often excluded and alone.
- Academic performance. Even gifted learners drop marks when they are under bullying pressure.
- Dropping out. Some learners cannot stand being repeatedly bullied and will eventually decide to leave the school altogether.

6.3.3 The School’s Role in Handling Bullying

Bullying often occurs within the school premises and teachers are front-line workers in the school bullying epidemic. Teachers use different handling strategies towards different school bullying roles. For instance, teachers often use punitive strategies against bullies, such as after-class detention, isolating both sides, informing the

parents, etc. (Yoon, Sulkowski and Bauman 2016). The discussion revealed that at Sund Primary School they have established rules and policies drafted by SGB members, School Safety Committee, teachers, and support staff to develop clear rules, methods, and systems to deal with the general unruly behaviour. The Code of Conduct spells out the rules regarding learner behaviour and it describes the disciplinary system to be implemented concerning transgression by learners. It was rather astonishing that their rules and policies were very shallow in specifically dealing with bullying as repeated aggression or harmful actions. Furthermore, while meticulous policies and procedures existed on paper, this did not automatically result in proper practice.

The school had methods of publicising and enforcing the rules and policies. The Code of Conduct was formally introduced to all learners, staff members and parents. Upon admission each learner is issued with a copy of the code of conduct and the parent signs the acknowledgement slip. The policy was implemented with continued promotion, support and communication from all staff, learners and parents. To ensure that bullying did not thrive in locations where adults were not present, supervision of learners by teachers on hot spots during breaks was introduced in the form of a duty roster. The presence of adults in identified hot spots such as hallways, bathrooms and isolated playground areas helped to monitor bullying incidents. Older learners were also trained to monitor those areas.

Participants reported that school rules were frequently inconsistently enforced. According to them, teacher's efforts to uphold the rules in everyday school life were inconsistent and contradictory, which seemed to produce confusion. The learners knew that there were certain rules at school, but at the same time they were uncertain as to whether their understanding of the rules corresponded with the actual system as a result of their perception of inconsistent rule enforcement. Teachers agreed even among themselves that some of their colleagues somehow shunned or turned a blind eye to bullying incidents. From a participant perspective, teachers inconsistent and poor rule enforcement resulted in a school climate in which bullying events became trivialised and ignored. Learners perceived that those teachers that ignored bullying, encouraged it to occur (i.e., no real sanctions towards bullies, and the bullying continued unattended), and the lesson learned was that bullying was an accepted behaviour at school and was not harshly denounced by school rules.

6.3.4 Designing and Creating a Concept Map

According to Jackson and Trochim (2002), concept mapping is a general method that can be used to help any individual or group to describe their ideas about some topic in a pictorial form. There are several different types of methods that go by names like “concept mapping”, “mental mapping” or “concept webbing”. We used a different kind of concept mapping to address bullying. We chose a group process which was well suited for participants to work together. Concept mapping in addressing bullying helped participants to think more effectively as a group without losing individuality. It benefitted the group to manage the complexity of their ideas without trivialising them or losing detail.

The object of this exercise was to contextualise bullying at Sund Primary School by developing a visual organisation and representation of the concept of bullying. This involved the group’s knowledge of what bullying is, how learners react to being bullied, how learners react to witnessing bullying, prevention mechanisms and some activities that learners can engage in to combat bullying. The concept map illustrated the participants' conceptual thinking about bullying and bullying prevention strategies.

We started this session by allocating particular roles to the participants. We elected Nathi to lead the discussion, Jimmy to be the scribe and Lindani to draft the map. Musa volunteered to construct the final draft. The participants eagerly engaged in the discussions and all members contributed ideas and views. During the process we went through volumes of flip chart paper where we wrote down ideas and narrowed our focus with each draft. On the first day we did not make much progress as there were too many different and varying discussions. Members were tempted to veer off into their own and other peoples’ experiences of bullying which took up many hours. On the second day we came to a realisation that this concept map should serve as a preamble to planning the actual intervention programme. This helped us to make better progress and to narrow our focus. Discussions took a more fruitful turn and meaningful contributions were made by all participants. At the end of the second day, we were able to craft a final version of our concept map (Figure 6.1).

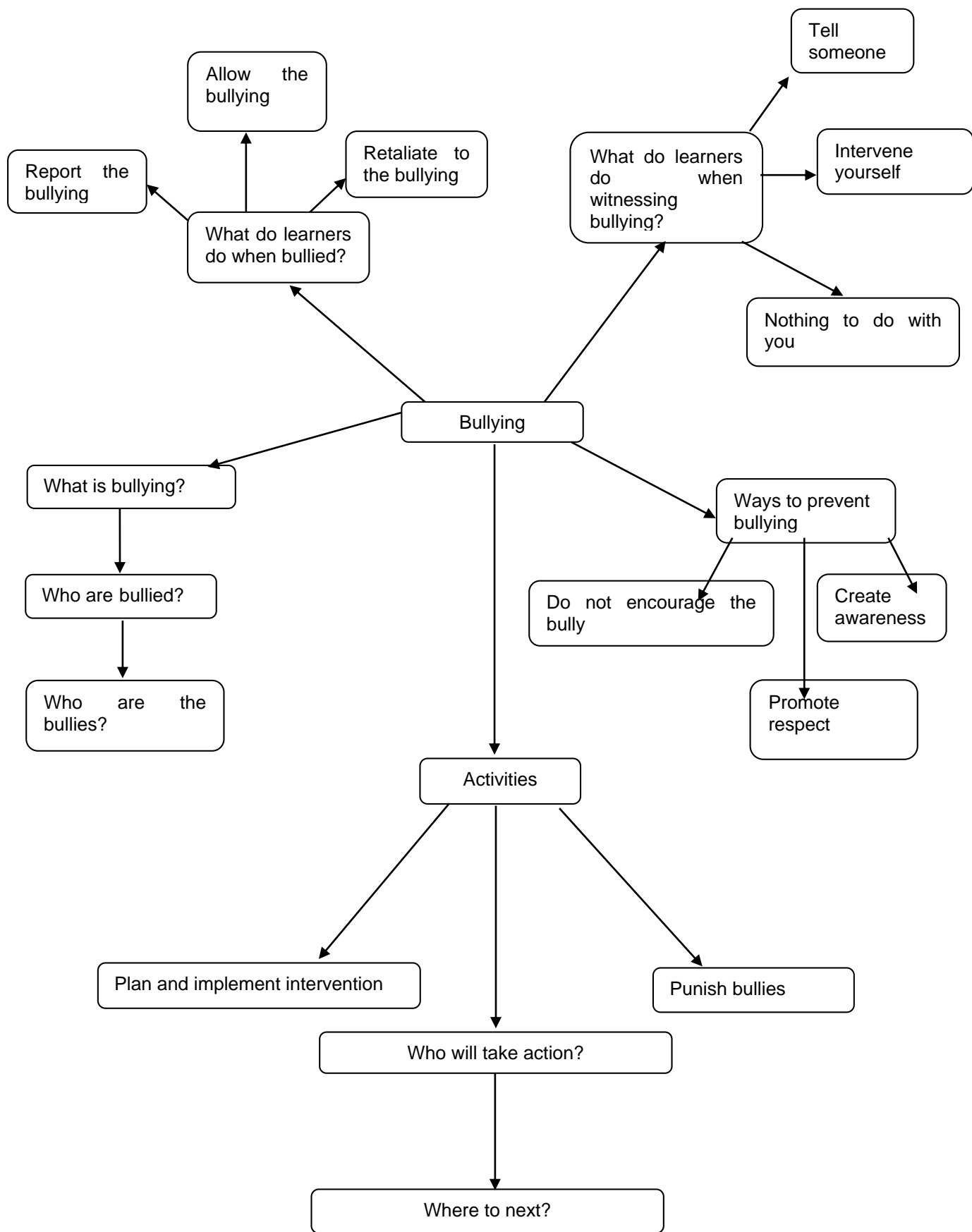


Figure 6.1: Concept map

6.3.5 Writing an Action Plan

Using the “All Together Action Plan”, the most important resource available, we were able to identify resources that the team prioritised and how we could target specific areas in the implementation process. Our anti-bullying activities were planned in such a way that they did not interfere with the curriculum time. Our action plan outlined all the necessary steps to achieve our goal and helped us in reaching our target efficiently by assigning a timeframe—a start and end date—to every step in the process.

Writing an action plan initially seemed challenging but it was worth the work upfront; it kept the club focused and was a simple framework that gave us clarity. We created an action plan that helped us achieve our goal by following these five steps:

- Goals.
- List of activities.
- Timeframes.
- Resources needed.
- Implementation of the plan.

We agreed that our goals would be specific, measurable, attainable relevant and time based. Participants all agreed that we would start by identifying the bullying hot spots in order to reduce bullying in those spots. After some discussion and deliberating various ideas, it was decided that the most effective way to combat bullying in the hotspots was to create awareness advocacy. Anti-bullying pamphlets and signages would be designed to be placed in the identified hot spots. The hotspots that were identified included hallways, bathrooms, toilets, playgrounds, scholar transport and the dining hall. The Peace Club kept themselves busy by drafting and designing pamphlets, posters, and placards that were to be placed or distributed in and around hotspots. Ms Mhlongo was unanimously nominated to edit the anti-bullying themes to ensure that language used was neither harmful nor explicit. The finished displays were stored in Ms Mhlongo’s cupboard.

