

AN EXPLORATION OF BULLYING IN PUBLIC SCHOOLS IN LESOTHO

BY

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I declare that

AN EXPLORATION OF BULLYING IN PUBLIC SCHOOLS IN LESOTHO

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

SIGNATURE.....

(MR. P.E. ISIDIHO)

DATE.....

In memory of:

* my father, Ichie Titus Isidiho Uhegbu

and

* my mother, Lolo Louisa Uhegbu

In appreciation of:

* Prof. and Prof. (Mrs.) D.O. Owuamanam

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ABSTRACT

This explorative study investigated bullying in a sample of schools in Lesotho from the learner's perspective. A review of the existing literature formed the basis for the offered description of the phenomenon. The work examined concise definitions of bullying, school violence, victim and bully. The research described various forms of bullying, reason for and possible intervention strategies.

The quantitative research method was applied, which included an analysis of the data obtained from a questionnaire containing 33 close-ended questions divided into six sections: general information; observation of bullying; experience of bullying; impact of bullying; participation in bullying activities and reasons for bullying and measures against it. The questionnaires were distributed among 1 373 learners from Lesotho public schools which were used for the study.

The research was brought to a conclusive end with a proposal for school bullying intervention strategies in Lesotho public schools.

Key terms: bully, victim, bullying (frequency, nature, grade level, location, gender, impact on victim, reasons for, measures against).

Table of Contents

Table of Contents.....	i
Chapter 1. Introduction and methodological foundation	1
1.1 INTRODUCTION	1
1.2 DEFINITION OF THE CONCEPT “BULLYING”	3
1.2.1 Types of bullying	4
1.3 RATIONALE FOR THE RESEARCH	4
1.4 RESEARCH PROBLEM, GOAL, AND OBJECTIVE.....	6
1.5 THE RESEARCH DESIGN	8
1.5.1 The chosen scientific approach.....	8
1.5.2 Unit of analysis	9
1.6 SAMPLING AND SAMPLE DEMOGRAPHICS	10
1.6.1 Probability sampling:.....	10
1.6.2 Non-probability sampling:.....	10
Table 1 Characteristics of the research group	11
1.7 DATA COLLECTION	12
1.7.1 Research instrument for data collection	12
1.7.2 Pilot study	14
1.7.3 The main study	14
1.7.4 Distribution of questionnaire	15
1.8 CODING AND DATA CAPTURING	15
1.9 DATA ANALYSIS AND INTERPRETATION	16
1.10 VALIDITY AND RELIABILITY	17
1.11 PROBLEMS ENCOUNTERED WITH THE STUDY	17
1.11.1 Approval to carry out the research	17
1.11.2 Administration of the questionnaires.....	18
1.11.3 Information overload	18
1.11.4 Lack of research around the phenomenon.....	18
1.12 CONTENTS/STRUCTURE OF THE MANUSCRIPT	18
1.13 CONCLUSION.....	19
Chapter 2. Literature review	20
2.1 INTRODUCTION	20
2.2 RATIONALE FOR A LITERATURE REVIEW.....	20
2.3 SOURCES OF INFORMATION	21
2.3.1 Articles in professional journals	21

2.3.2	Research reports, dissertations and monographs	21
2.3.3	The Internet.....	22
2.3.4	Books	22
2.4	CONCEPTUAL ANALYSIS OF CORE CONCEPTS	22
2.4.1	School violence	22
2.4.2	Importance of normal socialisation of children	23
2.4.3	The victims	24
2.4.4	The Bully	25
2.5	HISTORY OF BULLYING RESEARCH.....	27
2.6	PREVALENCE RATES	28
2.7	THE EXPERIENCE OF BULLYING.....	31
2.8	PARTICIPATION IN BULLYING ACTIVITIES.....	31
2.9	GENDER OF BULLIES.....	32
2.10	AGE OF BULLIES.....	33
2.11	TYPES OF BULLYING AND THE INFLUENCE OF GENDER.....	33
2.12	LOCATION OF BULLYING	34
2.13	REASONS GIVEN FOR BULLYING.....	34
2.14	EFFECTS OF BULLYING	34
2.15	CONCLUSION.....	36
	Chapter 3. Nature and extent of the problem	38
3.1	INTRODUCTION	38
3.2	A SAFE SCHOOL ENVIRONMENT	38
	Table 3.1: Do you feel safe at school?.....	39
3.3	FEELINGS OF LEARNERS	39
	Table 3.2: Do you often feel sad and unhappy?	40
3.4	FREQUENCY OF OBSERVED BULLYING.....	40
	Table 3.3: How often would you say learners are bullied at your school?	42
3.5	NATURE OF OBSERVED BULLYING.....	42
	Table 3.4: How often have you seen any of the following things happen to other learners in your school?.....	43
	Table 3.5: Being teased in an unpleasant way.....	44
	Table 3.6: Being called hurtful names.....	45
	Table 3.7: Being left out of things on purpose.....	46
	Table 3.8: Being threatened with harm.....	47
	Table 3.9: Being hit, kicked or pushed.....	48
3.6	LOCATION OF OBSERVED BULLYING	49

Table 3.10: Have you observed bullying going on in any of these places at your school?.....	49
Table 3.11: In my classroom	50
Table 3.12: On the playground	51
Table 3.13: Walking to or from school	52
Table 3.14: In the toilets	53
Table 3.15: In the hall (assembly or gathering place)	54
Table 3.16: At the bus stop.....	55
Table 3.17: Bullying on the bus.....	56
Table 3.18: While participating in organised sport	57
3.7 GENDER OF OBSERVED BULLYING.....	58
Table 3.19: Who have you seen bullying other learners at your school?.....	58
Table 3.20: Bullying by a boy	58
Table 3.21: Bullying by a group of boys	59
Table 3.22: Bullying by a girl.....	60
Table 3.23: Bullying by a group of girls	61
Table 3.24: Bullying by both boys and girls	62
3.8 CONCLUSION.....	62
Chapter 4. The experience of peer victimisation	64
4.1 INTRODUCTION	64
4.2 FREQUENCY OF BULLYING.....	64
Table 4.1: Have you ever been bullied by other learners at school?.....	64
Table 4.2: How often have you been bullied at school this year?	65
4.3 NATURE OF BULLYING.....	66
Table 4.3: Did any of the following things happen to you while you were being bullied this year?.....	67
Table 4.4: Being teased in an unpleasant way.....	67
Table 4.5: Being called hurtful names.....	68
Table 4.6: Being left out of things on purpose	69
Table 4.7: Being threatened with harm	69
Table 4.8: Being hit, kicked or pushed.....	70
4.4 GRADE LEVEL OF THE BULLY	71
Table 4.9: In what grade is the learner who bullies you?	71
Table 4.10: In my class.....	71
Table 4.11: In the same grade but in a different class	72
Table 4.12: In a lower grade.....	73
Table 4.13: In a higher grade.....	74

4.5	GENDER OF THE BULLY	74
	Table 4.14: Looking back over your experience at school this year, were you ever bullied by the following?	75
	Table 4.15: Bullying by a boy	75
	Table 4.16: Bullying by a group of boys	76
	Table 4.17: Bullying by a girl.....	77
	Table 4.18: Bullying by a group of girls	78
	Table 4.19: Bullying by both boys and girls	79
4.6	CONCLUSION.....	79
	Chapter 5. Impact of bullying.....	81
5.1	INTRODUCTION	81
5.2	GENERAL FEELINGS OF THE VICTIMS AFTER A BULLYING INCIDENT..	81
	Table 5.1: After being bullied, how did you generally feel about yourself?.....	81
	Table 5.2: It hasn't really bothered me.....	82
	Table 5.3: I felt almost angry.....	83
	Table 5.4: I felt mostly sad and unhappy.....	83
	Table 5.5: I felt much the same as before being bullied.....	84
	Table 5.6: I felt better about myself	85
	Table 5.7: I felt worse about myself	85
5.3	SCHOOL ATTENDANCE AND BULLYING	86
	Table 5.8: Have you ever stayed away from school because of bullying?.....	86
5.4	INFORMING OTHERS ABOUT THE BULLYING EXPERIENCE.....	87
	Table 5.9: Have you told any of the following persons about being bullied?.....	87
	Table 5.10: My mother or father	88
	Table 5.11: A teacher or another adult at school.....	89
5.5	RECEIVING ASSISTANCE.....	89
	Table 5.12: If you have been bullied, who has tried to help you?.....	90
	Table 5.13: My mother or father	90
	Table 5.14: My sister or brother	91
	Table 5.15: A teacher or another adult at school.....	92
	Table 5.16: A friend or another learner at school.....	93
	Table 5.17: Did things get better after you told someone.....	94
5.6	CONCLUSION.....	95
	Chapter 6. Participation in bullying activities	96
6.1	INTRODUCTION	96
6.2	PREDISPOSITION TO BE A BULLY	96

Table 6.1: If you want to, how able are you to bully other learners?	97
Table 6.2: Have you felt like hurting or upsetting another learner?	98
6.3 PARTICIPATING IN BULLYING ACTIVITIES	99
Table 6.3: How often have you been part of a group that bullied other learners during the 2006 academic year?	101
6.4 CONCLUSION	102
Chapter 7. Reasons for bullying and measures against bullying	104
7.1 INTRODUCTION	104
7.2 REASONS FOR BULLYING	104
Table 7.1: What do you think are the reasons why some learners bully other learners?	105
Table 7.2: For fun	105
Table 7.3: Because the victims annoy the bullies	106
Table 7.4: Because the victims are regarded as wimps	107
Table 7.5: To get belongings or money from the victims	108
Table 7.6: To show off	109
Table 7.7: Because others were doing it	110
Table 7.8: To get even (take revenge)	111
7.3 MEASURES AGAINST BULLYING	111
Table 7.9: Measures against bullying	112
Table 7.10: Do you think that teachers and learners should be concerned about stopping bullying in your school?	113
Table 7.11: Do you think teachers should try to stop bullying?	114
Table 7.12: Do you think learners themselves should help to stop bullying?	115
Table 7.13: Do you personally try to stop bullying when you see it happening?	116
Table 7.14: Do you think that learners and teachers should work together to stop bullying?	117
Table 7.15: Do you think you could use some help from somebody to stop you from being bullied?	118
Table 7.16: Would you be interested in talking with other people about the problem of bullying at school to see what could be done about stopping it?	119
7.4 CONCLUSION	120
Chapter 8. Conclusion and recommendations	121
8.1 INTRODUCTION	121
8.2 PROJECT REVIEW	121
8.3 INTERVENTION STRATEGY	126
8.4 FURTHER RESEARCH ON BULLYING OF LEARNERS IN LESOTHO PUBLIC SCHOOLS	128

BIBLIOGRAPHY.....129

Chapter 1. Introduction and methodological foundation

1.1 INTRODUCTION

Bullying in schools is not a new phenomenon. It involves the tormenting of others through verbal harassment, physical assault, or other more subtle methods of coercion such as manipulation. Many people can recall their involvement in peer victimisation as either bullies or victims. The words “bullying”, “peer victimisation” and “school violence” are used in this dissertation as concepts to include all the different forms of bullying behaviour. Bullying has only received research attention since the early 1970s when a Norwegian researcher, Olweus, began to study this phenomenon. His book, *Aggression in the Schools - bullies and whipping boys* (1978), is still considered the first scientific study of peer victimisation. Research on bullying has been carried out in most countries of the world starting the 1980's. These countries include Britain, Australia, United States of America (USA), Israel, Sweden, Italy, South Africa to mention but a few and the research suggests that the problem is very widespread and that most children would experience bullying at some point in their school career. Over the past ten to twenty years, bullying has become recognised as a problem that is present in most, if not all, schools and in a wide variety of countries (Olweus 2005:9).

These days, schools are the starting point where these acts are learned. Bullying among learners has led to serious school violence that in most cases resulted in death because of the use of weapons including guns, knives, or daggers (Coloroso 2002:1-2).

Similarly, peer victimisation is a form of harassment and antisocial behaviour that prevails in all segments of the school community. Bullying can take many forms, varying from gestures, verbal or physical abuse (Sullivan 2000:11) exclusion (Soutter & McKenzie 2000: 96), extortion (Berthold & Hoover 2000: 65), or a combination of these. New manifestation acts or forms of bullying are also appearing, such as harassment in internet chat rooms and nasty or threatening e-mails (Smith 2004:99).

Bullying may involve one child bullying another, a group of children bullying a single child, or groups bullying other groups. These negative acts are not intentionally provoked by the victim and, for such acts to be identified as bullying, an imbalance in real or perceived power

has to exist between the bully and the victim (Coloroso 2002:1-2). It is not a question of a single attack directed at one child here and at another there, but the victim is subjected to systematic psychological or physical harassment, which causes embarrassment, pain or discomfort (Kalliotus 2000:50). It is difficult for such victims to defend themselves as they experience a sense of helplessness or defencelessness from the bully.

Therefore, a general definition of bullying involves:

- The existence of an imbalance of strength - either physical or psychological - between the bully and the victim;
- Repeated, negative actions from the bully against an individual;
- The bully's deliberate intention to hurt another (where the aggressive act is largely unprovoked) (Smith 2004:98-103)

The school plays a central role in a child's socialisation and it is essential that schools offer a safe environment in which learning and growth can take place. Violence contaminates the school environment and jeopardises the educational process. There is sufficient evidence that peer victimisation, or bullying, is one of the hidden elements of the various manifestations of violence in our society. Some examples of social violence are child abuse; domestic violence; work place violence; hate crimes; road-rage. At this point, it should be noted that bullying can exact a terrible toll on children and the scars can last a lifetime (Coloroso 2002:1-2).

In order to understand the incidence of bullying among secondary and primary school students in Lesotho, the researcher identified the need to conduct a scientific investigation. In this chapter, the methodological foundation, the rationale for the study, and the goals of the study will be addressed. The researcher will also present a definition of the concept "Bullying", discuss types of bullying, explain the research design, present key research questions, follow a scientific approach, and consider additional problems encountered while carrying out the research.

1.2 DEFINITION OF THE CONCEPT “BULLYING”

Bullying can be broadly defined as a repeated and systematic harassment on others. Smith and Sharp, in Sutton (2001:530), refer to bullying as the systematic “abuse of power”. Naser, Ovens, Van der Merwe, Morodi, Ladikos, and Prinsloo (2004:28) define bullying as “... intentional, repeated hurtful acts, words or other behaviour, such as name-calling, threatening or shunning, committed by a child or children against another child or children”. According to Olweus (1994:9), the leading figure in research on bullying worldwide, a learner is being bullied or victimized when he or she is exposed, repeatedly, and over time, to negative action on the part of one or more learners.

Olweus (2005:9) explains the term “negative action” as “... when someone intentionally inflicts, or attempts to inflict injury or discomfort, upon another”. According to Olweus (2005:9), negative actions may be carried out by words (verbally), for instance, by threatening, taunting, teasing, and by the calling of names. It is also a negative action when somebody hits, pushes, kicks, pinches or restrains another by physical contact. For example, when somebody is beaten, knocked, kicked, or pinched. Besides, it is possible to carry out negative actions without the use of words or physical contact, such as making faces, showing dirty gestures, intentionally excluding someone from a group, or refusing to consider another person’s wishes. In Olweus’ definition (2000:11), bullying is characterised by the following three criteria: (1) aggressive behaviour or intentional “harm doing”, (2) repeated aggression, and (3) an interpersonal relationship characterised by an imbalance of power.

One might add that bullying behaviour often occurs without apparent provocation (according to Olweus (2000:11). Guerin and Hennesy (2002) also agree that the “Classical view of bullying is that an individual or group repeatedly and deliberately picks on another individual who is blameless and has done nothing to provoke the attack”.

Bullying can either be direct (for example verbal and physical aggression) or indirect (for example threats, insults, name calling, spreading rumours, writing hurtful graffiti, or encouraging others not to play with a particular child). Indirect bullying involves purposeful actions that lead to social exclusion or damage to a child’s status or reputation in an attempt to get others not to socialise with the victim (Smokowski & Holland-Kopasz 2005:102). Whitted and Dupper (2005:168) delineate two other types of bullying namely racial bullying and sexual bullying. Racial bullying consists of making racial slurs, writing racially motivated

graffiti, mocking the victim's culture, or making offensive gestures referring to race. Sexual bullying includes passing inappropriate notes with sexual connotations, sexually slurred jokes or pictures or taunts, and starting rumours of a sexual nature. Sexual bullying may also involve physically intrusive behaviour such as the grabbing of private body parts, or forcing someone to engage in sexual behaviour. This bullying includes what Belsey (in Keith & Martin 2005:224) calls cyber-bullying, where similar behaviour is coerced in online environments such as chat rooms.

1.2.1 Types of bullying

Neser *et al* (2004) concludes that some of the commonest forms of bullying include physical, verbal, relational, and emotional bullying.

- Physical bullying includes punching, poking, throttling, hair pulling, beating, biting, excessive tickling, and direct vandalism of objects.
- Verbal bullying includes acts such as hurtful name-calling, persistent teasing, gossip, and racist or sexual remarks.
- Relational bullying includes when a child is deliberately excluded from activities (very often during school breaks or other social situations).
- Emotional bullying includes terrorising, extorting, defaming, humiliating, blackmailing, rating/ranking of personal characteristics (such as race, disability, or ethnicity), manipulating through friendships, ostracising, and peer pressure.

All these types of bullying are common at schools today and therefore require investigation.

1.3 RATIONALE FOR THE RESEARCH

The incident of bullying has been on the increase among secondary and primary school students in recent years. Research on bullying gained prominence in the early 1970's in developed countries. For example, Heinemann (1973) was one of the first authors to write on the phenomenon of bullying, as identified by Smith, Cowie, Olafsson and Liefhooghe (2002: 1119-1120). Heinemann used the Norwegian term "mobbing", which refers to group aggression against a deviant individual, which is a form of aggression that occurs suddenly and equally suddenly subsides; a process of actions performed by a group against an individual. The English word for this process is "mobbing". The researcher observed bullying

at schools and identified the need for intensified research with a dire need for the consistent application of research findings about bullying in the school systems to ensure that schools remain safe for learners to learn.

It is of paramount importance that one understands why schoolchildren engage in bullying in order to know how to deal with it. Victims of this act are worried. Teachers and parents are also concerned considering the emotional, physical, and psychological effect victims suffer from. The anti-bullying interventions could be more effective or productive when the reasons for bullying are understood.

It is very valuable to make an effort to research bullying in that it will help to bring into the limelight the major types of bullying and describe pupils' experiences about being bullied in school. The research will help to clarify the role the gender of the bully plays, as well as the frequency of the bullying acts. Bullying often leads to greater and prolonged violence in the schools that, not only harms its intended victims, but it also negatively affects the learning environment of schools and the opportunities for all children to achieve their desired goals. A case in point are 6 500 children in the fourth to sixth grades, in rural South Carolina, who indicated that during the three months preceding that particular research study, one in four students had been bullied with some degree of regularity, while one in twenty had been bullied at least once a week. In the same survey, approximately one in five children admitted being bullied regularly during the three months preceding the study (Bitney 2000). Various reports and studies have established that approximately 15 percent of students either are bullied regularly or are initiators of bullying behaviour (Olweus 1993).

Ninety percent of all students felt that bullying caused social, emotional, or academic problems for those students who were bullied. Sixty percent of all students believe that schools respond poorly to bullying and victimisation (Weinhold & Weinhold 2000).

This research is necessary because of its social value and importance. If we do not help bullies early in life, it will be a great problem to the larger society when they grow up as they undermine social justice as adults. Research has proved the need to control bullying at school, for example, according to Garrett (2003), citing The (American) National Educational Association, bullying, like its older cousin sexual harassment, needs to be addressed as a matter of social justice. In adulthood, bullying is an affront to democracy and to our democratic institutions. Bullying deprives children of their rightful entitlement to go to school

in a safe, just, and caring environment. It is significant to note that learners who bully are more likely to engage in antisocial or delinquent behaviour (vandalism, shoplifting, truancy, and drug use) into adulthood (Coloroso 2002:1-2). Although being a bully has its power in elementary school, it is detrimental to the person as an adult if that behaviour continues. They may become involved in all antisocial behaviours as adults and may not be responsible and useful for the rest of their adult lives.

It is because of the above-mentioned information, coupled with the researcher's personal interest in this topic, that the desire has arisen to contribute to finding ways of preventing bullying (if not eradicating it) in our public schools. The access the researcher has to a secondary school, to school heads and teachers, and to learners is an added advantage that contributes to making this project a success.

1.4 RESEARCH PROBLEM, GOAL, AND OBJECTIVE

The research problem chosen for this study relates to the problem of bullying among learners in selected primary and secondary schools in Lesotho.

In criminological sciences three typical studies that are most useful namely: exploratory, descriptive, and explanatory research, depending on whether the principal goal is to explore, describe, or explain a certain phenomenon (Mouton & Marais 1996:42). This study undertaken by the researcher will be explorative in that the main goal is the exploration of a phenomenon, (i.e. bullying in public schools) as accurately as possible, in contrast to explanatory studies, which generally attempt to explain a social phenomenon by specifying why or how it happened (Bailey 1994:40). The study involves a review of the existing literature and a survey of learners who have had practical experience of the phenomenon under investigation, namely learners who bully and those bullied, in order to describe the nature and effect of the action and propose possible intervention strategies. The learners' experiences will be probed by means of questionnaires. The incidents of bullying among learners are no longer hidden. Parents of learners complain about it, teachers are worried, and learners are disturbed. Bullying among learners is a serious problem that needs thorough investigation in order to minimise (if not eradicate it) totally (Coloroso 2002:1-2).

A report on safety in American schools indicates that more than 2 500 children in the USA were murdered or committed suicide in the first half of the 1997/1998 school year. Less than

one percent (1%) of those deaths - including those from multiple-victim homicides - occurred at school (Reddy, Borum, Berglund, Vossekiul, Fein & Modzelekesi 2001:159). So, whether as a witness or a victim, in school or at home, exposure to violence is in addition related to emotional and behavioural problems, including post-traumatic stress, anxiety, anger, depression, dissociation, and self-destructive and aggressive behaviour (Flannery, Wester & Singer 2004:560). These emotional and behavioural problems inhibit the development of balanced socialized adults.

In a report submitted by United Nation's Committee on the Rights of the Child (2001:8), the committee voiced its concern at the lack of measures and mechanisms in Lesotho to "... prevent and combat ill-treatment, violence, neglect, and abuse of children" as well as "... the lack of awareness and information, including statistical data, on the phenomena among the public".

The Lesotho learners' responses on the items of the questionnaire will help to show the prevalence rate of bullying among learners in Lesotho. The data analysis will bring to lime-light the observed prevalence of bullying, the children's' experiences of bullying, the impact bullying has, the extent of participation in bullying activities among learners, the reasons for bullying, and the measures kids take against such peer victimisation. These sub-headings will be discussed in later chapters based on the respondents' views.

It is important to point out that this study is mainly explorative "applied research" because it is undertaken with the view to making available information regarding the development of effective coping strategies against bullying. It was also of an exploratory nature because few studies of this particular nature have been undertaken in Southern Africa to increase our understanding and knowledge of, and insight into, bullying in schools.

According to Leedy (1989:5), research demands a clear and unambiguous statement of the goal, in other words, what the research intends to accomplish; a researcher must have a concise, articulated set of goals and objectives for the research to be a success. Therefore, the aim of this research is:

"To explore and describe bullying among selected primary and secondary school learners in Lesotho."

“This will be made possible through the respondents’ self-reports and views in the structured questionnaire and the analysed data.”

The following research objectives serve to focus the investigation, namely to:

- establish the nature and extent of forms of bullying;
- determine who are responsible for the bullying;
- survey possible reasons for bullying;
- reflect on victims’ experience of bullying;
- reflect on the impact of bullying on victims;
- survey perceived measures in place against bullying.

In order to reach the set objectives, the researcher formulated actuating questions that were raised on fundamental issues concerning bullying in schools. The following questions serve as guide throughout the research:

- What is the learners’ observation of bullying regarding the frequency, the nature, and the location of bullying?
- What is the nature and extent of bullying in schools?
- What is the impact of bullying on victims?
- What are the characteristics of the bullies?
- Who are the learners with the inclination to bully?
- What are the perceived reasons for bullying?
- How should the issue of bullying in schools be dealt with?

1.5 THE RESEARCH DESIGN

In an effort to understand any phenomenon, researchers can follow several methods of inquiry. Scientific research requires a specific plan of procedure or, in other words, a carefully though explicitly planned and logically designed plan of action (Leedy 1989:6). This presumes that the researcher works from a specific scientific approach, adopts a specific type of study, focuses the attention on a specific unit of analysis, and makes use of given scientific methods and techniques to direct the investigation.

1.5.1 The chosen scientific approach

A quantitative framework based on the one used by the natural sciences was used in this research project. The basic premise of this frame of reference is that researchers from the natural and social sciences must use the same methods to conduct research. Therefore, they require precise quantitative data using surveys and statistics. According to the quantitative approach, a world exists in which phenomena can be observed and measured. Such phenomena can then be causatively related and expressed as mathematical formulae with statistical analyses. Furthermore, this approach then allows for generalisations and predictions on human behaviour (Van der Westhuizen 1982:28; Rubin & Babbie 1997: 372).

Two research approaches are common in social sciences research, i.e. quantitative and qualitative research approaches. A quantitative approach may be described as an approach to research that is more strictly formulated in advance, controlled, and defined. As a contra-distinction, a qualitative approach is not strictly formalised in advance, and its scope is more likely to be undefined and more philosophical in nature (Mouton & Marais 1996: 155-156). Therefore, the fundamental difference between quantitative and qualitative approaches could be reduced to differences in the structuring, control, and scope of the research design and execution.

This research work is based on a quantitative approach, in that all the aspects of the study investigated are well defined, with a clear statistical analysis of the data.

1.5.2 Unit of analysis

The unit of analysis identifies the objects under scientific investigation. According to Mouton and Marais (1996: 38), the main categories of the units of analysis are individuals, groups, organisations, and social artefacts. Individuals are probably the most common typical object of research in the social sciences. Even when groups or populations are studied, it is customary to study individuals and then aggregate the data collected in this manner for the group concerned. In order to avoid running the risk of making assertions about one unit of analysis based on the examination of another, it is necessary to be clear as to what the unit of analysis represents (Babbie & Mouton 2001:88). Therefore, this research focuses on a number of individual learners that were representative of the particular population initially identified. In carrying out this research, the researcher randomly selected learners from the purposefully selected schools used for the study (schools who responded to the research questionnaire on bullying).

1.6 SAMPLING AND SAMPLE DEMOGRAPHICS

According to Seaberg (1988:240), a sample is a small portion of the total set of objects, events, or persons, where such a sample comprises the subject of the study. There are some important reasons for the use of samples in research work, so Reid and Smith (1981:170) and Sarantakos (2000:139) state that the major reason for sampling is feasibility. Feasibility saves time and costs since it is difficult to identify, contact, and study the entire relevant population. For the purpose of this study, the purposeful sample is the schools the researcher selected out of a larger group of Lesotho schools. Sampling is also the process used to select the children as participants for inclusion in the research study.

Two major groups of sampling procedures exists namely, probability sampling and non-probability sampling (Sarantakos 2000:139).

1.6.1 Probability sampling:

This type of sampling is done without randomization. As such, each element of the population has the known and even chance of being selected as an element of the sample.

1.6.2 Non-probability sampling:

This refers to sampling procedures in which the likelihood or chance of selecting elements of the population is unknown or uneven. The schools as sample used in this study was selected based on accessibility or convenience. The researcher used purposive sampling in particular. Purposive or judgmental sampling is chosen because there is existing knowledge of the population. According to De Vos, Strydom, Fouché and Delport (2005:207), purposive sample “is based entirely on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristics, representative or typical attributes of the population”. The researcher therefore carefully chose a limited number of primary and secondary schools from all the socioeconomic strata of the particular geographical area of research, namely Lesotho. With regard to the method of sampling children within each school, learners were selected according to age, grade, gender, population group, and willingness to participate. During this process, the objectives of the above sampling technique were pursued by ensuring that the sample included the most representative and typical characteristics of the targeted population, namely bullies and the bullied (De Vos et al 2005:207). Although the purposive sampling method can be very useful for specific goals, it

is important to note that it has its limitations. So, the researcher will not necessarily be able to generalize the findings of this project to a larger more general population where children are not subjected to bullying or where there are other factors within the social environment that has an effect on the phenomenon of bullying or violence.

