

**DECLARATION**  
**HAZING OF GRADE 8 BOYS AS PART OF ORIENTATION PROGRAMMES IN**  
**SOUTH AFRICAN MONASTIC SECONDARY SCHOOLS**

By

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## **ABSTRACT**

Hazing is a universal practice. The process is multi-dimensional and includes both positive and negative aspects. Hazing broadly refers to the negative aspects of what newcomers experience as they integrate into a group. This study focuses on hazing during orientation programmes for Grade 8 boys in monastic secondary schools in South Africa. The problem was investigated by a literature study and a survey using a self-designed questionnaire. It was completed by a non-probability sample of 296 Grade 12 boys from three selected schools in Gauteng Province. Data measured the biographical attributes of respondents and determined their opinions of activities engaged in during the orientation programmes. Findings indicated that respondents were positive about the orientation programme which acts as an introduction into secondary school and is a means whereby traditions are transmitted. Respondents were very opposed to any injurious activity. The objectives of orientation programmes are well-grounded but when they deteriorate into hazing, they are very negatively perceived.

## **KEY TERMS**

Hazing

Orientation programmes

Initiation

Rites of passage

Monastic secondary school

Initiation rites

Violence

High school studies

Boys in high schools

Anti-social behaviour

I declare that **HAZING OF GRADE 8 BOYS AS PART OF ORIENTATION PROGRAMMES IN SOUTH AFRICAN MONASTIC SECONDARY SCHOOLS**

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

SIGNATURE: \_\_\_\_\_

DATE : 2 January 2013

CA Huysamer

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### CHAPTER ONE

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## CHAPTER ONE

### BACKGROUND, PROBLEM FORMULATION AND AIMS

#### 1.1 INTRODUCTION

Hazing is a concept known by a variety of names that has been in existence for as long as man has formed groups within societies. Hazing occurs when a newcomer joins an established group. While the process of joining a new group may have many aspects and dimensions to it, both positive and negative, hazing broadly speaking refers to the negative aspects of what the individual newcomer will experience as they starts to integrate into the group. This is an involved practice leading the individual to becoming a functional and accepted member of the new group (Hoover 1999:8).

Such practices, described and differently labelled, were first documented in Athens in Plato's time, 387 B.C. (Ellsworth 2005:4). Since then hazing has occurred in many countries across continents. According to a renowned expert on hazing, Hank Nuwer (1990:119), it has been well documented in the United States of America (US). Finkel (2002:229) states that the practice has been extensive in Europe, in Asia hazing a commonplace concept and practice (Philippine Daily Inquirer on *AsianOne News* 2012), and in Australia Youtube videos have been used to show first-hand some of what is occurring in high schools (Youtube 2008). These are but a few of the contexts where hazing has been documented.

The age at which an individual experiences hazing varies depending on the context. It ranges from adolescents in secondary school through to young adults joining the military, university fraternities or sororities and adults joining secret societies, for example, the Freemason societies (Mraz at *Stars and Stripes* 2008). The role players in the hazing process can be divided into three groups: the perpetrator or hazer, the bystander and the victim. Those inflicting an action are referred to as the hazers and the bystanders are a critical part of the group but are not actively involved. The victims are those against whom the actions are taken as they endeavour to join the new group (Lipkins 2006: 26-32).

For the purpose of this study hazing is defined as “any activity expected of someone joining a secondary school that humiliates, degrades, abuses or endangers them regardless of their willingness to participate in the activity” (Allen & Madden 2008:2). Mentioned here are two

main ideas. Firstly, the implied negative consequences: humiliation, degradation, abuse and any form of endangerment. This includes psychological, physical and sexual consequences which may in some way compromise the individual and could range from a simple act which may be found to be humiliating to an action which may result in death. Secondly, the definition refers to the participant participating willingly or unwillingly. This is an essential part of the definition as the individual being hazed is always in favour of the ultimate consequence, namely becoming an accepted member of the group, but not necessarily of the process. These two closely linked ideas tend to blend into one another during the heat of the hazing process. This discussion suggests that hazing is a complex concept which combines a myriad of actions and motivating factors in the mind of the hazer for a single consequence for the victim, that is, becoming an accepted member of what is perceived to be a sought after group. Owing to this complexity, hazing is best described as a phenomenon.

The National Study of Student Hazing which was published in March 2008 is an extensive survey of hazing at American universities. In it some 11 482 students were surveyed as to their experiences as first-year students at a number of universities (Allen & Madden 2008:2). Based on the findings, Allen and Madden (2008:2) estimate that 1.5 million high school learners are subject to hazing in America each year and that this number continues to increase.

In the context of the present study, orientation programmes for new Grade 8 learners or other groups of junior learners are frequently conducted at South African secondary schools (Serrao 2009:1). Certain components of the orientation programmes are run by Grade 12 learners who have been put into positions of authority within the school structure. The aim of the orientation programme is to educate learners about their new environment and its geography, and develop a sense of belonging to a new group. The last mentioned concept is both an essential and critical one for the Grade 8 adolescent as it meets the basic human need of belonging to a group (Hoover & Pollard 2000:4). Within a South African context, the orientation programme is accepted as commonplace by the schools, families and learners involved in hazing (Serrao: 2009). Any negative consequences are seldom questioned as the process is an accepted one because it has stood the test of time and is considered to be a 'tradition.' Also, little physical or tangible harm seems to come from these orientation programmes and so they are viewed as part of what new learners are simply expected to endure. Parents also tend to reinforce the fact that they are acceptable as they recall similar events which they feel did them no harm and so they regard the current practice as harmless

to their children (Gibson 2009). While both boys and girls are subjected to hazing, the degree of hazing which boys experience is more physically tangible and widely publicised. This is possibly linked to the stereotype that the male gender is strong, able to cope with physical hardships and can bear emotional hardships with no external signs of difficulty (Reichert 2007). It could also be linked to the naval origins of hazing and to the conscription into military service which many South African males complied with between 1952 and 1992 (Callister 2007:1).

However, many activities which form part of an orientation programme and which are expressly aimed at having 'fun' and achieving an affiliation within the new group, could be considered to constitute 'hazing.' In this sense, hazing has occurred at South African secondary schools to some degree for many years (Serrao 2009). Owing to the increase in the availability of information through electronic and other media, recent hazing events have been made public. In February 2009, a hazing incident at Parktown Boys' High School included Grade 12 boarding house learners forcing Grade 11 learners from their beds at night. The latter were taken to a rugby field, made to strip naked and forced to rub Deep Heat (an ointment causing burning sensations commonly used as a muscle relaxant) on their genitals. Finally, they were made to run a gauntlet of Grade 12 boys who beat them with golf clubs, hockey sticks and cricket bats (Ritchie 2009). In a more recent incident in February 2012, Grade 8 learners from a Gauteng monastic school were allegedly forced to mock-rape a bus seat when travelling by bus from a sports event (Mtshali 2012). Hazing can thus be expected to occur to a greater extent in monastic schools (cf. 1.5.1), that is same sex boys' schools, than in coeducational schools. Monastic schools with boarding facilities are particularly prone to include elements of hazing in orientation programmes (Huysamer 2012).

## **1.1 PROBLEM FORMULATION**

In light of the above discussion, the main research question is formulated as follows: How does hazing occur during orientation programmes for Grade 8 boys by Grade 12 boys in monastic secondary schools in South Africa?



The main research problem can be subdivided into the following sub-questions:

1. How is hazing defined and described in literature? What is the historical development of hazing and how has it been implemented in the schooling systems of selected countries, including South Africa? What factors contribute to this phenomenon?
2. What are the experiences and perceptions regarding hazing of Grade 12 learners during the implementation of orientation programmes for Grade 8 boys in selected monastic secondary schools in Gauteng Province?
3. What recommendations can be made based on the literature review and findings of the empirical study for the improvement of this practice?

### **1.3 AIMS OF THE INVESTIGATION**

The main aim of the investigation is to explore how hazing occurs as part of orientation programmes for Grade 8 boys by Grade 12 boys in monastic secondary schools in South Africa.

The main aim can be sub-divided into the following objectives:

1. To define and describe the phenomenon of hazing as it is discussed in literature; to trace its historical development and how it has been implemented in the schooling systems of selected countries, including South Africa; and to determine factors which contribute to this phenomenon.
2. To explore the perceptions and experiences of Grade 12 learners regarding hazing during the implementation of orientation programmes for Grade 8 boys in selected monastic secondary schools in Gauteng Province.
3. To make recommendations based on the study of the literature review and on the empirical inquiry for the improvement of practice.

## **1.4 METHOD**

The phenomenon was investigated through a literature review and an empirical enquiry using a quantitative approach.

### **1.4.1 Literature study**

A literature review is the selection and scrutiny of literature, both published and unpublished, on a specific topic (in this case hazing) and the effective evaluation and analysis of this information in relation to the research topic (Hart 2003:13). The aim of the literature review was to gain a broad understanding of how hazing occurred both locally and internationally as well as to ascertain to what extent the topic of hazing in general had been documented. The available literature was evaluated to establish the relevance, reliability and validity of texts. This study also cast light on the different perspectives from which hazing has already been researched. Finally, it was determined whether the chosen perspective on hazing would contribute meaningfully to the existing body of knowledge on the topic.

Most of the published literature reflected its practice in the US as hazing is common in American high schools, colleges and universities and a significant amount of data was available as regards the nature of hazing. This was available from varied sources including books, theses, journal articles and reports. Valuable personal accounts and statistical evidence on the consequences of hazing was also available (Ellsworth 2004:32). The *Pace Law Makers Review* provides information about the legal consequences of acts undertaken during hazing in the US context (Edelman 2004:20).

Further, owing to the burgeoning availability of information on the World Wide Web, information from this facility was used. This included a large range of sources which were identified using a variety of electronic search engines from elementary searches using Google, Yahoo and Bing to more academic search engines like WorldCat, Informit, WebPals, Ulrichsweb and OPAC.

Consideration was also given to anecdotal evidence and media reports which indicate that hazing in some form or another occurs at many South African high schools. For this reason, popular sources such as blogs, radio broadcasts, video clips and newspaper reports were also consulted. Web blogs are constantly kept up to date with current acts of hazing (HazingPrevention.Org Blog 2011) as well as radio broadcasts and video clips (Bauer & Hayward 2009).

## **1.4.2 Empirical inquiry**

The phenomenon was investigated in an empirical inquiry using a quantitative approach: a non-experimental survey design using a questionnaire. In survey research the researcher selects a sample of respondents and administers a questionnaire to gather information on variables of interest. The data gathered can then be used to describe the characteristics of a certain population (McMillan & Schumacher 2001:266). In this study Grade 12 learners in monastic secondary schools were selected for a survey which investigated their opinions and experience of hazing as part of orientation programmes for Grade 8 boys in their schools. The aim of using a questionnaire for this purpose was to collect a broad perspective of data from a large number of respondents with a view to gaining insight into the depth and breadth of hazing in selected monastic secondary schools.

### **1.4.2.1 Sampling of sites and respondents**

Three sites were selected by means of purposeful and convenience sampling. Purposeful sampling is a type of non-probability sampling which relies on the researcher's choice of sites which deliberately represent units of data which represent the relevant population (Welman, Kruger & Mitchell 2010: 69). Convenience sampling implies that the sites are easily available to the researcher and thus suitable for research (Welman et al. 2010: 70). The chosen sites were three monastic secondary schools situated in the Johannesburg area of Gauteng Province: one independent school and two public schools. All schools implement orientation programmes for Grade 8 boys as part of the annual school programme and so were considered data rich sites in the context of the study. Furthermore, they were geographically accessible to me and contact with principals was facilitated by my position as a professional educator at another school in the area.

