SCHOOL BULLYING OF LEARNERS AT MSHINI HIGH SCHOOL IN KWAZULU-NATAL: SOUTH AFRICA

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NOVEMBER 2014

SCHOOL BULLYING OF LEARNERS AT MSHINI HIGH SCHOOL IN KWAZULU-NATAL: SOUTH AFRICA

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS

FOR THE DEGREE OF

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IN

KWAZULU- NATAL

BY

PHINDILE CHARITY MATHABA

SUPERVISOR   : PROF NH NTOMBELA

CO-SUPERVISOR   : DR JD ADAMS

NOVEMBER 2014

Declaration

I Phindile Charity Mathaba declare that the study and information presented in this research dissertation is true and original. Where other people's works have been used, references have been duly provided. It is this regard that I declare that this research dissertation is original. It is hereby conducted as part of the requirement for the degree of Master of Arts in Community Work under the Department of Social Work.

The researcher: P.C. Mathaba

Signature………………………………………….

Date…………………………………………………

Dedication

This study is dedicated to my father, my sisters, my brothers, family and friends for their love and support that they show to me.

The researcher dedicated the study to all the victims of school bullying; as well as to all primary, secondary and high school learners and teachers.

This study is also dedicated to my late mother Mrs Linah K Mathaba for the encouragement and for the words of support which are still kept in my mind.

Acknowledgements

Abstract

The previous researchers suggested that school bullying is high in South Africa, especially in high schools. The researcher is motivated by seeing a large number of schools in South Africa who experience school bullying in different forms. The researcher of the study reviewed previous dissertations and thesis which indicated that schools with high levels of reported incidents of bullying have lower passing rates when compared with schools with less reported cases of bullying. This study is built on the groundwork of reviewing the findings of previous researchers about school bullying; so it is due to those regards that made the researcher decided to conduct the study of this nature.

The research was designed to investigate school bullying of learners at Mshini High School in KwaZulu-Natal: South Africa. The sample was taken from grade 10 learners at Mshini High School and a simple random sample of 30 participants was used. A questionnaire with 40 closed-ended questions was used as a tool for gathering information from participants. The participants were both males and females. A quantitative programme of data analysis was used in the study. Data was analysed and presented through the use of descriptive statistics which involves tabulations and graphs; thus to find the results of the study. The name of the school that the researcher used was a pseudo name. The researcher used the pseudo name "Mshini High School" to maintain confidentiality.

The researcher discovered the answers for the key questions of the study, and the objectives of the study had been achieved since the researcher discovered what was being investigated. According to the findings of the study school bullying is defined as a psychological attack that cause distress and fear, demanding the lunch box from other learners, an intimidation intended to cause harm, a repeated aggressive behaviour and a physical attack on the school ground that includes an imbalance of power. The findings suggest that school bullying did exist at Mshini High School because of the evidence and facts that the majority of participants stated that they did know of schoolmates who had been bullied. The researcher ascertained that school bullying had been reported at Mshini High School since a high percentage of participants confirmed that they knew someone in their school who had reported the incident of being bullied. The findings indicates that school bullying at Mshini High School had been reported to different people by learners and the high rate of participants had reported school bullying to their friends. Lastly, the researcher discovered that the most common type of bullying that occurred at Mshini High School was pushing.

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CHAPTER 1

1. ORIENTATION OF THE STUDY

1.1 Introduction

Bullying in schools is a worldwide problem that can have negative consequences for the rights of students to learn in a safe environment without fear. The effects of bullying are comprehensive in the school and on the well-being of students. Hoover and Oliver (2006) mention that in schools where bullying occurs, students tend to feel anxious and worried, even those who have not been directly victimised. Fried (2001) states that bullying change the school into a climate of tension and intimidation. This causes students to lose interest in learning at school. If students do not feel safe at school they find it difficult to focus on schoolwork efficiently (Bonds & Stoker, 2000).

Borg (1998) opines that bullying creates a hostile school environment, which may affect even children who are not directly bullied, who may fear being bullied and become distracted from their studies and other pursuits. Borg (1998) continues to point out that bullies are likely to become violent, drop out of school, or get into other serious trouble as adults. He further highlights that bullying does not involve only those doing the bullying and those being bullied. Bullying also involves and affects the entire school community. The three main groups that are affected by bullying are: the students who are bullied, the students who bully, and the witnesses or bystanders who see it happen.

Bosworth, Espelage and Simon (1999) argue that bullying is a gateway behaviour that leads to more serious aggressive behaviour. The studies which were conducted outside of South Africa imply that learners who bully other learners were themselves at an increased risk of being physically abusive and of having a criminal record as adults. Farrington (1997) reports that bullying can cause severe emotional damage for years and the children who are bullied are not the only ones who suffer. He also mentions that the bullies undergo serious emotional trauma, which in turn causes them to bully other children. Grossman (2007) reveals that children who are bullied may suffer from low self-esteem, as well as other serious emotional issues such as chronic anxiety and depression. Jimerson and Swearer (2010) are of the view that bullying may prevent children from succeeding in school. Their anxiety and other

emotional issues caused by bullying may make it impossible for them to concentrate on their studies or to succeed in extracurricular activities.

Salmon and Smith (2008) mention that bullying occurs in a context where there is a real or perceived power imbalance. They further emphasise that bullying is a dynamic of unhealthy interaction that can take many forms. It can be physical such as hitting, pushing, and tripping; verbal such as name calling, mocking, making sexist comment, racist comment, and homophobic comment; and social such as excluding others from a group, and spreading gossip or rumours. Seals and Young (2003) mention that 75 percent of adolescents reported some forms of victimisation from bullies during their school years. They also reveal that 90 percent of adolescents who were bullied disclosed that the victimisation caused them significant problems; including loss of friendships and feelings of isolation and hopelessness.

1.2 Background information to the Study

School bullying has been studied extensively by various authors (Argus & Remley, 2000; Ballard, 2000; Borg, 1998; Cavell, 2005; Garrity, Jens & Porter, 1998; Holt, 2007; King & Davis, 2002, Lohaus & Elben, 2004; Rigby, 1999; Salmon & Smith, 2008; Schuster, 1999; Seals & Young, 2003; Selekman & Vessey, 2004; Sourander, 2000; Tierney & Grossman, 2005; Wolke & Schultz, 2001; Yates, 1999). Argus and Remley (2000) state that bullying is a learned behaviour and detrimental to the academic, physical, social and emotional development of all involved such as bullies, victims and the bystanders who witness it. It is also related to internalising problems, school avoidance, low academic achievement, lack of school enjoyment, somatic symptoms, and physical injuries (Ballard, 2000). Ballard (2000) highlights that victims also experience confusion, anger, lower self-esteem, and feelings of insecurity. He further emphasises that school bullying may lead to poor academic performance as learners may avoid attending school. According to Borg (1998) boys are generally more likely to be involved in direct bullying which involves physical violence while girls are more likely to use indirect or relational bullying which involves social isolation and spreading rumours with the intention to cause harm. Borg (1998) further underlines that bullies are not likely to have low-esteem, and are not unpopular with their peers. They are also likely to have positive beliefs about the use of violence, as well as alcohol and other drugs, have lax parents, and have abuse histories.

Cavell (2005) points out that bullies have several interpersonal correlates such as rejection, few friends, and low friendship quality. Cavell (2005) mentions that suicidal ideation and suicidal behaviour are associated with school bullying. Cavell (2005) further states that all parties who are involved in school bullying are more likely to have difficulty in adjusting to their environment both socially and psychologically. Garrity, Jens and Porter (1998) state that bullying occurs in all grade levels, although is most frequently during elementary school. They also reveal that it occurs slightly less often in middle schools, but still frequently in high schools. High school freshmen are particularly vulnerable to school bullying. Holt (2007) reports that bullying occur more often at school than on the way to school and from school. Holt (2007) highlights that bullying is known to have long-lasting harmful effects, for both the victim and the bully. King and Davis (2002) declare that bullying is comprised of direct behaviours such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, they state that bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. Lohaus and Elben (2004) opine that bullies have a basic distrust of the fundamental principles of democracy and it is their goal to generate fear in other children. They further mention that aggressive acts by bullies become problematic when bullies demonstrate an inflammatory personality, physical strength, a strong need to control others, and a tendency to over react aggressively in a confrontation.

Rigby (1999) notes that students who were bullied reported having greater difficulty in making friends and poor relationships with their classmates. They were also much more likely than other students to report feelings of loneliness. On the other hand bullies were more likely to be involved in other problem behaviours; such as smoking and drinking alcohol, and to do more poorly academically. Rigby (1999) also conducted a survey of 770 teachers in kindergarten through fifth grade. Rigby (1999) further examined personal traits including physical size, gender, ethnicity, self-esteem, and intelligence. Interestingly, the findings revealed that children's physical size and gender had little impact on the likelihood of their being targeted by bullies. This was quite significant, considering that it had been widely assumed that boys who were smaller than average for their size were most likely to find themselves the victim of a bully. He also found that victims tended to have lower grades in school.

Salmon and Smith (2008) mention that in a South African survey, more than half of the respondents had experienced bullying. Furthermore, in the first South African National Youth Risk Behaviour Survey of Grades 8 to 11 learners, 41 percent of them said that they had been bullied. Around 22 percent of the learners felt unsafe on their way to and from school, and 32 percent felt unsafe at school. 19 percent of the learners reported that they had been in a physical fight involving punching or hitting on the school premises. Salmon and Smith (2008) further reveal that school bullying has been reported by learners to teachers, parents, government, Department of Education, Minister of Education. All these people and organisations had tried to stop and intervene against school bullying that affect learners in different ways. 85 percent of teachers reported that they intervene several times to stop bullying. They also mention that a questionnaire study revealed that 40 percent of primary school students and 60 percent of junior high school students reported that the government and the Department of Education had tried to stop bullying in different ways.

According to Schuster (1999) a helpline located in a city in South Texas, receives approximately 7,000 calls concerning bullying in one year. They also mention that approximately 50 percent of children are bullied at some time during their school life, and 10 percent are bullied on a regular basis. Seals and Young (2003) indicate that the highest incidences of bullying in primary schools occurred among third and fourth graders. Additionally, Seals and Young (2003) agrees that most bullying that transpired with this age group tended to be of a verbal nature such as teasing and name calling; and that hitting and kicking occurred more with males. Seals and Young (2003) also conducted an exploratory study on school bullying. The study involved 136 graders in the South African schools. The findings of the study reveal that only 19 percent of the students who were surveyed indicated that bullying never occurred, while 50 percent indicated that they had observed bullying sometimes, and 29 percent indicated that they often observed bullying. They also report that bullies have a more positive attitude towards acts of violence, have strong impulsivity, and a powerful need to dominate other students.

Bullying includes aggressive behaviour intentionally to cause harm to the recipient. This hurt can occur in any form such as physical, verbal, psychological, and social. Physical bullying involves hitting, tripping, poking, kicking, spitting, pushing, and taking personal belongings or damaging someone's belongings (Selekman & Vessey, 2004).Verbal bullying comprises taunting, malicious teasing, name calling, making threats, insults, homophobic or racist

remarks and verbal abuse (Sourander, 2000). Psychological bullying includes spreading rumours, manipulating social relationships, discrimination, extortion, intimidation, threatening and stalking (Tierney & Grossman, 2005). Social or relational bullying involves social exclusion or attempts to isolate a target from social participation, spreading gossip, refusing to socialise with the victim or excluding them from activities, criticising physical appearance or characteristics of the victim, lying, playing a nasty joke, and mimicking (Wolke & Schultz, 2001). There is another form of bullying which is called cyber bullying or online bullying over electronic media. Cyber bullying is wilful and encompasses recurring or repeated harm inflicted through electronic text. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber bullies may also include threats, and hate-motivated speech. Cyber bullies may publish the personal contact information of their victims. They may attempt to assume the identity of victims for the purpose of publishing material in their names that defames or ridicules victims (Yates, 1999).

1.3 Statement of the Problem

At many times when someone switches on a television set or reads a newspaper there would be a report about school bullying. This observation is supported by Jimerson and Swearer (2010) who report that annually, about 700,000 to 900, 000 of students are the victims of bullying in South African high schools, and 80 percent of these victims are males. School bullying has a negative effect both on the school learners who have observed that kind of violence and on those who are the victims of bullying. Bullying results in low self-esteem and low self-confidence. It affects the victims emotionally, physically, psychologically, and socially. According to Holt (2007) schools with high levels of reported incidents of bullying have lower passing rates when compared with schools with less reported cases of bullying. Therefore, there was a need for researcher to study the phenomenon of school bullying so that it could be addressed.

1.4 Motivation of the Study

The researcher was motivated by learning that a large number of schools in South Africa experiencing school bullying in different forms such as physical attacks, psychological or emotional abuse, and verbal abuse. The reports portrayed and reported by media on bullying had also motivated the researcher to undertake the study. The researcher was in addition

motivated by observing the impacts and consequences that bullying causes on the victims, yet some of the victims are even afraid to report the issue. Those consequences of school bullying involve: physical injuries, suicidal behaviour, low self-esteem, post-traumatic stress disorder, dropping out from schooling, anxiety, and poor academic performance (Salmon & Smith, 2008).

1.5 Objectives of the Study

The objectives of the study were:

    1.5.1   To understand the meaning of school bullying from learners perspective.

    1.5.2   To find out if school bullying exist in Mshini High School.

    1.5.3   To identify if school bullying is reported at Mshini High School.

    1.5.4   To identify to whom school bullying is reported.

    1.5.5   To check various forms of school bullying occurring at Mshini High School.

1.6 Intended Contribution to the Body of Knowledge

The research would provide more information about school bullying, and it also add new information that will assist in handling bullying. The findings of the study would assist learners, teachers, parents, polices, the government, researchers, and other people who can be able to access this study. The study would bring light, clarification, and different perspectives about the meaning of school bullying. The investigation would show whether or not school bullying existed. If school bullying existed some actions would be taken to address it. It would also explain whether or not school bullying had been reported by learners. The study would reveal to us about the people and the places which school bullying have been reported. The research will also illustrate about different forms of school bullying.

1.7 Key Questions

The key questions for the study were:

    1.7.1   How do learners of Mshini High School define school bullying?

    1.7.2   Does school bullying exist at Mshini High School?

    1.7.3   Is school bullying reported by learners of Mshini High School?

    1.7.4   Where do learners of Mshini High School report school bullying?

    1.7.5   What forms of school bullying occur at Mshini High School?

1.8 Operational Definition of Terms

1.8.1 Bullying

Bullying includes physical, verbal, and psychological attacks or intimidations that are intended to cause fear, distress, and harm to the victims. School bullying can occur at school, on the way to or from school. An imbalance of power occurs when more powerful children oppress less powerful ones. Bullying includes a repeated incident between the same children over a prolonged period. It is not bullying when two persons of the same strength victimise each other. Bullying also involves imbalance of power and repeated acts (Farrington, 1997).

Bullying is a repeated and aggressive behaviour by a learner where the behaviour is intended by the learner to cause harm, fear or distress to another individual including psychological harm, physical harm, and verbal intimidation to the individual's reputation (Yates, 1999).

Schuster (1999) defines bullying as typically a repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause or should be known to cause fear, distress and harm to another person's body, feelings or self-esteem.

According to Selekman and Vessey, (2004) bullying is defined as a repeated act of intimidation which includes physical, verbal and psychological nature whereby a less powerful person is violated by a more powerful person. Bullying encompasses an intrinsic power imbalance between the bully and the person being bullied who is incapable of self-defense (Selekman & Vessey, 2004). Sourander (2000) describes bullying as the repeated use of a written, verbal, electronic expression, physical act or gesture, and any combination of them by one or more students; which are directed at a victim that causes physical or emotional harm to the victim and causes damage to the victim's property.

Based on the definitions provided above, many authors (Farrington, 1997; Schuster, 1999; Selekman & Vessey; 2004; Sourander, 2000; Yates, 1999) mention that bullying means a repeated and aggressive behaviour that is intended to cause harm, fear and distress to the victims. Yates (1999); Selekman and Vessey (2004); Sourander (2000) differ with this definition because they report that bullying means physical, psychological and verbal harm. Farrington (1997) also differs with other author's definition because he suggests that bullying can occur in school, on the way to school or from school. Farrington (1997) further states that during bullying an imbalance of power occurs whereby more powerful children oppressing less powerful ones. He also highlights that it is not bullying when two persons of the same

strength victimise each other; but he emphasises that bullying primarily involves imbalance of power and a repeated acts.

In this study bullying will mean a repeated incident and aggressive behaviour of a learner where the behaviour is intended to cause harm; fear and distress to another individual including psychological harm, physical harm, and verbal intimidation to the individual's reputation. Bullying in this study also means the imbalance of power between the bullies and the victims; whereby more powerful children oppress less powerful ones.

1.8.2 Learners

Learners are people who are formally engaged in learning; especially those who enrolled in a school, college or university (Wolke & Schultz, 2001). Learners are also defined as any people who study, investigate, and examine thoughtfully (Schuster, 1999). The Department of Education (1996) under South African Schools Act of 1996 defines learners as people who are receiving education and obliged to receive education. The Department of Education (1996) further emphasises that learners have characteristics such as self-control, responsibility, obedience, excellence, dedicated to the improvement, and maintenance of the quality of the learning process.

In the study learners were children from Mshini High School, who were formally engaged in leaning, who were receiving education and obliged to receive education, who were doing grade 10, who had the ages from 14 to 19 years old, who were both males and females, who were exposed to bullying behaviour, and who had knowledge and experiences about school bullying.

1.8.3 School

School is an organisation where children are educated in various fields of the study. It is also a place where children interpret messages that they receive from the school environment as they begin to interact socially (Yates, 1999). Lohaus and Elben (2004) define school as a mechanism to develop and reinforce positive citizens with pro-social attitudes and as sites where individuals are prepared for the role they are to play in society at large. According to the Department of Education (1996) under South African Schools Act of 1996; school means a public school or an independent school which enrols learners in one or more grades between grade zero and grade twelve.

In the study a school will mean Mshini High School which is located in the Province of KwaZulu-Natal in South Africa. It provides education and training to learners of different genders, ages, cultures, races, beliefs, and religions.

1.9 Theoretical Framework

Studies on bullying are mostly based on the following theories: biological theories, social learning theory, social disorganisation theory, and Bronfenbrenner's ecological system theory. Grossman (2007); Holt (2007); Hoover and Oliver (2006); Schuster (1999) based their studies on biological theories. Grossman (2007) mentions that conduct disorders are genetic and there are other biological factors apparently contribute to the most severe cases of conduct disorder. He further reports that the identification of a biological basis in milder cases is less clear, and environment or context does contribute to the problem. Holt (2007) states that there are two types of the biological theories which are somatotype theory and inheritance theory. He further implies that body types or somatotypes can be correlated with one's character and behaviour. Hoover and Oliver (2006) highlight that the overall body shape, in consideration of the relative development of the various parts of the body in comparison with each other is correlated with character and behaviours that relate to delinquency. Schuster (1999) reveals that the inheritance theory posits that the delinquency is inherited and made the general assumption that behaviour is determined by factors present at birth, with these factors being transmitted biologically from the parents.

Some authors (Fried, 2001; Juvonen, Nishina & Graham, 2001; Wolke & Schultz, 2001) apply social learning theory in their studies. Fried (2001) states that in social learning theory there are three primary influences that control behaviour which are: the environment, the behaviour, and cognitive or affective characteristics of the individual. Fried (2001) also mentions that whether or not a person exhibits aggressive behaviour depends on the reciprocal effects of these three factors and the individual's social history. Juvonen, Nishina and Graham (2001) report that social learning theory proposes that aggression is learned through the direct consequences of aggressive and non-aggressive acts and through observation of aggression and its consequences. Juvonen, Nishina and Graham (2001) underline that children learn the specific aggressive responses through observing others who model the aggressive behaviour. Juvonen, Nishina and Graham (2001) also emphasise that children are likely to engage in an aggressive behaviour if they do not see their models

receiving negative consequences for the victimisation of others. According to Wolke and Schultz (2001) exposure to television violence and violent games may be linked to violence in children. In addition viewing this kind of material can be considered a form of modelling, it is clear that many children view aggression on television and in games can model it to someone else.

Few researchers (Bonds & Stoker, 2002; Sourander, 2000) based their studies on social disorganisation theory. Bonds and Stoker, 2002 reveal that the major assumption of social disorganisation theory is that a breakdown in institutional, community-based controls of society gives rise to delinquency. Sourander (2000) opines that the individuals in a society that is in a state of disorganisation and who find themselves in disarray, are not personally disoriented, but they are responding to the disorganisation of the environment. Sourander (2000) further states that these individuals may live in harmony with their environment under normal conditions, when there is drastic change in the system; they are thrown into disorganisation because they do not know how to interpret the new shape of their society.

Authors such as Ballard (2000); Farrington (1997); King and Davis (2002) used Bronfenbrenner's ecological system theory in their studies. Ballard (2000) is of the view that bullying interaction occurs not only because of individual characteristics of the child who is bullying, but also because of actions of peers, teachers and school staff, and physical characteristics of the school environment. Ballard (2000) also reveals that families, cultural factors, and even community factors also play a role in the occurrence of the bullying interaction. According to Farrington (1997) Bronfenbrenner's ecological system theory takes into account that the student is not merely acted upon by the environment. The student is both active and reactive. Take for example the scenario in which a learner's perceptions of the school climate cause him or her to act in an aggressive manner. Those aggressive acts, in turn can affect the school climate in such a way that other students may now perceive it as threatening and become timid or aggressive themselves. King and Davis (2002) mention that Bronfenbrenner's ecological theory takes into account not just the environment, but students' perceptions of the environment. This is important, because it accounts for why two students in similar environments may exhibit widely different behaviours.

The researcher grounded the study in social learning theory. The reason and the benefit of applying this theory in the study were because the researcher wanted to understand the meaning of school bullying among other things. The social learning theory can add greatly to the understanding of aggression and school bullying which goes hand in hand. Of importance also is that the social learning relies on the notion that the actions of others must serve as models of aggressive behaviours. Modelling of the aggressive behaviour needs to exist in order for the undesirable behaviours to occur. There are varieties of other conditions that can contribute a great deal to an individual's likelihood of bullying others. For instance; children may see aggression being modelled by their parents and therefore see it as a way of handling certain problems with other people. The researchers such as (Fried, 2001; Juvonen, Nishina & Graham, 2001; Wolke & Schultz, 2001) support the notion that the modelling of aggression and of undesirable behaviour by other individuals and the acting out of aggression in children are reliably linked.

1.10 Research Design and Methodology

Under this heading the researcher will discuss the following subheadings:

1.10.1 Research design

The research employed a non- experimental design because the researcher did not intend to measure the effects of bullying. The researcher used descriptive method in order to describe knowledge, observations and experiences of participants about school bullying. After exploring the knowledge, observations and experiences of students about bullying, then the researcher would know whether school bullying did exist or not at Mshini High School.

The research paradigm that was employed in the study is positivism because the study was analysed quantitatively. The instrument that was used to collect data from participants was a questionnaire. The researcher of the study was interested in objective facts, and the deductive reasoning was applied in the study.

1.10.2 Target population

The target population of the study was learners doing grade 10 from Mshini High School. The reason for only choosing grade 10 was because most of them had been in the school for two years and above so they had enough information about their school.

1.10.3 Research sampling

A simple random sample of 30 participants was recruited in the study. The ages of the respondents were from 14 years to 19 years old. The researcher used the grade 10 list to select participants. From school list of grade 10 learners the researcher used odd numbers to select a simple random sample of 30 participants.

1.10.4 Data collection

Many authors who have written about school bullying (Ballard, 2000; Borg, 1998; Cavell, 2005; Fried, 2001; Holt, 2007; Rigby, 1999; Sourander, 2000) use questionnaires as their instrument for collecting data from participants. Other researchers such as Farrington (1997); Hoover and Oliver (2006); King & Davis (2002); and Yates (1999) apply interviews as their instrument of data gathering. Some authors (Lohaus & Elben, 2004; Tierney & Grossman, 2005; Wolke & Schultz, 2001) employ focus groups as their instrument for gathering information from participants. The data collection instrument that was used for the study was a questionnaire. The researcher used 40 closed-ended questions to collect data from participants. The benefit of using a questionnaire is that it allows participants to reveal more information and experiences about school bullying (Bachrach, 1999). Questionnaire also helped the researcher to easily maintain anonymity; so that was the reason why a questionnaire was employed in the study.

The questionnaire was divided into three sections. Section A explained about the study and the instructions of the questionnaire. Section B asked for biographical data such as gender, age and period the participants had studied at the school. Section C consisted of 40 closed-ended questions; 11 of them covered the participant's understanding of school bullying, 5 covered the existence of school bullying, 2 covered the identification of reports about school bullying, 10 covered to whom school bullying was reported, and 12 covered various forms of school bullying. In the study the researcher used a questionnaire as an instrument to collect data because of the advantages that are mentioned above.

