

**UNDERSTANDING BULLYING IN THREE INCLUSIVE SECONDARY SCHOOLS IN
JOHANNESBURG, A WELLNESS PERSPECTIVE**

by

CHARLES MUSHAMBI

Submitted in partial fulfilment of the requirements for the degree of

**MASTER OF EDUCATION
(INCLUSIVE EDUCATION)**

SUPERVISOR: PROFESSOR M.D. MAGANO

NOVEMEBR 2016

UNIVERSITY OF SOUTH AFRICA

STUDENT NUMBER: 47910097

DECLARATION

I, *Charles Mushambi*, declare that this dissertation of limited scope, "**UNDERSTANDING BULLYING IN THREE INCLUSIVE SECONDARY SCHOOLS IN JOHANNESBURG, A WELLNESS PERSPECTIVE**", is my own original work. References used in this research had been accurately indicated and acknowledged by means of complete references.

Signature:_____ **Date:**_____

(*Charles Mushambi*).

ACRONMYS

S.A.P.S.	South African Police Services
S.E.N.C.A	Southeast Nebraska Community Action
G.D.E.	Gauteng Department of Education
P.B.S	Positive Behaviour Support
LA	Learner A
LB	Learner B
LC	Learner C
LD	Learner D
LE	Learner E
LF	Learner F
LH	Learner H
LI	Learner I

ACKNOWLEDGEMENTS

First and foremost, I would like to thank God for giving me the power and ability to carry out this research for my dreams to be fulfilled. Secondly, I would like to thank my supervisor, Professor M.D. Magano for her professional guidance, encouragement and expertise in supervising this research. I would like to point it out clearly and truly that, without her, I would not have completed this research successfully.

I would also want to say thank you to all the teachers, learners and principals who participated in this research through their involvement in focus group interviews (learners) and semi- structured interviews (teachers and principals).

I would also want to say thank you to parents of learners who participated in this study for allowing their children to be part of my research as core researchers.

I would also want to say thank you to officials at Gauteng Department of Education and officials at Johannesburg North District for giving me permission to conduct this research at their inclusive secondary schools.

I would also want to thank University of South Africa's Research Ethics Committee for giving me clearance to go and do my research at the selected schools.

I would also want to thank my principal and deputy principal for giving days off to go and do my research at the selected schools.

I would also want to thank all my family members such as my mother Jane, my brothers Joseph and Walter for the encouragement and motivation they gave me during the course of this study.

ABSTRACT

This research is about bullying in schools. The aim of the study was to investigate how the problem of bullying is understood in schools, its causes, types, effects, general patterns and strategies to curb this bullying problem in schools derived from the bio-ecological theory, through interviewing teachers, learners and principals at secondary school level.

Qualitative approach and a case study were used. This qualitative research was conducted at three inclusive secondary schools in Johannesburg North District in Gauteng province in South Africa through engaging eighteen learners in Grade Eleven and Twelve in focus groups. One focus group composed of six learners was conducted at each of three participating schools. Nine teachers, three from each of the three participating schools were involved in semi- structured interviews to solicit data on how they understand bullying, its causes, types, effects, general patterns and ways of addressing bullying in schools. Three principals, one from each of the selected schools also participated in this study. All the participants participated in this research through invitation to voluntary participation after being made aware of the purposes of the study by the researcher. Thus, a purposive sample of three principals, nine teachers and eighteen learners was used by the researcher. Semi- structured interviews and focus group interviews were used as research instruments in this study. Teachers and principals were engaged in semi- structured interviews and learners were involved in focus group interviews. The bio- ecological theory and the wellness theory were used as theoretical frameworks in this research to understand bullying, its causes, types, effects and general patterns, so as to come up with strategies to address bullying that target the learners' social contexts rather than the learners themselves as is with the case with the psychological model.

Before conducting this research, the researcher obtained ethics clearance from the University of South Africa's ethics committee, clearance was also obtained from Gauteng Department of, clearance from Johannesburg North District as well as acceptance letters from participating inclusive secondary schools.

The researcher also obtained assent from the eighteen Grade eleven and twelve learners who participated in this study. Assent was also obtained from parents of

learners who participated in this research. Consent was also obtained from the nine teachers and three principals who participated in this research.

After conducting focus group discussions and semi-structured interviews with teachers and principals, the researcher transcribed data verbatim for the purposes of analysing it. After transcribing data, it was colour coded, then categorised and categories were further fused into themes which were discussed in chapter five in relation to literature reviewed in chapter two.

Some interesting findings were discovered in this research. Lack of resources, violence and violent video games were found to be causes of bullying in schools. 'Gangsterism' and peer influence were said to be general patterns of bullying in schools. Low academic performance and absenteeism were said to be effects of bullying in schools. Physical bullying, verbal bullying, emotional bullying, social bullying, sexual bullying, teacher-learner bullying, learner to learner bullying, gender based bullying and cyber bullying were said to be some types of bullying prevalent in schools. Working with various stakeholders in education such as organisations like Love Life, S.E.N.C.A, South African Police Services and Community Based Youth Centres as well as other professionals like social workers, psychologists and specialist teachers was found to be helpful address bullying in schools. Findings also indicated that involving parents and community leaders in school activities assist to address bullying in schools. Installing cameras and suggestion boxes, reporting all forms of bullying installing cameras, bullying awareness campaigns, training staff and having bullying lessons in the school timetable were mentioned effective methods of eradicating all forms of bullying in all schools.

However, the study recommends that, teachers and principals be staff developed on issues related to how bullying is understood in schools in relation to its causes, types, effects, general patterns and strategies to stop it in school.

KEY WORDS IN THIS RESEARCH ARE:

Bullying. Inclusive school. Bully. Victim. Witness. Social wellness. Emotional wellness. Bio-ecological theory. Case study. Physical wellness.

TABLE OF CONTENTS

CHAPTER 1.....	1
1.1. INTRODUCTION.....	1
1.2. BACKGROUND OF THE STUDY	2
1.3. PROBLEM STATEMENT	4
1.4. MAIN RESEARCH QUESTION.....	5
1.4.1. Sub-research questions.....	5
1.4.2. Main aim of the study.....	5
1.4.3. Objectives of the study	5
1.5. RATIONALE OF THE STUDY.....	6
1.6. SIGNIFICANCE OF THE STUDY.....	7
1.7. THEORITICAL FRAMEWORKS	8
1.7.1. Wellness theory	8
1.7.2. Bio-ecological theory	9
1.8. LITERATURE REVIEW.....	10
1.9. CLARIFICATION OF KEY CONCEPTS	10
1.10. RESEARCH DESIGN AND METHODOLOGY	12
1.10.1. Research paradigm	12
1.10.2. Research methodology.....	13
1.10.3. Research approach	13
1.11. SAMPLING	13
1.12. RESEARCH INSTRUMENTS.....	14
1.12.1. Semi- structured interviews.....	14
1.12.2. Focus group interviews.....	14
1.13. DATA ANALYSIS	15
1.14. TRUSTWORTHINESS	15
1.14.1. Dependability.....	16
1.14.2. Confirmability.....	16
1.14.3. Credibility.....	16
1.14.4. Transferability	16
1.15. ETHICAL CONSIDERATIONS	16
1.16. SUMMARY OF CHAPTERS.....	17
1.17. SUMMARY.....	19
Chapter 2.....	20
2.1. INTRODUCTION.....	20

2.2. THEORETICAL FRAMEWORKS	20
2.2.1. Wellness Theory	20
2.2.1.1. Emotional Wellness: Its influence on bullying	21
2.2.1.2. Environmental Wellness: Its influence on bullying	22
2.2.1.3. Physical Wellness: Its influence on bullying.....	22
2.2.1.4. Social Wellness: Its influence on bullying	23
2.2.1.5. Spiritual Wellness and its influence on bullying	23
2.2.1.6. Intellectual wellness: Its influence on bullying.....	23
2.2.2. Bio-ecological theory	24
2.2.2.1. Micro-system's influence on bullying	25
2.2.2.2. Meso-system's influence on bullying	26
2.2.2.3. The Exo-system's influence on bullying.....	27
2.2.2.4. Macro-system's influence on bullying	28
2.2.2.5. Chrono-system's influence on bullying	29
2.3. REVIEW OF LITERATURE ON BULLYING	30
2.3.1. Overview of bullying.....	31
2.3.2. History of bullying	31
2.3.3. Prevalence of bullying in schools.....	36
2.3.4 Myths and misconceptions about bullying.....	36
2.3.5. Understanding bullying in general.....	37
2.4. UNDERSTANDING BULLYING IN THIS STUDY	39
2.5. TYPES OF BULLYING.....	40
2.5.1 Physical bullying	40
2.5.2 Verbal bullying	40
2.5.3. Psychological bullying.....	41
2.5.4. Cyber-bullying.....	41
2.5.5 Sexual bullying	43
2.5.6 Peer-on-peer bullying	44
2.5.7. Rational bullying	44
2.6. CAUSES OF BULLYING IN SCHOOLS	45
2.6.1 Technology: its influence on bullying	46
2.6.2 Violence in family: its influence on bullying	46
2.6.3. School: its influence on bullying.....	48
2.6.4. Scarcity of resources: its influence on bullying.....	48
2.6.5. Large classes: influence on bullying	49
2.6.6. Teachers: their influence on bullying.....	50
2.6.7. Violence in Media: its influence on bullying.....	50

2.6.8. Violence in society: its influence on bullying	51
2.6.9 Violent Video Games: their influence on bullying	51
2.6.10 Other Reasons for Bullying In Schools.....	52
2.7. GENERAL PATTERNS OF BULLYING IN SCHOOLS.....	52
2.9. EFFECTS OF BULLYING IN SCHOOLS	55
2.10. PLAYERS OF BULLYING IN SCHOOLS	57
2.10.1. Bully	57
2.10.2. Victim.....	58
2.10.3. Witness.....	59
2.11. THE WHOLE DEVELOPMENT APPROACH: AN INTERVENTION	60
2.12. SUMMARY.....	61
3. CHAPTER 3.....	62
3.1. INTRODUCTION.....	62
3.2. RESEARCH PARADIGM.....	62
3.3. RESEARCH METHOD	63
3.3.1 Case study.....	63
3.4. RESEARCH APPROACH.....	64
3.5. SAMMPLING	66
3.5.1. School sample	66
3.5.2. Description of schools	67
3.5.3. Principal sample.....	68
3.4.4. Teacher sample	68
3.5.5. Learner sample	68
3.6. RESEARCH INSTRUMENTS.....	69
3.6.1. Semi-structured interviews	69
3.6.2. Focus group interviews	71
3.7. DATA COLLECTION PROCEDURE.....	72
3.7.1. Interview sessions.....	73
3.8. DATA COLLECTION	73
3.8.1. Semi-structured interviews	74
3.8.2. Focus group interviews	74
3.9. DATA ANALYSIS	75
3.9.1. Thematic analysis	76
3.9.2. Transcribing	76
3.9.3. Coding	77
3.9.4. Categories.....	77
3.9.5. Themes.....	78

3.10. TRUSTWORTHINESS	78
3.10.1. Credibility	78
3.10.2. Transferability	79
3.10.3. Dependability	79
3.10.4. Confirmability	79
3.11. ETHICS.....	80
3.11.1. The ethical principle of doing no harm	80
3.11.2. Debriefing or de-hoaxing.....	80
3.11.3. Informed consent	81
3.11.4. Privacy and Confidentiality.....	81
3.11.5. Ethical principle of beneficence	82
3.11.6. Ethical principle of autonomy	82
3.11.7. Ethical principal of triangulation	82
3.12. LOCATION.....	82
3.13. SUMMARY	83
4. CHAPTER 4.....	84
4.1. INTRODUCTION	84
4.1.1. THEMES (PRINCIPALS, TEACHERS, LEARNERS).....	84
4.2. THEMES IDENTIFIED FROM THE THREE PRINCIPALS	85
4.2.1. Theme-1: Being violent understood as bullying in schools.	85
4.2.2. Theme-2: Bullying — violence, large classes and lack of role models.	87
4.2.3. Theme-3: Low self-esteem and academic achievement.....	90
4.2.4. Theme 4: ‘Gangsterism’ and peer influence	91
4.2.5. Theme 5: Different forms of bullying practiced in all schools	92
4.2.6. Theme 6. Working with different stakeholders addresses bullying.....	93
4.3. THEMES IDENTIFIED FROM THE NINE TEACHERS	94
4.3.1. Theme1: Bullying is understood as power struggle in schools.....	94
4.3.2. Theme 2: Lack of resources and violence causes bullying in all schools.	95
4.3.3. Theme 3: Low academic achievements and absenteeism.....	98
4.3.4. Theme 4: Peer influence is a general pattern of bullying in schools.....	99
4.3.5. Theme 5: Various forms of bullying are exercised in all schools.....	100
4.3.6. Theme 6: Different strategies are used to stop bullying in all schools.....	101
4.4. THEMES IDENTIFIED FROM FOCUS GROUP INTERVIEWS: LEARNERS	103
4.4.1. Theme1: Physical force understood as bullying.....	103
4.4.2. Theme 2: Violence, Substance abuse, lack of role models.....	103
4.4.3. Theme 3: Peer influence and ‘gangsterism’ — patterns of bullying	108
4.4.4. Theme 4. Learners commit different types of bullying	108

4.4.5. Theme 5: Poor academic performance and absenteeism.....	109
4.4.6. Theme 6: Different strategies used to address bullying	110
4.4.7. Summary of principals, teachers and learners' themes.....	111
4.7. SUMMARY	112
CHAPTER 5.....	114
5.1. INTRODUCTION.....	114
5.2. DISCUSSION OF FINDINGS.....	114
5.2.1. Theme 1. Being violent, Power struggle and use of physical force	1144
5.2.2. Theme 2. Violence, lack of role models, large classes and drug abuse.....	1166
5.2.3. Theme 3. Low academic performance, low self-esteem and absenteeism	1233
5.2.4. Theme 4. Peer influence and 'gangsterism' patterns of bullying	1255
5.2.5. Theme 5. Various forms of bullying practiced in schools	1288
5.2.6. Theme 6. Working with different stakeholders addresses bullying.....	1311
5.3. WELLNESS AND BIO-ECOLOGICAL THEORIES: IMPLICATIONS	1333
5.3.1. Wellness theory: How it can address bullying.....	1335
5.3.2. Bio-ecological theory: How it can address bullying	1355
5.4. STRENGTHS OF THE STUDY	1399
5.5. CONCLUSION.....	140
5.6. LIMITATIONS OF THE STUDY	1422
5.7. RECOMMENDATIONS	1433
REFERENCES.....	145
APPENDICES.....	155
APPENDIX 1 INTREVIEW QUESTIONS SCHEDULE.....	155
APPENDIX 2 ETHICAL CLEARANCE CERTIFICATE.....	157
APPENDIX 3 PERMISSION LETTER: GAUTENG DEPARTMENT OF EDUCATION.....	160
APPENDIX 4 PERMISSION LETTER: JOHANNESBURG NORTH DISTRICT.....	162
APPENDIX 5 ACCEPTANCE LETTERS FROM THREE INCLUSIVE SECONDARY SCHOOLS.....	163
APPENDIX 6 INFORMED CONSENT FOR PARTICIPANTS.....	167
APPENDIX 7 DATA ANALYSIS.....	171

CHAPTER 1

Introduction and Background of the Study

1.1. INTRODUCTION

Bullying is understood as any kind of harmful and violent form of behaviour by one person to another person. It involves hitting, threatening, intimidating, teasing, disrespecting or discriminating another person, to make that person feel embarrassed, unworthy or rejected either by one person or a group of people (Adam, 2006; Dupper, 2010; Ross, 2002). Bullying is defined as a type of power struggle between two people or between two groups of people (Berlinger & Glass, 2014). Bullying manifests in different forms, namely verbal (Dupper, 2010), physical (Miller & Lowen, 2012) or emotional (Fried & Sosland, 2011). More recently, a new form of bullying called cyber-bullying has emerged; it is viewed as a big problem in schools (Katz, 2012). Cyber bullying involves texting messages or taking photos of other people and posting them on social media (Sullivan, 2011). In South Africa, one out of five people has been exposed to cyber-bullying (Katz 2012). In addition, 92%, 8% and 18% of people are suspected to be bullied via Facebook, Twitter or WhatsApp respectively (Dana, 2014).

Historically, bullying studies are believed to have started in Scandanavia in Sweden by Olweus (1993). From Sweden, research on bullying spread to Canada, Finland, United States of America, Zimbabwe, Zambia, Nigeria and South Africa (Katz, 2012; Fried & Sosland, 2011). Despite all different research on bullying either conducted internationally or nationally, much remains to be investigated so as to understand bullying: its causes, types, effects, general patterns and how to eradicate it in schools. Furthermore, bullying may affect teaching and learning. It may lead to absenteeism; drop in performance, suicide, depression, low self-esteem or health problems (Dupper, 2010; Miller & Lowen, 2012; Smokowski & Kopsasi, 2005).

According to Katz (2012), incidents of bullying in schools seem to have reached increased rates throughout the world. In Australian schools for example, one in every five children at school is exposed to various forms of bullying (Rigby, 2002). In Norway and Sweden, 15% of learners are believed to engage in various types of bullying behaviour (Olweus, 1993). Olweus (1993) reports that a learner committed suicide after being continuously threatened, pushed and punched by classmates.

Katz (2012) writes that twelve learners were killed at a school in California by another learner. Macupe (2015) reports that a principal was seriously assaulted by a colleague at a high school in Johannesburg. Similarly Macupe (2015) reports that in Kwazulu Natal, a teacher was severely stabbed by a school principal after being accused of reporting for duty late. These incidents reveal that bullying seems to be a serious problem in most schools. For instance, research on bullying at a middle to upper class school in Gauteng province showed that 84.5% of learners are victims of being bullied at least once a year (Ber, 2000). In addition, in Gauteng province 45.5% of the six hundred learners surveyed on bullying, 84% of them testified that they have witnessed bullying events once a week (Smokowski & Kopsasi, 2005). Still in Gauteng, research shows that 45% of learners have been victims of bullying at school (Rousolton, 2010). De Wet (2005) states that there are high levels of bullying incidents among learners in the schools of Free State Province.

If bullying is so prevalent, this suggests that it is a problem. It is a problem that is less understood: its causes, effects, types, general patterns and ways of eradicating or at least controlling its occurrence. This qualitative study seeks to contribute by investigating how it manifests in schools in all its variations. Therefore this study focuses on the social contexts of learners. It uses a case study to investigate three inclusive secondary schools in the North of Johannesburg (Gauteng, South Africa). The study collected data from nine teachers, eighteen learners and three principals using semi-structured interviews and focus group interviews.

1.2. BACKGROUND OF THE STUDY

Lomofsky and Lazarus (2001) claim that in the South African context, bullying is linked to the history of the South African education and its attendant political environment. The political environment created inequalities in form of service delivery because of the apartheid policy of racial segregation that might have triggered violence among races, a behaviour that might have been imitated by learners at school (Duvet & Cooper, 2000).

Patton (1990) agrees that in South African context, bullying may have been resulted from the inequalities that followed apartheid policies. During the Apartheid era, classes in townships were overcrowded and necessarily disadvantaged black learners (Watson, 2004). The teacher-pupil ratio was high as a direct result of the racial segregation policies of the apartheid regime (Howell, 2006). It is not improbable that with crowded classrooms and segregated education in less privileged schooling contexts, discipline became a problem (Frick, 2005).

In 1994, when South Africa ended apartheid and a new democratic constitution was promulgated, it guaranteed the rights, dignity, equality, freedom and security for all its citizens (Yin, 2009). Specifically, the South African Constitution promised every child the right to free, safe and secure milieu in which to learn and play (Dellasega & Nixon, 2003; Ross, 2002). South Africa is a signatory to protocols that protect the rights of a child. Consequently, it has passed laws and taken social educational and administrative measures to protect the child from any form of physical, mental, violence, injury or abuse, neglect, maltreatment, or sexual exploitation (Goodwin, 2011). Learners must be protected from any form of bullying that will hurt them physically, emotionally or socially. *Section 12* of the South African Constitution states: Everyone has the right not to be treated or punished in a cruel, inhuman or degrading way (Department of Education, 2001; Bennet, 2001). This means that, school authorities must come to protect learners from any form of bullying.

The African Freedom Charter on the Rights and Welfare of a Child commits member states through schools to take steps that ensure the child is treated with humanity, dignity and with respect (Fried & Sosland, 2011). Similarly, South Africa is a signatory to the Convention on the Rights of the Child, is compelled by this fact to protect the child from all forms of physical, social, religious or psychological bullying, negligent treatment including sexual abuse (The Education Labour Relations Council, 2003). The Charter on the Rights and Welfare of the Child also commits its member countries to protect the child to be treated with humanity, respect and dignity (Joubert, 2010). It seems then that all learners have the right to an educational environment that is free from any type of bullying, an act that violates the rights, dignity, freedom of expression, privacy and freedom of association of learners (Ruth, 2003).

Since 1994, there have been numerous changes to the South African education system that may have direct impact on bullying in schools (Oduro, 2003). These modified changes have brought in new teaching strategies such as the constructivist approach (Mwamwenda, 1995). This approach may trigger bullying since learners may spend time working in large groups at times without clear instructions and supervision from teachers. This might trigger various types of bullying behaviours among learners (Northmore, 2002). It seems that the introduction and the implementation of the new curriculum, new teaching strategies and the abolition of corporal punishment may have

left teachers and school authorities feeling less empowered in their subject areas, and with fewer strategies to deal with cases of bullying behaviour among learners.

1.3. PROBLEM STATEMENT

Despite existing policies against bullying in South African schools, in the past seven years of my classroom practice in different South African schools, I have experienced various cases of bullying activities involving learners. Often bullying acts are complicated and difficult to know how to respond to them. Most teachers at my school, including the retired ones, have testified that they have experienced bullying incidents that have sometimes brought teaching and learning to a complete halt. They also admitted that they would not even know how to deal with these cases.

Teachers respond to bullying behaviour by using the following disciplinary measures: time out, detention, suspension and sending learners to the principal's, deputy principal's or head of department's offices. Some teachers also mentioned that they would simply ignore bullying behaviour among learners based on the belief that ignoring it would draw attention away from it and make it disappear. It seems that many teachers and school authorities don't seem to understand that bullying has serious implications. They lack the skills to find practical solutions to bullying.

It follows then that there is need for schools and other educational institutions to be made aware of how bullying is understood in schools, its causes, effects, types, general patterns, and how to effectively manage it in schools. There is also need to understand that solutions to bullying do not depend on punishments: detentions, timeout, suspension, humiliation, sitting outside the principals' offices and other outdated strategies that schools may practice. Solutions should embrace a holistic bio-ecological approach that involves stakeholders who share a common understanding of bullying, its causes, its effects, its types and general patterns.

Nozick (2003) has argued that despite the existing bullying policies available to schools, it seems as though there are no clear guidelines on how these policies can be implemented by teachers and other stakeholders to confront bullying in schools. A possible approach would be for school authorities with other stakeholders to find alternative solutions approached from the bio-ecological perspective that will protect learners from bullying at school. This inexorably suggests for more research to be

done on understanding bullying in all its manifestations and possible intervention that could be made in the South African schooling system.

Best 1997 and De Wet (2005) think that intervention strategies to curb bullying in the South African schools lie in the whole school developmental approach. This inclusive approach involves all parties to have and share a common approach in confronting bullying, understanding its causes, effects, types and patterns. Only then can an effective strategy be adopted to stem bullying in schools by targeting the learners' social context.

1.4. MAIN RESEARCH QUESTION

How is bullying understood in three inclusive secondary schools in Johannesburg?

1.4.1. Sub-research questions

- a. What are the causes of bullying in schools?
- b. What are the effects of bullying in schools?
- c. What are the general patterns of bullying in schools?
- d. What are the types of bullying in schools?
- e. Which strategies may be used to curb bullying in secondary schools?

1.4.2. Main aim of the study

To investigate how bullying is understood in three inclusive secondary schools in Johannesburg

1.4.3. Objectives of the study

The following achievable objectives guide the study:

- a) To understand the causes of bullying in schools
- b) To understand the effects of bullying in schools
- c) To unpack the general patterns of bullying in schools
- d) To understand types of bullying in schools
- e) To understand strategies to curb bullying in secondary schools

1.5. RATIONALE OF THE STUDY

Schools need to be made aware of how the problem of bullying is understood in schools in relation to its causes, effects, types and patterns of occurrence. This is premised on the belief that if the problem is known, then it can be solved. This study suggests that a solution that embraces a bio-ecological approach is the best available option to confront the scourge of bullying. To devise practical strategies that address bullying in schools, requires a robust understanding of the problem by all stakeholders who commit to work together and seek out holistic ideas on the best methods to mitigate bullying in schools, and so to make them safe places for teaching and learning.

But why should schools be informed of how bullying is understood in these micro-organs of society? It is because teachers, learners and principals might be absolutely unaware of the causes, effects, types, general patterns and means of dealing with bullying incidents that derive from learners' social perspective.

Katz (2012) has indicated that bullying has negative effects for both the perpetrator and the victim. Worst case scenario include: suicide (Singer, 2011), psychosomatic effects (Mwamwenda, 2004), emotional effects such as depression, instability or always being withdrawn (Mwamwenda, 1995) and social effects such as exclusion from group, class or school activities, and spiritual effects that involve being discriminated on religious basis (Robinson, 2003). Dupper (2010) has shown that bullying affects teaching and learning in schools world over. For instance, a survey conducted in Sweden, Canada, Japan, Turkey and Scotland showed that one quarter of the learners indicated that they had been bullied or had bullied others at school (Greene, 2006). In some developing nations like Zimbabwe, Zambia, Tanzania and Malawi, revealed that learners had been bullied or they bullied other learners (Ismail, 2006). Similarly, in South African half the learners interviewed reported being bullied or being victims (Dupper, 2013). Death related to being bullied has been reported in South Africa (Katz, 2012).

The discussion above shows that bullying is a present reality in schools. As such, it is important that schools are informed of how it occurs in relation to its causes, types, effects and general patterns. The intention is to enable teachers, principals, learners

and other stakeholders in education to derive practical strategies that will address bullying in schools. This study suggests that the bio-ecological approach is the most rational approach to formulate holistic strategies to address bullying. Rather than targeting the learner per se as is the case with the medical theory, it targets the learners' social context. This study deems the social context crucial in the campaign against bullying.

1.6. SIGNIFICANCE OF THE STUDY

This research's significance lies in the fact that it seeks to shift the focus on bullying that has hitherto been explained by the medical model viewpoint to the socio-cultural hence for the bio-ecological model context of the learners. In other words, this study applies the socio-cultural model approach to understand bullying.

The bio-ecological model applied to bullying activities focuses on the social environment of the child, and not the child per se. When the social environment of the child is improved or changed, it is believed that the behaviour of the child also changes. So a key factor of this model is to create awareness of principals and teachers to focus on the learners' social contexts to properly understand bullying, its causes, effects, types and patterns in schools. The aim is to unravel the contextual factors that this study claims are responsible for the bullying behaviour.

This research's importance lies its purpose to encourage the development of new means of addressing bullying (Oduro, 2003). It seeks to create awareness in school authorities, teachers, learners, parents and other stakeholders in education of the effective means of dealing with bullying behaviour in the schools and in society at large based on the bio-ecological model. By understanding how bullying was perceived in the past, this study hopes to point to the new ways of addressing the bullying behaviour that are embedded in the interacting systems of society.

Lastly, the study hopes to contribute to the academic credibility of inclusive education as a course that is part of university curriculum. The specific contribution involves equipping trainee teachers with knowledge and skills of new approaches to understand bullying and practical ways that use the bio-ecological model to find solutions to bullying.

1.7. THEORITICAL FRAMEWORKS

This research is underpinned by two theoretical frameworks: the wellness theory and the bio-ecological theory.

1.7.1. Wellness theory

Wellness is a type of behaviour that promotes good living skills for people (Barboza, 2011). In this study, it applies since it provides a framework for understanding bullying in inclusive secondary schools. It also provides holistic strategies that give solutions to bullying in schools. Its advantages lie in the fact that it is made of six wellness dimensions: emotional, intellectual, spiritual, environmental, social and physical (Anspaugh, Harmrick & Rosato, 1997). These dimensions explain how bullying is understood in schools with respect to causes, effects, types and patterns and how these may be addressed (Anspaugh et al., 1997).

Emotional wellness explains how types of bullying can be triggered if learners are depressed wherever (Brebm, 1993). It also explains how bullying incidents can be prevented if learners are informed of how to control their emotions (Pentice, 1999). The social wellness dimension explains how various incidents of bullying can be avoided if learners have good social skills (Anspaugh et al., 1997). It also shows how bullying is ignited if learners lack understanding of social interaction skills (Barboza, 2011). Spiritual wellness explains how different types of bullying exist in schools in the absence of good moral values (Corbin & Lindsey, 2007). Physical wellness concerns how bullying is triggered if learners abuse drugs and alcohol and cigarettes (Brebm, 1993) and how these can be prevented if avoided (Anspaugh et al., 1993). The intellectual dimension concern shows perceptions of low intellectual ability among learners may trigger bullying (Alters & Shiff, 2001) and how this can be avoided if learners are encouraged to develop their intellectual ability (Barboza, 2011). Lastly, environmental factors (home and society) may result in bullying among learners. For instance, if children are exposed to violence in society, they may imitate the same bullying behaviour at school. If children are affected emotionally, they are likely to have bullying problems at school.

1.7.2. Bio-ecological theory

The bio-ecological theory in this study, explains how bullying in schools is understood in relation to its causes, types, effects and patterns. But more importantly, the model focuses on solutions derived from learners' social contexts.

Bronfenbrenner's bio-ecological theory applies to this study because it explains the development of an individual as influenced by the interactional forces present in social systems that surround the child (Bronfenbrenner, 1979). Frederick and Clive (2002) explain that in terms of micro-system, meso-system, exo-system, macro- system and the chrono-system that characterise the eco-logical model, how these various systems interact with each other may explain bullying in relation to causes, types, effects and patterns and ways to address it. For example, what happens at the micro-system (family) may have an effect on what might happen at the meso- system (school). In addition, if learners are bullied physically, verbally, sexually or socially at home, this could have a negative impact on teaching and learning because learners may imitate what happens at home and bring this to school. The bio-ecological model provide for interventions to bullying problems from a social perspective. So, the claim here is that bullying in inclusive secondary schools today, is a reflection of bullying in cultures and the social environment that exists beyond the school precinct. Indeed children receive conflicting and confusing messages from adults in society that impact the children. Consequently, it is not a myth that what happens at school may model how children behave at home. The macro-system involves the larger society which does not interact with the child directly, but has an impact on the other systems and consequently impacts on the child's development (Bronfenbrenner, 1992). The macro-system has to do with politics, social values, attitudes, culture and the economy within which the child exists (Landsburg, Kruger & Nel, 2005). Thus, what happens in a large society may have negative effects on how children behave at home and school (Mitchell, 2009). The chrono-system is the interaction that occurs at the various structures of the model that constitutes the whole socio-cultural context of the child (Bronfenbrenner, 2005). Thus, what happens at various levels of the model may trigger bullying behaviour in inclusive secondary schools (Tut, 2007). For instance, if bullying occurs in the family, school or workplace (Mitchell, 2009). This behaviour may potentially be copied and transferred to school by learners (Ricky, 2001).

1.8. LITERATURE REVIEW

Literature in this study is around understanding of bullying, causes of bullying, effects of bullying, general patterns of bullying, theoretical frameworks, history of bullying, prevalence of bullying, other reasons of bullying, role-players of bullying, types of bullying and whole school development approach, as a practical solution to address bullying in schools.

1.9. CLARIFICATION OF KEY CONCEPTS

a) Bullying

Bullying is a repeated violent behaviour imposed on a person by another person. It may include kicking, slapping or pushing, so as to harm the victim (Katz, 2012). It is a kind of behaviour that may affect an individual spiritually, socially, emotionally or psychologically (Mwamwenda, 2004). Bullying can be viewed as an abuse of power by an individual over another individual (Sanders & Gary, 2004). This style of abuse seems to differentiate bullying from other forms of aggression and conflict (Proper, 2000). According to Shariff (2009) and Dupper (2010), bullying involves pushing, kicking, punching, biting or stealing from another individual, threatening, teasing or texting bullying messages to other people.

b) A Bully

A bully may be understood as someone who abuses other people verbally, physically, socially or emotionally with the goal of gaining power over other people (McConville & Cornwell, 2003). Anyone who abuses another person can be understood as a bully (Craig, 1998). A Bully is a person who attacks other people who are unlikely to fight back or find adult assistance (Goodwin, 2011). A person who makes other individuals suffer is a bully (Miller & Lowen, 2012). A person who hurts other individuals on purpose and intimidates an individual or a group is a bully (Shariff, 2009). A person who shows anti-social behaviour is a bully (Slovak, 2009).

c) Victim

A victim can be an individual who is attacked by bullies (Fried & Soland, 2011). The attack can be verbal, physical, psychological, social or verbal. Victim of bullying may

be an individual who feels depressed, unworthy and always suffer from low-self-esteem because of continuously being bullied (Dellasega & Nixon, 2003). Learners, who are exposed to anti-social behaviour, may be victims of bullying (Bennet, 2001). Individuals who are continuously kicked, beaten, pushed or spanked by their powerful peers may be viewed as victims of bullies (Rigby, 1993). An individual who finds it a challenge to fit in a group of other individuals or someone who is rejected by other peers may be a bullied victim (Greene, 2006).

d) Witness

A witness is someone who sees incidents of bullying and reports to other peers or authorities (Fried & Sosland, 2011). A person who watches, records and reports bullying behaviour exercised by a person over another is a witness (Dupper, 2013). A witness is present when a bullying and victimization incident occurs at school, in the community or at home (Barker, 2001).

e) Inclusive schools

Inclusive schools are those that enrol learners without any form of discrimination (Nind, Sheehly & Simmons, 2003). These are likely to be schools with learners and staff from different backgrounds (Proper, 2000). In addition, inclusive schools are said to meet the needs of all learners by removing all barriers to learning (Okeke, Van Wyk & Phasha, 2014). Furthermore, inclusive schools administratively democratic and do not discriminative against learners and staff (Hick, Kershner & Farrell, 2009). They attempt to provide equal education and opportunities to all learners without any form of exclusion (Donald, Lazarus, Lolwana, 2006). An inclusive school cares for the achievement of all learners without any form of discrimination (Hick et al., 2009).

f) Wellness

Wellness is an individual's ability to engage in activities that promote good healthy (Anspaugh et al., 1997). It can be a state of physical, intellectual, emotional, spiritual and social wellbeing that changes several times (Els & Rey, 2006). Wellness can be affected by both personal and environmental factors (Roberts, 1989). Wellness is a type of behaviour that promotes good living skills for people (Dickman, 1988). It also refers to an individual's ability to take responsibility regarding his or her own healthy

through preventing accidents and diseases (Brebm, 1993). Wellness is made up of six dimensions: physical (Anspaugh et al., 1997), spiritual (Roberts, 1989), emotional, social and intellectual (Dickman, 1988) and environmental (Els & Rey, 2006). Environmental factors at home and in society may result in bullying among learners (Roberts, 1989). For instance, if children are exposed to violence in society, they may imitate the same behaviour at home. If children are affected emotionally, they are likely to have bullying behavioural problems at school.

1.10. RESEARCH DESIGN AND METHODOLOGY

1.10.1. Research paradigm

A paradigm maybe viewed as a form of a mirror used by researchers to observe and understand what they are seeing as a problem (Babbie, 2005). It is a form of reference that is used by researchers to choose relevant theories for research topics (Denzin & Lincoln, 2008, Silverman, 1993); it may be viewed as a framework with multiple methods used by researchers to collect data that speaks to the research problem(s) (Grbich, 2013, Gibbs, 2007). Paradigms are important since they allow researchers to develop new ways of looking at a research issue (Babbie, 2005).

This study employs an interpretive paradigm since its emphasis is on understanding and interpreting how people construct knowledge through their life experiences (Henning, Van Rensburg & Smit, 2004) in interaction with the researcher (Grbich, 2013). It allows participants and researchers to use vocabulary that is relevant to the research topic (Silverman, 2000). For example, in the context of this research, how people use vocabulary related to bullying such as “victim”, “bully”, “witness”, “perpetrator” wellness, bio-ecological and “bullying” are attempts to understand bullying in schools in all its manifestations in the context of finding solutions.

In the interpretive paradigm participants and the researcher are likely to trace the history of their research topics (Denzin & Lincoln, 2000). For example, this research, traced the history of bullying, its causes, effects, types, general patterns and strategies to see solutions attempted in solving this vexing problem by interviewing teachers, principals and engaging with learners in focus group interviews. In addition, the literature on bullying traced the history of bullying and how it is understood in schools in all its many manifestations.

1.10.2. Research methodology

Qualitative methodology was used in this research because it is subjective (Creswell, 2012). The qualitative methodology enabled the collection of data from participants' relating to their experiences, feelings and emotions (Bryman, 2008). Interaction between researcher and participants was thus enriched by using the qualitative methodology (Henning et al., 2004). Participants and researcher shared their views in an interactive way (Creswell, 2013). This methodology allowed for the use of language that was understood by participants (Creswell, 2012). For instance, during the interviews, the language used was relevant and specific to the interviewees (teachers, learners and principals). The qualitative methodology was also used because; it enabled the researcher to conduct research in-depth so as to study extreme aspects of experiences such as bullying in relation to causes, effects, types, patterns and how it is understood in schools (Rubin & Rubin, 2012).

1.10.3. Research approach

A case study is a process of studying a particular problem that needs to be addressed urgently (Anfara & Mertz, 2006). It is defined as a research approach for studying organs of society (Bryman, 2008). In this study, a case study of three inclusive secondary schools in Johannesburg provided the research field that was used to collect data on bullying (Denzin & Lincoln, 2000). A case study was relevant because, it is open to multiple methods of collecting data (Grbich, 2013). It was used because it directly involved the participants to share their life experiences (Silverman, 1993). Both the researcher and participants were active in terms of data collected on bullying and its associated problems (Babbie, 2005).

Since this research involved human beings (Guba & Lincoln, 1982), it was important to follow ethical principles such as informed consent, principle of doing no harm, autonomy, beneficence, privacy and confidentiality and debriefing.

1.11. SAMPLING

Sampling may be viewed as a process of identifying and selecting participants for a research (Sawin-Baden & Major, 2013). It may include choosing sites, time and research instruments to be used in the research (Holiday, 2007). Sampling allows

researchers to choose a small group of participants to use as core researchers to represent a big population (Anfara & Mertz, 2006). It enabled the researcher to choose participants who were relevant to the study (Silverman, 2000). This study used purposive sampling. Purposive sampling involved choosing a small group of participants and sites and research instruments to conduct this research (Henning et al., 2004). Using purposive sampling, the researcher identified eighteen learners for focus group interviews and nine teachers and three principals as participants for semi-structured interviews (Creswell, 2014).

1.12. RESEARCH INSTRUMENTS

In this study, data was collected using semi-structured interviews and focus group interviews that were considered the most appropriate instruments given that face-to-face interaction was an important part of data collection (Creswell, 2012). The two research instruments are discussed below.

1.12.1. Semi- structured interviews

A semi-structured interview is a form of dialogue between an interviewer and an interviewee (Simmons, 2009). In a semi-structured interview, an interviewer asks interviewees similar questions in form of an interview schedule with the aim of collecting data on the topic of study (Bryman, 2008; Babbie, 2005; Yin, 2009; Gillham, 2005).

Semi-structured interviews allowed the participants and researcher to interact (Henning et al., 2004). This gave the researcher an opportunity to clarify emerging issues that needed such clarification, and therefore collect more data (Silverman, 1993). Semi-structured interviews also allowed the researcher to use open-ended questions ((Denzin & Lincoln, 2000). Semi- structured interviews have the advantage of being a flexible qualitative data collection instrument (Anfara & Mertz, 2006).

1.12.2. Focus group interviews

A focus group can be defined as a group of people engaged in a discussion on a topic of concern (Denzin & Lincoln, 2008b). It can be understood as a way in which an interviewer asks interviewees questions in a group context (Bryman, 2008). A focus group can be made up of a minimum of six participants (Reason & Bradbury, 2006). It

is supervised by a moderator who ensures that all participants have a chance to participate (Gibbs, 2007). A focus group interview as a data collecting instrument has the advantage of collecting data in an interactive context among participants and researcher (Creswell, 2014). A focus group interview focuses on one theme (Alvesson & Kärreman, 2011). Participants have the opportunity to ask each other some questions or debate a point with each other (Silverman, 2000). In the event that participants fail to understand questions during focus group interviews, the moderator may answer those questions (Silverman, 2013). This instrument allowed the participants to share their life experiences regarding bullying in an interactive context (Marshall & Rossman, 2011).

1.13. DATA ANALYSIS

Data analysis can be understood as a researcher's process of examining, sorting, categorizing, transcribing and coding data collected from participants (Creswell, 2014). For this study, data was analysed by means of direct interpretation because, of the effectiveness of interpretive data analysis depends on the researcher's style of thinking, careful consideration of different interpretation methods and data presentation (Babbie, 2005). After collecting data, it was transcribed verbatim by the researcher so as to begin the processes of coding, categorizing, analysing and interpreting (Silverman, 2000).

Transcription was followed by the coding process (Gibbs, 2007). Coding involves bringing data to order through colour coding — **Appendix 7** (Reason & Bradbury, 2006). Thus, as the researcher read the transcripts, he had to colour code the responses that were coming frequently from participants per question and these were used to form categories (Henning et al., 2004). Categories were further fused into themes which were then discussed in Chapter Five in relation to literature reviewed in Chapter Two.

1.14. TRUSTWORTHINESS

Trustworthiness concerns research credibility, confirmability; transferability and dependability were put into consideration in this study.

1.14.1. Dependability

Dependability refers to a process of describing how the research is conducted (Gibbs, 2007). This may include description of sites, participants, instruments and theoretical frameworks (Grbich, 2013). This has been done throughout this study (Creswell, 2012).

1.14.2. Confirmability

Confirmability is a process of analysing and interpreting data collected from participants during fieldwork (Bryman, 2008). It includes making conclusions about how data is collected, transcribed, coded, categorised and discussed in comparison with literature (Grbich, 2013). For confirmability purposes, the researcher checked the whole research process (Denzin & Lincoln, 2005). A copy of the study will be kept in the library for reference use by other researchers.