The second prong in our plan was to create the awareness among the entire school population about the negative effects of bullying and the importance of respecting each other. The Peace Club decided that little sketches presented to the learners would make the best impact. We also decided to compose a poem book with the help

of the language teachers. We sought approval from the principal for permission to use at least five minutes a day in the assembly to enact mini-sketches as part of the anti-bullying awareness programme. Once permission was granted, the Peace Club began rehearsing short humorous plays or performances consisting of typical scenes that promoted anti-bullying.

After considering what would have the biggest appeal to the current generation of learners, a rap competition was planned where all the words and phrases in the rap would be related to anti-bullying messages. After taking into consideration the COVID-19 restrictions and in the interest of the safety and wellbeing of all the stakeholders at school it was decided that the competition would take place virtually. Participants would make videos of their entries and post them on a newly created Instagram account. The videos would be judged according to the number of likes of each video.

Timelines were set so that the list of action plans would be met. Resources needed would be made available in a timeous manner. The progress of planned activities would be closely monitored, and each participant knew his or her role during the action planning phase.

6.3.6 Implementation of the Action Plan

The implementation of the plan was envisaged to run for four weeks. For each and every activity, there were lead organisers within the Peace Club, but all other members were assigned duties as well. The participating educators, Ms Mhlongo and Ms Shezi, would be responsible for organising the starting and finishing times during the implementation stages. They would liaise with the principal when requests were made for respective activities to take place. Most activities were set to take place in the mornings before the start of the school, during breaks as well as after school. Peace Club members took a lead in the implementation of the plan.

We revisited our general focus group discussions to identify the hotspots for bullying at the school. In the first week, we put up posters and banners with anti-bullying slogans and quotes in the identified hot spots. Posters were hung up high to prevent vandalism, graffiti and malicious mischief. The banners were visible, legible and decipherable by all. Other members were tasked with the distribution of pamphlets.

Members of Peace Club took turns to read messages written on pamphlets, posters and banners with small groups of learners as an advocacy and awareness exercise.

Little sketches in the form of dramatizations were performed for about fifteen minutes in the mornings during assembly in the second week of the campaign. Poems from the anti-bullying poem book were also read out loud in the assembly to intensify the awareness programme. The poem readers were well trained by educators among the Peace Club. Their pronunciation and clarity of diction was excellent and exciting to the audience. The anti-bullying message was delivered loud and clear.

A virtual rap competition was envisaged to take place once at a given date and time. A link was sent to registered participants, but those participants shared the link with their friends. This resulted in a number of interested participants and the club was overwhelmed by the sudden increase of willing participants. An arrangement was made for the virtual rap competition to run for one week. Participants made videos of their entries and posted them on a newly created Instagram account. The videos were judged according to the number of likes of each video. A group of rappers competed against each other in the afternoons for about thirty minutes, with each rapper being given three minutes to showcase their talent. The rap competition brought about huge enthusiasm and creativity among competitors and the online audience. Peace Club members were responsible for adjudication. The losers were sifted out until two rappers remained and were pitted against each other in the final rap competition.

There was huge hype for days leading to the finals. The principal allowed the finals to be streamed live and a few spectators were allowed in the school hall on a Friday afternoon, lasting for about two hours. The whole spectacle drew a large online crowd as rappers had their followers cheering for them on Zoom. The school offered the projection and sound system for the live rap competition to those who were watching the competition at the school hall. We had organised t-shirts and caps in different colours to be worn by competitors during the finals.

Immediately after the success of the rap competition the Peace Club members converged and came up with a new idea of holding a fun walk of 5km on the theme of the anti-bullying campaign. Ms Shezi liaised with the principal who agreed. The planning of the fun walk was quick, impromptu and urgent. The fun walk was set to take place on Thursday as it was the school's sports day. The local radio station was

roped in and it announced the staging of the activity. The Mandeni Municipality (Department of Protection Service) provided traffic officers for road safety services during the walk. Renckens Super Spar sponsored the campaign by provided water and bags of oranges. The walk started at the school sports field right to the town hall and back. Peace Club members were marshalling the walk and ensuring that assistance was offered to any participant who needed such. COVID-19 restrictions and health protocols were adhered to during the whole activity. Participants were wearing blue ribbons during the fun walk which were provided by the club through the researcher as a sign to confirm that COVID-19 screening had been conducted. A red sticker with a smiling face was pasted to shirts of the participants after fun walk completion.

All the campaign activities from the beginning till the end were recorded using a video recorder and photos were taken as well. Video clips and pictures were uploaded to either you-tube, Facebook or WhatsApp. One boy and one girl among the Peace Club members were given a smart phone with data to access and manage social media activities for this campaign.

The final week of the campaign was used for evaluation and reflection on the entire anti-bullying programme. The club met towards the end of the campaign to produce short questionnaires about the anti-bullying campaign. Peace Club members issued these to learners before assembly and during breaks. They were required to mark in the “Yes or No” responses. The whole feedback exercise lasted a week.

6.3.7 Evaluation of the Plan

The anti-bullying intervention campaign definitely brought about a change in the way that the learners and educators approached school bullying. The posters, pamphlets, banners, rap competitions and mini-sketches created awareness and alerted learners about the existence and the extent of bullying at the school and that bullying was unacceptable and harmful. The specific objectives of the posters, pamphlets, banners, rap competitions and mini-sketches were to:

- Educate learners about bullying and prepare them to recognise and respond to bullying.
- Equip the school community with information to help everybody recognise bullying and the behaviours that can lead to bullying.

- Provide some strategies to assist everyone respond early and effectively to bullying.
- Actively include the staff and learners in intervention strategies.
- Show the school community that it is important to address both the targets and perpetrators of bullying in order to bring about change.

The anti-bullying Intervention programme showed significant positive results. It was successful in helping victims to protect themselves from the bullies. Victims were no longer afraid to report bullying incidences to teachers and bystanders voluntarily became witnesses when a case of bullying occurred. Victimised learners were more strongly motivated to learn how to change their behaviour than those who bully.

The posters and banners that were created by the Hope Peace Club and placed around the school were made of chart paper and temporary so were susceptible to the weather and other elements. The SGB was impressed with the poster and banner presentations and decided to secure the services of a printing company to replicate them as permanent signs. The supervision of learners during breaks and around the bullying hot spots was intensified. The school introduced a duty roster to supervise learners at all times in the bathrooms, playgrounds, passages, dining hall, toilets, behind the school buildings, locker rooms, hallways, bathrooms and even in the school buses.

The school SMT resolved to include a five-minute slot in every school assembly that would address issues of bullying and violence at school. Outside speakers were also invited to talk to learners at the assembly during these times. The school newspaper committee decided to offer a column in the paper dedicated to bullying matters where learners could submit their writing pieces to be published in the column.

According to the school's discipline officer the reports on aggressive behaviour and bullying decreased. He further mentioned that learners that were the bystanders of bullying who took photos or videos of bullying incidents became disinterested in this behaviour and this may have impacted on the decrease of bullying incidents.

The other successes of the anti-bullying programme became evident on social media platforms. The pictures and videos of anti-bullying uploaded on WhatsApp were viewed by more than 500 viewers. The Hope Peace Club attracted 300 followers on

Instagram and received about 260 likes on Facebook. The Mandeni Municipality counsellor identified the Hope Peace Club as ambassadors of anti-bullying in and around the neighbouring schools of Mandeni.

The Hope Peace Club developed policies and approaches to addressing bullying at school. It was hoped that these policies about bullying and how to handle school bullies would be included in the school's Code of Conduct. The SMT and the governing body however were not in agreement with the policies developed by the Hope Peace Club as they felt that it was imperative to punish school bullies and not approach them in the restorative manner proposed by the Hope Peace Club. We agreed that we would have further discussions and workshops with stakeholders in the months to come around strategies of restoration and rehabilitation. It is also hoped that in time the school will develop and include teaching strategies in the teaching plans to promote a safe and respectful environment.

6.4 LIMITATIONS

When I introduced myself to the participants for the very first time, they were intimidated by the fact that I introduced myself as a school principal. However, I was able to put them at ease when I injected a sense of humour into our interactions. I also discovered that they (learners) had never been in a discussion environment with their educators who were part of the intervention campaign.

COVID-19 regulations and protocols destabilised the usual interaction, communication and implementation of some activities. Some participants dropped out of the campaigning due to their anxiety around the pandemic. The shortage of some technological resources, load shedding and glitches during online rap competitions posed some challenges which hampered our progress at times.

6.5 REFLECTIONS

I learnt a lot during the anti-bullying intervention campaign. Participants, particularly learners, were actively involved in a very surprising manner at every stage of the campaign, much more than I had anticipated would be the case. I also observed that it is much more jovial and relaxing to work with youngsters compared to working with reserved adults. They were polite, energetic, punctual, loyal and easy to work with. They were able to generate new ideas and share the workload among themselves.

The success of the programme felt so good when activities were executed as per our plan. The participants were very committed, and I was surprised at my own ability to convene such an enormous and successful campaign. A number of stakeholders were delighted and even promised to work with Hope Peace Club in their awareness campaigns in different sectors. The school community was happy to see the intervention programmes on bullying.