Table 1 Characteristics of the research group

Demographic variable	Characteristic	N=1343	Percentage
Gender	Male	650	48.4
	Female	693	51.6
Age	15 years and Under	764	56.9
	16 years and Over	579	43.1
Area	Rural Areas	614	45.7
	Urban Areas	729	54.3
Grade	6	357	26.6
	7	316	23.5
	Form D	422	31.4
	Form E	248	18.5
Population group	Black Africans	1291	96.1
	Brown Indians and Asians	8	0.6
	White Caucasians (African and European)	8	0.6
	Other	36	2.7

The sample consisted of Grade 6, 7, Form D, and Form E participants from four primary and four secondary schools in and outside Maseru districts. Although the sample was selected in accordance with non-random sampling practices, it clearly reflects an acceptable degree of diversity and representativity in Lesotho. In other words, the researcher took special care to be as inclusive as possible and to survey the widest potential population of learners. Slightly more of the participants were female learners (51.6%), while the male learners constituted 48.4 percent of the sample. The age variable was grouped into two subcategories for the chi-squared calculations, namely “Under 16 years” and “over 15 years”, with the majority of the participants were in the age group under 15 years (56.9%). Of the learners, 50.1 percent were from primary schools (Grade 6: 26.6% and Grade 7: 23.5%), and 49.9 percent were from secondary schools (Form D: 31.4% and Form E: 18.5%). Most of the respondents were Black Africans (96.1%) because of the region, Lesotho. It should be noted that the areas the learners came from was taken into consideration namely, rural areas (45.7%) and urban areas (54.3%).

1.7 DATA COLLECTION

The data collection technique in this research is described as the manner by which primary data (raw information) was obtained from the respondents while secondary data was obtained from the literature.

The following procedure was implemented with regard to data collection. The researcher requested and was granted permission, by the Ministry of Education and the principals and headmasters of the selected secondary and primary schools, to distribute and complete the questionnaires. These had to be completed during a suitable time for the respondents, without the researcher interfering with the learners' daily academic activities.

During the empirical data collection, the following instructions were provided to the learners:

- This is not a test or exam but a questionnaire about your (as a learner) perception of bullying in your schools.
- There are no right or wrong answers.
- Your answer is the right answer for you.
- Mark the appropriate box using a tick.
- Please read every question and statement carefully before answering.

1.7.1 Research instrument for data collection

Designing the research instrument is an essential step in the research process in order to collect the data needed for the successful outcome of the project because without data scientific reasoning and method are bound to collapse (Leedy 1989:84). A research instrument may be developed from scratch or modified based on existing instruments. It should be tested for clarity and meaningfulness of questions, for instance, through the setting up a reference group (Vithal & Jansen 2002:26).

The questionnaire is a common instrument used by researchers to collect scientific data. It usually implies an impersonal probe into the experiences of the respondent, as in most cases the researcher and the respondent do not meet face to face.

Because of the impersonality associated with a questionnaire, the following practical guidelines were adhered to in order to maximise the efficiency of the questionnaire (Leedy 1989:142-151):

- Sentences must be brief and clear, and the vocabulary and style of the questions must be understandable to the respondents.
- Question and response alternatives must be clear and not reflect the bias of the researcher.
- Every question must contain only one thought.
- Every question must be relevant to the purpose of the questionnaire.
- Abstract questions not applicable to the milieu of the respondents should rather be avoided. Researchers must also not take for granted that respondents will have knowledge about a subject.
- The sequence in which the questions are presented must be aimed at general, non-threatening questions first, and more sensitive, personal questions later.
- The questionnaire should take into consideration the personal circumstances of the respondents and in such a way encourage and facilitate their contribution. In this regard, the researcher should courteously:
 - ask for the respondent's co-operation
 - facilitate responses (like enclosing a return postage pre-paid envelopes),
 - simplify the questionnaire as much as possible (so as to speed up its completion);
 - neatly lay it out;
 - concentrate on the universal rather than on the specific;
 - check for consistency (particularly with regard to sensitive issues); and
 - offer the results of the study in return for the investment of time and the efforts made to reply.
- Questionnaires succeed if carefully planned. The targeted population should ideally be briefed about the project prior to the distribution of the questionnaire.

The questionnaires used by the researcher contained 33 close-ended questions of a quantitative nature, based on the respondents' personal data, feelings, observation, and experience of bullying. The process of question construction was based on a thorough literature review.

The questionnaire was divided into six sections:

Section A- General Information of the respondents

Section B- Observation of bullying

Section C- Experience of bullying

Section D- Impact of bullying

Section E- Participation in bullying activities

Section F- Reasons for bullying and measures against it

Each of the above sections contained a number of questions relevant to the topic being investigated. Some questions implied that only one response category had to be selected whereas others contained multiple response categories.

1.7.2 Pilot study

A pilot study was conducted prior to the main study. In order to undertake scientific research on a specific problem the researcher should have thorough background knowledge about it. The pilot study is one way in which the prospective researcher can orientate himself to the project he has in mind. Mouton (2001:103) says that one of the most common errors in doing research is that no piloting or pretesting is done. According to Bless and Higson-Smith (2000:155), a pilot study is defined as “A small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments, and analysis are adequate and appropriate”. The pilot study proved indispensable for the researcher. It allowed the researcher to execute the main study effectively. In total 200 learners were used for the pilot study. These participants were asked to complete the questionnaire to determine whether the research design and methodology were relevant and effective. Their response proved that the questions were relevant, simple, and easy to understand. Furthermore, as the questions were all close-ended, this would facilitate and speed-up the completion of the questionnaire. Finally, in order to test the measuring instrument for scientific rigour, the researcher consulted with statisticians and academics at the University of South Africa.

1.7.3 The main study

The main study was executed on completion of the pilot study. The researcher carried out the main study after having considered the changes that needed to be made based on the information obtained from the pilot study. This was done to improve the quality of the main study as well as the validity of the research project.

1.7.4 Distribution of questionnaire

The researcher decided that the best place to administer the questionnaires was on school premises when the learners were in their various classrooms. Because their lesson timetables were occupied, the long break periods were used. The investigation was confined to grades 6 and 7 (primary schools) and Form E and D (secondary schools). Four primary schools and four secondary schools in and around Maseru were selected for the study.

The questionnaires were distributed among the following:

- Primary Schools - 673 children (Male: 312, females: 361)
- Secondary Schools -700 children (Males: 350, females: 350).

It took an average of 20 minutes to complete the questionnaire. The English used in the questionnaire was of a standard suitable for learners in these particular grades, and whose home language was not English. The research respondents completed the questionnaires anonymously and detailed instructions were given beforehand. The participants were not forced to take part. They did so out of their own while being granted permission to participate by the specific schools. It was also stressed that there were no right or wrong answers to any of the questions. The questionnaires were completed over a period of four months, March 2006 to June 2006.

Because findings are based on small number of schools and respondents, the sample will not permit generalisations beyond the group of sample elements.

1.8 CODING AND DATA CAPTURING

Once the fieldwork has been completed and before the researcher conducted the analysis and interpretation, there was need to prepare the data for the following steps:

Step 1: Organising and coding of data on the questionnaires.

Step 2: Capturing the data

Step 3: "Cleaning" the data (correct errors in the coding and capturing of the data).

Step 1: The questionnaires were organised by first checking whether each was correctly completed by the respondents. In total, 1 373 questionnaires were used in the study. Of these, 1 343 were completed correctly and could be used. Secondly, the questionnaires were

organised by dividing them into different stacks. For example, those administered in school A, needed to be separated from those administered in school B. Thirdly, each questionnaire was given a unique number in the space provided under the 'Questionnaire number' on the 'For official use' side of the questionnaire. Fourthly, the coding was done by transferring the number or numerical value of the response to each question in the block provided on the questionnaire for data entry (for capturing of the data).

Step 2: Data capturing. Lecturers at the University of South Africa assisted with the electronic entering of the data from the questionnaires in spreadsheets rows and columns.

Step 3: 'Cleaning' the data. Mistakes in data coding and entry (capturing) are common so the researcher needed to check these carefully. The researcher had to examine those questionnaires where there was missing data.

1.9 DATA ANALYSIS AND INTERPRETATION

Descriptive and inferential statistical techniques were used to summarise data, describing either the characteristics of the respondents or the relationship among variables in the respondents (Babbie 1995:440). The researcher made use of frequencies and cross-tabulations and by utilising chi-square statistical tests.

The chi-square is a widely used and powerful way to understand whether there is an association between variables (Neuman 2000:340). According to Sarantakos (1998:406), to test the significance of chi-square, it is necessary to compare the chi-square value with its critical value as presented in the relevant statistical table. Chi-square is significant only if it is equal to or greater than the critical value. A statistical significance at the five percent (0.05) level or less, for example, indicates that a finding has a 5 percent or higher probability of being true. The accepted level of significance reported in this study is as follows; the 5.0% level of significance includes all chi-squared values where $P \leq 0.05$ and $P > 0.01$. Secondly, the 1.0% level of significance covers all chi-square values where $P \leq 0.01$ and $P \geq 0.001$. Thirdly, it covers the 0.1% level where $p \leq 0.001$. A p-value of 0.000 is regarded as highly significant.

1.10 VALIDITY AND RELIABILITY

Data is an important aspect of research and empirical research cannot be complete if data is not collected. When conducting research, it is therefore necessary to give utmost attention to validity and reliability of data. Validity and reliability imply information on the ways in which objectivity of the data or information (as presented in the research project) is being sought and maintained (Mouton & Marais 1996: 193-194). Whilst validity is concerned with the effectiveness of the measuring instrument (in this case a questionnaire) and seeks to establish whether the researcher is measuring what in fact is intended to be measured, reliability deals with its accuracy (Leedy 1989:26-28).

The researcher took careful steps to ensure that the research instrument used met the validity and reliability needed. A study of the existing literature on the subject was conducted and questionnaires on bullying analysed. Furthermore, to be as accurate as possible in the content of the questionnaire, the researcher conducted a pilot study during which the questionnaire was tested for clarity and relevance and for questions that could have been misleading to the respondents.

1.11 PROBLEMS ENCOUNTERED WITH THE STUDY

No research work is completed successfully without some problems. This research work was highly appreciated by the Ministry of Education, Lesotho and the schools used for information gathering. Despite the fact that the learners co-operated with the researcher various obstacles were encountered along the way, which included the following

1.11.1 Approval to carry out the research

It took the Ministry of Education some time to give the researcher permission to carry out the research in the selected Lesotho public schools (primary and secondary schools) as the ministry was busy with workshops and seminars and those responsible to issue the permission letter were involved. Several appointments were made before the researcher secured permission for the research.

1.11.2 Administration of the questionnaires

The schools used for the study were busy with their examinations and this made the administration of the questionnaires take longer than expected. The researcher had to wait for the time and periods given by the school heads and principals to administer the questionnaires.

1.11.3 Information overload

Due to the nature of the study, the researcher was confronted with a lot of information (specifically for the literature reviews). This proved to be a challenge for the researcher as certain information had to be extracted and structured in order to present proper, comprehensive, and clear literature reviews.

1.11.4 Lack of research around the phenomenon

Finally, it was difficult to get documented information on school violence in Lesotho and as a result, it took the researcher more time to gather materials for this research work.

1.12 CONTENTS/STRUCTURE OF THE MANUSCRIPT

The study has been divided into 8 chapters.

Chapter 1 - This chapter provides a blueprint for the study. The rationale for this project as well as the research problem, goal and objectives are supplied. The definition of the core subject of the research is given. A detailed overview of the study in terms of the steps in the research process is laid out with the intention of providing the reader with a clear indication of how the study was executed. Problems encountered with the research have been included as well.

Chapter 2 - Chapter 2 is made up of literature review. In this chapter, the rationale for a literature review and sources of information are discussed. Existing literatures on school violence are stated. Various definitions are given of terms or concepts that will be used throughout or frequently in this study.

Chapter 3 - This chapter comprises the data analysis of the observed prevalence rate of bullying among learners in the selected primary and secondary schools in Lesotho.

Chapter 4 - Chapter 4 provides detailed data analysis and interpretation of experience of bullying.

Chapter 5 - This chapter examines the impact of bullying.

Chapter 6 - Participation in bullying activities is dealt with and the data analysed in this chapter.

Chapter 7 - This chapter addresses reasons for bullying and measures against it.

Chapter 8 - Chapter 8 contains conclusion and recommendations on how to combat the problem of bullying in Lesotho public schools.

Bibliography - This part contains all the sources used in this research work.

1.13 CONCLUSION

In this chapter, the need to carry out research on bullying was stated and the meaning of bullying clearly explained. The rationale for the research and goals were dealt with. The chapter further focused on the research process and scientific approach adopted, unit of analysis, data collection by means of literature studies, pilot study, questionnaire and data analysis. The problems encountered and the contents/structure of the manuscript was discussed.

Chapter 2 presents the literature review.

Chapter 2. LITERATURE REVIEW

2.1 INTRODUCTION

A review of the literature on bullying is aimed at contributing towards a clearer understanding of the nature and meaning of the problem that has been identified.

For many years, bullying was seen as a necessary social evil that socially isolated learners through intentional exclusion from school activities. Its numerous problems have given concern to educators, parents, and learners; to this effect, something has to be done about it. Whether the bullying is direct or indirect, the key issue is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Batsche & Knoff 1994; Olweus 1993).

A power imbalance is found at the heart of the bullying dynamic. A learner who is stronger, more aggressive, bolder and more confident than average child, typically bullies other learners who are weaker, more timid, who tend not to retaliate, or who act in an assertive manner. Sometimes older learners bully younger ones, or upper year learners' bully new learners. Sometimes bullies pick on learners who are disadvantaged, by being new, immigrants, or from a cultural minority group (Olweus 1993).

This chapter will look into the rationale for a literature review, sources of information, conceptual analysis of core concepts, history of bullying research, prevalent rates, experience of bullying, participation in bullying activities, gender of bullies, age of bullies, types of bullying and the influence of gender, location of bullying, reasons given for bullying and effects.

2.2 RATIONALE FOR A LITERATURE REVIEW

De Vos *et al* (2005: 128-129) outlines reasons for a review of literature in a study. In his opinion, a literature review puts a researcher in control with respect to the topic being discussed, the selection of topic, the restrictions on the use of outdated materials, and a repeat of what others have done, in the form of research. Marshall and Rossman (in Fouche &

Delpont 2002:128) state that, if research has already been conducted on the same topic, the researcher has the opportunity to identify deficiencies in such studies and contend that the proposed new study could provide additional academic contributions to the area.

De Vos *et al* (2005:124-25) goes further to add that a review of literature enables a researcher to explain the most recent and authoritative theories, definitions, and concepts in a chosen field while shaping the research question/hypothesis through problems or variables that had not been thoroughly investigated. Neuman (2000:446) and De Vos *et al* (2005:125) agree that the review of literature positions a researcher within a context, while considering links between former and current studies. This research considers prior research into bullying in the context of Lesotho which is a novel area for investigation as it is a small country, populated with indigenous people that grew up there. Researchers has not yet fully investigated the influences of social change with respect to aggression and bullying.

2.3 SOURCES OF INFORMATION

It is also important to know the sources of information that should be included in literature review. According to Yegidis and Weinbach (1996:57), and De Vos *et al* (2005:127), such sources need to provide information about the research problem and research questions, and such sources should be credible in order to be relied upon for drawing acceptable conclusions.

The researcher made use of the following sources to give the review of literature meaning and make it comprehensive:

2.3.1 Articles in professional journals

Professional journals as source of information are of utmost importance to especially criminology researchers as it gives information on the most recent investigations on social problems. This researcher found the articles in professional journals that were written by professionals and evaluated before they are published credible to use for this research.

2.3.2 Research reports, dissertations and monographs

These groups describe the methods and findings of original research. This research referred to the methodology used by these, which allowed wide room for further application in a different context, scrutiny, and critical analysis.

2.3.3 The Internet

The Internet was a source that provided information for this project. According to Fouche (2005), citing Garbers (1996:320), the Internet saves much time, serves as an information service that is available day and night, with an unlimited number of books and resources, and available over an unlimited period of time. The information available is voluminous and comprehensive. Because of some shortcomings of the Internet, this researcher took into account Mouton's (2001:35-36) warnings when using it; he used it to find new and recent information available, such as official documents, policy documents, speeches, or press releases, and additional sources of information. The researcher took into account the warning of De Vos *et al* (2005:129) that anyone is at liberty to make information available on the internet and that not all information is necessarily controlled, reliable, verified, or correct; such information was verified from other sources.

2.3.4 Books

This research also referred to scientific books which are subjected to peer-evaluation and that are included in the catalogues of academic libraries. Scientific books, described as those books that contain articles based on research, contain information that make the execution of research work possible and easier (Neuman 2000:34-36).

2.4 CONCEPTUAL ANALYSIS OF CORE CONCEPTS

In this section we analyse a number of concepts, including school violence, socialisation of learners, and the bully.

2.4.1 School violence

School violence refers to the phenomenon of violence and crime taking place within educational institutions. It includes acts that are often associated with bullying like assault, threats, force, sexual assaults, intimidation, arson, theft, and extortion (to mention but a few). Hamburg (1998:31) defines violence as "... the threat or use of physical force with the intention of causing physical injury, damage, or intimidation of another person". Hamburg's definition excludes accidental injury during accidents such as motor vehicle mishaps, falling, poisoning, fire damage or burning.

Violent behaviour is not healthy for learners as it causes learners to lose concentration, it disrupts the social and learning environment of classes, and learners feel uncomfortable or unsafe. The behaviour of learners is affected because of violence; some learners stay away from certain places in the school or on school grounds, some stay away from school-related activities, while some decide to stay out of school and at home. Absence from school owing to fear of violence directly affects the psychological well-being, academic involvement, and performance of the bullied learners.

There are different types of bullying. The most basic distinction is between physical and psychological forms: physical includes hitting, beating and kicking, while psychological forms include verbal abuse, name calling, threatening, gestures, stalking behaviour, malicious telephone calls to a student's safe space (or home), repeatedly hiding victims' belongings, excluding the victim from desired activities, and spreading malicious rumours about someone.

Bullying behaviour requires a range of strategies to deal with the affects; bullying has many roots, there is no single cause. Therefore, the range of strategies include the following: Learners need to be socialised to reduce their involvement in bullying activities or behaviour (the teachers, parents, and adults in the environment of learners have a role to play in this.) Teachers need to instil discipline in the learners; Administrators and teachers need to formulate policies to regulate the environment (policies that are consistent with violence prevention strategies); Learners should be taught by parents and teachers to accept one another and try to tolerate one another; Teachers and all other school actors should be open-minded when discussing bullying with learners to foster an environment of trust; Learners who are involved in bullying others should be made to realise the likely long-term negative consequences of their actions on their own behaviour and on the behaviour of others.

2.4.2 Importance of normal socialisation of children

Parents have a great role to play when it comes to socialisation of children, as the early socialisation of the child starts at home. Through the socialisation process, children acquire both appropriate and inappropriate behaviour. To be successful in this, adults should reward acceptable behaviours and ignore/punish unacceptable behaviours.

Normal socialisation includes a number of values and habits. From childhood, parents and family members should teach children to abstain from bullying and evil acts; most especially, to stay away from peers who exhibit bullying behaviour. Adults should teach children not to

use or carry weapons (even to defend themselves from bullies). It is of paramount importance that parents should pay attention to their children, listen to them, and encourage them to discuss academic matters and their relationships with their peers with them as parents. Children should be encouraged to make friends at school and in their neighbourhood and through this, parents can then come closer and work together in supervising their children's socialising activities, both on their way to and from school.

It is important that parents should explain to their children that all forms of bullying is wrong, that it is socially unacceptable, with an understanding of how bullying may affect the bully, and how the victim may feel.

To achieve permanent change in how children and learners at school may interact, the negative attitudes have to be shunned during social engagement, and the positive behaviours upheld. This is possible through modelling, coaching, prompting, praise, and other forms of reinforcement. School leaders need to take a proactive role by implementing programmes that teach learners social skills, conflict resolution, anger management, and character development or education.

2.4.3 The victims

According to the United Nations (*Compendium of United Nations Standards and norms in Crime Prevention and Criminal Justice*) (1992: 211), a victim is someone who, individually or collectively, has suffered harm; harm includes physical or mental injury, emotional suffering, financial loss, or substantial impairment of fundamental rights, through acts or omissions that are in violation of criminal laws operating in a specific country (including laws that proscribe criminal abuse of power). Therefore, victims of bullying will be defined in this context as learners who have suffered mentally, physically and emotionally because of victimisation from fellow learners. The Cambridge grammar of the English language (2007) also defines a victim as someone or something, which has been hurt, damaged or killed, or has suffered, because of the actions of someone or something else, or because of illness or chance. In the same vein, according to *American Heritage Dictionary* (2006), a victim is one who is harmed or killed by another, one who is harmed by or made to suffer from act, circumstance, agency, or condition, one who suffers injury, loss, or death as a result of a voluntary undertaking.

In research carried out by Glew, Rivara and Feudtner (2000: 183-190), they observed that children who are victims show higher levels of fear and anxiety than non-victims do. It is of paramount importance to note that learners who are bullied at school find it difficult to make new friends with peers and show poor social adjustment (Nansel et al 2001: 2094-2110; Ladd, Kochenderfer & Coleman 1997: 1181-97).

Victims of school bullies remember the pain forever. For example, James Bricker, a 77-year-old Leesville resident, recalls how one football player made a practice of bullying him in 1942. Years later the bully died after a fall from a water tower, but Bricker suspects "... that he was pushed off by some little man that he picked on" (Gregory 2001). Bricker says the memories are fresh, although the bullying happened almost 60 years ago. Whether decades ago or just recent, bullying is painful for the victims and parents who try to shield their children from it.

Undoubtedly, the effects of school bullying can be devastating. Learners who are bullied suffer from low self-esteem, often have poor concentration, and may refuse to continue in school. Bullied learners tend to feel stupid, ashamed, and unattractive, and gradually begin to view themselves as failures.

Children who become repeated victims of aggression and bullying tend to be withdrawn, quiet and shy in temperament. They tend not to retaliate or make any assertive responses to the initial aggression, aggression that is then repeated by the bully. Children who become victims typically lack friends and social support at school, and they are often not confident in their physical abilities and strength, or lack emotional strength.

Most victims do not do anything to provoke the victimisation. However, a subgroup of victims may show irritation and inappropriate social behaviour. These children tend to be impulsive and have poorly developed social coping skills. These "provocative victims" may also try to bully other children, so they become both bully and victim (Olweus 1993).

2.4.4 The Bully

Olivier *et al* (1994) indicated that bullies are very often children who have been bullied or abused. Sometimes they are children experiencing life situations that they cannot cope with, experiences that leave them feeling helpless and out of control. They may be children with poor social skills, who do not fit in, or who do not meet the expectations of their family or

school. They bully to feel competent, successful, to control someone else, and to get some relief from their own feelings of powerlessness. Bullies find it difficult to follow rules, they are defiant, or antisocial, impulsive, overly aggressive, or easily frustrated, enjoy dominance or control over victims, lack of empathy or respect for others, or inappropriately perceive hostile intent in others' actions. Bullies see violence as something that is appropriate, justifiable, or admirable (Oliver *et al*: 1994).

Researchers led by Kris Bosworth of the University of Arizona, collected information from 558 learners in grades 6 to 8 in Arizona, United States (Goldboom 2000). They divided the learners into three groups: 228 who rarely or never bullied anyone; 243 who reported a moderated level of bullying; and 87 who reported excessive amounts of bullying. Those who reported the most bullying behaviour had received more forceful, physical discipline from their parents, had viewed more television, and showed more misconduct at home. Thirty two percent lived with a stepparent, and two (2) percent lived in a single-parent household. Bullies generally had fewer adult role models, more exposures to gang activity, and easier access to guns. This partly explains why bullies need help as much as victims do.

People who bully, especially adults, have personalities that are authoritarian, combined with a strong need to control or dominate. Similarly, learners who participate in bullying activities seem to have a need to feel powerful and in control. Most times, they are over-confident in themselves. They appear to derive pleasure from inflicting injury and pain on others. They seem to have little empathy for their victims and often defend their actions by saying that their victims provoked them in some way. They also seem to become involved in delinquent behaviours, gang-related activities, or engage in dating violence (Oliver *et al*: 1994; Pepler & Craig 2000; Sampson 2002).

The role of the media in bullying participation has been noticed. Popular media has a powerful influence on children and may make them participate in increasingly violent behaviour, through for example the exposure to aggression in television programmes, movies, and video games (Roberts, Hanvey & Varga-Toth 2003). Popular media contains violent and aggressive images and this may affect the attitudes, beliefs, and behaviour of learners. It has been observed that aggressive and violent children are more likely to be affected by media violence with a resulting negative effect on the behaviour and beliefs of learners at schools (Craig, Connolly & Pepler 2003).

According to Batsche and Knoff (1994), learners who regularly display bullying behaviour are generally defiant or oppositional toward adults, antisocial, and apt to break school rules. In contrast to prevailing myths, bullies appear to have little anxiety and to possess strong self-esteem; there is little evidence to support the contention that they victimise others because they feel bad about themselves. In addition, learners who continue to bully can eventually suffer psychological problems, such as externalising problems (conduct disorders), aggressive tendencies, and occasionally depressive symptoms (Harris, Petrie, & Willoughby 2002; Pepler & Craig 2000).

2.5 HISTORY OF BULLYING RESEARCH

Bullying has only received research attention since the early 1970's, when Dan Olweus, a Norwegian researcher, began to study this area. At that time, a strong societal interest in bully/victim problems emerged in Scandinavia, where bullying was known as "mobbing" or "mobbing". Olweus's book, *Aggression in the schools-Bullies and Whipping Boys* (1978) is considered a landmark as the first systematic study of the phenomenon of bullying.

In Scandinavia, school officials did not take serious action against bullying until a newspaper report in 1982 stated that three early adolescent boys from Norway had committed suicide because of severe bullying by peers (Olweus 1993). This event triggered a nationwide campaign against bully/victim problems, and data was obtained from 140 000 learners in 715 schools (Olweus 1987). The results suggested that 15 percent, or one out of seven children in Norwegian schools were involved in bullying "now and then". About 9 percent of the learners were classified as victims, while 6 percent were bullies. In 1989, Olweus developed the Bully/Victim Questionnaire (Olweus 1989) with two versions - one for grades one to four and the other for grades five to nine including higher grades. Employing this questionnaire, Olweus, since then, in his extensive studies over the past twenty years in Norway, found out that about 15 percent (or one in seven students)) are involved in bully/victim problems. Of these, about 9 percent are victims, and 7 percent bully others with some regularity (Olweus 1993).

Another measure is to identify children as victims that fear school and consider it an unsafe and unhappy place - as many as 7 percent of America's eighth-graders stay home at least once a month because of bullies. The act of being bullied tends to increase some students' isolation because their non-bullied peers do not want to increase the risk of being bullied themselves.

As a result, victims of bullying suffer from depression and low self-esteem -- problems that can extend into adulthood (Olweus 1993; Batsche & Knoff 1994).

2.6 PREVALENCE RATES

Prevalence rates of bullying have been studied by a number of researchers (Vail 1999; O'Moore & Hillary 1989; Borg 1999) following on from Olweus' research findings in Norway. Studies from a number of countries such as England, Ireland, Australia, and the Netherlands (among other countries) have confirmed that rates of bullying are the same or higher.

Another important finding from these researchers is that most learners who are bullied either do not report the bullying or they wait a very long time before doing so. The reasons include feelings of shame, fear of retaliation for reporting, and fear that adults cannot or will not protect the victim in the settings where bullying usually takes place, like the playground, the hallway of the school, or on the way to and from school.

From the perspective of those who bully in Ireland, O'Moore and Hillary (1989) found that 43 percent of their sample admitted to bullying other learners occasionally and 3 percent once a week or more. In England, Smith (1991) found that 8 percent of primary learners and 10 percent of secondary learners admitted to bullying other learners once a week or more often. From a Canadian perspective, one study found that 15 percent of the learners admitted that they bullied other learners more than once or twice during the school term (Ziegler & Rosenstein-Manner 1991). In a study carried out by Pepler, Craig and Connolly (2003), students from Grade 5 through to Grade 12 revealed that over a one-week period, 24 percent of boys, and 14 percent of girls, reported bullying others, with the frequency of bullying peaking in grade 9 for both sexes.

An international survey (US Department of Education 1999:1-66) found that the percentage of learners who reported being bullied at least once during the current term ranged from a low of 15 to 20 percent in some countries to a high of 70 percent in others. Of particular concern was frequent bullying, typically defined as bullying that occurs once a week or more. According to Borg (1999:137-153), the prevalence of frequent bullying, as reported internationally, ranged from a low of 1.9 percent among an Irish sample to a high of 19 percent in a Malta study.

Research estimates indicate that the problem affects far more learners than teachers or parents are aware. In a study of 1 041 students in four Toronto area schools (Grades K to 8) showed that the proportion of children who reported being victimised more than once or twice over the term was between 12 and 15 percent (Pepler, Craig, Ziegler & Charach 1994). The proportion of learners who reported having bullied others more than once or twice over the term ranged from 7 to 9 percent.

