

Educators' Perceptions
Of
Bullying

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Educators' Perceptions

of

Bullying

by

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Study leaders: Dr H Vermeulen

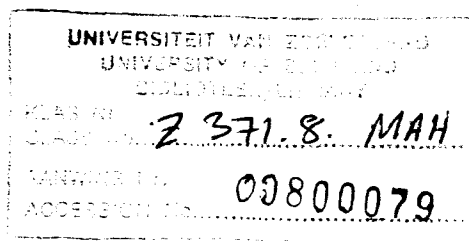
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Durban

2007

DECLARATION

I declare that the *Educators' Perceptions of Bullying* is my own work in conception and execution and all the relevant sources that I have used or quoted have been indicated and acknowledged by means of complete reference.



NADIRA MAHARAJ

DEDICATION

This dissertation is dedicated to:

↓ My husband, Sudesh Samlal Maharaj,

**↓ My sons Keshav Sudesh Maharaj and
Pranav Sudesh Maharaj**

**↓ My parents, Mrs.D. Maharaj & the late
Mr. H.S. Maharaj**

**↓ My parents-in law, the late Mr. & Mrs.
Samlal Maharaj**

For their encouragement, patience and understanding.

For attention: The University of Zululand
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For Attention: Department of Education

I have edited the literature on The Educators' Perception on Bullying, prepared by Mrs. N. Maharaj.

With the exception of a few misprints and punctuation marks, there was little else that I could change.

The manner in which she set out her material, the contents of it, and the language used were excellent. The knowledge gained in her research, her findings and conclusions on the matter would be found very useful by schools and all stakeholders in education.

A well-researched and utilitarian topic – well done, Mrs. Maharaj.



A Chetty
B.Com Degree

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ABSTRACT

This study investigated educators' perception of bullying in schools. Literature on bullying, were reviewed.

The sample consisted of 200 educators. The descriptive method of research was used to collect data with regard to educators' perceptions of bullying. An empirical survey comprising a structured questionnaire was completed by educators in the Umbumbulu Circuit of the Umlazi District in the Ethekwini Region of Kwazulu Natal.

The data that was collected reflected the perceptions of the target group of educators:

- Bullying should not be tolerated at school.
- Respect for human dignity should prevail among all learners at school.
- The school should be a place that promotes a safe environment.
- Every learner's unique personality and value should be respected.
- Support programmes should be provided for learners that bully and victims of bullying.
- A Provincial bullying policy will ensure uniform address on this escalating violence in schools.

The research revealed that bullying can occur in any group of learners whatever age or size of the members and that about two thirds of the learners have been/are bullied during their schooling years.

There are many forms of bullying. The spectrum varies from relatively harmless teasing and extends to serious assault or harassment. Verbal and psychological bullying can be just as harmful and hurtful as physical violence. Sexual and racial harassment are particularly serious forms of bullying.

It becomes clear from the research that there is no simple solution to bullying. It is a complex and variable problem so each school must develop its own policy. Of course this would be easier if there was a national climate of concern similar to that in Norway.

Bullying has been ignored for too long. Individuals are powerless before its insidiousness but schools can adopt collective remedies which will not only help the victims but also strengthen the relationship between parents, educators and learners.

The perceptions of educators' cast an illuminating light on an appalling problem that is prevalent at schools.

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION

Bullying is an undesirable form of behaviour that is widely prevalent in schools, and it can be greatly reduced, if not entirely eliminated, principally by actions taken by schools, and to a lesser degree by educators. Educators can counter bullying effectively if the understanding of the phenomenon of school bullying is established (Lutzker, 2006:147, Rigby, 1996:1). Bullying is a widespread social phenomenon involving both individual and group variables (Gini, 2006:51).

Bullying remains one of the most challenging problems in schools; yet there has been little systematic investigation to date (Power & Swanson, 2002: 45). It is very important to bear in mind that bullying is not a big city problem or that the size of the school or class is a salient feature (Orpinas, Horne & Staniszeski, and 2003:431). The size of the class or school appears to be of negligible importance for the relative frequency or level of bully/victim problems in the class or in the school (Stein, 1999:52).

According to Sharp (1998:81-88) and Lutzker (2006:148) bullying is defined as an intentional, unprovoked abuse of power by one or more children to inflict pain or cause distress to another child on repeated occasions. It occurs in social groups with clear power relationships and low supervision, to some extent in all schools, and often without apparent provocation.

Children's Rights Resource Handbook (1996: 3) states in:

Article One:

1. All children have the right to protection and guarantees of all the rights of the Charter and should not be discriminated against because of their parents or families' colour, race, gender, language, religion, personal or political opinion, nationality, disability or for any other reason.

Article Five

1. All children have the right to be protected from all types of violence including: physical, emotional, verbal, psychological, sexual, state, political, gang, domestic, school, township and community, street, racial, self destructive and other forms of violence.

Bullying in school poses a threat to these basic children's rights.

Bullying in South Africa is extremely common. Experts, like Murphy & Lewers (2000:15); Gillian & Thomson (1996:154) and James (2005:26/27) attribute this to children having been exposed to violence in society. Being a victim of bullying has serious long-term consequences. (Policy handbook for Educators (SACE): Document H).

According to Besag (1989: xi) bullying in schools is one of the dark hidden areas of social interaction, along with physical and sexual child abuse which has thrived on a bed of secrecy and which has been neglected by professional investigation.

1.3 STATEMENT OF THE PROBLEM

One of the major difficulties in considering bullying is that it is not a phenomenon that is easily defined and measured. Definitions encompassing all possible facets of bullying become so cumbersome, that they are in danger of being counter-productive (Besag, 1989: xii).

Bullying is a problem to be considered within the context of normal social behaviour, where often the bully and the victim have been enmeshed in a process of maladaptive social functioning, which then suddenly escalates into a crisis (Besag, 1989, xii; Chapman 2001:1(online)).

Bullying is an attitude rather than an act; it can be identified as bullying only by measuring the effect the acts have on a vulnerable child (Sutton, Smith and Swettenham, 1999:453, Besag, 1989: xii). Bullying in schools is on the whole, a covert activity, occurring without adult witnesses. Educators only hear about it second hand, if they are aware of it at all, and parents are often last to know. The bully, victims and bystanders remain silent, because there is still a stigma in our society against telling tales (Watson, 2004:3).

It would appear that adults have underestimated the problem. This may be because it is difficult to secure adults to comprehend the extent of the trauma encountered by the victim, even when the attacks have been continuing for some time (Watson, 2004:3).

The basic question to be investigated by this survey will be:

How do educators perceive bullying as a cause of educational distress?

1.4 ELUCIDATION OF CONCEPTS

For the sake of clarity it is essential that certain relevant concepts be clearly defined.

1.4.1 Bully Triad: victim, bully and bystander

According to Bosworth, Espelage & Simon (1999 : 341-342) bullying involves 3 groups of participants, the learner or the group doing the bullying (bully), the learner or the group that is victimized (victim) and the peers or other bystanders who witness the incident.

The bully, victim and bystander roles are not fixed and some children can alternate between them (Tremblow, 2000: 784).

Victims of bullying are rejected by their peers (O' Connelle, Pepler & Craig; 1999:22). Bullying is a subtype of aggression in which one or more learners intimidate, harass, threaten or physically harm a victim who is perceived as unable to retaliate or defend the situation.

The bully or perpetrator is the learner that subjects victims to the trauma or pain of bullying.

The bystander is the person who stands by and watches the bullying and does nothing to stop the abuse of power that the bully inflicts on the victim.

1.4.2 Learner or child

For the purpose of this study child or learner means a person under the

age of 18 years (RSA, 1996(a): 14).

According to the South African Schools Act, learner is defined as any person "... receiving or obliged to receive education in terms of the Act" (RSA, 1996(b):4).

1.4.3 Discrimination

Discrimination means treating people differently in a way which impairs their dignity as human beings.

1.4 .4 Exclusion

Exclusion is a subtle form of bullying whereby the person is excluded or isolated by peers from academic or social activities.

1.4.5 Harassment

Harassment is a kind of bullying, usually of a physical nature, wherein the victim is repeatedly treated badly by a stronger person because of his or her membership of a social group (Rigby, 1996:22).

Sexual harassment maybe verbal (for example by making sexual comments), physical (for example by brushing up against girls or pulling bra straps) or visual (for example by showing pornography).

1.4.6 Verbal abuse

Verbal abuse means the use of words which demeans the child's physical, moral or mental wellbeing (Fried & Fried, 1996: 32).

1.4.7 Educator

Van Rensburg, Landman and Bodenstein (1994:7) describe an educator as one who takes the responsibility of leading the child to adulthood. The parent is the primary educator and the teacher and other adults concerned are secondary educators.

De Jager, Oberholzer and Landman (Heeralal, 2002:2-3) describe an educator as a person who has identified himself/herself with accepted norms of a particular society. As a result of this, he can, based on his convictions and in following the demands of propriety, set an example and demand the learner's obedience according to norms.

1.4.8 Dysphoric (Dysphoria)

Feelings of depression or a mood disorder in which feelings of anger or frustration interferes with the self esteem of a learner. When the learner becomes depressed from time to time (Hart, 2004:1).

1.4.9 Psychosomatic

This has to do with muscular activity directly related to or coming from the mind and physical body of an individual. Emotional disturbances affect a person's body (The World Book Dictionary, 1990:855).

1.4.10 Psychomotor

The muscular activity of the body that is directly related to or coming from the mental processes whereby the person can get into a trance (The World Book Dictionary ,1990 : 1681).

1.5 AIM OF THIS STUDY

The purpose of this study is:

- to ascertain what educators' perceptions are as regards the problem of bullying in schools;
- to interpret these perceptions in the light of what the different sources have to say about bullying in schools;
- to enhance the body of knowledge regarding bullying at various levels;
- to formulate certain recommendations for educators, the Department of Education and Culture and other relevant stakeholders aligned to educational matters and youth empowerment; and
- to determine certain guidelines to alleviate educators' frustrations regarding bullying as a negative social behaviour.

1.6 THE METHOD OF RESEARCH

A study of available, relevant literature will be carried out, in order to base this study on an accountable theoretical base. Level one educators, education specialists, senior teachers, deputy principals, and principals in the Umbumbulu Circuit, Umlazi District will complete an empirical survey comprising of a structured questionnaire. A Likert type scale questionnaire with three (3) response categories, namely Agree, Disagree and Uncertain will be constructed. The three (3) response categories will ensure that the respondents' selection falls into one of the categories, enabling the measuring of the direction and intensity of the educator's inputs pertaining to the extent and intensity of bullying in schools.

1.7 FURTHER COURSE OF STUDY

In chapter 2 relevant and available literature pertaining to bullying in schools will be reviewed.

In chapter 3 attention will be given to the research design.

Chapter 4 will focus on the presentation and analysis of the research data.

Chapter 5 will consist of a summary, findings and certain recommendations.

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CHAPTER TWO

LITERATURE STUDY

2.1 INTRODUCTION

Bullying is an insidious social problem found in many walks of life. In the school environment, it can be found amongst the learners and the staff. It is the role of the management structures of the school to ensure, as far as reasonably possible, practicable structures and procedures that are embedded in learner behaviour policies to prevent bullying. It is the responsibility of the whole school community to eradicate bullying by ensuring the development of a caring and supportive ethos (Bullying Online, 2006:1; De Wet, 2006:61).

Bullying in school interferes with learning, the sense of safety and well being of all learners (Kidspower 2005). Educators and parents ignore bullying at schools because they are not aware that it is going on, or, if they are aware of it, they do not know how to deal with bullying (Signposts for Safe Schools, 2002:14). The situation is made worse by the fact that learners who are the victims of bullying are often afraid to report it for the fear of things getting worse for them.

It is important for educators to understand how bullying is different from playing and to recognize it for what it is – an abuse of power (Espelage & Swearer ,2004:298; Alcaraz,2002:1).Classroom authority figures and educators exert a direct influence on the degree to which different behaviours are enforced or inhibited (De Wet, 2006:61; Gini: 2006:54, Bullying Online , 2005:1-2).

Naidu (2005:7) reported that psychologists, educators and child experts say that there is now a growing trend in Kwazulu Natal schools where victims of learners on learner's abuse and fighting back are reported on a large scale. These experts have warned that the rapid escalation of bullying is so great in Kwazulu Natal schools that the incidents like the Columbine Shooting of America could be re-acted here in our province (Naidu, 2005, Horing, 2005:153, Crawford, 2005:64/65(online); Chapman, 2001:1(online); Goeringer, 1999:1).

Ask anyone to recall an incident during their childhood, when they were the unhappy victim of a big, beefy bully or small spiteful one and the chances are memories will come flooding back. Fortunately for most of us, a wry grin, an embarrassed flush or at most, a grimace "I wonder where he landed up" is all that learners can muster after suffering the distress of being bullied moreover after intervening years (Living and Loving, 1994:116; Stein, 1999:50; Watson, 2004:3; Orpinas, Horne & Staniszewski, 2003:4310). For some learners, this torment is continuous, and an increasing, traumatic part of their lives. Unless bullying is stopped, it can make a happy- go-lucky child fearful and timid (Mishna, 2004:234; Goeringer, 1999:1-2).

Consequences of bullying can be carried by the learner into adulthood. The consequences of those affected can vary from physical, emotional, social, and educational trauma, to verbal, racist and sexual bullying (Lutzker, 2006:149; Watson, 2004:3).

Bullying is often misunderstood and ignored by educators. The educator's perspective of bullying is never really emphasized, but the effects of bullying can destroy a child for life. It is important to note that bullies are often frustrated. Having just one bully in a class does cause a major disruption, as everyone is affected. Bullying deprives the learner of

their rightful entitlement to be educated and secure in the knowledge that they will be safe and free from harm (Stein, 1999:50, Mishna, 2004:235).

2.2 DEFINITION OF BULLYING

The two main categories of bullying expressed by Alexander 2001:1; Bor, Landry, Gill & Brace, 2002:139 are:

- ✓ Physical bullying
- ✓ Non-physical bullying.

Physical bullying includes kicking, biting, pushing, spitting, damage to property, theft and extortion (Alcaraz, 2004:1, Field, 2005).

Non-physical bullying includes teasing, name-calling, threatening, excluding and whispering campaigns (Rigby, 2000:7, Alexander, 2001:1; Bor, Landy, Gill & Brace, 2002:139).

It is difficult to reach a consensus definition on bullying because there are many explanations that exist in literature; however, although these conceptualizations differ semantically, many of them have one similarity: Bullying is a subset of aggression (Espelage & Swearer, 2003:368; Goldbloom, 2004:2; De Wet, 2006:61).

Bullying in general terms applies to a pattern of behaviour whereby one person with a lot of internal anger, resentment and aggression lacks interpersonal skills, thereby displacing this aggression onto persons, chosen for their vulnerability. The bully uses tactics of constant criticisms, nit-picking, exclusion, isolation, teasing and so on, with verbal, psychological, emotional and (especially with learners) physical

violence (Gillian & Thomson , 1996:142; Gini, 2006:52; Espelage & Swearer, 2003 :368;Bor, Landy, Gill & Brace,2002:139).

Bullying is treating someone in a very unpleasant way by teasing, frightening, threatening or hurting a person because of inadequate strength or power to retaliate (Rigby, 1996 7, Olweus, 1993:9(a), Alcaraz, 2002:1, Gini, 2006:51).

Bullying is unwanted and unwelcome conduct, actions or behaviour which causes offence; it is defined by the impact on the victim, not the intention (Watson, 2004:2).

Olweus, (1993:9(a) as well as Murphy & Lewers (2000:15) define bullying as a negative behaviour intended to inflict injury or discomfort which is repeated during successive encounters. Here the aggressor is more powerful than the person targeted (Goldbloom, 2004:2).

Bullying deprives the learner of their rightful entitlement to be educated and secure in the knowledge that it will enable them to be safe and free from harm (Stein, 1999:50, Gini, 2006:51).

Bullying is misuse of power whether the power is as a result of status, physical strength, personality or strength of numbers. It unjustly undermines and humiliates the victim such that they become fearful, their confidence crumbles and stress is experienced (Watson, 2004:2)

Parents and educators are often not aware that it is going on, or, if they are aware of it, they do not know how to deal with it. The situation is made worse by the fact that children who are victims of bullying are often afraid to report it for the fear of things getting worse for them (Signposts for Safe schools, 2002:18, Bor, Landy, Gill & Brace, 2002:138).

Bullying is repeated, psychological or physical oppression of a less powerful person by a more powerful person or group of persons (Rigby, 1996:15, Gini, 2006:52). Tattum (1993:8) expresses the view that willful bullying is a conscious desire to hurt another person and put him/her under stress.

Adults further complicate matters regarding bullying for they believe that bullying is simply a part of growing up and that children must learn to deal with it.

Dan Olweus (1993:9(a)) as well as Gillian & Thomson (1996:142), experts in the prevention of bullying, say that bullying includes deliberate hostility and aggression towards the victim who is weaker and less powerful than the bully or bullies. According to Dan Olweus (1993:9(a)) bullying can be physical, verbal, emotional, racist or sexual. It can be direct (face to face) or indirect, such as gossip or exclusion. Bullying can be calling people names, hitting or making people do something they do not want to do.

Bullying is always cruel (Horing 2005:153, Goldbloom, 2004:2).

Olweus (1991, 413) offers a general definition of bullying:

"A person is being bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons."

Besag (1989:4) identifies bullying as follows:

"Bullying is a behaviour which can be defined as the repeated attack - physical, psychological, social or verbal - by those in a position of power,

which is formally or situationally defined, on those who are powerless to resist, with the intention of causing distress for their own gain or gratification”.

The Anti Bullying Alliance (2005(online)) views bullying as a subjective experience that is harmful to all involved.

Children who are inclined to be aggressive, anti-social and defiant are typically identified as bullies (Gini, 2006:52, Field T, 2005:1).

Olweus (1994:1171) distinguished between direct and indirect bullying. Direct bullying includes physical aggression, offensive words and degrading looks (faces) and signs. Indirect bullying includes ignoring, isolating, spreading rumors and refusing a person's request.

2.3. CAUSES OF BULLYING

Numerous factors affect a learner's vulnerability and resiliency to bullying. These may include aspects of innate biology and temperament, as well a behavioral influences from the learner's family, friends and environment (Altman, 2001:5(online)).

It is now widely accepted that bullying is prevalent and in all schools this hazard is harmful to the health, well being and academic progress of a substantial amount of learners, and moreover that action needs to be beefed up to reduce its occurrence (LeBlanc,2004:1).

Eric Sorenson cited by Randher (2002:3(online)) and Baker (2004:1 (online)) state:

Children become bullies because they were once victims; and it is safer to become a bully than a victim. Children with low self esteem often begin bullying, and bullies maintain their self-perception of being a bully than a victim because they feel in control and powerful. Some children never learn pro-social skills in making friends and bullying is a distorted attempt to reach out to others. Bullying is a cry out for help (Horing, 2005:153).

Bystanders of bullying have expressed their opinion why learners bully at school. Below are a few comments extracted from learners' opinions on bullying:-

Learners' comment on why children bully (Horne, Opninas, Newman-Carlson & Bartlomucci, 2006: 3-7):

"To show off".

"They don't have anything better to do".

"They bully to get their own way... to prove they are superior".

"They are jealous of you".

"They do not have enough attention at home".

"They don't think highly of themselves".

"They have to prove something to themselves".

There are many reasons why children might become bullies and why other children become victims of bullying. The following factors could be identified (Fried & Fried, 1996:6; Horing, 2005:153):

- **Individual traits**

Rigby (1996:72) found that those students who were identified as bullies were also found to be generally uncooperative in many areas of life; a characteristic they shared with students who were regularly victimized.

A child's personality has a lot to do with how he or she experiences bullying. Children who are inclined to be aggressive, antisocial and defiant are typically identified as bullies. When these children are questioned about their behaviour their response includes "they are seeking attention" or "they are jealous", "They want to hurt others", "to make other people believe that they're confident and better but inside they are not actually sure of themselves" (Fried & Fried, 1996: 6).

Children may also become bullies if they presently have learning problems and are not succeeding in school. For example, children diagnosed with Attention Deficit Hyperactive Disorder (ADHD) are often identified as bullies because of their disruptive and sometimes aggressive behaviour (Pellegrini & Bartini, 2000:360, Fried & Fried, 1996: 88, Power, Costigan, Eraldi & Leff, 2004:1).

Bullies are not always anti-social children with social and learning problems. Bullies can also be bright, popular and successful children who use their popularity to control others and to become more popular (Fried & Fried, 1996: 89).

- **The family**

Research done by Rigby (1996:74) showed that male bullies came more frequently than others from dysfunctional families in which there was relatively little sense of love, support or belonging. Bullies come from families where there is a high level of violence, a lack of clear rules, little

discipline or inconsistent discipline, poor supervision and little interest of what is going on in the children's lives (LeBlanc, 2001:1).

Girl victims as well as bullies came from similarly dysfunctional families. Bullies came from homes that are neglectful and hostile and use harsh punishment (Olweus, 1993:4). Parents may inadvertently support bullying by accepting it as just normal part of growing up and leaving children to solve their own problems (Mishna, 2004:235).

- **The school environment**

Specific kinds of school environment, according to Rigby (1996:80) may encourage bullying. Less admiration for bullies and more support for learners that are victimized, addressing the principle strategies used in bullying can either encourage or discourage bullying in schools. Bullying takes place in the playground where there is little supervision by educators (Altman, 2005:5(online)).

Schools that ignore bullying and even condone bullying in the form of initiation, whereby children are forced to perform acts that are inhumane and degrading, actually contribute to bullying behaviour. Schools that adopt a no-bullying strategy and help personnel to recognize and deal with bullying are more likely to reduce the incidence of bullying by creating a safe environment (Fried & Fried, 1996: 90).

- **The community with its culture**

Community attitudes and conditions also promote or discourage bullying (Fried & Fried, 1996: 7). Children who are nurtured in a community

where violence is common place and where children are exposed to and witness aggressive behaviour, are subjected to the abuse of power, and they learn to settle their differences by violent and aggressive means. They are also more likely to develop patterns of bullying behaviour which are carried into school and the playground.

The larger cultural context is also a contributory factor to bullying. Cultural attitudes that are indifferent to violence, sexism and racism also influence a child's behaviour and attitude towards others. An example is how some people have an attitude that "only sissies run away from bullies" and that the only way to solve conflict is by means of violence: "if he hits you, hit him back" (Fried& Fried, 1996:7).