The independent school caters predominantly for learners from higher income families and the two public schools cater for learners from middle income families. The independent school and one of the public schools serve a more homogenous cultural group and the other public school serves a more culturally diverse group. A more detailed description of the schools is given in Chapter Three.

The respondents were chosen using non-probability sampling. This strategy does not require any type of random sampling but rather makes use of respondents who are accessible or available to the researcher, such as a class of students (McMillan & Schumacher 2001:379). Two hundred and ninety six Grade 12 boys enrolled at the three schools formed the sample group (N=296). This comprised the total of all the Grade 12 learners who were over 18 years of age and enrolled in one of the three schools in the 2011 school year. This allowed for quantitative data to be collected by means of a questionnaire on a broad range of activities which formed part of orientation programmes for Grade 8 boys from a fairly large sample.

#### **1.4.2.2 Data collection**

The data collection instrument was a self-designed questionnaire compiled for the purpose of this particular research project (see Appendix A). I chose to use a questionnaire as they are economical and can ensure anonymity, guarantee uniform procedure, are easy to score and allow the respondents time to consider their responses (McMillan & Schumacher 2001:258). It was important to use a strong research instrument, particularly as these findings could underpin further research (McMillan & Schumacher 2001:239). The questionnaire was pilot tested and changes were made to it so as to clarify concepts which had proved unfamiliar to the pilot test subjects. The covering letter which accompanied the questionnaire was also revised and expanded to allow respondents to feel more at ease with the content of the questionnaire. Finally, the questionnaire was scrutinised by the supervisor of the study and an expert statistician and further changes were made to the structure.

The final questionnaire consisted of five sections: Section 1 collected biographical data; Sections 2, 3 and 4 comprised statements which were evaluated by respondents using a 5-point Likert scale; and Section 5 comprised an open-ended item. Hence a wide variety of data was collected. I implemented the questionnaire at the schools at the convenience and preference of the principal and teachers. All the questionnaires were distributed personally to the respondents, completed by them and collected by me; thus a response rate of 100% was achieved.

#### **1.4.2.3 Data analysis**

The questionnaire responses to Sections 1-4 were analysed by an expert statistician by means of the Statistical Analysis System version 9.2 software package. The analysis strategy designed for the study included: one-way frequency tables on biographical attributes of sampled respondents, composite frequency tables on the subsets of questionnaire items, and exploratory factor analyses and scale reliability testing. In addition, construct scores were calculated, one-way analyses of variance undertaken, and Bonferroni multiple comparisons of means tests and box plots drawn (Muller 2011: 2). I analysed the responses to Section 5 (the open ended question) by identifying recurring themes.

#### **1.4.2.4 Reliability and validity**

Reliability refers to consistency of measurement, that is the extent to which similar results would be found if the research was carried out in a similar context with a similar groups of respondents (Cohen, Manion & Morrison 2007:146). The questionnaire was designed bearing its reliability in mind. Every care was taken to reduce research errors. The fact that the questionnaire was pilot tested reduced the possibility of ambiguity which could reduce the reliability of the research.

Validity refers to the degree to which explanations of phenomena match reality. Both the internal and external validity of the research were identified and considered. The internal validity is the experimental treatment and experiences of and procedures applied to the respondents. This allows the researchers to draw correct inferences from the data about the population (Creswell 2009:162). In this particular research the internal validity was checked

by reducing bias in the construction of the questionnaire (Hauser 2011:255). Questions were separated into a balanced variety of categories and were both broad and specific in nature. Internal validity was also increased by the manner in which respondents were selected (Creswell 2009:163). The respondents had an equal chance of being in a position to evaluate hazing in the orientation programmes for Grade 8 boys at each school site. Appropriate sampling achieved representativeness. External validity, which refers to the generalizability of results to other people and settings, was maintained when the data was interpreted. In particular external validity was maintained through the interaction of selection and treatment (Creswell 2009:165). This is done when claims made about the respondents are not unrealistically made about dissimilar groups. In this study, I fully recognised the limitations of a sample selected by non-probability sampling and limited generalisability of the findings to the characteristics of the respondents. Thus, I did not generalise results beyond the group to whom they could be generalised (Hauser 2011:256).

#### **1.4.2.5 Ethical issues**

Ethical guidelines include informed consent, confidentiality, anonymity, possible harm to subjects and privacy amongst other criteria. In this study written consent was sought from the Gauteng Department of Education to conduct the research at the two selected public schools. Permission was granted (see Appendix B). Written consent to conduct the research at the independent school was sought from the principal (see Appendix C). The questionnaire was made available to all principals prior the research so that they had time to carefully consider any possible risks or limitations required before they gave their consent to use the school as a research site. Where relevant, I discussed each principal's concerns with him as well as the limitations and requests around how best to safeguard the name of a given site and the learners' anonymity. The principals were guaranteed that their schools would remain anonymous when data was published and that the aim of the data collection was for research purposes only. An undertaking was given to provide a summary of the research findings to each principal as soon as the dissertation had been examined as well as an undertaking to discuss any of the findings in greater depth with the relevant principal if requested.

Pupil participation was voluntary. All subjects in the sample were able to give consent to participate as they were over the age of eighteen. The process of data collection and use was explained to the respondents at each site. Pupils were given an opportunity to ask for

clarification on the process and on the questions asked. They were assured that should they want to withdraw from the study at any point, they were free to do so without consequence. Pupils were guaranteed anonymity in person as well as the anonymity of their school. Pupils were told that the aim of the data collection was for research purposes only. Thus, ethical guidelines as indicated above were discussed with the pupils at each site and written consent was given through the completion of the questionnaire.

## **1.5 DEFINITIONS AND CLARIFICATION OF TERMS**

The following terms have been identified as key to a holistic and accurate understanding of the study.

### **1.5.1 Hazing**

Hazing is defined as “any activity expected of someone joining a secondary school that humiliates, degrades, abuses or endangers them regardless of their willingness to participate in the activity” (Allen & Madden 2008:2).

### **1.5.2 Orientation programme**

An orientation programme is held at the beginning of the academic year and aims to familiarise learners with both their new physical environment as well as with the history and ethos of the school. It also aims to introduce new Grade 8 learners to the Grade 12 learners who hold positions of leadership within the school. Lastly, the programme aims to create a sense of unity among the learners and a sense of belonging to their new school (Bueschel & Cambron-McCabe 2006:4).

### **1.5.3 Initiation**

Within cultures of Western origin the term ‘initiation’ describes a process with elements of hazing. In the particular context of the South African Human Rights Commission (2006:13), initiation schools may practise initiation and such schools are defined as follows: “Initiation

schools are part of our cultural practices in South Africa and are protected by the Constitution. The schools are regarded as cultural educational institutions where initiates are taught about customary value and conduct.” However, in this study, the term initiation, where used, refers only to the former definition of the term cited in the opening sentence of this paragraph.

#### **1.5.4 Monastic boy’s school**

The term ‘monastic’ comes from the concept of a monk or living under religious vows (Oxford Dictionaries 2010). Within the ethos of and literature on South African independent schools, the term indicates what is commonly termed a single-sex school for boys in other education systems. In this study, monastic school refers to a boys only school.

### **1.6 CHAPTER DIVISION**

This study was organised using the following chapters.

**Chapter 1** introduces the study, describes the problem formulation, and discusses the aims and methodology of the investigation.

**Chapter 2** investigates how hazing is defined and described in the literature study. It follows the historical development of hazing and how hazing has been implemented in the schooling system of selected countries, including South Africa. the main factors which contribute to hazing are also discussed here.

**Chapter 3** discusses the research design and chosen methodology of the inquiry.

**Chapter 4** provides the findings of the research.

**Chapter 5** demarcates any limitations of the study and makes recommendations based on the study of the literature review and on the quantitative method of inquiry for the improvement of practice.



## **1.7 SUMMARY**

Hazing has been defined and the extent of hazing history has been described. The geographical location of hazing events has been mentioned. In broad terms both the role players in the hazing process and the possible consequences of hazing has been sketched. The concept of hazing as a phenomenon has been introduced. Hazing within a South African context has been contextualized. The research questions have been formulated and the aims of the research penned. The method which the research follows, from both the literature review through to the methodology of the quantitative design have been outlined. Terminology particular to the research has been defined and the chapter divisions stated.

Chapter Two presents a literature review on hazing. It deals with the topic in both broad and specific terms and includes detailed descriptions of all aspects related to hazing. The aim here is to gain a thorough understanding of hazing on every continent and in every context

## **CHAPTER 2**

### **A HOLISTIC UNDERSTANDING OF HAZING**

#### **2.1 INTRODUCTION**

Chapter Two deals with concepts related to hazing from a variety of perspectives with a view to gaining a holistic understanding of hazing. Through understanding the components which form the building blocks of hazing, a more accurate and precise understanding can be achieved. The chapter includes a discussion of the development of hazing from a historical perspective as can be traced through the available literature. Particular reference has been made to the historical development of hazing within countries which are predominantly English speaking as they tend to have been a great influence on the South African schooling system as regards the occurrence and nature of hazing. However, where literature on other countries' hazing practices is available, a discussion has been included. The chapter includes a description of the role players within the hazing process and the purpose of hazing. Further it includes a description of the various phases and methods of hazing. The chapter reviews the psychology and motivating factors associated with those involved in the hazing process. Also discussed are factors which contribute to hazing, for example, class, gender and race. While hazing exists within its own rights in a variety of non-educational contexts, for example in the military, this branch will not be covered as it is beyond the scope of the study. Finally, the chapter includes a discussion on which individuals are at greatest risk of being hazed, general factors which influence the hazing process and hazing in other contexts.

#### **2.2 UNDERSTANDING THE CONCEPT OF HAZING**

Hazing, while relatively simple to define, is a complex concept within which a range of motivating factors, actions and consequences are plaited into a single activity. Or as stated by Houseman (2001:37): "what hazing is remains unclear, for perpetrators, bystanders and for victims. Is it a ritual, a form of play or is it outright abuse? It is this ambiguity which makes hazing as interesting as it is."

To gain as accurate an understanding as possible of hazing it is important to understand the contributing factors in isolation, considering both the positive and negative aspect of each factor. Moreover, it is important to understand how these factors are transformed when they are played out in the schoolyard.

### **2.2.1 Rites of passage**

Rites of passage include many of the same basic ingredients as found in hazing but there are fundamental differences between the two concepts. A clear understanding of rites of passage is beneficial to a comprehensive understanding of hazing as there tends to be a cultural carryover of rites of passage practised under the umbrella of hazing.

Rites of passage tend to mark major transitions in a person's life. They take the form of a ceremony which may occur on a day or last for a couple of weeks. These ceremonies would be practised at the following type of events: at birth, at the point when one moves from childhood through adolescence to adulthood, at a marriage or at death (Groah 2005:6). The ceremonies include rituals which mark the moving from one phase to the next. In so doing the rite separates someone from an old identity and allows the individual to take on a new identity. This transition occurs in both the individual's own perception as well as in the perception of the society of which they now form a part (Groah 2005:7).

In the context of this study hazing often comprises the ceremony or ritual which moves a Grade 7 child (primary school child who is usually pre-pubescent) to a Grade 8 adolescent within the South African school context. The child undergoes a transition from a primary school to secondary or high school. Children are thus recognised as becoming adolescents with greater independence. This perspective is held by both the individual and the society at large. This is a positive and necessary transition in life.

Rites of passage include a variety of rituals. In South Africa it is common knowledge that adolescent boys from certain cultural groups attend traditional initiation schools in rural areas in many parts of the country. Males undergo circumcision which is described in detail in the biography of Nelson Mandela, *A Long Walk to Freedom* (Mandela 1994:31). Less commonly known, but serving a similar purpose and still practised in many areas in Africa and South Africa, is female circumcision or female genital mutilation (Pietersen 2009). These rituals are both physically and psychologically difficult to manage without serious risk to recipients and

are considered a test of the individual's strength and readiness to move forward into the next phase of life. This is a parallel which occurs during hazing with aspects of the required activities being either physically and/or psychologically demanding.