Shortcomings were experienced here and there, but they never derailed the intended outcomes of the campaign. The whole process would have been improved by not mixing learners and their educators particularly during group discussions. Learners innocently raised a number of shortcomings on the part of educators in dealing with bullying at school.

I realise that there is work to be done in educating stakeholders and decision makers in the school in terms of shifting their focus from punishment to rehabilitation of perpetrators of bullying. They are currently steeped in imposing only punitive measures on perpetrators of bullying. Focusing on punishing only is a very short-term solution, and one that may do long-term damage both to the school system and to the individuals concerned.

6.6 CONCLUSION

Bullying occurs in every school and is believed to be part of normal interaction among young people in our society. However, children can suffer irreparable damage through being tormented and harassed if bullying is ignored. Failure by schools to deal decisively with bullying can endanger the lives of both bullies and victims. Bullying can also jeopardise the safety of learners and educators if it is left unattended.

The problems of bullying are extremely complicated and complex. It is the responsibility of the schools, policy makers, parents and the community to address and stop bullying for the creation of a conducive learning atmosphere. Clear, effective and unambiguous anti-bullying intervention campaigns can help in reducing bullying school school-aged youth.

This chapter described the process of designing and implementing an anti-bullying intervention campaign at Sund Primary School. Details on how the participants were selected, their backgrounds, the envisaged time frames in implementing the

intervention action plan campaign and the actual process of implementing the action plan was provided. The next chapter will focus on the conclusions and recommendations of the study and chart a way forward to eradicating the problem of bullying at Sund Primary School.

CHAPTER 7: CONCLUSIONS, REFLECTIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

The main aim of this study was to address bullying at a primary school by investigating and examining learners' and educators' experiences of bullying at the school. The purpose was to explore the perceptions participants had of bullying and to provide intervention strategies and programmes to combat and curb the scourge of bullying at school.

The motivation of this study emanates from the need to tackle school bullying against the backdrop of violence that learners face in their school and home life. According to Childline South Africa (2019), bullying gangs often become violent gangs that are involved in crime, so schools need to respond pro-actively to bullying to prevent it from becoming gangsterism. Research shows that most children believe that when they report the bullying to an educator nothing is going to be done to stop it.

7.2 OBJECTIVES OF THE STUDY

The aims of this study was to be realised through the following approaches:

- To gather information on learners' experiences of bullying at a primary level.
- To investigate the contributing factors in bullying.
- To examine the effects and consequences of bullying on learners' academic and social development.
- Establish effective intervention strategies to address bullying at primary schools.
- Recommend strategies to tackle bullying.

The study was guided by the following key research questions:

- What were the participants' understanding and definitions of bullying at Sund Primary School?
- What were the causes of bullying at the school?

- What was the nature and extent of bullying?
- What were the effects of bullying?
- What intervention programmes or strategies can be used to combat school bullying?

7.3 SUMMARY OF THE RESEARCH FINDINGS

Participants in this study displayed an awareness of bullying at school, although their understanding of bullying depicted different meanings.

7.3.1 Summary of Findings Pertaining to Definition of Bullying

Both boys and girls as respondents in this study did not understand the concept of bullying. Participants in this study understood bullying in many different ways, but all had a similar understanding that bullying basically means hurting another learner physical, emotionally, psychologically and spiritually. Specifically, learners compared to educators, restricted their definitions to overt forms of bullying (verbal or physical abuse). Educators referred to bullying as including social exclusion, and being a power imbalance in the bully's favour, with the bully intending to cause hurt or harm and to make their victim feel threatened.

Educators in this study had a better understanding of bullying and were able to provide definitions of bullying and further mentioned that those with strength and power abused the weaker ones physically, emotionally and verbally.

In general, during individual interviews and focus group discussions, learners' definition of bullying, particularly boys placed emphasis on the aggressive physical behaviour that occurred while educators emphasised social exclusion and power imbalance in their comprehensive ideas in their definitions.

7.3.2 Summary Findings on Causes of Bullying

Respondents were unable to pin point any single cause of bullying. However, aggressive behaviour, domination and power inequalities were commonly associated with causes of bullying in the school.

I was able to narrow down the main causes of bullying at Sund Primary School, as summarised in the following sub-sections.

7.3.2.1 Aggressive constructions of masculinity

Boys were engaged in forms of bullying such as general acts of violence which included direct physical aggression (kicking, punching, hitting, shoving, slapping and pinching), and verbal aggression (swearing, shouting, intimidation and name calling). When the bullies negotiated the primary school space, they did so as a distinct group of boys with shared investments in power and in the expression of violence as key to the making of masculinity.

7.3.2.2 Desire for Power

Learners who bullied other learners were popular and socially connected at school. They enjoyed active social lives and were well-integrated into the school community, they also had a need to dominate less popular learners. To maintain dominance some learners bullied other children. Some of the bullies possessed a desire to be in charge.

7.3.2.3 Peer Pressure and the Desire to Fit In

I found that the girls mostly bully to retain their popularity and acted in threatening ways to fit in. What was interesting to note was that these learners were not necessarily aggressive and they did not always feel comfortable with their own bullying behaviours. The pressure to fit in and/or please the popular learners influenced them on many occasions to bully others. Being friends with a bully increased their popularity and acceptance. The desire for acceptance drove some of the girls to give in to negative peer pressure and became bullies. Their desire to fit in over-rode their better judgement and swayed them to behaviour that involved bullying.

7.3.2.4 Gender and Bullying Factor

Girls in this study purported that they were easily bullied due to their weakness and powerlessness. Boys boasted that girls were easy targets for bullying because of their femininity. It was evident in this study that boys always wanted to play a dominant role over girls and girls played subordinate role. Both boys and girls articulated that gender contributed to the experiences of bullying.

7.3.3 Summary Findings on Nature and Extent of Bullying

Respondents in this study mentioned that the nature of bullying was physical and direct (hitting, shoving, stealing or damage of property) as well as emotional and verbal (name calling, mocking, hurtful teasing or making harmful remarks). In this school it was evident that both boys and girls were prone to bullying. Boys experienced physical bullying while girls reported nonverbal bullying and boys were bullied more frequently than girls. In the case of boys, bullying was most often aggressive behaviour and vicious assault. In girls bullying was most often rumour mongering, name calling, gossip, isolation and exclusion.

From individual interviews and focus group discussions with learner's I was able to classify the nature of bullying at this particular school into two broad categories of direct bullying and indirect bullying.

7.3.4 (I) Direct Bullying

In this study direct bullying was further categorised into the following:

7.3.4.1 Physical Aggression

Physical aggression manifested only among the boys in terms of hitting, kicking, scratching, pushing, biting, punching and even the use of dangerous weapons.

Boys were more aggressive than girls, especially regarding physical aggression. Boys hit, kicked and pushed their victims. I found evidence of more direct physical aggression by boys. The bullying that took place among the boys mainly consisted of face-to-face bullying. The boys used their physical power over their victims in an attempt to gain status or control. They engaged in fights and used the threat of physical violence to torment their victims. The boys carried dangerous objects to harm their victims or to enhance their threat.

7.3.4.2 Verbal Bullying

I found that aggression in the form of verbal abuse was more typical among the girls than the boys. Girls engaged in name calling, gossiping and telling tales about others. Boys were engaged in swearing and shouting vulgarities. Overall, more girls than boys in this study reported incidents of verbal bullying.

The verbal bullying in girls was carried out by groups of girls towards other girls. This was very evident from the comments raised in the interviews and focus group discussions, that the girls were far more critical and abusive to other girls than boys were to girls. . Interestingly enough, they even worked in groups to spread lies, rumour mongering and gossip.

7.3.5 (ii) Indirect Bullying

Indirect bullying was further categorised into the following:

7.3.5.1 Social Exclusion

Social exclusion is regarded as relational bullying. In this study I found no evidence of relational bullying among the boys. However, among the girls relational bullying was rife. Within a circle of girls as friends, there was often one manipulative girl who bullied others if they did not follow what she approved. Other girls were thus excluded from the group if they did not fit in with what she approved. Respondents explained that if you had fallen out of the circle of friends, you were given silent treatment and cold shoulder.

7.3.6 Summary Findings on Effects of Bullying

Bullying is considered a serious health problem in primary schools. It can result in negative effects on both the bully and the victim, as summarised below.

7.3.6.1 Effects on Learner's Social Lives

Boys and girls in this study who were bullied communicated that bullying often affected their social behaviour, freedom, relationships and wellbeing. Teachers also attested to such effects.

Many victims who are bullied repeatedly ended up lonely and isolated. Their social lives were disrupted as they were not invited to be part of any social events. Victims had difficulty maintaining friendships and found it difficult to make new friends even long after the bullying had stopped. Teenage girls who were victims of bullying complained that the act deprived them of strength to make their own choices as most of the time they just comply with what their peers decide.

7.3.6.2 Effects on Learner's School Performance

Both boys and girls in this study explained that their focus and concentration on school work was disturbed by being bullied and their overwhelming thoughts of the bullying incidents that they endure day-by-day at school. Their normal schooling activities and grades eventually dropped.

The performance of the victims of bullying at this particular school was tremendously compromised and had serious implications on their educational activities. Both girls and boys reported losing their concentration in class, feeling bad about themselves and eventually underperforming.