1.10.5 Data analysis

To make sense of data that was collected from the participants; quantitative analysis in the form of descriptive statistics was employed in the study.

1.11 Ethical and Safety Issues

In the study the researcher ensured that the following ethical issues were adhered to:

1.11.1 Informed consent

The researcher asked the permission to conduct the study from the Department of Education which is Empangeni District. The research was conducted during school hours and the permission to conduct the study was obtained from the principal of Mshini High School. The parents and guardians of participants were asked to sign the consent forms. Participants of the study signed the consent forms. Both parents or guardians consent forms and participants consent forms explained that participation in the study was voluntary, and the information received would be strictly confidential. These consent forms contained essential information such as the title of the study and objectives of the study. The researcher gave participants the opportunity to read the consent forms and asked questions. Relevant and honest answers were provided for questions asked.

1.11.2 Anonymity and confidentiality

To ensure anonymity participants were not asked to write their names on the questionnaire. To ensure confidentiality the researcher made it a point that nobody had access on the questionnaire of participants. The name of the school that the researcher used was a pseudo name. The researcher used the pseudo name to maintain confidentiality. The real name of the school from which participants was taken is available with the research office at the University of Zululand.

1.11.3 Deception

The researcher avoided deception by not withholding information from participants and by not offering incorrect information to the participants. The researcher also prevented deception by explaining to participants about the objectives of the study, what would be taking place, and why it is important to conduct this research.

1.12 Resources

The researcher needed money for travelling, printing, photocopying, and for paying people who edited the document. The other resources that were needed for conducting the study are: books, journals, thesis, dissertations, and internet access.

1.13 Feasibility

This research was achievable because the researcher had already gone to the Department of Education which was the district offices to ask for permission. The researcher also went to the school where the research was conducted to ask for the permission to access participants and the school leaders had granted the researcher with the permission to conduct the study among learners in the school. There was high probability of the research to succeed because the researcher had access to different sources of information; the researcher had enough money to pay for all the expenses of the study since the researcher had a bursary; and the researcher had enough time to concentrate on the study since the researcher was a full-time university student.

1.14 Intellectual Property

The researcher will ensure that the copyright and publication issues will be followed accordingly in a way that it does not violate someone's rights.

1.15 Knowledge Dissemination

The researcher will publish the dissertation after it is completed and approved by all people who should approve it. The researcher will first write the article about this research that will lead to the publication of the study to authorised journals.

1.16 Declaration by Candidate

I have read and understood the rules and policies of the University that are applicable to postgraduate research, and I verify that I have complied with their requirements.

I declare that the work has completed with the guidance from the supervisor and from the co-supervisor. I certify that this research is the product of my own work and effort. I have acknowledged all sources of information.

I declare that the research is original and true from my own effort and where other people's works will be used, references will be duly provided. I confirm that the research submitted for examination has not been submitted before at the University of Zululand or any other University.

Signature: ………………………………………..

Date: …………………………………………….

1.17 Declaration by Supervisor(s)

I am satisfied that I have given the candidate the necessary supervision in respect of this research proposal and that it meets the University's requirements in respect of postgraduate research.

I have read and approved the last version of this research and it is submitted with my consent.

Signature: ……………………………………   Signature: …….…………………………….

Print Name: ………………………………….   Print Name: …………………………………

Date: …………………………………………   Date: …………………………………...

1.18 Preliminary Chapter Division

Chapter	Title	Time Frames	Number of Pages
Chapter 1	Orientation of the Study	March 2013 to September 2013	10 to 20 pages
Chapter 2	Literature Review	October 2013 to March 2014	30 to 40 pages
Chapter 3	Research Methodology	April 2014 to June 2014	5 to 10 pages
Chapter 4	Community Profile	July 2014 to September 2014	15 to 20 pages
Chapter 5	Data Presentation, Analysis and Interpretation	October 2014 to November 2014	20 to 40 pages
Chapter 6	Findings, Recommendations and Conclusion	December 2014 to January 2015	5 to 10 pages

1.19 Summary

This chapter explained and discussed the planning and orientation of the entire study. It gives direction and clarification for the whole study. The chapter has presented the literature review, problem statement, objectives of the study, intended contribution to the body of knowledge, key questions, operational definition of terms, theoretical framework, research design and methodology, ethical and safety issues, resources, feasibility, intellectual property, knowledge dissemination, declaration by candidate, declaration by supervisors and preliminary chapter division. The next chapter will deal more with the literature review that is related to the study.

CHAPTER 2
2. LITERATURE REVIEW

2.1 Introduction

Bullying is a complex social and emotional phenomenon that affects victims in many different ways. Victimisation can distance students from learning. Bullying affects a school and students in many ways; such as physical abuse, social abuse, psychological abuse, and verbal abuse. Cavell (2005) states that bullying has a negative effect on the social environment of the school and creates an atmosphere of fear among students. Bullying also reduces student's abilities to learn. A child who bullies is more likely to engage in other negative behavior; such as stealing and taking drugs. School bullying has serious short-term and long-term effects on children's physical and mental health. Schools can overcome this negative effect if they adopt strategies that engage students in their work, creating positive learning environments that produce academic achievement (Holt, 2007).

Most children will experience bullying at some point, either as bullies, victims or witnesses. Children who bully others, children who are victimised and children who both bully and are bullied, share a number of common characteristics and all are likely to suffer negative long-term consequences (King & Davis, 2002). In order to develop effective interventional programs, it is important to understand the bullying phenomenon, characteristics of perpetrator and victims as well as related factors. Up to now, it is known that bullies tend to be aggressive not only to their peers but also to adults. Moreover, they attribute other uncommon behavior mostly to their alleged hostile intentions (Schuster, 1999).

One of the worst effects of bullying is that victims of bullying find it harder to make friends. This is possibly because peer pressure from other children stops them from interacting with other people. They also fear of isolation, rejection, intimidation, discrimination, and they avoid being harmed again (Cavell, 2005). Students who are bullied are more likely to stay away from school than those who feel safe. The bullying usually results to an increase of learners who become absent to schools just because they fear of being bullied. School bullying has negative effects on their educational achievement, on their ability to make friends, and on self-esteem (Garrity, Jens & Porter, 1998). Both bullies and their victims have

fewer ways to cope with conflict and to solve problems than those not involved in bullying. The effects of bullying cause young people to not learn to cope as adults and to be unable to form long-term relationships. Bullies are more likely to adopt aggressive solutions to resolve conflict (Holt, 2007).

According to Farrington (1997) bullies tend to appraise aggressive problem solving strategies as positive and show also a more frequent use of these inadequate behaviours. Schuster (1999) reports that bullying in schools is a worldwide problem that can negatively impact the general school climate and a student's right to attend school safely and free of fear. Bullying refers to repeated oppression, either physical or psychological, of a less powerful person by a more powerful person or group, the essential ingredient being a power imbalance that makes possible the ill treatment of a victim (Rigby, 1999). Holt (2007) states that bullying comprises direct behaviours such as teasing, taunting, threatening, hitting and stealing, which are initiated by one or more students against the victim, as well as indirect behaviour, by causing a student to be socially isolated through intentional exclusion. In this chapter school bullying will be described and discussed according to the objectives of the study. Furthermore; other significant information about school bullying will be added in this chapter.

2.2 Understanding the Meaning of School Bullying

Bullying is defined as intentional, aggressive behaviour that may be verbal, physical, written or electronic aimed at another learner for the purpose of creating fear or intimidation by harming physically, mentally or emotionally. It may be direct or indirect, with face to face interactions or by spreading rumours, sharing inappropriate pictures or demeaning a learner using social media (Ballard, 2007). Grossman (2007) states that bullying is prohibited on school buses, walking to and from school and during any and all school activities. Bullying can also occur as one or multiple acts that are hurtful or create unsafe circumstances. Grossman (2007) further mentions that bullying on the school bus is reported in writing by the bus driver, and given to the school principal for follow-up.

Sourander (2000) mentions that bullying can result in physical injury, social and emotional distress, and even death. Victimised youth are at increased risk for mental health problems such as depression and anxiety, psychosomatic complaints such as headaches, and poor school adjustment. King and Davis (2002) reveal that youth who bully others are at increased

risk for substance use, academic problems, and violence later in adolescence and adulthood. Compared to youth who only bully, or who are only victims, bully-victims suffer the most serious consequences and are at greater risk for both mental health and behavior problems. Farrington (1997) declares that teachers are less likely than pupils to recognise verbal aggression, indirect physical aggression and social exclusion as bullying.

According to Yates (1999) bullying is a pervasive type of aggression, which often occurs in schools. As with other types of aggression, the harm that is inflicted whether physical, emotional or both is intentional. However, bullying has defining features which set it apart from other aggressive behaviours, in that it is repeated, and that the bully or bullies have greater access to power than their victims. This means that school bullying refers to peer-to-peer bullying within the school context. Fried (2001) declares that school bullying has been a topic of both public concern and academic research since the 1970s. It is still an expanding field of study and much remains to be established in terms of the causes, the characteristics of those involved and what makes an effective anti-bullying intervention.

There is great variation in the prevalence rates reported in studies of bullying, and although factors at the individual and social levels appear to be important, it is still unclear what causes it. Nevertheless, most children will experience bullying at some point, either as bullies, victims or witnesses (Selekman & Vessey, 2004). Lohaus and Elben (2004) children who bully others, children who are victimised and children who both bully and are bullied, share a number of common characteristics and all are likely to suffer negative long-term consequences. Important factors appear to be family and peers relationships.

Verbal abuse is the most commonly reported type of bullying, but cyber bullying, which typically happens outside of school, is becoming an increasingly significant issue. There are different terms for bullying in different countries, and different types of behaviour involved (Salmon & Smith (2008). According to Jimerson and Swearer (2010) victimisation decreases with age, although there is an initial peak during the transition from primary to secondary school. Boys are more likely to be involved in physical bullying, and girls in verbal and relational bullying. It is unclear whether there are any consistent age or gender trends within cyber bullying. Cavell (2005) exposes that family and peer relationships have been identified as important factors for bullies as well as victims. Therefore, those who bully are bullied themselves. Bullying is a group process and it normally happens in front of other children,

who play important roles in incidents of bullying, so that bullying can be more likely in some classes or years than others.

Bullying is defined as unwanted negative behaviour, verbal, psychological or physical, conducted by an individual or group against another person and which is repeated over time (Fried, 2001). According to Seals and Young (2003) bullying is unwanted, aggressive behaviour among school-aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally and excluding someone from a group on purpose. Bullying tends to occur in unsupervised areas of the school or at times when educators are not with learners.

Research indicates that learners perceive school toilets as the least safe areas, as are grounds and playing fields. Some learners view the principal's office and classrooms as unsafe. Learners at risk of being victims of bullying are identified as those who have low self-esteem, are shy or non-assertive, have difficulty reading social signals, tend to cry or over-react when teased, and have no friends. Those learners who were once victims of bullying sometimes become bullies to avoid being bullied themselves (Argus & Remley, 2000). According to Schuster (1999) many learners who refuse to be bullies at school are labelled as cowards, and this aggravates their social insecurity. Learners who are bullies often come from dysfunctional homes. They are often exposed to domestic violence, and come from a background with little or inconsistent parental discipline. They know of no rules, and hardly receive parental supervision (Wolke & Schultz, 2001).

Bonds and Stoker (2002) imply that bullying is as the systematic abuse of power in interpersonal relationships. He further describes bullying as recurrent, intentionally harmful acts which involve a power imbalance between the aggressor and the victim. Bullying is reported to be a common experience for children and young people around the world, and those currently or previously involved in bullying tend to demonstrate greater evidence of psychosocial issues than those not involved. These issues can include somatic symptoms, psychological distress, problem behaviour, and difficulties at school. Hoover and Oliver (2006) state that bullying involves repeatedly picking on someone with the aim of hurting or harming him or her physically, emotionally or socially. Unlike teasing, which is usually

mutual and occurs between equals, bullying usually involves an imbalance of power. The bully may be bigger, tougher, physically stronger and be more popular or influential. Holt (2007) declares there are many different types of bullying. The different forms of bullying often overlap, and someone can experience several kinds of bullying at the same time. Bullies are found in most schools and communities. Even in the most disciplined or positive schools there may be isolated incidents of bullying. Both girls and boys can be bullied and be bullies.

Anyone through no fault of their own may be a target of bullying. It is common in the course of normal interaction for pupils to tease or taunt each other. However, at a certain point, teasing and taunting may become forms of bullying behaviour. Learners can be quick to notice differences in others, and learners who are perceived as different in some way can be more prone to encounter such behaviour. However, the learners who are most at risk of being bullied are those who react in a vulnerable and distressed manner. The seriousness and duration of the bullying behaviour can be related to the bullies continuing response to the verbal, physical or psychological aggression. Learners who are bullied often experience difficulties in speaking up about bullying (Juvonen, Nishina & Graham, 2001). Borg (1998) mentions that bullying can happen to any individual. It is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include people with disabilities or special educational needs, those from ethnic minority and migrant groups, lesbian, gay, bisexual, transgender and people of minority religious faiths.

Bullying in schools frequently takes place in the playground or schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground or schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another learner. The playground or schoolyard provides the opportunity for older learners to pick on younger ones. It can also be the setting for bullying by groups (Ballard, 2000). Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he or she finally gives vent to his or her frustration. Toilets, corridors, cloakrooms, locker areas, changing rooms, showers, the gym and assembly hall may be the scene of verbal, psychological and physical bullying (Garrity, Jens & Porter, 1998). Lohaus and Elben (2004) report that bullying may also take place in class. It may occur subtly through glances, looks and sniggers but may take the more overt form of physical intimidation. It may also be exacerbated if a classroom atmosphere prevails whereby

pupils are allowed to make derogatory comments about their classmates or other teachers. The behaviour of learners in those areas needs to be monitored carefully. Selekman and Vessey (2004) point out that the area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying. Bullying can also take place at the bus-stop or on the journey to and from school whether the individuals are walking, cycling or on school buses.

According to Fried (2001) bullying is a conscious, wilful and deliberately hostile activity that can be verbal, physical, or relational in which children get pleasure from another child's pain. Bullying is not about anger, or even about conflict. It is about a powerful feeling of dislike towards someone considered to be worthless or inferior, combined with a lack of empathy, compassion and shame. Sourander (2000) refers to bullying as premeditated, continuous, malicious and belittling tyranny. Farrington (1997) asserts that bullying takes place when a learner is exposed repeatedly over a period of time, to negative actions on the part of one or more learners. It includes physical aggression, verbal harassment and public humiliation. Bullying occurs across ethnic groups and income brackets and cannot merely be seen as teasing, playful, or a normal part of growing up. Tierney and Grossman (2005) suggest that bullying is generally characterised by an intention or desire to hurt the victim repeatedly. In most cases bullying occurs when the victim is vulnerable, displaying physical and psychological qualities making him or her prone to victimisation, particularly a lack of support, leaving the victim feeling isolated, exposed and scared. In these cases the victim experiences anxiety, fear, depression, a decrease in academic achievement, lowered self-esteem, and in severe cases even suicide (Rigby, 1999).

2.3 Existence of School Bullying

According to Argus and Remley (2000) the majority of respondents which were 94 percent indicated that bullying occurred in their school. The respondents were then asked to indicate their agreement with statements regarding the problem of physical, verbal, social or relational, and cyber bullying at their school. Social or relational bullying was seen as a problem by 70 percent of respondents, and 67 percent agreed that verbal bullying was a challenge. 39 percent of respondents agreed that cyber bullying was a critical issue, and 35 percent that physical bullying was prevalent in their school. Holt (2007) mentions that respondents were further asked to indicate how frequently in the last four weeks these four

types of bullying had been brought to their attention. 1, 47 percent of respondents indicated that, in the previous month, verbal bullying had been brought to their attention at least once a week, while 43 percent had had social or relational bullying brought to their attention at least once a week. Only 25 percent were made aware of physical bullying at least once a week, and just 14 percent were aware of cyber bullying at least once a week (Cavell, 2005). Yates (1999) indicates that 55 percent of respondents reported that cyber bullying had not been brought to their attention in the previous four weeks. Cavell (2005) further asked the final question to the respondents to indicate, according to their experience and perspective, in which school year they believed bullying began. The majority of 68 percent indicated that bullying began between preschool and year 4 at 7 to 8 years, while 20 percent perceived that it began between year 5 and year 8 from 8 to 12 years. Only 12 percent believed it began in high school year 9 to 13, which is approximately 13 to 17 years.

34.4 percent of learners who participated in the study reported having been victims of bullying in the past two years. 60.4 percent of those learners were bullied by another young person. Furthermore, 42.8 percent of learners were victimised by adults, including 7.3 percent by teachers; 7.5 percent by parents; 27.7 percent by unknown adults and 0.3 percent by adult family members. This finding illustrates that almost half the young people interviewed are not bullied but actually abused by adults. It is also a concern that approximately a quarter of learners are abused by unknown adults, which makes this very difficult for learners to report such incidents (Ballard, 2000). The majority of 91.9 percent of learners who reported being victims of bullying were subject to victimisation by one person. It is also important to note that learners were exposed to multiple forces with 5.6 percent of the learners being bullied by two or more persons (Bosworth, Espelage & Simon, 1999). Approximately 55.3 percent reported incidents of emotional bullying, while 38.4 percent were physically bullied and 2.8 percent were subjected to verbal bullying. The research findings demonstrated that cyber bullying was emerging as a new form of bullying. In this regard 16.9 percent of learners who were victims of bullying, reported to have been bullied online (Seals & Young, 2003).

According to Sourander (2000) when analysing emotional and verbal bullying experienced by learners, it is clear that 39.1 percent of learners who were bullied experienced incidents of name calling. 22.4 percent were subjected to physical incidents such as hitting, pinching, biting, pushing and other forms. Approximately one in five learners which is 18.5 percent were intimidated and threatened. A similar proportion of learners 19.0 percent experienced

rumours being spread about them while 13.5 percent experienced incidents where things were made up to get them into trouble (Ballard, 2000). Approximately 34.9 percent of learners who were bullied experienced bullying mainly outside school premises. A further 32.2 percent were bullied at school during class time while 29.3 percent were bullied at school after class time. This finding suggests that bullying does not necessarily occur on school premises only but it also takes place outside the school and that perpetrators may not necessarily be young people from the same school but could be peers from the neighbourhood. It is also possible that, due to fear of punishment, learners could commit violent acts off school premises or in cyber space after school (King & Davis, 2002).

Holt (2007) mentions that some learners experienced bullying in more than one place. In this regard 0.9 percent of learners reported that bullying occurred during and after class as well as off school premises. Another 0.9 percent experienced bullying during class time as well as off school premises while 1.2 percent were bullied after class and off school premises and 0.4 percent reported experiencing bullying during and after class time. Approximately a quarter of learners 26.4 percent experienced bullying during class time only. On the other hand, 23.1 percent of learners experienced bullying after class time only while almost a third 31.9 percent experienced bullying only off school premises. Grossman (2007) states that the multiple exposures to bullying in different places seem to indicate intense, continuous and consistent exposure to victimisation. This raises the question of the impact that multiple exposure has on a victims. Rigby (1999) indicates that the total of 75.6 percent learners, who were victims of bullying, reported that the bullying took place occasionally. Some learners constantly exposed to bullying with 11.1 percent bullied on a daily basis, while 8.8 percent were subjected to bullying weekly, and 4.7 percent were subjected to bullying monthly respectively.

Borg (1998) declares that 39.2 percent of learners identified some character or physical traits that are targeted in bullying incidents or factors that contribute to their vulnerability to bullying. Topping the list in this regard are jealousy, physical appearance and academic achievements. Six in every 10 learners which were 60.4 percent attribute bullying to a bully's character, status, dominance, ego, financial and material gain out of his or her actions. According to Schuster (1999) bullies are also perceived as individuals with insecurities, who face personal struggles and are vulnerable. 39.7 percent of the learners did not provide an explanation as to why they thought they were bullied by others. This suggests a form of

helplessness and despair among learners who seemingly have been intensely traumatised. This view is supported by the finding that 40.3 percent of learners who reported having been victims of bullying did not indicate how the incidents had impacted on them. 21.8 percent of learners experienced sadness due to bullying while approximately 11.3 percent of learners felt depressed, 9.7 percent felt powerless and hopeless, 9.7 percent felt angry and 7.2 percent feel degraded as a result of bullying.

Cavell (2005) highlights the seriousness of the impact of bullying among young people, who revealed feelings of sadness and depression. These impacts primarily affect young people's emotional development and functioning and it is anticipated that such negative emotions could contribute to the youth being trapped in a vicious cycle of exploitation and not being able to cope psychologically within the learning environment and broader society. Furthermore, should these feelings persist, young people may engage in self-destructive behaviour; such as alcohol and drug abuse in an attempt to escape these feelings. The behaviour would further exacerbate the impact of bullying. Salmon and Smith (2008) suggest that certain intervention strategies should be directed at developing coping mechanisms directed at both victims and perpetrators, who also expressed that their bullying behaviour impacts negatively on their emotions. The existence of bullying leaves victims, bullies and bystanders with a short and long terms impact. The impacts of school bullying have a negative effect on the lives, future and wellbeing of learners. The impacts of school bullying are discussed further as the following:

2.3.1 Impact on victims

Victims of bullying often experience internalising problems such as sadness, distress, and anxiety. They also experience somatic symptoms such as stomach aches, headaches, and physical injuries. Victims may experience confusion, anger, lowered self-esteem, and feelings of insecurity. Victims may be afraid to go to school, go to the lavatory, and ride the school bus. They may lose interest in school and have trouble in concentrating (Fried, 2001). These students may also suffer academically, as they may avoid attending school. Their psychological symptoms may negatively impact their ability to learn at school due to decreased ability to concentrate resulting from anxiety and depressive symptoms. Some students may experience suicidal ideation, and may attempt to commit suicide, if they do not receive support and treatment. Adults who were bullied are more likely to experience

depressive symptoms and poorer self-esteem when compared to peers who had not been bullied (Yates, 1999).

2.3.2 Impact on bullies

When bullies are allowed to engage in aggressive behavior at a young age without effective intervention from parents and from the school system, they are at significantly greater risk for negative outcomes later in life. The bullying behaviour is often accompanied by other conduct disordered behaviors. Bullies are more likely to engage into frequent fights, truancy, shoplifting, stealing, vandalising property, report poor grades, drug and substance abuse conditions such as drinking alcohol and smoking, perceive a negative climate at school, and carry a weapon at school (Grossman, 2007). This behaviour pattern during childhood and adolescence greatly increases the likelihood that these individuals will engage in antisocial behavior as adults. Bullies usually suffer from aggression and antisocial behaviours across their lifespan. Some of bullies are highly skilled socially and are good at ingratiating themselves with their teachers and other adults. For this reason it is often difficult for adults to discover, and even to imagine that these students engage in bullying behaviour (King & Davis, 2002).

2.3.3 The Impact on the school

When bullying continues and a school does not take action, the entire school climate can be affected. The environment can become one of fear and disrespect, and hampering the ability of students to learn. Students may feel insecure and tend not to like school very well. When students do not see the adults at school acting to prevent or intervene in bullying situations, they may feel that teachers and other school staff have little control over the students and do not care what happens to them. Bullying is a serious issue that really impacts the experiences of all children involved. This is why school bullying must be taken seriously and effective measures should be taken to prevent it (Salmon & Smith, 2008).

2.4 Reporting of the School Bullying

There are around 50 percent of victims who reported the bullying to their schools. However, as with other forms of abuse, there are a number who do not. This may be due to fear, lack of confidence, feeling that they are to blame, or worry that telling an adult will make the

bullying worse. The proportion of victims who report it is lower for boys and for older pupils (Holt, 2007).

Teachers report that they intervene in most bullying incidents while people perceive that what they do is so much less, and that they do not care about bullying. When teachers intervene they may help, make no difference or indeed make the bullying more. Hence, when bullying is reported there is no guarantee it will stop (Fried, 2001).

Students who reported bullying tended to leave school earlier, and many early school leavers mention bullying as the main reason they left the school. Almost half of the victims said that bullying affected their plans for further education (Bonds & Stoker, 2002). In a survey carried out in South Africa almost half of the young people surveyed said they had thought about committing suicide as a result of bullying. Twenty percent have actually attempted suicide; some more than once. Students who are bullied are more likely to be at risk of suffering depression, post-traumatic stress disorder, anxiety, and low self-esteem (Jimerson & Swearer, 2010).