Globally a large variety of different ceremonies exist to celebrate the transition from childhood to adolescence. These may be religiously based such as the Bar mitzvah or Bat mitzvah practised in Judaism or culturally based, as practiced within many Native American, East African and Aboriginal societies (Groah 2005:8).

On completion of the rite of passage the individual gains a certified position within a group, with a view to moving through the hierarchy of the group at an appropriate time. The rite of passage also allows for the development of tight relationships within the group (Johnson 2000:9).

The rite of passage has three distinct phases within it, namely separation, transition and incorporation. Separation is characterised by the initiate being brought from the comforts and security of their old environment to their new environment. They are often expected to dress up or possibly shave their heads in some cultures. The transition phase symbolises the death of the old and it is during this phase that the individual must endure physically and psychologically difficult tasks. Incorporation is the final stage characterised by the initiate having met the challenges of the process, having been educated in the required 'culture' of the new environment, having established relationships within the new group and being able to identify his or her role within the new group. In the incorporation phase the newcomer now feels accepted and part of his/her new environment. This final phase is associated with celebrations as the neophyte is viewed as having a new status within the community (Johnson 2000:15).

There are certainly strong parallels which can be drawn with these phases and what occurs during hazing in a school context. The separation phase can be equated to the learner moving from the comforts of primary school to the unknown world of the secondary school. Learners being hazed are all too often made to dress up and/or shave their eyebrows, heads or bodies.

A fundamental difference between a rite of passage and hazing exists in who oversees the events. During rites of passages an adult religious or cultural leader of high standing or a sage of the society oversees or conducts the ceremonies, with a view to passing on the important aspects of the group to the newcomers (Johnson 2000:13). Hazing tends to share aspects of

who conducts or oversees the event in that a more senior person is the overseer. The difference is that in hazing the overseer is seldom more than a few years older than the recipient and does not have the same high standing in the community at large but rather only has a higher status within the group. For example a Bar mitzvah is conducted by an older experienced and respected Rabbi of a Jewish community while hazing is conducted by the youthful and inexperienced head boy or team captain in a school.

Young Westernised youths of today have very few, if any, rituals to mark their growing up; in particular to mark their transition from childhood to adulthood. Instead the Western culture focuses on reaching a legal age to gain certain privileges; an age at which one may legally drive, vote and drink, to mention only a few. As a result youths may turn to groups, gangs or cliques for these rituals which then take the form of hazing so as to gain entry into the group (Canadian Red Cross 2012).

### **2.2.2 Orientation programmes in contrast with hazing**

When joining a new group it is often beneficial to experience an orientation programme so as to integrate the individual into their new environment. The programme is aimed at taking an ignorant outsider and enabling them in a quick and efficient manner to become familiar with the geography, history and culture of his/her new environment so that the individual can become a well-adjusted and an appropriately functional contributing member within the new environment. This all needs to be done while maintaining the status quo of the group which is being joined.

This experience aims at positive group bonding and at building a sense of belonging and camaraderie. The requirements of these team building activities are that they are enjoyable, common experiences which do not endanger, harm, abuse or humiliate the individual (Bueschel & Cambron-McCabe 2006:1).

### **2.2.3 Fagging**

Fagging has been practised for many centuries in universities and public schools by the English aristocracy. Fagging flourished in preparatory schools and was even practised occasionally at Cambridge and Oxford Universities. Ogilvie (1979:125) defines fagging as

the right exercised by an older boy over a younger pupil who was obliged to do his bidding. In general this meant doing whatever the older boy required of him. New students were to learn etiquette and humility when becoming a fag or man-servant to an upperclassman. The fag did chores, ran errands, cleaned digs or quarters and did anything else which the upperclassman had in mind. Often upperclassmen physically abused and mentally tormented their fags. In some cases fagging included sexual favours. Suicide, serious injury and even deaths resulted from fagging. Fagging made its way to America but was by and large rejected by anti-British sentiments (Ogilvie 1979:126).

#### **2.2.4 A cult by another name**

Hazing behaviour centres on a new and not yet accepted group, joining an established group. Many parallels are drawn between the established group and a cult. The term cult is used in the broader sense, rather than that of Charles Manson and is more like a company, political or religious cult. These cults demand loyalty and expect behaviour to be consistent with the ideologies of the group (Singer & Lalich 1995:40).

Singer and Lalich (1995) draw many interesting parallels between hazing behaviour and cult behaviour. Singer believes that both show signs of “systematic manipulation of psychological and social influence” (in Singer & Lalich 1995:53). The recipient’s thoughts become controlled. Firstly the person’s sense of self is destabilised, next his/her worldview becomes radically altered and finally his/her dependence on the group is ensured. The parallels which Singer and Lalich (1995) draw are that exclusivity is held by the group and social norms or an individual’s morals are expected to be suspended and acted against. For example, victims are required to steal; refrain from talking to certain people or become involved in sexual acts. Due to the age at which hazing occurs, this often results in the adolescent choosing loyalty above morality. Both cults and hazers control the movement of their members. They may also isolate their members from outsiders or the group. Both tend to be authoritarian in nature and often including a sadist as the dominant perpetrator. A victim is not welcome to be part of either group until they have endured an ordeal successfully. They share a commonality with a family unit often calling each other ‘brother’ or other nicknames allocated by the group. This results in the group being able to exert an inordinate amount of peer pressure. As pressure on the victim mounts so their powerlessness increases and their good judgment of the world diminishes. Both cults and hazing groups share a pattern of manipulation and exploitation

from above and idealism from below. Both groups emphasise that there is only one path to take to become part of the group and that is to endure the experience.

Finally, the cult and the hazing group do differ on a fundamental level: for a cult there is one leader, while hazers unite as a group in meting out hazing to victims.

## **2.3 THE HISTORY OF HAZING**

Hazing has a long and interesting history and before the term was coined the practices which constitute it were occurring; this dates back to well before the birth of Christ and continues in the present day. The discussion traces the development of hazing from the time of Plato, through medieval times and through the centuries. The discussion includes the development of hazing in universities, the military, fraternities and sororities, sports teams and in schools.

### **2.3.1 Hazing Before Christ**

The first evidence of hazing is documented in Plato's time, 387 B.C. (Ellsworth 2005:4). The actions of young boys are likened to the savage behaviour of beasts. The nature of hazing in Athens at this time can be described as practical jokes played by young men on victims that included younger boys and citizens who were obstacles to the process (Stern 2005:2).

### **2.3.2 The Dark Ages**

In the fourth century hazing was practised in the city state of Carthage. A group which later became known as the *Overturers* practiced hazing by taunting and bullying others. The *Overturers* tended to lead unruly lifestyles, were sadistic and their nature was compared to that of devils. The practice was passed on as the *Overturers* in turn turned the next group "over." According to Augustine (Starnes 1990:59) this involved being mocked and made a fool of by others more senior than oneself. Interestingly this practice was outlawed in the sixth century and has continued to be deemed "illegal" at regular intervals across the globe throughout history.

During the Viking period, Vikings practised hazing which took the form of *crossing-the-line*. This was inflicted on a *pollywog*, a sailor who had never crossed the equator by a *shellback*, a sailor who had crossed the equator. Once the *pollywog* had crossed the equator he was subject to a daylong strenuous and often dangerous hazing experience. After that his *pollywog* status was revised to that of *shellback* status (Lipkins 2006:28).

### 2.3.3 Medieval times

Many vague references are made to hazing in medieval times. Hazing is believed to have occurred in ancient medieval schools in Greece, North Africa and in Western Europe (Finkel 2002:228). The practice during this time was referred to as *pennalism*. Under the system of pennalism, veteran students regarded newcomers as savages who needed to undergo hardships so as to prove themselves as worthy members of the “educated.” The veteran students forced younger students to undergo physical hardships, they extorted money from them and they forced them to wear peculiar garb. This included a cap or beanie which was to be worn for a term or year and was part of the hazing process for many subsequent years (Senelick 2012).

At universities senior students hazed first year students to demonstrate the privilege which the senior student held over the first year student (Allen & Madden 2008:2). This included the first year student having to show animal-like levels of submission to the senior student. In Avignon first year students were also hit with wooden objects; this is believed to be the origin of modern day paddling. Other universities ‘paddled’ with books or frying pans.

According to medievalist Hastings Rashdall (in Nuwer 1999:95) more senior students meted out abusive hazing to junior students who they referred to as “unfledged birds.” The process satisfied their instincts to bully, to socialize and gave them an excuse to carouse. In Heidelberg students at the famous University of Heidelberg wore caps with yellow bills on them and in other cities horns or ears were attached to the caps to be removed once the process was complete. The aim of the process was to make the student turn away from his former life. The process culminated in a ceremony widely practiced in Dominican churches called *purgation*. The medieval times are well documented in Europe where hazing was frequently practiced. In some cases the risk of not being hazed was huge as one could be supposed a witch for not allowing the hazing process to remove more basic human attributes.



If branded a witch you could be executed (Nuwer 1999:95). In general the hazing in this era was extreme and should one not meet the given criteria one could be doomed to a life of penury, hard labour and near starvation.

This era also saw the introduction of fagging. Fagging continued well into the twentieth century being either praised or heavily criticized depending on the experience of a given recipient. According to Sterner (2008:2) fagging flourished in British public schools where obedience was a prized virtue. It was believed that maltreatment kept younger boys from mischief; they needed to learn to obey before they could hope to rule and it was the fag system which could teach this.

Even during these early times some opposition to the practice of fagging occurred. Authorities including educators, landlords and town officials opposed fagging to various degrees. They took action in the form of statutes against fagging, drawing up lists of activities which were considered to be hazing and by removing honours from students involved in hazing (Sterner 2008:4).

In 1539 Martin Luther subjected theological students to a form of initiation. Newcomers were forced to wear silly yellow horns on their heads and they basted them in wine to symbolically wash away their past. Luther said, 'You'll be subjected to hazing all of your life. When you hold important offices in the future, burghers, peasants, nobles and your wives will harass you with various vexations. When this happens do not go to pieces. Bear your cross with equanimity and your troubles without murmuring... say that you first began to be hazed in Wittenberg when you were a young man, that now that you have become a weightier person you have heavier vexations to bear. So this is only a symbol of human life in its misfortunes and castigations' (Bryant 2002:186).

#### **2.3.4 The period: 1600-1800**

In Britain in the 1600's hazing was a mandatory requirement at universities. University officials and upperclassmen believed that the underclassmen were "uncivilised." The hazing process allowed the underclassmen to become appropriately civilised through their undergoing proper 'grooming' through the grooming process (Finkel 2002:228).

In the new American colonies the earliest hazing was recorded at Harvard University in 1657. Two first year students filed a complaint after being hazed and the university administration ruled in their favour. Joseph Webb, a perpetrator of hazing, was expelled for his actions but after two months and the necessary confession Webb returned to Harvard to graduate with his class in 1684 (Sterner 2008:4). Owing to problems and numerous negative consequences pennialism was eventually abolished during the 1700s. Both serious injuries and death occurred under the umbrella of pennialism and so putting an end to this practice was inevitable (Sterner 2008:4).