In Canadian surveys of 4 743 children in Grades I to 8, 6 percent admitted bullying others “more than once or twice” in the past six weeks while 15 percent reported that they had been victimised at the same rate. Very few children (2%) reported being both bullies and victims (bully/victim) (Pepler et al 1997).

In Zimbabwe, Zindi (1994) reported that 16 percent of learners were bullied now and then, and 18 percent were bullied weekly or more often.

Extensive studies in other countries during the 1980’s and 1990’s generally found that between 8 and 38 percent of learners are bullied with some regularity. Victims bullied once a week or more, generally constitute between 8 and 20 percent of the learners’ population (Limber et al 1998).

In an English study involving 25 schools and nearly 3 500 learners, 9 percent of the learners admitted to having bullied others by sexual touching (Glover, Cartwright, Gleeson (1998).

For the first time, during the 1997-98 school years, the United States participated in an international study of young people’s health, behaviour, and lifestyles, which included conducting surveys on school bullying (European countries have participated in the study since 1982). Researchers gathered data on 120 000 learners from 28 countries. Upwards of 20 percent of 15-year-old, U.S. learners reported they had been bullied at school during the current term.

The National Institute of Child Health and Human Development in the United States estimated that 1.6 million children in grades 6-10 were affected by weekly bullying. Of those, 13 percent were bullies, 11 percent were victims, and 6 percent were bully/victims (Nansel, Overpeck, Pilla, Ruan, Simons-Morton & Scheidt 2001).

Results from a large survey in Australian schools of more than 38 000 schoolchildren between 7 and 17 years established that peers bullied approximately six percent each week (Rigby 1997). Sporadic bullying (which occurs monthly or even less frequently) also affected between 15.30 percent of all learners (Tanner 2001; Whitney & Smith 1993). One-half of these victims were either pushed or shoved, grabbed, or slapped in or around school, and one-quarter reported being kicked, hit, or bitten during the school year (Binns & Markow 1999). Peterson, Pietrzak, and Speaker (1998) found that 63 percent of learners had been verbally threatened during the past year. Seventy-five to 85 percent of learners witnessed bullying within the last year (Espelage, Bosworth, & Simon 2000; Kaiser Family Foundation 2001).

In a survey study of 15 686 United States Youths between the sixth and tenth grade, Nansel et al (2001) found that 10.6 percent reported bullying others only sometimes, while 8.8 percent admitted to bullying others once a week or more. Similarly, 8.5 percent identified themselves as victims of bullying only sometimes and 8.4 percent stated that they were bullied once a week or more. Overall, almost 30 percent of the total sample reported being involved in moderate or frequent bullying in some form or another. Nansel et al (2001) also found bullying occurred most frequently between sixth and eighth grades - -reported more often by males than females. Espelage and Holt (2001) believe learners in sixth and seventh grades are most likely to bully and be bullied because of the transition of these students into a new middle or junior high school.

According to more than 150 000 Norwegian and Swedish learners who completed the Olweus Bully/Victim Questionnaire, 15 percent (1 out of 7) of the learners in Norwegian or Swedish elementary and lower secondary/junior high schools (grades 1-9, roughly corresponding to ages 7-16) are involved in bully/victim problems. Approximately 9 percent are victims and 7 percent bullied other students. A relatively small percentage of the learners is both victim and bully (1-5 percent of the total learner population, or 17 percent of the victims). Five percent of the learners are involved in more frequent bullying problems (as bullies or victims or bully/victim), occurring once a week or more frequently. These figures emphasise that bullying is a considerable problem in Norwegian and Swedish schools affecting a very large number of learners (Olweus, Limber & Mihalic 1999).

In a research carried out by the National Institute of Child Health and Human Development (2001) a, it was observed that out of 15 686 public and private school students in grade 6

through 10 who were interviewed, 17 percent reported being bullied “sometimes” or more frequently during the school term and 19 percent agreed bullying others “sometimes” or more often. It was also observed that 6 percent of those surveyed said that they had both bullied others and been bullied themselves.

2.7 THE EXPERIENCE OF BULLYING

Victims often fear school and consider it an unsafe and unhappy place; as many as 7 percent of America’s eight-graders stay home at least once a month because of bullies. The act of being bullied tends to increase some learners’ isolation because their peers do not want to lose status by associating with them or, because they do not want to heighten their own risk of being bullied. Being bullied leads to depression and low self-esteem, these problems can be carried into adulthood (Olweus 1993; Batsche and Knoff 1994).

In Washington, D.C, four out of five male and female learners reported they have experienced some type of sexual harassment in school, despite a greater awareness of school policies dealing with the issue. Harassing words and actions happen often, occur under teachers’ noses, can begin in elementary school, and are very upsetting to both boys and girls (Olweus & Limber 1999).

In a study carried out on sexual violence in Lesotho, Thurman et al (2005:1) found that 33 percent of the 1 049 women interviewed, reported having experienced forced sex by the age of 18. Boyfriends were the most common perpetrators of forced sex (66%). A study by Mturi and Hennink (2005:133) revealed that male adolescents in Lesotho, after returning from initiation schools, showed “... strong interest in sex, which in some cases led to the rape and abuse of women”.

2.8 PARTICIPATION IN BULLYING ACTIVITIES

Research in the United States of America revealed that half of all violence against teenagers occurs in school bullying, on school property, or on the streets near the school. In a survey of 558 learners in a Midwestern middle school, Espelage et al (1999) found that 80 percent of the learners had engaged in bullying in the previous 30 days and among adolescents, 80 percent to 90 percent reported some form of victimisation by a bully at school (CNN.Com 20 August 1999).

Eliason and Frank (2000:1-4) conducted a survey of school violence in twenty schools in the Cape Town metropolitan area in South Africa, and found that:

- violence was endemic to both primary and secondary schools;
- possession of weapons was a major problem in all the schools;
- fighting/physical violence and vandalism were reported in 95 percent of the schools;
- assault occurred on a regular basis in 60 percent of the schools;
- gangsterism was present in 50 percent of the schools.

2.9 GENDER OF BULLIES

In surveys more boys report bullying than girls, but the discrepancy between the rates of bullying between boys and girls is not as great in playground observations (Craig & Pepler 1997). A Canadian study found that 42 percent of boys and 23 percent of girls in Grade 6, 7, and 8 reported that they had bullied others in the past two months (Pepler, Craig, Connolly, Yuile, McMaster & Jiaq 2005). In the same investigation, Canadian researchers also found out that 41 percent of boys and 21 percent of girls in Grades 9 through 12 said that they had bullied others over a two month period. It was also found that 19 percent of boys and 4 percent of girls with their age ranging from 10 and 18 who bully were involved in frequent and consistent bullying behaviour (Pepler *et al* 2005).

Olweus *et al* (1999), in their widely publicised research, agreed that boys are much more likely to bully others than girls and a relatively large percentage of girls report that they are bullied mainly by boys. They also observed that bullying occurs among girls but much more among boys. Girls, instead of using physical means, resolve to use more subtle and indirect ways such as slandering, spreading of rumours, intentional exclusion of others from their group, and manipulation of friendship relations.

Olweus (1993) reports that, in one of his studies conducted with learners in grades five to seven, 60 percent of girls bullied were bullied only by boys, while another 15-20 percent was bullied by both boys and girls. The great majority of boys who were bullied (80%) were bullied only by boys. This shows that boys are more likely to be the perpetrators of what Olweus calls “direct” bullying. Boys engage in bullying behaviour more frequently and are victims of bullies more frequently than girls (Batsche & Knoff 1994).

One conclusion about gender difference is that boys are more likely to be both the perpetrators and the victims of aggressive, physical, and verbal bullying by peers than girls.

Canadian research proved that 14 percent of boys (aged 4 to 11) bully others and 5 percent of boys are victimised. For girls, 9 percent aged 4 to 11 bully others while 7 percent report being victimised. These suggest that female bullying is one-on-one, while male bullying may be more group-oriented (Craig, Peters & Konarski 1998).

2.10 AGE OF BULLIES

Bullies tend most often to victimise learners of the same age as they are, followed by younger learners (Boulton & Underwood 1992). For example, Zindi (1994) noted that most bullies were in the same grade as well as the same class as the victims, followed by the same grade and a different class, and lastly, in a higher grade. Bullies were generally peers of the victim- they were the same age and in the same grade or class. It can be said that bullies victimise children they spend much time with and know well.

2.11 TYPES OF BULLYING AND THE INFLUENCE OF GENDER

Across gender, the most frequent type of bullying reported is teasing and name-calling, followed by hitting and kicking and other threats (Stephenson & Smith 1989).

Wolke et al (2000:989-991), classified bullying into, physical, verbal, relational and general bullying. Olweus (1991, 1994a) observed that boys are generally more violent and destructive in their bullying than girls are, making greater use of physical means of bullying. Girls tend to use more indirect and subtle forms of harassment, including rumour-spreading, malicious gossip, and manipulation of friendship (e.g. depriving another girl of her best friend). In a study of several middle schools in Rome, Baldry (1998:361-378) found that the most common types of bullying reported by boys were threats, physical harm, rejection and name-calling. For girls, the most common types were name-calling, teasing, rumours, rejection, and taking of personal belongings.

2.12 LOCATION OF BULLYING

Various authors have noted that there is much more bullying in school than there is on the way to and from school (Rivers & Smith 1994). Within the school grounds, the playground is most common setting for bullying, followed by the hallways, classrooms, and washrooms (Yates & Smith 1989, Siann et al 1993, Whitney & Smith 1993). In residential schools, Zindi (1994) found that the dormitory was the most common location of bullying followed closely by the playground.

Most bullying occurs on the playground or in the classroom (in Norway, 65 percent and 38 percent respectively; in the USA; 26 percent and 29 percent, respectively) but this type of behaviour also take place along hallways/corridors, the gymnasium, the locker room, and the bathroom. Although a substantial portion of learners are bullied on their way to and from the school, this percentage is usually considerably lower than the percentage being bullied at school (Olweus et al 1999).

2.13 REASONS GIVEN FOR BULLYING

According to Bidwell (1997:15), the reasons learners most commonly endorsed as legitimate reasons for bullying are “... because the victim annoyed them ...” or “... to get even ...” Bullies often come from families where parents choose more physical forms of discipline, which may be coupled to parents who are rejecting, or hostile, or overly permissive. It has also been suggested that bullies are from families where there are child-parent relationship difficulties, family and marital difficulties, as well as financial and social problems (Oliver, Oaks & Hoover 1994).

It has been reported that the school environment play a role in the frequency and severity of bullying problems. Lack of proper supervision by teachers contributes to this. Bullying problems can be greatly minimised in severity by appropriate supervision, intervention, and creation of an atmosphere that is conducive of not bullying in a school.

2.14 EFFECTS OF BULLYING

Research studies suggest that bullying has negative short and long-term consequences for all those involved. Of particular concern is the association of bullying behaviour with potential

violence. Nansel *et al* (2003) examined the extent to which bullying and being bullied were associated with violence-related behaviours such as weapon carrying in general, weapon carrying at school, frequent fighting, and being injured in a fight. Both bullying others and being bullied were consistently related to each of the violence-related behaviours for both boys and girls. For instance, youths who are bullied both in and away from school are 2.7 times more likely to carry a weapon, while youths who are both bully victims as well as bullies are at even higher risk of carrying a weapon. Based on their results, Nansel *et al* (2003) suggest that 2.7 million learners have carried a weapon in the last 30 days, 1.8 million have actually carried a weapon to school, 1.7 million learners are frequent fighters, and 2.9 million have been injured in a fight in the past year. Hence, the rate of violence increases with increased frequency of bullying activities.

Nansel *et al* (2001) found that children involved in bullying had problems with psychological adjustment, academic achievement, perceived school climate and peer relationships. Kumpulainen *et al* (1998) assessed the situation with prevailing psychological disturbance among bullies, victims, bully-victims and a control group and found that male and female bully-victims as well as male bullies were most frequently referred for psychiatric consultation. Victims portrayed a high degree of psychosomatic symptoms, depression, negative self-esteem, and anhedonia (the inability to gain pleasure from enjoyable experiences). Bully/victims showed greater amount of hyperactivity, interpersonal difficulties, anhedonia, and absenteeism from school. Finally, bullies also scored high on hyperactivity and externalising behaviours such as irritability, lying, stealing, fighting, and destructiveness.

Childhood bullying has long been considered as an inevitable part of growing up. However, recent survey data show that American children eight to 15 years of age rate bullying as a greater problem than racism or pressure to have sex or use alcohol and other drugs. In 1999, the United States of America (USA) Department of Education (1999) estimated that almost 1 million learners of 12 to 18 years of age (4%) reported being afraid (during the previous six months) that they would be attacked or harmed in the school vicinity. About 5 percent reported avoiding one or more places in school, while 13 percent reported being targets of hate-related language.

A nationally representative study of United States (USA) children in grades 6 through 10 found that bullies are more than five times more likely to carry weapons than children who did not engage in such behaviour. Learners who were bullied weekly were 60 percent more

likely to carry a weapon to school, 70 percent more likely to be in frequent fights, and 30 percent more likely to be injured than learners who were not bullied (Fox *et al* 2003).

Research shows that children who bully may turn into adolescents who sexually harass, become involved in delinquent behaviours, gang-related activities, or engage in dating violence (Pepler & Craig 2000; Sampson 2000; Sudermann, Jaffe & Schiek 1996). A USA-study reported in Fox *et al* (2003) found that bullies are seven times more likely than other learners to carry weapons to school. Olweus (1993) found that children who were bullies in grade 6 to 9 are six times more likely to have a criminal record by the age of 24. As adults, children who bully may display harassment in the workplace, or may commit spousal, child, or senior abuse (Craig & Pepler 2000; Rigby 2003).

Research has also proved that children who bully have not learned pro-social ways to resolve their interpersonal conflicts and frustrations. They need help to change their interpersonal patterns before they become deeply ingrained, according to Fox *et al* (2003). Children who continue to bully can later suffer psychological problems such as externalising problems (conduct disorder), aggressive tendencies, and occasionally depressive symptoms (Pepler & Craig 2000).

The effects of victimisation on children and youth can be quite traumatic and long lasting. Generally, boys and girls who are victimised report symptoms of depression (such as sadness, loss of interest in activities), symptoms of anxiety (such as tenseness, fears, and worries); loss of self-esteem and sometimes, increased levels of aggressive behaviour. Additional effects of bullying on victimised children may include headaches, stomach aches, school absenteeism, and in extreme cases can lead to suicide (Ma, Stewin & Mah 2001; Neavy & Joseph 1994; Olweus 1993; Slee 1995). Depending on the situation, some individuals who are victimised as children report psychological harm into adulthood, including continued distress, self-blame, fear, and internalised problems, such as depression (Pepler & Craig 2000; Smith 2000).

2.15 CONCLUSION

Chapter two dealt with a literature review. The need for literature review was discussed in detail together with the different sources of literature. The second section of the chapter dealt with conceptualisation and it gave us the actual meanings of terms such as violence, victims, bullies, bullying and learners' socialisation to mention but a few. The third part of the chapter

was devoted to the history of bullying research, prevalence rates of bullying, experience of bullying, gender of bullies and location of bullying. Furthermore, recent findings and overseas studies on bullying was discussed followed by reasons given for bullying. Lastly, effects of bullying were examined.

In chapter 3, the emphasis will be on describing and analysing the nature and extent of the problem.

Chapter 3. Nature and extent of the problem

3.1 INTRODUCTION

In this chapter, the nature and extent of bullying among the selected public schools in Lesotho will be analysed. The first part deals with safe school environment to determine to which extent learners feel safe or unsafe at school. More so, the feelings of the learners, the frequency of the observed bullying, the nature of observed bullying, the location of observed bullying, and lastly, the gender of observed bully will be critically evaluated.

3.2 A SAFE SCHOOL ENVIRONMENT

Table 3.1 below represents the investigation group's response to the question of how safe they feel at school.

The results reveal that more than half (59.9%) of the learners always felt safe at school. It is important to note that about 10 percent of the learners hardly ever (2.9%) and never (7.5%) felt safe at school. It is noteworthy that more than one-fifth (23.1%) of the group investigated reported that they sometimes felt safe at school. Only 6.6 percent of the group said that they often felt safe at school.

The results showed that learners in the lower grades (Grade 6 (62.5%) and Grade 7 (64.6%)) felt safer than those learners from the higher grades (from Form D (57.8%) and Form E (53.6%)). The difference measured was statistically significant at the 5% level of significance ($\chi^2 = 20.766$; 12df; $p=0.054$). The result also revealed that learners under 16 years felt safe at school always too often with 68.7 percent, and those above 15 years always too often with 64.4 percent. The age group also reveals that a small percentage of learners under 16 years said they hardly ever (2.1%) or never (6.6%) felt safe at school and those above 15 years of age hardly ever (3.7%) or never (8.4%) felt safe at school. A statistical significant difference at the 1% level was observed between the answers of the learners in the rural and urban areas ($\chi^2=14.225$; 4df; $p=0.007$). In addition, the gender of learners and age groupings showed no significant difference. However, it remains a disturbing fact that about 10.4 percent of both male and female respondents hardly ever or never felt safe at school.

Table 3.1: Do you feel safe at school?

Variable	Percentage						Chi-square tests		
	Always	Often	Sometimes	Hardly ever	Never	Total	Value	df	P
Gender									
Male	60.3	7.1	22.2	2.9	7.5	100	0.899	4	0.925
Female	59.5	6.2	24.0	2.8	7.5	100			
Age									
Under 16 Years	62.8	5.9	22.6	2.1	6.6	100	7.526	4	0.111
Over 15 years	57.0	7.4	23.5	3.7	8.4	100			
Areas									
Rural areas	59.1	4.4	24.4	2.8	9.3	100	14.225	4	0.007
Urban areas	60.5	8.6	21.9	3.0	6.0	100			
Grade									
6	62.5	5.3	22.4	2.5	7.3	100	20.766	12	0.054
7	64.6	6.0	23.1	0.9	5.4	100			
Form D	57.8	6.6	24.4	3.6	7.6	100			
Form E	53.6	9.3	21.8	4.8	10.5	100			
Total	59.9	6.6	23.1	2.9	7.5	100			

3.3 FEELINGS OF LEARNERS

Table 3.2 enumerates the responses of the investigation group with regard to the question of how often they felt sad and unhappy at school. The results revealed that the majority (69.2%) sometimes felt sad and unhappy at school. Less than one-fifth of the group investigated never (13.3%) or hardly never (5.5%) felt sad or unhappy. It is important to note that twelve percent of the group always (7.1%) or often (4.9%) felt sad and unhappy.

Responses were compared of the different age groups i.e. under 16-years and above 15-years. It was observed that the learners under 16-years indicated they always (10.4%) or often (3.2%) felt sad and unhappy at school while learners above 15-years, always (3.8%) or often (6.6%) indicated they felt sad and unhappy at school ($\chi^2=37.125$; 4df; $p=0.000$). The table also illustrates that seventy percent (70%) of the learners in the urban areas said they sometimes felt sad at school while more than two-third (67.9%) of those in the rural areas said they sometimes felt sad and unhappy. Based on the chi-square tests value of the respondents, the difference measured is statistically highly significant ($\chi^2=27.464$; 4df; $p=0.000$). The table also illustrated that learners in the rural areas always (10.4%) or often (2.9%) felt unhappy at school compared with learners in the urban areas, who said that they always (4.4%) or often (6.6%) felt unhappy in school. It is interesting to note that almost the same percentage of learners in both the rural and urban areas said they hardly ever or never felt sad at school. However these differences measured as highly significant across the entire spectrum of

‘always to never’ ($\chi^2 = 27.464$; 4df; $p = 0.000$). The table shows that the percentage of learners who always or often felt unhappy fluctuates as they move to the higher grades. It was observed that learners in Grade 6 always (13.2%) or often (3.6%) felt unhappy at school compared with learners in Form D who said that they always (3.1%) or often (5.7%) felt unhappy in school. An analysis of the responses of the grades measured is statistically highly significant ($\chi^2 = 60.222$; 12df; $p = 0.000$).

Table 3.2: Do you often feel sad and unhappy?

Variable	Percentage						Chi-square tests		
	Always	Often	Sometimes	Hardly ever	Never	Total	Value	df	P
Gender									
Male	7.5	4.0	67.8	7.1	13.6	100	8.503	4	0.075
Female	6.6	5.8	70.4	4.0	13.2	100			
Age									
Under 16 years	10.4	3.2	66.2	4.7	15.5	100	37.125	4	0.000
Above 15 years	3.8	6.6	72.1	6.4	11.1	100			
Areas									
Rural areas	10.4	2.9	67.9	5.2	13.6	100	27.464	4	0.000
Urban areas	4.4	6.6	70.0	5.8	13.2	100			
Grade									
6	13.2	3.6	61.1	5.3	16.8	100	60.222	12	0.000
7	8.2	2.8	72.2	2.9	13.9	100			
Form D	3.1	5.7	71.8	7.1	12.3	100			
Form E	3.6	8.1	72.6	6.4	9.3	100			
Total	7.1	4.9	69.2	5.5	13.3	100			

3.4 FREQUENCY OF OBSERVED BULLYING

Bullying is not strange to the learners. Peer victimisation was a familiar phenomenon to the vast majority of learners. Table 3.3 showed that more than one-third (35.6%) of the groups were of the opinion that bullying occurred everyday at their school. Almost one-quarter (24.0%) of the respondents said that learners were bullied once or twice a week, 7.6 percent said that learners were bullied once or twice a year, and 21.8 percent said never.

The research did not show significant differences between answers in terms of gender. However, more female respondents appeared to believe that bullying occurred every day (37.8%) and once-or-twice a week (24.7%) compared to male learners who observed bullying behaviour every day (33.2%) and once or twice a week (23.2 percent). More male learners said they have observed bullying once or twice a year (8.5%) or never (22.8%) compared to female learners who witnessed bullying once or twice a year (6.8%) and never (20.9%).

The differences in the responses of the two age groups were statistically highly significant ($\chi^2 = 34.584$; 4df; $p=0.000$). More learners (26.7%) in the research group above 15 years of age expressed the opinion that bullying never occurred every day compared to 16.7 percent in the under 16 years age group who held the same view. Almost three out of ten learners (29.9%) belonging to the under 16 group contrasted to 18.2 percent in the above 15 group were of the opinion that learners were bullied at their school once or twice a week.

Looking at the frequency of peer victimisation in the different grades, statistical differences were made. More than one-third of the learners in Grade 6 (36.7%), Form D (35.5%) and Form E (36.3%), witnessed bullying on a daily basis at their school while one-third (33.9%) of Grade 7 witnessed peer victimisation every day. More than one-fourth of the learners in Grade 6 (27.5%), and less than one-fifth of Form D (17.1%) and Form E (19.4%), witnessed bullying at their school once or twice a week. Looking at Table 3.3 closely, one observes that nearly the same percentage of learners in Grade 6 and 7 (16.0%) and (16.8%) respectively said they never observed bullying in their school. Nevertheless the fact that more than one-third of the respondents in all the Grades indicated that they witnessed bullying everyday should be of great concern to school principals.

Table 3.3: How often would you say learners are bullied at your school?

Variable	Percentage						Chi-square tests		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	33.2	23.2	12.3	8.5	22.8	100			
Female	37.8	24.7	9.8	6.8	20.9	100	5.929	4	0.204
Age									
Under 16 years	35.0	29.9	11.0	7.4	16.7	100			
Above 15 years	36.2	18.2	11.1	7.8	26.7	100	34.584	4	0.000
Area									
Rural areas	36.2	19.8	10.6	8.3	25.1	100			
Urban areas	35.1	27.4	11.4	7.0	19.1	100	14.529	4	0.006
Grade									
6	36.7	27.5	12.3	7.5	16.0	100			
7	33.9	32.9	9.8	6.6	16.8	100			
Form D	35.5	17.1	10.2	6.9	30.3	100			
Form E	36.3	19.4	12.1	10.0	22.2	100	50.873	12	0.000
Total	35.6	24.0	11.0	7.6	21.8	100			

Differences in the opinion of learners in the different grades were statistically highly significant ($\chi^2 = 50.873$; 12df; $p = 0.000$).

The differences in the answers given by the different geographical areas were statistically measured, and the chi-squared tests showed significant differences at the 1% level between learners in the rural and those in the urban areas ($\chi^2 = 14.529$; 4df; $p = 0.006$). The table revealed that more learners (36.2%) in the rural areas observed the incidence of bullying in their schools on a daily basis than those in the urban areas who reported the occurrence on a daily basis as 35.1 percent. In addition, 27.4 percent of learners in the urban areas reported the occurrence of bullying once or twice a week compared to 19.8 percent of learners in the rural areas. It was also observed that learners in the rural areas reported the occurrence of bullying once or twice a year (8.3%) or never (25.1%) in contrast with the observations of those in the urban areas, once or twice a year (7.0%) or never (19.1%).

3.5 NATURE OF OBSERVED BULLYING

Table 3.4: How often have you seen any of the following things happen to other learners in your school?

Nature of bullying	Percentage					Total
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	
Being teased in an unpleasant way	29.3	28.3	11.5	8.7	22.2	100.0
Being called hurtful names	40.5	20.7	9.0	5.6	24.2	100.0
Being left out of things on purpose	17.9	20.2	10.5	9.0	42.4	100.0
Being threatened with harm	12.7	20.0	11.7	9.2	46.4	100.0
Being hit, kicked or pushed	25.9	24.3	9.4	8.6	31.8	100.0

Table 3.4 enumerates the responses of the investigation group with regard to the question of how often they have seen bullying acts happening to learners at school. The table revealed that 40.5 percent reported that they had witnessed incidents of learners being called hurtful names every day, while 29.3 percent said that they had observed the occurrence of unpleasant teasing on daily basis. More than one-fifth (25.9%) of the group said they have observed serious bullying acts, such as being kicked or pushed every day. The finding also indicated that 12.7 percent of the researched group had observed learners being threatened with harm every day. The reports that learners were bullied by being threatened with harm on a relatively frequent basis namely once or twice a week (20.0%), once or twice a month (11.7%), and once or twice a year (9.2%) ought to be disturbing to teachers and parents in the school communities being researched.

The responses of the respondents were tested and measured statistically significantly in the following ways:

Table 3.5 Being teased in an unpleasant way

	Percentage						Chi-square tests		
Variables	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	26.3	29.2	12.7	8.9	22.9	100	5.909	4	0.206
Female	32.0	27.4	10.5	8.5	21.6	100			
Age									
Under 16 years	27.0	33.3	10.4	9.8	19.5	100	21.655	4	0.000
Above 15 years	31.5	23.3	12.5	7.7	25.0	100			
Area									
Rural areas	30.6	24.3	10.6	9.0	25.5	100	13.594	4	0.009
Urban areas	28.1	31.7	12.2	8.5	19.5	100			
Grade									
6	28.0	30.0	12.3	9.5	20.2	100	33.776	12	0.001
7	26.6	36.4	8.9	9.5	18.6	100			
Form D	30.3	21.1	11.4	8.5	28.7	100			
Form E	32.7	27.8	13.7	6.8	19.0	100			
Total	29.3	28.3	11.5	8.7	22.2	100			

In Table 3.5, approximately one-third (32.7%) of the Form E respondents saw other learners being teased on a daily basis compared with less than a third (28.0%) of the Grade 6 pupils. The research shows that the incident of bullying increased as the learners move to a higher grade. This observation was seen to be highly significant on the 0.1% level ($\chi^2=33.776$; 12df; $p=0.001$). A close look at the gender grouping revealed no statistical difference on the age group variables, with pupils teased on a daily basis (27.0%) in the under 16-years group, and learners above 15-years reported the occurrence of teasing on a daily basis (31.5%). In addition, a greater number of learners under 16 years (33.3%) than those above 15 years (23.3%) reported unpleasant teasing once-or-twice-a-week. This trend created highly significant differences in terms of the age groupings ($\chi^2=21.655$; 4df; $p=0.000$). Learners in the rural areas indicated that they saw other learners teased every day (30.6%) and once-or-twice-a-month (24.3%) compared with learners in the urban areas who said they saw learners being teased every day (28.1%) and once-or-twice-a-month (31.7%). The differences in the responses between the population groups in the rural and urban areas were statistically significant at the 1% level ($\chi^2=13.594$; 4df; $p=0.009$).