Lohaus and Elben (2004) explain that 44.0 percent of learners who were bullied reported that no action was taken to reprimand the perpetrator or deal with the bullying incident. The absence of action following the reporting perpetuates the violence as bullies do not face any consequences, potentially increasing the risk of heightened victimisation. The absence of action can also be a contributory factor to learners feeling a sense of helplessness and despair. This may lead to a lack of future reporting owing to a lack of trust in adults who are entrusted with protection powers.

The guidelines that are binding adults on how to deal with reported bullying incidents should be developed. This should also highlight the need to ensure that follow-up actions are taken to prevent further bullying incidents. This recommendation is reinforced when it is noted that 26.8 percent of learners who reported bullying indicated that bullying still continued thereafter, due to a lack of responsiveness to the reported incidents (Selekman & Vessey, 2004). Bullying should be taken seriously and warrants appropriate action, given its emotional, psychological and physical effects on victims. It is imperative that a restorative approach to bullying is followed, which will afford a victim an opportunity to verbalise

emotions surrounding the impact of the incident and encourage the perpetrator to take responsibility for his or her actions and make amends (Tierney & Grossman, 2005).

Hoover and Oliver (2006) report that there is a lot of variation in the reported rates, however, which is partly due to the different methodologies used to survey bullying. The most common method is self-reporting which is asking people though questionnaires or interviews about their bullying experiences. Other ways include asking teachers or principals to nominate which children are victims or bullies; observing children; and recording bullying incidents. Different methods produce different bullying estimates: peer and teacher nominations tend not to correspond well with self-report information and observations produce higher rates than surveys (Grossman, 2007).

School administrators face a number of challenges in addressing bullying in schools. School staff and students often have different views of the extent of bullying and the efforts to address it. Nearly equal percentages of staff and students report being concerned about bullying at their school, but staff members significantly underestimate the numbers of students who are frequently involved in bullying. In addition, whereas most students believe their school is not doing enough to prevent bullying, most staff feel their prevention efforts are adequate (Salmon & Smith, 2008).

Many children and youth do not report bullying to an adult at school. Children are less likely to report bullying to school staff than to parents or friends (Holt, 2007). Their reluctance to report bullying to staff likely stem from negative messages about tattling and snitching, concern about retaliation, and lack of confidence in adult's responses to bullying (Fried, 2001).

Many staff have not received sufficient training. The majority of school employees with 93 percent indicate that their district has implemented a bullying prevention policy, only about 54 percent had received training related to that policy (Cavell, 2005). Many are not directly involved in bullying prevention efforts. In the South African survey more than 5,000 school staff, 60 percent reported that their school had formal bullying prevention efforts; such as a school team, a committee, and a prevention program; but few participants representing 40 percent reported being directly involved in these activities (Grossman, 2007).

Rigby (1999) states that the prevalence of bullying among students in grades seven and eight. The 454 participating students represented urban, suburban, and rural school districts.

Twenty-four percent of students reported either bullying or being bullied. Males were involved in bullying as bullies and victims significantly more often than females, and significantly more seventh grade students than eighth grade students were involved as well. 14 percent of students reported being called mean names, and others reported being hit or kicked, being teased and being threatened. Most incidents of bullying occurred at lunch or recess, but many occurred on the way to or from school as well as in class.

Hoover and Oliver (2006) mention that male learners in primary and secondary schools behave similarly as bystanders with regard to both verbal bullying and physical bullying. 27.5 percent of primary school male learners indicated that when observing bullying in both instances, they call for teachers' attention, while 24.8 percent of secondary school male learners in both instances called for teachers when observing bullying. The tendency of secondary school male learners not to call on a teacher where sexual bullying takes place were 23 percent in comparison to primary school male learners which were 50 percent.

Salmon and Smith (2008) indicate that male learners in secondary school are dealing with particular developmental tasks of early adolescence such as developing personal morality and conscience, as well as becoming more responsible for the other gender and less egocentric in their relationships which may account for this tendency. Seals and Young (2003) reveal that secondary school female learners tend to ignore verbal, physical bullying and sexual coercion more and to call on a teacher less often than their primary school counterparts.

Sourander (2000) mentions that students in grades 6 through 10 reported nearly 30 percent of students indicated more than occasional involvement as a bully or victim of bullying. More students from rural areas reported bullying than did individuals from suburban and urban areas. Verbal bullying was most prominent for both males and females, with learners being recipients of negative comments about their appearance in addition to being recipients of sexual comments and being targets of rumours. Interestingly, negative comments about race or religion were rarely reported. More males than females reported being victims of physical bullying, indicating they had been hit, slapped, and pushed. Psychosocial adjustments such as fighting, alcohol use, smoking, and ability to make friends are connected with bullying behaviour (Schuster, 1999).

King and Davis (2002) state that poor academic achievement and poorer perceived school climate were also associated with being a bully. Middle school males and loneliness were also positively correlated with being a bully. Negative correlations were found between victims and both alcohol use and the ability to make friends. According to Jimerson & Swearer (2010) the majority of participants reported experiencing both overt; such as physical and verbal bullying. Participants also reported emotional reactions including sadness, anger, and rejection. Behavioural responses included ignoring the bully, approaching an adult for help, being assertive and bullying back.

Fried (2001) declares that the characteristics of school bullying are different and vary from one person to other. Characteristics of bullying assist teachers, parents and learners to identify and report any symptoms of bullying behaviour. The characteristics for victims are different from those of the bullies. The following are the characteristics that have been reported for victims and bullies:

2.4.1 Characteristics of the victims of bullying

According to Bonds and Stoker (2002) there are two types of victims. The first type is *passive victims*. These children are generally characterised as anxious, insecure, and unassertive. There is a reciprocal relationship between these characteristics and being bullied. For example; these individuals may be insecure and anxious before being victimised, and these characteristics increase as a result of the bullying. Risk factors that have been identified for victimisation include peer-rejection, finding social situations difficult, and experiencing loneliness Victims may understandably have poor self-esteem, and a greater tendency towards depression and anxiety. These victims may be more likely to have overprotective families and to have experienced bullying from siblings. Children with disabilities are also at increased risk of victimisation.

Bonds and Stoker (2002) further mentions that the second type is labelled as *provocative victims*. They are characterised by both anxious and aggressive behaviour. These provocative victims are young people who bully others and are also bullied themselves. The proportion of this type tends to be higher in primary than in secondary schools. They are more likely to have poor social skills and act in ways that go against the norms of their peer group, such as behaving aggressively or interrupting other children. They may have low self-esteem, social maladjustment, attention difficulties and poor problem-solving abilities. There is evidence

that provocative victims come from families where parenting is inconsistent, sometimes abusive, and low in warmth. These children are less likely to have social support than passive victims of bullying, and therefore may also be at a greater risk of more severe psychological problems resulting from it. They are bullied and disliked by the entire classroom of their peers. Provocative victims often in turn bully other children, thus they can be both victims and bullies. The impact of bullying in childhood can be long-term. Some adult victims of childhood bullying report experiencing depression, poor self-esteem and interpersonal difficulties in adulthood. They may also be more prone to suicidal thoughts, attempt suicide or carry out acts of retribution.

2.4.2 Characteristics of bullies

Bullies are more likely to have poor social skills and act in ways that go against the norms of their peer group, such as behaving aggressively or interrupting other children. They may be unpopular with their peers. They have a positive attitudes and beliefs toward the use of violence, drug and substance abuse. They may have low self-esteem, social maladjustment, attention difficulties and poor problem-solving abilities. Some bullies have abuse histories. There is evidence that bullies come from families where parenting is inconsistent, sometimes abusive, and low in warmth (Grossman, 2007).

Bullies are generally more aggressive than other pupils. Some have poor social skills, leading to difficulties in managing positive relationships, but others have advanced social competence, which enables them to manipulate others. It is unclear whether bullies have low self-esteem, but they may well be more likely to come from families with low parental monitoring and involvement, as well as inconsistent and harsh discipline (Wolke & Schultz, 2001). Tierney and Grossman (2005) discourse that during primary school children tend to reject the bullies rather than the victims, but this reverses at secondary school where bullies may be popular. Bullies associate with peers who bully and are susceptible to peer pressure. Outcomes associated with bullying behaviour include loneliness, poor academic achievement, poor social adjustment and greater risk of drug and alcohol use, and of being convicted of crime (Argus & Remley, 2000). Research also suggests a link with later violence in adulthood; some bullies behave aggressively towards partners, use harsh physical discipline with their own children, and their children are more likely to become bullies themselves (Yates, 1999).

2.4.3 Steps in reporting of school bullying

There are five steps a parent must take to report school bullying of the child to the school principal and teachers. Those steps are discussed as following:

2.4.3.1 Talk with your child

Ballard (2000) suggests that talking with your child about what occurred is an important first step in advocating for your child. Children respond indifferent ways and may not open up immediately. Try using the strategies below to support your child if they report being bullied or you suspect they are being bullied. Do not judge or dismiss what your child is saying. If your child does not seem to want to talk about it in much depth or detail, do not pressure him or her, but immediately return to the conversation when the time seems right. We suggest not waiting longer than a day to revisit the conversation. If talking is uncomfortable, offer an alternative to talking such as drawing a picture, or writing down what occurred. Ask if the bullying was reported to anyone; if it is reported ask when and to whom?

Praise your child for telling you what happened. Keep notes of the conversation with your child and immediately contact your child's school principal, classroom teacher, school social worker or counsellor to report the behaviour. Share the details that have been gathered. If your child shows you e-mails, texts, or any form of social media that indicates bullying or any form of harassment, save the material for future reference; this is critically important documentation. Remind your child that bullying is against school policy and school rules, and that he or she did the right thing by telling you (King & Davis, 2002).

2.4.3.2 Report the problem

All principals and school staff are held accountable for addressing misconduct. Hold your principal and others accountable for dealing with the problem. If your child's school has an assistant principal, start there to report a bullying incident. It is important to report the problem early so interventions can occur quickly. Provide the school with as many specifics as possible, even if it is difficult to connect the situation to a specific person. This puts the problem on the school's radar. When reporting the problem, agree upon a timeframe and method for receiving information back about how the problem was handled, within the confines of what principals are able to share about disciplinary action. Give school staff time to investigate the situation that has been reported (Fried, 2001).

2.4.3.3 Checking in for success

Seals and Young (2003) point out that the important step of the process of supporting your child is checking in on the situation on a regular basis; typically weekly or bi-weekly. It is an important part of a successful intervention programme and key to prevention. By checking in with your child's teacher, school principal or social worker, you can ensure that future bullying incidents do not occur and that your child feels safe. Below are a few items that you should keep in mind when supporting your child and working with the school. Argus and Remley (2000) reveal that schools are bound by confidentiality laws regarding school discipline and sharing specifics about consequences. However, schools can share information in a manner that allows the parent of the victim to feel reassured that the matter was appropriately handled. The goal with early intervention is to prevent the occurrence of future bullying by intervening in a sensible and meaningful way after the first occurrence.

Garrity, Jens and Porter (1998) mention that prevention, individual student supports, and disciplinary action may come in a variety of forms. Schools use a model of progressive discipline. This means that consequences must match the severity of the behaviour, as well as the needs of individual students. The frequency and nature of bullying incidents play a major role in how schools address the problem. Ballard (2000) states all school personnel can address bullying on some level, and assign consequences, but only principals and vice principals can suspend a student out-of-school.

According to Grossman (2007) actions for the victim and perpetrator may vary and include, but are not limited to the following:

- Immediately informing parents of involved students
- Facilitating separate student meetings with the victim and the bully
- Separating involved students in school
- E-mailing alerts to all staff to keep them aware
- Loss of privileges
- Loss of student transportation
- Individual behaviour plans
- Parent or student conferences
- Meetings between or among families
- Involvement of school police to file charges

- In-school suspension or after-school detention

- Out-of-school suspension

- Change in educational placement

- Expulsion or transfer to an alternative school

- Transfer to a new classroom or school

- Referral to the local magistrate

2.4.3.4 Check the additional reporting and adjustments

Schools should be conducting periodic, random check-ins to monitor the implementation and effectiveness of the prevention or the intervention plan. The check-ins will be conducted with the victim and the perpetrator. Check-ins generally take place with the students involved, however they are not limited to the students which are not involved (Rigby, 1999). Parents can request a phone call or some form of communication from a designated school staff member to discuss the progress and effectiveness of the plan (Hoover & Oliver, 2006). Lohaus and Elben (2004) suggest that talking with your child periodically to ensure that the misconduct has stopped is important in ensuring incidents are not going unaddressed. Remind your child to report any recurrences to you, as well as his or her teacher or other school staff. If your child reports a new incident or occurrence, please notify your child's school. Lohaus and Elben (2004) emphasise that school personnel often recommend that students should journal their experiences so that during the random check-ins they can refer to their documentation to facilitate a meaningful conversation with school personnel about the bullying situation. If changes become necessary to any action steps taken, take the time to discuss them with your child's school.

2.4.3.5 Additional actions and activities

A parent can support his or her child about bullying incident by using his or her voice to report any problems early and promptly to your child's school. A parent must talk with the child about school policy and what to do if he or she is bullied. A parent should learn about school-based prevention activities; such as positive behaviour and incentive programs at the child's school. A parent must be instrumental in sharing the responsibility for changing school culture and climate about bullying behaviours. A parent should share information with the school principal and social worker or counsellor about bullying prevention programs for urban youth (Farrington, 1997).

2.5 People and Organisations where School Bullying should be Reported

Selekman and Vessey (2004) states that many victims of bullying do not report bullying to a teacher but in the experience of those who do report to a teacher, some may be helped while others make no difference or even make the bullying worse. According to Rigby (1999) the school has the primary responsibility to act on the child's safety at school. When and how the school involves outside agencies depends upon how the school views the seriousness of the incidents. Police in many communities are working with schools and youth-serving agencies to prevent bullying. It is appropriate for parents to ask how their school and local police are working together to ensure child and youth safety.

Sourander (2000) mentions that if you believe your child is unsafe, you are strongly encouraged to make a report to your local police as well to your school. It helps to have a written record of what happened and what you have done to solve the problem. As well, your report will help the police determine whether your child's difficulties may be related to those being experienced by others. Yates (1999) declares that the tendency for learners to support the victim or to call a teacher is commendable. During verbal abuse male learners do support the victim by calling teacher; whereas female learners do not call the teacher or support the victims in both primary and secondary schools. The percentage of learners in primary and secondary school who choose to ignore the bullying incident is a concern, the exception being female in primary school learners where only 4 percent indicated that they would ignore the bullying (Cavell, 2005).

Borg (1998) reports that on the physical form of bullying female primary school learners show their compassionate nature with 7 percent ignoring the incident and only 2 percent supporting the bully. Fried (2001) states that female secondary school learners indicate that they call on teachers less than their counterparts in primary school. More positive bystander behaviour should be presented by all learners. Learners should in fact not condone any form of physical bullying and should behave accordingly as bystanders. Rigby (1999) states that primary school learners of both genders show very positive bystander behaviours concerning sexual coercion. According to the respondents the bully will receive little or no support in incidents of this nature. Strong support is given to the victim and a high percentage will also

call on the teacher to support the victim. In contrast secondary school learners, due to the development and sensitivity of the sexual roles and identity associated with this stage of development, tend to ignore the incident more (Seals & Young, 2003). Male learners ignore the incident more than female learners do; male learners do support the victim slightly more than the female learners, but call on teachers less than female learners. A small percentage of male learners indicate that they support the bully in incidences of sexual coercion (Lohaus & Elben, 2004).

According to Ballard (2000) there are proper ways of monitoring and taking acting upon learners who are being bullied. The following information will assist learners, parents and teachers to know how bullying is reported, who to report when someone is being bullied, how to report bullying incident and when to report any issue about bullying:

2.5.1 How bullying is reported?

Learners should report any incident of bullying at the school to the teachers; and if learners failed to report at the school they must report at home to their parents. Learners are sometimes reluctant to report incidents of bullying, so parents must report to the school if they suspect the bullying symptoms (Schuster, 1999). Holt (2007) reveals that when a learner or parent reports an incident, this should be taken seriously. Other sources may be a school staff member or even a member of the public.

2.5.2 Who to report to?

Fried (2001) mentions that parents and students may choose to report incidents of bullying; including cyber bullying, to their class teacher in the first instance and, if the incident is serious or unresolved, to the school counsellor, deputy principal, principal or to someone on the school's staff they have confidence in. It is difficult for the school to follow up on an incident if it is unaware of it. Therefore, reporting of incidents should be made easy and encouraged.

2.5.3 How to report?

King and Davis (2002) suggest that parents and students may find it helpful to write down the details of the incident as a first step. A face-to-face discussion is usually the best way of reporting an incident and, if they are dissatisfied with the outcome, they can follow up with a written statement with the request for a further meeting. If seriously concerned about the

manner in which the school is dealing with an incident, a parent can contact his or her local regional office for support and a police station.

2.5.4 When to report?

Seals and Young (2003) state that reporting of the incident should occur as soon after the incident as possible. This gives the school the best opportunity to follow up the incident and intervene. Principals need to report to the school governing board and updates each term in relation to school bullying data and trends and any anti-bullying programme or initiatives are in place. This report should be made available to the general school community via the newsletter and be placed on the school's website for easy access by parents.

2.5.5 Different responsibilities in reporting school bullying

According to Schuster (1999) in any case where it has been determined by the relevant teacher that bullying behaviour has been occurred the following procedure should be followed:

- The parents of the parties involved should be contacted at an early stage to inform them of the matter and explain the actions being taken.
- The relevant teacher must keep appropriate written records which will assist his or her efforts to resolve the issues and restore as far as it is practicable, the relationships of the parties involved.
- The relevant teacher must record the bullying behaviour in the standardised recording template; and a copy must be provided to the Principal or Deputy Principal.
- In cases where a teacher considers that the bullying behaviour has not been adequately and appropriately addressed within 20 school days after he or she has determined that bullying behaviour occurred; and where the school has decided as part of its anti-bullying policy that in certain circumstances bullying behaviour must be recorded and reported immediately to the Principal or Deputy Principal as applicable. The teacher should make follow up to make sure that justice has been done and the case has been dealt accordingly.

Farrington (1997) explains that the principal will decrease the likelihood of bullying and violence in the school if he or she does the following responsibilities:

- Develops, implements and reviews regularly the school's anti-bullying policy. Therefore; schools are encouraged to review annually and to involve staff, parents and students.

- Surveys regularly all or a random selection of students, parents and teachers, in line with the review schedule for the school's policy

- Includes the topic of bullying behaviour as a council meeting agenda item at least once per term.

- Ensures that new staff and new students and their families are aware of the school community's negotiated anti-bullying policy and the decision-making procedures open to them if they wish to influence school practice.

- Ensures the inclusion, as part of the school's enrolment process, a requirement for parents or students to annually acknowledge or agree to the school's Student Code of Conduct.

- Provides in-service training and development to counsellors and other key staff with effective strategies in managing bullying.

- Ensures ongoing training and development of teachers, induction of students and the provision of information to parents.

- Manages a whole-school-change approach to ensure the Keeping Safe child protection curriculum is implemented in all year levels.

Borg (1998) suggests that school staff members such as school prefect and class prefect will decrease the likelihood of bullying and violence in the school if they:

- Develop and foster positive relationships with students and families.

- Communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues of bullying.

- Participate in developing, implementing and reviewing the school's anti-bullying policy, curriculum and in-service offerings, and the procedures for managing incidents of bullying.

- Critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully.

- Establish, maintain, make explicit and model the school's expectations relating to bullying.
- Participate in training and development related to decreasing bullying in schools
- Support students to be effective bystanders.

According to Sourander (2000) parents and family member will support the school in maintaining a safe and supportive environment if they:
- Keep the school informed of concerns about behaviour, their children's health issues or other matters of relevance.
- Communicate in a respectful manner with the school staff about issues of concern soon after these concerns arise.
- Follow up on these concerns and, if necessary, contact the Regional Office if the concerns are not resolved following intervention by the principal.

Yates (1999) reveals that learners, schoolmates and classmates will support the school in maintaining a safe and supportive environment if they:
- Are respectful towards other learners, staff and members of the school community.
- Participate in sessions regarding the school's anti-bullying policy, the Keeping Safe child protection curriculum, being an effective bystander, and other sessions regarding behavioural expectations.
- Communicate with an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed.
- Learn to be an effective bystander, so that bullying and harassment are discouraged through peer influence.

2.6 Various Forms of School Bullying

Wolke and Schultz (2001) observe that bullying can involve many different types of behaviour. Research shows that verbal abuse such as taunting, malicious teasing, name calling, making threats, insults, homophobic or racist remarks and verbal abuse is the most common form of bullying, followed by relational and physical forms. Sexual bullying and dating aggression have similar levels to general bullying. Levels of cyber bullying are more difficult to gauge: each time a malicious image or message is viewed could count as a

separate incident. Bullying can take the form of one or a combination of different kinds of bullying mentioned. It may involve one-on-one bullying, where one learner bullies another, or where one group bullies an individual or another group. In most bullying incidences three parties are involved: the bully, the victim or target and the bystanders. Overall, levels of cyber bullying appear to be increasing. The following are different types of bullying:

2.6.1 Physical bullying

Rigby (1999) discloses that physical bullying hurts an individual in a tangible way. It includes hitting, tripping, poking, kicking, spitting, pushing, punching, shoving, taking forcibly their possessions, attacking someone, strangling, violent assault and taking personal belongings or damaging someone's belongings.

2.6.2 Cyber bullying

Cyber bullying or online bullying refers to bullying over in electronic media. Cyber bullying is wilful and involves recurring or repeated harm inflicted through electronic text. Cyber bullying can be as simple as continuing to send e-mail to someone who has said they want no further contact with the sender. Cyber bullies may also include threats, and hate-motivated speech. Cyber bullies may publish the personal contact information of their victims. They may attempt to assume the identity of victims for the purpose of publishing material in their names that defames or ridicules the victims (Selekman & Vessey, 2004).

Holt (2007) states that cyber bullying is a more recent phenomenon that has attracted increasing attention in the last decade, involves using electronic means such as the internet, email and mobile phones.

2.6.3 Verbal bullying

Hoover and Oliver (2006) note that verbal bullying includes taunting, malicious teasing, name calling, making threats, insults, homophobic or racist remarks and verbal abuse. It also involves ridiculing and being otherwise insulted or humiliated.

2.6.4 Emotional or Psychological bullying

Emotional or psychological bullying involves spreading rumours, manipulating social relationships, discrimination, extortion, intimidation, threatening and stalking. This kind of bullying also includes indirect actions; such as stealing or damaging their belongings can hurt

them emotionally Borg (1998). Holt (2007) reveals that emotional or psychological bullying consists of terrorising, extorting, defaming, humiliating, blackmailing, peer pressure and ostracising.

2.6.5 Social or Relational bullying

These are behaviours that are intended to damage a learner's reputation or social standing with peers, and use the threat of loss of the relationship to manipulate others. Included in these categories are usually aggressive behaviours. Relational or social bullying refers to behaviours that disrupt the victims' relationships with their peers; such as social exclusion or spreading gossip (Hoover & Oliver (2006).Social or relational bullying can be motivated by race, religion, culture, gender or sexuality (King & Davis, 2002). Social or relational bullying includes attempts to isolate a target from social participation, spreading gossip, refusing to socialise with the victim or excluding them from activities, criticising physical appearance or characteristics of the victim, lying, playing a nasty joke, and mimicking (Ballard & Farrington, 2000).

2.6.6 Sexual bullying

Jimerson and Swearer (2010) point out that sexual bullying may involve sexual acts or demands; such as sexual harassment, sexual assault, rape, comment badly about sexual orientation of somebody, as well as touching the private part of someone forcefully. It also includes inappropriate notes, jokes, pictures, taunts and rumours.

2.7 Significant Information about School Bullying

The researcher added other information that is also necessary to be part of this study. This information is discussed as follows:

2.7.1 Consequences of school bullying

Consequences for victims, bully and bystander are different from one another. They are clarified and discussed here:

2.7.1.1 Consequences for the victims

According to Bonds and Stoker (2002) students who are the target of bullying experience negative emotions. Feelings of persecution prevail over feelings of safety and confidence. Fear, anger, frustration, and anxiety may lead to ongoing illness, mood swings, withdrawal

from friends and family, an inability to concentrate, and loss of interest in school. The victims of bullying may develop discipline problems, failing at school, and they are suicidal or retaliatory and violent.

2.7.1.2 Consequences for the bully

Students who bully each other and never get any support and intervention will continue to bully and engage in other types of antisocial behavior and crime (Wolke & Schultz, 2001). Students who bully each other are less likely to be trusted and may be seen as mean and manipulative. A bully who learns aggression toward others gain power and may find the behavior a difficult habit to break (Salmon & Smith, 2008). Some acts of bullying result in suspension or expulsion of students and translate into child abuse and domestic violence in adulthood. Research shows that 60 percent of males who bully in grade six through nine are convicted to at least one crime as adults, compared with 23 percent of males who did not bully (Juvonen, Nishina & Graham, 2001).

