

**INTERVENTION STRATEGIES USED BY EDUCATORS TO REDUCE BULLYING
BEHAVIOUR IN HIGH SCHOOLS IN KWADLANGEZWA**



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DECLARATION

I, Sinenhlanhla Sihlobile Nyawo, declare that this dissertation represents my own work. All sources that have been utilized and cited have been indicated and acknowledged by means of comprehensive references using the American Psychological Association (APA) guidelines. I am aware of the ethical policies of the University of Zululand and I confirm that I have fulfilled these rules to the best of my ability and understanding.

Sinenhlanhla S. Nyawo

Date

DEDICATION

This work is dedicated to my family, most importantly my father, Lungisani Bonginkosi Nyawo, who played an important role in my life. I thank him for his most inspiring and encouraging words which kept me going regardless of challenges along the journey.

I also dedicate this study to my late mother Sphiwe Myeni. Your love and presence will always be remembered.

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- My friends for their academic and social support throughout the years of my studies.

ABSTRACT

The present study examine the intervention strategies used by educators to reduce bullying behaviour in high schools in KwaDlangezwa. The objectives of the study include the following:

- To determine educators' intervention strategies to reduce bullying behaviour in high schools in KwaDlangezwa.
- To determine educators' perceptions concerning bullying behaviour in high schools in KwaDlangezwa
- To determine learners' perceptions of educators' intervention strategies to reduce bullying behaviour in high schools in KwaDlangezwa.

The study involved both quantitative and qualitative approach (mixed method approach). Data was collected using purposive sampling in selecting educators and learners. The study contained seventeen educators and twenty learners. To collect data, semi-structured interview schedule were formulated. Interview questions of both educators and learners consisted of open-ended and closed-ended questions. A descriptive and exploratory designs were used in this research. Qualitative data analysis was utilised and quantitative frequency distribution.

The findings of the study indicated that educators are doing enough to minimise bullying behaviour in schools and different strategies are being utilised to reduce the issue. Some of the positive strategies used include the following: reporting procedures, discipline, advocacy and supervision of learners. However, obstacles have been reported in the process of intervening such as gender related problem, un-reported bullying behaviour and outside school bullying. Ideal strategies which could be used in future to improve the interventions of educators in the issue of bullying behaviour suggested by learners include role playing, segregation of learners and strict security. The study concluded with suggestions on the avenue for further research and recommendations with regards to bullies and victim assistance when bullying behaviour occurs.

Keywords: Bullying behaviour, intervention strategies, schools, educators.

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LIST OF ACRONYMS AND ABBREVIATIONS

Terms	Acronyms/Abbreviations
Department of Education	DOE
Head of Department	HOD
KwaZulu-Natal	KZN
KwaZulu-Natal Department of Education	KZNDOE
Lesbians, Gays, Bisexuals	LGBs
Learner Representative Council	LRC
National Curriculum Framework	NCF
South Africa	SA
United of State of America	USA

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C	Permission from the Department of Education to Conduct Research
D	Letter to the principal of each school requesting permission to conduct research involving the educators and learners
E	Letter to the educators requesting their permission to participate in the research.
F	Letter to the learners requesting their permission to be participants in the research.
G	Participant informed consent declaration
H	Researcher's declaration
I	Parent and guardian's informed consent declaration
J	Child participant's consent form
K	Child participant's consent checklist
L	Application for ministerial consent for non-therapeutic research with minors
M	Ethical clearance certificate
N	Research questionnaire to educators
O	Research questionnaire to learners
P	Letter from the editor

CHAPTER 1: INTRODUCTION

1.1 Introduction

Education is the key that opens many doors. Therefore, it is important for each and every individual to get education irrespective of age, race, gender, etc., in particular, young children. Learners deserve an opportunity to study without any barriers and difficulties. Pathak (2007) mentioned that education is the complete development of the individuality of the child so that the child can make an original contribution to human life to the best of that child's capacity. The Constitution of South Africa, section 28 of the Bill of Rights (1996), states that the child's interests are of paramount importance in every matter regarding the child and that each child has the right to basic education, social care, and protection from mistreatment, neglect, abuse and degradation from anybody. It could be on the school's premises or in the home environment (Landsburg, Kruger & Nel, 2006). Thus, this assertion emphasises that education should be practiced without children being threatened.

Bullying behaviour is the most sensitive issue in most schools worldwide. The prevalence of bullying behaviour shows that 70% of the United States of America students experience bullying at some point in their schooling (Philip & William, 2010). While in South Africa the prevalence rates of bullying behaviour in a national sample of high schools reported to be 41% (Protogerou & Flisher, 2006). The above reports regarding bullying behaviour in schools left learners devastated and affected especially the victims of bullying behaviour (Joubert and Prinsloo 2013). The claim further indicates that many incidents of bullying behaviour have left victims' lives miserable and sad. The Department of Education (2014) in Gauteng reported that an eight year old girl was beaten and kicked by bullies. She returned from school with swollen legs and limping. The girl was hit repeatedly and no one came to assist her. One would ask where the educators were when the incident happened since it occurred in school premises. The parents took her to the hospital after crying with pains; unfortunately, it was later reported that she had sadly passed away on the Friday after the incident. The story could raise another question as to why the child never reported the bullies at school or at home, or, if she did, how did educators and parents intervene.

A study conducted by Smith & Sharp (1999) in the United States of America revealed that bullying was often seen and considered as normal childhood behaviour, which is why it was left unattended at some times. Thus, Fielder (2008) believed that parental style is an important factor that can have a significant effect on a child's behaviour and this goes beyond the family and touches every part of the child's life which include school, and playground. To further expand on the claims mentioned above, parental practises at home for instance harsh and inconsistent punishment, too little or too much involvement, responsiveness and permissiveness for aggression are related to child bullying and victimisation experiences at school (Efobi & Nwokolo, 2014).

According to Olweus (1993) bullying is defined as a repetitive bad behaviour that happens to an individual who is unable to protect him or herself. However, those who bully repeatedly engage in conflicts that they are sure they are going to win because of their superior power and they are merciless in their tactics (Whitted & Dupper, 2005). Bullies use aggressive tactics repeatedly with the intention of harming their victims. Bullying behaviour can also either be direct or indirect. Indirect bullying involves purposeful actions that lead to social exclusion or damage to the child's status or reputation in an attempt to get others to not socialise with the victim (Omoteso, 2010). Moreover, the individual can experience bullying through direct bullying which includes verbal and physical aggression.

In addition, Gillespie (2006) states that there is a new development of digital bullying where the perpetrators send menacing text messages via cell phones and computers in public about the victim, which is commonly known as cyber bullying. Youth also create hate filled web pages about a victim, including personal information. Aluedse (2006) further indicates that this form of bullying behaviour is extraordinarily damaging to the child who is being victimised by it.

Studies conducted in Scandinavian countries and Australia reveal that approximately 10% of children are frequently victims of bullying and the growing percentage of the student population in schools are being bullied every day across the globe and that rates of bullying vary from country to country (Aluedse, 2006). The overall percentage of bullying behaviour in South Africa was mentioned above and it was reported to be 41% nationally (Joubert & Prinsloo, 2013).

Due to a high percentage of learners being bullied in South African schools, the researcher considered it very important to do a study on bullying behaviour. The aim of this study was to investigate intervention strategies used by educators to reduce bullying behaviour in high schools in the kwaDlangezwa area.

1.2 Literature review

The issue of bullying behaviour in schools has left many learners victimised around the globe (Gillespie, 2006). One could ask if educators understand bullying the same way as the learners do, because Lawlor, Courtney, Flynn, Hendry, Murphy and James (2008) claim that learners are often doubtful of teachers' abilities to deal with bullying effectively and therefore do not seek their assistance. Lawlor et al. (2008) further state that the reasons for differences in rates of reported bullying lie in teachers' interest, willingness and skills in managing bullying and the ethos and culture that the school upholds.

Watts (2000) claims that individuals are motivated by the sense of belonging and their desire to be accepted by society. Further to this claim one can argue that all humans are social beings. Therefore, all behaviours including misbehaviours are orderly, purposely and directed towards achieving social approval. It is also emphasized that human beings have a need to belong and be accepted. Thus, when a learner is unsuccessful in obtaining acceptance, a pattern of misbehaviour is the result of a child's mistaken assumption about how to find a place in society and gain social status (Grant, 2004).

Adlarain Psychotherapy was originated by Alfred Adler over more than a hundred years ago where he stressed the importance of analysing behaviour within the social context and a holistic perspective. Adler claimed that people are social beings and that all problems are in social nature; thus the individual cannot be understood outside the social context. He further claimed that social context is important because, through creating or eliminating stress, it enhances or reduces the likelihood of individuals expressing hostile and non-productive characteristics that relate to conflicts and bullying behaviour (Zastrow & Kirst-Ashman, 2007). Stones and Drescher (2004) further emphasise that an individual's need to feel superior towards others may relate to hostile and hyper-vigilant reactions that erode healthy relationships at school.

Therefore this statement stipulates that, in order to understand the bully, one has to initially understand the environment the bully comes from because one cannot be understood outside the social context. In order for intervention strategies for bullying behaviour to be effective, it is advisable to involve parents because they are the system from where bullies and victims are coming (Rigby, 2010).

Bullying behaviour among school-age children happens in many schools across the globe (Aluedse, 2006). In the study that was conducted by Aluedse (2006) in the United States of America schools, approximately 2, 1 million are bullies and 2, 7 million children are victims of bullying behaviour. Thus, one in seven children is a bully or a target of bullying. This means every day more than 160,000 American school children miss school because they fear being bullied Aluedse (2006). Bullying behaviour is reported to have a long-term effect on the victim and on the people who are involved such as depression, low self-esteem and even suicide (Owleus, 1993; de Wet, 2007). In other situations, the targets of bullying may stop talking about school, get to school late each day, miss classes or make up excuses to miss school entirely as a result of fear of attack or intimidation by other children. As a result children perceive school as an intimidating place and encounter adjustment difficulties, feelings of loneliness and a desire to avoid school (Olweus, 1993). Apart from the damage bullying behaviour could cause to the child, it can also cause an apprehensive school atmosphere which is not favourable to education and to the child's normal state (Joubert & Prinsloo, 2013; Mackley, 2003).

In addition, victims of bullying behaviour often suffer psychological complications (de Wet, 2007). These may include sleep disturbance, psychosomatic complaints, irritability and increased frequency of illness and diseases related to chronic stress, and regression to more immature behaviour, such as enuresis, comfort habits and nail biting. Moreover, the most extreme consequences of bullying behaviour for victims and the society are violence including suicide and murder (Aluedse, 2006). Olweus (1993) states that the sense of powerlessness experienced by children who are victimized can be so profound that some victims of bullying react in a self-destructive manner. The study also emphasised that persistent bullying may also erode a victim's self-confidence, induce serious health problems and he/she may even lose inspiration.

A study conducted by Omoteso (2010) in schools in Nigeria found that bullying behaviour among secondary schools is prevalent and the majority of students who get involved in bullying behaviour are female students. Female learners get involved in indirect or relation bullying. This type of bullying behaviour includes excluding others from the group, spreading rumours and backbiting. The study revealed further that younger students took part in bullying behaviour more than the older students, whereas in the study conducted by Owleus (1993) teenage students are more bullied than younger learners. Bullying behaviour ultimately leads to depression, lack of confidence and self-esteem, loneliness and fear to the victims and bystanders (Omoteso, 2010). In addition, the prevalence of bullying behaviour among the students in Nigeria ranges at about 67,2 percent.

Bullying behaviour is recognised as the most extreme issue in schools around the world (Monks & Coyne, 2011). Studies conducted in South Africa found that direct physical bullying was the most common type of bullying behaviour (de Wet, 2007). The Department of Education (2013) reported many incidents in South African schools where students kill each other and others are dropping out of schools due to unpleasant behaviour from other learners. The bully-victims from schools in Cape Town and Durban demonstrated comparable aggressive, antisocial and risk-taking behaviours to bullies and have comparable suicidal tendencies. It further indicates that female bully-victims from Cape Town's schools were more likely to dropout from school (Protogerou & Flisher, 2006). The outcomes of bullying also show that bullying is a physically harmful, psychologically damaging and socially isolating aspect of a large number of children's school experiences (Omoteso, 2010).

Thus, it is very important for school teachers to strengthen intervention strategies that would help address the concern of bullying behaviour. Smith and Brain (2000) conducted a study on international reviews of anti-bullying school-based interventions and revealed four types of interventions: curriculum, multi-disciplinary or whole-school, social skills training, and social worker support. As much as school safety policy is available in many schools, educators should ensure that the policies are implemented and are practised in daily basis to protect all vulnerable learners in schools.

1.3 Problem statement

Bullying behaviour is a serious issue facing schools around the globe these days. This tends to create a major challenge to school safety and bullying behaviour weakens directly the creation of an enabling school environment that supports personal growth and development. Various studies have been conducted concerning bullying in schools and how it affects the victim, the bully and the bystanders who are witnessing the behaviour (Owleus, 1993; Aluedse, 2006; de Wet, 2007; William & Phillip, 2010). However, few have been researched regarding intervention strategies to manage bullying behaviour in schools. Moreover, many incidents have happened as a result of bullying behaviour in schools such as the case I have mentioned earlier in the chapter. Some of the children end up committing suicide or dropping out of school because they cannot bear the pain and abuse they get from the bullies (Protogerou & Flisher, 2006).

The aim of the research was to determine intervention strategies educators use to manage the behaviour so that each and every child would be comfortable and happy to be at school. Individuals identified as bullies at schools are more likely to be convicted for a crime by early adulthood (Protogerou & Flisher, 2006). Moreover, lack of intervention strategies by educators could perpetuate this criminal behaviour. It is crucial, therefore, to identify intervention strategies used by some educators to reduce bullying behaviour in schools. Researchers (Kaiser & Rasminsky, 2003; Mackley, 2003) have reported that bullies are also at risk of negative future outcomes such as problems of alcohol and drug abuse, delinquency, and also dropping out of school, and they have been found to be more depressed than learners who are not involved in bullying behaviour. This issue indicates that bullies also need help in terms of refraining from bullying behaviour. Kaiser and Rasminsky (2003) argued that different skills could help bullies learn new ways of interacting with others. The researchers further state that teaching empathy to bullies is considered as an important component of the anti-bullying effort. Promoting self-control is another important component of bully prevention skills in self-regulation, anger management and conflict resolution as mentioned by Kaiser and Rasmisky (2003). To add further to the intervention strategies for bullies, they recommended specifically helping bullies learn to label

emotions in themselves and others and to become more aware of others' points of view. The findings revealed in the literature review mentioned that the bullying behaviour in schools is gradually increasing (Joubert & Prinsloo, 2013). This behaviour should be stopped at the onset by implementing effective intervention strategies, so this study aimed to find those intervention strategies used by educators in their attempt to eliminate the bullying problem in schools in kwaDlangezwa. The researcher aimed to conduct a qualitative research with the purpose of answering the following questions:

1. What are the intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa?
2. What are educator's perceptions concerning bullying behaviour of learners in schools in kwaDlangezwa?
3. What are learner's perceptions of educator's intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa?

1.4 Aim of the study

The aim of the study was to determine the intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa.

1.5 Objectives of the study

1. To determine educator's intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa.
2. To determine educators' perceptions concerning bullying behaviour in schools in kwaDlangezwa.
3. To determine learners' perceptions of educators' intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa

1.6 Intended contribution to the body of knowledge

Bullying behaviour is different from other kinds of violence so it does not necessarily use the same interventions that may be effective in addressing other types of conflict among children. As it was mentioned in this chapter that bullying behaviour involve repetitive bad behaviour towards an individual or groups and it usually occur where there is an imbalance of power. Therefore, that is why interventions strategies against bullying behaviour ought to be different. In the study conducted by de Wet (2007) conflict resolution, peer mediation strategies and group therapy that solely concentrate on increasing self-esteem have shown to be ineffective with bullies because the behaviour results from a power imbalance, rather than from a deficit in social skills (Whitted & Dupper, 2005). By conducting this research study in schools the intention was to give insight to the educators and school governing bodies concerning the importance of taking bullying behaviour into account and also trying to prioritise the use of intervention strategies that would reduce bullying behaviour. Generally, the findings provide pedagogical approaches towards handling issues of bullying. Furthermore, the implementation and application of the intervention strategies should enable children or learners to feel safe and protected in the school environment.

1.7 Research methodology

The research methodology outlines the research design that is going to be used by a researcher to collect and analyse data (Robert, 2010). Research methodology refers to systematic way to solve a research problem and how the research is conducted in a scientific manner (Kothori, 2006). In this section the study design, the population and sample will be described, including the procedures implemented to maintain the trustworthiness of the interview questions. Both qualitative and quantitative research methods (mixed methods) were used in this study in order to determine educators' experiences and their viewpoints regarding the issue of bullying behaviour and the intervention strategies used by the educators to reduce bullying behaviour in school environment.