They struggled to study at home and to focus at school in the classroom. The victims of bullying mentioned that they were scared to go to school and often found excuses to "skip" school as they felt anxious most of the time which impacted on their self-confidence. They either concealed their ability to perform or the abuse impeded their progress. The educators reported that as a result, a drastic decline in school performance was observed in such cases.

The victims also mentioned that due to bullying, they found themselves failing to make their own choices. This resulted in them doing things not because they wanted to, but simply because they were obliged to, or they just wanted to please their peers.

7.3.6.3 Effects of Bullying on Bystanders

Respondents confirmed that bystanders watched or witnessed other learners being bullied. Their experience and exposure to bullying episodes had a negative impact on their lives. They were bothered seeing someone being hurt, injured or assaulted, and ended up suffering feelings of fear, anxiety and guilt. In this particular study I found three main effects on those learners that witnessed bullying at Sund Primary School.

- **Anxiety**

Bystanders developed anxiety about the thoughts bullying. After witnessing a bullying incident, some bystanders worried that they would be the next targets, especially if bullying was severe or an ongoing repetitive issue at the school.

- **Fear**

Bystanders mentioned that most of the time they did not respond because they were monitoring others in the group for their reactions. They did not want to engage in any act of miscalculated heroism. They watched to determine if the situation was serious enough to do something, and to see if someone else would step forward. In most cases the bystanders did nothing because of fear of being victimised for interference.

This inaction is often referred to as the bystander effect. Respondents said some bystanders were afraid to say anything because they feared embarrassment or ridicule. They also said they were worried that they might say or do the wrong thing and worsen the situation. They remained silent and afraid of being injured or becoming the next target if they came to the victim's defence.

- **Guilt**

After the bullying incident was over, many bystanders indicated that they felt weighed down with guilt. Not only did they feel bad for what happened to the victim, but they also experienced overwhelming guilt for not intervening. They also felt guilty for not knowing what to do, or for being too fearful to step in.

This particular study also found that the bystanders felt guilty for not helping, and too scared to help at the same time. The fear of consequences was always higher but the bystanders always felt guilty after the incident. The guilt led to high levels of stress and anxiety for bystanders.

7.4 CURRENT MEASURES TO HANDLE BULLYING AT SUND PRIMARY SCHOOL

Although educators and parents at this particular school were aware of the bullying incidents that took place, they regarded it as part of the day-to-day functioning of the school. It was not considered to be a problem serious enough to warrant action by the school authorities in terms of intervention programmes and campaigns. In many cases the bullying was put down as 'boys being boys' or 'children will be children'. In essence the school did not really deal with or handle bullying incidents in an appropriate manner.

Learners as participants in this study indicated that there was no awareness of bullying in the entire school. They reported that there was no clear policy to deal with bullying

at school and the learners code of conduct did not include bullying as an offence. Perpetrators were not conscious that victimising others was detrimental to those individuals' wellbeing.

Reported cases of bullying incidents were not treated with consistency. Some teachers attended to bullying cases but others neglected reported bullying cases and perpetrators were not punished. Educators generally did not take bullying seriously.

Parents of perpetrators did not come to school when called for a hearing and those cases would just fade away.

Despite the minimal strides being made in bullying prevention efforts, this particular school looked at bullying as a rite of passage. They bought into the idea that "kids will be kids" or believed that experiencing bullying helps to toughen kids up. They viewed bullying as a conflict rather than an issue of power and control where one person, or a group of people, controls and manipulates the victim. The school handled the situation as a violent confrontation between learners. As a result, this school lacked solid bullying prevention programmes and were behind in implementing any anti-bullying campaigns that not only changed the school climate but also deterred bullying.

7.5 RECOMMENDATIONS

7.5.1 Steps to Prevent and Address Bullying at School

- Development of a comprehensive definition of bullying for recognition of different forms of bullying.
- Use an educator learner survey to assess the extent and nature of bullying.
- Integrate bullying into the activities of the school safety committee.
- All staff members to receive ongoing adequate training in dealing with bullying.
- Draw up and implement policies related to the learner's code of conduct.
- Publication and enforcement of the rules and policies.
- Involvement of all stakeholders during the processes of learner discipline.
- Increase supervision of learners in hot spots where bullying often occurs.
- Attend and respond accordingly, with consistency, to bullying cases.
- Create a bully-free school environment by creation of a positive school climate.
- Set aside class time to discuss and equip learners to address bullying problems.

- Development of school-based anti-bullying and intervention programmes.
- It is also recommended that the restorative justice principles as described by Walgrave (2011) be adopted to reduce bullying at the school. Issues of both the victim and the transgressor should be dealt with in such a way that there is healing on both sides. A restorative practitioner should be appointed by the school. The students who have been bullying should meet with the restorative practitioner and other students who have been selected because they are expected to be supportive of the person who has been bullied (who is not present). Knowledge of the distress experienced by the person is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome should be monitored. This may be an appropriate alternative solution.

7.5.2 Role of the Department of Education

- Integrate bullying into the school curriculum.
- Promulgate policies and circulars as a form of guidance to address bullying.
- Organise workshops for, and training of, staff members.
- Direct efforts to counteract cyberbullying as well.
- Successful interventions to promote pro-social behaviour aligned with research.

7.6 CONCLUSION

The fundamental aim of this study was to address bullying in a primary school through anti-bullying and intervention strategies to bring peace among learners. The motivation of this study emanated from the need to tackle school bullying against the backdrop of violence that learners face in their school life.

The findings of this study revealed that there was an alarmingly high rate of bullying at this school. Both boys and girls were either victims or perpetrators of bullying. Bullying incidents were reported but responses by educators were inconsistent. There were no clear roles and responsibilities, procedures and policies to prevent or address bullying.

Through this study the researcher realised that there was no intervention strategy to address bullying in the school. It was further noted that bullying was not given the degree of attention that it deserved. Learners were engaged in physical and emotional

altercations that were compromising their safety. Bullying was rather treated as an acceptable aspect of a learner's growing up process, and dealt with as some kind of initiation or hardships that every learner must go through.

The researcher recommends that further studies be conducted on bullying as it is a society-wide phenomenon that requires attention from social institutions such as schools.

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APPENDICES

APPENDIX I: LETTER TO THE DEPARTMENT OF EDUCATION



14 January 2020
Executive Support Service: Office of HOD
KZN Department of Education
247 Burger Street
Anton Lembede Building
Pietermaritzburg
3201
Office No. 316

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

Dear Sir/Madam

I am currently doing a MManSc in Public Administration at Durban University of Technology (DUT). My research topic is: Addressing bullying at a primary school in ILembe District, KwaZulu-Natal. To conclude my research findings, I request permission to use a Primary School that I have chosen to conduct interviews and observations. Permission will also be attained from the principal of the school before commencement of any research.

The target population will be 10 boys and 10 girls aged between 11 and 14 years, 2 male level one educators and 2 female level one educators will also be chosen to participate in this study according to number of years of experience. The principal and one management member will also participate in this research study. In total the sample size would be 26. All participants will partake in this study on a voluntary basis. Confidentiality and anonymity will be ensured. I also hereby undertake that the name of the participating schools, the teachers and learners will not be mentioned in the subsequent thesis. Interviews will not exceed 40 minutes with each participant and will also not interfere with the normal tuition time.

The information acquired from this research study, will be accessible to the Department of Education, as well as school managers. A copy of the completed thesis will be made available to the Department of Education, as well as school managers.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used.

For further information regarding this study, feel free to contact me or my supervisor. The reply could be sent to me by email.

Thank you for your time and consideration in this matter.

Yours in Education

(Researcher)

email address: nhlaxmthembu@yahoo.com

Durban University of Technology

Supervisor:

email address: vijayham1@gmail.com

APPENDIX II: PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

**OFFICE OF THE HEAD OF
DEPARTMENT**

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 392 1051

[Email: buyi.ntuli@kzndoe.gov.za](mailto:buyi.ntuli@kzndoe.gov.za)

Enquiries: Mrs. Buyi Ntuli

Ref.

:2/4/8/7160

Mr David
Nhlakanipho Mthembu
4 Gazelle
Place
MANDENI
4490

Dear Mr. Mthembu

PERMISSION TO CONDUCT RESEARCH IN THE KZN DōE INSTITUTIONS

Your application to conduct research entitled: “**ADDRESSING BULLYING AT A PRIMARY SCHOOL IN THE ILEMBE DISTRICT, KWAZULU-NATAL**.” in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 14TH September 2021 to 31 August 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators,

Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.

8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Nzama
Head of
Department:
Education
Date: 14TH
September
2021

APPENDIX III: LETTER TO THE PRINCIPAL



14 January 2020
The Principal
SUNDUMBILI PRIMARY SCHOOL
1315 ISIBANI ROAD
SUNDUMBILI
4491

REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

Dear Madam/Sir

My name is David Nhlakanipho Mthembu I am completing a MManSc in Public Administration at the Durban University of Technology. The research topic is: Addressing bullying at a primary school in ILembe District, KwaZulu-Natal.

The target population will be 10 boys and 10 girls aged between 11 and 14 years, 2 male level one educators and 2 female level one educators will also be chosen to participate in this study according to number of years of experience. The principal and one management member will also participate in this research study. In total the sample size would be 26. All participants will partake in this study on a voluntary basis. Confidentiality and anonymity will be ensured. I also hereby undertake that the name of the participating schools, the teachers and learners will not be mentioned in the subsequent thesis. Interviews will not exceed 40 minutes with each participant and will also not interfere with the normal tuition time.