2.7.1.3 Consequences for the bystander

Students who passively participate in bullying by watching may come to believe that the behaviour is acceptable and that the adults at school either do not care enough or are powerless to stop it. Some students may join in and become the bullies. Others who share common traits with the victims may fear they will become the next victim. Research indicates that witnesses to bullying develop a loss of their sense of security which can reduce learning ability (Fried, 2001).

2.7.2 Factors that promote and contribute to school bullying

There are lots of factors that promote and contribute to school bullying. Different people can be triggered by various factors to perform school bullying. They are discussed as:

2.7.2.1 Gangs

Gang's presence was significantly associated with violent school-based victimisation (Ballard, 2000). The influence of violent acts in communities and schools where there were a high proportion of students with delinquent characteristics and criminal associates was very high. According to King and Davis (2002) when high percentages of students with these characteristics were present, a higher likelihood of student reporting of victimisation occurred at the school. Tierney and Grossman (2005) note that delinquency is related with gang

membership in such that a high presence of gangs is associated with high levels of delinquent activity and school-based victimisation. If there is a gang presence, there is also an increased reported fear of victimisation. The fear induced by gangs at school can give students the impression that the school is not a safe place.

2.7.2.2 Aggression and fighting

Fried (2001) reveals that individuals with aggressive attitudes were more likely to report carrying weapons to school, use alcohol, and engage in physical fights at school. Individuals with aggressive attitudes are often a more vulnerable group for being either a victim or bully. Cavell (2005) mentions that higher levels of aggression and victimisation are associated with greater chances of school bullying to be present within the school. Lower levels of aggression and victimisation are associated with greater level of student perceptions of a positive school climate. Seals and Young (2003) report that individuals who were bullied were more likely to engage in aggressive behaviour or fighting when compared to people who were not bullied. Yates (1999) observes that a victim who is aggressive is at an increased risk for being victimised again.

2.7.2.3 Weapons

Weapons played a key role in an individual's decision to be violent at school and to instigate an attack. Some bullies carry weapons at school to use those weapons to victimise other students (Argus & Remley (2000). Selekman and Vessey (2004) disclose that most bullies usually say that it is not wrong to take a gun or knife to school; then they use those weapons to harm other students. Weapons carrying in the school are associated with the high rate and high risk of school bullying to operate within the school settings.

2.7.2.4 Conduct disorders

Students who exhibit characteristics of conduct disorders are more likely to be the bullies or perpetrators of bullying in the school. Those symptoms of conduct disorders are: fighting with peers and siblings, lying, temper tantrums, failure to obey parents, cruelty to animals and people, and destruction of property (Sourander, 2000). According to Bonds and Stoker (2002) students with disabilities like conduct disorder are more greatly represented in school discipline actions and later run-ins with the juvenile justice system. Therefore, it should not be surprising that youth involved in the juvenile justice system have a higher diagnosed incidence of learning and emotional problems than the general population. Rigby (1999)

explains that students with conduct disorders are mentioned to be related with high chances of the involvement in violent acts and bullying in schools. Cavell (2005) mentions that the problematic behaviours of children with conduct disorders are more intense, more frequent, more persistent, and often fail to decrease over time. Students with conduct disorders lack the ability to regulate their behaviour, and this is even more difficult for them in stressful situations. Lohaus and Elben (2004) states that more intense behaviours and the lack of an ability to regulate their behaviour, combined with the difficult and stressful situations that they may find themselves in; can cause students with conduct disorders to fight other students and to show aggressive behaviour towards others.

2.7.2.5 Depression, anxiety and life satisfaction

Another possible explanation that has been given for violence in schools is the feelings of depression, anxiety, and low levels of life satisfaction, not just for the victim, but also for the person doing the bullying. In one study it was reported that bullied children were more anxious and that bullies were equally or less anxious than their peers (Farrington, 1997). The same report noted that bullied children tend to being lower grades or they are younger and smaller than bullies. The study also showed that boys with high anxiety and lying scores were most likely to be bullied while girls with low anxiety and lying scores were least likely to be bullied (Schuster, 1999).

Boys with low anxiety, lying scores and high depression scores were most likely to become bullies (Holt, 2007). It should not be surprising that those in the younger grades are more likely to be bullied, as those who are older are more aware of the resources around them and the tactics to deal with bullies (Fried, 2001).It could also be that those who are doing the bullying might not have continued their education in the higher grades, whether because of quitting school, graduating, or being expelled from school (King & Davis, 2002).The fact that bullied children are more anxious suggests that anxiety may be symptom of being bullied, but it could be a factor contributing to bullying(Jimerson & Swearer, 2010).

Anxiety in child may attract those who desire to exert control over another through bullying. Like predator in the wild who chases the weaker, lame, and more noticeable prey; bullies can identify a defenceless and vulnerable victim. Besides anxiety and depression, life satisfaction can play a role in who will become a bully or a victim of bullying (Cavell, 2005). Borg (1998) cites that those who have lower life satisfaction are more likely to engage in violent

and aggressive behaviors such as carrying a weapon on school property, fighting, and other activities that denote a certain amount of violence and aggressiveness.

2.7.3 Classroom-level interventions for bullying problems

There are strategies which can be used in the classroom to prevent bullying problems. Those strategies are the following:

2.7.3.1 Rule-based strategies

According to Sourander (2000) the strategy to combat problems involving bullying is the development of classroom rules against various forms of intolerant or negative peer behaviours. This approach requires the identification of unacceptable behaviors that may be operating in a classroom, some system to enable monitoring or possible rule infractions, and some set of consequences. Salmon and Smith (2008) suggest that there two techniques that might be helpful in implementing this sort of intervention which are: the Problem-Solving Meeting and Problem Box. Problem-Solving Meeting is to elicit peer involvement in and support for the identification of rules and consequences. Problem Box is to provide a mechanism to monitor peer problem behaviours.

2.7.3.2 Insight-oriented strategies

Another strategy to combat problems involving bullying or ostracism involves attempts to raise the consciousness of children in the classroom. This is performed by encouraging children to consider the effects of bullying on the victims, emphasising the value of respecting individual differences, and reinforcing the importance of standing up for what is right (Tierney & Grossman, 2005).

2.7.3.3 Grouping rearrangement strategies

A third strategy to reduce bullying involves attempts to decrease alliances among children that are supporting bullying and exclusion. For example, breakdown the unification of the bullying group or ostracising clique and increase positive contact between the rejected children and potential friends (Selekman & Vessey, 2004).

2.7.4 Strategies for schools to combat against bullying

The following are some specific measures for schools efforts to combat bullying:

2.7.4.1 Bully boxes

Children can anonymously write down their concerns and post them in a bully box (Seals & Young, 2003).

2.7.4.2 Bully courts

This idea remains controversial; butt has met with success in some progressive schools. Young people are involved in making school rules against bullying and in making judgments about punishment when the rules are broken. For it to work, adults must play an active and guiding role to protect the welfare of all the young people involved (Rigby, 1999).

2.7.4.3 Mediation

Some schools have introduced schemes where two parties in a relationship problem agree that a third person who may be either an adult or another young person helps to negotiate a solution. This seems to be helpful in many situations; especially when the imbalance of power is not too large between the protagonists (Sourander, 2000).

2.7.4.4 Peer counselling

A small number of secondary schools have used older teenagers as peer counsellors. Good training and continuing support are vital if these young volunteers are to be able to help victims who may be coping with serious emotional and mental distress (Salmon & Smith, 2008).

2.7.5 Strategies for teachers to prevent school bullying

The following strategies can help teachers and administrators to combat bullying in their schools:

2.7.5.1 Plan and make consequences clear

An effective strategy for schools to reduce bullying is to have a policy outlining how teachers and school staff address the issue of bullying in the classroom and how incidents are dealt with after they have happened (Yates, 1999). All students need to be aware of the consequences of bullying (Seals & Young, 2003).

2.7.5.2 Safeguard honesty

Students feel safe reporting bullying when teachers, administrators, and other school personnel respect the anonymity of the victim and reporting students (Lohaus & Elben, 2004).

2.7.5.3 Create a bullying policy

Cavell (2005) mentions that an effective strategy to reduce bullying is to create school-wide policy that defines bullying, outline show teachers and school staff should address the issue of bullying in the classroom, and delineate show incidents are to be dealt with after they occur. Holt (2007) reveals that all students need to be aware of the consequences of bullying. The school policy must clearly define all forms of bullying behaviour. Bullying behaviour can be classified under four main headings: Physical bullying, verbal bullying, relational bullying, and sexual bullying. Bosworth, Espelage and Simon (1999) report that many bullies try to pass of facts of aggression as roughhousing between friends, and just having fun. There is a difference between play and bullying. An episode of bullying has three identifying characteristics: A power difference between the individual being bullied and the bully; a negative intent on the part of the bully to hurt, embarrass, and humiliate each other; and repeated behaviour with others, with the same person, and with the same person over time.

2.7.5.4 Inclusion and discussion

This involves all members of a school community such as learners, parents, teachers, and non-teaching staff in the formation of the bullying policy. It provides a range of opportunities for people to talk about bullying (Tierney & Grossman, 2005).

2.7.5.5 Adopt effective strategies

According to King and Davis (2002), the effective strategies include three aspects which are:

a) No-blame approach

A step-by-step technique that allows early intervention because it does not require that anyone is proved to be at fault. A group of young people, which includes bystanders as well as possible bullies, is made aware of a victim's distress and is asked to suggest solutions. This approach is particularly useful in dealing with group bullying and name-calling (King & Davis, 2002).

b) Peer-support efforts

King and Davis (2002) suggest that to mobilise students to take a stand against bullying behaviour, to prevent bullying, and to combat against school bullying is the best way to dealt with bullying problem.

c) Circle-time discussions

Bring students, teachers, and school professionals to address the issue of bullying, explore the effect of bullying on the school atmosphere, and brainstorm solutions when problems arise (King & Davis, 2002).

2.7.5.6 Power of students

According to Argus and Remley (2002) mobilise the masses of students who are neither victims nor bullies to take action against bullying. Students can take action in many different ways such as refusing to watch bullying, reporting bullying incidents, initiating conflict resolution strategies, and using distraction with either the bully or the victim (Argus & Remley, 2000).

2.7.5.7 Questioning

An initial step that schools can take to combat bullying is to distribute a questionnaire that asks students, parents, and teachers to describe any bullying that they are aware of in their school. The results can be used to increase awareness of the extent of the problem, justify intervention efforts, and serve as a benchmark to measure the impact of improvements in school climate once an interventionism initiated. The results from the questionnaire can be used to conduct a bullying-awareness campaign. The campaign can be conducted during parent-teacher conference days, and through parent newsletters (Fried, 2001). Potential goals of a campaign include: increasing parental awareness of the problem, highlighting the importance of parental involvement for program success, and encouraging parental support of program goals (Ballard & Farrington, 2000).

2.7.5.8 In-class strategies

Bonds and Stoker (2002) state that teachers can work with students at the class level to develop rules against bullying. Engage students in a series of formal role-playing exercises and related assignments that teach bullies alternative methods of interaction, implement

cooperative learning activities to reduce social isolation, and increase adult supervision at key times; such as recess or lunch.

2.7.6 Prevention strategies for schools, students and teachers to stop bullying

The prevention strategies for schools, students and teachers to stop bullying are described further in the following:

2.7.6.1 Crime prevention through social development (CPSD)

Crime prevention through social development seeks to address criminogenic individuals; and in this case of those individuals involved in bullying by addressing individual, familial, and social conditions. Policies and programmes under this model seek to address the underlying causes or conditions that lead children to, and put them at risk for becoming bullies and victims (Schuster, 1999). There are many factors that contribute to bullying dynamics including; the individual characteristics of bullies and victims, the group dynamics associated with bystander roles, familial factors, the school's climate, teacher attitudes, and the school's physical characteristics (Jimerson & Swearer, 2010).

Fried (2001) reveals that the prevention of bullying under crime prevention through social development model may attempt to thwart bullying by addressing the familial dynamics of victims and bullies. This model attempts to alter the school's ethos by targeting specific individuals or groups, and by implementing programmes to prevent bullying from occurring in the first place. It focuses not only on the bully and victim but also on the family, the school and teachers, as well as peers and bystanders. The influence that family characteristics and parenting practices have on bullying and victimisation requires that these things be addressed if peer harassment is to be prevented. Preventing school bullying through social development is not a simple or neatly categorised endeavour, but rather a complex multi-faceted one that requires the collaborative dedication of multiple stakeholders (Garrity, Jens & Porter, 1998).

Borg (1998) suggests that prevention of bullying through family interventions should be adopted. Firstly; parents need to be educated about bullying and victimisation problems, informed of the signs of bullying and victimisation, and taught about how to effectively communicate with their children about difficulties they might be experiencing. Secondly; parents need to be informed about the relationship between ineffective parenting styles and

aggression exhibited by children. Thirdly; resources should be allocated to high risk families, such as those with low income or unemployment status. Finally; parents must be encouraged to get involved with their child's school, communicate with other parents and the school's administration, and to contribute in creating a school environment where bullying is not tolerated. There are a number of things that schools can do to create an environment whereby bullying is reduced and discouraged.

Farrington (1997) recommends and summarises anti-bullying programme strategies which are the following:

- Promoting facts, not myths about bullying;
- Dispelling beliefs about aggressive behaviours;
- Conducting a school-wide assessment of bullying;
- Developing a student code of conduct;
- Providing counselling services for both bullies and victims;
- Involving parents in the intervention process;
- Implementing intervention strategies specific to aggressive children;
- Establishing a system of accountability and evaluation.

Ballard (2000) states that the universal prevention programmes designed to prevent bullying by training all students, the entire school staff, and that modify the schools environment are preferred over targeted prevention programmes designed for a subgroup of students. This idea is supported by meta-analysis results showing that programmes which use multiple interventions are more adept at reducing undesirable behaviour than those using a single intervention or targeted strategy. More complex programmes are more likely to be watered down or reinvented by school staff. This reinvention or watered down effect is likely the result of staff or teachers who may feel that the programmes is additional burden on their already busy schedules, and that programmes are not tailored to the needs of their particular school and students (Cavell, 2005).

 A successful anti-bullying programmes must not only be adequately funded, but teachers and school administrators must be effectively motivated and trained in successfully implementing and evaluating bullying prevention programmes. Multi-year prevention efforts rather than single year programmes need to be supported (Borg, 1998). Multi-year prevention efforts will

help to motivate teachers, school administrators, families, and the community to dedicate their efforts to the program's agenda because a message is conveyed that the programme is here to stay (Bosworth, Espelage & Simon, 1999). Anti-bullying prevention programmes that span from the elementary school years through to high school and that adopt a whole-school approach have been suggested in many studies as the most effective way to combat bullying (Grossman, 2007).

According to Fried (2001), the whole-school should apply the following recommendations to prevent school bullying:

- A philosophical shift regarding bulling among school personnel;
- Educating students, teachers, administrators and parents about bullying;
- Implementing consistent school policies;
- Maintaining close adult supervision of children at school;
- Starting interventions early;
- Supportive training and counselling.

2.7.6.2 Crime prevention through environmental design (CEPTED)

According to Cavell (2005) another way to prevent bullying is to alter the school's physical environment in order to reduce the likelihood that peer harassment behaviours will occur. The underlying ideas of this approach were adopted from the concept of defensible space. Defensible space is one in which bullying is inhibited by creating a physical expression of a social fabric which defends itself; and where an area can influence the behaviour of individuals. King and Davis (2002) state that this approach to prevention assume that bullies will be influenced by the costs and benefits associated with their aggressive behaviour. Bullying should be reduced if the costs of doing so outweigh the benefits. Several environmental change strategies that could be implemented by schools in an attempt to prevent bullying. One such change is to regroup students by changing the school schedule. Limiting recesses, lunches, and breaks between class times will minimise the number of bullies and victims present in a particular area. This will allow teachers to easily spot bullying behaviours (Holt, 2007).

Reducing the amount of time students spend less supervised; increasing supervision in those areas where bullying is expected; posting classroom signs prohibiting bullying and listing the consequences for it; developing activities in less-supervised areas; and setting up a bully box in a neutral area that enables students to drop notes in the box alerting school officials about problem bullies or potential threats. All of these recommendations are consistent with the intermediate goals of crime prevention through environmental design which are: access control, surveillance, activity support, and motivation reinforcement (Bonds & Stoker, 2002). Reducing the amount of time students spend less supervised and increasing supervision in those areas where bullying is likely to occur provides both access control and increased surveillance (Borg, 1998). Access control; and the ability to regulate who comes and goes from an area is achieved by staggering classes thereby determining what students will be in hallway areas at particular times (Grossman, 2007). This increases surveillance by reducing the number of students travelling in communal areas. Developing activities in less supervised areas is an example of activity support because it enhances interaction between students and other legitimate users in the school, and limits opportunities for bullying to occur (Hoover & Oliver, 2006).

Finally; motivational reinforcement may be achieved by posting signs prohibiting bullying and by setting up a bully box as it enhances feelings of territoriality and social cohesion. Bystanders who witness bullying and choose not to intervene, for fear of retaliation or calling attention to themselves are able to get involved confidentially by using the bully box to voice concerns they may have about school bullying (Sourander, 2000). Posting signs throughout the school displaying the school's policy on bullying may help to create common beliefs regarding the undesirability of bullying and consequently increase social cohesiveness amongst the student body. Implementing these initiatives, coupled with a multi-faceted social development approach to bullying prevention is likely the best way to achieve success in maintaining a bully-free school (Juvonen, Nishina & Graham, 2001).

2.8 Summary

In this chapter the researcher has presented what other published researchers has done. The chapter considered and elaborated the understanding of the meaning of school bullying, existence of school bullying, reporting of school bullying, people and organisation where school bullying should be reported and various forms of school bullying. The researcher also discussed other significant information about school bullying which are: consequences of school bullying, and factors that promote and contribute to school bullying. Lastly; the researcher elaborated on different prevention strategies and interventions such as classroom-level interventions for bullying problems; strategies for school to combat against bullying; strategies for teachers to prevent school bullying; and prevention strategies for schools, students, and teachers to stop bullying. The next chapter will focus on the research methodology that will be used during data collection.

CHAPTER 3

3. RESEARCH METHODOLOGY

3.1 Introduction

Coolin (2002) states that research methodology is a simple set of methods, which refers to the rationale and the philosophical assumptions that underlie a particular study relative to the scientific method. According to Bachrach (1999) a research methodology is a way to find out the result of a given problem on a specific matter or problem that is also referred to as a research problem. In a research methodology; the researcher uses different criteria for solving or searching the given research problem. Different sources use different types of methods for solving the problem.

In a research methodology, the researcher constantly tries to investigate the given question systematically in his or her own way and find out all the answers till conclusion. If a researcher does not work systematically on problem, there would be less possibility to discover the final result. In finding or exploring research questions, a researcher faces lot of challenges that can be effectively resolved by using proper research methodology (Christensen, 2007).

Glass (2004) states that research methodology is the systematic, theoretical analysis of the methods applied to a field of study. It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques. In this chapter the research design, target population, research sampling, and data collection will be described. The researcher will also discuss the analysis and presentation of data.

3.2 Research design

A research design is a strategic framework for action that serves as a bridge between research questions and execution or implementation of the research. A research design is a plan that guides the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevant information with the research purpose (Bachrach, 1999). According to Coolin (2002) a research design is a systematic plan to study a scientific problem. The design

of a study defines the study type that is applicable to data collection methods and a statistical analysis plan.

The research employed a non- experimental design because the researcher did not intend to measure the effects of bullying. The researcher used descriptive method in order to describe knowledge, observations and experiences of participants about school bullying. After exploring the knowledge, observations and experiences of students about bullying, then the researcher would know whether school bullying did exist or not at Mshini High School.

The research paradigm that was employed in the study is positivism because the study was analysed quantitatively. The instrument that was used to collect data from participants was a questionnaire. The researcher of the study was interested in objective facts, and the deductive reasoning was applied in the study.

3.3 Target population

According to Coolin (2002) the target population is the people that the researcher is targeting or questioning. It also refers to the entire group of individuals or objects to which researchers are interested in generalising the conclusions. Christensen (2007) defines target population as the larger pool from which our sampling elements are drawn. Bachrach (1999) mentions that a target population is a group of individuals, persons, objects and items from which samples are taken for measurement.

The target population is the entire set of units for which the survey data are to be used to make inferences. It also defined as those units for which the findings of the survey are meant to generalise. Establishing study objectives is the first step in designing a survey. Defining the target population should be the second step. Target populations must be specifically defined, as the definition determines whether sampled cases are eligible or ineligible for the survey. The geographic and temporal characteristics of the target population need to be delineated, as well (Glass, 2004).

The target population of this study was learners doing grade 10 from Mshini High School. There were three classes of grade 10 at Mshini High School. The reason why the researcher chose grade 10 was because most of them had been in the school for two years and above so they had enough information about their school.

3.4 Research sampling

According to Glass (2004) a sample is those units or elements that are included into a study, and are chosen by the researcher from the target population so that they will respond to research questions. Bachrach (1999) defines a sample as those participants that the researcher recruits to obtain information about his or her specific study. According to Christensen (2007) a sample is a group of people, objects, and items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalise the findings from the research sample to the population as a whole.

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents selected from a larger population for the purpose of a survey. Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. In order to draw conclusions about populations from a sample, we must use inferential statistics which enables us to determine a population's characteristics by directly observing only a portion or sample of the population (Coolin, 2002).

A simple random sample of 30 participants was recruited in the study. The ages of the researcher's respondents were from 14 years to 19 years old. The participants were both males and females. The participants of the study were from grade 10A, grade 10B, and grade 10C, grade 10D and grade 10E. The researcher used the grade 10 list to select participants. From the school list of grade 10 learners the researcher used odd numbers to select a simple random sample of 30 participants. A simple random sample is a probability sampling whereby each member of the population has the same chance of being included in the sample. It is also whereby each sample of a particular size has the same probability of being chosen (Christensen, 2007).

3.5 Data collection

A data collection instrument that was used for the study was a survey method which required the application of questionnaires for data gathering. In this technique the data was obtained from a questionnaire completed by the respondents. The researcher used 40 closed-ended questions to collect data from participants. A questionnaire was employed in the study as a

device to gather information about participant's opinions, concerns and ideas about school bullying. The benefit of using questionnaire was that it allowed participants to reveal more information and experiences about bullying. The other advantage of using questionnaire was that it enabled participants to provide data that were amenable to quantification; through the simple counting way (Coolin, 2002). According to Glass (2004) a questionnaire helps the researcher to easily maintain anonymity; so that is why it was employed to the study. The questions were reliable in a way that they yield the same results, consistent scores, accurate scores and stable scores on repeated trials. The questions were valid because they reflected and assessed the specific concept that the researcher were attempted and purposed to measure. The questions were also valid because they were relevant to participants (Bachrach, 1999).

The questionnaire was divided into three sections. Section A explained about the study and on the instructions of the questionnaire. Section B searched for biographical data such as gender, age and period the participants have studied at the school. Section C consisted of 40 closed-ended questions; 11 of them covered the participant's understanding of school bullying, 5 covered the existence of school bullying, 2 covered the identification of reports about school bullying, 10 covered to whom school bullying is reported, and 12 covered various forms of school bullying.

Many authors who have written about school bullying (Ballard, 2000; Borg, 1998; Cavell, 2005; Fried, 2001; Holt, 2007; Rigby, 1999; Sourander, 2000) used questionnaires as their instrument for collecting data from participants. Other researchers such as Farrington (1997); Hoover and Oliver (2006); King & Davis (2002); and Yates (1999) applied interviews as their instrument of data gathering. Some authors (Lohaus & Elben, 2004; Tierney & Grossman, 2005; Wolke & Schultz, 2001) employed focus groups as their instrument for gathering information from participants. In this study the researcher used a questionnaire as an instrument to collect data because of the advantages that are mentioned above.

3.6 Data analysis and presentation

According to Glass (2004) data analysis is a practice in which raw data is ordered and organised so that useful information can be extracted from it. Christensen (2007) reports that data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision

making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

Data analysis is a process which several stages are involved to get the findings. Data analysis refers to concentrating, recasting and dealing with data in such a way that they lead on the answering of the research questions. It aimed at answering the research questions and is performed in order to find information to write the first draft of the research report (Coolin, 2002). According to Bachrach (1999) data analysis requires a number of related operations such as the application of raw data through coding, tabulation and then drawing statistical inferences. The unwieldy data should necessarily be condensed into a few manageable groups and tables for further analysis. The researcher should classify the raw data into some purposeful and usable categories.