During the 18<sup>th</sup> and 19<sup>th</sup> centuries fagging moved from British universities to secondary schools. Fagging continued to be practiced by upperclassmen on underclassmen (Sterner 2008:4). The American fraternities at universities and colleges and the tradition of hazing can be traced back to Phi Beta Kappa in 1776. Fraternities were originally literary societies whose aim was to give students the opportunity to voice and discuss the opinions of the day at a time when America was breaking away from British rule. The original purpose of a fraternity was both social and intellectual. Later noble and worthy values were added to the fraternities. Fraternities spread quickly across America and Canada and they quickly became successful businesses. Hazing in fraternities only became common practice in the 1880s and initially the practices were mild (Greek Chats, *History of Hazing*: 2007). Today fraternities are the platform in America where hazing is probably most commonly practiced.

Within universities in the US, hazing at fraternities or boarding facilities associated with these universities, began to occur almost at the inception of the fraternities. Sterner (2005:6) believes that military academy drop-outs may have been responsible for introducing hazing practices into colleges which the military drop-outs later attended. Here they played a leading role in the history of hazing on American campuses. The activities conducted tended to be distinctive in nature and associated with each particular boarding facility. The first recorded hazing death at a fraternity occurred in 1873 at Cornell University when a member of a society was blindfolded and made to find his way home across a treacherous wooded landscape. The student fell to his death when trying to cross a gorge having been abandoned by his fraternity brothers (Sterner 2008:7). In 1898 the fraternity unanimously accepted a motion to stop any further hazing activities.

During the 19<sup>th</sup> century in the US hazing activities moved from the university into the schooling system. Hazing related deaths occurred in 1838 at Franklin Seminary in Kentucky and at Amherst College in 1847 (Ellsworth 2004:12).

#### **2.3.4 Early 1900s**

Early in the 20<sup>th</sup> century hazing became accepted in European universities both by university administrators and by students (Finkel 2002:229). The aim of hazing at universities was to allow first year students to learn to respect their new university environments and to learn the detail included in their codes of conduct. In 1916 a first year university student was severely beaten twice, initially as part of the hazing which he had to endure and afterwards owing to him having reported the incident to the necessary university authorities.

Incidents of hazing began to occur in the early 20<sup>th</sup> century in marching bands at Universities in the US. At the University of Gettysburg a group of hooded senior students suspected of being responsible for the hazing of first year students within marching bands appeared in the yearbooks between 1912 and 1918. Unfortunately this practice was not limited to the marching bands of Gettysburg University; it was believed to occur at a number of other universities as well (Nuwer 1999:110).

A hazing death at a secondary school in the US occurred in 1905. A 13 year old boy died as a result of contracting pneumonia due to being held down in snow while upperclassmen pushed snow into his clothing. The incident was reported in the *New York Times* under the headline “Hazing Kills Schoolboy” (Finkel 2002:229).

At universities in the US alcohol was being consumed in vast quantities both by those hazing and as a requirement of those being hazed. This complicated and added to the problem. According to Holloman (in Sterner 2005:21), it has been recorded that a further 35 deaths occurred in alcohol related incidents of hazing in the US between 1838 and 1969.

In 1933 fourteen colleges joined in signing documentation which was aimed at preventing hazing at fraternities and sororities. Well documented cases of hazing, however, continued to occur. Three main types of hazing lead to deaths: alcohol related deaths, dangerous falls and drowning (Finkel 2002:229).

Joining Greek letter organisations associated within universities in the US was popular. A pledge needed to be taken to join the group. Traditionally the pledging became an opportunity to haze. This process of joining the Greek letter organisation could last up to 10 weeks and culminated in a difficult to endure and extreme set of activities commonly termed “Hell Week.” In the late 1920s more than fifty Greek letter organisations, primarily supported by White students, were in existence. In 1929 White fraternities at the North American Interfraternity Conference (NIC) tried to eliminate hazing among all of their fifty members; however this initiative was largely unsuccessful (Sterner 2005:8). The survey which the NIC conducted showed that 90% of their members were opposed to hazing yet only 56% of members were prepared to take action. In 1938 and 1939 the NIC believed and announced that they had conquered hazing among their members. When a survey was conducted at the 1939 NIC conference it was established that about half of the students still supported hazing. They believed that it, and in particular paddling, was an effective way of disciplining newcomers.

Black fraternities developed separately in the US in the early 1900s. Within Black fraternities hazing rituals also developed. The nature of hazing activities within Black and White fraternities and sororities differed in nature but both groups nonetheless practiced it. In the Black fraternities and sororities it tended to be less dangerous and included less use of alcohol. Instead activities included dressing alike, walking in single file and marching around campus. Preventing hazing activities within Black fraternities and sororities was problematic and proved difficult to stop (Ellsworth 2004:14).

Hazing in the ranks of the military is a common phenomenon. Within the US military hazing is documented as early as 1905 (*The CQ Researcher* 2004: 3). Between 1905 and 1912 the United States Naval Academy was constantly in the limelight because of hazing activities which occurred within the Academy (Ellsworth 2004:150). In 1920, midshipman Charles Snedaker, was expelled from the Naval Academy owing to his involvement in hazing activities.

Hazing is also frequently associated with many different sports teams. In 1923 two senior football players were expelled from Hobart College in New York, while three other players were disciplined for their role in the hazing of Lloyd Hyde. He was severely beaten and dumped in a lake (Ellsworth 2004:16).

By 1929 hazing was rife in fraternities in the US. The trend turned thereafter and it was believed that hazing in fraternities had been beaten as the Second World War dawned (Greek Chats 2007).

### **2.3.6 Mid 1900s through to the present**

In the 1970s and 1980s high school students began to search for ways to mark their transition into adulthood. The activities which they introduced resembled the brutality of university hazing. By the 1990s hazing at high schools had spread across the US and was a common practice (Stophazing.org). Hazing during this time has been extensively documented with Hank Nuwer being a world leader in documenting the extensive hazing events which have taken place in the US. During this time it maintained the trends which had been established in previous years. While the flavour of the hazing changed, the fundamental principles remained unchanged. Hanson (2004:12) state that hazing has become more violent and sexually orientated in recent times.” This in spite of the fact that hazing in fraternities was forbidden in 1989 (Stern 2005:7). This is recurring trend in the literature on hazing: once it becomes too extreme, it is legislated against. What follows is a period of quiet which leads to the re-emergence of the practice.

The death rate at universities across the globe continues to rise with a further 210 reported deaths occurring at universities in the US between 1970 and 2004 (*StopHazing.org* 2004). In 2003 Google had fifty sites which mentioned hazing. By 2006 this number had increased to close to four million sites (Lipkins 2006:148). While technological improvements are part of the reason for this, it cannot be the main reason. Rather the prevalence is increasing and it is becoming easier to communicate these incidents.

## **2.4 HAZING IN A SELECTION OF COUNTRIES**

The majority of published literature describes hazing in the US and its manifestation in the form of fagging in the UK has been discussed. Owing to problems of translation a comprehensive look at hazing across the globe has not been possible. The following extracts of hazing in Germany, the Netherlands, France, Canada and Iceland do however provide valuable insights into the universal nature of the practice.

### **2.4.1 Germany**

In Germany duelling societies, mock duelling societies and other societies practiced hazing. The most controversial aspect of this hazing, according to Robert Waite in Nuwer (1990:248), was having a *schimisse*. This is a facial badge of honour carved into ones cheek with a blade. The scar is not stitched or it is stitched badly, with a view to leaving a dramatic large scar. The scar is an indication of acceptance by the group.

Hazing was opposed by fourteen universities when in 1818 it had got out of hand. Yet in 1909 hazing scandals were still occurring in prestigious universities in Bonn.

### **2.4.2 The Netherlands**

Freshmen in the Netherlands are referred to as *foetuses*. In 1962 an uproar in Holland occurred over the practice of 'Dachau Treatment.' This was an activity taken from the concentration camps in World War II where a ball (consisting of the *foetus*' head) was hit with a hockey stick or similar object. The incident had gone wrong resulting in the concussion of students.

Common practice was to pack naked and half naked *foetuses* into a small room. Upperclassmen would then attempt to walk on their heads, drench them in beer or throw a laxative-bloated pig into their midst (Nuwer 1990:249).

### **2.4.3 France**

The French use the term *brimage* which this includes the concepts of hazing, fagging, silly and dangerous joking and forced drinking. Towards the end of the 19<sup>th</sup> century authorities ineffectually condemned the practices of hazing within ministerial decrees (Houseman 2001:40). In 1929 France ran a nationwide campaign against *brimage* in schools and the Minister of Public Instruction forbade *brimage*. The Minister of Public Instruction and the Minister of War indicated that new boys were to be welcomed more cordially, fairly and kindly (Nuwer 1990:249). Yet evidence of hazing in French schools persists.

#### **2.4.4 Canada**

Canada incorporated many of its cultural practices, including those in the education system, from Britain, the US, Greece and France. Consequently *brimage* has been a problem during orientation week across the Canadian frontier. The details of Canadian hazing have also been well documented and are very similar to the way it plays out in the US (Hamilton: 2011).

#### **2.4.5 Iceland**

Moving further north still, hazing has been documented in Iceland. In Reykjavik males entering secondary schools experience a mild form of hazing. Their faces are marked with indelible ink, their cloths are splattered with animal blood and their hair covered in cod liver oil and other disgusting substances. Attempts to welcome new students in more appropriate and constructive ways have been poorly received (Nuwer 1990:250).

### **2.5 HAZING**

While hazing was defined in chapter one, there is some benefit in re-examining its definition so as to take a more in-depth look at the overall phenomenon. For the purpose of this study hazing is defined as “any activity expected of someone joining secondary school that humiliates, degrades, abuses or endangers themselves regardless of their willingness to participate in the activity” (Allen & Madden 2008:2). At this point it is important to recognize the relativity of some of the above mentioned terms.

#### **2.5.1 Relativity of humiliation, being degraded and or abused**

A single action which one individual is subjected to may be considered to be humiliating, degrading or abusive by the individual or even by the society at large. Consider the following example: some Native American societies publicly celebrated a girl's first menstruation. For instance, the parents of girls among the Luiseño Indians of Southern California proudly announced to the community that their daughters were becoming women. The girls were partly buried in heated sand. They were not permitted to scratch themselves or eat salt, and they were given instructions by older women about the physiological changes that were

occurring and how to behave as a woman and wife. For most North American girls today, public announcements that they have begun menstruating would be considered humiliating (Groah 2005:7).

It is also important to consider what motivates the overseer of the activity. Consider the following example: a newcomer to a school's teaching staff may be asked by the principal to stand up in a staff meeting so that the existing staff can identify the new staff member by name and face. The new staff member may find this difficult and even humiliating, but the intention of the principal would possibly be to make the new staff member feel welcome and make it easier for existing staff members to greet them and make the new staff member integrate quickly into the new group (Malinga 2009).

This perspective needs to be kept in mind as does the fact that it is not only the overseer who determines whether an activity is humiliating, degrading or abusive. It is largely the recipient who determines this as we all respond differently to things depending on our own life experience and personality. Another example: for one individual being singled out of a group and asked to sing a song could be a highlight, a step to recognition and ultimately stardom, to another this request could be highly humiliating (Malinga 2009).

### **2.5.2 Willingness to participate**

There is an expectation by both the perpetrator and the victim that some form of hazing in a given context should occur. The perpetrator believes that he has an overt responsibility or covert permission from authority figures to haze and the victim would have heard via the grapevine that hazing is a prerequisite to joining the group.

When activities are presented to those groups and individuals being hazed they are more often than not told (or it is implied by the individual or overseer) that the activity is optional (Nuwer 1990:56). Yet the reality of the situation as perceived by those on the receiving end of hazing is in fact the exact opposite (Lipkins 2006:13). The person being hazed often believes that the hazing is a small price to pay for affiliation to the group and so he or she endures the hazing. Alternatively they may feel that they have something to prove and so go ahead with the activity; or they may simply believe that they have no choice. Peer pressure has a large part to play in urging youngsters into participating in such activities. Whether



hazing activities are made optional or not, they are perceived by those being hazed to be non-negotiable and non-optional activities.

