

THE CHARACTERISTICS THAT MAKE GIRLS MORE SUSCEPTIBLE TO BULLYING

by

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I declare that **THE CHARACTERISTICS THAT MAKE GIRLS MORE SUSCEPTIBLE TO BULLYING** 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.

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SUMMARY

The purpose of this study was to gain an awareness of the behavioural characteristics, physical mannerisms and relational techniques exhibited by young adolescent girls in South Africa who may be susceptible to, or have been traumatised by being bullied. A literature study and an empirical investigation were conducted to establish whether victims of bullying have distinct personality traits, as well as to determine if specific parenting styles affect the vulnerability of their adolescent daughters. The effectiveness of bullying prevention strategies in adolescent relationships was also explored. A questionnaire was developed to ascertain how adolescents perceive victims of bullying. Eight semi-structured interviews using photographs and a cartoon as projective techniques were conducted with victims to gather data and to enrich the findings. This study has demonstrated that international research about victimisation is pertinent to South African children.

Key words: Adolescent; bullying; parenting styles; personality traits; educational and psychological impact; questionnaires; self-concept; semi-structured interviews; victimization.

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CHAPTER 1

THE CHARACTERISTICS THAT MAKE GIRLS MORE SUSCEPTIBLE TO BULLYING

INTRODUCTORY ORIENTATION, STATEMENT OF THE PROBLEM, AIM OF THE STUDY AND CLARIFICATION OF CONCEPTS

1.1 INTRODUCTION TO THE STUDY

Anti-bullying campaign fights to protect the weak (The Star, 8 February 2010)

Schools 'in denial' over bullying (bbc.co.uk, 13 March 2010)

Nasty words can break you inside (The Star, 11 August 2010)

Bullying on the increase (The Star, 10 February 2012)

Bullies find new playground on the net (Sunday Tribune, 14 February 2012)

Better parenting will halt bullies (Sunday Times, 23 February 2012)

Cyber-bullying is no joke; it can end in death (Pretoria News, 12 April 2012)

Newspaper headlines such as the above cause shock in parents, educators and children worldwide. For several years now, a number and variety of high profile bullying cases have been brought to the attention of the media. The severity of the incidents has generated speculation and concern that the prevalence of victimisation has increased. Train (1988:19) believes bullying is a persistent problem amongst children and adolescents today. Bullies can be found anywhere, but are a real threat to the health of children in schools.

Thorton (2007:47) states that bullying can be typified by negative behaviour such as verbal and physical abuse, obscene gestures or intentional exclusion of others from groups or activities. It includes direct behaviours such as teasing; hitting and stealing that are initiated by one or more pupils against a victim. Indirect bullying often involves subtle methods of coercion, occurring in any context where human beings interact with one another, such as psychological manipulation, which causes an individual to be socially isolated. This form of abuse involves social power that takes advantage of the vulnerability of others.

There is a great deal of documented evidence; therefore we are able to understand clearly how children feel when they are being traumatised by a bully. Herbert and Wetmore (1999:1), describe bullying as a loss of personal safety and well-being. Maslow's hierarchy of needs explains how pupils' academic motivation can be sabotaged if they are experiencing harassment at school. Coloroso (2008:46), believes that once a child shows anguish and apprehension, or does not respond assertively, they change both emotionally and physically. The guilt and shame felt by

victims contributes to a diminished sense of self-worth. Fried and Fried (1996:100), assert that individuals whose sense of safety is destroyed, feel that they are outsiders so they exhibit diminished self-esteem, and this reduces their chances of reaching goals. Being bullied is a human-induced trauma which has profound effects on the way children view themselves and others. As an extreme example, four pupils in Houston USA (The Citizen, 2000:4), were described as feeling unsafe and insecure through being bullied, and then committed suicide in 2010.

Despite the plethora of information collected in much of the western world about the personality consequences of being bullied, there is very little information generated in South Africa that specifically describes the character attributes and familial circumstances likely to lead to someone becoming a victim of a bully. Data for local circumstances, which give insight into causative factors, are a vital tool for implementation of prevention strategies. Existing international research indicates well balanced self-esteem, as well as self-confidence are vital components for a healthy self-image and that children with these characteristics influence the opinions of their peers positively. Tattum (1993:27) confirms that supportive parents boost self-confidence as well as self-esteem in their children. Furthermore, positive self-talk allows children to believe in their abilities and offers them self-confidence and self-assurance, facilitating chances of successful relationships. Given the intensity of this problem in schools today, professionals need to be more aware of the personality traits and familial circumstances of adolescent children who may be victimised.

In light of the previous discussion, the question is how closely South African victimisation compares to international trends. This helps define the main question of this study: *What characteristics make adolescent girls in Grades 5 - 7 from Independent Schools, more susceptible to being bullied?*

1.2 BACKGROUND TO AND INCENTIVES FOR THIS RESEARCH

1.2.1 Initial Awareness

Insight for this research was developed through my interest and passion in helping children I teach. During my 17 years in primary schools it became evident to me that there are a few children in every class who are perceived by their peers as being 'weaker', while other children are more 'popular'. The focus of this research developed from my curiosity as to why some children are bullied and endure the suffering, while other children are resilient enough to handle the incidents without it becoming an overwhelming trauma. In my opinion no one should be bullied.

I started to research literature related to victims of bullying and found that these individuals transcend age, race, social status and religion. The Times (2011:7) reported direct physical assault seems to decrease with age; however, verbal abuse appears to remain constant. School size, racial composition and school setting – whether rural or urban – do not seem to be distinguishing factors. A victim can be virtually any child, for example a newcomer at school, an adolescent who has been traumatised, teenagers who are submissive and lacking in confidence, teens whose talents and gifts make them targets or individuals with learning problems.

This year I have three bullies in my class, and in the discussion that follows all names have been changed. One of them is an 11 year old girl who comes from an economically secure family; however the father wants his children to be the best at everything. Before they go to school every morning they join together for the following ‘war cry’; ‘We are the Smiths, we are the best; we are the Smiths, we’ll beat the rest!’ Reviewing the way my pupil then behaves at school, it appears that this mindset makes her feel superior to some of her peers. Another young girl I teach was found in a dustbin at birth, and has serious remedial problems, but is able to manipulate children of her own age, negatively. The third bully is a very pretty girl who experiences learning difficulties and comes from a divorced home. Her father is wealthy, and spoils her, while her mother over-protects and smothers her. She is under-hand and nasty to her peers.

It is of significance that all these bullies have tried to intimidate the same children in my class, and again I have three examples:

1. Mary is an extremely intelligent yet reserved little girl. Her mother suffers from serious mood swings and her father often works away from home.
2. Bonggi lives in an orphanage because her father is dead and her mother is too ill to take care of her. She is always willing to please and often goes the extra mile, but is vulnerable.
3. Catherine is slow in completing tasks due to having auditory processing problems and remedial difficulties, which result in low marks. Soon after the year started, I noticed that Mary, Bonggi and Catherine were not resilient. Their home and personal lives were challenging, their fathers were absent or worked long hours and they all described their bullying experience as subtle, yet emotionally hurtful.

Adolescents appear to use many techniques and strategies to hurt and intimate their peers. Strategies that I have witnessed include rolling eyes, intentionally leaving someone out, not answering phone calls as well as sending inappropriate text messages. The victims of bullying are often left out of games and excluded from birthday parties. Cell phones can be used negatively to defame a girl, and with modern equipment photographs can be added to increase the humiliation. The cyber technology that allows bullying has advanced much faster than efforts to stop it. All of these strategies can make victims feel unloved, isolated and they often suffer in silence. They have

difficulty concentrating on their school work and their academic results are affected. Victims try to carry on as if nothing has happened, coping with the bullying to the best of their ability. Some adolescents need psychological care where the aim in treatment is to empower them to deal with the bullies that they encounter daily.

Over the years many parents have approached me because of the pain they endure while their daughters suffer. I have noticed victims can come from extremely kind, nurturing and stable families as well as from totally dysfunctional homes. My academic training has provided me with insight into the world of adolescents and their emotional needs, as well as the ability to assist pre-teens with peer problems and victimisation, so they are able to learn more effectively at school. I believe I can understand how bullying has affected the lives of victims in my classroom, and what I see seems to match international work on the subject. However I would like to confirm these concepts with more scientific research.

1.2.2 EXPLORATION OF THE PROBLEM

After reading a wide range of reports on children who are bullied, it became clear that for some of them it is a short learning experience without trauma. On the other hand, there are victims whose lives are seriously affected. For example BBC News (2010:13) reported after a classroom attack a 12-year-old girl needed 30 stitches in a face wound. Similarly, The Star (2010:11) described how a 15-year-old girl in the UK was stabbed in a school canteen. According to Fried and Fried (1996:100), statistics show girls who are bullied are more prone to depression. In some cases children's self-esteem is lowered, in other situations therapy is required and in severe cases, victims take their lives.

In order to address the above issues, therapists require a description of the familial and personality traits of the victims of bullying, to be able to help a child in trouble. It would be much better if we understood the symptoms and could intervene before therapy is required. This is the essential motivation for this research. In order to explore the various facets of victimisation, the following factors need to be considered: the personality traits of the victim, the influence of parental upbringing and the strategies that can be employed, both in schools and at home, to counteract bullying.

1.2.2.1 Parental Upbringing

The strength of learners' relationships of care and commitment with their peers is largely dependent on the family in which they are growing up. Family systems are significantly varied. Fried and Fried (2003:73) mention the composition of parental care, the number of siblings as well

as the families' coping with illness/loss, are all variables that could affect children's functioning.

Coloroso (2008) and Rigby (2010) have both defined simple frameworks that are theoretically similar in their descriptions of three different types of family discipline strategies, which have an impact on children's personality:

- The **Brick-wall/Authoritarian family** is concerned with obedience and strict adherence to rules. Children are controlled and manipulated and their feelings are often ignored or ridiculed. The parents will often say: "Stop crying," or, "I'll give you something to cry about," and use sarcasm to control behaviour. Furthermore, they encourage competition to 'force' their child to excel. Love and affection are conditional and when children are disobedient, they are ignored. This moulds the child to depend on others for affirmation of their self-worth. This family type can appear to be nurturing to an outsider but this is often only a facade.
- **The Jelly-fish/Permissive/Uninvolved family** lacks structure and a casual atmosphere is apparent. These children are manipulated with bribes, rewards and punishments, and become spoiled or scared. Emotions rule, making it difficult for an individual to develop their own steady, inner voice, but at the same time children learn to bury feelings of sorrow and anger. Some of these parents are entangled in their children's lives and rescue them from adversity, making them more vulnerable to being bullied and more willing to succumb to a dominant personality.
- **The Back-bone/Authoritative family** creates a balance between growth and discipline. Independence is celebrated and a sense of self is nurtured. Children learn to say 'no', are open to other viewpoints and are confident enough to voice opinions that they know will be heard. They learn to love themselves and have empathy for others. The back-bone family is consistent, fair and firm and the children have no need to control others or subjugate themselves to a bully. They are motivated to be all they can be.

In summary, Coloroso (2008:139) believes it is within the family structure that children build self-confidence and are able to see the cause of bullying and not blame themselves. "When a family is free of abuse and oppression, it can be the place where we share our deepest secrets and stand the most exposed; a place where we learn to feel distinct without being 'better', and [where we can make] sacrifices for others, without losing ourselves" (Coloroso 2008:100).

1.2.2.2 Personality traits of the victims

Thompson and O' Neill (2001:37) believe children will have different social experiences, depending on their personality type. Furthermore, they suggest most bullies do not pick on others at random, but use calculated (even if unconscious) strategies to narrow their selection. Therefore, the most

vital contribution to reducing bullying is to understand the personality type of the potential victim. Fried and Fried (2003:36) state the more self-confident children feel, the less likely they are to succumb to the tactics of a bully. They claim there are four circumstances where bullying is unlikely to happen. These are when a child has: a) a strong sense of self; b) is comfortable being a friend; c) has at least one good friend who will take care of her in a group; d) has problem-solving skills. Children who are capable, competent, resourceful and resilient are more prone to fend off a potential bully. Adolescents who use positive self-talk often feel good about themselves. Children need people in their lives who offer them encouragement and unconditional love.

Corroborating this Coloroso (2008:145) agrees if children lack a strong sense of self and are praise-dependant, they will blame themselves for being bullied and are more likely to become more vulnerable to attacks. Negative self-talk is self-defeating and reinforces feelings of helplessness and hopelessness. Children who respond with aggression usually lose the battle and become distressed and frustrated.

In his book, *Nurturing Good Children Now*, Dr Ron Taffel (1999) reflects upon the way children are treated at home as the most important factor in the development of friendship. He emphasises that behaviours at home e.g. acceptance/ anxiety/ mistreating of family members affects the friends that children choose. Therefore friendship skills play a vital role in bully prevention (Taffel, 1999:38).

1.2.2.3 Theoretical underpinnings of the research

Fried and Fried (2003:35) state that America has 2,7 million victims with 2,1 million bullies, and 160 000 children miss school every day for fear of an attack. Whether the bullying is direct or indirect, the key component is physical or psychological intimidation, which occurs repeatedly to create an ongoing pattern of harassment and abuse. There is a growing awareness that bullying, as a female trauma, contributes significantly to these statistics.

In assessing the dynamics of bullying it is important to consider Erikson's stage of Industry versus Inferiority, often called Latency. Meyer, Moore & Viljoen (1997:218) state that during this stage the child's immediate world extends beyond the home, into school. The emphasis is on academics, learning new skills and producing results. Thus the child becomes aware that she can earn recognition from parents as well as teachers. Therefore, the attitudes and opinions of others become of central interest to her. This leads to the development of her work ethic (industry) and through this she forms a positive self-concept. Cherry (2012:1) mentioned that children who have difficulty with their school work may consider themselves a failure, leading to a sense of inferiority. As this is a social stage, children with unresolved feelings of inadequacy may have problems in

terms of self-esteem. The Child Development Institute (2012:2) highlights that this stage needs to be mastered in order for teens to explore their independence create a positive sense of self and develop an ego strength called competence.

Some researchers link children who have low self-esteem and/or experience feelings of inferiority to relational aggression and/or victimisation, where relationships can be used as a weapon. Nothing seems to threaten the human spirit more than snubbing. The Pretoria News (2010:9) declares girls have become very adept at ostracising others and applying social pressure, by ignoring or excluding particular classmates. Anger is often not expressed and an adolescent may have no idea why he or she is being excluded. If the pain is not relieved, the adolescent may exhibit a refusal to go to school, a decline in grades, sadness or anxiety after receiving a phone call, text message or e-mail, or present with stomach aches or headaches with panic attacks.

Oswalt (2008:1) states that according to Bronfenbrenner's ecological systems theory (1917-2005) everything within a child's environment affects how she will mature. Bronfenbrenner identified four different levels that influence a child's development:

1. The microsystem is the child's immediate environment, which includes interactions with immediate family and/or school as well as the conditions in which the child lives.
2. In the mesosystem, when parents attend parent-teacher meetings and/or watch a ballet concert, this helps to ensure the child's overall growth. However, children whose parents have rejected them may have difficulty developing positive relationships with teachers and their peers.
3. The exosystem involves the parent's workplace as well as extended family members. Whether a parent is promoted or laid off will have an effect on the child's physical needs.
4. Finally, the economy, divorce and cultural values, within the macrosystem, will also affect a child positively or negatively.

Meyer et al (1997:566) highlight that nurturing interactions have a positive effect on children, while rejection could have a negative impact on their personal interactions. Therefore, a child's ability to develop industry, ego strength as well as self-esteem, will affect how she interacts within her environment. Erikson and Bronfenbrenner also concur that the ecological system into which she is born will impact on her development and either create an individual who is resilient or someone who becomes a victim of bullying (Meyer et al, 1997: 568). Dr Alice Miller cited in Coloroso (2008:45) emphasises that someone who is allowed to feel free and strong throughout their childhood does not need to humiliate another person. Many children who are subjected to bullying are weakened by the experience.

McGraw (2008:30) has established that some of the worst acts of bullying seen in recent years have been committed by girls. Bullying can cause incredible damage to an adolescent. *In Bullycide, Death At Playtime: An Expose Of Child Suicide Caused By Bullying*, Neil Marr and Tim Field (2001) coin the term bullycide to more accurately describe when bullied children choose to kill themselves, rather than facing one more day of victimisation (Marr & Field, 2001: 62). Professor Kobus Maree, an educational psychologist at the University of Pretoria emphasises that bullying amongst school children is definitely increasing. (Africa Christian Action, 2012:1)

1.3 THE RESEARCH PROBLEM

Given the research findings, there is evidence that home life and parenting styles affect the personality and emotional traits of adolescents causing them to become victims of bullying. We need to be able to recognise emotional signs that indicate when a child's safety zone has been violated. We must establish to what extent personality traits of victims or familial parenting styles contribute to adolescent Grade 5 to 7 girls in Independent Schools being bullied.

After reviewing the available literature, it appears the following issues need to be investigated for South African conditions, as most of the existing research data is international:

- There are certain types of bullying that commonly occur among young adolescent females.
- Victims display certain personality traits that lead to them being bullied and thus specific adolescents are regularly at risk.
- Certain parenting styles can possibly lead to victimisation and this may include the absence of the father figure in the home.
- Without specific strategies in place and implemented regularly, bullying can be rampant in schools.

1.4 AIMS OF THE INVESTIGATION

The aim of this research is to gain sufficient background information to be able to assess whether personality traits, observable characteristics and parenting styles can be viewed as factors, which increase a female adolescent's vulnerability to bullying.

1.4.1 General aim

The general aim of this research is to gain an awareness of the behavioural characteristics, physical mannerisms and relational techniques exhibited by young adolescent girls in South Africa who may be susceptible to, or have been traumatised by being bullied.

1.4.2 Specific aims

Specific aims have been considered to determine which personality traits and family life issues lead to victimisation, and what possible strategies will reduce the problem. These aims are as follows:

- To identify the types of bullying common among young adolescent girls.
- To establish if victims of bullying have distinct personality traits.
- To determine if parenting styles affect vulnerability of adolescent daughters.
- To ascertain if an absent father plays a role that contributes to a victim being bullied.
- To research the effectiveness of bullying prevention strategies in adolescent girls' relationships.

1.5 THE NATURE, APPROACH AND METHOD OF THIS RESEARCH

From the knowledge gleaned during the literature review, qualitative and quantitative research methods will be conducted to establish how people's behaviours, beliefs, opinions, emotions and relationships may cause girls in Grade 5 to 7 to be victimised. A literature review will be used to gather theoretical data. The information will be obtained from books, newspapers, internet websites and other relevant resources. Semi-structured interviews will be conducted and the topic of bully victimisation will be explored. Questionnaires will also be used to acquire and validate the necessary data.

The researcher will use 76 pupils from one Independent School to complete a questionnaire comprised of three sections. In addition, eight victims will be interviewed individually as to their awareness of the characteristics of victims in South African Independent Schools. Parenting styles will be compared in order to analyse the consequences which could lead to susceptibility to be victimised. Eight victims and sixteen non-victims will complete a non-validated personality test to assess differences in personality traits.

This information should highlight why some adolescents are perceived as 'weaker' than others and why some girls are 'better' able to handle being bullied. The data will be collated and a summary of the findings discussed.

1.6 DEMARCATION OF RESEARCH

On the whole, traumatic bullying tends to begin during the Senior Primary Phase of a child's life. Adolescents over the age of thirteen could already have developed defence mechanisms that may interfere adversely with the qualitative results (Coloroso, 2008:xx). Boys and girls have different

personality characteristics and traits when it comes to bullying or being bullied. The researcher will focus on the study of girls between the ages of ten and thirteen who attend Independent Schools.

1.7 CLARIFICATION OF CONCEPTS

The research was designed to recognise the importance of parenting styles and personality traits in adolescent girls. Key concepts are defined as follows.

- **Adapted self** is an unconscious part of our self that has an underlying current of anxiety or depression. An adolescent presents this modified persona to the world when she feels she is 'not good enough' or embarrassed about who she really is. The Real Self is who you actually are, while your Ideal Self is the person you want to be (Stevenson, 2011:1).
- **ADHD** (Attention deficit hyperactivity disorder) involves an adolescent acting or speaking before considering the consequences of her actions and unintentionally annoying the bully (Coloroso, 2008:44).
- **BBM (BlackBerry Messaging)** is an instant messaging capability between BlackBerry phones that allows pictures, texts and voice messages to be sent (Viswanathan, 2011:1).
- **Blogging** refers to journal entries posted on a Web page or posting comments on someone else's blog. Blogging is very popular today because it allows people to interact with each other. Due to the simplicity of creating a blog, instead of writing confidential entries in a book, people now share their personal feelings and experiences with thousands of people around the world (Duermyer, 2011:1).
- **Bullying** can be either direct behaviour such as teasing and mocking or indirect nastiness such as intentional exclusion. Girls often use subtle strategies like rumour and social isolation (Banks, 1997:1).
- **Bystanders** are those people (other pupils, parents, siblings and teachers) who observe the bullying process (Banks, 1997:1).
- **Parenting styles** is a psychological construct representing standard strategies that parents use in their child rearing, for example, the 'brick-wall family' (Coloroso, 2008: 101).
- **Personality traits** are aspects of an individual's regular behaviour that define who they are and how they interact with their social environment. Antisocial behaviour, hyperactivity, emotional problems and poor social skills are personality traits that may make a person more vulnerable to bullies (Johnston, 2002: 3).
- **Psychological trauma** is a state of fear induced by anxiety relating to psychological as well as physical harm that occurs as a result of bullying. Generalised worrying about potentially harmful future bullying events is the single most common form of anxiety in young female adolescents (Boulton, 2008:484).
- **SMS (Short Message Service)** a sms is used to send text messages to mobile phones. The

recipient's phone does not need to be on in order for the message to be successfully transmitted (Fendelman, 2011:1).

- **Vulnerability** is typically found in children who are insecure, cautious and suffer from low self-esteem. (Smith, 1994:28).
- **Victimisation** implies a 'power relationship' in which one party dominates another by inflicting suffering (either or both physical and emotional) on the individual concerned (Williams, 2005:12).

1.8 THE STRUCTURE OF THE RESEARCH

This research encompasses a literature study as well as qualitative research, with some quantitative elements, and investigates adolescent girls who are victims of bullying. The following chapters correspond with the research:

- Chapter 1 provides the foundation of the study and suggests that together with intrinsic personality factors, parenting styles also influence a child's self-esteem, as well as self-confidence and self-talk. These shape an individual's social dynamics and the likelihood of bullying occurring.
- Chapter 2 provides a Literature Study, which will include the various types of female bullying. In addition, it will discuss familial structures and personality types that may lead a young adolescent to be more susceptible to victimisation. Prevention strategies in earlier years and their effectiveness will also be discussed.
- Chapter 3 deals with the research design, which will incorporate interviews as well as completed questionnaires and personality tests. Responses will be analysed and the results will be explored relating to characteristics that make an adolescent girl susceptible to bullying.
- In Chapter 4 the findings will be discussed, investigated and tabulated. This will assist in suggesting preventative programmes for the future.
- In Chapter 5 the researcher draws conclusions, presents findings of the research and makes recommendations for further research.

1.9 CONCLUSION

Chapter 1 has illustrated that bullying is a growing problem in South Africa and may have been underestimated in the past. It has consequently shown the need to examine the uncertainty of whether or not personality traits and parenting styles affect victimisation in the South African school milieu. There has been research on the effects of bullying; however, no research has been conducted on the effects of personality traits, family structures, and their link to individual suffering in South Africa.

All adolescent girls have different personality traits (shyness, assertiveness, positive and negative self esteem), physical characteristics (height and weight) and behavioural patterns (aggression, immaturity). Each of these influences her interaction with others. Families differ in the number of parents at home, the style of parenting (authoritarian, rigid, abusive, negligent and well balanced), the varying amount of emotional support offered and the extent of conflict in the home. Some families have to deal with unemployment, illness, abuse, while some are free of such difficulties. Differences among families are powerful influences that carry over into an adolescent girl's relationship with her friends.

Victimisation is likened to a frog placed in a pot of cold water on the stove. Initially the frog senses no danger as the temperature (bullying) gradually increases. By the time the water has boiled, the frog has cooked. Adolescent girls who are victims of bullying may not sense when antagonism becomes cruelty that is severe enough to be traumatic. McGraw (2008:37) declares bullying is always deliberate and unless stopped, usually gets worse as time goes by.

It is for this reason a literature study is needed. This will be based on relevant research concerning familial structures resulting in some personalities being more susceptible to victimisation and emotional trauma.

CHAPTER 2

BULLYING: THE EFFECTS, VICTIM CHARACTERISTICS, INFLUENCES AND ANTIDOTES RELEVANT TO ADOLESCENT GIRLS

2.1 INTRODUCTION

“The fundamental law of human beings is interdependence. A person is a person through other persons.” Archbishop Desmond Tutu cited in Coloroso (2008:217).

Archbishop Desmond Tutu’s quote highlights that humans are social beings and are reliant on relationships with one another. Positive interactions nurture self-confident people and healthy, productive norms for society in general. However, when we think of this statement in relation to the world of bullies, the bullied and the bystanders, we need to accept that within the school environment, virtually every adolescent is involved in conflicting interactions in one way or another, on a fairly regular basis. When these social interactions include peer victimisation and peer aggression with marked, unhealthy in-group/out-group distinctions, interdependence is stifled, and maladaptive behaviour becomes accepted as a normal part of growing up (Coloroso, 2008:217).

This chapter is dedicated to a literature study regarding the characteristics that make girls susceptible to being bullied. As this study focuses exclusively on girls, it is relevant to mention a study by Crick and Bigbee cited in Juvonen and Graham (1998:75). They found girls are more often subject to acts of relational aggression such as gossip and exclusion from social groups, than to physical abuse which is common among competing boys. Field (2007:164) supports Crick and Bigbee and emphasises the way a girl feels about herself will ultimately reflect how her friends will treat her.

In South Africa, we have an interesting and unusual mixture of cultures and races, as well as a strong emphasis on competitive sporting achievement. I was interested to see if the research being done in other countries has relevance for South African girls, and have made the following points of discussion the focus of my study:

- the type of bullying to which adolescent girls are exposed;
- the personality and other characteristics that define a victim;
- the family structures and parenting styles that either support healthy development or the perpetuation of a victim model for adolescent girls;
- the strategies considered to be effective for both parents and schools, for prevention of bullying and the counter-action to eliminate bullying where it is present.

In order to understand female adolescent victimisation, a discussion pertaining to bullying, the different types of harassment girls may endure, as well as the effect intimidation has on potential victims is necessary.

2.2 WHAT IS BULLYING

Horton-James (2004:29) states that bullying is intimidation of one person by another. It is an abuse of power intended to harm or cause fear. It thrives in a climate of secrecy. The different types of victimisation are discussed below, in section 2.2.2, under overt, psychological and covert bullying.

2.2.1 Definitions and overview

Experts who have attempted to interpret the term 'bullying' generally have personal views on the subject, and the definitions of the term are therefore often varied. Dr Dan Olweus is probably considered to be the father of large-scale campaigns and research into the subject. Olweus, cited in Juvonen and Graham (2001:8), suggests someone is being victimised when he or she is subjected repeatedly to the abusive actions of one or more fellow learners. The victim has difficulty defending him or herself, and as a result an imbalance of power develops among the learners. Fried and Fried (2003:28) concur bullying involves an abuse of power, and many authors note a bully is in a place of greater psychological or physical strength than the victim. The main aim of the aggressor is to isolate and exclude specifically targeted adolescents.

Bullying involves both a perpetrator and a victim. Rigby (2010:72) listed swearing, stealing, ostracism, threatening people, making prank phone calls, backstabbing, mimicking, ignoring e-mails or sending nasty ones, as examples of bullying behaviour. Other authorities on the subject add low-level violence, isolation and denigration – often combined with peer humiliation – to the list. Simmons (2002:141) includes dirty looks and betrayal. The perpetrators may function as a group, thereby increasing the victim's helplessness.

The results of bullying, no matter what form it takes, are empowerment and satisfaction for one party and social pain, fear and trepidation, misery and anguish for the other. The perpetrator can become involved in a group increasing the victim's helplessness. Coloroso (2008:19) indicates one of the worst aspects of bullying is, 'the strategic alliance of a bunch of bullies in pursuit of power, control, domination, subjugation and turf. Added to this zeal (can be) a lack of empathy or remorse.'

Many social factors influence bullying, as Plaford (2006:21) states television, movies, news and music all have an effect on bullying behaviour. This research shows that violence in movies and computer games often desensitise people to both aggression and any torment they might observe in real life. In addition sports such as professional wrestling and boxing, where the participants bully and intimidate each other, condone bullying behaviour. Lee (2004:67) emphasises that parents must limit the aggressive contact adolescents are exposed to while watching sport, games, websites and television programmes.

Beane (2009:74) confirms almost all children will be tested by a bully, but not all children will end up being bullied. Sanders and Phye (2004:162) summarise research that indicates bullying most often occurs at school, within the school grounds. However, it also occurs where there is minimal adult supervision such as in bathrooms, during group work activities and after school. Field (2007:235) examines the issues bullying raises for teachers and discusses the numerous reasons why they do not notice the maltreatment taking place in front of them. He suggests that because of the narrow line between fun and healthy banter, or teasing, victims find it hard to prove there is physical or psychological bullying. Also, if aggression occurs in the playgrounds and/or during cyberspace interaction, this could well be away from the observant eyes of even the best teachers. For thousands of children worldwide, school is a battleground where they are subjected to physical, verbal or psychological abuse by fellow students. Kennedy (2011:3) declares the scars hurt deeply and have significantly negative consequences. Bullying affects the victims' academic results, lowers their self-esteem and makes them feel extremely anxious, isolated, afraid and alone. It often results in feelings of worthlessness. Relentless name-calling, teasing, loneliness, isolation and frustration can result in depression, possibly life-long negative personality changes and even, in the most extreme cases, suicide.

2.2.2 Types of bullying

As with the definition of bullying itself, many authors have different views on the names given and categories used to describe types of abuse. A simple and useful guide is outlined by Rivers and Smith (1994:42) who highlight five main groups. These categories are described in the following sections, with slight modifications and additions from other sources. These are overt bullying using physical abuse; overt bullying using verbal abuse; psychological bullying; covert, public space bullying and covert cyber bullying.

2.2.2.1 Overt bullying using physical abuse

Physical bullying is often discriminatory in nature, with attacks taking place on children who, for example, are of a different race, or those with physical or mental challenges. Pupils may be

isolated because of gender, sexual orientation, disability, accent, or because they are high achievers. Abuse can involve hitting and pushing, flicking elastic bands at a victim's face, taking possessions or intentionally damaging items owned by a victim. Rivers and Smith (1994:42) state that the adolescents falling within these categories are already marginalised because of their differences, which are then intensified through bullying.

2.2.2.2 Overt bullying using verbal abuse

This form of abuse is usually related to appearance, sexuality and social approval. It is described by experts as being one of the more stressful and hurtful forms of bullying. Victims of this type of bullying are subjected to teasing, insults, being laughed at, name calling, negative words and threats, and a general desire of the perpetrator to upset them. Lee (2004:10) supports Sharp and Smith's (1991:50) findings which state that name-calling is the most common form of bullying. In addition he has found that social exclusion in general can cause more hurt than a physical attack, with verbal abuse leaving scars that may last a lifetime.

2.2.2.3 Psychological bullying

Rivers and Smith (1994:43) point out that the goal of perpetrators of psychological bullying is often to achieve exclusion of the victim, and is used to create an identity for the bullies that involve their own 'power'. This abuse occurs when a person or a group of girls use words or actions to cause psychological harm to a targeted adolescent. An example of this behaviour is a group of peers turning their backs on their victim as she approaches. Another is the bully saying something to the victim and walking off before there is time for a reply. Other examples include pointing, sniggering, jeering, making faces, rolling eyes, staring, and ignoring. Coloroso (2008: 121) illustrates that psychological bullying also involves intimidation or manipulation of an oppressed individual into doing something the adolescent would not normally consider doing. The bully could also manipulate a group using social structures to entice those who had been bystanders until that time, to attack a victim in some way. Simmons (2002) reinforces there are unwritten rules of friendship, which can often lead adolescents into trouble. Girls can be malicious to one another even if this means 'detesting' a girl who is in fact liked.

2.2.2.4 Covert, public space bullying

This type of bullying relies on spreading nasty rumours, purposefully excluding an individual from a social group or sending rude messages. Before the era of the internet, this kind of bullying took place through hand-written letters, phone calls or whispering. Covert bullying involves direct statements such as 'You cannot sit with us!' It can also consist of more subtle behaviour, such as

the bully pretending to be a friend of the victim and then turning against her. Malicious gossiping or exposing secrets in order to encourage belittling of the victim are also examples of this kind of bullying. Rivers and Smith (1994:362) affirm verbally aggressive notes can be passed in a classroom without teachers even being aware bullying is taking place.

2.2.2.5 Covert, Cyber-bullying

Cyber-bullying is a massive problem among teenagers. It has exploded into our lives in the past 10 years. One of the dilemmas is most 21st century adults have no personal experience of cyber-bullying themselves. A study conducted in South Africa by the Film and Publication Board (2011:2) shows 53% of children have a cell phone; 50% have access to the internet; 84% receive internet through their cell phones and the average pupil spends between 30 to 60 minutes on Mixit/Facebook per day. The scope of threat posed by cyber-bullies is therefore potentially massive.

Trolley and Hanel (2010:78) have tackled every aspect of this new, powerful, terrifyingly effective, destructive bullying strategy. Using modern communication technology, strong individuals are able to terrorise and ruin the lives of peers they perceive to be easy prey, with no one being able to deduce who the perpetrator is. Nowadays covert bullying, discussed above, is even more potent with e-mails, sms's (short message service) and information about the victim being placed so easily on the internet.

Cyber-bullying can happen through chat rooms, social networking sites, e-mails or sms's. Mobile phone technology is now so advanced; almost anything is possible when it comes to communication. Among the countless features they now offer, is easy access to the internet and a camera function – not to mention the ability to send sms's. Field (2007:44) summarises 'Cyber-bullying is devious, unavoidable, and invades the child's safest retreats. Malicious rumours can be spread quickly to a large audience at any time; anonymous messages can be devastating'. All these forms of abuse fall under the term cyber-bullying and are the hardest problem to eradicate in the 21st century, as it is difficult for teachers or parents to observe, identify or control.

There are certain warning signs that a concerned adult should look out for with regards to cyber-bullying. Trolley and Hanel (2010:43) mention the victim may be nervous when receiving texts, e-mails and IM's (Instant Messaging) as well as showing unusual anger or sadness after using an electronic device. As with most cases of bullying the victim may have disturbed sleep, mood-swings, appear withdrawn or depressed. In addition pupils show a decline in grades and are reluctant to go on family outings.

The Film and Publication Board (2011) reminds us that cyber communication in general carries the problem of misinterpretation. Because non-verbal cues such as facial expression are absent, messages and electronic letters can easily be distorted in the reader's mind to carry an emotion that was never intended by the writer. Nevertheless, cyber communication provides a perfect opportunity for bullies to intimidate and demean their victims in private. According to Coloroso (2008:211) teenagers use cell phones and the internet to victimise their peers psychologically by sending abusive and threatening sms's, making silent calls and by stealing identity/passwords. They also hack into their victims' accounts, using the name or number of someone else in order to cause trouble. Photo-bullying done by posting humiliating photos for anyone to view, can be devastating. Bailey (2012:2) reiterates that voice calls, text messages, instant messages, e-mails, videos and photographs are the most common media used in the bullying.

2.2.3 Aggression as a characteristic in bullying

Many authors, including Sanders and Phye (2004:178) believe bullying is a specific form of aggression. It is a technique used to secure possessions, or increase status or power, and is used in a calculating manner. The aggressor targets someone who appears to have lower social status or is weaker in some way and they use this vulnerability to wage a campaign of intimidation and fear. Preininger and Rapmund (2005:6) found girls are generally socially driven and the spreading of rumours, exclusion and the threat of friendship withdrawal can all be hurtful forms of aggression. They also suggest girls find relational aggression just as painful, devastating and hurtful as physical aggression. Hodges, Peets and Salmivalli cited in Harris (2009:133) mention both victims as well as bullies can in fact be aggressive.

The impact of any form of abuse is manifested through loss of status, power and the hurt that they have had to endure. McGraw (2008:33) states the lack of physical bruising does not mean that there are no emotional scars. Shariff (2009:25) confirms there is evidence bullying has the potential to cause immediate, as well as long-lasting harm to the victims. It is therefore necessary to consider the effects of bullying.

2.3 EFFECTS OF BULLYING

Bullying is damaging. The effects can take a long time to heal or, in the worst cases, can remain with an individual throughout their lifetime. The negative consequences are summarised below, under effects of bullying on psychological well-being, general health, social adjustment and school performance (McGraw, 2008:70).

2.3.1 Effects of bullying on psychological well-being

Bullying generally causes mental distress and fear. This breaks down an individual's self-confidence and self-esteem, causing pain that can hamper an adolescent's development. Children's victimisation is a pervasively negative psychological experience, which leads to other emotional, physical, social and academic problems (Coloroso, 2008:53).

McGraw (2008:75) believes bullying makes a victim feel afraid and angry. Targets feel unable to defend themselves against the rumours being spread, as well as being distressed that they are being socially isolated. McGraw mentions traumatic bullying experiences often result in depression and violence. Suckling and Temple (2002:15) and Ross (2002:56) argue that victims report high levels of anxiety, tell lies, are more prone to depression and, in extreme cases, entertain suicidal thoughts. Psychological bullying can make individuals feel hurt and alone, and prevent them from enjoying the general activities that are part of life.

The bad memories of school bullying can be long-lasting and create lifelong damage. Horton-James (2004:63) mentions a girl's understanding of unfair treatment can make it difficult for her to trust others, and as a result she may have difficulty forming and sustaining close friendships. McGraw (2008:33) states girls who are bullied may mature into women who tolerate bullying in their marriages.

Field (2007:53) affirms that individuals who have suffered long term psychological damage release stress hormones due to suppressed anger and fear. These teenagers can then develop defence mechanisms and psychological symptoms, which include panic attacks, blushing, obsessive thoughts and behaviour. Simmons (2002:240) confirms this can result in anxiety disorders and psychological damage, such as school phobia, post-traumatic stress disorder and even acts of self-mutilation.

2.3.2 Effects of bullying on general health

The targets of bullies do not behave like normal, happy children, and research shows that their health is regularly compromised. Field (2007:49) highlights a significant link between victims of bullying and reports of health problems. Fox and Boulton (2006:383) examined over 3 000 English students and found the levels of health problems reported by victims of bullying were significantly higher than those students who had not been bullied. Orpinas and Horne (2006:30) have found that victims also report sleeping difficulties and bed wetting, as well as an increase in both eczema and asthma attacks as a result of being bullied.

2.3.3 Effects of bullying on social adjustment

Bullying generally disrupts friendships and girls with poor social abilities and skills are more likely to be bullied. These children are often the last ones to be chosen to join a game or a group activity. Field (2007:51) acknowledges that most children feel uncomfortable around 'different' or tense children, and tend to reject them. Most adolescents will follow the 'trendy' group believing it is better to be snubbed by them than to be associated with the nerdy group. Orpinas and Horne (2006:36) state the many victims who are bullied repeatedly end up in a downward spiral without friends to protect them. In addition, their social life diminishes as they are not invited to join social events. Field (2007:45) highlights that traumatised victims may have difficulty maintaining friendships, as they forget how to socialise, and may struggle to make new friends even after the bullying stops.

Social skills in the 21st century include both face to face interactions as well as technological involvement in, for example, Mixit and Facebook. Technology provides tremendous opportunities to communicate with people in intimate ways with fluid boundaries that are difficult to monitor. However, the negative impact of technology on socialisation and communication is evident. Adolescent girls experience repeated hurt through the use of computers, cell phones and other technological media. Bullying involves fear anywhere and at anytime through virtual communication (Hinduja & Patchin, 2009:27).

2.3.4 Effects of bullying on school performance

Du Plessis and Conley (2007:1), doctors at the University of Johannesburg, stated in 2007 that bullying in South African schools had reached epidemic proportions. Similarly, in the USA research shows that approximately 160 000 teenagers miss school to avoid bullying. Fried and Fried (2003:13) mention pupils who are scared to go to the bathroom or are anxious during break also have difficulty focusing on their school work. The academic lives of victims of bullying are often badly compromised and the probability of dropping out of school altogether is dramatically increased.

2.4 CHARACTERISTICS OF VICTIMS

Sanders and Phye (2004:18) have found that most victims of bullying have a number of characteristics in common. For instance, targeted girls believe they have no control over their surroundings, have poor interpersonal skills, blame themselves for their problems, feel isolated, are weaker and smaller than their peers, believe others are more capable than themselves, and find it difficult to relate to their peers.

Research reveals that the various personality traits of victims, their unusual observable characteristics and finally their coping mechanisms affect their vulnerability. These aspects are discussed below.

2.4.1 Personality traits of victims

Generally, bullies do not harass secure, confident children. Field (2007:151) mentions if adolescents have low self-esteem and berate themselves constantly, their inner voice acts like a bully thereby increasing their vulnerability. Victims who are socially isolated and find social situations difficult are seen as being different. There are many cues that bullies pick up, which alert them to a vulnerable individual. These cues include an individual's tendency to internalise problems, negative self-esteem and self-image, submissive and non-assertive behaviour, low ability to demonstrate emotional intelligence, high levels of anxiety and sensitivity, moodiness and depression.

2.4.1.1 The tendency to internalise emotional problems

Many victims tend to suppress their feelings, which make it difficult for them to confide in their friends, parents or teachers. This results in increased feelings of isolation, withdrawal, anxiety and depression, which may in turn add to internal emotional processing problems. Field (2007:134) confirms they become isolated, misunderstood and unsupported. Attention problems and social difficulties put an individual at risk of being excluded and were found to predict victimisation.

2.4.1.2 Living with negative self-esteem and self-image

MacIntyre (2009:88) states that children's self-esteem is the distance between their self-image and their real self. Children build their self-image from a mixture of both genetic inheritance and environmental experiences. MacIntyre (2009:85) says that positive self-esteem and a healthy, accurate self-image provide adolescent girls with motivation, confidence, friendships and resilience. Generally these teenagers enjoy who they are, can think for themselves and are able to problem-solve. On the other hand, teenagers with low self-esteem and a poor self-image, feel afraid, frustrated, rejected and are most likely to become a victim of bullying. Orpinas and Horne (2006:219) concluded that these deficiencies often play a central role in the vicious cycles that perpetuate and solidify a child's status as a victim of peer abuse.

Adolescents who have low self-esteem and a poor self-image regularly shut out their peers because they are frightened of sharing their thoughts. Their negative feelings may have evolved through very real traumas such as unbearable loss, sexual abuse, neglect from a parent or

economic difficulties in the family. In some cases high achievers disassociate from their peers to avoid the ire of those who resent their success. Adolescents experience negative physiological symptoms, such as panic attacks and palpitations, brought on by the emotional pain they are suffering, and this can further shatter their self-confidence and threaten their social survival. It seems an anomaly, but is actually a symptom, that some of these girls feel that they deserve to be bullied.

Juvonen and Graham (2001:86) have noted levels of self-esteem were lower in victims of bullying than among perpetrators. These findings were seen to be consistent with those of Rigby (2010:47), who reported victims tended to see themselves as less popular than bullies. Further studies by Rigby (2010) as well as O' Moore and Minton (2004) found that poor self-esteem correlated with victimisation.

2.4.1.3 *Submissive and non-assertive behaviour*

Submissiveness is the inability to take and hold on to a position that protects and respects the integrity of the self. Fox and Boulton (2006:383) state an individual's tone of voice as well as body language establishes who they are in the eyes of others. Moving confidently and speaking in an animated manner is seen as being assertive. However, looking miserable and mumbling reflects fear. Non-assertive teenagers have difficulty defending themselves and their submissive behaviour may help a potential bully to identify them as a target victim.

2.4.1.4 *Low Emotional Intelligence*

Cherry (2005:1) suggests that Jack Mayer and Peter Salovey have been the leading researchers in Emotional Intelligence since 1990. Their definition of emotional intelligence includes the ability to identify emotions accurately; the use of emotions to help thought processes; understanding what causes emotions; and the ability to stay open to these emotions in order to capture the wisdom of our feelings.

Plaford (2006:33) believes emotional intelligence is often deficient in victims of bullying. As a generalisation teenagers do not have high emotional intelligence. Juvonen and Graham (2001:42) state that therefore they are easily manipulated, which can lead to being involved in either bullying or becoming a victim of bullying. Victims of bullies can have an even lower than average understanding of their own emotions, how to interpret them or how to control their emotions or behaviour. As a result these individuals are likely to be victimised wherever they go because immature emotional intelligence is easy for bullies to recognise.