1.14.3. Credibility

Credibility is a process of making meaning of data collected (Gibbs, 2007) and making it credible to the participants and other readers (Grbich, 2013). It emphasises the use of many sources of collecting data (Sawin- Baden & Major, 2013). To ensure credibility of this study, data was interpreted, analysed, discussed and linked to theories of the study.

1.14.4. Transferability

Transferability is a process of describing findings and make other researchers able to use these results for their future research (Grbich, 2013). This can include making findings transferable to other fields of research (Silverman, 2000). For transferability purposes, the researcher has given a full description of the sample of research sites and participants (teachers, learners and principals).

1.15. ETHICAL CONSIDERATIONS

Ethics is the principle that model researchers' and participants' behaviour (Sawin- Baden & Major, 2013). Ethics allows researchers to know what is bad and what is good when conducting research (Grbich, 2013). Ethics emphasise that, participants

need to be treated with dignity and respect (Silverman, 2000). Beneficence, respect for human dignity and justice are some of the ethical principles that are considered by researchers when conducting research involving human beings (Creswell, 2013).

This research followed these ethical principles: privacy and confidentiality, doing no harm, debriefing or dehoaxing, informed consent, autonomy, beneficence and triangulation. The ethical principle of privacy and confidentiality was considered because Henning et al. (2004) mentioned that it involves participants' right to information that is personal to no disclosure. The researcher used debriefing because it involves the process of reducing the effects of deception among participants about what happened and to try as much as possible to make them understand that harm would not come their way (Grbich, 2013). The ethical principal of informed consent was used because participants should be allowed to choose not to participate or to participate in the study after being informed of the purposes of the study (Gibbs, 2007). Data was collected from participants after they signed consent forms for teachers and principals and assent forms for learners. The ethical principle of triangulation was used because it involves using multiple sources of data (Denzin & Lincoln, 2008). The researcher tape-recorded learner, teacher and principal participant' views during interviews and transcribed their views verbatim without bias. The ethical consideration of beneficence was used because participants must benefit from the research (Denzin & Lincoln, 2000). Participants were given an opportunity to ask for copies of the final research for reflective practice.

1.16. SUMMARY OF CHAPTERS

This study is structured as follows:

CHAPTER ONE: Introduction and Background of the study.

In this chapter, the researcher lays the framework for the rest of the study. Here the study is conceptualised into a viable project. This chapter discusses, theoretical framework, aims, significance of the study, main research question, sub research questions, objectives, problem statement, and background of the study, problem statement rationale of the study and clarification of terms.

CHAPTER TWO: Literature review

This chapter provides a background history of bullying in schools regarding its causes, effects, types and general patterns in relation to international, national and the South African context. Literature in chapter also focuses on causes, effects, general patterns, types of bullying, understanding of bullying in relation to the formulated research questions.

CHAPTER THREE: Research Design and Methodology

This chapter presents an in-depth description of the research methodology by focusing on methods of collecting data, research design, research approach, research instruments, sampling (site and informants), ethical considerations and methods of ensuring trustworthiness in this study.

CHAPTER FOUR: Analysis and Interpretation of findings

This chapter presents an interpretation of findings and themes derived from data collected on causes, effects, types, general patterns and how bullying is understood in inclusive secondary schools in Johannesburg. Results are also presented in this chapter. So, this chapter furnishes the reader with results obtained from a thematic analysis of teachers, learners and principals' views obtained during semi-structured interviews with teachers and principals and focus group interviews with learners.

CHAPTER FIVE: Discussion of findings, conclusions and recommendations

This chapter provides a discussion of the findings in relation to research questions. Thus, results from participants are discussed in comparison with the literature reviewed in chapter two of the study. Themes that emerged from findings are based on semi-structured interviews with teachers and principals and focus group discussions with learners. Thus, findings from analysis of participants' views yielded results to categories and themes. Conclusions drawn from the whole research are made in this chapter. Recommendations for future research are also formulated in this chapter. References acknowledged in this study, are provided after discussion of results, conclusions and recommendations chapter.

The appendices provide all the additional information used by the researcher.

1.17. SUMMARY

This introductory chapter has covered sub-topics such as problem statement, background to the study, main research question, sub-research questions, research objectives, theoretical framework, significance of the study, rationale of the study, research design, research approach, ethical considerations and trustworthiness and clarification of key words of which vocabulary such as (bully, victim, witness bullying and inclusive school) were defined.

Bullying is a serious problem in schools worldwide with detrimental effects in schools among learners (Ismail, 2006). Bullying behaviour may affect learners psychologically, socially and academically (Ross, 2002). The bio-ecological theory was introduced in this chapter since it explains how different systems of society may trigger bullying among learners and how this can be used to address bullying in schools by targeting the learners' social contexts rather than learners themselves.

In what follows, the literature review is presented. The study gives a brief history of bullying and how it is understood in relation to its manifestations in schools.

Chapter 2

Literature Review

2.1. INTRODUCTION

There is a belief amongst teachers, principals and other stakeholders in education that The Children's Rights Movement and the South African Act 1996 have negatively affected teachers' control over learners. This has contributed to the increase in the incidents of bullying behaviour in schools (Nxumalo, 2001). This chapter discusses what other scholars had argued might be the causes of bullying, the effects, general patterns and types of bullying, the role-players of bullying, the history of bullying, the understanding of bullying, myths and misconceptions about bullying and prevalence of bullying in schools. The aim is to find practical solutions that target interacting systems rather than the child in dealing with the question of bullying in schools.

This chapter will discuss the theoretical frameworks, the bio-ecological theory and wellness theory, the review of the literature on bullying, the context of bullying, causes of bullying, patterns of bullying, effects of bullying, the people involved in bullying, and lastly the development approach to curb bullying, The section below begins by examining theoretical frameworks.

2.2. THEORETICAL FRAMEWORKS

There are two frameworks that provide a reasonable guide to the analysis and understanding of bullying problems in schools in this study, namely Bronfenbrenner's bio-ecological theory and Wellness theory. In contrast, the frameworks of Piaget (1962), Bandura, (1986) and Brunner (1996) deal with specific issues regarding bullying and it seems to me are not inclusive enough for this research.

2.2.1. Wellness Theory

Wellness is defined as an individual's involvement in activities that promote a good and healthy quality life (Anspaugh et al., 1997). It is also a person's approach to improve the quality of his or her life socially, emotionally or spiritually in positive ways (Witner & Sweeney, 2004). Wellness emphasises the significance of health and the prevention of accidents and diseases (Brebm, 1993). Wellness means the promotion

of systems that provide safe environments for a good life (Dickman, 1988). Scholars understand wellness to concern the body, mind and spirit as nested in an individual, to live a happy and healthy life in society (Els & Rey, 2006). Wellness is a system's theory that involves the fulfilment of the needs of a minor as approved by adults at home (Els & Rey, 2006). Wellness is understood as a state of complete, spiritual, emotional, physical, intellectual or social well-being that is dynamic in an individual (Corbin & Lindsey, 2007). It is affected by psychological and environmental factors (Roberts, 1989). As a method, wellness includes the fusion of intellectual, emotional, spiritual and social skills in one's life with the intention of solving problems effectively and peacefully (Els & Rey, 2006). There are six dimensions of wellness: emotional wellness, physical wellness and social wellness, environmental wellness, intellectual wellness and spiritual wellness (Els & Rey, 2006; Anspaugh et al., 1997).

Wellness is a useful concept that permits us to understand the causes of bullying at home, at school and in the community. The idea of wellness allows the researcher to examine bullying and its attendant problems. The aim is to find effective solutions from interacting systems, rather than the learner in addressing bullying in schools.

2.2.1.1. Emotional Wellness: Its influence on bullying

Emotional wellness refers to an individual's ability to control his or her feelings (Els & Rey, 2006). It involves a person's capacity to cope with depression or stress (Pentice, 1999). Emotional wellness concerns a person's ability to express emotions in an acceptable manner (Corbin & Lindsley, 2007). It involves an ability to understand oneself and to cope with life challenges (Greenberg, Dintiman & Oakes, 2004). Emotional wellness includes self-esteem, self-acceptance and ability to share feelings (Els & Rey, 2006). Learners with emotional difficulties (such as depression) find it hard to make friends; this is likely to cause different types of bullying behaviour (Mwamwenda, 2004). Learners with positive self-esteem, self-acceptance skills, self-control and good emotional wellness are likely not to engage in bullying (Greenberg et al., 2004); whereas, learners with poor self-control and poor self-esteem might be involved in bullying (Landsburg et al., 2005).

In this study, emotional wellness could help the researcher to collect data on types of bullying, effects of bullying, general patterns of bullying and causes of bullying from

participants who might have experienced challenges regarding emotions. It helps the researcher to identify social interventions mitigate bullying in schools.

2.2.1.2. Environmental Wellness: Its influence on bullying

Environmental wellness is about the interaction between human beings and their surroundings (Els & Rey, 2006). It is about peace among people in their environment and it involves interacting with other people socially and peacefully (Dickman, 1988). Environmental wellness encourages freedom of expression among members of society (Anspaugh et al., 1997). It has to do with awareness of dynamic state of earth and the physical environment and the effects it has on daily events (Els & Rey, 2006). It also involves the ability to promote methods that can improve the standard of living and quality of health in our environment (Pentice, 1999). The environmental wellness of learners is promoted when their right to freedom of expression is not violated (Donald et al., 2006). If learners' right to freedom of expression is violated, it might lead to bullying with harmful social and psychological effects (Brebm, 1993).

Environmental wellness is important because it explains how causes of bullying, types of bullying and effects of bullying could be stopped, if all interacting systems work collaboratively in maintaining peace, encouraging strategies that support peace and freedom of expression among all people in society.

2.2.1.3. Physical Wellness: Its influence on bullying

Physical wellness involves self-help, care skills and health; it focuses on an individual's capacity to be involved in activities that promote health (Alters & Shiff, 2001). A person must exercise regularly, eat balanced diet and rest enough to promote physical wellness (Roberts, 1989). In addition, learners must avoid taking toxic drugs, smoking cigarettes or taking alcohol (Dickman, 1988). Types of bullying may be modelled by learners who come to school under the influence of alcohol and substance abuse.

Physical wellness helps the researcher to understand bullying in relation to its types, effects of bullying and patterns of bullying when physical wellness concepts are violated when learners take alcohol, tobacco and other toxic drugs. Physical wellness also enables the researcher to understand how bullying can be prevented if physical wellness is promoted in various interacting systems of society.

2.2.1.4. Social Wellness: Its influence on bullying

According to Anspaugh et al. (1997), social wellness is the ability to interact and socialise with all people in society without discrimination. Learners should interact with other learners at school and with people in the community without discrimination on the basis of race, tribe, nationality, religion or culture (Brebm, 1993). By so doing, their social wellness is promoted (Landsburg et al., 2005). Greenberg et al. (2004) argues that when learners are discriminated against on the basis of any particularism, their social wellness is undermined; it could result in bullying at school. It seems then that understanding social wellness is important since it adds on our comprehensive understanding of bullying and how to mitigate it.

2.2.1.5. Spiritual Wellness and its influence on bullying

Spiritual wellness refers to an ability to promote peace in society (Els & Rey, 2006). It emphasises people's understanding of the meaning of life (Brebm, 1993). Learners' spiritual wellness is promoted by having moral values: love, forgiveness, sympathy, compassion and trustworthiness (Manning, Keeler, Newhouse, Sloss & Waaserman, 1994). Conflicts, violence, fighting and disputes at home and at school violate learners' spiritual wellness, and could promote bullying behaviour at school through imitation. The concept of spiritual wellness in this research explains the effects of bullying and how this violates one's spiritual wellness. It also suggests that bullying may be avoided if spiritual wellness ideals such as peace, love and respect are lived in society.

2.2.1.6. Intellectual wellness: Its influence on bullying

Manning et al. (1994) understands intellectual wellness as an individual's ability to learn and use new information effectively. Intellectual wellness implies an individual's intellectual growth and ability to deal with new life challenges (Greenberg et al., 2004). Thus, schools as micro-organs of society are sources of intellectual wellness. Types of bullying could be ignited by learners with low intellectual abilities whereas various types of bullying can be addressed by learners with high intellectual levels. In what follows, the researcher discusses Bronfenbrenner's bio-ecological theory.

2.2.2. Bio-ecological theory

Bronfenbrenner's bio-ecological model explains the development of an individual as influenced by the interactional patterns in the social systems or the child's socio-cultural contexts (Bronfenbrenner, 1979, Bronfenbrenner, 1992). Frederick and Clive (2002) explain Bronfenbrenner's bio-ecology theory in terms of knitted rings: the micro-system, the meso-system, exo-system, the macro-system and the chrono-system. Understanding these rings as knitted in each other may illuminate our understanding of the bullying behaviour (Ismail, 2006). This theory has the potential to inform our understanding of the phenomenon of bullying through knowledge construction: understanding and interpreting experiences of participants (Engelbrecht & Green, 2001).

As Dellasega & Nixon (2003) have observed, several social environmental factors that contribute to bullying at school. These factors are explained by the bio-ecological theory. This study suggests that the practical solutions can come from this complex model (Dupper, 2013). The bio-ecological theory is a series of rings of influences that include, interpersonal (Walton, 2010), family, peer, emotional (Donald et al., 2006) and wider societal influences on behaviour and development (Banyard, Cross & Modecki, 2006). What happens at home and how children are treated society may impact how children behave (Mwamwenda, 1995). If children are exposed to good behaviour, they imitate good behaviour (Landsburg et al., 2005). By implication bullying follows from the behaviour that has been modelled (Robinson & Maines, 2003). In the context of the bio-ecological theory, each child may be perceived as an inseparable part of different sub-social systems (school, home, peers, neighbourhood and society) in which the child functions (Landsburg et al., 2005). Agreeing, Barboza (2009) found significant effects between bullying and a number of environmental factors. Those factors include media effects, peer, family and school environment. All the five structures influence the social context (Nind et al., 2003), the intellectual (Frederick & Clive, 2002) and psychological (Bronfenbrenner, 1979) development of the child who is at the centre of the structures. Below, the researcher explains the sub-systems of the bio-ecological system.

2.2.2.1. Micro-system's influence on bullying

The micro-system is the first category — family. It includes parents, siblings, peers and members of the extended family (Englander, 2013). It is a system in which children are involved in proximal interactions with the family: mother, father, grandfather, grandmother and other extended family members (Donald et al., 2006). So, poor parenting styles or child rearing habits may shed light on bullying behaviour in children (Olweus, 1993). Thus, negative interactions among family members model bullying behaviour among children (Slater & Bremner, 2003). Where children are exposed to different forms of bullying that are physical, sexual, emotional or social in nature (Liasidou, 2012). They may develop the same abusive bullying behaviour that they may bring to school (Donald et al., 2006). So, it seems defensible to argue that family background is a source of bullying behaviour among learners. Below, the researcher accounts for some of the situations in the bio-ecological model to explain bullying.

Negative events in families such as financial problems and ill-parenting practices and family health problems are factors that may affect children and might indirectly explain bullying problems in schools (Allan & Lee, 2008). Parents who engage in marital aggression, models to their children's bullying acts (Mitchell, 2009). Children observe these bullying acts and may reproduce them at school (Dash, 2006). Troubled relationships like divorce are also sources of bullying behaviour among children (Loreman, Deppeler & Harvey, 2010). If parents divorce, children may live with the mother or father, grandfather or grandmother (Allan & Lee, 2008). In the event that one of the parents re-marries, the children may live with the step-father or the step-mother. In both these cases, the children may be ill-treated by their new care-givers; this may plant the seed for the growth of the bullying behaviour (Landsburg et al., 2005).

Lack of parental support for children could also make children develop bullying behaviour (Fried & Sosland, 2011). Some children who lack material things at home might steal (Mwamwenda, 1995). They could also hit, kick, spank or slap other learners get items they need at school (Slee, 2011).

In micro-system (See Figure 1), the conception of bullying also depends on the socio-economic status of families. Middle income families for example, might view bullying in negative terms while in low socio-economic status families might be viewed as a natural way of growing up (Henn, Westein & Foard, 2009).

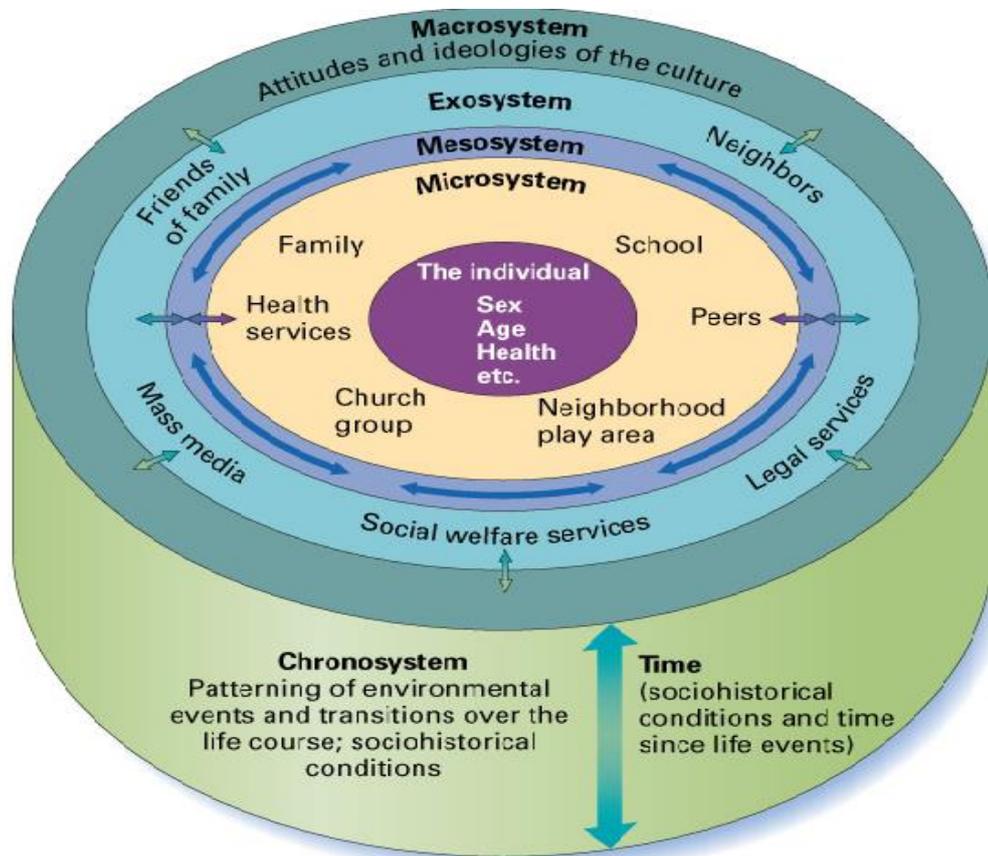


FIGURE 1: Showing Bio- Ecological Theory (Source: <<http://cicsworld.centerforics.org/wp-content/uploads/2011/11/02061.J.Peg> pdf.)

2.2.2.2. Meso-system's influence on bullying

The meso-system is made up of the school and home. The way the two interact with each other may develop a positive or negative relationship (Donald et al., 2006). Whatever happens at home or within the peer group might influence what may happen at school and vice-visa (Nind et al., 2003). For example, large classes and the absence of clear school rules may create the environment where bullying may thrive at school (Hick et al., 2009).

School authorities who physically (Dupper, 2013), emotionally (Dupper, 2010) and sexually (Katz, 2012) bully learners at school, may model bullying behaviour among learners as learners might imitate the same bullying behaviour at other organs of the

society (Mwamwenda, 1995). In South African schooling system, there have been incidents of teachers not intervening in bullying (De Wet, 2005; Olweus, 1993). The lack of intervention by teachers might foment bullying (Donald et al., 2006).

If the curriculum is not relevant to the needs of the learners, they might not find reason to be at school (Mitchell, 2009). They might engage in various types of bullying behaviour during school time (Loreman et al., 2010), and this bullying behaviour might spread to other parts of the community (Mwamwenda, 1995).

Teachers and school authorities can be role models for bullying behaviour (Dupper, 2013). Teachers who come to school, ill-prepared for lessons could trigger bullying behaviour (Mwamwenda, 2004). Learners might find no reason for being in such lessons (Mwamwenda, 1995). Teachers who engage in activities like smoking, drinking beer or use abusive language models bullying behaviour (Slee, 2011). So, it is evident that the meso-system explains bullying at school. Since we understand it, it provides grounds on which effective interventions can be introduced to mitigate types of bullying and effects of bullying by targeting interacting systems within the meso-system instead of targeting the child.

2.2.2.3. The Exo-system's influence on bullying

The exo-system of the bio-ecological models concerns the larger community, including the extended family (Frederick & Clive, 2002). It also includes other services in the community: health services or workplaces which do not have direct influence on the child's development (Ismail, 2006). So their effect on the child is only indirect. The way in which adults are treated at work may have an impact on how bullying behaviour is modelled at home, school or community (Tilstone, Florian & Rose, 1998). If parents are bullied in any manner or harassed at work, they are likely to treat their children in the same way at home (Liasdou, 2012). In turn, children may transfer the same bullying behaviour to school and other places in the community (Nutbrown & Clough, 2006).

In addition, violence at work places and in the community such as vandalism, killings, sexual abuse (Katz, 2012) or verbal abuse (Miller & Lowen, 2012) perpetrated by adults in the presence of children might also foment bullying behaviour in children (Nutbrown & Clough, 2006).

Some jobs require parents and care-givers to travel or to work away from their children. As a result, children are left unsupervised. The longer the children are left on their own, the more they have an opportunity to engage in bullying behaviour (Donald et al., 2006). Parents and caregivers might not know who could be with their children, in what places, at what time and what they could be doing. What happens during the absence of parents may increase the chances of children developing bullying behaviour (Tut, 2007; Tilstone et al., 1998).

In the South African context, bullying in the exo-system is viewed with contempt (Gutmore, 2003). This is evidenced by a number of policies that aim at protecting children from bullying. For example, the Child Care Act specifies that any form of abuse against the child should be reported to the police (Yin, 2009). The existing policies are there to protect learners from any type of bullying behaviour by anyone without exception (Hick et al., 2009). So, the exo-system can create the environment for bullying.

2.2.2.4. Macro-system's influence on bullying

The macro-system involves the larger society which does not interact with the child directly but has an impact on other systems and consequently impacts on the child's development (Bronfenbrenner, 1992). The macro-system is concerned with politics, social values, attitudes, culture and the economy in which the child exists (Landsburg et al., 2005).

The macro-system explains culturally acceptable behaviour (Donald et al., 2006). Cultural differences among learners in the context of school or society play a role in modelling bullying behaviour. What may be viewed as normal behaviour in one culture may not be the case in another culture (Peterson, 2003). This variance may affect the way in which learners behave (Mitchell, 2009). One culture may place high level on individual achievement (Yin, 2009), yet another may stress achievement of a group (Walton, 2010). In one culture, bullying others including elders is acceptable (Nind et al., 2003) whilst in other cultural beliefs (Engelbrecht & Green, 2001) bullying may be resisted (Tut, 2007), or may be perceived as bullying behaviour among learners from other cultural backgrounds (Dash, 2006).

Laws may also cause bullying among learners (Theo, 2002). The law that prohibits the use of corporal punishment in schools, at home and at any other institutions might have been viewed as a cause of bullying behaviour in various learning institutions (Allan & Lee, 2008). The presence of laws prohibiting corporal punishment is evidence that bullying (physical) in the macro-system in the South African context specifically is viewed negatively (Peterson, 2003, Harget, 1999). In sum, this section shows how norms and structures of society are implicated as sources of bullying because of the manner they are understood and interpreted.

2.2.2.5. Chrono-system's influence on bullying

The chrono-system is the interaction among all systems and structures within systems. It concerns the socio-historical or socio-cultural context of the child as a whole, the whole influence of the child (Cooper & Upton, 1990). Thus, a link on whatever happens at each level of the bio-ecological model's five systems may have an influence on how bullying behaviour could be triggered in schools (Tut, 2007). For instance, if there is bullying at home, school, workplace or society (Mitchell, 2009), this might result in bullying among learners (Ricky, 2001).

Since the chrono-system involves interaction of all systems, bullying within this context might be considered differently depending on the values, norms and beliefs of a particular system (Bronfenbrenner, 1992). For example, bullying could be considered a normal part of growing at home, yet at school this may not hold (Slee, 2011). There could also be conflicting views depending on different influences from education and societal values. Bullying might be considered negatively (Liasidou, 2012) where education is not valued (Loreman et al., 2010). It seems then that that the context matters (Mitchell, 2009).

In the South African context of schooling, bullying in the disadvantaged socio-cultural contexts is influenced by poverty and crime (Northmore, 2002). As a result, bullying tendencies may be prevalent in learners coming from disadvantaged socio-cultural contexts and under-privileged schools (Mwamwenda, 2004). It is because, interacting systems: home, school and community in general may experience a lot of stressors (Nind et al., 2003) caused by poverty that influence the development of the child's behaviour negatively (Dash, 2006).

A child growing up in a disadvantaged socio-cultural context is likely to develop bullying behaviour (Liasidou, 2012). The proximal systems are likely to interact to influence behaviour negatively (Yin, 2009). Thus, positive behaviour in children is developed through praises and encouragement (positive reinforcement), through clear rules and physical closeness (Mwamwenda, 2004). In the social context, characterized by poverty and disadvantage, the proximal systems as in family (Landsburg et al., 2005), school and society (Donald et al., 2006), teachers might not give the child the attention and encouragement he or she needs to develop positive behaviour (Walton, 2010), perhaps because they may also be experiencing their own frustrations and stressors (Roland, 2009). This increases the chances of developing negative behaviour (Dupper, 2010).

The researcher used Bronfenbrenner's bio-ecological theory to explain how negative interactions in the five interacting systems influence children in terms of bullying in schools. Understanding bullying behaviour from Bronfenbrenner's bio-ecological theory enhances an understanding of bullying in schools in relation to its causes, types, effects, general patterns and developing intervention strategies that target interacting systems rather than the child. Therefore, the bio-ecological theory is relevant to this study; it provides a better understanding of the complex phenomenon of bullying. Furthermore, it helps in crafting sensitive and effective interventions from an environmental and cultural perspective (Rigby, 1993). The interaction of systems with each other reflects how bullying behaviour may be modelled among learners at school, influenced by different systems of society. The next section reviews literature on bullying in relation to how bullying is understood, its causes, effects, types, ways of dealing with it and general patterns.

2.3. REVIEW OF LITERATURE ON BULLYING

This section reviews literature on bullying: It gives an overview of bullying, history of bullying, understanding of bullying, causes of bullying, types, general pattern, and effects of bullying, other reasons for bullying, prevalence of bullying, role players of bullying, myths and misconceptions of bullying and whole school development approach.

2.3.1. Overview of bullying

According to Sanders & Gary (2004), bullying has been a perennial problem world over in schools. Olweus is believed to have pioneered research on bullying in Scandinavia in 1978 (Camodeca, Goosens, Schuengel & Terwogt, 2003). At school, learners humiliate each other physically, verbally or socially (Miller & Lowen, 2012; Dupper, 2013; Katz, 2012, Dana, 2014). Thus, taunting, humiliation, threats and smacking (Fried & Sosland, 2011) by peers and adults (Dupper, 2013) are common school experiences world-over (Ismail, 2006).

Juvonen and Graham (2001) have indicated that 40-80 percent of learners reported being victims of bullying acts at school. Bullying is therefore a serious problem shared by children and adults across cultures, races, gender and class (Ismail, 2006). Since bullying seems to be a much more serious problem today than it was previously viewed (Dupper, 2010), this review of literature begins by providing some insights into its history, prevalence, causes, effects, general manifestation, role players and whole school development approach as a collaborative approach to address bullying in schools.

Bullying may be underestimated and yet it is a big problem in schools (Krige, Pettipher, Squelch & Swart, 2006). This study's approach seeks to provide practical solutions to bullying problems in schools from a social perspective (bio- ecological theory).

2.3.2. History of bullying

Bullying is understood as repeated violent behaviour (Dupper, 2010) involving an imbalance of power or strength between two people or two groups of people (Katz, 2012; Finkelhor, 2008). Bullying may be direct (hitting, kicking, taunting, or name-calling) or hidden (Fried & Sosland, 2011) and indirect (rumour mongering or social exclusion (Roland, 2009) or cyber bullying (Barker, 2001).

Bullying behaviour and incidents have been studied in Australia, Canada, England, Norway, Sweden, Turkey, United States of America and South Africa (Fried & Sosland, 2011; Dupper, 2010; Joubert, 2008). Bullying is common in schools among learners (Finkelhor, 2008, Juvonen & Graham, 2001). On average, 175 000 crimes are committed every day in schools in the United States of America (Smit, 2002). This

is not to say that in earlier years bullying was ignored and was not viewed as a problem. That, there is extensive bullying in American schools might not be disputed, since most learners are bullied at school (Slovak, 2009). Bullying is not a recent issue. Recently, in United States of America, studies yielded slightly higher rates of bullying, ranging from as low as 10% (Jimerson, Swearer & Easpelage, 2010) to as high as high 75% of learners who reported being bullied at least one time during their school years (Hoover, Olivier & Hazler, 1992; Crick, 1995; Robinson, 2003). 10-40% of learners in United States of America in Grade 6-10 reported being bullied (Hoover et al., 1992). Bullying in United States of America started to attract attention in that country in the late 1980s and early 1990s (Olweus, 1993). This might have been because previously bullying was seen as part of growing up (Mwamwenda, 1995) and as a way of character building among children (Mwamwenda, 2004). However, research done on bullying in United States of America after 1980s, indicate that bullying rates range from 10% for third through middle school learners to sixth graders to 29% for middle school learners (Joubert, 2008), who self-reported that they engage in bullying behaviour (Sanders & Gary, 2004). In United States of America, bullying was found to be high among boys than girls (Fried & Sosland, 2011; Dupper, 2010), It was more prevalent in middle schools than in high schools (Ross, 2002). An estimation of 1, 5 million learners are bullied daily in schools in United States of America (Hoover et al., 1992). In 2012, three states in United States of America, passed some form of anti- bullying legislation (American Foundation for Suicide Prevention) in an attempt to deal with high rates of bullying incidents in schools (Dupper, 2010).

International studies on bullying carried out in Sweden in late 1960s and 1970s (Fried & Sosland, 2011) show that bullying among children and youths is not a recent problem (Roland, 2009).It has received increased attention in recent years (Joubert, 2008). Research on bullying conducted in Norway and Sweden by Olweus (1993) indicated that 15% of learners reported being bullied or were engaged in bullying behaviour 2-3 times at school weekly.

The first examination of the nature of bullying first began with the work of Olweus who is viewed as the “father of bullying” in the 1970s in Scandinavia and from then on, large volumes of research on bullying have been conducted (Rigby, 2002). The initial research on bullying started with the work of Olweus (1978-1993) in Scandinavian

schools and discovered that bullying was referred to as mobbing or mobbing (Olweus, 1993).

Historically, bullying in schools was not considered a behavioural problem (Roland, 2009); rather, it was seen as part of growing up (Miller & Lowen, 2012). It was associated with boys (Fried & Sosland, 2011; Smith, 2014; Englander, 2013). School authorities might have ignored intervening because they thought it was related to normal growth among learners (Fried & Sosland, 2011; Finkelhor, 2008).

Madaba (2001) points out that in 1982 in Norwegian schools, three teenage boys committed suicide possibly because of being repeatedly bullied by peers. This event triggered public debate and the national campaign against bullying in Norwegian schools launched by the Norwegian Ministry of Education (Olweus, 1993). This could be viewed as both the influence and inspiration for research as well as calling for intervention models (Dupper, 2013). Historically, many countries such as England, Japan, Italy (Yin, 2009) Canada and Australia also started to recognize bullying as a serious problem (Dupper, 2010). In New-Zealand, one in seven learners is either a bully or has been a victim of bullying at school (Northmore, 2002). All these examples testify that bullying is real and present in schools globally.

Further research conducted in Japan showed that, there were high rates of bullying incidents in schools because there were no laws that focused on eradicating bullying behaviour in schools in 1990s (Dixon, 2011). In England, four out of five children are victims of bullying and in a study involving 25 secondary schools, 83% and 67% of the girls admitted to bullying behaviour (Joubert, 2008).

In South Carolina, of the 2289 learners surveyed, two thirds indicated that, they had been bullied at primary school (Fried & Sosland, 2011). More than 64% of the learners referred to bullying as a problem, and 83% of them stated that they wanted bullying to be dealt with (Goodwin, 2011). A similar research conducted in South Carolina in which a similar number of 2289 learners were surveyed, two thirds had been bullied before (Goodwin, 2011). More than 64% said that, bullying was a problem, and more than 83% said that they would like school more if bullying was dealt with (De Wet, 2003). This reveals that bullying is a serious problem. In a study conducted on bullying in schools among 13 to 15 year olds in the five continents (Slovak, 2009), it was

revealed that, the lowest bullying incidents were in Tajikistan with 7, 1% for both boys and girls (Peterson, 2003).

In Australia, one in six children was a victim of bullying on a daily and weekly basis (Rigby, 2002; Rigby, 1993; Lee, 1995; Ross, 2002). In primary schools, boys and girls reported being bullied more often than in secondary school learners (Dupper, 2010). More boys than girls bully others (Joubert, 2008). Studies showed that, 8. 4-20% of learners interviewed on bullying said they had been bullied several times per week, while 24.2-44.2 % reported being bullied at least once in recent years at school (Ross, 2002). Similar figures as those in Australia have been reported in Canada, Scandinavia, Ireland and England (Sanders & Gary, 2004).

In African countries research on bullying in Botswana at Oodima Secondary School consisting of sixty learners in form one, two and three and ten staff members indicated that 53% of participants reported being victims of bullying at school 2-3 times a week (Tjavangan & Jotia, 2012). Similarly, in Zambia, there is high prevalence of bullying in schools (Robinson, 2003). One thousand five hundred and fifty nine learners interviewed on school bullying, 60% reported experiencing bullying and having suffered from emotional and social problems such as alcohol, drug use, sexual intercourse, depression, physical fighting, self-harm, attempted suicide, suicide ideation and truancy (Tjavangan & Jotia, 2012). The highest bullying incidents were reported in Zimbabwe, in Bulawayo where 70% of girls were bullied followed by Zambia with 67% cases of bullying (Tjavangan & Jotia, 2012).

In Tanzania, in the Dar es Salaam region, most of bullying incidents are committed by teachers (Moris, 2008). A learner at a high school in Tanzania was seriously hurt after being physically bullied by a teacher for engaging in bullying at school (Goodwin, 2011). Still in Tanzania, a teacher sexually bullied a female learner at a high school in Iringa region (Ndibalema, 2013). Bullying incidents in Tanzania introduce another angle of bullying in which the perpetrators are teachers. Overall, cases of bullying incidents continue to rise internationally (Duvet & Cooper, 2000).

In South Africa, the majority of schools experience bullying which makes teaching and learning impossible (Joubert, 2008). In schools, in Gauteng Province, 40% of learners are victims of bullying and at worst learners are known to have committed suicide (Ber,

2000). At middle and upper class schools, 45.5% of the 608 learners surveyed, experienced bullying at school (Fried & Sosland, 2011), 84% testified that, they witnessed events of bullying at least once (Ber, 2000) whilst almost half witnessed bullying on three or more occasions (Joubert, 2008). In South African schools, bullying may happen in form of race, disability, nationality or class (Department of Education, 2000).

Cyber-space bullying is common in South African schools (Miller & Lowen, 2012). As learning leans towards technology more and more cyber-space bullying is being reported (Joubert, 2008; Katz, 2012). Cyber-space bullying (Katz, 2012) involves teasing (Yin, 2009) or spreading gossip (Dupper, 2013) against other learners through cell-phones or emails (Sanders & Gary, 2004). It is a new kind of bullying (Joubert, 2008).

The common gap identified in all previous international studies, nationally and in South Africa showed that, bullying is viewed as existing within an individual child (Mwamwenda, 1995). In other words, the medical model has been used to understand bullying (Mwamwenda, 2004) and the intervention strategies have been aimed at the child to change behaviour (Gutmore, 2013).

Although recent research has focused on understanding bullying, the socio-cultural context of the child (Katz, 2012): media (Dupper, 2010), technology (Fried & Sosland, 2011); culture, family, society (Holladay, 2010), school or teachers (Mwamwenda, 2004) has not been looked at as influencing bullying in schools among learners (Dupper, 2013). This study focuses on this context of the child, and how it influences bullying among learners in specific schools in Johannesburg. This study thus, seeks to approach the issue of bullying from the social context. The study uses Bronfenbrenner's bio-ecological theory to understand bullying, its effects, types, causes and general patterns in the South African. The study considers how systems interactions trigger bullying among learners in schools. It seeks to advance understanding of bullying by incorporating valuable information from learners, teachers and principals in three selected schools. The following section therefore, looks at prevalence of the bullying behaviour.

2.3.3. Prevalence of bullying in schools

According to Yin (2009), one in seven learners is a bully or victim of bullying at school. In most cases, victims of bullying remain quiet due to fear and being defenceless (Garret, 2003).

Fried and Sosland (2011), Joubert (2010) and Ross (2002) show that studies on bullying first came to light in Europe 1970s. Only recently has research focused on bullying in the United States of America, England, Scotland, Wales (Berlinger & Glass, 2014), and Italy, Canada, Finland and Sweden (Juvonen & Graham, 2001, Kreiner, 2000).

However, estimations differ and studies on the prevalence depend on demographic characteristics like learner's age (Shariff, 2009), which is considered a vital risk factor of being bullied (Rosen, 2005). Kindergarten may be viewed as the time when bullying patterns may first become established (Smith 2014). Signs of bullying are first seen by the time learners reach middle school (Robinson & Maines, 2003). Research revealed that more 8-15 year olds view teasing and swearing as frequent bullying problems (Roland, 2009), more than those who pick drugs and alcohol or those who engage in racism (Peterson, 2003). Younger learners are more likely to be bullied than older learners (Rosen, 2005, Robinson, 2003) endorsed the view that bullying is less prevalent among older learners.

According to Thayser (2001), there are no published research figures from South Africa concerning bullying in schools. However, bullying is understood as a form of child abuse (Katz, 2012). In South Africa, attention seems to be directed towards social issues like meeting basic physical needs, for this reason little attention is given to bullying problem.

2.3.4 Myths and misconceptions about bullying

A common myth about bullying or being bullied is that it is a natural way in which the environment functions (Rigby, 2002). A common misconception among teachers, parents, principals and other stakeholders in education is that bullying is a normal stage of growth among learners (O'moore & Minton, 2004, Fried & Sosland, 2011, Olweus, 1993). Bullying is a child's play (Dupper, 2013); kids will outgrow bullying

(Smith, 2014); boys will be boys (Qini, 2008); it happens in all schools (Dupper, 2010); and there is nothing to worry about bullying (Ismail, 2006). These beliefs and myths about bullying might have been focused on promoting a good relationship between the bully and the victim (Ismail, 2006).

Some teachers and parents perceive bullying as an insignificant problem (Smith et al., 2004), since it is seen as affecting just a few learners (Beane, 1999). In most cases, its effects are believed to be short term (Katz, 2012) and that they can be solved easily (Rigby, 1996). There is also a belief that learners are bullied because they lack the necessary knowledge and skills regarding their behaviour (Yin, 2009), and emotions to stop bullies (Roland, 2009). What need to be taught to learners are skills to address it (Juvonen & Graham, 2001); and that the responsibility to stop bullying falls on the victim (Ismail, 2006). There is yet another belief that bullies are outwardly tough (Rigby, 2002) but inside unstable (Katz, 2012).

Another myth is that bullies do not view themselves positively (Mwamwenda, 2004), they have average self-esteem (Riley, Duncan & Edwards, 2012) and do not have friends (Peterson, 2003). There is also a belief that anti-social bullies (Roland, 2009) are non-aggressive (Theo, 2002) — they display withdrawal characteristics of victims (Mwamwenda, 2004).

2.3.5. Understanding bullying in general

Bullying is a complex and social labelling problem (Dupper, 2010). Dupper (2010), Dupper (2013), Peterson (2003), Fried and Sosland (2011) and Katz (2012) do not agree on a common definition for long term bullying due to the challenge of finding a comprehensive definition that covers the entire gamut of bullying characteristics; nevertheless, many cite Olweus's (1993) definition. It is important to outline different definitions of bullying, so as to show some commonalities. It is from those common characteristics that different forms of bullying could be understood.

Several researchers have focused on different elements of defining bullying. For instance, bullying that refers to violent behaviour (Dupper, 2010; Aryanne, 2009), physical abuse (Dupper, 2013), or psychological abuse (Englander, 2013) of a person by another person or a group of people over time to create power struggle (Sullivan, Cleary & Sullivan, 2004). The bully continuously intends to harm his or her victims

physically (Smith, 2014), socially (Mwamwenda, 1995) or psychologically (Roland, 2009). Learners who engage in bullying behaviour want to feel powerful over their victims (Rigby, 2001). In fact they feel happy to cause injury, sorrow (Kathy, 2005), crying and suffering on their victims (Freedman, 2002). A learner is bullied (Dupper, 2013) when he or she is exposed repeatedly and overtime to bullying by one or more learners (Dupper, 2010).

Bullying is a deliberate act (Yin, 2009) designed to cause physical (Fried & Sosland, 2011); it causes psychological harm to other people (Sanders & Gary, 2004). Bullying is where a person or a group of persons intentionally hurt others (Greene, 2006, Ross, 2002). Bullying is directed towards one person or more persons (Dupper, 2010). It involves the interplay of dominance of other persons (Peterson, 2003). At other times it involves the dominance of social class (Berlinger & Glass, 2014). In addition, bullying involves a wide range of aggressive behaviour (Alude, 2006). It also involves social behaviour such as name-calling, physical violence, slander, group exclusion, damage to property and verbal intimidation (Greene, 2006; Miller & Lowen, 2012; Fried & Sosland, 2011; Katz, 2012; Shariff, 2009; Sanders & Gary, 2004) respectively. Bullying is repetitive tormenting behaviour of those who are weak and defenceless (Greene, 2006; Dupper, 2010; Ross, 2002; Drake, 2003). Bullying involves sending derogatory messages (Katz, 2012) or photos about a classmate or schoolmate to other learners (Jimerson et al., 2010; McDonald & Swart, 2004). When a teacher or school principal excludes learners from school activities on the basis of their behaviour, culture or ability race, language or nationality, this is viewed as bullying because that could have some negative impacts on the learner's academic performance (Shariff, 2009; Peterson, 2003; Mwamwenda, 2004; Ricky, 2001).