1.7.1 Description and selection of participants

The study was conducted in KwaDlangezwa area located under uThungulu district. The researcher targeted five schools in the area. However, only four schools participated in the study. The place is semi-rural; the researcher conducted the study in such area with the purpose of finding out the intervention strategies used by educators to reduce bullying behaviour in different schools selected. The study conducted by Smokowski, Cotter and Robertson (2013, p.11) states that “the rural youth suffer from both bullying victimisation and school hassles at a high rate”. Therefore, the motivation for selecting four schools was to get the strategies they use to reduce the situation since bullying behaviour is considered a serious issue in most schools, both in rural and in urban areas (Leadbeater, Sunakhawathanakul, Smith, Thomsom, Gladstone & Sklar, 2013). One of the four selected high schools includes Marker-board High School (pseudo name) with female learners only.

Furthermore, participants were selected using purposive sampling. The purpose of the researcher was to get data from specific individuals who were able to provide the information essential for the study. Purposive sampling is a sampling method based on careful selection of cases that are typical of the population being studied (Terre Blanche, Painter & Durrheim, 2014). Five educators and five learners were intended to be selected in each school, which would give a total of twenty five (25) learners and twenty five (25) educators. However, one school declined from participating in the study due to written examinations that were already begun. Furthermore, another three participants declined from participating because of their busy schedule therefore they reported that they would refrain from participating in the study. Thus, the participants were ultimately thirty seven (37) in total. The reason for selecting educators was to get different views from different schools on intervention strategies they use to reduce bullying behaviour in their schools. The rational reason for selecting learners was to get their perceptions of educators’ intervention strategies to reduce bullying behaviour. Educators and learners were the participants of the study. The educators were of any age and gender and the age group of learners ranged from fourteen to seventeen years, including both genders.

1.7.2 The research design

Mixed methods approach which entail both quantitative and qualitative approaches used in the study. The researcher used an exploratory and descriptive designs. The researcher used these designs supported by the fact that mixed methods explore using qualitative research and then generalize findings to a large population using quantitative research (Creswell, 2014). Creswell (2014) states that mixed methods research is both a method and methodology for conducting, analysing and integrating quantitative and qualitative research in a single study or longitudinal program of inquiry. Data in this study was then used to describe people's actions, behaviours activities and interpersonal interactions (Terre Blanche, Painter & Durrheim, 2004). The approaches focused on the real-world setting rather than manipulating the environment.

1.7.3 Method of data collection

Semi-structured Interview schedule were utilised in this study to collect data. In a semi-structured interview, interviewers begin with closed-ended and small set of open-ended questions, but spend considerable time probing participant responses, encouraging them to provide detail and clarification; these data are generally analysed qualitatively and frequency distribution was also used (Harris & Brown, 2010). Questions were divided into two sections. Section A contained demographic information of participants and section B dealt with interview questions. Some questions in section B required participants to answer with one word answer (yes or no answer) and other questions required the researcher to probe. However, the content, wording and sequence of an interview schedule were fixed in advance.

1.7.4 Administrative procedure for the present research

Research rules and procedures require researchers to follow all protocols set out to conduct a research study. Therefore it is of importance to follow all those procedures and protocols to maintain the ethical integrity of the research. The following procedures were followed:

1. Writing a formal letter to the Department of Education requesting permission to conduct research (Annexure B).

2. Writing a formal letter to the principals requesting permission to conduct research in their schools (Annexure D).
3. Writing a formal written letter to the parents to request their permission to ask their children to participate in the research (Annexure I)
4. Writing a formal written letter to the educators requesting their consent to participate in the research project (Annexure E)
5. Writing a formal written letter to the learners requesting their permission to participate in the research project (Annexure F)
6. When approval was obtained from the Department of Education to conduct research in schools, a written formal appointment was made with educators and learners with the purpose of clarifying the nature of the research and the responsibilities of each party (Annexure C).
7. Informed consent was given to educators, parents or guardians written in a language that was understandable to research participants (Annexure G).
8. Moreover, all participants were assured that names and information given would not be disclosed. In other words, confidentiality would be maintained during the research process.

1.7.5 Method of data analysis

Qualitative and quantitative data was produced and analysed using content analysis. Elo and Kyngas (2007) define content analysis as the method of analysing written, verbal or visual communication messages. It is a systematic and objective means of describing and quantifying phenomena. The purpose of using content analysis is to achieve a solid and broad description of the phenomenon and the outcome of the analysis consists of concepts or categories describing the phenomenon. Data was analysed using the following phases suggested by Elo and Kyngas (2007):

1.7.5.1 Preparation phase

In the preparation phase the researcher started by selecting the unit of the analysis which is the themes. However, various themes of the text will be classified into smaller content related categories.

1.7.5.2 Organisation phase

The researcher made sense of data obtained from the subjects. Afterwards inductive content analysis was utilised to organise the qualitative data. The process included open coding, creating categories and abstraction. Open coding means the notes and headings written in the text while reading it, so the written material was read through again and notes written down in the margins to describe all aspects of the content. Furthermore, headings were collected from the margins on to coding sheets and categories were freely generated. After the open coding, the list of categories were grouped under higher order headings with the purpose of reducing the number of categories by collapsing those that are similar. Regarding the above mentioned information about organisation of data, the purpose of creating categories was to provide a phenomenon and to increase understanding and also to generate knowledge.

1.7.5.3 Reporting phase

The results are described as content of the categories, for example the meaning of the categories. However, the content of the categories described through subcategories. The researcher analysed and simplified data and form categories that reflected the subject of study in a reliable manner. Data obtained was also coded and analysed using descriptive statistics.

1.8 Ethical and safety issues

The important purpose of research ethics is to protect the welfare of research participants. In this study participants were informed of their rights at the onset of the research process and further detailed information regarding their process of participating was given such as withdrawing from the study at any time, participating anonymously and the issue of confidentiality. Participants were also informed about the nature of the research and the responsibilities of each party. Appropriate information in a language that was understandable was given such as informed

consent. Thus, appropriate and expected standards of ethical behaviour were maintained in the study.

1.9. Resources and feasibility

Some of the resources that were used in this study were the researcher's resources that include pencils, papers and erasers. Interview schedule to collect data was created by the researcher. The researcher also used her private transport to travel to different schools selected. All costs were covered by the researcher and through the help from the research sponsor.

1.10. Intellectual property

The University of Zululand will be the owner of any copyright matters and research findings gained during the research.

1.11. Knowledge dissemination

After giving participants research results every effort was made to ensure that the findings are available to the areas where the information would be extremely beneficial. These areas included the Department of Educational Psychology and Special Education. The researcher also intended publishing the research results in the form of conference presentations and publications in the form of journals articles. However, confidentiality and anonymity of records must be maintained.

1.12 Organisation of the dissertation

Chapter one

Chapter one was devoted to the background information about the nature of the research topic, the preliminary literature review, the problem statement, aims of the study, intended contribution to the body of knowledge, research methodology and also it included the methods the researcher used to analyse data.

Chapter two

Chapter two focused more on an in-depth literature review and synthesis which ultimately illuminate the ideas about the thematic preoccupation of this research (Intervention strategies used by educators to reduce bullying behaviour in schools). It took into account the theoretical framework employed for this study.

Chapter three

In this chapter the methodology implemented to complete this research was discussed. The information includes data collection and analysis methods used to gather information from different schools.

Chapter four

In chapter four the interpretation of the collected data presented and discussed in detail.

Chapter five

Chapter five presented the summary of the study, discussion of research results and recommendations concerning the study that may be implemented in future.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Research on bullying behaviour has gained significant attention since 1978 by Dan Olweus from Norway. Since then various topics regarding bullying behaviour have been generated and how bullying behaviour could be reduced using principles established by different researchers including Olweus who was the first researcher to study the issue of bullying behaviour in schools. It been four decades since researchers have embarked on the topic of bullying (Olweus, 1978; Olweus, 1993; Smith & Brain, 2000; Phillip & William, 2010; Smith, 2014). This kind of behaviour has obtained attention from different professionals in academia, education and in the community due to the increase of widespread prevalence among school-age children (Cole, Cornell & Sheras, 2006).

Olweus (1993) defined bullying as an aggressive, intentional act or behaviour that is carried out by a group or an individual repeatedly and over time and it involves the imbalance of power. The definition further emphasises that for the behaviour to be categorised as bullying different characteristics must be present and these characteristics include the intent to cause emotional and physical harm to another person, repeated efforts made to victimise the target and an imbalance of power used to the advantage of the bully. The behaviour could also be physical including actions such as hitting, punching, shooting and using other weapons or objects to cause harm. Smith and Sharp (1994) further argue that bullying is a systematic abuse of power in a sense that the behaviour occurs repetitively. For example, a victim is targeted a number of times and cannot defend himself or herself easily because the victim could be outnumbered, or could be smaller or less physically strong and less psychologically resilient than the individuals doing the bullying.

Over several decades since bullying has been given attention the definition and perspectives about bullying still give the same connotations except that cyber-bullying has been introduced as a new type in the present decade (Shaw & Cross, 2012).

Over the last two decades research on bullying behaviour has been conducted in high schools to evaluate anti-bullying interventions using pre-test and post-test control

group designs, and whole-school approaches have been universally recognized as the best evidence-based method to reduce school bullying (Olweus, 1993 & Smith, 2014). However, because of technologies and other ways of hurting other learners through cyberbullying probably strategies would change also. This study researched the intervention strategies educators' used to reduce bullying behaviour. The study also looked at learners' perceptions of educators' intervention strategies and educators' perceptions regarding the issue of bullying behaviour in high schools in kwaDlangezwa. Finally, the study also embarked on the following elements of bullying behaviour, since the issue of bullying is broad and could include different perspectives from various studies that have been conducted in the past: description of bullying behaviour, the effect of bullying behaviour, educators' actions against bullying behaviour, types of bullying behaviour and prevalence of bullying behaviour.

2.2. Prevalence of bullying behaviour

Bullying behaviour is an international issue and has been studied in Scandinavia, England, Scotland and all of the Western European countries such as the United States of America, Canada, Japan, Australia and New Zealand, South Africa, even in Britain and in China (Owleus, 1993; Dake, Price, Telljohann & Funk, 2003; Aluedse, 2006). Gender is considered as the significant factor in traditional forms of bullying (Seals & Young, 2003). The type of bullying behaviour in which males often engaged is referred to as direct bullying which includes hitting, punching and kicking behaviours. Conversely, females are more likely to engage in indirect bullying, including gossiping, social isolation and rumour spreading more frequently than their male counterparts.

The highest prevalence of bullying behaviour among adolescents between the ages of 13 to 15 years was reported in Zambia with an overall total of 65%, 62,5 % were males and 67,1% were reported to be females . Furthermore, 51% of adolescents reported to be bullied in Algeria, 48,1% were males and 55,1% were females (Rudatskira, Babaniyi, Siziya, Mulenga, Muula & Mazaba-liwewe, 2014). In the conducted by Rudatskira et al. (2014) higher prevalence of bullying behaviour in Algeria in adolescent reported to be high in other settings because of the community violence. Community violence was considered as a potential influence of victimizing behaviour among adolescents. According to Everet and Price (1995), children from

communities with higher crime rates were significantly more likely to be victims of an act of violence in and around school than other children.

In the study done by Leadbeater, Sunakhawathanakul, Smith, Thomsom, Gladstone & Sklar (2013) in Canada and British Columbia where the researchers compared student and parent reports of peer victimization and bullying in rural and urban schools, they found that more learners in rural districts reported being bullied, teased or picked on all the time. Regarding annual victimization rates, thirteen to fourteen percent of students from rural school in 7th grade reported being bullied and victimised and 11% to 12% of urban students also experienced the same treatment of bullying behaviour. This research lasted from 2004 to 2009. Furthermore, parents from rural areas reported higher rates of peer victimization as compared to children from urban areas in Canada and British Columbia.

In the study done by Veenstra et al. (2014) in Finland and in Swedish schools, it was found that educators intervened in only 4% of bullying incidents on the playground and in only 18% of bullying incidents in the classroom. This may be so because the behaviour occurs on the playground, in hallways and during lunchtime where teachers are not around. Research also indicated that learners are concerned that, if they report bullying behaviour, their reports may be dismissed as unbelievable, or that their peers would find out which could result in revenge (Dixon & Smith, 2011).

In addition, in the study conducted by Beebe and Robey (2011) "The Prevalence and Psychological Impact of Bullying on Adolescents: An Application of Choice Theory and Reality Therapy" it was estimated that 160,000 learners skip school because they are afraid of being bullied. The findings indicate that 70% of the teachers surveyed believed that teachers almost always intervened when they observed bullying. However, only 35% of 9th graders surveyed believed that teachers were interested in stopping bullying behaviour and 66% of victims felt school staff did not respond well when they observed bullying. The findings further indicate that bystanders were even less helpful; only 10% to 20% of bystanders provided useful assistance. It was mentioned in chapter one regarding the prevalence of bullying behaviour that in South Africa bullying behaviour ranges in 41% in national high schools, however, a literature revealed that only one South African anti-bullying implemented at three schools and only targeting boys. This intervention applied a social or behavioural skills modification

programmes which is based on peer and self-reports and it did not decrease bullying statistically (Protogerou, & Flisher, 2006).

2.3. Description of bullying behaviour

Over four decades since bullying received attention the definition has not changed, as different researchers still define it as the systematic abuse of power that usually occurs repetitively. For example, the power may derive from superiority, arising from relative size, strength or numerical outnumbering and from mental strength (Olweus, 1993; Smith & Sharp, 1994; Shaw & Cross, 2012). Olweus (1993) further elaborates that the range of acts of bullying include instances of hitting, kicking or shoving someone around, teasing and calling someone with mean names with an intention to hurt them, deliberately excluding one from a group of friends and dispersal of false information about someone, forcing one to practise things she or he does not want to do, inflicting racial gestures or comment and the use of sexual comments. However, the acts are not considered bullying when the behaviour involves playful teasing or an argument or fight between two individuals of equal strength. Bullying behaviour between learners in schools reported to affect the social, physical and psychological well-being of an individual as well as the academic achievement of both individuals which are perpetrators and victims (Smith & Sharp, 1994; Olweus, 1999; Beebe & Robey, 2011; Shaw & Cross, 2012). The next section focused on theoretical framework of the study.

2.4. Theoretical framework

This section of the literature review briefly outlines the theoretical and conceptual framework that underpins this study. The focus of this study is bullying behaviour facing schools these days, as a results schools became an unfair environment which impacts negatively on the growth and development of learning (Urbanski & Parmuth, 2009). The aim of this research is to determine intervention strategies educators could use to minimise the behaviour of learners so that each and every child would feel comfortable and happy around the school environment. To understand this phenomenon the researcher used Albert Bandura's theory of social learning. Social learning theory and the key constructs according to Bandura was used as the major

theory that underpins this study. Lastly, Murray Bowen's systems theory was chosen as a secondary theory to be used to further understand the bullying behaviour.

2.4.1. Social Learning theory

Social learning theory formulated by Bandura (1977) suggests that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction, even in the absence of motor reproduction or direct reinforcement (Bandura, 1986). The theory further proposes that children's real-life experiences and exposures directly or indirectly shape behaviour, and the processes by which this learning occurs can be diverse and include imitation and reinforcement (O'Connor, Matias, Futh, Tantom and Scott, 2013). However, children also have the power to influence their own learning in new situations by controlling the environment around them whether that environment is imposed, selected or constructed (Smith & Berge, 2009). To further expand on Bandura's social learning theory, Henry and Manz (1982) emphasised that models are an important source for learning new behaviours and for achieving behavioural change in institutionalised settings.

To understand the theory of social learning Bandura (1977) uses six key constructs. The initial concept indicates that learning is not purely behavioural; rather it is a cognitive processes such as thinking, memory, language, evaluation and anticipating consequences that take place in a social context. For an example, children's strategies of managing emotions, resolving disagreements and engaging with others are learned from experience and carried forward across setting and time (O'Connor et al. (2013). The second construct suggests that learning can occur through observing the behaviour and by observing the consequences of the behaviour. However, observational learning can have a powerful effect and that effect can be increased when the observers believe that the person demonstrating the behaviour is similar to themselves (Deeming & Johnson, 2009). For example, seeing a parent at home swearing and threatening others could result in a child being rude and a bully towards others. As a result children's observations at home as indicated by Bandura (1986) directly or indirectly shape the behaviour.

The third key construct proposes that learning involves observation, extraction of information from those observations, and making decisions about the performance of the behaviour. The fourth concept suggests that learning can occur without an

observable change in behaviour. The fifth construct proposes that reinforcement plays a role in learning but is not entirely responsible for learning. The behaviourist notion of learning by reinforcement is extended in social cognitive theory to include learning by watching others' action and the consequences of their action. For example, the adoption of violent behaviour by children after they observed models strike a bobo doll could be less inclined to act aggressively after watching models punished for violent behaviour; this indicates the effectiveness of vicarious punishment (Malone, 2002). The final key construct suggests that cognition, environment and behaviour mutually influence each other; this is also known as 'reciprocal determinism'.