Goleman cited in Horton-James (2004:18) believes that all adolescents need to learn the seven key abilities that are recognised as elements of high emotional intelligence. These are to motivate the self to persevere in times of difficulty, to delay gratification, to regulate moods, to hope, to have compassion, and to control impulses. Goleman (2009:56) acknowledges that it is hard for a female adolescent to go to school each morning when she realises that her physical and emotional well-being are threatened, and he recognises further that it is also challenging for her to regulate her moods when she is rejected, laughed at or ignored.

Studies have shown that an increased level of emotional intelligence will decrease a person's susceptibility to and the likelihood of bullying occurring. Research has revealed that the higher a person's emotional intelligence, the healthier their psychological immune system and the better they will be able to cope with the setbacks in their lives (Coloroso, 2008:57).

2.4.1.5 High levels of anxiety, sensitivity, introversion and sense of worthlessness

High levels of anxiety and sensitivity may cause an individual to withdraw or over-respond in different situations. Olafesen and Viemero (2000:63) report that some children who have difficulty regulating their emotions at an age appropriate level are very anxious and sensitive, and over-react to comments that are in fact threatening, or are perceived to be so. This increases their vulnerability. Their research has shown that victims of bullying score higher on anxiety and shyness scales, whereas bullies score higher on extroversion and self-esteem.

Olweus (1995:198) found silence and lack of direction to be a sign of weakness. Many adolescents chose to be alone to prevent themselves from being hurt further. Olweus confirmed that another factor associated with pupils being bullied was extreme introversion. Winston (2004:6) found that victims often believe they are at fault, and sooner or later, start to believe they are worthless.

2.4.1.6 Moodiness and depression

Meyer et al (1997:223) state that Erikson believed people who develop a good ego identity have less mood variations and tend to think more positively about the future.

Negative emotional characteristics such as moodiness and depression are often innate, or they could have been acquired at a very young age, and they are therefore already present before the adolescent becomes a victim. In other cases, deep unhappiness becomes evident and perhaps habitual, when a traumatised girl is unable to evade or control what she is experiencing. Unless the parent is able to give a sound description of their child's previous behaviour pattern, it is not always easy to be sure of the initial reason for the despair, and the amelioration requires different

strategies, depending on the origins (Coloroso, 2008:61).

Victims of bullying are more likely to be unhappy than children who are not being victimised. Juvonen and Graham (2001:86) found that a victim's emotional problems interfere with their functioning during conflict situations. In a similar study conducted in the Netherlands, Juvonen and Graham (2001:225) found a direct relationship between life satisfaction and victimisation by peers. A statistically significant correlation was found between being a self-identified victim of bullying and low life satisfaction.

Yabko, Hokoda and Ulloa (2008:727) report that depressed people view themselves as lonely, inadequate and empty. The symptoms of depression include difficulty in concentrating, pessimism and reduced energy. Yabko et al (2008:728).research indicates that depression is often related to being bullied. It has been found that adolescents who had been victimised had inflated depression scores compared to other people. In many cases it remains unclear whether depression is an indicator of victimisation or a cause of being bullied.

Social anxiety and poor judgment are normally prevalent in victims of bullying. Parents, counselors and teachers generally find it challenging to make victims aware of their short-comings. Carter (2000:97) shows that there may be neurobiological implications as to why victims do not listen to reason, and fail to alter their behaviour.

2.4.2 Unique, observable characteristics of the victim

Bullies often focus on distinguishing observable characteristics in a fellow pupil, which make their targets vulnerable. These characteristics include ineffective social skills, poor self-concept and personal fears of inadequacy, as well as the factor of important family members being over- or under-involved in the adolescent's life. There may also be factors relating to the victim's personal background, race, disability or body shape which are targeted by the bully.

Lee (2004:34) provides a few possibilities as to why some adolescents are bullied:

- emotional reactions – moody, sensitive, show off; do not stick up for themselves;
- learning problems – cannot read well, not as clever as others;
- retaliation – bossy, tell lies, pick on others, think they are better than others;
- physical characteristics – including too thin/fat, smelly, skin colour, eczema;
- various indefinable traits – something about them that is not liked, for no particular reason.

Beane (2009:179) states that an emergent body of research shows that having physical differences such as a disability or being obese, can noticeably increase the chances of being victimised. For example, girls who have not yet reached puberty may be ostracised because they do not wear a bra. Female adolescents who move with an awkward gait, have narrow interests and do not read social cues correctly are also easy targets for bullies.

2.4.3 Coping mechanisms

Field (2007:53) highlight that when children are able to think for themselves and are able to approach challenges confidently, they are more willing to ask for help. So much has been written and disseminated about prevention and blocking of bullying that in many instances, as long as they admit to their suffering, the problem can usually be solved between good teachers and caring parents.

However, many adolescents who are victims of bullying are ashamed of themselves and feel helpless. As a result they often use defence mechanisms and coping strategies, without outside or adult help, and this is often counter-productive. MacIntyre (2009:24) stresses that the reaction girls have to bullying will inadvertently determine whether or not the behaviour will be repeated by the perpetrator.

Olafesen and Viemero (2000:84) emphasise that many teenagers wear a mask to school each day to hide their humiliation, shame and hurt. Common defence mechanisms used by victims include desensitisation (emotional numbing), avoidance (withdrawal) or repression (forgetting about the pain). These strategies are ineffective and do not alleviate a victim's problems. Targets generally think that no one will be able to help them.

Coloroso (2008:128) summarises the problem as to why many victims of bullying do not share their experiences of harassment with adults. It was found that they may have been brought up to believe that bullying is part of growing up and they might think that adults bully too. They also may have learned that tattle-taling is immature. Mollon (1993:44) confirms adolescents who blame themselves for their victimisation are less likely to involve their parents and teachers because of feelings of fear and embarrassment. This results in girls using ineffective strategies to cope with their problems.

2.5 CIRCUMSTANCES THAT INFLUENCE VICTIMISATION

There are circumstances that could also play a part in influencing the susceptibility of becoming a victim of bullying. Harris (2009:27) believes implicitly that both the innate characteristics of the

adolescent, as well as the quality of the environment surrounding them, play a role in whether or not they become victims. This environment includes the home, parenting and family relationships, as well as the school.

2.5.1 HOME ENVIRONMENT

2.5.1.1 General factors affecting the home environment

In any society different families have access to different resources; this impacts on the well-being and quality of their living environment. For example, stress builds when parents cannot afford to offer their children a basic diet, and there may be a destructive presence of alcohol or drugs in the home. Economic strain too, may cause parents to treat each of their children differently.

Numerous studies that have been conducted on the home environment report contradictory findings. On one hand, Johnston (2002:61) found parental education; socio-economic status and family composition were not appreciably related to victimisation. On the other hand, Orpinas and Horne (2002:43) found a significant connection between low socio-economic status and becoming a victim. MacIntyre (2009:77) found that many victims come from separated or divorced families.

Many people assume that bullies are always enemies of the victim. They can, however, just as easily be friends, siblings or cousins living in a home environment. In the past, children learnt how to face issues by communicating with their family members. For example, this could have occurred at dinner-time. Unfortunately, many modern families have little time for communication. Field (2007:78) mentions family meals, household chores, outings like picnics and playing games used to provide an opportunity for children to share their thoughts about their day, but this type of activity is now less common in many families. Parents today need to adopt effective parenting styles that will equip their children with problem solving skills, so enabling them to cope successfully in society.

2.5.1.2 Changes in the nuclear family

Due to a multitude of 21st century realities, such as urbanisation, mobile job requirements, female emancipation and education, contraception, explosion of material lifestyles, divorce and re-marriage, the core structure of a modern family has changed. Du Plessis and Conley (2007:34) suggests a significant percentage of modern children have no regular or daily contact with their father and often the single mother is stressed or depressed. Even those luckier children with both genetic parents at home, often lead pressurised time-structured lives, with very few hours of playful, unstructured interaction with both parents.

Technology has reduced family interactions like household chores, which were an opportunity for communication and assertive role-playing. In addition, Field (2007:43) notes many parents want their children to be safe, being afraid of the influences of the wider social world. They therefore encourage controllable interaction with computer games and televisions because these are within the home boundaries. This further reduces potential learning experiences, and can lead to depression or cyber-bullying. If parents do not cope with adolescent demands and set fair boundaries, then the adolescent's development is impeded.

Many parents work long hours and rely on family or child-minders to look after their children. Field (2007:44) mentions discipline structures and communication as not being consistent. As a consequence, many girls have difficulty understanding personal and social boundaries. In many instances parents spend time on their own interests and overcompensate by spoiling their daughters with material goods. The communication gap increases as an adolescent matures. Although teenagers may try to tell their parents about their troubles and concerns, most give up as there is no modus operandi for solving problems in place.

These days, in more educated groups where mothers are well-educated, parents plan to have children later in life. Older parents often treat their daughters as equals which results in over protectiveness and fewer boundaries for their children. Field (2007:44) mentions that these girls often relate well to adults, but have less opportunity to mix with their peers.

2.5.1.3 Parental difficulties and divorce

Children are affected when parents have marital difficulties. The social child goes out with her peers; the shy child stays home and worries. Children are often used by the parents and other family members to diffuse tension in a home. This may cause the child's self-esteem to suffer as they become emotionally involved in adult issues they are not mature enough to handle. Juvonen and Graham (2001:42) state that when a mother is bullied by a father the children often learn aggression and helplessness.

Many adolescents blame themselves for their parents' divorce. MacIntyre (2009:77) affirms that for several years after a divorce, adolescents may remain depressed and angry, and this in turn may affect their academic and social lives. Their self-esteem suffers and they lose confidence in making friends. Custody issues are often acrimonious and long-lasting. In addition, teenagers often end up having to move between homes, which shatters continuity and security in their upbringing. Due to time pressures and parenting changes, one or both parents overindulge the child as compensation for suffering they have caused. Parents enforce fewer boundaries, but do not provide many

opportunities to develop assertiveness skills in their children.

2.5.2 FAMILY RELATIONSHIPS AND PARENTING STYLES

Meyer et al (1997:568) highlight that according to the ecosystemic perspective sound relationships occur when both the individual and the system are functioning optimally. Even in stable, well-adjusted, loving and competent families, there are different styles of parenting. These styles can either accentuate or reduce the likelihood a child will become a victim of bullying.

Some families have to struggle with overwhelmingly threatening problems such as unemployment, death of a family member, divorce or financial or social ruin. Families can either rise to their challenges or be defeated. Families can deepen bonds, boost their children's self-confidence or become defensive. Ladd, Ladd and Kochel cited in Harris (2009:27) state that by the time children go to school they will have been exposed to painful as well as nurturing experiences within their families. These memories will either play havoc with their social skills or assist them in making friends.

Dooley and Fargher (2010:13) believe a good parent recognises the impact of parenting styles on their daughter's attitudes and behaviour, whereas a great parent understands their adolescent needs to learn through their own experiences. Teenagers must be given authority and responsibility appropriate for their age so they can start separating into independent young adults. Dooley and Fargher (2010:87) state that parents need to give their teenagers space to grow and develop into confident and resilient adults themselves.

Coloroso (2008:77) found the type of relationships formed with significant others – including commitment, love and care – are mostly determined by the family in which an individual is brought up. She defines three types of families: the brickwall, the jellyfish and the backbone. On the other hand, Rigby (2010:7) states that there are four primary family styles, and children brought up by authoritarian, uninvolved, permissive and authoritative parenting methods will develop different personality characteristics, causing them to cope with problems differently. In essence, the brickwall and authoritarian methods are similar enough to be grouped together, as are jellyfish, uninvolved and permissive styles. Finally, backbone and authoritative are both styles that are rated as the healthiest by the authors. The three family types as well as the four family styles will be discussed below.

2.5.2.1 *The Brick-wall / Authoritarian families*

These families are concerned with order, obedience and following rules. Love is conditional and physical punishment is often used to stop misbehaviour. This lays the foundations of experience and expectation that it is acceptable for bigger people to hit smaller/weaker people. It leaves the child feeling helpless and hopeless. Children are manipulated and their feelings are often ignored or ridiculed. MacIntyre (2009:76) reports that due to low levels of warmth from parents, children do less well academically and socially.

According to this style, parents usually supervise, bribe, order, threaten and worry over children. Children are told what to think and are not taught how to think. Thus they are unable to express themselves or devise alternatives when dealing with a bully. Coloroso (2008:84) states that these children often operate from an attitude of fear rather than trust. This style of parenting can make children believe there is something wrong with them, which in turn could increase their vulnerability to victimisation. Research by Coloroso (2008:79) has shown that victims of bullying often come from homes where harsh physical punishment is used regularly.

The brick-wall/authoritarian family appears to be close, but this is a façade. It actually fosters intimidation and develops vulnerable targets. Some children seek peers they can dominate just as they have been controlled. Others girls are easily manipulated because they are unable to shield themselves from a bully. Orpinas and Horne (2006:12) state that victims are more likely to come from homes with a high level of invasive pressure, where children are given few opportunities to manage social circumstances.

Some parents overprotect, while others manipulate and bully. In addition, they use passive aggressive behaviour, inconsistent boundaries and unsuitable ways of dealing with problems. Fried and Fried (2003:78) state when a child cannot negotiate or say 'no', she cannot confront a bully. Fried and Fried feel that children discover from their families how to be a victim, a bully, or both. Families using the authoritarian style use high levels of control, thus the girls must obey without thinking of alternatives. Therefore, problem-solving skills are less developed. De Zulueta (1993:66) believes submissive behaviour at home can also cause children to be victimised and bullied.

2.5.2.2 *Jellyfish / Permissive / Uninvolved families*

Jellyfish families lack structure and permissive, laissez-faire attitudes dominate. This hampers the development of healthy emotions and feelings. Children are smothered or abandoned, embarrassed or manipulated with bribes. Love is conditional, and children do not receive much

positive reinforcement from their parents. The girls tend not to realise they can control negative social interactions, and therefore continue with maladaptive responses that lead to being victimised. Coloroso (2008:90) states that parents often provide expensive gifts for their children, rather than spending time with them.

Some parents who are typical of the jellyfish style are enmeshed in their children's lives and rescue them from their problems. Coloroso's (2008:88) research has shown that these children are vulnerable to bullies and are prepared to give in to bullies' requirements. There is often chaos in this household as there is no structure for mealtimes or bedtime. This is similar to Rigby's uninvolved family style, where the parents only provide the basic requirements of nurturing. According to MacIntyre (2009:75) children growing up with permissive parents tend to be directionless, they do not take on responsibility easily, and prefer freedom.

2.5.2.3 Backbone / Authoritative families

These parents have a balanced sense of self and of community. Love is unconditional and therefore the children feel loved and wanted and are open to welcoming others into their circle of care. Interdependence is fostered; children are taught to have respect for one another and for their own needs and the consequences of poor behaviour are reasonable. Children are allowed to question authority. They learn they are entitled to say 'no', and they trust their needs will be met. Children receive regular smiles and hugs and learn to love themselves while having empathy for their parents, siblings and peers. The backbone family is consistent, firm and fair, and adolescents are given ownership of problems along with the right to solve them. Coloroso (2008:91) summarises that children are empowered and therefore have no need to manipulate or control others.

Through love, support and acceptance, children are esteemed and are shown how to be cooperative, competent and decisive. They are able to fend off bullies, are capable of responding assertively during confrontations, and are able to consider the variety of options available to deal with any situation. These children know they will be listened to when they need advice, and nothing important will be ignored or rejected. Coloroso (2008:95) and Rigby (2010:59) believe these children have a healthy and secure attachment to their parents. They feel confident and optimistic about life in general, are able to persevere with day-to-day knocks of life and are willing to help others in need. They act responsively and responsibly and have a strong sense of self-awareness and self-worth, and are motivated to be all they can be. These teenagers are buffered against the impact of a bully, which Coloroso (2008:98) recognises as being more resilient during times of hardship.

Growing up with the influence of a cold or un-nurturing parenting style does not eliminate every chance an individual has of developing into a caring and responsible teenager. However, such a parenting style may significantly reduce the likelihood of this happening. Under the care of a warm and emotionally healthy parenting style there is equally no assurance that children will be loving and dependable people. It does however become more likely.

2.5.2.4 Other theories about parenting and family relationships

Parenting styles are a vital factor in predicting both emotional competence and emotional regulation in adolescents and most authors on the subject of bullying have developed theories about them. Many of the theories are similar to those of Coloroso (2008) or Rigby (2010), mentioned above. However, some interesting additional ideas are discussed below.

According to Horton-James (2004:108) parents need to make their children aware of the manner in which people communicate. She believes children must be taught that 7% of what we say is said using words, while 93% of what we communicate is conveyed through body language and tone of voice. Children need to become aware of the non-verbal messages people send to them so they can become more sensitive to what people are really thinking.

Olweus (1995:78) notes that a number of scenarios could cause a child to develop characteristics that lay the foundations for future victimisation. Firstly, some have parents who are, or have been, victims themselves and transfer their own fear to their children. Olweus concurs with the view, if a child cannot say 'no' to their parents, they will probably not be able to say 'no' to a bully. In addition, he points out numerous children think the problems the family is experiencing itself are overridingly important, and they therefore do not tell anyone about their own problems.

According to Sunderland (2000:37) there are many triggers that cause an adolescent to become a victim of bullying. It could be that a mother cannot adequately express her love, or that parents regularly relate to one another and their offspring with strong, negative emotional or physical reactions or even violence. In either case it is likely the adolescent child will learn inappropriate responses to certain situations.

MacIntyre (2009:76) on the other hand believes it is important that children are taught through the family how to look after themselves. They are then less likely to be bullied because they will be used to voicing opinions and standing up for their points of view.

2.5.3 SIBLING RELATIONSHIPS

Sibling relationships are also important in determining a child's emotional development. Sanders and Phye (2004:127) believe the position of a child in a family, as well as the ages of siblings, influence personality. A significant age-gap between siblings normally causes a younger child to be over-protected. Field (2007:41) mentions the younger child is often not encouraged to confront problems and is exempt from performing many of the household tasks older siblings are expected to do. This could result in the younger child being more emotionally vulnerable than her siblings. Fried and Fried (2003:152) reveal that 80% of siblings have been found to be implicated at some stage in sibling bullying, the most prevalent and accepted form of family aggression. Children who have a negative relationship with their siblings are often more aggressive and therefore more likely to be victimised by their peers. Healthy sibling relationships however, help individuals to develop social skills and also provide emotional support.

2.5.4 SCHOOL ENVIRONMENT

Many authors claim a school environment can influence the amount of bullying occurring in a school. The attitude of teachers can for example, contribute to the victimisation in a school. Beane (2009:62) found that a school's general ethos, and whether or not it has an effective bullying policy in place, will affect the amount of bullying taking place.

Most teachers want to guide and assist children, and to stop hurtful behaviour. Teachers, however, are often only aware of a small portion of the bullying occurring in their school because of the conspiracy of silence bullying encourages. It could also be that the prevailing school policy allows it to happen. Jardine (2010:5) offers the view that bullying problems are a consequence of the large size of either classes or the school itself. However, there is no reliable data to support this. More specifically Olweus (1995:37) has provided evidence that bullying is more commonly the result of competition and motivation for good grades in school.

Educators need to be proactive and come up with strategies to prevent bullying occurring in their schools. Harris (2009:43) believes that by creating an anti-bullying climate in the classroom, as well as by fostering care and respect between pupils, the teacher can be significant in reducing peer aggression and victimisation.

2.6 ANTIDOTES TO BULLYING

Rigby (2010:5) recognises that successful interventions which could reduce bullying are difficult to achieve. However it is true that when parents are made aware of a problem and teachers are

specifically trained to respond quickly and effectively, bullying is significantly reduced. Nonetheless, O' Moore and Minton (2004:73) report it is important for everyone to recognise that some girls believe that the involvement of their parents and teachers can perpetuate the problem. This view augments the loneliness, hopelessness and turmoil that a victim feels in the struggle of needing to belong, because there is no one to turn to, and this complicates the path of those who are really trying to help.

A number of interventions can be developed and implemented in both the home and the school. In addition there are therapeutic techniques which can be put in place in order to offer support for victims and their families.

2.6.1 Interventions for both School and Home

The first of these interventions is to teach adolescents the fundamental personal skills that enhance their ability to cope, particularly if there has been active bullying. These are: having a strong sense of self; enjoying healthy friendships; being a good friend; and being part of a group. Coloroso (2008:145) mentions there are four approaches that enhance the ability of society to eliminate bullying in the long term, these strategies are: encouragement of communication; a strategy for cyber-bullying; increased knowledge; and negotiating positive outcomes.

2.6.1.1 Strong sense of self

Girls who are capable, co-operative and resilient are more likely to fend off a bully. Meyer et al (1997:223) refer to Erikson's belief that the stronger the child's self-esteem, the less likely they are to be subjected to the tactics of a bully. They are able to 'read' the bully and not take the situation seriously. Field (2003:194) agrees that a girl who has a strong sense of self can assert herself through confident comeback lines, which are neither aggressive nor passive. Passivity, such as pleading, only encourages the bully to keep bullying. Assertive remarks leave the dignity and self-worth of the person who is speaking, intact.

Positive self-talk helps teenagers to feel better about themselves and this will most often be associated with good parenting. According to Coloroso (2008:92) the backbone family environment (cf section 2.5.2.3) allows children to develop a strong sense of self and therefore the ability to snub a bully. It is important for parents to help their adolescent children channel destructive feelings in a positive manner through, for example, sport or yoga. McGraw (2008:142) adds that parents should also encourage healthy responses to unwanted emotions, and help their children to identify bodily sensations such as anxiety or panic, so they can be dealt with appropriately.

It is our responsibility to help adolescents negotiate, rather than avoid the challenges ahead of them, so as to allow them to develop optimally. Adolescents need to integrate their emotions as they journey through life. When adolescents feel safe, they are able to express hateful emotions appropriately.

2.6.1.2 Friendships – being a good friend – and being in a group

Friends prevent bullying and also provide a sanctuary after a bullying episode. Coloroso (2008:145) mentions that girls need friends who will stand by them and should be taught how to keep friends, and to walk away from harmful friendships. Parenting styles and strategies can, and do, influence the friends children choose for themselves.

Teenagers who are alone during break are prime targets for bullies. Therefore, adolescents need to gain knowledge of ways of introducing themselves into a group, and discover how to behave appropriately. Sharing feelings helps teenagers to be less judgmental and more compassionate. Coloroso (2008:146) also emphasises that adolescents who are able to solve problems together will support one another more readily.

2.6.1.3 Encouraging communication

Bullies thrive in a culture of secrecy. Olweus (1995:38) has established that victims of bullying must be encouraged to keep talking until someone listens, as this is the first step towards controlling their problem. We need to develop a culture where bystanders no longer stand by, but are instead a driving force that encourages peers to behave in a mature way, through a climate of acceptance, support and tolerance.

2.6.1.4 Strategy for Cyber – Stop, Save and Share

Trolley and Hanel (2010:79) recommend teenagers be taught to STOP, SAVE and SHARE when in a distressful cyber situation. They must be encouraged not to react impulsively. They should save the work/file and share the information with an adult they trust. Technology is moving forward at a rapid pace, and teenagers must be informed on how to balance the use of bbm's (BlackBerry messaging), sms's (Short message systems) and blogging within their lives. In addition, they should think before they send or post personal information about themselves on the internet as this can create unnecessary danger.

2.6.1.5 Increase knowledge – Books and websites

Reading books such as *A Wibble called Biple* by Margot Sunderland (2000) can assist a teenager who has been victimised. In addition, children should be encouraged and helped to explore anti-bullying websites. It is exciting, albeit ironic, that the internet, which causes adolescents so much upheaval and emotional turmoil, could actually be used to support their healing.

2.6.1.6 Positive outcomes – Support group method

Teachers and adults need to spend time working with the victims, the bullies themselves and with the people who witnessed an event. Adults should facilitate growth in solving problems without there being a need for punishment. Emphasis should not be on the past, but on creating a positive future where differences can be resolved. Rigby (2010:79) believes that adults should support and empower the victim and the bully as well as the bystanders in positive ways.

2.6.2 Prevention strategies in schools

According to Lee (2004: 91) there are three strategies schools can use to discourage bullying, all of them administrative. These are a bullying policy, a bill of responsibilities, and curriculum development.

2.6.2.1 Bullying policy in schools

During the past two decades, many attempts have been made to develop valuable interventions to alleviate the problem of bullying in schools. If most of the above literature reviews are true, then countering bullying is a serious issue and demands a thoughtful policy that is understood by all members of a school community. Beane (2009:63) states that schools should enlist the assistance of their parents and set up an anti-bullying policy that is known by all. For schools to have a positive impact against bullying, all its staff need to be proactive.

2.6.2.2 Bill of Responsibilities

Volkwyn (2011:1) states that the Bill of Responsibilities is compatible with our personal rights and freedoms in South Africa. The right to human dignity means girls have the responsibility to treat people with respect and dignity, as well as to be compassionate and considerate to all people. Rights are what people are entitled to. Responsibilities are everyone's duty to each other and to the community.

There is a nationwide agreement that education cannot flourish unless it is based on honesty and courtesy. Through the Bill of Responsibilities teachers and parents can develop sound values and morals in children. Shariff (2009:151) mentions that the Bill of Rights should be incorporated into each school policy as well as into an Anti-Bullying policy.

2.6.2.3 Through the curriculum

Through the informal curriculum there are a number of strategies that can be used to discourage bullying. For instance, co-operative group work activities can be facilitated where all adolescents work together as a team. Roles such as leader, problem-solver etc can be adopted. A task needs to be shared, and every member's opinion respected. Suckling and Temple (2002:15) mention that the abuse of power can be studied during the formal classroom periods such as social science, and in South Africa this is implemented through Life Orientation lessons used to empower adolescents. Playing and dreaming are important in helping an adolescent develop identity. Therefore, schools and clubs should provide opportunities for participation in drama, sport, debating and other arenas of recreation.

Children cannot break the cycle of bullying on their own; they need adults at home and in school who are role models of correct behaviour and are prepared to step in and assist where needed. Trolley and Hanel (2010:47) reiterate that a team approach must be used to assist modern children.

2.6.3 THERAPEUTIC STRATEGIES

If bullying has had a particularly significant impact on the life of a victim, deeper counseling/therapy could be needed to facilitate the growth of healthy behaviour. This includes counseling, assertiveness training and solution focused therapy.

2.6.3.1 Counseling

Often when teachers and parents take the time to work through an adolescent's defensive barrier, they uncover a frightened, vulnerable and even traumatised child. Lee (2004:87) believes that without help, children who have been severely hurt, are unreachable. When a child goes to counseling or individual/family therapy, the unconscious communication of trauma is understood by the therapist and brought to the child's conscious mind and acknowledged. The therapeutic process will build the individual's ability to develop other models of relationships, based on strengthening their egos, kindness, co-operation and warmth (Meyer et al, 1997: 223).

2.6.3.2 Assertiveness training

Parents cannot always protect their children. Horton-James (2004:112) states that it is necessary to assist girls to develop emotional and social resilience, as well as assertiveness and negotiation skills, so that they can protect themselves from bullies. This technique tries to empower all learners, teaching victims how to respond without becoming aggressive and allowing them to learn to cope effectively with bullying. Dealing with the feelings of powerlessness is essential for a victim to regain her sense of self.

2.6.3.3 Solution-focused brief therapy

A counseling practitioner helps victims look towards the future. Instead of focusing on the problems of the past, victimised adolescents learn to conceptualise positive outcomes and strengths, thereby reframing their ordeal. Allowing adolescents to practise being authentic individuals will enable them to move towards becoming well-integrated adults. O' Moore and Minton (2004:55) believe this assists in recognising the central tenants of loving relationships and friendships.

Thorton (2007:4) reminds us that 27% of girls are victimised severely over many weeks and months. She proposes reformation of both victim and bully, and the establishment of an environment where talking about being bullied is the norm. Sunderland (2000:59) believes victims need to be taught to reprogram their attitude of powerlessness before they can change their behaviour. Once this readjustment is made they can replace negative thoughts with protective, positive ones.

2.7 CONCLUSION

Overall, current research has indicated that victims of school bullying vary in their responses to abuse. Some victims succumb to typical negative effects of being bullied while some function at acceptable levels. There is a difference between those victims who show typical negative effects of bullying and those who demonstrate resilience. These differences appear to relate to a set of skills and attitudes that provide victims with a buffer against the detrimental consequences associated with being a victim. These skills and attitudes include being optimistic, using productive coping strategies, having a healthy self-esteem and self-concept, possessing social skills and perceiving a high level of social support.

There is an analogy I believe to be true. Plaford (2006:129) tells a story about a father and his daughter watching a ship as it sets sail. They gaze at the sails of the ship until it is out of sight. The daughter thinks that the ship is gone. However, her wise father tells her as long as she can

imagine the ship, it will continue to exist for her. She does as her father suggests and, as was predicted, she was indeed able to see the ship again. I draw on this analogy in an attempt to demonstrate the impact we as teachers and parents in South Africa have on young girls in our care. It is so important that the treasures of kindness, acceptance, tolerance and understanding are cultivated in them, to be passed on to future generations. For victims of abuse from bullies it may be more difficult to achieve this, but it is our duty to try.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter focuses on several aspects, which describe how the proposed research was conducted. This includes the research design and data collection methods as well as the data analysis techniques suitable for this particular study. The research examined bullying as a social phenomenon that involves more than the bully-victim dyad. The research used procedures to understand how parenting styles, self-esteem, social skills and character traits influence female victimisation in South Africa, compared to the model described in literature from other Western countries.

McMillan and Schumacher (2006:9) mention that research is a methodical process of collecting and rationally analysing information (data). Furthermore, they believe research is not limited to one approach. McMillan and Schumacher (2006:9) point out that data collection may be achieved through interviews, measurements and using documentation. The methodology is systematic and was planned to produce data relating to the research problem.

3.2 PURPOSE OF THE RESEARCH

The aim of this research was to gain sufficient background information to be able to assess whether personality traits, observable characteristics and parenting styles can be viewed as factors that contribute to certain girls being more susceptible and vulnerable to bullying than others. This information was then used as the basis for creating a set of guidelines for teachers and parents to identify adolescents who may be more vulnerable to victimisation, and for suggesting preventative strategies to be included in the normal home and school environments.

After reviewing the available literature (cf Chapter 2), it appeared that the following questions needed to be investigated.

- What types of bullying are common among young adolescent females?
- Do adolescent female victims of bullying have distinct personality traits?
- Which parenting styles are more likely to lead to girls being bullied?
- What other factors influence the likelihood of victimisation occurring amongst adolescent females?
- Do current preventative strategies reduce the impact of bullying amongst adolescent girls?

3.3 RESEARCH QUESTION

A research question is a statement identifying the phenomenon to be studied, and orientates the reader to the importance of the research (McMillan & Schumacher, 2006:57). This question was examined in depth through qualitative and quantitative methodologies (Mixed method). Current, relevant information was obtained through interacting with school pupils. A simple questionnaire, a non-standardised personality test and one-on-one interviews were included. The results provided the information for the interpretation of the research findings.

Considering the literature study discussed in Chapter 2, this study focused on whether international research is relevant to South African adolescent girls. In essence, the following question was discussed: What are the relationships between individual personality traits, observable characteristics in a victim and the parenting style they have been exposed to, that lead to subsequent female adolescent victimisation in South African schools?

Rationale: From the literature study in Chapter 2, it appeared that victims are perceived to have particular personality traits such as ineffective social skills, which caused them to be bullied. Furthermore, Coloroso (2008) and Rigby (2010) agree that permissive, authoritarian and uninvolved parenting styles lead to low self-esteem and a greater probability of victimisation. On the other hand, girls brought up in the authoritative style have high levels of self-esteem and are rarely bullied.

3.4 RESEARCH METHOD

Qualitative research techniques were utilised to elicit information relating to personal experiences, while quantitative data was included to substantiate the information across a broader spectrum of participants (McMillan & Schumacher, 2006). Quantitative data was used to present the results in a visual form so that information gathered from the interviews could easily be compared.

3.4.1 Qualitative Research

Dyer (2006:134) reports that qualitative research uses a constructivist/interpretivist approach as it embodies a variety of methods. Goodwin (2008:84) defines this type of results as analytical descriptions that summarise the research. McMillan and Schumacher (2006:26) maintain that qualitative data should relate to everyday events, so the investigative techniques are as non-intrusive as possible. Thereby the researcher's effect on the participants and the data should be minimal. The information is gathered in words and is relatively more interpretive than numerical or statistical in nature. Dyer (1995:23) describes qualitative data as using verbal descriptions, tone of

voice and gestures. The procedures of qualitative research such as semi-structured interviews, build explanations that are presented as the research findings.

Marvasti (2004:7) affirms that qualitative research provides detailed descriptions of human experience. Qualitative research is valuable in collecting specific details about opinions, behaviours and relationships within a defined population, as well as indicating the social implications of the subject being studied (McMillan & Schumacher, 2006:12).

In this study, several aspects of the research design were based on qualitative methods because the enquiry into bullying and victimisation required information relating to experiences and resultant opinions. This method captured elements of 'the big picture' to clarify how the multitudes of variables work together in the real world of children's relationship with one another. A large body of the research was centered around in-depth, one-on-one interviews, which incorporated various qualitative techniques, with eight adolescents who were all known to have been bullied. Through this the researcher was able to generate data offering insight into why certain females are victimised and why other girls are left unscathed. In essence, the researcher assessed whether the participants' viewpoints, across the board of personal events, as well as theoretical ideas, were congruent with the literature study.

3.4.2 Quantitative research

McMillan and Schumacher (2006:117) state that quantitative research is based on data collection techniques such as questionnaires, as well as methods for collecting and analysing the resultant information. Quantitative research involves the presentation of results using numbers. The quantitative approach makes it possible to include visual techniques such as pie charts to enhance the appeal of the research findings. Four techniques were used in this research and are subsequently labeled sections A, B, C and D below:

Section A: Participants were asked to rank questions using a scale from 1 (disagree completely) to 6 (agree completely). This helped to quantify opinions and feelings relating to female adolescent bullying (cf Addendum F).

Section B: Thurstone Interval Scaling was incorporated where the respondents were asked to rank a number of attributes in order of importance for a young girl to avoid being a victim of bullying. The Thurstone Scaling model converts an ordinal ranking (order in which attributes are placed) to an interval scale (order which is relative). A graphic representation of the Thurstone interval scale is found in Figure 3.1 below. Attribute C is the most important, followed by Attribute A. Attribute E is considered to be the least important attribute in this

example.

Section C: A Visual Analogue Scale was given to the participants. In this test a series of lines each measuring ten centimeters had a positive and negative attribute at each end. One example was 'parents who do not understand teenagers' combined with 'parents who understand teenagers'. The girls needed to mark the line to indicate which of the two attributes was more likely to lead to a victim being bullied. The measured positions of these markings were entered into a computer programme and the ordinal scale was transposed into a visual form (cf Addendum F).

Section D: In a personality questionnaire, consisting of 104 questions, respondents were asked to scale each statement from 1 (totally untrue) to 6 (usually/very true). Each item highlighted a personality trait that the respondent was asked to identify as being true, or not true, for herself. The respondents were grouped into two categories, namely eight victims and sixteen non-victims. The results were entered into Excel and their mean scores were compared. The personality test highlighted which personality traits make an adolescent more susceptible to being bullied (cf Addendum G).

In this research, qualitative data was obtained during the interviews through the use of projective techniques and a cartoon. A projective technique is a type of personality test designed to enable the respondents to use ambiguous stimuli, such as a series of photographs or a cartoon to project their underlying personality traits, feelings, or attitudes (Cherry, 2012:1). Quantitative data was used to substantiate the information in a visual form. The combination of interviews, written techniques and quantitative questions revealed more information, opinions and insights than would have been gathered through one method alone. The combination of qualitative and quantitative questions made the research results relevant and interesting in order to promote more effective preventative strategies in the future.

3.5 RESEARCH DESIGN

McMillan and Schumacher (2006:5) believe a research design involves a specific plan, and this theory was implemented to produce material that answered the research question.

A phenomenological method was selected to acquire information relating to victimisation. This was achieved through collecting data on how individuals perceive particular situations and experiences. Lodico, Spaulding and Voegtle (2006:16) comment that phenomenological studies attempt to depict the 'essence' of the human experience.

The researcher selected a sample of participants to complete a simple questionnaire and a personality test. These were used to elucidate beliefs and opinions relating to victimisation. The questionnaire was designed to be implemented alongside a non-standardised personality test, so that the responses obtained could be transferred to the wider population in general.

Interactive methods used during this research consisted of the following:

- Individual semi-structured interviews using projective techniques (photographs and cartoon);
- A questionnaire consisting of three sections;
- A non-standardised personality test.

3.5.1 Sample selection

Sampling involved choosing a group from the population to evaluate the research question, as it was impractical to include the entire population (McMillan & Schumacher, 2006:119). The general goal was to select informants with insight into bullying and victimisation.

The participants for the interviews were chosen through purposeful sampling. McMillan and Schumacher (2006:126) define purposeful sampling as finding specific candidates from the population who will be knowledgeable on the research topic. Vulnerable girls/adolescents who had been bullied were selected by the head and her staff. Some of the girls came from a home with negative marital issues while others had personal insecurities that were being targeted.

Participants for the questionnaire were chosen through convenience sampling as school children are accessible and have information about bullying. In addition, the research relates to female adolescents so generalisation was possible. McMillan and Schumacher (2006:125) state convenience sampling is economical and ensures a high participation rate. This technique assisted in interpreting parenting styles and personality characteristics that make an adolescent girl more susceptible to being bullied.

The study took place at a selected Independent School in Gauteng Province, South Africa. The aim of the study was to determine the characteristics that make some adolescent girls (Grade 5 to 7) more vulnerable to being bullied. The school children selected were considered to be knowledgeable on victimisation and bullying and were reasonably accessible within the school environment.

3.5.2 Ethical Considerations

Ethics involves contact and interactions between the researcher and the people they are studying. Bouma and Ling (2006:193) mention that research involving people, involves a certain amount of risk. They also point out that risk can include embarrassment caused by difficult questions or discussions about effects on emotional well-being. The researcher was aware of the ethical dilemma this placed her in, regarding the degree to which humans' emotions should be in jeopardy, for scientific improvement. All possible psychological hazards and ethical conflicts were considered during the research in order to protect the participants' rights. For confidentiality reasons each participant was presented with a number from 1 to 76.

McMillan and Schumacher (2006:334) believe participants must be treated with respect and care. They emphasise the importance of sensitivity when dealing with personal experiences. Therefore interviewees were informed as to:

- the purpose of the interviews;
- what was expected of the participants;
- the voluntary nature of participation;
- what the interviews would measure;
- the procedures that were put in place to ensure interview confidentiality;
- the process of informed consent which involved what was being evaluated, how the data was to be used and to whom the information was to be released;
- the assurance that written consent was to be obtained from the principals, teachers and parents in writing.

Dyer (2006:31) states the researcher must work with strict ethical guidelines to protect the respondent from a psychologically damaging experience. Therefore pre-discussion briefing occurred before each interview, as well as before the completion of the questionnaires. This provided an opportunity to reinforce the nature of the research, as well as the ethical considerations available to the participants.

3.5.3 Permissions needed to undertake proposed research study

The researcher needed to obtain permission from the principal of a school to carry out the research within the educational setting (cf Addendum A). The class teachers were required to give consent for their pupils to take part in the research (cf Addendum B). The parents were approached to provide written consent for their daughters to participate in the study. (cf Addendum C & D). In addition, the children gave verbal consent to participate in the study.

3.5.4 Informed consent by participants

Formal, informed consent was necessary from the parents. McMillan and Schumacher (2006:334) state that a standard, written form describing the research needs to be signed to record consent for participation. This involved describing the research to the study participants so they could determine whether or not they would like to be involved.

During individual interviews confidentiality was guaranteed. A respect for the privacy of all participants was inherent in the design and they were informed about confidentiality from the outset (cf Addendum A and C). The questionnaires and personality tests were completed anonymously and the researcher guaranteed not to identify any person by name during the publication of the research findings.

3.6 PILOT STUDY

A pilot study was conducted on four adolescent girls who were known to have been victims of bullying. This was done to ensure the effectiveness of the projective technique and to assess if the questionnaire would be successful. The small sample size could however, be a limitation to the study.

The interview was structured so that a participant provided information relating to the research questions with regard to personality traits including self-esteem and social skills, parental upbringing as well as their own experiences of bullying. Interview and question techniques were analysed and the initial design was improved for the overall subsequent research. Effective communication skills were used to build a rapport with a participant, and findings relating to the pilot study were summarised from the participant's perspectives.

3.7 RESEARCH STUDY

The entire study took place amongst girls, within Grades 5 to 7, at one Independent School in northern Gauteng. Eight adolescents were interviewed to ascertain their views on bullying and victimisation. A total of 76 participants completed the questionnaire (cf Addendum F) and the eight victims as well as 16 non-victims filled in the personality test (cf Addendum G).

3.8 DATA COLLECTION

McMillan and Schumacher (2006:416) mention that data collection involves the researcher collating evidence relating to the research question. Qualitative researchers confirm information through data collection such as interviews. On the other hand, quantitative researchers use strategies such as a personality test to increase data validity. McMillan and Schumacher (2006:322) acknowledge that data collection and analyses often overlap.

3.8.1 Procedure

Specific procedures were followed in order to gather the data and these included:

1. contacting the school principal to gain permission for the study;
2. obtaining permission letters from parents;
3. obtaining permission from the teachers;
4. organising 76 girls to complete the short questionnaire ;
5. organising 8 victims to be interviewed and to complete a personality test as well as coordinating 16 non-victims to complete a personality test.

McMillan and Schumacher (2006:374) state that trustworthiness of the information received depends primarily on the integrity of the research method and design as well as on the credibility of the participants involved in the study. It is also reliant on the consistency of the findings and conclusions of the study and how these are confirmed.

Sequence of data collection

1. Contact with the school principals to gain permission (cf Addendum A & B).
2. Informed consent letters to parents (cf Addendum C & D).
3. Pilot study using structured interview (cf Addendum E) and a simple questionnaire (cf Addendum F).
4. Research conducted at one Independent School in northern Gauteng using structured interview (cf Addendum E), a simple questionnaire (cf Addendum F) and a personality test (cf Addendum G).
5. Evaluation of qualitative and quantitative data.

3.8.2 Semi-structured interviews

Semi-structured interviews are best for collecting information relating to personal history, individual perspectives and experiences. Marvasti (2004:20) emphasises that participants are entitled to elaborate on their viewpoints and on other matters of relevance. Interviews can uncover rich

personal detail and sensitive topics can be discussed. It was that decided open-ended, descriptive, structured as well as general questions would enhance the researcher's understanding of female victimisation. Interviews were planned well in advance and were based on a structured plan.

The primary rationale behind this research design was that interviews, using qualitative techniques, could elucidate reasons for bullying and the nature of victimisation. In addition this method could counter the climate of secrecy that normally accompanies bullying. McMillan and Schumacher (2006:203) claim that "Interviews are essentially vocal questionnaires". An interview schedule was created, and each interview took approximately 45 minutes to an hour. The discussions included specifically selected photographs and a cartoon, which were used as tools that fitted in with the research concepts listed below:

- The photographs enabled the adolescent girl to project her upbringing, her relationship with her parents as well as her siblings and her understanding of bullying and victimisation.
- These photographs also encouraged her to talk about:
 - personality / self-esteem;
 - friendships;
 - sense of safety at school/home;
 - interests;
 - academic results / sporting accolades;
 - health.
- Questions were posed around the photographs and the cartoon. These required the participant to indicate who the victim was, the facts related to the bullying, including the causes, as well as suggested prevention techniques the victim believed may be effective to reduce bullying in society.

The interviews were recorded with the participants' permission. All the interviews were transcribed verbatim (cf Addendum J) and the information was précised into a summary. Through the analysis of the data gathered, a general understanding of female victimisation emerged. The data demonstrated overlapping and relevant complementary, conflicting and minority findings.

After the research study was completed, common parenting styles, levels of self-confidence, behaviour patterns and physical similarities relating to victimisation were identified. This information was analysed further and integrated with personal information pertaining to family upbringing, bullying incidents, insight into characters as well as the perceptions of victims.

3.8.3 Questionnaire activities

McMillan and Schumacher (2006:194) state that questionnaires are economical and can ensure anonymity. In addition, they feel the statements should be clear, short and simple and must be relevant to bullying.