This dichotomy may well be responsible for the general lack of understanding of many of the negative aspects of hazing. As each party has a different identity and function, the perpetrator and the victim are unable to empathise with one another.

### **2.5.3 The role players in the hazing process**

When considering all the respondents within the process of hazing, the group is naturally split into three distinct subgroups each of which have a different and distinctive role to play within the process. The three groups are the perpetrators, the bystanders and the victims (Lipkins 2006:26-32).

#### **2.5.3.1 The perpetrator**

The hazing process is triggered by the leader of the group, the perpetrator. The perpetrator has a high status within the group, either owing to a leadership position being bestowed on him or by virtue of his physical characteristics, e.g. size, athletic ability or strength (Lipkins 2006:29). The perpetrators do not always consider their actions to be cruel. The hazing period passes while the perpetrator temporarily suspends their opinion of what is acceptable and moral behaviour and a different yardstick is used to measure hazing practices as opposed to the same behaviour within the normal flow of life.

Typically the perpetrator is made and not born. They are often the model students who have been recognized by the system for their exceptional academic, sporting, cultural or leadership abilities. They themselves would have undergone hazing and through the experience would have felt a sense of affiliation with the group, a connection with those who had passed through the same system. They would have watched others being hazed and often would have eagerly anticipated in an opportunity to haze others (Lipkins 2006:31).

The ability of the perpetrator to be unimaginably cruel tends to come about when actions are not thought through and consequences are not carefully considered. When activities go wrong or get out of control this often leaves the perpetrator on the back foot and leads to his

responses spinning out of control, not unlike the average parent when pushed to their limits when disciplining a difficult child (Lipkins 2006:28). The perpetrator also believes that they are the custodian of a tradition and so must pass this worthwhile activity on as best he can. They feel that as the leader, they cannot be responsible for a break in tradition? They can also feel the need to add to the traditions; something with their own particular flavour or else just something more extreme than that which has occurred in previous years.

Inevitably in any group not all members contribute equally or are equally destructive in temperament. Every large group of perpetrators will include a sadist or a sociopath who pushes hazing activities to an extreme level and remains self-absorbed all the while. These types of perpetrators are difficult for adults to manage let alone for their peers. Sadistic or sociopathic individuals can cause an extreme amount of harm during a hazing season (Nuwer 1990:57). Johnson (in Cialdini 2001:79) makes the interesting contrary point that those who haze are not psychological or social miscreants but rather that they are slightly healthier psychologically and are showing their ability to adjust to circumstances. According to Cialdini (2001:79), those who haze are normal individuals who tend to be psychologically stable and socially aware; however they become aberrantly harsh in a group during the peak of a hazing event.

In much of the literature the perpetrator is referred to as the 'hazer'. As a group the perpetrator's main fear is that they get caught when subjecting victims to dangerous hazing (Lipkins 2006:75).

### **2.5.3.2 The bystander**

The bystanders are not actively involved in the hazing process. They are members of the group who would previously have undergone hazing and who would already have been accepted by the group. They are of a lower status than the perpetrators and are of a higher status than the victims. The bystanders tend to make up the majority of the group and without them the hazing practice can seldom occur, much like a play needing an audience before it is truly that which it was designed to be. This group of bystanders can be subdivided into active and passive bystanders. An individual may at times be an active bystander and at other times a passive bystander (Lipkins 2006:30).

Active bystanders, while not always entirely sure of their own motivating factors, are those who support the perpetrator's actions. They tend to cheer, much like spectators at a gladiator's fight. They have the "power" to push the perpetrator to further action. Active bystanders identify with the perpetrators, they support rather than oppose the process and they are emotionally disconnected from the victim, with little feeling of empathy for the victim (Lipkins 2006:31).

In contrast the passive bystander is highly empathetic to the victim and has a similar status level. They experience a strong sense of moral conflict between what they believe is acceptable and what they can tolerate being passively a part of. As they have a well-developed moral conscience. The passive bystander identifies with the victim and is more likely to suffer some form of psychological harm from being a bystander. They would like to be invisible or remove themselves from the situation but fear the consequences this could cause. The passive bystander believes that he is powerless and has a need to remain passive and in so doing please the authority figures (Lipkins 2006:33).

Bystanders and perpetrators may begin to speak about or even brag about hazing incidents days, weeks or even months after the event. This is often done to rationalize the hazing event or make the bystander or perpetrator feel whole again by regaining their sense of self-worth and strength. It is possible that they may need to haze others as part of a process to enable them to recoup themselves (Lipkins 2006:82).

### **2.5.3.3 The victim**

In much of the subject literature the victim is also referred to as the 'hazed.' The victims tend to be of a lower social standing than the rest of the group members often merely because they are newcomers. They feel positively about the group and would like to join it. They believe that no undue harm will come to them as they pass through the rigours required of them. The victim believes that being hazed will bring about a new level of status, please the authority figure, result in acceptance by the group and establish some structure or allow for a closer relationship with a role model, often the perpetrator (Lipkins 2006:29).

After a hazing event the victim may experience a loss of self-esteem and trust when they realise the true character of the perpetrator who may have been admired up until then. The victim may feel isolated as the hazing continues and the peer group continues to idolise the

perpetrators (Nuwer 2000:45). After an extreme hazing event victims typically need to speak about what happened. This usually occurs within thirty six hours of the event (Lipkins 2006:82).

Although not always the case, a victim seldom wants revenge or compensation after such an extreme experience. The victim would be satisfied if acknowledged and if the experience were validated and some degree of sorrow expressed by the perpetrator. The desire would be for life to return to normal and for there to be no repeat hazing experience (Lipkins 2006:116).

Victims of hazing may become violent in response to how the hazing made them feel and how it has put them in a particular status level within the group. This is a common and well documented response, with the most recent and well known being that of Dylan Klebold and Eric Harris who were routinely shoved into lockers and ridiculed. Today they are better known for their 1999 vicious revenge at Columbine High School (Nuwer 2000:57).

#### **2.5.4 The purpose of hazing**

The purpose of hazing people is multifaceted and not always well understood. Perpetrators have very different reasons for doing what they do whereas the victim's purpose is usually clear. Generally speaking the purpose of hazing is described by Finkel as an action with a view to initiate an individual or group into an organisation or institution to which the individual or individuals then feels affiliated (Finkel 2002:228).

Yet, the French researcher Michael Houseman (2001:39) believes that the purpose of hazing is unclear, for perpetrators, its victims and for bystanders. He recognises that one cannot be sure whether the activities included in hazing are play, outright abuse, essential functions or are spurious. Are activities contemporary or vestigial he asks? This makes the topic of hazing especially interesting, highly ambiguous and hence very worthwhile exploring.

According to Kelley and Thibaut (in Nuwer 1990:37) hazing possibly occurs due to the reciprocal rule which guides most human behaviour. This rule states that as regards behaviour, material things and actions, one person gives and then another returns something in kind whether to a greater or lesser degree.

Nuwer (2000:49) says the purpose of hazing is twofold. Either the victim is subjected to harsh treatment, shunned or ridiculed with an eye to getting the member to quit the group, or members of the hazed group with which the leaders can identify and who they would like to keep as part of the group, experience hazing. Their treatments aim to break ties with parents, friends or a previous group and to establish new ties with the new group. Another aim of this second type of hazing is to bring down the victims a level or two so that they are the lowest rank within the new group.

#### **2.5.4.1 The purpose of hazing as perceived by the perpetrator**

The perpetrator believes that the hazing process is a positive one and that it is his duty to pass on the tradition which has been in existence for what seems like an eternity. Hazing is perceived to bring about organisational respect discipline and loyalty (Campo, Poulos & Sipple 2005:138). The perpetrator believes that what he experienced served him well in achieving a sense of affiliation with the group and so this should be passed on. They believe it is his duty to haze and possibly that it is expected by authority figures or peers. They further believe that it is a test which should be passed by those worthy of the status of the group.

According to Hoover and Pollard (2000:12) another explanation says the perpetrator is desperate for revenge. They feel entitled to haze as they were hazed and so the experience is cherished as owing to him and anticipated with glee. Subconsciously the perpetrator needs to haze as the loss of dignity which he experienced when he was hazed can only be regained when he subjects another to hazing; this gives him back a “wholeness” of which he was previously stripped (Nuwer 2000:26). For the perpetrator hazing can be a joy, a duty and an obligation.

#### **2.5.4.2 The purpose of hazing as perceived by the victim**

When looking at the reason for adolescents participating in hazing activities one must remember that in this phase of life the adolescent has a strong need to test his own abilities and is strongly driven by the desire to be accepted by the group.

More often than not the victim sees the hazing experience as harmless, “fun and exciting,” rewarding and worth the discomfort of the challenge (Keating et al. 2005:105).

Victims are seldom able to identify the hazing activities for what they are. Hazing activities can however be categorised into two general subcategories which students are able to articulate as being a motivating factor for their participation in the activities. According to Hoover & Pollard (2000:12), these categories can be described by the following quotations: “*It was fun and exciting. We felt closer as a group. I got to prove myself*” and “*I just went along with it. I was scared to say no. I didn’t know what was happening.*” Less common reasons for participation include gaining status in the group, that the hazing is bearable and that it is a small price to pay for the passing on of a tradition. Others feel that they have no choice and some enjoy the physical challenge or fight that comes with hazing.

Research done by Campo et al. (2005:142) looked at the prevalence and profiles of hazing and the point at which intervention occurred within this hazing. The Lickert scale was used to indicate the feelings associated with the hazing experience and the overall response indicated that the experience was positive. The reasons given ranged from hazing having strengthened ties between fellow members, weeded out weaker members, been an effective method of initiating members and been fun.

This should not however justify the events as while most victims feel positive, not all do. Some victims have found hazing antics to be far from harmless, leaving them with physical and emotional scars and in some cases they unfortunately end in death. This in an era when adolescents are exposed to reality television programs like *Fear Factor* and *Survivor*, both of which encourage and glamorize risk taking and result in the setting of increasingly challenging hazing rituals (Bueschel et al. 2006: 1).

For the victim hazing is “fun” yet remains a challenge to be overcome and something to be endured. But when hazing goes awry many victims feel less positive about the events. They perceive the process as something to be endured and hope it is a means to an end, ultimately bringing acceptance and affiliation with the new group.

Interestingly, according to statistical research done by Campo et al. (2005:144), students believe that hazing is harmful. However, the students were neutral as regards their own susceptibility to harm should they participate in hazing activities.

Both groups, the perpetrators and the victims, share the belief that the experience will bond the new group together and fast track the process of acceptance; the literature however does not support this.

## **2.6 STAGES IN THE HAZING PROCESS**

The hazing process can be divided into three distinct phases. These phases are very similar to the three phases which occur during rites of passage and not all are potentially harmful. The three phases are described as: initial phase, transition phase and acceptance phase.

### **2.6.1 Initial phase**

During this phase the newcomers are invited to their new environment. They are made to feel special and welcome. Possibly this is part of the marketing strategy of the new environment especially when considering that schools often need to compete with one another to get either top learners or just fee paying learners. In the US there is a level of competition to get members to belong to fraternities or sororities. Hence this phase is characterised by positive feelings. During the initial phase a level of contact is broken with outsiders. With school children they leave primary school and enter the unfamiliar environment of a high school or they could leave home and enter a boarding facility. The newcomer finds them self alone and with this comes a level of vulnerability (Campo et al. 2005:138). In the case of individuals living away from home this phase is also characterised by very normal communication with those at home as they are still very much in the “honeymoon phase” (Lipkins 2006:67). During this phase the newcomers are still decidedly outsiders even though they are in their new environment.