Bachrach (1999) further states that coding operation is usually done at this stage through which the categories of data are transformed into symbols that may be tabulated and counted. Tabulation is a part of the technical procedure wherein the classified data are put in the form of tables. According to Glass (2004) data obtained after tabulation is generally based on the computation of various percentages and coefficients by applying various well defined statistical formulae. Christensen (2007) clarifies that in the process of data analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to tests of significance to determine with what validity data can be said to indicate any conclusions. To make sense of data that was collected from the participants quantitative analysis in the form of descriptive statistics were employed in the study. The researcher employed descriptive statistics in order to demonstrate specific figures, knowledge and experiences about school bullying.

3.7 Summary

This chapter has discussed the research methodology that was applied during data collection. The respondents for the current study were obtained by employing the probability sampling technique which is a simple random sampling. The questionnaire was administered to gather a wide array of data required to carry out a successful study. The next chapter will focus on the community profile for the City of uMhlathuze.

CHAPTER 4

4. THE COMMUNITY PROFILE FOR CITY OF UMHLATHUZE

4.1 Introduction

The name uMhlathuze is derived from the UMhlathuze River that meanders through the municipal area and symbolically unifies the towns, suburbs and traditional areas. The river was strong and was infested with crocodiles, and could not be used by locals. The name broken up has the following meaning: Mhlati means jaw, and Mthuzi which means does not chew. In other words, the uMhlathuze River was like a jaw that could not chew. The City of uMhlathuze is one of six local municipalities situated within the uThungulu District Municipality area in KwaZulu-Natal. The area comprises of urban settlement, rural settlements, rural areas, farms and nature reserves. The majority of rural settlements are located within Tribal Authority areas.

The urban settlement consists of Richards Bay, Empangeni, eSikhaleni, eNseleni, Felixton, Vulindlela, and Ngwelezane. The rural areas and rural settlement includes Mkhwanazi North, Mkhwanazi South, Madlebe, Dube, and KwaKhoza. It includes a deep-water harbour and the Richards Bay harbour, which are connected inland via a railway line. The area has a deep-water port, which is connected by national roads and railway line to the economic heartland of South Africa. Empangeni and Richards Bay are the largest towns forming part of the municipal area and are surrounded by sugar cane fields, timber plantations, wetlands and fresh water lakes.

4.2 Location and Physical Setting

The City of uMhlathuze (K Z 282) is situated on the north-east coast of the province of KwaZulu-Natal, some 180kms north-east of Durban. The city borders a coastline that spans approximately 45 kilometers in length of which nearly 80 percent of it is in its natural state. The N2 highway traverses uMhlathuze Municipality in a north-east direction towards the Swaziland border and south-west towards Durban. It effectively forms a division between

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Empangeni and Richards Bay. The R34 Provincial Main Road passes through Empangeni towards Melmoth.

UMhlathuze functions as a district node and dominant commercial centre in the uThungulu District. It consists of a variety of clustered and informal settlements that are linked with a well developed network of roads and rail infrastructure. The key feature of uMhlathuze Municipality is the N2 Development Corridor, and eThekwini-Ilembe-uMhlathuze Corridor. The Dube Trade Port, (King Shaka Airport), is approximately 145 kilometres away is also an added advantage to the area in terms of investment attraction.

The City has establishments of large new industries, company and port expansions, an industrial development zone (IDZ), and vast agricultural and forestry area. Large industrial concentrations are located in and around uMhlathuze. This has created the City to be an economic heartbeat of northern KwaZulu-Natal (KZN). It contributes 7, 6 percent of the total Gross Geographic Product and 5, 5 percent of total formal employment in KwaZulu-Natal. The total area within uMhlathuze is 796 km² making it only 9.7 percent of the uThungulu District. UMhlathuze municipality contains 32 percent of the district's population and has the majority of economic activity of 88 percent vested in Richards Bay, Empangeni and Felixton.

The City of uMhlathuze is characterized by highly developed urban areas surrounded by a poor and undeveloped hinterland, with a substantial number of the total population considered rural residents. UMhlathuze Municipality is made up of Richards Bay, Empangeni, Vulindlela, eSikhaleni, eNseleni, Felixton, Ngwelezane and five Traditional Authority areas. The Traditional Authority areas include Dube, KwaKhoza, Mkhwanazi North, Mkhwanazi South, and Madlebe.

Table 4.1: Municipal land area

Area	Square Kilometer (Km²)	Percentages (%)
Richards Bay	289, 996 km²	36,5%
Empangeni	28, 9386 km²	3,6%
eSikhaleni	6, 2304 km²	0,8%
eNseleni	1, 3325 km²	0,2%
Felixton	2, 7835 km²	0,3%
Vulindlela	0, 8464 km²	0,1%
Ngwelezane	3, 7001 km²	0,5%
5 Tribal Authority areas, 21 rural settlements and 61 farms	462, 1426 km²	58, 0%
Total municipal land area	**795, 9707 km²**	**100%**

Geographical Map
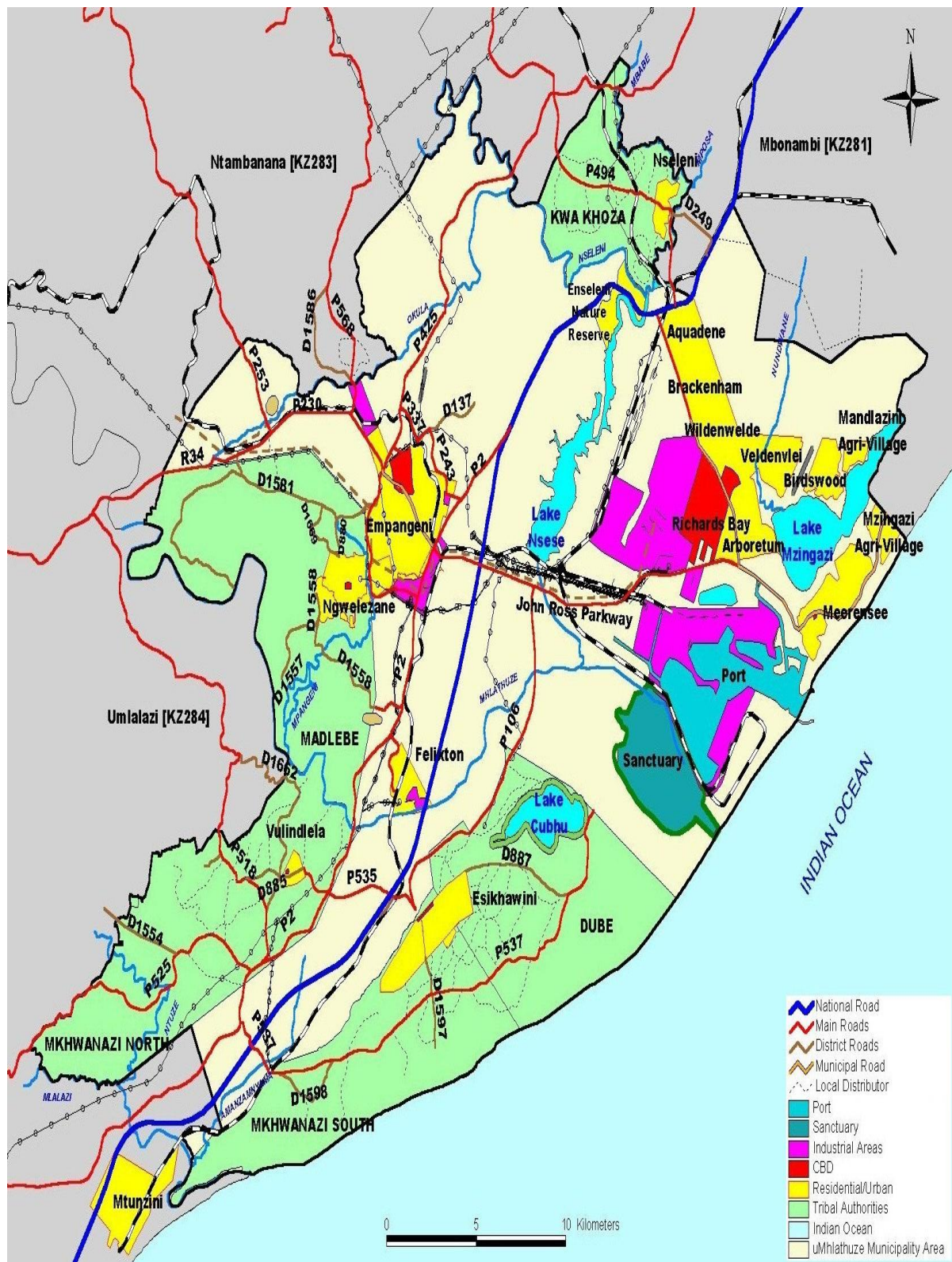
4.3 Population

The City of uMhlathuze has an estimated 81 008 households and a total population of about 349576. During the past year 21127 births were registered in the area of which 10242 were males and 10885 were females. Females account for 51 percent of the total population. The estimated population growth rate is 1, 20 percent for males and 1 percent for females. Life expectancy at birth is estimated at 48, 4 years for males and 52, 8 years for females. Infant mortality is estimated at 38 per 1000 live births. The average fertility rate is estimated at 2, 81 percent. More than 40 percent of the residents in the municipal area reside in the non-urban (rural and tribal authority) areas outside Empangeni and Richards Bay, and is indicative of a densely populated rural area. More people reside in Richards Bay than Empangeni, although Richards Bay is a younger town this indicates that Richards Bay grew at a faster rate than Empangeni.

The constant availability of labour is an essential element in economic growth, which is considered as being important development opportunity for establishing a more balance urban area and local economic base. The uMhlathuze youth segment of the population has a large base, and total number of people under the age of 15 years accounts for 31,8 percent of the total population, and the percentage of the population that is 34 years or younger comprises 74,2 percent of the total population. The age group of people above 65 represents only 3 percent of the total population. It is interesting to note that the male component in the age group of people above 65 comprises a very small percentage of the total population, which is only 1percent.

Table 4.2: Population groups

	Richards Bay	Empangeni	eSikhaleni	eNseleni	Other areas	Total
Black or African	20429	13754	73138	14814	180678	302813
Coloured	2106	476	73	29	301	2985
Indian or Asian	10569	1068	121	0	72	11830
White	22047	9748	8	0	145	31948

Total	55151	25046	73340	14843	181191	349 576

Table 4.3: Population by gender and age group

Age	Female	Male	Population Number (N)	Population Percentage (%)
0-4 years	18226	18226	36452	10,43%
5-14 years	37802	37128	74930	21,43%
15-34 years	77030	70939	147969	42,33%
35-64 years	41187	39471	80658	23,07%
Over 65 years	6150	3417	9567	2,74%
Total Number	**180395**	**169181**	**349576**	**100%**

Table 4.4: Population density

Area	Persons per km²
Felixton, farmland and forestry areas	2-525
Empangeni and Richards Bay (excluding Aquadene and Brackenham)	526-1192
Vulindlela, Brackenham and Aquadene	1193-2084
Ngwelezane	2085-3989
eNseleni urban and eSikhaleni urban	3899-6421
Total average for entire municipal area	**372**

4.4 Education System

There are seven public libraries within this area. There are three tertiary institutions within this area which are Owen Sithole College of Agriculture, ESikhawini College, and University of Zululand. There are 102 schools within the City of uMhlathuze. Access to basic education

is a right enjoined in the constitution of the country, and it should be serious concern that there are 9, 4 percent of people who do not have access to even basic education. 12, 3 percent of the people have at least some primary schooling. It should be noted that access to tertiary education has increased. It should be noted that there are therefore many people with no qualifications within the municipal area, and without any jobs or people who are in the informal sector.

Table 4.5: Level of education

Highest level of education attained by over 20 year olds	uMhlathuze (Persons)	Percentages (%)
No Schooling	32921	9%
Some Schooling	34207	10%
Complete primary	9075	3%
Some Secondary	60258	17%
Grade 12 or Standard 10	44238	13%
Higher or Tertiary education	16681	5%
Total	**197380**	57%

4.5 Health System

There are two public hospitals within the City of uMhlathuze. Those public hospitals are Ngwelezane hospital and NPA hospital. There are also two private hospitals in the City of uMhlathuze. Those private hospitals are the Garden Clinic hospital and The Bay hospital. Ngwelezane hospital, Garden Clinic hospital, and The Bay hospital accommodate different people with various illnesses and diseases. NPA hospital is only providing the prenatal and perinatal services. There are also a number of dentists, medical doctors, gynaecologists, optometrists, psychologists and psychiatrists in this area.

There are twenty three health clinics within uMhlathuze Local Municipality. All these clinics provide help and treatment for people with tuberculosis, flue, HIV and AIDS, mental

illnesses, sexually transmitted diseases, prenatal and perinatal services, diabetics, and for emergency care. The majority of older people within uMhlathuze Local Municipality are suffering from diabetics and high blood pressure. Most young people are suffering from HIV and AIDS, sexually transmitted infections, and tuberculosis. There is high rate of teenage pregnancy in the City of uMhlathuze. The high rates of people who are suffering from tuberculosis are males. The majority of people who are infected with HIV and AIDS are females.

Table 4.6: People with Tuberculosis according to gender

Gender	Number of people	Percentage
Females	54769	16%
Males	98534	28%
Total	**153303**	**44%**

Table 4.7: Gender distribution for people infected with HIV and AIDS

Gender	Number of people	Percentage
Females	82543	24%
Males	61972	18%
Total	**144515**	**42%**

4.6 Households

There are a total of 81008 households within the municipal area. The numbers of houses per geographic area are as the following: Richards Bay 12433, Empangeni 6046, eSikhaleni 6363, eNseleni 1439, Ngwelezane 2775, and Vulindlela 588. The respective numbers of houses in each of the other areas are unknown. There are 202 indigent households. 80, 9 percent of the total dwellings are of formal type, with 15, 3 percent being traditional type, and

3, 8 percent informal type. 64 percent of households own their dwelling, while 17, 8 percent rent.

Table 4.8: Number of persons per household

Area or Suburb	Persons or household
Farmland	0,86-2,28
Felixton, Empangeni, Meerensee, Birdswood, Veldenvlei and Vulindlela	2,29- 3,71
Arboretum, Brackenham, Aquadene, Wildenweide and Ngwelezane	3,72-4,79
Mzingazi Village, Mandlazini, eNseleni urban and eSikhaleni urban	4,80-5,98
eNseleni rural, eSikhaleni rural and Tribal areas	5,99-7,47

4.6.1 Percentage distribution of households by type of main dwelling

- House or brick structure on a separate stand or yard = 66,4 percent
- Traditional dwelling, hut or structure made of traditional materials = 15,2 percent
- Flat in block of flats =9,1 percent
- Town, cluster or semi-detached house =1,9 percent
- House, flat or room in backyard =2,3 percent
- Informal dwelling or shack in backyard =1,4 percent; not in backyard e.g. in an informal or squatter settlement =2,4 percent
- Room or flat let not in backyard but on a shared property =2,2 percent
- Caravan or tent =0 percent
- Private ship or boat=0 percent

4.7 Economic System and Employment status

A large number of people in the City of uMhlathuze are within the R801-R1500 income bracket. 34 percent of the households have income of between R800 and R1500.Abroader, perhaps more accurate picture is that more than 60 percent of uThungulu district residents

survive on less than R1500 every month to buy basic necessities such as food, clothes and even pay for school fees and or shelter. This trend seems to be prevalent at a local level as well.

The metals and related products are the biggest industry in the uMhlathuze manufacturing sector, contributing more than 20 percent of manufacturing output with high contribution to the gross geographic product (GGP). It provides the muscle that makes for the industrial strength of the sub-region. The sector focuses on exports and has few forward and backward linkages with the rest of the district's economy. Concentration in this sector is largely on paper and printing, basic iron and steel, food, beverages and tobacco products.

It is also interesting to note that the dominant economic sector is not the most labour intensive. This sector is vital to contribute to economic development and generation of wealth. However, other labour intensive sectors should also be boosted to redress poverty and provide basic economic needs of the larger community and to have a balance in the economic activity of the area. It is important that the area produces more refined value added products that will place more value on exports and create more job opportunities.

4.7.1 Household income

The comparison between annual household income is presented according to typical rural, peri-urban and urban areas. Analysis of the overall average annual household income will be misleading as it is directly related to the geographical position and developmental level of a particular area. The annual household income in the eNseleni rural area is the lowest as over 40 percent of all households have no income. Close to 20 percent of households in the Ngwelezane, eSikhaleni and eNseleni rural areas earn between R9601 and R19200 per annum. 27 percent of households in Mzingazi Village and 29 percent of those in Mandlazini earn no income. A large portion of the households in these areas earn between R4801 and R38400 per annum. On average, the income distribution between households in Mzingazi Village and Mandlazini is between the R4801 and R76800 income brackets.

The comparison of annual household income between typical urban areas reveals that whereas 47 percent of households in Meerensee and 23 percent of households in Empangeni earn more than R153601 per annum, only 2 percent of households in eNseleni Urban earn this annual income. 23 percent of households in eNseleni do not earn any income. Overall,

the highest annual household income is in Meerensee, although some 8 percent of households in this area earn no annual income. Individual monthly income is higher in Richards Bay than in Empangeni, eNseleni and eSikhaleni. A large number of individuals in eNseleni and eSikhaleni earn less than R400 per month.

Table 4.9: Labour Market Status

	Richards Bay	**Empangeni**	**eSikhaleni**	**Other areas**	**Total**
Economically active					
Employed	21029	10423	12485	31986	**75924**
Unemployed	4181	1372	7767	38578	**51898**
Unemployment rate	19%	12%	38%	55%	**41%**
Total labour Force	**25210**	**11796**	**20252**	**70563**	**127821**
Not economically active	10890	5168	11671	54360	**82089**
Total Labour Market	**36100**	**16963**	**31923**	**124924**	**209910**

The unemployment levels in the area are high at 36, 28 percent comparison to world standards. However, the unemployment levels relate to employment in the formal sector and do not reflect the true situation. For instance, economic activity in tribal areas such as production for own use, arts and crafts, and informal sales are generally disregarded and creates the impression that tribal folk are without a source of income and the means to survive from day to day. This is not the case as the quality of life experienced in tribal areas is preferred by many people provided that the amenities associated with urban areas such as water, electricity, schools and clinics are available. There are still very few economic opportunities and formal employment in the former township areas.

Table 4.10: Percentage of employable workforce with skills

Employable workforce with skills	Percentage number
Elementary	20%
Craft and Trade	14%
Clerks	11%
Technicians	11%
Plant or machinery operators	9%
Professional	7%
Skilled	2%
Undetermined	26%
Total	**100%**

The dominance of the manufacturing sector in the municipal economy can be clearly seen from the table above indicating the skills of the employable workforce. A large percentage of the employable workforce has elementary, craft and trade, and technical skills. Professional skills also feature, which is reflective of the function of the municipal area as a service centre to the surrounding rural region.

Table 4.11: Distribution of Formal Employment by Economic Activity

Economic Sector	Percentage number
Manufacturing	24%
Community Services	16%
Trade	13%
Finance	10%
Agriculture	9%
Construction	8%
Transport	7%

Mining	5%
Households	6%
Other	2%
Total	**100%**

The manufacturing sector is the largest employer, employing 24 percent of the formally employed people, followed by community services at 16 percent and trade at 13 percent.

4.7.2 Economic performance

The local economy forms an integral part of the international and national economies. The presence of a huge number of exporting and importing industries, notably BHP Billiton's Aluminium smelters, Richards Bay Minerals, Mondi Kraft, Foskor, Bell Equipment, Exxaro Kansans, Richards Bay Coal Terminal, agricultural activity (sugar cane and timber) and the port of Richards Bay; means that the welfare of the region is influenced by international and national market movements. 95 percent of economic activity is vested in Richards Bay, Empangeni and Felixton.

Formal employment levels are not an indicator of income generation. Although unemployment is high, a significant proportion of the population in uMhlathuze is involved in informal activities. Surplus produce from subsistence farming is rapidly becoming an important source of income in the region. City of uMhlathuze is the Third most important area in the province of KwaZulu-Natal in terms of economic production, contributes 7, 6percent of the total Gross Geographic Product and 5, 5 percent of total formal employment.

Table 4.12: Dependants per person employed

Municipality	**Dependants per person employed**
uMhlathuze Local Municipality	5,9
uThungulu District Municipality	6,2

Table 4.13: Percentage Sectoral Contribution to Gross Geographic Product (GGP)

Economic Sector	Contribution Percentage
Manufacturing	55%
Agriculture	3%
Construction	3%
Finance	7%
Mining	3%
Trade	9%
Transport	9%
Community Services	10%
Electricity	1%
Total	**100%**

4.7.3 Business Sector

The population is served by 5 business districts with 23 shopping centers and a combined total of 265000m² commercial floor spaces. There are close to 5000 businesses in the municipal area. The area has 8 post offices, 30 bank branches, 35 government organisations and offices, 5 cinemas, 14 hotels and 129 registered bed and breakfast establishments or guesthouses. Industrial floor space totals is 558927m².

4.8 Socio-cultural System

There are different socio-cultural systems within the City of uMhlathuze. Most people in urban areas usually spend their time by attending white weddings, parties, bashes and night clubs. The majority of people in rural areas or Tribal Authority areas spend their time by attending traditional events such as umemulo, umkhehlo, ingcekeza, traditional wedding and ingqibamasondo. Some people spend their time by attending funerals and churches. Others spend their time doing cooking, cleaning, and talking with friends and their neighbors. Some they spend their time by going to taverns to drink alcohol and to smoke cigarettes. There are

also those who go to Umkhosiwomhlanga; so they spend their time practicing some traditional songs and dances.

4.9 Medium of Communication

42, 5 percent of all households have a normal telephone or cellular telephone in the dwelling. Only 4, 4 percent of all households do not have access to a telephone near the dwelling. People within uMhlathuze Local Municipality communicate in different ways and they use different objects to communicate. The leaders of this area communicate through public loud speakers, through messengers, and through forum meetings. Older people communicate through cellphones, telephones, and letters. Young people communicate through cellphones, social networks, media and newspapers.

4.10 Human Services System

Service delivery within the City of uMhlathuze is good and fair because services are equally distributed to all people. The services are supplied by uMhlathuze Local Municipality, Ward Councils, Chiefs of Tribal Authority areas, Chief Polices, and Izinduna. These people supply services equally and they do not discriminate against gender, age, socio-economic status, marital status, and other aspects. The Mayor, the Deputy Mayor, Senior Manager, and the Ward Councils of uMhlathuze Local Municipality are more responsible for socio-economic services such as water, electricity, houses, roads, and seeds for planting crops. The Chiefs and Izinduna are more concerned with socio-cultural services, safety, traditional laws and regulations, and the protection of people.

4.11 Transport

It is estimated that some 250000 persons commute daily within the municipal area; close to 40000 of these commuters are from outside the municipal boundary. The number of minibus taxis is estimated at 3900 and the number of buses at 130. During 2007; 33582 light passenger vehicles, 2687 motorcycles and 1953 minibuses were registered within the municipal area. There are 733 bus routes and 142800 bus commuters. On average 400 freight trucks enter and exit the municipal area on a weekly basis. Spoornet provides a freight service of close to 750 trains per week, linking the city to Durban and Gauteng; there are 320 km of railway track. There are 128 km of tarred national roads and 850 km of tarred secondary roads in the municipal area. The municipality maintains 554 km of tarred roads and streets.

The Port of Richards Bay consists of 2157 hectares of land and 1495 hectares of water area. Distance to closest international ports: Maputo is about 465 km and Durban is about 160 km. The number of vessels in the harbour has the average number of 308.

4.12 Community Facilities

Municipal sport recreation facilities include two athletic fields, fifteen basketball courts, one baseball field, five cricket fields, four hockey fields, ten volleyball courts, seventy four soccer fields, four rugby fields, four softball courts, seven tennis courts, ten netball courts, two polo fields, five squash courts, two golf courses, two bowling greens, fifteen combi courts, and nine swimming pools. There are 809 sports clubs with specific facilities for inter alia equestrian sport, aerolites angling, yachting, paddling and radio flyers. Within the municipal area there are there are four hospitals and twenty three health clinics, four cemeteries, seven public libraries, fifteen community halls, hundred and two schools and three tertiary education institutions, including the University of Zululand. There are 1, 7 percent of police officers per 1000 persons of the population, five police stations and four law courts.

4.13 Climate

An idyllic subtropical, maritime climate prevails throughout the year at the coast, seldom lower than 12°-14°C in winter and reaching 32°-35°C during summer months. Average daily temperature is 28°C in summer and 22°Cin winter. In summers it very hot and humid within the City of uMhlathuze. This area experiences the majority of annual rainfall. In winter it is warm and dry with occasional frost in the interior. Prevailing winds are north-easterly and south-westerly. The long term average annual rainfall for Richards Bay area is about 1200mm decreasing to about 1000mm inland towards Empangeni, with most of the rainfall occurring between January and May.