The questionnaire consisted of three sections using the techniques mentioned below (cf Addendum F). These are labeled section A, B and C:

- Section A – A scaled response question was used to describe various degrees of agreement or disagreement with 17 statements, relating to the perceived characteristics of victims. McMillan and Schumacher (2006:198) state that this is to encourage the respondents to express their opinions about statements relating to the research question. Scales promote fairly accurate assessments of opinions.
- Section B – Participants were asked to rank a set of 6 statements, from the most important (value 1) to the least important (value 6). These all described factors that could be relevant in determining what a young girl needs in her life to avoid being bullied. These results enabled the researcher to create a Thurston Interval Scale, placing the opinions of the entire group into a six step, visual hierarchy.
- Section C – Semantic differentials were used to highlight subjective experiences, which may otherwise have been difficult to discuss. Pairs of opposite factors, covering inter-personal relationships, personality attributes and school issues were placed at each end of a 10 cm line. Participants were asked to mark a point on each line that defined their opinions as to which of the two factors was more significant.

The questionnaire was included in the pilot study to ensure its effectiveness. The pilot study checked the statements for clarity and language, as well as highlighting any subtle problems.

3.8.4 Personality test

McMillan and Schumacher (2006:194) mention that most personality instruments have a structured question format. The personality tests require prior knowledge to interpret the results. Personality tests are usually administered to individuals, in a group setting.

The non-validated personality test used consisted of 104 statements, each of which offered possible 'facts' about the participant herself (cf Addendum G). The 24 respondents (victims n=8 / non-victims n=16) had to use a rating scale of 1 to 6, to give her own view of herself, not how she believed others were judging her. The rating 1 represented 'this statement is totally untrue about me', while 6 represented 'this statement is usually/very true about me'. The respondents were a specifically sampled group of adolescents, eight of whom were known to be victims and a further sixteen who had not recently been bullied.

The following characteristics were included randomly in the test, but analysed under the following headings:

- pressure;
- self-concept;
- friendships;
- relationships with people in authority;
- self-awareness;
- trust.

The information gathered from the two groups (eight victims / sixteen non-victims) were compared and analysed. These results assisted in defining the personality traits and parenting styles that make certain female adolescents more vulnerable to being bullied.

3.9 INTERPRETATION OF THE DATA

According to Lodico et al (2006:301) analysis of the qualitative research data should occur throughout the research and this should guide the collection and sorting of the information. Qualitative analysis was used in the semi-structured interviews described in section 3.8.2, which relied heavily on verbal rather than mathematical input. Data analysis is an inductive process where small items of information are combined to form descriptions, recurring themes and results. McMillan and Schumacher (2006:364) reinforce that "qualitative analysis is a process of organising data into categories, and identifying patterns among the categories."

The qualitative data collected during the interviews, among other facts, highlighted the patterns relating to parenting styles (authoritarian, permissive, uninvolved or authoritative) that each child had experienced (cf Addendum J). Many participants mentioned how a particular style had had

positive or negative effects on them. In addition, they described the relationship they have with their parents. The data also provided a description of victims' personalities, including levels of self-esteem. Through insight gathered during the interviews, physical appearance such as wearing glasses and having acne, as well as personality traits such as confidence and loneliness were analysed. During discussions with the participants, information relating to their social skills and abilities was uncovered. In addition, they were able to share their feelings as to why they, and other children, were targeted as victims. Furthermore, they provided ideas for preventative measures that could be implemented to prevent other adolescents from being hurt.

According to Willig (2008:39) interpretation is the process of assigning codes or statements to the interview/s. "Coding involves examining many small pieces of information and abstracting a connection between them" (Lodico et al, 2006:305). In the analysis of the material that was gathered from the interviews, codes were summarised into themes, and groups of themes, dependent on the number and pertinence of responses. Thereafter deeper interpretation occurred, as the researcher abstracted major and minor threads that linked the concepts. This provided a more comprehensive understanding of the research question (cf section 1.3) in all its ramifications. The results of the qualitative analysis, from the interviews, provided detailed information relating to:

- personality traits;
- parenting styles;
- physical appearance;
- behaviour;
- social skills;
- effectiveness of prevention strategies.

The quantitative results from the questions in the questionnaire were keyed into two computer programs called the Thurston Interval Scale and Visual Analogue Scale. The numerical responses provided by the participants for the personality test were entered into an Excel spreadsheet. The researcher took special care to transfer the correct information. A second person checked the accuracy of the information before a computer calculated the results. Means as well as percentages were calculated and mean tables, pie charts and a robot were created. This information assisted the researcher in determining which parenting styles and personality characteristics lead to victimisation as well as what an adolescent requires to prevent bullying.

Thus, in summary, the information was collated from the information gathered in the qualitative interviews, and the quantitative techniques were analysed according to common themes and patterns. The data was gathered via the responses of the adolescents as to why some girls are victimised and what preventative strategies could be viable. The information was summarised and the findings tabulated to present a clear idea of the research findings. Lastly, suggestions for future research were provided.

3.10 CONCLUSION

This chapter discussed the empirical research design. By combining qualitative data with quantitative research, a better understanding of female victimisation can be achieved. Ethical considerations, data collection techniques, systematic procedures and evaluation strategies have been discussed.

In the ensuing chapter, results of the research will be discussed and validated against international findings.

CHAPTER 4

RESULTS OF THE INVESTIGATION AND INTERPRETATION OF THE DATA

4.1 INTRODUCTION

This chapter focuses on the results of the empirical investigation into the experiences of adolescent victims of bullies and how they perceive their support networks. The researcher discusses the results of the questionnaires and the semi-structured interviews in relation to an awareness of the behavioural characteristics, physical mannerisms and relational techniques exhibited by young adolescent girls in South Africa who may be susceptible to, or have been traumatised by, being bullied. In addition, the researcher considers parenting styles and whether an absent father plays a role that contributes to a young adolescent girl being bullied. The effectiveness of bullying prevention strategies will also be discussed.

The researcher aimed to describe, summarise and interpret the data and to link it to the findings of the literature study. Eight adolescents were individually interviewed and 76 teenagers completed a simple questionnaire. In addition, eight victims and sixteen non-victims completed a personality questionnaire. The interviews will be coded to identify salient themes. The researcher presented sufficient data in the form of adolescents' remarks, as well as graphs, to adequately support the research findings.

4.2 DATA PREPARATION

McMillan and Schumacher (2006:417) state that the data must be clear and well organised, and this chapter has been designed to meet this requirement. The data was coded to include the raw scores of the above-mentioned tests as well as to incorporate the information gleaned during the interviews (cf Addendum I). The raw scores as well as quotes were then transferred to the specially designed data collection forms, which were completed by hand. Two computer programs called the Thurston Interval Scale and Visual Analogue Scale helped produce the results. The scaled responses for the personality test were calculated using Excel and then the two groups mean scores were compared (cf Addendum H).

4.3 DESCRIPTION OF PARTICIPANTS

The participants all came from one Independent School in northern Gauteng. Some had been exposed to bullying whereas others had never been bullied. All eight interviews were recorded and transcribed and this part of the research was only with girls who had recently been bullied. Note

that Respondent 5 was so emotional when she was speaking that much of that recording was inaudible. Although the sample is relatively small, the results are explicit enough that they can be extrapolated across girls of 10 to 13 years old in Independent Schools, in the northern suburbs of Johannesburg. A description of the participant's details is given in Table 4.1.

Table 4.1: Description of participants

Number of Participants	76
Age:	11-13
Grade Level:	Grades 5-7

4.4 AIM OF THE RESEARCH

The aim of this research is to gain awareness of the behavioural characteristics, physical mannerisms and relational techniques exhibited by adolescent girls who have been traumatised by being bullied. Personality characteristics of adolescents who are victims will be compared to the personality traits of adolescents who have not been bullied. This will allow verification of whether or not certain personality traits influence victimisation, in South Africa, in ways that are similar to other western countries reviewed in the literature in Chapter 2. These results are discussed in detail below.

4.5 QUESTIONNAIRES

The researcher was able to collect 76 usable, completed questionnaires from the sample who were an unknown mixture of victims and non-victims. Questions were designed to examine separate aspects of the bully sufferer's experience. The data obtained from the sample group were analysed to determine whether issues including personality traits, parenting styles and appearance influenced victimisation. These results will now be discussed in detail.

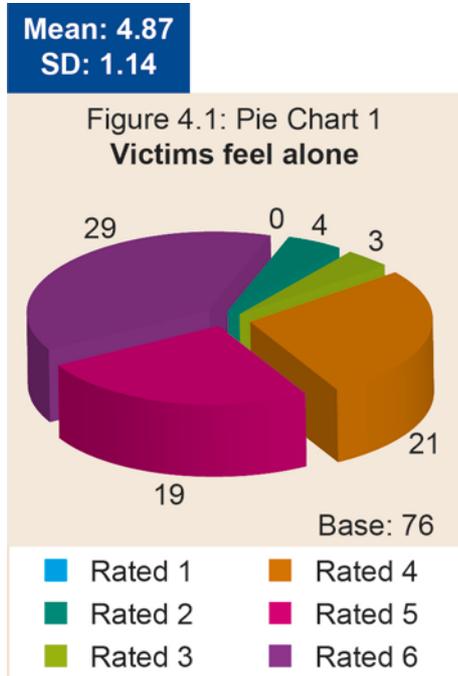
4.5.1 Section A: Scaled results; statements suggesting victims' characteristics

Each of the 76 adolescents read 17 statements that suggested characteristics that are common among girls who are victims. They then scaled their merits of each statement from 1 (disagree completely) to 6 (agree completely) (cf Table 4.2). The results are as follows:

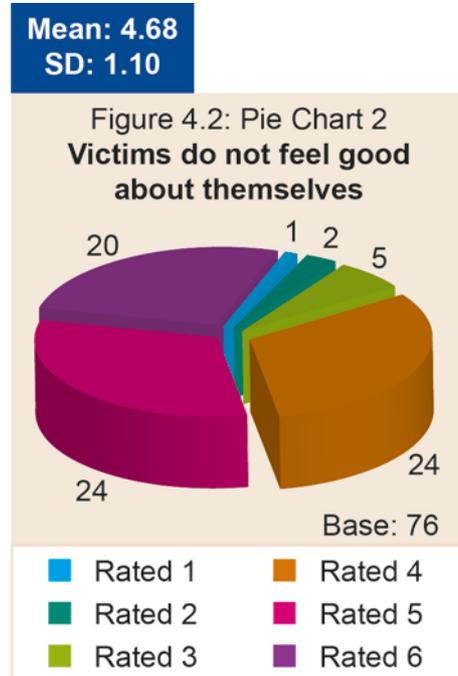
Table 4.2: Scaled results; statements suggesting victims' characteristics

Statement	Number of respondents who chose ratings of 4, 5 or 6. Total Respondents = 76
• Victims feel alone	69 = 91%
• Victims do not feel good about themselves	68 = 89%
• Victims cry a lot	66 = 87%
• Victims are anxious or scared	62 = 82%
• Victims are not self confident	61 = 80%
• Victims have few friends	55 = 72%
• Victims are shy	55 = 72%
• Victims have a physical problem	52 = 68%
• Victims give in easily	50 = 66%
• Victims cannot talk to their parent	45 = 59%
• Victims have trouble sleeping	44 = 58%
• Victims have some kind of learning problem	36 = 47%
• Victims come from a different culture	33 = 43%
• Victim's parents do not spend time with them	31 = 41%
• Victims often fight with siblings	31 = 41%
• Victims fight a lot with their parents	28 = 37%
• Victims have parents who are divorced	23 = 30%

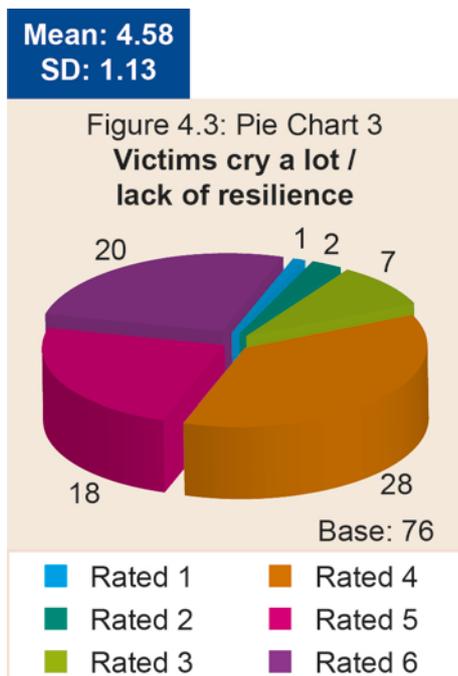
Six pie charts have been included, which illustrate the attitude that the 76 respondents have, as to the characteristics that are common among girls who are victims. Each pie chart is based on the ratings of 1 = disagree completely and 6 = agree completely.



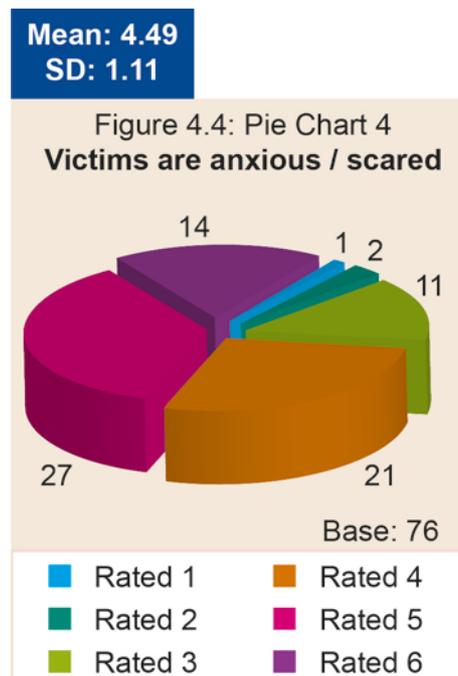
91% of respondents agree with the statement



89% of respondents agree with the statement



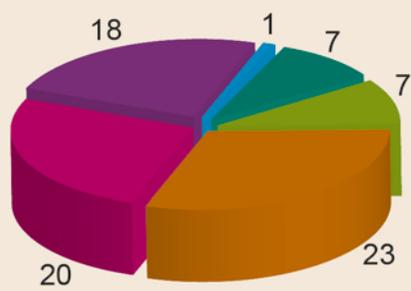
87% of respondents agree with the statement



82% of respondents agree with the statement

Mean: 4.42
SD: 1.28

Figure 4.5: Pie Chart 5
Victims are not self-confident



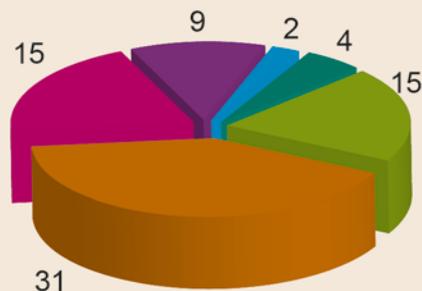
Base: 76



80% of respondents agree with this statement

Mean: 4.05
SD: 1.15

Figure 4.6: Pie Chart 6
Victims have few friends



Base: 76



72% of respondents agree with this statement

4.5.2 Section B: Results from the Thurstone Scaling; attributes that reduce a girl's chance of being bullied

The 76 respondents were the same sample as above and were a mixed group of victims and non-victims. They each ranked six statements that referred to ways that a young girl may avoid being a victim of bullying. They were asked to rank each attribute in positions from 1 to 6, with 1 being the most important, and 6 being the least important factor.

Figure 4.7: Thurstone Scaling Experiment; attributes that reduce a girl's chance of being bullied

Thurstone Scaling Experiment

- Have supportive parents
- Feel good about herself
- Have a steady group of friends

- Fit in socially
- Have good problem-solving skills
- Are given consistent boundaries

The Thurstone Scale diagram (shown below) summarises these results. The figures used in the diagram are derived from the sum of the first three attributes, and are recorded in the Interval Score on the bottom line of this table.

Table 4.3: Percentage of 76 respondents that ranked each attribute in positions 1 to 6; attributes that reduce a girl's chance of being bullied

	1	2	3	4	5	6
1) Have parents who are supportive	32,9%	31,6%	13,2%	10,5%	9,2%	2,6%
2) Feel good about herself	25,0%	18,4%	22,4%	18,4%	11,8%	3,9%
3) Have a steady group of friends	27,6%	23,7%	15,8%	11,8%	9,2%	11,8%
4) Fit in socially	7,9%	11,8%	19,7%	27,6%	15,8%	17,1%
5) Have good problem solving skills	3,9%	6,6%	15,8%	19,7%	27,6%	26,3%
6) Are given consistent boundaries	2,6%	7,9%	13,2%	11,8%	26,3%	38,2%
% First Choice	32,9%	25,0%	27,6	7,9%	3,9%	2,6%
% Top 3	77,6%	65,8%	67,1	39,5%	26,3%	23,7%
Interval Score	1,09	0,86	0,84	0,41	0,15	0,00

4.5.2.1 Analysis of the Thurstone Scaling results

This model demonstrates that the majority of the 76 adolescents believe if they have parents who are supportive (ie mom and dad are available to them), have a steady group of friends, and feel good about themselves (ie have a positive self concept) they are less likely to be bullied.

The statistical results of what the respondents perceived to be the major contributors to a girl being victimised are displayed below (cf Table 4.4 and Figure 4.8), using a robot technique. Those attributes that were seen as being the most regularly apparent when there is victimisation, are shaded in green; the attributes that were considered to be of less importance are therefore in the intermediate range in amber; and those which were believed to be a less universal influence, are coloured in red (cf Addendum F).

4.5.3 Section C: Results from the Visual Analysis Test; situations that lead to bullying and preventative strategies

The results of the Visual Analysis Test (cf Table 4.4) were derived from nine concepts, each defined by two opposing statements positioned at either end of a 10 cm line. Eight of the concepts

were related to ‘which situation is more likely to lead to a girl being bullied?’ The ninth concept researched if policies in schools are effective in preventing bullying or not. This research involved the 76 respondents, who were a mixed group of victims and non-victims, indicating their preference for one of the two statements, by marking a point along each line. The results were derived from the calculation of mean scores of the marked points, for each of the concepts. The mean is simply the arithmetic average of all the scores. These are shown in Table 4.4.

Table 4.4: Visual Analysis Test: The mean and standard deviation of the different variables; situations that lead to bullying and preventative strategies

Variable	Mean	Standard Deviation	Mean - STD	Mean +STD
Feeling unsafe at school	15	0,21	3	33
Self-confidence	16	0,22	4	35
Adequacy of Social Skills	16	0,20	3	33
Appearance	20	0,23	6	41
Father involvement	23	0,24	7	46
Parents who understand	32	0,21	14	52
Academic achievement	35	0,23	15	57
Relationship with mother	39	0,25	17	64
Effectiveness of Policies	43	0,26	19	69

Analysis of results of the Visual Analysis Test

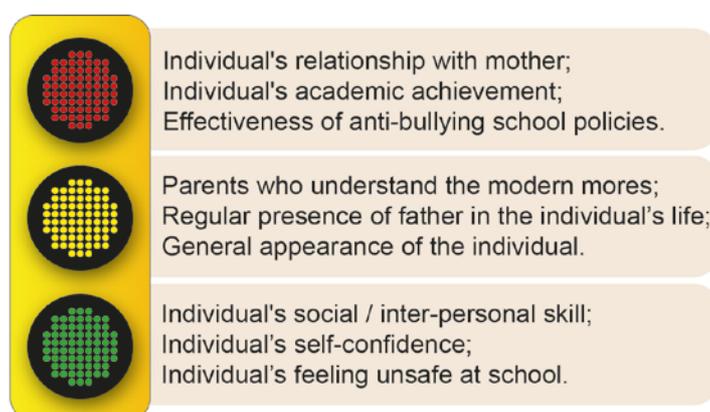
McMillan and Schumacher (2006:163) state that the standard deviation indicates the average variability of the scores in any one group. It defines the average distance of the scores above and below the mean. One deviation added or subtracted from the mean describes the distance of most scores from the average. The analysis of the respondent’s scores for each duo of statements indicated that:

- **Victims feel unsafe at school:** Mean score 15mm: standard deviation 0,21. This highlights most girls who have been bullied feel unsafe at school (cf section 4.6.3.3).
- **Victims lack self-confidence:** Mean score 16mm: standard deviation 0,22. This highlights adolescents who lack confidence are more likely to be victimised than children who are confident people (cf Table 4.6).
- **Victims have poor social skills:** Mean score 16mm: standard deviation 0,20 with a range from 96 to 1. This highlights the majority of adolescents who get bullied have poor social skills; however, a few adolescents with good social skills are also bullied (cf Table 4.6.3.2 and Table 4.7).

- **Victims' appearance is compromised:** Mean score 20mm: standard deviation 0,23. This shows adolescents who are perceived to be below average in appearance, for example, having acne or wearing glasses, are more likely to be bullied (cf section 4.6.1 and section 4.6.3.4).
- **Victims have fathers who are less involved:** Mean score 23mm: standard deviation 0,24. This demonstrates that most of the sample believes that victims often have fathers who are not involved in their lives (cf section 4.6).
- **Victims have parents who do not understand them:** Mean score 32mm: standard deviation 0,21. The mean score of 33 illustrates that those adolescents who have parents who do not understand teenagers are more likely to be bullied (cf Table 4.9).
- **Victims can have a range of academic abilities:** Mean score 35mm: standard deviation 0,23 and a range from 98 to 3. This indicates that adolescents who are bullied can be either very bright or have learning difficulties, with a bias towards the latter. These results are relatively insignificant because of the range of the scores.
- **Victims' relationships with their mother can vary:** Mean score 39mm: standard deviation 0,25 with a range from 100 to 0. This indicates that children of both over-protective mothers, and mothers who are not involved in their child's life, may have the propensity to be bullied. The results are insignificant, again because of the range.
- **Effectiveness of school anti-bullying policies can vary:** Mean score 43mm: standard deviation 0,26. These results show that respondents vary in their belief as to whether or not school policies and interventions reduce bullying. These results are insignificant, being close to the generalised mean of 50.

The statistical results of what the respondents perceived to be the major contributors to a girl being victimised are displayed below, using a robot technique (cf Table 4.8). Those attributes that were seen as being the most regularly apparent when there is victimisation, are shaded in green; the attributes which were considered to be of less importance, are therefore in the intermediate range in amber; and those which were believed to be a less universal influence, are coloured in red (cf Addendum F).

Figure 4.8: Robot Technique



4.5.4 Comparative results from the Personality Test

A group of 24 respondents, comprising 8 victims and 16 non-victims, filled in a non-validated Personality test with 104 questions. In 54% of the responses to the 104 questions posed, the mean between the 8 victims and the 16 non-victims were similar, indicating that these topics did not highlight any differences between victims and non-victims (cf Addendum H). This indicates that much of the test was a valid reflection of the attitudes of this group to the more general aspects of their personae. However, 46 of the questions produced significant results, which substantiated aspects of their personalities that pertain to victimisation and bullying. These fell into the five categories listed in tables below:

- Table 4.5 The pressure on the individual to be independent;
- Table 4.6 The degree to which the individual has confidence in herself;
- Table 4.7 The ability of the individual to develop and maintain friendships;
- Table 4.8 The relationships the individual has with her parents in terms of their authority over her;
- Table 4.9 The degree to which the individual believes her parents support and understand her;
- Table 4.10 The degree to which the individual believes that she and her parents are in a relationship of trust.

Table 4.5: The pressure on the individual to be independent in all spheres of life

Question	Victims' mean score	Non-victims' mean score	Highlights
'I depend on my friends to a great extent'	3	5	Victims have fewer friends than non-victims
'I prefer to make my own decisions even if it means I will be excluded from the group'	4	3	Victims more often do and say things that make them appear different from the general group
'I often do what my friends tell me to do'	3	2	Non-victims are able to stand up for themselves more effectively
'I have often been in trouble because I did what my friends suggested'	3	2	Victims are not as assertive as non-victims
'I often change my mind to suit my friends'	2	3	Non-victims are prepared to compromise to be part of a group
'I often do things that the other girls at school prompt me to do	3	2	Victims are more easily led than non-victims
'The others normally make the decisions not me'	3	2	Non-victims take more decisions than the victims
'I am afraid others won't like my ideas'	3	2	Non-victims have more confidence in their own judgment
'I am able to hold my opinion when confronted by others'	4	5	Non-victims can withstand more pressure than victims
'Because I feel unsure of myself, I do what most other girls do'	3	2	Victims feel less sure of themselves than non-victims
'I am not strong enough to make my own choices'	3	2	Non-victims have stronger personalities than victims
'I normally go with the majority'	3	4	Non-victims want to be part of a group

The above data highlights and emphasises that victims' personalities are not as strong as non-victims. Essentially non-victims are able to stand up for themselves more easily than victims.

Table 4.6: The degree to which the individual has confidence in herself, and her decisions

Question	Victims' mean score	Non-victims' mean score	Highlights
'I feel unsure of myself'	3	2	Victims feel less self-confident than non- victims
'Most of the time, I am disappointed in myself'	3	2	Victims on the whole are dissatisfied with themselves
'I sometimes pretend to be what I am not'	3	2	Victims try to fit in with their peers more than non-victims and use an adapted personality to cope
'I have confidence in myself'	4	5	Victims are less confident than non-victims
'I am in charge of my life'	4	5	Non-victims set more goals than victims
'I sometimes feel like I don't belong'	3	2	Non-victims have a greater sense of belonging than victims
'I often doubt myself'	3	2	Non-victims are more self-assured than victims
'I believe in myself'	4	5	Non-victims have a more positive self concept than victims
'I tend to degrade myself'	3	2	Victims use more negative self talk than non-victims

This information suggests victims are not as self-confident as non-victims. Victims do not always feel as good about themselves as non-victims. Non-victims are generally happier with their achievements and have a more positive self-concept and a stronger sense of self.

Table 4.7: The ability of the individual to develop and maintain friendships

Question	Victims' mean score	Non-victims' mean score	Highlights
'I feel at ease with people'	4	6	Non-victims have better social skills than victims*
'I trust other people'	4	5	Non-victims trust more easily than victims*
'I get along with other people'	4	5	Non-victims find it easier to relate to their peers than victims*
'It is difficult for me to make friends'	3	2	Victims have fewer friends
'I often feel lonely'	4	2	Victims are more lonely than non-victims*
'I am critical towards others'	3	2	Victims are more critical than non-victims*
'I definitely have fewer friends than other people'	3	2	Victims have fewer friends than non-victims
'I don't have friends to turn to'	2	1	Non-victims have more friends that they can rely on than victims
'I say things that hurt people without realising it'	3	2	Victims are more impulsive than non-victims*
'I need my friends more than they need me'	4	3	Victims rely on key people more than non-victims
'I accept my friends as they are'	5	6	Non-victims, accept their friends for who they are*

The * indicate aspects of personality that relate to Emotional Intelligence. The data highlights that victims often have only a few friends that they can rely on, have a lower Emotional Intelligence and regularly feel alone.

Table 4.8: The relationship the individual has with her parents in terms of their authority over her

Question	Victims' mean score	Non-victims' mean score	Highlights
'I often clash with my parents over rules'	3	2	Victims fight with their parents more often than non-victims
'I accept the rules my parents set'	4	5	Victims accept their parents rules less than non-victims do
'My parents explain the rules in detail'	5	4	The parents of victims explain rules in detail; they are possibly overprotective
'At home, I'm usually unsure of what I am allowed, or not allowed to do'	3	1	However, victims feel less sure about the rules at home than non-victims
'My parents often punish me without first listening to my explanation'	2	1	The parents of victims do not listen to their child as often as do those of non-victims

The * indicate aspects of personality that relate to Emotional Intelligence. This data illustrates one of the main differences between victims and non-victims, which is parenting, in terms of the authority styles applied at home.

Table 4.9: The degree to which the individual believes her parents support and understand her

Question	Victims' mean score	Non-victims' mean score	Highlights
'My parents are interested in what I do'	5	6	Non-victims, more than victims, believe their parents are interested in them
'My parents support me in my school work'	5	6	Non-victims, more than victims, believe their parents support them in their school work
'My parents are proud of my achievements'	4	6	Non-victims, more than victims, believe their parents are proud of their achievements
'My parents realise that I'm growing up in times that are different to their childhood'	4	6	Non-victims, more than victims, believe their parents understand the changes of modern times
'I often wonder if my parents will take notice of me'	2	1	Victims believe that their parents notice them less than non-bullied adolescents
'I discuss things with my parents because I know they are interested'	5	4	Victims discuss things more often with their parents than non-victims

This information suggests that non-victims, more than victims believe their parents are supportive of their schoolwork. However victims discuss their experiences more than non-victims do with their parents. Non-victims' parents are viewed by their children as being more aware of the mores of modern times than the parents of victims.

Table 4.10: The degree to which the individual believes that she and her parents are in a relationship of trust

Question	Victims' mean score	Non-victims' mean score	Highlights
'My parents trust me'	5	6	Victims feel that their parents trust them less than non-victims do
'My parents are honest and sincere towards me'	4	5	Non-victims believe that their parents are honest more than victims do
'My parents accept me'	5	6	Non-victims believe that their parents accept them more than victims do
'I am satisfied with my parents'	5	6	Non-victims are more satisfied with their parents than non-victims
'My parents make me feel safe and at ease'	5	6	Non-victims feel safer with their parents than victims do
'I can share my problems with my parents'	5	4	Victims feel that they can share their problems with their parents, more than non-victims
'I can take my parents into my circle of trust'	6	5	Victims share more with their parents

This data illustrates that non-victims accept their parents for who they are and they feel safe and comfortable around them. On the other hand, victims appear to share their problems more readily with their parents, which could be an indication of insecurity with fewer friends at school who are close and supportive.

4.6 INTERVIEWS

The following semi-structured interviews were conducted with eight adolescents who have been bullied. Cohen and Swerdlik, (2005:424) state that 'a structured interview may be employed as a standardized measure of outcome.'

4.6.1 Interpretation of the photographs according to the Relations Theory

Jacobs cited in Venter (2008:11) describes the Relations Theory as the process through which people, while existing in their experiential worlds develop a psyche. Humans, including adolescent girls are social beings who cannot exist in isolation; thus the quality of the relationships they form are determined by the quality of the interactions experienced by them with people, objects or events that interface around them.

Eight-hour long, one-on-one interviews were conducted, all of them with adolescents who were known to be victims. The semi-structured interviews included projective techniques of photographs and a cartoon, as well as in-depth discussions lead by the interviewer's questions and comments. These were designed to allow adolescents to respond to the stimuli, thereby revealing hidden emotions and internal conflicts that she may be experiencing within her family, as well as amongst her peers (cf Addendum I). The findings are discussed below.

- **Ego**

The ego is the manager of the personality and determines ego-strength, which is manifested in self-confidence, self-esteem and a healthy self-concept (Venter, 2008: 13).

The results indicate that most of the girls are left out of social activities and feel sad and/or lonely and inadequate. All eight adolescents use defense mechanisms such as avoidance, denial, displacement of anger and/or intellectualisation to help them cope (cf Figure 5.1).

- **Self**

The self is made up of an individual's positive and negative experiences, such as identities, values and attitudes (Venter, 2008: 14).

All eight of the girls interviewed have created an adapted self to cope with their own situations, which could include being teased because of wearing glasses, being overweight, having learning difficulties or excelling at school. The adaptations often shown in the results of this study are that the adolescents become withdrawn, pretend they do not care about friendships, relate in a needy way to their parents, or behave in an unnatural manner in the classroom (cf Figure 4.1 – Figure 4.6).

- **Emotions**

Every situation is unique. Emotions can improve or disrupt lives. Emotional experiences influence the quality of relationships formed (Venter, 2008: 17).

This study clearly demonstrates that all eight adolescents have been exposed to negative emotions. The following examples were common themes where the respondents felt deeply unhappy: parents shouted or undermined their daughter; the respondent was called names by her peers; the adolescent was unusually anxious due to prior trauma/s; she had a fear of men through the father abusing alcohol or physical power; the victim experienced anger as a result of rejection by either her parents or her peers. The research evidence showed that all eight girls lack resilience. An immature level of Emotional Intelligence was demonstrated during the interviews, with all eight respondents showing anxiety, three of them crying and hand-wringing, and a number using defense mechanisms to evade answers (cf Addendum J and section 2.5.1).

- **Involvement**

Involvement involves the choice to be part of an experience. Inadequate involvement leads to feelings of vulnerability (Venter, 2008:12).

The analysis of the interviews indicated that most of the girls do not spend much time with their fathers who work long hours, but express that they enjoy this whenever they can. This leaves the disciplining and child-rearing to the mother. As a generalisation most of the respondents felt anxious and frustrated because of the lack of availability and support from their father (cf Table 4.3).

- **Thoughts**

Through attributing meaning to a situation, an individual acts and forms relationships accordingly (Venter, 2008: 20).

All eight adolescents who were interviewed felt different either due to ADD, having learning difficulties, not having a father figure around daily, being overweight, perceiving themselves to be 'weird' or being rejected by their peers. These negative thoughts lead to a perpetuated negative self-concept (cf Table 4.6).

- **Identities**

The formation of identities begins with the differentiation of self, for example, student, daughter, and friend (Venter, 2008: 21).

In this study some of the girls have been called names such as "vomit" or "grenade". Many of these adolescents have made friends with girls that have also been bullied. They all have a reasonably positive outlook towards their families and just want to be loved. Respondent 7 mentioned that she "has a friend who stands up for her which makes her feel special" (cf Table 4.2).

- **Self talk**

Self talk is the way a person speaks to herself about herself. This influences how a person experiences things as well as how she attributes meanings to them (Venter, 2008: 20).

The results of this aspect fell into two groups. Three of the eight adolescents spoke realistically about themselves; however, the remaining girls verbalised that they dislike who they are, as well as what they do or say to their peers. Respondent 1 commented “I would be feeling sad and very lonely and feeling like why was I put on this Earth?” (cf section 4.6.2).

- **Self-concept**

This is the picture an individual creates of herself relating to appearance, ability, goals and relationships. Behaviour is determined by an individual’s self-concept (Venter, 2008: 18).

Four of the eight interviewees were aware of their strengths and weaknesses, but only two accepted these. Respondent 6 was extremely anxious, spoke very quietly and exhibited bizarre mannerisms. Respondent 8 appeared slightly depressed due to a recent bullying incident. All eight girls are conscientious in their schoolwork while three of them do exceptionally well academically. They all lacked resilience, which is one of the base criteria in having a positive self-concept (cf section 2.4.1.2 and Table 4.7).

4.6.2 Interpretation of the cartoon

All 24 girls were shown the cartoon (cf Addendum E) and asked to attribute some spoken comment to the pair of participants in the cartoon. Of these respondents, 8 were victims and 16 were non-victims. The responses written by the victims of bullying differ significantly from the statements provided by the adolescents who are not bullied regularly.

This is demonstrated with the following examples when the victims give answers to the bully that:

- were non-assertive – “What did I ever do to you?” or “But..”
- lack come back lines – “Nooo”;
- empower the bully by using questions and statements – “Why?” or “I don’t understand”;
- use sympathy such as crying;
- respond to the bully’s attack – “You’re my friend and I have no one to sit with”;

The above examples show that the victims are generally unassertive in their responses to a threat, show no ability to resist the bully’s tactics, open themselves up to hurt and often give the bully power over the situation.

In contrast, the examples below show that adolescents who are not bullied tend to:

- take control of the situation – “Who cares, at least I have friends that like me”;
- walk away or have an assertive retort – “because you’re a jerk”;
- use a strong tone of voice – “I don’t like the way you are talking to me. I don’t want to. Ok!”;
- indicate defiant resistance – “It’s not my fault that everyone likes me!”

In all these examples the non-victims exhibit mature levels of Emotional Intelligence, self-confidence and self- image and are able to deflect the bully’s attacks.

The responses to the cartoons emphasised that an adolescent’s responses to a potential bully may either prevent or exacerbate continued bullying.

4.6.3 Commonalities that were repeated during the interviews

Interviewing is a common method of data collection in qualitative research (cf Addendum J). The following themes were presented by the interviewer to each respondent and the discussions are summarised below: Types of bullying; Attitudes to friendship; Concept of a ‘safe place’; Perceived characteristics of a victim; Perceived family structures and parenting styles; Attitudes towards prevention strategies for home and schools.

4.6.3.1 Types of bullying

All eight girls mentioned ‘they get left out’ of activities. Respondent 1 voiced, “I was always sitting alone”, while respondent 4 felt the same happened to her because “they think I am a weird sort of person”. Respondent 5 said her peers had hurt her by saying they “don’t ever want to play with me ... or be my friend”. Both respondent 6 and 7 suffered through the actions of their friends who “hide from me”, “don’t want me in the group”, “... are mean”, and “one day my friends got up and left”. The overall feeling from the girls was that of sadness, rejection and loneliness.

Name-calling, taking possessions, undermining peers, nasty sms’s/bbm’s and rude messages were cited as painful experiences by the respondents, as was girls’ gossiping behind their backs. Respondent 8 said Blackberry’s are used to taunt some of the girls in her class, and complained her “peers laugh when I put up my hand in class”. Over half of the adolescents mentioned that ‘the popular group’ rolls their eyes to hurt people’s feelings. Respondent 1 has received a letter saying “I don’t want to be in your life anymore!”

The issues that regularly led to victimisation were physical differences, ADHD/learning difficulties, as well as both achievements and failures in sport and academic spheres. Respondent 4 said that she was snubbed because she was not in the swimming team. Respondent 5 was often teased

due to her low marks and her poor swimming times. She said “I felt horrible, like I am the worst student ever”. Respondent 1 and 4 admitted that due to their ADHD they could sometimes “be horrible and not kind to people”. Both felt they tried to “be kind”, but felt sad when they heard the other girls were “being horrible” behind their backs and “didn’t like me”. Respondents 2 and 7 wear braces and have freckles, which has promoted verbal abuse, while respondents 3, 5 and 8 had been called “fat”, “ugly,” “vomit” and “grenade” by their classmates. Respondent 6 may be leaving the school because of bullying. The girls are “rude” to her and she is excluded from social activities, and doesn’t have any friends. “I sit on my own, and they regularly hide from me”.

4.6.3.2 Attitudes to friendship

Seven of the girls viewed friendship as “someone you can rely on” and respondent 1 mentioned that a friend is “always there even if I feel insecure”. Respondent 3 said, “your social life is really important”. She claimed that when she does something wrong, she approaches the person at the end of the day and says sorry. A tragic view was expressed by respondent 4 with the words “just having a friend (was important) and it doesn’t matter if you lose her”. She described how young girls increase the social pressure with the idea that “you are my best friend and you have to do everything with me”. Respondent 5 expressed friendship as “having someone when you are sad, or even when you are happy, or you are lonely. If you don’t have friends you won’t go far in life because friends will always help you and they will give you support.” Friendship was defined by respondent 7 as “someone who is always there”. She believes a friend will “stand up for you if you can’t stand up for yourself”. As a contrast respondent 6 “wants friends who will obey!”

In the respondents’ opinions there is a lot of jealousy and competitiveness amongst the girls. This was summed up by respondent 7 who said “It is hard to have friends, they are really picky. It all depends on what you look like, it is not easy.”

Many respondents spoke of group relationships that were relatively fluid with changeable interpersonal dynamics and respondent 2 highlighted this. She said her group has “good days and bad days”. Respondent 4 views her social hierarchy as “a food chain with the geeks at the bottom and the popular children at the top”. Respondent 5 lived with the idea that the “popular group have lots of friends ... we are the ones who don’t have lots of friends”. When she has an argument with one of her peers, respondent 7 thinks “they aren’t my friends anymore”. She is very aware of the various groups in her class – “the cool group, the smart group and the mean group”. She mentioned a member of the Grade 6 class who “wants to be cool” so “she just follows the popular group around”, even though “she isn’t actually friends with them”.

The research indicates that it is common for two victimised adolescents to become friends. Most of the girls mentioned their friends have been bullied at some point. Respondent 8 mentioned that “the popular group has bullied another girl and now we are friends with her.” Both respondents 7 and 8 believe they do not get bullied as much any more because “we are always together”.

4.6.3.3 Concept of a ‘safe place’

Six of the respondents viewed their safe place to be their home. Respondent 1 was safe there because she could control the number of friends she invited, while home was the place where respondent 4 felt she would not be bullied. With her parents nearby respondent 3 felt that “nothing is going to happen”, and “anywhere I can be with my family” provided security for respondent 5. Respondent 8 felt safest “in her bedroom where she can talk to her friends on the phone or just relax”. Respondent 6 was often the one who gave extreme answers, highlighting the degree of disturbance in her personality, and although she said she was safe with her parents she felt “even safer when she was shopping”. Respondent 2 feels safe in the middle of the playground where teachers can ensure her peers do not fight with her, and respondent 7’s safe place is with her friends, because “she trusts them”.

4.6.3.4 Perceived characteristics of a victim

The characteristics listed by respondents in this study to be common features in victims, which led them to be targets for victimisation, included the following: girls who are quiet, shy, scared, or have a weird personality; those who have freckles, pimples, ugly hair, wear braces and/or glasses and are fat; a few are exceptionally clever but they can also have learning and/or concentration difficulties; some have parents who fight at home. The adolescents that are bullied are most often viewed as: weak and scared, do not stand up for themselves, and are easy to tease. Respondent 2 mentioned the victims are usually girls who “won’t stand up” for themselves as “they make the bully feel more powerful”.

Victims’ social interactions are seriously affected. Respondent 3 believes that “when someone bullies you the whole class doesn’t want to be with you or play with you”. Respondent 4 said, “I am the one who is being bullied now so I draw or do something weird and ignore them – sometimes I completely move away from everybody”. Victims are often the girls who “have few friends,” “are shy”, “sit in a corner”, or “the others don’t like her”. All the respondents, in some way or another, stated that victims struggle to make friends and that they are nervous around strangers.

The study showed that victims admit to heartache, sadness and anger. Respondents 1, 5, 6 and 8 all said that they go home and cry. They “keep all the hurt pent up inside” as they “don’t want

anybody to think I'm a sissy". Respondent 1 and 6 said that they have "hard moments and get frustrated and angry with everything". Respondent 1, 3 and 6 transfer their anger on to other people. Respondent 1 and 6 often says things that people do not always want to hear and as a result they often need to 'hold back the tears'.

Many adolescents who are bullied are viewed as having unusual characteristics. Respondent 4 mentioned that victims' parents "keep telling them they are different". Respondent 3 believes victims are seen as someone different ie "she is not like us, she's a geek". Respondent 2 stated someone who is being bullied has difficulty concentrating at school and this causes "her marks to go down".

4.6.3.5 Perceived family structures and parenting styles

Two very general but different types of family structures were described within this small group of the study. One appeared to be generally supportive and loving, while the other was more obviously fraught with unhappiness and manipulation.

In the first group, five respondents reported their families to be close and loving. Respondent 1 comes from a home where the parents love each other, but the mom shouts a considerable amount, "Dad must help mom more so she can relax a bit." Respondent 2's parents love each other but the father is absent and is only home over weekends, "My dad goes to work a lot. We really only see him over the weekends." Respondent 4's mom and dad "hug a lot", but argue if there is a problem at work. Respondent 7's parents regularly show affection but her dad works long hours and she generally only sees him over weekends. Respondent 5 described the healthiest relationship where mom and dad cuddle often, and they have "normal arguments". On Saturdays and Sundays the family shares a big breakfast together.

In the second group the fractures in the family were more apparent. Respondent 3 comes from a divorced family, and her parents although apart, still fight. She believes most adults are not happily married as the love runs out. Her "dad drinks a lot over the weekends". Respondent 6 mentioned that her parents are always arguing. She would "like her parents to be home more". Respondent 8's says that her "dad often comes home, and shouts at mom when my sister and I have not done our homework".

In all eight homes the mother is the dominant disciplinarian while the father figure appears to be more loving, as he is not at home as much. Respondent 1 views her mom as "safe and strong". Respondent 2 would "like to be close to my mother" as she has two younger siblings that demand more attention than she herself does. Respondent 3's dad will call his ex-wife to reprimand the children – "dad will tell my mom and she will cancel one of our holidays". Respondent 4 mentioned

her mom “bosses us around”. Furthermore, “when I get home I tell (her) everything that has happened in the day, everything we talked about (at school). If mom doesn’t like what has happened she goes to the teacher to talk about it.” Respondent 5 stated that when she is disciplined “I sulk in my room and mom and dad both come in and apologise for shouting at me”. She also said her “parents have stopped being mean to me because I am doing much better at school.” Respondent 5 used to feel that “I was hated and that my parents would want a new child”. Respondent 6 emphasised her mom shouts more than her dad does. Her mother is regularly “angry at her” and often says “you are lazy”. Respondent 7 stated that they “solve things together as a family” but she feels her “mom is too strict ... she is over-protective”. Respondent 8’s perception is that only “young people hug”. She believes most teenagers do not share their problems with their moms because they “think their mom is going to judge them”. When she is reprimanded, respondent 8 will “start crying and not talk to her parent for maybe an hour”.