When a learner is repeatedly offended by other learners, being called names, teased or gossiped about as a way of embarrassing him or her, it is a form of bullying since it affects the learner psychologically and socially (Katz, 2012; Pedhazur, 2005; Dupper, 2010; Roland, 2009). In addition, research has also indicated that if a learner is offended at home he or she may transfer the same behaviour to schools (Joubert, 2008; Juvonen & Graham, 2001).

Bullying is understood as a need to display aggression and is achieved by expression of inadequacy (social, personal, interpersonal or behavioural by displaying of that

inadequacy onto others (Riley et al., 2012). It has some negative effects on the learners being bullied (Barker, 2001).

Bullying is a type of behaviour that comes in form of counter-accusations (Fried & Sosland, 2011). It is accompanied by fear, ignorance, uncertainty, silence, denial or disbelief and cheating (Rousolton, 2010; Goodwin, 2011; Lawrence & Tucker, 2001; Roland, 2009). Cyber-bullying occurs through internet or smart phones when learners create a climate of fear (Katz, 2012). Fear can be create by other learners through texting death messages or threatening to beat or steal from them if they do not comply with certain demands (Pedhazur, 2005: Mwamwenda, 2005). If learners bring weapons like guns or knives, a climate of fear is created among learners and school authorities (Brett, 2002; Yin, 2009). Armed with these weapons learners can bully others, shot or kill, stab or threaten other learners during teaching and learning, thereby making schools unsafe for the core business of learning and teaching (Dana, 2014; Miller & Lowen, 2012; Salawu, 2003; Donald et al., 2006). The section below discusses how bullying is understood in this study.

2.4. UNDERSTANDING BULLYING IN THIS STUDY

Given all the above description and events of bullying, it appropriate to suggest that Bullying is a repeated action of aggression imposed on a learner by another learner. Bullying is a violation of a learner's rights (such as freedom of expression, association, belonging or privacy and confidentiality). Bullying is discrimination from school activities on the basis of race, ability, disability, nationality or culture; it means that learner's right of association is violated. Bullying is a form of physical or verbal attack on another learner by another learner to humiliate them: physical where hitting, smacking, kicking, pushing, biting or beating occurs, and verbal when negative comments and vulgar words occur. This definition demarcates and captures the essential ideas that constitute bullying: Verbal bullying, psychological bullying, sexual bullying, cyber-bullying, rational bullying, peer-on-peer bullying, religious bullying and physical bullying.

2.5. TYPES OF BULLYING

2.5.1 Physical bullying

Physical bullying is any form of physical attack on a learner by a bully (Katz, 2012). It includes kicking, spanking, pushing, pinching, hitting, stabbing, stealing someone's belongings or forcing someone to do something he or she does not want to do (Dupper, 2013; Dupper, 2010; Fried & Sosland, 2011; Greene, 2006; Dillon, 2012; Ismail, 2006). Physical bullying also includes the physical destruction of property such as marking books and backpacks of learners (Ross, 2002). It also includes setting fire on a person or property (Miller & Lowen, 2012). Lastly, it includes using frightening looks and threatening gestures meant to humiliate the victim (Dupper, 2013).

There are approximately 525,000 attacks and robberies and three million incidents of assault and theft that are viewed as physical bullying that occur in secondary schools in the United States of America (Joubert, 2010). Similarly, nine hundred teachers are threatened with bodily harm on a daily basis (Smit, 2002).

2.5.2 Verbal bullying

Verbal bullying is any form of negative verbal attack on a victim that includes teasing, mocking, taunting, humiliating, verbal threats such as name-calling, swearing, threatening, embarrassing gestures, insulting, using derogative remarks, threats of physical violence and cyber-space messaging (Smith, 2014; Katz, 2012; Dupper, 2010; Miller & Lowen, 2012; Rosen, 2005; Fried & Sosland, 2011; Proper, 2000; Peterson, 2003; Dellasega & Nixon, 2003; Slovak, 2009; Ismail, 2006). Verbal bullying is hurtful psychologically since it involves mainly negative language affront such as imbecile, lazy or mad (Ricky, 2001; Joubert, 2010; Peterson, 2003).

Below is an example of a verbal bullying incident that occurred in East High School in United States of America. Kate a learner at that school was scared about her first day at school. Everything appeared to go smoothly until it was time for the gym class. As Kate came out of the locker room, she heard the other girls laughing and saying "*she can barely fit into her gym clothes.*" Kate tried to ignore them but when it was time for warm up laps, around the gym track, she could hear them laughing again and saying things like "*look how red her face is, the fatso can't even handle warm ups!*" Another

girl pointed and laughed and said, “*She looked like a waddling duck when she runs because she is so fat.*” Kate could not bear listening to such insults; she ran into the bathroom crying.

Verbal bullying affects relationships, academic achievements, psychological health, school dropouts and ultimately can lead to suicide. According to Dana (2014), Taylor Long, a seventeen year old learner at Murray Count in Georgia committed suicide after being verbally bullied by his classmates and told to go and hang himself. In another similar incident another learner, Phoebe Prince committed suicide at Walter High School after being verbally bullied by his schoolmates (Peterson, 2003). The point is that Verbal bullying has detrimental effects which could range from suicide to straining of relationships and without question violates a learner’s rights.

2.5.3. Psychological bullying

Psychological bullying is intended to make someone feel bad about him or herself (Miller & Lowen, 2012). It involves spreading rumours, exclusion, dominating, intimidating, humiliating or taunting or making fun of someone deliberately and continuously in the presence of others (Roland, 2009; Katz, 2012; (Krige et al., 2006; Donald et al., 2006; Greene, 2006; Roland, 2009; Smit, 2002). A bully psychologically hurts the learner by making embarrassing comments, using bad looks, threatening gestures or bullying criticism of other learners and name calling such ‘*gay*’ and ‘*lesbian*’ (Joubert, 2008; Fried & Sosland, 2011; Greene, 2006; Ismail, 2006; Sullivan, Cleary & Sullivan, 2004; Rosen, 2005; Ross, 2002; Singer, 2011).

2.5.4. Cyber-bullying

Cyber-bullying is the repeated use of computers, cell phones and other electronic devices to harm, harass, humiliate, threaten or damage a learner’s reputation and relationships (Peterson, 2003; Katz, 2012; Miller & Lowen, 2012; Dupper, 2013). It may take the form of texting bullying messages, photographs or emailing mainly between electronic devices (Fried & Sosland, 2011; Holladay, 2010; Freedman, 2002; Sullivan et al., 2004; Miller & Lowen, 2012; Moris, 2008).

It is suspected that many victims of cyber-bullying have been bullied in some way or another via electronic (Fried & Sosland, 2011; Dupper, 2010; Dupper, 2013). Cyber bullies may post hurtful comments on MySpace, Face book or Twitter, Form Spring or YouTube, ChartRoutellete (Singer, 2011; Fried & Sosland, 2011; Smith, 2014) and

manipulate any possible opportunity to bully each other (Katz, 2012). Cyber bullying is a serious problem, since it may cause psychological harm to the victims, including leading to suicide or suicide attempts (Dupper, 2010).

According to Fried & Sosland (2011), trickery, anonymity or pseudonyms, outing, impersonation or masquerading, harassment, flaming, exclusion and denigration are all forms of cyber-bullying harassment (Qini, 2008) that occur when threatening messages are posted on internet regularly (Katz, 2012), whereas flaming involves arguments that take place indoors (Singer, 2011), while exclusion involves isolating someone from an online group (Rosen, 2005). It occurs mainly when teenagers who do not have cell phones or access to internet, exclude those who do have (Roland, 2009). Denigration (Singer, 2011) involves an online bullying activity where a bully can post or send rumours or gossip, about a person to damage his or her image (Riley et al., 2012) or to disrupt friendships (Katz, 2012). Cyber stalking involves harassing someone using e-mails (Miller & Lowen, 2012).

Impersonation or masquerading (Katz, 2012) involves a bully pretending to be someone else and uses someone else's e-mail or cell phone to harass another person (Freedman, 2002). Trickery involves a bully cheating someone to reveal his or her personal information (Holladay, 2010) and then sharing it online (Fried & Sosland, 2011). Anonymity or pseudonyms is when a bully bullies his or her victims and then keeps his or her identity a secret by using nicknames or other people's identities (Greene, 2006; Smith, 2014). Outing involves displaying or forwarding personal communication, often involving sexual information such as text messages, e-mails or instant texting bullying messaging (Sullivan, 2011; Dupper, 2013). Learners can use various forms of cyber bullying to harass their victims with the intention of harming or humiliating (Kriener, 2000; Holladay, 2010).

Cyber-bullying is a problem in society (Kiviligan, 2000). For example, in United States of America, a quarter of middle and high school learners are victims of cyber-bullying (Katz, 2012). Similarly, Miller and Lowen (2012) state that 19% of middle school and 18% of high school learners experience cyber-bullying daily or weekly. It also a problem in South African schooling system (Katz, 2012).

2.5.5 Sexual bullying

Sexual bullying is an unwelcome sexual bullying behaviour that makes one feels uncomfortable or unsafe (Fried & Sosland, 2012). Touching someone inappropriately is viewed as sexual bullying (Dupper, 2010). If a learner touches another learner inappropriately is sexual bullying, sexual harassment and it also involves the use of sexual language directed at learners regarding homosexuality (Goodwin, 2011; Kreiner, 2000; Rigby, 2007; Holladay, 2010; Fried & Sosland, 2011; Yin, 2009). When a learner touches another learner's breast or bums without that learner's consent, it constitutes sexual bullying (Greene, 2006; Garret, 2003; Rigby, 2001).

Sexual bullying manifests in the following ways: emotional sexual bullying, verbal sexual bullying and physical sexual bullying (Miller & Lowen, 2012; Kowalski, Limber & Agatosh, 2007). Sexual bullying which is emotional in nature involves pressuring someone to engage in sexual activity (Dupper, 2010). It can be a hand or finger gestures or licking lips in suggestive ways, revealing sexual message to another learner (Sullivan et al., 2004). Fried and Sosland (2011) state that a girl at a school reported that someone kept on posting pictures of naked people on her Facebook page. In some instances, boys are pressured by their peers to earn "stud" status. This is they have to keep on having sex with a girl or pretend that they have, to escape being labelled a gay. That could have psychological effects on the victim which could affect their health (Jimerson et al., 2010).

Sexual bullying that is gender based involves isolating someone from doing something because one is a male or female (Dillon, 2012). For example, learners can be discriminated from playing certain types of sport because they are boys or girls (Kathy, 2005).

Sexual bullying that is verbal in nature involves sexual rumours about someone that are untrue but wholly believed because of some other bad interests (Fried & Sosland, 2011). The kind of verbal sexual bullying would involve the use of words like 'gay', 'homo', 'lesbian', 'whore' or 'worse' (Rigby, 2007). This kind of sexual bullying may affect victims psychologically, socially and academically (Qini, 2008). In many cases of school sexual bullying, particularly taunting that pushes boys over the edge is the endless labelling of being 'gay', 'homo' or some other sexually vocabulary (Shariff,

2009). This is intended to humiliate, harm and isolate among others (Peterson, 2003; Proper, 2000; Pedhazur, 2005).

Sexual bullying that is physical in nature includes touching one inappropriately (Yin, 2009). For example, lifting up a girl's skirt or even pulling down a boy's pants and pushing learners of different sex together so that their bodies rub each other (Roland, 2009; Shariff, 2009; Dupper, 2013; Goodwin, 2011; Rigby, 2001). If a male bully touches a female victim's breast, pulls down a girl's bra strap or if a female bully kicks a boy in his private parts, or even hug or kiss someone without his or her consent, this may be viewed as sexual bullying of a physical nature (Sullivan, et al., 2004). For example, a boy was stripped to his underwear in the locker room and then thrown out into the hall as learners were changing classes (Ricky, 2001).

2.5.6 Peer-on-peer bullying

Peer-on-peer bullying is peer child abuse (Dupper, 2013). Victims of peer-on-peer bullying are the same as victims of child abuse (Oduro, 2003). Learners may bully each other verbally sexually and psychologically (Dupper, 2010; Peterson, 2003; Greene, 2006; Miller & Lowen, 2012; Holladay, 2010; Katz, 2012). Dana (2014) and Rigby (2007) concurred that at school, learners can hit, kick, spit, push, stab or utter vulgar words in an attempt to humiliate others in peer-on-peer bullying. Those peers must be confronted and made to account for their actions (Smith et al., 2004).

Peer-on-peer bullies follow from imitating various forms of bullying from adults at home, church, school and society at large (Rigby, 2007, 2001). Therefore Bio-ecological theory is relevant and informs this study, since it explains how interacting systems can cause various types of bullying among learners in schools.

2.5.7. Rational bullying

Rational bullying is aimed at destroying friendships (Miller & Lowen, 2012; Dillon, 2012). It is related to psychological or emotional bullying (Alude, 2006; Salawu, 2003). It is problematic in the middle school, a time when learners are desperately seeking to fit in and are most vulnerable to peer rejection (Underwood & Rosen, 2011). Bullies at school can attack their victims by spreading rumours gossiping or lying about targets and isolating or ignoring (Garret, 2003; Katz, 2012; Dillon, 2012). It might also involve

isolating the victim from a group with the intention of humiliating or causing psychological harm to the victim (Peterson, 2003; Rigby, 2001; Mwamwenda, 2004; Qini, 2008). In some instances, rational bullies may manipulate the victim's friends to turn against him or her by spreading lies or gossip about the victim, so that the victim's peers would rebel against him or her (Yin, 2009; Tjavangan & Jotia, 2012; Shariff, 2009; Peterson, 2003).

Rational bullying normally takes place among girls (Tjavangan & Jotia, 2012). Girls seem to understand group social dynamics and are more likely to use zigzag forms of bullying (Miller & Lowen, 2012). Thus, rational bullies seek the assistance of other girls in the group to isolate, shame, discredit, reject or socially destroy a victim (Dillon, 2012; Lawrence & Tucker, 2001).

In some instances, the bully may persuade one or more group members to pretend to befriend the victim (Fried & Sosland, 2011). The intruder is then able to solicit private information including embarrassing or directing secret activities and the fears the target may share (Joubert, 2010). The victim could disclose all the information about him or herself by being unaware that he or she is being set (Singer, 2011; Miller & Lowen, 2012). This is bullying by infiltration method as it exposes the weaknesses and strengths of the victim and enables them to design effective tactics for attack (Singer, 2011; Katz, 2012; Miller & Lowen, 2012; Qini, 2008).

The types of bullying experiences discussed above give insight into the forms of bullying that happen in schools. In the section below, the study discusses the causes of bullying in schools.

2.6. CAUSES OF BULLYING IN SCHOOLS

Bullying in schools has no single cause or single solution (Fried & Sosland, 2011, Miller & Lowen, 2012). Research on bullying reveals several contributing factors and partial solutions to bullying problems in schools (Singer, 2011; Greene, 2006; Smit, 2002). Bullying as a complex behaviour has multiple causes (Joubert, 2008; Charles, 2002; Slovak, 2009). Brett (2002) indicated an increased understanding of specific factors that contribute to bullying in schools across a number of contexts. These include individual characteristics, family, school and media (Underwood & Rosen,

2011; Dupper, 2010; Theo, 2002; Singer, 2011). The section below reviews of some of the possible contributing factors to bullying behaviour in schools.

2.6.1 Technology: its influence on bullying

The biggest challenge in today's society is the advanced and complicated communication technology (Katz, 2012; Swart, 2002). In other words, cell phones, internet, Face book and other social networking like WhatsApp may have seriously changed the way people communicate and behave (Dupper, 2013; Greene, 2006; Fried & Sosland, 2011; Miller & Lowen, 2012; Dillon, 2012; Miller & Lowen, 2012).

Although modern communication allows for easy and faster communication (Singer, 2011); it offers novel ways of bullying behaviour such as texting (Katz, 2012; Yin, 2009; Greene, 2006). This technology can be used to humiliate, harm, tease, or destroy friendships and reputations (Dupper, 2013; Hoffman, 2006; Juvonen & Graham, 2001; Rosen, 2005; Slovak, 2009; Brett, 2002).

Currently, 93% to 97% of adolescents use internet and 80% have a mobile device that allows them to text messages and post photos (Underwood & Rosen, 2011). Half of United States of America's teens between the ages of twelve and seventeen send fifty or more text messages a day and one third sent more than hundred bullying messages per day to their victims (Dillon, 212). American children and teens spend an average of seven hours watching television, on cell phones, iPads, internet games, on Facebook and video games where they are exposed to bullying behaviour (Katz, 2012; Miller & Lowen, 2012; Fried & Sosland, 2011; Yin, 2009; Greene, 2006; Slovak, 2009).

2.6.2 Violence in family: its influence on bullying

The bio-ecological system explains the family as a micro- system of society that plays a role in the way bullying may be modelled in schools (Donald et al., 2006; Yin, 2009; Loreman et al., 2010). Most bullies may come from homes where there are all forms of bullying (Dupper, 2013; Miller & Lowen, 2012). Bullying behaviour at home towards a child by parents and caregivers, or by parents to each other, or by caregivers to each other could be imitated by the children and reproduced at school (Dupper, 2010; Rosen, 2005; Ricky, 2001; Lawrence & Tucker, 2001). Learners who come from homes where they are bullied by adults are likely to imitate the same bullying

behaviour at school, thereby increase bullying incidents at school (Mwamwenda, 1995). Learners who live with parents (mothers and fathers, grandfathers, grandmothers) who were bullies are also likely to be bullies at school (Greene, 2006; Joubert, 2008).

Parental styles of child rearing behaviours could serve as models upon which children base their expectations of future interactions with others in life (Singer, 2011; Hodges, 2003). Parents and caregivers of boys who develop bullying behaviour patterns could have lacked involvement and warmth from their parents (Theo, 2002; Singer, 2011). Use of power assertive practices such as physical punishment, violent emotional outbursts and demonstration of a negative attitude by exhibiting bullying behaviour could influence bullying at school (Peterson, 2003; Smith, 2014; Charles, 2002; Dupper, 2013; Shariff, 2009). Bullies at school may imitate such bullying behaviour from parents (Joubert, 2010). Parents may use physical means to modify the behaviour of their children, but children may copy and transfer the same bullying behaviour to places like schools (Joubert, 2008).

Poor socialisation or interaction between parents and children may also play a role in modelling bullying behaviour among children (Singer, 2011; Rigby, 2002; Rosen, 2005; Ross, 2002). For instance, the attachment theory posits that the relationship between caregivers and child functions as a model for the child's relationships with others (McConville & Cornwell, 2003; Barker, 2001). It means that a child with weak attachment learns to expect inconstant and poor interactions with others; yet a child with a secure attachment expects consistent and good interactions with others (Mwamwenda, 2004; Katz, 2012; Dupper, 2010; Shariff, 2009; Greene, 2006).

According to Mwamwenda (1995), children who are withdrawn, are anxious or resistant at the age of eighteen months are more likely to develop bullying behaviour at the age of eighteen months, four years and five years, than children with secure attachment. This means that if there is poor interaction between parents and children at home, it may also lead to children developing poor interaction skills at school ((Greene, 2006; Ricky, 2001).

Bullying tends to occur or happen mostly when parents are or do not know what their children are doing when they are alone (Bennet, 2001). According to the chrono-

system of the bio-ecological system, working parents spend more time away from home (Pat, 2000). Children might be left unsupervised most of the time (Ricky, 2001). This may give children an opportunity to engage in bullying behaviour (Singer, 2011). Parents would be unaware of who is with them, where will they be and what they will be doing (Ricky, 2001; Theo, 2002). If children are well supervised, good behaviour can be modelled (Greene, 2006).

Bullying resulting from family situations owing to troubled relationships or marital conflicts among parents and family members can form the foundation for bullying behaviour (Dellasega & Nixon, 2003; Beane, 1999; Ricky, 2001). If parents quarrel, there is low warmth among children (Arynanne, 2009). Bullying and violent forms of disciplining children as well as neglect and lack of support may also result in bullying behaviour in schools (Mwamwenda, 2004, 1995). When children are not provided with all the resources they need such as sporting equipment, books or desks, they are likely to engage in bullying behaviour (Ricky, 2001).

Bronfenbrenner's bio-ecological theory is relevant in this study. It explains how the family as a micro-system can model bullying behaviour. Where bullying would be seen as being influenced from home, intervention would also focus at home, which could be the underlying cause for bullying behaviour at the schools of focus.

2.6.3. School: its influence on bullying

A school is an organisation where teaching and learning takes place (Peterson, 2003; Proper, 2000). It can be a source of bullying behaviour among learners in a quite number of ways (Watkins, 2001). If weapons such as guns, knives, bricks, stones or screwdrivers are allowed into school premises they could be used by learners to engage in bullying behaviour or destruction of property (Smith, et al, 2004; Peterson, 2003; Proper, 2000; Fried & Sosland, 2011; Ricky, 2001). For example, Sueng-Hui Cho, a learner at Virginia Tech in Blacksburg brought a gun at school; he used it to kill twenty learners and a teacher at the same school (Fried & Sosland, 2011).

2.6.4. Scarcity of resources: its influence on bullying

Scarcity of resources may play a big role in bullying at schools (Mwamwenda, 1995). Schools that do not provide adequate teaching and learning resources to their learners

may become a centre of bullying behaviour within the school contexts. When there is insufficient furniture, books and other resources, learners may engage in bullying behaviour as they scramble for the few insufficient resources available (Cowie & Wallace, 2000; Proper, 2000).

2.6.5. Large classes: their influence on bullying

When classes are large and overcrowded, it is a challenge for teachers to control learners (Peterson, 2003). This may increase levels of bullying behaviour among learners (Dixon, 2011). This may make it difficult for teachers to maintain discipline (Mwamwenda, 2004). It may create the environment for learners to engage in verbal, psychological and physical bullying without the teacher noticing them (Dupper, 2013, 2010; Joubert, 2010; Qini, 2008).

Inadequate supervision of learners at school during breaks, in class and fields can be a source of bullying behaviour among learners (Donald et al., 2006). Learners may take advantage of the absence of a supervisor to engage in various forms of bullying (Peterson, 2003; Mwamwenda, 1995). Schools that do not have a culture of discipline and rules create the environment for bullying (Mwamwenda, 2004). Learners may engage in bullying on the assumption that whatever they do is the right thing to do (Roland, 2009). For example, if there are no rules that prohibit verbal, psychological or physical bullying, learners could bully (Rosen, 2005; Mwamwenda, 2004; Barker, 2001).

The unlawful use of corporal punishment by some teachers and school authorities, may act as a source of bullying behaviour in schools (Stiles, 2004; Miller & Lowen, 2012). Where a teacher beats a learner to modifying behaviour, it may result in the learner imitating the behaviour thereby increasing the level of bullying behaviour in schools (Theo, 2002; Rosen, 2005; Kreiner, 2000; Fried & Sosland, 2011).

Research on school as avenues for bullying is relevant to this research because it explains how the school as a meso-system, can model types of bullying behaviour. Where bullying would be seen as being influenced from school, intervention would focus at school and home to establish the underlying causes of bullying behaviour in schools.

2.6.6. Teachers: their influence on bullying

Teachers may also be source of bullying behaviour among learners by what they do or don't do (Mwamwenda, 1995). For instance, where teachers isolate learners from class activities (Joubert, 2008); teachers verbally bully learners (Katz, 2012); teachers physically bully learners (Dupper, 2013); or teachers simply develop negative attitudes towards learners, perhaps due to their learning disabilities or cultural background that could indirectly result in bullying as learners find no reason for being in classrooms (Watkins, 2001; Theo, 2002; Proper, 2000; Mwamwenda, 1995). The failure of some teachers to give learners quality education may explain why they engage in bullying behaviour at school (Debarbieux, Blaya & Vidal, 2003).

Indeed, some teachers come to class unprepared for lessons, drunk, late or improperly dressed could lose respect among learners (Greene, 2006). This means that these teachers cannot be role models (Underwood & Rozen, 2011). This may cause bullying and transfer the same bullying to other spaces of society (Watkins, 2001). If teachers, smoke or drink beer, hit, kick, sexually bully or verbally bully learners, it can become a transferable behaviour (Dixon, 2011).

Bullying in schools may be as a result of negative reports in the media (Greene, 2006). If children are exposed to violence fed by the media, children may imitate this kind of bullying behaviour at other institutions of society such as schools (Maxwell, 2002). When children are exposed to violent programmes on television or radio, they are likely to imitate the same bullying behaviour whilst at school or other organs of society (Ricky, 2001; Freedman, 2002). Media in form of television, radio, magazines and internet, report in detail fatal incidents of bullying including suicides, murder, attempted murder or sexual bullying and the use of various weapons of bullying (Swart, 2002; Dupper, 2010). Twelve learners and a teacher were shot at Columbine High which was widely reported (Miller & Lowen, 2012). Such reporting may result in children imitating bullying behaviour (Porteus, Valley & Ruth, 2001).

2.6.7. Violence in Media: its influence on bullying

Some music played on television, radio and video games are full of violent incidents of bullying behaviour that children imitate and transfer to other organs of society (Katz, 2012; Sanders & Gary, 2004; Dupper, 2013). The media uses words that may be

imitated and used by children to bully (Slovak, 2009). Violent movies screened on television have become more violent in nature and possibly expose children to increased bullying behaviour (Furlong, Sharkey, Felix, Green, Tanigwa & Green 2010; Qini, 2008; Miller & Lowen, 2012).

When learners are exposed to violent games like wrestling on television, they are likely to imitate this for bullying at school (Roland, 2009; Mwamwenda, 1995). In some newspapers and magazines, learners are exposed to naked pictures of male and female, instances of people killed. This may lead to bullying (Theo, 2002; Debarbieux et al., 2003; Furlong et al., 2010; Maxwell, 2002).

On a positive note, the media could explain how bullying in schools is undesirable due to its effects and how anti-bullying behaviour could be modelled using Bronfenbrenner's five interacting systems. In this sense the media could be playing a major role of eradicating bullying in schools.

2.6.8. Violence in society: its influence on bullying

Violence in society partly explains bullying in schools (Dupper, 2013; Miller & Lowen, 2012). Violence in society impacts how learners behave at school (Fried & Sosland, 2011; Porteus et al., 2001). Bullying behaviour among learners at school might be a true reflection of what is going on in society (Mwamwenda, 2004; Cowie & Wallace, 2000; Sullivan et al., 2004). Whatever happens in different parts of society impacts how learners may behave at school (Mwamwenda, 2004). When learners come from communities that are violent — killing, stealing, mugging, raping or destruction of property — this may affect the learners' behaviour as they may imitate and transfer this kind of bullying behaviour at school (Fried & Sosland, 2011; Dupper, 2010; Rosen, 2005; Underwood & Rozen, 2011).

2.6.9. Violent Video Games: their influence on bullying

Violent video games can also be a source of bullying behaviour among learners in schools (Dana, 2014; Jacobs, 2010). Exposure to various violent video games may make learners to precipitate bullying behaviour (Alude, 2006; Garret, 2003; Ndibalema, 2013; Katz, 2012). Instead of learners exposing themselves to violent video games as a way of relaxing and part of how they spend their spare time, they

can also learn other skills like riding a bicycle learning to play different sporting activities or playing musical instruments.

Playing and watching violent video games increases bullying behaviour among learners at home, school or some other parts of the society as they transfer the same behaviour to school (Donald et al., 2006; Dupper, 2010; Katz, 2012). For example, an incident of bullying was reported at Columbine High School massacre in Colorado in which two learners who had been bullied by teachers and other learners for twelve years had to kill one teacher and twelve learners and commit suicide afterwards after watching violent video games (Slovak, 2009).

The various causes of bullying help to understand bullying, types of bullying and general patterns of bullying that occur in schools. This might help to the required solutions to mitigate bullying behaviour by targeting interacting systems in learners' communities.

2.6.10. Other Reasons for Bullying In Schools

There could be many reasons why learners could be bullied or why they bully others. Some reasons could be related to individuals and some are environmental (Omari, 2007). People bully so as to hide weaknesses (Qini, 2008). Bullying may be as a result of institutional conditions such as low control, role conflict, dissatisfaction with the management or other groups and power struggle (Mwamwenda, 2004; Underwood & Rosen, 2011; Porteus et al., 2001; Moris, 2008). People may bully to free themselves from the fear of being seen for who they real are such as being weak or incompetent (Rigby, 2001; Peterson, 2003; Barker, 2001). Thus, it is safe to say people bully to focus attention away from their inadequacies (Dupper, 2010).

2.7. GENERAL PATTERNS OF BULLYING IN SCHOOLS

There are common patterns of bullying in schools (Theo, 2002). They include theft, and violence (Rigby, 2007). Peer influence may be viewed as a general pattern of bullying in the South African education system (Mwamwenda, 2004; Dupper, 2013). In some cases learners may regularly leave school premises to seek beer in nearby taverns (Hlangani, 2009). Peer influence may influence learners to abscond from lessons and other school activities to drink alcohol and to smoke during school time

(Mwamwenda, 1995; Greene, 2006; Ricky, 2001; Moris, 2008). This may suggest that there might be some element of peer influence as the learners act in gangs to engage in bullying activities outside school premises during teaching and learning time (Lawrence & Tucker, 2001).

According to Yin (2009), continual stealing of school property and learners' belongings is commonly associated with bullying in schools (Joubert, 2010). A person commits theft, if he or she intentionally or unintentionally takes things that belong to other people (Greene, 2006; Qini, 2008). It might be a general pattern that in most South African schools, learners are generally violent (Mwamwenda, 2004). So bullying manifests as a physical, social or verbal problem (Peterson, 2003).

Through the media, learners are exposed to violent bullying behaviour and in some instances see their peers and adults being killed or defying authority (Dupper, 2013). For learners to engage in bullying activities at school, it might be a way of transferring what they have been exposed to in newspapers, television, internet or violent video games (Ricky, 2001; Katz, 2012; Charles, 2002).

Assault is a crime against bodily rights (Dupper, 2013). It involves the unlawful and intentional use of force, directly or indirectly against another person; it involves instilling the belief in another learner that force is to be used on him or her (Theo, 2002; Pedhazur, 2005; Slovak, 2009). Assault can be physical or verbal (Joubert, 2010). If a learner threatens another learner or teacher with negative comments or hit, kick, spank or bite another learner intentionally or unnecessarily, this is classified as assault (Mwamwenda, 1995; Mwamwenda, 2004; Miller & Lowen, 2012; Fried & Sosland, 2011; Ricky, 2001; Finkelhor, 2008).

According to Hoffman (2006), learners may have negative attitudes towards learning, which trigger's bullying at schools. Learners could be always on punishment for late school arrival, incomplete schoolwork, fighting and use of abusive language (Theo, 2002). Learners with negative attitudes towards learning may engage in bullying behaviour as a way of interrupting teaching and learning (Stiles, 2004).

Gangs among learners seem to be a general pattern of bullying behaviour in schools in the South African schools (Juvonen & Graham, 2001). In many township schools, boys may form gangs who carry knives and guns to school. They rape at gunpoint,

drink and take drugs in groups at school (De Wet, 2003; Joubert, 2010). Schools could become unsafe places for teaching and learning, if learners form gangs and bring bullying weapons to schools (De Clerk & Rens, 2003; Miller & Lowen, 2012; Sullivan et al., 2004).

Cyber-space bullying via the digital media using internet: Facebook, WhatsApp, twitter and emails are used for bullying activities (Katz, 2012). By using this media, learners may send messages that are intended to bully (Debarbieux et al., 2003; Dupper, 2013; Cowie & Wallace, 2000; Rosen, 2005; Theo, 2002; Maxwell, 2002).

Impersonation is another general pattern of bullying in schools (Dillon, 2012). It involves pretending to be someone else and send or posting material in order to get that person into trouble, put them at risk or damage their relationships with others (Dupper, 2010). If a learner steals another's phone or has access to another learner's email password for WhatsApp or Face book, he or she can use this to bully other learners by sending negative comments or pictures (Riley et al., 2012). For example, Theresa stole login details of her friend Stacey's phone and when she was at her house she sent off some messages in Stacey's name that were offensive and hurtful to other people and other learners (Riley et al., 2012).

Coercion involves forcing someone to do something they do not want to do (Katz, 2012). Bullies force victims to hit, kick, bit, steal, push, stab, kill, shoot or tripe other learners as a way of hurting them or embarrassing them in various contexts of school or on the way home (Dupper, 2010; Fried & Sosland, 2011). Some learners engage in rumour using Webpages to create conflicts (Miller & Lowen, 2012). If we consider that the number of learners who own smart phones in United Kingdom is estimated to be 82 million, it is not difficult to see that learners' text messages and gossip about others are using smart phones as a form of cyberspace bullying (Joubert, 2008; Ricky, 2001).

Physical violence: hitting, kicking, slapping, pushing, biting, teasing, tripping teasing, taunting, spiting and biting have been identified as the general patterns of bullying in schools (Fried & Sosland, 2011; Miller & Lowen, 2012; Ismail, 2006).

Bullying occurs at various places of the school like playgrounds, corridors, playrooms or assembly halls and this has negative effects on those being bullied (Dillon, 2012).

Two learners committed suicide after being continuously teased, kicked, slapped and taunted by other learners at school (Dixon, 2011). Three learners dropped out of school because they were physically bullied on several occasions at school (Peterson, 2003).

Learners engage in smoking and drinking behaviour at school (Brett, 2002). This is viewed as general pattern for learners to leave school premises in gangs and go to nearby taverns to drink during school time (Mwamwenda, 2004). If learners are under the influence of alcohol, they can engage in bullying behaviour (Ricky, 2001).

These general patterns of bullying identify above specific general bullying patterns in schools among learners. This may aid with interventions that target interacting systems rather than the child.

2.9. EFFECTS OF BULLYING IN SCHOOLS

Crime, suicide attempts and diminishing school performance can be identified as effects of bullying among school children (Theo, 2002). There might be a link between bullying behaviour and future crime, poor mental health and diminished school performance (Mwamwenda, 2004). Bullies at the age of eight have about one in four chances of having a criminal record by age thirty (Sanders & Gary, 2004). If learners are bullies and engage in bullying activities on daily basis, they are likely to engage in criminal activities when they leave school (Proper 2000). They are likely to engage in theft, assaults and vandalism of property (Pedhazur, 2005). It is said that, 6% of boys who were bullies in the middle and high schools were believed to be convicted of one or more crimes before the age of 25 years (Garret, 2003). So, bullying can model bullying behaviour in later in life (Rigby, 2007).

Bullying can lead to suicide or attempted suicide (Freedman, 2002). A case study by Olweus (1993) illustrates the pain suffered by youngsters who are bullied. Studies showed a near-suicide case at a High school in California, where a learner named Harry was being bullied by other learners at school nearly took his life (Theo, 2002). Harry felt depressed and unworthy among other learners because of being bullied. His books were always vandalised by other learners (Theo, 2002). His tormentors broke his pencils and threw things at him. They teased and mocked him when he made contributions in class. In class, he was also given various nicknames. Harry did

not respond, he just remained seated at his desk quietly waiting for more attacks. The teacher might have ignored him while bullying was in progress. Harry's classmates might have sympathised with him, but could not protect him for fear of being bullied as well. A month later, Harry was forced into a shower with his clothes on. The two bullies not only threatened him, but also demanded money from him and commanded him to go and steal cigarettes for them at a supermarket. One day at school, he was forced to lie down the drain of the school urinal. When Harry went home after these bullying experiences at school, he swallowed some sleeping pills. His parents found him unconscious, sitting on a sofa. He told his parents that he could not stand the level of bullying at school anymore and felt that it would be better to die (Theo, 2002).

Learners who engage in bullying behaviour in schools are likely to suffer from depression and develop diminished ability to perform at their full potential (Ross, 2002). Victims of bullying at school may experience low academic achievements because they fail to concentrate in their studies (Kreiner, 2000; Ricky, 2001). Bullying problems are likely to lead to learning difficulties (Lawrence & Tucker, 2001). Where bullying occurs, absenteeism is rife for fear of being bullied (Dupper, 2010; Mwamwenda 1995; Dillon, 2012).

Classes may become unmanageable and teaching and learning impossible as a result of bullying behaviour (Lawrence & Tucker, 2001; Pat, 2000). Relationship between teachers and learners might be strained (Ricky, 2001); and the rapport between parents and school authorities affected due to bullying in the school (Rigby, 2001). Victims of bullying experiences could develop a sense of worthlessness and disempowerment due to being bullied by other learners in the school (Peterson, 2003). Friendships may be broken (Ricky, 2001). Low academic achievement among learners may result due to bullying (Slovak, 2009). Low school attendance, poor communication and poor peer interactions could be some of the effects that victims of bullying suffer (Proper, 2000). A survey by Dupper (2010) at a Yale University, in thirteen countries, showed that victims of bullying are two to nine times more likely to report suicidal thoughts than those who are not bullied.

Effects of bullying among school learners may include depression, loneliness, social anxiety, school phobia and low esteem (Greene, 2006). Victims of bullying may develop reading and writing challenges (Peterson, 2003). Victims of bullying are likely

to develop other health problems such as headache, anxiety and in some instances poor school adjustments (Smokowski & Kopsasi, 2005). Schools may become unhappy and unsafe places to be as a result of bullying (Freedman, 2002). In United States of America, it has been found out that, 7% of America's eighth graders stay at home at least once a week because of bullying (Underwood & Rosen, 2011). Victims of bullying feel they are likely to feel less safe and more disconnected at school than learners who are not bullied (Katz, 2012). They are scared to use school facilities like playgrounds, toilets and bathrooms, and resources like balls, bells, wheelchairs, school buses and others (Qini, 2008).

Learners in South African schools have been severely punished by authorities for bullying (Ross, 2002). The punishments may include partial expulsion from school or class specific time off, and in other instances permanent expulsion from school (Peterson, 2003).

Bullying affects those who are involved in it too (Furlong et al., 2010). Perpetrators, victims, witnesses, schools authorities and different organisations like schools, home, church and society at large may suffer. Low school performance, suicide attempts and criminal behaviour are some of the effects of bullying in schools (Mwamwenda, 1995). Victims of bullying could also suffer from peer rejection and may attract negative attention from other learners and school authorities (Debarbieux et al., 2003). Below the study reflects on those participate in bullying.

2.10. PLAYERS OF BULLYING IN SCHOOLS

Since the focus of this research report is on bullying issues in schools, a brief definition of bullies, victims and witness is provided, so as to understand the role players in the bullying behaviour.

2.10.1. Bully

A bully is someone who directs physical, verbal or psychological bullying behaviour towards others with the goal of domination of an individual or a group of people (Omari, 2007; Rosen, 2005; Pedhazur, 2005; McConville & Cornwell, 2003; Dana, 2014). Low empathy, being anti-social, being withdrawn and violent are some of the characteristics of a bully (Slovak, 2009; Fried & Sosland, 2011; Joubert, 2008; and

(Miller & Lowen, 2012; Greene, 2006). Bullies have a positive view of themselves and boy bullies are often bigger in size and have greater physical strength than their victims (Fried & Sosland, 2011).

It is understood that there are bullies who are anxious, calm and those who operate individually or in gangs (O'moore & Kirkham, 2001). According to Olweus (1993), bullies do not have poor self-esteem. However, in some cases they have low self-esteem compared to learners not involved in bullying activities.

Bullies can be categorised as aggressive, passive and anxious (Dillon, 2012). Aggressive bullies are the majority, and although they have poor impulse control, they have positive perception of violence (Miller & Lowen, 2012). Those are the ones who are insensitive to the feelings of others (Sullivan et al., 2004). They only object isto show their power and dominance (Dupper, 2010).

Passive bullies refer to learners who behave in a self-protective manner (Krige et al., 2006). They feel guilty after a bullying incident and are easily influenced (Charles, 2002; Mwamwenda, 2004). They are not really violent and are capable of showing sympathy towards their victims (Peterson, 2003, Katz, 2012).

Lastly, anxious bullies are the most disturbed of the three types of bullies. They have low self-esteem, they are unstable are not sociable and are always emotionally disturbed (Katz, 2012; Fried & Sosland, 2011; Dupper, 2010; Stiles, 2004). Anxious bullies display behaviours such as being stubborn, defiant and disordered (Mishan, 2003). Anxious bully boys in Grade Six to Nine are roughly four times more likely to be convicted of crime by age twenty four than boys who were either victims or who were not actually involved in bullying behaviour (Olweus, 1993).

2.10.2. Victim

A victim of bullying acts is someone who is repeatedly subjected to bullying from peers in the form of physical attacks, verbal assaults or any form of psychological social or spiritual abuse (Pedhazur, 2005; Rosen, 2005; Katz, 2012). Victims of bullying behaviour are mostly likely to be boys who are physically weaker than their bullies (De Clerk & Rens, 2003; Barker, 2001). They usually do not have friends and they may display poor social skills and academic challenges at school (Dupper, 2010; Joubert,

2008). Learners who are socially isolated and exhibit problems such as (like anxiety, sadness, depression, social skills and fear) become generally victims of bullying (Goodwin, 2011).

Typical victims of bullying are unstable, depressed and are anti-social (Greene, 2006). When attacked, they react by crying and being withdrawal (Proper, 2000; Peterson, 2003). Victims of bullying behaviour suffer from the effects of low-self-esteem, and have a negative view of themselves and their situation and view themselves as failures, feel stupid and ashamed (Ricky, 2001). Victims of bullying mostly feel lonely and abandoned (Dupper, 2010). Boys with such characteristics may be physically weaker and may have challenges in asserting themselves in a peer group; obviously these characteristics expose the victim to more bullying behaviour (Lawrence & Tucker, 2001; Dana, 2014).

Research distinguishes between victims of bullying: passive victims and provocative victims (Dillon, 2012; Katz, 2012). Passive victims are anxious, which means that they are unstable and worthless individuals who will not retaliate if they are attacked or provoked (Sanders & Gary, 2004; Fried & Sosland, 2011).

Provocative victims refer to a small group of learners — 10-25% of the total victim category that have both some anxious and aggression reaction patterns (Peterson, 2003). These learners are hyperactive, disruptive and their behaviour triggers tension, provoking negative responses (Ricky, 2001). Provocative victims have difficulties in reading and writing and are suicidal high risk because of peer-rejection. They attract negative attention, making them unwanted learners at school and in society (Brett, 2002; Ross, 2002). Suffice to say that the characteristics manifested by the types of victims were useful for identifying learners who are victims of bullying at the three schools targeted for research.

