

**THE NATURE AND EXTENT OF BULLYING AT HWITI AND
MOUNTAINVIEW SECONDARY SCHOOLS,
LIMPOPO PROVINCE**

by

OLINDA RUTH CHABALALA

DISSERTATION Submitted in fulfillment of the requirements for the degree of

MASTER OF ARTS

In

Criminology

in the

FACULTY OF HUMANITIES

School of Social Sciences

at the

UNIVERSITY OF LIMPOPO

Supervisor :Mr. D.L Kgosimore

Co-supervisor :Prof. S.L Sithole

DECLARATION

I declare that the dissertation hereby submitted to the University of Limpopo, for the degree of Master of Arts in Criminology has not previously been submitted by me for a degree at this or any other university; that is my work in design and in execution, and that all material contained herein has been duly acknowledged.

Chabalala, O.R (Miss)



Date

TABLE OF CONTENTS

ITEM	DESCRIPTION	PAGE
	Declaration	i
	Dedication	viii
	Acknowledgments	ix
	Abstract	x
	Key concepts	xi
	List of diagrams	xiii
	List of Pie-Charts	xiii
	List of Histograms	xiv

CHAPTER 1: GENERAL ORIENTATION TO THE STUDY

1.1	Introduction	1
1.2	Motivation for the study	1
1.3	Aim and objectives of the study	2
1.3.1	Aim	2
1.3.2	Objectives	2
1.4	Statement of the problem	3
1.5	Assumptions about the problem	5
1.6	Research methodology	5
1.6.1	Research design	5
1.6.2	Population	5
1.6.3	Sampling method	6
1.6.4	Data collection methods	6
1.6.5	Methods of data analysis	6
1.6.6	Procedure	7
1.6.7	Geographic area of the study	7
1.6.8	Reliability and validity	7
1.7	Preliminary literature review	8

1.7.1	Nature of bullying	8
1.7.2	Extent of bullying	10
1.8	Theoretical framework	11
1.9	Operational definitions	12
1.10	Ethical consideration	13

CHAPTER 2: LITERATURE ON THE NATURE AND EXTENT OF BULLYING IN SECONDARY SCHOOLS

2.1	Introduction	15
2.2	Theoretical framework	15
2.3	Reasons why learners become bullies	18
2.3.1	The desire to dominate others	18
2.3.2	Dealing with difficult situations at home	19
2.3.3	Lack of emotional support from parents	19
2.3.4	Exposure to violence at home	20
2.3.5	Exposure to violence on television	21
2.3.6	Bullying as a way of retaliation	22
2.4	Forms of bullying behaviour in school	22
2.4.1	Physical bullying	23
2.4.2	Verbal bullying	24
2.4.3	Relational bullying	26
2.4.4	Emotional bullying	26
2.4.5	Sexual bullying	27
2.4.6	Racial bullying	28
2.4.7	Cyber bullying	28
2.4.8	Other forms of bullying behaviour	30
2.5	Extent of bullying in schools	32
2.5.1	The extent of bullying in South African school	35
2.5.2	Frequency of bullying in schools	36
2.5.3	Prevalence of bullying in schools	39

2.6	Dynamics of gender and bullying	41
2.6.1	Frequency of bullying in terms of gender	42
2.6.2	Bullying methods used by different genders	42
2.7	Power relations in bullying	43
2.8	Areas where bullying occurs	45
2.8.1	Gymnasium	45
2.8.2	School playground	45
2.8.3	The toilet	46
2.8.4	Stairwells	46
2.8.5	The class	47
2.9	Culture as determinant of bullying	47
2.10	Negative effects of bullying	48
2.10.1	Negative effects of bullying on the bullies	48
2.10.1.1	Conviction and antisocial behaviour	48
2.10.1.2	Weapon carrying	49
2.10.1.3	Relationships	49
2.10.1.4	Aggression and psychological problems	50
2.10.2	Negative effects of bullying to the victims	51
2.10.2.1	Absenteeism from school	51
2.10.2.2	School shootings and carrying of weapons to school	51
2.10.2.3	Psychological problems	52
2.10.2.4	Physical problems	53
2.10.2.5	Feelings of rejection	54
2.10.2.6	Breakdown in relationships	54
2.10.2.7	Aggressive behaviour	55
2.10.3	Negative effects of bullying on the observer	55
2.10.3.1	Engaging in bullying	56
2.10.3.2	Fear of victimisation	56
2.11	Risk factors associated with victimisation	56
2.11.1	Overweight	57
2.11.2	Wearing glasses, having big ears or ginger hair	57

2.11.3	Academic excellence	57
2.11.4	Learners with special needs	58
2.11.5	Disliking school or being alone during break	58
2.11.6	Family background	59
2.11.7	Uncommon activities	59
2.11.8	Psychological problems	59
2.11.9	Learners who do not appear normal	60
2.12	Intervention methods for bullying behaviour	60
2.12.1	Intervention at multiple level	60
2.12.2	Intervening with the bullies	61
2.12.4	Intervention by professionals	61
2.13	Prevention methods of bullying	62
2.13.1	Encouraging victims to report	62
2.13.2	Encouraging bystanders to assist	62
2.13.3	Changing school and classroom climate	63
2.13.4	Educating parents	63
2.13.5	Community involvement	63
2.14	Summary of findings from literature	64

CHAPTER 3: PRESENTATION, ANALYSIS AND INTERPRETATION OF EMPIRICAL FINDINGS

3.1	Introduction	66
3.2	Presentation and discussion of empirical findings	67
3.2.1	Biographical information	67
3.2.1.1	Gender distribution of respondents	67
3.2.1.2	Age distribution	68
3.2.1.3	Level of education	69
3.2.1.4	Religious background	70
3.2.2	Socio-economic background	71
3.2.2.1	Birth order of the respondents	71

3.2.2.2	Number of siblings in the family	72
3.2.2.3	Number of children from the extended family	73
3.2.2.4	Marital status of the parents	74
3.2.2.5	Parents' employment status	75
3.2.2.6	The number of working parents	76
3.2.2.7	The mother's place of employment	77
3.2.2.8	The father's place of employment	78
3.2.2.9	Parental involvement in physical conflict	79
3.2.2.10	Exposure to verbal conflict	80
3.2.2.11	Exposure to negative quarrels	81
3.2.2.12	Parents' fighting strategies	82
3.2.2.13	Parents' disciplining method	84
3.2.3	The role of media in the respondent's life	86
3.2.3.1	Exposure to wrestling	86
3.2.3.2	Exposure to horror movies	87
3.2.4	Social factors associated with bullying	88
3.2.4.1	Peer group influence	88
3.2.4.2	Factors that encouraged participation to bullying	89
3.2.4.3	Bullies'views on bullying behaviour	90
3.2.5	The extent of respondent's participation to bullying behaviour	91
3.2.5.1	Use of mean words	91
3.2.5.2	Teasing	92
3.2.5.3	Name calling	93
3.2.5.4	Hitting	94
3.2.5.5	Kicking	95
3.2.5.6	Laying hands	96
3.2.5.7	Pushing	97
3.2.5.8	Hurting bodies	98
3.2.5.9	Sexual comments	99
3.2.5.10	Mean rumours	101
3.2.5.11	Exclusion from activities	102

3.3	Summary of the empirical findings	103
-----	-----------------------------------	-----

CHAPTER 4: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1	Introduction	105
4.2	Summary of the study	105
4.2.1	Summary of the main findings	106
4.2.2	Conclusions	107
4.2.3	Recommendations	107
4.2.4	Areas for further research	108
	References	109
	Appendix 1: Questionnaire	119
	Appendix 2: Letter to the Limpopo Department of Education	
	Appendix 3: Response from the Limpopo Department of Education	

DEDICATION

This study is dedicated to my parents Jackson and Gertrude Chabalala, my brother Kulani, my sisters Witnes, Xongi and my son Katlego Mphela whom I spent a lot of time away from due to my commitment to completing this study. This study is also dedicated to my late aunt Mjaji Chabalala who attended my first graduation, but couldn't live to see my third graduation.

AKNOWLEDGEMENTS

I would like to express my sincere gratitude and recognition to the following people without whose effort, this study would not have been possible.

- My supervisors Mr. D.L Kgosimore and Prof S.L Sithole for their support and guidance. The completion of this study is because of their patience and motivation. Without them I would have not completed the study. “Thank you for your dedication”.
- Ms M.R Makwela from the University of Limpopo (Department of statistics and operations research) for her support and the interpretation of the data.
- I would like to thank Mr. N. Manganyi from the University of Limpopo (Centre of Excellence) for editing my work.
- Winnie Ngobeni and Teboho Leremi for their assistance in the collection of data.
- J. Khosa for photocopying the questionnaires and to Larry Simango for his general assistance.
- My parents Gertrude and Jackson Chabalala for their financial and emotional support.
- My brother Kulani, sisters Witness and Xongi for their motivation, patience and for looking after my son while I was away and busy with the study.
- My son Katlego Kholo Mphela, for his patience when I had to leave him at home in order for me to complete this study.
- The Limpopo Department of Education for giving me the permission to conduct the research.
- The principals and the deputy principals and all the teachers who assisted me at Hwiti and Mountainview High Schools.
- I would like to thank the learners who participated in this study.
- I would like to thank the pastors and the members of JGTI (Turfloop campus) for their support, prayers and motivation.
- I thank The Almighty God for the strength that he gave me and the will to go on when things were tough.

ABSTRACT

The study on bullying is very important to the effective prevention of later crime in adulthood. Bullying is one of the anti-social behaviour that may lead to criminal behaviour in adulthood. If bullies are allowed to carry on with this destructive behaviour, when they become adults, they may be involved in criminal behaviour such as partner abuse, road rage, child abuse, theft, etc. When a study is conducted to determine the extent and nature of bullying, the practices of bullying can be prevented on the primary level than waiting for it to continue and try to prevent it in the tertiary level. To prevent this crime at the tertiary level will result in financial losses to the state that will then have to sentence and keep perpetrators in correctional facilities.

This study focuses on the nature and the extent to which bullying affect learners at secondary schools in Mankweng. No criminological study has ever been done on this phenomenon in Mankweng, Limpopo Province. A study that was conducted by Sathekge in 2004 focused on the psychological factors that contribute to aggressive behaviour among secondary school students. Sathekge (2004:63-66) found that, 68.9% of learners reported that they were bullied, taunted or teased in their schools.

The aim of the study was to determine the nature of bullying among learners at a secondary school level, and the extent to which it affects learners, specifically focusing on two schools Hwiti and Mountainview Secondary Schools that are located in Mankweng area, Limpopo Province. A quantitative approach was used in this study. Two hundred learners from two schools were selected to form part of the study using a snow ball sampling as a way of collecting the data.

Summary of the main findings

- More males than females engaged in bullying behaviour.
- Most of the respondents' parents did not engage in fights or negative arguments in front of their children.
- Most of the respondents' parents yelled at their children when they did something wrong.
- Learners were exposed to wrestling and horror movies on television.
- Learners engaged in bullying together with their peer group.
- Bullying occurred as a result of learning, whereby some learners copied aggressive behaviour from their parents.
- Learners engaged in bullying because they have been bullied themselves. They learned the behaviour from the bullies; then modeled the learned behaviour by retaliating.
- Teasing was the most common form of bullying and kicking was the lowest form of bullying that had been found.
- Most learners participated in the milder forms of bullying, i.e. verbal bullying than physical forms of bullying behaviour.

KEY CONCEPTS

Bullying

Aggression

LIST OF DIAGRAMMES

LIST OF PIE CHARTS

Pie chart 1:	Religious background	70
Pie chart 2:	Number of siblings in the family	72
Pie chart 3:	Number of children from the extended family	73
Pie chart 4:	Parents' employment status	75
Pie chart 5:	Parental involvement in physical conflict	79
Pie chart 7:	Exposure to verbal conflict	80
Pie chart 8:	Exposure to negative quarrels	81
Pie chart 9:	Exposure to wrestling	86
Pie chart 10:	Exposure to horror movies	87

LIST OF HISTOGRAMS

Histogram 1:	Age distribution	68
Histogram 2:	Level of education	69
Histogram 3:	Birth order of the respondents	71
Histogram 4:	Marital status of the parents	74
Histogram 5:	The number of working parents	76
Histogram 6:	The mother's place of employment	77
Histogram 7:	The father's place of employment	78
Histogram 8:	Parents' fighting strategies	82
Histogram 9:	Parents' disciplining method	84
Histogram 10:	Peer group influence	88
Histogram 11:	Use of mean words	91
Histogram 12:	Teasing	92
Histogram 13:	Name calling	93
Histogram 14:	Hitting	94
Histogram 15:	Kicking	95
Histogram 16:	Laying hands	96
Histogram 17:	Pushing	97
Histogram 18:	Hurting bodies	98
Histogram 19:	Sexual comments	99
Histogram 20:	Mean rumours	101
Histogram 21:	Exclusion from activities	102

CHAPTER 1: GENERAL ORIENTATION TO THE STUDY

1.1 Introduction

The researcher intended to study bullying that occurred among learners in the secondary schools. The researcher's interest in the topic was influenced by the study conducted by Dake, Price and Telljohann (2003:175), who found a strong correlation between bullying and behavioural misconduct. They found that, compared to non-bullies, bullies were more likely to become involved in self-destructive behaviours, such as alcohol and tobacco abuse and fighting.

Bullying is a common problem that occurs in many schools. Bullying takes place in various forms of physical assaults such as hitting and kicking or emotional bullying such as verbal assaults and spreading malicious gossip. A number of studies on bullying in schools have been conducted in South Africa. These studies indicate that bullying is a very serious problem in schools. For example the study conducted by Nesor, Ovens, Van der Merwe and Morodi (2003:1) in Gauteng revealed that 60.9% of learners had been victims of bullying.

1.2 Motivation for the study

An interest in bullying as a topic for research came about as a result of scarcity of published scientific criminological studies consisting of bullying in the Limpopo Province. A study that was conducted by Sathekge in 2004 focused on the psychological factors that contribute to aggressive behaviour among secondary school learners. Sathekge (2004:63-66) found that, 68.9% of learners reported that they were bullied, taunted or teased in their schools. As the study was based on the psychological perspective, the relationship between bullying and criminal behaviour was missing from the literature review of other researchers who studied the problem. The researcher became interested in the study as bullying is one of the antisocial behaviours that may lead to conviction of the bullies in the

future. For example, Olweus (1994), found that 60% of those who were convicted by the age of 24 years had engaged in bullying behaviour while they were still attending school.

1.3 Aim and objectives of the study

1.3.1 Aim

The aim of the study was to describe the nature and extent of bullying at Hwiti and Mountainview Secondary Schools.

1.3.2 Objectives

Objectives of this research were:

- To determine the extent of the problem of bullying at Hwiti and Mountainview Secondary Schools in Mankweng.
- To determine the frequency of bullying at Hwiti and Mountainview Secondary Schools in Mankweng.
- To determine the nature of bullying at Hwiti and Mountainview Secondary Schools in Mankweng.
- To determine the family background of bullies.
- To establish the role played by media in encouraging bullying among learners.
- To determine the social factors associated with bullying at Hwiti and Mountainview Secondary Schools.
- To develop guidelines for the prevention of bullying in High Schools in Mankweng.

1.4 Statement of the Problem

The researcher focused on the nature and extent of bullying in high schools in Mankweng. No criminological study has ever been done on this phenomenon in Mankweng, Limpopo Province. A study that was conducted by Sathekge in 2004 focused on the psychological factors that contribute to aggressive behaviour among secondary school students. Sathekge (2004:63-66) found that, 68.9% of learners reported that they were bullied, taunted or teased in their schools.

The studies conducted on bullying in other provinces such as Gauteng and Free State, found bullying to be a problem that occurs daily in schools. De Wet (2005:1) found bullying to be a problem in most schools in the Free State. In some schools learners could be classified as victims of direct and indirect bullying.

Neser, Ovens, Van der Merwe, Morodi, Ladikos and Prinsloo (2003:1) found that bullying occurred on a daily basis in schools. Some learners were bullied daily while others were bullied at least once or twice a week. Most of the learners experienced the mildest forms of bullying on a regular basis. Neser et al. (2004:45) state that the school plays a central role in a child's socialization and it is critical that schools should offer a safe environment in which learning and development can take place. Violence in the form of bullying contaminates the school's environment and jeopardizes the educational process.

The South African Human Rights Commission (2006:2-3), indicate that, while quantitative data on school violence was not available, the existing evidence that had been confirmed by the organisation's own research, strongly suggested that violence was very common in many South African schools. The increasing amount of school-based violence that had been reported ranged from bullying to daily assaults.

Bullying is a problem that may have negative consequences to the health, security and social life of the victim. It occurs in the school premises, in school buses/ taxis or on the playground. Bullying occurs wherever children are together. Bullying is one of the worst forms of violence amongst children. It causes physical, mental or emotional suffering to the child who is bullied. Some victims drop out of school; while others even go as far as committing suicide. The concern with bullying led to a campaign in South Africa, organised by the Children's Movement and the Children's Resource Centre in 2003 with the aim of helping children end the practise of bullying because victims of bullying suffer many years of stress (Children's Movement and the Children's Resource Centre, 2004:1-2).

Voster (2002:29-32) points out that bullying can have physical, social and emotional consequences to the victim. Physical consequences include: bed-wetting, loss of appetite and stomach problems. Emotional problems on the other hand, include: depression, suicide tendencies and actual suicide, tension, fear, anxiety and anger. Social consequences include: isolation, loneliness and problems in interacting with other children and adults.

Douglas (2002:1) indicates that teachers, parents and learners are very much concerned about the violence that occurs in South African public schools. Douglas (2002:1) attributed the incidents of shootings in schools to bullied children who had reached the limits of endurance. Some of the serious attacks in South African schools are in retaliation to bullying. Douglas (2002:1) also indicates that although the country does not have statistics for bullying, there are many reasons to suggest that the problem is likely to be worse in South Africa than in many other countries.

1.5 Assumptions about the problem

The following assumptions about the problem have been formulated:

- The extent of bullying at Hwiti and Mountainview Secondary Schools is high.
- Bullying usually occurs at the school or in the school bus/taxi.
- Learners at Hwiti and Mountainview Secondary Schools engaged in all types of bullying, that is, saying mean words, teasing or calling their victims names, hitting, kicking, pushing, making sexual comments and spreading mean rumours.
- Boys are most likely to be bullies than girls.

1.6 Research Methodology

1.6.1 Research Design

The design for this study was descriptive and cross-sectional in nature. The population group that the sample was drawn from consisted of learners from Hwiti and Mountainview Secondary Schools. Learners from grade eight to twelve were selected. Grade eight to twelve were selected because these are the only grades available in the two schools.

1.6.2 Population

The population in which the data was collected, comprised of the learners from Hwiti and Mountainview Secondary Schools in Mankweng area, Limpopo Province.

1.6.3 Sampling method

This study was limited to bullies only in secondary schools in Mankweng Township. The original target sample was all the three schools in the township. However, two schools, namely Hwiti and Mountainview were settled for because the third school did not show any interest. The sampling method that was applied to select the participants in the two schools was non-probability, snowballing sampling.

Starting at one school, the researcher requested teachers to identify learners who had been reported to be bullies. Those learners were requested to fill in the questionnaire that was given to them by the researcher. Upon the completion of the questionnaire, those learners were requested to bring more learners whom they had seen bullying other learners.

This carried on until a tally of 100 learners was reached, after which no other referrals were received. This meant that the sample for the one school was exhausted. The same sample procedure was followed in the other school. A tally of 100 was settled for in this school in order to maintain a balance since these schools' sizes were approximately 700 learners.

1.6.4 Data Collection methods

The research was quantitative. The Delaware Bullying Questionnaire was used to collect data. This questionnaire was adapted for the South African situation by De Wet (2005:84) when she studied the nature and extent of bullying in Free State secondary schools. De Wet's questionnaire was adapted to include more items for the purpose of this study.

1.6.5 Method of data analysis

Since the research was quantitative in nature, the statistical methods for social sciences (SPSS) version 17.0 computer programme was used to measure the frequency of bullying. Pie charts and histograms were used to explain the findings.

1.6.6 Procedure

The study was conducted at Hwiti and Mountainview Secondary Schools in the Limpopo Province. Permission to carry out the research was obtained from the Department of Education in the province as well as from the principals of the respective schools. Participants were assured that the information obtained from them would be treated confidentially, and that the data would be used for research purposes only.

1.6.7 Geographic area of the study

The study investigated bullying among students in Mankweng Secondary Schools with reference to Hwiti and Mountainview Secondary Schools. Mankweng is located approximately 32 km to the north east of the city of Polokwane in the Limpopo Province.

1.6.8 Reliability and validity

To ensure that the study was reliable and valid, pilot study was undertaken at Nkowankowa. Five learners were request to complete the questionnaire so as to determine if there were questions that were not clear in order to revise the questions. The learners that were selected for pilot study did not belong to the school that the data was collected from. After the pilot study was done, certain items were added in the questionnaire, these were employment status of the

parents, punishing methods and also breaking items on section B of the questionnaire.

1.7 Preliminary Literature Review

Literature indicates that bullying can take the following forms: swearing, hitting, kicking, pushing, insulting, teasing, spreading rumours, hurtful name-calling and excluding others from certain group activities.

1.7.1 Nature of Bullying

Literature on bullying provided by Davis (2006:2), Nesor et al. (2004:28), De Wet (2005:707), Perkins and Craig (2006) and Bucqueroux (2003:1) identify the following characteristics of bullying:

- Physical; which includes inter alia hitting, kicking, pushing, punching, strangling, hair pulling and biting.
- Verbal, as expressed in threats, hurtful name-calling, insulting, teasing, spreading rumours and hate speech.
- Relational, takes place when a victim is intentionally excluded from activities of the group.
- Emotional, includes humiliating, blackmailing and manipulating friendship.
- Hand over lunch, taking or damaging another learner's belongings.
- Making faces or mean gestures.
- Forcing a learner to do something against his/her will.

De Wet (2005:1) found that in Free State schools, bullying could be direct or indirect in the form of verbal, emotional, physical and sexual aggression. Levinson (2002:135-137) states that bullying, threats and intimidation were common phenomena in most schools of the United States. Greef (2004:1-2) had studied bullying to acquire descriptive information regarding the nature and

prevalence of bullying in schools. The revised Olweus Bully/Victim questionnaire (R-OBVQ, 1996) was used by Greef (2004:1-2) as a self-report measure to investigate bullying across five different dimensions: exposure to various forms of bullying/harassment, forms of bullying behaviour, where bullying occurs, characteristics of the bullies and whether the bullying has been reported to other people such as parents and teachers.

Corby, cited in Roche, Tucker, Thomson, and Flynn (2004:214) indicate that bullying of boys tends to involve more physical assaults while that of girls tends to involve more verbal insults. Greef (2004:1-2) found that the most common form of bullying was verbal bullying. Boys reported experiencing direct physical bullying more than girls did and that the most likely place for bullying to occur was the playground. Boys also reported being made fun of and teased in a hurtful way, as well as being kicked, hit and pushed more frequently than girls. Bullying includes name calling and being teased in unpleasant ways. Neser, et al. (2004:45) found that boys were rated by learners to be bullies more often than girls.

Cohn and Canter (2003:1) point out that bullying in most cases occurs between individuals who are not friends. In a bullying situation, there is a power difference between the bully and the victim. For example, the bully may be bigger, tougher and physically stronger or might be able to intimidate others or have the power to exclude others from their social groups. Learners from different cultural groups and financial backgrounds may engage in bullying. In fact, bullying has no boundaries. It may not be the same everywhere, but it has the same effect on everyone who is affected by it. It is not a problem that usually sorts itself out; it requires intervention (Cohn & Canter, 2003:1), hence this study.

Qing (2004:1) found another form of bullying that is called cyber bullying where bullies use internet and cell phones to bully their victims.

1.7.2 Extent of Bullying

Extent in this study refers to the number of times in which bullying occurs. Some learners are bullied once or twice per week; while others are bullied on daily basis. Williams IV (2006:3) states that Howard County took steps to prevent harassment from turning to tragedy in its schools. The initiative came from awareness that bullying was becoming a common factor in school-related violence across Columbia. The schools had already reported 72 bullying incidents to the state long before the end of the 2006 academic year. Cohn and Canter (2003:2) argue that bullying was prevalent in high schools and it occurred every seven seconds.

Smith and Sharp, cited in Roche, Tucker, Thomson and Flynn (2004: 214) conducted a study of bullying in Sheffield schools in 1994. They found that some of the secondary school children were bullied sometimes, while others were bullied every week. Some students admitted that they bullied others at times. Bucqueroux (2003:4) indicates that bullying could also lead to truancy as some learners could decide to be absent from school because they are bullied by other learners. Bishoprelly High School (2004:2-5) state that bullying is a social phenomenon that has been around for years and is extremely common.

Qing (2004:2) noted that almost 54% of the respondents had been bullied and over a quarter of them had been cyber-bullied. Almost one in three students had bullied others in the traditional form; that is physically, verbally and calling them with offensive names. Almost 15% had bullied others using electronic communication tools. Most respondents (52.4%) reported that they knew someone who was cyber-bullied. Sixty percent of the students who had been victims of cyber-bullying had been bullied 1-3 times, over 18% of them were cyber-bullied 4-10 times, and 22.7% of them were cyber-bullied more than 10 times. For those cyber-bullies, over 43% of them cyber-bullied others less than 4

times, over 30% did 4 to 10 times, and over 26% of them cyber-bullied others over 10 times.

Cohn and Canter (2003:1) point out that actions should be taken against bullying because Olweus (1993) found that 60% of those who were convicted by the age of 24 had been identified as bullies while they were still attending school. Levinson (2002:135-137) states that, researchers who studied the 1999 Columbine High School massacre in Littleton, Colorado (USA), concluded that students who were bullied at school might have participated in the massacre through retaliation to bullying. Levinson (2002:135-137) also states that researchers also highlighted the potentially serious consequences that may arise as a result of bullying, for example, retaliatory violence or suicide. Levinson (2002:135-137) argues that bullying occurred because adults believed that children had to pass through the bullying stage as they are growing. As a result, they do nothing to prevent it.