Bullying and harassment often interfere with learning. Acts of bullying usually occur away from the eyes of educators or other responsible adults. Consequently the perpetrators go unpunished hence a climate of fear envelops the victims.

Rigby (2000:17) touched on what could possibly be seen as aspects/elements in establishing the etiology of school bullying. He refers to malign bullying and non malign bullying

Malign bullying is a major concern of educators whereby there is a conscious desire to hurt another and put him/her under stress (Rigby, 2000:7). The intention of bullying is intent. This bullying consciously seeks to do harm to someone; it is deliberate exploitation of a power differential; therein lays its malignancy (Goldbloom, 2004:2). The seven elements of malign bullying could be seen as encapsulating some causal factors of bullying (Rigby, 1996:15).

These elements are:

An initial desire to hurt

There is a wish on the part of the bully to inflict pain on another. The bully has an obsessive desire to hurt. Most learners are generally able to suppress their desire to hurt another learner. They make certain their desire to hurt is not expressed against innocent and virtually defenseless victims. Unfortunately this is not the case for the bully (Rigby, 1996: 16, Rigby, 2000:7).

The desire is expressed in action.

There are a number of factors that will determine whether the desire is expressed. The sheer strength and persistence of the desire to hurt is evident about this relative impunity (Rigby, 1996:16, Rigby, 2000:7).

Someone is hurt

Whether an aggressive action is hurtful depends on the vulnerability of the person(s) against whom it is directed. Therefore, bullying cannot be defined without taking into account the incapacity of a person to defend him or herself (Rigby, 1996:16).

It is directed by a more powerful person or a group against someone that is less powerful

It is the imbalance of power between people that makes bullying possible. Among learners this powerful differential is often due to inequalities in physical or psychological strength between individuals (Rigby, 1996: 16; Goldbloom, 2004:3; Nansel, Overpeck, Pilla, Ruan Simons-Morton& Scheidt, 2001:2094).

It is without justification

The more powerful person can justifiably coerce others. Cohesive behaviour on the part of the more powerful person (bully) to the victims is regarded as bullying if we cannot see any reason for it (Rigby, 1996:16).

Typically repeated

Although bullying may conceivably include “one-off” actions, typically the bully, having found a suitable and unresisting victim, repeat the hurtful behaviour. It is this repetition and expectation on the part of the victim that the harassment will go on interminably, which gives bullying its frightening and oppressive quality (Rigby, 1996:17).

Evident enjoyment

In bullying the submission of the weak is an essential element, and is enjoyed by the bully (Rigby, 1996:17).

As regards non-maligned bullying it must be stated that not all bullying is motivated by malice. The victims of bullying feel otherwise about the extent of the hurt of bullying. The distress is quite real. There are two types of non-malign bullying. One is the mindless-bullying and the other is educational bullying.

Mindless bullying

Mindless bullies are not full of malice. They do not appear to be hostile. These learners may not exhibit reason to believe that there is any

physical or psychological history of abuse in the home of the bullying learner. Sometimes the bully may strike you as good-natured, balanced, and even likeable (Rigby, 1996:17, Gini, 2006:52-53). Many bullies can be described as conformists who scarcely know what they are doing. For them bullying-teasing, as they may call it, is a game, a seemingly harmless practice from which pleasure is gained. The bully is not aware of the harm that they are doing. This bullying is typically mindless.

One must not ignore the seriousness of bullying. To the victim bullying is a greater disgrace and disaster to be the constant butt of “ordinary kids” than the victim of a bully whom everybody knows is deviant and vicious (Rigby, 1996: 18; Moorhead, 2004:3).

Educational bullying

There is another kind of bullying in which there may be no hint of malice, no conscious desire to hurt, still less any exultation at another’s misery. Here the learners’ (victims) contributions to educational inputs are condemned or criticized. This criticism is regarded as educational intellectual bullying (Rigby, 1996:18; Gini, 2006:52; Bullying Online 2005:1).

This type of bullying can be destructive unintentionally. You can break another’s spirit with the best of intentions. Being an intellectual bully is an occupational hazard for any educator. The judgment is really a fine one between providing rigorous and justifiable criticism and engaging in a ruthless and insensitive exposure of the limitations of someone who is, in some respects, not your equal (Rigby, 1996:19, Gini, 2006:52).

2.4. VICTIMS OF BULLYING

Because bullying is most likely to occur in social situations when other peers are present, learners may take several roles in the bullying process. The most common and recognized role is the bully, who usually initiates the aggression and assumes the leadership role. The victim is the one who is systematically and repeatedly harassed. The bystander is the learner that witnesses the bullying.

In a sense all three of these role players are in fact victims of bullying.

2.4.1 The bullied learner (victim)

There is considerable evidence that a small minority of learners are persistently targeted for physical and verbal maltreatment by their peers. Most of these chronically victimized children are characterized by social behaviour that is submissive or passive in nature. Schwartz (2000:1) found that victimized children frequently reward aggressors with overt display of distress.

Mullin- Rindler (1998:1) says that a learner is most likely to get bullied if he/she:

- has low self esteem;
- tends to be shy and non- assertive;
- has difficulty reading social signals;
- tends to cry or overreact when teased or when things don't go their way;
- has no friend (Orpinas, Horne & Straniszewski, 2003: 431-432; Acaraz, 2004:2).

Negative actions towards victims for Olweus (1993:9) are intentional inflictions or attempts as such including threatening, taunting, teasing, name-calling, hitting, pushing, kicking, pinching and restraining. The Bully also uses words or physical contact, such as making faces or dirty gestures, intentionally excluding someone from a group, or refusing to comply with another person's wish (Olweus, 1993:9/54; Murphy & Lewers, 2000:15) having a negative impact on the victim.

When learners (victims) admit they are bothered by bullies, they are likely to express either of two emotions i.e. anger or sadness (Rigby, 1996:50, Goldbloom, 2004:4/5; Alcaraz, 2004:2).

Some learners say that bullying is a fairly transient experience. For a day or two they have been the recipients of unwelcome attention from somebody who can and does make things uncomfortable (Rigby, 1996:49, Coloroso 2002:1; Watson, 2004:3).

It is important to note that bullies are often victims themselves; therefore it is important for the educator to understand their frustration. The consequences for those affected can vary from physical, emotional, social and educational trauma (Horing, 2005:154-155, Altman, 2004:8(online)).

Eric Sorenson who has developed and led community-based programmes relating to conflict resolution and communication skills was interviewed by Randher (2002:1). Sorenson is an educator of severely emotionally and socially disturbed learners of grades K-9 in the United Kingdom. He was not successful as a child for he was a victim of being bullied (Goeringer, 1999:2-3).

Sorenson says that bullying in general comes in three general forms:

- Name calling and verbal taunting.
- Hitting and pushing in an effort to get the other person worked up.
- Assaulting or threatening to do violence.

Sorenson also goes on to say that bullying can be direct like teasing, taunting, threatening, hitting and stealing. The indirect form of bullying is where the victim is embarrassed; rumors are spread, isolated and being socially excluded. He emphatically states that bullying is persistent and abusive. It makes the recipients feel upset, threatened, humiliated or vulnerable, which undermines their self- confidence and which may cause them to suffer (Randher, 2002:1-2; Watson, 2004:3).

Bullying is often misunderstood and ignored by educators but the effects of bullying can destroy a victim for life.

Learners who are subjected to any type of abuse from their peers are the victims of bullying (Bor, Landy, Gill & Brace, and 2002:140). Bullying can take the form of a one- on- one although others report bullying between groups of children (Signposts for Safe Schools: 14).

Orpinas, Horne & Staniszewski (2003:432-434) conducted a prospective investigation of early family environment on aggressive and/or victimized boys. These investigations concluded that boys who eventually emerged as aggressive victims had early histories that included potential abuse, harsh restrictive disciplines, and exposure to neutral violence and potential hostility. Such environments have been linked to the development of impulsivity and emotionally deregulated behavior (Bor, Landy, Gill&Brace, 2002:140; Journal of abnormal child, 2004/ 10:2).

The following is the distress of a victim expressed by a parent in a leading Kwazulu Natal newspaper:

A Durban mother has made an appeal to the Provincial Minister of Education to protect children who face bullying of different kinds (Daily News-2005). The parent states that she has exhausted all avenues to protect her child, after being informed by peers of the child in educational distress. (Daily News: 2005)

These learners are subjected to many forms of torture, which may start from name-calling, and it may progress to physical attacks with a whole range of abuse in between. Schwartz (2000:1) reported that boys who display submissive social behaviour during their early encounters with unfamiliar peers are likely to emerge as victims of bullying.

Bor, Landry, Gill & Brace. (2002:141) state that bullied learners lack confidence, feel isolated, frightened and humiliated.

Strong learners may show contempt for their subordinates to whom these victims respond with feelings of anger, hostility, fear and insecurity. Insults are interpersonal behaviour that is perceived by the recipients as slightly humiliating and offensive. Examples of such behaviour from bullied learners are ingratitude, scapegoating, excluding, ignoring and despoiling of personal beliefs or ideas (Mellor, 2004; 3).

Physical bullying can result in the bullied learners becoming aggressive, proactive, or reactive victims (Olweus, 1993:9). Besides the perpetrators of bullying, bullied learners also retaliate aggressively.

Being a victim of bullying has serious long-term consequences. Learners who are victims are likely to be depressed, lack self-esteem and dislike school (Signposts for Safe Schools: 18).

Studies on bullying suggest that there are short term and long-term consequences for both the perpetrators and victims of bullying. Learners who are chronic victims of bullying experience more physical and psychological problems than their peers who are neither hurt nor harassed by other children (Siegel, Welsh & Senna, 2003:248.).

Longitudinal studies have found victims of bullying in the foundation phase at school also reported being bullies several years later. Some studies also suggest that victims of bullying are at an increased risk to be depressed, have poor self-esteem, including other mental health problems, including schizophrenia as adults. Bully in early childhood may be a critical risk factor for the development of future problems with violence and delinquency (Siegel, Welsh & Senna 2003:248).

Bullying experiences for the victim can be etched out simply by revealing the three layers of change that bullying exhibits. The first layer of change is the actual bullying itself. The second layer that causes distress is the “game of silence” where learners sublimates the problem. The third layer is where the level of fear increases. The above three layers result in the bullied learner feeling a sense of complete failure. Hence the emotional and psychological damage escalate (Field, 1999:49, Mishna, 2004:235-236).

The majority of victims of bullying are typically passive; these victims are often loners, younger than the bullies and socially and emotionally weak (Alcaraz, 2004:3).

Some learners may not have the skills or the knowledge to stop bullying and they may feel guilty for not doing anything to stop it. Thus, they may become secondary victims of the bullying process (Lutzker, 2006:149).

According to Bullying Online (2004:2) and Horing (2005:155) victims can suffer far more than actual physical harm:

- Academic performance may suffer because attention is drawn away from learning.
- Fear may lead to absenteeism, truancy or dropping out.
- Victims may lose or fail to develop self-esteem, experience feelings of isolation and may become withdrawn and depressed.
- As learners, and later as adults, victims may be hesitant to take social, intellectual, emotional or vocational risks.
- If problems persist, victims occasionally feel compelled to take drastic measures, such as vengeance in the form of fighting back, weapon-carrying or even suicide.
- They end up being socially anxious and insecure, displaying more symptoms of depression than those who were not victimized as children.
- Victims are more likely than non- victims to grow.

Some children become bullies, others become the victims. Children who are inclined to be aggressive, anti-social and defiant are typically identified as bullies.

2.4.2 The bullying learner (bully)

Mullin-Rindler (1998:1) and Besag (1989, 15-16) say that children are more likely to bully other if they:-

- find it difficult to see things from someone else's perspective;
- are consistently concerned about their own satisfaction or pleasure;
- have difficulty feeling or relating to someone else's pain;
- show little empathy for others;
- want power and are willing to use other people to get what they want;
- are spanked or exposed to violence at home

Bullies exhibits three predominant types of behaviours towards the victims. Firstly they display aggressive behaviour, secondly there is an imbalance of power between the victim and the bully and thirdly the aggressive behaviour is repeated (Horne, Orpinas, Carlson & Bartolomucci, 2003: 3).

Lutzker (2006:149) states that bullies have two types of followers:

- Assistants (Those who help the bully)
- Reinforcers (Those who reinforce the bully by cheering or simply laughing)

Bullies are learners who tease, frighten, threaten or hurt others who are not as strong as they are. Bullying is an instrumental behaviour that provides a pay off for the bully either in tangible rewards, such as gaining lunch money or extra time on the playground equipment, or tangible rewards, such as prestige among peers to remove another child (Horne, Orpinas, Carlson & Bartolomucci, 2003:4, Altman, 2004:6).

The learners who inflict pain to other learner(s) either physically, emotionally or verbally are regarded as the bullies. The imbalance of power which the perpetrator holds over the helpless victim and the level of distress which results are often used to differentiate bullying from other acts of aggression such as fighting (Gillham, 1996:142).

Horing (2005:153) states that bullies have a desire to hurt, frighten, oppress, intimidate and subdue their victims, often for no reason. They derive some satisfaction from hurting others and witnessing their discomfort and misery for their own gain and pleasure.

Such a learner is physically stronger than his/her peers (Signposts for Safe Schools: 13). Although physical harm is not severe, causing serious injury to the victim, this affliction can be detrimental for the bully. Sympathy is generated to the victim and punishment is meted out to the perpetrator (bully) (Tremblow, 2000: 69,741-745).

The bully is thus in this sense a victim of his/her own actions.

2.4.3 The bystander

The bullies and the victims are affected directly by the bullying experiences, but numerous other learners whom we call bystanders,

observe bullying interactions and are impacted by the experience (Alcaraz, 2004:2). Learners experience the pain of bullying for they fear for their own safety. They worry that the bullies may target them next or harass them if they intervene on the side of the victim (Horne, Orpinas, Carlson & Bartolomucci, 2003:5-6).

Lutzker (2006: 149) states that bystanders who witness the aggression fall into two categories:

- Those who take part in the problem (e.g. instigate the fight, just watch or are afraid to help)
- Those who are part of the solution (e.g. ask for help, help to diffuse the problem or provide assistance to the victims)

Bullying can be stressful for those that witness the aggression, intimidation, harassment, threats or physical harm. These learners are adversely affected as opposed to those being directly involved in the bullying itself (Watson, 2004:3, Altman, 20004:4).

Recent research in the United States and abroad has documented that bullying is a common and potentially damaging form of violence among learners. Not only does bullying harm both the intended victims and perpetrators, it also affects the bystanders. The climate of the school is marred and indirectly the ability of all learners to learn to the best of their abilities (Siegel, Welsh & Senna 2003:284; Horing, 2005:153; Mellor, 1997:1-2; Alcaraz, 2004:2).

Bystanders and peers of victims can be distracted as well. They may:

- be called a “snitch”, a “tattler” or an “informer”;
- experience feelings of guilt or helplessness for not standing up to the bully on behalf of their classmate;
- be afraid to associate with the victim for the fear of lowering their own status or of retribution from the bully and becoming victims themselves;
- fear reporting bullying incidents because they do not want be drawn into bullying behaviour by group pressure;
- feel unsafe, unable to take action or a loss of control (Alcaraz, 2004:2, Bullying Online 2004:2).

One can say that by opposing the bullying the bystanders may seem to allow the bullying to continue and implicitly approve of it (Lutzker, 2006:149).

The bystanders also experience guilt because they are unable or they have failed to stand up for their peers, the victims of bullying (Horn, Orpinas, Carlson & Bartolomucci, 2003:6; Alcaraz, 2004:2).

2.5 MANIFESTATIONS OF BULLYING

A safe and civil environment in a school is necessary in order for children to learn and achieve high academic standards (Rowan, 2006:144). Bullying is a part of human behaviour and everyone exhibits bullying behaviour from time to time; however in some situations these behaviours become inappropriate and unacceptable. This repeated inappropriate behaviour is unfortunately exhibited at the expense of another individual (Watson, 2004:3; Rowan, 2006:144).

Bullying in schools manifests itself in many forms. Bullying tends to occur most commonly in settings where the level of adult supervision is low, typically in the playgrounds both in primary and secondary schools (Whitney, Nazubuko & Smith 1993:3-13; Rowan, 2006:144). This is because children are often unsupervised at these times, or not as closely supervised.

During breaks or after school learners are usually mixed in terms of gender and age, making it possible, for older learners to bully younger ones (Signposts for Safe Schools:14). Some of the areas are harder for educators to monitor than others, such as the playground, toilets, etc.

At school, bullying occurs in class and wherever learners congregate in groups, in the playground or the tuck-shops, near the toilets, lockers, sports- fields and in isolated corridors, change-rooms and lane-ways (Naidu, 2005:9).

It is now widely accepted that bullying is prevalent and in all schools this hazard is harmful to the health, well-being and academic progress of the substantial majority of learners; and moreover, that action need to be beefed up to reduce its occurrence (Murphy & Lewers, 2000: 15-17; Watson,2004 :3).

The trauma inflicted on the bullied learner results in the victims expressing distress both at school and home (Orpinas, Horne & Staniszewski, and 2003:431).

An educator from the Kwazulu Natal Midlands states that fights occur at the end of the school term because the learners know that they do not have to come to school the next day and the chances are that when

school re-opens educators are likely to have forgotten about the incident (Daily News, 2005:7).

A learner was so upset about being teased, that he hit another learner with an empty bottle. In this instance the victim of the incident had to be suspended from school. Upon enquiry it was concluded that the perpetrator was a bully (Daily News, 2005:7).

Yet in another incident in Durban an educator said a learner came to him in desperation after he (learner) carried a gun in his school satchel to protect himself from bullies. The educator states:

“He told me that he had a gun and that he was prepared to use it if the bullying did not stop. I intervened but the matter could have been much more serious” (Daily News, 2005:7).

Learner X (15) a grade 10 learner in an all girls school was an easy target for being bullied by other girls because of her obesity. She says she has become an object of amusement and because of this, she dreads going to school (Daily News, 2005:7).

2.5.1 Physical bullying

According to Olweus (1993: 54-55); Tremblow (2000: 741-745); Bullying Online (2004:1); Alexander (2001:1) & Altman (2004:4) physical bullying involves harm to another's body or property. In most cases it takes the form of biting, kicking, spitting, extortion, poking, tripping or slapping, strangling, pulling hair and excessive tickling... Physical harm is usually not severe. The bully aims to humiliate a child in the presence of peers. Pushing the head of a child in the toilet, putting obnoxious signs on the back of clothing, sexual grabbing, forms of touching and poking are

common examples of physical bullying (Altman, 2004:4, Lutzker, 2006:149).

Defilement of clothing or other personal items is a less direct form of bullying behaviour.

In her research, *Bullying and Intimidation in Schools*, Douglas (2004:3) has called for educators to be trained to identify bullying in the same way that they are trained to spot physical abuse.

Some children develop physical problems, such as headaches, backaches, stomach ache, bedwetting and nightmares. They may have sleep difficulties or loss of hair. Others suffer from a loss of appetite or eat too much. A tense and pale look with the skin on the face appearing as though it has been tightly pulled together like a bad face-lift is noticeable signs of distress that a bullied learner exhibits. Poor posture and soft speech are common (Lutzker, 2006: 149, Altman, 2004:4).

It is impossible for a bullied learner to be relaxed and calm. Their immune system is affected by stress hormones, which mean their resistance to infections and viruses is reduced, and they are more likely to get sick (Lutzker, 2006; 152).

According to Thomson (2003:6-7) bullying can be viewed “ as a twig that is bent so grows the tree” from this perspective it is crucial to ensure that young children have a good start to life and that bullying behaviour is stamped out as early as possible.

Children who have been bullied react in different ways. Some become self-destructive. Some children cause pain to themselves to express their distress.

There is evidence according to Hawker & Boulton (2000:191); Decker, (2001:441-445); Orpinas & Straniszewski (2003:431) that suggests that physical bullying can have a long term effect. Victims tend to:

- become severely depressed;
- suffer from insomnia;
- become anxious;
- refuse to eat;
- display a low self esteem;
- be less comfortable with the opposite sex; and
- show social withdrawal.

Incidents of physical bullying are easier to identify and prove than non-physical forms, and situations of physical bullying are easier to monitor (Alexander, 2001:13; Orpinas, Horne & Straniszewski, 2003:431).

2.5.2 Verbal bullying

Bullying includes a range of behaviours that result in an imbalance of power between the aggressor and the victim. Such behaviours include not only physical aggression but also verbal harassment and public humiliation (Juvonen, Graham & Schuster, and 2003:1231).

Verbal bullying involves harm to another persons' self esteem, usually in the presence of other learners. Verbal bullies use name-calling, insults, teasing, gossip, "put-downs", racist remarks and consistent teasing to hurt or humiliate another person (Lutzker, 2006:149). Teasing is often said to be "in fun" but it is rarely enjoyed by the victim, despite the

bully's claim that teasing is meant in jest (Olweus, 1993:4; Tremblow, 2000:741-785, Bullying Online, 2004:1).

This old rhyme cannot be further from the truth. "Sticks and stones may break my bones but words can never hurt me". Words do harm, and, for some learner's verbal abuse is the worst form of bullying (Pope, 2000:1). External threats posed by verbal aggression to the psychological and physiological being are prompted by aggressive messages (Schniering & Rapee, 2004:2). Verbal aggression is a noxious event that can alter the physiological, psychological behavioral system because it threatens the integrity of the self-concept (Verbal Aggression, mental violence and harassment in communication relationships, 2005: 2(online)).

Because verbal bullying is often unseen, adults may underestimate its prevalence yet it is emotionally harmful and distressing for the victim. This is intended to cause pain and it is done over a period of time (Sandstorm, 2004:1).

2.5.3 Racist bullying

South Africa is not only a place of diversity, but it is also a global village. It must be stressed that educators should be teaching learners not only to respect each other's differences, but to encourage them, for individual differences will help everyone to benefit (Chapman, 2001:10(online)).

After schools in South Africa have become racially integrated there has been an increase in racial incidents in schools. This has been influenced by the fact that South African children have grown up in a racially divided country, distrusting and disliking different ethnic groups. This type of bullying has the potential to destroy communities (Anti Bullying Network, 2004:1(Online); Sandstorm, 2003:3, Chapman 2001:10).

Racist bullying can take many forms amongst learners at schools:

Making racist slurs, spray painting graffiti, mocking the victims' cultural traditions, making ill-considered remarks, and making offensive gestures (Dowshen, 2001:1, Anti Bullying Network, 2004:1(online); Moorhead,2004:2).