2.10.3. Witness

A witness is someone who reports what happened and gives evidence to authorities on the bullying experience (Dupper, 2010; Fried & Sosland, 2011). He or she sees what happens, records and reports to the relevant authorities (Theo, 2002). Those who witness bullying must be trustworthy, sympathetic, compassionate and impartial when reporting incidents of bullying (Watkins, 2001).

2.11. THE WHOLE DEVELOPMENT APPROACH: AN INTERVENTION

The whole school development approach is designed as an intervention to mitigate bullying in schools. The approach gives a holistic picture of the nature of the bullying problem in schools by involving all interacting systems in society.

Schools are complex and dynamic organisations (Donald et al., 2006). In every organisation, there are specific parts that make up that organisation for it to function well effectively in achieving set goals (Landsburg et al., 2005). Schools are open meso-systems that interact with other systems of the society (Theo, 2002). The external systems include religious organisations, public health, public welfare, public safety, government agencies, the private sector and public welfare specialists who play an important role in the wellbeing, physical, social, emotional, spiritual and health capacity of learners to be safe at learning institutions (Brebm, 1993).

Bullying is a global problem that has psychological, social, economic, educational and political effects on both the victims and bullies (Peterson, 2003; Proper, 2000). As such, effective interventions are needed to address bullying in schools. There are intervention programmes in schools that include non-punitive sanctions, no Blame, Pika methods and peer support intended to solve bullying problems in schools (Ricky, 2001). However they seem not to be effective since they target the learner rather than the social context of the learner.

Internationally, the Positive Behaviour Support (PBS) has been used to manage bullying in schools and has been found to be effective (Yin, 2009). However, in South Africa, this model seems not to have been used to manage bullying problems in schools. PBS that has been developed and used internationally to address bullying problems show that efforts are being made and strategies are being put in place to mitigate bullying in schools (Theo, 2002). Since South Africa is using international standards as its benchmark, the P.B.S could be tried out in South African schools to establish its effectiveness in eradicating bullying in schools. This strategy is not suitable for this study since it targets learners instead of their social context.

The whole school approach relies on the bio-ecological theory. Unlike PBS, it targets all interacting systems in the society and all stakeholders in education (including parents, education officers, teachers, policy, human rights organisations and social

workers). It works on the assumption that intervention programmes are likely to succeed if the whole society is involved (Olweus, 1993). The whole school approach targets teachers, principals, social workers, police officers, human rights officers, education officers, parents community leaders, therapists, school governors and learners to work collaboratively to find solutions to address bullying problems in schools (Beane, 1999). For example, police officers could meet with parents, teachers, principals and learners at school and teach learners about rules and laws and effects of bullying behaviour (Ivoncevich, Koponoske & Mottenson, 2014). Human rights officers and other stakeholders in education may also work with teachers, learners and principals at school to find solutions to bullying behaviour. Human rights organisations officers could teach learners, teachers, principals and other stakeholders in education about rights and what they should do if these rights are violated and what they must not do to violate other learners' rights. The whole school approach seems plausible since it targets all interacting systems and stakeholders in the social environment of the learner.

2.12. SUMMARY

The chapter focused on bullying its causes, effects, general patterns, types, strategies to address bullying (the whole school development approach), players of bullying in schools and theoretical frameworks.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter discusses the research paradigm, method, approach, sampling, instruments, data collection, data analysis, research design, trustworthiness and ethics of research.

3.2. RESEARCH PARADIGM

Paradigms are models that form the foundation for researchers and participants' observations, experiences and understanding of the problem under study (Henning, Hutter & Bailey, 2011). Paradigms are ways of looking at the actual facts when carrying in the context of a study (Creswell, 2014). They are references used to combine data and reasoning together (Henning et al., 2011). Paradigms are beliefs and methods used by researchers when collecting and interpreting data (Denzin & Lincoln, 2008). Paradigms guide research to be conducted in real life situations (Tashakkori & Teddlie, 2010). They denote values of people and their worldview in an interactive context: epistemology, ontology, ethics and methodology (Grbich, 2013; Henning et al., 2004; Creswell, 2012; Denzin & Lincoln, 2000; Rubin & Rubin, 2012; Gibbs, 2007). These concepts make up paradigms (Creswell, 2014; Grbich, 2013). Realism, critical theory, postmodernism and mixed methods are some other types of paradigms that can be used by researchers (Silverman, 2006). Ontology focuses on how people view the world through their life experiences (Gibbs, 2007). Ethics explains people's values and morals and epistemology focuses on how people attempt to know the world (Denzin & Lincoln, 2013), and lastly methodology deals with different ways of collecting data (Bazeley, 2013).

This study used the interpretive paradigm to access data in form of an interaction between the researcher and the participants (Denzin & Lincoln, 2000). Knowledge gained through the interpretive paradigm is subjective (Gibbs, 2007). The interpretive paradigm explains how people express their views on the emergent issues as they interact with the researcher (Henning et al., 2011). The interpretive paradigm enabled

the making of links among the different sets of data collected using different methods (Henning et al., 2004). Similarly, interpretive approach was inevitable because of the different methods of analysing the data collected (Grbich, 2013; Denzin, & Lincoln, 2008b; Creswell, 2012). Interpretive paradigm allows insight into people's lived experiences from the perspective of people themselves (Henning et al., 2011). In this case, it explains how bullying is understood in schools, its causes, types, effects and general patterns by participants as they interact with each other and with the researcher (Henning et al., 2011). The interpretive paradigm also takes into account that data is socially constructed by participants in interaction with the researcher (Friese, 2012). Bullying for instance was investigated in schools in relation to its causes, effects, general patterns and types was investigated in schools using teachers, principals and learners as research participants. In the same scenario, the researcher and participants were there to seek answers to research questions regarding participants' experiences concerning bullying in schools. The data collected was analysed and interpreted social context of the child rather than from a psychological perspective of the child (Guba & Lincoln, 1982). The aim was to investigate bullying by examining how various systems interact with each other in creating the environment for bullying in schools. It involved understanding of meanings that participants give to the world through the way they interact with the researcher (Creswell, 2014).

3.3. RESEARCH METHOD

There are many research methods that researchers can employ in unravelling knowledge (Marshall & Rossman, 2011). For example, experimental research methods use numbers when interpreting and analysing data (Willig, 2000). Process research relies mostly on inductive reasoning to derive theory (Babbie, 2014). This study employed case study that is presented below.

3.1.1. Case study

A case study is a detailed analysis and examination of a problem that requires attention and resolution (Gibbs, 2007). Bullying as a problem in schools requires practical solutions for it to be addressed. This research was designed as a case study. Case studies are a type of data collecting methods that focus on a specific item in

society through involving different people as core-researchers (Bazeley, 2013). By using a case study, the researcher develops an in-depth analysis of a schedule, event, activity or individuals (Silverman, 2000; Fairclough, 2003; Alvesson & Kärreman, 2011). A case study design is effective when answering questions related to participants' real life experiences of precise problem and may allow the researcher to have a holistic understanding of the problem in question (Creswell, 2012; Denzin & Lincoln, 2008b). It is bound by time and activity that enable researchers to collect detailed information from informants using different methods (Henning et al., 2004; McMillan & Schumacher, 2010; Babbie & Moulton, 2001). In addition, a case study design was used because it is suited to situations in which it is an effective way of studying organisations and core-researchers (Gibbs, 2007).

In this research, three inclusive secondary schools constituted as the case study. Exploratory research questions used in this research focused on how bullying is understood in schools, its causes, effects, general patterns and types as well as strategies to curb bullying in schools. This approach was selected because of its intense focus on a small sample that would give in-depth opportunity to learn about bullying (Henning et al., 2011; McMillan & Schumacher, 2010). Furthermore, this approach was used because it presents information in different ways from many participants' perspectives: how bullying is understood in schools, its causes, effects, types and general patterns of bullying (Denzin & Lincoln, 2013).

The decision to focus on case study came from the fact that the researcher was interested in insight, discovery and interpretation rather than hypothesis testing as in quantitative research. In hindsight, this case study illuminated the researcher's understanding of the problem on focus (Denzin & Lincoln, 2000). A case study, according to Gibbs (2007) brings about the discovery of new meanings, extends the reader's experience and confirms what is known. Below the study discusses the research approach.

3.4. RESEARCH APPROACH

This study used the qualitative approach. Qualitative research is an approach that can be used by researchers in various other research fields (Henning et al., 2004; Silverman, 2000). Thus, this qualitative research approach can be used in various

fields like Psychology, Special Education or Counselling (Creswell, 2013). It is an interpretive approach that seeks to describe and give a clear picture of the meaning of topics under investigation (McMillan & Schumacher, 2010; Ivoncevich et al., 2014). The researcher investigated bullying; he wanted to investigate how this problem is understood in schools and to understand its various manifestations, whilst aiming to come up with strategies that can be used to eradicate all types of bullying in schools derived from a bio-ecological perspective.

The attractiveness of qualitative research approach lie in the fact that it is an approach that unravels understanding, meaning of individuals and groups of people connected to a human problem (Denzin & Lincoln, 2008; Silverman, 2013). It is a descriptive approach and it involves collection of data from participants in their respective sites (Henning et al., 2004). The researcher went out to research sites in three inclusive secondary schools to collect data concerning bullying from a sample of nine teachers, three principals and eighteen learners.

In addition, the qualitative approach provides a clear and simple description of the research problem in its social settings (Silverman, 2000; Babbie & Moulton, 2001). It is important for qualitative researchers to give a full description of the sites on which they conduct their studies (Harding, 2013, Creswell, 2013) giving a description of participants in studies and describing reasons for choosing them (Silverman, 2013; Gibbs, 2007; Henning et al., 2004). For instance, the researcher used nine teachers, three principals and eighteen learners as participants on the basis of their high level of literacy and that they are at sites where bullying is experienced daily. In this sense, qualitative research approach solicits descriptive data (Henning et al., 2011, Denzin & Lincoln, 2008).

Furthermore, qualitative research involves the use and collection of data using different methods: case studies, personal experience, interviews and observations (Henning et al., 2011; Grbich, 2013). This research used semi-structured interviews and focus group interviews as instruments to solicit information about bullying in schools. The used of different methods guaranteed triangulation — the use of multiple sources of data to give assurance of consistency, validity and trustworthiness of the study (McMillan & Schumacher, 2010).

This qualitative research approach is about investigating how informants feel about the information they provide to the researcher; for this reason, the study was located in a school context that provided opportunities for unpacking all possible social views participants may have regarding bullying (Merriam,1998; Lincoln & Guba, 1998; Creswell, 2014). The researcher's aim was to investigate how selected participants felt about bullying in schools, its causes, effects, types and patterns.

These factors make qualitative research an attractive approach for investigating the bullying problems in relation to how it is understood and manifests in schools. Recall that the aim is come up with solutions derived from a bio-ecological perspective that seeks to mitigate the problem. Below I discuss the sample of the study.

3.5. SAMPLING

Sampling in the field of research requires the selection of a site, time and events (Puchta, 2004; Ruth, 2003). For this study, the researcher conducted purposive sampling research in three inclusive secondary schools in Johannesburg. Purposive sampling is based on the assumption that the investigator wants to discover, understand and gain insight into a topic of interest — in this case it was bullying in schools on which data was collected (Creswell, 2012). Accordingly, the researcher selected nine teachers, three principals and eighteen learners from three inclusive secondary schools from the population to provide information on bullying (McMillan & Schumacher, 2010).

3.5.1. School sample

The researcher chose three inclusive day secondary schools located in Johannesburg North District as research sites. The schools are roughly five kilometres apart, so it reduced the researcher's travelling expenses. The researcher had written permission from the principals of the selected schools to enable him to conduct the research at the schools. The schools are inclusive with learners from varying backgrounds. These schools were thought to be well known for having bullying behavioural problems among learners. Choosing these schools allowed the researcher to have a holistic picture of the concept of bullying, its causes, types, effects and general patterns and

practical solutions needed to address bullying in schools, derived from the bio-ecological perspective that target the learner's social contexts rather than the child him or herself.

These schools are referred to as school A, B and C throughout the study. A purposive sample of three schools was good enough for the researcher to collect relevant data from learners, teachers and principals from different locations as compared to a sample of one school where views were to be taped from one focus group of six learners, three teachers and one principal. In the context of such a sample, it was likely that insufficient data was going to be collected regarding how bullying is understood in schools in relation to its causes, effects, types and patterns.

3.5.2. Description of schools

School A.

This is a highly performing English language school situated in the city centre. This school is fenced and has security guards at the main gate. Most of the school buildings are old fashioned but they are very well maintained inside. The researcher was welcomed by the principal on the first appointment. The researcher explained to the deputy principal the purposes of the study and handed over the application letter to the deputy principal who granted permission for the research to be conducted at the school after following a short meeting with the deputy principal and the head of departments at the school.

School B.

School B has an enrolment of almost one thousand learners from different backgrounds. The physical structures of the school, while old are well maintained. The school is not tightly fenced, so this may give learners an opportunity to sneak out the school. The principal of the school was warm, welcoming and equally eager to assist the researcher. Since the principal was busy with other school activities, he referred the researcher to the deputy principal. The researcher explained the purposes of the study to the deputy principal who in turn granted permission for this research to be conducted at the school. A letter of acceptance was typed and handed over to the researcher.

School C.

The school is also situated in the Johannesburg city centre. It has an enrolment of one thousand learners. It is not tightly fenced. School buildings are old but they are well maintained. The principal was also away from school on some other school business when the researcher arrived at the school to make an appointment. However the deputy principal was welcoming and readily consulted two other heads of departments and the research application was approved on the very same day.

3.5.3. Principal sample

The researcher used three principals from the three selected schools. Principals automatically qualified to participate in this research by virtue of their schools being sites of research for this topic. They were chosen because it was hoped that they would provide information about bullying in their schools. So they would provide relevant data, granted they were from the same geographical location, and because they face different bullying problems in their schools. They were therefore each a credible source of data coming from schools where bullying is an actual experience.

3.4.4. Teacher sample

The researcher used nine teachers, three from each of the participating schools, who are also members of the schools' disciplinary committees as core-researchers. These teachers were invited to voluntarily participate in this research after being informed of the purposes of the study. They were chosen on the basis that they were thought to be a hub of information on the topic under investigation because they spend most of their school time experiencing bullying behaviours in various school contexts. Participants of this nature were also chosen on the basis of literacy, so communication between the interviewer and the interviewees was easy. A sample of nine teachers was big enough to gather data on bullying compared to a lesser sample of two teachers.

3.5.5. Learner sample

According to Cresswell (2012), depending on the desired outcome, participants can volunteer, be selected by role or job or selected randomly. Learners were selected

through invitation to voluntary participation after being informed of the purposes of the study.

Eighteen learners in Grade 11 and 12, six from each of the participating schools, took part in this research. These senior learners were selected because 3-4 years of secondary education experience was expected to give them an understanding of bullying, compared to learners in Grade eight who were not sampled for the study since they lacked knowledge on bullying in their one year experience of secondary education. The learners were also developmentally able analyse situations and consider what might happen in a bullying situation. Understanding the cognitive developmental level of the learners had important implications for the kind of research being conducted by the researcher.

The age range of the learners was 15-20 years old. Learners participating in the focus groups come from different backgrounds. Some of the learners lived with their biological family, and others came from single-parent families headed by mothers, caregivers or guardians. A few learners lived with members of their extended families (such as grandmothers or aunts). This learners' context was relevant to the topic in terms of the bio-ecological theory. Learners were also chosen due to their high level of literacy, which assisted the researcher in soliciting data during focus group interviews.

All sum, the participants in this study were thirty. This ample was big enough to meet the requirements of the study, though inadequate for generalised conclusion. The participants all voluntarily accepted to participate in the study.

3.6. RESEARCH INSTRUMENTS

This study used focus group interviews and semi-structured interviews as the research instruments to collect data from participants. These research instruments are discussed in what follows.

3.6.1. *Semi-structured interviews*

Semi-structured interviews were used to collect data from nine teachers and three principals. The researcher collected data using semi-structured interviews because

these are one of the most powerful ways in which human experiences can be understood (Silverman, 2000; Creswell, 2014). Semi-structured interviews provide some structure and guidance to the interviewer on how to collect data from participants (Harding, 2013). In this study, the researcher had a schedule to follow when interviewing participants (Silverman, 2006). Semi-structured interviews were used because they contain open-ended questions that are designed specifically to solicit information from participants (Silverman, 2013; Creswell, 2012; Gibbs, 2007; Grbich, 2013; Tashakkori & Teddlie, 2010). Also semi-structured interviews were used because they gave the interviewer the opportunity to explain more clearly what information he sought from participants (Henning et al., 2004). In cases where participants misinterpreted some questions, the researcher had the opportunity to clarify those questions (Denzin & Lincoln, 2008).

In addition McMillan & Schumacher (2010) suggested that questions must be open-ended in nature, giving the researcher room to use planned or unplanned probes. Probes assisted the interviewer to gain more information on the main question being asked (Henning et al., 2004). Semi-structured interviews were used as they provide effective face-to-face interaction between the interviewer and the interviewees (Harding, 2013; Gillham, 2005). The face-to-face interaction between the researcher and the participants enhanced effective communication (McLeody, 2000). For example, both the interviewer and the interviewees were able to respond to the gestures given by the other participant (Grbich, 2013). Semi-structured interviews allowed participants to talk freely about their opinions in a face-to-face interactive situation (Merriam, 1998; Harding, 2013). The interview method is very effective when dealing with literate people like teachers, principals and learners; there is effective communication between the interviewer and the interviewees (Merriam, 1998; Best 1997; Denzin & Lincoln, 2008). Semi-structured interviews were also attractive because they permitted a discussion opportunity on pertinent emergent issues on bullying (McMillan & Schumacher, 2010; Babbie, 2014).

The design of the interview was such that participants found it comfortable to answer questions with ease. This was done to solicit participants' understanding of the bullying using an interactive technique (Bazeley, 2013). The belief was that if participants felt at ease, they could freely provide the right information required.

Semi-structured interviews were used to clarify the meanings participants assigned to bullying facts (Gibbs, 2007; Babbie, 2005; Denzin & Lincoln, 2013; Henning et al., 2004).

One disadvantage of semi-structured interview method is that some participants may be too embarrassed to provide confidential information in a personal interview, which might disadvantage the researcher as he might fail to gather the required information (Fairclough, 2003).

3.6.2. Focus group interviews

A focus group is a form of qualitative research in which a group of people are asked questions about their opinions regarding the topic under investigation (Harding, 2013; McMillan & Schumacher, 2010; Henning et al., 2004). In this research, learners were asked questions about bullying in school.

A focus group is another way of gathering different types of data (Creswell, 2014). It can also be perceived as a process of collecting data through interviews with a group of a minimum of six people (Harding, 2013; Creswell, 2012). During focus group interviews, the researcher asked participants some general questions related to the research questions. This was done to collect information on bullying (Lincoln & Guba, 2000).

A focus group interview is a group interview taped by a moderator among a small group of informants (Denzin & Lincoln, 2013; Cooper & White, 2012). In this research, learners were participants and the researcher was a moderator.

The researcher used a mini-focus group composed of six members (Craig, 1998; Nachmaisi, 2008). The researcher used one small group of six learners from each of the three participating schools. Each focus group had learners from Grade Eleven and Twelve. This composition was effective and manageable (Silverman, 2000).

It is important to use focus group interview as a research instrument because questions are asked in an interactive setting where co-researchers talk freely to other group members (Nachmaisi, 2008; Puchta, 2004). This helped the researcher to collect relevant information on bullying in schools because there was a high level of

engagement between the researcher and the participants. There was a face-to-face interaction between the researcher and participants and among participants themselves during focus group interviews. This enabled the researcher to collect relevant data regarding bullying in schools. This instrument was also used because learners who participated in the group interviews had a greater understanding of bullying in schools (Denzin & Lincoln, 2008).

Useful ideas can emerge from participants as a result of group discussions. In addition, listening to learners in a focus group demonstrated respect for stories and thoughts of participants (Creswell, 2014). However, focus group interview may be a challenge to use because some participants may be hesitant to voice their opinions in a group context (Creswell, 2013).

The researcher used open-ended questions because they enabled interviewees to give their views freely compared to close ended type of questions (Henning et al., 2004). Open-ended questions allowed the researchers to probe and solicit more information (Denzin & Lincoln, 2008; Harding, 2013). One disadvantage of focus group interview is that some participants may not feel comfortable to disclose information in a group that might be important for the research, which might deprive the researcher of the required information (Creswell, 2012). Below the study present the data collection procedure.

3.7. DATA COLLECTION PROCEDURE

From an ethics view point, the researcher obtained authorization from the University's Ethics Committee to conduct this research. Permission was also obtained from the Gauteng Department of Education as well as from three principals of the selected schools. Application letters were sent to principals of participating schools requesting their schools' participation in this study. Principals responded by giving the researcher written letters of acceptance. This enabled the researcher to start collecting data from participants in schools. Once written permission were granted by the three principals, the researcher invited teachers and learners in Grade 11 and 12 to volunteer to participate in the study after explaining the purpose of the study to them during assembly at each of the participating schools. Teachers and learners who were willing to participate in this research were requested by the researcher to forward their names

to the school principal. The principals then forwarded the names and contact details of participants to the researcher. The researcher had to go back to the schools to meet the selected participants with the approval of the school authorities and arrange interviews on given dates, time and venues as well as giving consent forms to learners, teachers and principals. Parental consent forms were issued to be signed by the learners' parents. The researcher also obtained permission from parents and guardians to involve their children in the study after explaining the benefits of the research. In addition, each participant was asked to sign a consent form before semi-structured interviews and assent forms before focus group interviews.

3.7.1. Interview sessions

When dates, time and venues were agreed upon, appointments with the selected participants were arranged on individual basis, save for learners who were interviewed in groups. On each interview date, permission by principals was granted before sessions began. Once in the venue, participants were reminded about all what had been agreed on before the interview sessions. For participants who decided not to be audio-taped during interviews, notes were hand written. Semi-structured interviews and focus group interviews lasted for approximately one hour to one and half hours.

Upon arrival at schools, the researcher had to go to the principals' offices. The principals then called the participants from their classes to the venues. In the venue, researcher started by greeting participants, reminding them about the interview sessions, assent forms from learners and collecting consent forms from teachers and principals and checking whether they were all signed. The researcher had to make sure that each participant had a copy of semi-structured questions or focus group interview questions for reference purposes. Then, the researcher switched on the recording machine and started asking questions. The recording machine was switched off at the end of each session. Each session ended with a vote of thanks and serving of refreshments from the researcher.

3.8. DATA COLLECTION

This study used two research methods to collect data from participants concerning bullying in schools, namely semi-structured interviews (for principals and teachers) and focus group interviews (for learners in Grade Eleven and Twelve).

3.8.1. Semi-structured interviews

The researcher employed semi-structured questions to interview teachers and principals using open-ended questions. These allowed participants to give their opinions freely compared to closed type of question that require 'yes' or 'no' responses (Creswell, 2012).

The researcher tape-recorded participants' responses on a recording machine. All participants consented to participating in this study and to be audio-tapped. The tapes were later transcribed. The researcher also took handwritten notes, in the event that the participants declined to be tape-recorded. Teachers and principals were interviewed individually in the staffroom as this was thought to provide privacy and confidentiality. In order not to disrupt school activities, teachers' and principals' interview sessions were conducted after school. Participants were informed of the interview time in advance, and each interview session ended with a vote of thanks from the researcher. Participants were informed that they were free to discontinue participation at any time without penalty.

3.8.2. Focus group interviews

The researcher collected data by asking eighteen learners in Grade Twelve and Eleven, six from each participating schools using open-ended questions. The researcher sought information by probing learners on the causes, effects, types and general patterns of bullying (Creswell, 2014; Harding, 2013). Probes are sub-questions that the researcher asks informants, so as to gain additional information in reference to the main question (Henning et al, 2011; Bazeley, 2013).

The researcher tape-recorded focus group interview sessions (i.e. questions and opinions from informants), so as to maintain an accurate record of the discussion and for transcribing collected raw data (Gibbs, 2007; Denzin & Lincoln, 2008).

In qualitative research, participants can volunteer to participate in research or they can be selected by role or selected randomly (Merriam, 1998). Learners were invited to participate voluntarily after being informed of the purposes of the study. Each focus group lasted approximately one to one-and-a-half hours. These focus group interview

sessions were held at the three participating schools in staffrooms, as these were thought to provide privacy and confidentiality.

The researcher conducted three different focus group interviews with different participants, one in each of the three participating schools. Learners were seated in a circular. Participants were unrelated except by being in the same school. The researcher coordinated focus group interview sessions. The researcher's role as a moderator was to welcome all participants, and explain the purposes of focus group interview, present the rules of focus group interview, ensure confidentiality of the discussion, keep discussion focused on the topic and ensure that discussions were not dominated by a few participants.

Focus group interviews were held after school, so that school activities were not disrupted. Sessions ended with a vote of thanks from the researcher. Refreshments were provided by the researcher to participants. According to McMillan & Schumacher (2010), it is good to provide some light refreshments at the end of the session.

3.9. DATA ANALYSIS

Data analysis is a process of fusing and making meaning from data collected, starting with specific codes and ending with categories and themes (Creswell, 2014). It is a process through which qualitative researchers bring collected data together and make meaning of it through scrutiny (Creswell, 2012). Data analysis is a summary of findings on the problem under investigation (McMillan & Schumacher, 2010). Results should be presented objectively (Denzin & Lincoln, 2008). Once data has been gathered, differences and similarities between findings of field research and literature about the topic should be explained (Harding, 2013).

Using literature and theory, data was analysed based on what participants had said during interviews. Findings here represented in an interpretive, descriptive and narrative manner, in keeping with thematic method and theory (Creswell, 2012). This kind of analysis needs thorough interpretation of data (Jaki, 2007). It involves the researcher being creative in fusing descriptions, participants' words, field notes, questions and their interpretations into an in-depth narrative (Henning et al., 2004). The researcher critically identified similarities and differences among the participants' views and what literature and theory say about bullying.

In qualitative research harvesting, creative analysis is the separation of the grain from the chaff (Gibbs, 2007). Using triangulation of interpretation from the participants, literature and theory about bullying, meanings were restructured in the process of data analysis to give a new understanding of the context (Miles, Huberman & Miles, 2014). This is in keeping with the thematic principles of immersion, reduction, interpretation and triangulation.

3.9.1. Thematic analysis

Thematic analysis was employed because it involved examining commonality, differences and relationships regarding data collected from participants (Bazeley, 2013). Thus, the researcher examined commonalities, differences and relationships among participants' views obtained during interviews on bullying in schools.

Thematic analysis has five steps: immersion, categorization, phenomenological reduction, triangulation and interpretation (Creswell, 2014). Immersion is when the researcher reads and listens to taped data from participants in order to understand the participants' views for the purposes of analysing, categorising, data coding and analysis. For phenomenological reduction, the researcher had to question meanings or categories that had been developed and consider other ways of looking at data. For triangulation, the researcher had to sort the categories, check and decide which categories were recurring and which were less significant, invalid or mistaken. For interpretation, the researcher had to make sense of data from a wider perspective and use theory (the bio-ecological theory) to discuss findings of this study.

3.9.2. Transcribing

Since the study involved semi-structured interviews and focus group interviews to collect data, transcription of data was done. Transcription is the process of taking information collected during interviews and focus group interviews and changing it into a method that facilitates analysis (Henning et al., 2004; McLeody, 2000). Since this study used audio taping, the first step after fieldwork involved transcribing data verbatim and typing to prepare it for in- depth analysis (Silverman, 2000).

The researcher transcribed views from all participants verbatim to make coding and analysis possible and easier. Transcriptions were then read line by line. This was

followed by coding words, lines and paragraphs (Gibbs, 2013). The intention was to select views that came out on several occasions from participants in relation to questions asked (Denzin & Lincoln, 2008). It was also aimed at formulating temporal categories of interesting and meaningful ideas on bullying (Gibbs, 2007). In this way, the researcher coded the main views coming from the participants' views.

3.9.3. Coding

Coding, according to Babbie (2014) involves breaking data into small units. It also involves changing transcripts into categories of specific meanings (McMillan & Schumacher, 2010). According to Henning et al. (2004) the main method of coding and analysing data involves analysis and description of content.

Three types of coding were used in this research, namely open coding, which examines ideas and meaning in data (Friese, 2012), coding by listing (Creswell, 2014) and coding in vivo, which takes the words of participants as codes (Bazeley, 2013). Categorisation, involved working thoroughly through data, assigning codes, categories and making meanings of various codes colour coding.

Coding helped the researcher to choose relevant sections of content, which formulated data (Willig, 2000). Coding of categories was descriptive and as far as possible used words and phrases used by participants during semi-structured interviews and focus group interview sessions. Constant comparatives, analysis and coding assisted the researcher to identify similarities and differences between and among new categories.

The researcher organised data by identifying words and phrases from participants' views which had the same meanings and giving codes to these same views. Sources of codes were words said by participants during interview sessions (Fairclough, 2003). For example, the frequency with which a view was expressed regarding a research sub-question was used to identify and label a code for the purposes of analysis (Silverman, 2000).

3.9.4. Categories.

After coding data, the researcher fused similar codes to form categories. This involved grouping primary codes into their types, patterns and purpose and assigning a name

to each group (Creswell, 2014). Categories were made where there were items of the same type. The purpose of categorizing was to bring together data related to the same content because making comparisons is an important part of data analysis (Creswell, 2012; Alvesson & Kärreman, 2011).

3.9.5. Themes.

Themes are large units of data fused together, so as to build common ideas for the purposes of analysing it (Henning et al., 2004). Categories were further grouped together to form themes for the research (Cooper & White, 2012). Themes were further analysed by the researcher (Grbich, 2013). As the research involved three principals, eighteen learners and nine teachers as participants, the method of comparing and contrasting was used (Silverman, 2000). This was done to identify similarities and differences (Denzin & Lincoln, 2008). Alongside the coding process, the researcher wrote comments on codes, thus recording his ideas on analysis, interpretation, questions, answers and suggested directions.

3.10. TRUSTWORTHINESS

Qualitative research should be evaluated on its trustworthiness (McLeody, 2000). In this research, the researcher stated aims of the study clearly and comprehensively describe case study design, qualitative approach and bio-ecological theory in relation to the research topic. In order to ensure trustworthiness of the study, the following trustworthiness factors were considered: credibility, transferability, dependability and confirmability (Lincoln & Guba, 1998).

3.10.1. Credibility

Credibility in research is a trustworthiness factor concerned with how a researcher interacts with participants when collecting data (Bazeley, 2013). In the context of this study, the researcher interacted with participants directly during semi-structured interviews and focus group interviews. Before collecting data, participants signed informed consent forms for teachers and principals and assent forms for learners.

Techniques such as prolonged engagement in the field and the triangulation of data sources, methods and investigators serve to establish credibility (Creswell, 2014). Accordingly, the researcher used literature sources on the research topic in addition

to information solicited directly from participants. In qualitative research, depending on the desired outcome, participants can volunteer, be selected by role or job or selected randomly (Merriam, 1998). Learners were selected through invitation to voluntary participation after being informed of the purposes of the study.

3.10.2. Transferability

For purposes of transferability, the researcher collected data from participants by taping their views during semi-structured interviews and focus group interviews. For transferability, an in –depth description of results is needed to ensure that results are transferable between the researcher and the informants (Henning et al., 2011). Accordingly, in addition to the recordings, hand-written notes were taken during interviews and the recordings were transcribed and analysed.

3.10.3. Dependability

It involves reporting results in detail and accurately (Grbich, 2013; McLeody, 2000). Thus, the development of an audit trail has become an acceptable strategy for demonstrating the stability and traceability of data and the development of theory in qualitative research (Silverman, 2000). For the purposes of dependability, the researcher collected data from participants, transcribed it, analysed it and reported it accurately. Analysis and reporting were done correctly so that future researchers will be able to follow the same research design and use the same qualitative approach and bio-ecological theoretical framework in their research studies (Gibbs, 2007). The researcher analysed and reported results in detail, so as to enable other researchers to use the results for further research in their respective studies (Marshall & Rossman, 2011). Participating schools were given an option to ask for copies of the final research for their reflective practice if they so wished to.

3.10.4. Confirmability

Confirmability means that data and its interpretation are not views of the researcher (O'Donoghue, 2007). Therefore, it needs to be made possible to track qualitative research back to its sources and to the logic used to interpret data (Gibbs, 2007). In this way, confirmability assures that data and results are from participants and literature and not from the researcher him or herself (Fairclough, 2003). In this study,

Views from participants were tape-recorded and in some instances, handwritten and then transcribed, interpreted and analysed in detail, so as to confirm that findings were experiences and ideas from participants and not from the researcher. Sources in literature were acknowledged in order to avoid plagiarism.

3.11. ETHICS

Ethics are expressions of our values of right and wrong (Wampold, 2000). Ethics ensure that participants in research are protected since research is a public affair (Kiviligan, 2000). Ethics are divided into normative ethics that examines what is ethically or morally acceptable and why, descriptive ethics that describe or explain the ethical practices of specific groups and meta-ethics that analyses language and the logic of moral reasoning (Willig, 2000). Ethics give the researcher guidelines and procedures to follow when conducting research (Wampold, 2000). Ethical principles help the researcher to determine the accepted conduct of a study (Silverman, 2000). Ethical considerations require that the rights of participants in research be protected, that results be reported accurately and that researchers interact with participants and share data (Silverman, 2013). The following ethical principles were considered in this study.

3.11.1. The ethical principle of doing no harm

In qualitative study, participants should be given an opportunity to participate in a research or be selected by role or job or selected randomly (Cresswell, 2012). Learners were selected by invitation to participate voluntarily after being informed of the purposes of the study. The researcher did not cause physical discomfort, emotional stress, humiliation or embarrass the participants; he did not ask participants sensitive or offensive questions (Denzin & Lincoln, 2008).

3.11.2. Debriefing or de-hoaxing

Debriefing or de-hoaxing is an important ethical consideration which demands that the researchers give explanatory information to participants, so as to reduce deception (Babbie, 2005; Welfela, 2000). During interviews and focus group discussions, in instances where it was felt by the researcher that participants were affected negatively by questions asked, the researcher had debriefing or de-hoaxing sessions with them

to explain that they would not be harmed. In some instances, participants were referred to a school counsellor and other members of the School Based Support Team for counselling. All participants in this research were treated with respect from the researcher.

3.11.3. Informed consent

In research, the ethical principle of autonomy requires informed consent (McLeody, 2000). Participants are allowed to choose to participate or not to participate after receiving relevant information about risks or harm that could arise from participation (Wampold, 2000). Informed consent allows participants to know the merits and demerits of participating in a study (Friese, 2012; Mykut & Morehouse, 1994).

Participants were given consent forms for teachers and principals and assent forms for learners in which they give their permission to participate in this research. Parents of learners participating in this research were given parental assent forms to allow their children to participate in this study. All participants gave their consent and assent voluntarily after the researcher had explained to them the significance of the study. Participants were also informed that participation was voluntary and that they had the right to end their participation at any time without any penalty.

3.11.4. Privacy and Confidentiality

In research, the researcher must protect the anonymity of research participants and confidentiality of their disclosures unless they consent or assent to the release of personal information (Anfara & Mertz, 2006). In order to ensure confidentiality and protection of all participants for their participation and the information they were to provide, the following points were put into consideration by the researcher. They were assured that their views were not to be made known to anyone (Creswell, 2014). Pseudonyms were used instead of real names because participants value their identities and disclosures (Simmons, 2009). There was going to be no disclosure of views expressed by teachers, principals and learners during interviews to anyone within the school context or at any other place, by the researcher or any of the participants. Participants were assured that notes taken during semi-structured interviews and focus group interviews will not be disclosed to any other person for whatever reason by the researcher. Their opinions in the interview sessions were

treated with privacy and confidentiality. The researcher assured participants that he would not release any information revealed during interviews without their consent. Participants were also assured that results of the research were to be used for the purposes of Master's Degree only.

3.11.5. Ethical principle of beneficence

The researcher ensured that the knowledge and skills gained through this research were for the benefit of participants and of other stakeholders in education. This is because research should promote human welfare, dignity and serve society, including schools (Silverman, 2000). Participants were given an opportunity to request for the final research study if they so wished.

3.11.6. Ethical principle of autonomy

The ethical principal of autonomy emphasises that participants should be allowed to choose to participate in a study after receiving all relevant information about risks or harm that could arise if they participate in research (Babbie, 2005). Teachers and learners were invited to participate voluntarily. The researcher explained to all participants the aims, purposes and benefits of the study. Participation could be discontinued at any time without penalty. Strict confidentiality was guaranteed.

3.11.7. Ethical principal of triangulation

The ethical principal of triangulation requires that, multiple sources of data collection are used when conducting research (Creswell, 2014). For this research, many teachers, learners and principals were used as core researchers. Semi-structured interviews and focus groups as well as many literature scholars of bullying were used as multiple sources of collecting data regarding bullying.

3.12. LOCATION

This research was conducted in three inclusive secondary schools located in three suburbs in Johannesburg. These schools are approximately five kilometres apart. Residents in these suburbs are from different backgrounds in terms of race, nationality, culture, language, political, social, religious or economic. For example, some residents are migrants from different parts of the world, some are refugees,

asylum seekers, permanent residents and others hold temporary work and visitor's permits. Some of the parents of learners to these schools are working, and others are not working because they are mostly migrants. It was interesting to get views on how bullying is understood in schools from learners who come from varied families backgrounds. Local people who are resident in these suburbs are from all parts of Republic of South Africa. These schools were inclusive enough to enable him to collect adequate data regarding bullying and how it is understood in schools by learners, teachers and principals. This was informed by the bio-ecological theory.

3.13. SUMMARY

In this chapter, the researcher discussed the research design. A qualitative approach and interpretive paradigm were used within the bio-ecological theoretical framework, due to their use of field work, participatory nature and support on how systems interact with each other. The researcher conducted a case study using three inclusive secondary schools as research sites, focus group interviews and semi-structured interviews as research instruments, to solicit information from participants. The researcher concluded with a discussion of trustworthiness and ethics in research. The following chapter describes data that was collected from participants regarding how bullying is understood in schools, its causes, effects, types and general patterns from a bio-ecological theoretical perspective.

INTERPRETATION OF FINDINGS

4.1. INTRODUCTION

This chapter presents the interpretation of data analysis on bullying. The aim of the study was to investigate how bullying is understood in schools in relation to its causes, types, general patterns and ways of dealing with it by targeting interacting systems rather than the child him or herself. Data collected from participants was categorised according to each participant group's views. Thus, understanding of bullying, its causes, effects and general patterns and ways of addressing bullying in schools were put into groups according to teachers', learners' and principals' views. Responses from participants answered these research questions: What are the causes of bullying in schools? What are the effects of bullying in schools? What are the types of bullying in schools? What are the general patterns of bullying in schools? Which strategies can be used to stop bullying in schools? The following themes emerged from data collected from the three participant groups.

4.1.1. THEMES (PRINCIPALS, TEACHERS AND LEARNERS).

THEMES IDENTIFIED FROM THE THREE PRINCIPALS	THEMES IDENTIFIED FROM THE NINE TEACHERS	THEMES IDENTIFIED FROM THE LEARNERS
Theme 1: Being violent is understood as bullying in all schools.	Theme1: Bullying is understood as power struggle in schools	Theme1: Physical force is understood as bullying in secondary schools.
Theme 2: Violence, large classes. Lack of role models and lack of resources are causing bullying in all schools.	Theme 2: Lack of resources and violence are causes of bullying in all schools.	Theme 2: Violence, Substance abuse, lack of role models and lack of resources are causing bullying in all schools.

Theme 3. Low self-esteem and low academic achievements are effects of bullying in all schools.	Theme 3: Low academic achievements and absenteeism are effects of bullying in all schools	Theme 3: Poor academic performance and absenteeism are effects of bullying in all schools.
Theme 4: ‘Gangsterism’ and peer influence are general patterns of various forms of bullying all schools.	Theme 4: Peer influence is a general pattern of various forms of bullying in schools.	Theme 4: Peer influence and ‘gangsterism’ are general patterns of bullying in schools.
Theme 5: Different forms of bullying are practiced in all schools.	Theme 5: Various forms of bullying are exercised in all the schools.	Theme 5: Learners are exercising different types of bullying in all schools.
Theme 6: Working with different stakeholders addresses bullying in all schools.	Theme 6: Various strategies are used to stop bullying in all schools.	Theme 6: Different strategies are used in all schools to address bullying.

4.1.1. Table 1: Themes (principals, teachers and learners.

4.2. THEMES IDENTIFIED FROM THE THREE PRINCIPALS

4.2.1. Theme-1: Being violent understood as bullying in schools.

The three principals said they understand bullying to be a violent activity. Principals highlighted that learners punch, kick or push each other during lessons. They said learners demand and steal money from other learners or make other learners carry learners’ bags. Their words verbatim:

Principal A: “Some learners are punched by other learners you know, you know, pushed by other learners against the wall when they meet in the passages to an extent that the learners feels the environment is insecure. Learners tent to be violent.” It is when a particular culture believes that that their culture is more superior to the other and they try to assert that over other learners.”

Principal B: “An older learner would bully younger learners into giving them tuck-shop money.”

Principal C: “Bullying is usually about one learner confronting another learner simply because they think they may be physically they are empowered.”

Findings from principals further showed that being violent involves learners calling each other names, use derogative remarks about other learners, teasing, swearing, intimidating and threatening them to humiliate and make them feel inferior at school. Principals said:

Principal A: “It can be derogative remarks to other learners in order to sort of gain self-confidence such that other learners become vulnerable.”

Principal B: “They would maybe threaten them in terms of I will get you into trouble if you don’t buy me something from the tuck-shop.”

Principal C: “They can do whatever they can do, maybe they tell them that every day you gona give me R2.”

Two of the three principals also highlighted that being violent involves texting bullying messages to other learners, taking other learners’ photos and post them on social media or using derogative remarks to bully other learners.

Principal A: “You know these are all sorts of things happening these days, even sending each other text messages, are sort of bullying messages. I have seen a situation in this school where other learners open websites, aha where they take other learners’ photos of the ugliest boy and ugliest girl in the school, the laziest boy in the school or all those sorts of remarks.”

Principal B: “We have also picked up lately, in the past two or three years, a lot of cyber-bullying. It is taking place within the community because, everyone is exposed to social-media and it seems to be the safest way to bully because the bully might not necessarily be known to the victim.”