Social influences and environmental practise shape and develop the behaviour of an individual in different ways (Woolfolk, 2007). This supports the concept of reciprocal determinism where an individual's behaviour is influenced by the environment and the environment is influenced by the individual's behaviour. Therefore, a person's behaviour, environment, and personal qualities all reciprocally influence each other. For example, a child who plays violent video games will likely influence his/her peers to play as well, which then encourages the child to play more often. This could lead to the child becoming desensitised to violence, which in turn will likely affect the child's real life behaviour and he/she will tend to bully others (Woolfolk, 2007). Therefore, bully and victims of bullying are able to learn appropriate social behaviours by changing their thoughts concerning the behaviours (Shafer & Silverman, 2013)

Learning by observing others is a key element of social learning theory, so observing pleasant or unpleasant behaviour in an environmental or social context could bring different results (Woolfolk, 2007). For an example, observing another individual bullying others in a social context could either increase or decrease the likelihood of the behaviour. This could be due to the response of the adults in that particular area. If they take initiatives in the situation to extract the bullying behaviour from the observations could reduce the bullying behaviour as Bandura (1986) indicates that learning involves observation, extraction of information from those observations and making decisions about the performance of the behaviour. The concept of modelling also plays an important role in understanding the bullying phenomenon. For example, children are more likely to imitate the actions of others who seem competent, powerful, prestigious and enthusiastic, so parents, teachers, older siblings and action heroes may serve as models, depending on the age and interest of the child (Woolfolk, 2007).

When models exhibit unpleasant behaviours, like aggression, children are more likely to imitate that behaviour and practice them on others. The next section introduces Bowen Murray's systems theory which further looks at the bullying behaviour from a family perspective.

2.4.2. Family systems theory

Bowen family systems theory is a theory of human behaviour that views family as an emotional unit and uses system thinking to describe the complex interactions in the unit (Cross & Barnes, 2014). Family system theory operates from the assumption that the family system is key to understanding the behavioural patterns of individuals, because family members are necessarily interdependent (Cross & Barnes, 2014). This theory was formulated by Murray Bowen under systems theory which emphasises the concept that one cannot be understood in isolation without looking at the family and the environmental background of an individual. This interdependency happen solely not to meet family needs but in the way behavioural patterns develop among family members. Furthermore, family members interact with an individual child at a number of levels, which includes the nuclear family, the extended family, work colleagues and service-providers who may influence family functioning and at the outermost level, socio-cultural influences that affect family attitudes, values and behaviour.

In relation to bullying behaviour, family system theory suggests that family relationship dynamics are likely to influence children's behaviour in other contexts (Kail & Cavanaugh, 2010). According to Sweeney (2016) family relationships foster the characteristics that both predispose children to become bullies before the time they enter school, as well as maintaining the characteristics throughout the youth and adolescent. Sweeney (2016) further states that the theory recognises the importance of deceptively simple the fact that most children initial experience relationship within a family. Consequently, it is in this environment that children learn the interpersonal skills of what to expect and how to behave in a relationship and environmental context.

Furthermore, it is useful when considering how family patterns can contribute to bullying behaviour. Bowen (1978) states that family system may develop patterns of behaviour to deal with obstacles or situations that threaten family functioning. Thus, children who learn these behaviours may believe them to be normal or desirable, and

apply them in other settings. Hence, if families deal with stressors or uncertainty in an aggressive way, young people may learn and extend these strategies beyond the family system into their relationships with peers.

2.5. Effect of bullying behaviour

Early intervention and principles of preventing bullying behaviour are vital in order to assist all students involved overcome their difficulties without getting into a repetitive habitual bullying behaviour cycle, denial and avoidance (Beebe & Robey, 2011). Cremin and Arthur (2014) emphasise that the National Curriculum Framework 2012 focuses on is the importance of having schools that offer an environment which nurtures wellbeing while promoting adequate opportunities for developing social competence. Therefore, it is important that the issue of bullying in schools should be combated in any possible way so that students would feel protected around school environment as Olweus (1993:21) stated that “it is a fundamental democratic rights for a child to feel safe in a school and to be spared the oppression and repeated intentional humiliation implied in bullying”. In addition, research shows that if bullying persists without any intervention it could have short and long-term effects on the victim, bystanders and the bully. Those effects affect one’s physical and mental wellbeing (Isarnhagen & Harris, 2004; Milsom & Gallo, 2006; de Wet, 2007).

The effect of bullying behaviour can be profound and lifelong. Although many incidents of bullying occur physically, the psychological impact clearly affects them for a long time (Shariff, 2008). The victims of bullying behaviour also often suffer psychological complications such as sleep disturbances, psychosomatic complaints, irritability, and an increased frequency of illnesses and diseases related to chronic stress and regression to more immature behaviour such as enuresis and nail biting (Aluedse, 2006; de Wet, 2007; Protogerou & Flisher, 2006). Furthermore, in the classroom victims may have impaired concentration, a decreased academic performance, low self-esteem, increased anxiety and depression. This may result in suicidal thoughts and even suicide. Moreover, bullies are also at risk of social and emotional problems and they are likely to gravitate towards other aggressive children and be involved in

gangs and delinquent activities (de Wet, 2007; Protogerou & Flisher, 2006; Shariff, 2008).

2.6. Types of bullying behaviour

Different types of bullying behaviour have been discussed in previous studies (de Wet, 2007; Sheriff, 2008; Smith, 2014; Gauci & Pisani, 2014) namely, physical, verbal, social exclusion, rumour spreading and the recent one which is cyber-bullying. Shariff (2008) illustrated two principle types of bullying behaviour; both physical and psychological types of bullying can be carried out in overt and covert ways. It may also involve indiscriminate or discriminatory forms of behaviour. These types of bullying behaviour will be discussed in more detail in the next paragraphs.

2.6.1. Physical bullying

Physical bullying is generally described as overt because it often involves open attacks on a victim (Olweus, 1993) that usually become worse if others are watching. The longer the perpetrators are encouraged, the more serious the physical abuse (Veenstra et al. 2014). This kind of bullying behaviour can take many forms, for example beating, strangling, shooting or using other weapons or objects to cause harm. Other examples include flicking rubber bands at the victim's face, throwing nails and wood-chips in the eyes, spraying victims with harmful substances and pouring acid on the person's body. These are some of the activities students engage in to enforce a power relationship in which victims are overwhelmed and helpless (Sheriff, 2008).

Physical bullying can also be covert. This kind of victimization occurs in the absence of supervisors or adults and might involve actions such as locking a victim in a school locker. Whitted and Dupper (2005) explain other types of bullying which are sexual and racial bullying. Sexual bullying includes passing unwanted notes, jokes, pictures, taunts, or starting rumours of a sexual nature. This kind of behaviour may also involve physically intrusive behaviour, such as the grabbing of private parts or forcing one to engage in various sexual behaviour which may include rape. Most students refuse to report sexual bullying due to feelings of embarrassment (Gauce & Pisani, 2014); therefore, discussion of sexual harassment and cyber-bullying should be appropriately

discussed within school. Racial bullying was also delineated; this kind of victimization consist of making racial insults, writing graffiti, mocking the victim's culture, or making offensive comments causing embarrassment.

The National Curriculum Framework (2012) indicates that schools are obliged to promote equality of opportunity and good relations among different members of different racial and religious group. They need to be aware of any possible discrimination occurring between students and actively tackling all different kinds of discrimination. For example, physical assault because of colour, ethnicity, nationality or religious beliefs, use of derogatory names, insults or racist jokes, bringing racist materials into the school, verbal abuse or threats, incitement of others to behave in a racist way, racist comments in the course of a discussion, and ridicule of an individual for cultural and religious differences, for instance, food, dress, music and ways of praying (Gauce & Pisani, 2014). This illustrate how complex racial attacks can be, and make us aware that it is not always mainstream students who instigate racial bullying, but also learners from special schools experience this kind of bullying.

2.6.2. Psychological bullying

Psychological bullying generally involves inflicting mental anguish to cause their targets to fear for their physical safety, breaking down self-esteem and confidence (Shariff, 2008). The claim further emphasises that verbal psychological bullying is overt in the sense that joking and insults can be heard or read by witnesses and substantiated by victims. Covert bullying, on the other hand, is a non-verbal psychological bullying intended to reject and isolate by stalking and excluding the victims. It is recognised as the most difficult form of bullying for victims to substantiate because educators cannot see it or prove it is happening. Shariff (2008) states that bullies may suddenly ignore victims or refuse to work with them on class projects or other activities. They may spread unsubstantiated rumours that embarrass the victim or make one appear dishonest or untrustworthy to peers. de Wet (2007) claims that psychological bullying, like physical bullying, can also be indiscriminate or discriminatory. The researcher (de Wet, 2007) further claims that indiscriminate psychological bullying may involve teasing, making repeated derogatory statements about the victim or other kinds of verbal harassment. For example, a boy may be called a loser because he does not have a girlfriend or cannot afford clothes that help him fit

in with the cool crowd. Bullying often stems from the inequities that adult society creates, fosters, sustains and continues to grapple with. Furthermore, Rudatskira, Babaniyi, Siziya, Mulenga, Muula and Mazaba-liwewe (2014) indicate that community violence has the potential to influence victimizing behaviour among students. Researcher Janovicek (2001) states that a significant amount of psychological bullying is discriminatory. Learners are excluded and deliberately isolated through covert psychological bullying because of race, gender, sexual orientation, disability and accent and because they are exceptional students in the class. However, covert psychological bullying makes it so hard for teachers to support the victim (Shariff, 2008).

2.6.3. Cyber-bullying

The rapid advancement of cellular phones and internet technologies has opened up new and infinite spaces that young people can explore with fewer restrictions. However, young adolescence are violating others' rights through cyberspace. Belsey (2005) defines cyber-bullying as the process that involves the use of information and communication technologies such as email, cellphone and pager text messages, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. It was noticeable, the study found that a lot of bullying is psychological, both in terms of how it is carried out as well as its effects. In contemporary society various types of this behaviour run between physical and cyberspace and it is a form of bullying that is much used by young individuals. The misuse of social media leads to the breach of an individual's human rights and therefore it is illegal (Gauce & Pisani, 2014).

2.6.4. Bullying based on sexual orientation: homophobic bullying

Homophobic bullying is a type of behaviour that is directed to gay, lesbian or bisexual individuals or those perceived to be lesbians, gays or bisexual because of their sexual orientation (Smith, 2014). Several studies (Carragher & River, 2002; Ellis & High, 2004; Gauce & Pisani, 2014) have been conducted on adults LGBs as participants asking them about bullying experiences when they were young. In these reports verbal bullying was often found to be the most common type of bullying behaviour associated with homophobic bullying. The results showed that physical bullying is more commonly

experienced by males, while indirect or relational bullying appears to be more commonly reported by females. Gauce and Pisani (2014) indicate that homophobic bullying in schools is present and it is a hard situation for young individuals to speak up about it. Examples of homophobic bullying include use of derogatory names, homophobic insults, jokes or graffiti or bringing homophobic materials into school, and comments or spreading rumours about the person's perceived sexual orientation.

2.7. Intervention strategies for bullying behaviour

Bullying varies from other types of violence so it does not lend itself to similar interventions that may be effective in addressing other kinds of conflicts among learners (de Wet, 2007). Specific interventions should be implemented to address the issue of bullying behaviour because it is a sensitive issue. Interventions should not be a one size fit all strategy. Conflict resolution, peer mediation strategies and group therapy that focuses on increasing self-esteem have shown to be relatively ineffective with bullies because bullying behaviour results from a power imbalance, rather than from deficit in social skills (Whitted & Dupper, 2005). Bullies plan and anticipate the reaction of their victims and proceed in a manner that does not result in adult detention; therefore, this kind of manipulation needs highly developed social skills.

Whitted and Dupper (2005) indicate that school-level interventions should aim at clarifying and communicating behavioural norms and developing classroom and school-wide rules that prevent bullying and promote adult modelling of respect and non-violent behaviour. Effective school-based intervention programmes do more than reach out to the individual victim or bully. They strive to change the culture and climate of the school through a systematic and school-wide intervention approach (de Wet, 2007). The researcher further indicates that several anti-bullying programmes are available to make learners and educators aware of the nature and scope of the problem at their respective schools, as well as to empower them to identify and support victims and prevent bullying.

In the study conducted by Strohmeier and Noam (2012) in the United States of America where the researchers aimed at finding out how educators could solve the issue of bullying behaviour, it was found that educators were most confident in supporting victimised students and were also least confident in their ability to make

bullies stop bullying. Research further showed that educators are more likely to intervene if they perceive the incident to be serious, highly empathic with the victims and if they reveal high levels of self-efficacy. Milsom and Gallo (2006) emphasized that effective programmes are inclusive, targeting students, schools, families, and the community. The researchers (Milsom & Gallo, 2006) also indicated that attending to the needs of victims is as important as intervening with bullies and assessing school climate. They further indicate that the better strategy to prevent bullying from continuing is to apply whole-school evidence-based programmes. Dake, Price, Telljohann and Funk (2003) claim that the prevalent use of the whole school approach to bullying prevention requires support. The advocacy could come from all educators, the school principal, learners and parents to become involved in preventing the problem. Dake et al, (2003) further state that this intensive approach probably will not occur without widespread support from educators, parents and administrators. Three prevention strategies were discussed with the aim of intervening using the whole-school approach (Whitted & Dupper, 2005): school wide intervention, classroom intervention and individual level intervention. These will be fully discussed in the next paragraphs.

2.7.1. School-level intervention

Intervention at school level includes the administration of a questionnaire to find out the nature and scope of bullying at school, school conferences, the establishment of a bully prevention committee and the development of a coordinated system to supervise learners during breaks. Furthermore, parents and educators should meet regularly to discuss common problems and strategies. Paul, Smith and Blumberg (2012) found that coping strategies and school interventions provide overall impressions of the student population in the school environment. Even so, a small proportion of the sample reported to be victims or bullies; therefore, the majority of coping strategies and school intervention are made by those not involved. Paul et al (2012) further state that learners appear to favour help-seeking in response to bullying and consider punishment as preferable in managing bullying behaviour. The same approach for coping skills and school interventions are considered more effective in managing traditional bullying and cyberbullying. Kalman (2010) poses a question as to why anti-bullying efforts fail. The answer to that question was based on the fact that the popular approach to the problem is a law enforcement rather than a

psychotherapeutic one. Most of acts that are called bullying are verbal and most physical fights start with words. Therefore, if learners know how to handle verbal attacks, bullying behaviours could disappear (Kalman, 2010). He further claimed that role-playing is considered as the most effective intervention in teaching children how to handle bullying situations, since explaining the situation is more cognitive whereas role-playing makes the experience emotional and physical as well.

2.7.2. Classroom-level intervention

Intervention inside the classroom context includes drawing up and implementing class rules preventing bullying. Olweus (1999) emphasised that effective classroom management and modelling of desirable behaviours can provide a basis for implementing the rules. This could indicate that teachers should not dismiss learners' reports of bullying if their desired goal is to prevent or reduce bullying behaviour in school. Olweus (1999) also states that holding regular discussions with learners to review classroom rules as well as discussing classroom climate is significant because it is an effective method for assisting learners take ownership in bullying prevention and intervention. Furthermore, regular discussions should be held between class educators and learners to discuss various aspects of bullying and other anti-social behaviour.

2.7.3. Individual-level intervention

Intervention on an individual level includes discussions held with bullies and victims as well as their parents to ensure that bullying is ended and that victims receive the necessary support. Thus, parents, educators and learners, including victims and bullies, should be involved with the establishment and implementation of anti-bullying programmes. The findings suggest that pre-professional and continuing education are needed to improve teacher knowledge about classroom-based bullying prevention activities (Dake, Price, Telljohann & Frank, 2003). Wang, Barry and Swearer (2013), conducted a study titled "The critical role of school climate in effective bullying prevention". The study revealed that school climate can be improved by incorporating interventions into the school curriculum, involving the entire school community in the intervention and focusing on building positive relationships among everyone in the school community. These researchers further state that school communities can improve relationships by reducing school size, building small learning communities

within larger schools and implementing school wide violence-prevention programmes. In addition, providing students with a social, emotional, ethical, academic education, as well as safe-caring school environments helps to build a positive school climate (Loukas, 2007). The findings further reveal that learners are more likely to participate in bullying when the school climate is unhealthy: for example, if learners perceive the school environment as high in conflict, unfair, unfriendly and unsupportive bullying behaviour becomes the norm at school. On the other hand, learners are more likely to have a positive attitude toward help-seeking behaviour for bullying when they perceive the school staff and teachers as supportive and caring. Furthermore, when learners perceive bullying behaviour as normally approved by peers and educators, learners tend to believe that school's ability to control or supervise behaviour is diminished and they tend to engage in bullying behaviour and are less likely to be helpful. In general, these findings suggest that unhealthy school climate provides a social context that allows bullying behaviour to occur (Wang, Barry & Swearer, 2013).