### **2.6.2 Transition phase**

Depending on the nature of the new environment this phase may begin a few days into the journey within the new environment or it may occur a few weeks of even a month after the start of their new experience. In the transition phase the newcomer has a strong desire to be a fully integrated part of the new environment.

During this phase hazing occurs and the newcomer wanting to fit in seldom raises a flag to draw attention to the negative aspects of hazing as the newcomer would like the affirmation of the group and strongly fears the aggression of the perpetrator (Campo et al. 2005:138).

The nature of the communication of the victims with one another and with their families tends to change during this phase. They become less communicative as they fear that communication with a supportive or interested person may cause them to drop their guard and explain what they had to endure. In an attempt to prevent this they either restrict communication or are difficult to get responses from (Lipkins 2006: 67).

During this time the victims mentally promises themselves that they will not inflict any of the negative activities on other newcomers which they may at some point need to haze. They tend to hold the opinion that activities which are too difficult to manage should be removed from the repertoire by an authority figure (Perold 2009).

### **2.6.3 Acceptance phase**

This phase is a short yet an extreme phase. It is characterised by having to pass a “test” of sorts which will allow the newcomer to be accepted into the new environment. The “test” is something which all newcomers are made aware of and the event is built up to be almost unmanageable. It will be discussed as an almost impossible task to achieve and often blown out of proportion by the perpetrators so as to give a great value to the “test” and the passing of it. In fraternities this would be termed “Hell Week.” In a local and gentler environment it may simply be streaking from A to B, surviving a camp or tour or passing a written test set by the perpetrators. Once the “test” has been passed the acceptance phase does a one hundred and eighty degree turn and the long sought-after acceptance is forthcoming. This heralds a time of celebration which can be enjoyed by both the perpetrator and victim. Strangely both now find themselves in the same group and any animosity felt by the victim for the difficulties experienced in former stages is now simply forgotten (Lipkins 2006: 68).

Finally the victim, having survived, returns to their old former habits and style of communicating with those close to them. The secrets of many of the humiliating or harmful activities remain hidden in the psyche of the victim until the process begins again the following year when the victim gratefully finds themselves as bystanders to the process.



With the negative aspects suppressed, the victim now understands the process of hazing and often has a positive anticipation of repeating it in years to come. The victim reviews his former opinion on any authority figure being allowed to restrict the level of abuse which occurs during this phase (Perold 2009).

#### **2.6.4 The concept of the Second Hazing**

While not related to the three former phases of hazing the concept of the Second Hazing sometimes in extreme cases occurs after hazing has gone awry and been made public. The second hazing occurs as a typical unplanned and unconscious response to the code of silence which surrounds hazing being broken. It is the community's response to the hazing event being made public. The public respond to the incident by either supporting the perpetrator or the victim, although it is usually the perpetrator who is supported. In an attempt to maintain a positive identity for the group, the leaders distance themselves from specific hazing incidences. A report of the hazing event is perceived as an attack on the group and hence a counter attack is a natural response which the community then gives by supporting one of the parties, either the perpetrator or victim. The perpetrator in an attempt to diminish the report of hazing will diminish the significance of the event or deny that the event took place at all. The more threatened the group feels, the greater the associated level of denial. The community at large as individuals and or with the help of the media discuss the event and in so doing often process their own hazing wounds. They eventually make a collective judgment on the hazing event which often leaves the victim feeling more isolated than ever as frequently the victim's friends and family are drawn into supporting what is familiar to them, namely the hazing process. The perpetrators tend to feel elated and less anxious as a result of this second hazing (Lipkins 2006:140).

### **2.7 METHODS OF HAZING**

A wide variety of ways in which to haze have been developed by young minds and documented by researchers. Many of the methods require a victim to endure a physical hardship which is then coupled with the psychological aspect of having to survive the process. The physical evidence of hazing tends to be concealed from family, friends and medical practitioners; the scars are not worn as medals of honour. The concealment of

injuries is typical of victims of abuse. Again relativity must be considered when discussing what constitutes hazing. A single activity can be considered hazing by one person yet to another the activity is “fun” or a harmless prank.

Many of the following types of hazing occur in conjunction with the intake of excessive levels of alcohol. In the given context of this study, this particular aggravation is less likely to occur. Bearing in mind the consequences which the combined influence of alcohol must have on the nature of the hazing, it is nonetheless worth considering as a cognitive exercise (Ross 2009).

At this point in history, high school hazing has not yet resulted in death, yet hazing at universities has been responsible for at least one death every year since 1970 (Ross 2009). While incidents of hazing become increasingly dangerous, the alarm bells should be ringing and the necessary actions should be being taken by educators to prevent deaths due to hazing.

### **2.7.1 Striking and kicking**

Included under the umbrella of striking and kicking comes, beating (with or without an object), paddling (hitting with a wooden paddle), whipping and kicking.

Paddling is common practice in the US. Michael Olmert theorized in the *Smithsonian* (in Nuwer 1990:137) that paddling is the re-enactment of a primitive custom. It was believed that the victim’s evils and immaturities were transferred to the wood. Thus the origin of paddling is in fact barbaric.

In January 2010, students were arrested after a pledge accused them of striking her 200 times with a wooden paddle, sending her to the hospital (Williams 2010). Students have suffered fractured skulls as a result of being slammed into a wall. In 1994 at the State University of Missouri a fraternity member was extensively beaten by seven fraternity members. The perpetrators left the student in a vehicle while they went to enjoy a meal at a fast food restaurant. The student died in the vehicle as a direct result of the severity of the beating (Williams 2010).

Students are often left with bruises and welts from various forms of beatings whether from wooden or metal objects as was the case in the Parktown Boys High School incident in 2009.

This included the beating of a group of Grade 11 boys late one night, at the boarding school facility of the Parktown Boys' High School, Johannesburg, South Africa (Ritchie 2009).

When a "mass" beating, also known as a "jump-in" or "beat-in" occurs, a victim is beaten by a number of perpetrators for an allotted period of time (Finkel 2002:229).

### **2.7.2 Blood pinning**

This practice, also known as "blood winging," is more often than not associated with the military. It is characterised by the pinning on of wings or a badge, into the chest skin of the victim by the perpetrator. The sharp pins behind the wings are said to cause severe pain and bleeding (Finkel 2002:229).

### **2.7.3 Scarring**

This type of hazing leaves a permanent mark on the victim and includes branding, tattooing, cigarette burns and burning. It is associated with many of the Black fraternities in the US where recipients can frequently be seen bare chested on beaches "wearing" the scars which bond them to their fraternities. They in turn seek out and provide connections for Black fraternity brothers. The bearing of a scar from hazing is the exception rather than the rule (Ruffin in Sterner 2008:13).

In sororities young woman have suffered burnt lips as a result of drinking some form of alcohol which has been ignited (Finkel 2002:230). The alcohol would have burnt more slowly than expected or the area of alcohol spilled around the lips would have to have been larger than anticipated as the alcohol in drinks should burn quickly, easily and at a sufficiently low temperature so as to limit severe burning.

Branding is common in both African American and Caucasian fraternities and sororities in the US. Even third degree burns have been known to occur. On occasion brandings which have been sufficiently severe have required treatment by plastic surgeons to graft skin onto victims' injuries (Finkel 2002:230).

The shaving of body parts, while not an entirely accurate fit for this category, is mentioned here; the common factor being the mutilation or alteration of the body. Victims are required to shave heads, limbs, eyebrows or the pubic area. These activities tend to be limited to the hazing of males (Johnson 2000:65).

#### **2.7.4 Drowning and near drowning**

Victims are forced to swim in either inappropriate attire, during unsuitable weather conditions or unsuitable swimming conditions. This is sometimes combined with alcohol consumption. In 2002, Kristin High and Kenitha Saafir were on a Los Angeles beach very late at night for a pledging when a high wave swept them out to sea and they both drowned (Ross 2009).

#### **2.7.5 Confinement**

Confinement can take a variety of forms. Possibly the most frequently used is taping a victim so that they are unable to move. Movement can also be restricted by handcuffing victims or locking them in rooms. In the US it is not uncommon for victims to be locked in the boots of motor vehicles and in more extreme cases the victim is put into sports equipment bags before being placed in the motor vehicle boot (Senelick 2012). A death associated with the restriction of movement occurred when a victim was forced to dig a grave and then climb into it. Unfortunately the grave sides collapsed resulting in the death of the victim due to suffocation (Cialdini 2001:78).

#### **2.7.6 Calisthenics**

This is a very common form of hazing and possibly is a throwback from the military and related to the fitness required in both the military and sports teams. It is also considered to be harmless as the exercises done in isolation in many cases are in fact harmless to normal healthy young adolescents with no history of medical conditions. Calisthenics may include endless push-ups, squats and wheel-barrows or crawling on one's stomach through muddy or dry river-beds (Houseman 2001:1).

The consequences of calisthenics can be flesh wounds, exhaustion, heat stroke, dehydration and in extreme cases death. In 1980 a hazing victim died after having had to practice calisthenics in a steam room. Another hazing calisthenics death occurred again in 1981 when a victim was forced to do extreme calisthenics in winter clothing on a hot day (Finkel 2002:230).

### **2.7.7 Consumption of non-food substances**

Perpetrators have required victims to consume a substance as simple as water but should this be done to the extreme it has been known to result in death. In an extreme case at Plattsburgh State University in 2002 a first year student, Walter Jennings, on joining a fraternity, was forced on several occasions to drink vast quantities of water through a funnel until he vomited. This resulted in the thinning of his blood which led to the swelling of his brain which ultimately caused his death (*Stophazing.org* 2009).

Often everyday substances are consumed in a form other than the normally accepted form, for example, eating raw eggs with uncooked flour. Hot substances, chilli sauces and laxatives are frequently used favourites. More fringe substances which are known to have been consumed are blood, faeces, pubic hair and urine (Finkel 2002:230).

The public consumption of an infamous Stan soup in the Luxembourg gardens is documented to have contained the following ingredients; three kilograms of dog food, two boxes of cat food, five hundred grams of decaffeinated coffee, three packets of marshmallows, one boiled pigs head, three boiled pigs tails, three boiled chicken heads, twelve litres of vegetable oil, three litres of vinegar, six litres of milk, twelve litres of Coca-Cola, two litres of red wine, one hundred millilitres of Tabasco sauce, five hundred millilitres of cod-liver oil, two hundred and fifty milligrams of nicotine tablets, two and a half litres of beer and bicarbonate of soda (Housemen 2001:2). Considering this list it seems that any substance in any quantity could be considered by perpetrators as useful during a hazing process.

### **2.7.8 Sexual abuse**

There is a vast body of evidence which falls under this heading. The activities demanded range from simulating sex, to rubbing undesirable substances on genitals to inserting foreign objects into anuses to rape and sodomy (Finkel 2002:231).

The following examples of hazing with a sexual nature are included to illustrate the more recent trends in hazing. In Wisconsin, three students taped the victim's buttocks and sodomized the victim with a mop handle. In Massachusetts a hazing perpetrator ordered victims (young boys) to climb naked into sleeping bags together and to dangle various objects from their erect penises (Edelman 2004:2).

In a South African context the rubbing of *Deep-Heat* onto victims' penises seems to be a common practice (Rimmer 2009). Another one is giving younger boys wedgies and then hanging them from their underwear until the underwear breaks. The underwear is left hanging, possibly representing a set of trophies (Johnson 2000:46).

### **2.7.9 Psychological abuse**

Psychological abuse, degrading a person and humiliation are common hazing practices. It is often difficult to categorise activities within this group as the form in which it takes place can be subtle. Often it is a matter of opinion as to whether or not it is in fact hazing. Many perpetrators and victims are unaware that they are involved in psychological hazing simple because they tend to have a very narrow definition of hazing and believe that actions can be classified as hazing only if the incident is extreme, for example, being tied up, beaten or raped (Campo et al. 2005:146). This form of abuse is known to take on a variety of forms but for the sake of brevity, they have been categorised into two, namely verbal abuse and humiliating performances.