At school learners are called racist names, isolated from their peers and physically bullied because of the colour of their skin. Racist bullying not only denigrate the individual victim but also his/her family, religion, culture and home community (Kruger, 1998:3; Moorhead, 2004:2(online)).

Racist violence, harassment and abuse where learners are involved are closely related to, and sometimes difficult to distinguish from, bullying. Racist bullying in schools can range from derogatory remarks which are not intended to be hurtful, to deliberate physical attacks causing serious injury (Moorhead, 2004:3(online)).

Racist bullying can be identified by the motivation of the bully, the language used and by the fact that the victims are singled out because of the colour of their skins, the way they talk, their ethnic grouping or by their religious or cultural practices.

Bigotry as explained by Mellor (1997:7) is used to describe the attitude of some sections of the population towards members of a certain religious denomination, for example Roman Catholic or Protestant beliefs. This may also trigger some incidents of bullying in school.

Racist bullying in schools can be a two way problem:

- Children who experience it have their education disrupted. They are to concentrate on lessons amidst the feelings of rage or anger. Their self-confidence maybe damaged (Anti Bullying Network, 2004:1.).
- Schools are under statutory duty to work towards elimination of racial discrimination and to promote good race relations. If a school fails to address bullying of a racial nature, this will be contrary to the requirements to promote race equality and good relations between different ethnic groups. Where the child suffers racial bullying, the school should take it very seriously and not reject it as normal bullying (Fiddy & Hamilton, 2004:3).

South Africa exists as a state of diversity, and unless that diversity is managed to bring about a harmonious multiculturalism, racial conflicts will continue (Chapman, 2001:10).

2.5.4 Sexual bullying

Sexual harassment is a form of bullying. Both boys and girls can experience and be guilty of sexual harassment.

The following examples of sexual harassment are mentioned (How parents can help prevent sexual harassment, 2005:1-3(online); Squelch, 2001:73):

- sexual comments;
- spreading sexual rumours;

- written notes or letters of a sexual nature;
- comments about a person's body based on a rating system;
- inappropriate and unwanted touching;
- pulling down pants, flipping skirts and snapping bras;
- standing too close to someone in a way that feels uncomfortable;
- unwanted hugging and kissing; and
- name calling about sexual orientation, gay or lesbian slurs.

Sexual harassment is an unwanted and unwelcome behaviour that results in learners expressing feelings of anger, fear, confusion, shock, embarrassment, isolation, hopelessness or sadness (How parents can help prevent sexual harassment (online) 2005:1-2, Squelch, 2001:73).

2.5.5 Emotional intimidation

Emotional bullying includes rejecting, terrorizing, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics such as race, disability, ethnicity, or perceived sexual orientation, manipulating friendships, isolating, ostracizing and peer pressure (Bullying- Not Just a Part of Growing Up, 2004: 1(online)).

According to Flisher (2004:13) it is stated that a family history of anti-social behavior is associated with being a victim of bullying. These learners that are anti-social do not get along with other learners easily. This has adverse effects on their holistic development. Since family management may be influenced by family structure for instance single parents may have less time with their children and so they maybe less able to supervise their child(ren) (Moorhead ,2004:2).

According to the Journal of Abnormal Child Psychology (2004: 2-4(online)) it is mentioned that as a further manifestation of their difficulty modulating negative affective states, aggressive victims might also experience internalized emotional distress (i.e. depression and anxiety). Aggressive victims of bullying are expected to experience depression and aggression to a greater degree than other aggressive children (Journal of Abnormal Child Psychology (2004:1-2 (online))).

Stress can manifest itself in many ways: physical, psychological or behavioral stress. Learners who are affected by stress from bullying suffer anxiety and depression, which weakens these learners' ability to cope with academic work, or it results in hostile behaviour from the victim (Altman, 2004:79(online)).

Victims of bullying that are prone to attacks become hot-tempered, restless or emotionally reactive youth who create tension by irritating and teasing others. They attempt to fight back when they are attacked. Such learners are often difficult to identify because at first they seem to be victims of the bullies. Reactive victims often taunt bullies and physically bully others. A reactive victim may provoke a bully into action, fight back and then claim self-defense (Altman, 2004:12(online)).

2.5.6 Group or gang bullying

Learners can form their own groups or gangs ranging from two or more peers to harass or intimidate their peers. Such gangs are pervasive and very powerful at school (LeBlanc, 2001:1-2).

There are several reasons why gangs are formed. In the face of lack of opportunity, gangs offer a means to attain power and status, which will not otherwise be possible for young people. This desire for power often

results in gangs picking on learners at school that are weaker or less able to protect themselves (Signposts for Safe Schools: 22).

2.5.7 Sibling rivalry

It is natural for some rivalry and conflict to exist between siblings. Such a rivalry can degenerate into bullying. It is an inevitable part of growing up that siblings will argue and fight with each other over games, toys, whose turn it is to use the computer or what programme to watch on television. Siblings will also tease each other and call each other names.

When rivalry and conflict become potentially dangerous and out of hand, or the situation becomes violent and abusive, educators or parents need to intervene. Sibling conflicts whereby one sibling does not have the power or strength to stop aggressive behaviour of the other sibling will infiltrate into school (Espelage & Swearer, 2004:302).

Moreover the sibling who is bullied at home can become the bully at school by taking his/her frustrations out on younger learners at school (Bullying Online, 2005:2-3).

If an older brother or sister frequently taunts, teases or bullies a child, it is likely to damage that child's self esteem and make him more likely to model that aggression (Sandstorm, 2004 :1-2).

2.6 THE IMPLICATIONS AND CONSEQUENCES OF BULLYING FOR THE SELF OF THE BULLIED LEARNER.

There are long term consequences of bullying. Children identified by age 8 as bullies are six times more likely to commit crime by the time they are 24 and 5 times more likely by the age of 30 to have a serious criminal record (Alcaraz, 2004:1).

Bullying has negative consequences for the victims. Depending on the frequency and intensity of the bullying as well as the personal and social characteristics of the victim, consequences of being victimized can range from minor physical and psychological problems to its most tragic consequences, homicide and suicide (Lutzker, 2006: 153).

Bullying is rife among learners both at primary and secondary schools. Bullying can result in learners leaving school (Behr, 2000:46-49) and it has been the cause of many children committing suicide.

Many learners suffer long years of unhappiness because other learners bully them. In addition bullying contributes to the development of anti-social behavioral patterns (Farrington, 1991: 1-3).

Learners that are distressed by the on-going bullying, form part of the learners in class who have special problems that impede satisfactory progress towards adulthood (Juvonen, Graham&Schuster, and 2003:1231) and could be hampered as regards self actualisation.

The majority of learners that are affected by bullying manifest symptoms which are outward signs of their inner turmoil but there are also some who give no indication that they are wrestling with problems which relate to their situation in a pedagogical context (Van Rensburg 1994:112).

According to Naidu (2005:9) learner X (13) reported that his lunch breaks were the worst, as he tried to remain unobtrusive and blend into the crowd of new-comers at a high school in Durban, Kwazulu Natal. Every new learner looking bewildered as Learner X was amazed by the friendliness shown to them by other boys. This was short lived for they were soon to learn of the inherent deception contained in this show of friendly concern. Like a prey they were been stalked by the predators of the school, who could divest them of their lunch and pocket money in a swoop.

Learner Y of the same school has experienced extreme fear and panic at the hands of the matriculants, a territorial bunch of youngsters whose word was law to any newcomer to the school.

These predators waited five long years to rise to the top of the "food chain" and had gained for their efforts the exclusive use of the matric squad, and a square of grass jealously guarded and forbidden to the youngsters. As Learner Y had inadvertently stumbled upon this area while searching for a friend this was the price he really paid:

"Surrounded by a sea of grinning faces, he knew blind panic as he was forced to get down on the floor and imitate a taxi driver. Feet pressing wildly on imaginary brake and accelerator, his hands worked the steering column feverishly while sweat poured down a face ashen with fear. To top it all he had to provide acoustic accompaniment of a taxi traveling at high speed. His tormentors were finding this performance hilarious; when he languished on the floor, close to tears." (Naidu, 2005:9).

This learner was saved from this humiliation by the intervention of a vigilant educator on duty who was at the right place at the right time to take action.

There is a genetic factor that affects the bullied learner. These learners often have conspicuous physical differences, e.g. physically handicapped, over weight, clumsy, tall, and short, skin colour, twitch/stutter etc. These evident “flaws” make the distressed learner feel that he/she can do nothing and his/her body language gives away that he/she feels defeated, frightened or angry, which makes him/her vulnerable to the predators that bully (Clark, 2004:1-2(online)).

Learners with learning difficulties, meaning that they have lower than average intelligence or requires special attention, become susceptible to being bullied. Besides underachievers, the high achievers who are talented and intellectually advanced also find difficulty relating to peers. Some learners try to hide their skills to be more like the others. Bullies quickly suss out their vulnerability (Rigby, 1996:81).

Learners that are physically more sensitive, cry easily, blush and react quicker when they are upset. These learners are perceived as targets of bullying. They are less able to tolerate stress and they show that they are unable to protect themselves.

The effects of bullying have a detrimental effect on the well being of the victim. Learners endure difficulty to come to grips with distress caused by bullying.

Literature emphasizes the psychological, physical and behavioural implications of bullying.

2.6.1 Psychological implication of bullying

Bullying is a type of peer aggression commonly occurring in school settings; it appears to represent a universal phenomenon and can be observed in a vast majority of schools (Gini, 2006:52). It is defined as a negative intentional action aimed at causing psychological harm to one or more learners who are weaker and unable to defend themselves (Orpinas, Horne & Staniszewski, 2003:431).

Bullying exerts long-term and short-term psychological effects on both the bullies and their victims. It has been linked with anti-social behaviour such as vandalism, shoplifting, skipping school, fighting and the use of drugs and alcohol (Bullying, 2005:1(online)).

According to Sharp (1998:81-88) and LeBlanc (2001:1) bullying is defined as the intentional, unprovoked abuse of power by one or more children to inflict pain or cause distress to another child on repeated occasions. It occurs in social groups with clear powerful relationships and low supervision, to some extent in all schools, and often without apparent provocation (Lutzker, 2006:150 Squelch, and 2001:75).

Bullying can have a major impact on the mental health of victims, perpetrators and bystanders concerning their education. It is perceived as stressful by those who experience it. Victims of bullying may have internalized difficulties that can develop into several mental health problems like (Bullied kids 'risk depression', 2004:1 (online)):

- Depression, suicidal ideation, deliberate self harm

- Hopelessness
- Anxiety
- Locus of control
- Sleeping difficulties

(1) Depression

Children that are bullied become depressed (LeBlanc, 2004:2, Clarke, 2004:2(online); Alexander, 2001:3).

Learners who are depressed report feelings of sadness, anger, worthlessness and hopelessness. These learners who are bullied also feel hopeless about themselves and their situation (Espelage, 2004:64, Jacques & Marsh, 2004:1, McCarthy, Lau, Valeri & Weisz, 2004:1).

The prevalence of depressive disorders among school-aged youth varies depending upon age and sex. This prevalence appears to be increasing. The following symptoms occur most often in childhood depression (Jacques & Mash, 2004:1, Moorhead 2004, 2):-

- dysphoric mood, irritability and weepiness;
- low self-esteem, hopelessness, decline in school performance and poor concentration;
- slower psychomotor behaviour, social withdrawal and increased aggressive behaviours;

- fatigue, difficulty sleeping, weight loss or weight gain and somatic complaints.

Thus, symptoms of depression in youth are related to both inter and intrapersonal functioning of both the victims and the perpetrators of bullying (Espelage, 2004:64, Heather & Mash, 2004:2, online)).

Researchers have found that depressed individuals hold negative views of themselves, the world and the future. There is a significant association between depression and low self-esteem. Self-esteem is the construct that represents negative thoughts about oneself (Callaghan & Joseph, 1995:161).

Besag (1989: 14) describes two types of victims that exist in the bully/victim continuum.

(a) The submissive victim

The submissive victim is characterized as anxious, insecure and not likely to retaliate when attacked. They withdraw into a state of depression and cry when bullied by others. This is a common type of victim (Espelage, 2004:65).

(b) The provocative victim

This type of victim tries to provoke bullying through his/her behaviour towards peers. They retaliate towards the aggressor. These individuals are often not liked by their peer group and tend to be at risk for adjustment difficulties (Batsche, 1997: 171).

Low self-esteem and increased level of depression are problems for both submissive and provocative victims (Besag, 1989:14). Depression has always been consistently associated with bullying in youth (Biggam & Power 1999:307; Craig, 1998:123).

(2) Hopelessness

Espelage (2004:66-67) states that hopelessness is a type of depression. It is a negative expectation towards oneself and the future. Hopelessness is likely to precede depression. Depressed children lack the ability to succeed therefore they view their future as hopeless. These children demonstrate a propensity to focus on negative events occurring in their lives to the exclusion of the positive (Espelage, 2004:66/67).

(3) Locus of Control

Locus control refers to the learner's beliefs about the causes of events in their lives. Individuals who believe that they have control over their environment possess an internal locus of control orientation whereas individuals who believe their environment is under control of forces external to them possess an external locus of control (Espelage, 2004:67).

It is clear that this aspect concerns both the bully and the victim.

The influence of locus of control is important because it may guide a learner's first reaction in a particular situation. Since bullying is considered a form of aggression, participation in bullying may also be

related to an external locus of control with possible psychological implications for both the bully and the victim.

Bullying causes undue stress for those who are victimized (Espelage, 2004:68).

(4) Anxiety

Anxiety is marked by an array of emotional behaviour patterns, and cognitive responses.

Learners may develop anxious symptoms directly from victimization by peers. Anxiety regarding a social situation may especially be likely to develop as bullying. These anxious learners may escape or avoid social activities.

The learner who has been the victim of bullying may often feel isolated in a learning environment (school). Children who once loved school fear and dread it, (Clark, 2004:3) after having been bullied (Alcaraz, 2004:1-2).

Children who have been bullied may react in different ways. Some become self-destructive, turning to drugs or alcohol usage. Girls sometimes mutilate (cut) themselves to relieve the emotional distress that they are under.

Learners often hear their parents and educators utter these remarks:

- Being bullied is just a part of growing up.
- You need to stand up for yourself.
- Boys will be boys.

- You need to toughen up.
- Don't be so sensitive.
- They tease you because they like you.
- They're just jealous. (Will & Neufield, 2002:51-55).

These remarks imply that bullying is a part of the developmental process, and are uttered by the adults whom the distressed learners love and respect. This results in the victims not being willing to tell their parents and educators that they are being bullied - a situation that may lead to repressed feelings and growing anxiety.

It is also clear that the victims feel revenge from the bully or even classmates, who will regard the disclosure as telling tales. If the bullying continues over a long period of time, the victims fear that it will upset their parents. Distressed victims of bullying are sometimes not willing to admit that the perpetrators have demanded expensive items or money. Parents set not only academic expectations but also social expectations for their child. Therefore victimized children, who are rejected and unpopular, are not willing to admit that they are being bullied (Alexander, 2001:4).

In their endeavor towards greater independence, adolescents often feel that they should be able to cope with the problems themselves.

Victims of bullying are likely to suffer from depression, somatic complaints (head and stomach aches), common health problems, not sleeping well, bed wetting and feelings of loneliness (Lutzker, 2006:153).

Some further psychological consequences of bullying that affects the victim is the fact that the victim's self esteem is lowered.

As mentioned previously bullied learners express two emotions: anger and sadness. There can be no doubt one of the common effects of bullying is to reduce the self-esteem of victims. What is meant by self-esteem can be conveyed by citing items. Students with low self-esteem agree to these statements:

I feel I don't have much to be proud of.

At times I think I am no good at all.

I wish I could have more respect for myself.

All in all, I am inclined to think that I am a failure (Rigby, 1996:50).

By contrast non-victimized learners agree more often with these statements.

I feel I am a person of worth, at least on an equal plane with others.

I am able to do things as well as most people.

On the whole I am satisfied with myself (Rigby, 1996:50; Anti Bullying Alliance, 2005:2)

The reason being bullied has a demoralizing effect on many people is that the victims fail to stand their ground, to acquit themselves well, in any conflict situation with their peers, strikes deeply. The greater the emphasis placed in a school on position and status in "pecking order", the greater is the potential loss and feeling of inferiority (Rigby, 1996:51).

Some people regard bullying as trivial, either because it seems to affect a few, or because its effects are seen as quite short term and are readily shrugged off (Rigby, 1996:48). Children soon learn that to be a wimp is to be despised by almost everyone. There is a further reason why feeling rejected especially hurts many learners. As Storr cited by Rigby (1996:51)

argues, unless they are prodigies, young children have not had sufficient time to develop the interests and skills that might enhance their sense of competence.

Learners that are bullied may not show any type of rebellion. The psychological consequences of bullying they encounter could be summarized as follows. These learners:

- are cautious about how to associate with peers;
- are very sensitive;
- are very quiet compared to other learners that are not victims of bullying;
- are very anxious and insecure;
- have fewer friends ;
- feel unhappy and lonely ;
- have a fluctuating self- esteem;
- have a negative view of themselves and their situation;
- look at themselves as failures;
- feel stupid, ashamed and unattractive (Squelch, 2001:74).

2.6.2 Physical implications of bullying

The body responds to extreme stress by releasing a cascade of cortical, adrenalin and other hormones that can damage the brain cells impair memory and set in motion long lasting and worsening deregulations of the body's complex biochemistry.

Bullying has a direct impact on the health and well-being of victims that are bullied (Rigby, 1996:54). Some children develop noticeable physical

problems, such as headaches, backaches, stomach aches, bedwetting and nightmares.

They may have sleep difficulties or loss of hair. Others suffer from loss of appetite or they eat too much. A tense and pale look with the skin on the face appearing as though it has been tightly pulled together, like a bad face-lift, is noticeable signs of distress that a bullied child exhibits. Poor posture and soft speech is common (Orpinas, Horne & Straniszewski, 2003:439).

It is impossible for bullied learners to be relaxed and calm. Their immune system is affected by stress hormones, which mean their resistance to infections and viruses is reduced and they are more likely to get sick (Rigby, 1996 :7).

2.6.3 Behavioral implications of bullying

Gabriel's (1998:51) findings from his study on insults at schools offer an explanation why contempt manifests in exchange with subordinates. He defines insults as interpersonal behaviours that are perceived by their recipients as slighting, humiliating and offensive. These include behaviours such as ingratitude, scapegoating, excluding, ignoring and despoiling of personal beliefs and ideas. Gabriel argues that these behaviours are regular features of daily life.

The bully reaffirms power through their emphasis on their subordinates' helplessness and vulnerability. Learners at school are forced to cognitive and behavioural strategies in response to everyday rejection at school by their peers (Sandstorm, 2004:1).

Children who cannot protect themselves against attack do not establish normal social relationships. They are scared to socialize. Bullied learners associate or hang around few learners who, like them have poor social skills and are at the bottom end of the social ladder in class (Naidu, 2005:4).

The distressed learner is doubtful whether his/her friends would be caring, considerate children, who would support him/her in times of stress or when he/she is actually bullied. Children who are picked on by their peers are more likely to be underestimated by the so- called friends. They often drop out socially or cling to one friend to whom they appear padlocked. Needless to say they do everything this friend wants them to do because they are too scared to express their own opinion for fear of losing their friend or being totally alone (Altman, 2004:6, Sandstorm, 2004: 2).

Some of the manifestations of bullying are the behaviour exhibited by the bullied learner whereby they isolate themselves or retaliate by displaying a “domino” effect from being bullied or they may isolate themselves totally.

- Isolation

Learners who are frequently bullied tend to have (if any) few friends. Because these learners are lonely they are easier to bully. It may also be seem to some that their isolation is evidence of their appropriateness for bullying. Once bullying occurs the isolation deepens, and the victim may feel so depressed as to make little or no effort to make friends (Rigby, 1996:51).

- A domino effect of being bullied

A child who is bullied continually at school by a more powerful peer or group of peers maybe unable or unwilling to retaliate directly but may be motivated to take it out on someone else. He or she may seem frustrated. Displacement may occur and he/she may take it out on another innocent victim (Lutzker, 2006, 149).

Some children lose confidence when they are excluded from a group. They merely give up instead of practicing assertive social skills. Distressed learners do not know how to make friends even after the bullying stops because their self-esteem and social skills are so poor. Bullying leads to shyness and social isolation (Altman, 2004:6(online)).

Distressed victims of bullying develop an impenetrable barrier around them and they become totally self- centered. They do things alone to avoid hurt. Children, who think negatively about themselves because the perpetrator has made them vulnerable, carry huge neon sign saying “I DON’T LIKE MYSELF”. Nobody enjoys being bullied. (Altman, 2004:8(online)).

Being bullied at school results in the learner becoming depressed and also having a low self- esteem which in turn leads to thoughts of self-destruction. Children that are regularly bullied by their peers are at a greater risk of contemplating suicide. The Columbine Massacre is substantiating fact of a tragic case where suicide was the only way out for David Kleobold (The perpetrator of killing 11 school mates in America on 19April 1999) (Naidu, 2005; Baker, 2004:1(online)).

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According to Besag, (1998:2) several studies on aggression and disruption in schools mention bullying as one of the areas where there is evidence of unacceptable behaviour.

When bullying is serious and sustained a learner may decide to avoid (if possible) going to school. This may require some deception. A learner's aversion to going to school and meeting the bullies/y is sometimes so strong that the parents are virtually forced to try another school to get a "new start".

Parents have gone as far as relocating their child in another school interstate (Rigby, 1996:52).

According to Rigby (1996:56) there is persuasive evidence of a link between suicides and peer victimization at school. A number of case studies have been reported in countries including Britain, Norway, USA, Australia and South Africa (Rigby, 1996:57).

2.6.4 Academic implications of bullying

The intellectual functioning of victims of bullying is usually affected. Victims of bullying reflect the impact of being bullied in their scholastic performance. It is self-evident that bullying in schools has adverse consequences for the victims and bystanders (Rigby, 1996: 48/54). The consequence for learners who are frequently bullied is more severe than those learners that are bullied at least once a week. These learners' scholastic results are not in keeping with their potential.

The quality of education that learners receive is often severely diminished or accelerated to the detriment of achievement or progress (Orpinas,

Horne & Straniszewski, 2003:433). Distressed learners with educational difficulties hide their lack of understanding for the fear that they will be teased for being stupid. They therefore miss out on extra help in class (Bullying-Not Just a Part of Growing Up, 2004:4(online)).