2.8. Learners' perceptions of educators' interventions for bullying behaviour

Despite the ongoing effort of government, schools and researchers, bullying among school learners seems to be pervasive (Guaci & Pisani, 2014). The claims further indicate that the outcomes of bullying may result in disrupted academic success, including poor concentration and attention especially for the victims of bullying behaviour. Perceptions of learners regarding bullying behaviour and interventions have been solicited with the aim of obtaining effective solutions. In the study conducted by Boulton (2007) learners' perceptions about bullying claim that bullying behaviour contributes towards disrupted concentration and attention to school work and victims are aware of the effects bullying has on them. The findings further emphasized that pupils put an emphasis on the supportive role of teachers above their role in preventing bullying. Teachers could also benefit from specific training on how to be supportive to the victims of bullying and prevent bullies from abusing other learners.

The learners' further claim that they feel supported if educators are interested in helping them stop getting bullied and if educators are kind to them when they get bullied. As much as support from teachers helps in reducing bullying behaviour, learners also consider taking a passive approach by avoiding the bully as the most

helpful coping strategy in both traditional bullying and cyberbullying (Paul, Smith & Blumberg, 2012).

2.9. Educators' actions against bullying behaviour

Smith (2014) states that bullying in schools is clearly prevalent and has negative consequences for all involved learners, more especially the victims. In order to combat bullying victimization, students need to have teachers whom learners perceive as taking an active and a firm stand against bullying in terms of propagating anti-bullying norms and having an efficacious approach to decreasing bullying behaviour (Veenstra, Lindenberg, Huitsing, Sainio & Salmivalli, 2014). However, learners become anxious to report the issue of bullying because victims perceive teachers as individuals who are unable to protect them. Newman and Murray (2005) illustrate that educators are perceived as individuals who are ineffective at reducing bullying behaviour and they do not perceive victimization the same way as students. For example, educators may not identify relational aggression as bullying or they may perceive it as being less serious than physical and verbal bullying behaviour. Furthermore, teachers and parents also believe that bullying is part of a normative developmental process and they expect victims to handle it on their own. Thus, given the long-term effect of bullying behaviour for both bully and the victims, educators should effectively address and recognize bullying in classrooms and even in school environments.

2.10. Educators' perception regarding bullying behaviour

Educators, parents and school administrators have different perceptions regarding bullying behaviour in schools. In the study done in a rural area conducted by Stockdale, Hangaduambo, Duys, Larson and Sorvela (2002), educators' perceptions show that being bullied correlates with being aggressive, which is also consistent with holding attitudes that promote violent behaviour as a way of dealing with conflict. The research further illustrates that bullying appears to occur within a culture of violence. Furthermore, the researchers found a high prevalence of bullying in the rural Illinois public schools. The results indicate that bullying is not limited to violence-prone inner-city schools, nor to districts that have a high degree of racial and ethnic heterogeneity.

Furthermore, in the study conducted in Turkey it revealed that educators view bullying behaviour in different ways. The findings indicate that educators define the term 'bullying' as an emotional hurt and others define it by using different expressions such as 'jackboot', 'physical attack' and 'seeking justice with violence' (Sahin, 2010). Sahin (2010) further claims that the reason for educators to use similar expressions in describing bullying may be related to their points of view in that they are not able to separate the meaning of bullying and violence.

The frequent emphasis on expressions such as 'physical attack', 'jackboot', and 'seeking justice with violence' could indicate that educators only consider physical actions as bullying. The findings also illustrate that the misuse of the internet is an important factor in the causes of school bullying. Dake, Price, Telljohann and Funk, (2003) report that educators perceive that bullying may be reduced and it can also be prevented by taking some actions such as informing learners through educative activities, meetings with parents and informing them about bullying through educational CDs, organizing committees and working on bullying and organizing seminars. Furthermore teachers' perceptions suggest that effective prevention activities should involve a whole school approach directed at preventing problems rather than taking action after the effect (Dake, Price, Telljohann, & Funk, 2003; Sahin, 2010). This study further claims that post-bullying activities are the most effective means of reducing bullying problems, followed by improved learners' supervision and by environmental bullying activities.

2.11. Chapter summary

In this chapter literature relevant to the study was reviewed. The literature was mainly on the intervention strategies educators are using to minimize bullying behaviour in schools around the globe. Other aspects of bullying behaviour were reviewed such as the prevalence of bullying behaviour, different types of bullying experienced by learners on school premises and even outside the school environment and the effects of the behaviour on the bully and the victim if the matter is not attended on time. Lastly, different perspectives from different theorists were discussed to better understand the cause of the behaviour.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. Introduction

Being bullied can be frustrating to anyone including people who are watching the bullying behaviour. This type of behaviour could occur in different ways. It is not restricted only to physical aggressiveness. It can also include hurting the victim's feelings, insulting them verbally or weakening their self-confidence and self-respect by sidelining them socially (Sahin, 2010). Studies have been conducted on the interventions and prevention programmes in schools around the globe (Olweus, 1999; Milsom & Gallo, 2006; Smith, 2014). One could argue if these interventions were applied in all schools that would effectively minimise the bullying behaviour. The study questions, then, focused on what are the intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa. Secondly, what are educators' perceptions concerning bullying behaviour of learners in schools in kwaDlangezwa? Finally, what are the learners' perceptions of educators' intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa?

This chapter includes an essential part that gives important details on the research methodology. The research methodology used to achieve the aims of the study are described. In the description of the research methodology various procedures were included which gave a comprehensive overview of the followed systematic planning of data collection. The following were provided in this chapter; the type of research, research design, target population, study population, sample size, research interview schedule, method of collecting the data, data analysis, trustworthiness of the study and ethical consideration.

3.2. Research approach

There are two approaches in research that are often used, namely, qualitative and quantitative approaches (Davies, 2007). Qualitative research focuses on discovering and understanding the experiences, perspectives and thoughts of participants and further explores their meaning, purpose and reality (Denzin & Lincoln, 2005). Terre Blanche, Durrheim and Painter (2006) further emphasised that qualitative research is

naturalistic, holistic and inductive. Whereas, quantitative research is a systematically empirical investigation of observable phenomena via statistical, mathematical or computational techniques. The approach attempts to maximise objectivity, replication and generalisation of findings (Struwing & Stead (2010). The quantitative approach also requires that the data collected be expressed in the form of numbers, and statistical types of data analysis are used.

Both qualitative and quantitative approach was used in this study as the main research objective was to determine intervention strategies educators used to minimise bullying behaviour in high schools in kwaDlangezwa. These approaches enabled participants or subjects to describe and interpret their feelings and experiences in human terms and through quantification and measurement (Terre Blanche, Durrheim & Painter, 2006).

3.3. Study design

The present study is descriptive and explorative in nature. The key aim of the descriptive design was to describe phenomenon and provide a complete and accurate description of a situation. It also involves gathering data that describes the events and organises, tabulates, depicts and describes data collection (Terre Blanche, Durrheim & Painter, 2006). It is often uses visual help such as graphs and charts to assist the reader to understand the data distribution (Creswell, 2014). Whereas exploratory research design was used to develop a better understanding of research problems. Thus exploratory design are a valuable means of finding out what is happening, to

The reason for using these designs was to get the experiences and perceptions of educators and learners who witnessed and experienced the phenomenon. The researcher chose to use an individual method to collect the data in this study. An individual method allows participants to answer questions administered through interviews or questionnaires (Jackson, 2009); thereafter, the researcher provides descriptions to the responses given. Furthermore, Quantitative frequency distribution was also used to organise and categorise the data for interpretation and also to compare different data set.

3.4. Target population

The target population was educators and learners in high schools in kwaDlangezwa. Only qualified and experienced educators were required in this study because they were in the field long enough to share their experiences regarding intervention strategies they use to reduce bullying behaviour in schools.

3.5. Study population

The study was planned to be conducted in five selected high schools in the kwaDlangezwa area. However, only four (4) high schools granted permission to conduct research in their schools. The fifth school mentioned that they were busy with school schedules and reports and parents' meetings so they had limited time. Therefore, this reduced the number of intended participants. Schools were selected because they were easy to find around KwaDlangezwa area. KwaDlangezwa area is located in the UThungulu District Municipality in the province of KwaZulu-Natal. The place is in a semi-rural area, comprising of township and rural places. The district has a total of 163 schools including nine high schools in the kwaDlangezwa area.

3.6. Sampling method

Terre Blanche, Durrheim and Painter (2006) mention that there are two types of sampling, namely, probability and non-probability sampling. Probability sampling involves the generalisation to populations; however, it is difficult to obtain and expensive to do. On the other hand, non-probability sampling refers to any kind of sampling where the selection of elements is not determined by the statistical principle of randomness. Non-probability sampling was selected, utilising purposive sampling to obtain subjects in a typical population as Davies (2007) explained that the method seek to identify and target individuals who are believed to be typical of the population being studied. Furthermore, purposeful sampling gives in-depth understanding and focuses on a small number of carefully selected participants (Struwing & Stead, 2010).

Participants were drawn from four high schools in the kwaDlangezwa area since the fifth school declined to participate. Participants were educators and learners from

selected high schools. The criteria for participants' selection included qualified educators with experience in teaching. Dake, Price, Telljohann and Funk (2003) suggest that teaching involves coaching and mentoring and this conceptualisation relates to social and behavioural skills. Therefore, experienced and qualified educators could provide clear concepts regarding learners' behaviours at school. The researcher first had meetings with the four selected high schools to discuss the recruitment of the participants. Participants were selected with the principals' assistants, especially educators' participants. They were selected because they were in school long enough to give valuable information about the intended objectives of the study. Learners' participants on the other hand were selected with the educators' help. Participants were registered learners from selected high schools from grade eight until grade twelve. The intended number of learners per school was five only. Learners' involvement in the study was to acquire their perspectives about educators' techniques on bullying behaviour. Table 1 gives the demographic characteristics of the total sample.

Table 1: Demographic characteristics of total sample, learners and educators

	Total sample	Learners	Educators
N (%)	N = 37 (100%)	20 (54, 1%)	17 (45, 9%)
Gender			
Female	24 (64.9%)	14 (37, 8%)	10 (27, 0%)
Male	13 (35, 1%)	6 (16, 2%)	7(18, 9%)
Grade			
8	3(8, 1%)	3(8, 1%)	
9	8(21, 6%)	8(21, 6%)	
10	4(10, 8%)	4(10, 8%)	
11	2(5.4%)	2(5, 4%)	
12	3(8, 1%)	3(8, 1%)	

Age Group			
14-15	10(27.0%)	10(27.0%)	
15-16	4(10.8%)	4(10, 8%)	
17-18	2(5, 4%)	2(5, 4%)	
18-19	4(10, 8%)	4(10, 8%)	
20-25	0(0%)		0(0%)
25-35	5(13, 5%)		5(13, 5%)
35-40	6(16, 2%)		6(16, 2%)
40+	6(16.2%)		6(16, 2%)

The presented data in the table is further explicated below. The sample size consisted of thirty seven (37) participants and they were all from South Africa. In the total sample of thirty seven (37), seventeen participants (17) were educators from four different high schools in kwaDlangezwa area. Three participants declined to participate in the study, the reason being they had a workshop to attend that day and these participants were from the same school. On the other hand, twenty (20) participants were learners from high schools. KwaDlangezwa is a semi-rural area where blacks dominate. isiZulu is a language that is spoken by many participants. However, English in high schools is the medium of instruction and it can be understood and spoken by many people. Learners who were more comfortable in expressing their perceptions in isiZulu were permitted to do so.

A sample of seventeen (17) were educators; 27, 0% constituted females (n=10) and 18, 9% were males (n=7). Thus, the expected number of participants was twenty for educators but only seventeen participated in the study. The majority of educators who participated in the study ranged in age from twenty (20) to forty (40) years and above. The experience of educators in the field ranged from five (5) to ten (10) years and above. Experienced individuals tend to be more knowledgeable and strategic in terms of solving different kinds of problems they come across. Therefore, the reason for

including educators' experiences on the questionnaires was to obtain valid information on how they intervene strategically in terms of reducing bullying behaviour in schools and looking at their experiences in the field. A total sample of 70, 6% was in the field, more than enough to give valuable and effective views on how they intervene strategically in order to minimize bullying behaviour. Twelve (n=12) participants were in the field for more than ten years which makes a percentage of 32, 4% of participants. Moreover, 29, 4% (n=5) were in the field for more than five (5) years which also indicates that they would have practical and valuable views.

Twenty learners participated in the study; 16, 2% were males (n=6) and 37, 8% constituted females (n=14). The expected age for learners was from fourteen (14) years to nineteen 19+ years. Only 27% (n=10) learners from the age of 14 to 15 years participated on the study; from the age of 15-16 years 10, 8% (n=4) participated and 5, 4% (n=2) from the ages of 17 to 18 years old participated. Finally, 10.8% (n=4) learners from the ages of 18 to 19 years participated in the study. Learners from grade eight (8) 8, 1% (n=3), from grade nine 21, 8% (n=8), grade ten 10, 8% (n=4), grade eleven 5, 4% (n=2) and the final grade is grade twelve with 8, 4 % (n=3) of the participants who participated in the study. These samples of the study were selected from grade eight to grade twelve. Consent to participate in the study was received.

3.7. Research interview schedule

The present study used interview schedule to collect data. The interview schedule was semi-structured in nature. Furthermore, it gives the researcher an opportunity to get to know the participants quite well and understand their thinking and feelings (Creswell, 2014). Interview questions were created considering the following important elements: questions were open-ended and closed questions which aimed at getting to know individuals' thinking, feelings and views regarding the research study and allowing subjects to respond to questions in their own words and be able to provide more details therefore, probing was also considered.

Interview schedule contained two sections, section A and section B. In section a variables included participants' demographic information (participants' age, gender, and grade level for learners) and years of teaching experience (for educators). This information assisted the researcher during the process of interpreting and analysing

the data. In section B the participants were asked questions regarding bullying behaviour and intervention strategies that teachers use to reduce bullying behaviour.

3.8. Method of data collection

A semi-structured schedule interview was used to collect data. The schedule interviews used in this study comprised of a set of questions that were based on research objectives. The researcher met with participants on their site during break and lunch times. The process of collecting the data occurred through interviews individually. The interviews often took 15-20 minutes each person. The researcher started by interviewing the educators, thereafter learners was interviewed. Thus, before the process of collecting the data commenced informed consent was provided to the participant and all relevant information was given, for example, they were told that participating is voluntary and confidentiality was also assured. In this study the questions were asked in English for both teachers and learners; however, questions were also prepared in isiZulu for those learners who did not feel comfortable communicating in English. The interviews were done and completed on site.

3.9. Procedure and administration of interview schedule

Research rules and procedures require researchers to follow all protocols set out to conduct a research study (Elo & Kyngas, 2007). It is of importance to follow all those procedures and protocols to maintain the ethical integrity of the research. The researcher followed the following procedures to accomplish the intended study:

An Ethical clearance certificate which allowed the researcher to collect the data was received from the Ethics Committee at the University of Zululand.

A letter from the Department of Education allowing the researcher to conduct research in schools was also received.

Permission from school principals was obtained after a written letter requesting their permission to conduct study in their schools.

Information regarding the nature of the study was also given to all selected school principals and research participants.

Designed informed consent forms were given to educators and learners who participated in the study and clarification was given about the nature of the study.

Questions were given in English to educators and clarification about the questions was also given when necessary. Learners were given an option if they preferred English or isiZulu. However, most of them preferred English since they are in high school level and it is the medium of instruction in their schools. When they responded in IsiZulu, notes were transcribed into English by the researcher. Educators were met during their free times; other educators were met during break and lunch times. Learner participants were met during break and lunch time.

Participants were informed about the voluntary nature of the study and that if they wanted to withdraw from the study they are free to do so. They were also informed about the anonymity of the study.

Collection of data through interviews was personally conducted by the researcher over the period of two months and participants were interviewed individually. During the interview the researcher was taking notes.

In each school the interviews took two days as they were conducted with each person individually. The time frame was not fixed as the time was different for each person; however, each person did not exceed twenty minutes in each interview.

Moreover, all participants were assured that names and information given would not be disclosed to anyone. In other words, confidentiality during the research process was promised to be maintained.

3.10. Data analysis

Explication of the data commences when the mass of words generated by interviews or observational data needs to be described and summarised (Lacey & Luff, 2001). In a qualitative study there is no clear point at which data collection stops and analysis starts. Rather, there is a gradual fading out of the one and a fading in of the other, so that at first you are mainly collecting data and towards the end you are mainly analysing what you have collected (Terre Blanche et al, 2006).

After the participants gave their perspectives regarding the study at hand. Their answers were first typed, including the questions being asked during interviews. The procedure involved minimising the huge number of responses obtained and sorting them out by placing important from un-important data and also identifying and recognizing repeated themes and ultimately collecting all the gathered data in order to give the meaning from it. Content analysis was used to analyse data and quantitative frequency distribution to understand the numeric data presented. On the basis of frequencies it was computed and analysed statistically. The purpose of using content analysis was to achieve a solid and broad description of the phenomenon and the outcome of the analysis consisted of concepts or categories describing the phenomenon (Kumar, 2014).