The area experienced two periods of prolonged drought (1981-1983 and 1992-1994) during the past 30 years, and has been subjected to destruction by extreme floods generated by the cyclones Demoina and Mboa in 1984 followed by flood disasters in 1987 and 2004. There are manmade features of the area which include dams and canals, and the Richards Bay Harbour. 25, 76 percent of all urban land in Richards Bay is zoned either as Public Open space or Conservation Amenity. There are two nature reserves within the municipal area.

4.14 Political System

There are five political parties that exist within the City of uMhlathuze which are: African National Congress (ANC), Inkatha Freedom Party (IFP), National Freedom Party (NFP), Congress of the People (COPE), and Democratic Alliance (DA). The most active and dominating political party is the African National Congress (ANC). The ANC is followed by Inkatha Freedom Party (IFP). IFP is followed by National Freedom Party. NFP is followed by Congress of the People. COPE is followed by Democratic Alliance. There is high competition between ANC and IFP. Both of these political parties usually compete by providing different services to the communities; so that the member of the communities will vote for them. The interaction between different political parties is good because they do not fight with each other and they do not destroy one another.

4.15 Law enforcement and safety

A person who committed a crime or who perform an illegal activity within the City of uMhlathuze is reported to anyone of the five police stations within this City. The cases are resolved according to the Constitution of the Republic of South Africa. This means that a person who committed any crime becomes arrested. The period that a person spends in jail depend on the type of crime that he or she has committed. There are also those traditional courts that are located in rural areas or in Tribal Authority areas. Each Tribal Authority has their procedure of dealing with crime and of resolving the conflicts.

4.16 Energy sources

84, 9 percent of all households use electricity as energy source for cooking and 91, 8 percent uses it as alighting source. 82, 3 percent use it as a source of heating. 18, 9 percent of households use gas or paraffin for cooking. Solar power is used by 0, 3 percent of all households for cooking and lighting. An average of 31 903 498 kilowatt electricity is used per day within the municipal area. The Municipality has a customer base of 30884 and 3000 customers receive 50kwh free electricity every month. An average of 31903498 kilowatt electricity is used per day within the municipal area. The Municipality has a customer base of 30884 and 3000 customers receive 50kwh free electricity every month.

4.17 Water, sanitation and waste removal

There are 97, 22 of households have access to running water; and 93 percent of households has piped water tithe dwelling or inside the yard. The length of water pipes in the municipality adds up to 1700km. The reservoir capacities add up to 260 mega-liters. The length of sewer pipes in the municipal area adds up to 623km. 72202 of all households have access to free basic water services.59, 93 percent of all households have a flush or chemical toilet on the premises. There are 37884 water meters for households, and 1326 for businesses. There are 58562 waste collection points for households and 1326 for businesses. 58 percent of the population has access to waste removal services; approximately 2500 tons of wastes collected on a weekly basis. 47, 6 percent of waste collected is domestic waste and 12, 3 percent is garden waste.

4.18 Challenges

The majority of youth are involved in antisocial and juvenile behaviour; such as crime, drug abuse and substance abuse, and gangster. There is high rate of teenage pregnancy within this area. The majority of females are suffering from HIV and AIDS. Most males are suffering from tuberculosis. There is high rate of people who are disabled within this area. Most young people are suffering from sexually transmitted diseases (STDs). The following socio-economic issues and challenges impact on the future development of the uMhlathuze Municipality:

- Dependencies are very high due to the prevalence of the HIV/AIDS pandemic;
- Difficulties involved in accessing job opportunities in neighbouring metropolitan, district and local areas;
- Lack of entrepreneurial development opportunities;
- Involvement of a large percentage of the population in subsistence farming activities;
- Some people lack any substantial economic activity and the rural and traditional areas are the most severely affected by poverty and unemployment;
- Reduction of employment opportunities in specifically the manufacturing and agricultural sectors even at a national level;
- Poverty is very high within the rural areas and in rural settlements of uMhlathuze Local Municipality.

4.19 Strengths, Weaknesses, Opportunities and Threats (SWOT) Analysis

STRENGTHS	WEAKNESSES
-Skilled human resources	-Inadequate or lack of relevant skills to tap into economic opportunities
-Stable governance	-No innovation and creativity
-Good infrastructure	-No access to finance
-Sustainable services	-Weak and poor quality basic services infrastructure in rural areas discourages investors
-Water Services Authority	-Lack of Customer Care
-Availability of raw materials and extensive natural resources	-Role Conflict
	-Weak financial situation
	-High levels of poverty, particularly in rural areas
	-Weak communication with provincial departments
	-Lack of sport and recreational facilities in rural areas
OPPORTUNITIES	**THREATS**
-Competitively Geographical Located	-Lack of investments
-Potential to be a well sort after tourist destination	-Threat to the infrastructure capacity in residential areas by increasing density
-Economic or Industrial location	-Political instability
-Regional heart of Northern KZN	-Unemployment
-Organised Agricultural and Business sector	-Emigration and limiting (rural urban)
-Good working relationship with traditional Leaders	-Health concerns and problems
-Large pool of undeveloped potential workforce	-Environmental issues
-Access to generally good education and tertiary institutions	-Invasion of land
	-Negative publicity
	-Diseases and environment problems posed by water and sanitation backlogs
	-Land claims and long time frame in setting these issues

4.20 Recommendations

Psycho-education, awareness's, outreaches and campaigns are essential and are recommended in this area to address HIV and AIDS, teenage pregnancy, crime, drug abuse, substance abuse, sexually transmitted diseases, and tuberculosis. These programmes should reach and accommodate all people of this community in schools, homes, health clinics, and in these four hospitals. It is recommended that people should be empowered on how they should use their skills, talents, and abilities in order to sustain their livelihoods in order to decrease poverty within this area.

4.21 Summary

The City of uMhlathuze is a wide area. It consists of seven urban areas or urban settlements. It has five Tribal Authority areas, twenty one rural settlements and sixty one farms. Most people in this area are people who own different businesses and workplaces. Dependencies are very high due to the prevalence of the HIV/AIDS pandemic. There are many people who are disabled. This is draining and decreasing the government economy because the government has to provide them with some funds. There are many people with no qualifications within the municipal area, and without any jobs. People in this area are suffering from diseases and environment problems posed by water and sanitation backlogs. There is inadequate or lack of relevant skills to tap into economic opportunities within the City of uMhlathuze.

This chapter was discussing the community profile for City of uMhlathuze. There are lots of significant aspects about City of uMhlathuze that are covered within this chapter. Those aspects that are included in this chapter are: location and physical setting; population; education system; health system; households; economic system and employment status; socio-cultural system; medium of communication; human services system; transport; community facilities; climate; political system; law enforcement and safety; energy sources; water, sanitation and waste removal; challenges; strengths, weaknesses, opportunities and threats (SWOT analysis); and recommendations. The next chapter will focus on the presentation, analysis and interpretation of data.

CHAPTER 5

5. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

5.1 Introduction

Data analysis is a process which several stages are involved to get the findings. Data analysis refers to concentrating, recasting and dealing with data in such a way that they lead to the answering of the research questions. It aims at answering the research questions and is performed in order to find information to write the first draft of the research report (Coolin, 2002). Bachrach (1999) mentions that data analysis requires a number of related operations such as the application of raw data through coding, tabulation and then drawing statistical inferences. The unwieldy data should necessarily be condensed into a few manageable groups and tables for further analysis. The researcher should classify the raw data into some purposeful and usable categories.

According to Glass (2004) data analysis is a practice in which raw data is ordered and organised so that useful information can be extracted from it. Christensen (2007) reports that data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

Coolin (2002) states that data analysis is the process that requires the researcher to manage and organise the raw data, systematically codes it, interprets the meaning, uncover and discover findings, and finally draws relevant conclusions that reflect on the interest, ideas and theories that initiated the inquiry.

This chapter focuses on the presentation, analysis and interpretation of data obtained from participants of the study. The data will be analysed quantitatively. The researcher will use descriptive statistics which includes tabulations and graphs to analyse data of the study, thus to arrive at the findings of the study.

5.2 Biographical data

Under demographical data of participants, the researcher focused on gender, age and the period they studied at Mshini High School.

5.2.1 Distribution of participants according to gender

The researcher wanted to discover whether participants were males or females. The researcher wanted to know the age of participants because; Jimerson and Swearer (2010) report that annually, about 700,000 to 900, 000 of students are victims of bullying in South African high schools, and 80 percent of these victims are males.

Table 5.1: Gender

Gender	Number of participants	Percentage
Males	18	60%
Females	12	40%
Total	**30**	**100%**

The above table shows the distribution of participants according to gender. The table illustrates that 18 participants, representing 60 percent of the total sample were males. It also shows that 12 participants, representing 40 percent of the total sample were females. In the study there were more males than females, and this symbolised that more males were eager about engaging themselves in activities that affected their sense of self and their academic work.

5.2.2 Distribution of participants according to age

The researcher was enthusiastic to know the ages of high school students who offered themselves to participate in the study. The researcher also wanted to know the age group of participants since the previous studies indicates that the majority of young students are more vulnerable to be victims of bullying.

Table 5.2: Age

Age group	Number of participants	Percentage
14-16 years	22	73%
17-19 years	8	27%
Total	**30**	**100%**

The above table demonstrates the distribution of participants according to age. The table shows that 22 participants, representing 73 percent of the total sample were students ranging from 14 to 16 years old. It also shows that 8 participants, representing 27 percent of the total sample were students ranging from 17 to 19 years old. The majority of participants for the study fell within the age between 14 to 16 years old. This indicated that the majority of younger high school students were willing to gain more information about school bullying. They were also willing to disclose their experiences to other people in order to help other people to know and to be aware about what was happening around them, specifically within the school environment.

5.2.3 Distribution of participants according to the period they studied at Mshini High School

The researcher wanted to know about the period of participants they studied at Mshini High School. Other research conducted by Salmon and Smith (2008) show that those students who spend long period at schools were the ones who bully other students, especially new students were being bullied by old students.

Table 5.3: Period

Period	Number of participants	Percentage
0-1 year	7	24%
1-2 years	0	0%
2-3 years	22	73%
3- 4 years	1	3%

Total	**30**	**100%**

According to the table above, 22 participants representing 73 percent of the total sample studied period between 2 to 3 years at Mshini High School. 1 participant, representing 3 percent of the total sample studied period from 3 to 4 years at Mshini High School. The majority of participants for the study had studied for the period of 2 to 3 years in the school. This indicates that most participants for the study had a lot of information about their school since they spent many years in the school. This also suggested that the majority of participants that participated in the study had many experiences and observations about school bullying, that they experienced and that they observed within the years they studied at Mshini High School.

5.3 Data analysis and presentation according to objectives of the study

5.3.1 Distribution of participants according to understanding the meaning of school bullying from learners perspective

The researcher wanted to know the meaning of school bullying based on the knowledge of students, since they were the ones who experienced, observed and practiced school bullying directly and indirectly.

Table 5.4: Repeated aggressive behaviour

Repeated aggressive behaviour	Number of participants	Percentage
Yes	24	80%
No	6	20%
Total	**30**	**100%**

According to table 5.4 the number of participants who understood bullying as a repeated aggressive behaviour were 24, representing 80 percent of the total sample. The number of participants who had not understood bullying as a repeated aggressive behaviour were 6,

representing 20 percent of the total sample. There seemed to be more participants who understood bullying as a repeated aggressive behaviour than those who had not understood bullying as a repeated aggressive behaviour. Ballard (2007) states that bullying is an intentional and a repeated aggressive behaviour that may be verbal, physical, written or electronic aimed at another student or students, for the purpose of creating fear or intimidation by harming physically, mentally or emotionally.

Table 5.5: Psychological attack that cause distress and fear

Psychological attack that cause distress and fear	Number of participants	Percentage
Yes	25	83%
No	5	17%
Total	**30**	**100%**

Based on Table 5.5 the number of participants who defined bullying as a psychological attack that cause distress and fear were 25, representing 83 percent of the total sample. The number of participants who had not defined bullying as a psychological attack that cause distress and fear were 5, representing 17 percent of the total population. The majority of participants defined bullying as a psychological attack that caused distress and fear. Farrington (1997) reveals that bullying can result in psychological attack that causes severe emotional damage for years and the children who are bullied are not the only ones who suffer. The bullies also undergo serious emotional trauma, which in turn causes them to bully other children. Children who are bullied may suffer from low self-esteem, as well as other serious emotional issues such as chronic anxiety and depression.

Table 5.6: Demanding the pocket money of other learners

Demanding the pocket money of other learners	Number of participants	Percentage
Yes	23	77%
No	7	23%
Total	**30**	**100%**

Table 5.6 illustrates the number of participants who described bullying as demanding the pocket money of other learners. The table above shows that 23 participants, representing 77 percent of the total sample described bullying as demanding the pocket money of other learners. The table also indicates that 7 participants, representing 23 percent of the total sample did not described bullying as demanding the pocket money of other learners. This indicates that there many participants who had been violated through demanding the pocket money of other learners; this is supported by the 77 percent of participants who mentioned that they did understand bullying as demanding the pocket money of other learners.

Graph 5.1: Bullying includes an imbalance of power
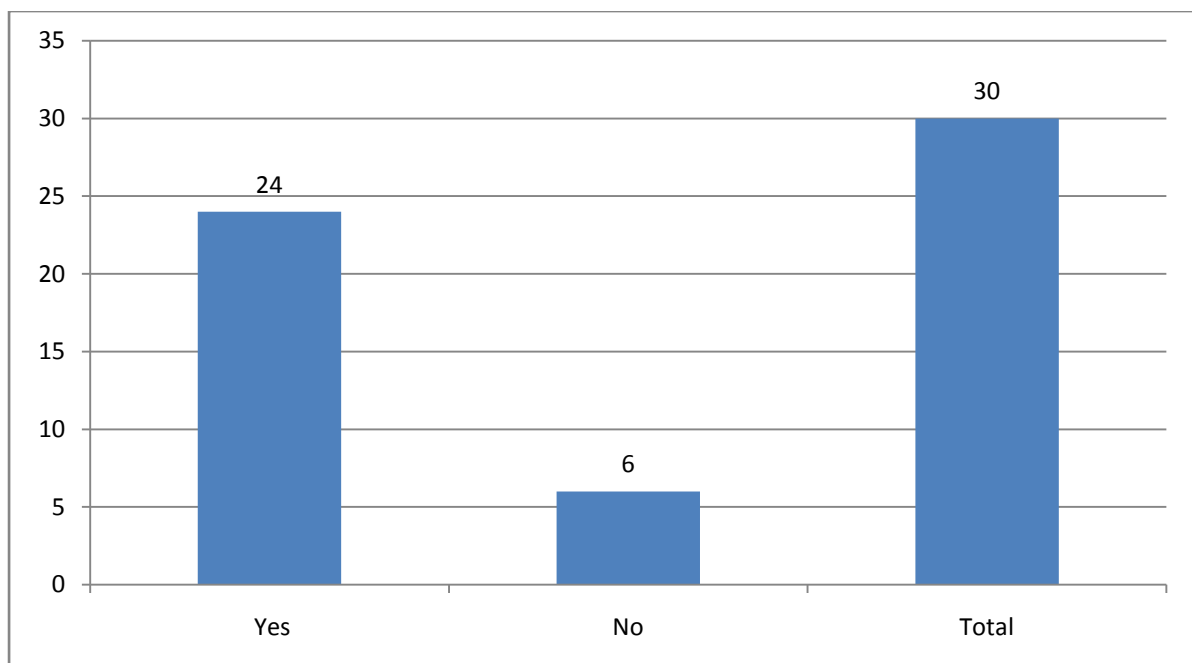
The above graph shows that 24 participants, representing 80 percent of the total sample had agreed that bullying included an imbalance of power. There were 6 participants, representing

20 percent of the total sample who disagreed that bullying included an imbalance of power. There seemed to be more participants who had agreed that bullying included an imbalance of power than those who disagreed. Bonds and Stoker (2002) imply that bullying is as the systematic abuse of power in interpersonal relationships. They further describe bullying as recurrent, intentionally harmful acts which involve a power imbalance between the aggressor and the victim.

Table 5.7: Physical attack on the school ground

Physical attack on the school ground	Number of participants	Percentage
Yes	24	80%
No	6	20%
Total	**30**	**100%**

In terms of the table above 24 participants, representing 80 percent of the total sample revealed that bullying was a physical attack on the school ground. The table indicates that 6 participants, representing 20 percent of the total sample mentioned that bullying was not a physical attack on the school ground. The majority of participants disclosed that bullying was a physical attack on the school ground.

Bullying in schools frequently takes place in the playground or schoolyard. School grounds with hidden or obscured parts may provide an environment conducive to bullying. Many common playground or schoolyard games present opportunities for bullying because of their physical nature. It is relatively easy to single out and bully another learner. The playground or schoolyard provides the opportunity for older learners to pick on younger ones. It can also be the setting for bullying by groups (Ballard, 2000). Continuing provocation may eventually lead to a physical fight and ironically in some cases the person being bullied may appear to be the aggressor because he or she finally gives vent to his or her frustration. Toilets, corridors, cloakrooms, locker areas, changing rooms, showers, and the gym and assembly hall may be the scene of verbal, psychological and physical bullying (Garrity, Jens & Porter, 1998).

Table 5.8: Repeated incident between the same children over a prolonged period

Repeated incident between the same children over a prolonged period	Number of participants	Percentage
Yes	17	57%
No	13	43%
Total	**30**	**100%**

As reflected in the table above, 17 participants, representing 57 percent of the total sample reported that bullying was a repeated incident between the same children over a prolonged period. Table 5.8 also illustrates that 13 participants, representing 43 percent of the total sample had not agreed that bullying was a repeated incident between the same children over a prolonged period. There were many participants who mentioned that bullying was a repeated incident between the same children over a prolonged period than those who disagreed that bullying is a repeated incident between the same children over a prolonged period.

Farrington (1997) asserts that bullying takes place when a learner is exposed repeatedly over a period of time, to negative actions on the part of one or more learners. It includes physical aggression, verbal harassment and public humiliation. Schuster (1999) declares that bullying as typically a repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to harm another person's body, feelings or self-esteem. Bullying includes a repeated incident between the same children over a prolonged period. It is not bullying when two persons of the same strength victimise each other.

Table 5.9: Damaging the belongings of other learners

Damaging the belongings of other learners	Number of participants	Percentage
Yes	23	77%
No	7	23%
Total	**30**	**100%**

Based on table 5.9 there were 23 participants, representing 77 percent of the total population who stated that bullying included damaging the belongings of other learners. The table also shows that there were 7 participants, representing 23 percent of the total population who revealed that bullying did not include damaging the belongings of other learners. There seemed to be more participants who mentioned that bullying included damaging the belongings of other learners than those who disclosed that bullying did not include damaging the belongings of other learners.

Table 5.10: More powerful children oppressing less powerful ones

More powerful children oppressing less powerful ones	Number of participants	Percentage
Yes	23	77%
No	7	23%
Total	**30**	**100%**

Table 5.10 indicates that there were 23 participants, representing 77 percent of the total sample who mentioned that bullying involved more powerful children oppressing less powerful ones. The above table also shows that were 7 participants, representing 23 percent of the total population who reported that bullying did not involve more powerful children oppressing less powerful ones. There were high rate of participants who revealed that bullying involved more powerful children oppressing less powerful ones than those participants who mentioned that bullying did not involve more powerful children oppressing less powerful ones. Bullying refers to repeated oppression, either physical or psychological, of a less powerful person by a more powerful person or group, the essential ingredient being a power imbalance that makes possible the ill treatment of a victim (Rigby, 1999).

Table 5.11: Demanding the lunch box from other learners

Demanding the lunch box from other learners	Number of participants	Percentage
Yes	25	83%
No	5	17%
Total	**30**	**100%**

With reference to table 5.11 there were 25 participants, representing 83 percent of the total sample who disclosed that bullying was whereby a learner was demanding the lunch box from other learners. There were 5 participants, representing 17 percent of the total sample who stated that bullying did not consist of demanding the lunch box from other learners. Most participants mentioned that bullying included demanding the lunch box from other learners.

Graph 5.2: Intimidation intended to cause harm
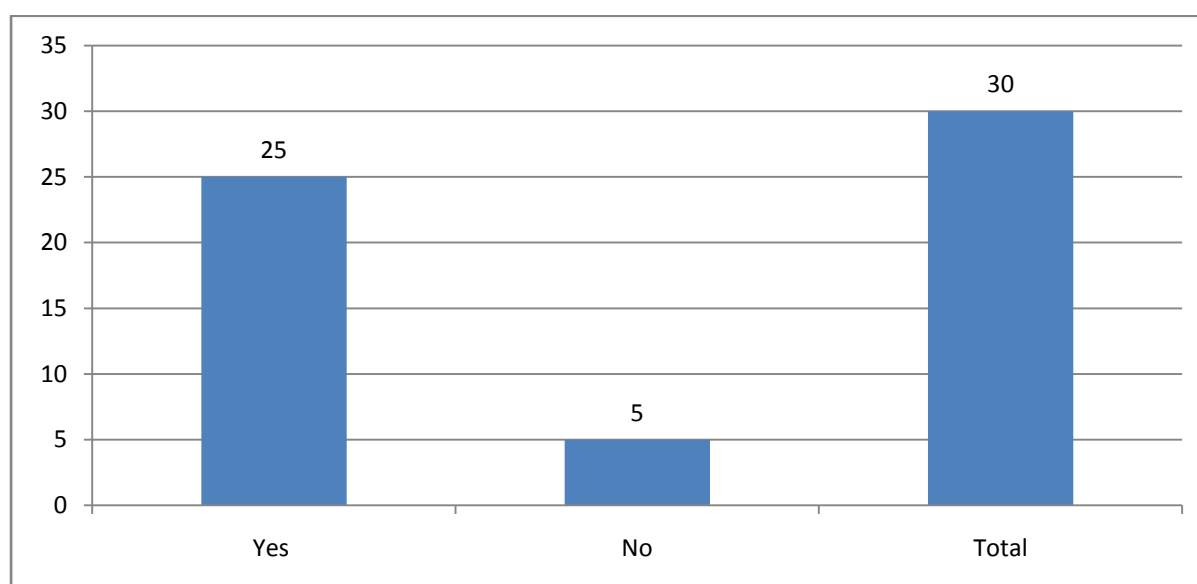
The above graph shows that 25 participants, representing 83 percent of the total sample had defined bullying as an intimidation intended to cause harm. The graph also illustrates that 5 participants, representing 17 percent of the total sample disagreed that bullying was an intimidation intended to cause harm. The majority of participants mentioned that bullying

was an intimidation intended to cause harm. According to Yates (1999) bullying is a repeated and aggressive behaviour by a learner where the behaviour is intended by the learner to cause harm, fear or distress to another individual including psychological harm, physical harm, and verbal intimidation to the individual's reputation.

Table 5.12: Verbal abuse in the school environment

| Verbal abuse in the school environment	Number of participants	Percentage
Yes	21	70%
No	9	30%
Total	**30**	**100%**

Table 5.12 indicates that there were 21 participants, representing 70 percent of the total sample who mentioned that bullying was a verbal abuse in the school environment. The above table also shows that they were 9 participants, representing 30 percent of the total population who reported that bullying was not a verbal abuse in the school environment. There were high rate of participants who revealed that bullying was a verbal abuse in the school environment than those who opposed.

Salmon and Smith (2008) mentions that verbal abuse is the most commonly reported type and is becoming an increasingly significant issue which typically happens outside of school and in the school environment. There are different terms for bullying in different countries, and different types of behaviour involved. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally and excluding someone from a group on purpose. Bullying tends to occur in unsupervised areas of the school or at times when educators are not with learners.

5.3.2 Distribution of participants according to the existence of school bullying
The researcher was passionate about knowing whether or not school bullying exists in Mshini High School.

Table 5.13: Bullied participants

Bullied participants	Number of participants	Percentage
Yes	10	33%
No	20	67%
Total	**30**	**100%**

Table 5.13 indicates the number of participants who had not been bullied were 20, representing 67 percent of the total sample. The number of participants who had been bullied were 10, representing 33 percent of the total sample. There seemed to be many participants who had not been bullied than those who had been bullied. According to Ballard (2000) learners reported having been victims of bullying in the past two years. 60.4 percent of those that were bullied were bullied by another young person. Furthermore, 42.8 percent of learners were victimised by adults, including 7.3 percent by teachers; 7.5 percent by parents; 27.7 percent by unknown adults and 0.3 percent by adult family members. This finding illustrates that almost half the young people interviewed were not bullied but actually abused by adults. It is also a concern that approximately a quarter of learners were abused by unknown adults, which made that very difficult for learners to report such incidents.