The difficulties and insecurities created through parenting styles that these girls face daily are complex and varied. Respondent 1 “feels her parents get jealous if she spends too much time with either one of them”. Respondent 2 has an absent father. Respondent 3 is exposed to lots of adult aggression. Respondent 4 is afraid her “mom might think I’m dumb if I don’t do what she advises”. Respondent 5 is still insecure as she “needs to say goodnight to my parents before feel safe enough to go to bed”. Respondent 6 expressed that her “parents aren’t really there,” for her. She feels she needs to wake her dad up when he sleeps after a headache during the day “because my mom fights with him when he doesn’t get up”. Respondent 7 stated that she “doesn’t tell her parents everything”. Respondent 8 still wants to “share a room” with her younger sister, as her room is too far away from her parents. She believes “parents who are involved in everything” and “parents who don’t really care about you” cause an individual to be bullied.

Overall in the interviews, there were more negative than positive comments about the relevant families. However, among the relatively happier comments, all eight adolescents said they enjoy spending quality time with their dads whenever possible. All of the girls view their mothers as more accessible to discuss their worries and concerns. Seven of them have good relationships with their siblings. As a general theme, quality time with the family centers around restaurants and/or chatting at home.

4.6.3.6 Attitudes towards strategies for bully prevention at home and in schools

Not surprisingly, all eight adolescents felt school bullying policies do not work. Respondent 7 finds it hard to discuss her emotions about being bullied with her teacher, as her teacher “does not know it is happening”. The girls in her class were told to write down the incidents on a piece of paper ie “like tell on. But it didn’t stop the mean group. It didn’t work.” Respondent 8 felt that the school

“needs to have a rule if there is bullying then there will be consequences”. Respondent 1 reinforced the idea “principals need to get stricter”.

All eight respondents felt victims should tell a mom or teacher because although they do not always understand and grownups are the ones who can do the most about it. Respondent 2 feels it “depends on the teacher as to whether or not you would tell her”. Respondent 5 felt that the “discussions (pertaining to bullying and friendship) in her classroom have made a big difference this year”. Respondent 4 stated she “will always tell somebody in my family” because she believes it is important to share your concerns before getting hurt too badly. The advice given by the mom of respondent 7 to “ignore the bullies”, “worked”. However, respondent 2 mentioned some parents “can make it worse if they handle it the wrong way”. Respondent 8 said she would hope her mom would try to talk to the bully’s mom “and not to get very worked up about it”. Respondent 2 believes strongly the victim must be told that “she is special and you don’t deserve to be bullied”.

4.7 CONCLUSION

The results of both the questionnaires and the interviews show clearly that victims regularly feel alone and are neither as self-confident nor as assertive as non-victims. Victims display certain personality traits, such as negative self talk and are viewed as being ‘weaker’, which leads to them being bullied and thus specific adolescents, are regularly at risk. Secondly, certain parenting styles do lead to victimisation. Non-victims more than victims, believe that their parents are interested in them. Without specific strategies in place, bullying can be rampant in schools.

The results of this research correlate positively with international studies conducted in the arena of female adolescent bullying. Juvonen and Graham (2001:8) as well as Orpinas and Horne (2006:219) found similar results in which the victim has difficulty defending herself due to low self-esteem and a poor self-image (cf Table 4.2 and Table 4.6), thereby placing the bully in a position of greater psychological strength. Likewise, in studies conducted by Lee (2004:10) as well as Sharp and Smith (1991:50) it was shown that name-calling is the most common form of bullying and social exclusion can hurt deeply (cf section 4.6.1 and 4.6.3.1). Similarly, Rapmund (2005:6) stated that adolescent girls are socially driven, and rumours as well as friendship withdrawal, cause considerable damage (cf section 2.2.2.3 and section 4.6.1). Furthermore, Coloroso (2008:77) reported that parenting styles influence social relationships significantly (cf section 2.5.2).

However, the significant results that were obtained must be considered with caution because of the size of the sample (victims n=8 and non-victims n=16). As this is a dissertation of limited scope not all the factors that could influence bullying were discussed in detail. In addition, bullying is a difficult

construct to evaluate using objective standardised measuring instruments.

None-the-less, significant indicators of bullying were found by the researcher. Therefore, parents and teachers need to be educated on how to prevent their adolescent girls from being bullied.

The final educational and psychological implications and recommendations will be discussed in Chapter 5.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The main objective of this research study was to determine the characteristics that are common among adolescent females who are the victims of bullying. This includes establishing if there are parenting styles or techniques, which affect the way adolescents are viewed and treated by their peers. Research showed that specific personality characteristics, as well as certain parenting styles increase the chances of victimisation (cf Chapter 1). In this final chapter the conclusions and recommendations are presented.

5.2 FINDINGS FROM THE LITERATURE

The literature study was undertaken in order to determine:

- the type of bullying to which adolescent girls are exposed;
- the personality and other characteristics of girls that define a victim;
- the family structures and parenting styles that either support healthy development or the perpetuation of a victim model for adolescent girls;
- the strategies considered to be effective for parents and schools, for prevention of bullying, and the counter-action to eliminate bullying where it is already present.

Theorists, such as Erikson and Bronfenbrenner (cf section 1.2.2.3) stressed that a female adolescent's interactions with her immediate family and/or school environment impacted on her personal relationships. They stated that the attitude and opinions of other relevant people, during the Latency stage of a girl's development, are important. Their concepts were used in this study to underpin the theory that girls who had feelings of inadequacy and/or limited ego strength regularly exhibited negative self-esteem and therefore became victims of bullying.

The literature study in Chapter 2 highlighted the different types of bullying (cf section 2.2.2) as well as the detrimental effects that victimisation can cause a female adolescent (cf section 2.3). It emphasised the commonly occurring personality traits and observable characteristics of victims (cf section 2.4). Researchers, including Sanders and Phye (2004) have established that most victims of bullying demonstrate low self-esteem, poor self-image, high levels of anxiety, non-assertive behaviour, feelings of isolation or difficulties in relating to their peers (cf section 2.4). Olweus (1995:198) states that adolescents choose to be on their own to prevent further hurt, as they have a lower ability to demonstrate emotional intelligence and have difficulty bouncing back after bad experiences (cf section 2.4.1.4).

Furthermore, Harris (2009:27) points out that the home environment and parenting styles play a significant role that influences whether or not an individual is likely to be victimised (cf section 2.5). MacIntyre (2009:24) indicates that the reaction girls have to bullying will inadvertently determine whether or not the behaviour will be repeated by the perpetrator. It is imperative to take cognisance of the intricate relationships that occur daily between female adolescents that, for competence in the school environment, require complexity of social skills and relevant levels of emotional intelligence and maturity.

The material covered above, formed the basis of the second element of this study, which was an empirical investigation. Research was carried out to determine if certain personality traits and observable characteristics, as well as parenting styles, identified in the literature as influencing victimisation in other western countries, can be identified as factors that increase a female adolescent's vulnerability to bullying in South Africa.

5.3 THE FINDINGS FROM THE EMPIRICAL STUDY

The empirical study outlined in chapter 4 was developed to define those characteristics that are present in adolescents that make them more susceptible to being bullied. Significant results are shown in the qualitative (cf section 4.6) and the quantitative sections (cf section 4.5) of this research.

5.4 CONTRIBUTIONS OF THE RESEARCH

This limited scope research study contributes a number of important findings. Firstly, it affirms that international research is relevant to South African Independent Schools in the following arenas:

- Adolescent girls are subject to bullying such as name-calling, social exclusion and receiving unhealthy sms/ bbm's (cf section 2.2.2);
- The personality traits of an adolescent girl, such as her self-confidence, self-concept, self-esteem, self-image, emotional intelligence, ego strength and self-talk, all determine how she will interact with peers and how she will behave and deal with problems she experiences (cf sections 2.3 and 2.4);
- Parenting styles have a significant impact on whether an individual will be victimised or not. There are specific differences in the way adolescents of various parenting styles react. Parents need to be encouraged to bring up their children using backbone/authoritative approaches where love is unconditional and adolescents feel loved and respected (cf section 2.5.2.4). With this strategy, adolescents are given opportunities to solve problems and are thereby empowered to respond assertively during confrontation. These children become cooperative, competent and decisive and are able to fend off bullies.

- The respondents illustrated that school policies are not sufficiently effective and principals as well as teachers need to be more proactive in how they respond to bullying in their schools (cf. Addendum J).

5.4.1 EDUCATIONAL AND PSYCHOLOGICAL IMPLICATIONS AND RECOMMENDATIONS

Social skills form the basis of all healthy relationships and are considered a vital key to daily happiness. Moreover, social skills play a critical role in friendships, in emotional resilience as well as in self-confidence. All adolescents want to identify with someone to whom they can relate. The unassailable detrimental fact is that the modern child is growing up surrounded by changing family structures, including fractured extended families, absent or less available fathers, working mothers and divorce, flexible social mores and mobile jobs, as well as interaction with technology. These facts will impact on the psycho-social health of our communities for years to come (cf Chapter 2).

This highlights the imperative need to provide parental education as well as life-skills programmes. These must give guidance on building a female adolescent's ego strength, enhance the individual's sense of self awareness, and her understanding of the true meaning of friendship as well as the different strategies of problem-solving (cf section 2.6). An appropriate grasp of fundamental personal skills and their execution will enhance an adolescents' ability to cope, and will serve as a tool to develop resilience.

Schools need to stress the importance of communication and the significance of negotiating positive outcomes in all realms of the curriculum. Time must be set aside to discuss the constructive use of cell phones and computers. Facebook, Mixit, blogging, sms-ing and bbm-ing need to be brought into the schools in a positive way. Teachers must educate adolescents about socially acceptable ways of handling disappointment and challenges while using social networking. Pupils need to be encouraged to alert an adult when faced with a distressful cyber situation. In addition books and websites can be used to guide teenagers.

More time should be set aside to develop anti-bullying policies which help improve adolescents' ability to feel safe at school and assist educators in providing optimal learning experiences for those they teach. Teachers need to be encouraged to be proactive in their classrooms and to educate pupils about the negative or potentially positive aspects of bystander behaviour. Focus in schools needs to emphasise not only healthy competitive spirit but also recognise the advantages of co-operative group work activities where adolescents learn to work together effectively. Roles can be shared and different opinions respected. Experiencing success in friendships, as well as social arenas will not only impact on the cognitive functioning of the child, but most likely contribute to a positive emotional well-being.

5.4.2 LIMITATIONS OF THE RESEARCH STUDY AND RECOMMENDATIONS FOR FURTHER RESEARCH

In addressing the research problem, this study's main aim is to determine specific behavioural characteristics, physical mannerisms and relational techniques exhibited by adolescents that make them susceptible to victimisation. This research highlights common bullying tactics, victim personality traits and parenting styles evident in both South Africa and the rest of the Western world. However, this is a limited study, which still requires further attention to the limitations.

- The first aspect of limitation was the sample size. This study, which was limited to 76 questionnaires, 8 interviews/personality tests with victims and 16 personality tests with non-victims, which can be considered to be representative of young girls in an Independent School in northern Gauteng, but it cannot be considered to be representative of the total population of South Africa. The findings of this research provide directions for future research on this topic.
- A second aspect of limitation was current availability of standardised personality tests suitable for South African children. It is hoped that more research will be conducted to achieve this.
- A third aspect of limitation was the shortage of information relating to fathers being available to their children. The indicators highlight that further research may prove that an absent father significantly increases a girl's probability of being victimised.
- A fourth limitation of the study is that the respondents did not provide many preventative strategies, which they felt had been effective in reducing victimisation. However, the idea of installing a guardian like Netparent on a home computer, where certain words can be chosen that will trigger an alert for incidents of cyber-bullying, is worth consideration (cf section 4.6.3.6.).

5.7 FINAL REMARKS

This research highlights the importance of backbone/authoritative parenting styles as a means of preparing an adolescent girl to live a competent, healthy life. Positive personality traits such as self-esteem and self-image are brought to light in the hope that parents and educators can help female adolescents to foster healthy friendships, a strong sense of self and the ability to stand up for their own aspirations and beliefs.

The research provided valuable information pertaining to the distinct behavioural characteristics, physical mannerisms and social techniques demonstrated by female adolescents, which make them susceptible to victimisation. A great deal of information supports the view that this period in school will lay the foundations for relationship success or failure later in life. The findings highlight Field's (2007:151) viewpoint that the way a girl feels about herself determines how her friends will treat her.

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ADDENDUM A

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

CONSENT FORM FOR PRINCIPAL

Dear (name of headmistress),

I am Nicole Thomas, a master's student in Education from UNISA. I am conducting a master's dissertation research project on bullying in girls schools. When completed, I hope the information gathered will be used to empower parents and teachers to limit this painful experience for children. I am writing to ask for permission for your school to participate in this study.

The study consists of the following activities:

1. 8 children being interviewed individually for about forty-five minutes, regarding their perceptions of bullying.
2. 76 children completing a simple questionnaire, which should take 10 minutes.
3. 24 children completing a personality test

There are no known risks if you decide to participate in this research study, nor are there any costs involved. The information your school provides will help me understand why certain girls are victimised whilst others are left unscathed. The information collected should provide information for parents, teachers and researchers. Anyone can withdraw at anytime.

Only Dr Krog from Unisa, who is my supervisor, and I will have access to the information we collect. All data we receive is numbered, with no names attached. At the conclusion of the study, children's responses will be reported as group results only. At the end of the study a summary of group results will be made available to all interested parents.

Please indicate at the end of this consent form whether you wish to have these results. If so, please provide your e-mail address.

Kind regards

Nicole Thomas

ADDENDUM B

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

CONSENT FORM FOR TEACHER PERMISSION

Dear (name of teacher),

I am Nicole Thomas, a master's student in Education from UNISA. I am conducting a master's dissertation research project on bullying in girls' schools. When completed, I hope the information gathered will be used to empower parents and teachers to limit this painful experience for children. I am writing to ask for permission for your school to participate in this study.

The study consists of the following activities:

4. 8 children being interviewed individually for about forty-five minutes, regarding their perceptions of bullying.
5. 76 children completing a simple questionnaire, which should take 10 minutes.
6. 24 children completing a personality test

There are no known risks if you decide to participate in this research study, nor are there any costs involved. The information your school provides will help me understand why certain girls are victimised whilst others are left unscathed. The information collected should provide information for parents, teachers and researchers. Anyone can withdraw at anytime.

Only Dr Krog from Unisa, who is my supervisor, and I will have access to the information we collect. All data we receive is numbered, with no names attached. At the conclusion of the study, children's responses will be reported as group results only. At the end of the study a summary of group results will be made available to all interested parents.

Please indicate at the end of this consent form whether you wish to have these results. If so, please provide your e-mail address.

Kind regards

Nicole Thomas

ADDENDUM C

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

PARENT CONSENT FORM

Dear Parent or Guardian,

I am Nicole Thomas, a master's student of Psychology from Unisa. I am conducting a master's dissertation research project on bullying in girls schools. When completed, I hope the information gathered will be used to empower parents and teachers to limit this painful experience for children. I am writing to ask for permission for your child to participate in this study.

The study consists of 2 activities:

Firstly, a one-on-one interview for approximately 45 minutes and secondly a questionnaire which should take about 10 minutes to complete. A few adolescents will be approached to complete a personality test. The research will be explained in terms that your child can understand. Your child will participate only, if she is willing to do so and permission is granted.

There are no known risks if you decide to participate in this research study, nor are there any costs involved. The information you provide will help me understand why certain girls are victimised while others are left unscathed. The information collected may not benefit you directly, but what I learn from this study should provide information for parents, teachers and researchers.

Only Dr Krog from Unisa, who is my supervisor, and I will have access to information from your child. All data received is numbered, with no names attached. At the conclusion of the study, children's responses will be reported as group results only. A summary of group results will be made available to all interested parents. Please indicate at the end of this consent form whether you wish to have these results. If so, please provide your e-mail address.

Participation in this study is voluntary and she is allowed to withdraw at any time. Should you have any questions or desire further information, please feel free to contact me.

Please complete the attached form and return the signed permission page to your daughter's form teacher.

Kind regards

Nicole Thomas

ADDENDUM D

PERMISSION SLIP

Please indicate whether you will allow your child to participate in this project by ticking one of the statements below. Please sign your name and returning it to your class teacher.

_____ I grant permission for my child to participate in the interviews and the questionnaire during Nicky Thomas's bullying research

_____ I grant permission for my child to participate in only the questionnaire during Nicky Thomas's bullying research

_____ I do not grant permission for my child to participate in Nicky Thomas's bullying research

Signature of Parent/Guardian

Printed Parent/Guardian Name

Printed Name of Child

_____ Yes, I would like a copy of the results of this study.
My mailing address is below

ADDENDUM E

SEMI-STRUCTURED INTERVIEW ABOUT BULLYING AND CHILDREN WHO ARE VICTIMISED

Section A

A. I am going to show you a series of photographs, please tell a story about each of the pictures. (The child will be asked what went on before the story and what will happen thereafter.)

➤ Photo 1: Mother and father hugging

Why do you think the mom and dad are hugging?

How often does this happen?



➤ Photo 2: Mother and father arguing

How do you think they feel?

Why are they are fighting?

What is quality time with your family?

Tell me what you feel you need in your family.



➤ Photo 3: Mother and daughter hugging

How does this make the girl feel?

When does this happen?



➤ Photo 4: Mother and daughter arguing

Why do you think they are arguing?

Does it happen often?

What would the mother be saying?

How does it make the girl feel?



➤ Photo 5: Angry mother

What is happening?

How does the mother feel?

How is her daughter feeling?

Why is this happening?



➤ Photo 6: Father and daughter hugging

When does this happen?

Does it happen often?

How does it make her feel?

What is family time?



➤ Photo 7: Father and daughter arguing

What do you think has happened?

Do you think it happens often?

How does she feel?

Where is her safe place?



➤ Photo 8: siblings hugging

How do children play together?

How often does this happen?



➤ Photo 9: Sibling bullying

How does she feel when her sibling shouts at her?

Does it happen often?

Who normally wins?

What usually happens after they fight?

What will make her feel safe? (In the future, at home?)

What do the parents do?



➤ Photo 10: friendship positive

Explain the word friendship

What does friendship mean to this little girl?

Which group does she belong too?



➤ Photo 11: Bullying at school

How is this person feeling?

How often do you think it happens?

What might have just happened to her?

Why do you think it happened?

What kind of parents does she have?



Section B

Can you remember the pictures we looked at:

- Which was your best picture?
Why did you like it the most?
Which character makes you feel the happiest? Why?
Who do you sympathise with the most? Why?
- Which picture did you not like?
Why didn't you like it?
Which character scares you the most? Why?

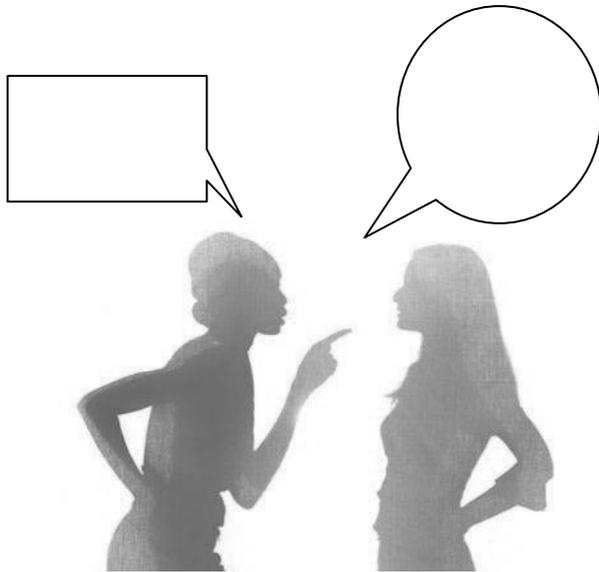
Section C

1. How would you describe someone who bullies others
2. Describe a person who is a victim of bullying
3. What kind of parents do you think this girl will have?
4. Do you know someone who is being/has recently been bullied?
5. How are they/were they being bullied?
6. Have you ever been bullied?
7. Do you think the victim's family life is unhappy – neutral – happy? Explain.
8. What kind of family upbringing does a victim have?
9. Describe a victim's home life.
10. Could a family cause someone to be bullied in any way?
11. Is there anything about his/her looks or body that encourages bullying? Does being overweight, having acne, using strange gait affect how she is treated by her class mates? (yes/no)
12. How does a victim socialise with other girls?
13. How does she usually behave with:
 - friends?
 - teachers?
 - strangers?
14. Do you think there are any other effects on her life as a result of being bullied?
(physical, psychological, academic)
15. In general are there some girls that actually do something specific that encourages other girls to bully them? If yes, describe.
16. What could be done to prevent bullying, from the bullied person/victims point of view:
 - at school and at home?

Section D

Show picture of bully and victim with speech bubbles.

1. What is the bully saying to the victim? What is the victim saying to the bully?



ADDENDUM F

QUESTIONNAIRE RELATING TO BULLYING AND GIRLS WHO ARE VICTIMISED

- *Thank you for taking the time to complete this questionnaire.*
- *Please do not put your name on this piece of paper as your answers are anonymous.*

Section A

To what extent, on a scale of 1 to 6 (1=disagree completely, 2=disagree a lot, 3=disagree a bit, 4=agree, 5= agree a lot, 6=agree completely) do you agree with each of these statements:

	Victim	Number
Victims' have few friends		A1
Victims' feel they cannot talk to their parents		A2
Victims' have trouble sleeping		A3
Victims' do not feel good about themselves		A4
Victims' fight a lot with their parents		A5
Victims' parents do not spend much time with their children		A6
Victims' cry a lot		A7
Victims' often have some kind of learning problem		A8
Victims' are not self-confident		A9
Victims' are shy		A10
Victims' give in easily		A11
Victims' fight a lot with their siblings		A12
Victims' often have some physical problem (like acne, or being overweight)		A13
Victims' feel alone		A14
Victims' parents are divorced		A15
Victims' are anxious/scared		A16
Victims' often come from a different culture or religion in the school environment.		A17

Section B

Please RANK (no ties, no blanks) the following attributes a young girl needs to avoid being a victim of bullying (1=most important, 6=least important):

She needs:

parents who are supportive and care about their daughter's well-being		B1
to fit in socially both at home and at school		B2
to have good problem solving skills and also needs to be able to cope when things go wrong		B3
to be given consistent fair boundaries at home/school		B4
to feel good about herself		B5
to have a steady group of friends – even if this is only a few girls		B6

Section C

Please indicate along each of these lines whether you think a victim is more often bullied because:

She has parents who are not involved in her life **She has parents who are involved in her life**

She has poor social skills **She has excellent social skills**

She has a poor relationship with her mother **She has a good relationship with her mother**

She lacks confidence **She is a confident person**

Her father is not involved in her life **Her father is involved in her life**

She has physical difficulties like acne/exema **She is attractive**

She has learning difficulties **She achieves well at school**

She feels unsafe at school **She feels safe at school**

The bully preventative strategies at school are effective **The bully preventative strategies at school are not effective.**

ADDENDUM G

PERSONALITY TEST

Answer the following statements by awarding yourself a mark between (1= totally untrue, 2= mostly untrue, 3= a bit untrue, 4= agree, 5= mostly true, 6= always true)

Write this mark in the answer column provided.

Remember that this is how you see yourself and not how others judge you.

No.	Statement	Answer
1.	I depend on my friends to a great extent.	
2.	I often feel unsure of myself.	
3.	I feel at ease with people.	
4.	My parents are often unreasonable.	
5.	My parents are interested in what I do.	
6.	I can share confidential issues in my life with my parents.	
7.	I prefer to make my own decisions, even if it implies that I will be excluded from the group.	
8.	I feel that I am achieving something with my life.	
9.	I trust other people.	
10.	My parents support me in my school work.	
11.	My parents trust me.	
12.	I am often afraid that my parents won't accept me.	
13.	Most of the time I am disappointed in myself.	
14.	I reach out to people who are in need of help.	
15.	My parents explain the rules that they set down.	
16.	My parents like to be informed about what is going on at school.	
17.	I can depend on my parents when I need help.	
18.	I often do what my friends tell me to do.	
19.	I am proud of what I have achieved in my life.	
20.	Before my parents set rules, I am allowed to give my opinion.	
21.	My parents like to listen when I tell them something that is important to me.	
22.	I can share my problems with my parents.	
23.	I often have been in trouble because I did what my friends suggested.	

24.	I have confidence in myself.	
25.	I do not need friends in my life.	
26.	I often clash with my parents over rules and conditions that they set for me.	
27.	My parents have expectations that I cannot fulfill.	
28.	My parents understand my feelings.	
29.	I often change my mind to suit my friends.	
30.	I am in charge of my life – I know where I am going.	
31.	I am someone who reaches out to others.	
32.	I accept the rules that my parents set.	
33.	I do not think that my parents really understand me.	
34.	My parents are honest and sincere towards me.	
35.	I often do things that other learners prompt me to do.	
36.	I sometimes pretend to be what I not really am.	
37.	I am a very jovial person and get along with other people.	
38.	My parents explain rules and how I must behave in detail.	
39.	My parents accept me for what I am.	
40.	In a group decision, the others normally make the decisions.	
41.	I have hope for myself in life.	
42.	It is difficult for me to make friends.	
43.	My parents are very flexible in their rules.	
44.	My parents are unnecessarily critical towards me.	
45.	I am satisfied and thankful for my parents.	
46.	I am sometimes indecisive as I am afraid others won't like the decisions I make.	
47.	I often feel that I cannot do anything good.	
48.	I am able to maintain my opinion when confronted by others.	
49.	I often feel lonely.	
50.	My parents apply rules consequently.	
51.	My parents know my abilities as well as my shortcomings.	
52.	My parents trust the choices that I make.	
53.	I am easily influenced by friends.	
54.	I am very critical towards others.	
55.	My friends know that I stick to decisions I make.	
56.	At home I am usually unsure about what I may and may not do.	

57.	My parents acknowledge my achievements.	
58.	My parents are suspicious about my activities.	
59.	I prefer being a follower rather than a leader.	
60.	I sometimes feel as if I do not belong anywhere.	
61.	I definitely have fewer friends than other people.	
62.	My parents do not believe what I tell them even if it is the truth.	
63.	Because I feel unsure of myself, I do what most others do.	
64.	I fail at most things that I attempt.	
65.	I do not have friends to turn to.	
66.	I realise that most of the time the things that I do with my friends are wrong, but I do not have the courage to say so.	
67.	I am acceptable to myself.	
68.	My social relationships are superficial.	
69.	My parents realise that I am growing up in different times compared to them.	
70.	I am not easily misled by my peers.	
71.	I often doubt myself and what I am.	
72.	Often people make me feel inferior.	
73.	I do not have enough self-confidence to ask questions in class.	
74.	I am touchy and get angry at others very easily.	
75.	I am not actually worried about my parents' point of view, I do as I please.	
76.	My parents know the things I like and dislike.	
77.	I hide many things from my parents.	
78.	I am afraid about my faults and shortcomings.	
79.	I easily submit to the requests of friends.	
80.	I would change many things about myself if I could.	
81.	Before realising, I say things to people that hurt.	
82.	My parents allow me to form different opinions compared to theirs.	
83.	It seems as if my parents do not always hear what I want to convey to them.	
84.	My parents make me feel safe and at ease.	
85.	It seems to me that I need my friends more than they need me.	
86.	I'm scared to be myself.	
87.	It is more pleasant to do things on my own instead of in a group.	

88.	My parents often punish me without first listening to an explanation.	
89.	I often wonder if my parents ever take notice of me.	
90.	My life makes sense to me.	
91.	I can take a stand in life.	
92.	I do my share to keep friendships alive.	
93.	I'm not strong enough to make my own choices.	
94.	I can overcome stumbling blocks because I believe in myself.	
95.	I accept my friends as they are.	
96.	I respect my parents' opinions and rules.	
97.	I normally go with the majority.	
98.	I tend to degrade myself.	
99.	If I knew my parents better, we would get along better.	
100.	When I have done something wrong, I admit it to my parents.	
101.	When I am with friends, I do things without thinking carefully about it.	
102.	I can give to others without expecting something in return.	
103.	I discuss many things with my parents because I know that they are interested.	
104.	I can take my parents into my circle of trust.	

ADDENDUM H

Comparative results of the Personality Test

	Question	Victims mean score	Non-victims mean score
1.	I depend on my friend to a great extent	3	5
2.	I often feel unsure of myself	3	2
3.	I feel at ease with people	4	6
4.	My parents are often unreasonable	2	2
5.	My parents are interested in what I do	5	6
6.	I can share confidential issue in my life with my parents	5	5
7.	I prefer to make my own decisions even if it means I will be excluded from the group	4	3
8.	I feel I am achieving something in my life	5	5
9.	I trust other people	4	5
10.	My parents support me in my schoolwork	5	6
11.	My parents trust me	5	6
12.	I am often afraid that my parents won't accept who I am	2	2
13.	Most of the time, I am disappointed in myself	3	2
14.	I reach out to people who are in need	5	5
15.	My parents explain the rules they set down	5	5
16.	My parents like to know what is going on at school	5	5
17.	I can depend on my parents when I need help at school	5	5
18.	I often do what my friend tell me to do	3	2
19.	I am proud of what I have achieved in my life	5	5
20.	I am allowed to give my opinion	5	5
21.	My parents listen when I tell them something that's important to me	5	5
22.	I can share my problems with my parents	4	5
23.	I have often been in trouble because I did what my friends suggested	3	2
24.	I have confidence in myself	4	5
25.	I do not need friends in my life	1	1

26.	I often clash with my parents over rules and conditions	3	2
27.	My parents have expectations that I cannot fulfill	2	2
28.	My parents understand my feelings	5	5
29.	I often change my mind to suit my friends	2	3
30.	I am in charge of my life	4	5
31.	I am someone who reaches out to people in need	5	5
32.	I accept the rules my parents set	4	5
33.	I don't think my parents understand me	2	2
34.	My parents are honest and sincere towards me	4	5
35.	I often do things that the other girls at school prompt me to do	3	2
36.	I sometimes pretend to be what I am not	3	2
37.	I get along with other people	4	5
38.	My parents explain the rules in detail	5	4
39.	My parents accept me	5	6
40.	In a group interaction, the others normally make the decisions, not me	3	2
41.	I have hope for myself in life	6	6
42.	It is difficult for me to make friends	3	2
43.	My parents are very flexible in their rules	4	4
44.	My parents are unnecessarily critical towards me	2	2
45.	I am satisfied with my parents	5	6
46.	I sometimes cannot make decisions because I am afraid that others won't like my ideas	3	2
47.	I feel that I cannot do anything good	2	2
48.	I am able to hold my opinion when confronted by others	4	5
49.	I often feel lonely	4	2
50.	My parents apply rules that have appropriate consequences	5	5
51.	My parents know my abilities as well as my shortcomings	5	5
52.	My parents trust the choices that I make	5	5
53.	I am easily influenced by my friends	3	3

54.	I am very critical towards others	3	2
55.	My friends know that I stick to the decisions that I make	4	4
56.	At home, I am usually unsure of what I am allowed or not allowed to do	3	1
57.	My parents are proud of my achievements	4	6
58.	My parents are suspicious of my activities	2	2
59.	I prefer to be a follower rather than a leader	2	2
60.	I sometimes feel as if I do not belong anywhere	3	2
61.	I definitely have fewer friends than other people	3	2
62.	My parents don't believe what I tell them, even if it is the truth	2	2
63.	Because I feel unsure of myself, I do what most of the other girls do	3	2
64.	I fail at most things that I attempt	2	2
65.	I do not have friends to turn to	2	1
66.	I realise that most of the things I do with my friends are wrong, but I do not have the courage to say so	2	2
67.	I am acceptable to myself	5	5
68.	My social relationships are superficial	2	2
69.	My parents realise that I am growing up in times that are different from their childhood	4	6
70.	I am not easily misled by my peers	4	4
71.	I often doubt myself and what I am	3	2
72.	Often people make me feel inferior	2	2
73.	I do not have enough self-confidence to ask questions in class	2	2
74.	I am touchy and get angry with others very easily	2	2
75.	I am actually not worried about my parents' point of view – I do as I please	2	3
76.	My parents know the things that I like and dislike	5	5
77.	I hide many things from my parents	2	2
78.	I am afraid of my faults and shortcomings	2	2
79.	I submit easily to the requests of my	3	3

	friends		
80.	I would change many things about myself if I could	2	2
81.	I say things that hurt people without realizing I am going to do it	3	2
82.	My parents allow me to form opinions that are different to theirs	5	5
83.	My parents don't always hear what I need them to understand	2	3
84.	My parents make me feel safe and at ease	5	6
85.	I need my friends more than they need me	4	3
86.	I am scared to be myself	2	2
87.	I enjoy doing things on my own	3	3
88.	My parents often punish me without first listening to my explanation	2	1
89.	I often wonder if my parents take notice of me	2	1
90.	My life makes sense to me	5	5
91.	I can take a stand in life	5	5
92.	I do my share to keep friendships alive	5	5
93.	I am not strong enough to make my own choices	3	2
94.	I can overcome stumbling blocks because I believe in myself	4	5
95.	I accept my friends as they are	5	6
96.	I respect my parents' rules and opinions	5	5
97.	I normally go with the majority	3	4
98.	I tend to degrade myself	3	2
99.	If I knew my parents better we would get on better	2	2
100.	When I have done something wrong I admit it to my parents	4	4
101.	When I am with my friends I do things without thinking carefully about it	3	3
102.	I can give without expecting in return	5	5
103.	I discuss many things with my parents because they are interested	5	4
104.	I can take my parents into my circle of trust	6	5

ADDENDUM I

Interpretation of interviews using the Relations Theory

Intrapsychic and theory	Projective Analysis
<p>Ego Manager of the personality- tries to satisfy needs in socially acceptable ways. The needs include: regard, recognition, feeling worthy. If needs are met the individual will have a good ego strength and self concept. The ego is the manager of the personality and determines ego strength, which is manifested in self-confidence, self-esteem and a good self-concept. If the needs are ignored it results in feelings of helplessness.</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • mom and dad love each other • mom and dad support her and are proud of her • left out – sad • defence mechanism: avoidance, intellectualisation, acting out <p>Respondent 2:</p> <ul style="list-style-type: none"> • mom and dad love each other • defence mechanism: withdrawal, intellectualisation, repression <p>Respondent 3:</p> <ul style="list-style-type: none"> • fairly resilient – “think of something that will make me happy” • parents fighting • internalised anger relating to dad’s drinking • defence Mechanism: avoidance, repression <p>Respondent 4:</p> <ul style="list-style-type: none"> • “mom and dad love each other and hug a lot” • quality time is time spent together as a family • defence Mechanism: intellectualisation, compensation • left out of activities at school • “people don’t give her gifts after the holidays” <p>Respondent 5:</p> <ul style="list-style-type: none"> • mom and dad love each other • told she is fat–hurts her feelings=low self-esteem and low self-concept • is sad and lonely • takes out her anger on her younger brother • need to say goodnight to both her parents to feel safe and worthy • defence Mechanism: displacement of anger, avoidance <p>Respondent 6:</p> <ul style="list-style-type: none"> • mom and dad argue and fight • weak at Maths • defence mechanism: avoidance, displacement of anger, repression

	<p>Respondent 7:</p> <ul style="list-style-type: none"> • mom and dad hug for real • solve problems as a family • have a special friend • defence mechanism: avoidance, compensation <p>Respondent 8:</p> <ul style="list-style-type: none"> • not part of a loving family • defence mechanism: avoidance, displacement of anger, intellectualisation • take anger out on sister
<p>Self A personal construct is made up of an individual's positive and negative experiences. A person's self is the totality of all one can call one's own – this includes ideas, attitudes, values, identities and commitments. Thus the self is made up of many identities. The person expresses her personality through the self. This depicts the true, real and adapted selves.</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • good musician and good at schoolwork • rejected by peers due to impulsivity • glasses-teased; best friend leaving at the end of the year <p>Respondent 2:</p> <ul style="list-style-type: none"> • enjoys dinner with her family and treats in her lunchbox • “don't spend a lot of time with mom as have lots of other siblings” • teased glasses, freckles, high marks <p>Respondent 3:</p> <ul style="list-style-type: none"> • accepted divorce – see dad every second weekend • go to mom for advice <p>Respondent 4:</p> <ul style="list-style-type: none"> • focus is work • “people who are alone form a group and sit together at break” • adapted self <p>Respondent 5:</p> <ul style="list-style-type: none"> • rejected by peers due to weight, concentration difficulties, ADHD and handwriting • shouted at by parents due to low marks at school • recognises that she is different –created an adapted self to cope <p>Respondent 6:</p> <ul style="list-style-type: none"> • protects dad – wakes him up so mom doesn't fight with him • may leave school as not coping socially • adapted self – safe place is shopping

	<p>Respondent 7:</p> <ul style="list-style-type: none"> • different groups and then me and my friend on the side <p>Respondent 8:</p> <ul style="list-style-type: none"> • cries a lot regarding peers – created an adapted self to cope
<p>Emotions Experienced</p> <p>Experience is related to emotions. Every situation is unique and has feelings and meanings. The person evaluates the situation as either positive or negative. The quality and intensity of emotions will differ in different situations. Emotions can improve/disrupt our lives.</p> <p>Emotional experience influences the quality of relationships formed. Meaning is attributed to new experiences. Meanings are based on previous experiences and either inhibit or excite an individual's involvement.</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • parents argue a bit • mom shouts a lot • peers call her names • impulsivity gets her into trouble <p>Respondent 2:</p> <ul style="list-style-type: none"> • anxious adolescent girl who cried while explaining her bullying experience <p>Respondent 3:</p> <ul style="list-style-type: none"> • dad drinks too much – feels scared • upset when people call her and her friends names • defence Mechanism: withdrawal • anxious when speaking to me <p>Respondent 4:</p> <ul style="list-style-type: none"> • anger <p>Respondent 5:</p> <ul style="list-style-type: none"> • knows mom will always be there for her • called names – made her scared and shy <p>Respondent 6:</p> <ul style="list-style-type: none"> • sister bullying her • inner anger <p>Respondent 7:</p> <ul style="list-style-type: none"> • anxious • enjoys time with dad <p>Respondent 8:</p> <ul style="list-style-type: none"> • sadness and rejection when friends abandoned her
<p>Behaviour/Involvement</p> <p>It is the action of choice to be part of an experience. It demands knowledge and active participation. It leads to identification with people</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • gets irritated – says things she doesn't mean • happy on own at home (safe at home) • dad often gets home late • close to mom • tell both parents her problems over dinner

<p>and ideas. It is essential for self-actualisation. Inadequate involvement leads to feelings such as failure, anxiety and frustration.</p>	<p>Respondent 2:</p> <ul style="list-style-type: none"> • dad works during the week – only see him over weekends • close to siblings • defence Mechanism: reads all the time • “safe in the middle of the school where friends can’t be cross with you as teachers walk passed” <p>Respondent 3:</p> <ul style="list-style-type: none"> • spend time with both parents • feel safer at home • mom does all of the disciplining • brother teases her and calls her names • spends time with friends who have also been bullied <p>Respondent 4:</p> <ul style="list-style-type: none"> • parents too involved – “relieved going (to university) as has been with her parents so long” • “tells mom everything that has happened in the day, everything we talked about, everything that was important in the day” – mom very involved – mom solves all her problems for her • parents don’t understand the times she is growing up in • mom explains a lot • make things like ‘engines’ with dad – “he drives me around” • tells sister she loves her everyday <p>Respondent 5:</p> <ul style="list-style-type: none"> • loss – older brother went to boarding school • friends with other girls who are being bullied • adores her brothers • safe around family <p>Respondent 6:</p> <ul style="list-style-type: none"> • “called lazy” – mom shouts and gets angry when she gets bad marks • dad is proud of her • ‘friends’ are more important to her – escapism – “will obey everything she wants them to do” • says things people don’t always want to hear – people get annoyed and walk away • safe when shopping
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	<p>Respondent 7:</p> <ul style="list-style-type: none"> • mom is very strict and over-protective • don't tell mom everything • dad works a lot • safe with friends <p>Respondent 8:</p> <ul style="list-style-type: none"> • don't share everything with parents • scared mom is going to judge her • mom disciplines mostly • loves her sister – still shares a room with her 10 year old sister • share problems with her sister • safe place – bedroom. At school she does not feel safe
<p>Cognition/ Thoughts 'Significance attribution" – is the subjective meaning that an individual gives to objects, norms and ideas in his world i.e. an experience. An affective dimension is always present. By attributing meaning an individual knows how to act and form relationships. The greater the involvement, the more intense the meaning and thus her evaluation.</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • suppresses feelings at school as she may say something nasty • aware that she is different because she has ADHD <p>Respondent 2:</p> <ul style="list-style-type: none"> • “dominant children tell others what to do” • she feels she is often in the middle of fights and is the peacekeeper <p>Respondent 3:</p> <ul style="list-style-type: none"> • believes that most parents don't hug – they argue • has realised the effects of alcohol on her father <p>Respondent 4:</p> <ul style="list-style-type: none"> • believes peers think she is weird • perception that girls in the 'cool' group don't work or want good marks <p>Respondent 5:</p> <ul style="list-style-type: none"> • defence mechanism: projection-belief that mom and dad need her as much as she needs them • enjoys time with dad on a Sunday <p>Respondent 6:</p> <ul style="list-style-type: none"> • does not like to be around her sister • mom gets embarrassed when we fight (when there are guests), no guests then mother says “it's the most pathetic thing you can do”

	<p>Respondent 7:</p> <ul style="list-style-type: none"> • enjoys time with her friend • once has a fight with someone she ignores them – ‘not my friend anymore’ <p>Respondent 8:</p> <ul style="list-style-type: none"> • not sure what caused her fall out with her friends
<p>Identities The formation of identity begins with the differentiation of self as a separate individual. Who am I? We all have many identities – person, student, daughter, friend, and niece. Person may be positive and say I can or I can’t. On the other hand an individual may be unrealistic about what she can and can’t do. These individuals are easily influenced by peers and the media. When the self is realistic the individual may self-actualise, such a person is able to negotiate and compromise.</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • called names • new girl Argentinean comforts her when girls call her names • has a positive outlook towards family and best friend <p>Respondent 2:</p> <ul style="list-style-type: none"> • positive outlook towards family • identified with hugging mom more and the picture of being bullied • spoken to badly by peers <p>Respondent 3:</p> <ul style="list-style-type: none"> • identified with picture of parents arguing and the picture of being bullied <p>Respondent 4:</p> <ul style="list-style-type: none"> • friendship is “just having a friend and it doesn’t matter if you lose her” • friends with Chinese girls who exclude her too <p>Respondent 5:</p> <ul style="list-style-type: none"> • parents apologize to her after they have disciplined her • defence mechanism: manipulation and sulking • mom let it slip that she has ADHD - anger • positive outlook towards friends and family • called names <p>Respondent 6:</p> <ul style="list-style-type: none"> • feels sad in relation to friendships • unrealistic <p>Respondent 7:</p> <ul style="list-style-type: none"> • has a friend who stands up for her • enjoys time with her friends <p>Respondent 8:</p> <ul style="list-style-type: none"> • exposed to people who think they own the place – pushed past people and make them sad

	<ul style="list-style-type: none"> • called 'vomit' and 'grenade' • new friend (who was also bullied) makes her feel safer • aware that she can be aggressive too
<p>Self-Talk / Intrapsychic dialogue</p> <p>We speak to ourselves 80% of the day. The way a person talks to herself about herself. This influences how a person experiences things as well as how she attributes meaning to them and how involved she is.</p> <p>The conversation can be realistic, unrealistic, negative and untrue.</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • is able to stand up for her peers • gets hurt deeply when peers are nasty about her • dislikes self at times <p>Respondent 2:</p> <ul style="list-style-type: none"> • anxious personality, realistic conversation <p>Respondent 3:</p> <ul style="list-style-type: none"> • anxious, tearful and insecure <p>Respondent 4:</p> <ul style="list-style-type: none"> • "don't care what people think of me" • wants to be successful in life • dislikes self at times <p>Respondent 5:</p> <ul style="list-style-type: none"> • do well at Maths • don't want peers to think she's a sissy • wants reliable friends = confidence and support <p>Respondent 6:</p> <ul style="list-style-type: none"> • not good enough for her mother, dislikes her sister • anxious • dislikes self at times <p>Respondent 7:</p> <ul style="list-style-type: none"> • realistic self talk <p>Respondent 8:</p> <ul style="list-style-type: none"> • sits by herself, quiet, cries a lot • withdrawn from peer group • dislikes self at times
<p>Self concept</p> <p>It is the 'picture' that an individual creates of herself relating to appearance, ability, goals, ideals, relationships. Self concept is the core of the personality. A positive realistic self</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • aware of strengths (academics/flute) and weakness (ADHD, impulsivity, wears glasses) • aware that she hurts people by the words she uses <p>Respondent 2:</p> <ul style="list-style-type: none"> • aware of her freckles and that she gets teased because she wears glasses and is extremely clever

<p>concept occurs when an individual accepts her strengths and weaknesses. A negative self concept refers to an individual who focuses on their weaknesses. Behaviour is determined by an individual's self concept. She reacts in a manner that is similar to her self-concept.</p>	<p>Respondent 3:</p> <ul style="list-style-type: none"> • aware of her own strengths and weaknesses (learning difficulties) <p>Respondent 4:</p> <ul style="list-style-type: none"> • people gossip about her • see her as fat/clever/4 eyes • she feels she is different <p>Respondent 5:</p> <ul style="list-style-type: none"> • feels different – fat and ugly • cries at home after a bad day at school • learning difficulties – but aware of her strengths and weaknesses <p>Respondent 6:</p> <ul style="list-style-type: none"> • negative self concept • need mom and dad to calm her • anxious – bazaar mannerisms <p>Respondent 7:</p> <ul style="list-style-type: none"> • positive self concept <p>Respondent 8:</p> <ul style="list-style-type: none"> • negative self concept – possible depression
<p>Self actualisation Becoming the best you can be! Is what she can and ought to become. Characteristics of a self-actualizing person include someone who is able to understand and attribute meaning while orienting herself in meaningful experiences.</p>	<p>Respondent 1:</p> <ul style="list-style-type: none"> • wants to do her best at schoolwork <p>Respondent 2:</p> <ul style="list-style-type: none"> • always tries her best <p>Respondent 3:</p> <ul style="list-style-type: none"> • mom and dad are proud of her as she is trying hard <p>Respondent 4:</p> <ul style="list-style-type: none"> • does her best at school and attains good marks <p>Respondent 5:</p> <ul style="list-style-type: none"> • trying harder at school-believes she is good at Maths <p>Respondent 6:</p> <ul style="list-style-type: none"> • very anxious, feelings of helplessness and anger, continuous use of defence mechanisms <p>Respondent 7:</p> <ul style="list-style-type: none"> • always tries her best

	<p>Respondent 8:</p>
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- found a friend who has also been bullied – feeling a bit happier

ADDENDUM J

TRANSCRIPTION OF INTERVIEWS

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

Name: Respondent 1

TRANSCRIPTION OF INTERVIEW

Researcher: Good morning(child's name)

Respondent 1: Good morning.