Principal also mentioned that bullying is when learners discriminate each other on the basis of culture, race or tribe. They said learners from the same culture are seen grouped on their own and they use power to punch other learners or swear at them. They said some learners (Sotho) are mocked and given names for sitting on boys’ legs whilst wearing mini-skirts.”

Principal A: “To me it is disrespectful to see a girl sitting on a boy’s legs with a mini skirt.” “From their culture, it is encouraged but, when I look at it from a school point of view, I wouldn’t know the remark from the other learners which will end up being some form of bullying.”

Principal B: “Maybe where in many of our South African cultures the male is the more dominant gender, there is imbalance of power over weaker females and children and that is where they pick on it.”

The principals’ views indicated that bullying is understood mainly from an environmental perspective. It shows that being violent at school denies learners of their right to receive quality education as teaching and learning will be made difficult.

4.2.2. Theme-2: Bullying—violence, large classes and lack of role models.

The principals indicated that violence in the community causes learners to bully. They said if learners are exposed to violent activities in the community like fighting, stealing using weapons, violent demonstrations where people will be beaten, learners will also do the same at school.

Principal A: “We are a multicultural school, we have Basotho, Zimbabweans, Swazi, some South Africans and you know, they tend to have different patterns of behaviour, some due to areas where they come from want to sort of dominate others.”

Principal B: “Particularly at this school, we have learners from different backgrounds; in some cases they tend to discriminate each other according to culture.”

Principal C: “You know a multicultural school like this one learners tend to discriminate each other verbally, or socially, you find out that, learners belonging to a certain culture would want to talk and chat on their own and share things on their own.”

The principals also pointed out that violent incidents learners are exposed in the media: television, newspapers and internet. Learners imitate violent sporting games like wrestling and boxing that forms part of their bullying behaviour at school.

Principal A: “They watch those violent video games on television and they want to exercise that at school to other learners. I have seen a situation in this school where other learners open websites ha! Where they take photos of other learners and post them on social media for everybody to see.”

Principal B: “They like doing things from the media: it can be cell phones or internet and if the world brings the two together and explore. They have role models they look up to, but these role models are not necessarily positive role models.”

Principal C: “Our learners love goggling so much. Right they find what is happening in America and they try it.”

The principals indicated that learners’ lack of role models trigger bullying in all schools. They said teachers who bully other learners through swearing, teasing or beating serve as bad role models as learners will also imitate the same bullying behaviour to other learners.

Principal A: “If teachers lack the skills to discipline learners, this may contribute to bullying in schools.”

Principal B: “You must have excellent management skills and if you are not able to implement these accordingly, you can become frustrated and angry and you know you might tend to exercise some form of verbal bullying.”

Principal C: “If the learners know that their class does nothing, senior teacher or the principal does nothing and they always get away with it every time, bullying will increase.”

Principals highlighted that adults who fight in the presence of children are not good role models. Children are likely to copy and transfer the same behaviour to schools.

Principal C: “Somehow, the mother you find out that the mother is cheeky. Either the father beats the mother or you realise if they are staying with the mother alone”

Principals' views showed that lack of role modelling at school and at home may explain various forms of bullying that affects the social wellness of learners.

The three principals reported that learners engage in various bullying behaviour due to large classes to tear books, tap on desks, littering or chewing gums during teaching and learning time knowing that it is difficult for teachers to notice them.

Principal A: "If classes are too big and overcrowded, teachers will find it difficult to control learners."

Principal B: "I think it's frustrating for a teacher to deal with forty to forty five learners at a time"

Principal C: "It can be classes are too big."

Principals mentioned that if resources are not enough in all schools, learners will take this chance to bully each other.

Principal A: "I can also say, if there are no resources like furniture and books learners will engage in some form of bullying behaviour."

Principal B: "If there are no facilities for them to spent their leisure time, they may engage in drug or alcohol abuse or even smoking cigarettes."

Principal C: "In the community, if there are no facilities for them to relax like parks or soccer fields, they end up in drugs and alcohol."

Principals said that if learners are not provided with enough resources at home, they become violent at school as they will end up stealing from other learners, teachers and other people within the school context.

Principal A: "A child goes on, you know! On empty stomach, resources are not enough, some children have expensive tablets and the child does not have a tablet."

Principal B: "Our community is very underprivileged, very violent , unemployment is rife and as a result maybe most of the households are battling to survive so, the stronghold in the household would may be become depressed

may be for lack of financial gains and might look for means to exercise frustration or take it on someone else within the house, usually the male figure over the child or the female figure and what happens is that young boys would pick up on that as an acceptable behaviour and then will practice that that behaviour in the classroom.”

Principal C: “Some children are not given lunch money, now they vent their physis, you know, upon these small smart ones and say, if you give me some money I will protect you.”

The three participants all said that large classes, violence in the community and lack of role models are possible causes of different forms of bullying in schools. Their understanding of the causes of bullying shows that, the causes of bullying are from a bio- ecological perspective rather than from a medical model.

4.2.3. Theme-3: Low self-esteem and academic achievement

The principals reported that bullying incidents in schools are also explained by low self-esteem and low academic achievement. They said low self-esteem leads to disruption of teaching and learning, since learners feel that they are worthless in the presence of other learners at school. They do not participate in class activities; this makes them to be underachievers. Their responses are as follow:

Principal A: “I can also go on to say that once someone is bullied, their sense of worthy is lost. They would laugh at him or her, make funny of her or him, like some come here to eat in canteens, you know things like that, it, either you - know disturbs the wellbeing of the child.”

Principal B: “That could lead to depression. Learners who physically bully other learners through pushing or punching them are always depressed or are always lonely most of the time.”

Principal C: “So somehow it disturbs them emotionally and academically, both the school and the learner’s pass rate. They develop that instability thinking that this one is also going to bully me.”

Principals also stated that if learners are bullied at school, their performance deteriorates, and the school's performance is affected negatively. This is a cause-effect of disruption of lessons that in turn impedes teaching. The learners underachieve academically because they are always beaten by other learners.

Principal A: "It's the last lesson before lunch and I know that boy from the neighbouring class will be standing at the door demanding money. They tend to lose concentration in class and the bullies in most cases would always look for those areas where they would pick on their opponents."

Principal B: "They don't have trust, you know, to actually tell or share that, they are being bullied."

Principal C: "So somehow it disturbs them emotionally and academically, both the school and the learner's pass rate."

The principals agreed that various forms of bullying have effects in all schools such as drop in learners' marks, low academic achievements, absenteeism losing body parts or being expelled from school. This pollutes the whole school and makes it an ineffective learning and teaching environment.

4.2.4. Theme 4: 'Gangsterism' and peer influence

The principals pointed to 'gangsterism' and peer influence as influencing the general patterns of different types of bullying in schools. They said there are times where learners in gangs come to school drunk or whilst they are at school they sneak into toilets or outside the schoolyard to smoke cigarettes and drink beer.

Principal A: "On Fridays when learners come to school, those who would actually leave are those who are actually afraid of being bullied by other learners, two or three individuals would believe that they are weak and believe that at school we are not safe."

Principal B: "I can say 'gangsterism' is rife in our community, so when learners come to school, they belong to gangs."

Principal C: "They will sneak out of school premises during learning hours or just bunk lessons with no reason as well as coming to school late deliberately."

The principals showed that learners in gangs, influence each other to tease, swear, mock or give other learners some names so as to humiliate them.

Principal A: “I mentioned that they also start raise their heads, pick on people, criticize them call them names so that the Grade laughs and they also feel, what is accepted.”

Principal C: “They also call each other names. They swear and tease each other.”

The principals said learners influence each other to take photos of other learners and post them on social media.

Principal A: “We had seen here, what I have seen here at school is that we have also the one that I call internet, internet or Face book whatever, Cyber-bullying. Learners have seen these phonographic movies at times they make gestures that will make other learners feel offended.”

Principal B: “Learners take photos of these other learners and post them on social media.” **Principal C:** “Show each other photos of naked people.”

All principals’ responses show that peer influence and ‘gangsterism’ are general patterns of bullying in schools leading to other patterns of bullying that disrupt teaching and learning.

4.2.5. Theme 5: Different forms of bullying practiced in all schools

The principals indicated that various types of bullying are exercised at all schools by learners namely physical bullying, verbal bullying, emotional bullying and cyber-bullying and cultural bullying.

Principal A: “At this school, I have seen physical one where learners beat, kick or push each other in corridors or in classrooms. At times they bully each other verbally by teasing or swearing at each other or calling each other names. I have also seen that in most cases learners are emotionally or psychologically affected. There is also cyber-bullying where learners post photos of other learners on internet for everybody to see. At times

they bully each other socially or culturally, you would see learners from one cultural grouped on their own.”

Principal B: “So, we would have our regular fights. You know verbal-verbal arguments and staff like that. Obviously social media.”

Principal C: “The one of beating is the one that is more prevalent. There is also verbal. This internet one, they call it c.”

The principals agreed that verbal bullying, emotional, cultural and physical bullying are various forms of bullying in schools. These types of bullying stated by principals disrupt teaching and learning in schools.

4.2.6. Theme 6. Working with different stakeholders addresses bullying

The principals mentioned that teaching moral values such as respect, forgiveness as well as the concept of brotherhood and sisterhood will address bullying in schools.

Principal A: “I think it does, you know from a Christian background, people are taught values, e.g., how to live with others and as much as they value themselves.”

Principal B: “They tend to have less projection to other learners in most cases they teach each other to be brothers and sisters, once you are taught, you respect another learner.”

Responses from principals showed that moral values and the values of Ubuntu help to address bullying problems at school as learners learn to live with each other in harmony. Principals said working with parents is a good way of solving bullying problems in schools.

Principal A: “We call parents and ask them why their child is always withdrawn.”

Principal C: “Also talking to parents during parent’s meetings.”

Principals reported that they work with other organisations in schools in order to address bullying problems. They mentioned various organisations like Love Life, South African Police Services, S.E.N.C.A and Community Based Youth Centre as organisations that help teachers and principals to deal with bullying in schools.

Principal A: “Yes! We do have Love Life Groups. They cover quite a broad spectrum ha- a, they teach learners, you know, how to interact with others, how to treat other learners etc. We try to bring in the cops; we adopt cops in the school.”

Principal B: “Yes! We do, we work closely with the police station and then our school itself has a Community Based Youth Centre which will be offering counselling things on our premises. So, we work with S.E.N.C.A.”

Principal C: “I believe we can you know! In the past we involved engaged S.A.P.S, they have special sessions on bullying with learners.”

Responses from principals showed that, working with various organisations help to address bullying in all schools because many ideas will be tapped from different people. This shows that strategies to address bullying must come from an environmental perspective rather than from a psychological model which targets the learner him or herself.

4.3. THEMES IDENTIFIED FROM THE NINE TEACHERS

4.3.1. Theme1: Bullying is understood as power struggle in schools

Most of the teachers reported they understood bullying as, failure to follow instructions, being disruptive in class through exercising power over other learners by kicking or beating teasing, discriminating them or touching girls’ private parts. They said they understand bullying as harassing and assaulting other learners or disturbing learning activities. The following are their responses:

Teacher A: “What they do is, they will mainly kick these learners who always contribute in class. It could be by those who are more gifted or simply by those who actually want to disturb classes because we do have learners who will always try to disturb classes.”

Teacher B “They are always ready to fight.”

Teacher D “I think bullying is disempowerment of an individual in a disrespectful manner. Bullying is harassment. I can also say, it is overpowering other people from other cultural backgrounds.”

Teacher E: “They are misusing their power. It can be defined as a way of dominating learners from the other group or discriminating based on culture.”

Teacher F: “They can hurt them by taking money from them.”

Teacher G: “It is when learners discriminate each other each other on the basis of culture; it can be when one group of learners dominate another group from another culture.”

Teacher H: “Threatening them. Bullying is all about affecting other learners’ emotions.”

Teacher I: “This is when other kids are affected whether it is academically or socially at school.”

Teachers’ views above about bullying showed that bullying is a problem in schools that affects teaching and learning and the physical wellness of learners.

4.3.2. Theme 2: Lack of resources and violence causes bullying in all schools.

The teacher participants reported that violence in the community causes learners to have bullying problems. Most of the teachers said learners who come from homes and communities where they are exposed to different forms of violence such as fighting, stealing, mugging, vandalising property, teasing and swearing copy that behaviour and imitate it at school.

Teacher A: “If they come from a community of violence that will be the same element they will take and display at school, because that is what they think is right, because that is what they are exposed to every day.”

Teacher B: “Making negative comments and engage in fights over those comments. If learners are discriminated they tend to be prone to bullying.”

Teacher E: “Most of the time learners beat kick and steal from each other but most of the time those who are beaten do not come and report such incidents.”

Teacher F: “They can intimidate other learners or tease and swear at them for no apparent reason.”

Most of the teachers stated that violence at home triggers bullying in schools. They stated that learners who come from families where parents are always fighting or verbally abusing each other also copy and imitate the same behaviour at school. They said parents who always beat, smack or kick children as a way of disciplining them also make children to bully other learners in the same way at school.

Teacher A: “In most cases with bullies, when they come from a family where there are always fights where there is no peace, that is what they learn and that is what they will do when they come to school.”

Teacher B: “Take for instance; maybe you grow up in a family where maybe parents usually fight.”

Teacher C: “Usually, you find out that the type of learners that we have here, they come from different racial backgrounds and different ethical backgrounds, so you find out that a-a due to whatever frustration that might be happening at home, they bring it into school.”

Teacher D: “I see children with knives the one they call okapi, so, for sure poor parenting, poor role modelling of the mothers and fathers contribute to bullying.”

Teacher E: “It can be lack of role models at home and in the community.”

Teacher F: “I think if they are exposed to violence in the community and at home they will also do the same at school.”

Teacher H: “I would say if parents fight and quarrel in front of children this will have an impact on their behaviour at home.”

Most of the teachers also mentioned violence in the media as a cause of bullying in schools. They said if learners watch violent video games on social media, television

or newspapers, they also become violent at school as they will end up fighting, kicking or beating other learners or texting bullying messages to each other.”

Teacher A: “If learners are exposed to violent video games on television or newspapers, they would want to do the same at school, at times take photos of other learners and post them on social media.”

Teacher B: “What they see on television and social media they also want to do it at school. You know these violent videos they watch on social media will make them want to practice the same kind of behaviour at school.”

Teacher C: “Learners copy what they see on social media to bully other learners. If they are exposed to violence in the media they would also want to practice that to other learners here at school.”

Teacher D: “The news they watch, cartoons they watch, always in a cartoon, there is always bullying. So, that type of exposure electronic media or television, internet through video games, violence, the thing of violence, seen as something which is acceptable and- and bullying is violence.”

Teacher E: “Sometimes they are watching these movies that are strongly violent like wrestling and all those things that are related to bullying.”

Teacher I: “Electronic media is being used as a platform to promote bullying and is not being used to stop it.”

Most teachers said that lack of resources at home and at school make learners to engage in bullying activities such as stealing, beating, kicking, threatening others, calling others names and discriminating others who don't have resources.

Teacher A: “If resources are not adequate. If there are overcrowded classes and in some instances if teachers lack the knowledge and skills on how to deal with problematic learners, learners end up tearing books and kicking each other.”

Teacher B: “In some cases, if resources are not enough, learners like chairs and tables, there will be a lot of bullying incidents in school.”

Teacher C: “If there are no resources.”

Teacher D: “Well, if there are no facilities for learners to play, they become emotionally affected and the end result is that they will end up venting their anger to other learners through beating, they will engage in drug abuse.”

Teacher E: “It can also be due to lack of resources.”

Teacher H: “If resources are not enough at home, children will come to school and steal from others.”

Teachers had one voice that violence, lack of resources and lack of role models at home school or media cause bullying in schools. If there is peace, adequate resources and good role models at home, school and community, it likely that there will be no bullying in schools.

4.3.3. Theme 3: Low academic achievements and absenteeism

Teachers reported that various forms of bullying lead to low academic achievements in all schools among learners and schools. They said if learners are teased, mocked, given names, punched, pushed or kicked by other learners their performance will go down and they will not come to school on regular basis.

Teacher A: “They don’t participate in class activities, they will only be worried about their safety and at the end of the day; they miss out on a lot of learning activities.”

Teacher B: “So you tend to bully other learners.”

Teacher C: “Number one, an increase of learners transferring to other schools.”

Teacher D: “Changing schools so that they can gonna run away from the problem. It’s going to affect participation in class.”

Teacher E: “They do not participate in class activities.”

Teacher E: “They can get removed from school.”

Teacher F: “The bullies are the ones with low marks because they don’t see a point in learning.”

Teacher G: “He or she doesn’t concentrate in class. Then it can even end up affecting even their performance in school.”

Teacher H: “Next step that the child can take is to transfer.”

Teachers stated that bullying makes learners to be absent from school on regular basis. They said victims of bullying will absent themselves from school because they are scared to be punched, kicked or smacked by bullies at school.

Teacher C: “They no longer want to come to school. They have negative attitudes towards school.”

Teacher H: “So, what happens next to the child is now going to play truancy. The child will play around here and not coming to school because he is afraid of the bully.”

Views from teachers indicated that various forms of bullying lead to negative results in schools.

4.3.4. Theme 4: Peer influence is a general pattern of bullying in schools

Teachers reported that learners influence each other to take other learners’ photos and post them on social media, so as to embarrass their victims. They said learners open websites specifically for bullying other learners through teasing, swearing or taking photos of other learners and post them on social media.

Teacher A: “So they can beat or steal or post pictures on internet.”

Teacher C: “May be the issue of cyber-bullying “you know” this issue of tablet. You find out that the learners actually have a website which learners opened in the school which they call “Freedom Goboza”, right they call it Freedom Goboza whereby they go on to tease other learners.”

Teacher D: “They take photos of other learners and post them on internet because of peer pressure.”

Teacher F: “They even open websites and bully learners in groups by posting pictures or use derogative words to humiliate each other.”

Teacher G: “They even open websites and bully learners in groups by posting pictures or use derogative remarks to humiliate each other.”

Teachers further stated that, it is a general trend that learners influence each other to do bad things at school such as stealing, tearing books, throwing rubbish on the floor, not doing homework or forcing others to join groups.

Teacher A: “We have dealt with reports of hitting, kicking or fighting.”

Teacher B: “Mostly it is physical like kicking, hitting or pushing each other in the corridors or even tearing books mostly if they are angry.”

Teacher C: “Generally, physical, they are fighting, the other learners teasing other learners.”

Teacher D: “Yes these learners beat, kick, hit or push each other most of the time in the classroom, playground or in the corridors.”

Teacher E: “Vandalising textbooks, if they are angry, they will tear some of the books and they will write on walls as you can see next to my classroom.”

Teacher F: “They tend to be violent towards other learners.”

Teachers indicated that peer influence trigger various forms of bullying in all schools and affect the wellbeing of learners. Peer influence can also be used to influence learners to stop bullying by using cooperative learning as a teaching strategy.

4.3.5. Theme 5: Various forms of bullying are exercised in all schools

Teachers reported that there are different types of bullying incidents in schools, namely verbal, physical, emotional, social, and racial, cyber-bullying, cultural bullying and social bullying. They said learners punch, push, kick, fight and steal from each

other, tease, swear, threaten or intimidate others or texting bullying messages to other learners on social media.

Teacher A: “Maybe they can physically harm or beat. Emotional bullying, like if they are stressed, they will take out their stress on other learners.”

Teacher B: “There is also this physical, where they tend to fight physically and that stuff or taking stationary or books and the like. Emotional bullying, you will find out that maybe there are some learners who can be bullies as a result of stress.”

Teacher C: “Physical bullying you find out *that* because other learner is stressed, right, it can go on something like someone just throw a bag, they take in another way and then they turn to hit or fight with others learners.”

Teacher D: “Physical, emotional, verbal and sexual harassment.”

Teacher E: “They do physical bullying but not- not extremely. Verbal, they swear at each other a lot. Gender based bullying where boys will bully girls or girls bully boys or boys or girls bully each other on their own.”

Teacher F: “Physical, cyber-bullying, emotional, social bullying, cultural and gender based bullying.”

Most of the teachers mentioned verbal, emotional, physical, cultural, gender based bullying, cyber-bullying, teacher learner bullying as various forms of bullying practiced in schools.

4.3.6. Theme 6: Different strategies are used to stop bullying in all schools

Teachers reported that there are various strategies being used to address the problem of bullying: its causes, effects, types and general patterns. They said they work with different stakeholders to stop bullying in schools. Teachers said they work with parents, South African Police Service, S.E.N.C.A, Community Based Youth Centre, Love Life, Child Protection and Department of Education.

Teacher A: “We also have the youth organisations like Love Life, they also come and address learners and talk about such things and try to motivate them

and try to encourage them to desist from such behaviour. We invite parents with problem learners and we tell them that they should always watch on their children at home. We do sometimes work with S.A.P.S because they come and address learners.”

Teacher B: “We work with S.E.N.C.A which deals with issues of child abuse. Love Life.”

Teacher C: “Usually we call S.E.N.C.A. We do involve parents. We also call police.”

Teacher D: “S.E.N.CA also. We deal with Child Protection because some of these are crime related. We also have connection with Community Based Youth Centre because in some of the issues, children walk with scars in school uniforms and stuff like that. We call parents for disciplinary hearings for their children.”

Teacher E: “Parents come for parent meetings and that is where they are told to monitor their children at home and that is where such things as bullying are discussed. Like the police officers.”

Teacher F: “Parents come for annual general meetings and it is in such meetings that they are told to check on their children’s behaviour at home. The police come to talk to the learners.”

Teacher I: “Yes, S.A.P.S, I remember some time, was it last year; they came to talk about such things.”

The views above clearly show that working with various stakeholders help to address bullying problems in schools. This implies that solutions to address bullying problems in schools are derived from an environmental perspective rather than from the psychological model.

4.4. THEMES IDENTIFIED FROM FOCUS GROUP INTERVIEWS: LEARNERS

4.4.1. Theme1: Physical force understood as bullying

Learner participants highlighted their understanding of bullying as when learners punch, push, kick or beat, steal from each other or take photos of other learners and post them on social media. Their responses are as follow:

Learner A: “I think culturally bullying mostly basically is based on overworking or raping someone.”

Learner B: “Bullying is when someone uses his power to abuse another person.”

Learner C: “Yah! I think it is a power or strength that someone uses to abuse someone. Sir I come from East Rand, bullying is defined there as physical and verbal — degrading the other, making comments about others.[This] is why it is defined as beating someone else who is weaker than him.”

Learner D: “I think [it is] when one uses his physical ability to oppress other people so that another person feels inferior for his or her own benefit.”

Learner E: “Bullying refers to beating or stealing from someone.”

Learner G: “I think bullying can be defined as a power or strength that someone uses to abuse someone.”

Learner H: “Taking photos and post them on social media.”

The findings indicated that most of the learners understand bullying as using physical force by which they meant punching, pushing, kicking, smacking, teasing, swearing, threatening, taking photos and posting them on social media and discriminating others from group and school activities.

4.4.2. Theme 2: Violence, Substance abuse, lack of role models

Learners stated that learners from communities where there is a high level of stealing, fighting, stabbing, kicking or destruction of property, tend to imitate and transfer the same bullying behaviour to schools. Their views are presented below:

Learner A: “I think exposure to violence, drugs and alcohol or crime at home and in the community also contribute to bullying in schools.”

Learner B: “I think crime in the community also makes learners to do the same behaviour at school like stealing, stabbing others or someform of violence. I think the violent video games we watch on social media also contribute to bullying.”

Learner C: “I also think that poverty in the community and at home makes learners to be bullies.”

Learner F: “I think community can and it absolutely does: if you take someone from Hillbrow where you are exposed to violence somewhere, somehow, it makes them to feel that what is happening there is right although a few individuals might be exceptional.”

Learner G: “Yes I think the community is as a result of violence because if you are from an environment where people are breaking houses, breaking shops and you are still at a young age, you end up, right in your mind, thinking that it is something good — you think that it is right also.”

Learner H: “Yes! The community contributes to bullying in schools. In our community there is a lot of violence; for example, [in] Soweto, the violence that is going over there is now affecting children in schools because they think violence is the solution.”

Learner M: “The violence that is in the community also causes bullying.”

Learner O: “Violence in the community and at home will make learners think that it is good to do that at school.”

Learner P: “Violence, force and no control from teachers.”

The findings from learners showed that violence in the media ignites bullying in all schools. They said violent video games like wrestling make learners to become bullies. They said watching violent games; learners imitate the same bullying behaviour since they punch, kick or slap each other at school.

Learner A: “If you watch violent games like wrestling on television you also want to [repeat] the same behaviour at school.”

Learners C: “Sir, I think the negative reports we hear in the news contribute to bullying in schools.”

Learner D: “I think the use of internet through Face book also contributes to bullying in schools.”

Learner E: “Some people post pictures and gossip about you on internet.”

Learner G: “I think media does contribute to bullying in schools because, if you are exposed to violence on [the] media you also want to do the same behaviour here at school.”

Learner O: “In media, this happens — there are girls who like to take pictures and post them on internet or on Face Book in what is called cyber-bullying.”

Learner P: “Media, Oh! Yah! The media shows those girls with big bodies, and now some girls may be jealousy of [a] girl with a big body. [They] throw comments [at] her every day, in a way that is bullying — it makes her not to feel like she is herself. Media for example, there is this programme called wrestling, a person might see that from home and say I may try this at school, maybe people will respect me.”

Learner participants reported that, learners who abuse drugs and alcohol and smoke cigarettes beat, tease and swear at other learners during teaching and learning time.

Learner A: “I think they will end up beating other learners for no apparent reason.”

Learner B: “Those who take drugs and alcohol will just tease and swear at other learners and this will at the end causes bullying in schools.”

Learner C: “I think such learners will always quarrel with teachers and they will physically bully other learners or make unnecessary noise in classes.”

Learner D: “I think drugs and alcohol makes learners to verbally abuse teacher and to beat each other.”

Learner E: “I think learners who abuse these drugs steal from other learners and they sexually abuse female learners at school and they always make noise at assembly or in class and they carry knives.”

Learner F: “I think such learners are the ones who are physically bullied by other learners who take advantage of them being under the influence of such drugs and alcohol.”

Learner G: “Learners who take drugs will be beaten or teased by other learners and have their items stolen.”

Most participants stated that the lack of resources triggers bullying in schools. They said if there are no enough resources at school like books, desks and playgrounds, learners will end up vandalising or tearing books, teasing, swearing and making funny of each other at school. Their views are as follow:

Learner A: “If there are no facilities for learners to play with, they end up beating and teasing each other.”

Learner B: “If classes are too big, it will be difficult for teachers to control learners.”

Learner C: “If books are not enough learners will fight for a few books and that is a form of bullying and if there are no effective rules to stop bullying.”

Learner D: “I think lack of resources like books, play grounds and desks will also cause bullying in schools as well as low school pass rates.”

Learner E: “I think lack of facilities also causes bullying in schools because if learners have nothing to play with, they resort to beating each other.”

Learner H: “I think if there are no facilities to play with, learners will end up physically abusing each other or even abusing drugs.”

Learner I: “Yes it does contribute to bullying in schools because if learners do not have facilities to occupy themselves with, they will end up abusing drugs or even sexually abusing others.”

Most learners reported that the lack of role models ignites bullying in schools. They said teachers who beat learners or shout at other learners in front of other learners are models of bullying behaviour as other learners will also imitate the same behaviour. Learners said that parents who fight in the presence of children are not good role models — learners will display the same behaviour at school.

Learner A: “Teachers as well, you find in a class there is one problem learner, the teacher does not know how to deal with that learner. So he tells him: ‘Hey! Calm down!’ And tells them stupid and calls them names in front of other learners.”

Learner B: “Teachers who bully learners also contribute to bullying in schools. Some teachers have no skills of how to deal with bullying learners, so bullying will increase in schools.”

Learner C: “I think [the] lack of supervision of learners by teachers during break time in the playground.”

Learner E: “Yes Sir, I think lack of supervision by teachers and parents — I mean if children notice that parents do not check what they are doing, they do what they want even here at school, if learners are not supervised, they will do what they want even stealing or fighting.”

Learner F: “I think the school does contribute to a lot of bullying because there are teachers who abuse learners in front of other learners.”

Learner G: “I think parents who do not care about their children also contribute to bullying in schools.”

Learner I: “Teachers who beat other learners.”

Most learners agreed that violence, lack of role models, of resources, drug and alcohol and cigarette abuse explains bullying in schools. Learners’ understand that bullying is a social problem rather than a medical problem.

4.4.3. Theme 3: Peer influence and ‘gangsterism’— patterns of bullying

Learners underlined that learners in gangs influence each other to engage in forms of bullying such as teasing, swearing, kicking, punching as well as taking photos of other learners and posting them on social media. Their responses are below:

Learner A: “If you are teased by other learners you feel you are not worthy and you do not participate in class activities and you do not attend lessons.

Learner B: “If they tease and swear at you most of the time you feel you are inferior and you feel like not coming to school anymore.”

Learner C: “Yes, if you are always teased and sworn at most of the time, you do not want to come to school. I think swearing is a form of bullying.”

Learner D: “I think you will be forced to do what you do not want to do, like to say bad things or to steal from other learners and to bring knives to school.”

Learner E: “They lie that they are going to borrow something like pens and will not return for the lessons.”

Learner F: “I think swearing and teasing are general patterns of bullying in schools which brings us back to socialisation, people are emotional [they] tease and swear [because] they think it is normal to them.”

Learner G: “Learners bunk lessons in small groups. They start carrying knives.”

Learner H: “Yes there is a lot of teasing and swearing taking place in classrooms, and some learners will become depressed.”

Responses from learners revealed that peer influence and ‘gangsterism’ trigger different types of bullying. This disrupts teaching and learning.

4.4.4. Theme 4. Learners commit different types of bullying

Most of the learners reported that emotional, verbal; cyber and physical bullying are common types of bullying practiced in schools.

Learner A: “I think it’s mostly verbal, physical, emotional and cyber-bullying.”

Learner B: “I have seen mostly cyber-bullying, verbal, and cultural and the popular one being the physical one.”

Learner C: “Emotional and physical.”

Learner D: “I think it is mostly cyber-bullying, cultural bullying and verbal bullying.”

Learner E: “Cyber-bullying, I can take a picture of someone and put it online and everyone will know about it and there is also verbal.”

Learner G: “Physical bullying is when someone uses their strength on you to enforce you to do what they want. They like punching you in such a way that you have scars and bruises to show that someone was here.”

Learner I: “Physical bullying involves children fighting. They beat the victim”.

Learner J: “We also have verbal bullying. It is where the bully victimizes the victim by swearing at him. I think cyber-bullying, physical and verbal bullying.”

Most learners agreed that physical, verbal, emotional and cyber-bullying are the most common types of bullying in schools that disrupt teaching and learning in schools.

4.4.5. Theme 5: Poor academic performance and absenteeism

The learners indicated that poor academic performance and absenteeism are effects of continuous bullying. They emphasized that learners who are exposed to various forms of bullying behaviour at school always are low academic achievers. They are always absent from school since they are scared of being tormented by their bullies.

Learner A: “Low self- esteem, absenteeism and carrying other learners’ bags.”

Learner B: “Always crying, bunking lessons and having scratches in the face or in the body. Because you are always thinking about people who are to bully you or who are bullying you, you do not focus on school work.”

Learner C: “If people bully you most of the time, you will not concentrate on your school work, so your pass rate is affected.”

Learner D: “They are always withdrawn, bunk lessons and they are always carrying other learners’ bags from one class to the other.”

Learner E: “They have scars and bruises on the body; they have missing body parts like teeth or ears and their clothes are torn; they do not come to school daily.”

Learner F: “You do not focus on your school work if you are bullied or if you are always bullying others, so your academic achievement is affected.”

Learner G: “I think they have missing body parts like fingers or teeth and they are always withdrawn; they do not attend lessons and school on daily basis.”

Learner N: “You will feel like not coming to school again and at times you will become sick.”

Learners’ showed that bullying leads to low academic performance and absenteeism in all schools among learners.

4.4.6. Theme 6: Different strategies used to address bullying

Findings from learners show that teaching moral values of respect, compassion, trustworthiness or kindness via assembly points, Life Orientation lessons and using pastors addresses bullying in schools.

Learner A: “Such moral values will help learners to be kind to each other, so bullying will stop in schools.”

Learners B: “I think if learners learn to respect each other, then bullying will be a thing of the past.”

Learner C: “I think such moral values will make learners respect and trust each other, as such bullying will be history in schools.”

Learner D: “If they learn to trust each other, they will not bully each other.”

Learner E: “I think they will teach each other that bullying is not good.”

Learner F: “I think such values will make learners to be kind and to trust each other, so bullying will not occur in school anymore. I think it does.”

Most learners mentioned that involving parents is a good strategy to address bullying. They said issues of bullying are discussed with parents during parent meetings.

Learner C: “Parents and police officers must also be involved.”

Learner E: “I think parents must be involved, bullies must be expelled from school.”

Learner I: “I think parents must also be involved.”

Learner N: “I think parents must come to school every day, and schools must have good rules. The principal must call the police and involve the parents of learners who bully other learners.”

The above responses from learners revealed that working with different stakeholders addresses bullying problems in schools since ideas will come from different people.**4.4.7. SUMMARY OF PRINCIPALS, TEACHERS AND LEARNERS’ THEMES**

Themes: Principals	Themes: Teachers	Themes: Learners	Themes: Teachers, Principals and Learners
Being violent is understood as bullying in all schools. 	Bullying is understood as power struggle in schools. 	Physical force is understood as bullying in secondary schools 	Theme 1. Being violent, power struggle, physical force. Learners: Combined under theme 1
Violence, large classes. Lack of role models and lack of resources are causing bullying in all schools. 	Lack of resources and violence causes bullying in schools. 	Violence, substance abuse, lack of role models and lack of resources cause bullying in all schools. 	Theme 2. Violence, lack of resources, lack of role models, large classes and drug abuse Combined under theme 2

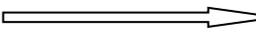
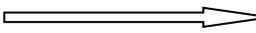
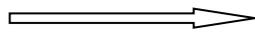
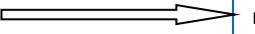
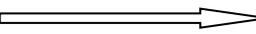
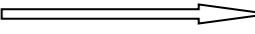
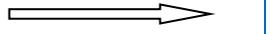
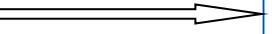
<p>Low self- esteem and low academic achievements are effects of bullying in all schools.</p> 	<p>Low academic achievements and absenteeism are effects of bullying in all schools.</p> 	<p>Poor academic performance and absenteeism are effects of bullying in all schools.</p> 	<p>Theme 3. Low academic performance, absenteeism and low self- esteem — effects of bullying in schools</p> <p>Combined under theme 3</p>
<p>'Gangsterism' and peer influence are general patterns of various forms of bullying all schools.</p> 	<p>Peer influence is a general pattern of various forms of bullying in schools.</p> 	<p>Peer influence and 'gangsterism' are general patterns of bullying in schools.</p> 	<p>Theme 4.Peer influence and 'gangsterism' as general patterns of bullying in schools</p> <p>Combined under theme4</p>
<p>Different forms of bullying are practiced in all schools.</p> 	<p>Various forms of bullying are exercised in all the schools.</p> 	<p>Learners are exercising different types of bullying in all schools.</p> 	<p>Theme 5. Various forms of bullying are practiced in schools</p> <p>Combined under theme 5</p>
<p>Working with different stakeholders addresses bullying in all schools.</p> 	<p>Various strategies are used to stop bullying in all schools.</p> 	<p>Different strategies are used in all schools to address bullying.</p> 	<p>Theme 6. Working with different strategies help to address bullying</p> <p>Combined under theme 6</p>

Table 2: Summary of Principals, Teachers and Learners' Themes

4.7. SUMMARY

Participants showed in-depth understanding of bullying, its causes, effects, types, general patterns and strategies to address it in schools. Responses from participants indicated their understanding of bullying as punching, stealing, teasing, swearing, threatening, disrespecting others and discriminating others. Views from participants also underlined the lack of role models, resources, violence and substance abuse explains bullying in schools. It was indicated that peer influence and 'gangsterism' are general patterns of bullying. Responses showed that low academic performance and absenteeism are effects of bullying. Emotional bullying, physical bullying, verbal bullying, cyber-bullying, racial bullying were highlighted as forms of bullying in schools. Working with stakeholders can address bullying in schools. It can be concluded that bullying is understood from a sociological perspective rather than from the medical model.

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION

The previous chapter focused on analysis of data collected from nine teachers, eighteen learners and three principals aimed at investigating how bullying is understood in schools, its manifestations and how-to eradicate it based on the bio-ecological theory. This chapter focuses on discussion of the findings. The researcher compared participants' responses in relation to the main research question: how is bullying understood in schools in Johannesburg. Findings on the causes, effects, general patterns of bullying and strategies to mitigate bullying are discussed in the context of the review of the literature in Chapter Two. Below the study discusses the findings based on the themes in *Table 2*.

5.2. DISCUSSION OF FINDINGS

5.2.1. Theme 1. Being violent, Power struggle and use of physical force

Findings in this study indicated that being violent was defined as bullying by teachers, learners and principals. In support of this finding, Ross (2002) and Dillon (2012) define bullying as any kind of violent behaviour which is faced by teachers in schools all globally today. The findings also showed that bullying as a violent behaviour refers to cases where one does not want to socialise, share or interact with other learners. In a school context, a learner who is selfish, does not want to play with others, is rude and always withdrawn practices bullying. It seems that an anti-social person shows behaviour that is unpredictable either positive or negative to other people (Ricky, 2001, Miller & Lowen, 2012). This might imply that one who does not socialise with other learners may become violent and arrogant when other learners try to socialise with him or her.

The findings showed that bullying is understood as being violent when learners open websites to text bullying messages to other learners or take photos of other learners and post them on various social media networks with the intention of humiliating their

victims. Findings showed that learners take photos of the laziest boy or girl in the school, or the ugliest boy or girl in the school and post them on social media. Roland (2009), Katz (2012) and Dillon (2012) found out that a new form of bullying, namely cyber-bullying has emerged. Furlong et al., (2010) states that learners open websites, text bullying messages, take photos of other learners and post them on social media. This might mean that learners who do not follow school rules and regulations become violent and start texting bullying messages to other learners, verbally and physically bully each other.

Findings in this research also indicated that bullying is understood by the three participating groups as a situation whereby learners use physical force to harm each other. Learners who are engaged in punching, kicking, slapping, smacking or making other learners carry other learners' bags use physical force to hurt them. This is supported by Sanders & Gary (2004) who argue that bullying is a form of abuse of power by one person over another. Thus pushing, kicking, punching, biting or stealing from other learners are characteristics of the use of physical force over other learners (Shariff, 2009; Berlinger & Glass, 2014). Berlinger and Glass (2014) further stress that bullying is understood as a form of struggle for power between two people or two groups of people with the intention of causing harm.

Findings from the three participant groups also showed that bullying is understood as power struggle among learners. Learners who quarrel at school, tease, swear, call other learners names, use vulgar words to other learners, intimidate or threaten other learners are in effect using their power to harm other learners. This will in turn affect other learners emotionally, socially and academically and school results will also drop. Debarbieux et al. (2003) reported that bullying is a violent behaviour by one learner to another, intended to hurt emotionally or physically.

There are similarities in the findings from the three participant groups regarding their understanding of bullying as a form of power struggle, the use of physical force and being violent. These bullying behaviours are experienced by participants such as teachers, learners and principals in schools on daily basis.

As a researcher and a teacher who also experiences bullying problems, bullying would be further understood as not following school rules. This will include learners who are

disruptive in class and defy authority, learners who do not greet teachers and who do not greet each other at school, learners who come to school late, without uniform, make noise, lie, litter the school yard and show other deviant behaviour that contravene the expected behaviour at school.

5.2.2. Theme 2. Violence, lack of role models, large classes and drug abuse

Findings in this study showed that, bullying in schools has many causes resulting from the interaction of different people at various organs of society. This is in line with the bio-ecological theory which is made up of interacting systems: micro- system, meso-system, exo-system, macro and chrono-system.

Findings showed that if children are exposed to different forms of violence in the community, they may become violent at school because they imitate what happens in the community. Findings also showed that what occurs at school among learners reflects a holistic picture of what is actually happening in the larger community. Violence in the community in form of destroying property, vandalising shops, beating other people or teasing are behaviour that children may imitate and bring to school in form of bullying. Fried and Sosland (2011) observe that violence in society partly explains the extent of bullying behaviour in schools. Miller and Lowen (2012) further posit that violence in society has an impact on how learners behave at school. In addition, Mwamwenda (2004) states that bullying among learners might paint a real picture of what is happening in the community. Rigby (2007) claims that whatever happens in various interacting systems of society affects how learners display their behaviour at school. This means that if the community is peaceful, learners will also be well behaved at school. Findings indicated that violence in communities such as fighting, stealing, mugging, stabbing using knives or shooting using guns gives learners a chance to copy and reproduce the same violent bullying behaviour at meso-system of society such as schools. Dupper (2013) and Rosen (2005) in support of the above views, highlight that when learners come from communities that are violent with behaviour such as killing, stealing, mugging raping or destroying property, this may affect the learners' behaviour since they may imitate and transfer such behaviour to school.

Findings showed that, learners who come from specific violent suburbs such as Soweto and Hillbrow are also understood as being violent at school because there is a high level of violence in these places. It is just possible that such behaviour is imitated by learners. Mwamwenda (1995) agrees that society must bear its share of blame for the proliferation of the bullying behaviour, for what happens at school reflects what happens in the community. Porteus et al. (2001) agree that violence in the community and at home models bullying behaviour at school. Rosen (2005) claimed that violent behaviour learned at home and in the community is hard to modify at organisations like schools.

Findings showed that violence at home makes learners to exercise bullying at school. If learners come from families where they are beaten, kicked or verbally bullied on daily basis by parents, they also imitate the same bullying behaviour at school as this seems to be acceptable behaviour. Accordingly, Miller and Lowen (2012) posit that most bullies may come from homes where they are exposed to all forms of bullying. In addition, Dupper (2010) observe that bullying at family level by parents or by guardians or by any other adult to a child could be imitated by children and reproduced at school. If parents are bullies or are always fighting at home, children will copy the same bullying behaviour and transfer it to schools where they will also bully other learners. Greene (2006) and Ricky (2001) agree that learners are exposed to bullying at home are also likely to be bullies at school.