I am hereby seeking your consent to conduct interviews with you, an SMT member, 4 PL1 educators, and 20 learners. I also seek permission to conduct observations of the day to day activities at the school. The study I proposed is qualitative in nature. The data collection methods will be formal individual interviews, focus group interviews and observations.

The study focuses on the types of bullying that takes place at the school, the effects of bullying on learners and how the school handles bullying among learners. Intervention strategies will be developed and implemented to promote improved behaviour patterns, harmony and peace. The overall aim of this study is to investigate and resolve bullying among learners at Sund Primary School in Mandeni, ILembe District.

I have provided you with a copy of my proposal which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process.

For further information regarding this study, feel free to contact me or my supervisor. The reply could be sent to me by email.

Thank you for your time and consideration in this matter.

(Researcher)email address: nhlaxmthembu@yahoo.com
Supervisor email address: vijayham1@gmail.com

APPENDIX IV: LETTER TO THE EDUCATOR



LETTER OF INFORMATION

Title of the Research Study: Addressing bullying at a primary school in ILembe District, KwaZulu-Natal.

Principal Investigator/s/researcher: MManSc student

Co-Investigator/s/supervisor/s: Dr Vijay Hamlall (PhD)

Brief Introduction and Purpose of the Study:

Dear Educator

Hello

I am a master's student from Durban University of Technology (DUT) in Durban. I invite you to take part in a research study as part of a master's thesis at the Durban University of Technology.

The study focuses on the types of bullying that takes place at the school, the effects of bullying on learners and how the school handles bullying among learners. Intervention strategies will be developed and implemented to promote improved behaviour patterns, harmony and peace.

Outline of the Procedures:

The data collection method will be formal interviews, focus group interviews and observations. The target population will be 10 boys and 10 girls aged between 11 and 14 years, 2 male level one educators and 2 female level one educators will also be chosen to participate in this study according to number of years of experience. The principal and one management member will also participate in this research study. In total the sample size would be 26. The school and teachers who partake in this study will do this on a voluntary basis. Confidentiality and anonymity will be ensured. I also hereby undertake that the name of the participating schools, the teachers and governing body members will not be mentioned in the subsequent thesis. Interviews will not exceed 50 minutes with each participant and will also not interfere with the normal tuition time. You will answer interview questions from the researcher. Interviews will be done privately in an unused office or classroom that you will be comfortable with. The interview will last for approximately 50 minutes. You will also be asked to participate in a focus group discussion with fellow educators.

You may be asked to voluntarily form part of a group to help in developing and implementing a bullying prevention programmed at the school.

Risks or Discomforts to the Participant: There will be no risks or discomfort to you if you agree to take part in this study. Data will be stored in a secure storage and be destroyed after five years.

Reason/s why you May Withdraw from the Study: You have a choice to participate or not to participate or withdraw at any stage without any penalties. You should participate voluntarily

Benefits: Your involvement is purely for academic purpose only, and there is no financial benefit involved. The findings of the study will be published locally and internationally. This study attempts to investigate and resolve bullying among learners at the school, and thereby create a peaceful space for teaching and learning. The findings from this study will be presented at different conferences, workshops and written into manuscripts to be published for the voices of the research study participants to be heard.

You have a choice to participate or not to participate or withdraw at any stage without any penalties. You should participate voluntarily.

Remuneration: No remuneration will be received by you for participation in this study.

Costs of the Study: You are not allowed to cover any costs of my study. The researcher will travel to meet you at the agreed comfortable venue.

Confidentiality: Anonymity and confidentiality will be guaranteed using pseudonyms. You will be told about the concepts of anonymity and confidentiality which will be applied to this study. Data will be stored in a secure storage and be destroyed after five years.

Results: The findings of the study will be published locally and internationally. This study attempts to understand the males and females who experience gender based violence and addressing it and analyse the effectiveness of intervention programmes. The findings from this study will be presented at different conferences, workshops and written into manuscripts to be published for the voices of the research study participants to be heard.

Research-related Injury: Since the research will be conducted using interviews that will be audio recorded, no research-related injury is envisaged.

Storage of all electronic and hard copies including tape recordings: The audio recordings on the dicta-phone and the transcripts will be retained for the period of five years after which the transcripts will be disposed of through a shredding process and the recordings on the dicta-phone will be deleted.

Persons to Contact in the Event of Any Problems or Queries: Please contact the researcher 0711083677 or my supervisor, 083 419 0441 or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director, Research and Postgraduate Support. Dr L Linganiso on 031 373 2577 or researchdirector@dut.ac.za.

(Researcher)

email address: nhlaxmthembu@yahoo.com

Supervisor: vijayham1@gmail.com

APPENDIX V: LETTER TO THE LEARNER



LETTER OF INFORMATION

Title of the Research Study: Addressing bullying at a primary school in ILembe District. KwaZulu-Natal.

Principal Investigator/s/researcher: MManSc student

Co-Investigator/s/supervisor/s: Dr Vijay Hamlall (PhD)

Brief Introduction and Purpose of the Study:

Dear Learner

I am a master's student from Durban University of Technology (DUT) in Durban. My study is aimed at addressing bullying at a primary school in ILembe District. I am requesting that you become one of the learners that will give me information about bullying at your school. I will ask you questions around how, where and when bullying takes place at the school. I hope to gather enough information that will help me to put strategies in place that would stop bullying at your school.

Outline of the Procedures:

I will ask you questions by interviewing you alone and then interview you in a group with other learners that I have chosen. You will have the choice of withdrawing from the study at any time without any penalties. I will select a group of 10 boys and 10 girls to ask questions. You will be part of the selected learners. I am selecting boys and girls aged between 11 and 14 years. There will be 2 male and 2 female educators that will also be chosen to participate in this study. The principal and one member of school management team will also participate in this research study. In total there would be 26 participating members. Interviews will not be longer than 50 minutes with each of you. I will ask you question at a set time. I will conduct the interviews in an unused office or classroom that you will be comfortable with. I will not disturb you during your formal classroom and learning time.

You may be asked to at your own will to form part of a group to help with finding ways of preventing stopping bullying at school.

Risks or Discomforts to the Participant: There will be no danger or discomfort to you if you agree to take part in this study. The information will be stored in a secure storage and be destroyed after five years.

Reason/s why you May Withdraw from the Study: You have a choice to participate or not to participate in this study. You can stop being part of the study at any time if you feel uncomfortable.

Benefits: There will be no money paid to you for being part of this study. Your involvement is purely for the purpose of sharing important information. The end results of this study will be published locally and to other countries. This study is trying to resolve bullying among learners at the school, and thereby making a peaceful space for teaching and learning. The findings from this study will be presented at different conferences, workshops and written into manuscripts to be published for the voices of the research study participants to be heard.

Remuneration: No money will be paid to you for participation in this study. The researcher will provide you with lunch.

Costs of the Study: You are not allowed to pay for anything whilst participating in this study. The researcher will come to meet you at the agreed comfortable time and venue.

Confidentiality: The researcher will not use your real names during the study. You will choose a name that you want to be called during the study. The information obtained from you will be kept secret. Information obtained from you will be stored in a safe place and be destroyed after five years.

Results: The findings of the study will be published locally and internationally. This study attempts to understand the males and females who experience gender based violence and addressing it and analyse the effectiveness of intervention programmes. The findings from this study will be presented at different conferences, workshops and written into manuscripts to be published for the voices of the research study participants to be heard.

Research-related Injury: Since the research will be conducted using interviews that will be audio recorded, no research-related injury is envisaged.

Storage of all electronic and hard copies including tape recordings: The audio recordings on the dicta-phone and the transcripts will be retained for the period of five years after which the transcripts will be disposed of through a shredding process and the recordings on the dicta-phone will be deleted.

Persons to Contact in the Event of Any Problems or Queries: Please contact the researcher 0711083677 or my supervisor, 083 419 0441 or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director, Research and Postgraduate Support. Dr L Langaniso on 031 373 2577 or researchdirector@dut.ac.za.

(Researcher) Cell: 0711083677
email address: nhlaxmthembu@yahoo.com

Supervisor:
Cell: 083 419 0441 email address: vijayham1@gmail.com

APPENDIX VI: LETTER TO THE PARENT



LETTER OF INFORMATION

Title of the Research Study: Addressing bullying and violence at a primary school in ILembe.

Principal Investigator/s/researcher: MManSc student

Co-Investigator/s/supervisor/s: Dr Vijay Hamlall (PhD)

Brief Introduction and Purpose of the Study:

Dear Parent

I am a master's student from Durban University of Technology (DUT) in Durban. I invite your son/daughter to take part in a research study as part of a Master's thesis at the Durban University of Technology. The study focuses on the types of bullying that takes place at the school, the effects of bullying on learners and how the school handles bullying among learners. Intervention strategies will be developed and implemented to promote improved behaviour patterns, harmony and peace.