Gifted learners that are bullied are often very sensitive to reveal their insights and understanding because the bullies might make fun of them for being too bright. Their distress is the fear of embarrassment or ridicule, which prevents them from exploring their potential by asking questions in class or even trying something new. Special talents and skills that they possess are hidden - hence their achievements get limited or go unnoticed. A learner who is afraid of being teased will not even ask a simple question (Orpinas, Horne & Straniszewski: 2003:432).

The educator finds it hard to know what the bullied learner actually knows because they will not speak up spontaneously. The child who is feeling lonely, depressed and anxious because he/she is bullied, are less likely than others to achieve their true academic potential and in general their school work deteriorates (Espelage, 2004:64).

Research conducted by the University of Natal Education Policy Unit (Makanya: 2004) has found that schools and officials are turning a blind eye to bullying because of the absence of an effective national policy on bullying. Educators are struggling to control large classes in difficult circumstances. They are not trained for, and therefore do not detect, the undercurrents and dynamics of power abuse among learners (Makanya, 2004).

Chetty (2005) states that there are increasing cases of victimization, bullying and harassment of learners; therefore some schools introduced a mentoring system in an effort to stamp out bullying (Chetty: 2005).

This mentor programs not only give older learners leadership experience but younger ones get more recognized. The needs and anxiety of younger learners are addressed which will produce positive spin offs to assimilate knowledge at school.

Addressing the issues around the predicament of the bullied learner in distress will enable a culture of teaching and learning (COLTS) to prevail. It is very important to remember, according to Horing (2005:154), that if educators suspect that learners are bullied they must not put pressure on them because such persons are already feeling stressed. These learners need calm reassurance to reach their academic potential. Self – actualisation should not be prevented to occur.

2.7. THE BULLIED LEARNER'S RELATIONS WITH OTHERS.

According to Besag (1989: 102) bullying in schools is one of the dark, hidden areas of social interaction, which has thrived on a bed of secrecy and which has been neglected by professional investigation.

As explained before, being bullied can have a serious effect on a child's physical and mental health. Victims lack confidence, feel bad about themselves, have fewer friends and spend much time alone. They find it hard to face going to school and difficult to concentrate on their work.

These learners may complain of various physical symptoms as a result of being distressed or upset. Learners who become anxious find it hard to sleep and may feel depressed, or even suicidal. These problems carry on long after the bullying has stopped (Bernstein & Watson (1997).

2.7.1 Relations with parents and family members

Bullying impacts on families besides affecting the victims. A family is strung together like a chain. Each link is attached to make up the chain. When one person (one link) is experiencing a problem, the remainder of the family (chain) is affected. Parents, siblings and grandparents can be affected by a child that is in distress because of victimization at school. If one or both parents have experienced the pain and discomfort of being a victim of bullying when they were at school, then their child's distress will bring back memories of their own trauma. The parent - child relationship might be affected adversely.

Bullied learners experience helplessness, powerlessness and hopelessness which unwittingly provide a negative model to their development. Thus the fear and frustration exhibited by such children causes a disjointed harmony in the functioning of the family component. The interrelationship and internal dynamics mesh to expose the affected unity (Bor, Landry, Gill & Brace, and 2002:137).

2.7.2 Relations with peers

Children are in school for a large part of their lives and they are in daily contact with their peers. The curriculum is formulated in schools to satisfy the minds of young learners. These young learners are highly sensitive when they pick up and assimilate cues on how to utilize this curriculum. Thus sound peer relations are important for a balanced personal school life (Baker, 2004:1(online); Gini, 2006: 51).

If the curriculum is not able to offer learners opportunities for self-development, a sense of personal worth and access to the goals of

society, they could use any of the several forms of deviant behavior to express their rejection for their peers.

Bullying in the form of anti-social behavior is pervasive in schools, neighbourhoods and homes throughout the world. Children are exposed to bullying in many forms. They maybe teased, physically hurt or attacked, ignored, socially isolated, called names, have their property stolen, defaced repeatedly, have rumors spread about them or be publicly or privately humiliated and embarrassed. These activities must have an effect on peer relations.

Bullying behavior according to Altman (2004: 2(online)) crosses social, economic and racial lines. Studies suggest that aggressive behavior in childhood may be a risk factor for future problems with violence and delinquency that infiltrates into the community. Anti-social behavior places bullying as an entry level for physically aggressive acts and unsound relations with others around one.

Some youth may progress from the first step of bullying to a more violent behavior of physical assault and rape. Bullying is linked with vandalism, shoplifting, dropping out of or skipping school, fighting and using drugs and alcohol. Consequently victims face peer rejection and social isolation, which may contribute to an increased risk of depression (Alcaraz, 2004:1).

Altman (2004:49online)) and Moyer (2004:1) say children who are bullied may perceive the world as a threatening, unsafe place, and become suspicious, withdraws or are joyless. These learners try to get revenge. Ultimately they may try to retaliate in a violent manner to get revenge. In some cases the bully is the contributory factor in causing victims to

harm themselves or consider suicides or pose a threat to other members of society.

Nansel, Overpeck, Pilla, Ruan, Morton, & Simons & Scheidt (2001: 2094-2100) state that recipients of bullying behaviour tend to experience social isolation, therefore they revert to problem behaviour, damaging society by drinking and smoking which are about the most common ways, impacting negatively on their peer relations.

The impact of bullying in a society is evident when one looks at school shootings including the Columbine Massacre. Crawford (2004:1) & Baker (2004:1(online)) state that the school shooters are bullied, threatened, attacked or injured by others; hence they go out and seek their revenge at the mercy of even the innocent learner whose life is spared.

Evidence has been accumulated that some childhood disorders such as depression are associated with low levels of family support. Butler (2001: 4) stated in a paper that a large number of studies demonstrate that violence experienced as a child is a major factor for committing or being a victim of violence as an adult. These learners find it difficult to get along with their peers.

Bullying in school should be a concern of society even if bullying doesn't lead to murders or suicides in childhood. This form of behaviour estranges the relationship between peers.

Pearce (1991:70) distinguishes between aggressive bullies who direct their aggression, towards educators and learners. These learners don't feel that their bullying is wrong. Then we get aggressive bullies who direct their aggression towards any person, irrespective of the person's

position of authority. In such a situation the relationship between learners becomes affected.

These bullies exhibit a behaviour whereby they have the desire to dominate physically and emotionally, hence they are not sensitive to other people's feelings. They have a poor self-image, are uncertain and have few friends. The bullying is directed towards victims who do not mean much to him/her (e.g. someone who has more power than his/her).

Pearce (1991:70) and Tremle (2001: 110) found that bullies in Japan always attack in a group. They are more active and the extent of the bullying is brutal.

Interaction among learners is vital for a harmonious working relationship among peers. Learners that are distressed and bully back use those with learning problems and those that are less successful academically. For example, children diagnosed with Attention Deficit Hyperactive Disorder (ADHD) are identified as bullies because of their disruptive and sometimes aggressive behavior (Fried & Fried, 1996).

It is important to bear in mind that some learners are more resilient than others and they may even come through experiences of fairly intense bullying relatively unscathed, physically and psychologically (Rigby, 1996:49). They are therefore dependent for their self-esteem on the quality of their interpersonal relationships, and in particular how their peers treat them (Rigby, 1996:51)

2.7.3 Relations with educators

The educator and learner form a part of the pedagogic situation whereby they associate with each other.

According to Pearce (1991: 86) bullying and aggression are more likely to occur in schools with a low staff morale, high educator turnover, unclear standards of behaviour, inconsistent methods of discipline, poor organization, inadequate supervision and a lack of appreciation of learners as individuals who are our becoming adults of the future. This aggression that is exhibited affects a harmonious educator and learner relationship. These circumstances affect the relations between learners and educators, due to the lack of stability and harmony.

The attitude and actions of educators can be critical influences against bullying by helping learners shift their behaviours into more productive and socially acceptable channels. There must be a cut and dry policy to reprimand perpetrators of such heinous actions. Actually it is incumbent on the schools to further influence learners and educator behaviour by creating a normative climate that promotes peace, respect and intolerance of bullying and other aggressive behaviour.

By ignoring bullying or failing to intervene, school staff may unwittingly reinforce this behaviour by creating an environment that condones harassment and aggression as means of resolving conflict and responding to actual or perceived threats.

A more critical impact is the poor academic results, forming part of a cycle of escalating violence and social problems (Monks, Ortega &Val, and 2002:459). The performance of learners determines the strength or effectiveness of an educator. In the education system there are many

yard-sticks to determine academic levels of learners in a particular grade in the form of common tests, challenges, olympiads and examinations.

According to Bor, Landry, Gill & Brace (2002:140) it is believed that bullied learners feel isolated, frightened and humiliated. These learners make the task of educators so much more difficult in the day to day running of school.

Many management and power structures in schools are riddled with bully devaluing and verbally abusive treatment. Fearful tolerance and silent denial among learners keep the aggressive treatment peace, breeding climates that foster repetition of bullying and its destructive impact on the distressed learners (Holland, 2001:1, Besag, 1989: xi).

According to Sutton, Smith and Swettenham (1999, 435) educators inadvertently embrace bullies in the classroom. These are the learners who are extroverted, have group identity as opposed to the distressed victim that is bullied. Confident learners raise their hands and they are not afraid if an answer is wrong, in contrary to the shy withdrawn victim who has no confidence or self-esteem.

Educational authorities consistently miss the point when trying to deal with situations where a learner goes ballistic and uses a gun to express how miserable he/she is. This misery drives the distressed learner to a breaking point. After every school shooting or murder the question asked is "Why didn't someone see that these bullies are loners who have been bullied or teased at some time or another" (Baker, 2004:1(online)).

Educators are busy with classes. Distressed learners of bullying exhibit discipline or learning disorders. They are referred to psychologists for treatment that takes place in isolation and out of context.

Learners in mainstream schools experience “disturbing high levels of bullying” (Sharp, Tattum and Lane, 1989: 6). Regular victims of bullying are more likely to absent themselves from school (Reid, 1989:89-94, Slee, 1994:97-107) or develop a range of psychosomatic symptoms or hysterical symptoms, affecting the relations between themselves and educators and being branded as regular absentees

There is good reason to think that learners with special needs may be vulnerable to bullying (Whitney, Nabuzoka and Smith, 1992: 23). They experience more dissatisfaction and anxiety about peer relations than their unaffected classmates (Taylor, 1987:1321-1334). Espelage and Swearer (2004:298) and O'Moore & Hillary (1989 : 426-441) found that bullying was twice as high where learners are attending remedial class. Educators servicing the needs of such learners are faced with this challenge.

The primary obligation of the education system is that schools have the duty to teach those values, attitudes and skills which foster mutual respect and caring among their learners and towards others. Hence it is incumbent on the educators to ascertain that the holistic development of learners is adhered to with excellence.

2.8 CONCLUSION

Although there is a great deal of research in the developed world about bullying in schools, there is a dearth of such research in developing world context of South Africa (Flisher, Ward, Lombard. 2004). Introducing a policy must not be mere words on paper. It must be a pro-

active policy, not a rulebook dusted down on the principal's table after aggression has resulted in injury.

Childhood should be the time filled with wonder and joy, but the reality for many learners is often much different. Bullying aggravates this situation.

Learners often remain silent about their bullying experiences, in part because they fear that bullies will intensify their abuse if the victims bring it to the attention of authorities (Espelage Swearer, 2004, 298-299).

For the victim, bullying can be an acute source of stress, stress-related illnesses and anxiety, sometimes depression. A distinguishing effect of bullying is that the victim's confidence is eroded; they can be vulnerable and can be reluctant to complain (Watson, 2004:3).

Because bullying is often unseen, adults may underestimate its prevalence and effects. Educators and parents should become more adept and sensitive at identifying victims and bullies and understand the severity of the problem (Lutzker, 2006, 149).

Ignorance or failure to address bullying can cause sadness, despair and hopelessness in affected learners. The victims or troubled youth, being unable to cope, with nowhere to turn may drop out of school or unleash their frustration, anguish and rage on themselves or others (Lutzker, 2006, 153-154).

From the explanation of the learner in distress one can conclude that it is clear that bullying always include the following three elements:

- The intentional use of aggression.
- An unbalanced relationship of power between bully and victim.
- The bully who is responsible for causing the physical pain and emotional misery to the victim (Espelage & Swearer, 2004:298).

To prevent such occurrences, stronger commitment is needed to ensure that all learners have the opportunity to grow in a safe, secure environment where they are free from bullying, harassment and intimidation. Harassment, intimidation and bullying impede both a learner's ability to learn and a school's ability to educate its learners in a safe environment (Lutzker, 2006, 149).

Bullying impairs a learner's achievement, educational attainment, and ultimately earning potential.

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CHAPTER 3

PLANNING OF THE RESEARCH

3.1 INTRODUCTION

According to Smit, (1994:274) cited by Van Rensburg , it is imperative that a valid literature study precedes empirical research. In the preceding chapter a literature study was reflected regarding bullying among learners in schools. From the literature study it is clear that the state does not have effective mechanisms or policies in place to assist educators to deal with the looming crisis of bullying that is invading the social security of learners in schools.

This chapter describes the methodological procedures adopted in constructing the research instrument and planning the empirical research. For this research the descriptive method of research was used to collect data with regards to the educators' perception of bullying in schools. According to Melville and Goddard (1996:143) and Mahlangu (1987: 77) a descriptive approach is one of the approaches for gathering data and uses a combination of different methods, namely survey, development studies and case studies. The survey method that includes questionnaires was used in this study.

3.2 PREPARATION FOR AND DESIGN OF THE RESEARCH

3.2.1 Permission

Permission was requested from the Superintendent of Education Management (Annexure A) to administer the questionnaire to educators

in schools in the Umbumbulu Circuit Umlazi District, which is part of the Ethekwini Region, of Kwazulu Natal. Permission was granted (Annexure B). The researcher utilized the services of the Senior Education Manager of the Amanzimtoti Ward, Dr. J.C.J Van Rensburg to seek permission from each of the principals at a meeting held by the Department of Education. Thereafter the necessary arrangements were made by the researcher telephonically with the principals to administer the questionnaire to the educators.

3.2.2 Selection of respondents

Vockell and Asher (1995: 70) refer to sampling as a strategy used to enable researchers to pick a group and use it as a basis for making inferences about the population, in order to come to a generalization based on the responses to the questionnaire. Therefore in this study, the researcher chose random sampling as a sampling method.

For the purpose of the research, the researcher has identified both primary and secondary schools. The researcher selected the Umbumbulu Circuit which employs approximately one thousand primary school educators, for the sample. Thus two hundred educators formed the sample and answered the questionnaire.

Each school in the Umbumbulu ward was given a number. This number was written on a piece of paper together with the number of educators that are based at that school. Each of these pieces of paper was folded and placed in a container. The contents were shuffled and the researcher took out the pieces of paper one by one, recording the number of the school and the number of the educators that would form the sample. The process continued until 200 respondents were obtained. Thus 38 schools

were drawn and educators of each school were part of the sample.

Ten educators in each of the chosen schools were given the questionnaire to complete. The researcher asked principals to make certain that at least all levels of the staff were given the opportunity to complete the questionnaire.

3.3 THE RESEARCH INSTRUMENT

3.3.1 The questionnaire

A questionnaire (Annexure C) was used to obtain data on the educator's perceptions of bullying in schools. According to Vockell & Asher (1996:28), a questionnaire is a data collection instrument other than achievement or ability test on which respondents directly supply their own answers to a set of questions.

Plug, Meyer, Le Roux & Gouws (1991:391) define the term questionnaire as a series of questions designed to cover a single topic or related topics to be answered by a respondent. Questionnaires can be employed to measure interests, attitudes, opinions and personality traits, as well as the gathering of biographical data.

Leedy (1992:135) states that a questionnaire is a commonplace instrument for observing data that sometimes lay buried deep within the minds, or within the attitudes, feelings or reactions of men and women.

3.3.2 Construction of the questionnaire.

Van den Aardweg and Van den Aardweg (1988:198) states that the researcher should consult and seek advice from specialists and colleagues at all times during the construction of the questionnaire.

An important objective in the construction of the questionnaire was to present the questions in a simple and uncomplicated manner, thus making them user-friendly to the respondents.

Ary, Jacobs and Razavieh (1990: 422-424) and Naidu N. (2004:69) suggests the following criteria for constructing questionnaires:

- Construct the instrument in such a way that it reflects quality.
- It must be short enough so as not to take too much time so that the respondents will reject it completely.
- The questionnaire should obtain some depth to the response in order to avoid superficial replies.
- The respondents should have the information necessary to answer the questions.
- The ideal questionnaire must not be too suggestive or too unstimulating, particularly with reference to choices.
- Questionnaire items must be phrased so that every respondent can understand them.
- It must be of sufficient interest and have enough face appeal so that the respondent will be inclined to it and complete it.

- The questionnaire should elicit responses that are defined but not mechanically forced.
- Questions must be asked in such a way that the responses will not be embarrassing to the individual.
- Avoid questionnaire items that might be misleading because of unstated assumptions.
- Make sure that the alternatives to each questionnaire item are exhaustive, that is, express all the possible alternatives on the issue.
- Questions must be put in such a manner as to allay suspicion on the part of the respondent concerning hidden purpose in the questionnaire.
- The questionnaire must not be too narrow, restrictive or limited in its scope or philosophy.
- The responses to the questionnaire must be valid, and the entire body of data taken as a whole must answer the basic question for which the questionnaire was designed.
- Avoid 'double barreled' questions that attempt to ask two questions in one.

These criteria have been observed as well as possible in the construction of the questionnaire for this research (Annexure C).

The questionnaire was divided in two sections:

Section One dealt with the biographical information of the respondents and consisted of items 1.1 to 1.8.

Section Two dealt with the educators' perception of bullying in schools and consisted of items 2.1 to 2.13.

The respondents were requested to indicate their responses in three ways: agree, disagree and uncertain, apart from some open ended items.

Where it was deemed necessary in order to provide for responses not provided for in the questionnaire statements, the category "other (please specify) had been given.

3.3.3 Characteristics of a good questionnaire.

The following can be considered as characteristics of a good questionnaire (Mahlangu,1987:84-85; Norval , 1988:60; Van den Aardweg & Van den Aardweg, 1988:60 ; Ary, Jacobs and Razavieh (1979:345):

- It has to deal with a significant topic, enough to warrant spending time on.
- It seeks only that information which cannot be obtained from other sources.
- It must be as short as possible, but long enough to obtain the essential data.

- It must be attractive in appearance, neatly arranged and clearly printed and duplicated.
- Directions for a good questionnaire are clear and complete and important terms are clearly defined.
- Each question deals with a single concept and should be worded as simply and as straightforwardly as possible.
- Different categories should provide an opportunity for each, accurate and unambiguous responses.
- Objectively formulated questions with no leading suggestions should render the desired responses.
- Data obtained from questionnaires should be easy to tabulate and interpret.
- Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. This order helps the respondents to organize their own thinking so that their answers are logical and objective.
- Avoid questionnaire that might be misleading because of unstated assumptions.

Oppenheimer (1992: 128-129) adds the following suggestions:

- Avoid double negatives.
- Use simple words; avoid acronyms, abbreviations, jargon and

technical terms.

3.3.4 Advantages and disadvantages of the questionnaire.

(1) Advantages of the written questionnaire

According to Mahlangu (1987:96), the questionnaire is one of the most common methods of gathering data. It is also time saving and conducive to reliable results.

The questionnaire as a research instrument has the following advantages (Cohen & Manion, 1994:111-112, Gillham, 2000:5-8, Naidu N, 2004:72):

- Affordability is a primary advantage of written questionnaires because it is the least expensive means of collecting data.
- Written questionnaires preclude possible interviewer bias.
- A questionnaire permits anonymity. The responses represent a person's beliefs feelings, opinions or perceptions would increase.
- A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in a face- to- face situation with an interviewer who may be a complete stranger.
- It permits a respondent sufficient amount of time to consider answers before responding.

- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaires can be given to many people simultaneously, i.e. a large sample of a target population can be reached.
- Questionnaires offer greater uniformity across measurement situations than do interviews since each person responds to exactly the same questions.
- Using a questionnaire solves the problem of non- contact when the respondent is not at home.
- Through the use of the questionnaire approach, the problems related to interviews may be avoided.
- Questionnaire design is relatively easy if the set of guidelines are followed.
- The administering of questionnaires and the coding, analysis and interpretation of data can be done without any special training.
- Questionnaires can elicit information, which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

(2) Disadvantages of the written questionnaire.

Some of the disadvantages of the written questionnaires are as follows

(Gillham, 2000:9-14, Kidder & Judd, 1986:223-224, Van den Aardweg & Van den Aardweg, 1988:190, Mahlangu, 1987:84-85):

- People are generally better able to express their views verbally than in writing.
- Answers to mail questionnaires must be seen as final.
- Questionnaires do not provide the flexibility of interviews. If respondents interpret the questions differently, the validity of the information obtained is jeopardized.
- Questions can only be answered when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.
- Written questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondents may have.
- In a mail questionnaire the respondent examines all the questions at the same time before answering them and the answers to the different questions can therefore be treated as 'independent'.
- Researchers are unable to control the context of question answering, and specifically, the presence of other people. Respondents may request friends or family members to examine the questionnaire or comment on their answers causing bias if the respondent's own private opinions are desired.
- A typically low response rate is noted unless the sample is captive.

This depends partially on whether the respondents know the researcher personally or whether the questionnaire is seen as interesting and worthwhile to complete and the amount of time and trouble that has to be spent to complete and return it. Impersonal questionnaires can attract a response rate below 50%. A captive group such as students in a lecture hall or staff in a classroom can mean a response rate of 100%.

- Respondents are uncertain as to what happens to data. Questionnaires commonly do not explain why the information is being collected and what use it will be put to. It could have a major effect on whether or not someone completes the questionnaire.

In this study some of the disadvantages of the mail questionnaire will be alleviated since the researcher will be present to address problems before some respondents' attempted completing the questionnaire.

3.3.5 Validity and reliability of the questionnaire.

According to Huysamen & De Alessandro (1989:1-3) there are two concepts that are of critical importance in understanding issues of measurement in research, namely validity and reliability.

(1) Validity of the questionnaire

The validity of the questionnaire as research tool relates to its appropriateness for measuring what a questionnaire is intended to measure. (Mahlangu, 1987:83, Smit, 1983:46) points out that the validity of the questionnaire cannot be assumed, it must be established.