Table 5.16: Knowledge about schoolmates who have been bullied

Knowledge about schoolmates who have been bullied	Number of participants	Percentage
Yes	22	73%
No	8	27%
Total	**30**	**100%**

Based on Table 5.16 the number of participants who had knowledge about their schoolmates who had been bullied were 22, representing 73 percent of the total sample. The number of

participants who did not have knowledge about their schoolmates who had been bullied were 8, representing 27 percent of the total population. The majority of participants admitted that they knew of schoolmates who had been bullied.

Students who passively participate in bullying by watching may come to believe that the behaviour is acceptable and that the adults at school either do not care enough or are powerless to stop it. Some students may join in and become the bullies. Others who share common traits with the victims may fear they will become the next victim. Research indicates that witnesses to bullying develop a loss of their sense of security which can reduce learning ability (Fried, 2001).

Graph 5.3: Observed someone being bullied
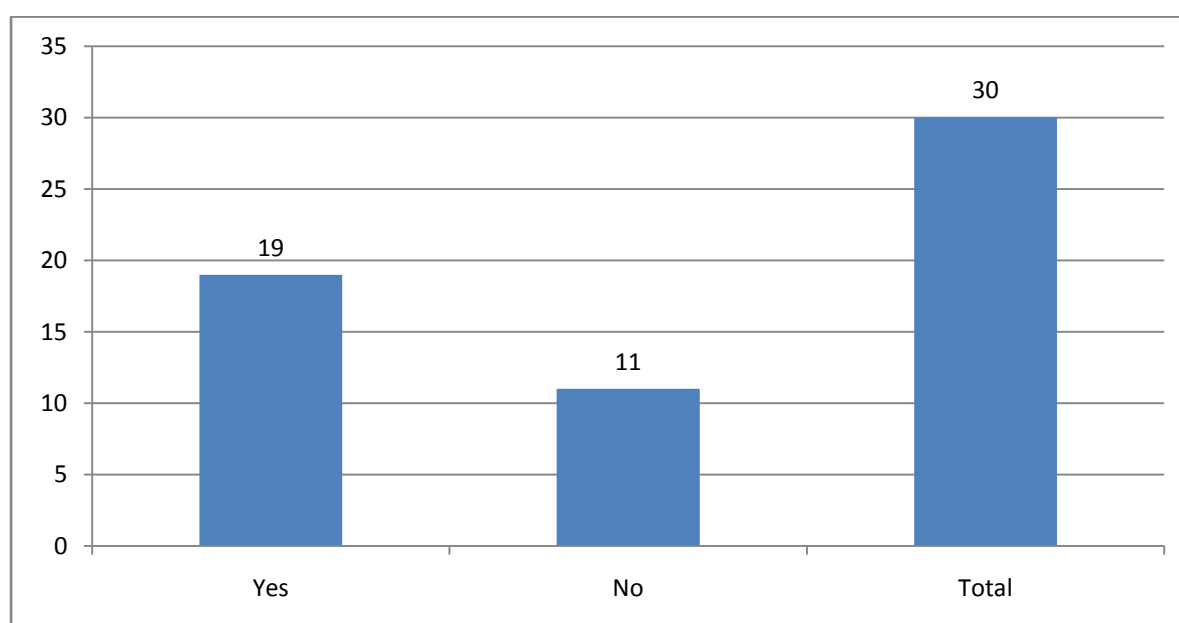
As reflected in the graph above, 19 participants, representing 63 percent of the total sample reported that they had observed someone being bullied. Table 5.10 also illustrates that 11 participants, representing 37 percent of the total sample had not observed someone being bullied. There were high rate of participants who mentioned that they had observed someone being bullied than those who had not observed someone being bullied.

Cavell (2005) highlights the seriousness of the impact for observing someone being bullied among other students. The students who were bystanders of bullying show feelings of sadness and depression. These impacts primarily affect young people's emotional

development and functioning and it is anticipated that such negative emotions could contribute to the youth being trapped in a vicious cycle of exploitation and not being able to cope psychologically within the learning environment and broader society. Furthermore, should these feelings persist; young people may engage in self-destructive behaviour such as alcohol and drug abuse in an attempt to escape these feelings. The behaviour would further exacerbate the impact of bullying

Table 5.17: Knowledge about classmates who have been bullied

Knowledge about classmates who have been bullied	Number of participants	Percentage
Yes	10	33%
No	20	67%
Total	**30**	**100%**

In terms of the table above 20 participants, representing 67 percent of the total sample revealed that they had no knowledge about classmates who had been bullied. The table indicates that 10 participants, representing 33 percent of the total sample mentioned that they had knowledge about classmates who had been bullied. The majority of participants disagreed that they had no knowledge about classmates who had been bullied than those who agreed that they had knowledge about classmates who had been bullied.

Students who know that school bullying exist in their school may feel insecure and tend not to like school very well. When students do not see the adults at school acting to prevent or intervene in bullying situations, they may feel that teachers and other school staff have little control over the students and do not care what happens to them. Bullying is a serious issue that really impact the school and students that are involved. This is why school bullying must be taken seriously and effective measures should be taken to prevent it (Salmon & Smith, 2008).

Table 5.18: Students who bullied anyone

Students who bullied anyone	Number of participants	Percentage
Yes	1	3%
No	29	97%
Total	**30**	**100%**

Table 5.18 indicates that there were 29 participants, representing 97 percent of the total sample who disagreed being bullied anyone. 1 participant, representing 3 percent of the total sample admitted being bullied someone. There seemed to be a high rate of participants who disagreed being bullied anyone than those who agreed.

Students who bully each other and never get any support and intervention will continue to bully and engage in other types of antisocial behavior and crime. A bully who learns aggression toward others gain power and may find the behavior a difficult habit to break. Previous research shows that 60 percent of males who bully in grade six through nine are convicted to at least one crime as adults, compared with 23 percent of males who did not bully (Juvonen, Nishina & Graham, 2001).

5.3.3 Distribution of participants according to the reporting of school bullying

The researcher sought to discover information about the reporting of school bullying, especially whether or not any experience and incident of bullying had been reported.

Table 5.19: Participants who reported experience of being bullied

Participants who reported experience of being bullied	Number of participants	Percentage
Yes	9	30%
No	21	70%
Total	**30**	**100%**

The above table shows that 21 participants, representing 70 percent of the total sample have not reported experience of being bullied. The table also illustrates that 9 participants, representing 30 percent of the total sample had reported any experience of being bullied. The majority of participants mentioned that they had not reported any experience of being bullied.

Students who reported bullying tend to leave school earlier, and many early school leavers mention bullying as the main reason they left. Almost half of the victims say that bullying affected their plans for further education (Bonds & Stoker, 2002). Lohaus and Elben (2004) explain that 44.0 percent of learners who were bullied reported that no action was taken to reprimand the perpetrator or deal with the bullying incident. The absence of action following the reporting perpetuates the violence as bullies do not face any consequences, potentially increasing the risk of heightened victimisation. The absence of action can also be a contributory factor to learners feeling a sense of helplessness and despair. This may lead to a lack of future reporting owing to a lack of trust in adults who are entrusted with protection powers.

Graph 5.4: Reported incident of being bullied by someone in the school
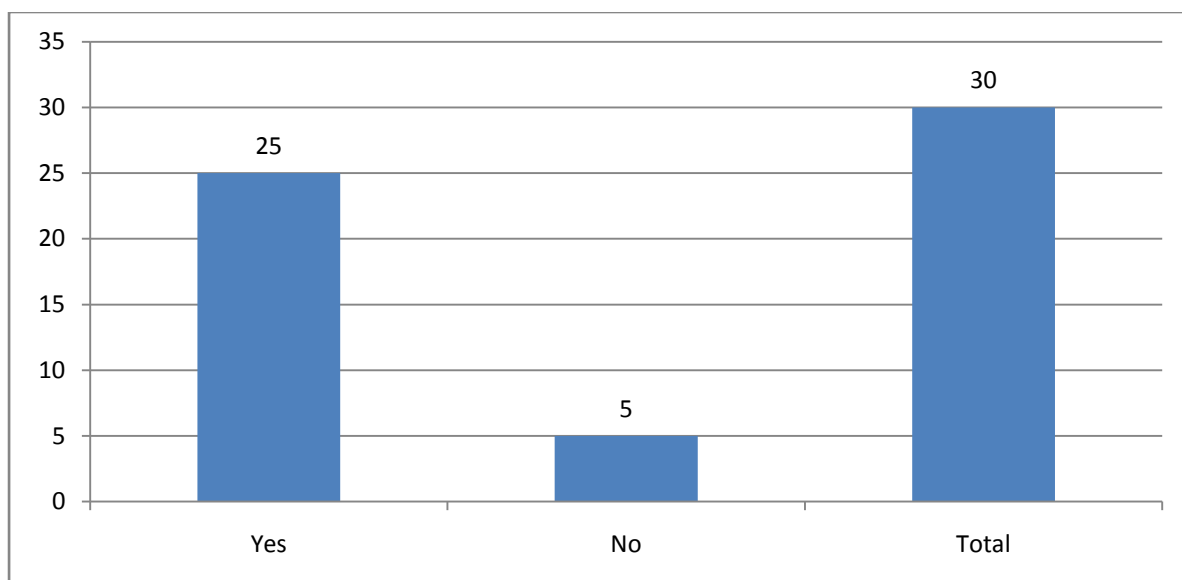
The above graph illustrates that they were 25 participants, representing 83 percent of the total sample who mentioned that someone in their school had reported the incident of being bullied. The graph also shows that they were 5 participants, representing 17 percent of the total sample who mentioned that someone in their school had not reported the incident of being bullied. There were more participants who disclosed that someone in their school had

reported the incident of being bullied than those who stated that someone in their school had not reported the incident of being bullied.

Many children and youth do not report bullying to an adult at school. Children are less likely to report bullying to school staff than to parents or friends (Holt, 2007). Their reluctance to report bullying to staff likely stem from negative messages about tattling and snitching, concern about retaliation, and lack of confidence in adult's responses to bullying (Fried, 2001). According to Sourander (2000) nearly 14 percent of students reported being called mean names, and others reported being hit or kicked, being teased and being threatened. Most incidents of bullying occurred at lunch or recess, but many occurred on the way to or from school as well as in class.

5.3.4 Distribution of participants according to whom school bullying is reported

The researcher was eager to find out the people to whom school bullying had been reported to them.

Table 5.20: Principal

Principal	Number of participants	Percentage
Yes	13	43%
No	17	57%
Total	**30**	**100%**

Table 5.20 indicates that there were 17 participants, representing 57 percent of the total sample who mentioned that they had not reported school bullying to the principal. The above table also shows that were 13 participants, representing 43 percent of the total population disclosed that they had reported school bullying to the principal. There were more participants who stated that they had not reported school bullying to the principal than those who had reported school bullying to the principal.

Farrington (1997) explains that the principal will decrease the likelihood of bullying and violence in the school if he or she does the following responsibilities:

- Develops implements and reviews regularly the school's anti-bullying policy. Therefore, schools are encouraged to review annually and to involve staff, parents and students.

- Surveys regularly all or a random selection of students, parents and teachers, in line with the review schedule for the school's policy.

- Includes the topic of bullying behaviour as a council meeting agenda item at least once per term.

- Ensures that new staff and new students and their families are aware of the school community's negotiated anti-bullying policy and the decision-making procedures open to them if they wish to influence school practice.

- Ensures ongoing training and development of teachers, induction of students and the provision of information to parents.

- Manages a whole-school-change approach to ensure the Keeping Safe child protection curriculum is implemented in all year levels.

Table 5.21: Teacher

Teacher	Number of participants	Percentage
Yes	24	80%
No	6	20%
Total	**30**	**100%**

Based on table 5.21 there were 24 participants, representing 80 percent of the total population who stated that they reported school bullying to their teacher. The table also shows that there were 6 participants, representing 20 percent of the total population who disclosed that they had not reported school bullying to their teacher. The majority of participants revealed that they reported school bullying to their teacher. There were few participants who mentioned that they had not reported school bullying to their teacher.

Holt (2007) discloses that learners should report any incident of bullying at the school to the teachers, and if learners failed to report at the school they must report at home to their parents. Learners are sometimes reluctant to report incidents of bullying, so parents must

report to the school if they suspect the bullying symptoms. When a learner or parent reports an incident, this should be taken seriously. Other sources may be a school staff member or even a member of the public.

Table 5.22: Classmates

Classmates	Number of participants	Percentage
Yes	12	40%
No	18	60%
Total	**30**	**100%**

As reflected in the table above, 18 participants, representing 60 percent of the total sample indicted that they had not reported school bullying to their classmates. Table 5.22 also illustrates that 12 participants, representing 40 percent of the total sample had reported school bullying to their classmates. There were high rate of participants who mentioned that they had not reported school bullying to their classmates than those who had reported it.

Graph 5.5: Schoolmates
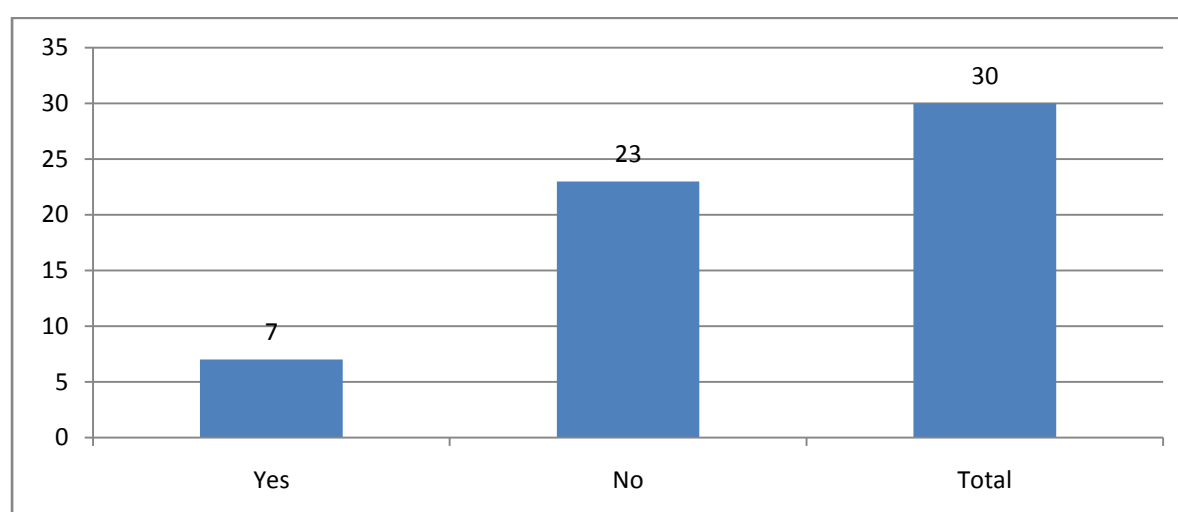
Graph 5.5 illustrates that they were 23 participants, representing 77 percent of the total sample who mentioned that they had not reported school bullying to their schoolmates. The graph also shows that they were 7 participants, representing 23 percent of the total sample

stated that they had reported school bullying to their schoolmates. The majority of participants had not reported school bullying to their schoolmates.

Yates (1999) reveals that learners, schoolmates and classmates will support the school in maintaining a safe and supportive environment if they:

- Are respectful towards other learners, staff and members of the school community.
- Participate in sessions regarding the school's anti-bullying policy, the Keeping Safe child protection curriculum, being an effective bystander, and other sessions regarding behavioural expectations.
- Communicate with an appropriate adult if bullied or harassed or if they are aware that someone else is being bullied or harassed.
- Learn to be an effective bystander; so that bullying and harassment are discouraged through peer influence.

Table 5.23: School Prefect

School Prefect	Number of participants	Percentage
Yes	8	27%
No	22	73%
Total	**30**	**100%**

Based on table 5.23 there were 22 participants, representing 73 percent of the total population who stated that they had not reported school bullying to their school prefect. The table also indicates that there were 8 participants, representing 27 percent of the total population who mentioned that they had reported school bullying to their school prefect. There were more participants who disclosed that they had not reported school bullying to their school prefect than those who agreed that they had reported.

Borg (1998) suggests that school staff members such as school prefect and class prefect will decrease the likelihood of bullying and violence in the school if they:

- Develop and foster positive relationships with students and families.

- Communicate and interact effectively with students and engage in cooperative problem-solving relationships to address issues of bullying.
- Participate in developing, implementing and reviewing the school's anti-bullying policy, curriculum and in-service offerings, and the procedures for managing incidents of bullying.
- Critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully.
- Establish, maintain, make explicit and model the school's expectations relating to bullying.
- Participate in training and development related to decreasing bullying in schools
- Support students to be effective bystanders.

Table 5.24: Class Prefect

Class Prefect	Number of participants	Percentage
Yes	11	37%
No	19	63%
Total	**30**	**100%**

Table 5.24 illustrates that 19 participants, representing 63 percent of the total sample had not reported school bullying to their class prefect. The table also point out that 11 participants, representing 37 percent of the total sample had reported school bullying to their class prefect. There were many participants who had not reported school bullying to their class prefect than those who had reported school bullying to their class prefect.

Table 5.25: Friend

Friend	Number of participants	Percentage
Yes	25	83%
No	5	17%
Total	**30**	**100%**

In terms of table 5.25 there were 25 participants, representing 83 percent of the total sample revealed that they had reported school bullying to their friend. The table indicates that 5 participants, representing 17 percent of the total sample mentioned that they had not reported school bullying to their friend. The majority of participants disclosed that they had reported school bullying to their friend.

Table 5.26: Boyfriend or girlfriend

Boyfriend or girlfriend	Number of participants	Percentage
Yes	5	17%
No	25	83%
Total	**30**	**100%**

Table 5.26 demonstrates that 25 participants, representing 83 percent of the total sample had not reported school bullying to their boyfriend and girlfriend. The above table shows that 5 participants, representing 17 percent of the total sample had reported school bullying to their boyfriend and girlfriend. There were high number of participants who indicated that they had not reported school bullying to their boyfriend and girlfriend.

Graph 5.6: Police
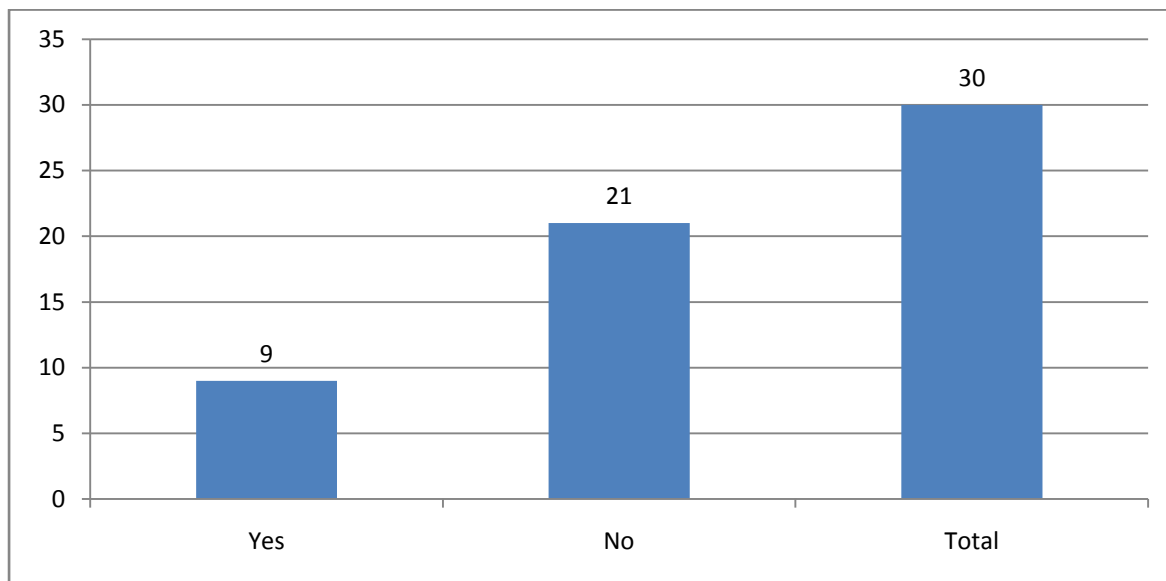
According to graph 5.6 the number of participants who had not reported school bullying to the police were 21, representing 70 percent of the total sample. The number of participants who had reported school bullying to the police were 9, representing 30 percent of the total sample. There seemed to be many participants who had not reported school bullying to the police than those who had reported.

Table 5.27: Family member

Family member	Number of participants	Percentage
Yes	24	80%
No	6	20%
Total	**30**	**100%**

The above table shows that 24 participants, representing 80 percent of the total sample had reported school bullying to family member. The table also illustrates that 6 participants, representing 20 percent of the total sample had not reported school bullying to family

member. The majority of participants have reported school bullying to family member and few participants had not reported school bullying to family member.

According to Sourander (2000) parents and family member will support the school in maintaining a safe and supportive environment if they:

- Keep the school informed of concerns about behaviour, their children's health issues or other matters of relevance.
- Communicate in a respectful manner with the school staff about issues of concern soon after these concerns arise.
- Follow up on these concerns and, if necessary, contact the Regional Office if the concerns are not resolved following intervention by the principal.

5.3.5 Distribution of participants according various forms of school bullying

The researcher was keen to know the different types of bullying that were practiced by bullies to victims. The researcher also wanted to find out various forms of bullying that were practiced at Mshini High School.

Table 5.27: Slapping

Slapping	Number of participants	Percentage
Yes	25	83%
No	5	17%
Total	**30**	**100%**

Based on Table 5.27 the number of participants who mentioned that slapping was practiced at their school were 25, representing 83 percent of the total sample. The number of participants who indicated that slapping had not practiced at their school were 5, representing 17 percent of the total population. There seemed to be more participants who had agreed that slapping was practiced at their school than those who had disagreed.

Table 5.28: Kicking

Kicking	Number of participants	Percentage
Yes	23	77%
No	7	23%
Total	**30**	**100%**

According to Table 5.28 the number of participants who stated that kicking was practiced at their school were 23, representing 77 percent of the total population. The number of participants who had not mentioned that kicking was practiced at their school were 7, representing 23 percent of the total population. The majority of participants disclosed that kicking was practiced at their school while few participants did not reveal that kicking was practiced at their school.

According to Rigby (1999) physical bullying hurts an individual in a tangible way. It includes hitting, tripping, poking, kicking, spitting, pushing, punching, shoving, taking forcibly their possessions, attacking someone, strangling, violent assault and taking personal belongings or damaging someone's belongings.

Table 5.29: Insulting

Insulting	Number of participants	Percentage
Yes	23	77%
No	7	23%
Total	**30**	**100%**

The table above shows the number of participants who declared that insulting practiced at their school were 23, representing 77 percent of the total population. The number of participants had not cited that insulting practiced at their school were 7, representing 23 percent of the total population. There were many participants who revealed that insulting was practiced at their school while few participants did not mention that insulting was practiced at their school.

Table 5.30: Hitting

Hitting	Number of participants	Percentage
Yes	25	83%
No	5	17%
Total	**30**	**100%**

With reference to Table 5.30 the number of participants who mentioned that hitting was practiced at their school were 25, representing 83 percent of the total sample. The number of participants who disclosed that hitting was not practiced at their school were 5, representing 17 percent of the total population. There were high rate of participants who agreed that hitting was practiced at their school than those who disagreed.

Graph 5.7: Pushing

Graph 5.7 illustrates the number of participants who stated that pushing was practiced at their school were 26, representing 87 percent of the total population. The number of participants who have not mentioned that pushing practiced at their school were 4, representing 13 percent of the total population. There were more participants who disclosed that pushing was practiced at their school than those who had not mentioned that pushing was practiced at their school.