Table 3.6: Being called hurtful names

	Percentage						Chi-square tests		
Variables	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	40.0	20.3	10.8	6.1	22.8	100	6.298	4	0.178
Female	41.0	21.1	7.4	5.0	25.5	100			
Age									
Under 16 years	33.9	25.5	9.3	6.4	24.9	100	30.603	4	0.000
Above 15 years	47.0	16.0	8.7	4.9	23.4	100			
Area									
Rural areas	40.7	19.5	8.6	4.2	27.0	100	8.561	4	0.073
Urban areas	40.3	21.7	9.5	6.7	21.8	100			
Grade									
6	31.7	27.2	9.2	6.4	25.5	100	40.611	12	0.000
7	36.7	24.1	9.8	6.6	22.8	100			
Form D	47.2	13.7	7.8	4.7	26.6	100			
Form E	46.8	19.0	9.7	4.4	20.1	100			
Total	40.5	20.7	9.0	5.6	24.2	100			

In Table 3.6, nearly half (47.2%) of the form D and (46.8%) of form E respondents saw other learners being called hurtful names on a daily basis, compared with 31.7 percent of the Grade 6 and 36.7 percent of the Grade 7. This observation measured highly statistically significant ($\chi^2 = 40.611$; 12df; $p=0.000$). Less than 34 percent (33.9%) of learners under 16-years saw other learners being called hurtful names on a daily basis compared with 47.0 percent of learners in the above 15 years-age group. The difference in the responses between learners under 16 years and above 15 years were statistically highly significant ($\chi^2 = 30.603$; 4df; $p=0.000$).

Table 3.7: Being left out of things on purpose

Variables	Percentage						Chi-square tests		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	15.4	19.1	12.1	8.6	44.8	100	10.577	4	0.032
Female	20.3	21.2	8.9	9.4	40.2	100			
Age									
Under 16 years	15.8	23.1	11.9	7.8	41.4	100	13.896	4	0.008
Above 15 years	20.1	17.3	9.2	10.1	43.3	100			
Area									
Rural areas	17.8	22.3	9.0	6.4	44.5	100	14.122	4	0.007
Urban areas	18.1	18.4	11.8	11.1	40.6	100			
Grade									
6	16.5	22.7	13.4	7.3	40.1	100	23.142	12	0.027
7	14.9	24.1	10.4	8.5	42.1	100			
Form D	19.0	18.5	7.5	9.7	45.3	100			
Form E	22.2	14.5	11.3	10.9	41.1	100			
Total	17.9	20.2	10.4	9.0	42.5	100			

In table 3.7, the data on gender showed that just over one fifth (20.3%) of the female group had seen learners being left out on purpose on a daily basis, compared with the 15.4 percent of the male group. Statistical significant differences were observed on gender but it should be noted that almost 45 percent (44.8%) of the male group indicated that this form of bullying never happened in their schools; 40.2 percent of the female respondents held similar views. These differences measured statistically significant at the 5% level ($\chi^2 = 10.577$; 4df; $p=0.032$).

In terms of the age variable, 20.1 percent of the group above 15 years indicated that they had seen learners being left out of things on a daily basis, compared with 15.8 percent of those under 16-years of age. More learners above 15 years of age expressed the opinion that learners were left out on purpose once or twice a year (10.1%) and never (43.3%) than did those under 16 years of age (7.8%) and (41.4%) respectively. The differences in the responses of the two age groups were statistically significant at the 1% level of significance ($\chi^2=13.896$; 4df; $p=0.008$).

Table 3.7 also reveals that learners in the rural areas were left out on purpose on a daily basis (17.8%) and once or twice a week (22.3%) in their schools compared with those in the urban areas who indicated being left out on purpose every day (18.1%) and once or twice a week

(18.4%). This observation emerged as statistically significant on the 1% level ($\chi^2=14.122$; 4df; $p=0.007$).

The grade groups differed quite significantly on the 5% level in their responses regarding the observation of the learners being left out of things on purpose ($\chi^2=23.142$; 12df; 0.027). Considerably more learners in Form D (19.0%) than Form E (22.2%) indicated that this form of bullying occurred everyday in their schools. Less than 46 percent (45.3%) of learners in Form D indicated that they never saw learners being left out of things on purpose compared with 41.1 percent of form E respondents.

Table 3.8: Being threatened with harm

	Percentage						Chi-square tests		
Variables	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	12.2	18.8	14.3	10.2	44.5	100			
Female	13.1	21.2	9.2	8.4	48.1	100	10.645	4	0.031
Age									
Under 16 years	12.9	26.3	11.4	7.5	41.9	100			
Above 15 years	12.4	13.9	12.0	10.9	50.8	100	35.912	4	0.000
Area									
Rural areas	13.2	21.7	9.9	7.2	48.0	100			
Urban areas	12.2	18.7	13.1	11.0	45.0	100	10.642	4	0.031
Grade									
6	13.7	26.6	11.2	8.2	40.3	100			
7	12.3	25.3	12.0	6.7	43.7	100			
Form D	11.8	13.0	10.2	11.2	53.8	100			
Form E	12.9	15.7	14.5	10.9	46.0	100	41.399	12	0.000
Total	12.7	20.0	11.7	9.2	46.4	100			

In table 3.8, less than a quarter (13.2%) and (21.7%) of the group in the rural areas indicated they had witnessed this form of bullying on a daily basis and once or twice a week respectively while learners in the urban areas said this occurred on a daily basis (12.2%) and once or twice a week (18.7%). It was also evident that a relatively greater number of learners in the rural areas (48.0%) indicated that they had never witnessed incidents when pupils were threatened with harm than those in the urban areas (45.0%). The differences in the responses between the two different dwellers are statistically significant at the 5% level ($\chi^2=10.642$; 4df; $p=0.031$). However, more than a quarter (26.3%) of the learners under 16 years of age had witnessed other pupils being threatened with harm once or twice a week compared with 13.9 percent of the respondents above 15 years of age. It was also observed that learners under 16

years said they had witnessed learners bullied once or twice a year (7.5%) or never (41.9%) compared with pupils in the above 15 years group, once or twice a year (10.9%) or never (50.8%). The chi-square test measured these differences as highly statistically significant ($\chi^2=35.912$; 4df; $p=0.000$). It is interesting to note that more than a quarter (26.6%) of the Grade 6 and (25.3%) of Grade 7 learners had witnessed other pupils being threatened with harm once or twice a week compared with 13.0 percent of the respondents in Form D and 15.7% in Form E. It was also evident that a greater number of Form D (53.8%) and Form E (46.0%) learners than Grade 6 learners (40.3%) and Grade 7 (43.7%) never observed this form of peer victimisation. These differences between the answers of the respondents according to grades measured as statistically highly significant ($\chi^2=41.399$; 12df; $p=0.000$). In terms of gender variables, 12.2 percent of the male respondents had observed learners threatened with harm on a daily basis, compared with the 13.1 percent among the females. Just over one-fifth (21.2%) of the female groups indicated observing this type of bullying once or twice a week while the male group (18.8%) also said it occurred once or twice a week. The differences in the responses between the two gender groups are statistically significant at the 5% level ($\chi^2=10.645$; 4df; $p=0.031$).

Table 3.9: Being hit, kicked or pushed

	Percentage						Chi-square tests		
Variable	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	23.2	26.5	10.0	9.5	30.8	100	8.092	4	0.088
Female	28.4	22.2	8.8	7.8	32.8	100			
Age									
Under 16 years	28.5	30.3	8.6	7.4	25.2	100	44.847	4	0.000
Over 15 years	23.3	18.3	10.2	9.9	38.3	100			
Area									
Rural areas	23.8	21.8	9.8	6.5	38.1	100	25.062	4	0.000
Urban areas	27.7	26.3	9.1	10.4	26.5	100			
Grade									
6	23.5	31.9	9.2	7.7	27.7	100	77.154	12	0.000
7	34.5	30.4	7.9	6.0	21.2	100			
Form D	22.3	17.1	9.7	8.7	42.2	100			
Form E	24.6	17.7	10.9	13.3	33.5	100			
Total	25.9	24.3	9.4	8.6	31.8	100			

In Table 3.9, more learners in the urban areas indicated that they had witnessed this form of peer victimisation on a daily basis (27.7%) and once or twice a week (26.3%), compared with learners in the rural areas who said it occurred on a daily basis (23.8%) or once or twice a

week (21.8%). More than one-third (38.1%) of the learners in the rural areas indicated that they had never been hit, kicked, or pushed in their schools compared with more than a quarter (26.5%) of the learners in the urban areas. This variance in the responses measured as being highly significant ($\chi^2=25.062$; 4df; $p=0.000$). It was also observed that one-third (30.3%) of the learners under 16 years indicated they had witnessed this form of peer victimisation once or twice a week whereas less than a quarter (18.3%) of those above 15 years reported the same observation. More than a quarter (28.5%) of the respondents under 16-years said they had witnessed this happening on a daily basis compared to 23.3 percent of pupils above 15 years of age. This difference in observation measured highly statistically significant ($\chi^2=44.847$; 4df; $p=0.000$). The responses from the different grades showed a highly significant difference. More than one-third (34.5%) of Grade 7 respondents had observed this violent manifestation of bullying compared with 23.5 percent in Grade 6, 22.3 percent in Form D and 24.6 percent in Form E. The data also revealed that 42.2 percent of Form D respondents indicated that they had never observed this form of bullying compared with 27.7 percent in Grade 6, 21.2 percent in Grade 7 and 33.5 percent in Form E. Differences in the responses of the Grades emerged as statistically highly significant ($\chi^2=77.154$; 12df; $p=0.000$).

3.6 LOCATION OF OBSERVED BULLYING

The respondents were questioned on the location of bullying incidents at their schools.

Table 3.10: Have you observed bullying going on in any of these places at your school?

Location of bullying	Percentage					Total
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	
In my class room	29.5	24.2	11.6	4.8	29.9	100
On the playground	31.0	22.4	10.6	7.8	28.2	100
Walking to or from school	24.7	19.3	10.1	8.8	37.1	100
In the toilets	16.2	11.2	6.1	6.0	60.5	100
In the hall	17.6	12.9	7.4	5.7	56.4	100
At the bus stop	28.5	15.5	8.6	6.8	40.6	100
On the bus	16.5	13.0	6.5	6.1	57.9	100
While participating in organized sport	20.2	13.7	10.8	11.8	43.5	100

From the above data (Table 3.10), one can see that bullying occurs mostly on the playground which recorded the incident as high as (31.0%) on a daily basis followed by classroom

(29.5%), at the bus stop (28.5%), walking to or from school (24.7%), and while participating in organised sport (20.2%). Less than a quarter indicated that bullying occurred in the hall every day (17.6%), on the bus (16.5%) and in the toilets (16.2%). The researcher observed that more than half of the members of the respondents never saw bullying on the bus (57.9%) or in the hall (56.4%). A close analysis of the data further disclosed certain significant differences as shown below.

Table 3.11: In my classroom

Variable	Percentage						Chi-square tests		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	26.5	23.7	14.0	6.1	29.7	100	15.327	4	0.004
Female	32.3	24.7	9.4	3.4	30.2	100			
Age									
Under 16 years	33.8	25.8	10.8	3.9	25.7	100	20.514	4	0.000
Over 15 years	25.3	22.6	12.4	5.6	34.1	100			
Area									
Rural areas	31.1	20.0	10.4	4.5	34.0	100	17.202	4	0.002
Urban areas	28.1	27.7	12.6	5.1	26.5	100			
Grade									
6	33.6	22.4	11.5	3.4	29.1	100	39.776	12	0.000
7	34.8	29.7	10.1	4.5	20.9	100			
Form D	22.5	25.4	12.7	5.0	34.4	100			
Form E	28.6	17.7	11.7	6.9	35.1	100			
Total	29.5	24.2	11.6	4.8	29.9	100			

Nearly one-third of the female respondents (32.3%) indicated that bullying in their classrooms took place on a daily basis while 26.5 percent of the male respondents said that bullying took place in their classrooms on a daily basis. The data indicated that 14.0 percent of the male respondents witnessed bullying in their classrooms once or twice a month compared with the female respondents (9.4%). The differences in the responses of the two gender groups were statistically significant on the 1% level ($\chi^2=15.327$; 4df; $p=0.004$). Differences in the responses of the two age groups emerged as statistically highly significant ($\chi^2=20.514$; 4df; $p=0.000$). More than one-third (33.8%) of the learners under 16 years of age admitted that bullying in their classrooms took place on a daily basis compared with learners above 15 years of age (25.3%). A significant difference was observed in the responses of the learners in the two different geographical locations. Those in the rural areas (31.1%) admitted that bullying took place in their classrooms every day, in comparison with the 28.1 percent in the urban areas. This difference in the responses of the two groups was statistically significant on

the 1% level ($\chi^2= 17.202$; 4df; $p=0.002$). It is interesting to note that the rate of peer victimisation observed by the learners in their classrooms decreased as they move on to higher grades. More than one-third (34.8%) of Grade 7 indicated the occurrence of bullying in their classrooms on a daily basis compared with 33.6 percent in Grade 6, 22.5 percent in Form D and 28.6 percent in Form E. Differences between the answers of the grades were statistically highly significant ($\chi^2=39.776$; 12df; $p=0.000$).

Table 3.12: On the playground

Variable	Percentage						Chi-square tests		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	32.2	23.1	13.1	8.7	22.9	100			
Female	29.9	21.8	8.2	6.9	33.2	100	22.263	4	0.000
Age									
Under 16 years	35.3	25.8	10.5	6.0	22.4	100			
Over 15 years	26.7	19.1	10.6	9.6	34.0	100	36.357	4	0.000
Area									
Rural areas	30.1	21.8	10.9	6.3	30.9	100			
Urban areas	31.7	22.9	10.3	9.2	25.9	100	7.374	4	0.117
Grade									
6	38.1	24.4	11.8	4.1	21.6	100			
7	33.5	27.8	9.2	8.3	21.2	100			
Form D	22.0	17.8	10.4	9.8	40.0	100			
Form E	32.7	20.6	10.9	9.2	26.6	100	68.839	12	0.000
Total	31.0	22.4	10.6	7.8	28.2	100			

A highly significant difference appeared with regard to the age grouping (Table 3.12). More than one-third (35.3%) of learners in the under 16 age group reported that pupils were bullied daily on the playground, in contrast to 26.7 percent of the respondents above the 15 years of age ($\chi^2=36.357$; 4df; $p=0.000$). It is also evident from the responses of the learners that more males (32.2%) than females (29.9%) witnessed bullying on a daily basis on the playground. Differences in the responses of the gender group emerged as statistically highly significant ($\chi^2=22.263$; 4df; $p=0.000$). Nearly 40.0 percent (38.1%) of the learners in Grade 6 observed the occurrence of bullying on the playground on a daily basis, compared with 33.5 percent of the pupils in Grade 7, 32.7 percent in Form E and 22.0 percent in Form D. It is also interesting to note that nearly 11.0 percent (10.4%) and 10.9 percent in Forms D and E respectively witnessed bullying once or twice a month on the playground compared with 11.8 percent in Grade 6 and 9.2 percent in Grade 7 who witnessed bullying once or twice a month on the playground. These differences indicated a highly statistical significant ($\chi^2=68.839$;

12df; $p=0.000$). No significant differences were found in the responses of the pupils in both rural and urban areas but it is important to note that reasonable percentages (30.1%, 31.7%) of pupils in the rural and urban areas respectively reported the occurrence of bullying on the playground on a daily basis.

Table 3.13: Walking to or from school

	Percentage						Chi-square tests		
Variable	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	22.2	17.5	12.5	10.3	37.5	100	15.522	4	0.004
Female	27.1	20.9	7.9	7.4	36.7	100			
Age									
Under 16 years	27.6	21.3	8.1	7.1	35.9	100	17.677	4	0.001
Above 15 years	21.9	17.3	12.1	10.4	38.3	100			
Area									
Rural areas	28.8	17.1	9.0	8.0	37.1	100	12.878	4	0.012
Urban areas	21.3	21.1	11.1	9.5	37.0	100			
Grade									
6	28.0	20.4	7.6	7.9	36.1	100	25.131	12	0.014
7	29.4	21.5	8.2	6.4	34.5	100			
Form D	19.4	18.0	12.1	10.2	40.3	100			
Form E	23.0	16.9	12.9	10.9	36.3	100			
Total	24.7	19.3	10.1	8.8	37.1	100			

Interestingly, 27.1 percent of the female learners had witnessed other pupils being bullied on a daily basis when walking to or from school, compared with 22.2 percent of the male respondents (Table 3.13). Also 17.5 percent of the male pupils said they had observed this form of bullying when walking to or from school once or twice a week while 20.9 percent of the female respondents said they had observed it happening once or twice a week. It was also observed that 12.5 percent of the male learners had witnessed this type of bullying once or twice a month compared to 7.9 percent of the female respondents. These observations were statistically significant at the 1% level ($\chi^2=15.522$; 4df; $p=0.004$). More than one quarter (27.6%) of the pupils under 16-years admitted that bullying when walking to or from school took place on a daily basis compared with 21.9 percent of those above 15 years in the same category. The chi-squared tests measured these differences as statistically significant at the 0.1% level ($\chi^2=17.677$; 4df; $p=0.001$). Differences between the answers given by respondents in the rural and urban areas were statistically significant on the 5% level ($\chi^2=12.878$; 4df; $p=0.012$). Just more than 28.0 percent (28.8%) of the rural respondents reported incidents of

bullying every day when walking to or from school, compared with 21.3 percent of pupils in the urban areas. It is important to note that almost the same percentage of rural (37.1%) and urban (37.0%) pupils said they had never observed this form of peer victimisation when walking to or from school. The daily observation of bullying when walking to or from school occurred most frequently among Grade 7 (29.4%) and Grade 6 (28.0%) respondents. Less than one quarter of the pupils in Form E (23.0%) and Form D (19.4%) reported similar observations. Differences between the answers of the grades were statistically significant at the 5% level ($\chi^2=25.131$; 12df; $p=0.014$).

Table 3.14: In the toilets

Variable	Percentage						Chi-square tests		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	17.4	11.8	6.8	5.5	58.5	100	3.754	4	0.440
Female	15.0	10.7	5.5	6.3	62.5	100			
Age									
Under 16 years	15.5	13.7	5.8	5.4	59.6	100	8.271	4	0.082
Over 15 years	16.8	8.9	6.4	6.5	61.4	100			
Area									
Rural areas	18.1	9.6	6.5	5.5	60.3	100	5.927	4	0.205
Urban areas	14.5	12.6	5.8	6.3	60.8	100			
Grade									
6	19.6	11.8	5.6	4.7	58.3	100	26.883	12	0.008
7	10.4	16.1	6.0	6.7	60.8	100			
Form D	14.7	9.2	6.4	6.2	63.5	100			
Form E	21.0	7.7	6.5	6.3	58.5	100			
Total	16.2	11.2	6.1	6.0	60.5	100			

In table 3.14, the level of variance in terms of the geographical location and gender variables was not significant at the required statistical level. In addition, there were no statistical significant differences between the learners' responses in terms of age. It was observed that 15.5 percent of the respondents under the age of 16 saw this form of peer victimisation on a daily basis, while 16.8 percent of the respondents above 15 years saw it on daily basis. The daily observation of bullying in the toilets occurred most frequently among Form E (21.0%) respondents, compared with similar observations from Grade 6 (19.6%), Grade 7 (10.4%), and Form D (14.7%). This differences in observation indicated statistical significant differences at the 1% level ($\chi^2=26.883$; 12df; $p=0.008$).

Table 3.15: In the hall (assembly or gathering place)

Variables	Percentage						Chi-square tests		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	17.4	11.8	7.5	6.2	57.1	100	1.600	4	0.809
Female	17.7	13.9	7.2	5.4	55.8	100			
Age									
Under 16 years	18.2	15.9	8.0	6.1	51.8	100	15.775	4	0.003
Above 15 years	17.0	9.9	6.8	5.3	61.0	100			
Area									
Rural areas	23.6	12.7	7.5	4.1	52.1	100	32.751	4	0.000
Urban areas	12.5	13.0	7.3	7.1	60.1	100			
Grade									
6	17.6	16.5	7.6	5.4	52.9	100	20.789	12	0.054
7	19.3	14.9	8.2	7.0	50.6	100			
Form D	14.9	10.2	7.6	4.7	62.6	100			
Form E	19.8	9.7	5.6	6.4	58.5	100			
Total	17.6	12.9	7.4	5.7	56.4	100			

No statistical significant differences emerged in terms of the respondent's observations according to their gender, but the level of variance in responses regarding all other variables measured as being significant (Table 3.15). Less than a quarter (23.6%) of the respondents in the rural areas noticed bullying occurring daily in their school hall (assembly or gathering place), compared with just over 12 percent (12.5%) of the pupils in the urban areas. More than half of both rural (52.1%) and urban (60.1%) respondents said that they had never seen bullying took place in their halls (assembly or gathering place). Highly significant differences emerged in terms of responses of the learners in the rural and urban areas ($\chi^2=32.751$; 4df; $p=0.000$). More learners under 16-years (18.2%) noticed daily bullying in the hall than the respondents above 15-years of age (17.0%). Less than one quarter (23.9%) of the respondents in the under 16-years age group confirmed the occurrence of this bullying once or twice a week (15.9%) and once or twice a month (8.0%), compared with 16.7 percent who responded likewise (in the categories "once or twice a week" and "once or twice a month") in the older age group. The differences in the response of the age subgroups were statistically significant on the 1% level ($\chi^2=15.775$; 4df; $p=0.003$). Differences between the answers given by respondents in the various grades were statistically significant on the 5% level ($\chi^2=20.789$; 12df; $p=0.054$). Nearly 20.0 percent (19.8%) of Form E learners reported incidents of bullying everyday in the hall, followed by Grade 7 (19.3%), Grade 6 (17.6%) and Form D (14.9%) respondents.

Table 3.16: At the bus stop

Variables	Percentage						Chi-square tests		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	26.9	18.3	7.7	8.2	38.9	100	13.277	4	0.010
Female	30.0	12.8	9.5	5.6	42.1	100			
Age									
Under 16 years	26.7	17.7	7.1	5.6	42.9	100	14.336	4	0.006
Above 15 years	30.0	13.3	10.3	8.1	38.3	100			
Area									
Rural areas	33.2	16.1	8.6	6.6	35.5	100	16.377	4	0.003
Urban areas	24.6	15.0	8.6	7.0	44.8	100			
Grade									
6	28.0	19.9	6.4	5.6	40.1	100	25.969	12	0.011
7	26.9	14.6	7.6	5.6	45.3	100			
Form D	26.8	12.6	11.8	7.3	41.5	100			
Form E	34.3	15.3	7.7	8.8	33.9	100			
Total	28.5	15.5	8.6	6.8	40.6	100			

In table 3.16, more than one quarter (26.9%) of the male pupils reported that learners are bullied daily at the bus stop, in contrast to 30.0 percent of the sample in the female category. This indicated a statistical significance difference at the 1% level ($\chi^2=13.277$; 4df; $p=0.010$). With respect to the age groups observations of peer victimization at the bus stop, it was observed that 30 percent of the older group confirmed the daily occurrence of bullying. The corresponding number in the under 16 years age group was 26.7 percent, the observation measured statistically significant at the 1% level ($\chi^2=14.336$; 4df; $p=0.006$). Highly significant differences at the 1% level emerged in terms of responses of the pupils in the two geographical locations ($\chi^2=16.377$; 4df; $p=0.003$). Almost one-third (33.2%) of the respondents in the rural areas witnessed the daily bullying of learners at the bus stop, compared with 24.6 percent of learners in the urban areas. More learners in Form E (34.3%) noticed daily bullying at the bus stop than the respondents in Form D (26.8%), Grade 7 (26.9%) and Grade 6 (28.0%) and the differences in the responses measured statistically significant at the 5% level ($\chi^2=25.969$; 12df; $p=0.011$).

Table 3.17: Bullying on the bus

Variables	Percentage						Chi-square test		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	15.1	13.2	7.2	6.8	57.7	100			
Female	17.7	12.7	6.1	5.5	58.0	100	3.136	4	0.535
Age									
Under 16 years	18.3	15.5	6.2	6.1	53.9	100			
Above 15 years	14.6	10.5	6.1	7.1	61.7	100	13.220	4	0.010
Area									
Rural areas	18.9	14.7	7.0	5.7	53.7	100			
Urban areas	14.4	11.5	6.3	6.5	61.3	100	10.459	4	0.033
Grade									
6	18.5	17.9	6.7	8.4	48.5	100			
7	18.7	12.7	6.3	3.8	58.5	100			
Form D	11.1	9.2	7.3	6.5	65.9	100			
Form E	19.8	12.5	5.6	5.2	56.9	100	39.252	12	0.000
Total	16.5	13.0	6.6	6.0	57.9	100			

In table 3.17, the observation of bullying on the bus by respondents had no significant difference on the genders of learners, but a high statistical difference was observed among the grades. It was observed that 19.8 percent of the respondents in Form E saw this form of bullying on a daily basis, compared with a similar observation by less than 12.0 percent of the respondents in Form D (11.1%), Grade 7 (18.7%), and Grade 6 (18.5%) ($\chi^2=39.252$; 12df; $p=0.000$). It is worthy to note that more than half of the learners in Grade 7 (58.5%), Form D (65.9%), and Form E (56.9%) never witnessed this form of bullying on the bus while 48.5 percent of Grade 6 said they never witnessed bullying on the bus. Furthermore, a relatively high percentage of learners in the rural areas (18.9%) saw bullying on the bus everyday compared with 14.4 percent of learners in the urban areas. In addition, respondents from the rural areas indicated observing bullying on the bus, once or twice a week (14.7%) and once or twice a month (7.0%) compared to those in the urban areas who observed bullying on the bus once or twice a week (11.5%) and once or twice a month (6.3%). The differences in the responses between the two geographical locations are statistically significant at the 5% level ($\chi^2=10.459$; 4df; $p=0.033$). With respect to the age groups' observations of peer victimisation on the bus, less than 19.0 percent (18.3%) of the under 16 group confirmed the daily occurrence of bullying. The corresponding number of the older group (above 15 years) was 14.6 percent. A closer look at the table also revealed that 53.9 percent of learners under 16-years indicated that they had never seen bullying on the bus compared to 61.7 percent of the older group who answered likewise. These differences in the learners' responses showed a statistical significant difference at the 1% level ($\chi^2=13.220$; 4df; $p=0.010$).

Table 3.18: While participating in organised sport

Variable	Percentage						Chi-square tests		
	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Never	Total	Value	df	P
Gender									
Male	23.1	14.9	11.7	12.1	38.2	100	15.891	4	0.003
Female	17.5	12.6	10.0	11.4	48.5	100			
Age									
Under 16 years	17.6	17.0	10.1	11.5	43.8	100	15.541	4	0.004
Above 15 years	22.7	10.5	11.5	12.2	43.1	100			
Area									
Rural areas	23.9	14.2	9.2	13.0	39.7	100	16.063	4	0.003
Urban areas	17.0	13.3	12.3	10.8	46.6	100			
Grade									
6	20.2	17.4	9.0	9.7	43.7	100	23.183	12	0.026
7	16.8	15.5	10.8	13.5	43.4	100			
Form D	18.5	10.7	12.1	12.5	46.2	100			
Form E	27.4	11.3	11.3	11.3	38.7	100			
Total	20.2	13.7	10.8	11.8	43.5	100			

In terms of the gender variable noted in Table 3.18, less than one-quarter (23.1%) of the male group had observed learners being bullied when doing sport on a daily basis, compared with 17.5 percent among the females. More than one-third (38.2%) of the male learners said that this form of bullying never happened in their schools, while almost one half (48.5%) of the female respondents held similar views. These differences were significant at the 1% level ($\chi^2=15.891$; 4df; $p=0.003$). Differences between the answers given by the learners in the rural and urban areas were statistically significant on the 1% level ($\chi^2=16.063$; 4df; $p=0.003$). Close to a quarter (23.9%) of the rural learners reported incidents of bullying everyday while participating in organised sport and 17.0 percent of the urban learners held similar views. In terms of the age variable, more than 17.0 percent (17.6%) of respondents in the under 16 years age group confirmed the occurrence of bullying everyday and once or twice a week (17.0%), compared with 22.7 percent of the above 15 years age group who reported the occurrence everyday and once or twice a week (10.5%). Differences in the answers of the different age groups were statistically significant at the 1% level ($\chi^2=15.541$; 4df; $p=0.004$). More learners in Form E (27.4%) noticed daily bullying when participating in an organized sport, compared with Grade 6 (20.2%), Form D (18.5%), and Grade 7 (16.8%). A 5% level of significance emerged among the responses of learners in the various grades ($\chi^2=23.183$; 12df; $p=0.026$).

3.7 GENDER OF OBSERVED BULLYING

The respondents indicated that more boys (66.9%) and groups of boys (56.2%) were involved in bullying behaviour. More than one-third (35.0%) of the learners reported mixed groups (both boys and girls) as the culprits (Table 3:19). It should be noted that girls were also involved in bullying behaviour. More than a quarter of the respondents (28.5%) indicated the involvement of girls in bullying activities and the percentage is high among groups of girls (28.4%).