Researcher: How are you today?

Respondent 1: I'm fine thanks and you?

Researcher: Good. Thank you so much for coming in this morning. What we say today is going to be just between you and I, Ok? I am not going to tell your teacher, I am not going to tell your mommy, I am not going to tell anybody. Just between you and I. When we have spoken about bullying and spoken about the people who are bullying I will put the information into a big file and then hopefully I will be able to help different children that might be being bullied. All right?

Respondent 1: Yes

Now I am going to show you a couple of pictures. What I want you to do is think of a story about what happened before the picture was taken, about what is happening now and what is going to happen after this picture. When you are ready, tell me, what has happened before the picture?

Respondent 1: Two people from different families got married and they were happy so they said "why don't we organise a holiday together?" So they went to the Drakensburg and it was autumn and autumn leaves were falling off the trees so they decided to take a lovely picture.

Researcher: OK, what's happening now?

Respondent 1: Then they went for a walk. They went through the trees and they were chatting and all and then all of a sudden something jumped up and took a picture of them hugging. Then, what happened was that they got scared and said "hey, give us this picture back", but he didn't and they went home and their picture was printed all over the internet.

Researcher: Do you think the mom and dad here are happy?

Respondent 1: Yes.

Researcher: What makes you think that?

Respondent 1: Because they are smiling.

Researcher: Do you think that they smile and hug often?

Respondent 1: Yes.

Researcher: What would make a mom and a dad smile and hug often?

Respondent 1: Because they love each other.

Researcher: Because they love each other.

Now look at this picture. Tell me what would have happened before the picture, at the time of the picture and after the picture.

Respondent 1: Before the picture, the mom and dad got angry because the dad was spending too much time at work and he wasn't spending enough time with his family. So the mom was getting angry because he wasn't spending enough time with them and she was upset so they started arguing about what would happen if they got divorced and were seeing other people instead of each other and they were arguing about their children, who would look after who, because they had two children and they didn't know who would have one and who would have the other. Then they were so upset that they said, right, fine, you can have one child and I will have the other to look after.

Researcher: To look after. And tell me why did the father spend so much time at work?

Respondent 1: To earn money for his children and his wife. But his wife said he was spending too much time at work.

Researcher: At what time does this dad get home?

Respondent 1: Nine o'clock.

Researcher: Nine o'clock at night?

Respondent 1: Mmm

Researcher: So he works very long hours? Do you think she is angry with him because he is working too hard or what are the other reasons?

Respondent 1: He is not spending enough time with his family and their children aren't seeing their dad and they don't really know their dad so much.

Researcher: And is it always the mom that's angry?

Respondent 1: Well most of the time but sometimes it's also the dad because something things go wrong at work.

Researcher: And then what would the dad say to the mom?

Respondent 1: He would say leave me alone because I am having a bad day and it didn't go well at the office.

Researcher: So does it normally happens that the dad gets home and says leave me alone, but the mom gets angry and it's the mom that shouts?

Respondent 1: Most of the time.

Researcher: Most of the time. So the mom gets angry in the family?

Respondent 1: Yes

Researcher: What kind of quality time does the family spend together?

Respondent 1: Not very much.

Researcher: What would they do for quality time?

Respondent 1: If the dad spent time with his family they would go out for dinner and play games and chat and talk about the children while they were there and ask them how the day went and how they feel, each day.

Researcher: If you were a little girl in the family, what would your mood be? What would you want this mom and this dad to do for you?

Respondent 1: I would say to stop fighting and be happy and look after me nicely and chat and stop fighting a lot.

Researcher: So would you want dad to come home from work more often and what must mom do?

Respondent 1: Mom must relax a bit and ask dad to help her a bit more with everything because she would be doing all the work.

Researcher: You tell lovely stories. Now have a look at this. Tell me about this picture, before during and after.

Respondent 1: There was a big family - Mom, daughter and dad. Dad got ill and died. They were upset so they went and stayed with other people in the family. Then they were happy enough, so they went and lived by themselves in a house and the mom, before, didn't have that much time with her child – it was her dad that was more in her life and her mom and dad were very close also and the child got upset because her dad died and they decided to move in with some people. Afterwards they felt happy enough to live on their own. The little girl went to high school and got lots and lots of friends.

Researcher: How do you think this little girl is feeling right next to her mom at the moment?

Respondent 1: Safe and secure and happy that she has got someone in her life who can look after her.

Researcher: What makes her feel safe right next to her mom?

Respondent 1: That her mom is always there for her and strong and happy that she can spend a lot of time with her daughter and keep her away from people she doesn't really know.

Researcher: Do you think they have a good relationship?

Respondent 1: Yes, otherwise, if they weren't the mom wouldn't spend so much time with her daughter.

Researcher: Now, look at this one. Tell me a story. What do you think about this picture? How can you relate that one?

Respondent 1: This is a sad one hey? Well there were two friends and one wasn't feeling well so she had to go to the nurse. Then the other girl started not feeling well also, so they went together to the nurse. But they were best friends. The person who originally went to the nurse got upset because she was the one that was supposed to be sick and not the other. Then she felt bad because her friend wasn't feeling well - they weren't feeling well at all. So they had a big fight and both started crying because both were upset but they only cried at home because they thought, if I show her that I am upset, she will think I am a baby. Afterwards they realised that they were both upset so they all finally make friends and are happy.

Researcher: So this mom and this little girl have an argument. What is she looking at?

Respondent 1: These two are friends.

Researcher: Are these two arguing?

Respondent 1: They argued before and then they got upset with each other and were crying and then she got a bad sms from her saying that she never wants to be her friend again and doesn't want to be in her life any more.

Researcher: Why would she send her that kind of sms?

Respondent 1: Because she is too scared to say it to the person's face and wants to show her that she was upset about it. Then she told her she didn't mean to be horrible to her.

Researcher: Do you think this happens quite often?

Respondent 1: Yes

Researcher: Do you know people who have had horrible sms's.

Researcher: Have you had a horrible sms?

Respondent 1: No, because I don't have a cell phone.

Researcher: But you know people that have. And how do they feel.

Respondent 1: They feel – you can tell that they are upset or if they go on camp and their mom phones and they burst out into tears. I know one girl who does that because she misses her mom.

Researcher: Ok. So, sometimes she misses her mom and sometimes she gets a horrible sms?

Respondent 1: And sometimes she feels upset because her mom and dad got divorced and, well they were still married but just didn't live with each other anymore. She got upset because her dad was upset with not only her mom and she thought it was maybe her fault. But it wasn't.

Researcher: Some children think that, but it's not normally the childrens' fault. It's normally the adults. They just grow apart. All right, that was beautiful. Now have a look here. What do you think is happening there?

Respondent 1: She could have done something wrong at school and the mom got angry with her, because she shouldn't have done that. Maybe she was bullying someone at school and her mom didn't like it so she told her "that's not good, why did you do it?" And she got upset because she didn't want her mom to find out.

Researcher: Why do you think she would want to bully somebody at school?

Respondent 1: Because maybe she didn't feel that great because her mom maybe shouted at her too much and she felt upset. So she let out her anger on other people, but she couldn't help it. That's what happens sometimes with people. But they don't really mean to make people upset.

Researcher: It just happens because (incomplete sentence).

Respondent 1: It just happens because they feel that they were nice people before and suddenly they are horrible because maybe they are having a tough time or they are growing up and ja.

Researcher: Do you think she could have been the person who was shouting and screaming at somebody else because her mom was shouting at her?

Respondent 1: She could have been bullied at school also.

Researcher: Do you think that could also happen?

Respondent 1: No, because her mom wouldn't have been so upset with her. She seemed angry with her.

Researcher: I like your stories. What can you tell me about this picture?

Respondent 1: Well I can tell you that dad is having a great time with his daughter. He is spending time with her and he probably doesn't spend a lot of time with his children. And probably it's because she doesn't get to..., well he is most probably happy because he gets to finally spend time with his child. Probably the little girl is happy and having fun with her dad.

Researcher: What do you think they are doing?

Respondent 1: He may be picking her up and spinning her around.

Researcher: What do you think the little girl and the dad do for family time?

Respondent 1: If she's feeling upset she tells her dad. And the dad says I think you are right and you must show what you really feel and tell everybody that happens. If she has seen a friend who has had a bad day, they should share what they have and what they feel.

Researcher: If the little girl had a problem, and mom and dad were at home, would she tell mom or dad first?

Respondent 1: I think she would get them together and tell them both at the same time, but it depends. Sometimes children spend more time with their dad or lots of time with their mom. Then they spend too much time with the one person. If she spends too much time with her dad, then the mom probably thinks she likes her dad better and gets upset and jealous.

Researcher: And if this little girl were you and you had a problem at school, who would you tell first? Would you tell your dad first or your mom first?

Respondent 1: Well, basically, we have time at dinner together so whenever I have a bad day we talk to each other and if something is wrong at school, like some girls are being horrible to someone else and I help by doing something about it, then I would say why are you doing this. Then she would shout at you and say I never want to be your friend. So then, I don't know why but when something like that happens I feel angry somehow because the person who is doing that isn't very good. I would feel upset and I don't express my feelings at school because I might say something horrible. I share my problems at home.

Researcher: That's clever, that's very clever. Now have a look at this one. What do you think has happened?

Respondent 1: Her dad has probably told her that they are moving to another country and she will have to move schools. So she is probably upset because she has something happening, like a talent show and she has practiced hard for it. So she is irritated with her dad and her dad is maybe tired, because he is upset about her being upset about moving because it's so easy and she will make friends fast. She says, you know what dad, if you keep on moving, then I am just going to choose a spot where I like and I am going to stay there. I am not going to come with you and stay with other friends instead.

Researcher: Do you think girls argue a lot with their dads?

Respondent 1: Yes. I think so.

Researcher: What do they argue about?

Respondent 1: They argue about – it depends, if they are older, they argue about relationships and if younger they argue about, say, like me when I was in grade 3, I used to have to have (medication) in the morning and I didn't. I only had it on the way to school. It took half an hour to wear in and I was late for maths. So I was quite upset.

Researcher: So it's that sort of thing that will make children argue. I can understand that. Have a look at this one. Those are school uniforms. What can you tell me about that?

Respondent 1: They are at school and maybe they are happy because they can see their friends.

Researcher: What do you think those friends would say to each other?

Respondent 1: They'd say, like, what's going on at home and if they could see they were bit upset because something horrible happened at home, say that their dog died or something. And they would express their feelings with their friends.

Researcher: What does friendship mean to you?

Respondent 1: Friendship means that they should always be there if I feel insecure and also if, let's just say my mom is upset – she is part of my relationships. I would say, mom it's ok, you can tell me what happened? Sometimes it's too grown up so then she tells my dad instead. That's a relationship and you would share your feelings say you are upset because something wrong has happened at home.

Researcher: So it's all about little things?

Respondent 1: Yes.

Researcher: And if this were you and these were your two closest friends, where would you feel the safest?

Respondent 1: Well, at home on a play day with my friends. At my house.

Researcher: Why at your house and not at their house and not at school?

Respondent 1: Sometime school isn't too safe. And it depends what their houses are like. Also I'd rather have three friends instead of two because when you have three people, it's not too good, it's dangerous, because two people are always friends and you can't always have three people at a time who are friends.

Researcher: So, you would rather have an even number.

Respondent 1: The bigger the group is the better. Say you have seven people in a group, you can have four people that are happy together then there would be three. They would find another person. And also if people are being horrible to each other, if it's in a three-group, one person is always left out.

And at school I have two friends, three friends, and me and my best friend, we sort of get left out and they are always upset with us because we don't sit with them and they wonder why. Meanwhile we're the people who are being left out.

Researcher: Why do you think you get left out?

Respondent 1: What happens is that if I sit with C and C, they are my friends, and K, I, sometimes feel, I don't know, like bunched up. It depends, if it's a lot people I sometimes feel , I don't know if I am secure, but K, she is my best friend and sometimes she can be like - it's quite funny because sometimes when she wants to get my attention she pulls on my arm and says " D!. D!.D!", so, ja, and then she says "what's wrong" because sometimes I get irritated. Sometimes I get upset because I can't help her, because I am on (medication) and it makes me feel sometimes irritated and upset and I can sometimes be horrible and not kind to people but I try to be kind. But sometimes I like, get angry because I get irritated. Sometimes I get something to do and I work hard on it and the person I did it for says, no I want something different. I get irritated so I say, I have already done it so if you don't accept it you won't get it, and I will look for someone else to give it to.

Researcher: And how does it make you feel when you get angry?

Respondent 1: I feel bad and I can't help it and then later on, if they still talk to me, like K understands because she knows I am on (medication) and Lucy knows how I feel because I have known her since I was

three years old so we are quite close. I have only known K since last year and she was the one who comforted me when my friend called me names. Her friends bullied her and said if you are going to spend so much time with D, you can either chose between us, (there were six in that group) or D, which was only me on my own. Obviously she wants more than one friend so she chose them. The first day I could tell she was a little bit upset like she was trying to keep something away from me. I go up and ask her, can I sit with you today and she says I just want to sit with my friends today and the next day she says, you are not giving me any time with my friends. So I was always sitting alone at break. Then K used to come and I'd feel a lot better because she actually said I like you and you are nice to me because she was new last year and she hardly knew English because she is from Argentina and she is my best friend and I am going to miss her because she is leaving at the end of this year.

Researcher: What about this one. These are the same children. What do you think has happened? They are all school children?

Respondent 1: Well, it's a group of three which is quite dangerous. What's happened is that they are ganging up on her maybe she like fell and tripped and got cake all over her because there was a birthday party. So they don't want to be her friend because they don't want people to think they are weirdo's. But a real good friend would go up to her and say I am so sorry and help her and get all the stuff off her.

Researcher: How do you think this person was feeling?

Respondent 1: She was upset and felt unsafe as she was going to be on her own.

Researcher: How do you think children feel when they think they are going to be on their own?

Respondent 1: Unsecure but it depends. Sometimes they are good at making friends so they just go to someone and make a relationship and say please can I sit with you. Once you sit with them you become friends and instead of sitting with the people you normally sit with, all of a sudden you choose a different group and you would rather sit with them because they are nice to you and the other people aren't. It happened to me before.

Researcher: What happened to you before? Tell me what happened.

Respondent 1: Well my friends, C and C, they started being a bit like weird and then at the end of the first term we were allowed to stay in the classroom. There were three of us and it wasn't such a great day because my friend, K, she was crying because of something – C was being horrible to her. I was feeling funny because I was off my (medication). My classroom is in the science lab so I took down four chairs and I was lying there. The day before I was lying by my bag and then L, she is one of my friends, now. In Grade 2 and 3 we were very good friends and then we sort of; well she is a lot more mature than the other girls in my Grade because she has already gone through puberty. Then she wasn't very nice. Then last year we had a talk about it (not me and L) but a few ladies came and told us that some girls are being bullied and they have made a plan and made a special bullying form. If you were being bullied, you just write how many times it has happened. Then they talk to you and help you go through it.

Researcher: And what did you say on that form?

Respondent 1: I didn't, because I didn't need to but going back to the day before end of term this year, it was the day before. I was lying there, and L goes past and says, D, what are you doing? (I was off my (medication) then). I said I was going back to memories of the Drakensburg. I met a nice German girl there and she had a big sister but she was much older.

Researcher: So you have some nice stories and nice times with your friends.

Respondent 1: And I said I am going back to my memories of the Drakensburg and the next day I was lying on the stools and I was being very funny and said "huh what what what". Then my friends came, C and C,

and said D, we need you urgently. But I didn't feel like getting up and said "sorry but I am too lazy to get off my lazy butt" and then K was crying and so I said ok, I am getting off my lazy butt and I went to her and asked what happened. Then R , another girl she said just back off, give her some space. I said I just want to talk to her for a bit because she is my best friend and R said, well I just want to make sure MY friend is Ok. I said, well R, if you haven't noticed, she is also my friend. I said I just want to spend a little bit of time with her, but R said no, so I said, OK, goodbye and walked back and just forgot it happened otherwise I would have made everybody feel upset.

Researcher: If you had to look at the different kinds of parenting styles, some moms and dads work very well together. In some families, the mom is the "boss" and in some families the dad is the "boss" and in some families the dad is away working so much or is overseas and there are some families that are divorced. Which family do you think you come from?

Respondent 1: A family where the mom and dad work very well together, but most of the time, my dad is the "boss". They say that the father is always the boss as he is the man of the house and he looks after the house. What happened to one of my friends is that they got robbed. The robbers came in (her name is M), and she was so upset because they were having so much fun and then the robbers were holding guns at them and locked the mom and the girls (her sisters, M and M) in the bathroom. They were like happy and skipping around and all of a sudden they like stopped, and M, because she was small, she didn't know, so she starts laughing. The robbers are holding guns at them. The dad said 'please don't hurt my family, rather hurt me". The robbers were holding the dad with his hands behind his back. The robbers took everything. At this time the mom and the children were locked in the bathroom (by this time M realised that there was something wrong and started crying). The robbers stole all the cell phones. The robbers arrived at 7 and left at 12 - and the police arrived at 8 but didn't catch them. I don't understand how that happened.

Researcher: How horrible for everybody in the family.

Respondent 1: They took everything, but they were more worried about their dad getting hurt.

Researcher: Horrible for little children. Which picture here was your best picture? Which did you like the most?

Respondent 1: There were two. The one is the mom and the little girl hugging and the other is the dad and the little girl hugging. Why did you like them a lot?

Respondent 1: Because they were happy and just gave me a happy feeling.

Researcher: Have you experienced this hugging with your mom?

Respondent 1: Yes.

Researcher: Give me an example.

Respondent 1: Like when I have done something really good like for the Radio Conference there was a cocktail party and I wanted to do a solo piece, so I did and my mom was very proud of me because the Radio Conference was with people from all over the world. And I played and everybody clapped and everybody was happy and my mom was very proud of me and so was my dad.

Researcher: Yay, clever girl. And your dad was also proud of you so your dad also hugged you.

Respondent 1: Ja

Researcher: Which of the photos that are left, Ange, didn't you like?

Respondent 1: This one and this one.

Researcher: So you didn't like the one with the little girl being bullied and you didn't like the one with the mom and dad shouting. Tell me, what didn't you like about them?

Respondent 1: I didn't like this one because they were arguing and it makes me feel upset because people aren't supposed to fight. It's not supposed to be like that. It's supposed to be that everybody is happy. Well, that's what I think.

Researcher: Have you experienced this before – mom and dad fighting.

Respondent 1: They don't fight, they say they discuss or they share opinions. That's what they say but I think sometimes they do fight a little.

Researcher: And how does that make you feel?

Respondent 1: It makes me feel upset and I say "stop fighting please" or it makes me feel irritated, because I don't want them to fight.

Researcher: Have a look at this one. What don't you like about it?

Respondent 1: It's that people are being horrible to the little girl. And they're talking behind her back and they're like saying horrible stuff, like she's so immature, stuff like that.

Researcher: Which side do you sympathise with the most? Who do you feel sorry for? Do you feel sorry for these people or do you feel sorry for this person?

Respondent 1: I actually feel sorrier for them because they can lose friendship with her. I feel sorry for both of them, but if I had to choose a side, I would choose her because she wouldn't be able to stand up for herself because she is like, rather used to being bullied so she wouldn't stand up for herself. So I would go and I would say, hey, stop talking behind her back and being horrible.

Researcher: Ok, so if you were the fourth person in this group of friends, how would you deal with the situation?

Respondent 1: I would go up to her and I would say, you know what, I would tell her all that they were horrible and that they were talking behind her back and ja, then I would leave them all. It depends if one of them thought, I don't want to do it anymore, I don't want to be so horrible to her any more, I would stay out of the fight. I don't want to interfere because I will become part of the fight and they will start being horrible to me.

Researcher: Have people been horrible to you before?

Respondent 1: Um, sort of.

Researcher: You can understand how this little girl feels. Have you ever been in this person's position?

Respondent 1: No, but my friend, her name is J, we went on camp and her whole group were saying horrible things about me. They were saying "why did D come on this camp and she is irritating me because she keeps on saying silly things". I felt, I felt so, I felt so shocked that J would actually come to me and tell me because we are not best of friends. She was part of the group that wasn't being nice to C. So I felt good but bad in a way. Good that J was being nice to me, but bad that all the girls were being horrible and didn't like me.

Researcher: What do you think, how would you describe somebody who bullies other people?

Respondent 1: Mean and horrible and sometimes I would feel that maybe they were going through a hard time so I would feel sorry for them but it depends.

Researcher: So you think somebody who bullies, is somebody who is going through a hard time herself?

Respondent 1: Yes.

Researcher: How would you describe somebody who is being bullied, who is a victim of bullying?

Respondent 1: I would describe them as like upset and feel like they are a piece of something horrible. Like they don't feel like they should be in the world.

Researcher: And what do they look like when they are walking around?

Respondent 1: Upset and they are always down and feel miserable. So then people don't want to be her friend, because she is always miserable.

Researcher: What kind of parents do you think that that girl will have?

Respondent 1: Parents that she doesn't spend enough time with and maybe a family that, maybe she is getting abused by them too. Because it happens.

Researcher: So you think it's when the parents aren't nice to them or abuse them and don't spend enough time with them. Do you know somebody who has been bullied?

Respondent 1: Yes.

Researcher: Tell me what happened?

Respondent 1: Well, it was actually, long pause, actually I don't really know anybody, because when you are in Miss T's class and anybody gets bullied, Mrs T is very strict about it. If someone bullies then she will find out who that person is and she will give them a straight detention, no warnings, nothing.

Researcher: That's nice to know.

Respondent 1: Small laugh.

Researcher: And other stories about girls who are not in Mrs T's class. What do you know?

Respondent 1: I know that some girls are quite horrible because they think that they are the best, like S. She's a bit of a, I don't really like her. I think she ruined it on camp. She brought a toothbrush on the hike because we had to take Impala poo in our mouth and see if we could spit it out. It's fun and she was being silly and she goes, she did it and A, she is her friend now. She goes eeeeu but she takes her toothbrush and brushes her teeth.

Researcher: And how was she bullied? Were people nasty to her?

Respondent 1: No I am just saying that it wasn't such a very nice thing to do. Actually she was kind of bullying the environment by spitting her toothpaste on to the ground - an animal could eat it and get sick.

Researcher: In Grade 5, how do you think people bully the most?

Respondent 1: They bully by saying horrible things.

Researcher: A person who has been bullied – do think their life is unhappy? Do you think it's OK or do you think she is a very happy person?

Respondent 1: Upset family, most of the time. The people in the family are upset. So she feels, like, weak and not too great so then people will always go for someone like that.

Researcher: So because she is weak, the bullies will go for her. Do you think that having a mom and a dad can affect a child who is being bullied?

Respondent 1: Yes, it can.

Researcher: How?

Respondent 1: It can stop if the child expresses what happened during the day. It can stop because she will tell them that it is not working at school and the mom can tell the principle and the principle can tell the teacher and if the teacher happens to be Mrs T, then they are in serious trouble. (Puts on a deep voice).

Researcher: Good. Do you think if you have a mom and dad who are not a good mom and dad, that they can cause their child to be a victim?

Respondent 1: Yes

Researcher: Tell me how.

Respondent 1: The children would feel upset because they are not being looked after properly and they could be bullied, or they can be the people bullying.

Researcher: So it can work both ways. They could be the victim or the bully. Is there anything about a victim, is there anything about her looks or the way she walks or the way she dresses that can make somebody turn into a victim?

Respondent 1: Actually it could be a disease sometimes, like my friend MC, she has been called something very horrible, she has been called a dumb blonde which is not nice.

Researcher: Is that because of a disease.

Respondent 1: She's got arthritis and she is only eleven, in nine joints. In her ankles, which is two, in her knees which is four, her neck which is 5, her thumb which is 7 and her wrists.

Researcher: It's something that makes somebody feel different?

Respondent 1: Yes

Researcher: How does she socialise with other girls?

Respondent 1: Well, now she socialises quite well. She has a great sense of humour.

Researcher: So she gets bullied but she still has some friends?

Respondent 1: No, she is not bullied any more but before she used to be bullied.

Researcher: If somebody is a victim of bullying, do they make friends easily?

Respondent 1: They struggle to make friends.

Researcher: And if you are a victim of bullying, how do you relate to your friends?

Respondent 1: They relate by, it depends, maybe sometimes their friends will be horrible to them. Then they don't relate to well to their friends.

Researcher: How do they relate to their teachers?

Respondent 1: They relate by not good marks. Their marks drop and the teachers get worried because maybe it's their best student. They get worried as ask if you are OK. And you say, I'm fine. Then children who are bullying you might overhear and say why did you tell the teacher that we were bullying you?

Researcher: And how do they relate to strangers?

Respondent 1: Very very nervous.

Researcher: Do you think that if you are a victim it has any other affect on your life?

Respondent 1: Yes, it makes them like scared and they feel less out-going and you think that they are too scared to go outside. Sometimes the people who are bullying them are actually making their life hard.

Researcher: Making their life hard. And do you think that there are some children that do things that make other children not like them?

Respondent 1: They, like their names. They can mess with their names. Like let's say my name. Someone got irritated with and called me D. Stop being so mean, D instead of D (correctly pronounced name).

Researcher: And that is hurtful?

Respondent 1: It's hurtful because it's not my real name and I don't like it.

Researcher: What do you think schools to prevent bullying?

Respondent 1: Get someone in to say that if you bully, we won't welcome you to the school. If you are bullying, you can tell us. We won't be angry; we will help you to stop bullying.

Researcher: And how can you stop bullying at home?

Respondent 1: By maybe asking your mom and dad for advice to try and stop bullying.

Researcher: And do you think most moms and dads can give advice?

Respondent 1: Yes.

Researcher: Now I want to show you a cartoon picture. Here you can see there is a picture of this girl and here there's a picture of that girl. Which one do you think is the bully? And which one do you think is the victim? Which colour do you want to use? Red, pink, blue or green?

Respondent 1: I think I'll use the pink pen.

Researcher: We are going to make a conversation. Can you see I have given you speech-bubbles? Now I want you to write what each person is going to be saying?

Respondent 1: Can I do this one first?

Researcher: You can do it however you like.

Respondent 1: Thank you. (long pause). Just a question. I don't know how to make this person go first.

Researcher: I want you to put a number, 1, 2 3 and 4 because you have got a conversation. You are brilliant.

Respondent 1: Can I read it to you?

1 "Can you just leave me alone".

2 "No, Now if you tell the teacher that I am being horrible to you, I will tell your mom that you broke the vase".

3 "But that's a lie".

4 "I don't care".

Researcher: That was beautiful. Thank you my angel. Well done. Thank you for all your help today, I really appreciate it.

Respondent 1: It's a pleasure. Thank you.

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

Name: Respondent 2

TRANSCRIPTION OF INTERVIEW

Researcher: Good morning E, how are you today?

Respondent 2: I am fine, thank you.

Researcher: What we say here today is confidential. I am not going to tell your teacher, your parents or your friends. What you say stays between you and me. Does that make sense?

Respondent 2: Yes

Researcher: Here is a picture of two girls chatting. Please will you fill in the speech bubbles and you don't need to worry about the spelling.

Researcher: You are brilliant. I can see that you have creative bones.

Respondent 2: This person would then turn around and walk away.

Researcher: By walking away, what would she be saying to the person?

Respondent 2: She could be saying goodbye. If she wasn't saying something back and stuff, this person won't stand up to it or anything.

Researcher: Now I am going to show you some pictures. Here's a picture of a mom and a dad. Have a look at the pictures. Do you agree that moms and dads probably experience both of those.

Respondent 2: Ja

Researcher: Now tell me, in your own words, tell me a little story about this picture and then about that picture.

Respondent 2: Once upon a time Mary met a man and the man met Mary in a shop and the man whose name was Henry bought some chocolates for Mary. They decided they would meet again one night. Soon they got married. They had never been more happy. They went on honeymoon to a little house next to a forest and they were happy there.

Researcher: Why do you think they are hugging?

Respondent 2: Because they love each other.

Researcher: Do you think that adults hug often?

Respondent 2: When they love each other they hug often. But a lot of them hug more out of politeness if they are hugging someone they don't know. But they do hug each other out of love.

Researcher: When would this happen?

Respondent 2: Maybe after something - maybe if they never loved each other properly like one little mistake would set off the dad. Maybe he was supposed to be ready and waiting in the car for the mum who was getting changed to go to a party or something when she came downstairs and the dad hadn't done that yet for some silly reason like he decided to feed the dogs now, then that would set them off, but if they loved each other the mom might be a little bit cross but they would make it up.

Researcher: In your experience, what do you experience more – this picture or that picture?

Respondent 2: This picture. (hugging)

Researcher: Why?

Respondent 2: My mom and dad love each other, definitely and I think that parents wouldn't do this. If they had children and if they were good, they wouldn't fight in front of their children. So I think it's mostly this picture.

Researcher: What is quality time with your family?

Respondent 2: Do you mean how much time I spend with them?

Researcher: What do you do that's the nice time, the fun time?

Respondent 2: Its fun in a way just to sit down at supper. Like usually I would bring my books to the table, then mom would go "hey, put your book down" so we would laugh and eat and talk and tell about school and laugh about it. That's just fun. Sometimes we do puzzles together and stuff.

Researcher: What do you need from your family E?

Respondent 2: Just small things like for mom to say hello to you when you come home from school or come and kiss you goodnight or dad to read a story to your little sister, and maybe have a treat in your lunch and to not get impatient unless you really ask for it.

Researcher: Now I want to give you some different pictures. There's mom and her daughter and there is another picture of a mom and her daughter. What do you think is happening in this picture?

Respondent 2: I think maybe the daughter did something really good. Like she got a scholarship at school. The mom is happy with her and they are hugging and the daughter is also happy and the mom is proud of her.

Researcher: And in this picture, what do you think is happening?

Respondent 2: The other way around. I think they don't notice that this little girl is confused. I don't know, I think maybe she is on the phone and someone has sent the mom a message or something and she read it out loud to her daughter. It was something that made her daughter cry. I don't think they are actually fighting with each other, unless it's something that concerns both of them. They both seem sad and surprised.

Researcher: What could cause them both to be sad and surprised over a cell phone message?

Respondent 2: I think maybe the dad might have been away for a few days and he sent a message he wasn't coming back. The daughter was sad at this and the mom was also sad. She obviously loves the dad but she is trying not to show it so much in front of her daughter.

Researcher: Do you have a cell phone E?

Respondent 2: No.

Researcher: You don't?

Respondent 2: My mom and me agreed not until high school.

Researcher: Not until high school? Because some people bully over the cell phone. You've heard of that? What sort of bullying have you heard of that happens on the cell phone?

Respondent 2: People who are cowards, they wouldn't want to face the person they are bullying and might get her or his cell phone number from a friend. That would mean her friend was actually betraying her. Then they would write stuff like, you made us laugh today, you looked really horrible!

Researcher: Here you can see we have a photo of a mom and a daughter. They are very happy. Now tell me, how would this make you feel?

Respondent 2: If it were me and my mom? Happy. It's nice to be close to my mother. I have three other little siblings and it's only once in a while that we get to be by ourselves.

Researcher: And when does it happen?

Respondent 2: After school when you have both had a good day at work and at school and you are tired and want to go and sit down at a cafe. Not usually when you have had a bad day. You might hug your mom but you wouldn't be smiling like this.

Researcher: And when would this happen?

Respondent 2: The mom is about to give her daughter a lecture but she is not co-operating and the mum is actually getting annoyed now.

Researcher: Why wouldn't she be co-operating?

Respondent 2: I would say she had also had a bad day and doesn't feel like another lecture. Maybe her teacher had made a mistake about her school work and had said it was really bad. She comes home and her mother immediately says, after lunch we will tidy your room. Well, she would obviously not feel like that.

Researcher: How do you think this girl is feeling?

Respondent 2: She's had enough.

Researcher: Would you think she has had enough more of her mom or with people in her class.

Respondent 2: With the people in her class. Her mom is just finishing it off.

Researcher: Here are two pictures of a dad and his daughter. Which one is more like you?

Respondent 2: My dad goes to work a lot. We only really see him at week-ends. Then we go for bicycle rides.

Researcher: Over the week-ends, your dad spends lots of time with you?

Respondent 2: Occasionally he does have to go away on work things for a couple of weeks, so we phone him every day.

Researcher: Oh, how lovely.

Respondent 2: I think she obviously really loves her dad. Maybe she is going through a teenager stage of her life, a sullen stage and maybe it's also a bit like with the mom, this one's not so nice – she might have had a bad day at school except she's not like that one, she's more composed. She is trying to pass it off as just being, I don't care-ish and the dad actually doesn't know why she is doing it – his lovely daughter who has changed in a few years.

Researcher: Have you ever had these moments?

Respondent 2: Occasionally.

Researcher: What causes them?

Respondent 2: Just occasionally a bad day, or something like you don't do your homework and you are busy playing Ntendo or something in your room and your dad comes in and says why aren't you doing your homework? And you say, dad don't give me that but you may just be doing that to stop yourself from crying.

Researcher: I understand. Have a look here. You have lots of siblings? So I am going to give you a picture of you and a sister. Have you got a brother?

Respondent 2: I've got two brothers.

Researcher: OK, so there's a picture of you and a brother as well. Here you can see that there is a happy relationship and here, there is a difference. Tell me about the relationships in these pictures.

Respondent 2: With my little sister, A. She really does get me annoyed a lot. She and her friend, M, they go into my room while I am at school and one day when I came home and I found them having a complete tantrum. So I had to go and play school-school with them. When I came out of the shower I found my trumpet under the bath and they had been in my hair drawer. But sometimes she is really cute. She is very tickle-ish and I love tickling her in front of the TV – we were doing that yesterday and it's fun to play with her. On the beach she is scared of waves so we jump over this teeny wave right and she says E, can I hold your hand. I don't want to be knocked over by a wave.

Researcher: So your sister and brothers are younger than you?

Respondent 2: Yes. This one, I think might be J. He is going through a stage. He has got this friend M who I don't approve of. I think he is a nice boy but he has got some really bad video games so J goes to M's house for sleep-overs and they play video games that are all like wrestling and shooting and he comes home and he said to mom last night, mom, would you really hate me if I killed E, M and A? And mom and dad just laughed and dad said you are a really strange boy and laughed.

Researcher: It's nice that he can say that in front of your parents.

Respondent 2: Ja

Researcher: Are you close to your siblings?

Respondent 2: Yes. And then there is M. He is quiet and tall and I think he is more like me than the other two. He has got a friend called W and I call them Tweedle-dum and Tweedle-dee. Then they both laugh and try to chase me and call me stuff.

Researcher: That's lovely.

Respondent 2: Yes.

Researcher: Ok. Now we are going to school. Here you can see we have two, and here we have a group of girls. First, where is your safe place?

Respondent 2: I suppose it would be in the middle of the school where maybe you could whisper to your friend. But your friend couldn't actually be cross with you or anything when the teachers are walking passed and maybe at break when you are with your special friend.

Researcher: So that would be your safe place. Tell me what you think happened in that photo?

Respondent 2: I think they are next to a board which has got information and maybe they are all friends and laughing and they turned around and maybe a mom had arrived with a camera and wanted to take a photo. And they were all happy.

Researcher: Do you agree that in grades 5, 6 and 7, you get groups of friends. Pretend that that's a group of friends. Do they look like they are a good group of friends?

Respondent 2: Ja, I think they look like they really like each other. I think this one is maybe more dominant than the others.

Researcher: What makes you think she is dominant?

Respondent 2: Well she is a lot bigger than the others, but that doesn't usually make you dominant. I think she is more out-going just by her face. She could use her size to tell them to do stuff. But she might not really realise that she is where she is.

Researcher: And in your class-room, how do you feel with your friends. Would you describe yourself as this kind of friendship or that kind of friendship?

Respondent 2: Lately, (sigh), sometimes it's this kind of friendship (bullying) and I like these times (good friendship). But I don't think we would whisper about other people but I think they do get left out. I don't really think I am this girl but maybe occasionally. I think it's usually Cal or C. I mean, M has been going at Cal a lot, now Cal is cross with C about what happened and I can't blame her. But I am not taking sides. I understand, either but not so much why C did do that to Cal. So sometimes we are this and this too a lot.

Researcher: And how do you feel when this has happened?

Respondent 2: Just happy. I don't want to think of these times. Just want to enjoy the moment while it matters.

Researcher: And then in these times? Who are you? What do you do in those times?

Respondent 2: I think I am sort of in the middle. Not the person out here and not these two and I really hate gossiping so I would be not taking sides, but be in the middle, trying to comfort, maybe try and stay with this person. You also want to stay with your other friends.

Researcher: What would you do in this situation?

Respondent 2: If she was bullying me, then I say come let's go away from her and maybe we could tell the teacher, but probably not. And then if it happens again I would actually tell the teacher.

Researcher: Why wouldn't you tell the teacher in the first place?

Respondent 2: Because I think that person deserves another chance unless it was really bad because she might just have had a bad day and feel like taking it out on someone.

Researcher: Ok. Now I am going to ask you some other things. Do you remember all the pictures that we looked at? Which was your best and which was your worst picture?

Respondent 2: This definitely my favourite picture, the mom hugging the little girl and also when the two sisters are hugging and the one I like the least – the one where the girls are being bullied. She looks so sad. They are obviously talking about her and I think they want her to hear that they are being mean about her.

Researcher: And how do you think this girl feels?

Respondent 2: She is a toughie.

Researcher: Why don't you like that picture? What scares you about it?

Respondent 2: There is nothing happy about it. It scares me that there are no other people around so that if it starts getting worse, they bullying. I think it's horrible and I don't know why she's there in the first place. Maybe they were her former friends and they just turned against her.

Researcher: Who do you sympathise with in that photo?

Respondent 2: Her, they are obviously together and they are obviously talking about her. So they don't need sympathy.

Researcher: So why do you think that she needs the sympathy?

Respondent 2: She is feeling sad and alone and she needs sympathy because she needs another friend. She needs someone to tell her what they are saying and stuff.

Researcher: Use any of the photos now. Which character makes you feel the happiest and which character makes you feel the saddest?

Respondent 2: Definitely she is very sad and the happiest, ag, just this one.

Researcher: You love that one - your mom and you together and the little sisters. Does that make you feel happy?

Respondent 2: Ja, it makes me feel happy because there are so many bad things in the world, it's nice to see a nice picture and a mom with her girl.

Researcher: A mom with her girl. Now I am going to ask you a whole lot of other questions in relation to people who get bullied. How would you describe somebody who bullies another person?

Respondent 2: Obviously someone who has something wrong. Something wrong with their looks or something wrong at home, like the parents who are always fighting. They would want to bully just to feel that they are not the only one who is in pain and suffering at the moment.

Researcher: They want to hurt somebody because they are hurting inside. Describe a person who would be the victim.

Respondent 2: Somebody quiet; somebody who is not going to stand up ;somebody who is too meek to tell the teacher; somebody who doesn't have a lot of friends; somebody who stands around by herself at break; somebody who is not too big – quite short; somebody who makes the bully feel that she is more powerful than the girl she is bullying.

Researcher: Do you know somebody who has been bullied?

Respondent 2: I don't think so. I think in Grade 2 there was a bit of bullying. Cal has been a bit bullied, but no I don't think so.

Researcher: Have you ever been bullied?

Respondent 2: A little bit in Grade 2

Researcher: Tell me about it.

Respondent 2: It was me, K and M that were sitting at break and you know that little place next to the Grade 2 classroom. There was a little trickle of water running down – and it can just be little things – I was just watching it, then K and M come and stamp on it. And I don't like this so I pretend I don't care and then it happens for a few days before H actually tells Mrs M. Then they start crying and stuff.

Researcher: So a little thing that just annoyed you.

Respondent 2: Ja

Researcher: How do girls get bullied?

Respondent 2: Just like, come with me, and you think maybe why shouldn't I go with her and then they would just gang up with another girl. Usually a bully would like someone else to help him or her when she can't think of a bitchy comment to make back and I think they would be bullied even by sms's which would be horrible especially if you don't know who the message is from. In the old olden days, when there were inkwells on the desk. The person with long hair, the bully would dip her hair into the ink. And just little things like that, especially if you don't know who you are being bullied by so that you can't stand up to him or her – even if you could.

Researcher: And now that you are older than you were in Grade 2, if somebody did to you in Grade 2, how would you react now?

Respondent 2: I would walk away. And if it carried on, I would retaliate, maybe tell you or something or tell my mom. It's just nice to have someone you can confide in. (tears in her eyes)

Researcher: Why do you think telling your mom or telling a teacher or your dad, would help?

Respondent 2: Because grown-ups, although they don't always understand, they are the ones who can do the most about it. The children feel they are more powerful and the grown-ups also can comfort you or be patronising or just scornful and stuff. So it really depends how the person you confide in would react. Maybe tell you, you were just a wimp and not standing up and that you could do something.

Researcher: And if you had the choice at home, who would you tell first – your mom or your dad?

Respondent 2: My mother.

Researcher: What would make you chose your mom first.

Respondent 2: My mum – this is a silly reason. I am nearly as tall as my mum. My dad is really tall. But also my mom is the most comforting. She never ever gets cross, or hardly ever.

Researcher: OK

Respondent 2: I am going to cry.

Researcher: What does talking make you think of?

Respondent 2: Crying. Just (inaudible). I don't know why I'm crying.

Researcher: You are releasing emotions. I am so glad and thank you for sharing with me.

Respondent 2: Sure

Researcher: Because it wouldn't happen now in Grade 5, would it?

Respondent 2: It wouldn't.

Researcher: Was it a horrible experience? Tell me a little bit more about the emotions because then you will get rid of them.

Respondent 2: Just – I am crying because I'm glad that it doesn't happen now. It's horrible to think that so many people do get bullied. They get bullied a lot worse than I ever was and so many people, a lot are cruel just because something at home is happening and I actually feel sorry for those people themselves because they could do a lot about it instead of just bullying too.

Researcher: A bully doesn't help other people.

Respondent 2: Ja

Researcher: Do you think that a bully comes from a happy life or a neutral life or a not-so-happy life?

Respondent 2: Not so happy. A bad life.

Researcher: And the victim. What sort of life do they come from?

Respondent 2: A peaceful life, a normal life.

Researcher: Do you think that your family, or anybody's family, could stop you from being a victim?

Respondent 2: Keep you from being bullied? If they knew you were being bullied, they may even make it worse if they treated it the wrong way, but sometimes if they were just kind to you when you came back from school and they knew you had had a bad day, they could make you braver and make you stand up to that person. I think.

Researcher: How did your family react?

Respondent 2: I don't think they knew. I didn't tell anyone. But then when I did, my mom was comforting and I cried.

Researcher: Why is it easier not to tell people?