Table 5.31: Mocking

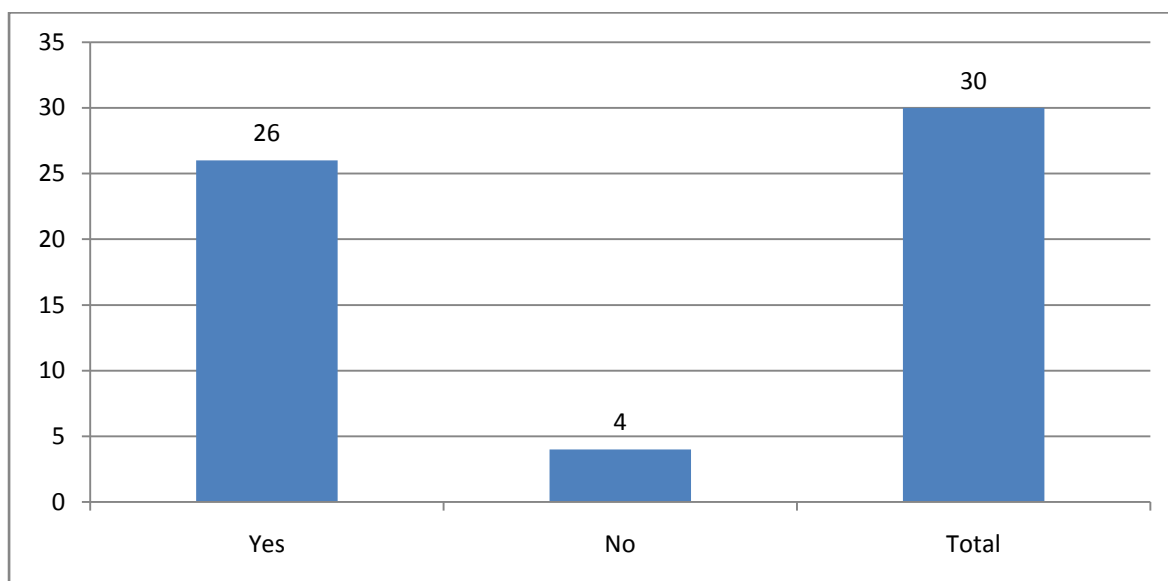| Mocking	Number of participants	Percentage
Yes	16	53%
No	14	47%
Total	**30**	**100%**

The table above shows the number of participants who accepted that mocking was practiced at their school were 16, representing 53 percent of the total population. The number of participants who had not stated that mocking was practiced at their school were 14, representing 47 percent of the total population. The majority of participants had mentioned that mocking practiced at their school while few participants did not reveal that mocking was practiced at their school.

Table 5.32: Discrimination

Discrimination	Number of participants	Percentage
Yes	21	70%
No	9	30%
Total	**30**	**100%**

Table 5.32 illustrates the number of participants who stated that discrimination was practiced at their school were 21, representing 70 percent of the total population. The number of participants who had not mentioned that discrimination was practiced at their school were 9, representing 30 percent of the total population. There were more participants who reported that discrimination was practiced at their school than those who did not disclosed that discrimination was practiced at their school.

Holt (2007) states that emotional or psychological bullying involves spreading rumours, manipulating social relationships, discrimination, extortion, intimidation, threatening and

stalking. This kind of bullying includes indirect actions; such as stealing or damaging the belongings of someone and this can hurt individuals emotionally. It also consists of terrorising, extorting, defaming, humiliating, blackmailing, peer pressure and ostracising.

Table 5.33: Spreading rumours

Spreading rumours	Number of participants	Percentage
Yes	24	80%
No	6	20%
Total	**30**	**100%**

According to Table 5.33 the number of participants stated that spreading rumours was practiced at their school were 24, representing 80 percent of the total population. The number of participants who did not mention that spreading rumours practiced at their school were 6, representing 20 percent of the total population. The majority of participants reported that spreading rumours was practiced at their school while few participants did not indicate that spreading rumours was practiced at their school.

Relational or social bullying refers to behaviours that disrupt the relationships of victims with their peers such as social exclusion or spreading gossip. These are behaviours that are intended to damage a student's reputation or social standing with peers, and use the threat of loss of the relationship to manipulate others. Included in these categories are usually aggressive behaviours (Ballard & Farrington, 2000).

Table 5.34: Making sexist comments

Making sexist comments	Number of participants	Percentage
Yes	14	47%
No	16	53%
Total	**30**	**100%**

Based on the above table the number of participants who mentioned that making sexist comments was not practiced at their school were 16, representing 53 percent of the total sample. The number of participants who reported that making sexist comments was practiced at their school were 14, representing 47 percent of the total population. There seemed to be more participants who did not admit that making sexist comments was practiced at their school than those who agreed that making sexist comments was practiced at their school.

Jimerson and Swearer (2010) point out that sexual bullying may involve sexual acts or demands; such as sexual harassment, sexual assault, rape, comment badly about sexual orientation of somebody, as well as touching the private part of someone forcefully. It also includes inappropriate notes, jokes, pictures, taunts and rumours.

Graph 5.8: Tripping
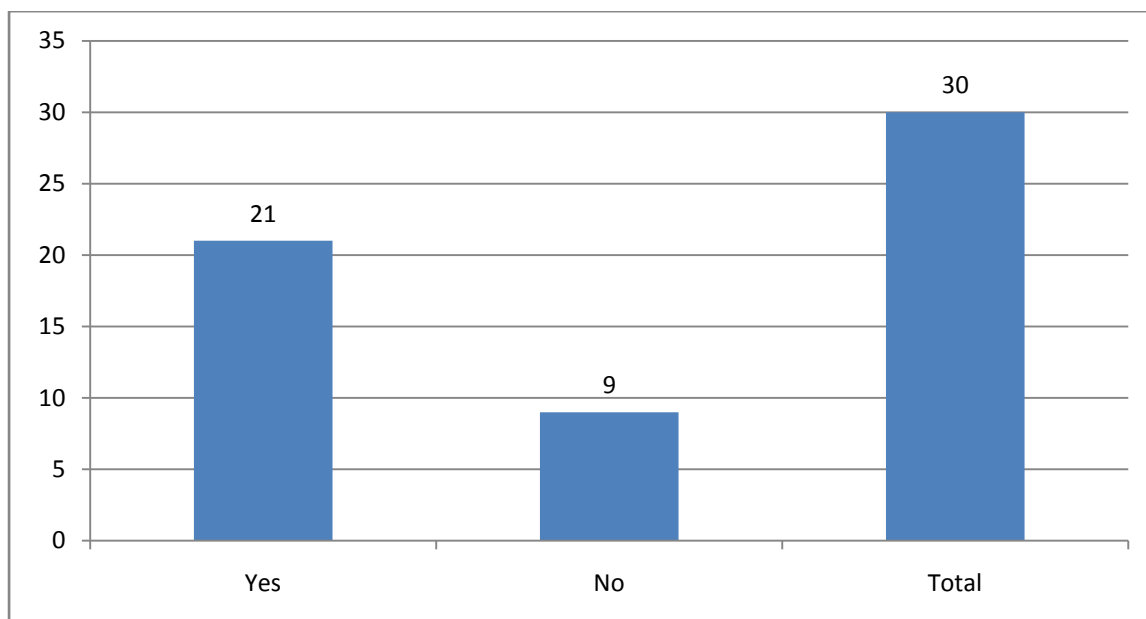
The above graph demonstrates the number of participants who stated that tripping was practiced at their school were 21, representing 70 percent of the total population. The number of participants who did not disclose that tripping was practiced at their school were 9, representing 30 percent of the total population. There were more participants who revealed that tripping was practiced at their school than those who did not indicate that tripping was practiced at their school.

Table 5.35: Demanding the lunch box

Demanding the lunch box	Number of participants	Percentage
Yes	17	57%
No	13	43%
Total	**30**	**100%**

Based on Table 5.35 the number of participants who revealed that demanding the lunch box was practiced at their school were 17, representing 57 percent of the total population. The number of participants who did not state that demanding the lunch box was practiced at their school were 13, representing 43 percent of the total population. The majority of participants reported that demanding the lunch box was practiced at their school while few participants did not indicate that demanding the lunch box was practiced at their school.

Table 5.36: Taking the pocket money

Taking the pocket money	Number of participants	Percentage
Yes	19	63%
No	11	37%
Total	**30**	**100%**

With reference to Table 5.36 the number of participants who indicated that taking the pocket money was practiced at their school were 19, representing 63 percent of the total sample. The number of participants who disclosed that taking the pocket money was not practiced at their school were 11, representing 37 percent of the total population. There were high rate of participants who agreed that taking the pocket money was practiced at their school than those who disagreed.

5.4 Summary

This chapter involved the presentation, analysis and interpretation of data. Presentation, analysis and interpretation of data was used by the researcher thus to arrive at the findings of the study. This also allowed the researcher to arrive at the conclusion and recommendations for the study. The data has been analysed through the use descriptive statistics which includes tabulations and graphs. The next chapter will focus on the findings, recommendations and conclusion of the study.

CHAPTER 6

6. FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This chapter will focus on discussing the findings of the study. It also describes the suggestions or recommendations based on the findings of the study, and the conclusion of the study. The researcher finds it essential to report findings of the study as they are very important in assisting other researchers who would like to replicate the study. The study was conducted successfully and it revealed that school bullying is was a psychological attack that caused distress and fear, demanding the lunch box from other learners, an intimidation intended to cause harm, a repeated aggressive behaviour and a physical attack on the school ground that included an imbalance of power. The study also found that school bullying existed and it had been reported at Mshini High School. Lastly, the research showed that school bullying had been reported to various people and that there were different forms of school bullying that occurred at Mshini High School.

6.2 Restating the Objectives

6.2.1 To understand the meaning of school bullying from learners perspective.

6.2.2 To find out if school bullying existed at Mshini High School.

6.2.3 To identify if school bullying was reported at Mshini High School.

6.2.4 To identify to whom school bullying was reported.

6.2.5 To check various forms of school bullying occurring at Mshini High School.

6.3 Findings as per Objectives of the Study

The researcher wanted to discuss the findings of the research according to the objectives of the study so that all key questions for the research were answered.

6.3.1 To understand the meaning of school bullying from learners perspective.

The study achieved this objective and discovered that the majority of participants understood and describe the meaning of school bullying in different ways. Most of the participants defined school bullying as a psychological attack that caused distress and fear, as demanding the lunch box from other learners, and as an intimidation intended to cause harm. Several

participants also mentioned that they understood school bullying to be a repeated aggressive behaviour, a physical attack on the school ground, and whereby an imbalance of power was involved. A few participants disclosed that they understood school bullying to be a repeated incident between the same children over a prolonged period. According to the findings and participants of the study school bullying was defined as a psychological attack that caused distress and fear, demanding the lunch box from other learners, an intimidation intended to cause harm, a repeated aggressive behaviour and a physical attack on the school ground that included an imbalance of power.

6.3.2 To find out if school bullying existed in Mshini High School.
The researcher of the study found out that school bullying existed at Mshini High school because the high number of participants revealed that they did know of schoolmates who had been bullied although a small number of participants reported that they had ever bullied anyone in their school, they had been bullied, and they did know of classmates who had been bullied. The findings suggest that school bullying do exist at Mshini High School because of the above evidence and facts that the researcher discovered from this research; especially the proof that the majority of participants stated that they do know of schoolmates who have been bullied.

6.3.3 To identify if school bullying was reported at Mshini High School.
The study reached this objective by discovering that most participants indicated that someone in their school had reported the incident of being bullied. There seemed to be a little number of participants who declared that they had ever reported the experience of being bullied. The researcher ascertained that school bullying had been reported at Mshini High School since a high percentage of participants confirmed that they knew someone in their school who had reported the incident of being bullied.

6.3.4 To identify to whom school bullying was reported.
The study revealed that school bullying had been reported to various people although the majority of participants mentioned that they had reported school bullying to their friends. Other numerous participants also explained that they had reported school bullying to their teacher and to their family member. There were few participants who disclosed that they had reported school bullying to their boyfriend or girlfriend, schoolmates, school prefect and police. The findings indicates that school bullying at Mshini High School had been reported

to different people by learners and the high rate of participants had reported school bullying to their friends.

6.3.5 To check various forms of school bullying occurring at Mshini High School.

The researcher realised that there were various types of school bullying that occurred at Mshini High School. There seemed to be more participants who stated that pushing was the most common form of bullying that was practiced at their school. The majority of participants also indicated that slapping, hitting and discrimination were usually practiced at their school; although a small number of participants cited that making sexiest comments, mocking, demanding lunch box and taking pocket money were less practiced at Mshini High School. The researcher discovered that the most common type of bullying that occurred at Mshini High School was pushing. This form of school bullying was followed by slapping and hitting.

6.4 Recommendations

The researcher makes the following recommendations for school bullying of learners at Mshini High School in KwaZulu Natal. These recommendations are based on the findings of the study. The recommendations are presented below:

i.   It is recommended that there should be awareness programmes that will be established at Mshini High School which will deal with school bullying because the results of the study indicate that there was school bullying at Mshini High School. Those awareness programmes should include educating students about school bullying; how to recognise bullying; providing them with information about where, how and to whom should they report to if they have experienced or they still experiencing any acts of school bullying; and empowering students.

ii.   It is recommended that there should be a psychologist, a registered counsellor, or a social worker who will provide counselling to learners who are bullies, bystanders, and the victims of school bullying since the findings indicates that school bullying exist Mshini High School.

iii. It is very essential that Mshini High School should have an anti-bullying policy and the policy should be consistent and comprehensive to ensure that all learners

are provided with the same protection from bullying. It is recommended that an anti-bullying policy should be made compulsory at Mshini High School.

iv. Mentorship and training should be made available to teachers and other school staff for learners about various forms of school bullying and it must assist learners to be able to differentiate between different types of bullying; such as physical bullying, cyber bullying, verbal bullying, emotional or psychological bullying, social or relational bullying and sexual bullying.

6.5 Future Recommendations

The researcher is suggesting the following recommendations for future researchers who would be interested to conduct the study of this nature:

i. Further research of this nature is recommended to future researchers and that research should be conducted to other grades from Mshini High School and to other high schools within KwaZulu-Natal; so as to see whether or not their results will be the same with the findings of the study. Then to build intervention strategies based on the findings that they will get together with this one. Those intervention strategies should accommodate different learners from Mshini High School and should accommodate students from different high schools in KwaZulu-Natal.

ii. It is recommended that other researchers should investigate about the same study of school bullying but their participants should be principals, teachers and parents; thus to check the level of knowledge for other people about school bullying. The findings should be compared with the results of this study. Then to create the awareness campaigns and psycho-education for principals, teachers and parents. This also should assist them on how to deal with bullying and how to detect bullying symptoms, especially when their students and children are bullies and are victims of school bullying.

6.6 Conclusion

The study was conducted successfully because the researcher finally got the results of the study. The researcher discussed more various information of school bullying from other researchers in chapter two. The researcher used descriptive method in order to describe knowledge, observations and experiences of participants about school bullying. The sample was taken from grade 10 learners at Mshini High School and a simple random sample of 30 participants was used. A questionnaire with 40 closed-ended questions was used as a tool for gathering information from participants. The participants were both males and females. A quantitative programme of data analysis was used in the study. Data was analysed and presented through the use of descriptive statistics which involves tabulations and graphs; thus to find the results of the study.

The researcher discovered the answers for the key questions of the study, and the objectives of the study had been achieved since the researcher discovered what was being investigated. According to the findings of the study school bullying is defined as a psychological attack that cause distress and fear, demanding the lunch box from other learners, an intimidation intended to cause harm, a repeated aggressive behaviour and a physical attack on the school ground that includes an imbalance of power. The findings suggest that school bullying did exist at Mshini High School because of the evidence and facts that the majority of participants stated that they did know of schoolmates who had been bullied. The researcher ascertained that school bullying had been reported at Mshini High School since a high percentage of participants confirmed that they knew someone in their school who had reported the incident of being bullied. The findings indicates that school bullying at Mshini High School had been reported to different people by learners and the high rate of participants had reported school bullying to their friends. Lastly, the researcher discovered that the most common type of bullying that occurred at Mshini High School was pushing. This form of school bullying was followed by slapping and hitting.

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APPENDIXES

Questionnaire

This questionnaire is about school bullying. My basic concern is how learners experience this phenomenon of school bullying. This research will add to the existing body of knowledge on school bullying. I will greatly appreciate your assistance.

1. You are requested to answer all questions.
2. Your information will be confidential; therefore do not write your name on the questionnaire.
3. Please answer the following questions honestly by ticking in the relevant box below.

Thank you for your cooperation.

PLEASE TURN TO YOUR NEXT PAGE

Biographical data: Tick in the empty box; next to the answer that is more relevant to you.

Gender

Male		Female	

Age

14-16		17-19	

How long have you been at this school?

0-1		1-2		2-3		3-4	

Questions

Tick all the terms that define bullying to you. I understand bullying to be:

		Responses	
No. of items	Description	Yes	No
1	Repeated aggressive behaviour		
2	Psychological attack that cause distress and fear		
3	Demanding the pocket money of other learners		
4	Bullying includes an imbalance of power		
5	Physical attack on the school ground		
6	Repeated incident between the same children over a prolonged period		
7	Damaging the belongings of other learners		
8	More powerful children oppressing less powerful ones		
9	Demanding the lunch box from other learners		
10	Intimidation intended to cause harm		
11	Verbal abuse in the school environment		

Does school bullying exist in your school? Tick the appropriate box.

No. of items	Description	Responses	
		Yes	No
12	Have you been bullied?		
13	Do you know of your schoolmates who have been bullied?		
14	Have you observed someone being bullied?		
15	Do you know of your classmates who have been bullied?		
16	Have you ever bullied anyone in your school?		

Is school bullying reported at your school? Tick the relevant answer.

No. of items	Description	Responses	
		Yes	No
17	Have you ever reported any experience of being bullied?		
18	Did someone in your school report any incident of being bullied?		

Where have you reported school bullying? Tick in the correct answer. I have reported school bullying to:

No. of items	Description	Responses	
		Yes	No
19	Principal		
20	Teacher		
21	Classmates		
22	Schoolmates		
23	School Prefect		
24	Class Prefect		
25	Friend		
26	Boyfriend or girlfriend		
27	Police		
28	Family member		

What are the forms of bullying practiced at your school? Tick in the appropriate box.

No. of items	Description	Responses	
		Yes	No
29	Slapping		
30	Kicking		
31	Insulting		
32	Hitting		
33	Pushing		
34	Mocking		
35	Discrimination		
36	Spreading rumours		
37	Making sexist comments		
38	Tripping		
39	Demanding my lunch box		
40	Taking my pocket money		

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Department of Social Work
Private Bag X1001
KwaDlangezwa
3886
Tell: 035 902 6660
16 April 2014
Cell: 072 880 1299
Email: phindooh@gmail.com

The Principal
Qhakaza High School
KwaDlangezwa
3886

To Whom It May Concern:

RE: Consent to conduct research

My name is Phindile Charity Mathaba. I am doing a Masters in Community Work under the Department of Social Work at the University of Zululand. Part of the requirements for the degree is that I should complete a research dissertation. I therefore request that you grant me a permission to conduct research among students in your school. The topic of the research is: **"School bullying of learners at Mshini High School in KwaZulu-Natal: South Africa"**. I promise to respect and to maintain confidentiality of the students with whom I will interact. Participation in the study is voluntary and participants are free to withdraw if they feel uncomfortable.

Thank you for your time.

Yours sincerely,

…………………………………
Phindile Charity Mathaba (Miss)

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Department of Social Work
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3886
Tell: 035 902 6660
16 April 2014
Cell: 072 880 1299
Email: phindooh@gmail.com

Department of Education
Empangeni District
Maxwell & Hancock Street
Empangeni
3880

To Whom It May Concern:

Re: Permission to conduct research

I hereby request a permission to conduct research in one of the school situated under Empangeni district for a Masters degree in Community Work under the Department of Social Work at the University of Zululand. The title of the study is: "School bullying of learners at Qhakaza High School (Pseudo name: Mshini High School) in KwaZulu-Natal: South Africa".

The research will employ questionnaire as the instrument for data collection. Participants will be asked to fill in the questionnaires. The sample will be selected from grade 10 learners.

The information gathered will be used solely to complete the research dissertation and will be kept confidential at all times. The name of the school and the names of learners who will participate shall not be disclosed in any way.

Yours sincerely,

……………………………
Phindile Charity Mathaba (Miss)

Consent form for parents or guardians

Your daughter or son is being asked to participate in a study that seeks to investigate school bullying of learners at Mshini High School in KwaZulu-Natal: South Africa.

I would like to find out with his or her help about the meaning of school bullying, the existence of school bullying in his or her school, whether or not school bullying has been reported by learners in his or her school, where school bullying has been reported, and various forms of school bullying. He or she will be expected to answer a questionnaire which comprises of 40 questions.

The answers that they shall share will be used for the purposes of the study and the body of research. His or her name and the name of his or her school are not going to be publicised in any way. All the information that he or she will share will be treated with the strictest confidence.

His or her participation in this study is completely voluntary. He or she is not obliged to carry on with the study, if at any point he or she does not wish to do so.

If you have any questions in connection with this request please do not hesitate to contact me. My contact details will appear below.

AUTHORISATION: I have read and fully understand the above contents which explain the nature of the study. I agree that my daughter or son can participate in this study and I am aware that he or she can withdraw his or her participation at any time without prejudice. I also consent for the views that he or she is going to share to be used by the researcher to finalise the study, and I understand that any reporting of the results will not disclose his or her name or the name of his or her school.

Signature of Parent or Guardian: ……………………….   Date: ……………..………

Signature of Researcher: ……………………………….   Date: ……...…….……

Names   : Phindile Charity

Surname   : Mathaba

Email address   : phindooh@gmail.com

Cell number   : 072 880 1299

Informed consent for participants

You are being asked to participate in a study that seeks to investigate school bullying of learners at Mshini High School in KwaZulu-Natal: South Africa.

I would like to find out with your help about the meaning of school bullying, the existence of school bullying in your school, whether or not school bullying has been reported by learners at your school, where school bullying has been reported, and various forms of school bullying. You are specifically expected to answer a questionnaire which comprises of 40 questions.

The ideas, knowledge, experiences, and observations that you will share will be used for the purposes of this study and the body of research. Your name and the name of your school are not going to be publicised in any way. All the information that you will share will be treated with the strictest confidence.

Your participation in the study is completely voluntary. You are not obliged to carry on with the study, if at any point you do not wish to do so.

AUTHORISATION: I have read and fully understand the above contents which explain the nature of the study. I agree to participate in this study and I am aware that I can withdraw my participation at any time without prejudice. I also consent for the views that I am going to share to be used by the researcher to finalise the study, and I understand that any reporting of the results will not disclose my name or the name of my school.

Participant's signature: ………………………..   Date: …………………………

Researcher's signature: ……………………….   Date: ………………………....

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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2013/60					
Project Title	School bullying of learners at Qhakaza High School (Pseudo name: Mshini High School) in KwaZulu-Natal; South Africa					
Principal Researcher/ Investigator	Phindile Charity Mathaba					
Supervisor and Co-supervisor	Prof. NH Ntombela					
Department	Social Work					
Nature of Project	Honours/4th Year		Master's	x	Doctoral		Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project proposal and the documents listed on page 2 of this Certificate. Special conditions, if any, are also listed on page 2.

The Researcher may therefore commence with the research as from the date of this Certificate, using the reference number indicated above, but may not conduct any data collection using research instruments that are yet to be approved.

Please note that the UZREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the documents that were presented to the UZREC
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UZREC in the prescribe format, where applicable, annually and at the end of the project, in respect of ethical compliance.

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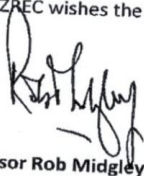should new instruments be developed, these may also require approval.) note that this is not a closed list and

Documents	Considered	To be submitted	Not required
Faculty Research Ethics Committee recommendation	X		
Animal Research Ethics Committee recommendation			
Health Research Ethics Committee recommendation			X
Ethical clearance application form			X
Project registration proposal	X		
Informed consent from participants	X		
Informed consent from parent/guardian	X		
Permission for access to sites/information/participants			X
Permission to use documents/copyright clearance	X		
Data collection/survey instrument/questionnaire			X
Data collection instrument in appropriate language	X		
Other data collection instruments (Observation Sheet)		Only if necessary	
		Only if used	

Special conditions: Documents marked "To be submitted" must be presented for ethical clearance before any data collection can commence.

The UZREC retains the right to

- Withdraw or amend this Certificate if

  - Any unethical principles or practices are revealed or suspected
  - Relevant information has been withheld or misrepresented
  - Regulatory changes of whatsoever nature so require
  - The conditions contained in this Certificate have not been adhered to

- Request access to any information or data at any time during the course or after completion of the project

The UZREC wishes the researcher well in conducting the research.

Professor Rob Midgley
Deputy Vice-Chancellor, Research and Innovation
Chairperson: University Research Ethics Committee
04 November 2013

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH
ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30

− 7 -11- 2013

RESEARCH & INNOVATION OFFICE

education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar   Tel: 033 341 8610   Ref: 2/4/8/83

Ms PC Mathaba
P O Box 294
Kwambonambi
3915

Dear Ms Mathaba

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "**SCHOOL BULLYING OF LEARNERS AT MSHINI HIGH SCHOOL IN KWAZULU-NATAL: SOUTH AFRICA**", 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 01 February to 30 June 2015.
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 Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, 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 (Umzinyathi)

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 15 April 2014

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Participation in this study is voluntary and participants are free to withdraw if they feel
uncomfortable.

Thank you for your time.

Yours sincerely,

....

Phindile Charity Mathaba (Miss)