Table 3:19: Who have you seen bullying other learners at your school?

Characteristics of bullies	Yes	No	Total
A boy	66.9	33.1	100.0
A group of boys	56.2	43.8	100.0
A girl	28.5	71.5	100.0
A group of girls	28.4	71.6	100.0
Both boys and girls	35.0	65.0	100.0

It should be noted that the learners in the following areas observed certain levels of significant differences.

Table 3.20: Bullying by a boy

Variables	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	67.7	32.3	100	0.389	1	0.286
Female	66.1	33.9	100			
Age						
Under 16 years	74.5	25.5	100	34.527	1	0.000
Above 15 years	59.4	40.6	100			
Area						
Rural areas	59.1	40.9	100	30.623	1	0.000
Urban areas	73.4	26.6	100			
Grade						
6	75.9	24.1	100	33.496	3	0.000
7	72.2	27.8	100			
Form D	59.0	41.0	100			
Form E	60.5	39.5	100			
Total	66.9	33.1	100			

In table 3.20, the learners' response with regard to the question of whether they had seen a boy bullying another learner at school measured no significant difference on the chi-square

tests with regard to gender. However, highly significant differences were observed from the responses of the different age groups. Nearly 75 percent (74.5%) of the respondents in the under 16 years of age and above 15 years (59.4%) indicated that they had seen a boy bullying another learner at school. These differences measured highly statistical significant ($\chi^2=34.527$; 1df; $p=0.000$). In addition, the observations of rural and urban learners on this question appeared to be statistically highly significant ($\chi^2=30.623$; 1df; $p=0.000$). Substantially more urban respondents (73.4%) than rural learners (59.1%) indicated that they had seen a boy bullying another learner at school. Nearly 76.0 percent (75.9%) of Grade 6 respondents observed the occurrence of bullying by a boy compared with 72.2 percent of Grade 7, Form D (59.0%), and Form E (60.5%). Differences in the answers given by the respondents in the different grades were statistically highly significant ($\chi^2=33.496$; 3df; $p=0.000$). It is interesting to note that this form of bullying decreased as the learners move to higher levels.

Table 3.21: Bullying by a group of boys

Variables	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	60.5	39.5	100	9.218	1	0.002
Female	52.2	47.8	100			
Age						
Under 16 years	49.7	50.3	100	22.802	1	0.000
Above 15 years	62.6	37.4	100			
Area						
Rural areas	53.4	46.6	100	3.596	1	0.033
Urban areas	58.6	41.4	100			
Grade						
6	51.8	48.2	100	28.790	3	0.000
7	47.5	52.5	100			
Form D	59.5	40.5	100			
Form E	68.1	31.9	100			
Total	56.2	43.8	100			

Table 3.21 indicated that more males (60.5%) than females (52.2%) said that they had seen bullying by a group of boys while 39.5 percent of the males and 47.8 percent of the female learners said no. The difference between the responses appeared to be statistically significant at the 1% level ($\chi^2=9.218$; 1df; $p=0.002$). The variances in the response of the age groupings were statistically highly significant ($\chi^2=22.802$; 1df; $p=0.000$). More than half of the older group (62.6%) (above 15-years) said they had seen peer victimisation by a group of boys compared with 49.7 percent of learners under 16 years of age. More learners (58.6%) in the

urban areas than rural (53.4%) indicated that they had seen bullying by a group of boys. These differences measured statistically as significant at the 5% level ($\chi^2=3.596$; 1df; $p=0.033$). An analysis of the responses of the grades revealed that more than 67.0 percent (68.1%) of the sample in Form E reported incidents of bullying by a group of boys, in contrast to 59.5 percent, 47.5 percent and 51.8 percent of the Form D, Grades 7 and 6 respectively. Highly significant differences emerged in terms of the responses of grade subgroups ($\chi^2=28.790$; 3df; $p=0.000$).

Table 3.22: Bullying by a girl

Variables	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	30.2	69.8	100	1.653	1	0.110
Female	29.0	73.0	100			
Age						
Under 16 years	31.8	68.2	100	7.116	1	0.005
Above 15 years	25.3	74.7	100			
Area						
Rural areas	23.3	76.7	100	15.168	1	0.000
Urban areas	32.9	67.1	100			
Grade						
6	38.4	61.6	100	23.743	3	0.000
7	24.7	75.3	100			
Form D	26.1	73.9	100			
Form E	23.4	76.6	100			
Total	28.5	71.5	100			

The level of variance in terms of the gender variable was not significant at the required statistical levels (Table 3.22). There was however, statistical significant difference between the learners' responses in terms of age groupings. From the data, 31.8 percent of the younger group had seen a girl bullying another learner at school compared with more than 25.0 percent (25.3%) of the learners above 15 years. These differences measured statistically significant at the 1% level ($\chi^2=7.116$; 1df; $p=0.005$). Almost one-third of the urban respondents (32.9%) reported incidents of bullying by a girl compared with less than one-quarter (23.3%) of the learners in the rural areas. The level of variances between opinions in the geographical locations measured as being statistically highly significant ($\chi^2=15.168$; 1df; $p=0.000$). A careful analysis of the responses of the grades revealed that bullying by a girl was highest in Grades 6 (38.4%), followed by Form D (26.1%), Grade 7 (24.7%) and Form E (23.4%). These differences measured highly statistically significant ($\chi^2=23.743$; 3df; $p=0.000$).

Table 3.23: Bullying by a group of girls

Variables	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	29.2	70.8	100	0.383	1	0.288
Female	27.7	72.3	100			
Age						
Under 16 years	22.7	77.3	100	21.619	1	0.000
Above 15 years	34.1	65.9	100			
Area						
Rural areas	25.4	74.6	100	5.125	1	0.014
Urban areas	31.0	69.0	100			
Grade						
6	28.3	71.7	100	35.168	3	0.000
7	16.1	83.9	100			
Form D	33.6	66.4	100			
Form E	35.5	64.5	100			
Total	28.4	71.6	100			

The level of variance in terms of the gender variable was not significant at the required statistical levels (Table 3.23). However, the responses of the learners across the age groups showed a highly statistical significant difference ($\chi^2=21.619$; 1df; $p=0.000$). More than one-third (34.1%) of the learners above 15 years reported incidents of bullying by a group of girls compared with almost 23.0 percent (22.7%) of learners under 16 years. The data also proved that bullying by a group of girls was higher in the urban areas (31.0%) than in the rural areas (25.4%). These responses showed statistically significant differences at the 5% level ($\chi^2=5.125$; 1df; $p=0.014$). Differences between the answers of the grades were statistically highly significant ($\chi^2=35.168$; 1df; $p=0.000$). A noteworthy observation was that bullying by groups of girls was higher among the higher grades (forms D and E) than the lower grades. More than one-third of Form E (35.5%) and Form D (33.6%) respondents observed the occurrence of bullying by a group of girls, compared with 28.3 percent and 16.1 percent in grade 6 and 7 respectively.

Table 3.24: Bullying by both boys and girls

	Percentage			Chi-square tests		
Variables	Yes	No	Total	Value	Df	P
Gender						
Male	36.9	63.1	100			
Female	33.2	66.8	100	2.056	1	0.084
Age						
Under 16 years	32.6	67.4	100			
Above 15 years	37.4	62.6	100	3.383	1	0.037
Area						
Rural areas	25.4	74.6	100			
Urban areas	31.0	69.0	100	5.125	1	0.014
Grades						
6	33.9	66.1	100			
7	31.3	68.7	100			
Form D	34.6	65.4	100			
Form E	41.9	58.1	100	7.338	3	0.062
Total	35.0	65.0	100			

Statistically significant differences at the 5% level emerged in terms of the responses of the age groups. In reply to the questions whether the participants in the research project had witnessed both boys and girls bullying other learners at their schools, 37.4 percent of the respondents above the age of 15 years answered in the affirmative. More than 30.0 percent (32.6%) of the younger age group responded the same ($\chi^2=3.383$; 1df; $p=0.037$). It was also observed that 25.4 percent of the respondents in the rural areas indicated that boys and girls were involved in bullying behaviours while 31.0 percent of the urban learners answered in the affirmative. This responses measured statistically significant at the 5% level ($\chi^2=5.125$; 1df; $p=0.014$). No significant difference levels appeared in terms of gender and grade of the respondents.

3.8 CONCLUSION

From the above data and discussion the researcher observed that the majority of the learners felt safe at school. Nearly 90.0 percent (89.8%) of the respondents in the categories always, often and sometimes indicated that they felt safe at school. The data analysis proved that the feelings of the respondents were stable considering the fact that more than 18.0 percent (18.8%) said they hardly ever or never felt sad at school. However, 69.2 percent of the total respondents indicated feeling unhappy sometimes. In response to the frequency of observed

bullying, more than one-third (35.6%) of the researched group were of the opinion that they were bullied on a daily basis while less than one-fourth (21.8%) said “never”.

The data analysis on the nature of observed bullying revealed that the most common bullying among the learners was calling hurtful names (40.5%), followed by being teased in an unpleasant way (29.3%) while the last was being threatened with harm (12.7%). It was observed that the most frequent occurrence of bullying among learners was on the playground, which recorded the highest (31.0%) every day, once or twice a week (22.4%), and in the classrooms (29.5%) everyday or once or twice a week (24.2%). It is important to note that the least place bullying took place according to the responses of the learners was in the toilets (16.2%).

The researched group identified both gender groups as bullies. Nearly 70.0 percent (66.9%) of the learners investigated identified bullying by a boy as the most common while a group of boys (56.2%) followed this.

In chapter 4, the experience of peer victimisation will be discussed and analysed.

Chapter 4. The experience of peer victimisation

4.1 INTRODUCTION

In schools, bullying usually occurs in areas with minimal or no adult supervision. Bullying in schools sometimes consists of a group of learners taking advantage of, or isolating one learner in a particular situation and overpowering him/her. Most learners had experienced bullying in a milder form while others in a very bad way. In this chapter, the level and rate of learners' experiences of peer victimisation in selected Lesotho public schools will be discussed and the data cross-tabulations will be shown. It deals with the frequency and nature of bullying, grade level of bully and the gender of bully.

4.2 FREQUENCY OF BULLYING

More than half (52.6%) of the respondents stated that they had been exposed to peer victimisation (N=706 victims of bullying) (Table 4.1).

Table 4.1: Have you ever been bullied by other learners at school?

Variable	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	49.8	50.2	100	3.745	1	0.053
Female	55.1	44.9	100			
Age						
Under 16 years	69.4	30.6	100	149.559	1	0.000
Above 15 years	36.0	64.0	100			
Area						
Rural areas	49.8	50.2	100	3.385	1	0.066
Urban areas	54.9	45.1	100			
Grade						
6	71.1	28.9	100	160.362	3	0.000
7	67.7	32.3	100			
Form D	38.4	61.6	100			
Form E	30.6	69.4	100			
Total	52.6	47.4	100			

From the data in Table 4.1, more of the females (55.1%) indicated being bullied by other learners at school and almost one-half (49.8%) of the male group admitted to being

victimised. This measured statistically significant at the 5% level ($\chi^2=3.745$; 1df; $p=0.053$). A higher percentage of the respondents under the age of 16 years [69.4%] reported that they had been bullied compared to 36.0 percent of the learners over the age of 15 years who admitted being victimised. These differences in views measured as being highly statistically significant ($\chi^2=149.559$; 1df; $p=0.000$). This high percentage of bullying among the learners under the age of 16 should be of great concern to teachers and school heads. More urban learners (54.9%) than rural learners (49.8%) claimed that they had been bullied by other learners at school. These differences in measurement did not show any statistical significant difference at the set levels of significance ($\chi^2=3.385$; 1df; $p=0.066$). Regarding the grades, the data revealed that learners in the lower grades were bullied more than those in the higher grades. More than two thirds in Grade 6 (71.1%) and Grade 7 (67.7%) said they had been bullied compared with more than one-third (38.4%) in Form D and 30.6 percent in Form E. Differences between the answers in terms of the grades emerged as statistically highly significant ($\chi^2=160.362$; 3df; $p=0.000$).

When the population sample were asked about the frequency of their experience of bullying (Table 4.2), 20.5 percent of the sample of victims said that they were bullied everyday and once or twice a week (43.2%). However, less than 17 percent (16.5%) and almost 20 percent (19.8%) indicated being bullied once or twice a month and once or twice a year respectively.

Table 4.2: How often have you been bullied at school this year?

	Percentage					Chi-square tests		
Variable	Every day	Once or twice a week	Once or twice a month	Once or twice a year	Total	Value	df	P
Gender								
Male	20.3	37.5	18.5	23.7	100	10.314	3	0.016
Female	20.7	47.9	14.9	16.5	100			
Age								
Under 16 years	24.8	47.3	15.6	12.3	100	56.464	3	0.000
Above 15 years	12.3	35.2	18.5	34.0	100			
Area								
Rural areas	24.2	40.8	16.4	18.6	100	4.597	3	0.204
Urban areas	17.7	44.9	16.7	20.7	100			
Grade								
6	28.6	49.0	12.6	9.8	100	75.985	9	0.000
7	20.6	45.3	19.6	14.5	100			
Form D	8.6	34.6	19.8	37.0	100			
Form E	18.4	35.5	14.5	31.6	100			
Total	20.5	43.2	16.5	19.8	100			

The variance in terms of the age variable measured statistically highly significant. It was also observed that 47.9 percent of the female learners said they had been bullied once or twice a week at school compared with 37.5 percent of the male respondents bullied. The female learners also reported being bullied once or twice a month (14.9%), once or twice a year (16.5%), compared with the male respondents once or twice a month (18.5%) and once or twice a year (23.7%). The variances appeared to be statistically significant at the 5% level ($X^2=10.314$; 3df; $p=0.016$)

Almost one-quarter (24.8%) under 16 years learners reported that they had been bullied everyday while 12.3 percent of learners above 15 years of age indicated they had been bullied every day. More than one-third (34.0%) of the older group revealed that they were bullied once or twice a year compared with 12.3 percent of the under 16 years of age.

Also 35.2 percent of the older group agreed that they were bullied once or twice a week compared to 47.3 percent of the younger age group (the under 16 years). These differences in their responses measured statistically highly significant ($x^2=56.464$; 3df; $p=0.000$). Learners in the rural areas (24.2%) said they had experienced bullying more than those in the urban areas (17.7%) on a daily basis. It is important to note that almost 17.0 percent of urban learners (16.7%) and rural learners (16.4%) said they had been bullied once or twice a month at school. In reply to the question of “How often have you been bullied at school this year?” Grade 6 pupils (28.6%) indicated being bullied frequently (everyday) and 49.0 percent once or twice a week, followed by a reasonable number of Grade 7 (20.6% everyday and 45.3% once or twice a week), Form D (8.6% everyday and 34.6% once or twice a week) and, Form E learners (18.4% everyday and 35.5% once or twice a week). The differences in the responses of the grades manifested in highly significant statistical variances ($x^2=75.985$; 9df; $p=0.000$).

4.3 NATURE OF BULLYING

The survey results have shown that most of the learners were subject to milder forms of bullying such as being called hurtful names (53.6%) or being teased in an unpleasant way (49.6%). Surprisingly, incidents of more serious acts of bullying were reported less frequently such as being threatened with harm (31.2%). Only 27.0 percent of the respondents said they were left out of things on purpose. More than half (52.6%) of the researched group indicated that they had been hit, kicked or pushed (Table 4.3) and this ought to be disturbing to teachers and parents in the school communities being researched.

Table 4.3: Did any of the following things happen to you while you were being bullied this year?

Nature of bullying	Percentage		
	Yes	No	Total
Being teased in an unpleasant way	49.6	50.4	100.0
Being called hurtful names	53.6	46.4	100.0
Being left out of things on purpose	27.0	73.0	100.0
Being threatened with harm	31.2	68.8	100.0
Being hit, kicked or pushed	52.6	47.4	100.0

In response to the question above, the chi-square tests showed certain statistical significant differences in terms of the following.

Table 4.4: Being teased in an unpleasant way

Variable	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	55.2	44.8	100	7.525	1	0.006
Female	44.9	55.1	100			
Age						
Under 16 years	45.2	54.8	100	10.415	1	0.001
Above 15 years	58.0	42.0	100			
Area						
Rural areas	50.7	49.3	100	0.220	1	0.639
Urban areas	48.9	51.1	100			
Grade						
6	50.0	50.0	100	11.334	3	0.010
7	41.6	58.4	100			
Form D	54.0	46.0	100			
Form E	61.8	38.2	100			
Total	49.6	50.4	100			

In table 4.4, a substantial number of male learners (55.2%) confirmed being teased in an unpleasant way, but only 44.9 percent of the female group responded likewise. The differences in the responses of the gender groups manifested a statistical difference at the 1% level ($\chi^2=7.525$; 1df; $p=0.006$). Approximately, six out of ten of the respondents in the older age group (58.0%) responded in the affirmative, whereas fewer pupils in the under 16 years of age (45.2%) gave similar answers. The variances appeared to be statistically significant at the 0.1% level ($\chi^2=10.415$; 1df; $p=0.001$). The data further proved that approximately 62.0 percent of the respondents in Form E (61.8%) and Form D (54.0%) responded in the affirmative, whereas fewer pupils in Grade 7 (41.6%) and Grade 6 (50.0%) gave similar

opinions. The variances appeared to be statistically significant at the 1% level ($\chi^2=11.334$; 3df; $p=0.010$). The responses of the learners in the different geographical locations showed no significance differences at the required levels.

Table 4.5: Being called hurtful names

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	54.6	45.4	100	0.247	1	0.619
Female	52.8	47.2	100			
Age						
Under 16 years	50.6	49.4	100	4.747	1	0.029
Above 15 years	59.3	40.7	100			
Area						
Rural areas	57.5	42.5	100	3.306	1	0.069
Urban areas	50.6	49.4	100			
Grade						
6	52.0	48.0	100	7.274	3	0.064
7	48.1	51.9	100			
Form D	59.6	40.4	100			
Form E	61.8	38.2	100			
Total	53.6	46.4	100			

As far as gender and grades are concerned (Table 4.5), no statistically significant differences were observed between the number of males (54.6%) and females (52.8%) who reported being called hurtful names. The percentages of the grades were Grade 6 (52.0%), Grade 7 (48.1%), Form D (59.6%), and Form E (61.8%). More than 50.0 percent (50.6%) of the group under 16-years indicated that they had been subject to this form of bullying, and 59.3 percent of the older respondents answered in the affirmative. This observation measured statistically significant at the 5% level ($\chi^2=4.747$; 1df; $p=0.029$). No significant differences were observed in the responses of the learners in the urban and rural areas although the majority of respondents were called hurtful names in the rural areas.

Table 4.6: Being left out of things on purpose

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	27.5	72.5	100	0.082	1	0.775
Female	26.5	73.5	100			
Age						
Under 16 years	28.4	71.6	100	1.343	1	0.246
Above 15 years	24.3	75.7	100			
Area						
Rural areas	28.8	71.2	100	0.898	1	0.343
Urban areas	25.6	74.4	100			
Grade						
6	32.7	67.3	100	9.512	3	0.023
7	24.3	75.7	100			
Form D	19.9	80.1	100			
Form E	30.3	69.7	100			
Total	27.0	73.0	100			

In table 4.6, no significant difference levels appeared between the variables with the exception of the grade category, where the differences in responses were significant at the 5% level. More learners in Grade 6 (32.7%) indicated the occurrence of this form of bullying than the respondents in the other grades, Grade 7 (24.3%), Form D (19.1%) and Form E (30.3%) ($\chi^2=9.512$; 3df; $p=0.023$).

Table 4.7: Being threatened with harm

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	32.7	67.3	100	0.637	1	0.425
Female	29.9	70.1	100			
Age						
Under 16 years	30.7	69.3	100	0.138	1	0.711
Above 15 years	32.1	67.9	100			
Area						
Rural areas	32.0	68.0	100	0.170	1	0.681
Urban areas	30.6	69.4	100			
Grade						
6	34.6	65.4	100	3.543	3	0.315
7	27.1	72.9	100			
Form D	29.8	70.2	100			
Form E	34.2	65.8	100			
Total	31.2	68.8	100			

No significant difference margins between the answers of all variables emerged (Table 4.7). However, nearly 35 percent (34.6%) of the learners in Grade 6 and 34.2 percent of learners in Form E indicated being threatened with harm at school.

Table 4.8: Being hit, kicked or pushed

Variable	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	51.5	48.5	100	0.281	1	0.596
Female	53.5	46.5	100			
Age						
Under 16 years	58.9	41.1	100	21.003	1	0.000
Above 15 years	40.7	59.3	100			
Area						
Rural areas	44.4	55.6	100	14.510	1	0.000
Urban areas	58.9	41.1	100			
Grade						
6	57.1	42.9	100	24.244	3	0.000
7	61.2	38.8	100			
Form D	42.2	57.8	100			
Form E	35.5	64.5	100			
Total	52.6	47.4	100			

The responses of the gender on this variable showed no statistical significant differences (Table 4.8). The variances between the answers of the age groups appeared to be statistically highly significant. Almost 60.0 percent (58.9%) in the age group under 16 years said they had been hit, kicked or pushed compared with 40.7 percent of the learners older than 15 years ($\chi^2=21.003$; 1df; $p=0.000$). Highly significant differences appeared between the responses of the learners in the rural and urban areas. Nearly 60.0 percent (58.9%) of the urban respondents indicated experiencing this harsh form of bullying while 44.4 percent of the rural learners answered this question in the affirmative ($\chi^2=14.510$; 1df; $p=0.000$). Highly statistically significant variances emerged in the responses of the different grades. More than half of the learners in Grade 6 (57.1%) and Grade 7 (61.2%) said they had been bullied in this way, compared with learners in Form D (42.2%), and Form E (35.5%) ($\chi^2=24.244$; 3df; $p=0.000$).

4.4 GRADE LEVEL OF THE BULLY

Table 4.9 below shows that a high percentage (67.9%) of the respondents indicated that the bully was from the same class as the victim. More than one-third (37.2%) of the victims said the bully came from the same grade, but from a different class. Nearly 38.0 percent (37.9%) were of the opinion that the bully was from a higher grade whereas a lesser number (12.9%) indicated that the bully was from a lower grade.

Table 4.9: In what grade is the learner who bullies you?

Grade level of the bully	Percentage		
	Yes	No	Total
In my class	67.9	32.1	100.0
In the same grade but in a different class	37.2	62.8	100.0
In a lower grade	12.9	87.1	100.0
In a higher grade	37.9	62.1	100.0

According to the analysis of the survey data regarding the grade level of the bully (Table 4.10), the responses of the learners showed statistically significant differences in terms of the various factors discussed below except for the grade level and the age group variable where no statistical differences were observed.

Table 4.10: In my class

Variable	Percentage			Chi-square test		
	Yes	No	Total	Value	df	P
Gender						
Male	60.5	39.5	100	25.525	1	0.000
Female	74.3	25.7	100			
Age						
Under 16 years	69.0	31.0	100	0.751	1	0.386
Above 15 years	65.8	34.2	100			
Area						
Rural areas	64.1	35.9	100	3.758	1	0.053
Urban areas	70.9	29.1	100			
Grade						
6	66.1	33.9	100	4.393	3	0.222
7	73.4	26.6	100			
Form D	65.8	34.2	100			
Form D	63.2	36.8	100			
Total	67.9	32.1	100			

According to the analysis of the responses to this question in table 4.10, it was striking that highly significant differences were noticed in terms of the gender variable. Nearly 75.0 percent of the female respondents (74.3%) were victimised by learners in their own class compared to 60.5 percent of the male respondents ($\chi^2=25.525$; 1df; $p=0.000$). Differences in the responses of the learners in the rural and urban areas proved to be statistically significant at the 5% level. Nearly 71.0 percent (70.9%) of the respondents in the urban areas said they were bullied by learners in their own class while 64.1 percent of the rural learners also answered in the affirmative. This measured statistically significant at the 5% level ($\chi^2=3.758$; 1df; $p=0.053$). The data analysis of the responses on this item of the questionnaire revealed no significant differences in terms of grades and age variables.

Table 4.11: In the same grade but in a different class

Variable	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	38.9	61.1	100	0.765	1	0.382
Female	35.7	64.3	100			
Age						
Under 16 years	39.0	61.0	100	1.855	1	0.173
Above 15 years	33.7	66.3	100			
Area						
Rural areas	35.9	64.1	100	0.342	1	0.559
Urban areas	38.1	61.9	100			
Grade						
6	42.1	57.9	100	6.412	3	0.093
7	36.9	63.1	100			
Form D	29.8	70.2	100			
Form E	37.2	62.8	100			
Total	37.2	62.8	100			

Table 4.11 shows that no significant difference margins between the answers of all variables emerged in response to the above question in the questionnaire. However, more than 40 percent (42.1%) of Grade 6 reported that they were bullied by learners in the same grade but in a different class.

Table 4.12: In a lower grade

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	14.8	85.2	100	1.939	1	0.164
Female	11.3	88.7	100			
Age						
Under 16 years	11.5	88.5	100	2.458	1	0.125
Above 15 years	15.6	84.4	100			
Area						
Rural areas	16.3	83.7	100	5.665	1	0.023
Urban areas	10.3	89.7	100			
Grade						
6	47.2	52.8	100	17.316	3	0.001
7	29.4	70.6	100			
Form D	33.5	66.5	100			
Form E	39.5	60.5	100			
Total	12.9	87.1	100			

Table 4.12 shows that no significant difference levels appeared between the variables, with the exception of the rural and urban learners, where the differences in responses were significant at the 5% level. More learners in the rural areas (16.3%) indicated that they were bullied by learners in a lower grade compared with 10.3 percent of the urban respondents ($\chi^2=5.665$; 1df; $p=0.023$). On the grade levels, many learners in Form E (39.5%) indicated that they were bullied by learners in a lower grade compared with 33.5 percent of those in Form D. These differences measured statistically significant at the 0.1% level ($\chi^2=17.316$; 3df; $p=0.001$).

Table 4.13: In a higher grade

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	42.6	57.4	100	5.677	1	0.017
Female	33.9	66.1	100			
Age						
Under 16 years	39.6	60.4	100	1.721	1	0.190
Above 15 years	34.6	65.4	100			
Area						
Rural areas	40.5	59.5	100	1.614	1	0.204
Urban areas	35.8	64.2	100			
Grade						
6	47.2	52.8	100	17.316	3	0.001
7	29.4	70.6	100			
Form D	33.5	66.5	100			
Form E	39.5	60.5	100			
Total	37.9	62.1	100			

Table 4.13 shows that a statistically significant difference at the 5% level was revealed in the responses of the two gender groups. Male learners (42.6%) were more likely to be victimised by those in the higher grade than of the female group (33.9%) ($\chi^2=5.677$; 1df; $p=0.017$). Differences between the answers supplied by respondents in the various grades were statistically significant at the 0.1% level. Pupils in the higher grade compared with nearly 30.0 percent (29.4%) in Grade 7, Form D (33.5%) and Form E (39.5%) bullied more than 40 percent of the pupils in Grade 6 (47.2%) ($\chi^2=17.316$; 3df; $p=0.001$). The data analysis did not indicate any statistical difference in bullying between the under 16 years and the older group (above 15 years), while the same thing is also applicable to pupils in the urban and rural areas.

4.5 GENDER OF THE BULLY

In table 4.14, a high percentage of the learners indicated that bullying during 2006 academic year was done by a boy (72.2%), followed by a group of boys (37.2%) and a girl (22.6%), both boys and girls (21.0%). Almost 15.0 percent of the investigation group reported bullying by a group of girls (14.9%).

Table 4.14: Looking back over your experience at school this year, were you ever bullied by the following?

Gender of bully	Percentage		
	Yes	No	Total
A boy	72.2	27.8	100.0
A group of boys	37.2	62.8	100.0
A girl	22.6	77.4	100.0
A group of girls	14.9	85.1	100.0
Both boys and girls	21.0	79.0	100.0

According to the further analysis of data regarding the gender of the bully, a number of significant findings emerged, and these are discussed below.

Table 4.15: Bullying by a boy

Variable	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	71.9	28.1	100	0.024	1	0.876
Female	72.4	27.6	100			
Age						
Under 16 years	76.2	23.8	100	10.641	1	0.001
Above 15 years	64.6	35.4	100			
Area						
Rural areas	63.7	36.3	100	19.339	1	0.000
Urban areas	78.7	21.3	100			
Grade						
6	75.2	24.8	100	11.502	3	0.009
7	77.1	22.9	100			
Form D	66.5	33.5	100			
Form E	60.5	39.5	100			
Total	72.2	27.8	100			

In this table 4.15, notable differences appeared between the answers in terms of rural and urban learners and it measured highly significant. A high percentage of the respondents in the urban areas (78.7%) said “Yes” in this case, whereas (63.7%) of the rural group stated that they had been bullied by a boy ($\chi^2=19.339$; 1df; $p=0.000$). Bullying by a boy showed higher incidence (76.2%) among the younger learners than among the older respondents (64.6%), indicating a statistically significant variance at the 0.1% level ($\chi^2=10.641$; 1df; $p=0.001$). The differences between learners’ responses in the different grades were statistically significant at the 1% level. More than 70.0 percent of the learners in Grade 6 (75.2%) and Grade 7 (77.1%) said they had been bullied by a boy compared with learners in Form D (66.5%) and Form E

(60.5%) ($\chi^2=11.502$; 3df; 0.009). The responses of the gender group showed no statistical significant differences.