Respondent 2: It's just, you're embarrassed. You think maybe you are making a big thing out of nothing and it would just make you like a wimp or something. And you would feel that the bullies would actually make it a lot worse if they knew you had gone and told someone.

Researcher: So its embarrassment and also you are a little bit scared. Do you think that a person may be bullied because they look different, or because they were fat? Do you think that would make somebody get bullied?

Respondent 2: Occasionally. The bully might just choose someone that they don't really know and it wouldn't work. They need to choose their victim carefully if they want it to work. Most bullies are just cowards.

Researcher: When you say they have to choose their victim carefully, what are they looking for?

Respondent 2: They are looking for someone you could hurt easily, who is not as strong and definitely wouldn't retaliate. Someone quieter, who doesn't have a gang of friends to confide in. Sometimes it is the friends that do the bullying.

Researcher: How do you think that the victim socialises?

Respondent 2: The victim might just have a friend but that friend could be older than her, or younger, might even be her little sister, or from another school. The victim, nobody, I think is completely alone. There is always one person at least but they might not confide in that person and that would make it worse. I don't think that anybody in class would actually hate them but they would just be quiet. They wouldn't have a whole gang and lots and lots of friends.

Researcher: So a victim has less friends than popular children. How would the victim behave in front of friends?

Respondent 2: Well, she wouldn't want to speak up too much, she wouldn't want to make a fool of herself and lose the precious friends she has, but if they really were friends, then she would talk and be happy with them but she would never come completely out, she would always be quiet and a little bit by herself. She might be a different person at home. Like cool and stuff.

Researcher: You know people who are like that?

Respondent 2: Ja, a lot of people are happy at home and cool. Just because you are quiet it doesn't mean to say that you are not happy.

Researcher: And how do you think that somebody would react to the teacher if they were being bullied?

Respondent 2: It depends what kind of person is being bullied. If it was a girl who is just too embarrassed, she wouldn't tell the teacher. Also depends on the teacher – how does the teacher treat the class. Does she laugh a lot?

Researcher: How would a victim relate to strangers?

Respondent 2: She would be shy. She would always be careful of strangers.

Researcher: Do you think that is because she is scared of being hurt?

Respondent 2: It depends if she had been bullied before. I don't think bullied people are victims. They would always like another friend.

Researcher: Do you think there are any other effects on somebody who has been a victim of bullying?

Respondent 2: After they have been bullied, they might just be different to the way were before. Not always for the better but they could be able to stand up to somebody more. Sometimes it would just make them quieter. Depends on the outcome – like if the bully is moved to another school. I think they actually need to forgive each other for them to both find a way out of their suffering.

Researcher: Horrible. So what would happen to their marks?

Respondent 2: They wouldn't concentrate at school. Their marks would go down but maybe for the bully they would go up a bit because the bully would actually be happier now that she had someone ...

Researcher: Someone?

Respondent 2: Yes, to bully and control

Researcher: Do you think that there is something specific that encourages girls to bully?

Respondent 2: Just quietness. I don't think there is something specific except that the victim would have to be less outgoing, less than her.

Researcher: What can a teacher do at school to prevent bullying?

Respondent 2: Make sure that if she sees people crying, she finds out why like you do, so that it wouldn't go on anymore; make sure that the children aren't working too hard, which makes them tired and the teacher should not get cross too often and make the class know that's how you should act when you are a grown up.

Researcher: Like a role model?

Respondent 2: Ja

Researcher: And mom and dad at home. How can they prevent bullying?

Respondent 2: They just be happy. They show you how to stand up. They tell you that you are special and that you don't deserve to be bullied.

Researcher: And sometimes, do you think they can give you, techniques, tips and "tricks"?

Respondent 2: I don't think there is a specific technique; she can just tell you that you can stand up to someone.

Researcher: What would you do right now if somebody bullied you?

Respondent 2: After this talk, I would just walk away and tell them to push off.

Researcher: If you noticed other girls in the class that were being bullied, would you be prepared to offer them advice?

Respondent 2: Ja.

Researcher: And why do you think you can offer them advice?

Respondent 2: Because you have been through it before – you know what to do.

Researcher: And you have now grown through it and you understand how it feels.

Respondent 2: You are stronger.

Researcher: And through being stronger, you can now be a help for somebody else. So in many aspects the horrible experience you went through means that you are going to be able to help lots of other people. Do you agree?

Respondent 2: Yes.

Researcher: Thank you E. I am so grateful for all your help.

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

Name: Respondent 3

TRANSCRIPTION OF INTERVIEW

Researcher: Hello C how are you?

Respondent 3: Good.

Researcher: Whatever we discuss today is between you and me. I am not going to tell your mom, or your friends in the class or Mrs M, so it completely private.

Respondent 3: OK.

Researcher: Please complete this cartoon picture. Can you explain to me what you did?

Respondent 3: Well I wrote what the one girl was saying to the other one.

Researcher: Read it for me please.

Respondent 3: "What do you think you are doing?" says the first girl. The other says "I am just doing my job".

Researcher: Explain that to me.

Respondent 3: Well obviously the one lady is shouting at the other one 'cos she's done something wrong. And the other lady does not think she has done something wrong and she is just playing – well she is just working – and that lady is just getting cross with her.

Researcher: What I am going to do is give you a few photos and what I want you to do, is look at the photos and I am going to ask you some questions about what is going on in the photos. I want you to give me a little bit of a story about it. When I say a story I mean about two sentences. Look at the first one. What is happening there?

Respondent 3: Well they are hugging, and they look like they are in love.

Researcher: How often do you think that happens in most families?

Respondent 3: About 30% of the time.

Researcher: Do you think that most families have got a mom and a dad that are happy?

Respondent 3: No, not most.

Researcher: Not most?

Respondent 3: No.

Researcher: OK, why do you think some families have a mom and a dad that are happy and other families have a mom and a dad that are unhappy?

Respondent 3: Well, some families have a mom and a dad that are happy because..well when they normally first see each other they normally really love each other, and they don't fight all the time, and they don't boss each other around all a lot, and they always speak in a relaxed tone to each other.

Researcher: Right and then what do you think changes?

Respondent 3: Sometimes when they get a bit tired of each other, and they start yelling at each other, and then when they stop acting kind, and the love kind of goes between them. Sometimes the dad drinks a lot too.

Researcher: Which kind of family are you a part of?

Respondent 3: Well my parents are divorced and my Dad has remarried and I have got a step-brother. But my dad drinks a lot over weekends. My Mom is still single and actually, I don't mind that anymore, 'cos I just love them both.

Researcher: Can you see what's happening in this picture? Give me a little about this one.

Respondent 3: They are screaming at each other and the lady is getting a bit of tired of him, because she is holding her hand in this position that looks like she is getting angry and cross and he is yelling back.

Researcher: How often have you been exposed to something like that?

Respondent 3: Silence. About 70-80%.

Researcher: So how does it make you feel?

Respondent 3: Sometimes I get really upset when it's my mom and dad, and a little bit when it's my dad and his new wife.

Researcher: Only a little bit?

Respondent 3: Yes 'cos she's not as close to me as my Mom and my dad.

Researcher: What do you think you need from your mom and your dad?

Respondent 3: You need love. You need a bit of discipline, you need some support. I think that is part of life care.

Researcher: Look at this one. This is a mom and this is a daughter. What can you see in this picture?

Respondent 3: I can also see love 'cos they are smiling and hugging. They are kind of relaxed and the mom looks like she loves her – in her eyes – 'cos she's kind of looking down.

Researcher: What would the mom be saying to her daughter?

Respondent 3: Well done, I am proud of you.

Researcher: How do you think the girl, the teenager, is feeling?

Respondent 3: She's feeling happy and she is feeling loved.

Researcher: Look at this one.

Respondent 3: Well, I think the mom is very angry with the daughter 'cos she's obviously done something wrong and the daughter is sulking. She's upset with her mom for shouting at her. Her mom is cross with her for what she has done.

Researcher: When you are a teenager, what sort of things does your mom get cross at?

Respondent 3: Maybe staying up way too late; not getting your grades up and well, maybe she's done something to her body.

Researcher: Does this sort of thing happen often when you're a teenager?

Respondent 3: Yes.

Researcher: Why?

Respondent 3: Well hormones, and you want to grow up and you want to really try new things.

Researcher: What do you find with your mom?

Respondent 3: I have fights with her occasionally nowadays about silly things. And she gets cross with me 'cos I normally don't listen to her and I do naughty things like I talk to my brother rudely and I talk to her rudely, that's all. It's not as bad as other teenagers but ja...

Researcher: So that's what happens. How does your mom punish you for things she is not happy with?

Respondent 3: She tells me to go to my room for an hour or I am not allowed to watch TV for a week.

Researcher: And do you think that fair?

Respondent 3: Sometimes I do and sometimes I don't.

Researcher: Ok. Look at this one.

Respondent 3: They look very upset. Well I think the mother is looking at a picture on the phone which has made her upset or is reading something. The mother has just told the daughter what it said, or what it is, and the daughter is upset.

Researcher: What sort of things can upset you on a cell phone?

Child : Like someone has died and they have sent a message to you – like someone really close to you - or someone has sent a picture of a dead animal or rhino poaching or a hurtful message.

Researcher: Especially with teenagers, hurtful messages are sent quite often?

Respondent 3: Yes.

Researcher: Have you got a cell phone?

Respondent 3: No, but I have got one if I really need it like if I am going out with a friend.

Researcher: When are you allowed to get a cell phone?

Respondent 3: When I am 13.

Researcher: That's a fair age. OK. Look here. That's daddy and a little girl.

Respondent 3: Well, It looks like they are really having fun. It looks like they are in the garden and they are playing with each other. They are both smiling and they are looking into one another's eyes and it's really sweet and cute.

Researcher: Do you think Dads enjoy spending time with their daughters?

Respondent 3: Yes, because one day when the daughter is grown up the dad will not get much time to spend with her 'cos the girl will have boyfriends and a husband.

Researcher: And if you look at your life at the moment how much time do you get to spend with your dad?

Respondent 3: 70 - 80 %.

Researcher: What do you do with your dad?

Respondent 3: When my brother is playing soccer we normally go out for coffee.

Researcher: Is it just you and your dad?

Respondent 3: Ja

Respondent 3: We like having long conversations with each other. And in the car when we are normally coming from my dad's house to my mom's house and he is dropping us off and then we talk about our family and also on Christmas we spend a lot of time together 'cos no one else really likes to play ball, so we play together.

Researcher: C, if you have a problem who do you go to first?

Respondent 3: I go to my mom. I don't know but she just seems closer to me. She understands me more.

Researcher: Would you tell your dad, or if your mom could solve it, would you just leave it with your mom or would you tell your dad?

Respondent 3: Well if I was having a problem I would go to my mom, but if I have been having it for two days I would tell my dad about it.

Researcher: Where do you think this little girl's safe place is? Where would you feel the safest?

Respondent 3: With one of your parents.

Researcher: With one of your parents?

Respondent 3: Yes.

Researcher: So you would feel safer at home?

Respondent 3: Yes.

Researcher: Why would it make you feel safer at home?

Respondent 3: I don't know, it is just being around someone you love it's like nothing is going to happen to you when you are with them.

Researcher: And if you are at a friend's house how do you feel?

Respondent 3: When I am with my friends I also don't feel scared or get nervous because I am having so much fun I forget about all that stuff.

Researcher: Good and at school?

Respondent 3: The same as when I am at a friend's house. I'm around all my friends so I never get sad or upset. 'Cos they always make me laugh.

Researcher: Now I know you have a brother. Have a look at this photo - How would that make you feel?

Respondent 3: Sometimes I fight with my brother but I do really love him and we do have really fun times together. And me and my step-brother also.

Like when my brother goes to camp then me and my step-brother bond. And when I am just with my Mom, me and my brother bond and sometimes we fight but we learn our lessons from that.

Researcher: What do your parents do when you argue?

Respondent 3: My mom would normally threaten like to cancel one of our holidays or something to get us to stop fighting. And my dad will just say if you fight I will tell your mom and she will cancel one of your holidays.

Researcher: What sort things will you tell your brother? I tell him secrets – we like to trade secrets and also when he tells me something personal, it like stays with us - it doesn't go out. And if I have a friend on holiday with me or playing, my brother throws stuff in my room, or plays tricks on us. I normally just leave him and then he normally stops and at the end of that, I normally just say B, next time don't play tricks on me and throw stuff in my room.

Researcher: So in many ways you look after your brother?

Respondent 3: Yes.

Researcher: Do you think your brother looks after you?

Respondent 3: In a way... but he doesn't kind of show it.

Researcher: Is he much younger than you?

Respondent 3: Yes.

Researcher: How much younger is he than you?

Respondent 3: Two years.

Researcher: Now have a look here. This is a group of girls in a school. They are teenagers in grades 4, 5, 6 and 7. What can you tell me about that picture?

Respondent 3: They look like they are having a really really fun time and they are really close friends because they have their arms linked and they are laughing and they are smiling and it looks like they are really close and they have been with one another for a really long time.

Researcher: What do you think friendship means to that girl? Or to that girl? Or to that girl?

Respondent 3: All friendships are an important part of your life – all your social life and you'll spend a lot of time with your friends so it is really important to well ...

Researcher: Have a look at this one. Same school same class - what's the difference?

Respondent 3: She's left out and it looks like the two girls are gossiping about her.

Researcher: So what do you think is happening?

Respondent 3: In a way they are bullying her behind her back. They are saying mean things behind her back.

Researcher: What might just have happened?

Respondent 3: They might have had a fight or they have said something rude to her or something that has hurt her feelings.

Researcher: Ok. If you were this person what would you do?

Respondent 3: Well, if I was that person I would kind of feel a bit sad because she looks really upset. I would want to go up to her and maybe at the end of the day I would go up to her and I would say I am really sorry about earlier today.

Researcher: Ok. And if you were this person what would you do?

Respondent 3: I would kind of just ignore them for the rest of the day. And I would try to find something, or think of something that makes me happy, or find someone that can maybe comfort me - maybe one of my friends.

Researcher: Ok. Have you ever been in this position?

Respondent 3: Yes.

Researcher: Explain it to me please.

Respondent 3: Well I was in Grade 2 and I was kind of playing in a three-some and someone joined and we let them 'cos they had no one to sit with, so we let them join. Then someone left to go to the loo and there was just us three and so we were talking and then they said – well they didn't say something mean to me – but they said one of my really close friends talked to me about her and said she's kind of weird. And they kind of hurt my feelings because she's my really close friend and I really like her. So I got really upset about it.

Researcher: So what did you do?

Respondent 3: I just said I am going to put my lunch box away and I went and put my lunch box away and I came back and they had gone.

Researcher: Now that you have got older what have you noticed?

Respondent 3: I have kind of noticed that it doesn't really happen any more because in our class we have gotten really close 'cos we have been together for a long period of time and it is not as bad – the bullying is not as bad as it was in grade 1 and 2. The bullying was really bad with our class then. I have noticed it has really changed and it is much nicer and you can trust every girl in the class not to bully.

Researcher: Good, I am very glad to hear that. Now C if you think back to all the pictures which is your favourite?

Respondent 3: The first one.

Researcher: Why?

Respondent 3: 'Cos it's nice to see people love each other so much.

Researcher: Which one did you not enjoy?

Respondent 3: I didn't enjoy this one the - one with the friends speaking behind the girl's back.

Researcher: Tell me more.

Respondent 3: Well it makes my heart feel sore because it is not very fair on the girl who has been bullied.

Researcher: Does it make you sort of re-live some of the things that have happened to you?

Respondent 3: Ja.

Researcher: Tell me one of the things that happened to you in your Grade 2 experience.

Respondent 3: Well, although it was at home. It happened with my brother. He was kind of being rude to me and he told me I was fat and I did not have nice hair and was just in a grumpy mood that day, so from that day I thought I was fat and I had ugly hair.

Researcher: How does that make you feel?

Respondent 3: It makes me feel like no one likes me 'cos I am not pretty and it makes me feel like no-one likes me at all because when he said that, I thought that everyone feels that way about me because he said it.

Researcher: And friends in your class, have they ever said anything about you?

Respondent 3: One of my friends did this year. We were having a bit of a fight and her mom came to me one day because my mom needed to phone her and hadn't phoned her yet, but did phone her that morning, and she came up to me and shouted at me about my mom not phoning her. It made me feel she was cross with me, for my mom.

Researcher: And what did you do about it? How did you handle it?

Respondent 3: Well, for the rest of the day I kept quiet. The girl came up to me at break and said I was a liar. It hurt my feelings and then I started to cry and I told my teacher. At the end of the day my teacher talked to me and the girl who was there and it was sorted out.

Researcher: Do you feel better now?

Respondent 3: Yes.

Researcher: Tell me how do you describe someone who bullies other people?

Respondent 3: I find them a bit hard core because they don't care for anyone above themselves. If someone came and said you don't have nice eyes, it makes the person feel like they don't have nice eyes and they believe nobody likes their eyes and the bully is like one of those people you really do not want to know. The bully is kind of really rude.

Researcher: How would you describe a person who is a victim?

Respondent 3: They really want someone to like them. Normally when someone bullies you the whole class doesn't really want to be with you or play with you.

Researcher: Why would no one want to play with you?

Respondent 3: The bully has said things to them that aren't true and has put them off you.

Researcher: Is the person who is being bullied isolated even more?

Respondent 3: Ja.

Researcher: What kind of parents do you think the victim has?

Respondent 3: They have a parent who doesn't really care about their school, probably a parent who when they are told about the bullying, they just go "good" and goes and reads the newspaper or cooks supper. Like a person who doesn't pay much interest to their child's life. So the bully, to make his life nicer, tells his friends so he will seem cool.

Researcher: Do you know somebody who has been bullied recently?

Respondent 3: Yes I do - one of my friends has. They are nasty to her because she has freckles and is clever. It makes me want to stand up for her and I do.

Researcher: What kind of reaction would a parent have if they knew their daughter was being bullied?

Respondent 3: They would be a bit cross with the bully's mother and they would also try to help in a way. Like help the child and say, its fine, surely it will pass.

Researcher: How could the mom or the dad help the child who is being bullied?

Respondent 3: Maybe talk to the teacher or talk to the parent of the bully. Maybe that parent could tell the bully to stop. Or maybe they could tell their child just to ignore the bully. The mother could give them some advice.

Researcher: Is there anything about a victim's appearance that might make them more vulnerable?

Respondent 3: Having glasses or lots of zits and pimples or they are really weak and small or they have braces or funny teeth or ugly hair that is badly cut.

Researcher: So she is different.

Respondent 3: Yes.

Researcher: How does this person socialise with her class mates?

Respondent 3: Maybe she has one friend she can go to. She may go up to one of them and say can I play with you today and they might say 'no'. Or she can like try and get into a group conversation and maybe say a few things. If the conversation is about dogs, she can say, I have a bulldog and talk about the dog.

Researcher: You are saying that she needs to try and talk about something topical?

Respondent 3: Ja.

Researcher: Do you think that somebody who is being victimised has got the courage to talk to a group?

Respondent 3: Some days yes, and some days no. One day she might have been bullied and hurt by what the bully had said or done.

Researcher: You are saying it depends on how they feel.

Respondent 3: Yes.

Researcher: How do you think someone who is being bullied reacts to teachers?

Respondent 3: They normally do what the teacher says. She does all his homework and is normally good at all her subjects because she listens more because she has no one to talk to.

Researcher: Because she has no one to talk to, do think her marks go up and up?

Respondent 3: Yes, because she is concentrating more.

Researcher: Do you think it doesn't worry the victim that they are being bullied?

Respondent 3: Well maybe it might.

Researcher: When they are worried, how might it affect them?

Respondent 3: It might make them really upset. So they might not want to concentrate. They might be thinking about what happened to them so they are not paying attention.

Researcher: It could happen either way?

Respondent 3: Yes.

Researcher: I understand. And how do you think a person who is being bullied will react to a stranger who comes to the house or to school?

Respondent 3: They might not greet them, because they are not very sociable because they normally have nobody there for them to talk to.

Researcher: Are there any other things in a person's life, we have done the physical, which may cause them to be bullied?

Respondent 3: Maybe they think they are very clever or people might be having problems at home.

Researcher: How would those problems affect the victim academically?

Respondent 3: Maybe her parents are fighting and she doesn't want to tell anyone so she is thinking about what they are arguing about and she doesn't really understand what is going on.

Researcher: Will her marks go up or go down?

Respondent 3: They would probably go down.

Researcher: How do you think she would behave in the classroom?

Respondent 3: She would always have a straight face and probably never, never, never smile. She would probably act like, she'd be quiet and when break is finished, and the others are waiting for the teacher, she would sit at her desk.

Researcher: Just be quiet. What do you think can be done to prevent bullying?

Respondent 3: Maybe the teachers could help in the school. And the parents could also help by giving them advice. At school there could be a policy, well a rule not to bully and if they were caught bullying, they would have detention.

Researcher: How do you think a victim becomes a victim? Does a victim do something that makes the bully target them?

Respondent 3: Maybe she sticks out because she is not doing anything. The bully thinks maybe I should pick on her because she is not like us. And then the bully makes it worse. Like one day, before the victim was a victim, she made a mistake or tumbles over dead ground. The bully thinks she is clumsy and that maybe she is a "geek".

Researcher: When you say that sometimes a person stands out, how does a person stand out?

Respondent 3: She sits there with a straight face and walks without talking to anyone. When she's on the carpet with everyone she's just sitting with her hands on her head, like this.

Researcher: It's almost as if she pushes herself away from everyone and tries to protect herself.

Respondent 3: Yes.

Researcher: And do you think that's what makes them more vulnerable.

Respondent 3: Yes.

Researcher: Thank you for your ideas I am very grateful. Thank you, bye-bye angel.

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

Name: Respondent 4

TRANSCRIPTION OF INTERVIEW

Researcher: Hello T, how are you?

Respondent 4: I am good, and you?

Researcher: Very well, thank you. T, what we say today is going to be completely between you and I. I am not going to tell anybody in the class what we have said, I am not going to tell your mom and I am not going to tell Mrs M. It's completely confidential. Do you understand?

Respondent 4: Yes

Researcher: The first thing I want you to do is have a look at this picture. I want you to have a look at it and think about what you notice, what you see. Can you fill in the speech bubbles for me? What would the one person be saying to the other person?

Respondent 4: Well, I can see that it's a negative response, so it would be an insult.

Researcher: Why do you think she would answer that way?

Respondent 4: You can see she is pointing and usually people don't point when they give you a compliment and you can see the way she is pulling her back – like leaning over to her – and you can see the way they are talking. She would answer that way because she is trying to defend herself. And that she thinks she is better than the other girl.

Researcher: So she thinks she is better than her? OK, now I am going to give you a few pictures and we are going to go through them one by one. I want you to tell me a story that relates to this picture. Just a short story.

Respondent 4: You can see that they just got married or just had an exciting day. They just got married about two days ago and they went to the park to have a picnic and they met somebody and asked them to take the picture.

Researcher: Why do you think they are hugging?

Respondent 4: Maybe because they love each other or just for the picture or they just want to look nice in the picture.

Researcher: How often do you think most moms and dads hug?

Respondent 4: Well, I don't really know how other people – moms and dads – react, but in my family my mom and dad hug a lot and they love each other very much.

Researcher: Ok. A short story about that one, please.

Respondent 4: They could be singing in a concert or in a play (musical) and she could be the main character or they could both be the main character and they are both singing a song, together.

Researcher: Ok. If I were to tell you that they are shouting at each other?

Respondent 4: Then they could be having a fight. They could be married or very close and she is mad at something that he did.

Researcher: In your experience, how often do moms and dads fight?

Respondent 4: In my experience, moms and dads do fight quite a lot but it's usually because there's a problem with their work. It's not just for no reason. It's because there is a problem with something that is very important but usually, like my parents, they don't scream very much. They talk loudly, you can hear the aggression in their voices but they are not really screaming. It's trying to tell them that you need to pay more attention and you are not doing a very good job with this.

Researcher: In your family, or in anybody's family, what might good quality time be?

Respondent 4: Quality time with the family may be going to have supper at a restaurant that you all love or just cooking together in the kitchen and it could be any moment, even when you are at the bookshop together or having a picnic or really anything, as long as you are together. It's like a quality moment.

Researcher: Quality moment. What do you need from your family T?

Respondent 4: I need lots of support from them like if something bad happens; like you break your arm or you had a bad day. You need lots of support from your mom and dad and your siblings because otherwise you will feel very very sad because you think that nobody really cares. And you need lots of love otherwise, like if you are in a bad situation and they say ok, sorry for that, otherwise you will feel unloved. That's most of what you need.

Researcher: Ok, give me a story about the next picture, please.

Respondent 4: Well, she could be going to university or boarding school, the daughter, and the mother is kind-of sad. You can see she might be smiling, but could be sad inside and they are having a quality moment– like they are hugging and spending the most time together as possible because they are not going to see each other for like nearly a year, or two. So they are just having a good time together for a little while.

Researcher: And how do you think this little girl feels while she has quality time with her mum?

Respondent 4: Well, she could feel quite happy, but she could be relieved that she is going somewhere because she has been with her family for so long and she might get a bit frustrated sometimes. But she is probably also really sad as she has never really gone anywhere "for good" – she could feel sad because she has never felt this way before. She has always been with them.

Researcher: In your experience, how often do girls have quality time with their moms?

Respondent 4: Well, usually when its two girls, daughter and mother, they usually spend quite a lot of quality time together because they are both girls and they understand each other and both like the same things.

Researcher: Now, these two pictures are very similar.

Respondent 4: Well, in both of the pictures, in this one I can see that the mom might have said something bad to her child like, you haven't done this very well, or it's not very good that you did this. The daughter wanted to forgive her but she didn't realise that she did it in that way and you can also see in this picture that she is probably mad at her mom because she is ignoring her and her mom looks like she is kind of mad at her too because she did something wrong or she didn't do something she needed to do in the house. Maybe the daughter thinks she doesn't understand what she is trying to go through and they are both mad at each other.

Researcher: And from what you know about moms and daughters – how often do they argue?

Respondent 4: Well, quite often. In my experience from the “olden” days to the “modern” days, schools have changed – everything has changed - and when moms give you advice, you sometimes get mad at them and tell them you can’t do that anymore, or it’s not very kind to do that anymore or you are too embarrassed to do that. Then you start arguing with her because you say you can’t do it, and she will say, you are a child. But she is a grown up now and it’s much easier for the mother to do it than the child because people think the child is very young. Then you get this whole lecture about you are younger than I am. Then the mother will think, that’s life, and you have to go and say something to stop it. And they are grown-ups so they can talk about anything.

Researcher: How do you think the girl feels when her mom says you need to say something or you need to do something about the situation?

Respondent 4: I think she feels frustrated because she doesn’t know how to do it and maybe doesn’t understand like what to do. The mother thinks she knows how to do it but the daughter feels she can’t really tell her mom that she doesn’t know how to do it because her mom might think she is dumb because she doesn’t know this one simple thing.

Researcher : But if her mom says, something that you mentioned earlier - you need to say this or you must say this, and stand up for yourself, how do you think the daughter would feel?

Respondent 4: She will feel like she is herself and she can’t really change – she has to just do what she can do and not what she has to do. So she has to change her whole self just to be what her mother thinks she ought to be.

Researcher: And is it a good thing to change your whole self?

Respondent 4: It depends. Well not really – if your mother wants you to be like her and you just want to be yourself, it’s not going to really work because you like how you are and your mother doesn’t like who you are and she wants you to be more.... She wants you to have the things she didn’t have. So it gets into this whole fight about you shouldn’t experience what I experienced.

Researcher: So do you think that some moms want their children to experience better things than they did?

Respondent 4: Yes, I think most moms do want their children to experience more happiness and more everything because they probably messed up something that they didn’t like and since they have a daughter, when they have a child who is mostly exactly like them, they want the child to not make the mistakes that she did so she has a happier and better life.

Researcher: Does that mean that sometimes this mom - do you think it would be better if the mom wasn’t so involved. Does the mother sometimes get too involved?

Respondent 4: Well, that’s how a mother should be – she should be involved with what her daughter does because that’s what a mother is for. You can’t just leave your daughter on her own to do stuff on her own; otherwise she might do something really bad. She doesn’t know her mother has been through it and knows what will happen – that it’s something that can ruin your whole life. The mother can say I have been through this and I know what could happen. I am not going to force you, but you can make a decision whether to do it or just to back away. Sometimes they do get very involved but that is supposed to happen.

Researcher: So what happens if your mom, if a mom, gets too involved?

Respondent 4: Well, then there can be a whole fight and you can sort of break the relationship with your mother because she is too much in your life and you want her to let you do what you want for a little while. Then when you are at home, she can tell you what she wants you to do. When you go out and you say this is my time, just leave me alone for a day and I am going to sleep over at my friend and we’re just going to have

fun and we don't want you to be there to start bossing us around. We don't really want them to get too involved otherwise you feel you can't do anything by yourself and that you are being watched.

Researcher: And how would you feel if you were watched all the time?

Respondent 4: Well, I'd feel like I can't do anything because she might see me doing something that I like to do and she might not like what I like doing. Then she comes over and in front of everybody and starts explaining why you mustn't do this. And you say you like doing it so why can't she do it, it's not that bad to do it.

Researcher: Now have a look. There is a daddy and a little girl. What can you see?

Respondent 4: Well, with most children and their fathers, when they are small, they usually make a bond and when the children are small, the family spends more time together than when you are older. You think the children don't have much responsibility, so you need to watch over them all the time and you need to be a good dad. When they get older, you think they can do things themselves and the dad doesn't have to be there all the time. So you can see here that the dad is enjoying a day with his daughter while she is little and she has to have him with her all the time.

Researcher: And getting older. What would she do with her dad?

Respondent 4: When you are older, you would rather like to go and do something with your friends and your dad thinks that you are still a child, like a really small child, and you still like doing the same things that you did when you were three years old and you like different things now, you are not that little any more so you like bowling or ice-skating or have lunch with your friends, and you don't want to play in the playground. If you were somewhere, like a bowling alley or somewhere, you would enjoy it because it's something you understand now and you like what it is. If it's in the playground, you have been there, done that and you want to do something different now.

Researcher: So for you, T, what is family time with your dad?

Respondent 4: Well, family time with my dad is usually making things with him, like we do lots of experiments with different things and we put things together like we just made a Coca Cola car. The "engine" is an elastic band attached to the wheels. We do creative things like that together. When he is working I come up to his workshop and talk to him and he is the one that takes me to my friends. He is the one who drives me around. We are planning to go bowling soon and he understands that I want to do things my way now.

Researcher: You can see what's happening here. Tell me a bit about it, please.

Respondent 4: Well she looks like a teenager and when you get into your teenage years, and you usually think that it's cool to drink and do things with our friends and go off in the middle of the night and do something on your own, and then your parents are probably really worried about you, they think you have run off or something and they don't know where you are. So it's like the dad is really mad at her because she came back probably at 5 o'clock in the morning and he is mad because she does it every night, and every afternoon. He might be frustrated with what she is doing and she is saying, well, it's my life or what do you have to do with it?

Researcher: Where do you think a daughter, a Grade 5, 6 and 7's safe place is?

Respondent 4: Well, it could be at home or where parental guidance is like somebody older than you like your bigger sister – you can't really just sneak off. Maybe in Grade 7, it wouldn't be such a big deal (it may be still a big deal to the parents), but when you are younger you really don't want to go off somewhere without somebody being with you. Otherwise you'd feel alone and wouldn't know what was happening.

Researcher: T, Would your safe place be at school, at your friend's house or in your own home?

Respondent 4: Well, I think either at school or at home because at home somebody is always there, either the maid or my dad or my mom or my sister is there with one of her friends and at school everybody is around me and there are a lot of teachers there so if something bad happens you can go to somebody and ask for help.

Researcher: Now look at this photo. Tell me what is happening, please.

Respondent 4: Well, when my sister and I are doing something special together like we practically do that every day. Every day we say that I love you and we just go up and hug each other and we just kiss each other on the forehead and say I am glad that you are here and I love you lots. This is the sister and this is the moment.

Researcher: What do think makes your sister so special?

Respondent 4: Well, she is definitely one of a kind. It doesn't matter how she changes, she will always think of me as the same person. Nothing will make her think that I am anything different. I haven't changed at all on the inside even though I have changed on the outside. She thinks I am still that annoying little person who used to run around naked in her school play, embarrassing her, but she will always know that even though I annoy her a lot, she can't really stop loving me because you come from the same blood, you both have nearly the same personalities because you both like the same things. Well not clothes and everything, but you bond with each other a lot.

Researcher: Does this ever happen between yourselves?

Respondent 4: Yes, it usually happens when she thinks I am "goody-two-shoes" and things get blamed on her. So that would be my sister and that would be me. She is saying, it's not fair, because I always get blamed for everything. But it's not always like that. It's more like the other way. You both think the same things. It's your fault, not my fault and everybody is blaming it on me. So because she is very little, you are the responsible one, that she does everything wrong and you do everything right. So you think she has done this bad thing and everybody is blaming it on her. But she might have not done it, but that's how sisters do it, because they just get mad at each other for not doing it.

Researcher: So does your sister believe that you are the one who gets away with things and she's the one who gets into trouble?

Respondent 4: Well, that's usually what she thinks. And sometimes I think that she always does everything right and I always get in trouble. When I was little I did things like not turn off the light and not close the door so it doesn't get cold. But now I do those things and whenever it happens, everybody blames me even though I didn't do it – and maybe even my dad did it or my sister, they blame it on me because I used to do it when I was little. And it gets out of hand. You say you didn't do it and the other person doesn't confess. The other day my dad left the door open and the lights on because he still wanted to go in there, so I was blamed because I was in there just before him. But I closed the door and I turned off the lights. So it just happens.

Researcher: So sometimes you can have an argument with your sister but sometimes it can be the whole family that's involved. Ok, now have a look here. This is a picture of three school girls. What do you think is happening there?

Respondent 4: They are probably a little group like most people do at school – they have like a threesome, a foursome or maybe even a twosome group where they do everything together and they are best friends for ever and they are never apart. They do everything together. They don't leave each other alone. And you can see that they are having a good time, like maybe its lunch break and they are playing together. And they are running around everywhere and just having fun.

Researcher: What do you think friendship means to this person?

Respondent 4: Well, it could mean that it's just having a friend and it doesn't matter if you lose her. Maybe to the other person it means you have to do this with me, you have to do that with me because you are my best friend and have to do everything with me. So as long as you are best friends, you have to do everything together.

Researcher: So, what is your definition of a friendship?

Respondent 4: When you are friends with somebody, there are times when you are mad at her, but in a few days you make up because you understand what she is going through and why. If it's a threesome, and two people are mad at each other, then the third person who is like dealing with the fight between them that is breaking them up, she might say to the one, you need to apologise to the other person because this is so stupid and you have been best friends for so many years, you need to make up now because it's ridiculous. She also says that to the other person.

Researcher: Now look at this one here.

Respondent 4: Here you can see that they are three school girls. She might feel she is getting left out because she is the unpopular one and those two are gossiping about her, saying that she doesn't have much hair or she's just a loser or something. They are really mean because they are gossiping about her and they shouldn't be doing that to anybody because it hurts their feelings. You can see she is very sad and they are gossiping about her and she is being left out. It looks like they could be twins even so they are always together and always gossiping about somebody. Here they are gossiping about her and she is being left out because they are the popular ones.

Researcher: You mentioned popular and you said unpopular. Have you noticed that is what happens?

Respondent 4: Yes, in most schools some people are quite mean like since you have been in the school they just ignore you, call you names – that's usually when you are smaller. When you have known them for about four and a half to five years and you still think of the person as what they used to be and not as they are now and some people show off and they think it's like the movies where they have these high schools and the popular girls like walk around all fancy and everything. The normal girls do their work well, they do everything well except that they don't have many friends because everybody thinks they are some weird person because they don't participate in the stupid activities the other people are doing. And you think that it's really ridiculous so you don't want to be a part of that, so you just back away and they don't call you and say do this, go and do that and they just think you are this horrible person because you don't love them or you don't think they are kind. It just means that they are the ones that don't want to get in trouble or they don't want to be in the group where everybody is making themselves look like fools. The other people think that this is ridiculous so they just walk away and keep with people who think the same as them.

Researcher: How do you think it feels when you are not in the cool group?

Respondent 4: They think that you are stupid and you think they are even stupider because they don't, they don't.....Just because they are cool they say I don't have to pass my grades, I don't need to do this if I am cool. The other person, when they get into college, the other people are still in the same grade, they are going to be the cool people because they pass their grades and when you are in Matric, it's a very big deal to pass your grades with 70s and 60s. In Grade 5, some people think that just because they have lots of friends, it doesn't matter if they pass or not.

Researcher: And how do you feel about that?

Respondent 4: Well I just think it's stupid, not trying to pass your grades and not trying to do anything, because you are doing it anyway, so why not make an effort. You just do what-ever you want and then you have spent the same amount of time, the same amount of everything you would do if you do it well and you will have wasted your time just trying to have lots friends thinking that you are the cool one and the popular one and when the other people who have used the same amount of time, the same everything, they pass

their grades, they do everything better than them because they tried their best and have moved on, they just ignore them because they didn't care about them when they were in that grade and they asked them for help. I think I'd just ignore them because they didn't try at all and they didn't want to be my friend or do anything with me so why would I want to do anything with them.

Researcher: How does that make you feel when they have lots and lots of friends?

Respondent 4: Sometimes, when you are little and maybe even now, when you come back from holidays you get people who buy stuff for about R5 at little gift shops and then they give them out in class and sometimes you leave out a few people and those people think that you are not their friend. You think they are your friend but when they don't give you a present, you think oh no, they don't like me so why should I bother?

Researcher: Ok. Now if you could look at these two groups. How do you think this person feels?

Respondent 4: Well, she doesn't look as if she really has a group because she is one person so she probably feels that nobody wants to be in a group with her. Nobody likes her, nobody wants to do anything with her and some other person, who is not in a group either, thinks that nobody wants to be with her. They are in a group so it's like the new thing that you have to be in a group and if you are not, you are not really a person that they think is nice.

Researcher: If you look at this little person or these people, which one can you associate with?

Respondent 4: Well, I think they are mostly little groups gossiping about others. There are probably only about three to five people in a school that are just alone and not in a group. They might form a group and sit together at break. They wouldn't gossip about other people - it's mostly the groups that gossip about you and ignore you. Then there are some people who act normal. They don't really care about what's happening there. They ignore them completely. They are being mean to them so why do they need to pay attention to them? They won't want you in their conversation because they are talking about you.

Researcher: And has that happened to you before?

Respondent 4: It has happened to me quite a few times. Maybe twice in this school and maybe once or twice in primary school. And below that, everybody was friends. It's not very often that the whole class likes each other and they are all in one big group and then nobody talks about anybody. That's very rare. When you are smaller, you don't really get what's happening because you don't understand why you need to gossip about the other person. And they should still think that when they all get older.

Researcher: What kind of parents do you think somebody has when they can gossip or can be nasty or they can bully people?

Respondent 4: Well, when I was little, I had a girl in my class who had very young parents. The mom was only about 17 years older than her and she didn't really know what to do about that. She said to her daughter, do what you want at school - all I have to do is drop you at school and pick you up afterwards. I don't really care what you have done at school. That's my job, this is your job. Even though I am your mother I don't have to care about this, or that. I don't care how you treat other people as long as you go to school and get an education. Some people don't even get an education so they pay for nothing. All they have done is gossip about other people and have not cared about anything else. So I think the mothers that have these sorts of children are either - some mothers are very kind and their child is the complete opposite. The mother asks what has happened at school and the daughter just says it was fine. The child doesn't explain what happened as she doesn't realise she was being mean. She just thinks it was a normal day but her normal day was really a horrible day for other people. The mom has no way of finding out unless the other children tell their moms. And the moms tell her that what her child is doing is not acceptable - she must stop bullying other people.

Researcher: So you are saying that the child that becomes a bully probably has a mom who is not involved.

Respondent 4: Yes. Well, usually they don't get involved but it's not very often that they don't really care. There may be two or three moms that don't really care. Usually they don't get involved because their children don't realise what they have done. Only when the person who has been bullied starts getting all sad, then they realise that they have done something wrong. Sometimes they don't even come and say sorry, they just go off and do what-ever they want. They just think that it doesn't matter.

Researcher: Let's go to the other side. The children that you have noticed are bullied all the time, what kind of parents do they have?

Respondent 4: Well, in this school I have realised that (when I was in Grades 1, 2, 3 and maybe in Grade 4 and not very often Grade 5) the moms whose children get bullied, well they do care about them and usually the person who gets bullied has had a bad day and most children think they can tell their mom anything but some children don't, so they tell them what has happened and the moms don't do anything about it like talk to the teacher or talk to the other mother. They don't know what's happened so it is just left. Some people don't know that they are being bullied. Like my mom, usually when I get home I tell her everything that has happened in the day; everything that we talked about; everything that was important in the day. If she doesn't like something that has happened, like somebody called me names and pushed me down the stairs, she would go and talk to the teacher or the mother of the bully. Complain that her child is doing something bad to her daughter and she doesn't like what she is hearing. Some mothers get very involved and that's good and they know they need to teach their child a lesson or they know they need to protect their child and talk to the mother of the bully. That mother talks to the bully and usually it stops. Usually, but sometimes it doesn't. Sometimes the moms just ignore it completely.

Researcher: Sometimes the moms ignore it completely. So you have moms who are too involved or are you saying that getting involved is a good thing?

Respondent 4: Well, sometimes it is but sometimes you just don't want to talk about it. It just hasn't been a good day and you don't want to think about it so sometimes you just want your mom to leave it alone.

Researcher: But that person would tell their mom?

Respondent 4: Ja, then you won't have any more bad days. I used to have a friend when I was in Grade 3, we were a threesome group, really best friends, and then the one girl was getting kind of mean because she got into the swimming team and she thought I am cooler than you because I am in the swimming team and you are not as good at swimming as me. Then that person also gets into the swimming team and the girl says; oh, now you are cool and we can be friends. Then the person says no, you didn't want to be friends because you didn't accept when I wasn't that great at swimming and now I have learned to swim properly and I am in the team, so I don't care what you think. I don't care if my other friends aren't in the team. So the mean person may say, oh well, that's your loss, you don't want to be friends with the popular girl, that's the coolest in the class, you just want to be friends with other people who aren't important.

Researcher: So it depends on the character of the person.

Respondent 4: Yes, it does. If they are not a nice person they will say, it's your loss. You don't want to be friends with me. Other people do. I can be friends with anybody I want. And they start saying to other people, can I be friends with you, to somebody else. And sometimes they say 'no', you were mean to my friend, you might be mean to me so I don't want to be friends with you. If they have a nice personality and is a very kind person they'd realise that the person who is mean is a very bad person and they don't want to get involved with what they do. Then you might get involved with someone that isn't so great, so you might get into trouble or, I don't know what would happen, but it's always something different.

Researcher: Ok, So T, have I heard you right? Are you saying to me that from your experience, when you go home, you have a mom who likes to listen to what has happened in your day and that she is very involved in

your life? And when you go home you have a dad who works hard but if you need him, he is around and you can talk to him. If you have a problem, who do you go to first?

Respondent 4: Well, usually it's my mom, because you and your mother usually have a very strong bond. She gave birth to you, you are her little child and she doesn't want anything to happen to you. She immediately goes and does something about it. But say you are a little bit mad at your mom because of something she has done before that, and then I could go to my dad. I usually tell both of them what's happened, like if something bad happened at school or something. But, usually my mom first and then my dad.

Researcher: Now, I am going to ask you a multitude of questions. I want you to give me an honest answer as to how you see bullying and how you see why certain children become victims. How would you describe somebody who bullies other children?

Respondent 4: Usually it's a person that's a single child. They don't have lots of children around them so they are spoiled and very mean. It's just how they are. They can't really change themselves.

Researcher: How would you describe a person who is bullied?

Respondent 4: Usually a quiet person, quite kind, but sometimes not. Sometimes people can be mean to that person and they don't pick up on what's happening around them and they might be bullying another person. So it just goes in a whole routine that the person who is being bullied, bullies another person. And that person has just left not knowing what's happening and not understanding why she is being bullied. So she might just be a normal girl who doesn't really care what other people think about her. And she moves away from everybody else.

Researcher: So you said she is quiet and she is on her own. What else might cause her to be bullied?

Respondent 4: Well, maybe she could be very intelligent. Some people take that for granted so they say that you are so intelligent, you think you're the best. So they think that just because she's intelligent, so they can make fun of her because she got everything right in her test and they got one or two right. They say, oh you are just trying to show off. But they shouldn't expect anything maybe they didn't study for their test and the other person studied 24/7 and got everything right. She gets bullied because they think that she thinks she is better than them.

Researcher: What kind of parents do you think the victim will have? We sort of discussed a little bit of that earlier.