Validity indicates how worthwhile a measure is likely to be, in a given

situation. Validity should show whether the instrument is giving you a true story, or at least something approximating the truth.

Schumacher and McMillian (1983:223-226) define validity as a judgment of the appropriateness of a measure for the specific inferences or decisions that result from the scores generated. In other words validity is the ability of an instrument to measure what it is intended to measure. Oppenheimer (1992:144) states that validity is concerned with factual here – and -now. He further states that validity tells us whether the question item or score measures what it is supposed to measure. Hence, the researcher has to provide adequate evidence to verify that validity exists.

Naidoo (1997: 92) states that in order to assure that the procedures have validity in relation to the research problem, subjects and setting of the study, it is incumbent upon the investigator to describe the validity of the instruments used to collect data. The researcher should show that for the specific influences and conclusions made in their study, there is evidence that validity exists.

Van den Aardweg & Van den Aardweg (1988: 237) and Winberg (1997:42) states there are three types of validity:

- Content validity: where content and cognitive processes can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
- Criterion validity: refers to the relationship between scores on a measuring instrument and an independent variable believed to measure directly the behaviour or characteristics in question. The criterion should be relevant, reliable and

free from contamination and bias.

- Construct validity: pertaining to the extent to which the test measures a specific trait or construct. For example, intelligence, reasoning, ability and attitudes.

Oppenheimer (1992: 145) states that by purifying a questionnaire, we can make it highly reliable so that repeated administrations of the questionnaire will give very similar results, but how can we be sure that it really does measure what it sets out to measure? The answer to this question is not difficult as the criterion can be obtained. Oppenheimer (1992:145) defines criterion as an independent measure of the same variable to which the results of the test or questionnaire can be composed.

For the purpose of this study, the questionnaire (cf. Annexure C) is seen as the most appropriate instrument that serves the best objective of this study. As the questionnaire targeted all educators, they are expected to possess adequate skills and expertise to be able to respond to the questions in a responsible and honest manner. The researcher is convinced that the questionnaire is valid and reliable.

(2) Reliability of the questionnaire

Schumacher and McMillan (1983:194) refer to reliability as the consistency of measurement and the extent to which the results are similar over different forms of the same instrument on occasions of data collection.

Van den Aardweg & Van den Aardweg (1988:194) distinguish between

the following types of reliability:

- Test-retest reliability is consistently estimated by comparing two or more repeated administrations of the measuring instrument. This gives an indication of the dependability of the results on one occasion and on another occasion.
- Internal consistency reliability: This indicates how well the test items measure the same thing. The split- half reliability can be calculated by correlating the results obtained from two halves of the same instrument.
- Alternate forms of reliability in which two forms of a test are designed and the scores of a student on each test are compared for reliability.

There are sources of error that affect reliability and according to Mulder (1989: 208) these include:

- Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.
- Variations in the conditions of administration between groups. These range from various distractions, such as usual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
- Differences in scoring or interpretation of results, change

differences in that the observer notices and errors in computing scores.

- Random effect by the respondents who guess or check attitude alternatives without trying to understand them.

The researcher believes that the respondents were honest and sincere in responding to the questionnaire, hence maximizing possible reliability.

3.4 PILOT STUDY

Oppenheimer (1992:47) defines a pilot study as a process of designing and trying out the questionnaire. The pilot study is done with fewer subjects of the population to whom the whole questionnaire will be administered. He further states that the pilot study is designed to provide a trial run of the data collection approach. It may be intended to test out the data collection method or an instrument to see if it is in need of correction or revision. This means that the pilot study is done to test the research instrument and see whether refinement is needed.

According to Borg and Gall (1981: 101), a pilot study has the following advantages:

- It presents a thorough check of the planned, statistical and analytical procedures, thus allowing an appraisal of their adequacy in treating the data.
- It provides the researcher with problems with the research instrument not foreseen prior to the pilot study. These problems are then corrected before the main administration of the questionnaire.

The pilot study helps the researcher to decide whether the study is feasible and whether or not it is worthwhile to continue, as planned.

3.4.1 Advantages of a pilot study

The advantages of the pilot study have prompted the researcher to use it in the project under study.

The pilot study for this research was done amongst educators in the Umkomaas , Umgababa and Scottburgh areas in the Kwazulu Natal South Coast. The pilot study was conducted by the researcher herself. After analyzing the responses and having some interviews with the respondents after the pilot study, the researcher did necessary corrections as indicated by the pilot study and was confident that all the questions in the questionnaire were relevant. At this stage the questionnaire was ready to be administered.

3.5 ADMINISTRATION OF THE QUESTIONNAIRE

Ary , Jacobs & Razaviah (1985:352) suggests that researchers may find it useful to mail an introductory letter to potential respondents in advance of the questionnaire itself. This makes the respondents aware that a questionnaire is coming rather than overwhelm them with a questionnaire package. A covering letter addressed to the respondent by name and title must accompany the questionnaire. The covering letter serves to introduce the potential respondents to the questionnaire and encourage them to respond. The cover letter should include the purpose of study, the request for co-operation, the protection provided to the respondent and the request for immediate return.

The researchers did not, however follow Ary, Jacobs & Razaviah's (1985:352) suggestion of sending introductory letters but used their suggestions as a guide in the administration act. The researcher sent an introductory letter to the principal of each school targeted. The principal in turn set up meetings between the researcher and the educators (respondents in this study) during their non- teaching time.

At these meetings, the researcher conveyed the details of the questionnaire. These meetings created an atmosphere of trust between the researcher and the respondents. Questionnaires, together the contact telephone number of the researcher was given to each respondent and the date on which the questionnaire would be collected was agreed upon. The researcher gave the respondents a week with the questionnaire so that they may have enough time to respond. The completed questionnaires were collected by the researcher on the agreed date. A 100% return rate was obtained.

3.6 PROCESSING OF DATA

The collected data was captured in a format, which would allow analysis and interpretation. This involved the careful coding of the questionnaire completed by educators. The coded data was subsequently transferred to a computer spreadsheet using the Quattro Pro 4.0 statistics computer programme. Data was converted into frequency tables to analyse the findings by means of descriptive statistics.

3.6.1 The descriptive statistics

Descriptive statistics according to Van Rensburg, Landman and Bodenstein (1994:355) serve to describe and summarise observations. Frequency tables are useful in forming impressions about the

distribution of data.

According to Van den Aardweg and Van den Aardweg (1988: 65-68) frequency distribution is a method to organize data obtained from questionnaires to simplify statistical analysis. A frequency table provides the following information:

- It indicates how many times a particular response appears on the completed questionnaire.
- It provides percentages that reflect the number of responses to a certain question in relation to the total number of responses.

The researcher used the descriptive statistics method to summarise data and to interpret the results. The use of the descriptive statistics is the most fundamental way to summarise data and it is indispensable in interpreting the results of quantitative research.

3.6.2 Application of data

Data obtained by the questionnaire were used to arrive at certain conclusions, findings and recommendations.

3.7 LIMITATIONS OF THE STUDY

3.7.1 Limitation of the scope

The researcher recognizes that this study focuses on only one delineated aspect of a larger research problem of bullying that is plaguing both our primary and secondary schools presently.

The restricted scope of this study covers only certain schools in the Umlazi District, Umbumbulu Circuit. The restricted scope of the population resulted because Umlazi District has many schools situated next to one another, this will save cost. It would be very costly to target schools outside Umlazi District.

The following are likely factors that might have influenced the reliability of the questionnaire:

- The educators might not have been upfront and honest in their responses.
- The investigation was confined with educators in the Umlazi District, Umbumbulu Circuit, only.
- Although educators from both secondary and primary schools were targeted for their responses any differences as regards bullying tendencies between learners of school types were not reflected in the data presentation.

3.7.2 Limitation of the design

According to Schumacher and McMillian (1983:512) stating the design limitations illustrates the researcher's knowledge of the threats to internal and external validity in the proposed design. They further state that it is better for the researcher to recognize the limitations of his design rather than claim that he has a "perfect" design. In this study the researcher acknowledges that she does not have the "perfect" design, but with the time and resource constraints faced with, the present design

is the most convenient and appropriate for the research under study.

3.7.3 Methodological limitations

Schumacher and McMillian (1983:573) state that methodological limitations refer specifically to validity and reliability of the instrument to be used for data collection. Data collection for this study was done by means of a questionnaire .The limitations of the questionnaire are listed in section 3.3.4(2). Though the questionnaire has certain disadvantages, the researcher found that the advantages of the questionnaire outweighed the disadvantages for the purpose of this study. The researcher feels that the questionnaire used in this study has a reasonable level of validity and reliability.

3.8 SUMMARY

Chapter 3 served to outline the criteria and procedure that the researcher had to consider in the planning of this research. Planning incorporated permission, selection of respondents, the respondents, the research instrument and (in this case, the questionnaire), validity and reliability of the questionnaire, the pilot study, administering of the questionnaire, procuring of the data and the limitations of the data. All the above aspects served in the construction of a credible research design.

In Chapter Four the data obtained will be presented, analysed and interpreted.

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CHAPTER 4

PRESENTATION AND ANALYSIS OF RESEARCH DATA

4.1 INTRODUCTION

This chapter deals with the analysis and interpretation of data the researcher collated utilizing two hundred self-administered questionnaires (cf. Annexure C) to educators in nineteen schools in the Amanzimtoti Ward, Umbumbulu Circuit in the Ethekwini Region of Kwazulu –Natal.

4.2 DESCRIPTIVE STATISTICS

4.2.1 Biographical data of respondents

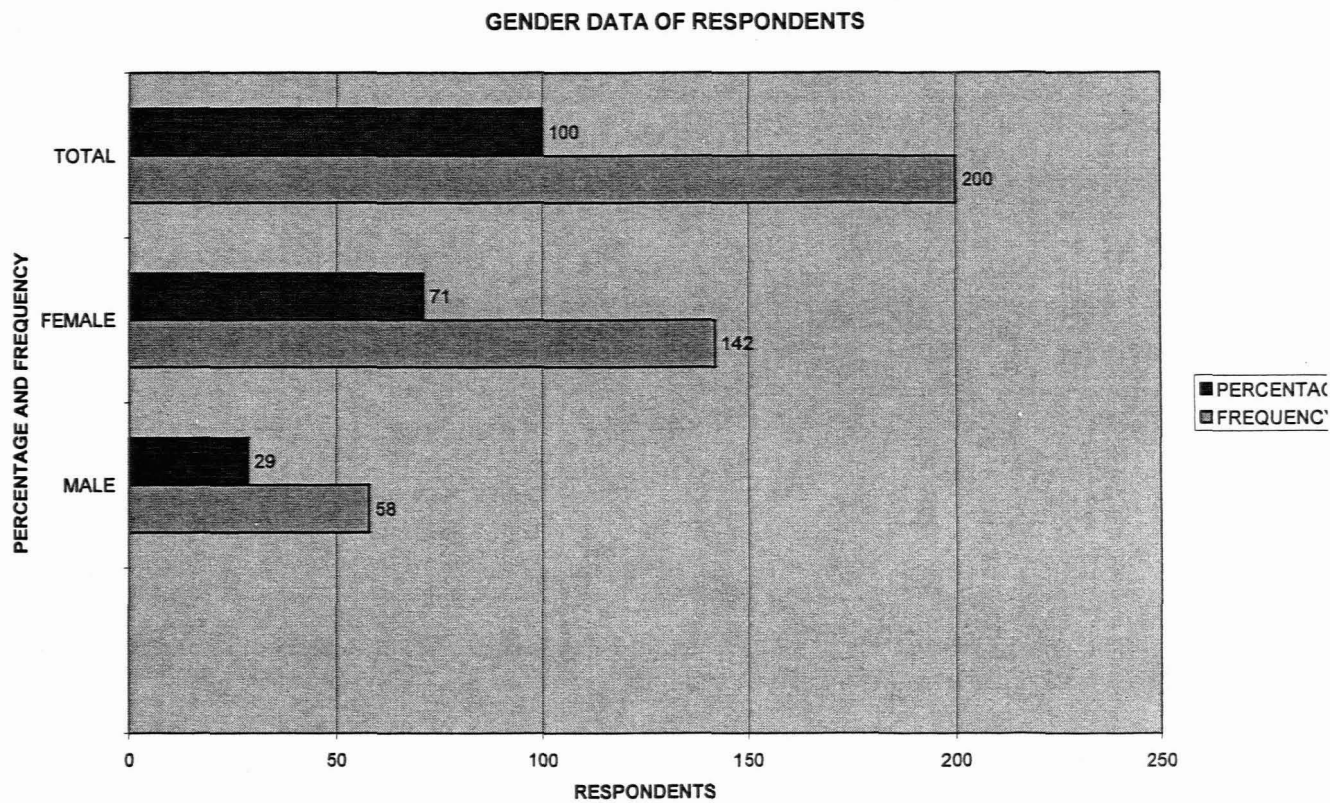
(1) Gender

Table 1 Frequency distribution according to gender.

Gender	Frequency	%
Male	58	29
Female	142	71
Total	200	100

Of the 200 targeted respondents, fifty eight (26%) were males and one hundred and forty two (71%) were females. This speaks for itself that there are more females than males in the teaching profession.

Graph 1 Gender of respondents



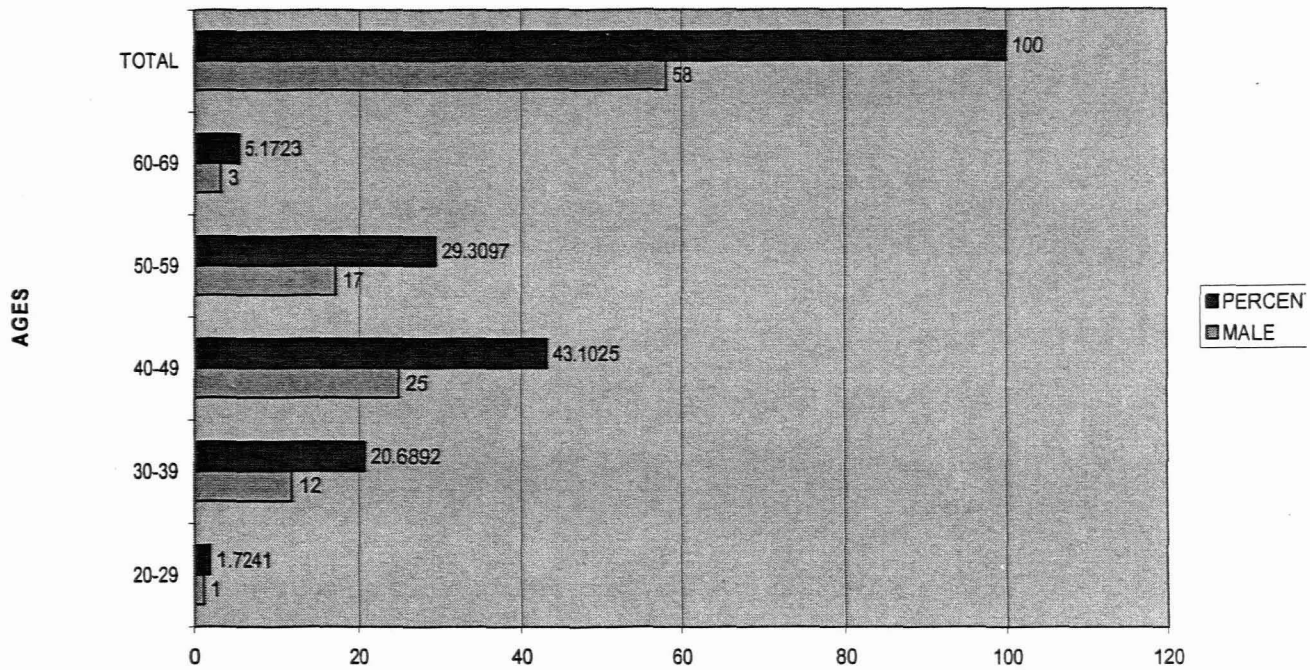
(2) Age Group

Table 2: Frequency distribution of respondents' age.

Age	Male	%	Female	%	Total	%
	Frequency		Frequency			
20-29	1	1,7241	14	9,8591	15	7.5
30-39	12	20,6892	54	38,0281	66	33
40-49	25	43,1025	54	38,0281	79	39.5
50-59	17	29,3097	15	10,6338	32	16
60-69	3	5,1723	5	3,5211	8	4
Total	58	100	142	100	200	100

Graph 2(a): Frequency distribution of male respondents' age.

AGE OF MALE RESPONDENTS

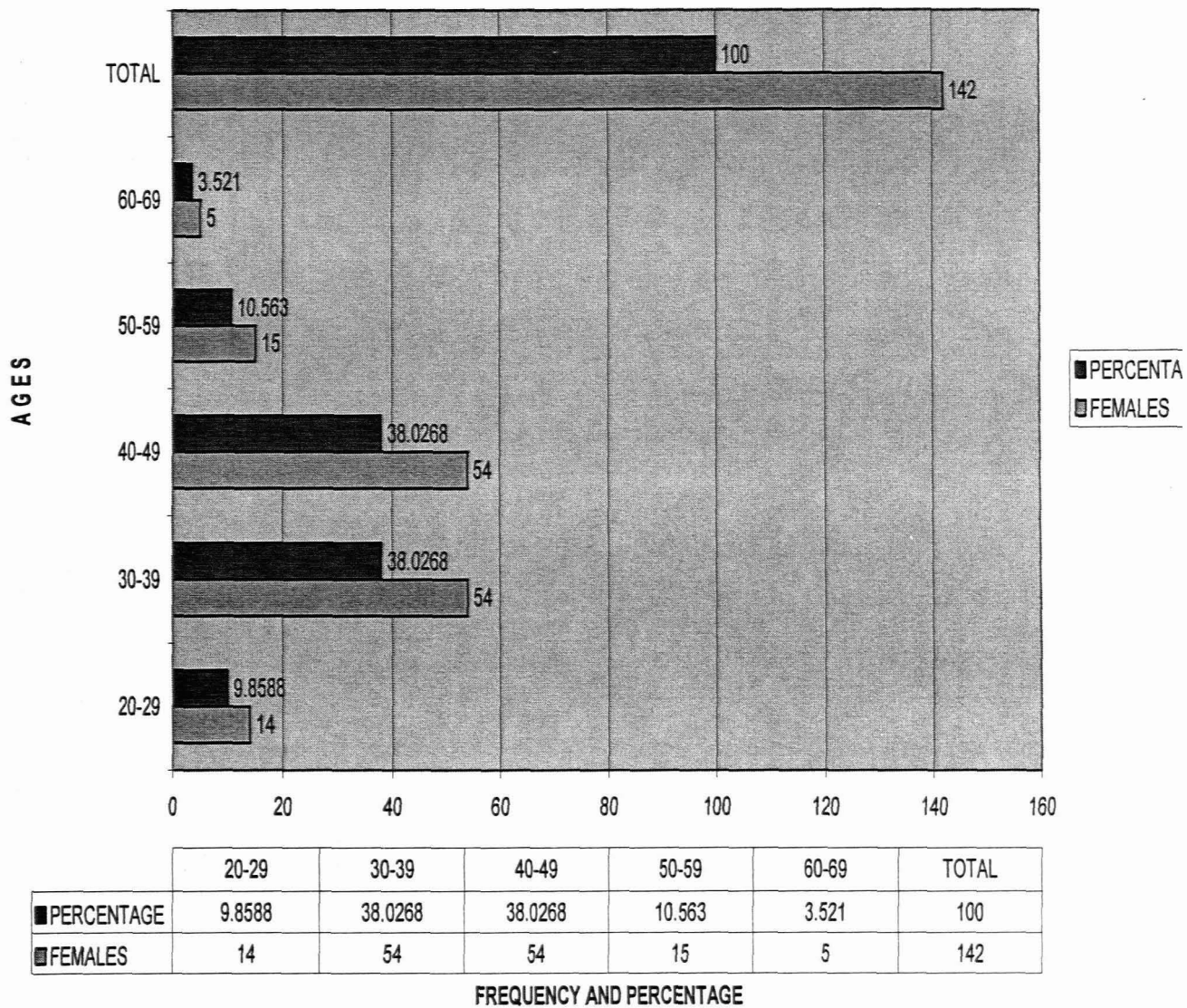


	20-29	30-39	40-49	50-59	60-69	TOTAL
PERCENTAGE	1.7241	20.6892	43.1025	29.3097	5.1723	100
MALE	1	12	25	17	3	58

FREQUENCY AND PERCENTAGES

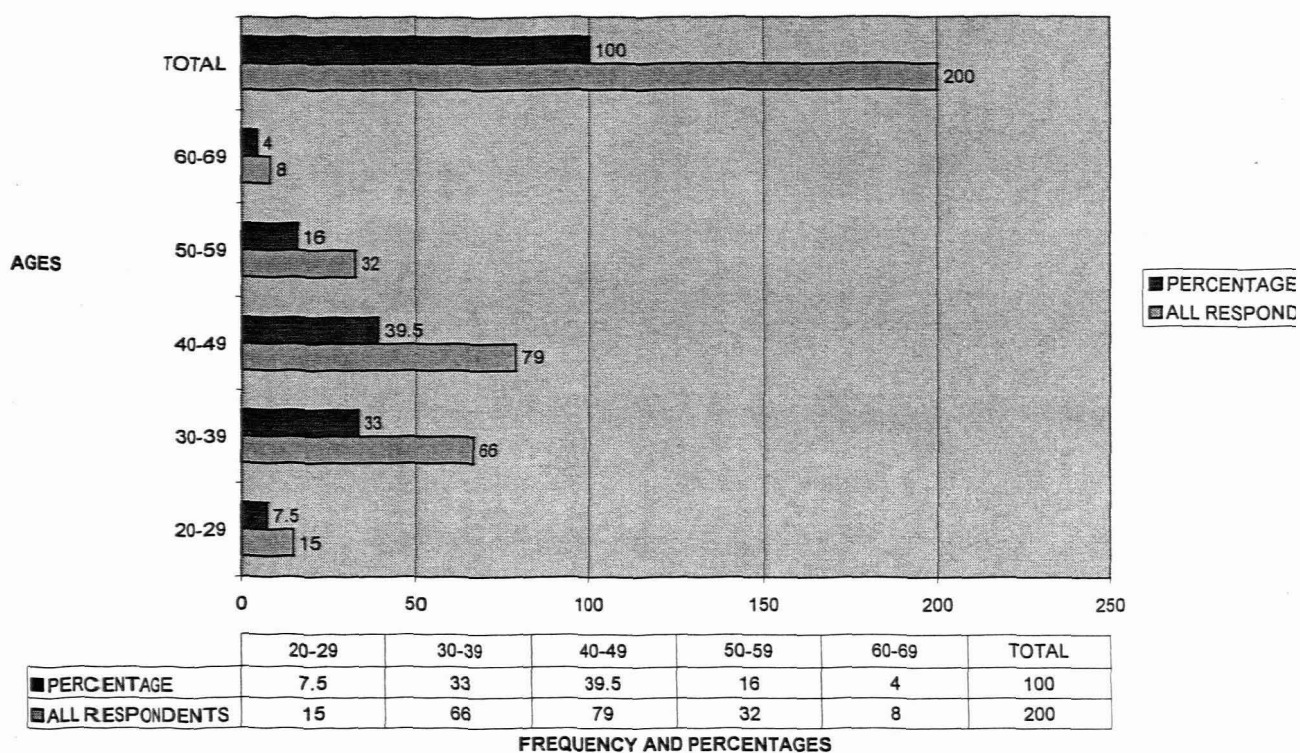
Graph 2(b): Frequency distribution of female respondents' age.