Table 4.16: Bullying by a group of boys

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	46.9	53.1	100	24.408	1	0.000
Female	28.9	71.1	100			
Age						
Under 16 years	35.9	64.1	100	0.872	1	0.350
Above 15 years	39.5	60.5	100			
Area						
Rural areas	41.8	58.2	100	5.043	1	0.025
Urban areas	33.6	66.4	100			
Grade						
6	40.2	59.8	100	3.622	3	0.305
7	32.2	67.8	100			
Form D	37.3	62.7	100			
Form E	40.8	59.2	100			
Total	37.2	62.8	100			

In table 4.16, statistically highly significant differences were revealed in the responses of the two gender groups. Male learners (46.9%) were more likely to be victimised by a group of boys than the female group (28.9%) ($\chi^2=24.408$; 1df; $p=0.000$). It was also revealed that learners in the rural areas (41.8%) were victimised more than those in the urban areas (33.6%). This measured as statistically significant difference at the 5% level ($\chi^2=5.043$; 1df; $p=0.025$). It should be noted that no significant differences were observed in terms of age and grade variables.

Table 4.17: Bullying by a girl

Variable	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	17.6	82.4	100	8.446	1	0.004
Female	26.8	73.2	100			
Age						
Under 16 years	25.3	74.7	100	5.894	1	0.015
Above 15 years	17.3	82.7	100			
Area						
Rural areas	20.9	79.1	100	0.831	1	0.362
Urban areas	23.8	76.2	100			
Grade						
6	31.5	68.5	100	18.449	3	0.000
7	18.2	81.8	100			
Form D	16.1	83.9	100			
Form E	18.4	81.6	100			
Total	22.6	77.4	100			

In table 4.17 above, striking differences appeared between the responses of the two gender groups. In reply to the question of whether a girl at school had bullied the victim, more than one-quarter (26.8%) of the female respondents and 17.6 percent of the males said “Yes”. The difference between the responses appeared to be statistically significant at the 1% level ($\chi^2=8.446$; 1df; $p=0.004$). Statistically significant differences at the 5% level were revealed in the responses of the two age groups. Substantially more of the under 16 years of age (25.3%) than the older group (17.3%) were subject to victimisation by a girl ($\chi^2=5.894$; 1df; $p=0.015$). It is important to note that high statistical significant differences were observed in the grades responses. More than 30 percent (31.5%) of Grade 6 learners said they had been bullied by a girl compared to 18.2 percent of learners in Grade 7, 16.1 percent of the learners in Form E and 18.4 percent of learners in Form D ($\chi^2=18.449$; 3df; $p=0.000$).

Table 4.18: Bullying by a group of girls

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	12.7	87.3	100	2.372	1	0.124
Female	16.8	83.2	100			
Age						
Under 16 years	12.6	87.4	100	5.788	1	0.016
Above 15 years	19.3	80.7	100			
Area						
Rural areas	16.3	83.7	100	0.892	1	0.345
Urban areas	13.8	86.2	100			
Grade						
6	17.3	82.7	100	13.916	3	0.003
7	7.5	92.5	100			
Form D	19.9	80.1	100			
Form E	17.1	82.9	100			
Total	14.9	85.1	100			

In table 4.18, differences in the responses of the different age groups proved to be statistically significant at the 5% level. Nearly 20 percent (19.3%) of the above 15 years of age indicated being bullied by a group of girls, whereas 12.6 percent of the younger group answered “Yes” ($\chi^2=5.788$; 1df; $p=0.016$). The level of variances between answers regarding the grades measured statistically significant at the 1% level. Almost 20.0 percent (19.9%) of Form D learners reported incidents of bullying by a group of girls as compared with Grade 6 (17.3%), Grade 7 (7.5%) and Form E (17.1%) ($\chi^2=13.916$; 3df; $p=0.003$).

Table 4.19: Bullying by both boys and girls

Variable	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	24.1	75.9	100			
Female	18.4	81.6	100	3.432	1	0.064
Age						
Under 16 years	21.9	78.1	100			
Above 15 years	19.3	80.7	100	0.610	1	0.435
Area						
Rural areas	23.9	76.1	100			
Urban areas	18.8	81.2	100	2.673	1	0.102
Grade						
6	25.6	74.4	100			
7	18.2	81.8	100			
Form E	19.3	80.7	100			
Form D	17.1	82.9	100	5.212	3	0.157
Total	21.0	79.0	100			

In table 4.19 above, although notable differences appeared between the answers given by respondents as regards to the gender variable, there is no statistical significance on any of the variables pertaining to “Bullying by both boys and girls”.

4.6 CONCLUSION

The analysis of the data above revealed many things about the experiences of peer victimisation among learners in the sample of Lesotho public schools.

More than half (52.6%) of the whole sample agreed that they had been bullied by other learners at school and statistically significant differences on various levels were observed in terms of gender, age, grades and geographical location of the learners. On the nature of bullying, more than half (53.6%) of the researched group indicated that the commonest form of bullying was “being called hurtful names” followed by “being hit or kicked or pushed” (52.6%), and “being teased in an unpleasant way” (49.6%). The data also revealed that more than two thirds (67.9%) of learners said bullies came from their own classes while 37.9 percent and 37.2 percent were of the view that bullies came from a higher grade and of the same grade but in a different class respectively. The data was clear that both boys and girls were involved in bullying activities. For instance, 72.2 percent of the respondents indicated that the gender of bully was “a boy” while 22.6 percent agreed the gender of bully was “a girl”. More than 20.0 percent (21.0%) agreed that both boys and girls engaged in peer

victimisation. It is worthy to note that some levels of significant variances in terms of gender, age, geographical location, and grades were observed regarding the nature, grade level of bully and gender of the bully.

In chapter 5, impact of bullying will be discussed.

Chapter 5. Impact of bullying

5.1 INTRODUCTION

Victims of bullying typically are very unhappy children who suffer from fear, anxiety, and low self-esteem because of bullying. They may try to avoid school, or avoid social interaction with their peers in an effort to escape the bullying. Some victims are so distressed that they commit, or attempt to commit, suicide. There were several instances of bullied boys committing suicide, in Norway in the early 1980's. These tragic events mobilised that country to begin a nation-wide anti-bullying programme (Olweus 1993). In this chapter, the researcher will discuss the general feelings of victims after bullying, their school attendance because of bullying, and who was informed about the bullying experience.

5.2 GENERAL FEELINGS OF THE VICTIMS AFTER A BULLYING INCIDENT

More than half (59.6%) of the victims reported feeling sad and unhappy after a bullying incident, while about half felt almost angry (54.3%). About one-third of the victims said that they felt worse about themselves (33.9%). In contrast, more than one-quarter (26.7%) reported that they had been not really bothered. Only 17.2 percent of the victims indicated that they felt much the same as before being bullied, while 14.0 percent felt better about themselves after a bullying incident (Table 5.1).

Table 5.1: After being bullied, how did you generally feel about yourself?

General feeling	Percentage		
	Yes	No	Total
It hasn't really bothered me	26.7	73.3	100.0
I felt almost angry	54.3	45.7	100.0
I felt mostly sad and unhappy	59.6	40.4	100.0
I felt much the same as before being bullied	17.2	82.8	100.0
I felt better about myself	14.0	86.0	100.0
I felt worse about myself	33.9	66.1	100.0

According to the analysis of data regarding general feelings about bullying, a number of significant findings emerged, and these are discussed below.

Table 5.2: It hasn't really bothered me

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	30.9	69.1	100	5.402	1	0.020
Female	23.1	76.9	100			
Age						
Under 16 years	23.6	76.4	100	6.475	1	0.011
Above 15 years	32.5	67.5	100			
Area						
Rural areas	26.8	73.2	100	0.005	1	0.945
Urban areas	26.6	73.4	100			
Grade						
6	26.0	74.0	100	6.561	3	0.087
7	21.5	78.5	100			
Form D	31.7	68.3	100			
Form E	32.9	67.1	100			
Total	26.7	73.3	100			

In table 5.2, the male and female participants differed in their answers to this question, at a 5% statistical significance level. Nearly 31.0 percent (30.9%) of the male learners indicated that they were not really bothered, in contrast to less than one-quarter (23.1%) of the females who expressed the same opinion ($\chi^2=5.402$; 1df; $p=0.020$). Approximately one-third (32.5%) of the older age group indicated that they were not really bothered, whereas 23.6 percent of learners under the age of 16 reported the same ($\chi^2=6.475$; 1df; $p=0.011$). According to the analysis of the responses to this question, no significant differences emerged between the responses of the rural and urban learners, and among the different grades.

Table 5.3: I felt almost angry

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	55.9	44.1	100	0.572	1	0.450
Female	53.0	47.0	100			
Age						
Under 16 years	54.5	45.5	100	0.026	1	0.872
Above 15 years	53.9	46.1	100			
Area						
Rural areas	50.3	49.7	100	3.485	1	0.062
Urban areas	57.4	42.6	100			
Grade						
6	55.1	44.9	100	0.702	3	0.873
7	53.3	46.7	100			
Form D	52.8	47.2	100			
Form E	57.9	42.1	100			
Total	54.3	45.7	100			

According to the analysis of the responses to this question (as indicated in Table 5.3), it should be noted that no significant differences emerged in all the variables investigated. It is important to point out that the chi-square value of 3.485 and $p=0.062$ is very close to the 5% significance level (as can be seen in the 50.3 percent (from rural areas) and 57.4 percent (from urban areas) responses)

Table 5.4: I felt mostly sad and unhappy

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	58.0	42.0	100	0.598	1	0.439
Female	60.9	39.1	100			
Age						
Under 16 years	60.4	39.6	100	0.370	1	0.543
Above 15 years	58.0	42.0	100			
Area						
Rural areas	55.9	44.1	100	3.060	1	0.080
Urban areas	62.4	37.6	100			
Grade						
6	61.0	39.0	100	1.022	3	0.796
7	60.7	39.3	100			
Form D	57.1	42.9	100			
Form E	56.6	43.4	100			
Total	59.6	40.4	100			

The level of variance in terms of the age, gender, grades, and geographical location variables were not significant at the required statistical levels (Table 5.4).

Table 5.5: I felt much the same as before being bullied

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	20.1	79.9	100	3.543	1	0.060
Female	14.7	85.3	100			
Age						
Under 16 years	15.6	84.4	100	2.350	1	0.125
Above 15 years	20.2	79.8	100			
Area						
Rural areas	20.6	79.4	100	4.461	1	0.035
Urban areas	14.5	85.5	100			
Grade						
6	17.3	82.7	100	3.186	3	0.364
7	14.0	86.0	100			
Form D	18.6	81.4	100			
Form E	22.4	77.6	100			
Total	17.2	82.8	100			

In table 5.5, no significant difference exists between the variables, except in the case of geographical location of the learners where the variances measured as statistically significant at the 5% level ($\chi^2=4.461$; 1df; $p=0.035$). Approximately 21.0 percent (20.6%) of the rural learners said that they felt much the same as before being bullied compared to 14.5 percent of the learners in the urban areas.

Table 5.6: I felt better about myself

	Percentage			Chi-square tests		
Variables	Yes	No	Total	Value	df	p
Gender						
Male	16.7	83.3	100	3.420	1	0.064
Female	11.8	88.2	100			
Age						
Under 16 years	14.3	85.7	100	0.066	1	0.798
Above 15 years	13.6	86.4	100			
Area						
Rural areas	15.4	84.6	100	0.777	1	0.378
Urban areas	13.0	87.0	100			
Grade						
6	21.3	78.7	100	22.285	3	0.000
7	6.1	93.9	100			
Form D	13.7	86.3	100			
Form E	13.2	86.8	100			
Total	14.0	86.0	100			

In table 5.6, no meaningful differences exist as statistically significant, except between the grade groupings. The data revealed that 21.3 percent of the Grade 6 learners were more likely to feel better about themselves after being “victimised” followed by Form D (13.7%), Form E (13.2%) and Grade 7 (6.1%). The differences between the responses appeared to be statistically highly significant ($\chi^2=22.285$; 3df; $p=0.000$).

Table 5.7: I felt worse about myself

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	p
Gender						
Male	33.3	66.7	100	0.086	1	0.769
Female	34.4	65.6	100			
Age						
Under 16 years	32.5	67.5	100	1.229	1	0.268
Above 15 years	36.6	63.4	100			
Area						
Rural areas	33.0	67.0	100	0.193	1	0.660
Urban areas	34.6	65.4	100			
Grade						
6	38.2	61.8	100	11.589	3	0.009
7	25.7	74.3	100			
Form D	33.5	66.5	100			
Form E	43.4	56.6	100			
Total	33.9	66.1	100			

The data analysis of the responses on this item of the questionnaire revealed significant differences at the 1% level in terms of grade variable (Table 5.7). Less than half of the learners in Form E (43.4%) felt worse after being bullied compared with more than one-third in Grade 6 (38.2%), Grade 7 (25.7%), and Form D (33.5%) ($\chi^2=11.589$; 3df; $p=0.009$).

5.3 SCHOOL ATTENDANCE AND BULLYING

A higher percentage (79.0%) of the victims said they never stayed away from school because of bullying while 11.9 percent of the learners had thought of doing so. However, 7.1 percent of the group investigated had stayed away from school once or twice and more than twice (2.0%) because of bullying incidents (Table 5.8).

Table 5.8: Have you ever stayed away from school because of bullying?

Variable	Percentage					Chi-squared tests		
	No, never	No, but thought of doing so	Yes, once or twice	Yes, more than twice	Total	Value	df	P
Gender								
Male	81.5	10.5	6.8	1.2				
Female	77.0	13.1	7.3	2.6	100.0	3.209	3	0.361
Age								
Under 16 years	77.1	11.7	8.8	2.4				
Above 15 years	82.7	12.3	3.8	1.2	100.0	7.715	3	0.052
Area								
Rural area	76.2	13.4	8.4	2.0				
Urban area	81.2	10.8	6.0	2.0	100.0	2.992	3	0.393
Grade								
6	74.8	12.2	10.2	2.8	100.0			
7	78.6	11.2	7.4	2.8	100.0			
Form D	81.4	14.9	3.7	0.0	100.0			
Form E	89.5	6.6	2.6	1.3	100.0	18.017	9	0.035
Total	79.0	11.9	7.1	2.0	100.0			

A careful analysis of the above data (Table 5.8) revealed that a high percentage (82.7%) of the respondents in the above 15 years age group said they had never stayed away from school because of victimisation while 77.1 percent of the under 16 years answered in the affirmative. This difference in their responses measured a statistically significant difference at the 5% level ($\chi^2=7.715$; 3df; $p=0.052$). The data analysis of the responses on this item of the questionnaire revealed significant differences at the 5% level in terms of the grade variable. Less than 11.0 percent (10.2%) of Grade 6 learners indicated that they had stayed away once

or twice or more than twice (2.8%) because of peer victimisation. This compared with the responses of Grade 7 learners (7.4%) once or twice, or 2.8 percent (more than twice), Form D learners once or twice (3.7%) or more than twice (0.0%), and Form E learners once or twice (2.6%) or more than twice (1.3%) ($\chi^2=18.017$; 9df; $p=0.035$).

5.4 INFORMING OTHERS ABOUT THE BULLYING EXPERIENCE

In response to the question as to whether victims had told other people about being bullied, 56.3 percent of the victims said that they had told a friend or another learner at school about their bullying experience. This was followed by their parents (51.8%), teacher or another adult at school (38.6%), and the least was siblings (36.6%), (Table 5.9).

Table 5.9: Have you told any of the following persons about being bullied?

Persons told	Percentage		
	Yes	No	Total
My mother or father	51.8	48.2	100.0
My sister or brother	36.6	63.4	100.0
A teacher or another adult at school	38.6	61.4	100.0
A friend or another learner at school	56.3	43.7	100.0

The victim's responses had significant differences on the variables as shown in the tables below.

Table 5.10: My mother or father

Variables	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	51.9	48.1	100	0.000	1	0.996
Female	51.8	48.2	100			
Age						
Under 16 years	60.0	40.0	100	36.245	1	0.000
Above 15 years	36.2	63.8	100			
Area						
Rural areas	53.7	46.3	100	0.789	1	0.374
Urban areas	50.4	49.6	100			
Grade						
6	67.3	32.7	100	56.700	3	0.000
7	52.1	47.9	100			
Form D	29.8	70.2	100			
Form E	46.1	53.9	100			
Total	51.8	48.2	100			

In table 5.10, the responses from the two age groups revealed that learners under the age of 16 were more willing to discuss the victimisation incidents with their parents (60.0%) than the above 15 years of age (36.2%) and this measured statistically as highly significant ($\chi^2=36.245$; 1df; $p=0.000$).

In response to the question, “Have you told your parents that you are bullied”? highly statistically significant differences emerged. Nearly 70.0 percent (67.3%) of the respondent in Grade 6 reported telling their parents about their bullying incidents compared with the responses of learners in Grade 7 (52.1%), Form D (29.8%), and Form E (46.1%) ($\chi^2=56.700$; 3df; $p=0.000$).

When asked if they ever told their sister or brother, a friend or another learner at school about their victimisation, no statistical significant difference was found in all the variables.

Table 5.11: A teacher or another adult at school

Variables	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	p
Gender						
Male	39.3	60.7	100	0.137	1	0.712
Female	38.0	62.0	100			
Age						
Under 16 years	43.6	56.4	100	14.499	1	0.000
Above 15 years	28.9	71.1	100			
Area						
Rural areas	43.5	56.5	100	5.439	1	0.020
Urban areas	34.8	65.2	100			
Grade						
6	48.4	51.6	100	23.591	3	0.000
7	39.5	60.5	100			
Form D	26.7	73.3	100			
Form E	28.0	72.0	100			
Total	38.6	61.4	100			

Noteworthy statistical differences were found regarding the willingness of the respondents to tell their teacher or another adult at school (Table 5.11). Nearly 50.0 percent (48.4%) in Grade 6 answered in the affirmative in contrast with 39.5 percent in Grade 7, Form D (26.7%), and Form E (28.0%) ($\chi^2=23.591$; 3df; $p=0.000$).

It should be noted that statistical significant differences at the 5% level were found with regard to the willingness of the learners in the rural and urban areas to tell their teacher or another adult at school. More than one-third (43.5%) of the rural learners were prepared to report occurrence of bullying to their teacher compared with 34.8 percent of those in the urban areas ($\chi^2=5.439$; 1df; $p=0.020$).

A similar trend was apparent when it came to telling teachers or another adult at school by the respective age groups. Approximately 44.0 percent (43.6%) of learners under 16 years had told teachers or another adult at school about their victimisation in contrast to 28.9 percent of the senior learners ($\chi^2=14.499$; 1df; $p=0.000$).

5.5 RECEIVING ASSISTANCE

The victims were questioned about the help they received from the persons whom they had confided in or told about their being bullied. More than half (52.1%) of the victimised learners had received help from their friend or another learner. Less than half (42.9%) of the group

said they had received help from their parents. Those who had received help from their teacher or another adult at school were 40.3 percent. Almost one- third (33.0%) of the victims revealed getting help from siblings while only a smaller number (13.3%) of the respondents indicated that nobody had offered to help them after being told about the bullying incident (Table 5.12).

Table 5.12: If you have been bullied, who has tried to help you?

Persons	Percentage		
	Yes	No	Total
My mother or father	42.9	57.1	100.0
My sister or brother	33.0	67.0	100.0
A teacher or another adult at school	40.3	59.7	100.0
A friend or another learner at school	52.1	47.9	100.0
Nobody	13.3	86.7	100.0

Further analysis of the data regarding the help received from persons whom the learners told about being bullied, revealed a number of significant findings which are discussed below.

Table 5.13: My mother or father

Variable	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	43.7	56.3	100	0.139	1	0.709
Female	42.3	57.7	100			
Age						
Under 16 years	48.7	51.3	100	18.480	1	0.000
Above 15 years	31.8	68.2	100			
Area						
Rural areas	46.9	53.1	100	3.493	1	0.062
Urban areas	39.8	60.2	100			
Grade						
6	57.5	42.5	100	41.108	3	0.000
7	39.7	60.3	100			
Form D	26.7	73.3	100			
Form E	37.3	62.7	100			
Total	42.9	57.1	100			

The above table (Table 5.13) revealed that high statistical significant differences were observed in terms of age and grade variables. Nearly 50.0 percent (48.7%) of the younger group agreed receiving help from parents in contrast with 31.8 percent of learners above 15 years ($\chi^2=18.480$; 1df; $p=0.000$). More than half (57.5%) of the learners in Grade 6 had

received help from their parents in contrast to 73.3 percent of Form D, Form E (37.3%) and Grade 7 (39.7%) who were not helped by their parents ($\chi^2=41.108$; 3df; $p=0.000$)

Table 5.14: My sister or brother

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	32.8	67.2	100			
Female	33.1	66.9	100	0.005	1	0.943
Age						
Under 16 years	35.3	64.7	100			
Above 15 years	28.5	71.5	100	3.293	1	0.070
Area						
Rural areas	33.4	66.6	100			
Urban areas	32.6	67.4	100	0.058	1	0.810
Grade						
6	41.3	58.7	100			
7	29.9	70.1	100			
Form D	24.2	75.8	100			
Form E	32.0	68.0	100	14.566	3	0.002
Total	33.0	67.0	100			

In table 5.14 no statistical significant difference was noted in the gender, age, and area variables. However, a statistical significant difference at the 1% level was observed among the grades. Approximately four out of ten Grade 6 (41.3%) learners revealed getting help from siblings in contrast with the victims in Grade 7 (29.9%), Form D (24.2%), and Form E (32.0%) ($\chi^2=14.566$; 3df; $p=0.002$).

Table 5.15: A teacher or another adult at school

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	41.5	58.5	100	0.325	1	0.568
Female	39.4	60.6	100			
Age						
Under 16 years	46.8	53.2	100	22.962	1	0.000
Above 15 years	28.1	71.9	100			
Areas						
Rural areas	44.3	55.7	100	3.438	1	0.064
Urban areas	37.3	62.7	100			
Grade						
6	50.4	49.6	100	31.075	3	0.000
7	43.5	56.5	100			
Form D	24.2	75.8	100			
Form E	32.0	68.0	100			
Total	40.3	59.7	100			

In response to the question of the help the respondents received from their teacher or another adult at school (Table 5.15), high statistical significant differences emerged in terms of grade and age variables. More than half (50.4%) in Grade 6 said they had received help from their teacher or another adult at school in contrast to less than half (43.5%) of Grade 7, Form D (24.2%) and Form E (32.0%) ($\chi^2=31.075$; 3df; $p=0.000$). It was also observed that 46.8 percent of learners under 16 years agreed receiving help from their teacher or another adult at school compared with 28.1 percent of the older group ($\chi^2=22.962$; 3df; $p=0.000$).

Table 5.16: A friend or another learner at school

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	51.7	48.3	100	0.030	1	0.863
Female	52.4	47.6	100			
Age						
Under 16 years	49.9	50.1	100	2.533	1	0.112
Above 15 years	56.2	43.8	100			
Area						
Rural areas	50.0	50.0	100	0.916	1	0.338
Urban areas	53.6	46.4	100			
Grade						
6	50.4	49.6	100	3.189	3	0.363
7	50.2	49.8	100			
Form D	52.8	47.2	100			
Form E	61.3	38.7	100			
Total	52.1	47.9	100			

When asked whether help came from their friend or another learner at school, no statistical significant differences were observed in all the variables (Table 5.16).

In response to the question, “Did things get better after you told someone?” More than 14 percent (15.3%) indicated that they had never told anybody about their bullying experiences. Nearly 10.0 percent (9.7%) reported that they shared their bullying incidents with someone and it got worse. It could be that the victims shared their experiences with wrong people who lacked knowledge of bullying strategies that could be of great help to the victims. It is worthy to note that 63.4 percent of the group investigated indicated that they shared their bullying experiences with someone and the situation got better. However, 11.6 percent of the victims said things did not change after sharing their bullying experience with people (Table 5.17).

Table 5.17: Did things get better after you told someone?

Variable	Percentage					Chi-square tests		
	Never told anyone	Told and it got worse	Told and it got better	Told and no change	Total	Value	df	P
Gender								
Male	19.1	10.5	59.7	10.7				
Female	12.0	9.2	66.5	12.3	100.0	7.631	3	0.054
Age								
Under 16 years	11.0	12.8	66.5	9.7	100.0			
Above 15 years	23.4	4.0	57.4	15.2	100.0	34.372	3	0.000
Area								
Rural areas	14.4	12.1	62.1	11.4	100.0			
Urban areas	16.0	8.0	64.3	11.7	100.0	3.440	3	0.329
Grade								
6	11.4	14.6	64.6	9.4	100.0			
7	9.8	10.7	69.3	10.2	100.0			
Form D	26.5	4.9	52.5	16.1	100.0			
Form E	19.7	1.3	65.8	13.2	100.0	45.463	9	0.000
Total+	15.3	9.7	63.4	11.6	100.0			

From the above data (Table 5.17), a statistical significant difference at the 5% level emerged in the responses of the gender group. A relatively large percentage (59.7%) of the victimised males indicated that things got better when they shared their experiences with someone compared with 66.5 percent of female victims. It is unfortunate that a reasonable percentage of males (10.5%) said that things worsened and 9.2 percent of the females answered in the affirmative ($\chi^2=7.631$; 3df; $p=0.054$).

The differences in the responses of the learners in the two age groups proved to be highly statistically significant ($\chi^2=34.372$; 3df; $p=0.000$). Nearly 67.0 percent (66.5%) of the younger group stated that the situation had improved after reporting the victimisation compared with 57.4 percent of the older group. The analysis of the responses further proved that 9.7 percent of the under 16 years told their bullying experiences and nothing changed while 15.2 percent of the older group reported the same. It is surprising that almost one quarter (23.4%) of the victims above 15 years and 11.0 percent of the younger group reported that they never told anyone of their victimisation ($\chi^2=34.372$; 3df; $p=0.000$).

The differences between the answers given by respondents in the various grades were highly statistically significant. The data showed that 26.5 percent of learners in Form D never cared to discuss victimisation incidents with others, compared with Form E (19.7%), Grade 6 (11.4%), and Grade 7 (9.8%). On the other hand, about 70.0 percent of Grade 7 (69.3%) and

65.8 percent of Form E respondents stated that things got better after sharing their experiences with others. Less than 65.0 percent (64.6%) in Grade 6 and Form D (52.5%) gave similar answers ($\chi^2=45.463$; 9df; $p=0.000$).

5.6 CONCLUSION

It was evident that bullying was a very ugly experience to most of the victims. The data analysis showed that more than half of the respondents felt sad and unhappy (59.6%) and almost angry (54.3%) after a bullying incident, while 33.9 percent felt worse about themselves as a result of it. Despite the ugly experience of peer victimisation, the majority of the pupils never thought it wise to absent themselves from school. Only 7.1 percent of the learners admitted staying away from school once or twice while a high percentage (79.0%) had never thought of doing so. It is important to point out that more than half of the respondents (56.3%) confided in their friend or another learner at school about their victimisation while 51.8 percent informed their father or mother, 38.6 percent cared to alert their teacher or another adult at school about it and 36.6 percent told their sister or brother.

The data further revealed that the victimised learners received help from people to assist them overcome the emotional or psychological feelings they passed through. For instance, 52.1 percent of the victims indicated that they had received help from their friend or another learner at school, 42.9 percent of the pupils got help from mother or father. Those who got help from teacher or another adult at school were 40.3 percent while 33.0 percent of the learners received help from their sisters or brothers. It is interesting that many of the victimised learners re-adjusted through the help they received by telling people around them. Almost two thirds (63.4%) of the researched group admitted that things got better after sharing their bullying experiences with people, more than 15.0 percent (15.3%) said that they never told anybody while 9.7 percent indicated that things got worse after sharing their bullying experiences with people.

This chapter dealt with clear data analysis of the general feelings of victims after a bullying incident. This was followed with data regarding school attendance and bullying and finally the discussions on the help the victims received from the persons whom they had confided in or told about their being bullied.

In chapter 6, participating in bullying activities will be looked into.