Respondent 4: The one being bullied would have parents that usually would get quite involved but sometimes not. I think that the moms of the people that get bullied usually are working all the time and don't have time to listen to what's happened in the day at school. They are working too much and are really tired when they come home. They don't get involved at all.

Researcher: Do you know anybody who has been bullied?

Respondent 4: Yes I do know a few people who have been bullied.

Researcher: Describe their home life for me.

Respondent 4: Well this girl is now in the popular group because she thinks that she's adorable. But when she was being bullied, I was her best friend. I used to go to her house very often and we played lots of games. She was a very nice person and very responsible. She did her homework every day and put a lot of detail into her work so she did well in school. Her mother didn't work and would ask how her day was and she would tell her mother that she got bullied. Her mother might do something about it but I am not too sure

if she would because she is from a different origin so she didn't really understand what she was supposed to do.

Researcher: From a different culture?

Respondent 4: Yes, she came from a different country. So she'll do what was the right thing to do in her country. Her father works all the time, nonstop, and he is hardly ever there – either having a meeting or having lunch with his boss or something and he doesn't really pay much attention. When he gets home, he lies on the couch and doses off. Her mother doesn't do anything to stop that. That person just changes himself completely. And then another person comes along and makes friends with her but she is also friends with me and I must be friends with the other person, but then I start feeling that I am left out. They sometimes get bullied by other people, but the person that used to get bullied is now friends with those who used to bully her. Now that they want to be friends with her because she's adorable, she now has a chance to be in the cool group and hangs around with people who think they are cool but she is sort of in like one little group. Sometimes she says bad things to the other people and myself and I just go somewhere else because they talk in a secret language or something. I just go off and play with somebody else. Now I am the one who is being bullied. And the person, who was being bullied before, is now friends with the bullies.

Researcher: Are people friends with the girls that they bully?

Respondent 4: Like the other person is not friends with the people they are bullying. And they also have like a secret language that they talk together. I don't know what it means. I just play with G or somebody. I told them can I come and sit with you at break because I don't feel like sitting with them. She said something very bad on her board to us that I just didn't relate to at all and she made up an excuse, completely ridiculous. I am sure it was completely untrue and I was mad at her for about two months. Then she comes and says sorry to me. We made up because I think it's kind of stupid because we had been friends since Grade 1, and I told her, like we were emailing each other – I told her she's the one that thinks she is so adorable. Now she's friends with ... and ... and ... and those people and she has this sort of nick-name. They call her J..J.. and they used to have like this game where they would call each other food names, like sausage and I thought that was completely weird so I backed away from that. In Grade 1 A started, well she is sort of still like that – I mean she acts like she is very spoiled and she acts like she is the only one that everybody cares about. I sit next to her in maths and she says we should work together, but I told her I don't want to because she obviously she just wants to copy my work. So I back away from her and not get involved with things she does. J is friends with her now and everybody in the class thinks she is so adorable. She pulls this face that she thinks is so cute and she acts like she is younger than she really is. And she is now in Grade 5 and in our school it's almost like a senior and I told her that she has to mature because she is now in Grade 5, not in Grade 3. She just has to be less like a three year old. She is eleven and not in Grade 1 when you are about seven years old.

Researcher: So she frustrates you.

Respondent 4: Very much and like when I go near her, I know that she's my friend but when I look at her with this little group of people and talking to them, then I get totally left out and I think what the heck, why do I need to be with this little group? What's the point? I mean I don't care what other people think about me. I do my work; I don't care if other people think that I am a person that is just left out everywhere. I do what-ever I need to do. I move away from the group that is talking about everything, things that I don't really care about, and I just do my own thing. I don't care what they are talking about, I don't care what they think about me, I don't care what's happening around them, I either draw and do some weird thing that I usually do and ignore them.

Researcher: Do you find that ignoring helps?

Respondent 4: Sometimes. But sometimes I feel that this has gone on too long. Sometimes, like when I have a birthday party I don't invite the whole class. I just invite the people that have been nice to me throughout the year and not the people who think they are in the cool group. When they think they are in the cool group,

they think they can act like they do and they become one of those people that really gets mean. So I cross them off my list and I say that person is not going to be my friend because she has been mean to me so I might as well not even bother with them. Sometimes I completely move away from everybody.

Researcher: Do you have a friend?

Respondent 4: I do have a friend. I sit with J and K every day but have to move away from them because they talk in Chinese behind my back and sometimes they even make up lies. I know my Chinese. It also means too strong. When I hear them say that and I think, God why are you talking about me. Then they say we are talking about somebody who is too strong. It's not very common, every day that they talk about somebody who is too strong in the class. It's not a very common conversation.

Researcher: Maybe that's because they know that you are so clever.

Respondent 4: I just think that they either think I am stupid that I am going to believe something like that. They can just do what-ever they want. They think that I don't really care about what they are doing and that's usually the case. So then I sit with S because I am sort of friends with S and C and E.

Researcher: Ok, can you tell me what a victim's home life can be like.

Respondent 4: It can be horrible at home because the child's parents may work a lot and they are left at home all time and they have no help with anything or sometimes it can be better for them at home than at school because they feel safe.

Researcher: Does that mean that they feel safer at home than they do at school?

Respondent 4: They feel safer at home than at school because they get bullied a lot so I would think they feel safer because they don't get bullied at home.

Researcher: Is there anything that a mom or dad or those girls' brothers or sisters can do that can make them get more bullied?

Respondent 4: If your sister isn't very nice to you at home, she can make you feel frustrated and then you can change yourself in some way that the other people at school might tease you because you have changed in that way and they don't like how you have changed and your mother might make you feel mad and then you might feel horrible at school and then other people might start teasing you that you shouldn't be so quiet and you should join in all the fun. And then if you say you don't want to, they may say you're all mean and everything because you won't join in what they are doing.

Researcher: Is there anything else about a victim that can make them get more bullied?

Respondent 4: Usually they are very good at school work and other people don't do their school work nicely and if they get better marks than they used to, they might get bullied more. The person who is being bullied is trying to be better than the bullies. Also they could be very attractive and let's say somebody comes up and says you are very pretty, then the person who is bullying you says you are not really pretty and if you do something that the bully doesn't like they will bully you even more.

Researcher: How does the victim or someone who gets bullied socialise with their peers?

Respondent 4: Their friends? Well the friends that they do have, they would probably not want to lose them, because then they would have no friends, so they will probably sit with them every day, they will do everything together because they won't have another friend and usually the friends of the person being bullied are usually also being bullied. That puts you in the whole circle of bullying that is going around because it's saying that you are friends with a horrible person. So that probably causes more bullying.

Researcher: Like a vicious cycle. If you get bullied, you tend to make friends with somebody who is also bullied. Well done. How does the person who gets bullied relate to the other girls in the class?

Respondent 4: The person who is being bullied would either think that the other people in the class are also very mean. Like if one person in the class is bullying the victim, she will probably think that everybody in the class is also going to bully her. Just that one person bullies her but it doesn't always mean that everybody else doesn't like her. It might mean that a single person doesn't like her and that's why she is bullying her. The bully thinks everybody likes her and not the victim and then she tells the person being bullied that nobody likes her so the victim thinks she doesn't have any friends.

Researcher: So that's the nastiness that comes across. How do you think the person that gets bullied behaves or relates to teachers?

Respondent 4: People that I know that have been bullied, usually relate to teachers quite well because they like their teachers more than their class. So they co-operate in class and do everything right. The teacher and the victim usually have a better relationship than the others in the class.

Researcher: And how do they relate to strangers?

Respondent 4: They would probably just ignore them. She doesn't really care if somebody comes in, she would do their own thing.

Researcher: She wouldn't talk to him. Is there anything else that may result in a girl in your class or in Grade 6 or Grade 7 being bullied? You have spoken about their being pretty or very clever. What else?

Respondent 4: They could have some sort of disorder. Like they could have a broken leg or they might have braces and people think that braces aren't "in" or maybe glasses. They try to put in contact lenses but they are teased because they know she is wearing glasses. Or they could have a really weird personality. She could try to be funny but people don't think she is funny.

Researcher: What could be done at school to prevent bullying?

Respondent 4: If the teachers tell somebody not to bully, it doesn't really stop them. If they know who is being bullied but not who the bully is, they can't do anything about that. It sort of carries on – it might just be the way that person is. Nobody can stop bullying properly unless they actually see the bully and come up to them and say something about it. They can say go to Mrs M's office or speak to somebody about this because it's not very kind. The bully could be told that the teachers are watching her and she might stop for a while but if the bully knows that the teacher is not watching she will carry on.

Researcher: Have you noticed that?

Respondent 4: Once or twice.

Researcher: And what can be done at home?

Respondent 4: If you have a mother that really cares about you and if you told your mother about your day and that you were being bullied, somebody in the family, say the sister – she loves you and everything, she would give you advice and she would say she could phone the bully and talk to her and tell her that she wasn't very kind to her sister. If I was the victim, I'd tell my mother or my sister and I'd ask her to phone and talk to her and let the bully know that I will always tell somebody in my family. The bully would know that something is going to be done about it. And that everybody knows.

Researcher: Why is it important or is it not important to talk about being bullied?

Respondent 4: Sometimes it's important to talk about it as you might be able to stop it. But sometimes it's just somebody calling you names like "baby" and "stupid" - it's not very important and you should just ignore

them. When its serious – like somebody tries to push you down the stairs, then it is important to tell somebody otherwise the bully will keep on doing that and soon you will be hurt. Sometimes if it's something small, like just calling you names or a person is not being very kind, it's probably just how that person is – it's her personality, but if it's something serious they can stop.

Researcher: What do you think a victim should say to a bully?

Respondent 4: It's very common for someone to say "you are fat." "No, I'm not fat, you are fat." Sometimes the victim starts defending herself and starts saying things like; "you say this to me because you are afraid to admit it to yourself, you want to say it to somebody else, to make you feel better." Or sometimes she just ignores them and walks away.

Researcher: Thank you T, your ideas were gorgeous.

Respondent 4: It's a pleasure.

NICOLE THOMAS

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Name: Respondent 5

TRANSCRIPTION OF INTERVIEW

Researcher: Hello K, how are you today?

Respondent 5: Fine thanks, and you?

Researcher: K, What we say today is going to be completely between you and I. We are not going to share it with the class, or tell your mom or any of the teachers.

Researcher: Do you understand?

Respondent 5: Yes

Researcher: I am going to give you a few photos and I'd like you to tell me a short story about each and then I will ask you some questions that relate to those photos. Tell me what do you see in this picture?

Respondent 5: A mom and dad hugging, maybe on a wedding day.

Researcher: How often do moms and dads hug?

Respondent 5: Every day, like when the mom or the dad comes back from work or they cuddle while watching TV and in bed and in the morning when they leave for work.

Researcher: Does that happen a lot in your family?

Respondent 5: Yes.

Researcher: When do moms and dads cuddle the most?

Respondent 5: Well, normally when they get home, my mom gets a glass of wine and my dad gets a beer and mom lies by my dad and they watch TV with me, my brother and my bigger brother, sit all in one room, then we have dinner and we go off to bed. My mom sleeps with my brother and then she goes off to bed and then they hug each other.

Researcher: Ok, what does that picture remind you of?

Respondent 5: Two parents fighting, a lot.

Researcher: Why do you think parents fight?

Respondent 5: Sometimes they think they are meant for each other and they think they have everything in common, but they don't and they don't like what one parent does and then they fight.

Researcher: And does that ever happen in your family?

Respondent 5: No, sometimes my parents disagree on some very silly things but its not serious.

Researcher: So they just have normal arguments.

Respondent 5: Ja, they just have normal arguments. Like why did you put the ham in that fridge, it needs to go in the other fridge because that one's broken.

Researcher: How do you think parents feel when they fight?

Respondent 5: Horrible and they don't really like to fight when they love each other.

Researcher: What is quality time with your family?

Respondent 5: Well, normally on Saturdays and Sundays we have a big breakfast and then what we do is we sit and we talk having some coffee and tea.

Researcher: What do you need from your family?

Respondent 5: Well I need support from my brothers. Because sometimes they think, oh my gosh, I'm not going to support her, she is so My big brother doesn't want anything to do with me because he is so busy. My little brother is also busy being a little brother, playing with Bakugang and little Go Go things. We sometimes bath together and play in the bath.

Researcher: How old is your little brother?

Respondent 5: My little brother is seven so we are three years apart. My bigger brother is nineteen but he is from a different, family, well, not a different family, but on my mom's side, not my dad.

Researcher: So he is your step-brother.

Respondent 5: Ja.

Researcher: So you've got two brothers?

Respondent 5: One older and one younger.

Researcher: And who are you closer to, your younger brother or your older brother?

Respondent 5: My older brother.

Researcher: What makes you close?

Respondent 5: Well, because when I was born, I think he was like the second one to hold me and when I was a baby, I remember him holding me and playing with me. Sometimes he would get a bit irritated with me because I'd call him B instead of J and he'd say "stop calling me that" and he'd get a bit irritated with me but we'd always play until he got around to fifteen where he sort of got more friendly with boys. He went to a boarding school, so I never got to see him really any more. So that's when we started drifting away.

Researcher: That makes sense though. Have a look at the next picture.

Respondent 5: That looks like well, a mom hugging her daughter.

Researcher: How do you think the daughter feels?

Respondent 5: Happy and safe.

Researcher: Why would she feel safe?

Respondent 5: Well, because she knows that her mom will always be there for her.

Researcher: Does this happen often for you?

Respondent 5: Yes.

Researcher: Tell me about it.

Respondent 5: Well, when I get back from school when I have had a terrible day, my mom gives me a huge hug and just stays there for half an hour just hugging and me crying my eyes out, when I have had a bad day at school, ja.

Researcher: What would mom be saying to you when you have had a bad day at school?

Respondent 5: She's be saying, it's fine, you can make up for it tomorrow or and what-ever you did you can just learn from and she never really gets cross with me unless I am really irritating her. She has got one of those claustrophobic things when she doesn't really like people near her.

Researcher: So what would you be telling your mom about having a bad day at school?

Respondent 5: Well, I tell her everything that happened and she'd tell me what she thinks.

Researcher: And what sort of thing would make you have a bad day at school?

Respondent 5: Well, let's say somebody told me I am fat and ugly and they don't ever want to play with me and they don't ever want to be my friend. I'd go home and tell my mom and she says its fine, ignore them, they are what they say to you. And mom usually says, you have a good life at home and sometimes the people that bully don't have a good life at home. Like their parents are sometimes divorced or they are very busy at work.

Researcher: So you find that your mom gives you good advice?

Respondent 5: Yes, she does.

Researcher: And when they are nasty to you at school, K, do you find that you cry at school or do you go home and cry?

Respondent 5: I go home and cry. I keep it in until the end of the day.

Researcher: What makes you do that?

Respondent 5: Well I keep it in because I don't want anybody at school to think I am a sissy, so they won't tease me anymore.

Researcher: So it stops the teasing. Now, have a look at the photo. These two are quite similar so I am going to give them to you together. What do you think is happening there?

Respondent 5: Well, I think they are both fighting with each other and she sent a rude sms to her friend about her mom and then she by mistake sent it on to her mom and then, well she is mad with her. Then, that one, maybe she's done bad at school and she's got a low mark and they are fighting, and ja.

Researcher: So let's go back to this picture here with the cell phone. Have you got a cell phone?

Respondent 5: No my mom says I should not have a cell phone until I am at least in Grade 7 because that's when I will sort of need one because then I will have later days and then the phone would be just for calling her to say come quickly, pick me up.

Researcher: But other teenagers that have got phones – earlier you said to me that it could have been a horrible sms that was sent. What do you know about that kind of bullying?

Respondent 5: It seems like blackmail because my friend used to get it. She is the same age as me and she has also now got a Blackberry and she got this text and she thinks it was from her best friend and they had just had a huge fight. It was this really horrible text about that she was doing bad at school, that she was doing horrible at school and that all her friends hated her and everything like that.

Researcher: So it was a horrible sms.

Respondent 5: Ja, and then she called me and said to me come over I really need somebody to support me, 'cos she lives right next door so when-ever we're sad we just call and say "come over" (dramatic voice), I need you.

Researcher: And then that's her support?

Respondent 5: Yes, that's her support because she doesn't really have any friends close to her – they live on the other side of town, so she just calls me 'cos we're like sisters.

Researcher: So you are her closest friend. And is she your closest friend"?

Respondent 5: Ja. We met riding one day and we said we'd just be friends. And the next day we were just BFF's – straight away.

Researcher: Ah, that is fantastic.

Respondent 5: On the first day I went to her house and said, yay, we're friends.

Researcher: And K, if you have a problem in your class, and you are upset, do you tell her?

Respondent 5: Ja, I tell her and she wouldn't have the exact same thing, because its normally boys. She has a mixed class. Its normally the boys, but she sort of understands what happens to me at school. So we both understand each other really well.

Researcher: And who else in the class do you tell?

Respondent 5: Well, K and E and M and S, I would normally tell. Because they are my closest friends at school and they would all be here for me when I am sad at school.

Researcher: And who is the person, or people, who are nasty to you.

Respondent 5: Sometimes C can be really really mean to me and then we have a big fight. She has been on to me for weeks. Sometimes things just slip out with the class and makes me feel horrible and the whole class will slip out, oh my God you're so fat and then, you know, it sort of hurts my feelings.

Researcher: That makes sense.

Respondent 5: Ja, it's not really anything else, just people who talk behind my back and say, ooh, look at this girl, she's fat and she's got ADD and she can't write neatly. Like and experience in Grade 4 when we were doing a project, they went off to S and the girls that I was in the group with, they said, K, we are going to do your whole work for you because your writing is so un-neat and we will get bad marks. So they were saying that and I broke down in tears 'cos, I felt like saying to them, because their work was at the same level as mine, I felt like saying, well, look at your work. Maybe we should do it for you too.

Researcher: So how does that make you feel?

Respondent 5: It made me feel horrible because it made me feel like I was the worst student ever because I had learning disabilities and then I just went to my friends and they said, just don't worry K, you are fine, you do well in maths, you do well in everything else, it's just her that's saying that because she wants to feel superior.

Researcher: Quite right. Now have a look at this picture here about the mom and the girl.

Respondent 5: Well I sometimes use her nail varnish without asking and then she comes and finds it in my room because I forgot to put it back so she shouts at me and I go off into my room and sulk and then she comes and she hugs me so we have those short arguments where we are mad at each other for a tiny while and she comes into my room and she is sorry that she lost her temper. Same with my dad, he gets into those fits too, where I say I have only been playing an hour on the computer and he says well that's not true but then I say, but daddy, I never knew that. Then he shouts at me and I go back then he comes and says sorry he shouted and I say I'm sorry I spent more than one hour on the computer.

Researcher: Who disciplines you most?

Respondent 5: My dad, definitely. Even though I do stuff with my dad more, he is more strict, sort of looking-down-at-you type so if you go looking in his drawer, like for money, he sort of shouts at you and goes. Why, why, why (voice getting louder but laughs). Then he gets really frustrated and the blue eyes - they have like a red circle around them – and the just get bigger and bigger, and you are just so scared of him sometimes. But my parents have stopped really being that mean to me because I am doing very well at school and they are very proud of me and they don't want to show that they are not. I used to feel like I was hated and that my parents thought they would want a new child.

Researcher: And now, you feel more confident.

Respondent 5: Ja.

Researcher: Have a look at this. What does it remind you of?

Respondent 5: When I was small that might be , hugging my dad because then I was small and I used to always jump on my dad and he used to laugh and used to fall over on to the bed and wrestle, fun wrestling .

Researcher: What sort of thing would you do with your dad now that you are big?

Respondent 5: Now that we are big, I normally ride or go down to the park and then we play soccer or cricket or something active and then we go up and my dad, because it's a really steep hill and we really can't make it up, so my dad walks behind me and if I fall down he goes "uuuush", he pushes me up. And also he helps my brother because he also struggles on that one. Ja, we walk to the park every Sunday and if I do well he gives me a healthy treat and we make like a smoothie together.

Researcher: What sort of time does your dad get home?

Respondent 5: Both of them get home sort of half past four, five-ish and then we do our normal sort of routine homework and we might watch a bit of TV, supper , then go to bed and read for a bit. We have even got this little rhyme that we do at night.

Researcher: So your dad is quite involved in your life?

Respondent 5: Ja. So is my mom but when I was young I was sort of more attached to my dad. I always used to fight with my mom, like pretend fight, like it was MY dad and you can't touch him. When we were young we loved reading this book and we took some lines out of there and I can't really sleep without him saying goodnight to me anymore. I can't live without any of them not saying goodnight so when I am on the farm I am holding this portable phone and waiting and waiting for them to call. Then I can't wait anymore and I call them and say "night night daddy and 'night night mommy' and we talk about our day and then I sleep.

Researcher: Why do you think you need the phone before you go to sleep at night?

Respondent 5: I don't know, I just feel much safer knowing that I have said good night to them and knowing that they are safe. I know that if I am sick, they will come up straight away. I know that if I don't phone them, I can't really sleep and I don't know if they are in trouble or not.

Researcher: Ok. Now K, where is your safe place?

Respondent 5: My safe place would be anywhere that I can be with family, like I can have a family grown-up around or just in the other room so I can just call for them and they will come running. That's where I feel safe.

Researcher: Do you feel safe with friends?

Respondent 5: Yes, I do – but not with ones I have just met – they are rushing to conclusions. Maybe we should quickly have a sleep-over. I don't really feel safe. Like when I was young I wouldn't even sleep at my aunt's house. I would go home at one o'clock in the night because I just didn't; I wasn't ready to go out (for the whole time). But when I was around about 6 and 7, I started to get used to being at cousins. Then when I was in Grade 3, I started to have sleep-overs.

Researcher: That's ok. And tell me, do you feel safe at school?

Respondent 5: Ja, I do now because I've got my teachers, like you, to look after us and now that we have reached a point where we know each other more than we ever have in this class, the(number of) people calling me fat and stuff has gone down a lot because we all know it can hurt people's feelings.

Researcher: Are you saying that your class discussions have made a difference?

Respondent 5: Ja

Researcher: I am glad to hear that. Now have a look at this picture. What do you think is happening there?

Respondent 5: Well, this girl thinks she is so like awesome and then her dad maybe wouldn't let her go to a party and they are having an argument whether she should or should not go. She is annoyed.

Researcher: She is annoyed, do you ever feel like that?

Respondent 5: Well sometimes when I have got a party, my dad says, no you can't go because we have this to do at the house. Then I say, please, please, please and he says, no you cannot go, I've told you once. So I go to my mom and she says, no I can't say anything because your father said no , so I sort of go and sulk and be miserable the whole day.

Researcher: And does it help?

Respondent 5: Not really (laughter). And it turns out to be more fun at home. Normally when I miss parties they are sort of boring – people come and say, it wasn't that fun, and I am glad I stayed home and gardened with my dad.

Researcher: And why do you think your dad sometimes says you can't go?

Respondent 5: I think he just needs a hand around the house; my mom and dad really need help because they are also running their businesses. My dad owns his own company and my mom is near the top at Investec, so I know that they need help around the house on week-ends because they also need to work on week-ends. I can't always go to friends on the week-ends and I can't always go to parties because they also need me as much as I need them.

Researcher: This is a picture that has two siblings, tell me a story please.

Respondent 5: Well, sometimes I get really irritated with my brother because sometimes when I am doing homework, he comes and stands at my door and says "whatcha doing?" , and he keeps on doing that so I chase him out of the room. Then sometimes he is the best little brother in the world because now he's developed this thing where he is too scared to sleep on his own now that we are allowed different rooms now, because we used to sleep together. Now he comes in the middle of the night and goes into my extra bed so that when I wake up in the morning, there he is sleeping in the bed. Sometimes on the week-ends, he is awake and he's made me a cup of tea and brought a rusk to the side of my bed. And he is just reading a magazine like he hasn't done anything.

Researcher: He just wants you to say thank you.

Respondent 5: Ja, he just wants me to say thank you. Sometimes he can be annoying but I wouldn't be one day without him. One day my brother got lost. I was crying the whole day. He got lost all around the crowd and this man came carrying him on his shoulder. I went C, will you not do that again, please!" He did it twice, two years, went wondering off into the crowds and we didn't see him for an hour and a man brought him back. So I get very very worried about him if he is by himself and he gets worried about me if I am on camp – he wants mom to call – call mommy, call. When I come back he says K!, then hugs me and my bags fall down.

Researcher: Now have a look at this one. This is a girl and her brother. What can you see?

Respondent 5: Well, I see that the older one is bossing around the younger one. You must do this, you must do that. Sometimes I do that to my brother. It runs in the family, like if my big brother is mean to me, I go and be mean to C because of that sort of thing.

Researcher: Why do you think that happens?

Respondent 5: Well, sometimes I feel sad and I just want to put it out on somebody and I know if I put it out on my parents, they are going to shout at me and be mean to me so I go and put it out on my brother and sometimes I have to go and say sorry to him because I know that I have done something wrong.

Researcher: When your brother is angry with you is that because he has been hurt at his school – why does he get nasty?

Respondent 5: Well, he gets nasty to me - he doesn't have a bad day at school (because if he does he comes and cries in my room and I give him a hug and pat his head you know that sort of stuff) but I guess he gets bored at times and he is looking for something to do. And that sounds like something to do, go and annoy your big sister. And sometimes my big brother gets really annoyed with me because I have been in his room. He now lives in the cottage because he's at university. And I just look around and sometimes he walks in on me and says "K, why are you in my room again?" (loud voice) or I go to his room just to see what he is doing and sometimes he gets really annoyed with me.

Researcher: How often do you think he gets annoyed with you?

Respondent 5: Well, twice a week – not very often. Only when I go and check up on him or I am doing one of my funny voices in the house and my parents are laughing and he says K, I feel like punching you a little bit. He never does, he just goes like this and I just cower away. He is really really tall, high!

Researcher: Ok, have a look at this one. Those are three children at a school. What can you tell me?

Respondent 5: Well, they are probably best friends and have known each other since Grade 0. Or one has just moved and they are trying to be nice to one.

Researcher: What does friendship mean to you?

Respondent 5: Well, friendship means that you can always have someone when you are sad or even when you are happy or you are lonely – if you don't have any friends, you won't go far in life because friends always help you and they will give you support when you want to go and audition for something. They will say, go, do it K, you are going to do the best ever. And then if you don't have that you won't actually gain self-confidence because you have got nobody to help you.

Researcher: Now, if you look at these three children, do they look happy to you?

Respondent 5: Yes.

Researcher: What kind of parents do you think they have?

Respondent 5: Nice parents. Ones that spend time with them, like go to the park with them on Saturdays and Sundays and have lunch with each other.

Researcher: If they were to have an argument with somebody or they were to fight or do something wrong, how would those kinds of parents discipline their children?

Respondent 5: They would probably talk to them and say why did you do that? Sort of almost shout, but in a humble sort of way, like, and the child would learn from that because she wouldn't want to be shouted at again.

Researcher: Now we are going to the opposite side. Somebody who doesn't fit into a group, how do you think their parents would treat them?

Respondent 5: Well, they would treat them like they were different, even from their family. So, let's say they had pimples and their mom was like perfect as a teenager, like never had pimples, had the perfect clean skin, then she would boss her around and say go and clean your face, right now because you look so ugly. And they would shout at them.

Researcher: So you think they get shouted at a lot.

Respondent 5: Ja.

Researcher: And disciplining them, what would happen?

Respondent 5: Well, even though this is against the law, they would probably smack them and tell them that they are so naughty, they should NEVER do that and that would encourage them almost, to do it again.

Researcher: Ok, I understand. Now have a look at this, three children in a group. If you look around at school and think of the movies you have seen, what happens to girls when they are teenagers from a friendship point of view.

Respondent 5: From a friendship point of view, they have their fights and they sort of break up and then they get back together at the end of the movie or at the end of the day. So like when A and T, I am just using an example, they had a huge fight and ignored each other for the whole day, but were best friends at the end of the day again because they thought, why be angry with each other again and I don't be the one who is fighting with my best friend.

Researcher: Now, you can see these three are friends and are very close here. Do you notice that when girls get older, they form different kinds of friendships?

Respondent 5: Yes, different groups. Well there are like A and A and them, they are always chatting with the girls to be their friends. They are sort of like the popular group in a way. Not the mean popular group, the sort of nice popular group. But they all have lots of friends and stuff. Then there is me and my sort of friends – we are the ones that don't have a lot of friends, so there are different groups.

Researcher: And why do you think your group doesn't have so many friends?

Respondent 5: Well, because we are sort of different in a way. Like E, she's got so many freckles and she wears glasses and she's very smart and then there's me who is short and chubby and there is K who is big and has already had a growth spurt.

Researcher: Are you trying to tell me that people that are different on the whole, are the people who get bullied?

Respondent 5: Pretty much.

Researcher: Now, have a look at this picture. What does that remind you of?

Respondent 5: Well that reminds me of they are gossiping about her and she can hear them but she is not going to interfere because she is shy and she's scared.

Researcher: In this picture, which person can you see yourself as?

Respondent 5: Well, normally I would see myself as this one (pointing to the victim) because you sort of think that they are talking about you and say go away and get a life.

Researcher: So you see yourself as someone who is being victimised?

Respondent 5: Ja

Researcher: And what would you be feeling at this time?

Respondent 5: I would be feeling sad and very lonely and feeling like why was I put on this earth? There is no reason why I should be here. Or should I just quit this school and go to another one and see if they'd accept me there.

Researcher: And then what happens after that?

Respondent 5: Well, what happens after that is that your friends, like your two or three friends at home or from the school you just moved from, would be there for you and say, don't worry, it's ok. Those people are just the popular ones that think they are like the kings and queens of the school or the Grade.

Researcher: Do you remember those pictures that we had a look at? Which picture here is the one you like the most? If you remember them, you can just tell me which one.

Respondent 5: I liked the one where the dad and the girl were playing together.

Researcher: What makes you like that one the most?

Respondent 5: Because it sort of reminds me of me and my dad and how we used to play and it makes me feel like I am at home and just chilling on my bed drinking a cup of coffee or tea or something like that.

Researcher: Which is the worst picture that I showed you?

Respondent 5: The one where the mom and the girl were fighting.

Researcher: Why that one?

Respondent 5: Because it sort of makes me feel like that's what is going to happen to my mom and me when I grow up. We are going to drift apart and I don't want that to happen.

Researcher: Why might that happen?

Respondent 5: Because when you get more interested in boys, you don't want anything to do with your mom because your mom will just mess everything up and when you get older you don't want your mom to be in your life anymore because you feel like she is embarrassing you and you don't want her to come to galas because she's going to scream and shout and go "gooooo" and everyone is going to laugh at you.

Researcher: Why might your mom embarrass you?

Respondent 5: Because we've got these really embarrassing photos of me when I was young, and my mom, well sort of I think she may show them when I bring a friend over when I am older and also old Year Books and magazines .

Researcher: So you are worried about showing the pictures.

Respondent 5: She can say stuff, but I don't really want her to because people don't really believe what people say.

Researcher: And does your mom herself embarrass you?

Respondent 5: No, not yet. She's nice and all my friends that go there think she is kind (inaudible).

Researcher: How would you describe someone who bullies somebody else?

Respondent 5: Sometimes they feel like picking on somebody because their parents have picked on them, or they are annoyed and they just want to crush somebody's head so they mean and are horrible because maybe their brother has been mean and horrible to them and they are feeling very hateful inside and just want to say rude things and scream and shout.

Researcher: Why else would somebody bully?

Respondent 5: Because it would make them feel good and higher up like the food chain at school. So you have got your geeks at the bottom and your more bully-type girls at the top. The girls what will get bullied would always go more bottom. The girls that are bullied think I am going to go higher up and I am going to bully somebody and I am going to go higher.

Researcher: So you think you need to go higher.

Respondent 5: Nodding

Researcher: Ok, Who is a person that gets bullied?

Respondent 5: A person that doesn't have brains and who doesn't do well at school – let's say the dumbest person would normally get bullied.

Researcher: Usually the dumbest person gets bullied? Ok K, do you know somebody who has been bullied?

Respondent 5: Not really except myself. Sometimes people can be rude to K or E. You know that sort of playful in a way that people can't take jokes.

Researcher: How long have you been bullied?

Respondent 5: Well ever since the whole class learned that I really had ADHD. So they started making fun of me that I had a disability. My mom sort of by mistake told it out loud to one of the parents and the parent spread it on to another parent and the parents spread it amongst their children and they started making fun

of me. My mom knew about them and she was very sorry about doing that to me and she said I will try and make it better.

Researcher: Has it improved?

Respondent 5: Yes.

Researcher: Do you think that the victim's family is a happy family, an unhappy family or somewhere in the middle?

Respondent 5: In the middle because sometimes you can have the best family in the world and still get bullied; sometimes you can have the worst family in the world and still get bullied.

Researcher: What kind of upbringing do most victims have?

Respondent 5: Well, the upbringing is that they know that they are different. Their parents keep on telling them you're different. Like you are not like me or like your mom was when we were babies.

Researcher: So they keep re-enforcing it?

Respondent 5: Ja

Researcher: Can the family cause somebody to be bullied?

Respondent 5: Yes, let's say you have just broken your arm and you don't want to tell anybody because they may call you a sissy because you were crying because you forgot to take your pain-killers one day. Then your mom could spread it around and people would start bullying you. Ah, she's got a broken hand. She's such a sissy.

Researcher: So it's like you with your mom spreading around the ADD?

Respondent 5: Ja

Researcher: Do you think that a person's looks, mind or body can make them get bullied?

Respondent 5: Yes, well you could be obese, like me, and you could be bullied or you could be so thin and you could still be bullied. And you can have a funny scar on your face and you could be bullied and called "ugly face" or you could have two different coloured eyes and they'd bully you.

Researcher: Anything other than if you have a physical thing?

Respondent 5: Like if you were a Jew and they were Christian maybe they could go, you are different to me, you don't respect the Lord as who he is.

Researcher: How does a victim socialise with other people?

Respondent 5: She socialises shyly – she wouldn't really intervene at first and then she would almost edge forward and she would start, like me and K we never even liked each other and then we started sitting next to each other and got to know each other better and that's how we became friends.

Researcher: So initially you are very shy.

Respondent 5: Ja. I don't want to talk to people until I know everything about them and then I will let them know what I am like.

Researcher: Why does that happen?

Respondent 5: Well, I'm sort of scared that I'd get a bad first impression and they'd get a first impression of me so I am shy before I know them. Then when I know them I know I can be safe around them.

Researcher: How does somebody who gets bullied behave around teachers?

Respondent 5: They sometimes behave scared around teachers. Like they also didn't get bullied with private teachers. You do bad at school – you are getting F's in everything; you are mean to everybody when you are actually not.

Researcher: There are teachers that bully?

Respondent 5: No, not really in this school. But I used to have one when I was in another school. We never knew that I had ADD, they thought I had learning problems so she sort of used to tell me you must get your world and South Africa right – because I thought the world was our country and South Africa was the world. And I still get my b's and d's wrong but its getting better so I got like my p's and my e's and my everything wrong and she used to go, no you must do this right (loud voice) and that and that.

Researcher: So she was quite critical.

Respondent 5: Quite critical, towards me but that was near the end – till I came to this school. Then they were nice to me.

Researcher: How do people who get bullied react to strangers?

Respondent 5: They don't really want to know strangers because they think oh my God, they are also going to bully me – one more person that I should be scared about. So they first want to know that she won't bully.

Researcher: Do you think if somebody has some academic problems, they can be bullied?

Respondent 5: Yes, well both ways almost because normally you see the nerds are getting very bullied and also the people that are dumb. So like me, I've got ADHD and E, she is smart but we are both getting bullied at the same time.

Researcher: So it's for different reasons. Is there something that some children do that makes them get bullied?

Respondent 5: Yes, so let's say you would be bad at sport. One day you are the best at sport and one day you are terrible your times are slower than they usually are. You can get bullied about that 'cos you can go down from the best swimmer to the worst swimmer.

Researcher: So things change – you can cause it yourself. And that's sporting and at school.

Respondent 5: Yes. Sometimes you can be really smart and then suddenly you can be down there and be teased.

Researcher: And what could be done to prevent bullying at home and at school?

Respondent 5: Well, to help with bullying at school, you should have teachers going around checking the whole school that nobody is fighting or doing anything at school. And then at home, the parents should try and make their children understand what each is going through so they don't fight as much and bully each other.

Researcher: How many children do you think get bullied at their own homes?

Respondent 5: 50%, half-half because sometimes you get parents that work a lot then they don't inflict rules on their young girls or older sisters so they are mean to them.

Researcher: You think its 50-50? And do you think bullying happens more between a girl teenager and her brother or her sister?

Respondent 5: Girl teenager and brother because the brother is a different type of human being so they don't know what anyone is going through so they think you've got your hormones coming out and you are very irritated with your little brother. Your little brother doesn't understand that so he irritates you enormously because he likes to see you irritated.

Researcher: K, you have been so helpful. Thank you my angel. Have a lovely day.

Respondent 5: Pleasure

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

Name: Respondent 6

TRANSCRIPTION OF INTERVIEW

Researcher: Hello C, how are you?

Respondent 6: Fine

Researcher: C, what we are going to do today is I am going to ask you a few questions about bullying. What we say today is completely between you and me. I am not going to tell anybody in the class, I am not going to tell your mom and I am not going to tell Mrs. M, it's just for you and I. OK?

Respondent 6: nodding

Researcher: Alright. Have a look at this picture, angel, what I want you to do please is give me a short story about that picture.

Respondent 6: It looks like they are on honeymoon and have asked the local person who lives in the country to take a picture for them. It sort of looks like its autumn in the background.

Researcher: Why do you think the mom and the dad have got their arms around each other?

Respondent 6: Because they love each other.

Researcher: How often do you think the mom and dad put their arms around each other?

Respondent 6: A few times.

Researcher: Like when?

Respondent 6: It's a bit tough because I might be changing schools this year and I might stay and they seem like a bit confused. So they are not really hugging, they are arguing, but they put their arms around each other, a bit still.

Researcher: Now, have a look at this one. What does that remind you of?

Respondent 6: My parents fighting.

Researcher: Tell me a little bit about what you see.

Respondent 6: I can see they are angry because of their body language – she's got her hands like that.

Researcher: What does that mean?

Respondent 6: I am so annoyed with you.

Researcher: How do you think they feel?

Respondent 6: They sometimes feel a bit tired and agitated, frustrated with all the work.

Researcher: Why do you think they are arguing?

Respondent 6: Sometimes business or sometimes they can't make up their minds together.

Researcher: About what sort of things?

Respondent 6: Like when I first moved to Johannesburg my parents started complaining about what house we were going to live in. My mom didn't want to live in a complex in Bryanston and my dad sort of wanted to, but I couldn't see why they were fighting because the owner of the house didn't really want us there because he didn't want children in the house or dogs, because they'd want to draw on the walls or something.

Researcher: So they fight about those sorts of things. What is quality time for you and your family?

Respondent 6: We will go out for dinner

Researcher: What do you need from your mom and dad and your family?

Respondent 6: Um

Researcher: What do you want your mom and dad to do?

Respondent 6: Maybe just be home a little bit more – just to help me with my maths, my dad.

Researcher: What time does your dad normally come home C?

Respondent 6: Because he has been having a few headaches and he went to hospital this year, he's a bit tired and it sometimes causes him to sleep. Then I bounce on him to get him to wake up because my mom sometimes fights with him if he doesn't get up.

Researcher: What time does dad normally get home when he doesn't have a headache?

Respondent 6: Well, five or tonight like twelve because he is going to boxing.

Researcher: So he has some late nights and some early.

Respondent 6: Ja, but not always.

Researcher: And what time does your mom get home from work?

Respondent 6: Sometimes she fetches us, me and my sister and goes back to work for about three or four hours and then she comes home when we have had a bath.

Researcher: Have a look here. What does that remind you of?

Respondent 6: Me and my mom.

Researcher: You and your mom? Tell me more.

Respondent 6: Sometimes when I have hard moments and I get frustrated and angry with everything, then my mom comes and lies down with me and she helps me calm down.

Researcher: What sorts of things irritate you?

Respondent 6: Sometimes my sister, because she hasn't done something, she is not like other people who are all calm. She is not aware of what I am holding and she doesn't really care that much about my stuff, like she breaks something and then I say why did you break my things.

Researcher: Do you find she does mean things to you?

Respondent 6: Mm and she says nasty words.

Researcher: What do you do to stop your sister from saying those horrible things?

Respondent 6: I ignore her.

Researcher: Does it work?

Respondent 6: Sometimes. Sometimes she starts screaming at me.

Researcher: And then what do you do?

Respondent 6: I cry.

Researcher: Is this when you and your mom have time together?

Respondent 6: Nodding

Researcher: How does it make you feel when you are with your mom?

Respondent 6: It makes me feel like happy.

Researcher: And how often do you and your mom have time when it's just the two of you when you go and do something special together.

Respondent 6: Only a few times.

Researcher: What would be special for you and your mom to do together?

Respondent 6: Well, it's either going out for lunch or shopping sometimes.

Researcher: What sort of things would you like to buy if you went shopping?

Respondent 6: Normally I don't want something always; I'm not a greedy child. My mom will buy some jeans for me sometimes and she would normally buy something for work.

Researcher: So you'd both buy something. Ok, have a look at this one. Have a look there. What do you notice?

Respondent 7: To me it looks like an article from a magazine. The mom was spying on her child on Face Book and the teenager was sending a really bad sms on her cell phone and her friend is calling her names and some inappropriate things. And the mom looks absolutely devastated and her child is ashamed.

Researcher: Have you got your own cell phone?

Respondent 6: Ja, but I don't really use it that much.

Researcher: Are you allowed on Face Book?

Respondent 6: No only when I am 18.

Researcher: When you are 18 – ok. You say the mom is devastated. How do you think the girl feels?

Respondent 6: Ashamed.

Researcher: Why would she be ashamed?

Respondent 6: After all the things she told her friends, inappropriate things for a sixteen or eighteen-year-old.

Researcher: So she is embarrassed. Have a look at this one. What's happening in that photo?

Respondent 6: It seems to me that she has had a project to do and she has left it for the last minute and her mom is really angry at her. Like say because we have just had a month's holiday and her mom has been encouraging her to finish her project and she hasn't – she has left it for two days before.

Researcher: So she is in trouble. Who do you think would discipline her more, her mom or her dad?

Respondent 6: Her mom.

Researcher: What sort of things would her mom say to her?

Respondent 6: You don't want to learn, she is lazy.

Researcher: How do you think the girl feels?

Respondent 6: She feels a bit angry now that she has to do her project and she also probably feels embarrassed.

Researcher: Have a look at this one. What does that make you think of?

Respondent 6: Me and my dad.

Researcher: What does it remind you of?

Respondent 6: When we go to Mozambique.

Researcher: Why does it remind you of Mozambique?

Respondent 6: Sometimes we go fishing and sometimes I catch a bit of fish and then he gets proud. Then he picks me up and hugs me.

Researcher: Ok. What do you think that little girl is feeling?

Respondent 6: She is probably feeling safe and happy.

Researcher: Why would she feel safe with her dad?

Respondent 6: Normally her dad doesn't discipline her, mostly her mother.

Researcher: Ok.

Respondent 6: She probably feels maybe she mostly likes to be with her dad because her dad doesn't really matter about her grades or her reports but her mom would sometimes be a little bit angry if she got a bad report, like mostly Ds or E's.

Researcher: How does dad feel when he is with his daughter?

Respondent 6: Probably feels really happy.

Researcher: Look at that one. What does that make you think of?

Respondent 6: Maybe her dad doesn't want her. No, she's probably thinking I don't need parents and then she gets so funny and weird when, say her boyfriend or her best friend comes and she asks like, ja dad (ingratiating voice), can you buy me that please.

Researcher: How do you think the dad's feeling?

Respondent 6: He is probably feeling, like when she was young she was so innocent and loveable and now she is not really so much anymore. She probably thinks she probably only needs parents to buy her things, maybe.

Researcher: What do you think is family time for that girl? What part of family time does she enjoy now that she is a teenager? Now that she is 10 or 11 or 12?

Respondent 6: Maybe she wouldn't really think any family time probably. Maybe her friends are more of her family.

Researcher: Why do you think she thinks her friends are more her family?

Respondent 6: Because they are probably more like her than her family and would obey anything she wants them to do probably. So she's by her own servants.

Researcher: Where is this girl's safe place?

Respondent 6: If something bad happened, she would probably feel safer at home but she wouldn't care for her parents, mostly, sometimes. And if she doesn't want to be at home, her safe place would probably be shopping.

Researcher: Shopping. Why do you think it would be shopping?

Respondent 6: Because she'd get mostly anything she'd want and let her parents buy her anything and she'd then be I never want to go home.

Researcher: So shopping would take her into a world where she would feel a lot safer.

Respondent 6: Nodding

Researcher: Have a look at this. This is her younger teenage sister or her baby sister – what does that remind you of?