1.8 Theoretical framework

The study is located within the Social Learning Theory of Albert Bandura (1977:22-24) who argued that aggressive behaviour occurred as a result of learning. Children observe how adults behave, then imitated the behaviour that had been displayed.

According to Siegel (2005:114-115), Albert Bandura argues that people are not born with the ability to act violently, but learn aggressive behaviour through their life experiences. These experiences include personally observing others act aggressively or watching people being rewarded for violent acts on television. Children learn to act aggressively by modeling their behaviour after the violent acts of adults. For example, the boy who sees his father repeatedly hitting his mother with impunity is likely to become a battering father or husband. Social Learning Theory's approach is that a person's violent tendencies are activated by

factors in the environment such as the specific form of aggressive behaviour, the frequency with which it is expressed and the situation in which it is displayed.

Siegel (2005:114-115) states that Social Learning Theory views violence as something that is learned through a process called behaviour modeling. In modern society, aggressive acts are usually modeled after three principal sources. These are family interaction, environmental experiences and mass media.

(i) Family interactions: studies of family life revealed that aggressive children have parents who use similar tactics when dealing with others. For example, the children of wife batterers are more likely to use aggressive tactics themselves than children in the general population.

(ii) Environmental experiences: people who reside in areas where violence occur daily are more likely to act violently than those who live in low-crime areas whose norms stress acceptable behaviour.

(iii) Mass media: films and television commonly show violence that is often portrayed as acceptable behaviour, especially for heroes who never have to face legal consequences for their actions.

1.9 Operational definitions

Bullying : Levinson (2002:135) regard bullying as a mistreatment of a person that may range from social isolation, exclusion, teasing to physical violence. In this research bullying refers to the act of causing pain, humiliate, teasing and also excluding another learner in group activities at school.

Aggression : Novelguide.com (2011) define aggression as the behaviour aimed at causing psychological harm, inflict pain, personal injury or physical distraction

to another person. In this research aggression refers to behaviour that is intended to cause harm or pain and can either be physical or verbal. It will also be used to refer to feelings of hostility that arouse thoughts of attack, violent action that is hostile and usually unprovoked and deliberately unfriendly behaviour.

Secondary school : Answers.com (2011) regards secondary school as the school above primary, in other countries the term high school is often used as a synonym for secondary school. In this research secondary school refers to a school that caters for learners from grade eight to grade twelve.

Victim : The Macmillan Dictionary defined victim as someone who has been harmed, injured or killed as the result of a crime; someone who has been affected by a bad situation such as an accident or an illness. In this research victim refers to a learner who had been mistreated, excluded from a group activities, teased and even beaten.

1.10 Ethical consideration

The following ethical considerations were observed:

- Informed Consent and Voluntary Participation

Participation was voluntary. The researcher obtained written permission from the provincial Department of Education. The participants were given the right not to disclose the information that they did not wish to share with the researcher. They were allowed to withdraw from the study if they did not wish to continue with it.

- Privacy, Anonymity and Confidentiality

The information provided by participants was treated with confidentiality. Participants were not required to provide their names or contact details. The information was used for the intended purposes of the study only.

- Emotional and Psychological Constraints

The research did not cause any emotional or psychological harm to participants. In the case where research participants would have shown signs of being overcome by emotions, the research would have stopped immediately and referred such participants to professional counselling.

- No test was performed on participants.

CHAPTER 2

LITERATURE ON THE NATURE AND EXTENT OF BULLYING IN SECONDARY SCHOOLS

2.1 Introduction

This chapter focuses on aspects associated with types and prevalence of bullying, gender differences and location for bullying, as well as risk factors for bullying in schools. Bullying is an aggressive behaviour that is done intentionally to another learner. It involves an imbalance of power and strength and is often repeated over time if there is no intervention by parents, peers or teachers and it takes many forms. The number of times in which bullying occurs differs from country to country and from one school to another. Boys and girls can be the perpetrators of bullying and at the same time can be victims.

Bishoprelly High School's report (2004:2-5) indicates that bullying is a social phenomenon that has been around for years and is extremely common. The reason for bullying to be a common practise is because parents and teachers do very little or nothing about it, even when there is clear evidence that there are learners who bully others. Parents and teachers may ignore the practices of bullying because they believe that it constitutes the inevitable rite of passage.

Bullying as a social phenomenon can be explained through the Social Learning Theory.

2.2 Theoretical framework

The Social Learning Theory of Albert Bandura (Bandura, 1977:22) is used as a framework to explain the reasons why learners engage in bullying behaviour. Bandura (1977:22) argues that most behaviours displayed by people is learned by observation through modeling (copying) others. From observing others, a

person is able to form an idea on how new behaviours are performed and on later occasions the coded information serves as a guide of action. According to Siegel (2005:114-115) as well as Schultz and Schultz (1993:384-385), Bandura argues that people are not born with the ability to act violently; they learn aggressive behaviour through their life experiences. These experiences include personally observing others act aggressively or watching people being rewarded for violent acts. For example, the boy who sees his father repeatedly hitting his mother without being punished, because the mother did not report her abuse to the police, is more likely to copy such behaviour and become a battering father or husband.

According to Siegel (2005:114-115) the Social Learning Theory maintains that a person's violent tendencies is activated by factors in the environment, such as the specific form of aggressive behaviour, the frequency with which it is expressed and the situation in which it is displayed.

Siegel (2005:114-115) and Schulz and Schultz (1993:385) indicate that aggressive behaviour is learned during interaction with other people and by observing others behaving in a certain manner. When a child is raised in a family that is characterised by violence, the child is likely to display such violence. The child may engage in bullying behaviour because he has witnessed his father repeatedly beating his mother. As a result, the child feels nothing for other learners, because he has seen his father not showing any guilt feelings when beating his mother. The father beat his mother because he has more power and physical strength. Learners who are raised in such environments choose victims who are weaker than they are; just like their fathers chose to beat their mother instead of beating other men. Fitzpatrick, cited in Oosthuizen and Roscoe (2009:77), indicate that teenagers are exposed to aggressive environments. According to them aggression breeds aggression. This aggression finds expression in swearing and bullying, among other behaviours. Incidents of parents swearing in public places can potentially be regarded as signs of

aggression. It has been noted in schools that many violent attacks by school bullies and criminals are accompanied by swearing.

Bandura (1977:25) states that as a result of repeated exposure to violent behaviour, modeling stimuli eventually produce enduring, retrievable images of modeled performance. People can observe and learn diverse lifestyles of conduct through mass media. Models presented in televised form are so effective in capturing attention that viewers learn much in what they see. The researcher assumes that learners who watch violent movies most of the time on television where, the heroes are never punished for their actions, are likely to engage in aggressive behaviour in the form of bullying.

Siegel (2005:114-115) as well as Schultz and Schultz (1993:384-385) state that Social Learning Theory views violence as something that is learned through a process called behaviour modeling. Aggressive behaviour in modern society is usually modeled after three principal sources:

- Family interactions: Siegel (2005:114-115) highlights that studies of family life revealed that aggressive children have parents who use similar tactics when dealing with others. For example, the children of wife batterers are more likely to use aggressive tactics to solve problems than are other children in the general population.
- Environmental experiences: people who reside in areas where violence occurs daily are more likely to act violently than those who live in low-crime areas whose norms stress non aggressive behaviour.
- Mass media: films and television commonly show violence that is often portrayed as acceptable behaviour, especially for heroes who never have to face legal consequences for their actions. Children who watch these

films are likely to act aggressively toward others as they imitate the behaviour of their heroes in these films.

2.3 Reasons why learners become bullies

Learners engage in bullying because they have learned that behaviour at home and as a result, they model out that behaviour. Those learners do not see a problem with regard to their behaviour because they saw their parents practicing that behaviour. Children learn by observing their parents, they display what they have seen their parents do (Bandura, 1977:22-24).

2.3.1 The desire to dominate others

Learners engage in bullying because they have a strong desire to dominate others. Olweus (1993) indicate that bullies are likely to be physically aggressive, with pro-violence attitudes, and are typically hot-tempered, easily angered, and impulsive, with a low tolerance for frustration. Bullies have a strong need to dominate others and usually have little sympathy for their victims. Bullies tend to be in trouble more often than learners who do not bully others. They also tend to dislike school and to perform poorly. Oregon Resilience Project (2003:2) points out that bullies tend to be oppositional towards others. This means that they do not follow rules that govern the school; in fact the researcher's assumption is that bullies tend to have rebellious behaviour. They tend to engage in other anti-social behaviours and are likely to break school rules. For example, if they are told to come to school at 07:30, they may come to school an hour later because they do not follow rules. Nansel, Overpeck, Pilla, Ruan, Simons-Morton, and Scheidt, (2001) indicate that bullies are also more likely to drink and smoke or engage in fights than their peers.

Nansel et al. (2001) noted that bullies appear to have no difficulty in making friends. Their friends typically share their antisocial behaviours (such as drinking and smoking) and may be involved in bullying as well. Olweus cited in James (2010:7-8) states that friends of the learners who engage in bullying behaviour are often followers who do not initiate bullying, but participate in it because of the influence of the bully.

Nansel et al., (2001) also noted that bullies usually pick on others as a way of gaining acceptance and feel more important and in control. Bullies also usually pick on others as a way of dealing with their own problems. In some cases, bullies pick on others because they need a victim (someone who seems emotionally or physically weaker), or because they try to gain acceptance and feel more important, popular, or in control. At times bullies think that when they bully others they will gain popularity at school and therefore be respected by all learners at school.

2.3.2 Dealing with difficult situations at home

Learners resort to bullying as a way of dealing with difficult situations at home. Nansel et al. (2001) state that bullies resort to the abusive behaviour of bullying as a way of dealing with difficult situations at home, such as broken homes or partial separation of parents. Bullies may regard their behaviour as normal because they grew up in families in which everyone shouts when angry.

2.3.3 Lack of emotional support from parents

Learners engage in bullying because they lack emotional support from parents. According to Brown County Sheriff (2008:1) and Olweus cited in James (2010:7-8), learners who come from homes where parents provide little emotional support for their children, fail to monitor their activities, or have little involvement in their lives, they are at greater risk of engaging in bullying behaviour than those that

are supervised. Brown County Sheriff (2008:1) also noted that parental disciplining styles are also related to bullying behaviour. An extremely permissive or excessively harsh approach to discipline can increase the risk of engaging in bullying.

2.3.4 Exposure to violence at home

Learners engage in bullying because they were exposed to violence at home. Moretti and Stewart (2006:1) state that when children are exposed to parental violence and aggression, they may learn lessons about how to respond to conflicts and not learn other ways to solve relationship problems. These experiences can ultimately leave children prone to bullying their peers and later on to aggression with their partners.

Healthwise (2008:1) points out that learners who bully may have witnessed physical and verbal violence or aggression at home. They have a positive view of this behaviour and act aggressively towards other people, including adults. They may hit or push other children. Farrington cited by Smith and Ananiadou (2003:193), indicate that bullies are more likely to come from families that lack warmth and in which violence is common. In these families, the parents apply inconsistent discipline. Today a certain act is not allowed, tomorrow the same behaviour that was prohibited yesterday is allowed. This inconsistent discipline style leaves the child confused. They end up not knowing the correct way of behaving in the company of others.

The Social Learning Theory of Albert Bandura emphasizes that aggressive behaviour is learned through observing others behaving in a certain manner (Bandura, 1977:22-24). Children learn to act aggressively after observing parents and other adults acting aggressively towards each other. For example, there are learners who live with parents who cannot resolve inter personal conflict peacefully, but use aggression. The likelihood is that their children might engage in bullying or other antisocial behaviours. These learners will regard their

behaviour as acceptable because they would have observed the most important people in their lives acting aggressively.

Oregon Resilience Project (2003:1) indicates that learners who come from homes where physical punishment is commonly used, where children are taught to fight back physically as a way of handling problems, and where parental involvement and nurturing are lacking, are most likely to become bullies. They engage in this antisocial behaviour because they have learned that behaviour at home. When they are at school, they model the behaviour that they have been taught by their parents and as a result they tend to bully other learners.

De Beyer, cited by Seabi (2009:23), said that normally, children bully because they have experienced aggression either at home or in their environment. Parents who fight each other will deprive their children feelings of security. The children will feel helpless about the situation at their homes. They will then resort to bullying others at school as a way of dealing with their life experiences at home. Bullying others makes them feel powerful. Parents who coerce, shout at or hit their children, are raising future criminals. Siegel (2005: 114-115) as well as Schultz and Schultz (1993:384-385) state that aggressive behaviour is learned through example. If children have seen someone behaving in an aggressive way, they imitate that behaviour.

2.3.5 Exposure to violence on television

Learners become bullies because they have watched violence on television. De Beyer cited by Seabi (2009:23) further state that research has shown that a constant watching of violence on television, films or playing computer games influences a child's tendency to bully. This may occur as a result of learning because aggressive behaviour is learned after observing others behaving in such a way. Children tend to copy what they see their heroes doing in movies and behave the same way when they are in social contacts with other children.

2.3.6 Bullying as a way of retaliation

Learners sometime become bullies because they were themselves victims of bullying. Nabuzoka and Smith cited in Smith and Ananiadou (2003:192), note that learners who have distinct characteristics such as ginger hair, usually become victims of bullying. These learners may, however, not remain victims forever because, according to Douglas (2002:1), victims of bullying can reach the limits of endurance and as a result retaliate and become reactive bullies. The retaliation bullying will be as a result of learning. The victims will be imitating the behaviours of the bullies. From Bandura's theory we learn that people learn by observing others behaving in a certain manner, and then they repeat the behaviour that they have observed (Schultz & Schultz, 1994:384). Levinson (2002:135-137) says that researchers who studied the 1999 Columbine High School massacre in Littleton, Colorado (USA) concluded that the massacre could have been a case of retaliation by students who were bullied at the school.

2.4 Forms of bullying behaviour in schools

There are many ways in which learners can bully other learners. Researchers such as De Wet (2005:707) and Smit (2003:27-33) have identified many forms of bullying. Bullying can be physical, such as when a learner is kicked, pushed or punched. It can also be verbal; for example when a learner or learners spread malicious gossip about another learner with the intention to make them suffer emotionally. Other forms of bullying include emotional bullying, when a learner makes remarks about the personal characteristics of other learners such as disability or ethnicity, with the intention of making those learners feel uncomfortable about themselves. Emotional bullying can also occur when a learner's belongings are destroyed or damaged deliberately.

2.4.1 Physical bullying

Research findings by Nesor, et al. (2004:28); De Wet (2005:707); Perkins and Craig (2006); Bucqueroux (2003:1); Smit (2003:27-33); Quiroz, Arnette and Stephens (2006:1); Kuther (2006:1) as well as Selekman and Vessey (2004:246-249) indicate that physical bullying includes *inter alia* hitting, kicking, pushing, punching, strangling, hair pulling, beating, biting, excessive tickling, poking, burning, stabbing, tripping, taking money, being physically struck, being threatened, taking lunch or homework of other learners and vandalism. When Bidwell (1997) asked learners to mention things that happened to them when they were bullied, nearly half of those who responded described a wide variety of physical bullying other than hitting or kicking. Some of the examples of physical bullying that were revealed in Bidwell's study included shoving against desk and walls, being tackled to the ground, being locked in a dark room and theft of personal belongings.

In their study of bullying among learners in New Zealand, Carrol-Lind and Keamey (2004) found few methods of physical bullying as compared to Bidwell (1996). They found that the most prevalent forms of physical bullying among learners in New Zealand were hitting, punching, kicking, shoving and being threatened. Whereas Bidwell (1996) found vandalism and stealing of personal belongings to be prevalent,

In South Africa, De Wet (2005:715) found that in the Free State Province learners were not only victimised through the methods similar to those that Carrol-Lind and Keamey (2004) found in New Zealand, but were sometimes forced to dive into holes and/or lie on the ground and also forced to put sand in their mouths. Some victims were forced to do what they perceive to be demeaning physical labour; for example washing the bullies' shirts and/or socks and carrying the bullies' books to and from school.

2.4.2 Verbal bullying

Verbal bullying is another form of bullying that learners might be subjected to in schools. Richter, Palmary and De Wet (2000:19-22) as well as Seals and Young (2003) indicate that verbal bullying is the most frequent type of bullying that is experienced by girls and boys in the form of taunting, teasing and calling names.

Neser et al. (2004:28), De Wet (2005:707), Perkins and Craig (2006), Bucqueroux (2003:1), Smit (2003:27-33), Quiroz, Arnette and Stephens (2006:1), Kuther (2006:1), Selekman and Vissey (2004:246-249) as well as Bidwell (1997) state that bullying can be of a verbal nature, as expressed in threatening, offensive name-calling, persistent insulting, teasing, spreading rumours and hate speech, the use of derogatory names by referring to colour and race.

Carrol-Lind and Keamey (2004) state that learners are more likely to be bullied by their classmates. Bullying methods that were found by Carrol-Lind and Keamey (2004) and Greef (2004:13) to be prevalent in New Zealand and South Africa, respectively, were mean teasing, being made fun of and horribly sworn statements. De Wet (2005:713) found that in South Africa, learners can be bullied verbally by writing graffiti on the walls of the bathroom where they write the names of other learners and also call them with nasty names. For example, learners may write in the bathroom wall that a certain learner is a thief; this is written intentionally to hurt the feelings of the learner. The learners who write these graffiti are aware that by writing on the wall the message will hurt the intended victim. While the researcher was still in secondary school, she made an observation that in female toilets, if they wanted to hurt the feelings of another female learner, they would write her name and the message on the toilet walls that says she is involved with a certain boy to hurt the intended victim.

Bidwell (1997) and Greef (2004:1-2) undertook a study to acquire descriptive information about bullying among learners regarding the nature and prevalence

of bullying in schools. The findings indicates that the most common form of bullying experienced by learners was verbal bullying where learners were teased in an unpleasant way, rumours were spread about them and they were also called by offensive names.

Greef (2004:1-2) used the revised Olweus Bully/Victim questionnaire (R-OBVQ, 1996) as a self-report measure to investigate bullying across five different dimensions which were exposure to various forms of bullying/ harassment, forms of bullying behaviour, where bullying occurs, characteristics of the bullies and whether the bullying has been reported to other people such as parents and teachers. The study was conducted in English-medium schools in Bloemfontein. Greef (2004:13) found that learners had been called with mean names, made fun of and also teased in a hurtful way.

Plank, McDill, Mcpartland, and Jordan (2001:512) postulated that swearing is used in schools as an offensive weapon or as an instrument of self-defense or self-assertion that is usually intended to humiliate or to hurt other learners, or to ridicule a learner in front of others. The researcher assumes that learners tend to engage in verbal bullying because they heard verbal insults from adults. In conversations, adults tend to use words such as *voetsek, uyi nja*. Children imitate those words and when they are in contact with other children they tend to use those derogatory insulting words that they heard from adults. Children can also learn swear words from the media in songs, example "Two by two" by Rhythm City, the song says "side to side *mepako ke ye*" (in English it can be translated as side by side there are women's ass); "Superman" by Eminem, the songs says "bitch, superman can't save this shit, and also "fuck you" by Eamon, the song says "you thought you could keep this shit away from me, fuck what I said it doesn't matter now". Phillips (2002:3) indicate that swearing among learners is an indication of lack of self-esteem and self-control. Children who lack the basic social skills to settle matters by means of discussions and negotiations are likely going to resort to swearing.

2.4.3 Relational bullying

Relational bullying takes place when a victim is intentionally excluded from group activities (Neser et al., 2003:128; Greef, 2004:13). For example, relational bullying can occur when a group of girls are in a netball team and the captain of the team dislikes a particular learner. They can exclude her from the team and also encourage other members of the team to dislike her. The captain does this to hurt the learner that she dislikes.

Selekman and Vessey (2004) state that relational bullying can be practised by saying things that would make other learners dislike a particular learner and by manipulation of friendship, where a learner is deprived of her best friend. When learners try to turn a best friend against another, the one to whom the negative behaviour is directed to, will suffer emotionally because of the act.

Carrol-Lind and Keamey (2004) found that leaving some learners intentionally out of group activities was the most prevalent form of relational bullying in New Zealand. In South Africa, research by Greef (2004:13) showed the same results with that of New Zealand but extended further to say that other learners reported to have been ignored by some learners. Relational bullying is practised with the intentions of hurting the feelings of the learners to whom the practise is directed.

2.4.4 Emotional bullying

Neser et al. (2003:128) state that emotional bullying includes engaging in extortion, humiliating, blackmailing, terrorising, rating of personal characteristics such as race, disability or ethnicity, defaming, manipulating friendships and peer pressure. For example, if a learner is being called with names such as “darkie” or “blacky” “fatty boom boom” as a way of saying that the learner is too dark or too fat, this will hurt the emotions of the intended victim. Blackmailing can occur when a learner tries to dominate another learner’s life by choosing whom the

learner can be a friend with or whom the learner should not talk to. When the intended victim refuses to cooperate, the bully may threaten to say something to other learners that will humiliate the victim. The likelihood will be that the victim will cooperate out of fear of being humiliated.

Seals and Young (2003) indicate that the most common form of bullying is verbal bullying followed by physical bullying. The fact that there is no explanation on how common is emotional bullying. The researcher assumes that it is not as common as compared to verbal and physical bullying or that it is difficult to detect unlike the other forms of bullying behaviour.

2.4.5 Sexual bullying

Sexual bullying occurs when a learner says something of a sexual nature that is likely to upset the recipient. For example, a boy at school may pass a remark about a girl's breasts with the intention of hurting the feelings of the girl whom the comment is directed to and to embarrass her. Carrol-Lind and Keamey (2004) found offensive sexual suggestions to be the most common form of sexual bullying in New Zealand. For example, the offensive sexual comments may be through the use of insulting words such as you are a "bitch" "slut" "whore" "*sefebe*".

De Wet (2005:707), Perkins and Craig (2006), Smit (2003:27-33), Quiroz, et al. (2006:1) as well as Kuther (2003:1) found sexual bullying to include exhibitionism, sexual positioning, sexual harassment and abuse involving actual physical contact and sexual assault. For example, a male learner may touch the breasts of a female learner without her consent.

2.4.6 Racial bullying

Racial bullying occurs when a learner says derogatory words to another learner because of the skin colour of the other learner. For example, when a white learner says to a black learner that “you are too dark, you look like black polish”. Carrol-Lind and Keamey (2004) found nasty racial remarks to be the form of racial bullying that is common in New Zealand.

Greef (2004:1) found that in Bloemfontein schools, black boys were most likely to be bullied by white learners based on their race as compared to black girls. The researcher is of the opinion that this form of bullying in South Africa may have been as a result of the past political situation in the country. Before the democratic elections in 1994, whites were regarded as the masters (“*baas*”) of black people and blacks were regarded as slaves. Black people were called by demeaning names such as “*kaffir*” “garden boy” “kitchen girl”. Even after the democratic elections there are still whites who call their black employees with nasty names. Schultz and Schultz (1993:384-385) indicated that Bandura believed that most behaviours that is displayed by individuals is learned through example. When white boys saw their parents or other adults displaying aggressive behaviour towards black people, they copied the behaviour and display it at school by saying nasty racial remarks towards a black learner or to black learners because they have learned it from their parents or other adults in the white communities.

2.4.7 Cyber bullying

Cyber bullying is a form of bullying behaviour where technology is used to send insulting or threatening words to other learners. In cyber bullying, the bully can use a cell phone to send a short text message (SMS) or multimedia message services (MMS) to the victim or through internet via chat rooms and emails. These messages are sent with the aim of hurting another learner’s feelings. Nala,

as cited by Seabi (2009:23), as well as National Children's Bureau (2005:1) said that bullying tactics have increased with technology. Children are now even bullied by the use of insulting text messaging, and even phone calls. The bully can send a short text message to the intended victim with the aim of hurting the feelings of the victim or may say something on-line chat room such as in "MXit" (mix it) in order to embarrass the intended victim. National Children's Bureau (2005:1) found e-mailing to be the most common form of cyber bullying both inside and outside the school, while chat room was the least common.

Quiroz, et al. (2006:1) states that cyber bullying includes writing hurtful or threatening e-mails and posting on web sites. The postings may be of a certain learner taken by another learner at school using a cell phone camera. The posting is sent to the web sites with the intention of hurting the feelings of the other learner. The picture may also be posted on internet chat rooms with an insulting message.

In 2005, The National Children's Bureau (2005:1) conducted a research to investigate the nature and extent of cyber bullying among school learners in the London area using a questionnaire. The following forms of cyber-bullying were found to be prevalent in this study:

- Text messaging;
- Picture or video clips (via mobile phone cameras);
- Phone calls;
- E-mails;
- On-line chat rooms;
- Instant messaging; and
- Websites.

These forms of cyber bullying contain threatening, insulting words and pictures of sexual nature which were sent with the intention of making the recipient scared

or hurt. With regard to phone calls, bullies called their intended victims with the aim of insulting them or to make them suffer emotionally.

The National Children's Bureau (2005:1) indicate that the use of phone pictures, video clips, as well as phone calls in bullying were perceived by the researchers as having more impact on the victim than traditional forms of bullying. In the above mentioned study, websites and short text messages (SMS) were rated as being equal in impact to the traditional method of bullying (physical bullying, verbal bullying and emotional bullying), while using chat rooms, instant messaging and sending e-mails were seen as having less impact than the traditional forms of bullying.

2.4.8 Other forms of bullying behaviour

Researchers indicated that there are ways that bullies can use to bully a learner other than the ones discussed on the previous pages. Naser et al. (2004:28), De Wet (2005:707), Perkins and Craig (2006), Bucqueroux (2003), Smit (2003:27-33), Quiroz, Arnette and Stephens (2006:1), Kuther (2006:1), Carrol-Lind, Keamey (2004), Selekman and Vessey (2004:246-249), Pauw (2007:1) as well as De Beyer quoted by Seabi (2009:23) identified the following other forms of bullying:

- Taking, stealing or damaging another learner's belongings;
- Demanding a service (for example, the bully may ask the victim to polish his/ her shoes);
- Making rude gestures and mean faces at other learners;
- Being pointed with a knife or any other kind of weapon;
- Sending nasty letters;
- Threatening or intimidating the victim;
- Making up things to get the target into trouble

An example of making things to get the target in trouble is that, while the teacher is in class, the bully may make noise. When the teacher asks about the person who was making noise, the bully will point his/her target as the one who was making noise so that the victim can be in trouble with the teacher.