Chapter 6. Participation in bullying activities

6.1 INTRODUCTION

This chapter is a presentation of the research findings as it emerged from the data collected from the respondents' questionnaires, regarding children's' participation in bullying activities including their predisposition to be a bully and their participation in bullying activities.

6.2 PREDISPOSITION TO BE A BULLY

In response to the question "If you want to, how able are you to bully other learners?" (See Table 6.1) almost 17.0 (16.5%) percent of the respondents said they were "more able than most" to bully other learners at school. More than 14.0 percent (14.9%) of the respondents said they were "as able as most" pupils to bully other learners at school. This was an indication that many learners were willing to engage in bullying behaviour. The researcher argues that this is reason for schools to take urgent measures to deter pupils from bullying behaviour; heads and teachers should be involved.

According to the analysis of the responses to this question, highly significant differences were noticeable in terms of the gender variable. More than one-sixth (18.9%) of the male group reported that they were more able than most learners or as able as most learners (19.4%) to bully others, and 61.7 percent said that they were less able to bully others compared with the female respondents who regarded themselves as more able (14.3%), as able (10.7%) and less able as (75.0%) ($\chi^2=30.144$; 2df; $p=0.000$).

Differences between the answers given by the respondents in the age groups were also statistically highly significant. The percentage of learners under the age of 16 years (59.9%) who said they were "less able than most" was notably smaller than the percentage (77.1%) among the older group who responded likewise ($\chi^2= 47.232$; 2df; $p= 0.000$). The differences between the answers given by respondents in the two geographical locations were statistically significant at the 5% level. The percentage of the learners in the rural areas who said they were more than able (19.1%) or as able (15.3%) to bully others were higher than the

percentage of the respondents from the urban areas who reported “more able” (14.4%) and as able as (14.5%) ($\chi^2 = 5.924$; 2df; $p=0.052$).

Table 6.1: If you want to, how able are you to bully other learners?

Variable	Percentage				Chi-square tests		
	More able than most pupils	About as able as most	Less able than most	Total	Value	df	P
Gender							
Male	18.9	19.4	61.7	100.0	30.144	2	0.000
Female	14.3	10.7	75.0	100.0			
Age							
Under 16 years	21.9	18.2	59.9	100.0	47.232	2	0.000
Above 15 years	11.2	11.7	77.1	100.0			
Area							
Rural areas	19.1	15.3	65.6	100.0	5.924	2	0.052
Urban areas	14.4	14.5	71.1	100.0			
Grade							
6	23.8	18.8	57.4	100.0	64.336	6	0.000
7	21.5	18.0	60.5	100.0			
Form D	9.0	10.7	80.3	100.0			
Form E	12.5	12.5	75.0	100.0			
Total	16.5	14.9	68.6	100.0			

Meaningful differences between answers given by learners in different grades emerged as being statistically highly significant. Some of the learners in Grade 6 considered themselves as more able (23.8%) or, as able (18.8%) to bully others; the Grade 7 learners more able (21.5%) or as able (18.0%); Form E learners more able (12.5%) or as able (12.5%). This compared with 9.0 percent and 10.7 percent in Form D who reported more able and as able respectively ($\chi^2=64.336$; 6df; $p=0.000$) to bully others.

Table 6.2, showed the responses of the investigation group to the question “Have you ever felt like hurting or upsetting another learner?” An analysis of the responses of those who had felt like hurting another learner revealed that half (50.0%) sometimes or often (3.2%) had felt like doing so while less than 50.0 percent (46.8%) said they never did.

Statistical analysis of the data indicated that the responses of male and female learners prove to be statistically significant at the 1.0% level. More than half (51.1%) of the female respondents said that they never felt like hurting or upsetting others, compared with 42.2 percent of the male group. On the other hand, more males (53.7%) sometimes or often (4.1%) felt like hurting others than female respondents, sometimes (46.5%) or often (2.4%)

($\chi^2=12.186$; 2df; $p=0.002$). Noteworthy and statistically highly significant differences emerged between the responses of the learners under the age of 16 years and above 15 years. Participants under 16 years indicated that they had sometimes (60.2%) or often (3.0%) felt like hurting others compared with the older group, sometimes (39.9%) or often (3.5%). More than half (56.6%) of the older group reported that they never felt like bullying others compared with the younger group (36.8%) ($\chi^2=56.177$; 2df; $p=0.000$).

Table 6.2: Have you felt like hurting or upsetting another learner?

	Percentage				Chi-square tests		
Variable	No, Never	Yes sometimes	Yes often	Total	Value	df	P
Gender							
Male	42.2	53.7	4.1	100.0	12.186	2	0.002
Female	51.1	46.5	2.4	100.0			
Age							
Under 16 years	36.8	60.2	3.0	100.0	56.177	2	0.000
Above 15 years	56.6	39.9	3.5	100.0			
Area							
Rural areas	50.8	46.3	2.9	100.0	7.498	2	0.024
Urban areas	43.3	53.1	3.6	100.0			
Grade							
6	35.6	61.6	2.8	100.0	59.583	6	0.000
7	38.0	58.9	3.1	100.0			
Form D	57.6	38.6	3.8	100.0			
Form E	55.6	41.1	3.3	100.0			
Total	46.8	50.0	3.2	100.0			

More than 45.0 percent (46.3%) of the sample in the rural areas were of the opinion that they had felt like hurting or upsetting others sometimes or often (2.9%), compared to the high percentage of the urban respondents who answered sometimes (53.1%) or often (3.6%). Also more than half (50.8%) of the learners in the rural areas said that they never felt like victimizing another learner compared to the urban pupils (43.3%). The differences measured statistically significant at the 5.0% level ($\chi^2=7.498$; 2df; $p=0.024$).

Differences between the answers given by respondents in the various grades were statistically highly significant. More than half of the sample in Grade 6 (61.6%) and Grade 7 (58.9%) said that they sometimes felt like hurting or upsetting another learner compared with 38.6 percent and 41.1 percent in Form D and E respectively ($\chi^2=59.583$; 6df; $p=0.000$).

6.3 PARTICIPATING IN BULLYING ACTIVITIES

The findings of the survey show that more than half (61.3%) of the sample have not bullied another learner as part of a group during 2006 (Table 6.3). It was found that 21.0 percent of the pupils indicated that they had been part of a bullying group sometimes. More than 11.0 percent (12.1%) of the learners investigated said that they had been part of a group that bullied other learners once or twice, once a week (3.2%), or several times (2.4%).

The level of variance between the opinions of the learners in the two gender groups measured as being statistically highly significant. More than one-fifth (23.1%) of the male group admitted to bullying another learner sometimes, once or twice (14.9%), once a week (3.7%) or several times (3.1%) compared to 9.4 percent of the female respondents who admitted participating in bullying once or twice, sometimes (19.0%), once a week (1.9%) and several times a week (2.7%) ($\chi^2=21.578$; 4df; $p=0.000$).

Table 6.3: How often have you been part of a group that bullied other learners during the 2006 academic year?

Variable	Percentage						Chi-square tests		
	No part	Once or twice	Some-times	Once a week	Several times a week	Total	Value	df	P
Gender									
Male	55.2	14.9	23.1	3.7	3.1	100.0			
Female	67.0	9.4	19.0	1.9	2.7	100.0	21.578	4	0.000
Age									
Under 16 years	50.0	14.0	28.6	4.7	2.7	100.0			
Above 15 years	72.4	10.2	13.4	1.8	2.2	100.0	77.550	4	0.000
Area									
Rural areas	58.8	10.9	24.9	3.1	2.3	100.0			
Urban areas	63.4	13.0	17.7	3.3	2.6	100.0	10.848	4	0.028
Grade									
6	47.3	15.4	29.7	3.9	3.7	100.0			
7	51.9	12.3	28.5	5.4	1.9	100.0			
Form D	77.0	8.3	12.1	.7	1.9	100.0			
Form E	66.5	13.3	14.1	3.6	2.5	100.0	102.042	12	0.000
Total	61.3	12.1	21.0	3.2	2.4	100.0			

High statistical significant differences emerged between the responses of the different age groups. Less than one-third (28.6%) in the under 16 years category said they had been part of a group that bullied others sometimes, 7.4 percent said once a week and several times a week in contrast with the responses of the above 15 age group who indicated sometimes (13.4%),

and once a week, several times a week (4.0%). Apparently, 72.4 percent of the older group denied being part of a group that bullied others, compared with the under 16-years age group (50.0%) ($\chi^2=77.550$; 4df; $p=0.000$).

Approximately 60.0 percent (58.8%) of the sample in the rural areas denied any involvement in group bullying compared with 63.4 percent in the urban areas. Further analysis of the data revealed that the percentage of learners in the urban areas who had been part of a group that bullied other learners were lower in the following frequencies: once or twice (13.0%), sometimes (17.7%), once a week (3.3%) and several times a week (2.6%). This was in contrast to the rural learners who had been part of a group that bullied other learners, where the data indicated: once or twice (10.9%), sometimes (24.9%), once a week (3.1%) and several times a week (2.3%). The differences between the responses appeared to be statistically significant at the 5% level ($\chi^2=10.848$; 4df; $p=0.028$).

A careful look at the data revealed a common trend in the responses of learners in the different grades. The learners in the lower grades denied involvement in the group that bullies others. Approximately 50.0 percent (47.3%) of the learners in Grade 6 had not been part of a group that bullied other learners during 2006, compared with 77.0 percent of the learners in Form D. Also, 29.7 percent of Grade 6 learners said they had been part of a group that bully others sometimes compared with 12.1 percent of Form D learners. The differences between the answers given by learners in the various grades were statistically highly significant ($\chi^2=102.042$; 12df; $p=0.000$).

In response to the question how the learners on their own bullied someone in 2006 (Table 6.4), more than one-third (39.6%) of the respondents had bullied other learners on their own during 2006 academic year. The bullying rate was in the following order: once or twice (14.4%), sometimes (19.1%), once a week (3.1%), and several times (3.0%) (see Table 6.4). The responses of the sample on the variables showed statistical significant differences at various levels.

Table 6.4: How often have you, on your own, bullied someone during 2006?

Variable	Percentage						Chi-square tests		
	Not on my own	Once or twice	Some-times	Once a week	Several times a week	Total	Value	df	P
Gender									
Male	55.2	17.4	20.2	3.7	3.5				
Female	65.2	11.5	18.2	2.6	2.5	100.0	16.802	4	0.002
Age									
Under 16 years	45.5	17.4	28.8	4.7	3.6	100.0			
Above 15 years	75.0	11.4	9.6	1.6	2.4	100.0	133.501	4	0.000
Area									
Rural areas	57.7	13.2	23.3	3.1	2.7	100.0			
Urban areas	62.7	15.4	15.6	3.2	3.1	100.0	12.861	4	0.012
Grade									
6	46.8	17.9	26.9	4.5	3.9	100.0			
7	42.4	16.5	32.0	5.7	3.4	100.0			
Form D	79.4	10.7	6.9	1.6	1.4	100.0			
Form E	70.6	12.5	12.5	0.8	3.6	100.0	165.783	12	0.000
Total	60.4	14.4	19.1	3.1	3.0	100.0			

In table 6.4 above, the data revealed that more than half (55.2%) of the male respondents said they had not bullied someone on their own in contrast to 65.2 percent of the female group. More than 16 percent (17.4%) of the male respondents said they had on their own bullied someone once or twice, several times a week (3.5%), once a week (3.7%) and sometimes (20.2%). It was observed that 18.2 percent of the female subjects indicated involving themselves in bullying activities sometimes, once a week (2.6%), several times a week (2.5%), and once or twice (11.5%). More female (65.2%) than male (55.2%) learners indicated that they did not bully someone on their own in 2006. The difference measured statistically significant at the 1% level ($\chi^2=16.802$; 4df; $p=0.002$).

Statistical analysis of the data indicated that the responses of the two age groups showed a highly statistically significant difference. More than half (54.5%) of the learners under 16-years of age agreed that they bullied others on their own once or twice (17.4%), sometimes (28.8%), once a week (4.7%) or several times (3.6%). This compared less favourably with the report of the older respondents who had participated in one-on-one bullying once or twice (11.4%), sometimes (9.6%), once a week (1.6%) or several times a week (2.4%) ($\chi^2=133.501$; 4df; $p=0.000$).

Approximately 60.0 percent (57.7%) of the learners in the rural areas denied any involvement in individual bullying compared with 62.7 percent of the urban sample. The most common

frequencies of one-on-one bullying reported by the rural pupils were sometimes (23.3%), followed by once or twice (13.2%). The urban respondents reported sometimes (15.6%) as the highest followed by once or twice (15.4%). It is important to note that almost the same percentage of the respondents in the rural areas (3.1%) and urban areas (3.2%) indicated that they had participated in bullying activities on their own once a week. The differences between the responses of the two geographical groups emerged as statistically significant at the 5% level ($\chi^2=12.861$; 4df; $p=0.012$).

A noticeable trend in the responses of learners in the different grades was that the number of learners who denied having bullied someone on their own in the lower grades was lower than those in the higher grades. Less than half (46.8%) in Grade 6 said they had not bullied someone on their own in contrast with a large percentage (79.4%) of Form D learners. The findings of the study confirmed that learners in Grade 6 had bullied someone on their own sometimes (26.9%) and several times a week (3.9%) compared with learners in Form D who indicated sometimes (6.9%) and several times a week (1.4%). The level of variance in terms of the grade variable appeared to be statistically highly significant ($\chi^2=165.783$; 12df; $p=0.000$).

6.4 CONCLUSION

Nearly one-third (31.4%) of the respondents indicated that they were more able or as able to bully others. More than two-thirds (68.6%) said they were less able to bully others at school. Highly statistical significant differences on this emerged in terms of gender, age, and grade groupings. The data analysis also revealed that exactly half (50.0%) of the learners said they “sometimes” felt like hurting learners. Nearly 47.0 percent (46.8%) were of the opinion that they never felt like hurting fellow learners while 3.2 percent said they had often felt like doing so. Highly statistical significant differences emerged on the age and grade levels while statistical significant differences emerged in terms of gender and area groupings. Findings on whether learners have been part of a group that bullied others indicated that 21.0 percent of the respondents answered in the “sometimes” category, 12.1 percent “once or twice” while 2.4 percent had done that several times a week in 2006. It is interesting that more than half (61.3%) of the learners said they had not been part of a group that bullied another learner in 2006 academic year. Findings on learners’ individual participation in bullying behaviour proved that more than one-third (39.6%) of the respondents in the categories of once or twice (14.4%), sometimes (19.1%), once a week (3.1%) and several admitted bullying someone on

their own. It is important to note that highly statistical significant differences were indicated on age and grade groupings.

It is important to note that nearly two-thirds (60.4%) of the respondents indicated that they had not on their own bullied someone in the academic year (2006). This high percentage somewhat indicates that most learners individually hate bullying and may not participate in bullying activities if appropriate anti-bullying strategies are put in place. The fact that 19.1 percent of individuals admitted bullying sometimes this year, once or twice (14.4%), once a week (3.1%) and several times a week (3.0%), proved that some learners are interested in bullying activities.

This chapter dealt with learners' participation in bullying activities; however, it is wise to understand the reasons why they bully and the measures that should be taken against bullying. Chapter 7 below will explore the reasons for bullying and measures against bullying.

Chapter 7. Reasons for bullying and measures against bullying

7.1 INTRODUCTION

There are many reasons why children bully. Researchers indicated a variety of reasons: they may see it as a way of being popular; making themselves look tough and in charge; some bully for fun while others do it to take revenge; some bullies do it to get attention or to make others afraid of them. Others may be jealous of the person they are bullying. They may be bullied themselves. Some bullies may not even understand how wrong their behaviour is and how it makes the person bullied feel (Rigby 1994; Crothers & Levinson 2004; Whitted & Dupper 2005).

In this chapter, the perceived reasons of bullying and measures against peer victimisation as seen from the respondents' points of view will be discussed. The learners' willingness to discuss the problem of bullying with others will be looked into.

7.2 REASONS FOR BULLYING

In response to the question "What do you think are the reasons for learners bullying other learners?", the learners were mainly in favour of two reasons for bullying (Table 7.1).

- Bullying for fun (65.2%)
- Showing off (64.1%)

More than 40.0 percent of the respondents reported that reasons for bullying were "because others were doing it" (44.4%) and "to get even" (43.6%). More than one-third of the sample endorsed "because the victims are regarded as wimps" (38.6%) and "to get belongings or money from the victims" (38.1%). Less than 32.0 percent (30.5%) supported "because the victims annoy the bullies".

Table 7.1: What do you think are the reasons why some learners bully other learners?

	Percentage		
Reasons	Yes	No	Total
For fun	65.2	34.8	100.0
Because the victims annoy the bullies	30.5	69.5	100.0
Because the victims are regarded as wimps [not brave, strong or confident]	38.6	61.4	100.0
To get belongings or money from the victims	38.1	61.9	100.0
Bullies want to show how tough they are [to show off]	64.1	35.9	100.0
Because others were doing it	44.4	55.6	100.0
To get even	43.6	56.4	100.0

The responses of the learners to this item in the questionnaire showed statistically significant differences on different levels in terms of gender, age, location or area, and grade variables.

Table 7.2: For fun

	Percentage			Percentage		
Variables	Yes	No	Total	Value	df	P
Gender						
Male	68.6	31.4	100			
Female	62.0	38.0	100	6.376	1	0.012
Age						
Under 16 years	59.8	40.2	100			
Above 15 years	70.6	29.4	100	17.412	1	0.000
Area						
Rural areas	63.4	36.6	100			
Urban areas	66.8	33.2	100	1.748	1	0.206
Grade						
6	64.7	35.3	100			
7	53.8	46.2	100			
Form D	71.6	28.4	100			
Form E	69.8	30.2	100	27.959	3	0.000
Total	65.2	34.8	100			

Approximately 70.0 percent (68.6%) of the male members of the investigation group were of the opinion that bullying “for fun” was a reason for peer victimisation, compared with 62.0

percent of the females, indicating a statistically significant variance at the 5% level ($\chi^2=6.376$; 1df; $p=0.012$) (Table 7.2). The percentage of respondents under the age of 16 years (59.8%) who expressed the opinion that bullying occurs because of fun was notably smaller than the group of learners over 15 years (70.6%) with the same view, indicating a statistically highly significant variance ($\chi^2=17.412$; 1df; $p=0.000$). Differences between the answers given by the respondents in the various grades were statistically highly significant. Nearly 70.0 percent (69.8%) of the learners in Form E and 71.6 percent of learners in Form D expressed the view that pupils were bullied because of fun, compared with approximately 65.0 percent (64.7%) of the sample in Grade 6 and 53.8 percent in Grade 7. The differences in the responses of the grades proved to be statistically highly significant ($\chi^2= 27.959$; 3df; $p=0.000$). It should be noted that no statistical significant difference was shown in the responses of learners in the rural and urban areas.

Table 7.3: Because the victims annoy the bullies

	Percentage			Chi-square tests		
Variables	Yes	No	Total	Value	df	P
Gender						
Male	32.0	68.0	100			
Female	29.1	70.9	100	1.286	1	0.261
Age						
Under 16 years	27.8	72.2	100			
Above 15 years	33.2	66.8	100	4.714	1	0.033
Area						
Rural areas	30.5	69.5	100			
Urban areas	30.6	69.4	100	0.003	1	1.000
Grade						
6	29.7	70.3	100			
7	26.6	73.4	100			
Form D	28.4	71.6	100			
Form E	40.3	59.7	100	14.526	3	0.002
Total	30.5	69.5	100			

In table 7.3, no statistically significant variances were noted in the responses of the gender, rural and urban learners but a statistically significant variance at the 5% level was observed in the responses of the two age groups. More than 30.0 percent (33.2%) of the older group indicated that bullying took place because victims annoy the bullies compared with 27.8

percent of learners under 16 years of age ($\chi^2=4.714$; 1df; $p=0.033$). A meaningful percentage of learners in Form E (40.3%) supported “victims annoy bullies” as reason for peer victimisation compared with Grade 6 (29.7%), Form D (28.4%), and Grade 7 (26.6%). The difference in responses measured statistically significant at the 1% level ($\chi^2=14.526$; 3df; $p=0.002$).

Table 7.4: Because the victims are regarded as wimps

	Percentage			Chi-square tests		
Variables	Yes	No	Total	Value	df	P
Gender						
Male	40.2	59.8	100			
Female	37.2	62.8	100	1.210	1	0.287
Age						
Under 16 years	33.2	66.8	100			
Above 15 years	44.0	56.0	100	16.621	1	0.000
Area						
Rural areas	34.2	65.8	100			
Urban areas	42.4	57.6	100	9.417	1	0.002
Grade						
6	38.1	61.9	100			
7	26.9	73.1	100			
Form D	44.5	55.5	100			
Form E	44.4	55.6	100	28.049	3	0.000
Total	38.6	61.4	100			

The level of variances between opinions in the age groups measured as being highly significant (Table 7.4). More than 40.0 percent (44.0%) of learners above 15 years were of the opinion that pupils were bullied because victims are regarded as wimps, compared with 33.2 percent of the respondents under 16 years of age ($\chi^2=16.621$; 1df; $p=0.000$). A substantial number of learners in the urban areas (42.4%) endorsed this reason in comparison with just more than one-third of the rural learners (34.2%). These responses measured statistically significant at the 1% level ($\chi^2=9.417$; 1df; $p=0.002$). The level of variances between opinions in the various grades measured as being statistically highly significant. More than one-third of learners in Grade 6 (38.1%), Form D (44.5%) and Form E (44.4%), supported this view compared with 26.9 percent of the sample in Grade 7 ($\chi^2=28.049$; 3df; $p=0.000$).

Table 7.5: To get belongings or money from the victims

	Percentage			Chi-square tests		
Variables	Yes	No	Total	Value	df	P
Gender						
Male	37.5	62.5	100			
Female	38.7	61.3	100	0.183	1	0.694
Age						
Under 16 years	33.9	66.1	100			
Above 15 years	42.2	57.8	100	9.831	1	0.002
Area						
Rural areas	37.6	62.4	100			
Urban areas	38.5	61.5	100	0.121	1	0.735
Grade						
6	37.0	63.0	100			
7	29.7	70.3	100			
Form D	42.4	57.6	100			
Form E	43.1	56.9	100	15.548	3	0.001
Total	38.1	61.9	100			

At the 1% level of statistical significance more learners above the 15 years (42.2%) indicated that “to get belongings or money from victims” was a reason for bullying, compared with 33.9 percent of learners under the age of 16 years ($\chi^2=9.831$; 1df; $p=0.002$) (Table 7.5). More than 40.0 percent (43.1%) of the learners in Form E and D (42.4%) endorsed this reason for bullying, while 37.0 percent of Grade 6 learners and 29.7 percent of Grade 7 answered in the affirmative. A 0.1% level of statistical significance appeared between answers in terms of grade ($\chi^2=15.548$; 3df; $p=0.001$).

Table 7.6: To show off

	Percentage			Chi-square tests		
Variable	Yes	No	Total	Value	df	P
Gender						
Male	64.3	35.7	100	0.021	1	0.909
Female	63.9	36.1	100			
Age						
Under 16 years	56.8	43.2	100	31.049	1	0.000
Above 15 years	71.3	28.7	100			
Area						
Rural areas	59.8	40.2	100	9.252	1	0.002
Urban areas	67.8	32.2	100			
Grade						
6	57.4	42.6	100	37.978	3	0.000
7	55.4	44.6	100			
Form D	74.4	25.6	100			
Form E	67.3	32.7	100			
Total	64.1	35.9	100			

In response to the above reason “to show off” the level of variance in terms of the gender variable was not significant at the required statistical levels (Table 7.6). However, a notable statistically highly significant difference was observed between the responses in terms of age. More than seventy percent (71.3%) of the older group indicated that “to show off” was a reason for peer victimisation, in contrast to the responses of the younger group (under 16 years) (56.8%) ($\chi^2=31.049$; 1df; $p=0.000$). A substantial number of urban pupils (67.8%) endorsed “to show off” as reason for bullying, while this reason was supported by nearly 60.0 percent (59.8%) of the rural learners. The responses measured statistically significant difference at the 1% level ($\chi^2=9.252$; 1df; $p=0.002$). A highly statistically significant difference was observed in terms of grade. However, 74.4 percent of learners in Form D agreed that “to show off” was the reason for bullying, in contrast to just more than 54 percent (55.4%) of the respondents in Grade 7 ($\chi^2=37.978$; 3df; $p=0.000$).

Table 7.7: Because others were doing it

Variables	Percentage			Chi-square tests		
	Yes	No	Total	Value	df	P
Gender						
Male	48.2	51.8	100	7.275	1	0.007
Female	40.8	59.2	100			
Age						
Under 16 years	42.9	57.1	100	1.103	1	0.297
Above 15 years	45.8	54.2	100			
Area						
Rural areas	45.8	54.2	100	0.882	1	0.349
Urban areas	43.2	56.8	100			
Grade						
6	48.7	51.3	100	11.911	3	0.008
7	36.7	63.3	100			
Form D	44.1	55.9	100			
Form E	48.4	51.6	100			
Total	44.4	55.6	100			

In response to the above reason “because others were doing it” (Table 7.7), nearly 50.0 percent (48.2%) of the male members of the research group were of the view that this was the reason for bullying, compared with 40.8 percent of the females, indicating a statistically significant variance at the 1% level ($\chi^2=7.275$; 1df; $p=0.007$). It is worthy to note that nearly 50.0 percent of Grade 6 and Form E, (48.7%) and (48.4%) respectively endorsed “because others were doing it” as a reason for bullying, compared with more than one-third of Grade 7 (36.7%) and Form D (44.1%) respondents. The differences in the responses measured statistically significant at the 1% level ($\chi^2=11.911$; 3df; $p=0.008$).

Table 7.8: To get even (take revenge)

	Percentage			Chi-square tests		
Variables	Yes	No	Total	Value	df	P
Gender						
Male	44.6	55.4	100	0.572	1	0.474
Female	42.6	57.4	100			
Age						
Under 16 years	34.8	65.2	100	40.903	1	0.000
Above 15 years	52.1	47.9	100			
Area						
Rural areas	41.9	58.1	100	1.334	1	0.269
Urban areas	45.0	55.0	100			
Grade						
6	39.2	60.8	100	48.391	3	0.000
7	30.7	69.3	100			
Form D	48.6	51.4	100			
Form E	57.7	42.3	100			
Total	43.6	56.4	100			

According to the analysis of the responses in the above table (Table 7.8), it is striking that highly significant differences were noticeable in terms of the age and grade variables. More than half (52.1%) of the above 15 age group indicated that bullying “to get even” was a reason for peer victimisation, compared with 34.8 percent of the younger group ($\chi^2=40.903$; 1df; $p=0.000$). Nearly 60.0 percent (57.7%) of Form E learners were of the opinion that “to get even” was the reason for peer victimisation in contrast to the responses of learners in Form D (48.6%), Grade 7 (30.7%), and Grade 6 (39.2%) ($\chi^2=48.391$; 3df; $p=0.000$).

7.3 MEASURES AGAINST BULLYING

Reactions of the respondents on measures against bullying were encouraging. Many of the respondents were of the view that (Table 7.9):

- Learners and teachers should work together to stop bullying (87.0%)
- Teachers should try to stop the bullying (86.8%)
- Teachers and learners should be concerned enough to stop bullying in their schools (82.1%)
- Learners themselves should help to stop bullying (78.8%)

- Nearly 76.0 percent (75.8%) of the learners were of the view that they would be interested in talking to others about methods to stop bullying, 14.0 percent said “no” while 10.2 percent were unsure.
- More than 70.0 percent (72.0%) indicated that they could use some help to stop bullying. More than 16.0 percent (16.3%) of the respondents answered “no” to the question and 11.7 percent of the learners answered “don’t know”.
- More than half (63.2%) of the group investigated were interested to try and stop bullying on their own when they saw it happening. Nearly 30.0 percent (28.9%) of the learners answered in the negative, and nearly 8.0 percent (7.9%) were not sure.

Table 7.9: Measures against bullying

Measures	Percentage			
	Yes	No	Don’t know	Total
Do you think teachers and learners should be concerned about stopping bullying in your school?	82.1	7.1	10.8	100.0
Do you think teachers should try to stop bullying?	86.8	7.4	5.8	100.0
Do you think learners themselves should help to stop bullying?	78.8	12.8	8.4	100.0
Do you personally try to stop bullying when you see it happening?	63.2	28.9	7.9	100.0
Do you think that learners and teachers should work together to stop bullying?	87.0	6.8	6.2	100.0
Do you think you could use some help from somebody to stop you from being bullied?	72.0	16.3	11.7	100.0
Would you be interested in talking with other people about the problem of bullying at school to see what could be done about stopping it?	75.8	14.0	10.2	100.0

According to the analysis of the data above, the learners’ responses showed statistically significant differences at the various levels in the following areas:

Table 7.10: Do you think that teachers and learners should be concerned about stopping bullying in your school?