All the participants indicated that violence portrayed in the media: both electronic media and print media explains bullying behaviour at school. Findings showed that, violent games like wrestling or programmes showing naked pictures of both male and female body may contribute to the bullying behaviour at school. Katz (2012), Sanders and Gary (2004) and Dupper (2013) agree that music played on television, radio and video games are also always full of violence that children imitate and reproduce at school.

Findings also showed that violent movies, television and negative news reporting makes learners to imitate violent bullying behaviour and reproduce it at school. In support of this finding, Furlong et al. (2010) reported that violent movies screened on television and swear words in the media have exposed children to various types of bullying behaviours. Although the literature agrees with the above findings that

violence in the community or home and media might explain the bullying behaviour among learners, there is no evidence to show how media technology models good behaviour to learners. In my view the family, community and media can also model good behaviour to result in well-disciplined learners, but to do so implies there be good role models in the community for learners to emulate.

Findings also showed that learners imitate violent behaviour from television, internet or what they read in newspapers. Though violence in the media can contribute to bullying in schools, literature and findings are silent on how the media can be used as a means to stop violence at home, school and community. This might be the case because the media is understood as not playing a bigger role in disseminating information to the people regarding causes, effects, types and peaceful strategies to address bullying in schools.

Findings indicated that exposing learners to violent video games expose learners to various forms of violent bullying behaviours. If they watch violent video games like boxing, they are likely to imitate the same violent behaviour at school. Thus, playing and watching violent video games increases bullying behaviour among learners at home and school (Theo, 2002). The incident at Columbine High School massacre in Colorado in which two learners who had been bullied by teachers and other learners for twelve years had to kill one teacher and twelve learners and commit suicide afterwards after watching violent video games testifies to the fact that watching violent video games explains bullying in schools (Slovak, 2009).

Findings also revealed that teachers who come to school ill-prepared to teach, ill-dressed, arrive late, beat learners in front of other learners, swear, tease and use vulgar words in front of other learners and fail to teach are a source of various types of bullying behaviour among learners in schools. Charles (2002) agrees that some teachers may come to class without preparation for lessons, they come for lessons under the influence of alcohol, not well dressed and they lose moral value of respect from learners. This means that some teachers are not role models. Thus, it can be said that learners do not show respect to teachers who are bad role models (Underwood & Rozen, 2011). This also supports the research finding that blames teachers for being the hub of bullying behaviour in schools through the way they present themselves to the learners. In addition, Mwamwenda (1995) argued that

teachers who belittle, threaten and humiliate learners in front of other learners fail to create a good relationship between learners and themselves. Learners will copy the same bullying behaviour to other learners. Debarbieux et al. (2003) state that teachers who display bullying behaviour to learners, contribute to an increase of bullying behaviour and create bad relationship between themselves and learners and this disrupts teaching and learning in all schools. This accords with the finding indicating that teachers who fail to be good role models to learners feed the bullying behaviour and help it to grow. Teachers can also be a source of good behaviour to learners, if they display good and exemplary behaviour. Literature is also scarce on ways in which teachers can model good behaviour to learners.

Findings from participants showed that, lack of role modelling by parents at home, adults in the community and lack of role modelling in the media causes bullying in schools. If there are no rules at home, no adult supervision and no good relationship between adults and children, children will transfer such behaviour to school. So, circumstances at home and society may result in bullying behaviour among learners at school, as they transfer and imitate what is happening at home — the meso-system of society (Dupper, 2010). Mwamwenda (1995) observes that children who are not loved and adequately cared for by parents and caregivers are likely to engage in various forms of bullying behaviour at school through defying authority. Learners who are always thinking about difficulties at home are likely to engage in different types of bullying behaviour at school (Rosen, 2005). In addition, children who are brought up in a society or family where no one takes care of them and show them no love become emotionally, socially or spiritually affected and they are likely to engage in various types of bullying behaviour at school (Ricky, 2001).

Findings indicated that, parents who fight and quarrel in the presence of learners are not good role models, as children copy and transfer the same bullying behaviour to schools. Fried and Sosland (2011) found out that the main cause of bullying seems to be continuous incidents of physical, verbal or emotional abuse of children by parents, alcohol and drug abuse by adults at home. This means that, if learners are physically, verbally or sexually bullied at home, school or in the community by adults, the lack of modelling good behaviour may explain bullying behaviour at school (Theo, 2002).

Findings also showed that parents who do not interact well with their children are not good role models to children. Children may imitate and transfer the same anti-social behaviour to school. Thus, poor socialisation or interaction between parents and children also plays a role in modelling of bullying behaviour among children (Singer, 2011). For instance, good socialisation between adults and children acts as a yardstick for a child's good relationship with other learners at school (Barker, 2001). It means that a child with poor interaction with parents is likely to have bad interaction with other learners at school, whereas a child with good interaction with adults at home will also socialise well with other learners at school.

Findings also showed that parents who do not check what their children are doing are not good role models as children will engage in various types of bullying behaviours such as stealing, fighting, abusing drugs and alcohol or even smoking cigarettes. Thus, Bullying incidents tend to be exercised mostly when adults are unaware of what their children are doing in the absence of parents (Bennet, 2001).

Findings showed that employed parents and caregivers who spend most of their time at work and who leave children unsupervised most of the time, give children the opportunity to engage in various bullying activities (Ricky, 2001). If children are well supervised, good behaviour can be modelled and if children are left unsupervised chances are that, bullying incidents will increase in all schools.

Findings also showed that parents with marital problems who are always fighting and are violent, model this behaviour to their children who may imitate and transfer this behaviour to school. Thus, bullying can result from family situations of troubled relationships or marital conflicts among parents and family members (Dellasega & Nixon, 2003; Beane, 1999; Katz, 2012).

Findings also indicated that parents who beat their children as a way of disciplining them at home also teach children to use the same violent bullying behaviour at school when they are wronged by other learners. Mwamwenda (2004) says that abusive methods of disciplining children by adults at home model bullying behaviour at school among learners. When learners are not provided with all resources such as food, money, books, pencils, pens or sporting equipment by adults at home, they are likely to engage in bullying behaviour at school (Madaba, 2001).

So, the bio-ecological theory is relevant in this research, because it explains how the family as a micro-system can model bullying behaviour. Thus, where bullying would be seen as being coming from home, solutions would also focus at home and other interacting systems, which may explain causes of bullying in schools. There is scarcity of data from findings and literature on how good role models can be used to address bullying behaviour in schools. It can be concluded that learners can behave well if adults are good role models and display good behaviour that can be copied and transferred to school by learners.

Research findings also showed that lack of resources at home leads to learners engaging in bullying behaviour at school. Ricky (2001) observes that the lack of basic necessities such as food, money and in some cases shelter causes learners to bully each other at school. This being the situation for most learners in poor and under-resourced schools in South Africa, it is not surprising that bullying is common. However, the researcher's experience as a teacher is however different from what literature and findings say. There are learners who do not engage in bullying activities at school, even though they come from families which are poor and where they are not provided with adequate resources.

Findings in this research showed that the lack of resources at school also triggers bullying behaviour among learners. If there are insufficient tables, desks, chairs, books or teachers, learners will take this as an excuse to bully each other. They will tease, swear and tear books or even breaking few desks in classroom as well as fighting thereby disrupting teaching and learning. Thus, schools with few classrooms, poor teaching and library resources and inadequate skilled teachers will find it difficult to assist learners to fulfil their aims and to maintain discipline in schools (Rosen, 2005; Mwamwenda, 2004).

Though scarcity of resources plays a role in bullying in schools according to participants and literature, there is silence from both sides on how bullying behaviour can be avoided even if resources are inadequate. What the researcher has seen is that in some instances learners remain well-disciplined even though there are not enough resources. The human spirit through cooperation can bring out its best side even in difficult circumstances.

Findings in this research also indicated that a high learner to teacher ratio leads to various types of bullying behaviour in schools. If there are too many learners in class, teachers find it difficult to maintain discipline in large classes. Learners take advantage of too many learners in a class to engage in various types of bullying activities such as swearing, using vulgar words, kicking and slapping other learners knowing that teachers will not be able to see them. In support of the above view, Mwamwenda (2004) agrees that when classes are overcrowded, it is a challenge for teachers to control learners. This makes classrooms a playground for all types of verbal, social and physical bullying.

In addition, if classes are too big learners discriminate each other on cultural, language, nationality or tribal bases. Findings show that in large classes, learners from the same racial, tribal or cultural backgrounds group together and tease or swear at other learners from other backgrounds. Ricky (2001) says that racial and cultural differences have added an extra dimension to problems of home –school relationships. Learners, who speak different languages at the same inclusive school, might not understand each other culturally. There can be a lot of misinterpretations and misrepresentations that may impact negatively on each other hence fights. For example, learners from the Indian culture are expected to wear pieces of cloths on their heads, whilst the school may prohibit that. Sotho girls can sit on boys' legs whilst wearing miniskirts even in the school context. The researcher's experience as an educator also shows that differences in culture and language cause learners to misbehave. This arises from misunderstandings and misinterpretations of some of the behaviours that might be acceptable in various learners' cultural backgrounds.

Findings showed that drug abuse by learners, teachers and parents ignites bullying behaviour in schools. It was reported by participants that learners who abuse drugs end up engaging in various types of bullying behaviour such as swearing, teasing, mocking other learners, kicking, hitting, slapping, threatening and intimidating other learners during teaching and learning time. Findings indicated that in some instances learners secretly bring alcohol to school in their bags and drink it in toilets or playgrounds where they are not seen by teachers. Donald et al. (2006) reported that experimentation with drugs, alcohol and smoking cigarettes is a common habit among children and adolescents at home, school or community at large. Though

findings and research agree that drugs ignite bullying behaviour in schools, the researcher as a teacher disagrees that because learners abuse drugs, it does not follow they necessarily engage in bullying activities at school; in fact they can even perform far much better than those who do not abuse drugs.

All the three participant groups agreed that violence in the community, big classes, drug abuse, lack of role models and lack of resources as causes of various forms of bullying in schools, views that are supported by recent research. The consensus on these views may reflect how each participant group might have experienced the factors that trigger bullying in all schools. For example, teachers and principals may have had experienced how large classes, insufficient resources and lack of role models cause bullying problems in schools. Learners may also have experienced how violence they are exposed to violence in the media and in the community, home and video games lead them to bully each other at school.

However the researcher's experience as a teacher and parent views that big classes, violence, drug abuse and lack of role models may not necessarily explain all the bullying problems in schools. This is because learners may come from violent communities, families or being in large classes, yet they will still behave well. The media can also be a source for learners to behave well. If children are exposed to educational programmes, they will copy good behaviour they will transfer and reproduce at school.

5.2.3. Theme 3. Low academic performance, low self-esteem and absenteeism

This research shows that there are several effects that follow from bullying in schools; for example, low academic performance. If learners experience bullying problems, they do not concentrate on their school work. Inevitably, their academic performance deteriorates. This in turn affects the school pass rate when learners write public examinations. Ricky (2001) argues that bullying problems among learners negatively impact both bullies and the bullied. In this environment, it results in low academic performance among learners. This resonates with the reports from principals, teachers and learners: they observed that where learners are bullied by other learner, school academic performance is likely to be affected.

Findings also indicated that learners who are always hit, kicked, teased, discriminated, intimidated or threatened by other learners at school do not participate in school activities and this makes them to have low academic performance in all learning areas at school and schools will be labelled as schools of under achievers. In support of the above finding, Ricky (2001) reported that many learners are underachieving, repeating classes, becoming frustrated and dissatisfied with schoolwork because they are continuously bullied at school. Research findings in this study further indicate that academic performance of learners deteriorates, if they are mocked, have their photos taken and posted on social media by other learners on several occasions by other learners at school. They will not focus on their schoolwork; hence, a drop in their academic performance. There is a drop not only in motivation, concentration and general achievement, but also in sport and other extra-mural activities as a result of being bullied on regular basis by other learners at school (Donald et al., 2006).

Findings in this research also indicated that, if learners are bullied, one of the effects will be that they will not come to school on regular basis for fear of being continuously bullied by other learners at school. Thus, under these circumstances of being bullied on several occasions, school rapidly loses any positive value to the learners and truancy often increases (Donald et al., 2006). This indicates that, bullying has serious effects in terms of low academic performance among learners, school attendance and low school pass rate. Findings also show that low academic performance and absenteeism happen when teachers regularly bully learners verbally, physically or socially in front of other learners in class, such that learners fail to concentrate in class and feel that it is better to be absent from school or to be at school and bunk lessons in order to avoid continuous bullying from teachers. This is because if you are bullied by teachers who are supposed to be role models for good behaviour, one does not participate in school activities and end up just being absent from school for no apparent reason. This impacts negatively on academic performance of the learners and the school (Theo, 2002). Learners who bully other learners at school have low performance because they lose opportunities to be awarded bursaries and other important things like books and laptops from donors, although they may have the potential to get them. This will in turn affect their academic performance in situations where parents do not have enough money for fees and when resources are scarce at home and school (Greene, 2006).

Findings in this research also indicated that, continuous bullying of various forms at school among learners and between teachers and learners creates bad relationships among learners themselves and between teachers and learners. When this happens, it means that teaching and learning is affected and this affects learners' performance academically and they will absent themselves from school on regular basis. If relationships are strained, it means learners will not focus on schoolwork; hence they will have poor academic performance in all learning areas. This often leads to deterioration in family, peer group and school relationships and academically the learner is affected (Donald et al., 2006).

All the three participant groups agreed that absenteeism and low academic performance are effects of bullying in schools. This is because learners might have been exposed to bullying behaviours that leads them to be absent from school and to perform below expectation as a result of being bullied. Teachers and principals might also have seen learners who performed dismally due to continuous bullying behaviour at school and being absent from school because of being scared of regular bullying at school. Literature on bullying evidences that low academic performance and absenteeism are effects of bullying because of bullying at school. The researcher as a teacher also agrees that if learners have bullying problems, negative results are likely since due to absenteeism from school. In this case, learners will fail and educators will be blamed for learners' failure and for failing to maintain discipline among learners.

5.2.4. Theme 4. Peer influence and 'gangsterism' patterns of bullying

Findings from the three participant groups showed that learners in gangs influence each other to engage in various types of bullying such as hitting, kicking, stealing, teasing, swearing, throwing paper on the floor, tapping desks or demanding money from other learners as well as making other learners carry other learners' bags. Joubert (2010) observes that learners influence each other to threaten another learner or teacher with negative comments or any form of negative oral comment or hit, kick, spank or bite other learners at school during teaching and learning time. In addition, Dixon (2011) points to two learners who committed suicide after being continuously teased, kicked, slapped and taunted by other learners at school.

The three participant groups show that learners in gangs influence each other not to attend lessons and to loiter in corridors or even leave school premises without permission to go to restaurants to buy food or even cigarettes during teaching and learning time. Mwamwenda (1995) posit that, peer influence is thus a force that influences learners to be truant and abscond from other school activities and go for drinking and smoking sprees during school time. Hlangani (2009) mentions that in some cases learners may regularly leave school premises and go and drink in nearby taverns during school hours. That may suggest that there might be some element of peer influence as learners team up in gangs to engage in bullying activities outside school premises during teaching and learning time.

Findings showed that through peers influence some learners to involve in various types of bullying activities for them to be accepted in certain groups for protection purposes. Some learners involve themselves in bullying activities only to please their peers, whereas in the actual fact they do not want to engage in bullying activities. Thus, it is a general pattern that in most South African schools learners influence each other to engage in various types of bullying behaviour (Mwamwenda, 2004).

Findings in this research also show that learners influence each other to defy authority and to disobey teachers as they influence each other not to submit assignments or influence each other to make noise in class, so as to disrupt teaching and learning. Disobedient learners may carry dangerous weapons to school and engage in bullying activities (Pedhazur, 2005).

Findings indicated that learners influence each other to open websites specifically to bully other learners. They take photos of the ugliest or laziest boys or girls in the school and post them on social media or texting bullying messages to other learners to humiliate them and making them feel unworthy (Debarbieux et al., 2003).

Findings show that if learners have negative attitudes towards learning, they tend to engage in different bullying acts that disrupt teaching and learning. They tease each other, come to school late, making noise in class, throw litter on the floor and at other learners or use abusive language, so that they are excluded from class during learning time. Thus, learners are always on punishment for late school arrival, incomplete schoolwork, fighting and use of abusive language (Hoffman, 2006). In addition,

learners with negative attitudes towards learning may engage in bullying behaviour as a way of interrupting teaching and learning (Stiles, 2004).

Findings in this research show that gangs influence each other to bring bullying weapons to school, with an intention of threatening, intimidating or stabbing other learners when quarrels occur. In support of the above views, De Wet (2003) and Joubert (2010) mention that many township school boys form gangs and carry knives and guns to school. Bullying weapons brought to school by learners through peer influence, create an environment of fear among learners and teachers and an environment which is not conducive for teaching and learning in schools. Thus, schools could become unsafe places for teaching and learning, if learners form gangs and bring bullying weapons to engage in bullying activities (De Clerk & Rens, 2003; Miller & Lowen, 2012).

Findings in this study also indicated that learners influence each other to engage in love affairs at school. This at times leads girls to have unwanted and unplanned pregnancies that results in high school drop-out among female learners. Findings also indicate that learners at times even write and exchange love letters in class. At times learners fight as they accuse each other of taking their love partners. Information gathered also indicates that some learners are always in quarrels with other boys from the communities who come to their school gates waiting for their school girl-friends. Groups of unemployed youths and working adults loiter around school gates waiting to chat with female learners (Theo, 2002).

The three participant groups agreed that peer influence and 'gangsterism' are general patterns of various types of bullying in schools. This might be the case, because all the participants and scholars of bullying might have practically noticed and experienced various types of bullying in schools as a result of peer influence and 'gangsterism' among learners. However 'gangsterism' can be used to address bullying in schools. From the researcher's perspective, peer influence can be used to address bullying. For example, peer teaching can be used as a teaching strategy, where learners will be encouraged to influence other learners to refrain from bullying activities and concentrate on schoolwork. Peers and small gangs or groups of learners can also be used to address bullying problems through engaging them in bullying awareness campaigns at school or in the community, making them aware of bullying, effects of

bullying, causes, general patterns of bullying and ways of preventing bullying. Group learning can be used to address bullying, where peers will work together in debating or quiz activities and they will learn to respect each other and accept each other's views as such, bullying will be addressed.

The researcher's experience as a teacher also shows that peer influence has both positive and negative impact on how learners behave in schools. For example, learners may also be forced to behave well because their peers are also behaving well. It must be pointed out that learners can be well disciplined even if they are attached to bullying peers and gangs.

5.2.5. Theme 5. Various forms of bullying practiced in schools

Findings from participants indicated that there are various forms of bullying that are exercised in all schools by learners namely physical bullying, cyber-bullying, verbal bullying, emotional bullying, gender based bullying, teacher- learner bullying, learner to learner bullying, cultural bullying, sexual bullying and racial bullying.

Findings in this research show that physical bullying is a type of bullying exercised by learners in schools. Findings showed that physical bullying is when learners are violent, use power over other learners or physically bully other learners by hitting, kicking, pushing or making other learners carry other learners' bags. In support of the above views Katz (2012) mentions that physical bullying is any form of physical attack on an individual by a bully. Findings show that physical bullying involves kicking, pushing, stealing, demanding money or making other learners carry other learners' bags. This is also supported by researchers of bullying, Fried and Sosland (2011) highlight that physical bullying includes kicking, hitting, spanking, pushing or pinching, demanding money, taking someone's belongings or forcing someone to do something they do not want to do. Findings in this study also indicated that physical bullying includes vandalising books or writing nasty things on walls in the corridors and toilets as well as tapping desks, throwing litter on the floor in classrooms or in the playground, making marks on building walls, books, backpacks. Physical bullying involves strangling, poking, beating, stealing, initiating fights or forcing someone to fight another person, hair pulling as well as demanding *protection* fees (Ross, 2002; Joubert, 2008).

Knowing about physical bullying to this extent is important in that, the researcher could give wakeup call for victims of bullying, about the kind of friends they should choose, so that they could not fall victim to this type of bullying.

Findings showed that verbal bullying is another type of bullying practiced in schools. Data collected showed that verbal bullying is when learners tease, swear, threaten, intimidate each other or give each other names and use vulgar words to other learners in classrooms, corridors, playgrounds or canteens when teachers are not visible. Proper (2000) and Peterson (2003) defined verbal bullying as any form of verbal attack on an individual by another individual which includes taunting, humiliating, verbal threats, name-calling or swearing, threatening, embarrassing gestures, insulting or using derogative remarks.

Understanding verbal bullying in this context helps both victims and perpetrators of bullying to choose good friends to interact with and learn to use relevant language to avoid offending other learners.

Findings show that emotional or psychological bullying is another form of bullying being practiced in schools by learners. Emotional or psychological bullying is when learners threaten and intimidate each other to make other learners feel unworthy or inferior in class or at school. Most of the threats and intimidation are exercised verbally, when learners say to other learners “I will kick you if you do not give me money or if you do not go to that boy or girl and say stupid things.” Thus, psychological bullying is when someone makes someone feels bad about him or herself. It also involves spreading rumours, exclusion of a person using intimidation, using threatening gestures or making funny of somebody, so as to make him or herself feel inferior (Roland, 2009). An in-depth understanding of emotional bullying at this stage is vital as it encourages learners to be aware of its causes, consequences and how it can be addressed.

Findings in this study also indicate that cyber-bullying is a type of bullying practiced in schools. It is a recent online form of bullying which is supported by the use of computers, laptops, smart phones and internet networks. Katz (2012) says that cyber-bullying is repeated use of electronic devices to harm, harass, humiliate or threaten another person. Learners text bullying messages to each other using various social

networks such as WhatsApp or Twitter via smart phones or computer devices. Data collected also showed that learners open websites and take photos of other learners and post them on social media, so as to humiliate their victims. Dillon (2012) agrees that learners can bully each other by sending derogatory messages and pictures to their victims through cell phones and internet in an attempt to cause harm to their victims at school and other contexts of society.

In this study, findings indicate that sexual bullying is another type of bullying that is commonly practiced in schools. Findings from participants indicated that, sexual bullying is when learners use sexual coded language to other learners using fingers. Sexual bullying involves boys touching girls' private parts such as bumps or breasts without consent or pushing another boy so that his body rubs against a girl's body without a girl's consent. Rigby (2007) and Dupper (2010) say that sexual bullying is touching someone in an inappropriate place without that other person's permission. It includes use of sexual language using gestures. The findings and literature concurs on sexual bullying in this study.

Findings in this study also showed that racial bullying is another form of bullying in schools. Learners discriminate each other on racial basis. Findings indicated that learners are seen grouped according to their races such Africans on their own, Coloureds or Indians on their own. Findings indicated that, learners, tease, swear or even fight each other on racial basis.

In this study, findings also showed that teacher to learner bullying is another type of bullying this is common in schools. Teachers bully learners by teasing, swearing, excluding learners from class activities or beating learners for not complying with authority or for not completing assignments.

Research findings also showed that, gender based bullying is another type of bullying being practiced in schools by learners. Gender based bullying is when boys bully girls or when girls bully boys through teasing, swearing, kicking or kicking them. Gender based bullying is when people are excluded from participating in certain sporting activities because they are male or female (Theo, 2002).

Cultural bullying is a form of bullying being in schools. Data collected from the three participant groups showed that learners discriminate each other on cultural basis.

Learners from different cultural backgrounds are seen grouped on their own. They may threaten, intimidate and swear at learners from other cultural groups in school.

Findings and research differ on rational bullying. Literature show that there is rational bullying according to Miller and Lowen (2012) is aimed at victims and friendships through spreading rumour; it takes place among girls. Research is silent about rational bullying because it might not be commonly practiced in schools. The researcher as a teacher had seen all the types of bullying revealed in findings and literature being exercised in schools by learners.

The types of bullying explained by previous scholars and research findings help understand the types of bullying that are happening in the specific schools and what could be causing them, their general patterns, effects and ways of addressing them from a bio- ecological perspective.

5.2.6. Theme 6. Working with different stakeholders addresses bullying

Data collected from participants indicated that working with different stakeholders help to address bullying problems in schools to address bullying problems in schools. Parents are invited at school during parent meetings where bullying problems are discussed together with teachers and principals. Parents are also called for disciplinary hearings for their children when solutions to stop bullying are discussed by the school community.

Findings also indicated that working with different organisations help to stop bullying in schools. Schools are open systems that are in continuous interaction with other systems of society including local and broader communities and a social system as a whole (Donald et al., 2006). Participants mentioned organisations such as South African Police Services, S.E.N.C.A, Love Life, Community Based Youth Based Centre and Night Watchers as being helpful in trying to stop various forms of bullying in schools. Findings also indicated that working with churches addresses bullying in schools. Pastors are invited to schools to teach learners about moral values such as respect, trustworthiness or compassion, so that they learn to view each other as brother and sister and as such bullying will be addressed. Pastors are invited to teach learners about moral values via assembly points and teachers also teach about moral values via Life Orientation lessons. Concurring with the findings above, Olweus (1993)

mentioned that the whole school approach could be an effective method of dealing with bullying because like the bio-ecological theory, it targets all interacting systems in society and all stakeholders in education (parents, education officers, teachers, policy, human rights organisations and social workers) because intervention programmes are only successful when the whole society is involved.

Findings from participants also showed that working with different professionals such as social workers, counsellors and psychologists is also another good strategy to address bullying in schools as these professionals will provide counselling to victims and perpetrators of bullying at school in terms of behaviour modification. External systems that work collaboratively with schools include religious organisations, public health, public welfare, public safety, government agencies, the private sector, public welfare as well as environmental specialists and all other role players who have an important role to play in the wellbeing, physical, social, emotional, spiritual and health capacity of learners to be safe at learning institutions (Donald et al., 2006).

Participants also mentioned that installing suggestion boxes and cameras in schools are also nice ways of addressing bullying, as suggestion boxes allow learners to report all forms of bullying anonymously and with cameras it will be easier to play video clips of bullying incidents at school and bullies will be identified easily. Though there are similarities in findings from the three participant groups in this research regarding strategies to stop bullying, there were slight differences. The learners mentioned that there is need to use cameras and suggestion boxes. This is because they might feel that it will be easier to track perpetrators by replaying video clips of the camera in the presence of all learners and members of staff. There is also agreement between literature and findings that involving different stakeholders as an effective method to curb bullying in school as causes, effects and general patterns of bullying seem to be from an environmental perspective rather than from a medical model. On the other hand, literature also differed with findings in that it included non-punitive sanctions such as no Blame, Pikas methods and Positive Behaviour Support as methods that can be used to address bullying in schools (Mwamwenda, 2004). This might be the case, because scholars might view bullying from a medical model perspective, whilst participants perceived it from an environmental perspective. Involving various stakeholders is a holistic and effective method of addressing all forms of bullying in

schools since bullying, its causes, types, effects and general patterns seems to be coming from the learners' social contexts rather than from the learners themselves. From the discussion above, it can be concluded that literature supports the research findings in this study. But the researcher as a teacher, seem to differ on some of the views by the participants and from the literature reviewed.

5.3. WELLNESS AND BIO-ECOLOGICAL THEORIES: IMPLICATIONS

5.3.1. Wellness theory: How it can address bullying.

It can be concluded by the researcher that findings in this study suggest the use of the wellness theory that encourages the involvement of all stakeholders to work together in trying to understand bullying, its causes, effects, general patterns, types and effective strategies to curb bullying in all-inclusive secondary schools for effective teaching and learning to be enhanced. Thus, emotional wellness, social wellness, spiritual wellness, environmental wellness, intellectual wellness and physical wellness helped the researcher to unpack his understanding of bullying, its causes, effects, types, general patterns and ways to address it in schools.

5.3.1.1. Social wellness: How it addresses bullying

Social wellness is the ability to interact and socialise with all people in society without any form of discrimination (Anspaugh et al., 1997). Findings in this study show that the involvement of various organisations such as S.E.N.CA, Love Life, South African Police Services, Community Based Youth Centres, help to address bullying problems in schools as these organisations will teach learners' ways of solving problems peacefully and this promote their social wellness.

It can also be concluded that good role modelling by parents, teachers and community leaders help to eradicate all types of bullying in schools. If parents, community leaders and teachers interact well with learners and teach them Ubuntu, learners will copy the same behaviour and their social wellness is promoted and they will not bully each other. Community leaders can teach learners the concept of Ubuntu to children at small community gatherings or at parent meetings at school.

5.3. 1.2. Spiritual wellness: How it can address bullying

Spiritual wellness refers to an ability to promote peace in society (Els & Rey, 2006). Findings indicated that if schools work together with churches, bullying will be curbed in all schools. If pastors are invited to schools to teach learners about moral values of respect, love, compassion or trustworthiness via assembly points, learners' spiritual wellness will be promoted. They will learn to respect each other as brother and sister and learn to live with each other peacefully and solve bullying problems without violence. In this context, bullying will be eradicated in schools.

5.3.1.3. Emotional wellness: How it addresses bullying

Emotional wellness refers to an individual's ability to control his or her feelings (Els & Rey, 2006). Findings indicated that if teachers and principals work collaboratively with other professionals such as social workers, psychologists, counsellors or specialist teachers from the department of education, bullying will be addressed in schools. Victims and perpetrators of bullying who are always depressed, withdrawn or always feel unworthy will be referred to social workers, counsellors or psychologists for counselling or for behavioural modification sessions (Els & Rey, 2006). Social workers, counsellors and psychologists will go to schools to teach learners about their rights and ways solving bullying problems without violence, so learners' emotional wellness will be promoted and they will no bully each other.

5.3.1.4. Environmental wellness: How it can address bullying

Environmental wellness is about the interaction between human beings and their surroundings (Els & Rey, 2006). Findings in this study showed that all types of bullying are addressed in schools if learners come from communities and families where there is no violence, their environmental wellness is promoted as they copy and imitate the same peaceful behaviour to institutions like schools. Findings also indicated that learners' environmental wellness is affected if learners come from communities marred with violence as they copy the same violent behaviour and influence each other to engage in all types of bullying behaviour at school.

5.3.1.5. Physical wellness: How it addresses bullying

Physical wellness involves self-help, care skills and health and it focuses on an individual's capacity to involve him or herself in activities that promote one's health (Els & Rey, 2006). It can be concluded from findings in this research that, bullying is addressed if learners refrain from taking drugs, alcohol or smoking cigarettes. On the other hand, if learners are provided with adequate resources such as books, food, furniture or money, their physical wellness is promoted and they will not engage in any form of bullying at home, school or at any other organ of society.

5.3.1.6. Intellectual wellness: How it can address bullying

Some scholars understand intellectual wellness as an individual's ability to learn and use his or her new information effectively (Manning et al., 1994). The research established that types of bullying could be ignited by learners with low intellectual abilities. It can also be concluded from findings that various types of bullying can be stopped if learners have high intellectual abilities to address bullying.

5.3.2. Bio-ecological theory: How it can address bullying

The research found out that findings in this study lead to the development of a bio-ecological theory that encourages the involvement of all stakeholders to work together in trying to understand bullying, its causes, effects, general patterns, types and effective strategies to curb bullying in all schools for effective teaching and learning to be enhanced. Thus, micro-system, the meso- system, the exo-system, the macro-system and the chrono-system helped the researcher to understand bullying and how to address it in schools.

5.3.2.1. Micro-system: How it can address bullying

The micro-system is the first category — family. It includes parents, siblings, peers and members of the extended family (Englander, 2013). It is a system in which children are closely involved in proximal interactions with the family, that is, mother, father, grandfather, grandmother and other extended family members (Donald et al., 2006). Research findings show that if family members such as father, mother, aunts, grandmothers, grandfathers and children work together, bullying problems will not occur. Research findings show that if all family members persuade each other to

become good role models to their children, children will copy and transfer the same good behaviour to other organs of society and bullying will be eradicated. Thus, good parental role modelling is important as children will copy good behaviour and transfer it to other organs of society including schools (Liasidou, 2012). Findings also show that bullying is addressed in schools if parents and school work together to stop bullying problems among learners. Bullying problems are better discussed when all stakeholders are involved: teachers and parents when parents. It means that good relationship between parents and school helps to address bullying in schools (Donald et al., 2006). Research also indicates that if family works collaboratively with other organisations such as churches, bullying will be a thing of the past. Pastors will teach children moral values of respect, trustworthiness, and compassion, children will learn to treat each other with respect at home and other institutions such as schools (Landsburg et al., 2005). Research findings also indicated that good parenting styles or child rearing habits eradicate bullying behaviour among children. Children from families where they are brought up well, with all resources provided and moral values being taught also become good role models to other learners (Olweus, 1993). Findings show that good interactions among family members can be used as a strategy to address bullying problems among children in schools. If children are exposed to good socialisation and interactions among family members such as grandfathers, grandmothers, uncles, nieces, nephews, fathers and mothers without any form of discrimination, they will copy and transfer the same behaviour to other institutions like schools (Slater & Bremner, 2003). Research findings and literature agree that adequate provision of resources, good interaction among family members, working with the school and the church help to eradicate bullying among learners in schools. The researcher as a parent and teacher would also agree with the above views but would also say that some learners will also still be having bullying problems even if they are from families where there are good role models, adequate provision of resources and good socialisation among family members.

In micro-system the conception of bullying also depends on the socio-economic status of families. Middle income families for example, might view bullying in negative terms while in low socio-economic status families might be viewed as a natural way of growing up (Henn e t al., 2009).

5.2.2.2. Meso-system: How it can address bullying

The second system is meso-system. This system is made up of the school and home and the way the two interact with each other, may develop a positive or negative relationship (Donald et al., 2006). Whatever happens at school or within the peer group might have an influence on what will happen at home and vice–visa (Nind et al., 2003). Research findings show that small classes, adequate provision of resources and clear school rules help to address bullying in schools. If teacher-pupil ratio is small, it helps teachers to be able to notice any type of bullying among learners and address it immediately. Also if resources are adequate and rules are clear to learners, chances are that bullying will not occur (Hick et al., 2009).

Findings in this study also showed that teachers who are good role models serve as effective strategies to eradicate bullying in schools as learners copy and transfer the same behaviour to other organs like home. Learners imitate teachers who are respectful, trustworthy and reliable as well as those who come to school punctually, well dressed and well prepared for lessons (Mwamwenda, 2004). Findings in this study indicated that, bullying problems are addressed in schools, if schools work collaboratively with parents. Thus, school authorities must invite parents to school for parent meetings and also discuss how to solve bullying problems among learners in schools. Schools can also call parents for disciplinary hearing for their children and together discuss ways of addressing all types of bullying in schools. Thus, good relationship between the school and parents addresses bullying problems in schools (Mwamwenda, 1995). If the school works together with other stakeholders such as Love Life, South African Police Services, S.E.N.C.A, Community Youth Based Centres as well as professionals such as counsellors, social workers, psychologists and pastors, these organisations and professionals will teach learners about causes, types, effects and strategies to address bullying without violence. It means that the school's collaboration with other stakeholders assists to address all types of bullying in schools (Katz, 2012). Collaboration with other stakeholders is important because bullying comes from the learners' social context and as such strategies must also come from the social context of learners. Therefore schools can play a role in addressing bullying through working with all other stakeholders in education as the social context of the learner is targeted instead of the learner him or herself.

5.3.2.3. *Exo- system and how it can be used to address bullying in all schools*

The exo-system is the third category of the bio-ecological theory (Bronfenbrenner, 1979). It concerns the larger community, including the extended family (Frederick & Clive, 2002). It also includes other services in the community as health services or workplaces which do not have direct influence on the child's development, but indirectly impact on it (Ismail, 2006). The way in which adults are treated at work may have an impact on how bullying behaviour is modelled at home, school or community (Tilstone et al., 1998). Research findings indicated that if parents, caregivers and guardians are well treated at their workplaces, they will also treat their children well at home and children will transfer the same good treatment to other organs of society such as schools. If parents are well treated at work, they also to treat their children in the same way at home (Liasdou, 2012) and children will also treat their classmates and schoolmates in the same way at school (Nutbrown & Clough, 2006). There is agreement between literature and findings that good treatment of parents at work help to address bullying in schools. This is so, because parents will transfer good treatment at work to their children who will also transfer the same good treatment to organs such as schools as they interact with other learners. However, the researcher as a worker also agrees with literature and findings that good treatment at work helps to address all types of bullying because parents will teach their children good ways of treating other children when they are provoked.

5.3.2.4. *Macro-system: How it can address bullying in all schools*

The macro-system involves the larger society which does not interact with the child directly but has an impact on other systems and consequently impacts on the child's development (Bronfenbrenner, 1992). The macro-system has to do with politics, social values, attitudes, culture and the economy within which the child exists (Landsburg et al., 2005).

Findings showed that understanding different cultures of other learners in inclusive schools helps to address bullying in schools. Research findings indicated that, if learners understand each other's culture, bullying problems will be addressed because they will learn to interact and socialise with each other without any form of discrimination. Cultural differences among learners in the context of school or society

play a role in modelling good behaviour because, what will be viewed as normal behaviour in one culture will be perceived as an acceptable behaviour in another culture (Peterson, 2003). The researcher also agrees with literature and findings that understanding each other's culture helps to eradicate bullying in schools as learners will learn to respect each other as they will know what is acceptable and what is not acceptable in other learners' cultures.

5.3.2.5. The Chrono-system: How it can address bullying

The chrono-system is the interaction that takes place in all systems and the structures within systems, to make up the socio-historical or socio-cultural context of the child as a whole, the whole influence of the child (Cooper & Upton, 1990). Findings indicate that adequate provision of resources, good supervision, good socialisation and interaction, clear rules, good treatment and understanding each other's culture as well as working collaboratively with all stakeholders at each level of the bio-ecological model's five systems help to address bullying in all schools among learners. For instance, if adults treat children well at home or society, they will also imitate the same behaviour at school. Thus, children imitate good behaviour copied from home, school or other parts of society (Bronfenbrenner, 1992). Literature and findings agreed that collaboration with all stakeholders at each system of bio- ecological theory addresses bullying behaviour in schools because learners will copy and reproduce the same good behaviour to other places of society including schools. The researcher also agrees with literature and findings that working with all stakeholders assist to eradicate bullying in schools as new and effective strategies will come from different people.

Thus, it can be concluded that the bio-ecological theory helps in designing effective interventions from a social perspective of learners (Rigby, 2002). The interaction of systems with each other shows how good behaviour can be modelled to learners.

5.4. STRENGTHS OF THE STUDY

The researcher had a feeling that it was good to have two methods of collecting data from participants as a large quantity of qualitative data was collected from teacher, principal and learner participants. There was a high level of interaction among learners themselves and between learner participants and the researcher during focus group discussions. Learners argued on their own and shared a lot of ideas regarding how

bullying is understood in schools, its causes, effects, types, general patterns and strategies to eliminate it from schools by targeting the social contexts of learners. The level of interaction and sharing of data during focus group interviews with learners was higher than when having semi-structured interviews with teachers and principals because learners were highly motivated to give their views regarding bullying in schools in a group context.

This research show that teacher, learner and principal participants had some views that needed to be discussed as to give in-depth understanding of bullying in schools in relation to its causes, effects, types, general patterns and ways of addressing it, so as to create conducive teaching and learning environments in schools.

Teachers, learners and principals were all very supportive to have this bullying study being conducted at their respective schools because they thought that findings will help them to come up with strategies to address bullying in schools.

Participants were free to disclose information about their understanding of bullying, its causes, effects, types, general patterns and ways of eradicating it from schools. Responses from all participants were almost similar.

5.5. CONCLUSION

This research set out to investigate and understand how bullying is understood in schools and review literature on how bullying is perceived by different scholars of bullying. It also investigated possible causes, possible effects and general patterns, types and ways of addressing bullying in schools through interviewing learner, teacher and principal participants. This helped the study to give possible and practical interventions to bullying problems in schools. Sub research questions were structured from the main research question. Nine teachers, eighteen learners and three principals were interviewed in this research. Thus, a total of thirty participants participated in this study. The participants participated in the study through voluntary invitation after being made aware of the aims, time constraints and confidentiality assurance for participating in the study by the researcher. They were interviewed in their schools after school hours, so that their school activities were not affected. Learners were interviewed in groups and the teachers and the principals were interviewed individually. Each interview session lasted for approximately one and half hours.

Informed consent forms and assent forms were given to participants who in turn read, signed and returned them to the researcher to show that they understand what was involved in the study and as proof of voluntary participation. Three secondary schools in Johannesburg North District were the research sites.

Qualitative research design was used in this study. The semi-structured interview method and focus group method were used as research instruments to collect data from participants. Open-ended questions were used and they enabled the researcher to collect accurate data as a result of the face to face interaction between the interviewer and the interviewees. The researcher requested for permission to carry out the research from the principals of the participating schools. Clearance letters were also given to the researcher by the University Ethics Committee and the Gauteng Department of Education and Johannesburg North District. The researcher wrote application letters to the principals of the participating schools who also in turn, responded by giving the researcher written letters of acceptance. Data collected was transcribed, interpreted and findings were discussed in light of the main research question, sub-research questions and literature reviewed in chapter two. Responses from the learner, teacher and principal participants were transcribed as they were said to help understand the problem of bullying in schools by stakeholders. The study sought to understand bullying in schools as understood in schools as well as its possible causes, effects, types, general patterns and ways to address it by focusing on the three groups of participants. This helped in an attempt to develop suitable interventions derived from the bio-ecological theory that targets the interacting systems in society rather than from the medical model that targets learners themselves. The research was underpinned and based on the bio-ecological theory and the wellness theory. These two theories helped to explain and bring into light how bullying is understood and ignited as a result of the interaction of different stakeholders at different levels of society. The research methodology was also underpinned by the interpretive paradigm which seeks to explain how meaning is driven from data collected from participants.

Some interesting findings were made in this study. Violence in the community, lack of role models, lack of resources, large classes, drug and alcohol abuse were found to be some of the possible causes of bullying in schools. Punching, pushing, kicking,

stealing, teasing, swearing, threatening, intimidating, use of vulgar words, texting bullying messages, taking other learners' photos and post them on social media, discriminating other learners and disrespecting other learners were understood as bullying by learner, teacher and principal participants. Deterioration of academic performance and absenteeism were also found to be some of the effects of bullying in schools. Peer influence and 'gangsterism' were found to be general patterns of bullying in schools. Learners were found to influence each other to abuse drug, steal, have lack of respect for teachers, not to submit assignments, come to school late, fight each other, smoke cigarettes or leave school premises without authority from teachers. Emotional bullying, verbal bullying, cyber-bullying, physical bullying, teacher learner bullying, teacher-learner bullying, cultural bullying, gender based bullying and social bullying were said to be some various types of bullying being exercised in schools by learners.