AGE OF FEMALE RESPONDENTS



Graph 2(c): Frequency distribution of all respondents' age.

ALL RESPONDENTS' AGES



In graph 2(a) one male educator fell in the category of 20-30 years, twelve male educators fell in the category 30-39 years, twenty five male educators fell in the category 40-49, seventeen male educators fell in the category 50-59 years and three male educators fell into the category of 60-69 years.

The majority (40-49) is indicative of the fact that the majority of the male educators completed their basic qualification. This indicates that educators have been upgrading their qualifications.

In graph 2(b) fourteen female educators fell in the category of 20-29, fifty four female educators fell in the category of 30-39 , fifty four female educators fell in the category of 40-49 , fifteen female educators fell in the category of 50-59 and five female educators fell in the 60-69 years

category. The majority of the female educators were in the region of 30-49 years of age (70.5%).

(3) Teaching experience

Table 3 Frequency distribution according to years of teaching experience

Years of experience	Frequency	%
1-6	14	7
7-10	18	9
11-14	17	8.5
15-18	62	31
19-22	37	16.5
23-26	35	17.5
27-30	9	4.5
31-34	2	1
35-40	9	4.5
TOTAL	200	100

Graph 3 Teaching experience

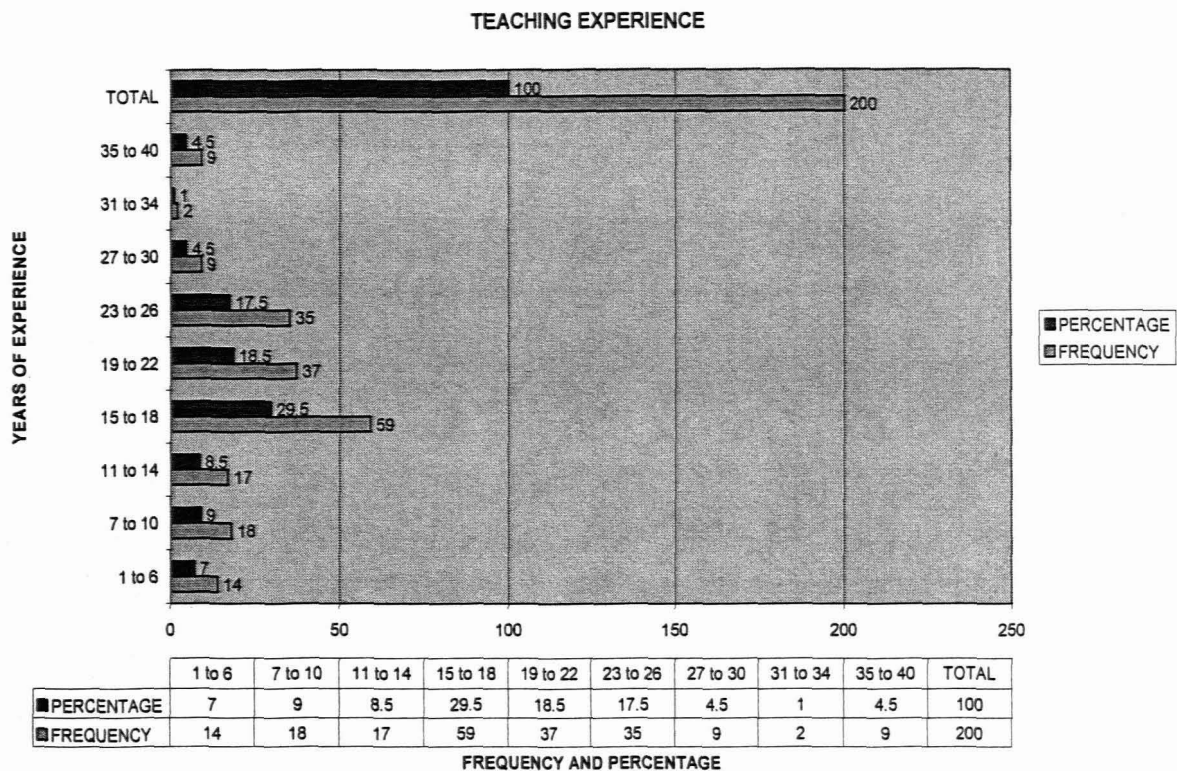


Table 3 indicates that 93 % of the respondents have more than six years of teaching experience. Hundred and fifty four (77%) of the respondents have more than nineteen years of teaching experience .The majority of the respondents have adequate years of teaching experience to express a valuable meaning the impact of bullying at their schools.

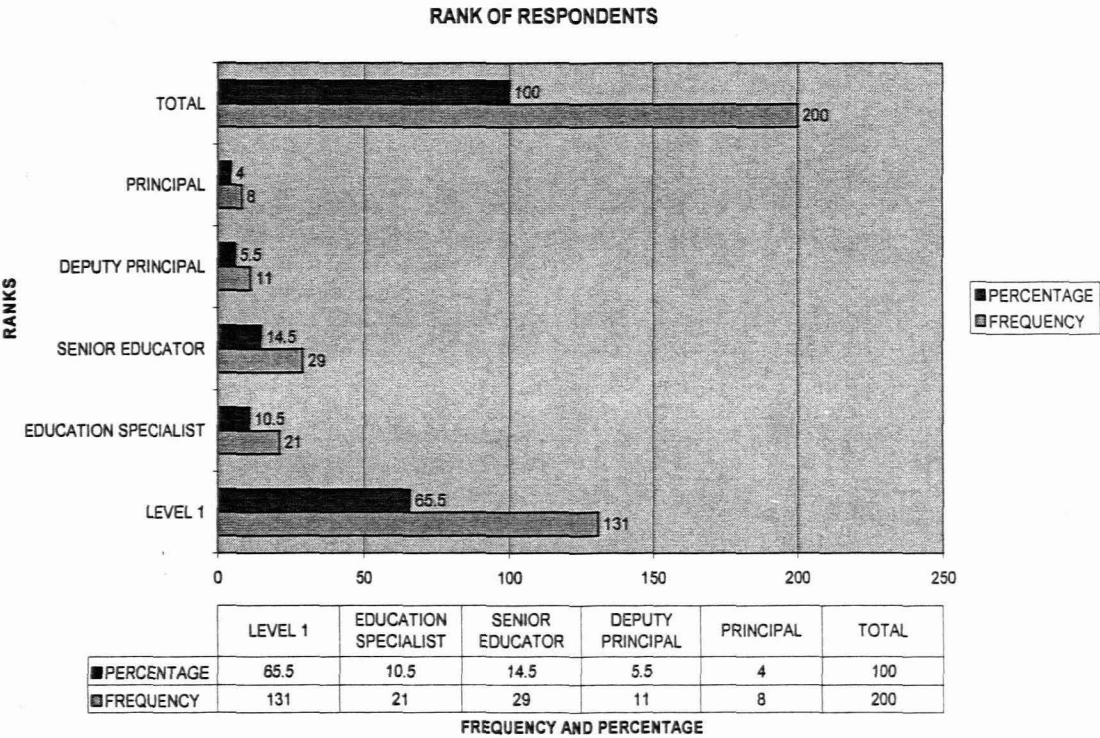
(4) Rank of respondents

Respondents in each school were extracted from the staff compliment at each school as determined by the principal. These respondents fell in different categories according to their rank in the structure of governance at each school. Principals, educators, education specialists, senior teachers, deputy principals completed the questionnaires.

Table 4: Frequency distribution according to rank of respondents

Rank	Frequency	%
Level 1 educator	130	65
Education specialist	21	10.5
Senior teacher	29	14.5
Deputy principal	11	5.5
Principal	6	3
Other	1	0.5
Total	200	100

Graph 4 Rank of respondents



According to table 4, 130 (65%) of the respondents are level one educators (teachers). An education specialist is the head of departments in a learning phase at school, for example the heads of department for the junior primary phase. Twenty –one (10.5%) of the respondents are education specialists. Twenty-nine (14.5%) respondents are senior teachers. Eleven (5.5%) of the respondents are deputy principals. Six (3%) of the respondents are principals. One (0.5%) respondent is an exchange educator from The United Kingdom.

(5) Qualifications

Table 5: Frequency distribution according to qualifications

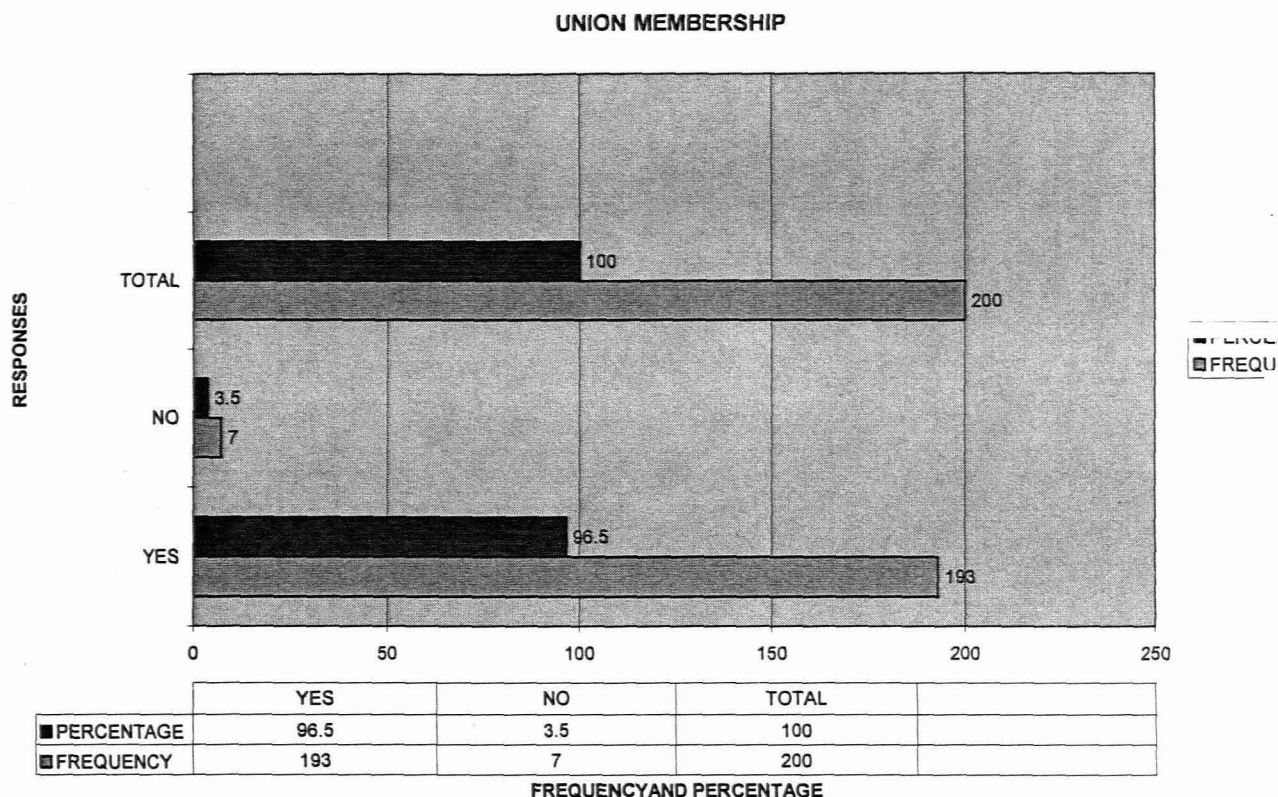
Qualifications	Frequency	%
Grade 12	3	1.5
Three year diploma	94	47
Bachelor's degree	37	18.5
Further education diploma/ certificates	39	19.5
Post graduate (Honors, Masters, Doctorate) plus teacher's Diploma /certificate	26	13
Other	1	0.5
Total	200	100

(5) Union Membership

Table 6: Frequency distribution of union membership

Union membership	Frequency	%
Yes	193	96.5
No	7	3.5
Total	200	100

Graph 6 Union memberships of respondents



According to Table 6, 193 (96.5%) of the respondents belong to teacher unions. Seven (3.5%) do not belong to a union. Some of the non -union respondents are employed by the governing bodies or are employed as substitute or temporary educators by the Department of Education and Culture. Since belonging to a union is the fundamental right of employees as outlined in the Labour Relations Act, Act 66 of 1995(LRA,1995:3), educators are aware of their right to freedom of choice of trade unions.

(7)Membership of South African Council of Educators (SACE)

Table 7: Frequency distribution of South African Council of Educators membership

SACE membership	Frequency	%
Yes	199	99.5
No	1	0.5
Total	200	100

Graph 7 SACE memberships of respondents

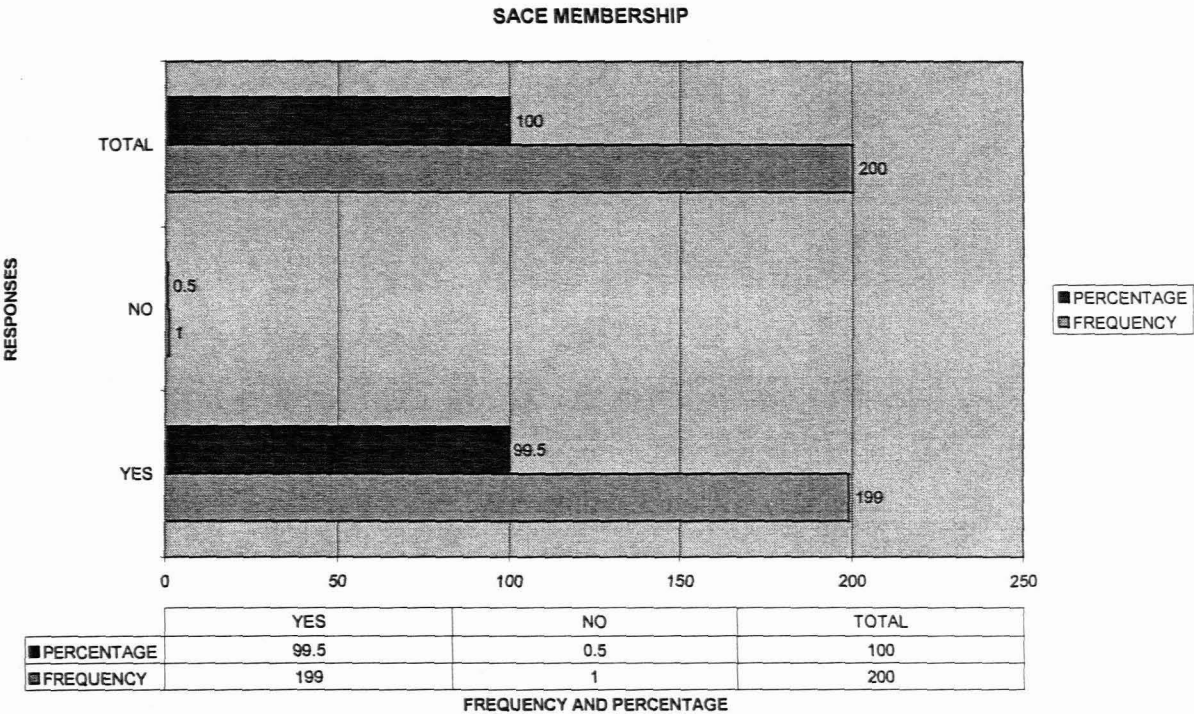


Table 7 indicates that 199 (99.5%) of the respondents are members of the South African Council of Educators. Only one (0.5%) respondent is not a member of the South African Council of Educators. Educators are required by law to register with SACE. According to the South African Schools Act, Act 84(RSA 1996(b):B2) an educator should not be allowed

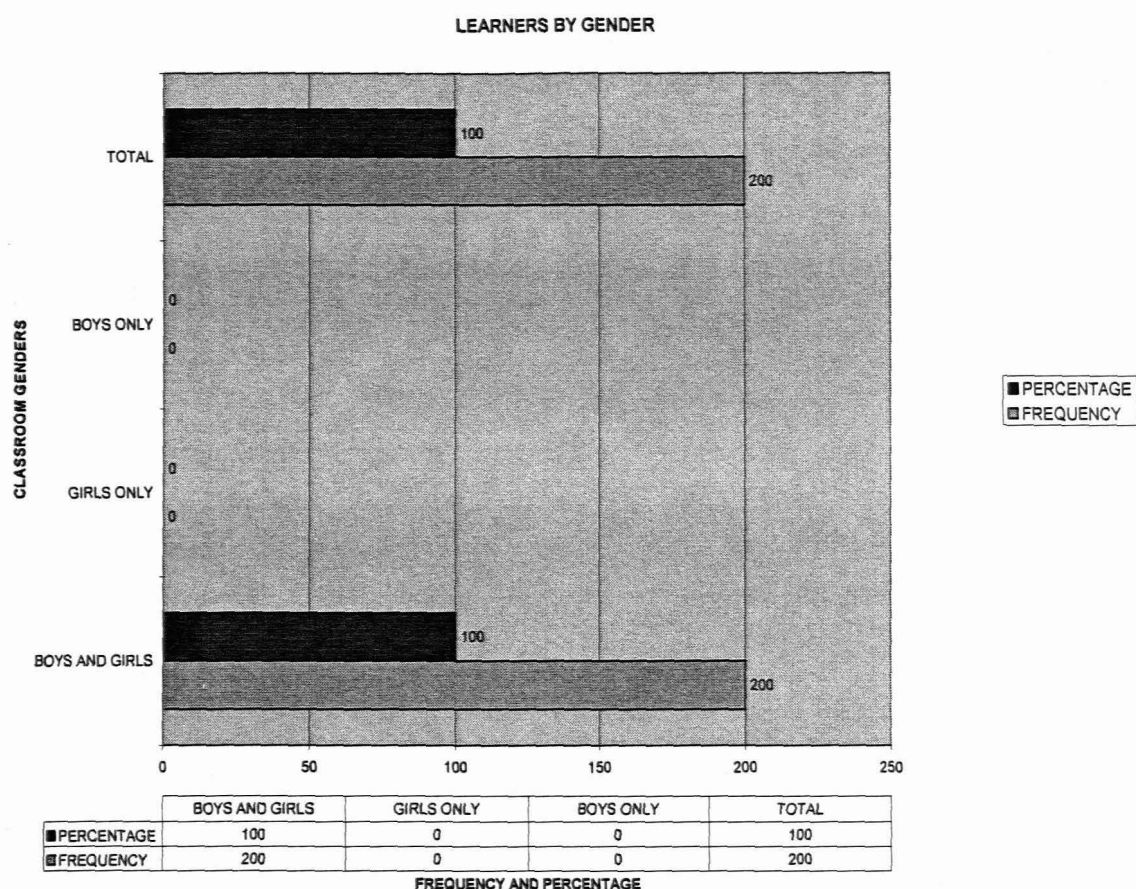
to teach unless he or she is registered with SACE. In South Africa we frequently get educators from other countries applying for a temporary working permit to come and experience how our learners are given tuition. There is one such educator from The United Kingdom that is one of my respondents. This educator is non-compliant to Act 84 of 1996, but this is acceptable.

(6) Gender distribution of learners

Table 8: Frequency distribution of gender composition of respondent's class/classes

Composition of classes	Frequency	%
Boys and girls	200	100
Boys only	0	0
Girls only	0	0
Total	200	100

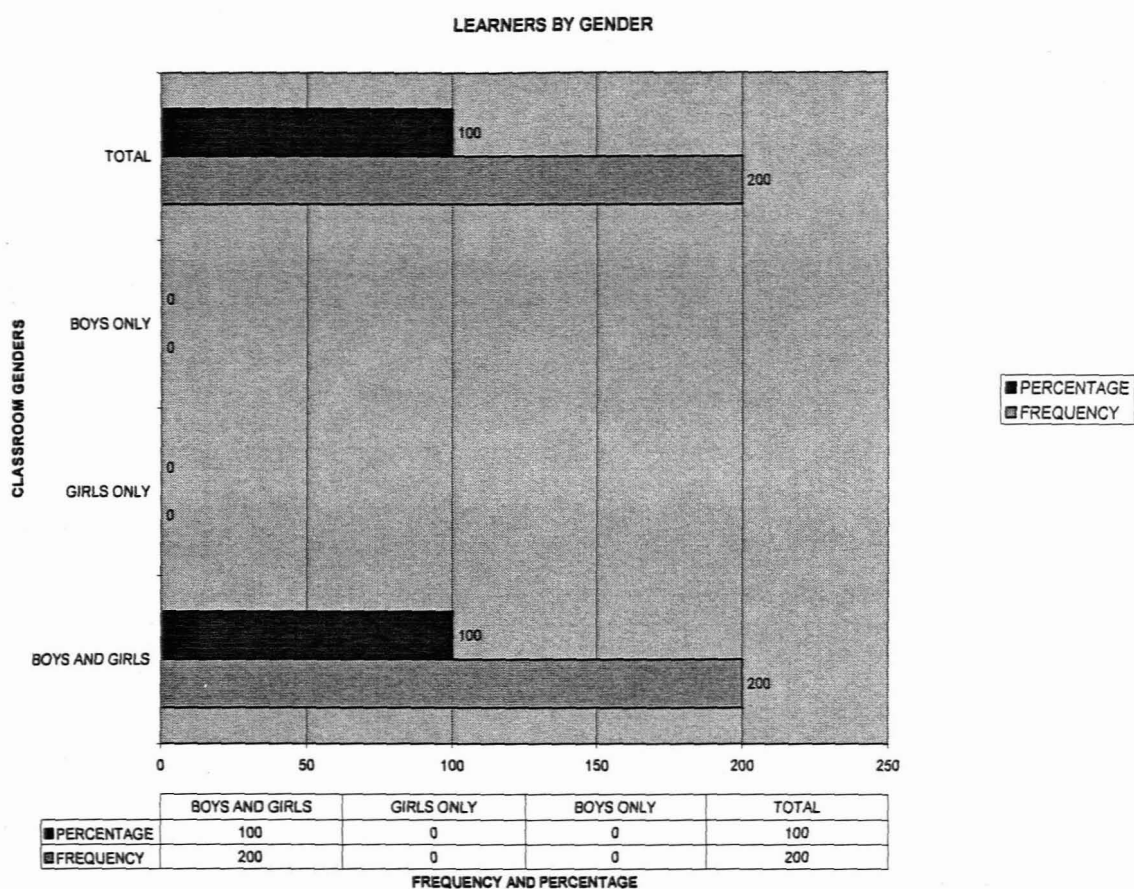
Graph 8 Distribution of Gender in respondent's classes



According to Table 8, all respondents, 200 (100%) indicate that their classes have boys and girls. None of the respondents indicate that they teach in either boys only or girls' only classes. Therefore all the schools that were selected were co-educational schools.