3.11. Demonstration of Trustworthiness

The key aim of the study requires that the results at the end is reliable and valid. According to Zohrabi (2013) trustworthiness in a qualitative study is determined by four indicators which are related to validity and reliability. These indicators include credibility, dependability, transferability and confirmability.

- **Credibility**

Credibility relates to the trustworthiness of findings in a study. Strabert & Carpenter, (1999) indicated that credibility is shown when participants recognise the reported finding as their own experience. To ensure credibility the researcher, participants were taken through the same questions. Debriefing was made and transcription were also made.

- **Dependability**

The dependability in research relates to the stability or consistency of the inquiry processes used over time. Description of the methodology used to conduct the study and the description of data was also done. Data was also organised in themes and sub-themes. Research interview schedule designed by the researcher was given to the expert in the field for confirmation in relation to the aims of the study.

- **Transferability**

Transferability refers to the degree to which the results of qualitative research can be generalised or transferred to other contexts or settings (Trochim, 2006). In this study the researcher was able to analyse and generalise findings obtained from the participants.

- **Confirmability**

Confirmability refers to the degree to which the results could be confirmed or corroborated (Trochim, 2006). The researcher provided the description of the research methodology, the participants' background, and the research context to enable someone interested in making a transfer, to reach a conclusion about whether transfer can be possible or not. Purposive sampling was used

3.12. Ethical considerations

When conducting a study dignity and human rights should be given attention all the time (Struwing & Stead, 2010). This includes respecting the privacy, confidentiality and autonomy of research participants. Terre Blanche et al (2006) state that qualitative research was mistakenly assumed as exempt from ethical consideration. The argument behind that was that the method is conversational and that data analysis attempts to preserve the integrity of the data collected. However, participants in qualitative research are entitled to the same protection and respect as those with quantitative research.

The researcher introduced herself in the beginning of the interview and participants were also informed about the study. This were done so that participants would feel comfortable to respond freely and voluntarily.

To render the study with ethical review; the following was provided: self-determination, anonymity, confidentiality, and informed consent. Appropriate procedures were followed before collecting the data. For an example, a ministerial request to the KwaZulu-Natal Department of Education requesting permission to conduct research in high schools in the selected schools was sent. A letter to the circuit office in the Department of Education was written and, finally, letters to the principals of the school were also written requesting their permission to conduct research in their schools.

Participants' informed consent was received before collecting the data. Terre Blanche et al. (2006) define informed consent as the process of seeking the explicit and unforced agreement from participants to participate in a research project, based on their full understanding of the procedures involved and their likely effects. The participants were informed of their rights to voluntarily consent or decline to participate, and to withdraw participation at any time without punishment. The purpose of the study, the procedures and potential risks or costs involved were also explained.

Anonymity and confidentiality in the study were also maintained. Bell (2005) explained confidentiality as the promise that the participants will not be identified or presented in identifiable form while anonymity is a promise that even the researcher will not be able to tell which responses came from which participant. Anonymity was ensured by not disclosing participants' names on the interview schedule. In this study confidentiality was assured by informing participants that the collected data would not be revealed anyhow and during the time of reporting their identities would not be revealed.

3.13. Summary

This chapter described the research methodology, including the population, sample, data collection interview schedule as well as procedures used to ensure that the ethical standards and trustworthiness of the study were maintained. The next chapter focused more on the interpretation and analysis of data collected.

CHAPTER 4: PRESENTATION AND ANALYSIS OF DATA

4.1. Introduction

Chapter three gave a detailed account of the research methodology and the design. There was also a discussion of the data, including the sampling procedure, method of data collection, a comprehensive explanation of the design and administration of the research instrument. The data analysis procedure was explicated and the methodology utilized to gather data for the study was provided.

Chapter four concentrates more on the relevant data collected from the participants through interviews. The findings of the research are presented and discussed in this chapter. The research questions are restated. The themes from the participants' point of view are identified and discussed in detail.

4.2. Characteristics of the sample

The study was qualitative in nature. It involved thirty seven (37) participants. This sample included both educators and learners from different high schools around kwaDlangezwa area. Bullying behaviour in schools is increasingly happening. This raises questions on how do educators intervene strategically in order to reduce the bullying behaviour.

The study was undertaken in a semi-rural area of kwaDlangezwa where isiZulu dominates as a spoken language. English is mainly understood and spoken mostly by educators and learners. This research aimed at answering the following questions:

1. What are the intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa?
2. What are educators' perceptions concerning bullying of learners in schools in kwaDlangezwa?
3. What are the learner's perceptions of educators' intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa?

The findings and the discussions of the study are further explicated in the next paragraphs.

4.3. Findings and discussion of data

In this chapter of discussing the findings of the study similar participants' responses are grouped into themes. In total eight (8) themes emerged and under each theme sub-themes are articulated (See Table 4.3 for the explicated information). Emergent themes together with sub-themes emerged from the analysis of the data. Furthermore, evidence is also given in this chapter in the form of participants' responses. Alphabet letters are used to identify participants' comments; for example participant AE1-A is a pseudo name of the school selected and "E" stands for educators. The same thing applies to learner participants; for example, participant AL2- A is a pseudo name of the school selected and "L" stands for learners.

Table 2:

Key themes and sub-themes

Educators' Intervention Strategies to Reduce Bullying Behaviour	
Themes	Sub-themes
Reporting procedures	<ul style="list-style-type: none"> a. Informing management b. Informing parents/guardians c. Student leadership management
Discipline	<ul style="list-style-type: none"> a. Reprimanding the learner b. School code of conduct c. Punishment d. Moral values/life orientation e. Spirituality
Advocacy	<ul style="list-style-type: none"> a. Information dissemination b. Focus group discussion c. Conflict resolution
Supervision of learners	<ul style="list-style-type: none"> a. Extra-curriculum activities

Barriers in bullying intervention	<ul style="list-style-type: none"> a. Gender related problem b. Outside school bullying behaviour
Educators' Perceptions of Bullying Behaviour	
Educators' experiences of bullying behaviour	<ul style="list-style-type: none"> a. Frequency of bullying behaviour b. Severity of bullying behaviour
Educators' opinion on bullying behaviour	<ul style="list-style-type: none"> a. Misbehaviour b. Discrimination c. Aggression d. Poor performance
Learners' Perceptions of Educators' Intervention Strategies to Reduce Bullying Behaviour	
Learners' perceptions	<ul style="list-style-type: none"> a. Role playing b. Security c. Segregation of learners

4.3.1. Educators' intervention strategies to reduce bullying behaviour

Educators who encountered bullying behaviour at their schools intervened in different ways. The researcher discovered the key themes upon analysis of the participants' responses. The following are the themes that emerged from the participants' comments:

4.3.1.1. Reporting procedures

Educators suggested improving reporting procedures at their schools as the priority in the process of dealing with bullying behaviour. They further indicated that if the incident of bullying is unreported the chances of managing and reducing the incidences becomes limited. Smith (2014) illustrated that unreported bullying behaviour by learners diminishes the chances of educators' interventions because they would not be aware that the bullying behaviour is happening around the school premises. It has been mentioned in the earlier parts of this study that the total number of educators who participated was seventeen. An analysis of such showed that 23%

of the sample (educators) indicated that reporting bullying behaviour when it occurs can make a difference. The following is an extract from a participant's point of view:

Participant AE2: "Reporting incidences of bullying is always encouraged to learners in school, and I think that is the first step in the process of intervening."

The educators further suggested that there are a variety of ways that bullying behaviour is reported in their schools such as the following:

a. Informing management

School comprises of different representatives, namely, school governing body, principal, vice-principal, Head of Department (HOD) and educators. Educators mentioned that when bullying behaviour occurs these representatives are informed about the incident. However, the issue is initially solved by the educator. If the incident persists, the management of the school takes over. A 35, 1% of the sample stated that the issue of bullying behaviour is taken further to the principal's office should the case be too severe to handle.

Participant BE2: "Because the case was severe I took it to the principal's office, the bullies were given a warning and they were told if they continue they will be expelled from school."

b. Informing parents/guardians

Parental involvement often play a huge role when it comes to learners' academic performances, behaviours and their attitudes. Another aspect of reporting procedure was informing parents/guardians. Educators suggested that parents are being invited when bullying behaviour of learners happens; even when the bully is expelled from school parents are notified and present when the decisions are taken. Analysis further highlights that 29, 4% of the educators mentioned that informing parents about every behaviour of a child is important. The following extract indicates participants' responses regarding informing procedures of bullying behaviour.

Participant CE4: "The matter was first reported to the principal and parents were invited."

The above extract indicates the importance of parental involvement and the appropriate ways of handling bullying behaviour in a school.

c. Student leadership management

Another aspect of the reporting procedures involves student representatives. Educators reported that at some point victims become anxious to report bullying behaviour to them that is why there is a student representatives' council. This finding is in line with the literature reviewed by Dake, Price, Telljohann and Funk, (2003), which emphasises that victims are scared to report bullying happening to them, therefore, student representative is important to be there for them. The Learner Representative Council committee helps learners with their problems at school. The following is an extract from a research participant:

Participant AE3: "In terms of helping learners with bullying incidences, Learners' Representatives Council are often present to assist those learners."

The above extract indicates that all stakeholders are involved in the process of reducing bullying behaviour in schools.

4.3.1.2. Discipline

a. Reprimanding the learner

Educators use a variety of strategies when minimizing bullying behaviour in schools. Some of the strategies include reprimanding the learner, moral values, Life Orientation, spirituality and punishment.

The analysis further showed that 11, 8% of the sample indicated that discipline is an effective tool when intervening in the case of bullying behaviour and it is always a good characteristic of the effective school. Such discipline includes reprimanding the learner who is misbehaving.

Participant CE2: "After the incident was reported to me, I then decided to reprimand the bully and tried to bring the situation back to normal again."

The idea behind the extract shows how educators manage behaviour in class that could possibly cause bullying behaviour. The ultimate results are reported to be effective when this kind of discipline is inflicted.

b. School code of conduct

The code of conduct spells out the rules regarding learner behaviour at the school and describes the disciplinary system to be implemented by the school concerning transgressions by learners. The school is also committed to providing an environment for the delivery of quality teaching and learning by eliminating disruptive and offensive behaviour. Participants mentioned the school code of conduct as the main disciplinary procedure in bullying behaviour interventions.

As mentioned earlier 11.8% of the educators' sample use the code of conduct as a tool to reduce bullying behaviour in schools. Warning the learner before detention is included in the code of conduct of the school. The following extract indicates the participants' responses:

Participant AE4: "I gave a warning to the bully and made her understand that we are all different from different places so we have to understand and respect each other."

Despite the fact that learners should be given a warning first before suspending or given detention, learners are expected at all times to behave in a courteous and considerate manner towards each other (de Wet, 2007). School policy is also indicated under school code of conduct. The following are the results indicating use of school policy:

The overall sample of educators who participated in the study was seventeen (17). Only 88.2% (n= 15) participants stated "yes" there is a specific policy in place that seeks to address bullying behaviour. 11.8 % (n=2) stated there is no specific policy in place that seeks to address bullying behaviour.

These results indicate that there is a school policy concerning bullying behaviour in most schools, although a small percentage of the educators seem to be unaware of the existence of the school policy.

c. Punishment

Punishment is another aspect of disciplining the learners in schools. According to the educators' perspectives, before corporal punishment was phased out learners' behaviour was more controllable and disciplined. School rules were followed and even bullying behaviour was not an issue compared to the current decades. Educators further reported that even though they give out punishment it is not effective enough

to change learners' behaviour because learners refuse to cooperate. Twenty three percent (23%) of the sample indicated that they use punishment as an intervention in the process of reducing bullying behaviour in their schools, punishment such as cleaning the school yard, cleaning the bathrooms and reducing sport hours for them.

Participant DE1: "As educators we sometimes give punishment to learners make others refrain from doing unacceptable things."

The extract indicates that educators try their best to reduce undesirable behaviour in schools. As mentioned by Veenstra, Lindernberg, Huitsing, Sainio and Salmivalli (2014) students need to have teachers whom learners perceive as taking an active and a firm stand against bullying in terms of propagating anti-bullying norms and having an efficacious approach to decreasing bullying behaviour.

d. Moral values/life orientation

Educators mentioned that moral values in the process of minimizing bullying behaviour were considered. The participants indicated that if learners could be taught morals and values the issue of bullying could be decreased in schools. Further on lessons on life guardians and how to treat other people could be added. The following extract indicates one participant's point of view:

Participant CE3: "I think learners need moral lessons, their morals need to be enhanced in terms of humanity and how to live with other people."

The extract indicates that morals and values could possibly make a difference in minimizing bullying behaviour. Woolfolk (2007) mentioned that parents, teachers and older siblings may serve as models and children are likely to imitate their behaviour, so it is advisable to surround learners with positive role models.

e. Spirituality

A spiritual person tends to have morals and values in terms of how he behaves and treats other people (Garlikov, 2016). Therefore, participants believed that if learners could be taught spirituality and encouraged to be spiritual their undesirable behaviour could change. Therefore, bullying behaviour in schools could be minimized in that way.

Participant CE3: "Religion should be encouraged in schools."

4.3.1.3. Advocacy

Addressing learners about bullying behaviour in schools was also considered as the strategy that educators have been using on a daily basis. The strategies which inform learners about bullying behaviour include focus group discussions, information dissemination and conflict resolution (discussed below).

According to de Wet (2007) bullying behaviour could occur in a variety of ways which includes psychological bullying that involves gossiping, isolating others in a group, making repeated derogatory statements about the victims, and physical bullying which involves hitting, stabbing, teasing and harassment. A sample of 17.6% indicated that learners are addressed about bullying behaviour in the morning at the assembly, a strategy which makes the learners become more aware of the incidents.

Participant DE1: "The issue of bullying behaviour were usually addressed to the learners in order for them to be aware and know what to expect when they continue bullying others and also what steps would be undertaken if the incident persist or if they fail to comply."

a. Information dissemination

The other aspect that educators mentioned as a strategy to reduce bullying behaviour is information dissemination. This strategy further encourages educators to warn learners about the dangers and consequences of the bullying behaviour. Shariff (2008) illustrated that the results of bullying behaviour are lifelong and victims are suffering from psychological complications such as sleep disturbances, psychosomatic complaints, and irritability. It is only 11.8% of the sample which indicated that learners are being taught about the dangers of bullying behaviour.

Participant AE5: "Learners who were involved in bullying situation were invited, thereafter, the bully was made aware of the dangers of bullying other learners."

b. Focus group discussion

Focus group discussions for the victims and bullies were regarded as the most important consideration in the process of managing and reducing bullying behaviour in schools. Participants stated that this strategy improves the level of intervention. Olweus (1999) pointed out that holding regular discussions with the learners to review classroom rules as well as discussing classroom climate is significant because it is an

effective method of assisting learners to take ownership of bullying prevention and intervention. Therefore, it is an imperative strategy to involve learners whenever a bullying situation is an issue or in combating bullying behaviour. The following extract is an example of the participants' responses:

Participant CE5: "Give learners an opportunity to voice out their suggestions about bullying and how we could reduce it as they are the one who often get involved in the bullying situations."

11, 8% of the sample mentioned that it is a brilliant idea to include learners when trying to combat bullying behaviour and allow them to be active in the group, both bullies and the victims.

c. Conflict resolution

The initial step for educators to intervene commences when individuals involved in the bullying behaviour are invited. Educators mentioned that the purpose of inviting both parties - the bully and the victim - is to find the actual reason for the bullying and to try to resolve the issue. It is 47, 1% of the sample that invites both parties to resolve the conflict between the bully and the victim. If the issue of bullying persists irrespective of their intervention, the matter is taken further to the superiors.

Participant BE1: "I listened to both people who were involved in bullying and I requested the bully to apologize to the victim, thereafter, I gave a bully a warning if the matter persist I will call the parents and send the case to the principal."

Looking at the educators' first step intervention, it gives a vivid picture of how involved the educators are in preventing and minimizing bullying behaviour in their schools. The emergent theme also indicates that educators are willing to solve the problem of bullying behaviour before it goes further to the superiors.

4.3.1.4. Supervision of learners

When educators were asked about strategies they use to minimise bullying behaviour, supervision was mentioned as one of the strategies that is being utilized. Among the variety of indicated strategies, the following were included as the strategies that keep an educator around and supervising the learners: extra-curriculum activities and

support from staff members. If educators are around, learners tend to refrain from misbehaviour or bullying others. Bullying behaviour is reported to happen in the absence of adults or educators, so their visibility and availability make a difference. Thus, the effective results occur if all staff members are supportive and together in the process of managing and reducing bullying behaviour.

Participant DE3: "To minimize the issue of bullying, it should be reported all the time, learners should not be left alone, they should be supervised, and usually bullying incidences occur in the absence of educators therefore, they should walk around even during break time."