5.6. LIMITATIONS OF THE STUDY

Some learners were hesitant to say what they wanted to say during focus group interviews. Some of them remained quiet for some time before giving their views during focus group interviews. The researcher had a feeling that in those focus groups, there might be some learner participants who had bullied each other or had been victims of bullying to other learners who were in those focus group discussions, hence their fear to disclose information in the presence of their victims or bullies. During the first stages of the interview sessions, it was also a challenge to motivate participants to feel free to express their views regarding bullying, its causes, effects, types and general patterns and ways to eradicate it from schools, maybe it was because the interviewer was new to them and that they were to be recorded using a recording machine. However, as the interviews progressed, say after two to three questions, they were motivated to give their views freely. In some instances, when the researcher arrived at school for semi-structured interviews with principals, he was made aware that the principals had gone for meetings at the district or some teachers were absent and the researcher had to reschedule the interview dates and it was time consuming and expensive.

5.7. RECOMMENDATIONS

The following recommendations emanated from findings of the research as discussed. In light of the above conclusion, it is recommended that parents, teachers and principals should work together in trying to find solutions to bullying problems in schools. The research also recommends that schools must have effective rules to deal with cases of bullying among learners in schools. The research also recommends that bullies be dismissed from school, so as to set an example to other learners who may have an intention of engaging in bullying activities, that bullying has some consequences. It is also recommended that bullies be promoted to posts of leadership, so as to motivate them to change their behaviour and that of others as the feeling of being leader will make them change their behaviour for the better. The research also further recommends that further research be carried out in depth on how bullying is understood in schools, its possible causes, effects and general patterns, so as to come up with better interventions for the enhancement of effective teaching and learning in schools. The research again recommends that, teachers must be staff developed on methods of dealing with bullying among learners in schools. The research recommends that corporal punishment be re-introduced in schools as presently there seems to be no effective methods for teachers, principals and other stakeholders in education to deal with bullying problems among learners in schools. The research recommends that learners with bullying problems must be referred to social workers, psychologists and counsellors for counselling. It is also recommended that parents, teachers, principals, politicians, policemen and all other stakeholders in education must work together in trying to find solutions to high rate of bullying in schools. The research recommends that bullying be introduced in school curriculum as a subject so that learners are taught about its causes, effects, types, general patterns and strategies to address it in schools.

REFERENCES

- Adam, H. 2006. *Why Do People Bully*. London: Hodder Wayland.
- Allan, J. & Lee, R. 2008. *Doing Inclusive Education Research*. London: Sage Publications Inc.
- Alters, S. & Shiff, W. 2001. *Applying Concepts for Healthy Living, a Work Book*. California: Jones and Barlet Publishers.
- Alude, O. 2006. 'Bullying In Schools: A Form of Child Abuse in Schools'. *Educational Research Quarterly*, 30(1) 37- 49
- Alvesson, M. & Karrenman, D. 2011. *Qualitative Research and Theory Development, Mystery as Methods*. London: Sage Publications.
- Anfara, V.A. & Mertz, N.T. 2006. *Theoretical Frameworks in Qualitative Research*. Thousand Oaks: Sage Publication Inc.
- Anspaugh, D.J. Harmrick, M.H. & Rosato, F.D. 1997. *Wellness Concepts and Applications*. Tennessee: The McGraw Hill Companies Inc.
- Arynanne, O. 2009. *Managing Workplace Bullying, to Identify, Respond to and Manage Bullying Behaviour In The Workplace*. New York: Palgrave McMillan.
- Babbie, E.R. 2005. *Basics of Social Research*. Belmont: Thomson. Wadworth.
- Babbie, E.R. & Moulton, J. 2001. *The Practice of Social Research*. Cape Town: Oxford University Press.
- Babbie, E.R. 2014. *A Practice of Social Research*. Boston: MA Cengage Learning.
- Bandura, A. 1986. *Social Foundation of Thought and Action: A Social Cognitive Theory*. Englewood Cliffs, NT: Prentice Hall.
- Banyard, V.L., Cross, C. & Modecki, K.L. 2006. 'Interpersonal Violence in Adolescence, Ecological Collates of Self-reported Perpetration', *Journal of Interpersonal Violence*, 21, 1314-1332.
- Barboza, J. 2011. *The Environment Risk and Liability in International Law*. Boston: Martius Nijhoff.
- Barker, D. 2001. *A Bullying Intervention for Aggressive Students*. London: Sage Publications.
- Bazeley, P. 2013. *Qualitative Data analysis, Practical Strategies*. London: Sage Publications Inc.
- Beane, A. L.1999. *The Bully Free classroom, Over 100 Tips and Strategies for Teachers K-8*. New York: Free Spirit Publishing Inc.
- Bennet, M.N. 2001. *Ecological Perspectives on Youth Violence*. Oxford: Pergamon Press.
- Ber, M. 2000. *Discipline in the Classroom*. Boston: Alloy and Bacon.
- Berlinger, D.C. & Glass, G.V. 2014. *50 Myths and Lies that Threaten America's Public Schools. The Real Crisis in Education*. New York: Teachers' College Columbia University.

- Best, A.1997.*To Discipline in the Classroom*. New York: Routledge.
- Bryman, A. 2008. *Social Research Methods*. New York: Oxford University Press.
- Brebm, B.A. 1993. *Essays on Wellness*. London: Harpner Collins Publishers.
- Brett, D.C. 2002. *Teasing and Bullying*. London: Sage publications.
- Bronfenbrenner, U. 2005, *Influences on Human Development*. Hinsdale: Dryden Press.
- Bronfenbrenner, U. 1979.*The Ecological Human Development*. Cambridge: Harvard University Press.
- Bronfenbrenner, U. 1992. 'Ecological Systems Theory'. *In R. Vasta (Ed).Six Theories of Child Development: Revised Formulations and Trends*. London: Jessica Kingsley.
- Brunner, J. 1996. *Culture of Education*. Cambridge: Harvard University Press.
- Camodeca, A. Goosens, L. Schuenged, P. & Terwogt, R. 2003. *Classroom Discipline*. London : Sage Publications.
- Charles, B. 2002. *Bullying Interventions*. New York: Oxford University Press.
- Cooper, P. & Upton, G. 1990. 'An Ecosystemic Approach to Emotional and Behavioural Difficulties in Schools,' *Educational Psychology*.101 (4), p.301-321.
- Cooper, K. & White, R.E. 2012. *Qualitative Research in the Post Morden Era, Context of qualitative Research*. Toronto: University of Toronto Press.
- Corbin, C.B. & Lindsey, R. 2007. *Fitness for Life*. New York: Human Kinetics Inc.
- Cowie, H. & Wallace, P. 2000. *Peer Support in Action: From Bystanding to Standingby*.Thousand Oaks: Sage Publications Inc.
- Craig, H.1998. *Qualitative Inquiry and Research Design*. London: Sage Publications.
- Creswell, J.W. 2014. *Research Design International Student edition, Qualitative, Quantitative and Mixed Methods Approaches*. London: Sage Publications Inc.
- Creswell, J.W. 2013. *Qualitative Inquiry and Research Design, Choosing Among Five Approaches*. London: Sage Publications.
- Creswell, J.W.2012.*Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education Inc.
- Crick, V. 1995. *Behavioural Problems in Schools*. Cleveland University: Cole Publishers.
- Dana, B. 2014. *It's complicated the Social Lives of Networked Teens*. New Haven: Yale University.
- Dash, N. 2006. *Inclusive Education for Children with Special Needs*. New Delhi: Atlantic Publishers and Distributors Ltd.
- Debarbieux, E. Blaya, C. & Vidal, D. 2003. *Tackling Violence in Schools: A Report from France*. New York: Routledge.
- De Clerk, J. & Rens, J. 2003. 'The Roles of Values in School Discipline'. *Koers*. 68, (4), 363-171

- Dellasega, C. & Nixon, C., 2003. *12 Strategies that will End Female Bullying Girl wars*. New York: Fireside Rockefeller Centre.
- Denzin, N.K. & Lincoln, Y. 2013. *The Landscape of Qualitative Research*. London: Sage Publications.
- Denzin, N.K. & Lincoln, Y. 2008b. *The Sage Handbook of Qualitative Research*. London: Sage Publications Inc.
- Denzin, N.K. & Lincoln, Y. 2008. *Strategies of Qualitative Inquiry*, Second Edition. London: Sage Publications.
- Denzin, N.K. & Lincoln, Y. 2005. *Qualitative Research*. London: Sage Publications.
- Denzin, N.K. & Lincoln, Y. 2000. *Handbook of Qualitative Research*. London: Sage Publications.
- Department of Education. 2001. *Signposts for Safe Schools, Enabling Safe and Effective Teaching and Learning Environments*. Braamfontein: Centre for the Study of Violence and Reconciliation.
- Department of Education. 2000. *Alternative to Corporal Punishment*. Pretoria: Government Printer.
- De Wet, N.C. 2005. 'Free State Educators' Experiences and Recognition of Bullying at School'. *South African Journal of Education*, 26(1), 61-73.
- De Wet, N.C. 2003. *Bullying Prevention: Strategies for Teachers*. New York: Sage Publications.
- Dickman, S.R. 1988. *Pathways to Wellness*. University of Utah: Life Enhancement Publications.
- Dillon, J. 2012. *No Place for Bullying: Leadership for Schools That Care for Every Student*. London: Corwin Sage.
- Dixon, R. 2011. *Rethinking School Bullying Towards an Integrated Model*. Cambridge: Cambridge University Press.
- Donald, D. Lazarus, S. & Lolwana, P. 2006. *Educational Psychology in Social Context*. Cape Town: Oxford Press.
- Drake, R. 2003. *Stop Bullying, A Practical Guide for Teachers*. California: Corwin Press.
- Dupper, D.R. 2013. *School Bullying: New Perspectives on Growing Problem*. New York: Oxford University Press.
- Dupper, R.D. 2010. *A New Model of School Violence: Engaging Students and Preventing Behavioural Problems*. New York: Oxford University Press.
- Duvet, F. & Cooper, S.H. 2000. *Research Design Choosing Among the Five Approaches*. London: Sage Publications Ltd.
- Els, D. & Rey, R. 2006. 'Developing a Holistic Wellness Model South African' *Journal of Human Management*, 4(2):46-65.
- Engelbrecht, P. & Green, L. 2001. *Responding to Challenges in Inclusive Education in South Africa*. Pretoria: Van Shaik Publishers.
- Englander, E.K. 2013. *Bullying and Cyber bullying: What Every Educator Needs to Know*. London: Harvard Education Publishing Group.

- Fairclough, N. 2003. *Analysis Discourse: Textual Analysis for Social Research*. New York: Routledge.
- Finkehor, D. 2008. *Childhood Victimization, Violence, Crime and Abuse in Lives of Young People*. Oxford: Oxford University Press.
- Freedman, J.S. 2002. *Helping Your Child Cope with Name Calling, Ridicule and Verbal Bullying Easy the Teasing*. Toronto: McGraw-Hill Companies.
- Fredrick, M. & Clive, K.S. 2002. *Behavioural Problems. A Handbook for Understanding and Handling Students*. California: Corwin Press.
- Frick, M. 2005. *Introduction to Qualitative Research*. London: Sage Publications.
- Fried, S. & Sosland, B. 2011. *Banishing Bullying Behaviour: Transforming a Culture of Pain, Rage and Revenge*. New York: Roman and Littlefield Publishers.
- Friese, S. 2012. *Qualitative Data Analysis with Atlas*. London: Sage Publications Inc.
- Furlong, M.J. Sharkey, J.D. Felix, E.D., Tanigwa, D. & Green, J.G. 2010. *A Bullying Assessment a call for increased Precision of self-reporting Procedures*. New York: Routledge.
- Garret, B. 2003. *Bullying in American Schools, Causes, Preventions, Interventions*. Toronto: McFarland.
- Gibbs, G. 2007. *Analysing Qualitative Data*. London: Sage Publications Inc.
- Gillham, B. 2005. *Research Interviewing, the Range of Techniques*. Bucking Ham: Open University.
- Grbich, C. 2013. *Qualitative Data Analysis: An Introduction*. London: Sage Publications.
- Goodwin, B. 2011. 'Bullying in Common'. *Educational Leadership*, 67, 82-83.
- Greenberg, J.S, Dintiman, G.B. & Oakes, B.M. 2004. *Physical Fitness and Wellness, Changing the Way You Look*. Leeds. Human Kinetics.
- Greene, M.B. 2006. 'Bullying in Schools, a Plea for Measure of Human Rights,' *Journal of Social Issues*, 62, 63-70.
- Guba, E.G. & Lincoln, Y.S. 1982. *Effective Evaluation*. New York: Jossey-Bass Inc.
- Gutmore, A. 2013. *Behaviour Inclusive Learning*. New York: Blackwell Publishers.
- Harding, J. 2013. *Qualitative Data Analysis from Start to Finish*. London: Sage Publications.
- Harget, T.G. 1999. *Introduction to Bullying in Schools*. London: Sage Publications Ltd.
- Henn, M. Westein, M. & Foard, N. 2009. *A Critical Introduction to Social Research*. London: Sage Publications.
- Henning, E. Hutter, I. & Bailey, A. 2011. *Qualitative Research Methods*. London: Sage Publications Ltd.
- Henning, E. Van Rensberg, B. & Smith, B. 2004. *Finding Your Way in Qualitative Research*. Pretoria: Van Shaik Publishers.
- Hick, P. Kershner, R. & Farrell, P.T. 2009. *Psychology of Inclusive Education*. New York: Routledge.

- Hlangani, S.2009. 'Discipline'. *Inkhokeli*, April pp.3.
- Hodges, D. 2003. *Knowing about School Bullying*. New York: Cambridge University Press.
- Hooffman, A.M.2006. *The Capability Approach and Educational Policies and Strategies: Effective Life Skills Education for Sustainable Development*. Paris: Agency Practical du Development (AFD).
- Holladay, J. 2010. 'Cyber Bullying: The Stakes Have Been Higher for Students or Schools', *Teaching Tolerance*, 38- 43-46
- Holiday, A. 2007. *Doing and Writing Qualitative Research*. London: Sage Publications.
- Hoover, H. Olivier, A. & Hazler, B.1992. *Alternative to Corporal Punishment, Growing Discipline and Respect in Our Classroom*. London: Heinemann Publishers (Pvt) Ltd.
- Howell, C. 2006. Disabled Students and Higher Education in South Africa, In B, Watermeyer, L.Swart, T. Lorenzo, M. Schneider & Priestly (Eds), *Disability and Social Change: A South African Agenda*, (164-174). Cape Town, HSRC
<<http://c.c.sworld.centerforics.org/wp-content/uploads/2011/11/0261.jpeg>. Accessed on 12 March 2012.
- Ismail, S. 2006. *Peer Victimization and its Effects on School Performance: A Systemic Approach to Understanding Peer Victimization in a Primary School*. Unpublished Master's Dissertation. Johannesburg Johannesburg: University of Witwatersrand.
- Ivancevich, J.M. Kanoposke, R. & Montteson, M. 2014. *Organisational Behaviour and Management*. New York: McGraw-Hill, Irwin.
- Jacobs. T.A. Teen Cyber Bullying Investigated Where Do Your Rights End and Consequences Begin. Minneapolis: Free Spirit Publications.
- Jaki, P.O. 2007. *A Psychology of a Catholic Education: A case Study of a Day Primary School in Johannesburg*. Unpublished Masters Dissertation. Johannesburg. University of Witwatersrand.
- Jimerson, S.R. Swearer, S.M. & Easpelage, D.L. 2010. *Handbook of Bullying in Schools: An instructional Perspective*. New York: Routledge.
- Joubert, R. 2010. *Creating a Safe Environment in Schools*. Northlands: MacMillan South Africa (Pvt) Ltd.
- Joubert, R. 2008. *Learner Discipline in Schools*. Pretoria: Centre for Education Law and Education Policy (CELP).
- Juvonen, J. & Graham, N.G., 2001. *Peer Harassment in Schools: The Plight of the Vulnerable and Victimized*. New York: Guilford Press.
- Kathy, S.R.2005. *Violence in Schools: Issues, consequences and Expressions*. Toronto: Greenwood Publishing Group Inc.
- Katz, A. 2012. *Cyber bullying and E-Safety: What Educators Need to Know*. London: Jessica Kingsley Publishers.
- Kiviligan, E. 2000. *Research in Counselling*. New York: Routledge.

- Kowalski, R.M. Limber, S.P. & Agastosn. P.W. 2007. *Cyber Bullying: Bullying in the Digital Age*. Oxford: Blackwell.
- Kreiner, A. 2000. *Everything you Need to Know About School Violence*. New York: The Rosen Publishing Group Inc.
- Krige, H. Pettipher R. Squelch, J. & Swart, E. 2000. *Knowing about School Bullying*. London: Sage Publications.
- Landsburg, K., Kruger, D., & Nel, M.2005. *Addressing Barriers to Learning: A South African Perspective*. Pretoria: Van Shaik Publishers.
- Lawrence, J. & Tucker, M.2001. *Norwood was a Difficult School: A Case Study of Educational Change*. New York: Sage Publications.
- Lee, W.1995.*Critical Issues in South African Education after 1994*. Kenwyn: Juta and Company.
- Liasidou, A. 2012. *Inclusive Education: Politics and Policy Making*. London: Continuum International Publishing Group.
- Lincoln, Y. & Guba, B.A.1998. *Naturalistic Inquiry*. Beverly Hills CA: Sage Publications Inc.
- Lomofsky, H. & Lazarus, L.2001.'South African First Steps in the Development of Inclusive Education system'. *Cambridge Journal of Education*, 31.303-317
- Loreman T., Deppeler, J. & Harvey, D.2010. *Inclusive Education: Supporting Diversity in Classrooms*. New York: Routledge.
- Macupe, B. 2015. 'Bully Teacher Beats up Principal', *Sowetan*, 6 June, accessed 2015 April 6 [from http://www.sowetanlive.co.za/news/2015/06/06/bully-teacher-beats-up-principal](http://www.sowetanlive.co.za/news/2015/06/06/bully-teacher-beats-up-principal)
- Madaba, F. 2001. *Teaching Discipline in Classrooms*. New York: Blackwell Publishers.
- Manning, W.G.Keeler, E.B. Newhouse, T.P., Sloss, E.M. & Waaserman, J. 1994. *The Costs of Poor Health Habits*. Cambridge: Harvard University Press.
- Marshall, C. & Rossman, G.B. 2011. *Designing Qualitative Research*. London: Sage Publications.
- Maxwell, S. 2002. *Cyber Bullying in Schools*. London: Sage Publications.
- McDonald, H. & Swart, E. 2004. 'The Culture of Bullying at Primary School', *Education as Change*, 8(2) 33-55.
- McConiville, D.W. & Cornwell, B.2003. 'Aggressive Attitudes, Predict Aggressive Behaviour in the Middle Schools Talents,' *Journal of Emotional and Behavioural Disorder*, 11(3), 179-187.
- McLeody, B. 2000. *Doing Qualitative Research*. New York: Routledge.
- McMillan, J.H. & Schumacher, S. 2010. *Research in Education: Evidenced Based Inquiry*. Essex: Pearson.
- Merriam, L.1998. *What Is History, a New Approach to History for Students, Workers and Communities?* London: Sage Publications Inc.

- Miles, M.B. Huberman, M., and Miles, J.S. 2014. *Qualitative Data Analysis: A Method Source Book*. Thousand Oaks: Sage Publication Inc.
- Miller, C. & Lowen, C. 2012. *The Essential Guide to Bullying Prevention and Intervention: Protecting Children and Teens from Physical, Emotional and Online Bullying*. New York: Penguin Group.
- Mishan, F. 2003. 'Learning Disabilities and Bullying, Double Jeopardy', *Journal of Learning Disabilities*, 36(4), 336.
- Mitchell, D. 2009. *Contextualising Inclusive Education, Evaluating Old and New Perspectives*. New York: Routledge.
- Moris, D. 2008. 'Bullying among Secondary School students in Dar es Salaam Region of Tanzania', *Education and Development* Volume 28, pp 40- 60.
- Mwamwenda, T.S. 2004. *Introduction to Educational Psychology: an African Perspective*. Sandton: Heinemann.
- Mwamwenda, T.S. 1995. *Introduction to Educational Psychology: An African Perspective*. Pretoria: Van Shaik Publishers.
- Mykut, P. & Morehouse, R. 1994. *Beginning Qualitative Research: A Philosophic and Practical Guide*. London: Falmer Press.
- Nachmaisi, C.F. 2008. *Research Methods in the Social Sciences*. New York: Butterworth Publishers.
- Ndibalema, P. 2013. *Perceptions about Bullying, Behaviour in Secondary Schools in Tanzania: The case of Dodoma Municipality*. Dar es Salaam: University of Dodoma.
- Nind, M. Sheehy, K. & Simmons, K. 2003. *Inclusive Education, Diversity Perspectives*. London: David Futon Publishers.
- Northmore, V. 2002. *Bullying in Schools*. New York: Butterworth Publishers.
- Nozick, P. 2003. *Aggressive Behaviour in Schools*. London: Sage Publications Ltd.
- Nutbrown, C. and Clough, P. 2006. *Inclusion in the Early Years*. Thousand Oaks: Sage Publication Ltd.
- Nxumalo, Z.Z. 2001. *The Differential Analysis of Secondary School Learner's Perception of Discipline in Soweto*. Unpublished Master's Dissertation. Johannesburg. RAU.
- O'Donoghue, H. 2007. *An Introduction to Interpretive Research in Education*. New York: Routledge
- Omari, E. 2007. *Critical Issues for Teacher Training to counter Bullying*. London: Sage Publications
- O'Moore, M. and Minton, S.J. 2004. *Dealing with Bullying in Schools: A Training Manual for Teachers, Parents and Other Professionals*. London: Sage Publications Ltd.
- Oduro, M. 2003. *What can be done about School Bullying?* London: Sage Publications
- Okeke, C. Van Wyk, M. & Phasha, N. 2014. *School, Society and Inclusive Education on Afrocentric Perspective*. Cape Town: Oxford University Press Southern Africa (Pty) Ltd

- Olweus, D.1993. *Bullying at School: What we know and what we can do*. New York: Blackwell.
- O'moore, M. & Kirkham, H. 2001. *Examining Developmental Differences in the Social Emotional Problems among Frequent Bullies, Victims and Victim- Bullies*. New York: Routledge
- Pat, 2000. *Victims Turn Aggression, Factors in the Development, Making a Difference, Recognising and Preventing Bullying: National Resource Centre for Safe Schools*. London: Sage Publications.
- Patton, M.Q.1990. *Qualitative Research*. New York: Sage Publications.
- Pedhurz, F. 2005. *Teaching about School Bullying*. New York: Blackwell.
- Pentice, W.E. 1999. *Fitness and Wellness for Life*. California: McGraw-Hill.
- Peterson, N.M. 2003. *Bullying and Suicide*. New York: Oxford University Press.
- Piaget, J.1962. *The Relationship of Activity of Intelligence in Mental Development of the Child, Bulletin of Minninger Clinic*26: 129-137.
- Porteus, K. Valley, S. & Ruth, S. 2001. *Alternatives to Corporal Punishment, Growing Discipline and Respect in Our Classrooms*. New York: Heinemann Publishers (Pty) Ltd.
- Proper, R.T. 2000. *Bullying in Schools*.London: Sage Publications.
- Pachuta, C. 2004. *Handbook on Focus Group Research*. London: Sage Publications. Ltd.
- Qini, P.2008. *Cyber Bullying*. New York: Routledge.
- Ricky, S.T. 2001. *Victims of Bullying*. New York: Cambridge University Press.
- Reason, P. and Bradbury, H. 2006. *Handbook of Action Research*. London: Sage Publications.
- Roberts, S.W.1989. *Health Wellness: An Introductory Approach*. California: Sunny College Eddie Bowers Publishing Inc.
- Rigby, K. 2007. *Stop Bullying: A Handbook for Schools*. Melbourne: ACER.
- Rigby K. 2002. *Stop the Bullying. A handbook for Teachers*. Canada: Pembroke Publication.
- Rigby, K. 2001. *Stop Bullying. A Handbook for Teachers*. California: Pembroke Publications.
- Rigby, K.1996. *Introduction to Research Methods*. London: Sage Publications Ltd.
- Riley, D., Duncan, D. and Edwards, J. 2012. *Bullying of Staff in Schools*. Victoria: Acer Press.
- Robinson, G.2003. *Crying for Help: The No Blame to Bullying*. Bristol: Luck Duck Publications.
- Robinson, G. & Maines, B. 2003. *Crying for Help: The No blame Approach to Bullying*. New York: Luck Duck Publishing.
- Ross, P. 2002. *Childhood Bullying, Teasing, and Violence: What School Personnel, Other Professionals, and Parents Can Do*. Alexandria: American Counselling Association.

- Roland, E. 2009. 'Bullying, Depression, Symptoms and Suicidal thoughts', *Educational Research*, 44, 55-67
- Rosen, L. 2005. *School Discipline: Best Practices for Administrators*. California: Corwin Press.
- Rosen, L. 2005. *Bullying in School and What to Do about it*. California: Jessica Kingsley Publication.
- Rousolton, K. 2010. *Reflective Interviewing: A Guide to Theory and Practice*. London: Sage Publications.
- Rubin, H.J. & Rubin, I.S. 2012. *Qualitative Research Interviewing: The Art of Hearing Data*. London: Sage Publications Inc.
- Ruth, S. 2003. *Introduction to Psychology*. London: Sage Publications.
- Salawu, B. 2003. *Sociology Concepts and Theories*. Ibadan: Crestihill Publishers Ltd.
- Sanders, C.E. & Gary, D.G. 2004. *Bullying Implications for Classrooms*. Amsterdam: Academic Press.
- Sawin- Baden, M. & Major, C.H. 2013. *Qualitative Research: The Essential Guide to Theory and Practice*. New York: Routledge.
- Shariff, S. 2009. *Confronting Cyber Bullying: What Schools Need To Know To Confront Misconduct and Avoid Legal Consequences*. New York: Cambridge University.
- Slater, A. & Bremner, G. 2003. *An Introduction to Developmental Psychology*. Oxford: Blackwell.
- Simmons, H. 2009. *Case Study Research in Practice*. London: Sage Publications. Inc.
- Silverman, D. 2000. *Doing Qualitative Research: A practical Handbook*. London: Sage Publication Ltd.
- Silverman, D. 2013. *Doing Qualitative Research*. London: Sage Publications Inc.
- Silverman, D. 2006. *Interpreting Qualitative Data*. London: Sage Publications Ltd.
- Silverman, D. 1993. *Interpreting Qualitative Data Methods for Analysing talk, text and Interaction*. London. Sage Publications Inc.
- Slee, R. 2011. *Irregular School: Exclusion schooling and Inclusive Education*. New York: Routledge.
- Slovak, K. 2009. *Perceptions of Cyber Bullying Children and Schools*, 33, 5- 16
- Smith, P.K. 2014. *Understanding School Bullying: Its Nature and Prevention Strategies*. London: Sage Publications Inc.
- Smit, M.E. 2002. *Peace Education and Conflict Resolution*. Pretoria: University of South Africa.
- Smokowski, L. & Kaposasi, J. 2005. *Learning about School Bullying*. New York: Oxford University Press.
- Singer, J.B. 2011. *Peer Harassment in Schools*. London: Sage Publications.
- Stiles, T. 2004. *Research in Counselling*. New York: Newbury Park.
- Sullivan, K. 2011. *The Anti- bullying Handbook*. London: Sage Publications.

- Sullivan, K., Clearly, M. & Sullivan, G. 2004. *Bullying in Secondary Schools: What It Looks Like and How to Manage It*. London: Paul Chapman.
- Swart, R. 2002. *Bullying in schools*. New York: Cambridge University Press.
- Tashakkori, A. & Teddlie, C. 2010. *Sage Handbook of Mixed Methods in Social and Behavioural Research*, London: Sage Publications.
- Thayser, E.M. 2001. *Confronting the Legacy of Peer Persecution: A Narrative Study. Masters of Arts in Clinical Psychology*. Unpublished Master's Thesis, Johannesburg: University of Johannesburg.
- The Education Labour Relations Council, 2003. *Policy Handbook for Educators*. 2003. Pretoria: Universal Print Group.
- Theo, P. 2002. *Bullying in High Schools*. New York: Cambridge University Press.
- Tilstone, C. Florian, L. & Rose, R.1998. *Inclusive Education*. New York: Routledge.
- Tjavangan, H. & Jotia, A.L. 2012. 'School Bullies and Education in Botswana: Impact on Other Students and Academic Performance', *Academic Research International* 2 (1) n, 641- 650
- Tut, R. 2007. *Every Child Included*. London: Sage Publications Inc.
- Underwood, M.K. & Rosen, L.H. 2011. *Gender and Bullying*. New York: Routledge.
- Wampold, P. 2000. *Educational Research*. London: Longman.
- Walton, E. 2010. *Inclusivity in Classroom*. Sandton: Heinemann Publishers (Pvt) Ltd.
- Watkins, E. 2001. *Research in Counselling*. New York: Hillsdale Erlbaum Associates.
- Watson, M. W. 2004. *Effects of A Brief Intervention Programme on Parents' Attitudes and Expectations in Multicultural Schools*. Unpublished Master's Thesis, Johannesburg: University of the Witwatersrand.
- Welfela, J. 2000. *Research Ethics*. London: Sage Publications.
- Witner, K., & Sweeney, T. 2004. *Do Teachers Bully Students?* New York: Butterworth.
- Willig, C. 2000. *Qualitative Data Analysis: Practical Strategies*. London: Sage Publications Inc.
- Yin, R.K. 2009. *Effective Strategies for Bullying in Schools*. London: Sage Publications.

APPENDICES

APPENDIX 1: INTERVIEW QUESTIONS SCHEDULE

Mr Charles Mushambi : Student number: 47910097

Semi- structured interview questions for teacher and principals

1. What do you understand by the term bullying from an emotional wellness perspective?
2. Can you define bullying from an intellectual wellness perspective?
3. Can you define bullying from a multicultural perspective?
4. What are your views on family background and community background as contributing factors for bullying in schools?
5. What are your views on school as a contributing factor of bullying in schools?
6. As a teacher, what are your views on media as a contributing factor of bullying in schools?
7. 6a. what are your views on drugs, alcohol and smoking cigarettes as contributing factors of bullying in schools?
8. What are your views on violation of other people's rights as contributing factors of bullying in schools?
9. How can discrimination be a contributing factor of bullying in schools?
10. What are your views on lack of time to relax as a contributing factor of bullying in schools?
11. What are your views on low educational standards as contributing factors of bullying in schools?
12. What do you think are the other causes of bullying in schools?
13. What are your views on expulsion as an effect of bullying?
- 14.13 What are your views on depression and loneliness as effects of bullying in schools?
15. How can hitting and beating be viewed as general patterns of bullying?
16. In what way can negative attitude towards other learners be viewed as general patterns of bullying in schools/
17. What are your views on depression and stress as general patterns of bullying in schools?
18. In what way can truancy be viewed as a general pattern of bullying in schools?
19. In what way can 'gangsterism' be viewed as general pattern of bullying in schools?
20. In what way can peer influence be viewed as general pattern of bullying in schools?
21. What types of bullying are triggered as a result of discrimination in schools?
22. Where do most bullying incidents occur at school?
23. Who are the bullies, victims and witnesses of bullying in schools?
24. In your opinion, what can you say about teaching moral values such as compassion, respect forgiveness and trustworthiness can help to address bullying in schools?
25. What do you think are some of the possible causes of bullying in schools?

Focus Group Interview Questions for Learners

Mr Charles Mushambi: Student number: 47910097

1. What do you understand by the term bullying from an emotional wellness perspective?
2. Can you define bullying from a multicultural perspective?
3. What do you think are some of the causes of bullying in schools?
4. What are your views on family background and community background as contributing factors of bullying in schools?
5. What are your views on school as a contributing factor of bullying in schools?
6. What are your views on media as a contributing factor of bullying in schools?
7. Can you explain how low educational standards can be viewed as a contributing factor of bullying in schools?
8. What can you say about lack of time to relax as a contributing factor of bullying in schools?
9. What are your views on drugs, alcohol and smoking cigarettes as contributing factors of bullying in schools?
10. What do you think are some of the causes of bullying in schools?
11. Who are bullies, victims and witnesses?
12. In what way can swearing and teasing be viewed as general patterns of bullying in schools?
13. In what way can 'gangsterism' be viewed as a general pattern of bullying in schools?
14. What can you say about truancy as a general pattern of bullying in schools?
15. In your opinion in what way can peer pressure be viewed as a general pattern of bullying in schools?
16. In your opinion, what can you say are some of the general patterns of bullying in schools?
17. In your opinion can expulsion be viewed as an effect of bullying in schools?
18. Can you explain how low academic achievements are effects of bullying in schools?
19. What do you think are some of the effects of bullying in schools?
20. What types of bullying are common in schools?
21. What do you think schools need to do in order to address bullying in schools?
22. What can you say about teaching moral values such as respect, compassion and trust worthiness as a solution to bullying problems in schools?

COLLEGE OF EDUCATION

2015-10-22

Office of the executive dean



APPENDIX 2. ETHICAL CLEARANCE CERTIFICATE

COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE

14 October 2015

Dear Mr Mushambi

Researcher:

Mr C Mushambi

Tel: +2711403 8707

Email: cmushamb@gmail.com

Ref # **2015/10./
14/47910097/31/Mc**

Student #: Mr. C Mushambi

Student number #: 47910097

Supervisor:

Prof MD Magano

College of Education

Department of Inclusive Education

Tel: +27124294115

magano@unisa.ac.za

Proposal: Understanding bullying in three inclusive secondary schools in Johannesburg: A wellness perspective

Qualification: M ED in Inclusive Education.

Decision: Ethics Approval

Thank for the application for research ethics clearance by the college of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

This application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Ethics Review Committee on 14 October 2015.

The proposed research may now commence with the proviso that:

1. The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on research ethics.

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee

An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for the research.

3. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note: The reference number 2015/10/14/ 47910097/ 31/MC should be clearly indicated in all forms of communication {e.g. webmail, E mail messages, letters} with the intended research participants, as well as with the College of Education RERC.

Kind Regards

Dr M Classens

CHAIRPERSON: CEDU RERC

mcdtc@netactive.co.za

Prof VI McKay

ACTING EXECUTIVE DEAN



University of South Africa

Preller Street, Mckleneuk Ridge City of Tshwane

P.O Box 392 UNISA 0003 South Africa

+27124294150

Tel +27124293111 Facsimile

www.unisa.ac.za

APPENDIX3. PERMISSION LETTER: Gauteng Department of Education



Date	9 September 2015
Validity of Research Approval	9 September 2015 to 2 October 2015
Name of Researcher:	Mushambi C.
Address of Researcher:	Flat 602B Dunwell Properties, 35 Jorisen Street Braamfontein, 2001
Telephone/Fax Number/s:	011 403 8707, 0768578147
Email address:	info@dunwellproperties.co.za
Research topic:	Understanding bullying in three inclusive secondary schools in Johannesburg: A wellness perspective
Number and type of schools:	Three secondary schools
District/s/HO	Johannesburg North

Re: Approval in Respect of Request to conduct Research

This letter serves to indicate that approval is hereby granted to the above mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved. A separate copy of this letter must be presented to the principal, SGB and the relevant District/Head Office SENIOR Manager confirming that permission has been granted for the research to be conducted. However participation is VOLUNTARY.

The following conditions apply to GDE research. The researcher has agreed to and may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

CONDITIONS IN CONDUCTING RESEARCH IN GDE

1. The District/Head Office Senior Manager/s concerned, the Principal/s and the chairperson/s of the School Governing Body (SGB) must be presented with this letter. 2015/09/09

Making education a societal priority

Office of the Director: Knowledge Management and Research
9th Floor 111 Commissioner Street, Johannesburg, 2001

2. The researcher will make every effort to obtain the goodwill and cooperation of the GDE District officials, principals, SGBs, teachers, parents and learners involved.

Participation is voluntary and additional remuneration may not be paid.

3. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal and or Director must be consulted above an appropriate time when the researcher/s may carry out their research at the sites that they manage.

4. Research may only commence from the second week of February and must be concluded by the THIRD quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
 5. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
 6. It is the researcher's responsibility to obtain written consent from the SGB/s, principal/s educators/s, parents and learners, as applicable, before commencing with research.
 7. The researcher is responsible for supplying and utilizing his/ her own research resources, such as stationery, photopies, transport, faxes and telephones and should not depend on the goodwill of the institution/s, staff and or the office/s visited for supplying such resources.
 8. Names of GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research title, report or summary.
 9. On completion of the study the researcher must supply the Director Education Research and Knowledge Management, with Electronic copies of the Research Report, Thesis, Dissertation as well as a Research Summary (on the GDE Summary Template).
 10. The researcher may be expected to provide short presentations on the purpose findings and recommendations of his/her research to both GDE officials and the schools concerned.
 11. Should the researcher have been involved with research at the school and or a district/ head and schools/s concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research.
- The Gauteng Department of Education wishes you well in this important and looks forward to examining the findings of your research study.

Kind Regards

.....

Dr David Makhado

Director: Education Research and Knowledge Management

DATE: 2015/09/09

Making education a societal priority

Office of the Director Research and Knowledge Management

APPENDIX 4: PERMISSION LETTER: JOHANNESBURG NORTH DISTRICT



MEMOEnquiries: kholofelo Makgare

Tel: o11 694 9557

Ref no: 9/ 3/ 3TO: The Principal

FROM: Ms, Caroline Raphael

CES: Education Operations and Support

DATE: 21 September 2015

SUBJECT: APPROVAL IN RESPECT OF REQUEST TO CONDUCT RESEARCH

Dear Colleague,

This letter serves to inform you that the district has been approached by Mr Charles Mushambi requesting permission to conduct research on understanding bullying in three inclusive secondary schools in Johannesburg: A wellness perspective.

Permission is hereby given toMr Charles Mushambi to conduct research at your school.

Thank you for your cooperation.

Yours in Education

Ms CU Raphael

CES: EOS

JHB North

Mr SN Mkhulise

District Director

JHB North

APPENDIX 5: ACCEPTANCE LETTERS FROM THREE INCLUSIVE SECONDARY SCHOOLS

INCLUSIVE SECONDARY SCHOOL A

Date: 2015/12/08

To whom it may concern:

CHARLES MUSHAMBI STUDENT#47910097

This letter serves to confirm that the above mentioned gentleman, who is currently doing an M ED Degree with UNISA approached our school and conducted research study on “Understanding bullying in Three Inclusive Secondary Schools – A wellness perspective” in the Inner City Independent School in Johannesburg in 2015.

. Inclusive Secondary School A

.37 DE Villiers Street Cnr. Eloff

Contact: 011 336 9735

As a school we allowed him to conduct the study, hoping that after its conclusion, we may also get some of the scientific answers to this never dying but ugly behaviour among learners

We look forward to benefit from the research study.

Professionally yours

C. Ndlovu Cert ED BED BBA MBA (083 690405

10 December 2015

To whom it may concern

Research Topic: Understanding bullying in three inclusive secondary schools in Johannesburg: A wellness perspective

RE: EDUCATIONAL STUDY

This letter serves to confirm that, Mr Charles Mushambi, Student number: 47910097 of the University of South Africa, has conducted research at Inclusive secondary school B (Research Topic: Understanding bullying in three Inclusive Secondary Schools in Johannesburg: A wellness perspective).

Deputy Principal

Mrs C Jacobs

INCLUSIVE SECONDARY SCHOOL C

Date: 2015/12/10

To whom it may concern

CHARLES MUSHAMBI STUDENT#47910097

This letter serves to confirm that the abovementioned gentleman, who is currently doing an M ed Degree with UNISA approached our school and conducted research study on “Understanding bullying in Three Inclusive Secondary Schools in Johannesburg: A wellness perspective, in the Inner City Johannesburg in 2015.

As a school we allowed him to conduct the study, hoping that after its conclusion, we may also get some of the scientific answers to this never dying but ugly behaviour among learners.

We look forward to benefit from this research study.

Professionally yours,

D Ntini

(0848442861)

Parental assent form for learners participating in research

Dear Parent/guardian

Your son/daughter /child is kindly invited to participate in a study entitled “Understanding bullying in three inclusive secondary schools in Johannesburg: A wellness perspective.” I am undertaking this study as part of my Master of Education’s research at University of South Africa. The purpose of the research is study is to make schools and stakeholders in education to understand bullying in relation to its causes, types, effects and general patterns of bullying, so as to come up with practical solutions to deal with incidents of bullying in schools. The possible benefits of the study are the improvement of discipline in schools, to make teachers, principals and all stakeholders in education about effective ways of dealing with bullying in schools. I am asking permission to include your child in this study because; I expect to have eleven other learners of mixed gender participating in this study.

If you allow your child to participate, I shall request him/ her to take part in a group interview. In all cases the procedures should be clearly explained in understandable language. Special attention should be given creating and using audio tape recordings. Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His or her views will not be linked to his or her name or your name or the school’s name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are foreseeable risks to your child by participating in this research study, if however, there are any risks, for example if the researcher asks questions that are sensitive and may affect your child emotionally and reduce his or her self-esteem, the researcher will have debriefing sessions with your child and explain to the child that there was no need to cause harm to the child. Your child will receive no direct benefit from participating in the study, however, the possible benefits to education are, teacher training curriculum at university will be made to cover bullying as a course so as to prepare and equip training teachers with knowledge on bullying and ways of dealing with it in schools. Schools will be made safe and happy places to be for effective teaching and learning to be enhanced in schools. All negative effects of bullying will be eradicated from schools. Policy makers, parents, the community, the government and all stakeholders in education will be made aware of how bullying is understood in schools in relation to its causes, types, effects, general patterns and ways of dealing with it in schools. Neither your child nor you will receive any type of payment for participating in this study.

Your child’s participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time without penalty. Withdrawal or refusal to participate will not affect him or her in any way. Similarly you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during regular classroom activities preferably from two o’clock to half past three in staffrooms at participating schools, with prior approval of the school and your child’s class teacher.

In addition, to your permission, your child must agree to participate in the study and you and your child will also be asked to sign an assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child’s participation in the study will be stored securely on a password locked computer in my locked office for five years after the study.