### **2.7.9.1 Verbal abuse**

Being yelled at cursed and sworn at are common practice in both mild and extreme types of hazing (Campo et al. 2005: 140).

### **2.7.9.2 Humiliating performances**

According to Allen and Madden's (2008:8) published list of activities which constitute hazing, attending a skit night in which others are humiliated and forced either as an individual or in a small group to sing and chant at an event when this would not constitute cheering is a form of hazing.

Memorising trivial information, carrying unnecessary objects, receiving an unwanted nickname and wearing clothing other than what one would normally choose to wear can also be considered forms of hazing even though they are not performances as such.

### **2.7.10 Sleep deprivation**

When hazing occurs over a long period of time the victim can become worn down and less likely to assert himself if he is continually sleep deprived. Unfortunately perpetrators as a result can also become sleep deprived and this badly affects their ability to act rationally and take appropriate control of the hazing process under hand (Hoover 1999:23).

### **2.7.11 Falls**

This is a less common form of hazing. It includes the unexpected and unplanned result of falling off roofs, bridges and ledges (Finkel 2002:230). On rare occasions falling when crossing unfamiliar terrain in the dark has been documented and was referred to in the history of hazing above when a Cornell University student fell to his death in 1873. Falls do occur more frequently when victims are blindfolded.

### **2.7.12 Excessive alcohol consumption**

Less so at school level, but alcohol is added to the list of ways in which hazing is performed. While not always an end in itself alcohol changes the dynamics of the group and of hazing when consumed in conjunction with hazing activities. Alcohol increases the likelihood of something going wrong as it acts to dull the senses, reduce inhibitions and makes teenagers feel more invincible than they on average already do (Levy 2004). This, coupled with the compromise in motor skills which is caused by the consumption of alcohol, makes adding alcohol to the mix of hazing a very dangerous activity.

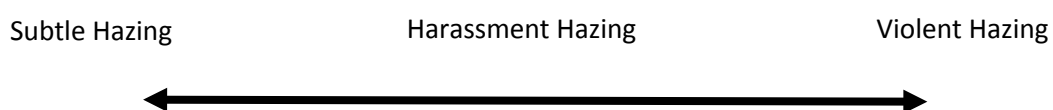
### **2.7.13 Other**

There is a vast body of hazing activities which vary in degree and cannot be categorised. A few examples are given to illustrate the length and breadth of hazing activities: lard sliding, which involves stripping and slathering of one's body with lard or margarine and sliding along the floor (Pomerantz 1995), placing ones feet under the legs of a chair and having someone sit on the chair until the bones in ones feet break, and eating whole liver are a few different examples (Cialdini 2001:78).

### **2.7.14 The Hazing Continuum**

The variety of types of hazing activities can be viewed in a particular context as suggested by Radhill and Allen on their website [stophazing.org](http://stophazing.org) (*Stophazing.org* 2009). On it they explain the Hazing Continuum which classifies hazing activities into three areas on a graduated scale. The categories are neither mutually exclusive nor exhaustive. The concept of the Hazing Continuum is illustrated as follows:

**Figure 2: The Hazing Continuum**





According to Radhill et al. (2009) the activities which would be included in the category of subtle hazing are those which seem innocuous on the surface. The purpose of this type is to make victims feel inferior prior to being fully integrated into the group. The emphasis is on humiliation and embarrassment. Activities would include: memorizing trivial information, carrying unnecessary items, designated periods of silence and the receiving of an unwanted nickname. Harassment hazing includes activities which cause physical and psychological harm during the orientation period. The following are examples: the running of personal errands or serving a perpetrator in any way, wearing a uniform or part thereof other than the prescribed or commonly accepted attire and deprivations of any type (e.g. sleep deprivation). Violent hazing includes both physical and psychological components. It is usually this category of hazing that is spoken about and frequently makes it to the media. The category includes beating, scarring, forced alcohol consumption, sexual abuse or simulation of sexual activities, kidnapping and exposure to extreme weather conditions without the appropriate attire.

## **2.8 CONSEQUENCES OF HAZING**

Considering the large number of people who have been subjected to some form of hazing one would imagine that the consequences of the practice were extreme. For the vast majority of people the hazing experience is a manageable one with negligible consequences. Nevertheless, a holistic appraisal of the consequences must be made: are they more positive than negative? According to Hoover & Pollard (2000:10) the list of positive results of hazing include: gaining a positive life experience, finding it a maturing exercise, feeling as if they had “woke(n) up,” experienced joy, elation or satisfaction, a natural high, found it challenging, and were glad or relieved to know that they and others had be hazed and had had fun. Nonetheless they state that three-quarters of American high school students report one or more negative consequence. These include: getting into fights, committing a crime, getting injured, considering suicide, fighting with their parents, doing poorly at school, discontinuing socialising with friends, missing a prior arranged commitment for example a sports practice, getting into trouble with the police, hurting someone else, being convicted of a crime, experiencing difficulty sleeping, eating or concentrating, being depressed, crying all the time, suffering low self-esteem or experiencing an emotional breakdown (Hoover & Pollard 2000:10).

Needless to say some, of the physical consequences like those requiring remedial plastic surgery, paralysis or even dying remain extremely negative consequences of intense hazing.

## **2.9 PSYCHOLOGICAL FACTORS WHICH HAVE AN INFLUENCE ON HAZING**

Due to hazing being something that humans inflict on other humans, a discussion from a psychological perspective is warranted in an attempt to gain an understanding of both what it is and why it occurs. Owing to the complexity of the phenomenon, many psychological perspectives have been documented as reasons or contributing factors to hazing. Due to its broad nature it cannot be explained from a single perspective and so aspects of the following psychological standpoints should be combined so as to gain a fuller understanding of the phenomenon.

### **2.9.1 Cycles of abuse**

Frequently documented is the concept of cycles of abuse within more general forms of abuse and this continues to be cited as a motivating factor or justification for hazing. The concept is a well-known, simple one which could account for the frequent reference to it as being a motivating factor for hazing.

Those individuals who have been hazed are believed to be more likely to haze others. This is thought to be due to a displaced desire for revenge (West & Clarke: 2011). During the process it seems inevitable that each set of perpetrators will add their own flavour to the process of hazing and so each year the bar is effectively raised.

### **2.9.2 Cognitive dissonance, severity-attraction hypothesis and severity-affiliation-attraction hypothesis**

While each of the theories of cognitive dissonance, severity-attraction hypothesis and severity-affiliation-attraction hypothesis are stand-alone theories, seeing them in conjunction with one another leads to a better understanding of each.

Cognitive dissonance comes about when a person simultaneously holds two opposing views. This causes a tension within the individual and as a result the individual adapts or changes one of their views in an attempt to reduce the internal tension caused by the opposing views (*Preventing hazing at Harvard* 2009). For example, when a victim who considers them self to be intelligent is forced into participating in a degrading act during hazing, the individual lessens the degree of the degrading act simply by association. He convinces himself that “it was not so bad” and so reduces the conflicting tension between an intelligent person’s action and his participation in a degrading act. As a result he is now able to regard the group he would like to be affiliated with, or the perpetrator in a positive light (*Preventing hazing at Harvard* 2009).

Cognitive dissonance should be considered in conjunction with the severity-attraction hypothesis. According to Aronson and Mills (in Aronson et al. 1999:24), the severity-attraction hypothesis states that in general, the more effort an individual puts into reaching a goal or objective, the more the individual values it. When a person strongly desires to join a group but hears that the hazing requirements are extreme, the individual believes there is greater merit in joining it as opposed to a group which demands a milder degree of hazing before affiliation. Aronson and Mills (in Aronson et al. 1999:24) hypothesise that individuals rationalise the goal or objective thinking it worthy of the extreme effort in an attempt to reduce their own level of cognitive dissonance.

The severity-affiliation-attraction hypothesis is similar to the severity-attraction hypothesis and was proposed by Lodewijk and Syroit (2001:89). According to them, when someone is placed in a threatening or stressful situation the individual will identify with other individuals, especially those who have experienced a similar situation. As the level of threat or stressfulness increases, so does the bond between those who experience the situation and those who have previously experienced a similar one. When joining a first rugby team requires a severe beating prior to participating in rugby festival matches, new players will identify more strongly with players who have in previous years experienced the beating.

Lodewijk and Syroit (2001:89) tested both the severity-attraction hypothesis and the severity-affiliation-attraction hypothesis and produced interesting results. The results suggested that a

general initiation-affiliation-attraction relationship did exist, indicating that average initiation conditions do bring people together but not to a significant degree. Their research, however, did not show significant support for either the severity-attraction hypothesis nor for the severity affiliation-attraction hypothesis. While Schachter and Lodewijk's research remains some of the most relevant and current on initiation, it continues to complicate and confuse the accepted understanding of practitioners and researchers and so hinders the development of accurate theories on hazing.

### **2.9.3 Group think**

Vecchio (2007: 70) describes a process in highly cohesive groups where faulty decision-making comes about through the convergence of dynamics, including pressure for unanimity, suppression of individual moral objections, and degradation of outsiders. This results in the group being unable to realistically appraise alternative courses of action and may contribute to the disregard for the safety of others. Sociologist Lionel Tiger (1969:126) explains that for an adolescent, loyalty to the group far outweighs moral qualms. Learners are not educated in how to resist hazing nor in how or why not to haze others. As a result the concept of group-think continues to be a motivating factor for the continuation of hazing.

### **2.9.4 Interpersonal Dependence Hypothesis**

The Interpersonal Dependence Hypothesis looks at the power relationship between two individuals. The hypothesis can be extrapolated to understand the relationship between groups as well. Ellsworth (2005:21) explains the power play as follows: when an individual endures very poor treatment within a relationship, knowing that very good treatment is possible, the individual will tolerate the situation and during this time a high degree of dependence is fostered. The treatment which the independent individual metes out is a reflection of his power over the dependent individual. He determines when poor or excellent treatment is dealt out. The dependent individual will conform to the wishes, attitudes and opinions of the independent individual in order to avoid negative consequence and this also lessens the dependence. Through this the power of the dependent individual is increased and that of the independent is decreased, enabling the dependent individual to gain greater control over their treated.

The Stockholm Syndrome was so named after a hi-jacking in Stockholm. In this case the perpetrators spent a lot of time with their victims and eventually a relationship between the two groups developed allowing each see the other in a positive and protective light (Burton 2012). This psychology can be applied to the hazing situation. The perpetrator sets up a dependence relationship with the victim through his negative treatment using hazing activities. Should the victim comply with the wishes, attitudes and opinions of the perpetrator, counter power falls into the hands of the victim and gives him some control over the hazing activities.

### **2.9.5 Meta-play**

The concept of meta-play is discussed by Houseman (2001: 37) who uses it to explain hazing. He states that meta-play is conventionalised embedding of play within itself. This is illustrated by the example of a child who plays a game and in that game the child pretends to be playing a game; in other words there is a game within a game.

The perpetrator has certain expectations of the victim. As the hazing process sinks to varying degrees of abuse, the victim is expected to maintain a constant level of cheerfulness and thank the perpetrator for what they are doing. In some situations the victim must sing both joyfully and enthusiastically to indicate a positive frame of mind or attitude to the process.

Bourdieu (in Houseman 2001:38) explains the process of integration of young learners into elite schools in France, *grandes écoles*. These youngsters are preordained for positions of privilege or power by virtue of their birth. The system itself is hierarchical and the youngster is required to learn and experience the hierarchy in action. It is partly through hazing that the youngster learns this and becomes a cog in the wheel of the institution. And so the process is required and justified as it maintains the social structure.