Forms of bullying that have been listed above have not been classified. The researcher is of the opinion that these forms of bullying behaviour are not classified because they do not occur quite often and are quite varied. Those acts that have been classified might be as a result of their prevalence and that they are found in most schools. Those that have not been classified may not be found in some schools.

From the previous information it appears that researchers such as Greef (2004:1-2) and Smit (2003:27-33) found that the most prevalent form is verbal bullying. In line with other findings, Sapouna (2008:1) as well as Seals and Young (2003), found that the most common form of bullying was name-calling and teasing (verbal bullying) when compared to physical bullying. De Wet (2003:168-175) points out that when learners display misconducts such as swearing in South African schools, it is usually a reflection of a general lack of proper behaviour in the society.

Levinson (2002:135-137) as well as Will and Neufeld (2002:51) indicated that adults believe that bullying is one of the stages that a child has to go through while developing. As a result, when a learner reports being bullied, adults do nothing to intervene in the situation as they do not see anything wrong with the practise.

Verbal bullying is the most hurtful form of bullying because some of the things that are said by bullies are more damaging than physical bullying. For example, if a rumour can be spread that a certain learner is gay or lesbian, it will have a long damaging effects to the intended victim, mainly because society discriminates

against people who are homosexuals. Those who were friends to the victim may not want anything to do with the victim because they fear that they may also be stigmatized as being homosexuals because of their association with a learner who is said to be homosexual.

2.5 Extent of bullying in schools

Extent refers to how wide spread the problem of bullying in schools is. The extent of bullying differs from one school to another. Some schools have higher rates of bullying while others have a lower rate. For example, Sapouna (2008:1) found that a lower rate of 8.2% of learners were bullied, while Juric and Elsea (1999:1) found that a higher rate of 84.2% learners who were bullied. The researcher is of the opinion that bullying rates can be influenced by how the school personnel and parents react to bullying. If in a school, teachers and parents do not see anything wrong with bullying, the problem might be high in such a school. Douglas (2002:1) indicated that victims of bullying can reach the limits of endurance and as a result retaliate and become reactive bullies. When they do, so the rates of bullying is likely to increase.

The extent of bullying in school differs from one country to another. Some schools and countries have reported higher rates of bullying while others reported a lower rate. Those schools that reported a higher rate of bullying might be located in areas where people engage in antisocial behaviour such as swearing. Oosthuizen and Rossouw (2009:84) found that 44.76% of the respondents read bad (offensive) language on desks, 41.29% read it on the toilet walls and 40.4% in the streets. When learners read offensive language in schools or in the streets they might use that offensive language on other learners because they have read or heard it.

- **Mean words**

Keith and Martin (2005:225) found that 57% of the learners who participated in the survey had been bullied by other learners who said nasty or hurtful words on-

line chat rooms. Greef (2004:13) found that 58.6% learners had been subjected to mean words in Bloemfontein schools. Kartal (2009:112) found that in Turkish schools some learners revealed that others say mean things to them or called them with hurtful names (20.9%).

- **Teasing**

Sathekge (2004:63-66) found that 68.9% out of the sample of 199 learners were bullied, taunted and teased in a hurtful way. Greef (2004:13) found that 58.6% learners had been teased by other learners in Bloemfontein schools. Nesor et al. (2004:35) found that in Gauteng, 76.5% Indian learners indicated that they had been teased in school as compared to 44.7% Blacks, 54.3% Coloureds and 66.7% Whites.

- **Name-calling**

Nesor et al. (2004:35) study shows that 34.3% females confirmed to have been victims of bullying, whereas the number among male learners was much lower (28.7%). Cheshire Schools (2004) found the most common forms of bullying to be name-calling (84%). Tharp-Taylor, Haviland and D'amico (2009:561-567) found that 8% learners had experienced psychological bullying.

- **Hitting**

Greef (2004) found that in Bloemfontein schools 40% girls and 23.9% boys had been hit by other learners. Qing (2004:2) noted that almost one in three learners had bullied other learners in the traditional form such as hitting.

- **Kicking**

Greef (2004) found that in Bloemfontein schools, 40% girls and 23.9% boys had experienced bullying by being kicked by other learners. Kartal (2009:112) found that some learners (19.1%) were kicked by other learners.

- **Laying of hands**

De Wet (2005:86) found that 49.57% of learners had laid hands on other learners in order to hurt them physically.

- **Pushing**

Greef (2004) found that in Bloemfontein schools, 40% girls and 23.9% boys were pushed by other learners. Kartal (2009:112) found that some learners (19.1%) were pushed by other learners at school.

- **Hurting bodies**

De Wet (2005:86) found that 49.57% learners had physically hurt the bodies of other learners at school.

- **Sexual comments**

De Wet (2005:715) found that in Bloemfontein schools, 12.38% learners were sexually harassed either daily or once a week by other learners. Sexual bullying was found by De Wet (2005:715) to be the fourth in sequence of six types of bullying among the respondents.

- **Spreading rumours**

Kartal (2009:112) found that in Turkish schools, 79.6% of learners had engaged in bullying. Whereas 67.8% of learners indicated that other learners never told the true stories about them; they told stories that made them look bad among other learners.

- **Exclusion from activities**

De Wet (2005:86) found that 32.11% learners had participated in bullying by denying others an opportunity to participate in group activities.

2.5.1 The extent of bullying in South African schools

A number of researchers, among them Greef (2004:10), Nesor, et al. (2004:32), Reddy, Panday, Swart, Jinabhai, Amosun, James, Stevens, Morejele, Kambaran, Omardien and Van den Borne (2003:31), conducted research on bullying in secondary schools in South Africa. For example, Greef (2004:10) found that 56.4% of learners had been victims of bullying in Bloemfontein. Nesor, et al.'s (2004:32) findings were that 60.9% of participants in their research on bullying in secondary schools in Gauteng province had been victims. On the other hand, in their 2002 research on bullying in secondary schools in different provinces, Reddy et al. (2003:31) found that the Northern Cape and Free State had the highest rates of bullying, while Kwazulu-Natal recorded the lowest rates.

Reddy et al.'s (2003:31) findings are of particular interest, from the perspective of Bandura's theory of learned behaviour (Bandura, 1977:22), which explains the acquisition of aggressive behaviour. Given the high rate of violence that could be seen through taxi and political violence in Kwazulu-Natal (see Ntshoe 2002:64 and Zikalala 2009:1), it would have been expected – following Bandura's assertion that children learn aggressive behaviour by observing others behave that way – that learners in Kwazulu-Natal would show a lot more aggression through bullying than learners from other provinces. Research can be undertaken in the future to establish reasons for Reddy et al.'s findings.

Research findings in Cape Town, Durban and Mpumalanga show a lower percentage of bullying among learners than in Gauteng province and Bloemfontein. For example, Townsend, Flisher, Chikobvu, Lombard and King (2008:21-32) found that bullying was low in Cape Town High Schools. In Durban and Cape Town, 36.6% of learners indicated that they had been involved in bullying. In rural schools in Mpumalanga, Townsend et al. (2008:21-32) found that 11.8% of respondents were involved in bullying behaviour. In comparison, Tshwane reported a higher rate of bullying as compared to Cape Town, Durban

and Mpumalanga; the researchers reported that 61% of learners in Tshwane were involved in bullying (Neser et al., 2003).

In Limpopo Province only few studies have been conducted on bullying. For example, Sathekge (2004:63-66) found that 68.9% out of the sample of 199 learners were bullied, taunted and teased in a hurtful way. The researcher assumes that researchers in the Limpopo Province do not consider bullying to be a serious problem or bullying is less prevalent in the province.

Richter, Palmary and De Wet (2000:19-22) conducted a study in South Africa among grade one and two learners, they found that 38% of learners had been subjected to bullying by their peers. Most of the learners who had been bullied had suffered from verbal bullying than from other forms of bullying.

The assumption that can be made, based on previous research is that if 15% of learners in a school are involved in bullying, this would indicate that bullying exists in such a school. The mere existence of bullying, whether it is low or high, requires that intervention method should be designed in such school to prevent those incidents. If no intervention takes place, many learners would also engage in such destructive behaviour because they would see the behaviour as acceptable. For example, Levinson (2002:135-137) indicates that researchers who studied the 1999 Columbine High School massacre in Littleton, Colorado (USA) made the conclusion that students who were bullied at school might have contributed to the massacre in retaliation of being bullied.

2.5.2 Frequency of bullying in schools

Smith and Sharp, cited in Roche, Tucker, Thomson and Flynn (2004: 214) conducted a study of bullying in Sheffield schools in 1994. They found that some of the secondary school children were bullied sometimes, while others were bullied every week. Some learners admitted that they bullied others sometimes.

Juric and Eslea (1999:1) state that bullying was a problem that was experienced by a large number of children. Up to 73% of learners indicated that they were bullied at school some time. About 39.6% of learners indicated that they had been bullied at a certain time. This study shows that 12.5% were bullied during the previous week, 63% had been bullied during the previous month.

Field (2007:1) point out that most children had either been bullied, bullied others themselves or had witnessed bullying at school. This implies that learners can be victims of bullying and in turn bully others, or they may have seen other learners being bullied. More than one in five children are bullied regularly at school, some are bullied occasionally (Field, 2007:1).

Bidwell (1996) indicates that about one third of learners reported that they had been bullied only once. One third of the learners were bullied a few times (26.4%) or most of times (1%). The findings suggest that about 10% of learners in Western Canada schools were bullied on an ongoing, weekly basis. About one fourth were bullied about once or twice a week, while almost 14% were bullied most of the days or on daily basis. Most of the bullying episodes were a day or two or a week or so in duration. A smaller number of learners reported that the longest period over which they had been bullied by the same person was several weeks, months, a year and more than two years. Almost one half of the respondents had bullied another learner as part of a group activity, with the highest percentage doing so once or twice. Nearly one fifth of learners admitted to have bullied another learner as part of a group activity sometimes, about once a week, or several times a week.

Sullivan cited by Kazmierow (2003) conducted a study among 821 learners aged 15 to 16 from 107 schools in New Zealand. The study revealed that 50% of the learners in the sample had been bullied; one third admitted to have bullied others; and 9% indicated that they were bullied once in a week or more. Cohn and Canter (2003:2) argue that bullying was prevalent in high schools and it

occurred every seven seconds. Some learners were bullied once or twice in a week; others were bullied on daily basis. Cohn and Canter (2003:2) suggest that bullying is very common because it occurred every seven seconds.

The study that was conducted by Smit (2003:27-33) found that a quarter of the learners (25%) in the sample had been bullied at certain times during the 2003 school term. Five percent (5%) of the respondents indicated that they had been bullied at least once per week and three percent indicated that they had been bullied several times in a week. There was no difference in the responses given by both girls and boys as to the frequency of being bullied.

Levinson (2002:135-137) states that bullying, threats and intimidation were common phenomena in most schools of the United States. Some learners were bullied once or twice per week and others had been bullied on a daily basis. Baldry and Farrington (2000:1) undertook a study where 113 girls and 125 boys were requested to fill in a questionnaire about bullying in a middle school in Rome. Over half of the learners who participated in the study had bullied another learner in the previous three months; and nearly half of the learners in the schools had been bullied. National Children's Bureau (2005:1) found that 20 learners (22%) had experienced cyber bullying at least once and five (6.6%) had been bullied in this way frequently in the previous month. In the research that Keith and Martin (2005:225) conducted in the United States of America, 13% of learners indicated that bullying occurred quite often.

Qing (2004:2) noted that almost 54% of the respondents had been bullied and over a quarter of them had been cyber-bullied, and almost one in three learners had bullied other learners in the traditional form (physical, verbal bullying, etc). Almost 15.1% had bullied others using electronic communication tools. Fifty two comma four percent (52.4%) of learners reported that they knew someone who had been cyber-bullied. Sixty percent (60%) of the learners who had been victims of cyber-bullying were bullied 1-3 times, over 18% of them were cyber-bullied 4-

10 times, and 22.7% of them were cyber-bullied more than 10 times. Over 43% cyber-bullied others less than 4 times, over 30% did it 4 to 10 times, and over 26% cyber-bullied others over 10 times. On the other hand, a survey on cyber bullying conducted in the United States of America in 2003 by Keith and Martin (2005:225) found that 57% of the learners who participated in the survey had been bullied by other learners who said nasty or hurtful words to them in the on-line chat rooms.

2.5.3 Prevalence of bullying in schools

In Nigeria Egbochuku (2007) found that 78% of learners in junior secondary school had been victims of bullying, while 71% had bullied others. Sapouna (2008:1) conducted a study in Greek Primary and Secondary Schools to investigate the problem of bullying among learners by using the translated version of the Olweus Questionnaire. A total number of 1758 learners from 20 schools in the Greater Thessaloniki area participated in the research. The study revealed that 8.2% of learners were victims, 5.8% were bullies and 1.1% was either bullies or victims. Sapouna's findings suggest that bullying is prevalent in Greek schools, but the rate of bullying is low. One of the reasons why Sapouna found lower rates in bullying while other researchers have found a higher rate might be that learners were scared to reveal that they were victims of bullying because they feared further victimisation. Another reason may be that the schools regarded bullying as a serious problem and intervened in the reported cases of bullying. Furthermore, the other explanation for finding lower rate of bullying may be as a result of the methodology that was employed to carry out the study or that there are important differences in bullying behaviour across different countries (Greef, 2004:19, Townsend et al., 2008:29).

Cheshire Schools (2004) found the most common forms of bullying to be name-calling (84%). Brown County Sheriff's Department (2008:1) as well as Nansel, Overpeek, Ruan, Simons-Morton, Schedt cited in TNYVPRC (The National Youth

Violence Prevention Resource Centre, 2007:1) states that almost 30% or over 5.7 million learners in the United States were estimated to have been involved in bullying, either as bullies, targets of bullying, or both. Moretti and Stewart (2006:1) indicate that approximately 23% Canadian learners reported that they have been bullied.

Nansel, et al. (2001) cited in TNYVPRC (2007:1) found that in a national study of grade 6-10, learners in the United States, 13% reported bullying others, 11% reported being the target of bullies, and another 6% said that they had bullied others and were bullied themselves.

Hay-Mackenzie cited in Kazmierow (2003) states that a 2002 study that was undertaken in Scotland revealed that 16% of learners are bullied through text messages (SMS) that had threatening or insulting words; 7% were bullied in internet chat rooms, where a learner can write comments that are likely to hurt the feelings of the one whom the comments were made about. Four percent of learners were bullied via e-mail. The researcher asserts that electronically, a learner can send pornographic pictures in order to make another learner feel uncomfortable.

Kartal (2009:112) found that in Turkish schools, 79.6% of learners had engaged in bullying. Sixty seven coma eight percent (67.8%) of learners indicated that other learners never told true stories about them; they told stories that made them look bad among other learners. Some learners revealed that others had said mean things to them, teased them or called them with hurtful names (20.9%). Other learners were kicked, hit or pushed by other learners (19.1%).

Baldry and Farrington (2000:1) found that 50% of the total school population had bullied another learner. The study that was conducted by Nansel et al. (2001) as cited by the National Youth Prevention Resource Centre (2007:1) found that 30%

of the total youth population had been involved in bullying as the bullies, targets or observers.

The prevalence of bullying differs from one school to another and from country to country. Some schools and countries reported higher rates of bullying while others have reported a lower rate. The researcher is of the opinion that those schools that reported higher rates of bullying might be located in areas where the community engaged in destructive behaviour such as swearing. Oosthuizen and Rossouw (2009:84) found that 44.76% of the respondents read bad language on desks.

2.6 Dynamics of gender and bullying

Gender should not be ignored when studying bullying. There is a need to determine whether learners from different gender groups engaged in the same type of bullying, as this would assist in terms of its prevention or when developing intervention methods. It is also important to know to what extent boys and girls are involved in bullying behaviour.

Corby, cited in Roche, Tucker, Thomson, and Flynn (2004:214), Nansel, et al. cited in TNYVPRC (2007:1), Tanzola (2006:1) and Brown County Sheriff's Department (2008:1) stated that bullying take different dimension in terms of gender. Bullying methods that boys employ are not the same as those employed by girls. Boys are more likely to carry out direct or physical bullying (that include pushing, slapping, hitting, kicking, punching, spitting, or tripping), while girls are more likely to carry out indirect bullying (threats, teasing, spreading malicious gossip, verbal insults, swearing, stealing or extortion, or shunning). Girls are more likely to be the targets of spreading rumours and sexual comments.

2.6.1 Frequency of bullying in terms of gender

By comparing boys and girls Nesor et al. (2004:45), Greef (2004:1-2), De Wet (2005:716), Baldry and Farrington (2000:1), Sapouna (2008:1), Proctor (2007:1), Smit (2003:27-33), Bidwell (1996), Moretti and Stewart (2006:1) found that boys tend to engage in bullying more often than girls. Both boys and girls tended to be bullied by boys; boys typically experience physical and verbal forms of bullying.

Types of methods that are used to bully girls and boys differ. Nesor et al. (2004:45), Greef (2004:1-2), De Wet (2005:716), Baldry and Farrington (2000:1), Sapouna (2008:1), Proctor (2007:1), Smit (2003:27-33), Bidwell (1996), Moretti and Stewart (2006:1) found that boys were made fun of and teased in a hurtful way and they are more likely to physically abuse other learners as compared to girls who mostly suffer from verbal bullying and sexual comments. The National Children's Bureau (2005:1) found that girls were significantly more likely to be cyber bullied as compared to boys; especially by text messaging and phone calls.

Van der Wal, de Wit and Hirasing (2003:1312-1317) as well as Wolke, Woods, Bloomfield and Karstadt (2001:197-201) found that boys are victims of more direct forms of bullying and girls were more likely to be victims of indirect bullying such as spreading rumours or relational bullying.

2.6.2 Bullying methods used by different genders

De Beyer cited by Seabi (2009:23) points out that bullying strategies that are used by boys and girls differ. Boys may be involved in physical bullying, while girls engage in verbal bullying. Girls bully in a more secretive way called relational aggression. They exclude other girls from group activities on purpose to hurt them, and they spread rumours or tease their intended target. For example, if a girl is having a birthday party, when she sends invitation cards to

her friends, class mates or neighbours, the bully will encourage the one who will be hosting a birthday party not to include a certain girl because she knows very well that the one who is excluded is likely to be hurt by not being invited.

Olweus (1993) cited in The National Youth Violence Prevention Resource Centre, (2007:1) noted that male youth target both girls and boys. On the other hand girls often bully other girls, using more subtle and indirect forms of aggression than boys. For example, instead of physically harming their targets, girls are more likely to spread gossip or encourage others to reject or exclude another girl.

Researchers such as Sapouna (2008:1), Greef (2004:2), as well as Proctor (2007:1) indicate that the forms of bullying that may be carried out by boys and girls differ. Girls use indirect methods such as spreading malicious gossip and boys use more direct methods such as hitting and kicking. Jay (2000) and Anon (2006) argue that boys engage mostly in bullying behaviour because the society attaches a negative connotation to girls who swears, but not to boys because they are allowed to use verbal and physical aggression.

2.7 Power relations in bullying

Bullying sometimes involves the use of power and takes place in a particular social context. It is, therefore imperative to look at the power relations between bullies and victims.

Cohn and Canter (2003:2) state that bullying in most cases occurs between individuals who are not friends. In a bullying situation, there is power difference between the bully and the victim. For example, the bully may be bigger, tougher and physically stronger or might be able to intimidate others or have the power to exclude others from their social groups. Olweus cited in Varley (2005:1),

highlights that males who are bullied tend to be physically weaker than their peers. Bullies select targets that they can physically challenge.

Baldry and Farrington (2000:17-31) indicate that the reason why boys engage mostly in physical bullying is because of their desire to establish their dominance within social groups. Their strategy is to engage in aggressive behaviour such as physical bullying so that they can intimidate others, instill fear in them and ultimately dominate them.

Kuther (2003:1) and Healthwise (2008:1) state that a bullying relationship is characterised by an imbalance of power such that the victim of bullying finds it hard to defend him/herself. This is because bullies are often physically stronger, bigger, older, more popular than the victim of bullying, have trouble following rules, show little concern for the feelings of others and their intent is to exert power over the victim. Many bullies think highly of themselves, they like being looked up to and often expect everyone to behave according to their wishes.

Bandura (1977:22) states that by observing others, a person is able to form an idea of how new behaviours are performed and on later occasions the coded information serves as a guide of action. This theory supports the notion that bullies are not genetically programmed to be violent. They learn aggressive behaviour through their life experiences, as they observe others acting violently. Children who have more physical strength than others tend to display the aggressive behaviour they have copied from their friends by bullying weaker learners.

2.8 Areas where bullying occurs

Literature reports that bullying takes place in certain areas more than others, it does not occur everywhere.

2.8.1 Gymnasium

In the study undertaken by Sapouna (2008:1) almost 25% of the victims of bullying were bullied in the gymnasium class. The reason bullies choose to bully at the gymnasium class is because at most of the time, the place is not supervised. When they start bullying a learner at the gymnasium class, there will be no adult who will intervene by stopping or disciplining them.

2.8.2 School playground

Seals and Young (2003:735-747) state that the school play ground is the common setting for bullying followed by the classroom, hallways, dining halls and toilets. Cheshire Schools (2004) indicate that the playground was the place where most learners did not feel safe (46%). When there is no sport activity that is taking place at the school, the playground is not supervised and as a result, bullies use the opportunity to victimise others.

Greef (2004:16) found that in Bloemfontein, bullying occurred mostly in play grounds. These places are not supervised; it becomes easy for the bully to intimidate others in such areas. Potter (2002:1) states that parents who express their frustrations and stress in the form of aggression, anger and swearing set a negative example to their children. As Bandura (1977:22) has indicated that behaviour is learned through observing others behaving in that way. So when children are raised in the families where parents swear or use other forms of aggression. They tend to copy that behaviour and display it at school by

swearing or bullying other learners. The playground becomes a good location of displaying such behaviour as the place is not supervised.

2.8.3 The toilet

The National Education Department and UNICEF undertook a study in 65 South African schools in 2008 (Chuenyane, 2008:5). The Centre for Justice and Crime Prevention that visited the school found that, the toilets were identified as the most dangerous places at schools in all the provinces, except for North West and Northern Cape. Learners indicated that groups of boys gather in toilets where they threaten and intimidate female learners. The study revealed that, in the Western Cape, many girls have also joined these gangs. As such female toilets have also become unsafe. Sometimes the fights that start in toilets continue after school if a learner refused to give the gang money (Chuenyane, 2008:5).

Boys prefer to use the toilet as a place where they victimise others because teachers and learners at school do not use the same toilet. As a result, there is no supervision by teachers or other school workers. Therefore, it becomes easy for bullies to intimidate others in the toilets and get away with it. Other reason for bullying to occur in the toilets is because learners do not report to teachers or parents when they have been bullied.

2.8.4 Stairwells

The National Education Department and UNICEF undertook a study in 65 South African schools in 2008 (Chuenyane, 2008:5). The Centre for Justice and Crime Prevention that visited the school found that, in several schools in the nine provinces, girls identified the stairwells as the places where groups of boys harassed them verbally and physically in between classes and during breaks (Chuenyane, 2008:5). Greef (2004:16) also found that learners were being bullied in the stairwells.

2.8.5 The class

Greef (2004:16) found that in Bloemfontein, bullying also occurred in the class in the absence of a teacher. When teachers are not in class, there is no one to intervene in the bullying situation. Bullies are aware that when they bully their victims in class there will be no one to intervene.

2.9 Culture as a determinant of bullying

Culture is transmitted through teaching and learning. Children learn the norms and the traditions of the society in which they are members by observing, listening to adults or mass media. If the cultural practise in their society is to engage in aggressive behaviour, the children will act aggressively as a result of learning, as postulated by Bandura (1977:25). Therefore, they will engage in destructive behaviours such as bullying.

Culture refers to the traditions and norms that are shared by people living in the same community. People who are living in the same area are likely to share the same values and norms. Culture is learned through interactions or contact with other people, where norms and traditions of the society are transmitted from one person to another. Learners from different cultural backgrounds may engage in bullying because they have learned it. When a learner is raised in a cultural background that promotes aggressive behaviour in settling differences, the likelihood is that they will also be aggressive towards other children. When parents at home use aggressive behaviour to settle differences, children will model that behaviour and display it on other learners (Siegel, 2005:114-115; Schultz & Schultz, 1993:384-385).

Learners from different cultural groups and financial backgrounds may engage in bullying as it has no boundaries. It may not be the same everywhere, but it causes the same destruction on everyone who is affected by it. It is not a problem that usually sorts itself out and as such, it requires intervention (Cohn &

Canter, 2003:1). This indicates that children from poor and rich background may be involved in bullying.

2.10 Negative effects of bullying

Bullying has negative effects for the perpetrator, the victim and also for observers. The following discussion focuses on the negative effects of bullying to the bullies, victims and to the observers.

2.10.1 Negative effects of bullying on the bullies

2.10.1.1 Conviction and antisocial behaviour

It is evident that bullying can lead to arrest and conviction. Olweus (1993) found a strong relationship between being a school bully and experiencing legal and criminal problems as an adult in Norway and Sweden. Sixty percent (60%) of those who were regarded as bullies in grades 6-9 had at least one criminal conviction by the age of 24. Literature by Olweus (1993) points out that for bullies, the act of bullying can lead to criminal behaviour and violence in adulthood. Bullying behaviour that continues into adulthood can turn into criminal activities, which may lead to a person being arrested (Quiroz et al., 2006:1). It is for this reason that bullying should be studied so that effective measures to prevent it can be adopted. If bullying is not prevented earlier, communities are going to experience higher crime rates that they would have prevented earlier. This suggests that intervention should not only be for victims, but also for bullies.

Dake, Price and Telljohann (2003:175) as well as Olweus (1993) showed a strong relationship between bullying others at school and other forms of antisocial behaviour such as cheating in tests, shoplifting, vandalism, conduct problems, fighting, the use of drugs and alcohol, having problems with the police as well as skipping and dropping out of school.