The responses of these educators could be seen as valuable and significant since their perceptions of bullying necessarily involve both male and female learners

4.2.2 Responses of educators with regard to their perceptions of bullying



According to Table 8, all respondents, 200 (100%) indicate that their classes have boys and girls. None of the respondents indicate that they teach in either boys only or girls' only classes. Therefore all the schools that were selected were co-educational schools.

The responses of these educators could be seen as valuable and significant since their perceptions of bullying necessarily involve both male and female learners

4.2.2 Responses of educators with regard to their perceptions of bullying

Table 9: Frequency distribution of educators' perceptions of bullying. (Refer to Questionnaire: Annexure C)

Item	Agree	%	Disagree	%	Uncertain	%	Total	%
2.1.1	167	83.5	19	9.5	14	07	200	100
2.1.2	188	94	7	3.5	05	2.5	200	100
2.1.3	183	91.5	16	8	01	0.5	200	100
2.1.4	167	83.5	26	13	07	3.5	200	100
2.1.5	175	87.5	04	02	21	10.5	200	100
2.1.6a	183	91.5	18	9	1	0.5	200	100
2.1.6b	178	89	20	10	2	01	200	100
2.1.6c	181	90.5	17	8.5	1	0.5	200	100
2.1.7	167	83.5	26	13	07	3.5	200	100
2.1.8	174	87	19	9.5	07	3.5	200	100
2.1.9	186	93	10	05	04	02	200	100
2.1.10	184	92	12	06	04	02	200	100
2.1.11	183	91.5	02	01	15	7.5	200	100
2.1.12	192	96	03	1.5	05	2.5	200	100
2.1.13	192	96	03	1.5	05	2.5	200	100
2.1.14	182	91	01	0.5	17	8.5	200	100
2.2	173	86.5	15	7.5	12	06	200	100
2.3	133	65	58	26	18	09	200	100
2.4.1	94	47	79	39.5	17	8.5	200	100
2.4.2	120	60	24	12	56	28	200	100
2.4.3	187	93.5	08	04	05	2.5	200	100
2.4.4	180	90	10	05	10	05	200	100
2.4.5	187	93.5	08	04	05	2.5	200	100
2.5.1	174	87	16	08	10	05	200	100
2.5.2	183	91.5	04	02	13	6.5	200	100
2.5.3	193	96.5	04	02	03	1.5	200	100

2.6.1	174	87	11	5.5	15	7.5	200	100
2.6.2	169	84.5	11	5.5	20	10	200	100
2.6.3	159	79.5	31	15.5	10	5.5	200	100
2.6.4	188	94	05	2.5	07	3.5	200	100
2.6.5	146	73	39	19.5	15	7.5	200	100
2.7	133	66.5	35	17.5	12	06	200	100
2.8.1	182	91	10	05	08	04	200	100
2.8.2	148	74	40	20	12	06	200	100
2.8.3	179	89.5	08	04	13	6.5	200	100
2.8.4	179	89.5	11	5.5	10	05	200	100
2.8.5	189	94.5	02	01	09	4.5	200	100
2.9.1	43	21.5	151	75.5	06	03	200	100
2.9.2	35	17.5	157	79.5	08	04	200	100
2.10	186	93	08	04	06	03	200	100

There are two main categories of bullying that have been identified, namely physical bullying and non-physical bullying. These categories were divided further between 2.1.1 to 2.1.14 in the questionnaire.

(1)The types of behaviour that educators see as bullying (2.1):

(a) Teasing (2.1.1)

167(83.5%) of the respondents agreed that teasing is perceived as bullying. Teasing is a form of non-physical bullying. 19(9.5%) of the respondents disagreed that teasing is perceived as bullying.14 (7%) of the respondents are uncertain as to whether teasing is perceived as bullying. Altman (2004.2) says if teasing is not addressed and modified early in life it can be a pattern that is extended into adulthood. Two of

my respondents expressed their dissatisfaction of being teased and how it caused uneasiness in their lives as early as the 1970's. Teasing is often said to be "in fun" but is rarely enjoyed by the victim, despite the bully's claim that the teasing is meant in jest (Tremblow, 2000:745).

(b) Damaging of property of other learners (2.1.2)

188(94%) of the respondents agreed that damaging of property should be seen as bullying at schools. 7(3, 5%) of the respondents disagreed while 5(2.5 %) of the respondents were uncertain as to whether damage of property should be seen as bullying at schools.

(c) Threatening of learners (2.1.3)

183(91.5%) of the respondents agreed that threatening of learners should be seen as bullying. 16 (8%) disagreed while 1 (0.5%) of the respondent is uncertain as to whether threatening of learners is a form of bullying.

This data tend to agree with Olweus (1993:54) who alluded that learners who are threatened, pushed around, shoved and intimidated and are not able to defend themselves, are actually subjected to bullying.

(d) Intentional exclusion of other learners from a group (2.1.4)

167(83.5%) of the respondents agreed that isolation or intentional exclusion of learners by other learners represents bullying. 26 (13%) of the respondents disagreed while 7 (3.5%) of the respondents are uncertain as to whether isolation of learners by other learners refers to bullying.

Some bullies convince their peers to exclude or reject a certain person or persons and cut those victims off from their social contact. Some of my respondents agreed with Mellor (2004:3) & Olweus (1993:55) in accepting that learners who are shy or have a weak character are thus possibly more vulnerable to bullying. These learners are intentionally left out of a group hence they feel dejected, more especially during breaks and lunch times.

This involves social manipulation to harm another's acceptance by a group. The most devastating effect with this type of bullying is the rejection by the peer group at a time when most children highly value their social connections.

(e) Spreading of rumours by learners about other learners (2.1.5)

175(87.5%) of the respondents agreed that spreading of rumours by learners about other learners is perceived as bullying. 4(02%) of the respondents disagreed while 21(10.5%) of the respondents are uncertain as to whether spreading of rumours by learners about other learners is perceived as bullying.

One of the principal's mentioned that learners who have rumours spread about them perceive the world as threatening, unsafe and they become withdrawn and joyless. These observations were made by the principal after addressing the matter with the victim that was affected by the malicious rumour spread about her (learner).

(f) Physical violence among girls and boys (2.1.6)

183(91.5%) of the respondents agreed that physical violence among boys only is perceived as bullying (2.1.6a). 178 (89%) of the respondents

agreed that physical violence among girls only is perceived as bullying (2.1.6b). 18(9%) disagreed that physical violence only among boys is perceived as bullying. 20 (10%) of the respondents disagreed that physical violence only among girls is perceived as bullying. 1(0.5%) respondent is uncertain that physical violence among boys only is perceived as bullying. 2 (1%) respondents are uncertain as to whether physical violence among girls only is perceived as bullying. 181(90.5 %) of the respondents agreed that physical violence between both girls and boys is perceived as bullying (2.1.6c). 17(8.5%) of the respondents disagreed that physical violence between boys and girls is perceived as bullying . 1(0.5%) respondent is uncertain as to whether physical violence among both boys and girls is perceived as bullying.

From the above data it is prevalent that the respondents agreed with the view of Altman (2004:5) who states that the prevalence of bullying is evident in schools.

In interpreting these data, the view expressed by Horne, Orpinas, Newman- Carlson and Bartolomucci (2006:43) in saying that direct male bullying is the most obvious form of bullying and the most common among school children should be kept in mind. The prevalence of female bullying is of a subtle or discreet (indirect) nature .This may not be so obvious to detect as direct male bullying but physical violence between girls is definitely perceived bullying.

(g) Isolation of learners from other learners (2.1.7)

167(83.5%) of the respondents agreed that isolation of learners from any social activity is a form of bullying whereas 26(13%) disagreed with this statement. There were only 07 (3.5%) respondents that were uncertain

whether isolation of a learner from social activities is regarded as bullying.

Indirect bullying is not limited to females. This bully attempts to gain social status and power through the exclusion and manipulation of others. They intentionally isolate peers from social activities (Horne, Orpinas, Newman-Carlson & Bartolomucci (2006:24).

(h) Tripping of other learners (2.1.8)

174 (87%) of the respondents agreed that tripping of learners by other learners is perceived as bullying. 19 (9.5%) of the respondents disagreed while. 7 (3.5%) of the respondents are uncertain as to whether tripping of learners by other learners is perceived as bullying.

A number of respondents mentioned that boys attained joy in tripping their peers whilst on the playfields during the breaks.

(i) Use of sharp objects to injure learners intentionally (2.1.9)

186(93%) of the respondents agreed that learners who injure other learners with sharp objects is perceived as bullying. 10(5%) of the respondents disagreed that learners who injure other learners with sharp objects promotes bullying. 4(2%) of the respondents are uncertain as to whether this type of behaviour is perceived as bullying.

(j) Racial remarks towards other learners (2.1.10)

184(92%) of the respondents agreed that learners that make racial remarks towards other learners is perceived as bullying. 12(6%) of the

respondents disagreed while. 4(2%) of the respondents are uncertain as to whether learners that make racial remarks towards other learners is perceived as bullying.

The high % 'agree' responses (92%) could be seen as an indication of the sensitive nature of the racial issue in this country.

(k) Verbal abuse (2.1.11)

183 (91.5%) of the respondents agreed that verbal abuse is perceived as bullying. 2 (1 %) of the respondents disagreed whilst, 15 (7.5%) of the respondents are uncertain as to whether verbal abuse is perceived as bullying

Name calling, is a form of verbal and emotional abuse that is commonly overlooked and it is not perceived as particularly harmful. However, many of the respondents believe that name calling precipitates physical attacks and this can cause distress to the bullied learner.

(l) Punching of other learners (2.1.12)

192(96%) of the respondents agreed that learners who punch other learners is perceived as bullying. 3(1.5%) of the respondents disagreed while 5(2.5%) of the respondents are uncertain whether learners who punch other learners is perceived as bullying.

The above data reinforces that punching of learners is a technique to instigate further physical problems (Bullying in the workplace, 2005:1).

(m) Sexual harassment among learners (2.1.13)

192(96%) of the respondents agreed that sexual harassment is perceived as bullying. 5 (2.5%) of the respondents disagreed while 5(2.5%) of the respondents are uncertain as to whether sexual harassment is perceived as bullying

Twenty two of the respondents (11%) indicated under 2.1.15(other/specify) that sexual bullying is increasing at their schools. One of the respondents stated that he is presently involved in a legal battle relating to a learner that was sexually harassed by another learner at his school.

(n) Gangsterism (2.1.14)

182(91%) of the respondents agreed that gangsterism at school is perceived as bullying. 1(0.5%) of the respondents disagreed while 17(8.5%) of the respondents are uncertain as to whether gangsterism at school necessarily perceived as bullying.

There is a growing concern among many of the respondents expressed under 2.1.15 (other/specify) that small gangs operate within the school environment. Learners in these gangs harass and intimate other learners that are quiet.

(2) Educator – learner bullying (2.2)

173 (86.5%) of the respondents agreed that educators who display the above behaviours are guilty of bullying learners. 15 (7.5%) of the respondents disagreed while, 12 (6%) of the respondents are uncertain as to whether educators are bullying learners by the behaviour under discussion.

Twenty respondents reported that they have peers at their schools that are guilty of bullying their learners. Some incidents have become serious and the matter is presently being dealt with by higher authorities from the education department.

(3) Learners – educator bullying (2.3)

133(65%) of the respondents agreed that learners who display the particular negative behaviour towards educators are guilty of bullying. 58(26%) of the respondents disagreed, while 18 (09%) of the respondents are uncertain as to whether this kind of negative behaviour towards educators could really be seen as bullying.

(4) The causes of bullying at the respondent's school (2.4):

(a) Favouritism displayed by educators (2.4.1)

94(47%) of the respondents agreed that favouritism displayed by educators is perceived as bullying. 79(39.5%) of the respondents disagreed and 17(8.5%) of the respondents are uncertain as to whether favoritism displayed by educators is perceived as bullying. Educators should refrain from exhibiting favouritism towards a particular learner for this can have a detrimental effect on other learners in the class.

(b) Shyness displayed by victims of bullying (2.4.2)

120(60%) of the respondents agreed that shyness displayed by victims causes bullying. 24(12%) of the respondents disagreed, while 56(28%) of the respondents are uncertain as to whether shyness displayed by victims causes bullying.

(c) Learners have a low self esteem (2.4.3)

187 (93.5%) of the respondents agreed that a low self esteem displayed by victims causes bullying. 8(04%) of the respondents disagreed while 5(2.5%) of the respondents are uncertain as to whether a low self esteem displayed by victims causes bullying

(d) Jealousy that prevails due to performance by victims (2.4.4)

180(90%) of the respondents agreed that jealousy due to the performance of the victims causes bullying. 10(05%) of the respondents disagreed, while 10(05%) of the respondents are uncertain as to whether jealousy due to the performance of the victims causes bullying.

(e) Peer rivalry (2.4.5)

187(93.5%) of the respondents agreed that peer rivalry promotes bullying. 8(04%) of the respondents disagreed and 5(2.5%) of the respondents are uncertain as to whether peer rivalry causes bullying.

(5) Bullies are seen typically as (2.5):

(a) Deriving satisfaction from bullying (2.5.1)

174 (87%) of the respondents agreed that bullies typically derive satisfaction from bullying. 16(08%) of the respondents disagreed and 10 (05%) of the respondents are uncertain as to whether bullies typically derive satisfaction from bullying.

(b) Accusing victims of provocation (2.5.2)

183 (91.5%) of the respondents agreed that bullies typically accuse victims of provocation. 4(02%) of the respondents disagreed while 13 (6.5%) of the respondents are uncertain as to whether bullies typically accuse victims of provocation.

(c) Lacking positive social skills with other learners (2.5.3)

193(96.5%) of the respondents agreed that bullies typically lack social skills with other learners. 4(02%) of the respondents disagreed and 3(1.5%) of the respondents are uncertain as to whether bullies typically lack social skills with other learners.

(6) Victims of bullying are typically seen as (2.6):

(a) Being afraid of reporting bullying (2.6.1)

174(87%) of the respondents agreed that victims of bullying are afraid of reporting bullying. 11(5.5%) of the respondents disagreed, while 15(7.5%) of the respondents are uncertain as to whether victims of bullying are afraid of reporting bullying.

(b) Being powerless to resist bullying (2.6.2)

169(84.5%) of the respondents agreed that victims of bullying are powerless to resist. 11 (5.5%) of the respondents disagreed while, 20(10%) of the respondents are uncertain as to whether victims of bullying are powerless to resist.

(c) Suffering from a low self esteem (2.6.3)

159(79.5%) of the respondents agreed that victims of bullying suffer from low self esteem. 31(15.5%) of the respondents disagreed while, 10(05%) of the respondents are uncertain as to whether victims of bullying suffer from low self esteem

(d) Experiencing negative effects of bullying on their school performance (2.6.4)

188(94%) of the respondents agreed that the school performance of victims are affected negatively by bullying. 5(2.5%) of the respondents disagreed and 7(3.5%) of the respondents are uncertain as to whether victims of bullying are scholastically affected by bullying.

(e) Having anti-social relations with other learners (2.6.5)

146(73%) of the respondents agreed that victims of bullying have anti-social relations with other learners. 39(19.5%) of the respondents disagreed while 5(7.5%) of the respondents are uncertain as to whether victims bullying have anti-social relations with other learners.

(7) Bystanders that witness bullying are not getting involved due to fear of the bully (2.7)

133(66.5%) of the respondents agreed that bystanders witnessing bullying do not get involved in bullying due to fear of the bully 35(17.5%) of the respondents disagreed while 12 (06%) of the respondents are uncertain as to whether bystanders witnessing bullying do not get involved in bullying due to the fear of the bully.

(8) Where and when bullying takes place (2.8):

Not all respondents were in the position to discover bullying in the cloakrooms, during breaks, before school, on the sports field and after school inter- alia due to not covering sensitive areas during duty sessions hence there were some 'uncertain' responses.

The difference of opinion as to what constitutes bullying could account for some responses.

Some of the respondents believed that bullying takes place after school because of the lack control by the educators. The conditions of service of educators do not stipulate that such care is imperative. The high percentage of response on item 2.8.4 supports this.

(a) Before school (2.8.1)

182(91%) of the respondents agreed that bullying takes place before school starts. 10 (05%) of the respondents disagreed and 8(04%) of the respondents are uncertain as to whether bullying takes place before school starts

(b) During the break times (2.8.2)

148(74%) of the respondents agreed that bullying takes place during the break time. 40(20%) of the respondents disagreed while 12 (06%) of the respondents are uncertain as to whether bullying takes place during the break time.

(c) In the cloakroom (2.8.3)

179(89.5%) of the respondents agreed that bullying takes place in the cloak rooms at school. 8(04%) of the respondents disagreed and

13(6.5%) of the respondents are uncertain as to whether bullying takes place in the cloak rooms at school.

(d) On the sports field (2.8.4)

179(89.5%) of the respondents agreed that bullying takes place on the sports- field at school. 11(5.5%) of the respondents disagreed and 10(05%) of the respondents are uncertain as to whether bullying takes place on the sports- field at school.

(e) After school (2.8.5)

189(94.5%) of the respondents agreed that bullying takes place after school. 2(01%) of the respondents disagreed while, 9 (4.5%) of the respondents are uncertain as to whether bullying takes place after school.

(9) An effective support system addressing bullying at school (2.9):

(a) Victims of bullying (2.9.1)

43(21.5%) of the respondents agreed that their school has an effective support system for the victims of bullying. 151(75.5%) of the respondents disagreed and 6(03%) of the respondents are uncertain as to whether their school has an effective support system for the victims of bullying or not. From these responses it is clear that a specific need exists in this regard.

(b) Perpetrators of bullying (bullies) (2.9.2)

35(17.5%) of the respondents agreed that their school has an effective support system to rehabilitate bullies at their school. 157 (79.5%) of the respondents disagreed while 8 (04%) of the respondents are uncertain as to whether their school has an effective support system for bullies at their school.

(10) The need for departmental counselling/support to address bullying (2.10)

186 (93%) of the respondents agreed that the Department of Education needs to provide support/ counseling initiatives for victims of bullying and for bullies. 8(04%) of the respondents disagreed that the Department of Education needs to provide such support/ counseling initiatives. 6(03%) of the respondents are uncertain as to whether the Department of Education needs to provide support/ counseling initiatives for victims of bullying and for bullies.

Responses revealed that bullying is not a normal part of growing up. Learners can and should be socialized to treat others kindly, and to know that hurting others is inappropriate. The need for counseling and support for learners and victims is necessary to create the appropriate ethos for learners at school and promote a harmonious co-existence between learners.

(11). Consequences of bullying in schools (2.12)

In response to this open ended item respondents stated that many educators do not have the knowledge and skills to intervene in bullying situations. However, learners trust educators and they should be able to

rely on their educators to help them when they are in need. The consequence of being incapacitated to address this major issue surrounding behaviour can lead to an unsafe environment. The more bullying is ignored, the stronger the likelihood that its frequency will escalate

Two respondents stated that if educators do not intervene then the bullies will be confident to continue with this inappropriate behaviour. The message sent to the victim is that they are on their own and vulnerable to bullying; thus, confirming learners' beliefs that educators are unaware and insensitive to their problem.

Ten of the respondents stated that some learners that are bullied begin to show patterns of aggressive behaviour in their adulthood.

Three principals (50%) have indicated that behaviour during childhood can be a risk factor for future forms of violence and delinquency. This is in line with the literature consulted (Altman 2004:7(online)).

Four of the respondents stated that while peers can be a negative influence by supporting a bully, they can also be a positive influence through friendship and acting on behalf of victims.

(12). Additional aspects regarding bullying (2.13)

Responses reveal that bullying may be an imitation of aggression experienced at home. Childhood bullies are abused by parents or they witness abuse to siblings or parents. Altman (2004:6) agrees to the above comment and adds further that living with family members who are overly punitive or verbally/physically abusive indicates to learners that aggression and violence are an effective and appropriate means to

attain a goal. Such children learn to strike back as a way of handling a problem.

4.3 SUMMARY

An analysis of the data collected during this study and presented/analysed in this chapter indicates that the majority of the educators perceive bullying as a growing concern to worry about disciplinary problems that will ensue at our schools in the future. This looming crisis in social interaction, if not addressed suitably, can result in a major problem (Rowan, 2006:144).

The data presented and analysed indicate that the majority of the educators felt that everyone in the school environment would benefit from implementation of an effective bullying prevention programme.

For the victim, bullying can be an acute source of stress, stress-related illnesses and anxiety, sometimes depression. A distinguishing effect of bullying is that the victim's confidence is eroded; they can be very vulnerable and reluctant to complain. It can take years for the victim to recover (Watson, 2004:3; Goeringer, 1999:2; Rowan, 2006:144).

In chapter 5, the study will be summarized, findings recorded and recommendations formulated.

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CHAPTER 5

SUMMARY, FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The fundamental aim of this study was to investigate the educators' perception of bullying in schools. In this chapter of the dissertation, a summary of the previous chapters will be given and the main and educationally important findings derived from both the literature study survey and the empirical research undertaken will be discussed. This will be followed by recommendations, criticisms that emanate from this study and final remarks.