Outline of the Procedures:

The data collection method will be formal interviews, focus group interviews and observations. The target population will be 10 boys and 10 girls aged between 11 and 14 years, 2 male level one educators and 2 female level one educators will also be chosen to participate in this study according to number of years of experience. The principal and one management member will also participate in this research study. In total the sample size would be 26. The school and teachers who partake in this study will do this on a voluntary basis. Confidentiality and anonymity will be ensured. I also hereby undertake that the name of the participating schools, the teachers and governing body members will not be mentioned in the subsequent thesis. Interviews will not exceed 40 minutes with each participant and will also not interfere with the normal tuition time. Your son/daughter will answer interview questions from the researcher. Interviews will be done privately in an unused office or classroom that you will be comfortable with. The interview will last for approximately 40 minutes. Your son/daughter will also be asked to participate in a focus group discussion with fellow learners.

Your son/daughter may be asked to voluntarily form part of a group to help in developing and implementing a bullying prevention programme at the school.

Risks or Discomforts to the Participant: There will be no risks or discomfort to your child if he/she agrees to take part in this study. Data will be stored in a secure storage and be destroyed after five years.

Reason/s why you May Withdraw from the Study: Your child has a choice to participate or not to participate or withdraw at any stage without any penalties. He/she should participate voluntarily.

Benefits: Your child's involvement is purely for academic purpose only, and there is no financial benefit involved. The findings of the study will be published locally and internationally. This study attempts to investigate and resolve bullying among learners at the school, and thereby create a peaceful space for teaching and learning. The findings from this study will be presented at different conferences, workshops and written into manuscripts to be published for the voices of the research study participants to be heard.

Remuneration: No remuneration will be received by you for participation in this study.

Costs of the Study: Your child will not cover any costs of my study. The researcher will travel to meet him/her at the agreed comfortable venue.

Confidentiality: Anonymity and confidentiality will be guaranteed through the use of pseudonyms. You will be told about the concepts of anonymity and confidentiality which will be applied to this study. Data will be stored in a secure storage and be destroyed after five years.

Results: The findings of the study will be published locally and internationally. This study attempts to understand the males and females who experience gender based violence and addressing it and analyse the effectiveness of intervention programmes. The findings from this study will be presented at different conferences, workshops and written into manuscripts to be published for the voices of the research study participants to be heard.

Research-related Injury: Since the research will be conducted using interviews that will be audio recorded, no research-related injury is envisaged.

Storage of all electronic and hard copies including tape recordings: The audio recordings on the dicta-phone and the transcripts will be retained for the period of five years after which the transcripts will be disposed of through a shredding process and the recordings on the dicta-phone will be deleted.

Persons to Contact in the Event of Any Problems or Queries: Please contact the researcher 0711083677 or my supervisor, 083 419 0441 or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director, Research and Postgraduate Support. Dr L Langaniso on 031 373 2577 or researchdirector@dut.ac.za.

Mr. David Nhlakanipho Mthembu (Researcher)
Cell: 0711083677 email address: nhlaxmthembu@yahoo.com

A *n*

Cell: 083 419 0441 email address: vijayham1@gmail.com

APPENDIX VII: LETTER TO THE PARENT (isiZulu)



INCWADI YESAZISO

Isihloko Socwango: Ukubhekana nokuxhashazwa ngokucwasana esikoleni samabanga aphansi esifundeni saseLembe, KwaZulu-Natal

Umcwangingi: David Nhlakanipho Mthembu

Umphathi: Dokotela. Vijay Hamlall

Isethulo esifishane ngocwango:

Mzali Othandekayo

Mina ngingumfundi weMfundo ephakeme eYunivesthi yaseThekwini yezobuChwepheshe. Ngibhala lencwadi ukucela umntwana wakho ukuba abe ingxenye yabanye abafundi engizokwenza kubo ucwango mayelana nokuxhashazwa ngokucwasana esikoleni samabanga aphansi esifundeni saseLembe, Kwazulu-Natal. Lolucwango lumayelana nezinhlobo, imbangela, imithelela nemiphumela yokuxhashazwa ngokucwasana kwabafundi esikoleni. Sizobhekisisa nokuthi isikole siwusingatha kanjani lomkhuba wokucwasana. Sizozhamuka namasu okunqanda lomkhuba onganambitheki eskhungweni sokufunda, kanye nezindlela ezizoqinisekisa ubudlelwano nokuthula Phakathi kwabafundi. Ucwango ngizolwenzela esikoleni lapho umntwana wakho efunda khona.

UKUCACISA NGENQUBO

Ukuqoqwa kwemininingwane kuzokwenziwa ngohlelo lwengxoxo eyimibuzo kumfundi ngamunye, ingxoxo abafundi behlanganisiwe ngamaqoqwana kanye nokubuka sakuhlola. Iqembu eliqondiwe lizoba nabafundi abayishumi babafana kanye nabayishumi bamantombazane kwabaneminyaka aphakathi kweyishumi nomuvo kanye nesiyishumi nesine. Kuzokuba noThishelakazi ababili noThisha ababili noyedwa ozovela ethimbeni labaphathi besikole noThishanhlolo. Ababambiqhaza bazoba amashumi amabili nesithupha sebebonke. Bonke abazobamba iqhaza bozocelwa bangene ngokuzithandela, neminingwane yabo izoba imfihlo. Ingxoxo eyimibuzo iyotha imizuzu angamashumi amane nangaphansi. Umcwangingi uzoqinisekisa ukuthi izingxoxo aziphazamisi ukufunda nokufundisa esikoleni.

Kuyosetshenziswa ngasese igumbi lokuxoxa lapho bonke ababambe iqhaza bezozizwa bekhululekile. Umntwana wakho uyoba ingxenye yeqoqwana elizobheka lithuthukise imigomo yokwakha ubudlelwane obungenakho ukucwasana nokuxhaphazana esikoleni.

Ingozi noma ukungakhululeki kwababambe iqhaza: Ayizikubabikho ingozi noma ukungakhululeki kwalabo abazobe bebambe iqhaza kulolucwango. Kuzobe kusetshenzwa ngesikhathi zasemini futhi akukho okulimazayo okungase kube khona Umcwangingi uzosebenzisa irekhoda ukuqoqa imininingwane bese igcinwa endaweni ephaphile. Imininingwane iyogcinwa iminyaka eyisihlanu bese isiyadatshulwa ilahlwe.

Inzuzo: Ukuzibandakanya komtwana wakho kulolucwaningo alunayo inkokhelo eyimali kodwa ngelwezemfundo kuphela. Okutholakalayo kulolucwaningo kuyoshicilelwa kwaziwe kwazasekhaya, emihlanganweni nakwamanye amazwe. Kuyophinde kube imibhalo yesandla eyosetshenziswa emihlanganweni nasezingqungqutheleni. Injongo yololucwaningo ukuhlola, ukuhlaziya nokuqeda isihlava sokucwasana nokuxhaphazana kwabafundi esikoleni ngenhloso yokudala ubudlelwano obuhle esikoleni.

Ukuhoxa ocwaningweni: Umntwana wakho unelungelo lokuhoxa ekubeni ingxenye yocwaningo uma efisa noma kunesizathu anaso. Ukuba ingxenye yololucwaningo akuphoqi.

Inkokhelo: Ayikho inkokhelo enjengemali ezozuzwa umntwana wakho kulolucwaningo.

Izindleko zocwaningo: Umncwaningi uyena ozobhekana nezindleko zokuza kumntwana esikoleni ngesikhathi socwaningo. Umntwana akazukukhokha lutho kodwa uyohlinzekwa ngesidlo sasemini.

Ubumfihlo: Bonke abazobamba iqhaza bozocelwa bangene ngokuzithandela, neminingwane yabo izoba imfihlo. Kuyosetshenziswa amagama-mbumbulu aboyozikhethela wona. Ngeke kudalulwe amagama abo angempela. Imininingwane iyogcinwa iminyaka eyisihlanu bese isiyadatshulwa ilahlwe.

Izingozi kucwaningo: Umcwaningi uzosebenzisa irekhoda ukuqoqa iminingwane bese igcinwa endaweni ephaphile akukho okungaba ingozi noma ukulimala kwababambe iqhaza.

Ukuxhumana nemibuzo: Siza uthinte lezinombolo: Umcwaningi: **0711083677**
Umphathi: **083 419 0441**

Izikhalo: Prof. C.E. Napier-Acting Director, Research and Postgraduate Support. 031 373 2326.

(Researcher)

email address: nhlaxmthembu@yahoo.com

Supervisor:

email address: vijayham1@gmail.com

APPENDIX VIII: PARENTAL CONSENT



PARENTAL CONSENT

Statement of Agreement for your child to participate in the Research Study:

- I hereby confirm that I have been informed by the researcher, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent of my child's participation in the study.
- I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to allow my child to participate in the study.
- I understand that significant new findings developed during this research which may relate to my child's participation will be made available to me.