2.10.1.2 Weapon carrying

Bullying behaviour has been linked to carrying of weapons to school. Dake, et al. (2003:175) as well as Pediatric Adolescent Medicals (2003) cited by Tanzola (2006:1), showed a significant relationship between learners who frequently bully others and the carrying of a weapon or bringing a weapon to school. Learners who bullied others were more likely to carry a weapon to school than other learners who did not have a history in bullying behaviour. For learners who frequently bully others, an examination is needed to check the possibility of being in possession of weapons. Bullies may bring weapons to school to defend themselves against victims who may seek revenge by bringing weapons at school to fight the bullies.

2.10.1.3 Relationships

Bullying can negatively affect relationships. Oliver, Hoover and Hazler (1994) indicate that chronic bullies seem to maintain their behaviours into adulthood, negatively influencing their ability to develop and maintain positive relationships. Schultz and Schultz (1993:384-385) as well as Siegel (2005:114-115) noted that aggressive behaviour is learned after seeing another person behaving in that way. When bullies are not taught early that bullying others is not acceptable, they will grow up with that behaviour because they will have learned it as a manner of conducting themselves in the presence of others. Bullying behaviour that continues into adulthood can turn into child abuse, domestic violence and other criminal activities (Quiroz et al., 2006:1).

The researcher's understanding is that failing to maintain a positive relationship may mean that when bullies get married as adults, because their behaviour was not stopped while they were still young, they may become wife batterers and child abusers because they did not see anything wrong with the behaviour that they

have displayed during school age. As a result, they will not maintain a good relationship as adults.

2.10.1.4 Aggression and psychological problems

Bullying breeds aggression and psychological problems. Moretti and Stewart (2006:1) state that perpetrators of bullying are at risk of carrying out other forms of aggression, such as sexual harassment, dating violence, workplace harassment, marital aggression, child abuse and abuse of the elderly people. They can also experience a number of mental health problems such as depression, insecurity, lower self-esteem, loneliness and anxiety (Moretti & Stewart, 2006:1). Kuther (2003:1) indicate that bullies fail to learn how to cope, manage their emotions and communicate effectively. They suffer stunted emotional growth and fail to develop empathy.

Quiroz, et al. (2006:1) indicated that learners who bully may think that they are in full control of what is happening. They may also think that the only ones being hurt are the targets of their bullying. But the truth of the matter is that bullying does not only hurt its intended victims, it also hurts the one who perpetrates it. A bully who learns to use aggression toward others may find it difficult to break out of his/her negative behaviour. Some learners who engage in bullying behaviour are less likely to be respected or trusted by others. Bullies may be seen as manipulators or as mean and unpleasant people. Some acts of bullying can result in suspension or expulsion from school and the loss of valuable learning time (Quiroz et al., 2006:1).

2.10.2 Negative effects of bullying to the victims

The following negative effects of bullying to the victims were found:

2.10.2.1 Absenteeism from school

Bullying can lead to absenteeism in school. Field (2007:1) state that in American schools, an estimated 160 000 learners miss school every day due to fear of being attacked or intimidation by other learners. Dake, et al. (2003:175) as well as Bucqueroux (2003:4) indicate that bullying can lead to truancy among learners who fear being bullied by other learners.

2.10.2.2 School shootings and carrying of weapons to school

Bullying can lead to school shootings and carrying of weapons to school. Victorian Coroner (2007) cited by Field (2007:1) says that bullying can lead to school shootings. Two thirds of school shootings were found to have been conducted by victims of bullying in The United States of America. Levinson (2002:135-137) states that researchers who studied the 1999 Columbine High School massacre in Littleton, Colorado (USA), concluded that students who were bullied at school might have been responsible for the massacre in retaliation to bullying. Levinson (2002:135-137) also highlighted the potentially serious consequences that may arise as a result of bullying, for example, retaliatory violence.

Pediatric, Adolescent Medicals (2003:157:348-53) cited by Tanzola (2006:1) mentioned that a 2003 study showed that learners who were bullied often were more likely to carry a weapon or bring a weapon to school. Learners who are bullied on a weekly basis at school are about 50% more likely than other learners to carry a weapon or to bring a weapon to school. These learners bring weapons to school as a way to defend themselves against bullies because they know that physically they cannot fight with the bullies because bullies choose victims that

are physically weaker to them. When learners bring weapons at school, they may injure or kill other learners.

According to Brown County Sheriff (2008:1), Quiroz, et al. (2006:1) as well as Proctor (2007:2-3), as a result of bullying some learners who are bullied, they are forced to take drastic measures such as vigilante justice by carrying weapons to schools for protection and also to seek violent revenge. They usually participate in physical fights or in many dangerous ways.

2.10.2.3 Psychological problems

The negative effects of being bullied are not only experienced while the learner is still young, the problems can be carried to adulthood. Brown County Sheriff (2008:1) indicates that adults who were bullied while they were teenagers have higher levels of depression and poorer self-esteem when compared with other adults.

Bullying can make victims to experience psychological problems. Conway (1997) cited in Kazmierow (2003), Moretti and Stewart (2006:1), Baldry (2004:344), Kuther (2003:1), Proctor (2007:2-3) Ericson (2001:1), Brown County Sheriff (2008:1) as well as Voster (2002:29-32) noted that the victims of bullying often turn their anger inwards. As a result, they can experience a number of mental health problems including depression, anxiety, schizophrenia, attempted suicide, fear, anger, tension, low self-esteem, social isolation, maladjustment, loneliness and problems in interacting with other children and adults. They may also feel less accepted, humiliation, insecurity and unhappiness. Some victims become angry and aggressive and start bullying others. Victims may also suffer from impaired concentration at school; as a result they perform poorly at school and experience fear when they have to go to school.

Being bullied carries long-term risks as postulated by Pediatrics (2003:111) cited by Tanzola (2006:1), who found that a study of 4,811 participants in the Netherlands showed that learners who are bullied are more likely to have depression and suicidal tendencies. This association is stronger for those that are bullied indirectly such as spreading malicious gossip than those who are bullied directly (such as hitting). These learners may commit suicide because the gossip that is spread by bullies is psychologically damaging and painful. For example, if a learner is sick for a week, those who wish to put her down may say that she was sick because she is pregnant. The learner will feel very unhappy about herself because other learners will laugh at her as a result of the gossip. As a result, the learner may wish to commit suicide to escape her misery.

Field (2007:1) states that 40% of suicide victims had been bullied at school as it were indicated by Victorian Coroner, cited by Field (2007:1). Hay-Mackenzie cited in Kazmierow (2003) state that sixteen children who were victims of bullying committed suicide in the United Kingdom every year out of desperation to end their torment. Brown County Sheriff (2008:1) mentions that learners who are desperate to end their misery can commit suicide.

2.10.2.4 Physical problems

Bullying can make victims to experience physical problems. Conway (1997) cited in Kazmierow (2003), Moretti and Stewart (2006:1), Baldry (2004:344), Kuther (2003:1), Proctor (2007:2-3) Ericson (2001:1), Brown County Sheriff (2008:1) as well as Voster (2002:29-32) indicates that victims of bullying can also suffer physical consequences such as bed-wetting and loss of appetite. Victims of persistent bullying often develop somatic complaints that include headaches and stomach aches. They may also suffer from impaired concentration at school; as a result they perform poorly at school and experience fear when they have to go to school.

2.10.2.5 Feelings of rejection

Bullying can make victims feel unwanted and rejected. Quiroz, et al. (2006:1) said that bullying can make a learner feel unwanted and rejected at school. Learners who are targets of bullying are fearful and spend their energy worrying about when and how they will be bullied again. This has an impact on their studies, because instead of them concentrating on their studies, they concentrate on what they can do to protect themselves against bullies and how the bullying will take place. They may suffer a direct pain and discomfort when the victimisation is physical. They may begin to withdraw from school activities and areas on campus where bullying take place. For example, if a learner plays soccer and happen to be bullied in the sport field, he may decide to stop playing soccer completely as a way of escaping his/her victimisation.

2.10.2.6 Break down in relationships

Bullying can lead to a break down in relationships at home. The victims of bullying may feel lonely and isolated from their friends and classmates. At times they bring their frustrations that they have experienced at school to their homes. One of the ways of displaying their frustration is that they will lash out at their parents who are not aware of the victimisation that occurs at school. Parents may think that the child is disrespecting them when he/she displays his/her frustrations at them. As a result, family relationships are likely to deteriorate. Parents will not be able to have a good relationship with a child who disrespects them because they are not aware of what their child is going through at school. The breakdown in the relationship between parents and a child will further isolate the victim because at times they might have no friends at school and therefore lack support from anyone (Whitted & Dupper, 2005:167, Selekman & Vessey, 2004:247).

De Beyer cited by Seabi (2009:23) says that boys that are bullied at school tend to bully their sisters and brothers repeatedly at home. At school these boys are bullied by those who have more physical strength than them. When they get home they take that frustration on their siblings who are physically weaker to them, as a way to deal with the victimisation that they experience at school. As a result, the children experience a break down in relationships because their siblings cannot have a mutual relationship with a brother who beats them.

2.10.2.7 Aggressive behaviour

Bullying can breed aggressive behaviour on victims. Learners in schools where bullying problems are ignored and aggressive behaviour not addressed are likely to become more aggressive and less tolerant as well (Whitted & Dupper, 2005:167). The researcher postulates that these learners become aggressive towards others as a result of learning aggressive behaviour from other children. When other learners display aggressive behaviour and teachers at school say nothing about that, learners who have witnessed that aggressive behaviour will tend to see it as an acceptable behaviour. This point is confirmed by Siegel (2005:114-115) as well as Schultz and Schultz (1993:384-385), who state that aggressive behaviour is learned after seeing other people behaving in a certain manner. Therefore, when children see adults or other children behaving in an aggressive manner, they tend to copy that behaviour and display it on other people.

2.10.3 Negative effects of bullying on the observer

Bullying does not only negatively affect the perpetrators and their victims. Learners who observe bullying are also negatively affected by bullying. The following discussion will focus on the negative effects of bullying that is experienced by witnesses of bullying.

2.10.3.1 Engaging in bullying

Some learners may engage in bullying after observing it. Quiroz, et al. (2006:1) says that negative effects of bullying are not only limited to the perpetrator and the target, even those who observe it are negatively affected. Observers of bullying at school may begin to see it as an acceptable behaviour. The fact that adults at their school do not care enough to stop the practise of bullying sends a message that bullying is an acceptable behaviour. Some observers may form an alliance with the bully and start bullying others. Such behaviour would be consistent with Bandura's (1977:24-25) theory that aggressive behaviour is learnt from others.

2.10.3.2 Fear of victimisation

Learners who observed others being bullied may fear that they would become the next targets, particularly if they share some characteristics with the targeted learner (Quiroz, et al., 2006:1). For example, if a learner who wears glasses is bullied an observer who is nearby would be unlikely to assist if he/she also wore glasses. Whereas some learners may risk their own safety by intervening when their close friends or other peers are being bullied and in the process become victims or injured.

2.11 Risk factors associated with victimisation

Risk factors are characteristics that make other learners to be vulnerable to bullying while others are not. Bullies choose those who are different from them. Such differences include skin colour, being overweight or too thin and wearing glasses.

2.11.1 Overweight

Bullies usually target people who are different from themselves and they seek to exploit these differences. For example, overweight learners may be selected as targets of bullying and become subjects of ridicule in the hands of bullies. These differences do not necessarily need to be physical, as learners who learn at a different pace or are anxious or insecure can also be targets of bullying. The victims are selected because the bullies believe that they are unlikely to retaliate (Juric & Elsea 1999:1; Nansel, et al. 2001:1).

2.11.2 Wearing glasses, having big ears or ginger hair

Learners who wear glasses or have obvious differences such as big ears and ginger hair are likely to be the targets of bullying (Juric & Elsea 1999:1, Nansel, et al. 2001:1). Learners who have witnessed their parents behaving aggressively towards each other seek to display the behaviour that they have seen their parents displaying. For them to act out such behaviour they need a suitable target. As a result they may select learners who wear glasses or have ginger hair. Others may select those learners who stammer to model the aggressive behaviour that they have seen at home.

2.11.3 Academic excellence

Learners who excel academically may become victims of bullying. Juric and Elsea (1999), Nansel, et al. (2001:1), as well as Aluede, Adeleke, Omoike and Afen-Akpaide (2008:1), noted that excellent academic achievement can result in a learner becoming the target of bullying. Bullies become jealous when someone progresses faster than them, as a result the learner can be subjected to victimisation. The researcher assumes that learners who have learning difficulties sometimes become jealous of the ones who are doing well and as a result, they may start bullying them with the intention of putting them down.

2.11.4 Learners with special needs

Learners who have special needs may become targets for bullying behaviour. Nabuzoka and Smith, (1993) cited by Smith and Ananiadou, (2003:192), indicate that learners who have special needs are more at risk of being bullied. Certain characteristics such as artificial limb may make a learner a target for bullying behaviour. In mainstream educational settings, these types of learners are usually not well integrated socially and lack the protection against bullying, which friendship gives. Usually at school, learners who are different from others are likely to have a few or no friends at all. As such they become targets because bullies are aware that if they target them, they are unlikely to fight back or to have someone who can help them fight the bullies.

According to Aluede, Adeleke, Omoike and Afen-Akpaيدا (2008:1) learners who learn at a different pace or are anxious or insecure can also be targets for bullies. If a learner is insecure he/she can easily become a victim because bullies victimize those learners that they can challenge physically.

2.11.5 Disliking school or being alone during break

Learners who dislike school or are alone during break may become targets for bullying. Whitney (2008:1) conducted a study in Sheffield LEA that revealed a relationship between bullying and social disadvantage. Schools that reported higher bullying rates also tended to have learners who dislike school or are alone during break. Hodges, Malone and Perry, cited by Smith and Ananiadou (2003:192) as well as Oregon Resilience Project (2003:1-2), noted that amongst other factors, having a few friends, especially friends who can be trusted, can contribute to some learners' victimisation. Learners who are lonely have few friends and they become targets to bullies as they are aware that there is no friend who would intervene to fight them back. Bullies enjoy bullying those who are unlikely to retaliate or those that they know to have no support from friends.

2.11.6 Family background

Learners can be victimised because of their family background. Oregon Resilience Project (2003:1-2) as well as Smith and Myron-Wilson, cited by Smith and Ananiadou (2003:192), point out that victims can be bullied because of their family background, such as coming from families where the parents are over protective. Bullies may select them as their targets mainly because they have not developed well within the family. They may lack skills of assertion and independence which is useful in the peer group. These are the kinds of learners who are referred to as “cheese boys” (for boys) or “mama’s baby” or “cheese girls” (for girls).

2.11.7 Uncommon activities

An interest in activities that are not common can increase a learner’s risk of being victimised. Learners who are likely to be bullied are those that select activities that are not common (Pytel, 2006:1). In black schools, sports such as rugby and cricket were not popular in the past while in some schools those sports activities did not exist. The researcher assumes that if a black school starts such a particular sport in the school, those learners who show interest and excel in that sport may be victimised as a result of the choice of their sport. Bullies tend to victimise those who excel in that sports activities because of jealousy. The likelihood is that those learners who are not happy when other learners do well will display the aggressive behaviour that they have seen at home to put the one that has the ability down or to make them feel less important.

2.11.8 Psychological problems

Learners who have psychological problems can become victims of bullying. Oregon Resilience Project (2003:1-2) as well as Olweus (1993) state that learners that are likely to be the target of bullying are those with high levels of insecurity, anxious, depression, loneliness, cautious and suffer from low self-

esteem. They rarely defend themselves or retaliate when confronted by bullies. This is the reason why bullies pick on them. Nansel, et al. (2001) indicates that victims of bullying are often socially isolated and lack social skills. When a learner is isolated from other learners it becomes easy for bullies to victimise him or her because there would not be any friend to assist the learner to stop the bullies.

2.11.9 Learners who do not appear normal

Learners who do not appear normal are likely to be bullied. Olweus (1992) cited in Varley (2005:1) and Oregon Resilience Project (2003:1-2) found that the most frequent reason cited by youth for persons being bullied was that they "didn't fit in" or that they did not act or appear "normal" according to the main stream norms. For example, if there are learners at school who go to the "shebeen" during weekends to drink alcohol and there is a particular learner who stays at home and study or help with house chores instead, the learner might be victimised because bullies would regard him as doing woman's work rather than going out with "guys" to enjoy. Oregon Resilience Project (2003:1-2) points out that targets tend to be smaller and weaker than their peers.

2.12 Interventions methods for bullying behaviour

2.12.1 Intervention at multiple level

Dake, et al. (2003:173-180) state that the best-known intervention programme against (school) bullying was launched by Olweus in Norway and Sweden in the early 1980's. Olweus was inspired to develop the intervention programme by suicides of several severely victimised learners. The programme involved:

- School-wide intervention, which included increased supervision of learners and teacher in-service training.

- Classroom-level intervention that involves the establishment of classroom rules against bullying, regular class meetings to discuss bullying and meetings with all parents.
- Individual-level intervention that involved discussions with learners who have been identified as bullies and those who have been identified as victims.

2.12.2 Intervening with the bullies

The National Middle School Association (2006:1) states that attending to the needs of victims is as important as intervening with the bullies if bullying is to be prevented successfully. Orpins, Horne and Staniszewski cited by National Middle School Association (2006:1) found that many schools failed to prevent bullying because they tried to prevent it by using packed programmes that lacked support from teachers and did not meet the specific needs of the school.

2.12.4 Intervention by professionals

Tanzola (2006:1) mentioned that one intervention for bullying is for doctors and other professionals that work with children to engage with families of young children, to help in preventing the later development of bullying behaviour, by teaching them to communicate with each other effectively. If there is an early interaction in families, anti-social behaviours such as bullying can be prevented. Families that have interactions with each other are those that are loving and caring about each other's well-being. Children learn mostly from what they see adults doing as stated by Bandura (1977:25). If family members have interactions with each other, children from such families would learn to love and appreciate other children. Wright cited by Tanzola (2006:1) noted that "early childhood interactions hold the best promise for preventing youth violence". Tanzola (2006:1) points out that data suggest that in preschool-aged children, early cognitive stimulation and emotional support that includes reading together and eating meals together can confer resilience against bullying. On the other hand,

poor parental discipline and lack of monitoring can lead to child misconduct and bullying later in childhood.

2.13 Prevention methods of bullying

Williams IV (2006:3) state that Howard County took steps to prevent harassment from turning to tragedy in its schools. The initiative came after awareness that bullying was becoming a common factor in school related violence across Columbia. The schools had already reported 72 bullying incidents to the state long before the end of the 2006 academic year.

2.13.1 Encouraging victims to report

Quiroz, et al. (2006:1) says that a learner who is a target of bullying needs to know that bullies rarely stop what they are doing on their own. The likelihood is that over time, the bully would find more serious ways of hurting people. Hence it is important for a victim to report to an adult at school what happened and to ask for help. Victims can also try to reduce the chances of being harmed by avoiding the times and places they are likely to be bullied. They should hang out in safe places at school and stay close to good friends. It is important to teach victims to keep reporting bullying until help is provided.

2.13.2 Encourage bystanders to assist

Learners who are bystanders to bullying must realize that they can either be a part of the problem or part of the solution. They can use their social power and personal actions to promote respect. They can carry out anti-bullying activities and campaigns. The most important thing is to teach them to report bullying when they see it happening to others. A learner who bullies needs help and support to admit that the behaviour is hurtful and wrong (Quiroz et al., 2006:1).

2.13.3 Changing school and classroom climate

National Youth Violence Prevention Centre (2008) indicate that one approach that seem to be effective in preventing bullying is one that focused on: changing school and classroom climate; raising awareness about bullying; increasing teachers and parents involvement and supervision; forming clear rules and strong social norms against bullying; and providing support and protection for all learners.

2.13.4 Educating parents

Teach parents not to display aggressive behaviour in front of children. Quiroz et al., (2006:1-4) indicate that parents are their children's first teachers. The words and actions children are taught or allowed to use at home often become the words and actions they use in other settings. For example, if parents at home display aggressive behaviour in front of their children, the children will also display the aggressive behaviour at school because they have observed the behaviour from their parents. Children always believe that what they saw an adult doing is the correct way to conduct themselves. Parents should be positive role models that display the behaviour that they expect their children to display. Being a positive role model means teaching your child by example. Caring and responsible parents can use their choices, words and actions to model respectful behaviours and peaceful problem solving. There are many ways parents can promote the respectful and thoughtful behaviour they would like to impart to their children.

2.13.5 Community involvement

Quiroz et al. (2006:1-4) indicates that community partners can also assist in preventing bullying by promoting student safety and by helping schools deal with the problems of bullying. Police officers, business owners, social workers,

teachers, prosecutors and other youth-serving professionals can share their knowledge, resources and skills in the following ways:

- Help to inform the school community about bullying.
- Participate in problem-solving groups to address school bullying problems.
- Provide support and work with parents whose children experienced bullying problems.
- Promote the norm for a school community that does not tolerate bullying.

The Oregon Resilience Project (2003:3) indicates that the following community methods can work to prevent bullying through:

- Identifying problematic locations where bullying incidents are likely to occur.
- Encouraging parental awareness of both bullying and prevention programmes.

2.14 Summary of findings from literature

The following is a summary of findings from literature:

- More boys than girls are bullies.
- The most common forms of bullying are verbal and physical.
- The extent of bullying varies from one school to another.
- Boys engage more in physical bullying and girls in verbal bullying.
- Relational bullying is likely to be perpetrated by girls.
- Bullying is learned.
- More often boys bully girls than otherwise.
- Bullies have more power dominance than victims.
- Bullying is likely to take place in the gymnasium class, the toilet and the playground.

- Bullies come from families where parents use aggression and inconsistent discipline.
- Victims come from homes where parents are over protective.
- Bullying leads to destructive behaviour such as dating violence and workplace harassment later in adulthood.
- Perpetrators of bullying may become criminals when they are adults.
- Bullying can also lead to absenteeism in school.
- Victims of bullying may develop physical problems such as head ache and bed wetting.
- Victims of bullying may develop psychological problems such as suicidal tendencies.
- Bullying affects observers as well.
- The observers of bullying may join the bullies and start bullying others.
- Victims of bullying may have a few or no friends.
- Bullies tend to be bigger and stronger when compared to victims.
- Victims appear to be insecure.
- The United States of America has the highest bullying rates.
- Bullies are people who have difficulty in following rules and do poorly at school.
- Bullying leads to conviction and carrying of weapons.

CHAPTER 3

PRESENTATION, ANALYSIS AND INTERPRETATION OF EMPIRICAL FINDINGS

3.1 Introduction

This chapter focuses on the presentation, analysis and interpretation of the empirical findings of the study. The aim of this study was to determine the nature and extent of bullying at Hwiti and Mountainview Secondary Schools, Limpopo Province. The study took the form of quantitative research. Questionnaires were administered in October 2009 to secondary school learners at Hwiti and Mountainview Secondary Schools.

The sample consisted of two hundred (200) learners; hundred (100) learners were selected from each school to form part of the study. Ninety four males (94) and one hundred and six females (106) participated in the study. These schools that participated in the study are located in Mankweng area. Mankweng is approximately 32 km to the north east of the city of Polokwane in the Limpopo Province. The revised Delaware Bullying Questionnaire, which was adapted by De Wet (2005:84) for the South African situation was used to collect data. The questionnaire was pilot tested with five learners from Nkowankowa area in Tzaneen Municipality, Limpopo Province. The purpose of pilot testing the questionnaire was to determine if learners would be able to understand and complete the questionnaire.

The sampling procedure that was used was snowball. Learners from grade eight to twelve were selected to form part of the study. Teachers from both schools were requested to select a few learners who showed signs of aggressive behaviour. After completing the questionnaire, these learners were asked to bring more learners who were seen bullying other learners to participate in the

study. This selection continued until the sample reached the targeted size of one hundred (100) participants per school.

Permission to carry out the research was obtained from the Department of Education in Limpopo Province and also from the principals of the respective schools. Participants were informed that their participation in the study was voluntary and that they could withdraw at any time if they did not wish to continue with the study. They were also assured that the information that would be obtained would be treated as confidential, and that the data would be used for research purposes only. The research findings are presented according to the sections of the questionnaire. Pie-charts and histograms will be used to interpret data.

3.2 Presentation and discussion of empirical findings

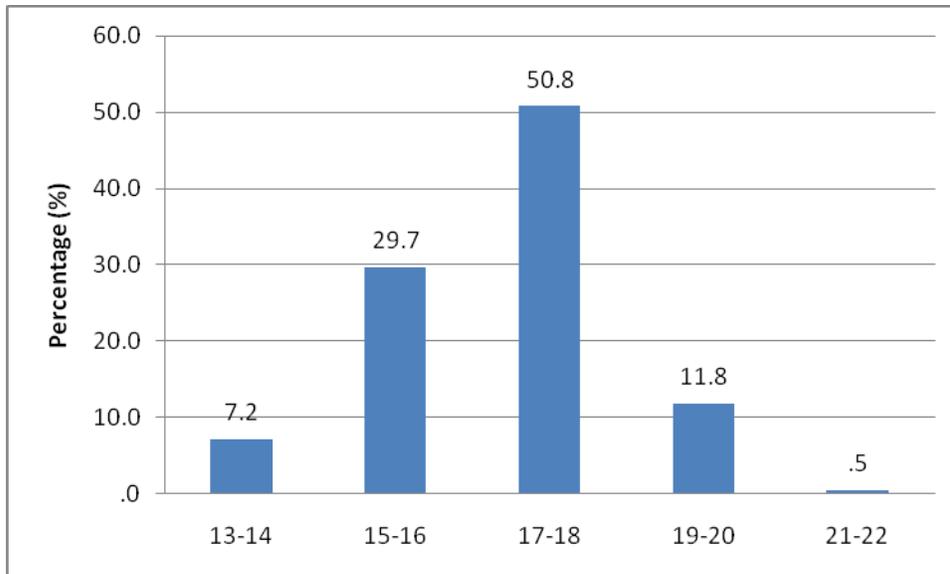
3.2.1 Biographical information

3.2.1.1 Gender distribution of respondents

The majority of the respondents (53.0%) were females while 47.0% were males. The gender distribution differs by a small percentage of 6.0%. The difference in the gender distribution might be as a result of the demographics in the national population of South Africa. For example, according to the 2010 figures from Statistics South Africa that were cited by Media Club South Africa (2010:1), the South African national population consists of 19314 500 (48.67%) males and 20368 100 (51.33%) females. This suggests that South Africa has more females than males. These gender differences were also seen in the studies on bullying behaviour conducted by Nesor, et al. (2004:31) whose studies had more female learners (50.2%) as compared to male learners (49.8%) and De Wet's (2005:84) sample that consisted of 52.8% females and (47.2%) males.