Participant BE2: "After reporting the bullying behaviour, I invited my colleagues to help me because the case was severe, at the end of that day the situation seemed to be normal."

a. Extra-curriculum activities

Extra-curriculum activities such as sports were also considered as an element that could limit learners from getting enough time to spend on unprofitable things, such as bullying incidences. This elicited theme came out as an important suggestion: involving learners in sports could occupy them and prevent bullying. The following extract is an example of the participants' responses:

Participant DE2: "I think involving learners to sports activities could be a better idea, this could prevent them from practising undesirable behaviour, which include bullying behaviour."

4.3.1.5. Barriers in bullying intervention

Educators mentioned a variety of barriers to the prevention of bullying behaviour such as gender related problems, outside school bullying and parental involvement. In spite of the educators intervening in the cases of bullying behaviour in schools, obstacles were reported. When educators were asked if there are any barriers which prevent them from intervening in the situation concerning bullying behaviour with the victim or with the bully, fifty two percent (52%) indicated that there are no obstacles that prevent them from intervening in the cases of bullying behaviour. Forty seven percent (47) of the total sample stated that in the process of intervening barriers along the way prevent

them from intervening. The following are the themes that emerged from the participants' responses:

a. Gender related problem

Among the barriers mentioned in the process of intervening is the issue of gender. One participant indicated that when a male educator intervenes in a bullying situation between two female learners, it becomes a challenge because female bullying behaviour is mostly gossiping and spreading lies to one another; therefore, resolving issues without proof becomes difficult for them even though they must intervene. The research participant further stated that they prefer female bullying behaviour to be solved by other females. The following extract is the response of a participant:

Participant AE5: "Sometimes gender limit us from intervening, for example, we as male educators become very difficult to intervene when girls are bullying each other. This could be due to their problems among themselves."

Even though educators experience challenges regarding intervening in the incidents of bullying behaviour, they are obliged to intervene by the school code of conduct irrespective of those challenges or refer the case to another staff member. As long as the incident happens in the school environment, they have to intervene.

b. Bullying outside school

Educators mentioned that when bullying behaviour happens outside the school environment it limits them from intervening. It starts from the community where it eventually becomes gang bullying and families. This is what one of the participants had to say:

Participant BE3: "When bullying behaviour started outside school and involves parent, community, it becomes so hard to intervene in that situation because you end being the target also of the situation."

This extract gives an indication that educators are also scared for their lives if they intervene in the bullying behaviour that has been started outside school. It could put their lives at stake because it usually includes gangs.

Outside bullying behaviour also includes families which ends up involving parents, so this situation becomes difficult for educators because parents become involved before them. Therefore, parents tend to take decisions that favour their children even if they

are wrong. That is why it becomes a barrier to them. Twenty three percent (23) of the sample emphasised the same reason which indicates that parental involvement becomes a barrier to them. The following extract is one of the participant's responses:

Participant DE3: "Some cases involve family issues, therefore, once the parents get involved before educator's interventions it become very difficult to intervene in the case of bullying behaviour."

4.3.2. Educators' perceptions of bullying behaviour

Different perspectives about bullying behaviour have been viewed in the literature including Olweus's (1993) perceptions about bullying. Olweus (1993) described bullying behaviour as an aggressive, intentional act or behaviour that is carried out by a group or an individual repeatedly and over time and it involves the imbalance of power. In this study participants gave their perceptions of bullying behaviour. The following indicates their perceptions around the issue of bullying behaviour:

4.3.2.1. Educators' experiences of bullying behaviour

a. Frequency of bullying behaviour

Educators were asked how they experienced bullying behaviour according to the frequency of bullying behaviour experienced. The levels provided are: *not at all, sometimes, moderate, often and more often*) and the results are as follows:

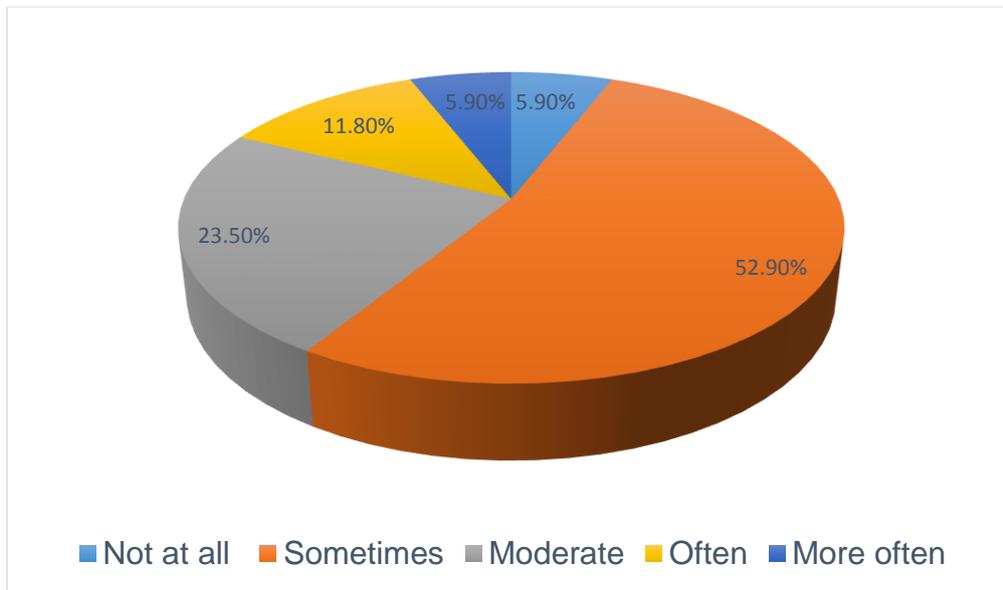


Figure 4.1. Educators' experiences of bullying behaviour

Over seventeen (17) educators participated in the study 5, 90% (n=1) of the sample stated that they have never experienced the issue of bullying behaviour in their schools. A sample of 52, 90% (n=9) mentioned that they have experienced bullying behaviour sometimes, but is not an incident that occurs frequently. A further 23, 5% (n=4) of the total sample mentioned that bullying behaviour occurs moderately which suggests that the behaviour happens but not often. Also 11, 8% (n=2) of the total sample indicated that they have experienced bullying behaviour frequently and, finally, 5, 90% (n=1) suggested that bullying happens more often in their school.

According to the above results, various educators have experienced bullying behaviour in their schools, meaning that the issue of bullying behaviour should not be ignored whenever it is reported by the learners. Thus, their immediate intervention could possibly reduce the incidence of bullying behaviour.

b. Severity of bullying behaviour

The following is a graph indicating the severity of bullying behaviour in schools:

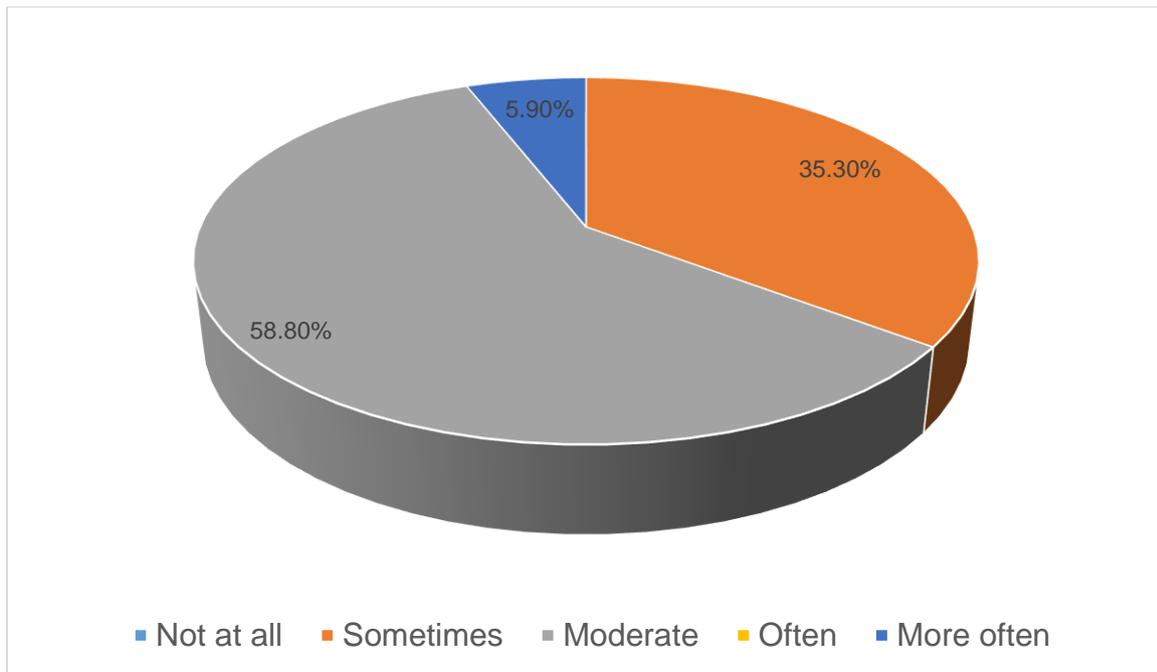


Figure 4.2: Intensity of bullying behaviour

More than half, i.e. 58, 80% (n=10) of the total sample indicated that the level of bullying behaviour in their schools is moderate, meaning that the level is not high but in the middle in terms of the occurrence of the incident. 35, 30% (n=6) of the total sample mentioned that the level of bullying behaviour is also not high even though it happens and 5, 90 % of the total sample indicated that the bullying behaviour level is high in their schools.

The highest score in this rating lies on the moderate level which indicates that bullying behaviour in schools does occur but not on a daily basis. Despite the ratings indicated on the graphs, bullying behaviour should be considered as an important issue that needs to be minimized using appropriate strategies.

4.3.2.2. Educators' views of bullying behaviour

Educators understand bullying behaviour in different ways. Their feelings and thoughts emerged through the themes that are presented below:

a. Misbehaviour

Educators gave different perceptions about bullying behaviour, including misbehaviour of learners, disobedience, disruptions and discrimination.

A sample of 29, 4% described bullying behaviour as an unacceptable behaviour presented by learners towards other learners who are powerless to fight back. These children could take other learners' belongings, namely, food, money and other materials. The description of bullying presented by educators correspond with the description explained by Olweus, (1993). Furthermore, participants also indicated that these children can be disobedient sometimes in terms of following orders and rules if requested and this behaviour becomes a challenge to educators. A sample of 64.7% revealed that bullies refuse to cooperate in many activities and follow the rules set out by educators and they are bossy to other children. As a result these learners ultimately disrupt the whole class during the process of learning. Educators further indicated that these learners who are bullies intimidate others which makes it difficult for victims to be comfortable around them. The sample of 52, 9% emphasised the issue of distraction in class by bullies. As a result, they lose focus and fail at the end of the year. The following are the responses of participants on the explicated information:

Participant AE2: "I can describe bullying behaviour as an incident where a child does not obey direct orders and resistance to comply with the school rules and use language that is not acceptable."

Participant AE4: "Bullies sometimes refuses to cooperate when we give instructions and when we try to punish them because of their behaviour."

Participant: DE2: "They disturb other learners during class proceeding and many of them are defensive. Furthermore, they make other children (victims) feel inferior, so victims feel uncomfortable around them."

b. Discrimination

Educators further indicated that bullying is when one judges people according to their standard of living, culture, race, and even gender, all of which are considered as bullying behaviour. The findings are also in line with shariff (2008), where he states that bullying also involve deliberate isolation through covert psychological bullying which include gender, race, disability and sexual orientation. Segregating others and making them feel inferior is also bullying behaviour. This kind of action is typical but people do not know that they are hurting people emotionally. This behaviour ultimately makes the victims feel isolated from other people and feel inferior about everything. The following extract gives an example of the participants' responses:

Participant BE2: "Bullying behaviour is when one starts to abuse others emotionally, this kind of behaviour can include discriminating others due to colour and style of living. Some bullying incidences occur when others try to force themselves to others."

c. Aggression

Educators further perceive bullying behaviour as an aggression towards others. This behaviour could be attributed to family environment, for example, if a family lives within a violent environment, the behaviour could be perpetuated. A sample of 47, 1% described bullying behaviour as an aggressive behaviour among learners and 41, 2% considered violent behaviour as the bullying behaviour which could be initiated by family violence and abuse. Therefore, Albert Bandura theory (1977) indicates that the behaviour can be learnt by observing others in the environment. The theory further explain that learning by watching others' action and the consequences of their action does have an impact in their entire behaviour. These extracts give examples of the participants' responses:

Participant AE4: "Bullying is an aggressive behaviour exhibited by other children to others, these learners act aggressively and violently and sometimes demand other learners' belongings."

Participant CE5: "I think bullying behaviour is a violent behaviour towards others, this behaviour could be due to dysfunctional family and anger behaviour."

Looking at the participants' perspectives regarding the understanding of bullying behaviour, they seem to understand the conceptualisation around the issue of bullying behaviour. This could be due to their exposure to the situation.

d. Poor performance

When one moves one's focus to another thing which is not important, usually one's priority deviates. The same thing applies to the issue of bullying behaviour. When the priority is to feel cool at the expense of other people, probably the focus will deviate from school work to an egocentric attitude. When educators were asked about the challenges they face with bullies, poor performance with academic work and poor concentration were reported. These views reveal that bullies concentrate more on feeling cool than performing better in their school work. The results is also supported by Boulton (2007) findings regarding the bullying behaviour where he emphasised that

bullying behaviour contributes towards the disrupted concentration and attention to school work.

Participant AE4: "Bullies disturb educators and learners in class and their academic performances are poor. They are also chaotic in class."

At least 29, 4% of the participants revealed that bullies perform poorly in their school work and that gives them a challenge because questions are being asked by superiors about their performance. When a child/learner lacks concentration, satisfactory results at school are unlikely to be obtained (Dake, Price, Telljohann & Funk 2003). 17, 6% of the sample revealed that bullies lack concentration in class. The following extract gives an example of the participants' responses.

Participant DE4: "These learners have short temper and they also lack concentration in class which leads to poor performance."

4.3.3. Learners' perceptions of educators' intervention strategies to reduce bullying behaviour.

4.3.3.1. Learners' perceptions

Different views have been revealed by learners about educator's intervention strategies to reduce bullying behaviour in schools. When learners were asked if educators are doing enough to reduce bullying behaviour in schools, the following were the perceptions of learners:

A total of twenty (20) learners that participated in the study 70% (n=14) mentioned that educators are doing enough to reduce bullying behaviour in schools while 30% (n=6) revealed that educators are not doing enough to minimise the behaviour in schools. These results indicate learners' perceptions with regards to educators' intervention strategies on the issue of bullying behaviour. Their opinions on this issue reveal that educators are doing their best to reduce the issue of bullying behaviour in their schools.

Eighty percent of learners think that the intervention strategies educators have been using are effective and they were satisfied with them. These intervention strategies include detention, punishment, and using the code of conduct to remind learners about

what is acceptable and unacceptable. Parental involvement was considered as the most imperative intervention. Family system theory by Bowen (1987) states that one cannot be understood in isolation without looking at the family and environmental background of an individual. Therefore, involving parents could possibly make the intervention effective. It emerged that 20% of learners mentioned that they were not satisfied with educators' reactions towards bullying behaviour because each and every learner comes from a different background and giving a learner a detention cannot solve the problem. Rather, it could perpetuate the problem. It may happen that the bully has problems at home, so expelling and giving detention cannot help. Counselling and referring a bully to the psychologist would be a proper and better strategy to deal with the bully and that could reduce the incidence of bullying behaviour.

The additional themes about the perspectives of learners are included in the next paragraphs including ideal intervention strategies educators could utilize to reduce bullying behaviour. Those strategies include role playing, retaliation and segregation of learners.

a. Role playing

Most learners accept the intervention strategies educators have been using to reduce bullying behaviour in schools; however, in their interventions, learners perceive role playing the incident of bullying as the strategy which could make a difference for both the bullies and the victims. The bullies could realise how it feels to torture, hit, and make fun of other learners at school, and the victim could acquire strategies that would help in managing the insults from the bullies.

Participant AL4: "Mentors should be there for learners. Groups from grade nine and grade ten should conduct or do drama that would warn learners about the bullying."

The extract indicates that learners are willing to take charge and fight bullying behaviour in schools. This would assist educators minimize the issue of bullying behaviour in many schools. Kalman (2010) emphasised that role-playing is considered as the most effective intervention in teaching children how to handle bullying situations, since explaining the situation is more cognitive whereas role-playing makes the experience emotional and physical as well.

b. Security

Usually schools have their security at the gates. The learners' perspective regarding this theme lies in the fact that learners should be checked before they get into the school premises. Therefore, this could be done to reduce physical bullying which ends up taking other children's lives around the school premises. Guns, knives, any weapons that could possibly cause harm to other learners need to be found and removed.

Participant AL1: "I think at the gate security should be tight, learners should be searched, because with physical bullying they end up killing and stepping each other. Secondly, rules and regulations should be taught all the time and finally punishment scared learners most of the time."