Full Name of Participant Date Time Signature / Right Thumbprint

I, David Nhlakanipho Mthembu (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher 14 January 2020 Date Signature

Full Name of Witness (If applicable) Date Signature

Full Name of Legal Guardian Date Signature

APPENDIX IX: PARENTAL CONSENT (ISIZULU)



IMVUME YOMZALI

Isitatimende sesivumelwano sokuzimbakanya komntwana wakho kulolucwaningo:

- Ngियाqinisekisa ukuthi umcwani ngizisile ngesimo, ukuziphatha, inzuzo kanye nezimo zobungozi mayelana salolucwaningo. - Research Ethics Clearance Number: _____,
- Ngiyitholile futhi ngafunda ngayiqonda imininingwane yokubhaliwe ephathelene ngocwaningo. (Incwadi Yobambe Iqhaza).
- Ngियाqonda ukuthi imiphumela yocwaningo kumbandakanya imininingwane ephathelene nobulili, iminyaka, usuku lokuzalwa kanye negama lomntwana kuyophathwa ngokuyimfihlo
- Ngokubuka izidingo zocwaningo, ngiyavuma ukuthi ukuqoqa kwemininingwane lungasebenzisa ubuxhakaxhaka kohlelo lwamakhomputha.
- Kungenzeka noma nini ngihoxise umntwana wami ekubeni ingxenye yocwaningo.
- Ngibe nethuba elanele lokubuza imibuzo ngokuthanda kwami okwenza ngivume ukuthi umntwana wami abe yingxenye yololucwaningo.
- Ngियाqonda nokuthi imininingwane nolwazi olutholakakale kulolucwaningo ngingaluthola nami. _____

Full Name of Participant Date Time Signature / Right Thumbprint

I, David Nhlakanipho Mthembu (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

David Nhlakanipho Mthembu
Full Name of Researcher

14 January 2020
Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian

Date

Signature

APPENDIX X: LEARNER CONSENT



LEARNER ASSENT

Statement of Agreement to take part in the Research Study:

- I agree that I have been told by the researcher, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,
- I understand what the study is about and that my parents have given me permission to be included.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be kept a secret.
- In view of the needs of research, I agree that collection of information during this study can be written by computer by the researcher.
- I may, at any stage, judgement, I can stop being part in the study.
- I have had enough chance to ask questions and (of my own free will) to make myself prepared to be part of the study.

Full Name of Participant

Date

Time

Signature / Right Thumbprint

I, herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

David Nhlakanipho Mthembu
Full Name of Researcher

14 January 2020
Date

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable)

Date

Signature

APPENDIX XI: PRINCIPAL/SMT/EDUCATOR CONSENT



EDUCATOR CONSENT

Statement of Agreement for your participation in the Research Study:

- I hereby confirm that I have been informed by the researcher, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____.
- I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- I may, at any stage, without prejudice, withdraw my consent of participation in the study.
- I have had enough opportunity to ask questions and (of my own free will) declare myself prepared to take part in the study.

I understand that significant new findings developed during this research which may relate to participation will be made available to me.

Full Name of Participant **Date** **Time** **Signature / Right Thumbprint**

I, David Nhlakanipho Mthembu herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

David Nhlakanipho Mthembu 14 January 2020
Full Name of Researcher **Date**

Signature

Full Name of Witness (If applicable)

Date

Signature

Full Name of Legal Guardian (If applicable)

Date

Signature

**APPENDIX XII: INTERVIEW SCHEDULE – FOR PRINCIPAL/MEMBERS OF
MANAGEMENT/ TEACHERS**

ADDRESSING BULLYING AT A PRIMARY SCHOOL IN ILEMBE DISTRICT, KWAZULU-NATAL

**INTERVIEW SCHEDULE
For
Teachers**

Respondent No _____

January to April 2020

INTRODUCTION:

My name is, a MManSc student at the Durban University of Technology. As part of my studies I have to undertake a research project at a chosen primary school. My topic is 'Addressing bullying and at a primary school in iLembe District, KwaZulu-Natal'. The purpose of this study is to focus on the types of bullying that takes place at the school, the effects of bullying on learners and how the school handles bullying among learners for the creation of peace and harmony.

In order to capture our discussions accurately, a Dictaphone as a back-up would be used to ensure that opinions and responses are correctly interpreted during transcription of data. You have a right to ask for a transcription to review it before any use is made of it or to totally cancel it. Please be assured that whatever you say or do, or show will be treated with complete confidentiality. Do you understand the Research question? Do you have any concerns that you want to raise about the purpose and use of the interview, confidentiality and anonymity or any other concern?

SECTION A: Biographical characteristics of Respondent

1. Male Female
2. Which age group do you fall under?
Below 20 years
Between 21 and 30 years
Between 31 and 40 years
Over 40 years
3. Where do you live?
(a) Suburb
(b) Township
(c) Rural Area
4. How long have you been a teacher?
.....
5. How long have you been at this school?
.....
6. Which grade(s) are you currently teaching?
.....
7. What subject(s) are you currently teaching?
.....
8. What are your highest qualifications?
.....

SECTION B: Perceptions and experiences of bullying at school.

1. Do learners at the school bully each other?.....
.....
2. How serious is bullying at the school?.....
Probe: Rate from 1 to 10, with 10 very high rate of bullying
.....
3. How did you become aware of the bullying behaviour?
.....
4. Explain the nature and extent of bullying at the school?
.....
5. Who are the perpetrators of bullying and violent behaviour at school?
Probe: Age, Gender, any other observations
.....
6. Who are the victims of bullying and violent behaviour at school?
Probe: Age, Gender, any other observations
.....
7. What do you think are the factors that make a learner more prone to perpetrate bullying and violent behaviour?
.....
Probe: Take note of socio-economic, psychological and academic performance
8. List possible factors that make a learner more prone to be a victim bullying and violent behaviour?
.....
Probe: Take note of socio-economic, psychological and academic performance.
9. In your experience, how does the school handle bullying?
.....
10. In your experience how does parents/community/governing body respond to school bullying?
.....
11. What support does the SMT/SGB/PARENTS provide in addressing bullying at the school?
.....
12. How do you respond when you encounter a bullying incident?
.....
Probe: incident reporting, procedures and policies
13. What training do the teachers have to deal with bullying behaviour among learners?
.....
14. Is there a need for educators to receive training on handling bullying and violent behaviour between learners?
.....

15. What are the challenges that you face about bullying at the school?

16. When are incidents of learner bullying most likely to occur?

 Probe: Is bullying more prevalent before school, break times, and or after school?
17. Where are incidents of learner bullying most likely to occur?

 Probe: Is bullying more prevalent in the classroom, playgrounds, premises of school, or en-route to school
18. Are learners supervised by educators at all times?

 Probe: Are educators in class during contact time, do educators go on ground duty, does supervision take place during excursion and other school related activities.
19. How do you handle discipline at this school?

Probe: Is this different from the female/male teachers?

SECTION C: School policies and procedures to tackle bullying

NO.	QUESTION	YES	NO	N/A
1.	Does the school have a policy to deal with bullying amongst learners? COMMENT:			
2.	Is there a code of conduct for learners at school? COMMENT:			
3,	Does the code talk to bullying COMMENT:			
4.	Do class teachers maintain classroom rules to regulate learner conduct COMMENT:			
5.	Is there a reporting procedure and protocol in managing incidents COMMENT:			
6.	Does the school have an incident record book to monitor bullying incidents? COMMENT:			
7.				

SECTION D: Suggestions for change

- From this interview you do feel that you have a greater sense of learner bullying at this school.

- What changes would you like the school to introduce in terms of bullying

- What changes would you like to see in society regarding approaches to bullying in this school?

-
4. What changes would you like to see in South Africa regarding bullying in SA schools?
.....
 5. What programmes does the Department of Education have in place to support teachers and learners with regards to bullying?
.....
Probe: How effective are these intervention programmes?
.....
 6. Is there anything you would like to share about school bullying?
.....

Thank you very much for your time.

APPENDIX XIII: INTERVIEW SCHEDULE – FOR PRINCIPAL/MEMBERS OF MANAGEMENT/ TEACHERS

ADDRESSING BULLYING AT A PRIMARY SCHOOL IN ILEMBE DISTRICT, KWAZULU-NATAL

**FOCUS GROUP DISCUSSION SCHEDULE
For
EDUCATORS**

January to April 2020

INTRODUCTION:

My name is David Nhlakanipho Mthembu, a MManSc student at the Durban University of Technology. As part of my studies I have to undertake a research project at a chosen primary school. My topic is 'Addressing bullying at a primary school in iLembe District, KwaZulu-Natal'. The purpose of this study is to focus on the types of bullying that takes place at the school, the effects of bullying on learners and how the school handles bullying among learners for the creation of peace and harmony.

In order to capture our discussions accurately, a Dictaphone as a back-up would be used to ensure that opinions and responses are correctly interpreted during transcription of data. You have a right to ask for a transcription to review it before any use is made of it or to totally cancel it. Please be assured that whatever you say or do, or show will be treated with complete confidentiality. Do you understand the Research question? Do you have any concerns that you want to raise about the purpose and use of the interview, confidentiality and anonymity or any other concern?

Perceptions and experiences of bullying at school.

1. Do learners at the school bully each other?.....
2. How serious is bullying at the school?.....
Probe: Rate from 1 to 10, with 10 very high rate of bullying

3. How did teachers become aware of the bullying behaviour?
.....
4. Explain the nature and extent of bullying at the school?
.....
5. Who are the perpetrators of bullying and violent behaviour at school?
Probe: Age, Gender, any other observations
.....
6. Who are the victims of bullying and violent behaviour at school?
Probe: Age, Gender, any other observations
.....
7. What do you think are the factors that make a learner more prone to perpetrate bullying and violent behaviour?
.....
Probe: Take note of socio-economic, psychological and academic performance

- 8 List possible factors that make a learner more prone to be a victim bullying and violent behaviour?