3.2.1.2 Age distribution

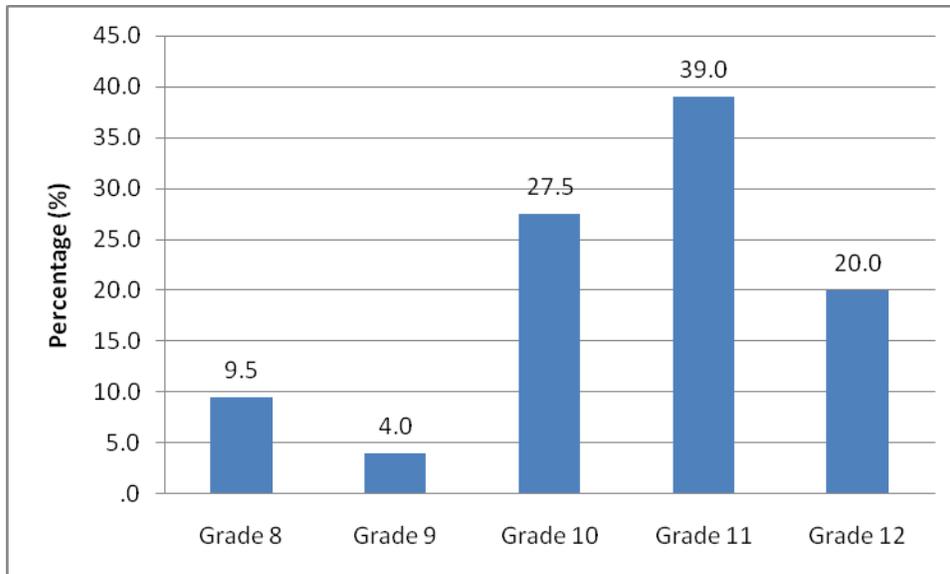
Histogram 1: Age distribution



The majority of respondents were between the ages 17-18. However this does not necessarily mean that the majority of learners in the two schools were between the ages of 17-18. It simply means that the majority of the learners who participated in the study were between the ages of 17-18. Nesor et al. (2004:31) found in their study that comprised of grade 6 to 11 that 52.8% were less than 15 years, twelve years (20.7%) and 16 years. Learners who participated in Nesor et al. (2002:31)'s study were not at the same age with the ones that participated in this study. Theirs were younger and the reason for having younger respondents might be as a result of excluding learners from grade 12. Due, Holstein, Lynch, Diderichsen, Gabhain, Schedt and Currie (2005:128-132) found that in the 28 countries where research was conducted on bullying, the prevalence of bullying decreased with age in all countries that participated in the research, except Scotland. From the above histogram it can be said that bullying increases with age. It peaks at the age of 17 and then starts decreasing at the age of 19.

3.2.1.3 Level of education

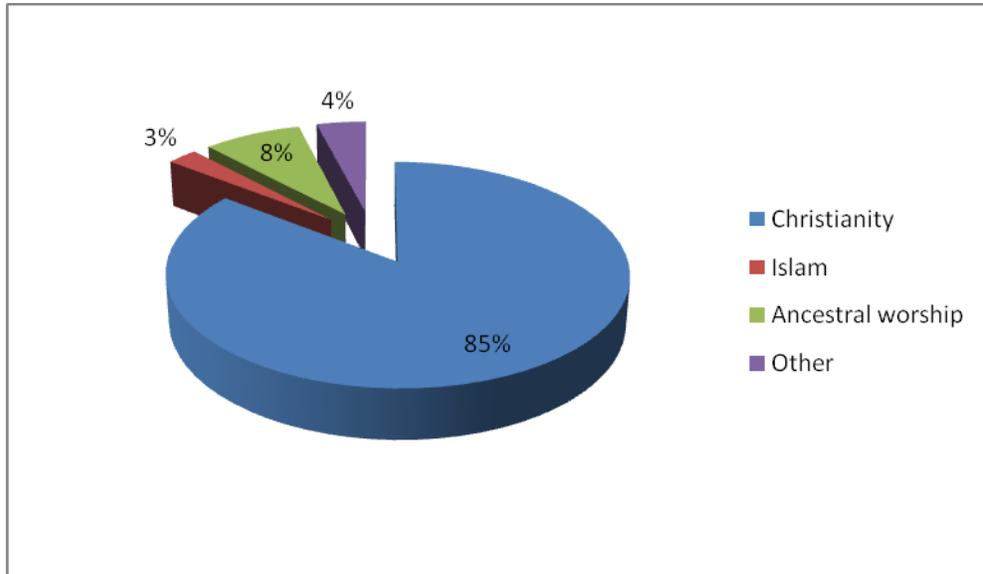
Histogram 2 : Level of education



Histogram 2 shows that the majority of the respondents were in grade 11 followed by grade 10. The smallest percentage was from grade nine. Literature does not provide evidence of the relationship between bullying and grade level. In the research that was conducted by Nesor et al. (2004:31) the majority of the learners were in grade 10 (17.5%) followed by grade 7 (17.4%). De Wet's study (2005:84) had the majority of the respondents from grade 12 (32.79%) followed by grade 11 (23.66%).

3.2.1.4 Religious background

Pie-chart 1 : Religious background

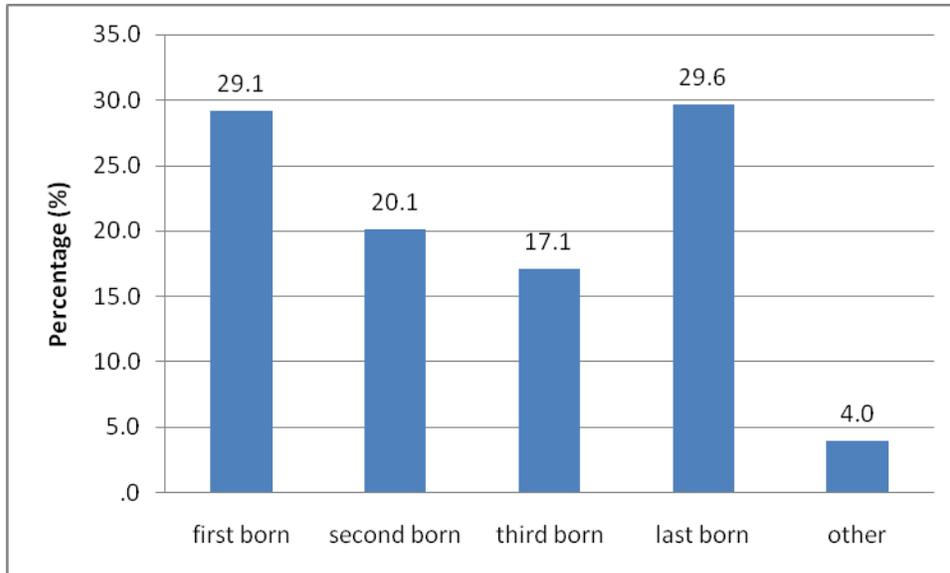


The majority of respondents who participated in this study were Christians. This was expected because the schools at which data was collected are located in predominantly African areas where Christianity is practiced more than any other religion. According to Statistics South Africa the majority of South Africans (79.8%) follow Christianity (Media Club South Africa, 2010:1). This behaviour of bullying goes against the Christian religious teachings which encourage people not to fight. The reasons why the majority of children who are Christians are bullies therefore need further investigation.

3.2.2 Socio-economic background

3.2.2.1 Birth order of the respondents

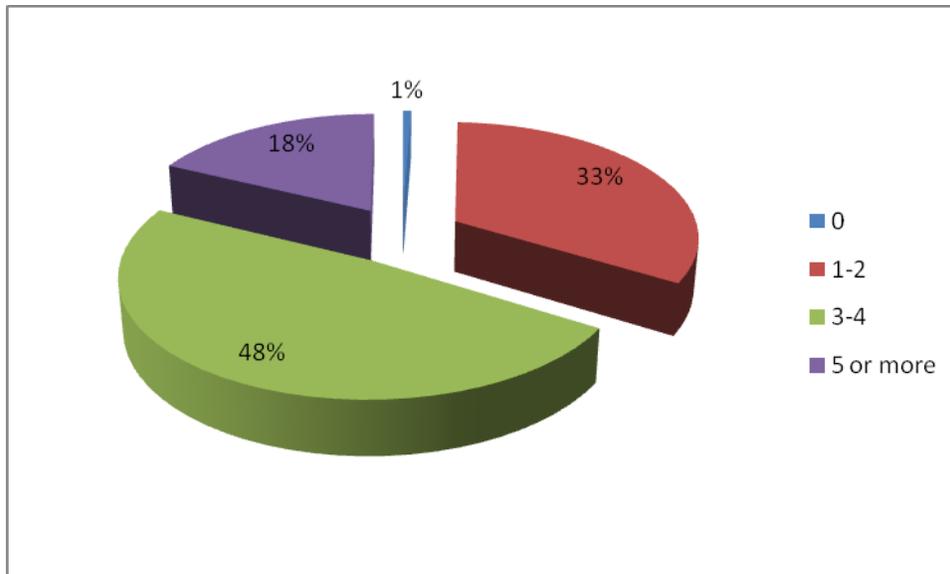
Histogram 3: Birth order of the respondents



Histogram 3 indicates that the majority of the respondents (29.1%) were last born children, followed by 29.1% of first born child. De Beyer cited by Seabi (2009:23) said that many boys bully their younger siblings repeatedly if they have been bullied at school. This literature suggests that last borns are the ones that are bullied quite frequently. The likelihood is that the last borns would become reactive bullies and thereby start bullying other learners.

3.2.2.2 Number of siblings in the family

Pie-chart 2: Number of siblings in the family

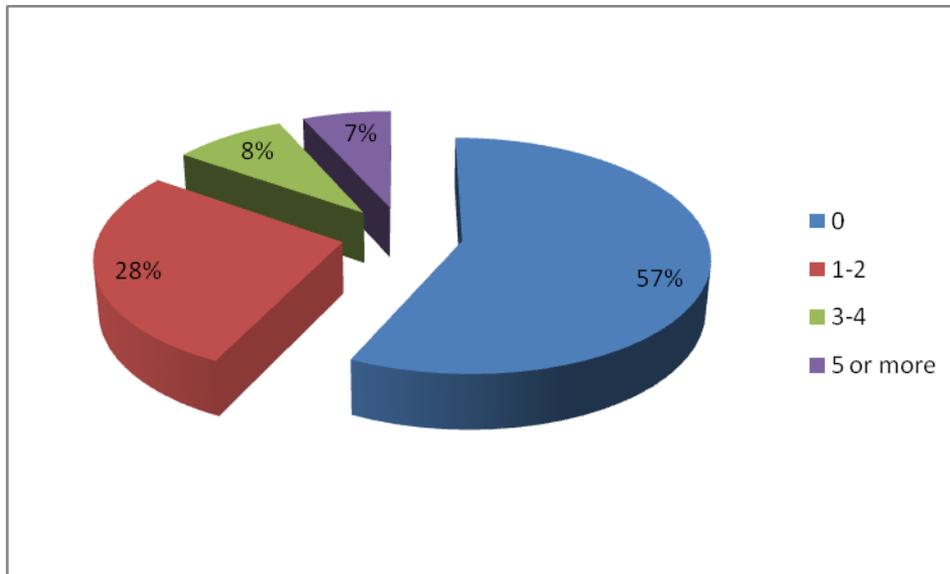


Pie-chart 2 indicates the number of siblings staying at the respondents' homes. The pie-chart indicates that most of the respondents had 3-4 siblings living in the family. By having no child staying in the family except the respondent, could be because the respondent is the last born child in the family and others are grown up and have left their own families of origin. It may also mean that other siblings are in boarding school, staying in another place as a result of employment or the respondent is the only child in the family.

The relationship between sibling victimisation and bullying others was highlighted by Wolke and Samara (2004:1015-1029). In their study they found that more than half of the victims of bullying by siblings (50.7%) were also involved in bullying behaviour at school by bullying other learners as compared to only 12.4% of those who were not victimised by their siblings at home. Learners with poor sibling and peer relationship were regarded as being at an increased risk for behaviour problems (Wolke & Samara, 2004:1015-1029).

3.2.2.3 Number of children from the extended family

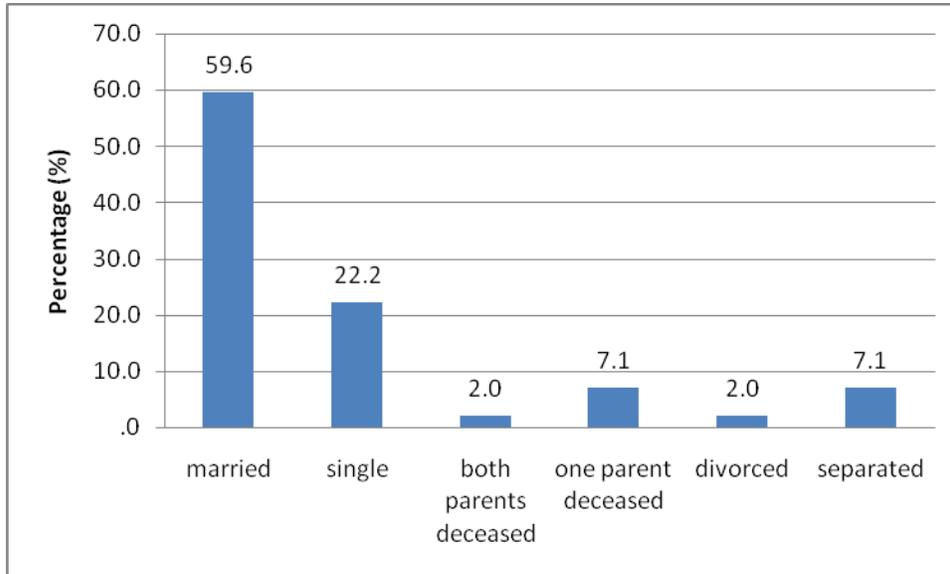
Pie-chart 3 : Number of children from the extended family



Pie-chart 3 shows that the majority of the respondents (57%) were not staying with members of the extended family and that 28% were staying with one or two children from the extended family. These results are in contrast with Wolke and Samara's (2004:1015-1029) findings, which indicated that more than half of the victims who were bullied by siblings (50.7%) also bullied other learners compared to only 12.4% of those who were not victimised by siblings at home. These differences therefore warrant further research into the relationship between bullying and staying in extended families.

3.2.2.4 Marital status of the parents

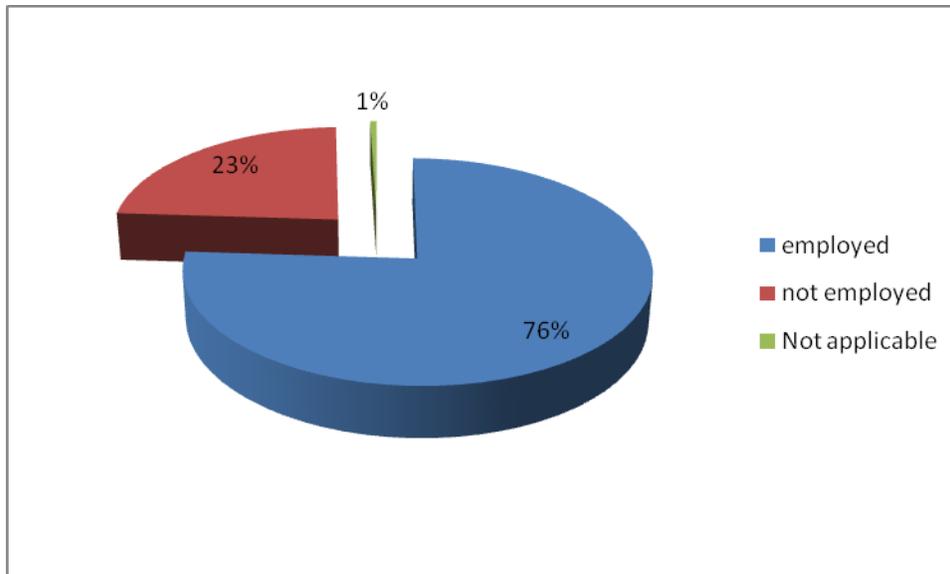
Histogram 4 : Marital status of the parents



The majority of the respondents (59.6%) in this study were from the families whose parents were married, that is complete families. However Anderson and Stavrou (2001:69) indicate that children from incomplete families are more likely to engage in aggressive behaviour when compared to children who comes from complete families. As 59.6% respondents come from complete families, no conclusion can be drawn from the data about the relationship between marital status of parents and bullying. This needs to be investigated further in future research.

3.2.2.5 Parents' employment status

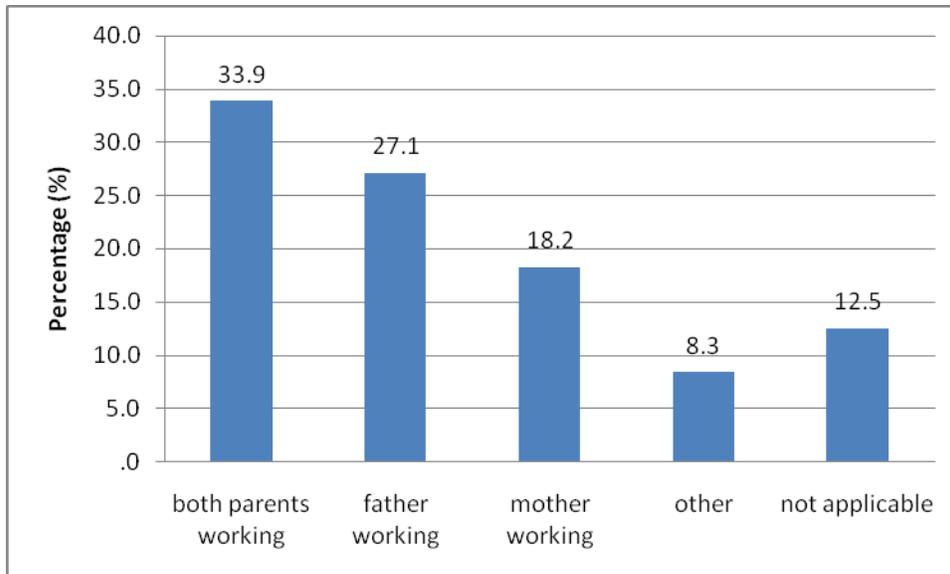
Pie-chart 4 : Parents' employment status



The majority of the respondents (76%) indicated that their parents were employed as indicated by pie-chart 4. Only a minority indicated that their parents were unemployed. Bezuidenhout and Joubert (2006:64) indicated that in some households in South Africa, parents are absent from home as a result of their work commitment. Some are employed far from home and only come home over weekends; others leave home early and return home late. Children who come from these families may lack parental care and supervision, and this develops behavioural problems. For example, they may start to engage in bullying behaviour (Bezuidenhout & Joubert, 2006:64). The relationship between parental employment and bullying need to be investigated further. The measurement of variables such as the number of hours the parents is at work and away from their children and children's supervision and the lack thereof, can lead to a better conclusion about the relationship between bullying and the employment of parents.

3.2.2.6 The number of working parents

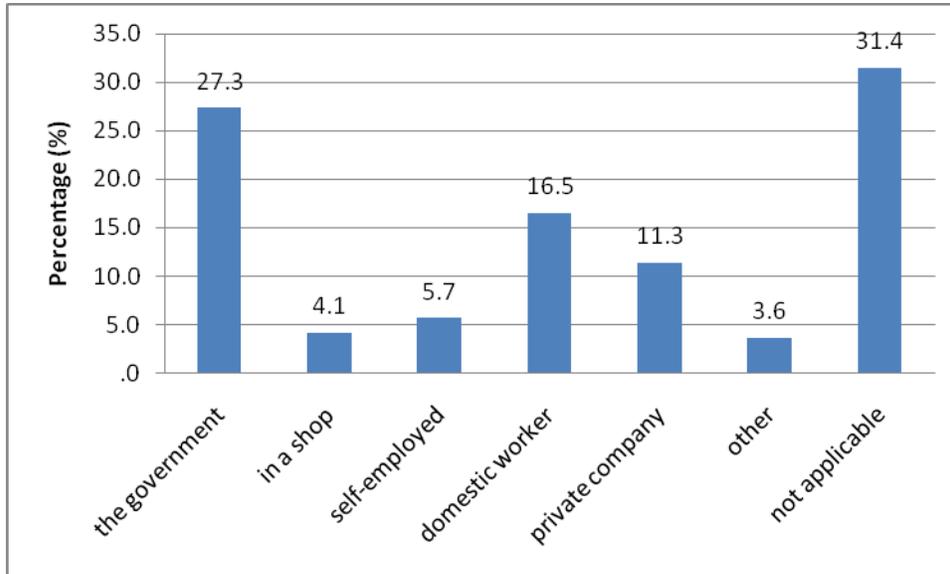
Histogram 5 : The number of working parents



Only a small number (33.9%) of the respondents had both parents working, followed by (27.1%) of those whose fathers were the only ones working in the family. A large number of respondents (45.3%) were from households where only one parent was working. A conclusion cannot be made about the association between bullying and the number of working parents. This can be investigated in future research.

3.2.2.7 The mother's place of employment

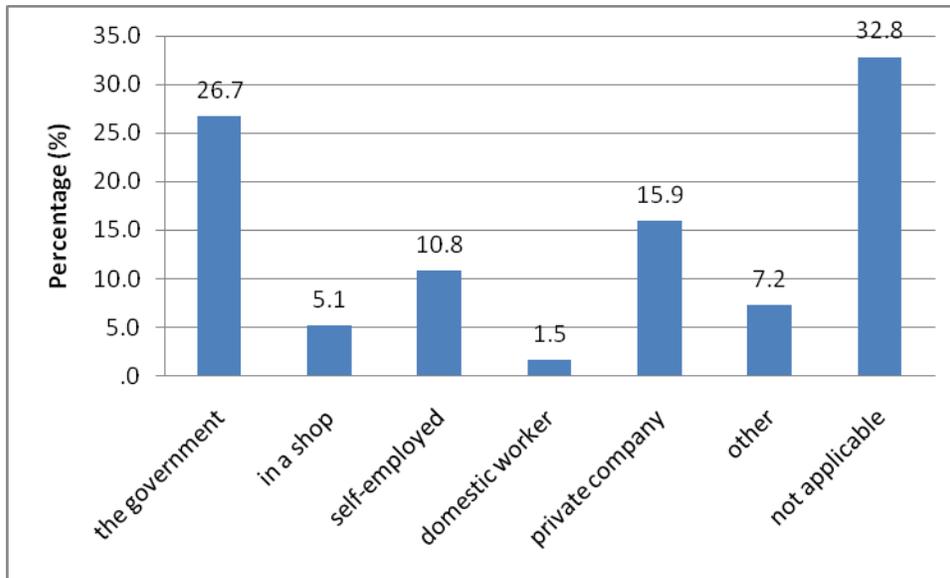
Histogram 6 : The mother's place of employment



Histogram 6 shows that the majority of the respondents (31.4%) did not indicate where their mothers were working (the information was not provided in the questionnaire by respondents). The histogram shows that, those mothers who were working, 27.3% were employed by the government, followed by 16.6% of those whose mothers were working as domestic workers.

3.2.2.8 The father's place of employment

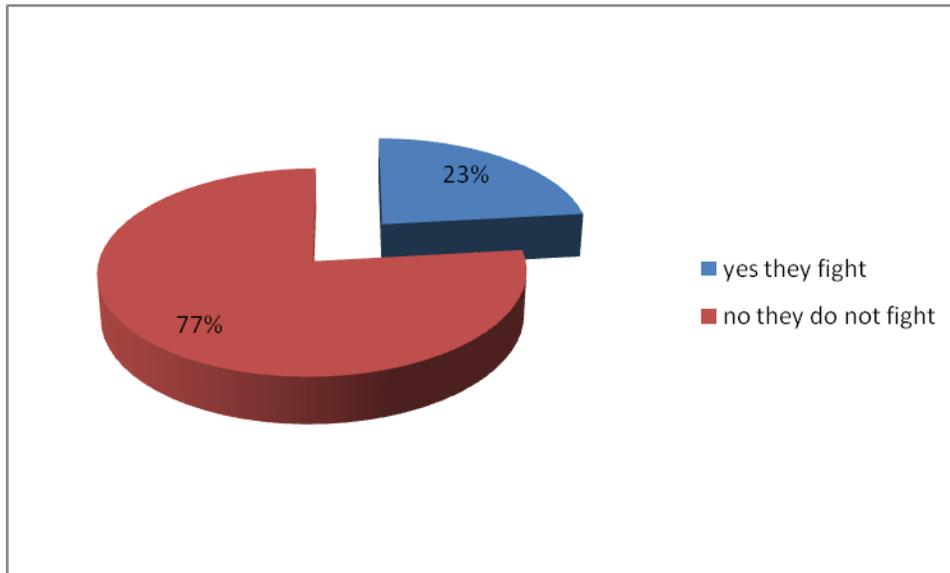
Histogram 7 : The father's place of employment



Histogram 7 shows that the majorities of the respondents (32.8%) did not indicate where their fathers were working (the information was not provided in the questionnaire by respondents). The histogram shows that, those whose fathers were working, 26.7% of the fathers were working for the government, followed by 15.9% who worked for private companies.