Therefore, strict security around the schools was also seen as the most important consideration in the process of minimizing bullying behaviour.

c. Segregation of learners

Learners suggested that educators should separate learners during break time. Lower grades should break separately and the higher grades should do the same. This strategy should be done to protect the younger ones because most of the time they get bullied by the older learners. Limitation of free periods was also mentioned as the strategy that would help in reducing bullying behaviour. Fifteen percent 15% of the sample suggested that the separation of learners is a good idea in the process of reducing bullying behaviour in schools.

Participant DL3: "I think older boys should be separated from the younger ones during break times and if possible even in classrooms they should be separated." "I think free periods should be phased out because learners get exposed to unpleasant behaviour, if they are free."

This extract indicates learners' perceptions regarding bullying behaviour in the process of reducing such behaviour.

4.4. Summary

The chapter involved a detailed discussion of the results of the study. Analysis and findings were done using the important themes. The participants were able to identify and mention intervention strategies they used to reduce bullying behaviour and their views regarding the issue of bullying behaviour. The next chapter will discuss the recommendations, limitations and the avenues for further research.

CHAPTER 5: DISCUSSION OF FUNDINGS, LIMITATIONS, RECOMMENDATIONS AND CONCLUSIONS

5.1. Introduction

Chapter four gave a detailed account of the analysis and the presentation of data collected. The overall consensus was mentioned in the previous chapter where discussion of data and analysis was made on the intervention strategies educators used to reduce bullying behaviour, educators' perceptions on the issue of bullying behaviour and the learners' perceptions on the educators' intervention strategies to reduce bullying behaviour in schools.

This chapter concludes the study on the basis of data collected and the literature reviewed. Implications of the findings, including recommendations, limitations and avenues for research are also provided.

5.2. Discussion of the results

The study was conducted to determine intervention strategies educators used to reduce bullying behaviour in high schools in kwaDlangezwa. The results of the study are summarised and discussed in the subsequent paragraphs and the data collected is interpreted using a qualitative and quantitative approach. The study hoped to determine the following:

- a) Educators' intervention strategies to reduce bullying behaviour in high schools in kwaDlangezwa.
- b) Educators' perceptions concerning bullying behaviour in high schools in kwaDlangezwa.
- c) Learners' perceptions of educators' intervention strategies to reduce bullying behaviour in high schools in kwaDlangezwa.

5.2.1. Findings: Objective one

During the process of data analysis numerous intervention strategies were mentioned that educators use to reduce bullying behaviour in high schools in kwaDlangezwa. Both primary and secondary intervention strategies were included.

a) Primary strategies

The findings of the present study indicated that the most utilised intervention strategies entail the use of conflict resolution. In the severe cases of bullying behaviour educators indicated that getting the vivid picture about the cause of the problem and resolving the issue becomes their initial intervention in the process of reducing the issue of bullying behaviour. These findings are in line with Dake, Price, Telljohann and Funk (2003) who showed that the educators' approach was also reported to be a strategy in reducing bullying behaviour in schools. The educators' approach is when the bully and the victim are called both to resolve the issue. However, resolving the issue at hand is not always a convenient task to do alone it needs other people in the profession, namely, staff members, school principal, and school governing body. If the matter is serious, parents are also involved. The findings also indicated that parent-teacher interactions were also taken into consideration in the process of minimising the issue of bullying behaviour. Murray Bowen (1978) in family system theory emphasises the concept that one cannot be understood in isolation without looking at the family and the environmental background of an individual. Therefore, involving parents reported to be helpful because they tend to understand the system the child is from and the behaviour of a child. Therefore, when parents are involved positive results are retrieved. This interdependency happen solely not to meet family needs but in the way behavioural patterns develop among family members. Research participants further mentioned that conflict resolution does not work in every situation of bullying; therefore, in the situation where the strategy doesn't seem to work referring the bully to the professionals was also considered. Suspending the bully from school becomes their final decision to actually minimize the incidences of bullying behaviour.

Rules and regulations of the schools were also reported to be the main strategy educators are utilising the most to maintain the behaviour of the learners. Each and

every school has a policy that stipulates the rules and the code of conduct that need to be followed and respected. Research participants also considered the policy to be the effective one in reducing bullying behaviour. Some learners comply with those rules and some do not comply. The findings are in line with Wang, Barry and Swearer (2013) where whole school policy was found to be the most utilised strategy in minimizing the incidences of bullying behaviour. The findings indicated that the learners are being reminded about the rules in the morning assembly.

de Wet (2007) and Protogerou, Flisher (2006) mentioned the effect of bullying behaviour in a school settings include low self-esteem, low school performance and lack of concentration. The research findings were also in line with these findings and it was reported that victims are being assisted by the psychologists if problems are present. Dealing with an individual in the process of healing and gaining skills to manage bullying behaviour were also reported to be effective. These procedures help the victims feel confident and ready to face the challenges that they come across in the process of educators intervening. Kalman (2010) found that helping an individual in the process of minimising bullying behaviour makes the process of reducing the behaviour more ease. It could be a bully or a victim of bullying behaviour. Such a helping procedure includes counselling for both people involved in bullying.

Focus group discussions are conducted in class to engage learners in the reduction of the bullying behaviour. The research participants reported that involving learners in the process of minimising bullying makes the procedure easier for educators to channel the process. In the research conducted by Wang, Barry and Swearer (2013), holding regular discussions with learners to review classroom rules as well as discussing classroom climate is significant because it is an effective method for assisting learners take ownership in bullying prevention and intervention. Therefore, the findings also illustrated that involving learners in the process plays a huge role in minimising the bullying behaviour in schools.

Student representatives (Student Leadership Management) are always available for victims when help is needed. When educators are difficult to approach, learners' representatives are often there to help in terms of reporting the bullying behaviour and warning the bullies to stop bullying others.

b) Secondary intervention strategies

Extra-curriculum activities were reported to keep the learners busy and not commit themselves to undesirable behaviour such as bullying behaviour. These activities include sports, debates and music. The research participants mentioned that they usually involved all learners who are troublesome in sports. This was done to occupy them so that they won't have time to be idle. Educators mentioned that this strategy kept them busy and it is effective.

The findings indicated that supervising learners during their free times was also mentioned as a strategy that has been utilised in the process of reducing bullying behaviour. The findings of the research indicated that educators should supervise learners' free times using rosters. The procedure of rosters is when educators are taking turns to supervise learners during their free times. Educators also propose that learners should be supervised during break times. In the study conducted by Sahin (2010) improved learners' supervision found to be effective in the process of reducing bullying behaviour in schools.

5.2.2. Findings: Objective two

Educators' perceptions of bullying behaviour showed that educators understand the conceptualization around the word 'bullying'. The findings of the research states that educators perceive that bullying behaviour is a systematic abuse of power that usually occurs repetitively. For an example, the power may derive from superiority, arising from relative size, strength or numerical outnumbering and from mental strength. The range of acts of bullying include instances of hitting, kicking or shoving someone around, teasing and calling someone with mean names with an intention to hurt them, deliberately excluding one from a group of friends and dispersal of false information about someone, and forcing one to practise things she or he does not want to do (Owleus,1993). The findings further indicated that educators also viewed bullying behaviour as an aggressive behaviour inflicted on someone else deliberately. The behaviour also includes excluding others from the group and discriminating against them because of the certain challenges they have physically. The educators showed different understanding of bullying behaviour, and their understanding included the imbalance of power.

Educators also alluded to the issue of reporting bullying behaviour. Many incidences that happened around the school are sometimes unreported to the educators which makes it very difficult for them to intervene because they would not know if it is happening if it is not reported.

Educators' perspectives around the issue of bullying also involve the challenges they face in schools and in class from the bullies. For an example, bullies were reported to be disruptive in class which makes other learners lose focus. A sample of 52, 9% of educators emphasised the same challenge in class. Bullies perform poorly in their academic work and educators assume that their focus shifts away from school work. These learners make other learners feel uncomfortable and feel inferior in class which results in poor academic performances. These findings are in line with de Wet (2007) where it was reported that victims underperform in school work due to bullying behaviour.

5.2.3. Findings: Objective three

Learners gave their perceptions about educators' intervention strategies to reduce bullying behaviour. Eighty percent (80%) of learners mentioned that educators are doing their best to minimise bullying behaviour in schools and the strategies they have been using so far seem to be effective in reducing bullying behaviour, while twenty percent (20%) mentioned that they do not think educators are doing enough to reduce bullying behaviour in schools. Learners also stated their thought on what other additional steps could be taken to effectively reduce and manage the behaviour of bullying in schools.

The issue of bullying behaviour involves the whole school, namely educators, school management, learners who could be the bullies, victims, bystanders, and also staff members of the school. The finding of the study indicated that learners' perspectives around the issue of bullying focus on role playing the bullying behaviour to show perpetrators of bullying behaviour how it feels to be bullied. The findings further indicated that role playing will not only enlighten the bullies about their behaviour but the victims will also benefit from the role play. In the study conducted by Kalman (2010) role playing was found to be the most effective intervention strategy in teaching children how to handle bullying situations, since explaining the situation is more

cognitive whereas role-playing makes the experience emotional and physical as well. Therefore, if learners know how to handle verbal attacks, bullying behaviours could disappear.

Learners also perceived punishment as the strategy that could minimise bullying behaviour in schools such as corporal punishment. Bandura (1977) in his social learning theory believed that reinforcement plays a role in learning which also include learning by watching other's action and the consequences of their action. Therefore, punishing the undesirable behaviour and rewarding the good behaviour could possibly work except that the only accepted types of punishment could be used as educators mentioned them such as cleaning the yard, cleaning the bathrooms and reducing sports hour. Corporal punishment was phased out in schools; however, learners themselves think punishment could reduce bullying behaviour in schools.

Fifteen percent (15%) of the sample stated that learners should be separated during break times because usually the older individuals are likely to bully the young ones. Young and quiet learners are powerless to fight back if bullied.

5.3. Limitations

Although this research has achieved its objectives, there were a few limitations. The following limitations were encountered in this study:

- The study was limited to high schools only. If primary schools were also included in the study, it would have opened up the data collection to a wider range of other learners and educators' opinions.
- The study intended to sample fifty participants; however, only thirty seven participants responded to the research interview schedule. The intended sample was not reached and this impacted negatively on data collection.
- Gender was also considered as a limitation because more females than males participated. Further research studies should consider gender balance to get participants' perceptions and opinions.
- The study was not deliberately biased in terms of race. Schools around kwaDlangezwa are predominantly black and that is why only blacks participated in the study and so this is presented as another limitation.

- The research was based only in the kwaDlangezwa area; therefore, that would limit other educators' opinions on the issue of bullying behaviour in other districts where the nature and extent of bullying behaviour may differ.

5.4. Recommendations

The research has fulfilled its objectives, and the researcher presents the following recommendations on the intervention strategies provided. The recommendations also include the management of bullies and the victims in the process of intervening:

- Olweus (1993) and Shariff (2008) indicate that bullying behaviour can be profound and lifelong. Although bullying behaviour can often occur physically, the psychological impact is lifelong. Both victims and bullies can benefit from counselling since the results of bullying behaviour are reported to be enduring. 70, 6% of educators mentioned that in schools social workers and psychologists are available so victims and bullies can gain from attending the sessions. This could help the victims be able to adapt in the environment after bullying behaviour has happened and gain skills/strategies on how to handle bullying situations. On the other hand, bullies could also benefit from counselling in such a way that they could go through the process of catharsis which could make a difference pertaining to their behaviour and find the core reasons which cause them to bully others. Since learners come from different backgrounds with different problems, counselling could ease the process of intervening.
- After educators' intervention strategies victims should be assured that the behaviour will not happen again, starting by making the school environment conducive to all learners including the victims of bullying behaviour. When the bullying behaviour has happened, victims feel uncomfortable around the school premises. These results are in line with Protogerou and Flisher (2006) who stated that victims' academic performances become poor and they may have impaired concentration and low self-esteem. Therefore, educators must ensure that the school environment is conducive. Bullies are also at risk of social and emotional problems and they are likely to gravitate towards other aggressive children and be involved in gangs and delinquent activities (de Wet, 2007;

Protogerou & Flisher, 2006 and Sheriff, 2008). To avoid or manage all the negative consequences educators should intervene strategically; for example, they should involve bullies in discussions and making the rules of the class.

- Counselling sessions with the bullies including their parents could be conducted. Educators suggested that the bullying behaviour presented by bullies tends to be displayed at home due to family violence. Involving their families could help in minimizing the behavioural problems in all settings.
- Educators were asked if there are any barriers that prevent them from intervening in the issue of bullying behaviour. The findings of the research reported that there are barriers during the process of bullying behaviour, such as gender related problem, unreported bullying issues and outside bullying behaviour. Since the school code of conduct does not separate rules in terms of gender, race and culture, taking into cognisance the barriers male educators reported, it is clear that female educators could intervene openly when females bully other female learner. This idea could possibly make the educators' interventions more effective and the issue of bullying could be reduced.
- Learners should be encouraged to report bullying behaviour that is happening around the school environment; even bystanders should report if bullying behaviour occurs.
- Bullying behaviour which started outside school premises was reported to be difficult to handle because the community, gangs and parents are involved before educators' interventions. In these situations, parents should take initiatives and report the issue to the community councils so that the problem can be solved.

5.5. Avenues for further research

This study has achieved its objectives regarding the proposed questions and the following are the suggestions for future research:

- Technology seems to be the most valuable element these days. Children use cell phones, laptops and iPads to bully each other. The researcher did not focus

on the strategies of how educators deal with cyberbullying in schools. Therefore, future research should focus on obtaining strategies to minimize cyberbullying in schools.

- Another research topic could involve parents because bullying behaviour even occurs at home in the presence of parents.
- A study examining the perceptions and opinions of senior management in schools in terms of bullying behaviour would be valuable since they give final suggestions when bullying behaviour occurs.
- Schools that were involved in the study were high schools around the kwaDlangezwa area. There is a need to extend the study to include other districts around KwaZulu-Natal or a national study to examine schools throughout South Africa.
- Research in primary schools regarding intervention strategies into bullying behaviour could also be examined since bullying behaviour does not happen only in high schools.
- The researcher could have included parents in the study. Parents' perceptions may have provided another dimension in terms of data collection.

5.6. Conclusion

In this chapter the limitations, recommendations and future research avenues for researchers who may show interest in similar topics were discussed. In spite of the limitations of the study the research was able to document intervention strategies educators used to reduce bullying behaviour in high schools in kwaDlangezwa as discussed in detail in the previous paragraphs.

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ANNEXURE A: ORIGINALITY DECLARATION

Full names and Surname	Sinenhlanhla Sihlobile Nyawo
Student Number	200700838
Title of Dissertation/ Thesis	Intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa

I acknowledge that I have read and understood the University's policies and rules applicable to postgraduate research, and I certify that I have, to the best of my knowledge and belief, complied with their requirements.

In particular, I confirm I had obtained an ethical clearance certificate for my research (Certificate Number UZEC 171110-030 PGM 2015/165) and I have complied with the conditions set out in that certificate.

I further certify that mini-dissertation is original, and that the material has not been published elsewhere, submitted, either in whole or in part, for a degree at this, or any university. I declare that this mini-dissertation is, save for the supervisory guidance received, the product of my own work and effort. I have, to the best of my knowledge and belief, complied with the university's Plagiarism Policy and acknowledged all sources of information in line with normal academic conventions

I have subjected the document to the university's text-matching and/or similarity-checking procedures.

Candidate's signature	
Date	

ANNEXURE B: Letter to the Department of Education's research unit and the Municipal manager requesting permission to conduct research.

University of Zululand

P.O.B ox X 1001

KwaDlangezwa

3886

The Municipal Manager

UMhlathuze Local Municipality

Corner Hancock Avenue

Maxwell Street

Empangeni

3880

02 September 2014

Dear Ms/ Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Educational Psychology and Special Education at the University of Zululand. My supervisor is Dr S. Govender.

The proposed topic of my research is Intervention Strategies Used by Educators to Reduce Bullying Behaviour in High Schools in KwaDlangezwa. The objectives of the study are:

- a) To determine educators' intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa.
- b) To determine learners' perceptions of educators' intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa.

I am hereby seeking your consent to conduct a study. To assist you in reaching a decision, I have attached to this letter:

- a) A copy of an ethical clearance certificate issued by the University.
- b) A copy of the research instruments which I intend using in my research.

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Cell phone number: 0796439515

Email: sthahnyawo@yahoo.com

Upon completion of the study, I will provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

Signature:

Sinenhlanhla S. Nyawo

ANNEXURE C: PERMISSION FROM THE DEPARTMENT OF EDUCATION TO CONDUCT RESEARCH



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Nomangisi Ngubane

Tel: 033 392 1004

Ref.:2/4/8/704

Miss SS Nyawo
PO BOX 7867
Empangeni Rail
3910

Dear Miss Nyawo

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "INTERVENTION STRATEGIES USED BY EDUCATORS TO REDUCE BULLYING BEHAVIOUR IN HIGH SCHOOLS IN KWADLANGEZWA", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 12 January 2016 to 30 June 2017.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Connie Kehologile at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

uThungulu District

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 15 January 2016

KWAZULU-NATAL DEPARTMENT OF EDUCATION

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

ANNEXURE D: Letter to the principal of each school to gain permission to conduct research involving their teachers and learners.