 Probe: Take note of socio-economic, psychological and academic performance.
- 9 In your experience, how does the school handle bullying?

- 10 In your experience how does parents/community/governing body respond to school bullying?

- 11 What support does the SMT/SGB/PARENTS provide in addressing bullying at the school?

- 12 How do you respond when you encounter a bullying incident?

 Probe: incident reporting, procedures and policies
- 13 What training do the teachers have to deal with bullying behaviour among learners?

- 14 Is there a need for educators to receive training on handling bullying behaviour between learners?

- 15 What are the challenges that you face about bullying at the school?

- 16 When are incidents of learner bullying most likely to occur?

 Probe: Is bullying more prevalent before school, break times, and or after school?
- 17 Where are incidents of learner bullying most likely to occur?

 Probe: Is bullying more prevalent in the classroom, playgrounds, premises of school, or en-route to school
- 18 Are learners, always supervised by educators?

 Probe: Are educators in class during contact time, do educators go on ground duty, does supervision take place during excursion and other school related activities.
- 19 How do teachers handle discipline at this school?

Probe: Is this different from the female/male teachers?

School policies and procedures to tackle bullying

1. Does the school have a policy to deal with bullying amongst learners?
2. Is there a code of conduct for learners at school?
3. Does the code of conduct talk to bullying?
4. Do class teachers apply classroom rules to regulate learner conduct?

5. Is there a reporting procedure and protocol in managing incidents?
6. Does the school have an incident record book to monitor bullying incidents?
7. How does the community and the governing body get involved in dealing with bullying at the school?
8. How does the general community react to perpetrators and victims of school bullying?

Suggestions for change

1. From this interview you do feel that you have a greater sense of learner bullying and at this school?
.....
2. What changes would you like the school to introduce in terms of bullying?
.....
3. What changes would you like to see in society regarding approaches to bullying in this school?
.....
4. What changes would you like to see in South Africa regarding bullying in SA schools?
.....
5. What programmes does the Department of Education have in place to teachers and learners with regards to bullying?
.....
- Probe:** How effective are these intervention programmes?
6. Is there anything you would like to share about school bullying?
.....

APPENDIX XIV: INTERVIEW SCHEDULE – FOR LEARNERS

ADDRESSING BULLYING AT A PRIMARY SCHOOL IN ILEMBE DISTRICT, KWAZULU-NATAL

INTERVIEW SCHEDULE For Learners

Respondent No _____

January to April 2020

INTRODUCTION:

My name is David Nhlakanipho Mthembu a MManSc student at the Durban University of Technology. As part of my studies I have to undertake a research project at a chosen primary school. My topic is 'Addressing bullying at a primary school in iLembe District, KwaZulu-Natal'. The purpose of this study is to focus on the types of bullying that takes place at the school, the effects of bullying on learners and how the school handles bullying among learners for the creation of peace and harmony.

In order to capture our discussions accurately, a Dictaphone as a back-up would be used to ensure that opinions and responses are correctly interpreted during transcription of data. You have a right to ask for a transcription to review it before any use is made of it or to totally cancel it. Please be assured that whatever you say or do, or show will be treated with complete confidentiality. Do you understand the Research question? Do you have any concerns that you want to raise about the purpose and use of the interview, confidentiality and anonymity or any other concern?

SECTION A: Biographical characteristics of Respondents

1. Are you a Boy or a Girl
2. How old are you?
3. Where do you live?
 - a. (a)Suburb
 - b. (b)Township
 - c. (c) Rural Area
4. How long have you been at this school?
.....
5. Which grade are you in currently?
.....
6. For how many years have you been in this grade?.....
7. Have you repeated any grades?.....
Probe: which grades did you repeat?.....
8. Whom do you live with?.....
9. How do you travel to school?
.....

SECTION B: Perceptions and experiences of bullying at school.

10. Do you know what bullying is?
11. In your own words give me examples of bullying behaviour.....
12. Please answer yes or no to the questions below.
Probe: Expand on this please.

Have you been exposed to the following	Yes	No
Name-calling		
Pushing and or shoving		
Stealing of possessions: pen/pencil/money/lunch.....		
Beating		
Assault		
Teasing		
Gossip, tattle tales, lies		

13. What other types of bullying takes place at the school?.....
14. Do learners at the school bully each other?.....
15. When does the bullying take place?.....
Probe: Before class, class time, breaktime, after school
16. How bad is bullying at the school?.....
17. Are girls or boys bullied more?
.....
18. Have you been exposed to bullying behaviour?
.....
19. Have you been bullied?
20. Do you know someone who has been bullied?
- Probe: Tell me more about what happened.
21. What do you think of bullies?
22. What do you think of those that are bullied at school?
Probe: Do you feel sorry for them? Do you think that they deserve to be bullied?
.....
23. What do you do when you see a learner being bullied?.....
24. What would you do if you are bullied?.....
25. What do teachers do when learners bully one another?
26. What do teachers do to assist learners who have been bullied?
27. Do you feel safe at school?.....

Suggestions for change

1. From this interview you do feel that you have a greater sense of learner bullying at this school.
.....
2. What changes would you like the school to introduce to remove bullying?
.....

3. How do you think that other people from the community can get more involved in removing bullying at your school?
.....
4. How can learners help to remove bullying from this school?
.....
5. Is there anything else that you would like to share regarding bullying at this school?

Thank you very much for your time

APPENDIX XV: INTERVIEW SCHEDULE – FOR LEARNERS

ADDRESSING BULLYING AT A PRIMARY SCHOOL IN ILEMBE DISTRICT, KWAZULU-NATAL

FOCUS GROUP DISCUSSION SCHEDULE For Learners

Respondent No _____

January to April 2020

INTRODUCTION:

My name is, a MManSc student at the Durban University of Technology. As part of my studies I have to undertake a research project at a chosen primary school. My topic is 'Addressing bullying at a primary school in iLembe District, KwaZulu-Natal'. The purpose of this study is to focus on the types of bullying that takes place at the school, the effects of bullying on learners and how the school handles bullying among learners for the creation of peace and harmony.

In order to capture our discussions accurately, a Dictaphone as a back-up would be used to ensure that opinions and responses are correctly interpreted during transcription of data. You have a right to ask for a transcription to review it before any use is made of it or to totally cancel it. Please be assured that whatever you say or do, or show will be treated with complete confidentiality. Do you understand the Research question? Do you have any concerns that you want to raise about the purpose and use of the interview, confidentiality and anonymity or any other concern?

Perceptions and experiences of bullying at school.

1. Please explain what is your understanding of bullying?
2. In your own words give me examples of bullying behaviour.....
3. What types of bullying takes place at the school?.....
4. When does the bullying take place?.....
Probe: Before class, class time, break time, after school
5. How bad is bullying at the school?.....
6. Are girls or boys bullied more?
.....
7. Have you been exposed to bullying behaviour?
.....
8. Do you know someone who has been bullied?
Probe: Tell me more about what happened.
9. What do you think of bullies?

- 10. What do you think of those that are bullied at school?
Probe: Do you feel sorry for them? Do you think that they deserve to be bullied?
.....
- 11. What do you do when you see a learner being bullied?.....
- 12. What would you do if you are bullied?.....
- 13. What do teachers do when learners bully one another?
- 14. What do teachers do to assist learners who have been bullied?
- 15. Do you feel safe at school?.....

Suggestions for change

- 1. From this interview you do feel that you have a greater sense of learner bullying at this school.
.....
- 2. What changes would you like the school to introduce to remove bullying
.....
- 3. How do you think that other people from the community can get more involved in removing bullying at your school?
.....
- 4. How can learners help to remove bullying from this school?
.....
- 5. Is there anything else that you would like to share regarding bullying at this school?

Thank you very much for your time

APPENDIX XVI: EDITORS CERTIFICATE

DR RICHARD STEELE

BA HDE MTech(Hom)

HOMEOPATH

Registration No. A07309 HM

Practice No. 0807524

Freelance academic editor

Associate member: Professional Editors' Guild, South Africa

154 Magenta Place

Morgan Bay

5292

Eastern Cape

082-928-6208

rsteale@vodamail.co.za

EDITING CERTIFICATE

Re: DAVID NHLAKANIPHO MTHEMBU

DUT Master's dissertation: ADDRESSING BULLYING AT A PRIMARY SCHOOL IN THE ILEMBE DISTRICT KWAZULU-NATAL

I confirm that I have edited this dissertation and the references for clarity and language. I returned the document to the author with track changes so correct implementation of the changes and clarifications requested in the text and references is the responsibility of the author. I am a freelance editor specialising in proofreading and editing academic documents. My original tertiary degree which I obtained at the University of Cape Town was a B.A. with English as a major and I went on to complete an H.D.E. (P.G.) Sec. with English as my teaching subject. I obtained a distinction for my M.Tech. dissertation in the Department of Homoeopathy at Technikon Natal in 1999 (now the Durban University of Technology). I was a part-time lecturer in the Department of Homoeopathy at the Durban University of Technology for 13 years and supervised many master's degree dissertations during that period.

Dr Richard Steele

02 June 2022

per email

APPENDIX XVII: TURNIT IN REPORT

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