3.2.2.9 Parental involvement in physical conflict

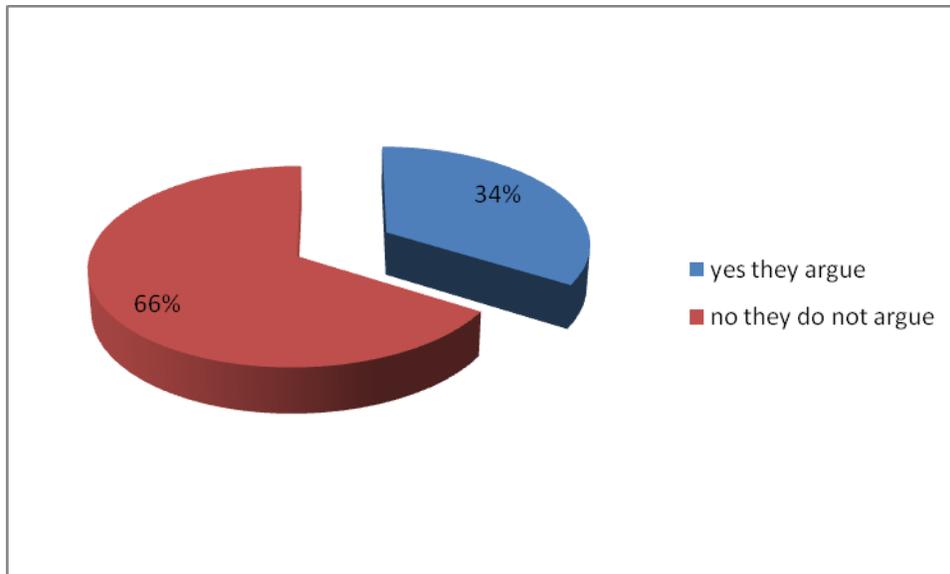
Pie-chart 5 : Parental involvement in physical conflict



Only a minority (23.0%) of the respondents' parents engaged in physical conflict in front of their children. Healthwise (2008:1), Morretti and Stewart (2006:1) as well as Farrington cited by Smith and Ananiadou (2003:193) indicated that children learn physical violence and aggression at home. Children have a positive view of the behaviour that they have witnessed from their parents. As a result they act aggressively towards other children by pushing and hitting them. These children were not exposed to parental fights at home, yet they were bullies. They might have become bullies, despite not having a history of physical violence at their homes. Learning does not only come from parents, but also from peer association. If a child associates most of the time with bullies, the likelihood is that the child would also learn the behaviour of bullying. The researcher found that the majority (63.0%) of the respondents bullied with their friends (see 3.2.4.1), the researcher can therefore infer that learners engaged in bullying as a result of peer group influence rather than imitating negative behaviour from their parents. Bandura (1977:22) argues that most behaviours displayed by people is learned through observation by modeling (imitating) others. From observing others, a child is able to form an idea of how new behaviour is performed and on later occasions the coded information serves as a guide of action.

3.2.2.10 Exposure to verbal conflict

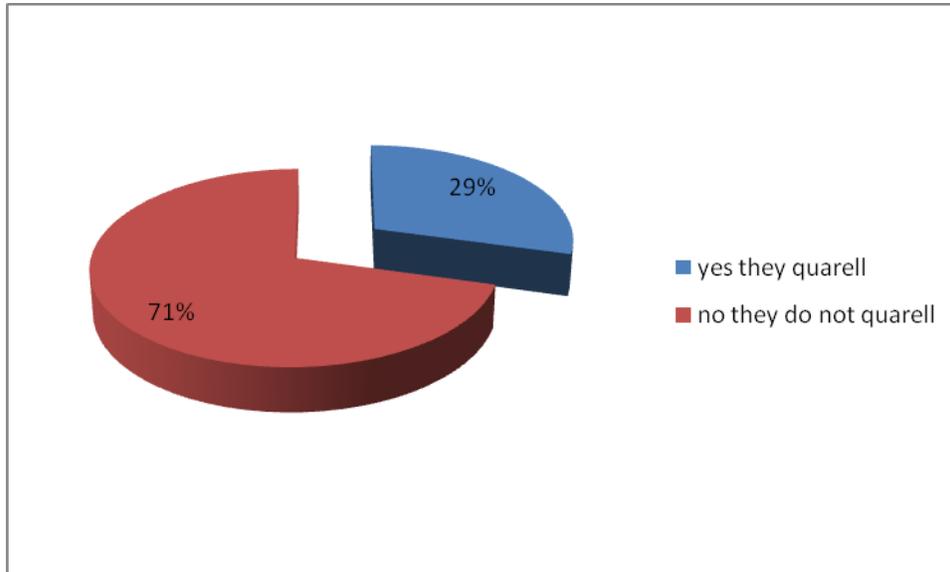
Pie-chart 6 : Exposure to verbal conflict



The majority of the respondents (66%) indicated that their parents did not engage in verbal conflict in front of them. Only a small number of respondents (34.0%) indicated that their parents argued in front of them. These results are contrary to Bandura's theory, according to which we would expect that the 66% of bullies would be those who had observed their parents engaging in verbal conflict and 34% would be those bullies who had not observed their parents engaging in verbal bullying.

3.2.2.11 Exposure to negative quarrels

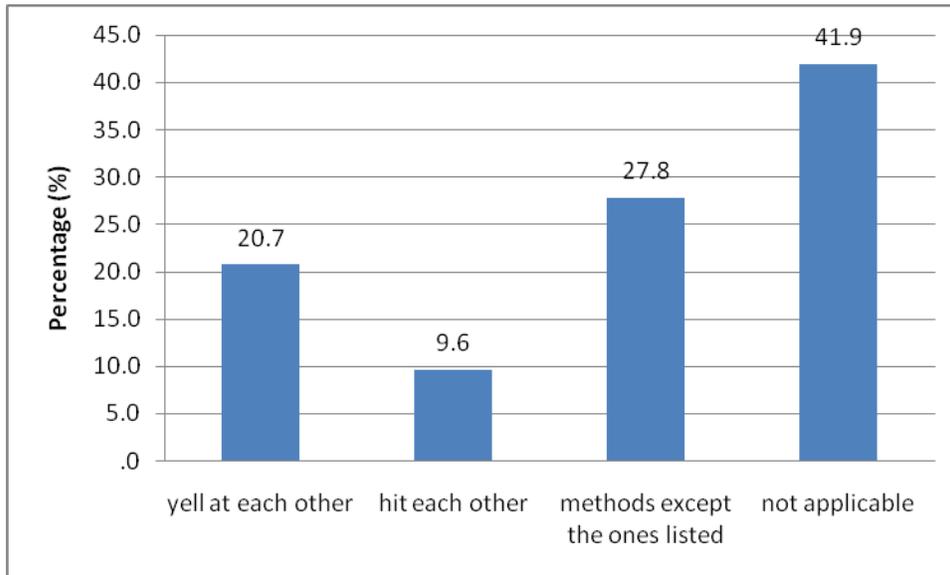
Pie-chart 7 : Exposure to negative quarrels



When learners were asked to indicate whether they had been exposed to negative quarrels at home, the majority of the respondents (71%) indicated that they had not been exposed to negative quarrels. Only twenty nine percent (29%) of the respondents indicated that their parents quarreled in their presence. The result of exposure to negative quarrels is consistent with Bandura's Social Learning Theory (see p15). The 29% of the respondents, for example, confirm Bandura's assertion that aggressive behaviour is learned by personally observing others act aggressively. On the other hand, the acquisition of bullying behaviour by 71% of respondents needs further investigation in the future.

3.2.2.12 Parents' fighting strategies

Histogram 8 : Parents' fighting strategies



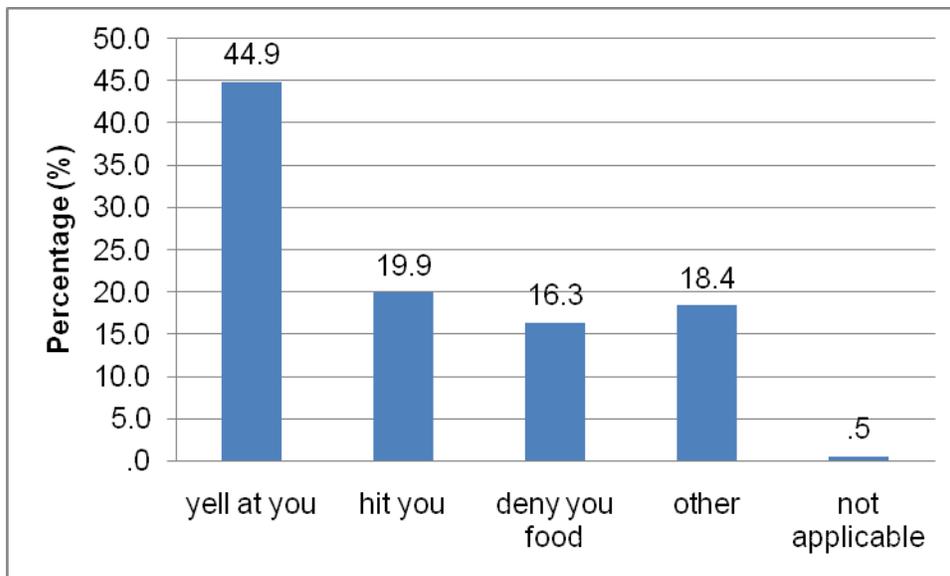
The strategy that the respondents' parents are most likely to use when they fight is yelling at each other. Moretti and Steward (2006:1) stated that children who are exposed to parental interpersonal conflict may learn lessons about how to respond to negative conflicts and not learn positive ways of solving relationship problems. Some of the respondents were from families whose parents yelled at each other in front of them. The researcher is of the opinion that learners engaged in bullying because they are from families whose parents yelled and hit each other.

Bandura (1997:22-24) indicated that children learn to respond negatively to interpersonal conflict after observing parents responding negatively. Some of the bullying practices that are seen at school could be attributed to parental interpersonal conflicts at home. Schultz and Schultz (1994:384) indicated that most behaviours are learned through example, either intentionally or accidentally. When parents engage in interpersonal conflict in front of children, their intentions is not for their children to learn that. But unintentionally children learn that behaviour and start displaying such conduct among their peers. They may start bullying their friends as a way of resolving interpersonal conflict by using the

strategies that they learned from their parents. Twenty seven coma eight percent (27.8%) indicated that their parents used other methods except the ones listed on the graph, they might kick, shove or strangle each other when they fight.

3.2.2.13 Parents' disciplining methods

Histogram 9 : Parents' disciplining methods



Histogram 9 shows that the most common method that parents used to discipline their children when they had done something wrong was to yell at them. A minority of the respondents (18.4%) indicated that their parents used other methods of disciplining except the ones that have been listed above. A very small number of respondents (0.5%) indicated that their parents never disciplined them. Brown County Sheriff (2008:1) noted that parental disciplining styles are also related to bullying behaviour. An extremely permissive or excessively harsh approach to discipline can increase the risk of engaging in bullying. The researcher maintains that some of the respondents who have indicated that they have engaged in bullying come from homes where parents use negative disciplining methods such as yelling or hitting their children.

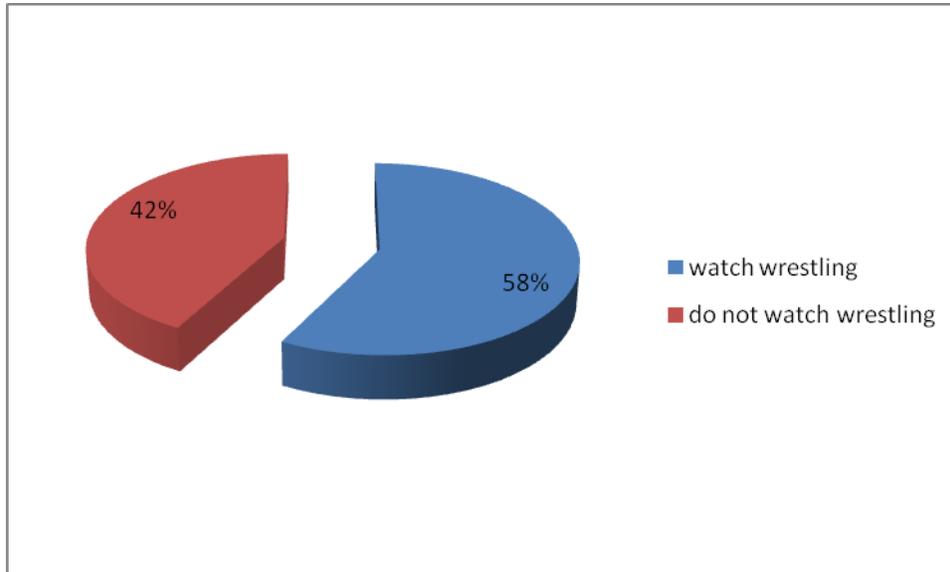
Siegel (2005:114-115) as well as Schulz and Schultz (1993:385) indicate that behaviour is learned during interaction with other people and by observing others behaving in a certain manner. When a child is raised in a family that is characterised by harsh disciplining styles such as yelling and hitting, the child would also display such in the form of bullying other learners at school. Bandura

(1977:22) discovered that verbal modelling can also produce certain behaviours. When parents discipline their children, the children can model such behaviour at school by verbally bullying other learners (Schultz and Schultz, 1993:385).

3.2.3 The role of the media in the respondent's life

3.2.3.1 Exposure to wrestling

Pie-chart 8 : Exposure to wrestling

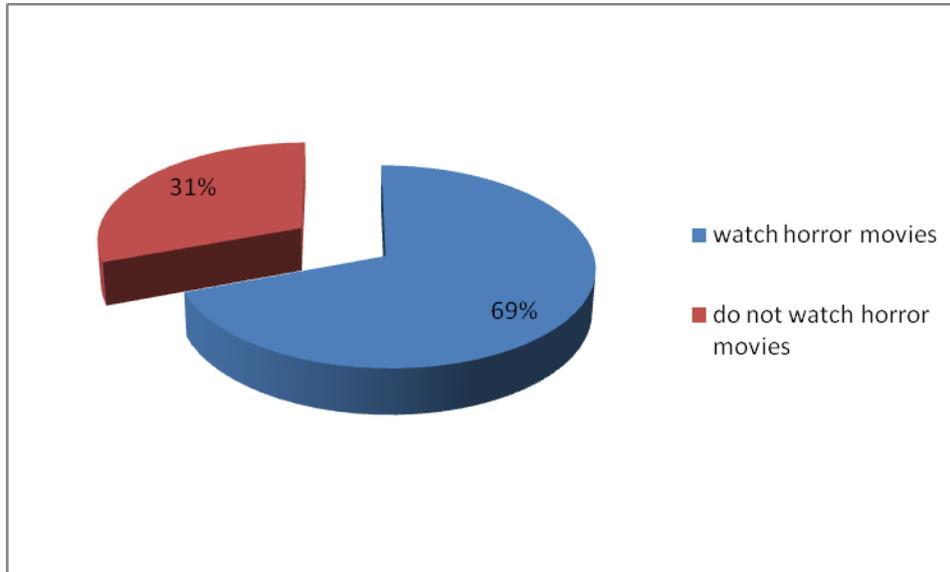


The majority of the respondents (58%) watch wrestling on television. Wrestling is a sport in which much violence and aggressive behaviour is displayed. De Beyer as cited by Seabi (2009:23) points out that constant watching of violence on television, films and computer games influences a child's tendency to bully. When children are exposed to television violence, they tend to imitate that behaviour because behaviour is learned through observing others behaving in such way (Bandura, 1977:25). The researcher assumes that learners engaged in bullying as a result of exposure to media violence such as wrestling.

Siegel (2005:114-115) as well as Schultz and Schultz (1993:384-385) state that Social Learning Theory views violence as something that is learned through a process called behaviour modeling. Behaviour modeling of aggression is in modern society acts that are usually modeled after three principal sources, one of which is mass media where films and television commonly show violence that is often portrayed as acceptable behaviour, especially for heroes who never have to face legal consequences for their actions. When learners are exposed to wrestling, they see it as the correct behaviour as their heroes in the show display aggressive behaviour, they display this behaviour at schools by bullying others.

3.2.3.2 Exposure to horror movies

Pie-chart 9 : Exposure to horror movies



Many respondents indicated that they watch horror movies. Only a small number does not watch horror movies. Siegel (2005:114-115) says that aggression is usually modeled after watching television movies that show violence that is often portrayed as acceptable behaviour, especially of heroes who have never had to face legal consequences for their actions. An assumption can be made that learners who are engaged in bullying watch horror movies. They constantly saw their favourite characters breaking the law and not being punished for their actions. As a result, they acted aggressively towards other learners by bullying them.

3.2.4 Social factors associated with bullying

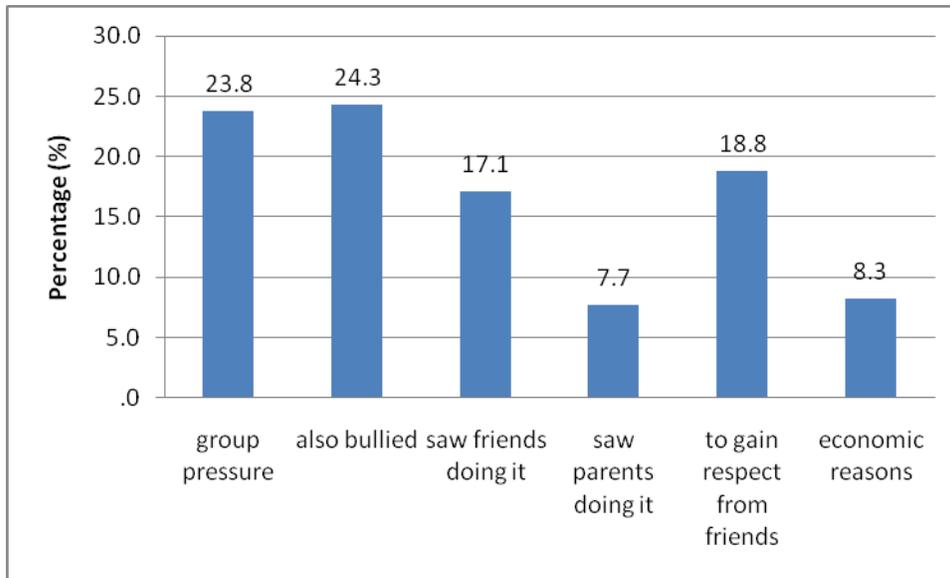
3.2.4.1 Peer group influence

The majority of the respondents (63%) bully with their friends and slightly more than a third (37%) of the respondents bully alone. These findings are in line with the findings of Bidwell (1996) who found that half of the students in his research had bullied another learner as part of a group activity. Quiroz, et al. (2006:1) stated that those who observe bullying at school may assume that it is an acceptable behaviour and therefore form an alliance with the bully and start bullying others. The researcher postulates that learners who bully with their friends started bullying after observing their friends bullying others. Therefore, joined in the alliance as a way of protecting themselves against bullies

Olweus cited by James (2010:1) highlighted that friends of the learners who engage in bullying behaviour, they are often followers. They do not initiate bullying, but participate in it because of the influence of the bully. It is not surprising to find that a large number (63%) of learners had engaged in bullying as a group activity. Some of these learners might not have initiated it or may even have been unwilling to participate in the act, but became the perpetrators of bullying by imitating what their friends were doing. People learn by observing other people behaving in a certain manner, thereby imitate that behaviour (Bandura, 1977:22).

3.2.4.2 Factors that encouraged participation to bullying

Histogram 10 : Factors that encouraged participation to bullying



It is worth noting that some learners engage in bullying because they were themselves victims of bullying. Nabuzoka and Smith (1993) cited in Smith and Ananiadou (2003:192), noted that some learners become bullies because they were themselves victims of bullying. They may become reactive bullies; thereby start bullying others.

Siegel (2005:114-115) as well as Schulz and Schultz (1993:385) indicate that aggressive behaviour is learned during interaction with other people and by observing others behaving in a certain manner. It is evident that learners who are engaged in bullying, they do so because they saw their friends bullying others. As Bandura (1977:22) points out that aggressive behaviour is learned during interaction with other people.

3.2.4.3 Bullies' views on bullying behaviour

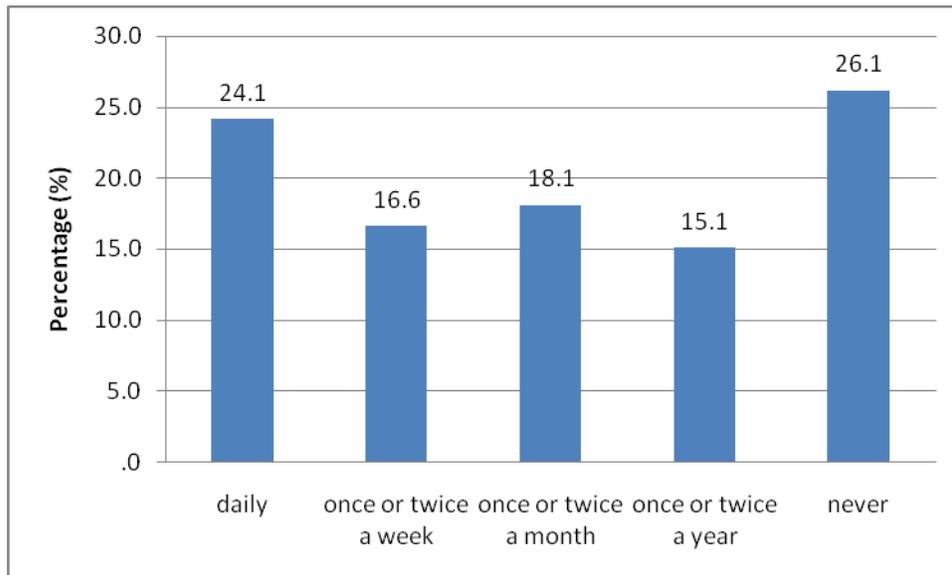
When learners were asked whether they regarded bullying as an acceptable behaviour, 74% said it was not good and 26% saw it as an acceptable behaviour. The participants regarded bullying as a bad practise yet they participated in the act of bullying others. They might have participated in the act of bullying as a result of peer influence (see 3.2.4.2). The majority of the respondents (23.8%) bully others as a result of peer group influence. Siegel (2005:114-115) indicates that aggressive behaviour is learned during interaction with other people and by observing others behaving in a certain manner. When learners associate themselves with bullies, they also copy the behaviour and start bullying others even though they realise that it is not a good practise.

3.2.5 The extent of respondent's participation to bullying behaviour

When answering the questions in section B of the questionnaire, respondents were required to make use of the rating on a point five scale. The following values were used in the questionnaire 1= daily, 2 = once or twice a week, 3 = once or twice a month, 4 = once or twice a year, 5 = never.

3.2.5.1 Use of mean words

Histogram 11 : Use of mean words

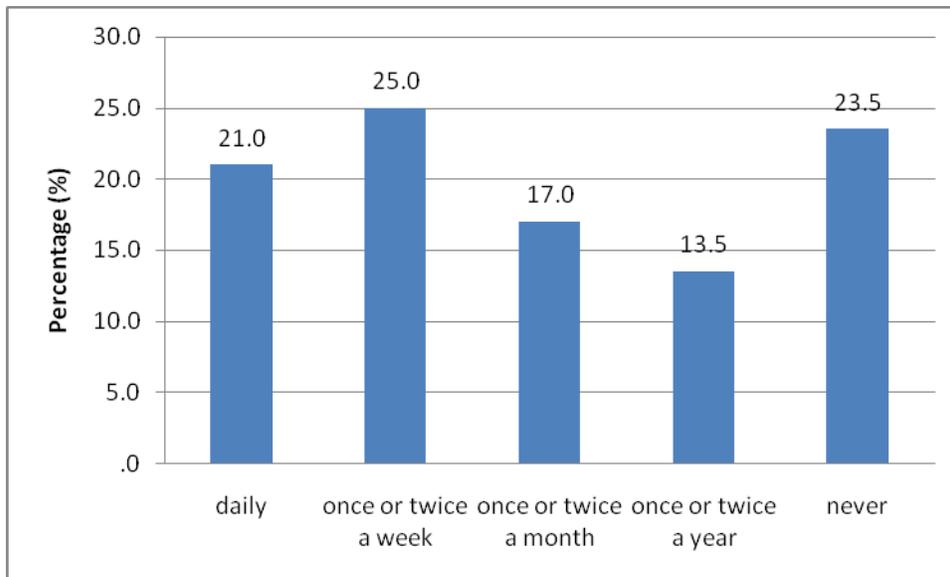


Histogram 11 shows that 73.9% learners participated in bullying by saying mean words to other learners. Of the 73.9% respondents who bullied others by saying mean words to others, 24.1% said mean words on a daily basis, 16.6% once or twice a week, 18.1% once or twice a month, 15.1% once or twice a year, and 26.1% participants never said mean words to other learners. De Wet (2005:86) found that the majority of learners in her research used direct verbal bullying such as saying mean words to other learners when compared to other forms of bullying behaviour. De Wet (2005) found that overall, 45.2% learners had bullied other learners by saying mean words to them. A lesser number of the respondents of these learners said mean words to others on a daily basis, 5.5% once or twice per week, 9.9% once or twice a month, 25.0% once or twice a year and 54.5% never said mean words to other learners. In short, this implies that a

small number of respondents who said mean words was less frequent, though a quarter of the sample indicated that it occurred only once or twice in a year.