Information sheet for parents of children participating in this research study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

If you have questions about this research study, please ask me or my supervisor Professor MD Magano, Department of Inclusive Education, College of Education, University of South Africa. My contact number is 074 698 3453 my email is cmushambi@gmail.com. The email of my supervisor is maganmd@unisa.ac.za. Permission for the study has already been given by Gauteng Department of Education, school principals and Research Ethics Committee of the College of Education of University of South Africa.

You are making a decision about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and have decided to allow him or her to participate in the study. You may keep a copy of this letter.

Name of child: _____

Sincerely: _____

Parent/guardian's name (print) Parent/ guardian's signature Date_____

Researcher's Name: Charles Mushambi.

Researcher's signature: _____ Date: 21 July 2015

Charles Mushambi. Mobile phone: 0746983453.

Email: cmushmbi@gmail.com

Assent and confidentiality agreement for learners participating in focus group interviews in the study

I _____ grant consent/ assent that the information I share during the group discussions (focus group interviews) may be used by the researcher, Charles Mushambi, of University of South Africa, for research purposes. I am aware that the group interviews will be digitally recorded and grant assent for these recordings, provided that my privacy will be protected. I undertake not to divulge any information that is shared in the group interviews to any person outside the group in order to maintain confidentiality.

I realise that, no harm will result from participation in this study, and that the study is being conducted for the purposes of improving understanding of bullying in schools in relation to its causes, types, effects and general patterns with an intention of coming up with practical solutions to eradicate bullying behaviour in schools. I also give permission for material to be used for research and teaching only. I also understand that, I have the right to review the transcripts made of our conversations before these are used for analysis, if I so choose. I can delete or amend any material, remove or revise any of my remarks. Everything I say will be kept confidential by the interviewer. My real name will not be used in the transcripts. In addition, any persons, I refer to in this focus group interview, will also be kept confidential. Real words from me may not be used in the research report quotes, but they will be reported so that my identity will not be known. I understand that the results of this study may be published, but my name will remain unknown. I agree to participate in this research study.

I am not forced to participate and understand that, I may withdraw from the study at any time without any penalty.

Participant's name (Print _____ Participant's Signature _____ Date _____
Researcher's Name: Charles Mushambi. Researcher's Signature _____

Date: 21 July 2015 Charles Mushambi. Mobile phone: 0746983453,

Letter requesting adults (teachers and principals) to participate in research

Dear Participant

This letter is an invitation to consider participating in a study. I, Charles Mushambi (student number 47910097), am conducting a research study entitled "Understanding bullying in three inclusive secondary schools: A wellness perspective", at the University of South Africa as part of my studies in Master of Education in Inclusive Education. The research study is mainly looking at the causes of bullying, effects of bullying, types of bullying, general patterns of bullying and how bullying is understood in schools, so as to come up with practical solutions to eradicate bullying in schools. I selected three inclusive secondary schools as case study. I would like to interview teachers principals on the topic under investigation.

Permission for the study has been given by Department of Education and Research Ethics Committee of the College of Education, University of South Africa. I have purposefully identified you as possible participant, because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of this research study is that, data obtained in this research study, may assist teachers, principals, learners and other stakeholders in education with new methods of dealing with bullying behaviour in schools. It may also give learners, teachers, principals and other school authorities, an insight on

peaceful conflict resolution skills at school, home and society at large. In this interview, I would like to have your views and opinions on this bullying.

Your participation in this research study is voluntary. It will involve an interview of approximately thirty minutes to one and half hours in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio- recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for five years in my locked office. Participating schools will be furnished with a summary of the final research report if they so wish. There are no known or anticipated risks to you as a participant in this research study.

If you have any questions regarding this research study, or would like additional information to assist you in reaching a decision about participation, please contact me at 074 6983453, (mobile phone) or email cmushambi@gmail.com

I look forward to speaking with you very much and thank you in advance for your assistance in this research study. If you accept my invitation to participate, I will request you to sign the consent form which follows on the next page.

Yours sincerely:

Charles Mushambi. Student researcher (student number: 47910097)

Mobile phone: 074 698 3453. Email: cmushambi@gmail.com

Informed Consent Form for adults (teachers and principals) participating in research study

I have read the information presented in the information letter about the study in education entitled (Understanding bullying in three inclusive secondary schools in Johannesburg: A wellness perspective) by Charles Mushambi (the researcher). I have had the opportunity to ask questions related to this study, to receive satisfactory answers to my questions and add any additional details I wanted. I am aware that I have the option of allowing my interviews to be audio recorded to ensure an accurate recording of my views. I am also aware that excerpts from the interview may be included in the publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that, I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree of my own free will to participate in this study.

Participant's name (Print) _____ Participant's
Signature _____ Date _____

Researcher's name: Charles Mushambi. Researcher's Signature: _____ Date: 21 July 2015.

Charles Mushambi: Mobile phone: 0746983453.

APPENDIX 7. DATA ANALYSIS

Data analysis for principals

Question	Principal A.	Principal B.	Principal C.
1. Can you define bullying from an emotional wellness perspective?	<p>Punched by other learners.</p> <p>Pushed by other learners.</p> <p>Tend to be violent.</p> <p>They control them. Superior.</p> <p>Negative identities.</p> <p>Open websites.</p> <p>Derogative remarks.</p>	<p>Punching and Kicking each other.</p> <p>Power over another person.</p> <p>Power over either younger learners or learners of weaker character.</p> <p>Personality.</p>	<p>One learner confronting another one.</p> <p>They can do whatever they can do You gona say give me R2or every day youcarry my bag.</p> <p>Sort of controlling other learners by force.</p> <p>Empowered.</p>
2 Can you define bullying from an intellectual perspective?	<p>Affected emotionally.</p>	<p>Frustration.</p> <p>Bully younger learners.</p> <p>Take it on someone else.</p> <p>Pick up on.</p>	<p>Learners are affected emotionally.</p> <p>Power is exercised.</p>
3. Can you define bullying from a multicultural perspective?	<p>More superior.</p> <p>Disrespect.</p>	<p>More power over the—the rest of the female figure and children.</p> <p>Imbalance of powerweaker females and children.</p>	<p>Itdepends on the culture that one was raised</p>
4 What are your views on family background and community backgrounds as contributing factors of bullying in schools?	<p>Dysfunctional families. Empty stomach. Resources are not enough.</p> <p>Singlefamilies.</p> <p>Vent t that anger to other learners.</p> <p>Pick onvictims around them together in society.</p> <p>Stress. Friends.</p>	<p>Underprivileged. Violence.Unemployment.Lackof Lack of financialgain.</p> <p>Pick up on.</p> <p>Depressed. Frustration.</p> <p>Cyber-bullying.</p> <p>'Gangsterism'.</p>	<p>Father actually beats up the mother. Now they vent their physic, you know, upon these small smart ones. cheeky</p>

<p>5. What are your views on school as a contributing factor of bullying in schools?</p>	<p>If classes are too big and overcrowded.</p> <p>No resources like furniture and books. Lack the skills to discipline learners.</p> <p>Teachers.</p>	<p>Lack resources.</p> <p>Large classes.</p> <p>Teachers.</p>	<p>Resources.</p> <p>Big teacher-pupil ratio.</p> <p>Teachers.</p>
<p>6. What are your views on media as a contributing factor of bullying in schools?</p>	<p>Text messages that are sort of bullying.</p> <p>Learners open web sites.</p> <p>Take other learners' photo.</p> <p>Violent games.</p> <p>Phonographic videos.</p> <p>Electronic media.</p>	<p>Phones or internet.</p> <p>Not necessarily positive role model.</p> <p>They like doing things on media.</p> <p>Print and electronic media.</p>	<p>Goggling.</p> <p>Electronic media.</p>
<p>6a. What are your views on drugs, alcohol and smoking cigarettes as contributing factors of bullying in schools?</p>	<p>Tent to be violent.</p> <p>Derogative remarks.</p> <p>Punch other learners.</p>	<p>Become violent and they abscond lessons.</p> <p>Frustration. Tired of being lonely.</p> <p>Means of relieving their Stress.</p>	<p>Learner is a smoker. Demand money for cigarettes or money for drugs</p> <p>I get cigarettes before coming to school.</p>
<p>7. What are your views on violation of other people's rights as a contributing factor of bullying in schools?</p>	<p>Come and report.</p> <p>No one is above the law.</p> <p>If people call you names at school. Nicknames.</p> <p>Dominate others.</p>		<p>They do not know that they have rights.</p> <p>So others will write nasty things about others. Victims will not report.</p> <p>We have an anti-bullying policy in place.</p>
<p>8. How can discrimination be viewed as a</p>	<p>Physical bullying</p> <p>Emotionally affected.</p>	<p>Physical bullying.</p>	<p>Share things on their own,</p>

<p>contributing factor of bullying in schools?</p>	<p>Socially affected.</p> <p>Given names.</p> <p>Verbal.</p>	<p>Punch or kick weaker learners.</p> <p>They think it is right and acceptable to discriminate each other.</p> <p>Verbal.</p> <p>Ethnic group.</p> <p>.more superior.</p>	<p>Socially. Learners tend to discriminate each other.</p> <p>verbally, learners belonging to a certain culture would want to talk and chat on their own</p>
<p>9. What are your views on lack of time to relax as a contributing factor of bullying in schools</p>	<p>Frustration.</p> <p>Pressure at school.</p>	<p>No facilities.</p> <p>Drug or alcohol.</p> <p>Smoking cigarettes.</p> <p>Physically bully each other through punching or pushing.</p> <p>Stressed.</p> <p>Verbal.</p>	<p>If there are no facilities for them to relax like parks soccer fields they end up in drugs and alcohol. punch or kick other learners.</p> <p>Emotionally affected.</p> <p>Use vulgar words in class.</p>
<p>10. What are your views on low educational standards as a contributing factor of bullying in schools?</p>	<p>Attendance.</p> <p>Tend to not to attend school regularly.</p> <p>Performance usually goes down with poor grades. Achieving very little in school.</p>	<p>It shows a drop in that learner's performance.</p> <p>Change in that learners' behaviour.</p> <p>It even affects the ethos of the school</p>	<p>They become affected in class.</p> <p>Demand money.</p> <p>Both for the school and the learners : pass rate affected.</p> <p>It disturbs them emotionally.</p>
<p>11. What do you think are the other causes of bullying in schools?</p>	<p>Crime in the community.</p> <p>Corporal punishment was banned.</p> <p>Large class.</p> <p>Lack of role models.</p> <p>Stress: Take it out on other learners.</p> <p>Power struggle among learners.</p>	<p>Tends to come from the community in the household itself.</p> <p>.Personality.</p> <p>Depression.</p> <p>Imbalance of power.</p> <p>Excising their power over someone.</p>	<p>It can be poverty.</p> <p>Lack of resources.</p> <p>Exposure to violence.</p> <p>Large Classes.</p> <p>Corporal punishment is no more in schools.</p> <p>Lack of role models.</p> <p>Frustrations.</p> <p>Power</p>

12. What are your views on expulsion as an effect of bullying in schools?	From my experience, expelling learners who bully other learners is a good example to other learners.	Sets a good tone.	We punish them or detain them and we monitor the situation.
13. What are your views on depression and loneliness as an effect of bullying in schools?	Frustrations. Drug and alcohol abuse. Participation in class decreases.	Emotions. Suicide. Alcohol abuse. Do not interact with others.	Depressed. Participation in class is low. Beating, punching or demanding money. Drug abuse.
14. How can hitting, beating or biting be viewed as general patterns of bullying in schools?	Pain. Withdrawn. Image is disturbed. Not worthy. To commit suicide. Pushing.	Pain. Withdrawn. Not come to school.	Have low self-esteem. Have Tend to absent. Their marks and class participation go down.
15. Can negative attitudes towards other learners be viewed as general patterns of bullying in schools?	Not perform. Psychologically disturbed. Belittling. Embarrassing. Withdraw.	Beating. Not want to come to school. Loneliness. Discrimination.	Steal. Beat. Emotional and low self-esteem. Isolate.
16. What are your views on depression and stress as general patterns of bullying in schools?	Lose self-esteem. Self-confidence. Affected psychologically.	Low self-esteem. Feel unworthy. Let out their anger to other learners.	Vent their anger to other learners. Low self-esteem. Poor socialisation skills.
17. In your opinion in what way can truancy be regarded	Leave school. Group. Influence.	Leave school premises. Loiter. Come to school late.	Sneak out of school premises. Coming to school late. Bunking lessons.

as a general pattern of bullying in schools?		Do not attend lessons.	Attitudes.
18. In what way can 'gangsterism' be viewed as general pattern of bullying in schools?	Gangs. Ethnic groups. Disturbs the emotional wellness of the learners. Fear to come to school. Learners organise themselves into gangs.	Belong to gangs. Group themselves into gangs. Fight. Can leave school premises during school.	Gangs. Fight another group. Stab.
19. What are your views on peer pressure as a general pattern of bullying in schools?	Set into these weak groups. Bully other learners. Communicated into bullying other learners. They pick up on They tend to be bound into that group. Not necessarily that they want to bully other learners. Criticize them. Call them names, so that the Grade laughs.	Bound into certain groups. They must follow the rules. Beat, kick. It is very rife in our community. Peer pressure does contribute to a lot of bullying. Take photos of those learners and post them on social media. Tease.	Grades 11 and 12 have been bullying our younger brothers. Fighting. Harm each other with knives. Stabbed.
	Gossip. Internet or Face book. Cyber-bullying :Sexual. Post photos. Gestures. Coded language. Fights. Offended.	Verbal. Physical fights. Fight. Make other learners carry their bags.	Call each other names. Swear and tease. Beating. Show each other photos of naked people.
20. What are the types of bullying that are prevalent in schools?	Physical. Cyber bullying. Learners:emotionally or psychologically affected. Verbally by teasing or swearing at each other or calling each other names. Culturally.	Fights. Social media. Verbal.	Beating. Fighting. Internet one: cyber-bullying. Verbal.

<p>21 Where do most bullying incidents occur in schools?</p>	<p>Classroom, toilet, playground, school corridors or I can say it happens anywhere.</p>	<p>Everywhere, in the toilet, classroom, play-ground, canteens or libraries.</p>	<p>Everywhere in the school. Corridors or anywhere in the school.</p>
<p>22 Who are the bullies, victims and witness of bullying in schools?</p>	<p>Violent at the same times. They want other learners to listen to them.</p> <p>They like to dominate other learners.</p> <p>Learners who are always withdrawn. Very cheeky. Those who are bullied by other learners. They are always withdrawn. Fear. Defenceless.</p> <p>Do not report incidents of bullying. Witnesses. Watch and report bullying in schools.</p>	<p>Learners who like fighting.</p> <p>They like to be superior to other learners</p> <p>Gossiping. Are those who are bullied by other learners because they are weak and they cannot defend themselves. Do not report incidents of bullying.</p> <p>Learners who watch bullying happening and then report to any other adult.</p>	<p>Learners who like fighting.</p> <p>Overpower other learners.</p> <p>. Those who are bullied by other learners.</p> <p>Do not report incidents of bullying.</p> <p>Learner who watches bullying happening and then makes a report.</p>
<p>23 What are your views on teaching moral values of respect, compassion and trustworthiness as a way of addressing bullying in schools?</p>	<p>Personality.</p> <p>Ubuntu Abantu. Respect.</p>	<p>Brothers and sisters. Respect.</p>	<p>Appreciate each other. Brother and sister. Respect.</p>
<p>24 What do you think are some of the possible solutions of bullying</p>	<p>Cops</p> <p>Parents.</p> <p>Scripture unions. Pastors.</p> <p>It's very effective.</p>	<p>Qualified support system.</p> <p>S. E.N.C.A.</p> <p>Police station.</p> <p>Awareness on bullying. Training staff.</p>	<p>S.A.P.S. Detain. Expel. It is very effective though I cannot give it ten out of ten. Talking to parents.</p>

problems in schools?	Love Life Groups.	Community Based Youth Centre. Organisations. Counselling.	
----------------------	-------------------	---	--

Analysis of data for teachers

Question	Teacher A.	Teacher B.	Teacher C.	Teacher D.	Teacher E.	Teacher F.	Teacher G.	Teacher H.	Teacher I.
1. What do you understand by the term bullying from an emotional wellness perspective?	Superior Some learners are punched by other learners. Pushed by other learners.	Physical. Emotional. withdrawn Ready to fight. Don't have anything positive. They always find negativity.	Intimidation Physical. Emotional.	Violation of rights. Disrespectful. Disempowerment Dominant. Victimizing. Subdue. Physical violence. power struggle.	Misusing their power. Bossy threaten.	Low- self-esteem. Can call them names. Verbal abuse. Takes advantage.	Harassment. Beats. Teasing	Affecting others learners' emotions. Doing things that affect other people. Beating and taking others' belongings. threatening	When other kids are affected.
2. Can you define bullying from a multicultural perspective?	Learners from the same culture will group together. Dominion.	Not fit properly.	Discrimination.	Violation of other learners' rights. Harrassing.	Dominating.	Call each other names.	Dominate.	Look down upon.	Stereotyping.
3. Can you define bullying from	Feel inferior.	Threatening other learners.	Infringe one's right.	Instilling fear in other learners.	Someone is affected emotionally.	Intimidating another learner.	Making another learner feel out of place.	Feel inferior and unworthy.	Making somebody feels bad.

<p>an intellectual wellness perspective?</p>	<p>Disturb classes. Kick. Pick on the m.</p>		<p>Say bad things. One feels inferior One feels better.</p>		<p>Rights have been violated.</p>				<p>Making funny of you.</p>
<p>4. What are your views on family background and community background as contributing factors of bullying in schools?</p>	<p>Fights. Violence. Always threatened.</p>	<p>Parents usually fight. Emotionally abused.</p>	<p>Father and children drinking together.</p>	<p>Men who beat up their wives. Lack of role models.</p>	<p>If they are exposed to violence. Low self-esteem. Parents are always fighting.</p>	<p>Violence and crime in the community. No role models. Parents are always fighting in the presence of children.</p>	<p>Violence in the community. If resources are not enough steal. Parents fight and quarrel.</p>	<p>If children are exposed to violence. Parents are always fighting.</p>	<p>Lack of resources. Violence. Lack of role models. Intimidation.</p>
<p>5. What are your views on school as a contributing factor of bullying in schools?</p>	<p>No rules Role models. Resources are not adequate. Overcrowded classes.</p>	<p>Classes are too big. no rules. resources are not enough.</p>	<p>No resources. No effective rules. No role models</p>	<p>Swearing. Not doing homework. Role model. Smack. Vulgar language. Swear</p>	<p>Corporal punishment.</p>	<p>No discipline. If the teacher allows the children.</p>	<p>No resources. Classes are too big. Frustrated. No rules. No role models.</p>	<p>Call him by names. Poor performance</p>	<p>Ignore. Say that there is no bullying.</p>

<p>6. What are your views on media as a contributing factor of bullying in schools?</p>	<p>Violent videos. they take photos. post them on internet. text bad messages</p>	<p>Television. Social media Violent videos. Internet. WhatsApp and Face book.</p>	<p>Social media. Violence in the media. violent video games</p>	<p>News they watch. Cartoons they watch. Electronic media Violence. Face book and on WhatsApp.</p>	<p>Violence. Movies. Violent games like wrestling.</p>	<p>Movies TVs show violence. Try and kill.</p>	<p>Movies which are violent. Violence. violent videos.</p>	<p>Write ill about the other group.</p>	<p>Electronic media. Internet. Face book posts. Comments about other kids. electronic media.</p>
<p>7. What are your views on discrimination as a contributing factor of bullying in schools?</p>	<p>Emotional Social. Socialis.</p>	<p>Emotional bullying. Superior.</p>	<p>Emotionally affected. Let out their anger to other learners.</p>	<p>Emotionally affected. Violent.</p>	<p>Physical. Call each other names. Vulgar word. Emotional Socially affected.</p>	<p>Emotional. Beat.</p>	<p>Emotional. Discriminate. Beat.</p>	<p>Vulgar words. physically bullying. Beating. Pushing. Emotionally affected.</p>	<p>Physical a. Verbal.</p>
<p>8. How can negative attitudes towards other learners be viewed as a contributing factor of bullying in schools?</p>	<p>Uncomfortable.</p>	<p>Turn into bullies. Fighting back. Turn to be bullies.</p>	<p>Ethical backgrounds. Racial background.</p>	<p>Frustrated. violent.</p>	<p>Discriminate. Verbally. Teasing and gossip. Physically bull. Frustrated</p>	<p>Low self-esteem. Vent Their frustration. Physically. Vulgar words.</p>	<p>Negative attitudes. Easily depressed, angered or frustrated. Vent their anger to other learners.</p>	<p>Withdrawn. Frustrated and depressed. Frustrated.</p>	<p>Depression. Low self-esteem. Always lonely. Verbally. Physically.</p>

						Teasing, swearing or name calling. Beat. Discriminate them from class activities.	Physically.		
9. In your views in what way can violating other learners' rights be viewed as a contributing factor of bullying in schools?	Stopping somebody from making a contribution in a discussion	Express themselves.	Emotions. Intimidate.	Touching our private parts. Point fingers.	Swear or teas	Intimidate. Tease. Swear.	Stage of growin. Childhood to. Stage of growing. Childhood to adulthood	They willintimidate	Teasing and swearing. Being affected emotionally.
10. What are your views on drugs, alcohol and smoking cigarettes as contributing factors of bullying in schools?	Beating or stealing. Physical force.	Beating. Stealing.	Beating. Teasing, swearing. Stealing. Asleep in class and they do not do homework.	Beating.	Parents who are abusing him and exposing him to alcohol and drugs.	Bullying each other physically. Verbally.	Beating. Teasing. Stealing money.	Addicted. Stealing. Force	Funny. Emotional problems.
11. Can you explain how low	Not attend classes.	Laugh.	Physicalbullying.	Bad names.	Drinking alcohol.	Given a bad name. Derogative remarks.	Given bad names. Take photos.	Bad names. Swore. Beating.	Verbally. Physically.

educational standards are viewed as contributing factor of bullying in schools?	lot of sparetime.	Tend to bully.	Beat. Teased Destruction of school property.	Destruction of school property.		Fights.	internet. Verbal. Fights. Accusations. Given bad names.		
12. What are your views on lack of time to relax as contributing factor of bullying in schools?	Stressed. do anything including the bullying	Resenting .	Psychologically. Restless. Bothered. Physically.	Emotionally. Beating.	Psychologically affected. Physically. Verbally. Drinking alcohol.	Physically. Lack of facilities.	Emotionally. Steal. Drinking beer. Teasing. Swearing.	Beating. Internet. Remarks.	Psychologically affected. Tease. Swear.
13. What are your views on violation of freedom of expression as contributing to bullying in schools?	Reserved. Shootdown Low self-esteem.	To feel inferior.	Socially affected. Not feel comfortable to express themselves	Violent. Physically. Verbally.	Do not make meaningful contributions Feel inferior. Disclose other learners' personal information. Gossip.	Do not make meaningful contributions Feel inferior. Violating others' rights.	Disclose other learners' personal information andgossip. Violate rights. Disclose others' secrets. Swear. Teasing.	Emotionally affected. Violate rights. Disclose others' secrets. Swear. Teasing.	Beat. Swear. Emotionally affected. Violate rights. Disclose others' secrets.
14. What do you think could be the other reasons of	power over other learners.	Drugs and alcohol. Lack of effective	Low self-esteem. Not confident.	Drugs and alcohol. classes are too big.	No effective rules.	Abused at home.	Self- esteem is very low.	Use of cell phones.	Intimidate others.

bullying in schools?		rules, classes that are too big	Make other learners as his pin board. Loneliness. Frustration or own depression. backgrounds		Bigger learners. Lack of resources. Big classes. Role models	Feel insecure. Low self-esteem. Nosupport. No love. No guidance. Take advantage of the people who are weaker than them.	Fail to express themselves. Bullied at home.	Large classes. Lack of rules. Lack of role models. Lack of resources.	
15. Where do most bullying incidents take place in schools?	Toilets, Playgrounds, everywhere.	Toilets, Playgrounds, everywhere	corridors, classrooms.	Classroom, corridors, everywhere.	Toilet, classroom, corridors, playgrounds	Toilet, playground, corridors.	Classrooms, toilets, playgrounds, corridors, everywhere.	Toilets, classrooms, playgrounds, evrywhere	Toilets, playgrounds, classrooms, evrywhere.
16. Who are these bullies, victims and witnesses of bullying in schools?	Beat. Bullied, watch and report.		Beat. Bullied. Watch and report.	Violate other learners' rights. Disrespectful. Watch and report.	Bossy. Use power. Cannot defend. Weak. Reporter.	Low self-esteem.	Victims are weak. Are bullied. Beat. A person who reports.	The ones who beat and steal. Weak. Are bullied. Report.	Powerful. Use their power. To beat and abuse. They are very vocal. Are weak. Are bullied.

<p>17. What could be the signs of being bullied at school?</p>		<p>Scars and Bruises. Do not come to school.</p>	<p>Do not attend lessons. Crying. Absenteeism. Withdrawn.</p>	<p>Scars and bruises. Withdrawn . Low self-esteem. Participate slowly in classes. Do not come to school. Broken teeth. Always carrying other learners' bags and chairs.</p>	<p>Missing body parts. Crying. Withdrawn. Absenteeism. Having torn clothing.</p>	<p>Lose body parts. Bruises. Crying. low self-esteem</p>	<p>Do not come to school. scars, missing teeth. Crying. Bleeding. Torn shirts or bags.</p>	<p>Withdrawn. Low participation in class.</p>	<p>Absenteeism. Crying. Missing body parts. Bleeding, carrying other learners' bags and doing homework for other learner.</p>
<p>18. As a teacher can you explain how hitting, kicking and biting can be viewed as general patterns of bullying in schools?</p>	<p>re . Always reports. Pushing, beating or kicking.</p>		<p>Frustrated. Psychologically and emotionally</p>	<p>Bite, kick, beat, hit, and push.</p>	<p>Beating and kicking. Lose their school. Do not participate in class. school attendance is low.</p>	<p>Beat, kick and steal</p>	<p>Beaten. Endless fights. Vulgar words. Beaten.</p>	<p>They do not come and report. Not come to school. Participation is very low. Withdrawn.</p>	<p>Always reports of learners pushing, beating or kicking.</p>

								Bigger learners beat younger learners.	
19. What are your views on gangsters as a general pattern of bullying in schools?	Not to go to a lesson. Most powerful. Not going to school.	Distractive. Controlling other learners.	Not going to school.	Schools should be a safe place.	Fight. They join gangs. More powerful.	Protection. Fight. Tease. Open websites. Posting pictures. Derogative words. Humiliate.	Protection. Fight. Tease. Open websites. Posting pictures. Derogative words. Humiliate.	Belong to certain groups in order to be safe. Fight. Tease. Post photos of other learners on social media.	Bound by the rules and laws. Tease. Swear.
20. What can you say about peer pressure as a general pattern of bullying in schools?	Do certain things in groups. Beat or steal. post pictures on internet.	Feel left out. Can't fit in a group. Drug and alcohol.	Physical. Tease. Alcohol and drug abuse.	Beat. Swear. Take photos. Internet.	Influenced to do certain things. Beating. Swearing.	Forcing.	Influencing. Beat. Not do assignments.	Funny steal or beat others.	Sake of being in that group.
21. What do you think are the other types of bullying that occur in schools?	Verbal, Physical. emotional Cyber.	Verbal. Social media. Fights.	Physical. Stressed. Throw a bahit or fight.	Drug related. Sexual harassment. Verbal. Emotional.	Fighting.	They call each. Verbal. Physical. Cyber bullying.	Verbal. Physical, racial. Gender bullying.	Verbal. Emotional. Physical. Cyber bullying.	Verbal. Physical. Psychological.

			Cyber bullying. Say bad things. Social network Frustrated	physical.		Face book. Twitter. Emailing. WhatsApp.			
22. What can you say about low educational achievements as effects of bullying in schools?	Don't participate in class activities. miss out on a lot of learning activities. Don't understand. Not likely to perform well.	Laugh. Tend to bully.	Loneliness.	Anger. Dehumanised. Low self-esteem. Emotional reaction. Affect the participation in the class. Don't get active. Quitting school. Changing school.	Do not participate in class. low marks. school pass rate also drops.	See no point in learning.	Poor results. Participation in class is also affected.	Teasing. Beating.	Verbally. Physically.
23. In what way can depression and loneliness be viewed as	Integrated into a group.	Fear. Speak out. Withdrawn.	Pressed. Participation in class is low. beating.	Controls. Isolated. Is fearful.	To take out their anger to other learners. Withdrawn.	Discriminate. Let their anger to other learners.	Social networks Frustrations. Withdrawn.	Withdrawn. Ready to fight.	Frustrated. Emotions

effects of bullying in schools?			punching or demanding money from other learners.		Not participate in class.	Withdrawn. Ready to fight.	Eager to fight. Lonely.		
24. What are your views on teaching moral values: respect, trust worthiness, compassion as solutions to problems of bullying in schools?	Accept. Won't discriminate.	Respect. Compassion. Brotherhood and sisterhood.	Kind. Compassion. Respect.	Respect.	To respect. Sympathetic.	Respect.	Church.	Respect.	Respect.
25. What do you think should be done in schools in order to address bullying in schools?	Community. Family.	Community. Parents Students Teachers.	Peer groups. Deputy principal. Principal. Parents. Police. Love Life.	Policy on bullying. Report bullying. Deal with it harshly. Child Protection. Social worker. SENCA. Religious leaders.	In- service training on bullying. Police officers. Social workers. Police officers.	Positive rewards. tell the teacher and other adults. Positive rewards.	Organisations Community Based Youth Centre	Refrain from drugs. Refrain from alcohol. Sport. Drama group	Teachers. Pastors. Parents. Principals. Learners. Bullying policies. Counselling, psychological counselling. Media

				Various non-governmental organisations					
--	--	--	--	--	--	--	--	--	--

Analysis of data for learners

QUESTION	Learner A.	Learner B	Learner C.	Learner D.	Learner. E	Learner F.	Learner G.	LearnerH.	Learner I.
1. What do you understand by the term bullying from an emotional wellness perspective?	Beating.	Power over others	Power.	Beating or stealing	Physical. Emotional. Verbal.		power or strength	Making funny of other learners. Beating. Taking photos and posting	Teasing or swearing.
2. Can you define bullying from a multicultural perspective?	Overworking. Raping.	Power.	Beating.	Oppressing.	Beating.	-	more superior.	Misusing power.	Controlling others.
3. What do you think are some of the causes of bullying in schools?	No rules.	If classes are too big.	Lack of supervision. Poverty. Power	Jealousy. Power hungry.	Lack of supervision. Poor socialisation.	Self – esteem. Tougher circumstances.	Do not care. Jealousy.	Poor self- esteem.	Lack of confidence.
4. What are your views on family background	Violence.	Crime. Violence.	Poverty.	Drugs and alcohol.	Crime. Poverty.	Violence.	violence	Violence.	Teachers. Drugs and alcohol

and community background as contributing factors of bullying in schools?	Drugs and alcohol or crime.								
5. What are your views on school as a contributing factor of bullying in schools?	Is there in high schools. . Stupid. Calls them names. No rules.	Teachers.	If books are not enough. No effective rules.	Independence.	Teachers.	Socialisation .	Resources.	No role models. If school results are always bad.	No rules.
6. What are your views on media as a contributing factor of bullying in schools?	Results.	Violent game.	Negative reports.	Internet. Face book and WhatsApp	Post pictures. Gossip. Internet	Poor results.		Social media.	Calling each other names.
7. Can you explain how low educational standards can be	Bad names.	Known as a school for bullying.	No one would want to go to such a school.	Fighting. Breaking school property.	Stand up.	Fight.	Beaten. Forced to transfer.	Bad name to the school.	Physical bullying.

viewed as a contributing factor of bullying in schools?									
8. What can you say about lack of time to relax as a contributing factor of bullying in schools?	Teasing.			Emotionally affected.	Emotional.	Abusing drugs and alcohol.	Beating. Sexually.	Intimidating others.	Emotions.
9. What are your views on drugs, alcohol and smoking cigarettes as contributing factors of bullying in schools?	Beating.	Tease and swear.	Quarrel. Noise in class.	Verbal. Beat.	Physically bullied.	Beaten. Teased. Stolen.	Intimidating.	Verbally abuse.	Smacking and kicking.
10. What do you think are some of the causes of bullying in schools?	No rules.	If classes are too big.	Lack of supervision. Poverty. Power.	Jealousy. Power hungry.	Lack of supervision.	Self – esteem.	Emotional. Punch.	Teasing and swearing.	Emotions.

11. Who are bullies, victims and witnesses?	Beat. Beaten.	Steal and beat. Beaten by other learners.	Report .Hits.	Watches. Report.	Low self-esteem. beat.	Bosses. Beat. Make them carry their bags. Report	Beat.	Intimidates.	Smacks others.
12. In what way can swearing and teasing be viewed as general patterns of bullying in schools?	Not worthy. Do not participate. Do not attend classes.	Inferior. Not coming to school anymore.	Do not want to come to school. Marks drop.	Feel inferior. Fights.	Physical fights among learners.		Fight back. Feel inferior	Feel intimidated.	Kicking and smacking.
13. In what way can 'gangsterism' be viewed as a general pattern of bullying in schools?	Terms and conditions.	Beat, steal or bunk lessons or even not to do homework.	Forced. Stealing or beating.	Forced. Say bad things. Steal. Bring knives.	People choose to be where they want to be.	Beating. Stealing.	Control. picking on other	Intimidating others. Tearing books.	Threatening other learners.
14. What can you say about truancy as a general pattern of	Hiding in corridors.	Loitering.	Absenteeism.	Leave classes.	Lie.	Not doing schoolwork.	Bunk lessons.	Smoking cigarettes in groups.	Leave school premises.

bullying in schools?									
15. In your opinion in what way can peer pressure be viewed as a general pattern of bullying in schools?	Bunk lessons. Loitering.	Stealing.	Not going to some of the school lessons.	Like swearing or teasing.	Go home without approval.	Do not attend lessons.	Bunk lessons and loiter around.	Absenteeism.	Beating and stealing.
16. In your opinion, what can you say are some of the general patterns of bullying in schools?	Coming to school late.	Violence, fighting. Verbal. Papers and tapping desks.	Swearing.	Throwing papers.	Making noise.	Texting bullying messages.	Not completing assignment or homework	swearing and teasing	Fighting.
17. In your opinion can expulsion be viewed as an effect of bullying in schools?	None will bully again at school.	A good one.	Will not bully.	Acts as a good example.	Know that bullying in schools is not good.	Not finish school.	Not come to school.	Fail.	Loose friends.

18. Can you explain how low academic achievements can be viewed as effects of bullying in schools?	Do not concentrate.	Pass rate is affected and the	School pass rate is also affected.	Academic achievements are affected.	You do not focus.	Performance is affected.	Educational ly. Grades will start to going down.	Pass rates.	School standards also drop.
19. What do you think are some of the effects of bullying in schools?	Feel unworthy.	School standards also drop.	Transferring to other schools.	Commit suicide.	Feeling headache.	Become stressed all the time.	Does not come to school anymore.	Absenteeism.	Bunk lessons.
20 What types of bullying are common in schools?	Verbal. Physical Emotional. Cyber bullying.	Emotional.	Emotional. Physical.	Cyber bullying. Cultural. Verbal.	Cyber bullying. Verbal. Physical. Teachers beating learners.	Verbal. Emotional. Physical.	Physical. Verbal. Cyber bullying	Physical. Psychological. Online bullying.	Physical. Emotional.
21. What do you think schools need to do in order to address bullying in schools		appoint prefects	Report. Police officers.	Cameras. Expel.	Install suggestion boxes.	Report.	Cameras. Suggestion boxes.	Expel them. Report bullying.	Beat them. Report. Cameras. Suggestionboxes

22. What are your views on teaching moral values of respect, trustworthiness and compassion as a solution to address bullying in schools?	Kind.	Respect.	Respect.	Trust.	Teach.	Kind. Trust.	Church.	Good emotions.	Teaching good things.
--	-------	----------	----------	--------	--------	-----------------	---------	----------------	-----------------------

Analysis of data for learners

Question.	L.J.	L.K.	L.L.	L.M.	L.N.	L.O.	L.P.	L.Q.	L.R.
1. What do you understand by the term bullying from an emotional wellness perspective ?	Treating other learners badly.	Personality.	Beating. Making them carry your bag every time.	Bully.	Feel inferior. Threatening.	Not worthy. superior	Intimidating.	Intimidated. Beaten.	Intimidation.
2. Can you define bullying from a	Discriminating.	Racism.	Oppressing.	Discrimination.	Beating. Threatening.	Intimidating.	Feel inferior. Unworthy.	Discrimination. Xenophobia.	Intimidation.

multicultural perspective ?									
3. What do you think are some of the causes of bullying in schools?	Violence.	Low self-esteem.	No role models.	Depression.	If you are intimidated	Smacks. Teases.		No role models at home.	Low self-esteem.
4. What are your views on family background and community background as contributing factors of bullying in schools?	Lack of resources.	Children are made to do whatever they want. Social network.	Depressed. Drugs and alcohol.	Low self-esteem, violence.	No role models.	Violence.	Crime.	No facilities.	Lack of money.
5. What are your views on school as a contributing factor of bullying in schools?	Too many learners in the class. If resources are not enough. Teachers.	It contributes to more and more bullying.	Lack of books. Big classes. Pass rate is always poor.	A variety of people.	Teachers.	No enough books.	Some teachers.	No good rules.	No role models.

6. What are your views on media as a contributing factor of bullying in schools?	Verbally.	Post pictures.	Text bullying messages	Take photos.	Violating other learners' rights.	Watching videos.	Violence in the media.	Some cartoons.	Pornographic pictures.
7. Can you explain how low educational standards can be viewed as a contributing factor of bullying in schools?	Transfer to other schools.	Beating others.	Teased.	Intimidating others.	Threatening others.	Not attending lessons.	Beating.	Making noise.	Not doing homework.
8. What can you say about lack of time to relax as a contributing factor of bullying in schools?	Emotional.	Self-esteem will be low. Beating.	Emotional. Teasing. Smacking.	Verbally. Physically.	Kicking each other.	Verbally bully.	Swearing on social media.	Texting messages.	Verbally. Physically.
9.	Beat. Verbally.	Violating other	Making noise.	Teasing. Swears.	Violate other	Beat. Steal.	Intimidates others.	Threatens.	Discriminate.

What are your views on drugs, alcohol and smoking cigarettes as contributing factors of bullying in schools?		learners' rights.			learners' rights. Taking photos. Teasing. Smacking.	Tease. Beaten.			
10. What do you think are some of the causes of bullying in schools?	Low self-esteem.	Too emotional.	Lack of money.	Drinking alcohol.	Lack of role models.	Peer pressure.	No friends.	No books and chairs.	Peer influence.
11. Who are bullies, victims and witnesses?	Bosses. Abused	Steals. Violate others' rights.	A witness is one who watches. Report. Violates another learner's rights.	Beats. Teases. .Post ugly pictures. Low self – esteem.	Beat. Steal. Tease. Beaten.	Rejected by others.	Report bullies.	Kick other learners.	Uses vulgar words.
12. In what way can swearing and teasing be viewed	Lessons are disrupted.	Fight.	Tease. Swear.	Swearing.	Swearing. Calling names. Fighting.	Using vulgar words.	Kicking and hitting others.	Threatening other learners.	Fighting each other.

as general patterns of bullying in schools?									
13. In what way can 'gangsterism' be viewed as a general pattern of bullying in schools?	Stealing.	Smack. Posting photos. Online.	Not doing homework	Slap. My lunch box is being taken. next time is my money is taken.	Sneaking out of school.	Making noise in a group.	Fighting.	Texting messages	Noise making in class. Sending bad news on social media.
14. What can you say about truancy as a general pattern of bullying in schools?	Do not come to school.	Loiter in around school.	Absenteeism.	Mostly, they do not arrive at school.	They bunk lessons.	Not come to school.	They leave lessons before time.	Loitering in corridors.	Hide in corridors.
15. In your opinion in what way can peer pressure be viewed as a general pattern of	Forced to steal.	Tease.	Forced.	Forced not to do homework. They bunk lessons.	They beat others in groups.	One is forced to text bad messages to others.	They make noise in class.	Tease and swear in groups.	Forced to engage in drugs and alcohol.

bullying in schools?									
16. In your opinion, what can you say are some of the general patterns of bullying in schools?	Beating and kicking.	Hitting.	Throwing papers on the floor.	Tapping desks. Cyber bullying.	Swearing and teasing.	Texting bullying messages.	Pulling each other's hair.	Noise making. Drug abuse and smoking.	Message texting.
17. In your opinion can expulsion be viewed as an effect of bullying in schools?	A good example.	Not complete school.	No more bullying.	Set a good example.	Know that it is bad.	Become emotional.	Not finish school.	Tend to threaten others.	Intimidates others.
18. Can you explain how low academic achievements can be viewed as effects of bullying in schools?	Not go to that school.	Pass rates drop.	Not participate. Called different names.	Low self-esteem.	Given bad names. Not go to that school.	Self-esteem.	Absenteesism.	Calling each other names	Do not go to such schools.

19. What do you think are some of the effects of bullying in schools?	Suicide. Low self-esteem.	Absenteeism.	Think of killing self.	Become sick.	Do not feel comfortable.	Do not come to school.	Feel unworthy.	Pass rate drops.	Feel inferior.
20. What types of bullying are common in schools?	Verbal bullying. Physical. They beat.	Physical bullying. Verbal bullying.	Verbal bullying.	Cyber bullying. Verbal. Physical. Low-self-esteem.	Physical. Verbal. Cyber bullying. Emotional bullying.	Verbal bullying. Physical. Cyber bullying.	Online. Verbal. Physical. Psychological.	Emotional. Physical. Cyber bullying. Verbal.	Physical. Cyber bullying. Verbal.
21. What do you think schools need to do in order to address bullying in schools?	Parents. Rules.	Suggestion boxes. Rules. Media. Fight back	Security. Supervise. Severe measures. Suspended. Police.	Rules. Have more lessons.	Suggestion boxes. Involve parents. Reported.	Suggestion boxes. Police.	Cameras.	Teach learners more about bullying.	SENCA. Night Watchers.
22. What can you say about teaching moral values such as respect, compassion	Brothers. Sisters.	Teach good ideas.	Respectful. Trustworthy.	Respect, compassion and trustworthiness Church.	Church.	Respect brothers and sisters.	Teach them to respect.	Respect.	Brothers and sisters.

and trust worthiness as a solution to bullying problems in schools?									
---	--	--	--	--	--	--	--	--	--