	Percentage				Chi-square tests		
Variables	Yes	No	Don't know	Total	Value	df	P
Gender							
Male	80.5	7.7	11.8	100			
Female	83.5	6.7	9.8	100	2.197	2	0.333
Age							
Under 16 years	77.0	8.9	14.1	100			
Above 15 years	87.0	5.5	7.5	100	22.946	2	0.000
Area							
Rural areas	80.6	8.0	11.4	100			
Urban areas	83.3	6.4	10.3	100	1.763	2	0.414
Grade							
6	75.9	12.3	11.8	100			
7	77.8	5.7	16.5	100			
Form D	88.9	4.5	6.6	100			
Form E	84.7	6.0	9.3	100	40.768	6	0.000
Total	82.1	7.1	10.8	100			

A statistically highly significant difference was observed in terms of ages of the learners and grades (Table 7.10). Nearly 90.0 percent (87.0%) of learners above 15 years were of the opinion that teachers and learners should intervene in a bullying situation, compared with 77.0 percent of the younger group ($\chi^2=22.946$; 2df; $p=0.000$). A high percentage (88.9%) of the learners in Form D agreed that a joint effort of learners and teachers is necessary to combat bullying compared with 75.9 percent of Grade 6 learners. More than 10.0 percent (11.8%) of pupils in Grade 6 were not sure, while 16.5 percent of the Grade 7 learners also answered in the “Don’t know” category ($\chi^2=40.768$; 6df; $p=0.000$).

Table 7.11: Do you think teachers should try to stop bullying?

Variables	Percentage				Chi-square tests		
	Yes	No	Don't know	Total	Value	df	P
Gender							
Male	83.5	10.3	6.2	100	15.805	2	0.000
Female	89.9	4.8	5.3	100			
Age							
Under 16 years	82.6	10.3	7.1	100	21.840	2	0.000
Above 15 years	91.0	4.6	4.4	100			
Area							
Rural areas	84.9	10.9	4.2	100	23.187	2	0.000
Urban areas	88.5	4.5	7.0	100			
Grade							
6	82.4	12.3	5.3	100	33.706	6	0.000
7	82.3	9.2	8.5	100			
Form D	92.2	4.0	3.8	100			
Form E	89.9	4.1	6.0	100			
Total	86.8	7.5	5.7	100			

It is interesting to note that highly statistically significant differences emerged in the answers regarding the gender, age, geographical location, and grades of the learners (Table 7.11). Nearly 90.0 percent (89.9%) of the female respondents indicated the need for teachers to stop bullying, compared with 83.5 percent of the male learners ($\chi^2=15.805$; 2df; $p=0.000$). In a similar development, more than 90.0 percent (91.0%) of the older group were of the opinion that teachers should stop bullying compared with 82.6 percent of pupils under 16 years of age ($\chi^2=21.840$; 2df; $p=0.000$). Approximately, 90.0 percent (88.5%) of the respondents in the urban areas answered this question in the affirmative, in comparison with 84.9 percent of the learners in the rural areas ($\chi^2=23.187$; 2df; $p=0.000$). More than 90.0 percent (92.2%) of Form D learners supported that teachers have a greater role to play in bullying situations compared with the responses of pupils in Grade 6 (82.4%), Grade 7 (82.3%), and Form E (89.9%) ($\chi^2=33.706$; 6df; $p=0.000$).

Table 7.12: Do you think learners themselves should help to stop bullying?

	Percentage				Chi-square tests		
Variables	Yes	No	Don't know	Total	Value	df	P
Gender							
Male	77.5	13.8	8.7	100	1.369	2	0.504
Female	79.9	11.8	8.3	100			
Age							
Under 16 years	75.5	14.0	10.5	100	10.057	2	0.007
Above 15 years	82.0	11.6	6.4	100			
Area							
Rural areas	75.4	15.3	9.3	100	8.179	2	0.017
Urban areas	81.6	10.7	7.7	100			
Grade							
6	77.3	15.1	7.6	100	21.496	6	0.001
7	72.2	14.6	13.2	100			
Form D	83.9	10.7	5.4	100			
Form E	80.6	10.9	8.5	100			
Total	78.8	12.8	8.4	100			

In table 7.12, more of the Above 15 years (82.0%) than the Under 16 years (75.5%) learners declared themselves willing to intervene in a bullying situation. More than 10.0 percent (10.5%) of the under 16-year age group and 6.4 percent of the older group were uncertain. The differences between the two age group responses emerged as statistically significant at the 1% level ($\chi^2=10.057$; 2df; $p=0.007$). Statistically significant differences at the 5% level were observed in the responses of the learners in the two geographical locations. A high percentage (81.6%) of the urban respondents showed keen interest to intervene compared with 75.4 percent of the rural learners. It is important to note that a relatively high percentage of learners in both geographical locations (rural= 15.3%, urban=10.7%) said “No” ($\chi^2=8.179$; 2df; $p=0.017$). In terms of grades, more than 80.0 percent of Form D (83.9%) and Form E (80.6%) respondents indicated interest to intervene, compared with more than 70.0 percent of learners in Grade 6 (77.3%) and Grade 7 (72.2%). Less than 10.0 percent (7.6%) of the learners in Grade 6 were uncertain while more than 13.0 percent of Grade 7 (13.2%) and Form D (5.4%) respondents answered “Don’t know” to the above question. The differences in the answers of the respondents in the different grades were statistically significant at the 0.1% level ($\chi^2=21.496$; 6df; $p=0.001$).

Table 7.13: Do you personally try to stop bullying when you see it happening?

	Percentage				Chi-square tests		
Variables	Yes	No	Don't know	Total	Value	df	p
Gender							
Male	63.1	29.7	7.2	100	0.984	2	0.612
Female	63.3	28.2	8.5	100			
Age							
Under 16 years	70.0	21.8	8.2	100	32.930	2	0.000
Above 15 years	56.6	35.9	7.5	100			
Area							
Rural areas	63.5	28.8	7.7	100	0.099	2	0.952
Urban areas	63.0	28.9	8.1	100			
Grade							
6	68.6	22.7	8.7	100	45.401	6	0.000
7	73.4	19.9	6.7	100			
Form D	54.3	38.8	6.9	100			
Form E	57.7	32.2	10.1	100			
Total	63.2	28.9	7.9	100			

In table 7.13, the level of variance in terms of gender and geographical location variables was not significant at the required statistical levels. There was, however, highly statistically significant difference between the learners' responses in terms of age and grades. Exactly 70.0 percent of the younger learners in the under 16 age group said that they are willing to intervene, compared with approximately 60.0 percent (56.6%) of the older respondents ($\chi^2=32.930$; 2df; $p=0.000$). An exceptionally high percentage (73.4%) of the Grade 7 group answered this question in the affirmative, in comparison with 54.3 percent of learners in Form D. Nearly 39.0 percent (38.8%) of the learners in Form D answered "No", compared with 19.9 percent of the learners in Grade 7 who also answered "No". The differences in the responses of the grade variables were statistically highly significant ($\chi^2=45.401$; 6df; $p=0.000$).

Table 7.14: Do you think that learners and teachers should work together to stop bullying?

	Percentage				Chi-square tests		
Variable	Yes	No	Don't know	Total	Value	df	p
Gender							
Male	86.3	6.5	7.2	100			
Female	87.6	6.1	6.3	100	1.165	2	0.558
Age							
Under 16 years	84.2	7.2	8.6	100			
Above 15 years	89.7	6.3	4.0	100	12.711	2	0.002
Area							
Rural areas	86.6	7.2	6.2	100			
Urban areas	87.2	6.5	6.3	100	0.276	2	0.871
Grade							
6	83.2	9.5	7.3	100			
7	84.8	5.7	9.5	100			
Form D	90.3	5.7	4.0	100			
Form E	89.5	6.1	4.4	100	17.489	6	0.008
Total	87.0	6.7	6.3	100			

In table 7.14, approximately 90.0 percent (89.7%) of learners above 15 years of age admitted that learners and teachers should work together to stop bullying, compared with 84.2 percent of pupils under 16 years. These and the other differences between responses attributed to the age variable emerged as statistically significant at the 1% level ($\chi^2=12.711$; 2df; $p=0.002$). More than 90.0 percent (90.3%) of the respondents in Form D answered in the affirmative, while slightly less than 85.0 percent (83.2%) of the learners in Grade 6 displayed the same sentiment. It should be noted that the same number of respondents in Grade 7 (5.7%) and Form D (5.7%) were not sure. The differences in the responses of the grades were statistically significant at the 1% level ($\chi^2=17.489$; 6df; $p=0.008$).

Table 7.15: Do you think you could use some help from somebody to stop you from being bullied?

	Percentage				Chi-square tests		
Variables	Yes	No	Don't know	Total	Value	df	P
Gender							
Male	69.5	19.7	10.8	100			
Female	74.3	13.1	12.6	100	10.831	2	0.004
Age							
Under 16 years	70.4	16.5	13.1	100			
Above 15 years	73.6	16.1	10.3	100	2.625	2	0.269
Area							
Rural areas	68.9	19.1	12.0	100			
Urban areas	74.6	14.0	11.4	100	6.887	2	0.032
Grade							
6	71.4	17.7	10.9	100			
7	68.4	16.1	15.5	100			
Form D	77.3	13.7	9.0	100			
Form E	68.5	19.0	12.5	100	12.646	6	0.049
Total	72.0	16.3	11.7	100			

In table 7.15, meaningful differences emerged at the 0.1% level between the answers of learners in the gender group. Approximately 70.0 percent (69.5%) of the male respondents reported that they would like help to prevent them from being the victims, in comparison with 74.3 percent of the female learners. This observation was statistically significant at the 1% level ($\chi^2=10.831$; 2df; $p=0.004$). More pupils in the urban areas (74.6%) than rural (68.9%) learners indicated that they were interested in getting help to protect themselves from being bullied. A high percentage of the rural learners (19.1%) answered “No” to the above question, compared with 14.0 percent of the urban respondents. The differences between the two geographical location responses emerged as statistically significant at the 5% level ($\chi^2=6.887$; 2df; $p=0.032$). Statistically significant differences at the 5% level appeared in terms of grades. An exceptionally high percentage (77.3%) of the Form D learners reported that they would like help to prevent them from being the victims, in comparison with 68.4 percent of the pupils in Grade 7. It was evident that 12.5 percent of the learners in Form E answered in the “Don’t know” category, while approximately 16.0 percent (15.5%) of the Grade 7 respondents answered in the “Don’t know” category ($\chi^2=12.646$; 6df; $p=0.049$).

Table 7.16: Would you be interested in talking with other people about the problem of bullying at school to see what could be done about stopping it?

	Percentage				Chi-square tests		
Variables	Yes	No	Don't know	Total	Value	df	P
Gender							
Male	73.7	16.5	9.8	100	6.353	2	0.042
Female	77.8	11.7	10.5	100			
Age							
Under 16 years	72.8	14.3	12.9	100	11.137	2	0.004
Above 15 years	78.7	13.7	7.6	100			
Area							
Rural areas	73.5	16.6	9.9	100	6.422	2	0.040
Urban areas	77.8	11.8	10.4	100			
Grade							
6	75.9	13.7	10.4	100	17.232	6	0.008
7	68.4	16.4	15.2	100			
Form D	78.9	12.8	8.3	100			
Form E	79.8	13.3	6.9	100			
Total	75.8	14.0	10.2	100			

It is important to know that more females (77.8%) than males (73.7%) reported that they would like to talk to others about bullying problems (Table 7.16). More than 16.0 percent (16.5%) of male pupils answered “No” compared with female respondents (11.7%). These differences measured statistically significant at the 5% level ($\chi^2=6.353$; 2df; $p=0.042$). Striking differences appeared between the responses of learners in the various age groups. More than 14.0 percent (14.3%) of the learners in the under 16 group indicated that they were not interested in talking to others about the problem of peer victimisation, compared with 13.7 percent of the older group. It was also observed that 72.8 percent of the learners in the under 16-age group indicated that they were interested in talking to others about the problem of bullying at school compared with 78.7 percent of the older group. Close to 13.0 percent (12.9%) of the younger age group were reluctant to express an explicit view compared with 7.6 percent of the older group. These differences between answers emerged as statistically significant at the 1% level ($\chi^2=11.137$; 2df; $p=0.004$). A reasonable percentage of the rural respondents (16.6%) said “No” while there were fewer urban learners (11.8%) who shared the same view. Nearly 80.0 percent (77.8%) of the pupils in the urban areas stated their willingness to talk to others about the problem of peer victimisation, in contrast to 73.5 percent of the learners in the rural areas. This indicated a statistical significant difference at

the 5% level ($\chi^2=6.422$; 2df; $p=0.040$). The differences in the responses of the grades were statistically significant at the 1% level. Approximately 80.0 percent (79.8%) of the respondents in Form E answered in the affirmative, while slightly less than 69.0 percent (68.4%) of the respondents in Grade 7 displayed the same sentiment. More than 15 percent (15.2%) of the learners in Grade 7 who were not sure in comparison with 8.3 percent of the learners in Form D ($\chi^2=17.232$; 6df; $p=0.008$).

7.4 CONCLUSION

The respondents generally agreed that something should be done to stop bullying in their schools. After the analysis of the above data on the reasons learners engage in bullying behaviour, it was observed that the main reason endorsed by the learners for bullying in their schools was “for fun” (65.2%). This was followed by “to show off” which scored 64.1 percent. The least important reason evidenced from the data for bullying is “because the victims annoy the bullies” (30.5%).

When asked whether teachers and learners should be concerned about trying to stop bullying in their schools, 82.1 percent of pupils investigated agreed. Only 7.1 percent said “No”. Many of the learners (86.8%) were of the view that teachers should try and stop bullying while the majority of the learners approximately 78 percent (78.8%) were of the opinion that learners themselves have an active role to play in stopping peer victimisation. It is surprising that a high a percentage (28.9%) of the total respondents said they had not tried to stop bullying on their own, while 63.2 percent indicated trying to stop bullying on their own. The respondents indicated the need for both learners and teachers to work together to stop bullying. Approximately 90.0 percent (87.0%) answered “Yes” in this direction while only 6.3 percent were not sure. It was also revealed that the majority of the learners cannot stop bullying on their own and needed the help of others. More than 70.0 percent (72.0%) of the sample reported that they needed help from someone to cope with bullying problems. The data revealed that just over three quarters (75.8) of the group admitted that they were interested in talking to others about the problem of peer victimisation, while only 10.2 percent answered in the “Don’t know” category.

In chapter 8, conclusion and recommendations will be discussed.

Chapter 8. Conclusion and recommendations

8.1 INTRODUCTION

In this chapter, the researcher gives a summary of the research findings presented in the chapters based on the items in the questionnaire. The researcher also reviews the project in terms of its main goal and objectives and explains how, through the applied research methods and techniques, both have been achieved.

The main goal of the study, which is an exploration of bullying in public schools in Lesotho, has been achieved. The data collected from the respondents during the study proved that bullying takes place in the sample of Lesotho public schools. However, it is important to note that due to the limited number of schools and learners who responded to the questionnaires used in the research, the results cannot be generalised to include all the public schools in Lesotho. It is also important to stress the fact that some actuating questions were formulated in order to reach the set objectives.

The main aim and objective of the research as indicated in chapter 1, section 1.4, has been achieved through the formulation of necessary intervention strategies towards minimising if not stopping bullying behaviour entirely among learners in the public schools as could be seen in section 8.3 below.

To add more meaning to the incidence of bullying in the selected public schools in Lesotho, the researcher focuses attention on specific intervention strategies, which in his opinion will contribute to reducing the rate of bullying in the public schools.

8.2 PROJECT REVIEW

Based on the findings of this study, it is clear that the respondents generally perceived their schools to be safe places. More than half (59.9%) were happy with the level of safety environment they have. However, it was disturbing that less than 10.0 percent of the sample hardly ever (2.9%) and never (7.5%) felt safe at school. It was also noticed that 23.1 percent of the group “sometimes” felt safe at their schools.

In responding to the question on whether they feel sad or unhappy, less than one-fourth of the group never (13.3%) or hardly ever (5.5%) felt sad or unhappy. It is important to note that approximately one out of ten learners always (7.1%) or often (4.9%) felt sad and unhappy. The majority of the learners (69.2%) indicated that they sometimes felt sad and unhappy at school. Male learners and respondents in the junior grades appeared more likely to feel sad and unhappy at school.

Based on the findings of this study, it is clear that peer victimisation is common in Lesotho public schools. More than one-third (35.6%) of the learners investigated were of the view that bullying occurred everyday at their schools or once or twice a week (24.0%). Over one fifth (21.8%) were of the opinion that peer victimisation never occurred in their schools. This investigation is in line with the findings made by Smith (1991), Ziegler and Rosenstein-Manner (1991) and Pepler, Craig and Connolly (2003).

On the nature of observed bullying, the investigation revealed that learners experienced milder forms of bullying on a daily basis for example; name calling and teasing amounted to 40.5 percent and 29.3 percent respectively. The learners reported that most serious bullying occurred everyday in their schools such as being hit, kicked or pushed (25.9%), once or twice a week (24.3%) and even once or twice a year (8.6%). The findings of this study indicated that most learners were affected by weekly bullying and that most serious bullying like being hit, kicked or pushed, and that these are prominent among males, while psychological bullying is foremost among females. This is in line with research findings, in among others, Rigby (1997), Baldry (1998:361-378), Binns and Markow (1999), Nansel, Overpeck, Pilla, Ruan, Simons-Morton and Scheidt, (2001), and Kaiser Family Foundation, (2001).

The respondents indicated that bullying mostly occurred on the playground on a daily basis (31.0%), followed by classrooms (29.5%), at the bus stop (28.5%), and walking to or from school (24.7%). About 20 percent (20.2%) of the learners observed bullying incidents on a daily basis in organised sport, or in the hall (17.6%). Only about 17.0 percent of the learners observed bullying incidents on a daily basis on the bus (16.5%) and in the toilet (16.2%). It is worthwhile to note that in line with the assertion of Rivers and Smith (1994) that bullying occurs mostly on the playground daily.

The research showed that boys (66.9%) and groups of boys (56.2%) were more involved than girls in bullying other learners. It is important to note that the respondents identified mixed

groups (35.0%) as the third highest that took active part in bullying. The fact that the respondents identified girls and groups of girls to be involved in bullying activities is enough reason not to underestimate the ability of girls in bullying activities. More than a quarter (28.5%) and (28.4%) of the respondents witnessed incidents involving girls and groups of girls respectively in bullying activities. These research findings suggest that the learners rated boys as bullies more than they rated girls. The result on gender of the bully is in support of the findings of Craig and Pepler (1997), that more boys were involved in bullying activities than girls. This view is also in line with that of Batsche and Knoff 1994, Olweus et al (1999), Pepler et al (2005).

The findings of the study confirmed that 20.5 percent of the learners had been bullied on a daily basis during the 2006 academic year while 43.2 percent were bullied once or twice a week. Learners in Grade 6 (28.6%) and in the rural areas (24.2%) were more likely to be subject to peer victimisation.

When asked about the nature of bullying in their schools, most of the learners indicated being victims of milder forms of bullying such as name calling (53.6%), being teased in an unpleasant way (49.6%) and being left out of things on purpose (27.0%). The learners reported more serious acts of bullying such as being hit kicked or pushed (52.6%) and this occurred more among females (53.5%) than males (51.5%). It is significant to note that this form of bullying occurs more among the lower grades (Grade 6:57.1%) than those in the higher grades (Form D: 42.2%) and among the younger learners (58.9%) than the older learners (40.7%).

The respondents reported that the bully was more often from the same class as the victims (67.9%) and this finding is in line with Zindi's (1994) opinion. More than one-third (37.9%) of the learners said the bully came from a higher grade and 37.2 percent said the bully came from the same grade but in a different class. Less than one-sixth (12.9%) indicated that the bully was from a lower grade.

Most of the learners (72.2%) agreed that they were bullied by a boy, followed by groups of boys (37.2%) and a girl 22.6 percent. Only 14.9 percent admitted being bullied by a group of girls.

A substantial number (59.6%) of the investigation group indicated that they felt sad and unhappy after a bullying incident, while 54.3 percent felt almost angry. About one-third (33.9%) of the learners said they felt worse about themselves and more than one-quarter (26.7%) reported not being bothered, while 17.2 percent of the victimised group felt much the same afterwards. Only 14.0 percent of the learners said that they felt better about themselves after a bullying incident. This finding also seems to be in line with the observations of Olweus (1993), Batsche and Knoff (1994).

The findings of the study confirmed that 79.0 percent of the victims never stayed away from school because of victimisation. Almost 12.0 percent (11.9%) of the victims said they had given it a thought, while 7.1 percent of the learners actually stayed away from school once or twice and more than twice (2.0%) because of bullying.

More than half (56.3%) of the respondents indicated that they had informed a friend or another learner at school about their bullying experiences and 51.8 percent told their parents. It was also observed that 38.6 percent of the victims admitted telling their teacher or another adult at school and siblings (36.6%). In responding to the question of the help the victims received, more than half (52.1%) of the victimised learners indicated that a friend or another learner at school had cared to assist. More than 40.0 percent (42.9%) of the group reported that their parents had assisted them. Just over 40.0 percent (40.3%) reported that a teacher or another adult at school offered help. About one-third (33.0%) agreed getting help from siblings while a minority (13.3%) of learners said that nobody cared to help them after being bullied.

More than 14.0 percent (15.3%) of the respondents indicated that they did not tell anyone about their having been bullied and it shows that the victims were unwilling to speak to someone about their bullying experiences. Nearly 64.0 percent (63.45) reported that the situation had improved afterwards. Of those who had told someone, nearly 12.0 percent (11.6%) indicated that things did not change, while 9.7 percent said it worsened.

It was noticed that 16.5 percent of the learners investigated could participate in bullying behaviour if they wanted to. Almost 69.0 percent (68.6%) said they were less able than most to bully other learners at school.

More than 45.0 percent (46.8%) of the learners had never felt like hurting or upsetting another learner during 2006, while 50.0 percent admitted it sometimes. It should be noted that 3.2 percent indicated that they had often felt hurting or upsetting another learner during 2006 academic year.

When asked about the rate of their participation in group-bullying behaviour, the respondents indicated sometimes (21.0%) and once or twice (12.1%) as their level of participation. Only 2.4 percent of the learners have been part of a group that bullied other learners several times. Nearly 40.0 percent (39.6%) of the learners said they had bullied another learner on their own during the year 2006, once or twice (14.4%), sometimes (19.1%), once a week (3.1%), or several times a week (3.0%).

When asked the reasons why some learners bully other learners, two major reasons were cited namely, for fun (65.2%), and to show off (64.1%). More than 40.0 percent of the researched groups were of the view that the reason for bullying was “because others were doing it” (44.4%), or “to get even” (43.6%). More than one-third (38.6%) of the learners were of the opinion that “because the victims are regarded as wimps” as reason for peer victimisation and 38.1 percent supported “to get money from victims” as reason why learners victimise other learners. The last reason adopted by the learners for peer victimisation was “because the victims annoy the bullies” (30.5%). From the data above, it is clear that bullies do not often bully because of the actions or provocation from the victim.

It is worthy to note that most of the learners (82.1%), expressed the view that teachers and learners should be concerned about stopping bullying in their schools while 7.1 percent were of the opinion that they should not be concerned. It was noticed that close to 87.0 percent (86.8%) of the groups investigated said that teachers should care to stop bullying, 78.8 percent agreed that learners themselves should assist to stop peer victimisation while 87.0 percent were of the view that a joint effort of learners and teachers will yield positive result in stopping bullying in schools.

One of the interesting things about this research on exploration of bullying in the selected public schools in Lesotho is that a high percentage of learners (75.8%) agreed that they would be interested in talking with other people about the problem of bullying at school to see what could be done about stopping it. This shows that though bullying exists in schools, most learners are not happy about it. Based on this high percentage (75.8%), the researcher felt that

the learners would like to have a good environment free of bullying for learning to take place in their schools.

8.3 INTERVENTION STRATEGY

To make school a better environment and to support the intellectual, emotional and social growth of learners, serious intervention programmes need to be undertaken. Researchers (Olweus 1993; Ross 1998; Pepler & Craig 2000; Smith 2000) provide several strategies that address ways to help minimise bullying. These are:

- making adults aware of the situation and involving them
- making it clear that bullying is never acceptable
- holding a school conference day devoted to bully/victim problems
- increasing adult supervision in the yard, halls and washrooms more vigilantly
- laying emphasis on caring, respect for others and safety
- emphasising the consequences of hurting others
- enforcing consistent and immediate consequences for aggressive behaviour
- following up on all instances of aggression
- improving communication among school administrators, teachers, parents and students
- having a school problem box where learners can report problems, concerns and offer suggestions
- teaching cooperative learning activities
- helping bullies with hot-temper and to develop feelings of empathy
- encouraging positive peer relations among learners
- offering a variety of extracurricular activities which can appeal to a range of interests

Having noted the above points, it is important to know that the respondents said that most bullying happened on the playground (31.0%), classroom (29.5%) and at the bus stop (28.5%). This implies that a concerted effort is needed by the Lesotho Department of Education and other stakeholders such as the parents, school committees, and Board of Governors to develop and provide schools with effective all-encompassing programmes to address school violence. The Lesotho Department of Education should initiate anti-bullying policies in their school districts. The same department should form school bullying

committees that will explore the research about bullying, then brainstorm and discuss possible solutions. They could implement the following:

- Identification of programmes and resources that provide information and training about bullying prevention and provision of access to these resources.
- Providing assistance to schools in developing disciplinary policies consistent with violence prevention guidelines.

The education inspectors in the districts can initiate a whole-school campaign district-wide that should include the following; enlisting the school principal's commitment and involvement in addressing school bullying. The level at which school principals commit themselves will go a long way in determining whether bullying will be reduced or increased. Using a multifaceted and comprehensive approach will help to reduce bullying to a minimum level. Drawing a policy that will take care of indirect bullying such as isolation, social exclusion, and rumour spreading could ensure reduced cases of bullying. In addition, it is necessary to provide guidelines to staff members and students on how to handle bullying when it occurs as well as encouraging students to report known bullying and encouraging learners to help their classmates when they are bullied. This campaign involves strong commitment and a willingness to work together on the part of everyone involved. This process must involve all school personnel, other professionals as needed, students and parents.

On bullying at the bus stop, the Department of Education can improve matters by briefing taxi rank managers or operators and also drivers in the urban and rural areas on the measures that can reduce or stop bullying. These may include, appointing some officials to monitor the learners while at the taxi garage or rank, by making sure that learners behave in orderly way by queuing up for taxis at the garage, making learners to realise the negative effect of bullying, posting or pasting of posters on bullying in and around the garages to mention but a few.

At the school level, the headmasters and principals should hold staff meetings at intervals and encourage the teachers to teach learners how to resolve conflict amicably. Learners should be made to understand that bullying is unacceptable behaviour because it could disorganise the school, make learners to suffer from anxiety, make learners to withdraw or keep away from school and it could possibly lead to death.

Schools should institute an anti-bullying programme to promote a positive school atmosphere that fosters learning and to create a safe and fear-free environment in the classroom, playground and at school-sponsored activities. These anti-bullying programmes should include;

- Monitoring areas where bullying can be expected (e.g. toilet, corridor and classrooms).
- Monitoring learners during break periods especially on the playground.
- Posting classroom signs prohibiting bullying and listing the consequences for it.
- Providing group therapy for bullies.
- Teachers should be provided with effective classroom management training.
- Encouraging learners to report bullying when it occurs.

In addition, schools should include anti-bullying strategies in their school curriculum. When a new school year begins, the staff should ensure that anti-bullying policies are discussed and included yearly in the goal setting process.

On the part of victimised learners, the following strategies may be considered.

- There should be a provision for counselling of victims in school system.
- There should be a close monitoring of victimised learner.
- Part of the strategy should include a program that encourages the victims to be strong.
- Encouraging the victim to always speak out need to be one of the strategies
- Victims need to be encouraged to report bullying incidents to their teachers, parents, and siblings as a way of reducing and controlling effects of bullying.

8.4 FURTHER RESEARCH ON BULLYING OF LEARNERS IN LESOTHO PUBLIC SCHOOLS

Based on the outcome of this research, the researcher recommends that further studies on bullying of learners in Lesotho public schools be conducted. Research should include how teachers see bullying and their role in preventing it from happening. Teachers' involvement in bullying is also important. Parents perceptions on bullying should also be looked into together with the role parents should play to stop bullying. These are necessary to understand what triggers learners into bullying behaviours. Furthermore, more strategies on how to stop learners from engaging in bullying behaviours should be investigated. This will go a long way in making Lesotho public schools a better environment for learning.

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