3.2.5.2 Teasing

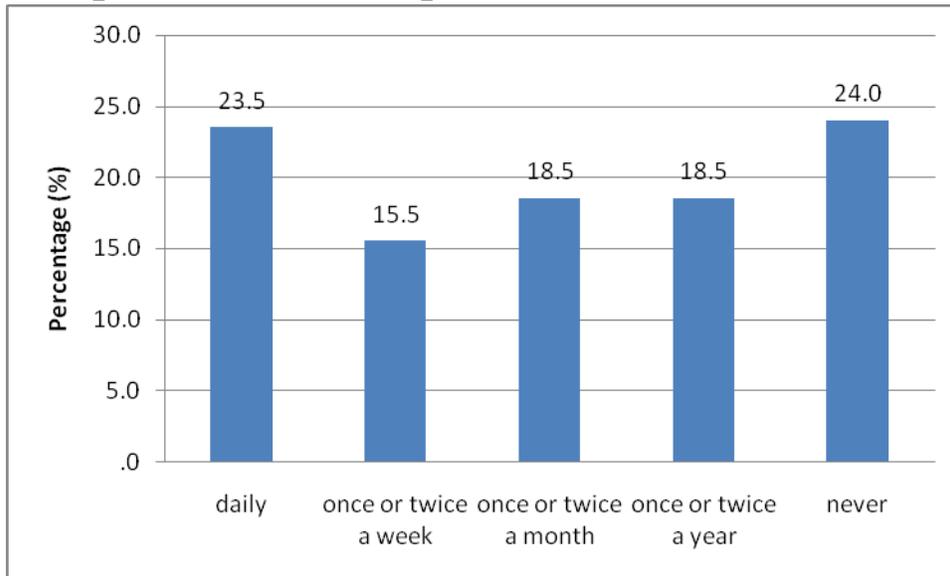
Histogram 12 : Teasing



Histogram 12 shows that 76.5% learners participated in bullying by teasing other learners. From the 76.5%, 21% had teased others on a daily basis, 25% once or twice a week, 17% once or twice a month, 13.5% once or twice a year, and 23.5% had never teased other learners. De Wet (2005:86) found that the majority of learners in her research used direct verbal bullying such as teasing to hurt other learners. De Wet (2005) found that 45.2% learners had bullied other learners by teasing them. A small number (4.8%) teased others on a daily basis, 5.5% once or twice per week, 9.9% once or twice a month, 25% once or twice a year and 54.5% had never teased other learners at school.

3.2.5.3 Name calling

Histogram 13 : Name calling



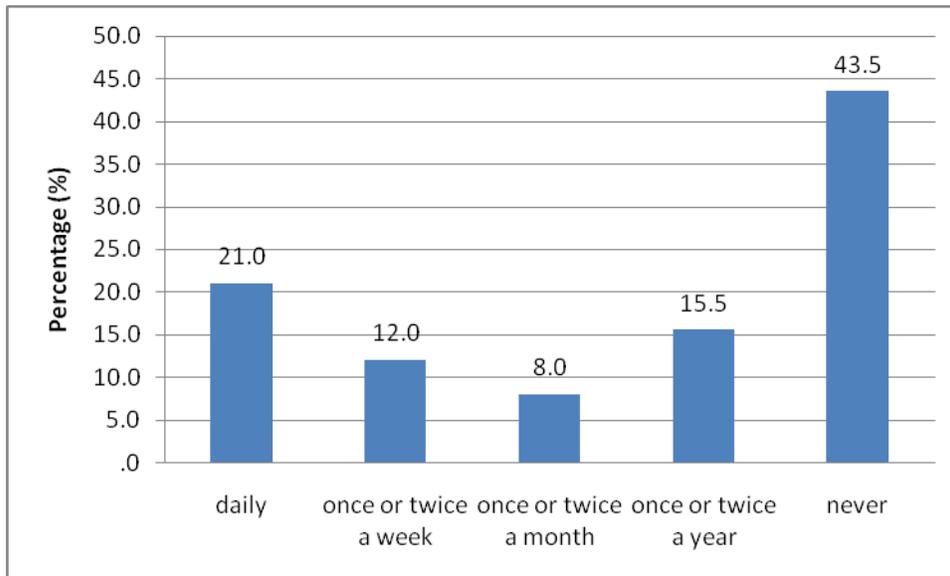
Histogram 13 shows that 76.0% learners participated in bullying by calling others with nasty or hurtful names. Almost a quarter of the learners (23.5%) had bullied others by calling them with insulting names on a daily basis, 15.5% called others with nasty names once or twice a week, 18.5% insulted others once or twice a month, 18.5% called others with humiliating names once or twice a year and 24.0% respondents indicated that they have never called others with derogatory names. De Wet (2005) found that 45.4% learners had bullied other learners by calling them with nasty names, of these 4.8% had called others with insulting names on a daily basis, 5.5% called others with hurtful names once or twice per week, 9.9% said that they have called others with nasty names once or twice a month, 25.0% called others with nasty names once or twice a year and 54.5% have never called other learners with mean names.

Cheshire schools (2004) found name-calling to be the most common form of bullying perpetrated by 84% learners. Bidwell (1997) and Greef (2004:1-2) found verbal bullying to be the most common form of bullying experienced by most learners where they were called with hurtful names. Fitzpatrick cited in Oosthuizen and Rossouw (2009:77) said that when teenagers are exposed to

aggressive environments, they may learn aggressive behaviour as a result and start calling other learners with hurtful names and also swearing.

3.3.4 Hitting

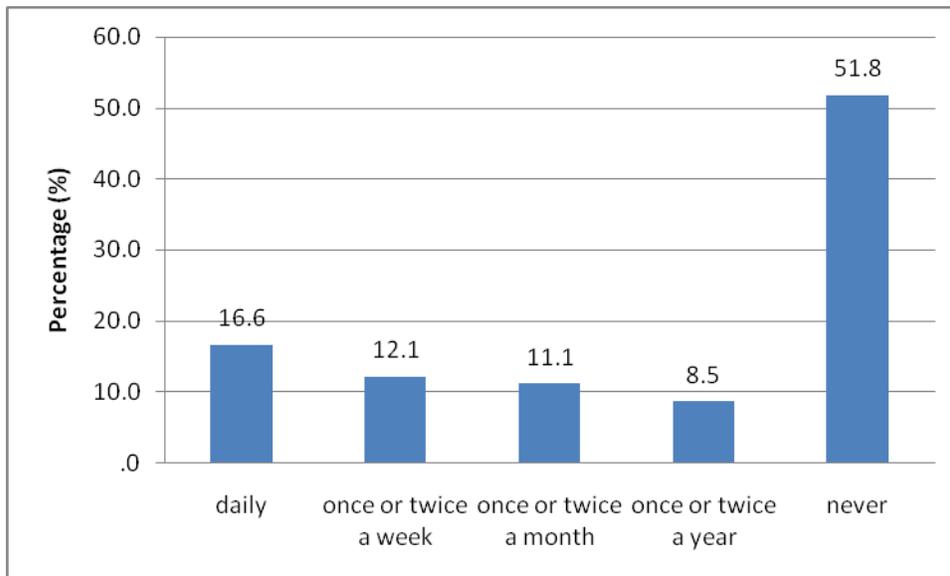
Histogram 14 : Hitting



Histogram 14 shows that 56.5% of learners participated in bullying by hitting others, among these 21% have hit others on a daily basis, 12% once or twice a week, 8% once or twice a month, 15.5% once or twice a year and 43.5% participants had never hit other learners at school. De Wet (2005:86) found that 24.0% of the learners participated in bullying in the form of hitting other learners. Amongst the 24.0% respondents who admitted to bullying by hitting other learners, 2.9% bullied other learners by hitting them on a daily basis, 3.3% once or twice per week, 7.4% once or twice a month, 10.7% once or twice a year and 75% never participated in bullying by hitting other learners.

3.2.5.5 Kicking

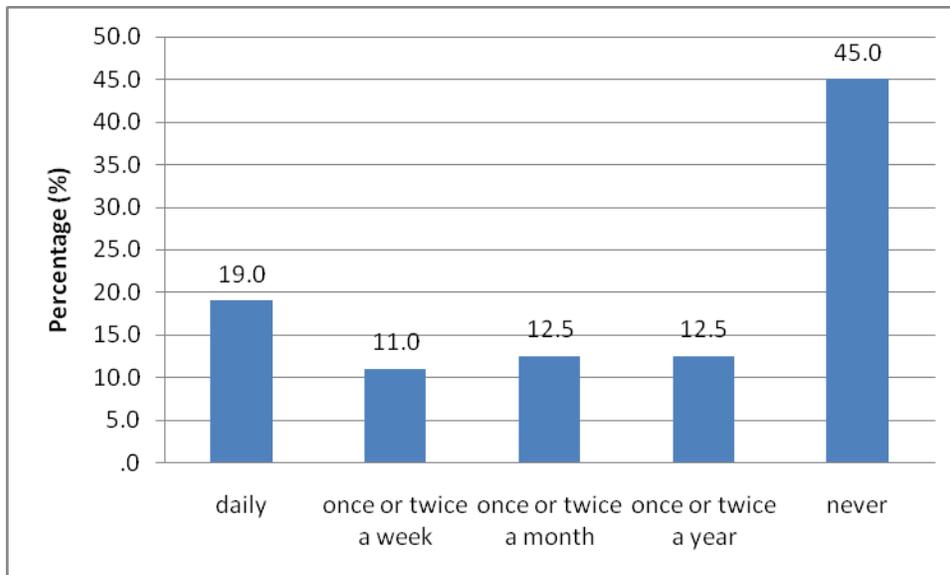
Histogram 15 : Kicking



The researcher found that 48.3% of learners participated in bullying by kicking others. Of these 16.6% bullied others by kicking them on a daily basis, 12.1% kicked others once or twice a week, whereas 11.1% did it once or twice a month, 8.5% kicked others once or twice a year and 51.8% had never kicked other learners at school. De Wet (2005:86) found that 24.0% learners had participated in bullying in the form of kicking other learners, 2.9% bullied other learners by kicking them on daily basis, 3.3% once or twice per week, 7.4% once or twice a month, 10.0% once or twice a year and 75.4% never participated in bullying by kicking other learners.

3.2.5.6 Laying hands

Histogram 16 : Laying hands

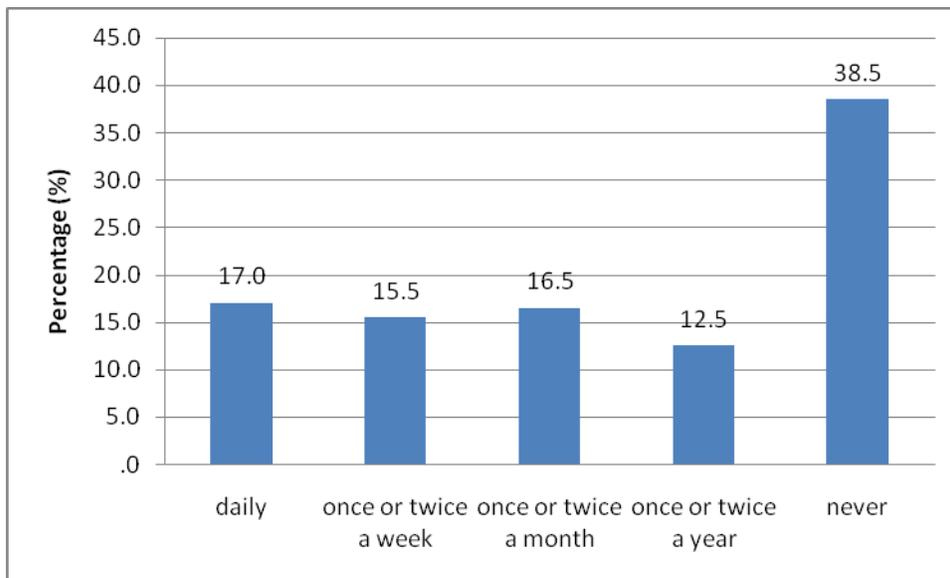


Histogram 16 shows that 55.0% of learners participated in bullying by laying their hands such as touching by the use of force on other learners. Of these 19% bullied other learners by laying their hands on them on a daily basis, 11% once or twice a week, 12.5% did it once or twice a month, 12.5% bullied others by laying their hands once or twice a year and 45% had never laid hands on other learners at school.

De Wet (2005:86) found that 24% learners have participated in bullying in the form of laying hands on other learners. About 3% laid their hands on other learners on daily basis, 3.3% laid their hands on others once or twice per week, 7.4% did it once or twice a month, 10.7% bullied others by laying their hands once or twice a year and 75.4% had never participated in bullying by laying their hands on other learners. Kartal (2009:112) found that a lower number of learners 19.1% were kicked or pushed by other learners.

3.2.5.7 Pushing

Histogram 17 : Pushing

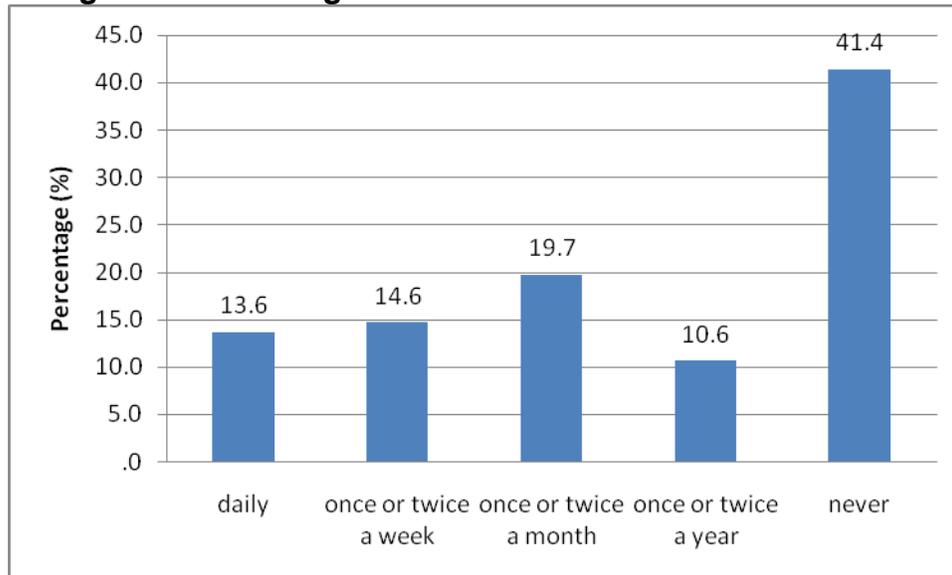


The researcher's findings were that 61.5% learners participated in bullying by pushing other learners. Of these 17.0% had bullied other learners by pushing them on a daily basis, 15.5% once or twice a week, 16.5% once or twice a month, 12.5% once or twice a year and 38.5% had never pushed other learners at school. De Wet (2005:86) found that 24.0% learners had participated in bullying in the form of pushing other learners. Of these 3.9% pushed other learners on a daily basis, 3.3% once or twice per week, 7.4% once or twice a month, 10.7% once or twice a year and 75.4% never participated in bullying by pushing other learners.

Kartal (2009:112) found that in Turkey a lower number 19.1% of learners were pushed by other learners. These findings suggest that in Turkish schools, bullying by pushing other learners is minimal compared to the South African schools. De Wet (2005:86) found that 24.0% learners participated in bullying by pushing others. This study found that 61.5% learners participated in bullying by pushing other learners at school.

3.2.5.8 Hurting bodies

Histogram 18 : Hurting bodies

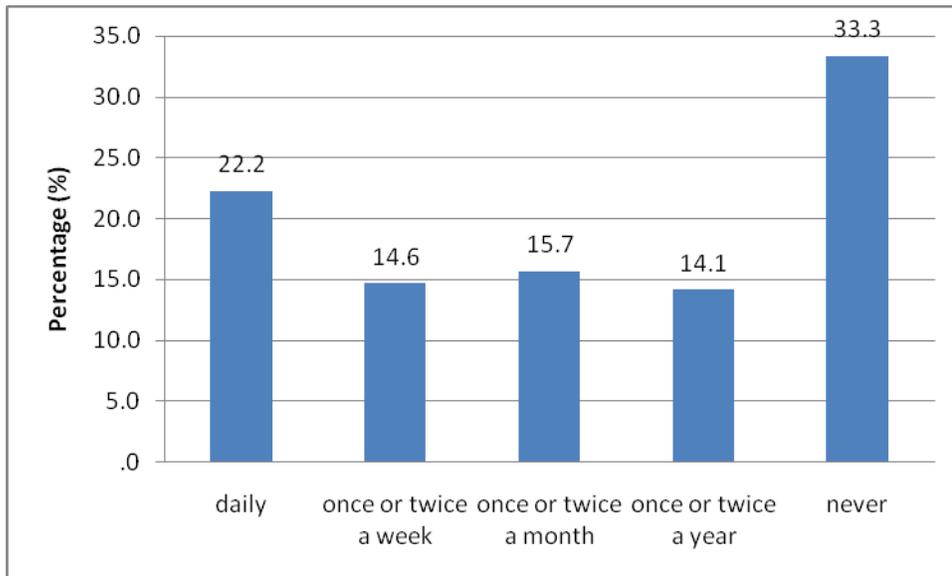


Histogram 18 shows that most learners (58.5%) participated in bullying by hurting the bodies of other learners. Of these 13.6% had bullied other learners by hurting their bodies on a daily basis, 14.6% did it once or twice a week, 19.7% hurt others once or twice a month, 10.6% hurt the bodies of other learners at school once or twice a year and 41.4% had never hurt the bodies of other learners at school. De Wet (2005:86) found that 24.0% learners had participated in bullying in the form of causing physical pain to the bodies of others. Of these, 2.9% hurt the bodies of other learners on a daily basis, 3.3% did it once or twice per week, 7.4% did it once or twice a month, 10.7 did it once or twice a year and 75.4% had never participated in bullying by physically hurting the bodies of other learners. Kartal (2009:112) found that more male (57.0%) than female (40.4%) had experienced physical bullying by having their bodies physically hurt. Baldry and Farrington (2000:17-31) indicate that the reason why boys engage mostly in physical bullying could be that they need to establish their dominance within social groups. The researcher is of the opinion that one of the ways, to establish dominance is to engage in aggressive behaviour such as physical bullying because others will fear them. They will know that if they find themselves at their

wrong side they will be hit, slapped or kicked. As a result of that they will have more power dominance to their peers who would be scared to be beaten.

3.2.5.9 Sexual comments

Histogram 19 : Sexual comments



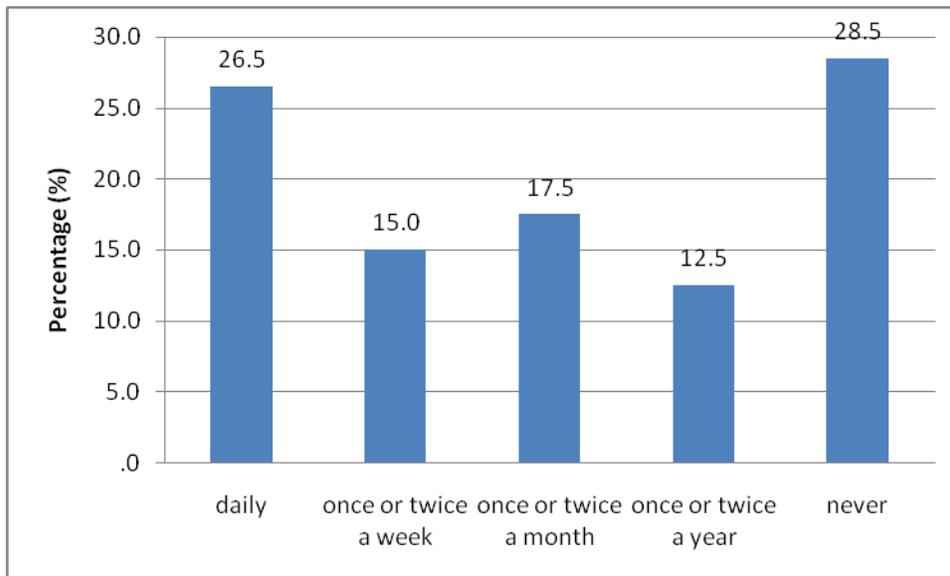
Histogram 19 points out that the majority of participants (56.6%) made comments of a sexual nature on other learners and a minority of participants (33.3%) had never made comments of a sexual nature that was likely to upset other learners. Among the majority of participants who made sexual comments on other learners, 22.2% made these comments on others on a daily basis, 14.6% made them once or twice a week, 15.7% once or twice a month, 14.1% once or twice a year. The possible explanation why 33.3% of participants made sexual comments on other learners is that they might have never been exposed to bad language. Fitzpatrick cited in Oosthuizen and Rossouw (2009:77), state that when teenagers are exposed to aggressive environments, they learn aggression that finds expression in swearing among other behaviours including bullying.

De Wet (2005:86) found that 17.4% learners had made sexual comments on others. Of these 2.4% made sexual comments on others on a daily basis, 2.4%

made sexual comments on others once or twice per week, 6.1% made sexual comments on others once or twice a month, 6.5% made sexual comments on others once or twice a year and 82.4% had never participated in bullying by making nasty sexual comments on other learners. Quiroz, et al. and Kuther (2006) found sexual bullying to include exhibitionism, sexual positioning, sexual harassment and abuse involving actual physical contact and sexual assault. De Wet (2005:715) found that in Bloemfontein schools, 12.38% learners were sexually harassed either daily or once a week by other learners. De Wet (2005:715) also found sexual bullying to be the fourth in sequence of six types of bullying among the respondents.

3.2.5.10 Mean rumours

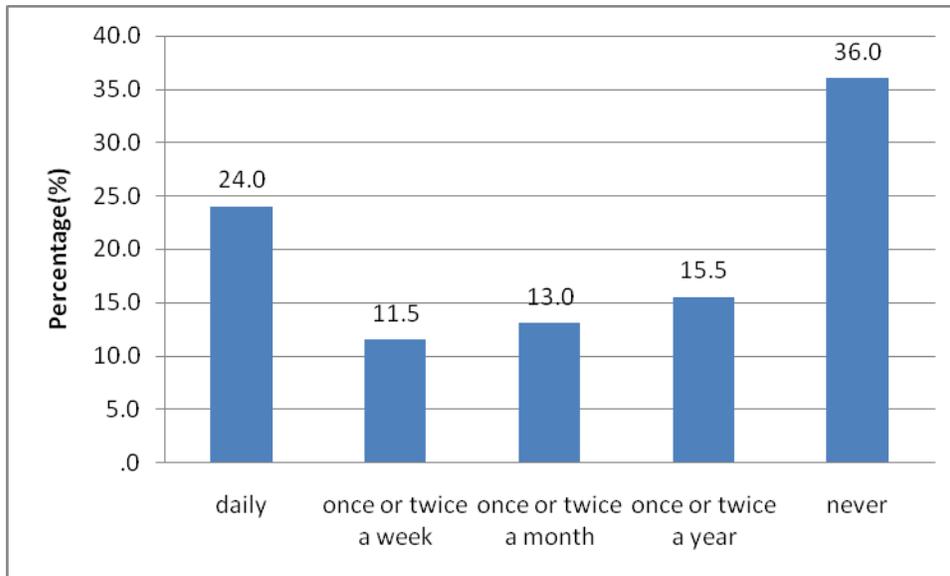
Histogram 20 : Mean rumours



The majority of respondents (71.5%) had spread rumours with the intention of hurting other learners. Kartal (2009:112) found that in Turkish schools, 67.8% learners had indicated that other learners never told true stories about them; they told stories that made them look bad before other learners. De Wet (2005:86) found that 32.3% learners had spread malicious gossip about other learners. Of these 2.6% participants had spread malicious gossip about other learners on a daily basis, 2.4% participants had spread mean gossip once or twice per week, 5.6% had spread malicious gossip about other learners once or twice a month, 21.7% spread malicious gossip about other learners once or twice a year and 67.5% had never spread mean rumours about other learners. The researcher's and Kartal's (2009:112) percentages were higher than those in De Wet's (2005:86) findings of 32.3% learners who spread malicious gossip about other learners.

3.2.5.11 Exclusion from activities

Histogram 21: Exclusion from activities



The majority of participants (64%) had bullied other learners by excluding them from group activities. De Wet (2005:86) found that 17.4% participants had excluded other learners from their group activities. Of these 2.4% participants had excluded other learners from group activities on a daily basis, 2.4% participants had excluded other learners once or twice per week, 6.1% participants had excluded other learners once or twice a month, 6.5% excluded other learners from group activities once or twice a year and 82.4% had never excluded other learners in group activities. Relational bullying is likely to be practised by females as compared to males. They exclude other learners or encourage other learners to exclude others out of group activities (De Beyer cited by Seabi, 2009:23; Greef, 2004:13; Nesor et al., 2003:128).

3.3 Summary of the empirical findings

The following is a summary of empirical findings:

- The majority of the respondents were between the ages 17 and 18.
- More males than females engaged in bullying behaviour.
- Teasing was the most common form of bullying.
- Kicking was the lowest method of bullying that had been found.
- The findings show that the following types of bullying take place on a daily basis: use of mean words, teasing, name-calling, hitting, kicking, laying hands, pushing, hurting bodies, sexual comments, mean rumours and relational bullying.
- The majority of the respondents were in grade 11.
- Most respondents were Christians.
- Many respondents were last born children followed by first born children.
- The majority of the respondents had three to four siblings.
- The majority of the respondents were not staying with their extended family members.
- Most parents of the respondents were married and also working.
- Most of the respondents' parents did not engage in fights in front of their children.
- Most of the respondents' parents did not engage in negative arguments in front of their children.
- Most of the respondents' parents did not engage in fights in front of their children.
- Most of the respondents' parents were likely to fight using the methods that was not listed in the questionnaire.
- Most of the respondents' parents yelled at their children when they did something wrong.
- Respondents were exposed to wrestling on television.
- Respondents watched horror movies.

- Respondents engaged in bullying together with their peer group.
- Respondents engaged in bullying because they had been bullied themselves.
- Respondents considered bullying to be a bad practice.

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Introduction

In this chapter which is a culmination of the preceding three chapters, a summary of the study, a summary of the main findings, conclusions and recommendations will be presented.

4.2 Summary of the Study

This study aimed at describing **The Nature and Extent of Bullying in Hwiti and Mountainview Secondary Schools, Limpopo Province** specifically focusing on the nature that bullying is likely to take and also the extent to which learners of Hwiti and Mountainview Secondary Schools engage in bullying behaviour.

The quantitative approach was used to gather data. Individually administered questionnaires were given to learners to fill in the presence of the researcher. The aim was to give assistance to the participants if they experienced any problem in completing the questionnaires. The research problem was the nature and the extent of bullying in Secondary schools in Mankweng. The design for the research was descriptive and cross-sectional in nature. The sample for the research consisted of learners from Hwiti and Mountainview Secondary Schools, Mankweng area, Limpopo Province.

The Delaware Bullying Questionnaire was used to collect data. The questionnaire was adapted for the South African situation by De Wet (2005:84) for the research conducted in Free State Secondary schools. The researcher adapted De Wet's questionnaire in order to be relevant to the situation in the Limpopo Province. The sampling method that was used was snowball, where teachers were requested to identify a few learners who had been reported to be

bullies. The selected learners were further requested to bring more learners who met the requirement of the research, until the desired size was reached. The Statistical Method for Social Sciences (SPSS) computer programme was used to explain the nature and the frequencies of bullying. Pie charts and histograms were used to explain the findings.