UNIVERSITY OF ZULULAND

P/BagX1001

KwaDlangezwa

3886

TO: The Principal

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I hereby request permission to conduct research in your school. This research project entails interviewing five teachers and five learners in your school who are willing to participate in this study.

The research intends to find out if intervention strategies are being used in schools to reduce bullying behaviour. If there are no strategies, what are the initiatives implemented to reduce or eliminate the situation because research has been done about the impact of bullying behaviour in schools but not in finding out the strategies used to reduce this situation. Therefore, this study will find out how effective the intervention strategies are.

The interview will take a couple of minutes. All information received will be treated in the strictest of confidence and anonymity is assured.

Please find a copy of the questionnaire which I intend using with all participants and feel free to contact me should you have any queries.

I request your kind permission to conduct the above mentioned research.

All results will be shared on completion of the research.

The study will enable me to fulfil the requirements for the degree of Master in Educational Psychology at the University of Zululand, under the supervision of Dr. S. Govender.

Thank you

Yours faithfully

Sinenhlanhla S. Nyawo

ANNEXURE E: Letter to educators requesting their consent to participate in the research project concerning bullying behaviour in schools.

University of Zululand

P.O.B ox X 1001

KwaDlangezwa

3886

To: Educators

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently an Educational Psychology student at the University of Zululand. I am conducting a research project on the intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa.

The research will be conducted in five different high schools in kwaDlangezwa with the purposes of obtaining accurate data. This research entails interviewing five educators from each school. A questionnaire will be administered to get educators' views regarding the use of intervention strategies to counter bullying behaviour in high schools in kwaDlangezwa.

The research intends to find out what intervention strategies are being used in schools to reduce bullying behaviour. If there are no strategies, what are the initiatives implemented to reduce or eliminate the situation because research has been done about the impact of bullying behaviour in schools but not in finding out the strategies used to reduce this situation? Therefore, this study will find out how effective the intervention strategies are.

I hereby request you to participate in this research. All information received will be treated in the strictest confidence and anonymity is assured.

Please find a copy of the questionnaire which I plan to use with all participants. Feel free to contact me should you have any queries.

The study will enable me to fulfil my requirements for the degree of Master in Educational Psychology at the University of Zululand, under the supervision of Doctor S. Govender.

Thank you

Yours faithfully

S.S. Nyawo

ANNEXURE F: Letter to learners requesting their assent to participate in research on intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa.

University of Zululand

P.O.B ox X 1001

KwaDlangezwa

3886

To: Learners

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am currently doing a Masters in Educational Psychology at the University of Zululand. I am conducting a research project on intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa.

The research intends to determine the intervention strategies used by educators to reduce bullying in high schools in kwaDlangezwa and how effective the strategies are.

I hereby request you to participate in this research. Your participation is voluntary. All information received from you will be treated in the strictest of confidence and anonymity is assured.

Thank you

Yours faithfully

Snenhlanhla Nyawo

ANNEXURE G: Participant informed consent declaration (Participant)

Project Title: Intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa. The Department of Educational Psychology and Special Education, University of Zululand, has requested my permission to allow my child/ward to participate in the above-mentioned research project.

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to determine educators' intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa.
2. The University of Zululand has given ethical clearance to this research project and I have seen/may request to see the clearance certificate.
3. By participating in this research project I will be contributing towards reducing the occurrence of bullying behaviour in schools in kwaDlangezwa and its impact in children's lives.
4. I will participate in the project by answering questions that are being asked by the researcher regarding bullying behaviour in my school.
5. My participation is entirely voluntary and should I at any stage wish to withdraw from participating further, I may do so without any negative consequences.
6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.
7. There may be risks associated with my participation in the project. I am aware that :
 - a. The following risks are associated with my participation: no risks.
 - b. The following steps have been taken to prevent the risks: no steps.
 - c. There is a 0 % chance of the risk materialising.
8. The researcher intends publishing the research results in the form of publications and presentations. However, confidentiality and anonymity of records will be maintained and my name and identity will not be revealed to anyone who has not been in the conduct of the research.

9. I will not receive feedback/will receive feedback in the form of presentation regarding the results obtained during the study.
10. Any further questions that I might have concerning the research or my participation will be answered by Sinenhlanhla Nyawo: contact number 0796439515.
11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.
12. A copy of this informed consent declaration will be given to me, and the origin will be kept on record.

I,..... have read the above information/inform that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way. I voluntarily agree to participate in the above-mentioned project.

.....

Participant's signature

.....

Date

ANNEXURE H: Researcher's declaration

I, Sinenhlanhla Sihlobile Nyawo, declare that:

- I explained the information in this document to
The participants.....
- Requested him/her to ask questions if anything was unclear and I have answered them as best I can.
- I am satisfied that s/he sufficiently understands all aspects of the research so as to make an informed decision on whether or not to participate.
- The conversation took place in isiZulu/English.
- I did not use an interpreter.

.....

Researcher's signature

.....

Date

ANNEXURE I: Parent and guardian's informed consent declaration (Parent or Guardian)

Project Title: Intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa. The Department of Educational Psychology and Special Education, University of Zululand, has requested my permission to allow my child/ward to participate in the above-mentioned research project

The nature and the purpose of the research project and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to determine educators' intervention strategies to reduce bullying behaviour in schools in kwaDlangezwa.
2. The University of Zululand has given ethical clearance to this research project and I have seen/may request to see the clearance certificate.
3. By participating in this research project my child/ward will be contributing towards reducing the occurrence of bullying behaviour in schools in kwaDlangezwa and be able to make the bullying behaviour known.
4. My child/ward will participate in the project by answering questions that are being asked by the researcher regarding bullying behaviour in his/her school.
5. My child's/ward's participation is entirely voluntary and if my child/ward is older than seven (7) years, s/he must also agree to participate.
6. Should I or my child/ward at any stage wish to withdraw my child/ward from participating further, we may do so without any negative consequences.
7. My child/ward may be asked to withdraw from the research before it has finished if the researcher or any other appropriate person feels it is in my child's/ward's best interests, or if my child/ward does not follow instructions.
8. Neither my child/ward nor I will be compensated for participating in the research.
9. There may be risks associated with my child's/ward's participation in the project. I am aware that:

- a. The following risks are associated with participation: no risks may be reported that is associated with the participants.
- b. The following steps have been taken to prevent the risks: no steps will be taken.
- c. There is a 0% chance of the risk materialising

10. The researcher intends publishing the research results in the form of publications and intends giving presentations. However, confidentiality and anonymity of records will be maintained and my or my child's/ward's name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

11. I will not receive feedback/will receive feedback in the form of a presentation regarding the results obtained during the study.

12. Any further questions that I might have concerning the research or my participation will be answered by Snehlanhla S. Nyawo: contact number 0796439515.

13. By signing this informed consent declaration I am waiving any legal claims, rights or remedies that I or my child/ward have.

14. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I have read the above information/confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of my child/ward during the research.

I have not been pressurised in any way to let my child/ward take part. By signing below, I voluntarily agree that my child/ward....., who isyears old, may participate in the above-mentioned research project.

.....

.....

Parent/guardian's signature

Date

ANNEXURE J: Child participant's consent form (Child participant)

Project Title: Intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa

Researcher's name: Sinenhlanhla Nyawo

Name of participant:.....

1. Has the researcher explained what s/he will be doing and wants to do?

YES

NO

2. Has the researcher explained why s/he wants you to take part?

YES

NO

3. Do you understand what the research wants to do?

YES

NO

4. Do you know if anything good or bad can happen to you during the research?

YES

NO

5. Do you know that your name and what you say will be kept a secret from other people?

YES

NO

6. Did you ask the researcher any questions about the research?

YES

NO

7. Has the researcher answered all your questions?

YES

NO

8. Do you understand that you can refuse to participate if you do not want to take part and that nothing will happen to you if you refuse?

YES

NO

9. Do you understand that you may pull out of the study at any time if you no longer want to continue?

YES

NO

10. Do you know who to talk to if you are worried or have any other questions to ask?

YES

NO

11. Has anyone forced you or put pressure on you to take part in this research?

YES

NO

12. Are you willing to take part in the research?

YES

NO

.....

Signature of Child

.....

Date

ANNEXURE K: Child participant's consent checklist (Child participant)

Project Title: Intervention strategies used by educators to reduce bullying behaviour in high schools in kwaDlangezwa

Researcher's name: Sinenhlanhla S. Nyawo

ADDRESS: University of Zululand

P.O.B ox X 1001

KwaDlangezwa

3886

CONTACT NUMBER: 0796439515

What is RESEARCH?

Research is something we do to find new knowledge about the way things and people work. We use research projects or studies to help us find out more about things such as impact and perception of certain behaviour. Research also helps us to find ways of doing things or helping or treating people.

What is this research project all about?

Explain your project in simple child friendly language. Adapt the information to the age of the children that you plan to include.

The duration of the research project?

Explain what is going to happen and the expected duration

Why have I been invited to take part in this research project?

Answer this question in simple language

Confidentiality

Explain the procedure and the need for confidentiality

If a sponsor is to be involved,

Explain the potential conflict of interest

Who is doing the research?

Identify yourself and explain who you work for and/or why you are doing the project.

What will happen to me in this study?

Describe what the participant will be expected to do. Describe all procedures using simple terms and explain any technical terms.

Can anything bad happen to me?

Explain any possible risks to the child, using simple terms. If something might be painful, state this. Explain that the child should inform his/her parents if they are sick or in pain as a result of being in the study.

Who else is involved in the study?

Explain the number of participants and where they are from.

Can anything good happen in the study?

Only describe known benefits to the subject. You may include any possible future benefits to others. If there are no known benefits, state so.

Will anyone know I am in the study?

Explain in simple terms that the subject's participation in the study will be kept confidential, but information about him/her will be given to the study sponsor.

Who can I talk to about the study?

List those individuals the subject can contact (including their contact details) if he /she has any questions or has any problems related to the study.

What if I do not want to do this?

Explain to the participant that he/she can refuse to take part even if their parents have agreed to their participation. Explain that they can stop being in the study at any time without getting in trouble.

ANNEXURES L: Application for ministerial consent for non-therapeutic research with minors (Application)

Condition 1: The research objectives cannot be achieved except by the participation of minors

Describe the scientific justification for the enrolment of minors. Explain why this research must be done with minors as participants:

Enrolment of learners will take place in high schools of KwaDlangezwa with the purpose of obtaining relevant information regarding the topic which says: Intervention strategies used by educators to reduce bullying behaviour in high schools in KwaDlangezwa. The main objective of utilizing learners as participants in this study is that they are the ones who usually experience and witness incidences around school premises, therefore, including learners in the study will validate research study.

Condition 2: The research is likely lead to an improved scientific understanding of certain conditions, diseases or disorders affecting minors

Describe how the research might, or aims to, advance knowledge affecting the health and welfare of minors as a class. Note that ‘condition’ is defined in the Regulations as ‘physical and psycho-social characteristics understood to affect health’ allowing that this research does not only involve children with an illness.

In the news read on television and on radio the issue of bullying behaviour in schools is reported to be high and this results in school dropout and even death. Therefore, the research study aims to enlighten the importance of taking the issue into cognisance and prioritising the problem if learners report the issue because bullying behaviour affects an individual’s social behaviour and his health, e.g. a person may be stressed and lose self-esteem. Furthermore, these psychological problems could end up causing physical illnesses. The research study aims to find out the strategies teachers use to minimize the issue.

Condition 3: Any consent given to the research is in line with public policy

Consent given by authorised persons must be in line with public policy considerations. Describe how consent to participate in the research will be in line with public policy or would be acceptable; for example, show how the research poses acceptable risks and promotes the rights of minors

Consent would be given by an authorized person. It could be a parent or guardian of a minor. In the consent form, participants will be informed that they are free to refrain from participating at any time and it is their right to do so. If there could be any risks, it will be explained to them before participating and it is their right to discontinue.

Condition 4: The research does not pose a significant risk to minors; and if there is some risk, the benefit of the research outweighs the risk.

Describe how the potential risks from the research procedures and/or intervention to minor participants will be minimized and describe any possible benefits from the research to society in the form of knowledge:

If any sensitive issue arises or potential risks, I am willing to provide counselling to participants. Furthermore, bullying behaviour puts many learners' lives at stake, therefore, society will become aware of the consequences of bullying behaviour and what management strategies to use to minimize the problem. Awareness of bullying behaviour will be enhanced.

ANNEXURE M: Ethical clearance certificate

**UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE**
(Reg No: UZREC 171110-030)



RESEARCH & INNOVATION

Website: <http://www.unizulu.ac.za>
Private Bag X1001
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ETHICAL CLEARANCE CERTIFICATE

Certificate Number	UZREC 171110-030 PGM 2015/165		
Project Title	Intervention strategies used by educators to reduce bullying behaviour in high schools in KwaDlangezwa		
Principal Researcher/ Investigator	SS Nyawo		
Supervisor and Co- supervisor	Dr. S Govender		
Department	Educational Psychology and Special Education		
Nature of Project	Honours/4 th Year	Master's <input checked="" type="checkbox"/>	Doctoral <input type="checkbox"/> Departmental <input type="checkbox"/>

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

Special conditions:

- (1) The Principal Researcher must report to the UZREC in the prescribed format, where applicable, annually and at the end of the project, in respect of ethical compliance.
- (2) Documents marked "To be submitted" (see page 2) must be presented for ethical clearance before any data collection can commence.

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

Please note that the UZREC must be informed immediately of

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

ANNEXURE N: Research questionnaire to educators

SECTION A

Biographical Details

School name: _____

Date: _____

Please mark the appropriate box with an X

Male	Female	Other
------	--------	-------

Age Group	20-25	25-35	35-40	40+
-----------	-------	-------	-------	-----

Years of Experience	0-5	6-10	10+
---------------------	-----	------	-----

SECTION B: Rating Questions

Key: Not at all

Sometimes

Moderate

Often

More Often

1.

	Not at all	Sometimes	Moderate	Often	More often
How often do you experience bullying behaviour of learners in your school?	1	2	3	4	5
How extreme is the issue of bullying behaviour in your school?	1	2	3	4	5

2. Have you ever encounter a bullying situation at your school or in your class?
How have you intervened?

3. What would you suggest as the most appropriate strategy to deal with bullying behaviour?

4. How would you describe bullying through behaviour or interaction you might observe and words you might hear?

5. Have you ever dealt with an incident of bullying? If yes, how did you deal with that incident? What was the outcome of the bullying incident?

6. Are there specific policies in place for the entire school that seek to address the bullying behaviour of learners?

Yes	No
-----	----

7. What mechanisms does the school have to prevent bullying behaviour?

8. What challenges do you face as teachers when it comes to learners with bullying behaviour?

9. How do you deal with victims of bullying?

10. Are there any barriers to making an intervention with a bully and/or with a victim? If any, please explain.

11. What happens to a learner who is caught bullying another learner?

THANK YOU FOR YOUR PARTICIPATION

ANNEXURE O: Research questionnaire to learners

SECTION A

Biographical Details

School name: _____

Date: _____

Please mark the appropriate box with an X

Female	Male
--------	------

Age Group	14-15	15-16	17-18	18-19
-----------	-------	-------	-------	-------

Grade	8	9	10	11	12
-------	---	---	----	----	----

SECTION B: QUESTIONS

The following are the questions regarding your views on how educators should handle the issue of bullying behaviour:

1. Do you think educators are doing enough to minimize bullying behaviour?

Yes	No
-----	----

2. Have you witnessed educators or other members of staff react to the issue of bullying? If yes, what was their reaction?

3. What did educators do about the incidence of bullying?

4. Were you satisfied with the educators' reactions towards bullying incidents? If yes, why? If no, why not?

Yes	No
-----	----

5. Have you ever been a victim of bullying behaviour before?

Yes	No
-----	----

6. To whom did you report the incident?

7. Were you satisfied by the manner in which your situation was handled?

8. How would you have preferred your matter to have been handled?

9. What steps do you think need to be taken to effectively reduce bullying behaviour in your school?

THANK YOU FOR YOUR PARTICIPATION

ANNEXURE P: LETTER FROM THE EDITOR

8 Nahoon Valley Place

Nahoon Valley

East London

5241

1 February 2016

TO WHOM IT MAY CONCERN

I hereby confirm that I have proofread and edited the following master's thesis using the Windows "Tracking" system to reflect my comments and suggested corrections for the student to action:

Intervention strategies used by educators to reduce bullying behaviour in high schools in Kwadlangezwa by Sinenhlanhla Nyawo, a thesis submitted in fulfilment of the requirements for the degree of Master of Education in Educational Psychology, Faculty of Education, University of Zululand.

BkCarlson
Brian Carlson (B.A., M.Ed.)
Professional Editor

Email: bcarlson521@gmail.com

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Disclaimer: Although I have made comments and suggested corrections, the responsibility for the quality of the final document lies with the student in the first instance and not with myself as the editor.

BK & AJ Carlson Professional Editing Services