5.2 SUMMARY

5.2.1 Statement of the problem

The problem addressed in this study pertains to bullying in schools. The study was confined to the educators' perception of bullying. The point of concern for this study is the escalating incidents of bullying that is prevalent in schools today. Another vital point is the distress that the bullied learner has to endure. Alexander (2001:1) and Bor, Landry, Gill & Brace (2002:139) state that bullying presents itself in many forms at our schools today; hence the researcher also investigated the physical, non-physical, sexual, racial forms of bullying.

Naidu (2005) and Horing (2005:155) state that bullying is often allowed to continue because the people who see it happening do not talk about it.

It is incumbent on society, educators, parents and learners to eliminate bullying behaviours. When educators and parents do little or nothing to stop the bullying, like cancer it will grow and persist.

While the definitions vary among scholars, researchers and practitioners, there are three common components to all definitions of bullying. First, it is a purposeful aggressive behaviour. Second, there is an imbalance of power between the victim and the bully. Third, it occurs more than once. Bullying infringes upon the child's right to human dignity, privacy, freedom and security (De Wet, 2005:82)

It is important for educators, learners and parents to understand how bullying is different from play and recognize it for what it is - an abuse of power (Rigby, 2000:7). Bullying behaviours are instrumental, that is, they serve to achieve a goal. Some learners turn to bullying when they do not have other more appropriate means of achieving their goals.

School bullying in different facets is the problem researched in this study, with particular focus on the educators' perceptions in this regard.

5.2.2 Educators' perceptions of bullying

Literature study for this research revealed that bullying is a serious problem among youth. Bullying was reported more prevalent among males than females and occurred with greater frequency among primary school youth than secondary school youth (Orpinas, Horne & Staniszewski, 2003: 432-434). For males both physical and verbal bullying were common, while for females, verbal bullying (both teasing and sexual comments) and rumours were common.

However, verbal bullying, according to Altman (2004:4(online)) is when derogatory statements about one's religion or race occur frequently for both sexes. My findings reflect stronger social norms among adolescents against such behaviour. That is, it may be more socially acceptable for a youth to taunt peers about their appearance than to make derogatory racial statements.

Both bullying and being bullied according to Siegel, Welsh & Senna (2003:248) were associated with poor psycho-social adjustment; however, there were notable differences among those bullied, bullies and the bystanders. Those bullied demonstrated poorer social and emotional adjustment. Bullied learners reported greater difficulty in making friends, poorer relationships with classmates and greater loneliness. Altman, (2004:8 & 13) emphasizes that youth who are socially isolated and lack social skills maybe more likely targets for being bullied.

Horne, Orpinas, Newman-Carlson & Bartolomucci (2003:5) and Mellor (2004:3) say that there are different types of bullies. The aggressive bully initiates aggression towards peers and is characterized as fearless, coercive, tough and impulsive. The bully has an inclination towards violence and has a desire to dominate others.

Bullying is a form of conduct that is based on the learner's actual or perceived identity with regard to race, colour, national origin, gender, disability, sexual orientation, religion, or any other distinguishing characteristics that:

- are directed at one or more learners;
- substantially interferes with educational opportunities or educational programmes of such learners; and

- adversely affects the ability of a learner to participate in or benefit in the school's educational programmes or activities by placing a learner in reasonable fear of physical and emotional harm. (What is Bullying...(2005:1(online))

5.2.3 Planning of the research

Chapter 3 dealt with the research design that was used in the empirical survey. A structured questionnaire was used as the research instrument. The construction, advantages and disadvantages, administration and completion of the questionnaire were dealt with. The necessary requirements for descriptive research were provided for in designing this research. Attention was given to sampling, the pilot study and the limitations of the study.

5.2.4 Presentation and analysis of research data

In chapter 4, the data collected from the 200 completed questionnaires were presented in descriptive statistical format and briefly analysed.

5.3 FINDINGS OF THE RESEARCH

The responses to the structured questionnaire were studied during the empirical investigation in the previous chapter. The data that was collected from the responses were interpreted by means of descriptive statistics.

Findings of this research are the following:

5.3.1 The prevalence of the bullying phenomenon in schools.

The literature study has revealed that bullying is prevalent in schools and that various behaviour activities should be seen as bullying in schools

Bullying is increasing rapidly on a daily basis which creates a threat to the learning capacity of the learners more especially the culture of learning and teaching that becomes estranged.

The prevalence of bullying and victimization varies by the type of bullying behaviour. Educators and researchers frequently underestimate the overall magnitude of the bullying by not recognizing certain acts as bullying or by failing to evaluate them (Le Blanc, 2004:1, Naidu, 2005:7 & Crawford, 2005:64).

I have concluded from my research that bullying is any overt act by a learner or groups of learners directed against another learner with the intent to ridicule humiliate or intimidate the other learner while on the school grounds or school premises. These acts are repeated against the same learner over time (Naidu, 2005:7).

I have also found out from my respondents that being the victim of a bully is an attack on a young person's self esteem and joy in life. Being the bully allows a learner to build behaviour that will be destructive socially and professionally later in life. Being a bystander or witness to bullying creates an upsetting distracting environment in which play, work and learning are affected. Bullying in schools affects all the learners, not just the targeted victims (Siegel, Welsh & Senna, 2003 :284, Rigby, 1996:48/54).

The study identified common forms of bullying occurring in schools. These include physical bullying like, hitting, kicking, punching etc, as well as non-physical forms like, being called hurtful names, being excluded from friendship groups, rumours being passed. Girls experienced teasing and exclusion from groups, whilst boys experienced violence actions such as hitting and kicking (Alcaraz, 2004:1).

Respondents indicated that the following should be regarded as bullying:

- Teasing(cf.2.1.1 –p.106)
- Damaging of property.(cf. 2.1.2- p.107)
- Threatening of learners.(cf. 2.1.3-p.107)
- Intentional exclusion of learners from a group.(cf. 2.1.4- p107)
- Spreading f rumours among learners.(cf. 2.1.5- p.108)
- Physical violence both among girls and boys.(cf. 2.1.6- p.108)
- Isolation of learners from other learners.(c. 2.1.7- p.109)
- Tripping of learners.(cf. 2.1.8- p.111)
- Use of sharp objects to injure learners intentionally.(cf. 2.1.9- p.110)
- Racial remarks made by learners to other learners.(cf. 2.1.10- p.110)
- Verbal remarks directed towards learners by learners.(cf. 2.1.11- p.111)
- Punching of learners by their peers.(cf. 2.1.12- p.111)
- Sexual harassment among learners.(cf. 2.1.13- p.111)
- Gangsterism behaviour exhibited by learners. (cf.2.1.14- p.112)

Responses furthermore indicated that educators are also guilty of bullying if they display the above behaviour towards their learners (cf.2.2

-p.112) while learners who display such behaviour towards educators could be regarded as bullies as well (cf. 2.3-p.113).

It is important for educators and learners to distinguish between playfulness and bullying. Learners need to know the difference between “tattling” (causing trouble) and reporting (seeking help) and it should be the duty of the educator to explain this to the learner in his/her curriculum planning.

This research revealed that bullying could take the form of abuse of power (Watson, 2002:4). This generally occurs when there is an imbalance of strength between the bully and the victim. The bully has more power and control over the victim. The victim has difficulty defending him/her and is placed in a vulnerable position.

It was found in this study that bullying among youth is seen as a symptom of disorder. Naidu (2005:9) states that the youth in our schools are getting completely out of hand. Violence and delinquency (bullying) are escalating at a frightening rate. If this so called violence is ignored our victims of bullying may be on the verge of an uncontrollable nightmare. The bullies derive satisfaction from bullying (cf.2.5- p.114).

Stein (1999:50) and Mishna (2004:2350) state that the prevalence of bullying in different forms creates the feeling of helplessness that may eventually affect school attendance, the learner’s health and sleep patterns, which eventually affect their academic performance at school. As evident in the literature review analyses many of the girls and boys that are affected by bullying have problems sleeping at night and they become distressed resulting in poor attendance at school (cf.2.6.1-p.46).

The literature study for this research also revealed that, because of poor understanding of bullying, incidents remain unreported, and if they are, educators are unable to deal with the bullies effectively (cf 2.7.3- p.63).

Bullying occurs in social situations where other learners are present. It takes place before school starts, during the break times, in the cloakrooms, on the sports field and after school. The bully has two types of followers, one that assists in bullying and the other type that reinforces the bullying by cheering or simply laughing (cf 2.8-pp.116 - 118).

5.3.2 The absence of appropriate/ adequate policies and support to deal with bullying in schools (cf 2.9 – p.118).

To date there has been a paucity of research on programmes designed to reduce bullying and victimization in South African schools (Power and Swanson, 2002: 45). Research that has been completed has also supported the implementation of a National or Provincial school wide intervention programme.

There is no uniform policy in place to reduce bullying at schools. According to the results obtained in this study (2.9; p.118) no school had a proper policy regarding bullying. Acts of bullying when reported were dealt with in an ad hoc manner. It is not the policy but its effective implementation that is important

In order to effectively cope with incidents of bullying in the classrooms and playgrounds, educators need to identify practical strategies they can use to deal with the problem. Some of the strategies identified in this study include the formulation of a school bullying policy, with all

stakeholders involved, the creation of awareness among learners, educators and parents and the identification of ways to encourage learners to feel comfortable to report any form of bullying.(cf. 2.10 – p.119)

5.3.3 The lack of reporting of bullying incidences

The study found that in the perception of educators learners are afraid of reporting incidences of bullying to their educators therefore the extent of the problem are not seen as serious (cf.2.6 –p.116-118).

Reasons for the non reporting might have to do with the victim's self esteem (cf. 2.6.3-p.115). They might also feel that the educators may think that they are carrying tales or always complaining.

They may also feel that educators may view victims who complain continuously when they envisage a problem as an attention seeker.

To avoid the embarrassment of being labelled as a 'tale carrier' the victim of bullying remains silent and will more than likely not speak about it, but they may show behaviour that will give educators a clue of what is happening. There maybe reasons they act like this but these are evident signs that a learner is being bullied. The study found that the bullied learner:

- is afraid to walk to or from school , or continually changes their route to school;
- is unwilling to go to school and is absent often or feels ill all particularly in the morning before school;
- does tasks poorly;

- becomes withdrawn;
- has unexplained scratches and bruises;
- becomes distressed or anxious; and
- underachieves academically (Orpinas, Horne & Staniszeski, 2003 :431-532)

5.3.4 Consequences of bullying

The study found that (cf. 2.12; p.119) that bullying has negative consequences on the victims. Depending on the frequency and the intensity of the bullying, as well as the personal and social characteristics of the victim, there are many long term affects.

Consequences can range from minor physical and psychological problems to its most tragic consequences, homicide and suicide. (Murphy & Lewers, 2000:15-17, Naidu, 2005:9)) Victims of bullying commonly suffer from depression, somatic complaints and common health problems (cf 2.6-p.46-53).

5.4 PURPOSE OF THE STUDY

Certain aims were formulated in chapter 1 (cf .1.5, p.7) to determine the direction of this study. These aims were achieved through a literature study and an empirical survey consisting of a structured questionnaire. On the basis of the aims and findings, certain recommendations are offered.

5.5 RECOMMENDATIONS

the bullies are taught how to deal with their aggression and how to interact in a socially responsible manner with other learners.

An appropriate, comprehensive action strategy must be designed, facilitated and monitored nationally, provincially and locally by education authorities to identify and control bullying in schools and prevent its disastrous consequences in the lives of learners.

Gini(2006 :54) says that if an educator suspects bullying is happening to a learner, he/she (educator) should observe his/her (learners) actions during lunch breaks and offer to help the learner to resolve the problem.

The educator should speak to the learner in private to avoid further intimidation by the bullies. Make learners aware that stopping bullying is everyone's job- even if you are not a bully or a victim.

Building social skills to improve interpersonal interactions is a key facet of an effective schools' anti- bullying policy (Fried & Fried, 1996:90)

Douglas (2004:3) encourages educators to set up partners with caregivers who will be able to tell whether bullying also takes place at home. Parents can reinforce the lessons learnt at school about bullying.

At school level monitors can be appointed to watch for bullying during the times that learners report bullying is rife in a school.

Bullying prevention efforts should begin as early as Grade R (School Readiness) and continue throughout the learner's education for some learners imbibe bullying traits at home(cf 2.13-p122). Horing (2005:154/155) states that bullying must be tackled early to prevent devastating consequences. Schools need to have structures in place to ensure that issues of bullying are routinely addressed.

Perpetrators of bullying can be excluded from sports teams or other extra-curricular activities to reinforce that such behaviour will not be acceptable.

5.5.2 Support strategy /system for victims of bullying in schools

Motivation

Bullying can be subtle and it can become difficult to decide what is bullying and what is just “harmless teasing”. Educators are usually unaware of bullying. There is a lack of information about bullying for educators, and often little understanding of the problem. It is difficult to get learners to talk about bullying to educators and parents. There is a lack of interest among parents, governing bodies and educators to address bullying (Makhanya , 2004).

The introduction of a support system will enable the victims (bullies, bystanders, victims and educators) affected by bullying to benefit. Such assistance will serve as a preventative measure against bullying.

Recommendation

An appropriate support system for the victims of bullying must be made available and the implementation and success thereof must be monitored properly.

Bullying goes beyond the normal developmental shortcomings and it may result in a serious problem with educators and learners. Detecting and preventing bullying is essential to assure a suitable learning

environment. School governing bodies can assist with drawing up a bullying policy or they can deal with the problems of bullying.

The Department of Education must develop a “non-tolerance” approach to bullying. This will involve creating a policy and set of rules around bullying. The involvement of parents and educators to reinforce this programme will alleviate distress that the bullied learner endures at school.

The education system needs to adopt a more participative and active approach to combat the distress caused by the misuse of power in any form. This should be incorporated in programmes in the curriculum to address such delicate matters (Besag, 1989:6-9).

Clear policies must be formulated that must be binding to educators and learners at each school to address the degree of bullying at schools.

The bullying policy must be widely circulated to learners, parents, staff and governing body members. This document should state the consequences of breaching the rules. Defiant learners to this document should be taken seriously and automatic notification of bullying incidents to parents, governing body and education authorities at higher levels. This according to Salisbury and Jackson (1996, 291) could be a powerful deterrent for those inclined to aggressive, oppressive behaviour.

An introduction of group counselling sessions is recommended to address issues such as self-esteem, assertiveness and conflict management. If this is not possible, young and new learners could be assigned a mentor (ones that are good role models and are well respected among their peers) who has to make sure that these learners are adjusting and are not experiencing too many difficulties.

5.6 LIMITATIONS OF THE STUDY

Criticisms that emanate from this study include the following:

- The population sampled in this study was limited to educators in the Umbumbulu Circuit.
- For some educators, questions on bullying could have raised concerns regarding the way their schools are presently functioning and this may have influenced their responses.
- The investigation carried out was limited to a questionnaire only. There were no interviews or observations in the actual classroom situation.
- Some of the answers to the questions were 'uncertain' responses. Although this maybe associated with ignorance, another variation of the Likert method of attitude construction could have been utilized thus eliciting a firm response.

5.7 FURTHER RESEARCH

This study revealed that vital issues regarding bullying have not been dealt with yet.

It is hoped that study will lead to further research regarding the consequences and the impact of bullying to promote a Culture of Learning and Teaching in Schools (COLTS).

5.8 CONCLUDING REMARKS

In this study, the importance of bullying at school has been highlighted. Literature study as well as an empirical survey about educators' perceptions on the school bullying phenomenon have underlined this significance.

It is trusted that recommendations made will be heeded and that further research into this problem will ensue.

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ANNEXURE A

**LETTER TO THE SUPERINTENDENT OF EDUCATION MANAGEMENT
REQUESTING PERMISSION TO CONDUCT THE SURVEY.**

17 Seaview Road

Tel. Nos (039) 9795370 (Work)

Craigieburn

(039) 9795924 (Home)

Umkomaas

4170

13 October 2005

FOR ATTENTION: DR.J.C.J VAN RENSBURG

THE WARD MANAGER- AMANZIMTOTI

Private Bag X 1022

Umbumbulu

4105

Dear Sir

I am registered for a Master of Education degree in the Department of Education at the University of Zululand.

I am conducting research for a dissertation entitled *Educators' Perceptions of Bullying*.

I wish to administer a questionnaire randomly to educators from schools in the Amanzimtoti Ward. A copy of the questionnaire is attached. It should take approximately 10-15 minutes and will not interfere with the normal functioning of the schools.

I hereby request permission to administer the questionnaire to educators during the first term of 2006.

Yours faithfully



MRS. N. MAHARAJ

ANNEXURE B

PERMISSION FROM THE DEPARTMENT OF EDUCATION and CULTURE TO CONDUCT SURVEY



**PROVINCE OF KWAZULU-NATAL
DEPARTMENT OF EDUCATION
UMBUMBULU CIRCUIT**

Maidoo
109/05/06

Address: Next to Magistrate's Court
Ikheli: UMBUMBULU
Adres:

Private Bag X1022
Isikhwama Seposi: UMBUMBULU
Privaatsak: 4105

Telephone: 031-9150036/9150001
Ucingo 9150221/9150222

Enquiries: JCJ van Rensburg
Imibuzo:
Navrae:

Reference: Reseach :N Maharaj
Inkomba:
Verwysing:

Telefoon:
Fax: (031)9150189
Date: 03 May 2006
Usuku:
Datum:

ATTENTION: ALL PRINCIPALS: AMANZIMTOTI WARD

**PERMISSION TO CONDUCT RESEARCH FOR M.ED: Ms N MAHARAJ
STUDENT NO: 024482**

1. Ms N Maharaj is presently studying towards a Masters Degree in Education at the University of Zululand. The topic for research is: *"Educators' Perception of Bullying"*.
2. Ms Maharaj is hereby granted permission to administer a questionnaire to educators from primary and secondary schools. The questionnaire should take approximately 10 – 15 minutes and must not interfere with the normal functioning of schools.
3. Your assistance in this regard is, as always, highly appreciated.

Sincerely

Dr JC Janse van Rensburg
Ward Manager: Amanzimtoti

PROVINCE OF KWAZULU-NATAL UHULUMENI WAKWAZULU-NATAL
UMNYANGO WEMPUNDO MAMASIKO DEPARTMENT OF EDUCATION AND CULTURE
2006-05-03
PRIVATE BAG X 1022 UMBUMBULU 4105 TEL: 031 915 0001 / 001
UMBUMBULU DISTRICT OFFICE

ANNEXURE C
QUESTIONNAIRE

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

Educators' perceptions of bullying in schools

Respondents : Educators in Umlazi District Schools

N. MAHARAJ

Tel Nos. (039) 9795924(Home)
(039) 9795370(Work)

17 Seaview Road
Craigieburn
4170

Dear Sir /Madam

QUESTIONNAIRE: Educators' perception of bullying in schools

I am presently engaged in a research project at the University of Zululand under the guidance of Dr. H. Vermeulen.

The research is concerned with the educational distress of the bullied learner.

As one of the selected respondents it would be highly appreciated if I could seek your assistance in collating information pertaining to the above research. You are kindly requested to complete the attached questionnaire by following the necessary instructions. It should not take you more than 15 minutes to complete the questionnaire.

CONFIDENTIALITY

Please be assured that all information will be regarded as **strictly confidential** and no personal details of educators will be mentioned in the findings, nor will any results be related to a particular educator, or school.

Thank you very much for your cooperation.

Yours faithfully



N. Mahafaj

ANNEXURE C

QUESTIONNAIRE

SECTION 2: EDUCATORS PERCEPTIONS OF BULLYING IN SCHOOL

2.1. I am of the opinion that the following behaviour of learners should be seen as bullying:

✓ The answer of your choice	Agree	Disagree	Uncertain
2.1.1 . teasing			
2.1.2. damaging the property of other learners.			
2.1.3. threatening of other learners.			
2.1.4. intentional exclusion of other learners from a group.			
2.1.5. spreading of rumours by other learners about other learners.			
2.1.6. physical violence			
a) among boys only			
b) among girls only			
c) both among boys and girls			
2.1.7. isolation of learners from other learners.			
2.1.8. tripping of other learners.			
2.1.9. injuring one another with sharp objects.			
2.1.10.racial remarks towards other learners			
2.1.11.verbal abuse.			
2.1.12.punching of other learners.			
2.1.13.sexual harassment among learners.			
2.1.14.gangsterism.			
2.1.15. Other [please specify]:			

	Agree	Disagree	Uncertain
2.2. I am of opinion that educators displaying the above behaviour [in 2.1 to 2.14] towards learners are guilty of bullying			
2.3. I am of opinion that learners displaying the above behaviour(2.1 to 2.14) towards educators are guilty of bullying.			
2.4. In my view bullying at my school is caused by:			
2.4.1. favouritism displayed by educators.			

2.4.2. shyness of victims.			
2.4.3. low self esteem			
2.4.4. jealousy due to performance by victims.			
2.4.5. peer rivalry.			

2.4.6. Other [please specify]:

	Agree	Disagree	Uncertain
2.5. In my view bullies typically:			
2.5.1. Derive satisfaction from bullying.			
2.5.2. Accuse victims of provocation.			
2.5.3. Lack positive social relations with other learners.			

2.5.4. Other characteristics [please specify]:

	Agree	Disagree	Uncertain
2.6. In my view the victims of bullying are:			
2.6.1. Afraid of reporting bullying.			
2.6.2. Powerless to resist bullying.			
2.6.3. Suffering from a low self esteem.			
2.6.4. Experiencing negative effects of bullying on their school performance.			
2.6.5. having antisocial relations with other learners.			

2.6.6. Other [please specify]

	Agree	Disagree	Uncertain
2.7. Bystanders witnessing bullying do not get involved in bullying due to the fear of the bully.			
2.8. Bullying at my school takes place :			
2.8.1. before school			
2.8.2. during break time			
2.8.3. in the cloak rooms.			
2.8.4. on the sports field.			
2.8.5. after school.			

2.8.6. Other places where bullying takes place. [Please specify]

	Agree	Disagree	Uncertain
2.9. My school has an effective support system for:			
2.9.1 the victims of bullying			
2.9.2 bullies			
2.10. The education department needs to provide a support/ counseling initiatives for victims of bullying and bullies.			

2.11. My suggestion regarding positive initiatives to be taken [departmental and otherwise] to effectively address the evil of school bullying are :

2.12. Consequences [not already covered above] of bullying in my school are:

2.13. Briefly mention any additional aspects as regards to your perception of bullying at school that you might deem of importance for this research.

17 Seaview Road

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MRS. N. MAHARAJ