4.2.1 Summary of the main findings

The following main findings emerged from the study:

- More males than females engaged in bullying behaviour.
- Most of the respondents' parents did not engage in fights in front of their children.
- Teasing was the most common form of bullying and kicking was the lowest method of bullying that had been found.
- Most of the respondents' parents did not engage in negative arguments or fights in front of their children.
- Most of the respondents' parents yelled at their children when they did something wrong.
- Learners were exposed to wrestling and horror movies on television.
- Learners engaged in bullying together with their peer group.
- Bullying occurred as a result of learning, whereby some learners copied aggressive behaviour from their parents.
- Some learners engaged in bullying because they were bullied themselves. They learned the behaviour from the bullies; then modeled the learned behaviour by retaliating.
- Most learners participated in the milder forms of bullying, i.e. verbal bullying than physical forms of bullying behaviour.

4.2.2 Conclusions

The researcher concludes that at the schools which this research was conducted, more male learners than female learners engage in bullying. The method that they are likely to use is verbal bullying, such as teasing and name-calling. Bullying behaviour is learned through interaction with other people such as parents and peer group. Learners use verbal bullying more than physical bullying. Teasing was the most common form of bullying and kicking the least. The findings showed that the following types of bullying take place on a daily basis: use of mean words (24.1%), teasing (21.0%), name-calling (23.5%), hitting (21.0%), kicking (16.6%), laying hands (19.0%), pushing (17.0%), hurting bodies (13.6%), sexual comments (22.2%), mean rumours (26.5%) and relational bullying (24.0%).

4.2.3 Recommendations

Based on the study, the following recommendations are made:

- For the effective prevention of bullying, reasons why bullies engage in such behaviour need to be explored extensively.
- School personnel should get more involved in the welfare of learners in order to deal with bullying.
- Learners should be encouraged to report the incidents of bullying to the teachers.
- Any report of bullying should be taken seriously even if the incident is minor because failure to do so would suggest to bullies that their behaviour is acceptable.
- Many studies indicate that males are the ones that are likely to bully other learners. The researcher therefore recommends that further studies should be focused on males' reasons for engaging in bullying.

- More studies that focus on cyber bullying should be conducted, particularly with regard to cell phones as an increasing number of children have access to them.

4.2.4 Areas for further research

The following research areas can be considered in this province:

- More studies should be conducted on bullying, especially the study that will focus on the bullies. Many studies pay a lot of attention to the victims and neglect the bullies.
- As a result of the advancement of technology, bullying strategies also advance. More studies should be conducted on cyber bullying.
- There is a need to study the relationship between bullying and employment status of parents as bullying may be associated with poor family conditions.
- Views of the bullies on bullying behaviour need to be investigated.
- Some learners found bullying to be acceptable behaviour and research must be conducted to find out reasons for holding on to such a position.

References

Aluede, O., Adeleke, F., Omoike, D. & Afen-Akpaide, J. 2008. A review of the extent, nature, characteristics and effects of bullying behaviour in schools. **Journal of Psychiatry**, 48: 583-590.

Anderson, C. & Stavrou, A. 2001. **Youth Delinquency and the Criminal Justice System in Dar, Tanzania**. Nairobi: Un Habitat.

Anon. 2005. **Don't like my language? Turn off your life support, says DJ**. The Daily Dispatch, 21 July 2006.

Answers.com. (2011). **What is a secondary school?**. (Accessed on 11/05/11).
[URL:http://wiki.answers.com/Q/What_is_a_secondary_school&src=ansTT](http://wiki.answers.com/Q/What_is_a_secondary_school&src=ansTT)

Bandura, A. 1977. **Social Learning Theory**. Englewood Cliffs: Prentice Hall.

Bezuidenhout, C. & Joubert, S (Eds). 2006. **Child and Youth Misbehaviour in South Africa: A Holistic Approach (2nd edn)**. Pretoria: Van Schaik Publishers.

Bidwell, N.M. 1997. **The Nature and Prevalence of Bullying in Elementary schools**. Ma thesis. (Accessed on 11/11/09).
[URL:http://www.saskschoolboards.ca/educationservices](http://www.saskschoolboards.ca/educationservices).

Baldry, A.C. & Farrington, D.P. 2000. Brief report: types of bullying among Italian School children. **Journal of Adolescence**, 22(3): 423-426.

Bishoprelly High School. 2004. **Bullying In Schools**. (Accessed on 11/05/10).
[URL:Http://www.bishoprellyhighschool.pvt.k12.pa.us/bullying.htm](http://www.bishoprellyhighschool.pvt.k12.pa.us/bullying.htm)

Brown County Sheriff. 2008. **Green bay safety tip: bullying prevention.** Sheriff's Department Wisconsin. (Accessed on 25/05/10).
[URL:http://www.brown.wi.us/sheriff](http://www.brown.wi.us/sheriff)

Bucqueroux, B. 2003. Why Johnny (& Jane) Skip School: A Positive Youth Development to Truancy. **Journal of Urban Youth Culture.** (Accessed on: 29/04/09). URL: <http://www.iuyt.org/current/0302/bucqueroux.html>

Carrol-Lind, J. & Keamey, A. 2004. Bullying: what do students say? **Kairaranga,** 5(2): 19-24.

Cheshire Schools. 2004. **Anti-bullying project in Cheshire schools.** (Accessed on 24/04/09). [URL:http://www.laria.gov.uk/context](http://www.laria.gov.uk/context)

Children's Movement and the Children's Resource Centre (CRC). 2004. **The anti bullying campaign of the Children's Movement and the Children's Resource Centre** (CRC). (Accessed on: 25/05/10).URL:
[http://www.childrensmovement.org.za.](http://www.childrensmovement.org.za)

Chuenyane, G. 2008. **Unsafe school turns the corner.** City Press: 13 July 2008, p 5.

Cohn, A. & Canter A. 2003. **Bullying: facts for school and parents.** East West Highway. (Accessed on 29/08/10). URL: <http://www.bullybeware.com>

Dake, J.A., Price, J.H. & Telljohann, S.K. 2003. The nature and extent of bullying in school. **Journal of School Health,** 73(5): 173-180.

Davis, S. 2006. **Identifying Bullying.** USA. (Accessed on 29/04/10). URL:
<http://www.stopbullyingnow.com>

De Wet, N.C. 2005 **Bullying In Schools**. The Twelfth International Conference On Learning-In The Faculty Of Education At The University Of Granada From Monday 11th To Thursday 14th July 2005. (Accessed on 29/04/10).

URL: <http://05.cgpublisher.com/proposals/515/index.html>

De Wet, N.C. 2005. The voices of victims and witnesses of school bullying, **Koers**, 70(4): 705-725.

De Wet, N.C. 2005. The nature and extent of bullying in Free State Secondary Schools. **South African Journal of Education**, 25(2): 82-88.

Douglas, J. 2002. **How to beat bullying and intimidation**. (Accessed on 25/05/10). URL: <http://www.sadtu.org.za>

Due, P., Holstein, B.E., Lynch, J., Diderichsen, F., Gabhain, S.N., & Scheidt, C.C. 2005. Bullying and symptoms among school-aged children: international comparative cross sectional study in 28 countries. **The European Journal of Public Health**, 15(2): 128-132.

Egbochuku, E. O. 2007. Bullying in Nigerian schools: prevalence study and implications for counseling. **Journal of Social Science**, 14(1): 65-71.

Ericson, N. 2001. **Addressing the problem of juvenile bullying**. Us Department of Justice, Washington DC. (Accessed 19/07/10). URL:<http://www.ncjrs.gov/txtfiles1>

Field, E.M. 2007. **School bullying**. (Accessed on 11/11/09). URL:<http://www.bullying.com.au/school-bullying>

Greef, P. 2004. **The nature and prevalence of bullying during the intermediate school phase**. University of Free State. (Accessed on 20/03/10). URL: <http://etd.uovs.ac.za>.

Healthwise. 2008. **What is bullying?**. (Accessed on 19/02/09).
[URL:http://www.seton.net/health](http://www.seton.net/health)

James, A. 2010. **School bullying**. University of London, NSPCC. (Accessed on 25/09/10). [URL:http://www.nspcc.ca.uk/inform/research](http://www.nspcc.ca.uk/inform/research)

Jay, T. 2000. **Why we curse: a Neuro-psychosocial theory of speech**. Amsterdam: John Benjamin.

Juric, S. & Elsea, M.C. 1999. **The nature and extent of bullying experienced by traveler children in primary school**. Department of Psychology. University of Central Lancashire, Preston. (Accessed 11/11/08).
[URL:http://uclan.ac.uk/facts/science](http://uclan.ac.uk/facts/science).

Kartal, H. 2009. The ratio of bullying and victimization among Turkish school students and its relationship to gender and grade level. **Journal of Social Sciences**, 20(2): 109-119.

Kazmierow, M. 2003. **Bullying in schools and the law**. (Accessed on 11/11/18).
[URL:http://nzpk.massey.ac.nz/default.asp?page](http://nzpk.massey.ac.nz/default.asp?page)

Keith, S. & Martin, M.E. 2005. Cyber-bullying: creating a culture of respect in a cyber world: Reclaiming children. **Reclaiming Children and Youth**, 13(4): 224-228.

Kuther, T.L. 2003. **Understanding bullying**. (Accessed on 18/10/09).
[URL:http://www.seattleschools.org/area/outreach/general/UnderstandingBullying.pdf](http://www.seattleschools.org/area/outreach/general/UnderstandingBullying.pdf)

Levinson, D. (Ed). 2002. **Encyclopedia of crime and punishment volume 1**. Thousand Oaks: Sage Publications.

Macmillan Dictionary. (Accessed on 12/05/2011).
[URL:http://www.onelook.com/?loc+lemma&w+victim](http://www.onelook.com/?loc+lemma&w+victim)

MediaClubSouthAfrica.com 2010. **South Africa's population.** (Accessed on 27/07/10). [URL:http://www.mediaclubsouthafrica.com?index.php](http://www.mediaclubsouthafrica.com?index.php).

Moretti, M. & Stewart, M. 2006. **Canada school bullying: kids may learn from mom and dad.** (Accessed on 18/02/10). URL: <http://www.cihr.irsc.gc.ca>.

Nansel, T.R., Overpeck, M.D., Haynie, D.L., Ruan, W.J., & Scheidt, P.C. 2003. Relationship between bullying and violence among US youth. **Arch Pediatric Adolescent Medical**, 157: 348-353.

Nansel, T.R., Overpeck, M., Pilla, R.S., Ruan, W.J., Simons-Morton, B. & Scheidt, M.D. 2001. Bullying behaviors among US youth: prevalence and association with psychosocial adjacement, **Jama**, 285(16): 2094-2100.

Neser, J.J., Ovens, M., Van der Merwe, E., Morodi, R., Ladikos, A. & Prinsloo J. 2004. The Victims of Bullying in Schools, **Acta Criminologica**, 17: 28-47.

Neser, J.J., Ovens, M., Van der Merwe, E. & Morodi, R. 2003. **Peer Victimization in Schools, The Observation of Bullying.** Department of Criminology, UNISA. (Accessed on: 25/05/08). URL: <http://www.crisa.org.za/bullyp.pdf>

Novelguide.com. (2011). Aggression. (Accessed on: 11/05/11).
[URL:http://www.novelguide.com/a/discover/chdv_01_/chdv_00020.html](http://www.novelguide.com/a/discover/chdv_01_/chdv_00020.html)

Ntshoe, I.M. 2002. The impact of political violence on education in South Africa: past, present and future. Vista University, RSA. **Current Issues in Comparative Education**, 2(1): 62-69.

Oliver, R., Hoover, J.H., & Hazler, R. 1995. The Perceived roles of bullying in Small Town Midwestern Schools. **Journal of counselling and development**, 72(4): 416-419.

Olweus, D. 1993. **Bullying at school, what we know and what we can do**. Oxford: Blackwell Publishers.

Oosthuizen, I.J. & Rossouw, M.C. 2009. The phenomenon of swearing among South African learners. **Journal of Education Studies**, 8(2): 74-90.

Oregon Resilience project. 2003. **Bullying in schools**. (Accessed 05/07/09).
[URL:Http://org.oregon.edu](http://org.oregon.edu)

Perkins, H.W. & Craig, D.W. 2006. **Assessing bullying in secondary schools with a new online survey: Applying the social norms model to adolescent violence**. Geneva. (Accessed on 11/06/09).
[URL:http://alcohol.hws.edu/current/Bullying](http://alcohol.hws.edu/current/Bullying)

Phillips, M. 2002. **Swearing: The sickness in society**. The Daily mail. February 27, pp 1-4.

Plank, S.B., McDill, E.L., Mcpartland, J.M. & Jordan, W. 2001. Situation and repertoire: civility, incivility, cursing, and politeness in urban high school. **Teachers College Record**, 103(3): 504-524.

Potter, E. 2002. **The 11 myths of media violence**. Thousand Oaks: Sage Publications.

Proctor, B. 2007. **School bullying fact sheet**. Florida State University. (Accessed on 18/10/09).[URL:http://www.fasp.org/pdf](http://www.fasp.org/pdf)

Pytel, B. 2006. **Long term effects of bullying.** (Accessed on 10/06/09).
[URL:http://educationalissues.suite101.com/articles](http://educationalissues.suite101.com/articles)

Qing, L. 2004. **Cyber-Bullying in schools: nature and extent of adolescents' experience.** (Accessed on 11/06/09).
[URL:http://www.ucalgary.ca/~qinli/pubication/cyberbully.html](http://www.ucalgary.ca/~qinli/pubication/cyberbully.html)

Quiroz, H.C., Arnette, J.L., & Stephens, R.D. 2006. **Bullying in schools: fighting the bully battle.** National School Safety Centre. (Accessed on 11/06/09). [URL:http://safeyouth.org/scripts.faq.bullying.asp](http://safeyouth.org/scripts.faq.bullying.asp)

Ritchter, L. Palmary, I. & De Wet, T. 2000. The transmission of violence in schools: Birth to ten children's experiences of bullying, **Urban Health and Development Bulletin**, 3: 19-22.

Roche, J., Tucker, S., Thomson, R. & Flynn R. 2004. **Youth in society: contemporary theory, policy and practice (2nd ed).** London: Sage Publications.

Sathekge, M.K. 2004. **Psychosocial factors contributing to aggressive behaviour among secondary school students in rural areas.** Unpublished Ma mini-dissertation. Sovenga: University of the North, RSA.

Sapouna, M. 2008. Bullying in Greek primary school and secondary schools. **School Psychology International**, 29(2): 199-213.

Schultz, D. & Schultz, S.E. 1993. **Theories of personality (5th edn).** Pacific Grove: Brooks Publishing Company.

Seabi, M. 2009. **The playground mafia.** City Press. 09 August 2009, pp 23.

Seals, D. & Young, J. 2003. Bullying and victimisation: prevalence and relationship to gender, grade level, ethnicity, self-esteem, and depression, **Adolescence**, 38(152): 735-747.

Selekman, J. & Vessey, J.A. 2004. Bullying: it isn't what it used to be, **Pediatric Nursing**, 30(3): 246-249.

Siegel, L.J. 2005. **Criminology: The Core**. Australia: Thomson Wadsworth.

Smith, K.P. & Ananiadou, K. 2003. The nature of school bullying and the effectiveness of school-based interventions, **Journal of Applied Psychoanalytic studies**, 5(2): 189-209.

Smit, M.E. 2003. The bullying/victim problem in South African primary schools. UNISA. **Acta Criminologica**, 16(4): 27-33.

Tanzola, M. 2006. **Long-term effects of bullying vary by gender**. Pediatric News. (Accessed on 12/04/09). [URL://findarticles.com/p/articles/mi](http://findarticles.com/p/articles/mi)

Tharp-Taylor, S., Haviland, A. & D'amico, E.J. 2009. Victimization from mental and physical bullying and substance use in early adolescence, **Addictive Behaviors**, 34,(6-7): 561-567.

The National Children's Bureau. 2005. **Cyber bullying**. (accessed on 18/02/10). [URL://http://www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

The National Youth Violence Prevention Resource Centre. 2007. **Bullying facts and statistics**. (Accessed on 04/11/09). [URL:http://www.safeyouth.org/scripts/faq](http://www.safeyouth.org/scripts/faq)

The South African Human Rights Commission. (2006). **Inquiry into school based violence In South Africa, background information document August 2006.** (Accessed on: 20/02/10). URL: <http://www.sahrc.org.za>.

Townsend, L., Fisher, A.J., Chikobvu, P., Lombard, C. & King, G. 2008. The relationship between bullying behaviours and high school dropout in Cape Town, South Africa, **South Africa Journal of Psychology**, 38(1): 21-32.

Van der Wal, M.F., de Wit, C.A.M., & Hirasing, R.A. 2003. Psychosocial health among young victims and offenders of direct and indirect bullying, **Pediatrics**, 111(6): 1312-1317.

Voster, A.C. 2002. **Bullying in South African Schools: Guidelines for developing an Anti-Bullying Intervention Programme.** Unpublished Med mini-dissertation. Johannesburg: Rand Afrikaans University.

Wells, K.R. 2006. **Bullies.** Gale Encyclopedia of Children's health. (Accessed on 03/12/09). URL:<http://www.encyclopedia.com/doc/1G2-3447200102.html>

Will, J.D. & Neufeld, P.J. 2002. Taking appropriate action, **Principal Leadership**, 3(4): 51-54.

Williams IV, J. (2006). **Schools seek to prevent bullying.** (Accessed on: 11/05/10). URL: <http://www.baltimoresun.com/news>.

Whitted, K.S. & Dupper, D.R. 2005. Best practices for preventing or reducing bullying in schools, **Children and Schools**, 27(3): 167-175.

Wolke, D. & Samara, M.S. 2004. Bullied by sibling: association with peer victimisation and behaviour problems in Israel lower secondary school children. **Journal of child psychology and psychiatric**, 45(5): 1015-1029.

Wolke, D., Woods, S., Bloomfield, L., & Karstandt, L. 2001. Bullying involvement in the primary school and common health problems, **Archives of Disease in Childhood**, 85: 197-201.

Zikalala, M.P. 2009. **Member's statement – Taxi Violence**. (Accessed on 22/01/10). [URI:http://209.85.229.132/search?q=cache](http://209.85.229.132/search?q=cache)

ANNEXTURE A

DEAR RESPONDENT

RESEARCH TOPIC: THE NATURE AND EXTENT OF BULLYING AT HWITI AND MOUNTAINVIEW SECONDARY SCHOOLS, LIMPOPO PROVINCE.

My name is Olinda Ruth Chabalala, I am doing research on the above mentioned study in fulfillment of MA Degree in Criminology, I am requesting you to be part of this study.

For your participation in the study, please note the following:

- There are no wrong or right answers.
- You are allowed to withdraw from the study at any time if you do not wish to continue.
- The information that you will provide will be treated as confidential and your name should not be written anywhere in the questionnaire.
- Please tick in the appropriate box the answer that you select.

Thanking you in anticipation for your co-operation.

Yours sincerely

Olinda Ruth Chabalala (9910533)

ANNEXTURE B

QUESTIONNAIRE

THE NATURE AND EXTENT OF BULLYING IN HWITI AND MOUNTAINVIEW SECONDARY SCHOOLS, LIMPOPO PROVINCE.

Please answer the following questions. Your name is not required. All information received will be treated as strictly confidential.

SECTION A

NB: Tick the box that is relevant to you.

1. Biographical information

1.1 Please indicate your sex

- a Male
- b Female

1.2 How old are you?

1.3 What grade are you in?

- a Eight
- b Nine
- c Ten
- d Eleven
- e Twelve

1.4 Please indicate your religion.

- a Christianity
- b Islum
- c Ancestral worship
- d Other..... (Please specify)

The Delaware Bullying Questionnaire as adapted

2. Socio-economic background of the respondents

2.1 Please indicate your birth order in the family.

- a First
- b Second
- c Third
- d Last
- e Other (Please specify)

2.2 How many children are staying at your home?

- a Born from your parents.....
- b Living in your family

2.3 Please indicate your parents' marital status

- a Married
- b Single
- c Both parents deceased
- d One parent deceased
- e Divorced
- f Separated

2.4 Are your parents working?

- a Yes
- b No

If your answer to no 2.4 is NO, please do not answer question 2.5 to 2.7

2.5 Are all parents working or one parent?

- a Both
- b Father
- c Mother
- d Other

The Delaware Bullying Questionnaire as adapted

2.6 Your mother working for?

- a The government
- b In a shop
- c Self-employed
- d Domestic worker
- e Private company
- f Other..... (Please specify)

2.7 Your father working for?

- a The government
- b In a shop
- c Self-employed
- d Domestic worker
- e Private company
- f Other..... (Please specify)

2.8 Do your parents fight in front of you?

- a Yes
- b No

2.9 Do your parents argue front of you?

- a Yes
- b No

2.10 Do your parents quarrel in front of you?

- a Yes
- b No

The Delaware Bullying Questionnaire as adapted

If your answer to question no 2.8 to 2.10 is NO, please do not answer 2.11

2.11 When your parents fight, they are likely to fight in the following way

- a Yell at each other
- b Hit each other
- c Not talking to each other
- d Other..... (Please specify)

2.12 If you have done something wrong at home, which method/s of discipline are your parents likely to use?

- a Yell at you
- b Hit you
- c Deny you food
- d Other..... (Please specify)

3. The role of media in the respondent's life

3.1 Do you watch wrestling?

- a Yes
- b No

3.2 Do you watch Horror movies?

- a Yes
- b No

4. Social factors associated with bullying

4.1 Who do you bully with?

- a Alone
- b With friends

The Delaware Bullying Questionnaire as adapted

4.2. Which factors prompted you to bully?

- a Group pressure
- b I was also bullied
- c I saw my friends doing it
- d I saw my parent/s doing it
- e To gain respect from friends
- f Economic reasons (to extract money)

4.3 Do you think bullying others is a good thing?

- a Yes
- b No

SECTION B

NATURE AND EXTENT OF BULLYING

NB: Please tick the box that is appropriate to you.

1 = daily, 2 = once or twice a week, 3 = once or twice a month, 4 = once or twice a year, 5 = never.

5.1 How often do you bully others by saying mean things at your school or in the school bus/taxi?

1	2	3	4	5
---	---	---	---	---

5.2 How often do you bully others by teasing them at your school or in the school bus/taxi?

1	2	3	4	5
---	---	---	---	---

5.3 How often do you bully others by calling them names at your school or in the school bus/taxi?

1	2	3	4	5
---	---	---	---	---

5.4 How often do you bully others by laying your hands on them, such as hitting at school or in the school bus/taxi?

1	2	3	4	5
---	---	---	---	---

5.5 How often do you bully others by kicking them at school or on the school bus/taxi?

1	2	3	4	5
---	---	---	---	---

5.6 How often do you bully others by laying your hands on them at school or in the school bus/taxi?

1	2	3	4	5
---	---	---	---	---

The Delaware Bullying Questionnaire as adapted

5.7 How often do you bully others by pushing them at school or in the school bus/taxi?

1	2	3	4	5
---	---	---	---	---

5.8 How often do you bully by hurting the bodies of other learners at school or in the school bus/taxi?

1	2	3	4	5
---	---	---	---	---

5.9 How often do you make sexual comments about other learners whom you know are likely to be bothered by it?

1	2	3	4	5
---	---	---	---	---

5.10 How often do you spread mean rumours about other learners just to hurt their feelings?

1	2	3	4	5
---	---	---	---	---

5.11 How often do you leave other learners out of your activities just to hurt their feelings?

1	2	3	4	5
---	---	---	---	---

THANK YOU FOR YOUR COOPERATION

University of Limpopo
Private bag X1106
Sovenga
0727
Email: Olindac@ul.ac.za
Tel: 015 2682746
Cell: 082 660 8475
Fax: 086 661 0332
01 June 2009

Department of Education
Limpopo Province
Polokwane
0700

Dear Mr. Mabitsi

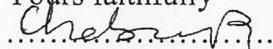
REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

As the above matters refers, I Olinda Ruth Chabalala student No 9910533 of the University of Limpopo hereby request to be granted a permission to conduct a research at Hwiti and Mountainview Secondary School (located in Mankweng Area) in fulfillment for my Master's degree in Criminology. The topic of the research is "The nature and extent of bullying in high schools around Mankweng area, Limpopo province".

During the study the following ethics will be adhered to:

- a. Informed Consent and Voluntary Participation: Participation will be voluntary. The participants will be given the right not to disclose the information that they do not wish to share with the researcher. They will be allowed to withdraw from the study if they do not wish to continue with it.
- b. Privacy, Anonymity and Confidentiality: The information that will be given by participants will be treated as confidential. Participants will not be required to provide names or contact details. The information will be used for the intended purposes of the study only.
- c. No Test to be performed on participants: No test will be conducted on the subjects' body.
- d. Emotional and Psychological Constraints: The research will not cause any emotional or psychological harm to participants. In the case where research participants show signs of being overcome by emotions, the research will be stopped immediately and they will be referred to a professional for counseling.

Yours faithfully



Olinda Ruth Chabalala



DEPARTMENT OF EDUCATION

Enq: Mabitsi T.M
Tel: 079 511 7545

To : Whom it may concern.
Selected School Principals

Date : 02 September 2009

SUBJECT: PERMISSION FOR THE RESEARCHER TO CONDUCT
A RESEARCH: Ms CHABALALA O.R

1. The above matter bears reference.
2. The researcher Ms O.R Chabalala (9910533) has requested permission from the Department of Education to conduct a research in selected schools.
3. **His topic is: THE NATURE AND EXTENT OF BULLYING AT HWITI AND MOUNTAINVIEW SECONDARY SCHOOLS: LIMPOPO PROVINCE.**
4. Permission is herein granted that she should be allowed to conduct this study.
5. Principals are requested to ensure that the rights of and education of the learners are not negatively impacted upon.
6. We hope that the value of the study will benefit the entire nation.
7. Thanks in anticipation.



.....
Head of Department

07/10/2009
.....

Date