Respondent 6: It reminds me of probably my sister's best friend in Durban. She's got a sister and there are more people who like to be with their sister and then you've got me and my sister who aren't really one of those people who like to be around each other.

Researcher: Ok, tell me about you and your sister.

Respondent 6: My sister wouldn't really point fingers at me, but I will go like that, but it does seem that I have just asked her why did she break my things? And she would probably say, it's none of your beeswax and just leave me alone.

Researcher: When you have an argument with your sister, who normally wins?

Respondent 6: My sister.

Researcher: How old is your sister, C?

Respondent 6: Eight. I normally try to get a comeback for her. Then she would normally get annoyed and then start smacking me, hitting me. Then she'd try to play a game which I didn't want to play and then – say ping pong – and then we were playing ping pong and I hit the ball to her hard and then she shouted at me and then I say, that's the way you are supposed to play, to hit a little bit hard to get the other player to lose. Then she does a tennis throw up and hits the ball and sometimes the ball explodes.

Researcher: Oh, my goodness.

Respondent 6: She once hit it into a drain.

Researcher: And that irritates you, is that what you are trying to say?

Respondent 6: nodding

Researcher: What do your parents do?

Respondent 6: When we have other family members or guests over, my mom would feel a bit ashamed and when we don't have visitors, she would just say we must stop fighting. It's the most pathetic thing you can do!

Researcher: And how does that make you feel?

Respondent 6: That makes me feel a bit sad but my sister normally never gets into trouble.

Researcher: And that makes you sad. Ok. Where is your safe place? Where do you deal with your problems?

Respondent 6: Sometimes when I get into bed and I call my mom or my dad come and lie with me in my bed and then we start talking.

Researcher: And how do they help?

Respondent 6: They sometimes help by saying I mustn't really worry about those things.

Researcher: Do they try and give you strategies to try and do it?

Respondent 6: Mm

Researcher: What sort of things do they say to you?

Respondent 6: That you must stick up for yourself against your sister, but when I try she just explodes at me and launches at me.

Researcher: So you are finding it difficult to do that. Have a look at this one. These are three children who are very close friends. What do you think friendship means to them, C?

Respondent 6: Probably when they are at school or the one comes over to their house for a play date and parties maybe.

Researcher: Have you noticed in your class that there are different kinds of groups. Tell me about it.

Respondent 6: We have got A, T and I think maybe B and A who are the popular friends and then you have got my special friends – K, E, M and K who are like sort of the middle and you have sort of got J, maybe a little bit of C, a little bit of P, no P ja, and those who aren't really that popular, they are only like friends with each other then.

Researcher: How does it make you feel when you see that there are different groups?

Respondent 6: I don't really always feel something – not much.

Researcher: Not much. Ok, have a look at this picture. What does it make you think of?

Respondent 6: sadness

Researcher: Tell me a bit.

Respondent 6: Like they, she is the only one who is not in the tennis or swimming teams and then people say she didn't get in the tennis team because she's too wimpy or something.

Researcher: How often do you think this happens in your school?

Respondent 6: Not much.

Researcher: What might have happened to this girl?

Respondent 6: She had to lie and said she was going to the bathroom and she probably went to a quiet place to sulk.

Researcher: What kind of parents do you think this person has?

Respondent 6: Parents who aren't really there for her.

Researcher: If you had to look at these. You have the two girls who are talking and this girl here. On which side would you put yourself?

Respondent 6: Rather that side because I am not a gossip, I just find that plain rude.

Researcher: If you were this person and they were talking about you, what would you do C?

Respondent 6: Because there is a no gossiping penalty on the wall, I would most probably tell you or Mrs M and if I could I would tell the PTA (if you were all not here – at a conference or something) or I'd tell Mrs R.

Researcher: Have you ever seen anybody being bullied or have you ever been bullied before?

Respondent 6: I have been bullied before a bit by K and I have actually seen S, G and K and H, almost every single day fighting with each other. Like yesterday they said, S was crying. Also a little bit of L and G and not K and I'm not so sure about H. But then they all told K and H, that S wasn't crying and K and H would get a bit annoyed.

Researcher: So that sort of stuff is going on in the classroom. Tell me about your bullying experience please.

Respondent 6: Well me and K went to netball camp and I asked her if there was any gossip about me since coming into the group. I often look for them and they are gone. They were all hiding and I came to look for them and they were all hiding from me and then K tried to put her head out but I didn't see because K, was pulling her down. When I found out, I was really really annoyed with K. S and E were also there and I also found out that S and E didn't want me in the group that much, and that's why I so when I came to talk to K because she has a broken collar bone I said, why were you hiding from me. She said no we haven't, we haven't I promise and after a few days after netball camp I went to them and asked them to please tell me the truth and they admitted that they did hide from me.

K also asked me to not sit with them because K said I just want to sit with S, K and E because I am going away for the week-end with S to her farm and I just want to spend some time with them. And she said she

didn't want me in the group with them for the whole week and I got really annoyed and I thought, well I am really left out now. I told my mom and then she wanted me to change schools and then my mom phoned B and told her and B burst into tears and now my mom and B aren't really talking; K is afraid of my mom and I am afraid of B's mom.

Researcher: How will you feel when you are in a new school next year?

Respondent 6: I may not be going because last week when you were at your conference Miss H came in and I told her on Wednesday I am going to go to the orthodontist and then I found out I passed the test where I was going and my mom gave St K's notice.

Researcher: Perhaps you are feeling a bit confused or mixed inside? How would you describe somebody who is a bully?

Respondent 6: I think they are a bit misled. They don't know the rules and they wouldn't really care.

Researcher: Describe a person who is a victim.

Respondent 6: Someone who has been chosen to be bullied by someone and the victim wouldn't really want to come to school the next day because they are afraid and they would feel that they need their parents most of the time and feel that they need to stay home.

Researcher: What kind of parents does a girl who is a victim have?

Respondent 6: She has parents who have encouraged her to know about life and they have their parents most of the time and sometimes a bully picks on them because they are jealous. In grade 2, K has been picking on my sister and 'Monster Munchers' on the internet, it's like a talking thing, and I don't know if she's lying or not, but she said her cousin knows her password to answer her mom's cell and then, I don't know, she or her cousin sent a bad message to my sister saying "ok, idiot". There is this little button that says report this message and usually it is supposed to shut them down for four years or ban them but they didn't do anything. They didn't do anything to K.

Researcher: Do you think that if somebody gets bullied, that the victim's family is an unhappy family, a family in the middle or do you think they are very happy.

Respondent 6: Sometimes they are happy.

Researcher: What kind of up-bringing do you think a victim has? What do the mom and dad do?

Respondent 6: My mom and dad they like to go out for a nice diner on their own

Researcher: How do they bring up their children? Are they there for the children?

Respondent 6: Ja. They are. But sometimes me and my sister fight and my mom and dad are sometimes at work and I have no one to maybe look after me. The problem in my family though is that my sister never gets punished. The only time she would get punished – me and my sister aren't allowed to speak to strange people who we don't know on the computer and once my sister did because she thought it was her friend's brother, but it wasn't and I told my mom and she was banned for two weeks. When I did that 'cos I had no idea, I got banned for a year.

Researcher: So the punishments are not always fair. Do you think that a family does something that may cause one person in the family to be bullied?

Respondent 6: Not really.

Researcher: Is there anything about a victim's looks or personality that can make them get bullied?

Respondent 6: Sometimes it's actually their looks, say I have freckles, braces and glasses, then they would really get bullied for a long time. If someone in this class was a nerd they would pretty much get a little bit picked on but not as bad as when it was like a public school.

Researcher: How do victims socialise with friends?

Respondent 6: Sometimes she can get a bit scared. She will say things that people don't always want to hear. She will explain her feelings to them and they would get annoyed with her and like walk away from her. That's all I can think of.

Researcher: How does a victim usually behave with teachers?

Respondent 6: Probably trying to hold back her tears in front of the teacher. She doesn't want to embarrass herself if she cries.

Researcher: And how do you think that she would be around strangers?

Respondent 6: Quiet

Researcher: Tell me why.

Respondent 6: Maybe she doesn't really want her aunts, uncles or cousins to know about her life, she only wants her parents to know so she only answers questions that are not about school or about her life.

Researcher: Is there anything else about their personality that can make a person get bullied?

Respondent 6: Not really.

Researcher: What can be done by your parents to prevent you getting bullied?

Respondent 6: Your parents can maybe phone the teachers or her parents would maybe tell them to just stay away from them, but that doesn't always work.

Researcher: What can the school do to prevent bullying?

Respondent 6: That notice doesn't really help.

Researcher: Tell me why the notice doesn't help. Why doesn't the policy help?

Respondent 6: Because I don't think they understand it like when I start reading it because I think it's interesting then they say; "what are you doing?" They don't care.

Researcher: So that's why it doesn't work because they are not really interested. Thank you my angel.

Respondent 6: Ok

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

Name: Respondent 7

TRANSCRIPTION OF INTERVIEW

Researcher: Hello H, how are you today?

Respondent 7: Good thanks and you?

Researcher: A, What we are going to do today is going to be just between you and I. I am not going to tell your mom what you say; Mrs M is not going to know or any of the children in Grade 6. Do you understand?

Respondent 7: Yes

Researcher: I am going to give you some photographs and I would like you to give me a short story about what you see in the photographs and then I am going to ask you one or two questions about the pictures. Tell me what you see there.

Respondent 7: They are hugging each other. I think they are married.

Researcher: Why do you think the mom and the dad are hugging?

Respondent 7: Because they are happy together.

Researcher: Why else might they be hugging?

Respondent 7: They don't really like each other but they want you to think they are happy.

Researcher: OK. If this is a picture about your mom and dad, what would they be doing?

Respondent 7: Hugging for real.

Researcher: Now have a look at this one.

Respondent 7: They are fighting.

Researcher: Ok, give me a little bit of a story.

Respondent 7: They are fighting. They are kind of arguing about what's right and what's wrong.

Researcher: What do you think moms and dads normally argue about?

Respondent 7: Stupid things.

Researcher: Stupid things, like what?

Respondent 7: Like how they didn't do the chores or they forgot to do something, just random things.

Researcher: When they argue, do they argue and then it's over, or does the argument go on and on?

Respondent 7: Sometimes it goes on and on and sometimes it stops because they realise it's silly.

Researcher: What is quality time in your family, H?

Respondent 7: When we go to places and sit down and talk.

Researcher: Describe what happens.

Respondent 7: We tell about our day and tell how it went. We share our thoughts.

Researcher: Where might you go to enjoy quality time?

Respondent 7: Vacationing.

Researcher: On holiday.....

Respondent 7: Or for breakfast or to a restaurant

Researcher: So you go to a restaurant. Do you ever have quality time at home?

Respondent 7: Yes, we talk to each other.

Researcher: Do you share the good things and the bad things?

Respondent 7: Yes

Researcher: And what normally happens?

Respondent 7: If there is a problem, we solve it with the family.

Researcher: What do you need from your family?

Respondent 7: I want caring, respect and trust.

Researcher: You want your parents to respect you. And you want your parents to trust you? Explain that to me. How can your parents respect you?

Respondent 7: By being you. Not doing stupid things.

Researcher: What would be a stupid thing?

Respondent 7: They do something but they don't really know is hurting my feelings.

Researcher: So they hurting your feelings without realising. OK, now have a look at this one. What does that remind you of?

Respondent 7: A mother and a daughter fighting.

Researcher: How often do you think this happens?

Respondent 7: Often but I think they don't have a good relationship.

Researcher: How do you think that little girl feels?

Respondent 7: Happy.

Researcher: Why would she feel happy?

Respondent 7: Maybe they fight and then they go out. Then she's happy to hug her mom.

Researcher: You said earlier H, that some moms and daughters don't have a good relationship. What do you mean by that?

Respondent 7: They keep secrets. The daughter keeps secrets from her mom and they argue a lot. Maybe mom's too strict. Won't let her do anything, then she goes out secretly and doesn't tell her mom.

Researcher: Now have a look at this one. What do you think has happened in that one?

Respondent 7: Maybe there is something bad on the cell.

Researcher: What might be bad on the cell?

Respondent 7: Maybe someone was bothering her or something, threatening her.

Researcher: Threatening her. How would someone threaten you on a cell phone?

Respondent 7: They could say I am going to come and kill you or sending rude sms'

Researcher: So you think horrible sms's happens quite often?

Respondent 7: Yes. When they get mad with each other .

Researcher: Do you think teenagers do that quite often.

Respondent 7: Yes, because they get mad with each other. They get jealous.

Researcher: Have you got a cell phone?

Respondent 7: Yes.

Researcher: Has it ever happened to you?

Respondent 7: It happened to my brother, not to me.

Researcher: Tell me what happened to your brother.

Respondent 7: They were at a party and my brother went with this little kid, his name was C. My brother left his cell phone on the table. Someone picked it up and used it to send horrible sms'. My brother was called into the headmaster's office. But he explained what had happened.

Researcher: So it turned out OK for your brother?

Respondent 7: Ja.

Researcher: But we now know that cell phones can cause a lot of harm. What's happening there?

Respondent 7: I think this girl did something bad to her mom and she is punishing her.

Researcher: What would the girl have done wrong to make her mom need to punish her?

Respondent 7: Gone out without telling her mom. Maybe getting bad grades.

Researcher: How do you think the mother feels?

Respondent 7: Sad that the daughter doesn't trust her.

Researcher: What do you think that the mother did wrong so that the daughter doesn't trust her?

Respondent 7: Maybe she is just a bit over-protective.

Researcher: Over-protective. And how do you think the little girl feels.

Respondent 7: Sad and disappointed maybe.

Researcher: If you were to look at this picture and this picture. What's going on?

Respondent 7: I tell a lot of things. I don't keep secrets.

Researcher: What sort of things would you tell him?

Respondent 7: Things that happen at school – all sorts of stuff.

Researcher: How would you describe the relationship that you've got with your mom.

Respondent 7: We are close

Researcher: Now have a look at this one.

Respondent 7: Another hugging one.

Researcher: So who is the little girl hugging?

Respondent 7: Her dad.

Researcher: When you have time with your dad, what do you do?

Respondent 7: We often talk at night with me and my mom. We go out a lot. Sometimes we go out for lunch.

Researcher: Just you and your dad? That's gorgeous. OK.

Respondent 7: And sometimes we go swimming together.

Researcher: So that's nice for you. What sort of time does your dad get home?

Respondent 7: Six

Researcher: Most nights? And on the week-end what do you do with him?

Respondent 7: Go to the movies and sometimes he works

Researcher: And your mom doesn't work much at all?

Respondent 7: She doesn't work.

Researcher: Now with something like this, what would you think of? What memories does that bring?

Respondent 7: When your father lets you go somewhere and you are really irritated by what your parents do. When you grew up things changed. He didn't spend enough time with you because he is working.

Researcher: Do you think that happens to a lot of children?

Respondent 7: Yes.

Researcher: What else can you tell?

Respondent 7: I think the dad is stressed. They don't really have a good relationship. He is over-protective – he won't let her go anywhere.

Researcher: How do you think she's feeling?

Respondent 7: Sad, irritated.

Researcher: Where do you think this teenager's safe place is?

Respondent 7: At her friends.

Researcher: At her friends? Why would her safe place be there?

Respondent 7: Because I think she trusts her friends. Her friends are there for her and her dad leaves her by herself most of the time.

Researcher: In your family, if you need to ask to go to a birthday party, who makes the decision?

Respondent 7: Mostly my mom because my dad is at work.

Researcher: When would your dad get irritated with you?

Respondent 7: If I did something wrong or got bad marks at school.

Researcher: But on the day to day things, your mom makes most of the decisions.

Respondent 7: And my dad doesn't care.

Researcher: Look at this. It's a picture of siblings. Tell me a story.

Respondent 7: Sometimes we get along. Sometimes we fight. We usually never fight when we're on holiday. It's when we are tired from school that we get moody. Mostly we really don't fight.

Researcher: When your brother says things to you, what sort of words does he use?

Respondent 7: Bad words like retarded. I just go and tell my mom and dad and they get a little mad.

Researcher: So he calls you names. How do you feel when he calls you names?

Respondent 7: Sad.

Researcher: Does it happen often?

Respondent 7: Not really. I don't feel that sad, because I kind of do it back.

Researcher: I understand. When you are having an argument, what do your parents do?

Respondent 7: They get involved and they sort it out. If I broke something, I'd probably have to fix it or buy her a new one. So we try and fix the problem.

Researcher: Who usually tries to fix the problem?

Respondent 7: Both.

Researcher: Both of you. And if there is a problem going on, where would you feel the safest? At home, with your friends or at school?

Respondent 7: With my friends.

Researcher: Tell me why.

Respondent 7: Sometimes friends they can hate you and then like you again.

Researcher: Tell me a bit more about your friends – how they like you one day and don't like you the next.

Respondent 7: If I play with M today, J or somebody gets irritated.

Researcher: OK, give me an example.

Respondent 7: If me and M have a fight, usually the others pick sides and if one of my friends pick M's side maybe, I will get sad.

Researcher: And that makes you unhappy?

Respondent 7: Ja.

Researcher: Then how do you talk to that person the next day?

Respondent 7: I don't talk to them.

Researcher: You don't talk to them. Why do you think that you chose not to talk to her?

Respondent 7: I think that they aren't my friends anymore. So I just don't play with them anymore.

Researcher: You don't play with them. Have a look here. There are three children. They go to the same school so they are all in Grade 6. What do you think that friendship means to that person?

Respondent 7: I think it means someone who is always there.

Researcher: Ok, to all of them. What does friendship mean to people who are together? If you sit in a group together, what does friendship mean?

Respondent 7: You can't be their friends and then not be their friends. You stay their friend – you don't want to move on – you stay in the friendship for ever maybe. You will be there for them. If they are having a bad day, you comfort them.

Researcher: Looking at these girls, it looks as if they are part of a group. Would you agree? Tell me about the different groups at your school.

Respondent 7: Well, there is a group that we think of as the cool group. And there is this one smart group, and the mean group and the girls like me and my friend who are left out.

Researcher: Who are you if you are in the cool group?

Respondent 7: You are cool.

Researcher: And what does that mean?

Respondent 7: You think that all people like you. Like A, she's only in the cool group because she wants to be cool. She doesn't actually want to be friends with them, she just follows.

Researcher: How do you get into the mean group? What do they do?

Respondent 7: They say mean things to you.

Researcher: How do they bully the children in your class?

Respondent 7: They would hurt their feelings.

Researcher: What sort of things do they say to them?

Respondent 7: They can say things about you or they tease you?

Researcher: Which are the children they tend to focus on? Which are the children that they tend to bully in your class?

Respondent 7: I think the ones that get bullied more often are quiet.

Researcher: Why do they get bullied more often?

Respondent 7: Because they are weak.

Researcher: How are they weak?

Respondent 7: They are scared.

Researcher: What kind of personalities do those people have who are bullied?

Respondent 7: Maybe they have few friends. Some are smart.

Researcher: They are clever in their brain but they don't have a strong personality?

Respondent 7: Ja

Researcher: Have a look at these pictures. What does that remind you of?

Respondent 7: Back-stabbing.

Researcher: Back-stabbing. Tell me about it.

Respondent 7: They pretend to be your friend and then hurt you by telling stories or making up rumours about you.

Researcher: Have you been in this little girl's position before?

Respondent 7: Once.

Researcher: Tell me about it.

Respondent 7: Once or twice.

Researcher: Tell me about both.

Respondent 7: I don't remember the people who did it and they talked behind my back and I heard it but I just left it. The second time they did it to me and my new friend.

Researcher: You said earlier that there was a clever group. Who is normally in the clever group?

Respondent 7: Names a few names.

Researcher: And why do they get bullied?

Respondent 7: Because they get high marks and they are jealous

Researcher: Is it just the two of you who sit in a group.

Respondent 7: Ja

Researcher: Ok, what happens to the two of you?

Respondent 7: We just sit by ourselves, we are ok now-we have each other – we don't get bullied so much anymore.

Researcher: And the other girls like the mean group and the cool group.

Respondent 7: They don't really get bullied. They just play along.

Researcher: You don't get bullied by them anymore. Since you stood up to them, it's much better. Why do you think the first time you weren't able to stand up to the bullies but the second time you could?

Respondent 7: The first time I didn't know what to do and the second time, I did.

Researcher: Who helped you to know what to do?

Respondent 7: My mom.

Researcher: What did your mom say to you?

Respondent 7: She said ignore them and it worked.

Researcher:What kind of parents does somebody have who gets bullied?

Respondent 7: Sometimes over-protective, sometimes caring and sometimes not there for their children.

Researcher: When you say bullies don't have parents, what do you mean by that?

Respondent 7: They are not really around. Maybe they are but they are working.

Researcher: So you are saying that the bullies have parents who don't spend much time with them.

Respondent 7: Yes.

Researcher: Do you think that having caring parents is helpful?

Respondent 7: No, maybe she doesn't tell her parents everything. Maybe they tell her what to do but it's not really helpful.

Researcher: What kind of personality does a victim have in this situation?

Respondent 7: Maybe she says the wrong things and it gets worse.

Researcher: She says the wrong things to the bullies and it just gets worse and worse.

Respondent 7: Ja, and sometimes they call her names and send rude sms'

Researcher: Now tell me can you remember the pictures we looked at. Which was your best picture?

Respondent 7: Can I have two. This one and this one.

Researcher: You have got the dad hugging the little girl and the mom hugging the girl.

Researcher: Tell me more.

Respondent 7: The girl is happy. I don't like sad pictures, mean pictures, I like happy ones. And they look like they really care.

Researcher: Which picture didn't you enjoy?

Respondent 7: This one.

Researcher: So this is the picture of the children being bullied.

Researcher: Tell me a bit about it. Why didn't you like it?

Respondent 7: Because it brings back bad memories. It's an evil picture.

Researcher: If someone was to do this to you today right now what would you say to them?

Respondent 7: I'm not sure.

Researcher: Have you been bullied in Grade 6? Have the teachers tried to help you deal with bullying?

Respondent 7: Once, but it's not so easy to discuss that topic with the teacher – because everyone is there and you are tattling. My teacher has a book now and we need to write in it when the bullying happens – but nobody does.

Researcher: Did it work?

Respondent 7: Not really

Researcher: Is there still bullying?

Respondent 7: Ja, the mean group and the cool group still bully and nobody tells.

Researcher: I am going to ask you a few questions now that don't have a photograph. From your experience H, how would you describe someone who bullies somebody else?

Respondent 7: Jealous, mean,

Researcher: What kind of person is always bullied?

Respondent 7: The weak, doesn't stand up for herself. The very smart. Girls who have friends and caring parents and the bully is jealous.

Researcher: What kind of parents will the person have who gets bullied? You said caring. What other things do the parents do, for the girl who gets bullied?

Respondent 7: Be there for her. Tell her what to do in the situation.

Researcher: Do you think that the girls who get bullied have very strict parents? Or do you think they are in the middle or do you think they are parents that are not really there.

Respondent 7: I think middle. Because if they are strict, maybe you will be a bully.

Researcher: Do you know anybody who has been bullied in your class recently or this year?

Respondent 7: Yes.

Researcher: Will you tell me about it.

Respondent 7: There might be three people who are leaving because of it.

Researcher: Tell me.

Respondent 7: E is leaving because people are being rude to her and A because she doesn't have any friends and C because she is shy and is teased often.

Researcher: Let's start with A. Tell me why she doesn't have any friends.

Respondent 7: Well, she doesn't really ask people and she always sits on her own.

Researcher: And why do you think she is bullied.

Respondent 7: Because they back-stabbed her and they don't really like her.

Researcher: Tell me about E. Why do you think she gets bullied?

Respondent 7: Maybe because she has a nice friend. Maybe they are jealous or because there is a group that is A, D, G and K. Then sometimes G has a fight with everyone.

Researcher: So what happens to E?

Respondent 7: She gets called names and they take her pens. She gets hurt when they take her pens away.

Researcher: So there are lots of rumours, lots of name-calling?

Respondent 7: Ja.

Researcher: Why do you think this is?

Respondent 7: Because Grade 6 is kind of hard to have a friend. It's hard to, they are picky.

Researcher: After seeing what has happened to you and E and A and C, what have you learned?

Respondent 7: That people can be real mean and it all depends on what you look like.

Researcher: If you could give a Grade 5 a message about going into Grade 6, and how people change, what would your message be?

Respondent 7: Be careful because you don't know if your best friend will change. You get hurt because no one has told you to watch out.

Researcher: Now some different kind of questions. Is there anything about the victim's looks or physical appearance that would cause them to be bullied?

Respondent 7: Maybe everyone likes them and she is popular then the bully gets jealous and targets them or she is fat and has pimples.

Researcher: So it happens both ways sometimes. How does somebody who is being bullied socialise with their friends?

Respondent 7: I think they tell them and they stay with them, stick with them. They are never alone because they are scared bullies will pop out and they stand up for her if she can't stand up for herself.

Researcher: How do you think the victim behaves around strangers?

Respondent 7: Their whole life is scared and they are very careful so they don't talk to strangers.

Researcher: So they don't talk to strangers. How do you think that somebody who gets bullied behaves around teachers?

Respondent 7: I think they tell them about it in private and the teachers can do something. They kind of rely on their teachers.

Researcher: How do they behave around the whole class?

Respondent 7: They may rely on some of them and not on others because they don't really know them or they might be on the bully's side so they don't tell.

Researcher: Do you think there is anything else that could make a person get bullied?

Respondent 7: No

Researcher: Tell me the things you think make a person get bullied?

Respondent 7: They are smart, they are too pretty, they have nice parents, they have lots of friends, they might have bullied before, so revenge.

Researcher: If you came into the class, could you pinpoint who was being bullied? Is there anything that they do?

Respondent 7: They are careful, shy, sit in the corner.

Researcher: Do they sit in the corner by themselves or with friends.

Respondent 7: Sometimes with other people, sometimes by themselves.

Researcher: Ok, What can be done to prevent bullying at home and at school?

Respondent 7: You tell your teachers. They may have a talk with the bully. At home maybe your mom can talk to the teacher or they could go talk to the girl or her parents.

Researcher: Out of all those options which do you think would work the best?

Respondent 7: The teacher because I think they are more scared of the teacher than the mom.

Researcher: So the bully is more scared?

Researcher: When you had your bullying problem, what two options did you think of.

Respondent 7: Telling my mom and going to my teacher.

Researcher: Which was the most effective?

Respondent 7: I went to the teacher and then to my mom and then it worked and it stopped.

Researcher: Well I am so glad! Thank you for your help, H. You are an angel.

NICOLE THOMAS

HDE (PP/JP); BA (Psychology); LSEN (Dip); BED Hons (Inclusion) BED Hons (Guidance and Counselling)

Student Psychologist

Registration No: PSS 011 1406

Name: Respondent 8

TRANSCRIPTION OF INTERVIEW

Researcher: Hello A, how are you today?

Respondent 8: Good thanks and you?

Researcher: A, What we are going to do today is going to be just between you and me. I am not going to tell your mom what you say. I am not going to tell Mrs M or any of the teachers at school. Do you understand?

Respondent 8: Yes

Researcher: I am going to show you some pictures and I would like you to make up a little story, one or two sentences to go with them. Then I'll ask you some questions. Is that ok?

Respondent 8: Yes

Researcher: What does that remind you of?

Respondent 8: Love and caring and marriage.

Researcher: How often do you think most married people hug?

Respondent 8: Maybe once a week or something.

Researcher: How many people do you see who, when they love each other, cuddle and kiss and hug?

Respondent 8: Only young people – not a lot but a few.

Researcher: What does this look like?

Respondent 8: Shouting and anger.

Researcher: Why do you think that that mom and dad are fighting?

Respondent 8: Because one of them didn't do something or they are just having a bad day and they, and that's all.

Researcher: Ok. What do you think most parents disagree about? What irritates them?

Respondent 8: If their children haven't done their homework then when my dad comes home and we haven't started our homework, he shouts at my mom.

Researcher: Tell me, what is quality time with your parents?

Respondent 8: Sunday we have braais as a family and we talk as a family and we sit around the fire at night in winter and in summer we just sit at the fire place.

Researcher: What do you need from your family?

Respondent 8: Love and caring and them to understand you and how they teach you things.

Researcher: Do you think that your family gives you love and care?

Respondent 8: Yes.

Researcher: Ok. What does that remind you of?

Respondent 8: Mother and daughter and the mother caring for the daughter and the daughter also caring for the mother.

Researcher: How often do you think that happens?

Respondent 8: It depends, when you are little, a lot and it depends on the time of day.

Researcher: And if this is quality time – mom and daughter – what would be happening?

Respondent 8: We'd be talking and going shopping.

Researcher: And what sorts of things do moms and daughters talk about?

Respondent 8: Their friends and what's going on in their life and stuff.

Researcher: Do you think most teenagers your age would share their problems with their moms?

Respondent 8: No (emphatic).

Researcher: What do they do if they have problems?

Respondent 8: They just sort them out by themselves and they try not to get their moms involved because they think their mom is going to judge them.

Researcher: So most teenagers your age don't have a close relationship with their mom?

Respondent 8: Well they do in some aspects but they don't tell their moms everything.

Researcher: They don't want to be judged?

Respondent 8: Yes, it's hard.

Researcher: Now look at this one.

Respondent 8: Maybe they have just found out that someone had died.

Researcher: How did they find out?

Respondent 8: By sms. They are not helping each other. The mom is just looking at the sms over and over again.

Researcher: If it wasn't somebody dying, and she was looking at an sms, what kind of sms could it be?

Respondent 8: The girl sending nasty sms' or a mom getting a message from another mom about the teenager.

Researcher: How often do you think that happens to children of your age?

Respondent 8: I don't think very often. Rude sms' happen quite a lot to teenagers but not to moms.

Researcher: Why do think teenager to teenager it happens a lot?

Respondent 8: Because it's easier than telling them to their face, they are normally scared to talk to them to their face 'cos they don't know if they are going to have a better reason than them.

Researcher: And how does a person feel who has received a rude sms?

Respondent 8: She feels really sad.

Researcher: If this were you, what would you do?

Respondent 8: I would just ignore the sms and then I would just ignore the person who sent it to me.

Researcher: And that helps? Would you tell your mom?

Respondent 8: Yes.

Researcher: And what would you hope your mom would do about it?

Respondent 8: I would hope she would try talk to the other mom and tell her that her child has done a nasty thing like that and not to get very worked up about it.

Researcher: Have a look at this. What does that remind you of?

Respondent 8: A mother that's angry at the daughter.

Researcher: Why do you think the mom and the daughter would be having an argument?

Respondent 8: Because they believe the daughter did something wrong or went out without telling her parents.

Researcher: What would the mom be saying to the Grade 7?

Respondent 8: The daughter went out without telling her parents where she was going. She'd probably be shouting at her saying, where did you go and why didn't you tell us where you were going, who you were going with and what time you would be home!

Researcher: If she wasn't with her friends, why else would she get into trouble?

Respondent 8: If she may be hurt her siblings or something.

Researcher: What would the mother be saying?

Respondent 8: You mustn't do that. What did they do to you? They did nothing to you. Stuff like that.

Researcher: Would most moms be doing it in a calm manner? Or would they be angry.

Respondent 8: They would get angry.

Researcher: How would the Grade 7 girl feel?

Respondent 8: Very sad.

Researcher: What would she do?

Respondent 8: Start crying and not talk to her parents for maybe an hour.

Researcher: Till she is calm?

Respondent 8: Yes

Researcher: Have a look at this one, A. What does that remind you of?

Respondent 8: The dad loves his daughter and is playing with her.

Researcher: When does that happen for you now?

Respondent 8: When we play and when we talk as a family and when we have braais and play hockey together and we play in the garden, we swim together.

Researcher: What time does your dad get home?

Respondent 8: At half past four, five.

Researcher: He gets home in the light?

Respondent 8: And sometimes he comes home at half past three. It depends. If he is going to his office, at about half past 5 but if he has gone to the factory and he doesn't want to go back to the office, because it's across Jo'burg, then he comes back at about two or three.

Researcher: Then does he work at home?

Respondent 8: Ja, but only for about an hour.

Researcher: If he is at home what do you and your dad do together?

Respondent 8: We talk and we play outside and sometimes swim.

Researcher: If you had a problem, who would you go to first?

Respondent 8: My mom.

Researcher: Explain why

Respondent 8: Because she understands, well she's heard my other problems and she doesn't, well she's always home and only works half-day, so I talk to her before my dad gets home. She always will tell my dad because my dad will always find out, but I just talk to her, I don't know why.

Researcher: And if you have done something wrong in your house, who disciplines you?

Respondent 8: My mom and my dad – it depends who's around when it happens, but mainly my mom.

Researcher: But mainly your mom. Have a look at this one.

Respondent 8: It reminds me of the girl just not caring about him and just shouting at her for no reason.

Researcher: Why would the dad get angry with that teenager?

Respondent 8: Because the teenager is giving him attitude and is back-chatting him and not listening to what he says.

Researcher: Who did you think has the stronger personality of the parents? Do you think the dad runs the house or the mom runs the house?

Respondent 8: The mom.

Researcher: The mom. Ok. This girl has just had a fight with her father. Where do you think her safe place is?

Respondent 8: Her bedroom.

Researcher: Why would she choose her bedroom?

Respondent 8: Because it's probably a place where she can talk to her friends on the phone or just relax.

Researcher: So the bedroom is her safest place. When she is at school and has an argument with her friends, where would her safe place be? Would it still be her bedroom?

Respondent 8: I don't think she would have one.

Researcher: I understand. Have a look at this. - What can you see?

Respondent 8: The older sister is hugging her younger sister and they love each other and they care about each other.

Researcher: How often do you think two sisters will hug each other?

Respondent 8: I hug my sister once a day, at night, ja, probably once a day. Depends how old your sister is compared to you. If she is older then probably once a week or maybe never.

Researcher: But most sisters do hug at some point.

Respondent 8: Yes

Researcher: What do you count as quality time between sisters?

Respondent 8: I am with my sister all the time.

Researcher: What do you do together that's special?

Respondent 8: We play outside together. We talk in bed.

Researcher: Do you share a bedroom?

Respondent 8: Well, I have my own bedroom but I don't like sleeping up stairs by myself so I sleep down stairs with my sister. It is nice.

Researcher: If you have a problem, do you share it with your sister?

Respondent 8: Yes

Researcher: If she has a problem will she share it with you?

Respondent 8: Yes

Researcher: Do you try and help each other?

Respondent 8: Yes.

Researcher: Now look at that one.

Respondent 8: The sisters angry at each other. They are shouting at each other.

Researcher: Who would normally do the shouting?

Respondent 8: The older sister.

Researcher: The older sister. Ok. How would that make the younger sister feel?

Respondent 8: Sad, but then she'd also shout at me. And it would end up the same, we'd just stop shouting at each other.

Researcher: Why do you think the older sister would want to shout at the younger sister?

Respondent 8: Because she has been touching her stuff or playing with something she didn't want her to play with.

Researcher: When the two sisters have an argument, who normally wins?

Respondent 8: Well there's not really a winner. We just stop at the same time.

Researcher: When you argue, what do your parents do?

Respondent 8: Sometimes my mom gets involved but sometimes she lets us work it out by ourselves.

Researcher: When your mom gets involved, what sort of words does she use.

Respondent 8: She just says stop fighting and then we stop fighting.

Researcher: You listen to your mom. When your mom has shouted at you, how do you feel?

Respondent 8: Sad and then we just talk to each other again.

Researcher: So the two of you try and help one another. So after your mom has shouted you both feel upset. What about this one - There you have three girls who are close friends. What do you think friendship means to those girls?

Respondent 8: It means we talk to each other, honesty. We trust each other and they care about each other.

Researcher: In most classes, different people have got different friends. Do you agree?

Respondent 8: Yes

Researcher: What have you noticed that happens with friendships and groupings in grade 7?

Respondent 8: They all break away; well most of them break away instead of talking more to their friends who have been friends for a long time. Well that happened to me this year.

Researcher: Why do you think people break away?

Respondent 8: I think because people think they are older than they really are.

Researcher: And how does that make you feel?

Respondent 8: Very sad and very lonely. But then they did it to another person who was one of my closest friends in the same group so now I am friends with her.

Researcher: What have the two of you got in common that you have made friends?

Respondent 8: We have both been pushed aside by the same group and we know how each other feels.

Researcher: If it happens to you again what will you do?

Respondent 8: I would just step away and then try and find other friends.

Researcher: So this has been a hard year for you. Have a look at this one.

Respondent 8: The girls are talking about her behind her back. Well, she can hear and she is feeling very sad.

Researcher: If you had to put yourself in either that group or that group, who would you chose, the two children gossiping or the girl by herself.

Respondent 8: I'd rather have no friends than friends who basically hate me and because I don't like gossiping behind peoples' backs and I just know how she would feel.

Researcher: What do you think would happen to her?

Respondent 8: She might have had a fight with someone or her parents.

Researcher: What kind of parents do you think she has?

Respondent 8: They are not really at home and they don't care for her. Well, they do care for her but not as much as they should.

Researcher: I am going to ask you a few questions about what you think is the difference between bullies and people who get bullied. I want you to tell me what you have noticed in your life. How would you describe somebody who bullies another person?

Respondent 8: They think they are cool and just walk around like they own everything. And push people away so they can get past.

Researcher: How does that make other people feel?

Respondent 8: They are sad and very why-is-she-like-that.

Researcher: Describe a person who is a victim - Somebody who gets bullied.

Respondent 8: She sits by herself and doesn't really talk a lot and she cries a lot.

Researcher: Why would that person choose to sit by herself?

Respondent 8: Because she doesn't want to sit with the people that are mean to her because the one day they just got up and left her. She sat down with them and they got up and left her so I don't think she wants to sit with them again.

Researcher: What kind of parents do the teenagers have, who get bullied?

Respondent 8: Well it depends – if you are over-protected, like your parents just get involved in everything, that's why you get bullied or have parents that don't really care about you.

Researcher: It could be both ways. Do you know somebody, other than you, who has been bullied?

Respondent 8: Yes.

Researcher: What happened to them?

Respondent 8: They just stepped away and found new friends and they told their parents their problems.

Researcher: How are you able to help that person who got bullied, now that you have been bullied yourself?

Respondent 8: I can be a friend to her and sit with her.

Researcher: How does it make you feel now that you have got somebody who also understands you?

Respondent 8: It makes you feel much more safer and much nicer.

Researcher: You use the word safe. What does safe mean.

Respondent 8: If you feel unsafe, you feel like everyone is going to bully you and that everyone hates you.

Researcher: Do you think that your friend who was bullied comes from a family who is not really involved, is sort of medium involved or is very involved and over-protective.

Respondent 8: Well, they aren't over-protective – they don't get involved in everything but they are always at home and they love their children very much.

Researcher: So they are very close. If you were to describe the victim - what would the victim do and how would the parents react to the adolescent?

Respondent 8: Well, she'd probably talk to her parents, well her mom, about her and then her mom would probably give her advice on how to stay away from it and just ignore it.

Researcher: If ignoring it and staying away doesn't help, what would a person do?

Respondent 8: She'd probably go to her friends and talk to them about it and ask them what to do.

Researcher: What sort of advice would her friends give her?

Respondent 8: Well I would give her; I'd say just talk to them and say why are you doing this? What have I done to you? And when they like laugh behind your back, because they used to laugh when I put up my hand in class and they did that to her I said just ask them why they are laughing and what's funny about it.

Researcher: So you are trying to give her skills to make her stronger. Do you think there is something a family does to make their daughter get bullied?

Respondent 8: No

Researcher: Is there anything about somebody's looks or their personality or anything else that makes them get bullied?

Respondent 8: Sometimes if you are ugly or you stink, you would get bullied or people would stay away from you and you wouldn't really have friends. But some people who are really pretty also get bullied, probably out of jealousy maybe.

Researcher: What else would cause somebody to get bullied?

Respondent 8: If you used to have a lot of friends and other people wanted those friends as well, then they would probably bully that girl to get her friends.

Researcher: If somebody has bad skin, or lots of acne, or if they are very fat, could those girls get bullied?

Respondent 8: Yes, they do get bullied sometimes, but I don't think in South Africa but a lot in America.

Researcher: If you are very intelligent or if you are very stupid, can you get bullied?

Respondent 8: I don't think that really happens in our class, it's just mainly the way you look.

Researcher: How do you have to look?

Respondent 8: Well, if you are really pretty you will maybe get bullied and if you are really ugly and you stink and stuff, you would also get bullied.

Researcher: How does somebody who gets bullied socialise with their friends. What do they do?

Respondent 8: Well they probably don't talk a lot about themselves and they are not really as close as some friends would be.

Researcher: So they are not really as close. How does a victim behave with teenagers if they know that they are getting bullied?

Respondent 8: Oh, the bullies are just mean. They wouldn't really be outgoing and loud, just quiet and in their own space.

Researcher: How would they react to teachers?

Respondent 8: They would probably do all their homework and be good.

Researcher: How would someone who gets bullied react to strangers?

Respondent 8: They probably would try and talk to them and try and make friends with them or maybe they'd just be quiet. Maybe the other people had been telling things about her that aren't true so she just can be quiet.....inaudible.

Researcher: In general is there anything a girl may do to make the people in her class bully her?

Respondent 8: Well I don't think so really. I think they just pick on one person that they don't particularly like.

Researcher: Why wouldn't they like that person?

Respondent 8: She had lots of friends and then she lost her friends.

Researcher: Because they are jealous? Because she has so many friends? What else could that person have done that causes her to get bullied?

Respondent 8: (Interjects) She could have been mean to that person before and they want to get her back.

Researcher: So she could have been mean as well and they want to get revenge? In Grade 7 what sort of things do you consider are being mean to somebody?

Respondent 8: Talking behind their back and talking when they can hear and ignoring people.

Researcher: What do you think can be done to prevent bullying? How can your parents help you to avoid being bullied?

Respondent 8: I don't think they can. It depends on the people.

Researcher: Depends on other people. Now let's say that you had said something that you didn't mean to say.

Respondent 8: They'd probably hold that against me and they'd just make it worse and make more people want to bully you.

Researcher: How can the school help girls like you who have been bullied?

Respondent 8: They can talk to the girls.

Researcher: What would you want the school to say or do? How would you like schools all over the world to change?

Respondent 8: I don't think they can really do anything to prevent some girls picking on other girls, because it's the girl's choice and the school can't really prevent that. But if the school has a rule that if you bully someone and it is found out, there might be consequences, then maybe that could work.

Researcher: What consequences do you think would be appropriate?

Respondent 8: I am not sure.

Researcher: What would you like to happen to the people who bullied you? What punishment would you like to give them?

Respondent 8: Something on their permanent record, saying that they have bullied people.

Researcher: What do you think caused you to be bullied A?

Respondent 8: I am not really sure. I don't know what I did.

Researcher: And you never found out. You don't think you said something mean.

Respondent 8: Well, the week-end before because we went to movies with quite a few people and the one girl didn't have a lift home so I was trying to phone my mom because someone else was taking me home. So I phoned my mom to say that this girl didn't have a lift and my mom never answered. I don't think that could have been a problem but this one girl said to me A, this girl doesn't have a lift and I said, I know I am trying to phone my mom, then she ignored me the rest of the night but I think that was the fall out because she didn't want to sit with me at movies or anything.

Researcher: Have you ever discussed it with her?

Respondent 8: I tried to and then she just walked away.

Researcher: So it's like rumours and stuff that they have heard about you. How does that make you feel?

Respondent 8: Really sad and they were making names about me like vomit and grenade and stuff.

Researcher: How did you hear about that?

Respondent 8: Well I was behind someone and heard them say did you know A is called vomit and someone else told me they were calling me grenade and stuff. And on the way to hockey they were singing about grenade and stuff when I was on the bus.

Researcher: How did you react?

Respondent 8: Well I didn't know who they were talking about at that time but I just ignored them and went to the back seat.

Researcher: That's a good way to deal with it. Of those pictures that I showed you, which was your favourite?

Respondent 8: The friends together because I just really liked her. But I also like the mom-daughter one. I liked quite a few of them.

Researcher: Which one didn't you like? What did that remind you of?

Respondent 8: People talking behind my back.

Researcher: It brought back memories.

Researcher: Please complete this cartoon for me?

Respondent 8: Ok

Researcher: Please read what you have written

Respondent 8: She says I don't think we should be friends and she is pointing her finger.

Researcher: This is you going "why?" What else is she saying?

Respondent 8: She just said I think we have been friends for too long and then she walked away.

Researcher: How does that make you feel?

Respondent 8: Sad and I really didn't know why.

Researcher: What would you like to do in the future? What would you like to change?

Respondent 8: I'd like to change the way people act. Well, the way I act around people because I know I can sometimes be very aggressive and very straight forward. Ja, I'd like to change that.

Researcher: That's a good thing to change. Thank you A. I am very grateful for all your help. Have a good day.

Respondent 8: Thank you.