The following extract from Wacziarg is quoted by Houseman (2001:39) and describes a hazing event at a preparatory school in the suburbs in Paris. It bears many similarities to hazing across the globe and in South Africa and is an interestingly typical and peculiar set of activities to subject any person to. It is hoped that the quotation allows for a better

understanding of hazing as a human experience rather than an expression of a culture or particular institution. It also exposes the emotional tone under which the hazing occurs.

In total silence, the blindfolded students are led around the grounds and buildings in single file, at times on their knees. They end up with their noses pressed up against a wall. Suddenly, high-pitched shouts in an almost incomprehensible language (with Zs inserted in every word) fill the air; they are copiously insulted and told to keep their arms in the air and their feet .pi over two, assholes (i.e. at a 180 degree angle).

Following an endless speech on their utter worthlessness and the importance of co responsibility, the new students are called one by one, answering to their name with “a total asshole here, sir” (*tout con mon CDBI*, a *CDBI* being the *Chargé du bizutage intensif*). In turn, each new student is dragged off to the side and made to kneel. When the blindfold is taken off, he/she finds him/herself in front of a tribunal composed of a dozen or so upperclassmen in military getup, some with heads shaved and baseball bats in hand, others with impersonal, neutral face masks. The leader, the judge, points to the kneeling student: Asshole. Guilty. Execution. While the student’s arms are firmly held, large amounts of eggs, flour, ketchup, mint syrup and cod-liver oil are poured on his/her head; a hot pepper is stuffed in his/her mouth and he/she is shoved to the side to join the other previously executed students, disoriented, dismayed, with heads bowed.

Once all the executions are over, the upperclassmen start screaming anew. The new students are then led in single file to a new pleasure: the *.Rio Disgusto*. (*Rio Crado*). They must crawl on their stomachs along a dry river-bed filled with rocks and thorny bushes, holding onto the ankles of the person in front and singing “this is the easy life, I hope it lasts forever; the more I crawl the more I cum” while the upperclassmen shout and make fun of them. Most begin bleeding at their elbows and knees.

This ordeal is followed by a session of push-ups in which the upperclassmen break eggs on the heads of those who perform the exercises too slowly. Any attempt to rebel is immediately met with a new “execution” and further tribulations.

Bateson (in Houseman 2001:41) interprets the above activities from an alternative perspective. Not from the observation of the above: ‘This is play’, but rather raising the question ‘Is this play?’ Bateson interprets from a meta-play perspective. Explaining how the playful nip the bite does not denote the bite, or the intention to harm. The horse play and possibly a few injuries do not denote violence or the intention to harm but rather just horse play. When hazing, the opposite can apply, it seems like fun, a game but possibly the intention is in fact to harm? During a solemn ceremony ‘garbage’ is dumped on a victim’s head. One interpretation of this could be that one is being put to death via the placement of an offensive substance on one’s head. Bateson believes that this is not the case but rather that,

like being put to death, the victim has now 'died' and is under total submission to the violent authority figure, the perpetrator.

The manner in which perpetrator and victim relate tends to be paradoxical. Hazing activities are burlesque in presentation, sometimes ceremonial and solemn and at other times casual and light hearted. These activities, ostensibly undertaken in a common spirit of play, become questionable when the body and/or mind incur harm. The paradox is further confused by the hazing activities seeming to be voluntary in nature. Yet if victims indicate even the slightest degree of rebellion, their hazing becomes more extreme, making the victim acutely aware of where the authority lies.

Victims have a gauntlet to walk in deciding how to respond to the hazing process. In spite of the fact that they are being mistreated, they must continue to participate in a light hearted manner giving no regard to the pain or humiliation being meted out. As the process continues, leaders within the group and eventually the group as a whole start to anticipate and pre-empt the hazing. Eventually the victims defiantly begin to ask for more poor treatment showing that they have now internalised the role of the perpetrator. The victim pretends that the hazing activities are a game and that the pains endured are in fact a source of pleasure. All this happens, while knowing that the contrary is true and that the perpetrator knows that they do not believe the pretence. The victim can be said to be playing at play, a concept described as meta-play in action.

Meta-play in this context seems to be the individual's way of protecting himself. The hazing activities to which the victims have been subjected are neither perceived to be simple simulations nor outright mistreatment. The victim simply pretends to pretend and finds himself in a situation which he cannot take seriously yet circumstances demands that he do just that. The question is asked whether the hazing activity is meaningful. In truth the exact nature remains unclear and leaves the victim asking them self whether the experience was play or a traumatic event.

### **2.9.6 Extended Parallel Process Model (EPPM) and the Health Belief Model (HBM)**

The theories of Extended Parallel Process Model (EPPM) and the Health Belief Model (HBM) are relevant to a discussion on hazing as they look at the relationship between the choices of an individual and the influence of attitudes, beliefs and the social environment on

decision making (Campo et al. 2005:139). Usually an individual's behaviour is determined by their own attitude, the attitudes of significant others, volitional control and behavioural intentions. According to EPPM fear can cause a change in behaviour if severity, susceptibility, response, efficacy and self-efficacy are presented. The HBM indicates that if the individual perceives a personal threat to be sufficiently great they will weigh the benefit of suffering the threat against not suffering it based on their perceived susceptibility, benefits, barriers and cues to action. These are possible motivating factors which come into play when perpetrators and victims make decisions to participate in hazing. It is asked whether the hazing activity allows each party to act within his normal motivating factors, that is his own attitude, the attitudes of important others, volitional control and behavioural intentions. Or will his behaviour be adapted by the given circumstance having brought about a sufficiently high perceived level of threat? The student must decide whether to undertake the hazing action or not based on his perceived susceptibility, benefits, barriers and cues to action. It is hoped that both the perpetrator and victim are always thinking and weighing up their need to take certain action versus the consequences of not taking such an action during hazing.

Using EPPM and HMB, Campo et al. (2005:145) identified the following as factors which would predict hazing behaviour. A perpetrator is characterised by identifying himself as a potential hazing perpetrator, possibly not in these terms, as being a leader and believing that hazing builds group cohesion. The victim can in turn be identified as being male, having a high need to belong to the new group and being convinced that his friends believe in hazing. A combination of these factors significantly increases his likelihood of participating in hazing.

### **2.9.7 Lack of external constraints**

For any effectively functioning society to exist it needs to have rules or laws according to which its members abide. Social order can therefore be said to depend on a shared agreement to conform to given behavioural norms and a level of accountability to those norms. In a normal society when the external enforcers of the norms is removed or perceived to have been removed, the members no longer conform to the laws to which they were previously accountable. For example, when a tornado strikes, looting is often a consequence. Other examples of the suspension of normal behaviour are the abusive treatment of prisoners of war in Iraq or the Enron corporate scandal.



Hazing tends to occur below the radar and hence those involved experience a lowered need to comply with social norms or the “laws” of society. It is against the backdrop of the lack of accountability that hazing perpetrators become most at risk from deviating from social norms. Perpetrators within a hazing environment seem to suspend their moral compasses or abdicate their own values and take on those of the group. Inevitably no one takes ownership of this and they behave unlike they would typically do (Campo et al. 2005:139).

### **2.9.8 Conformity and obedience to authority**

An overwhelming body of very interesting evidence exists which shows how people almost mindlessly conform to the wishes of a given authority and specifically how one individual is willing to inflict harm on another. Milgram and Zimbardo (in Cialdini 2001), while unconventional and possibly unethical in their approach, provide evidence of this.

In Milgram’s experiment (in Cialdini 2001:181) subjects were pressurised into delivering what they believed were highly painful, if not lethal shocks. The recipient screamed in the neighbouring room when an incorrect answer was given. Most subjects delivering the shocks seemed to respond to the authority figure in the room that expected the subject to comply and deliver a shock. It seems as though the subject lost their ability to act rationally and independently once they were placed in a subordinate position.

In Zimbardo’s experiment at Stanford University in 1974 (Zimbardo 1974:243), the university adapted some rooms in the Psychology department so that they resembled a prison. Students, after extensive psychological and medical testing, were arbitrarily assigned to be wardens or prisoners. Both groups took their roles extremely seriously. The two week experiment had to be abandoned after just five days as the degree of abuse being meted out by wardens was very severe. From this we can see that human nature tends to conform and people become obedient to the expectations made of them in a very compelling and irrational way.

## **2.10 FACTORS WHICH CONTRIBUTE TO AND INFLUENCE HAZING**

A wide variety of identified and as yet unidentified factors have an influence on the nature of hazing. Gender, race, class and the influence of adults within the immediate surroundings have been identified as contributing factors.

### **2.10.1 Gender**

While both males and females are subjected to and experience hazing, its nature differs significantly between genders.

#### **2.10.1.1 Males**

According to Johnson (2000:20) masculinity is a socially constructed, ideologically driven concept. Central to its theme is the patriarchal relationship which supports the male-female gender dichotomy which enforces the unequal power relationships between men and women in favour of men (Kid in Johnson 2000:18). This influences how men haze and how it is received within all-male groups like sports teams, military ranks, fraternities and monastic schools.

Hazing can be used to replicate and perpetuate the masculine identity in the absence of a cultural initiation practice. It can be used to reinforce patriarchal relationships especially when away from the eyes of common society. When men carry out hazing in secret they are able to express their masculinity without having to take a female presence into account (Johnson 2000:17).

The process entrenches the relationship of power: held by the perpetrator and sought after by the victim. Other components entrenched include the marginalisation of homosexuals, sanctioned use of aggression, use of social isolation, tolerance of pain and devaluation of women (Dunning 1986, Kidd 1987, Messner 1992, Ronger 1990, Sabo & Panephto 1990, Young, White & McTeer 1994, in Johnson 2000: 18).

The marginalisation of homosexuals has not been found to be a specific target area within hazing. This is possibly due to the fact that homosexuals, like women, are viewed by many males to be a subordinate group and so their hazing would not specifically occur within a monastic group. Instead normal male hazing tests the masculine traits that the dominant heterosexual male wishes to pass down. Tests are created to achieve an acceptable level of manliness within the group which, by its very nature, would marginalise many, including homosexuals.

All other cultural components being passed down can be found within hazing practices and hence one must consider that the hazing activities are aimed at the passing down of a western culture, similar to that found in monastic school in Gauteng due to the lack of another dominant and well defined culture for example Judaism or an isiZulu culture.

According to Loy (in Johnson 2000:23) four common characteristics link male-only groups exist. These are:

- i) Competitive, peer based, age graded, segmentally bonded, male dominated groups that emphasise the pursuits of prestige through physical prowess.
- ii) Established codes of honour and violent performative masculine styles.
- iii) they represent "where the action is", (e.g. character contests, special kinds of moral games, testing moral attributes such as composure, courage, gameness, integrity and subjected to social evaluation). The in and happening crowd, who can meet a valued challenge.
- iv) in large measure they are modern tribal groups. Possibly what one would commonly consider to be a typical gang.

These characteristics are commonly found in groups where hazing activities are common practice, namely sports teams, in the military, at fraternities and in monastic schools. In light of this it is worth asking whether hazing is a subset of actions which form part of an orientation programme or a code of conduct in a male-only group.

Eileen Stevens (in *Stophazing.org* 2003) documents the death of a freshman, Chuck Stenzel. Chuck was a member of a fraternity house where drinking is valued, Klan Alpine. Members

receive instant respect if they can drink a lot and even greater respect is shown to those who can hold their alcohol well. For a young adult there are a limited number of ways in which to demonstrate masculinity, the main ones being how well built one's body is, how one handles alcohol and how successful one is with women. Chuck had been accepted by his peers at home where he was well accepted as a member in a gang of seven. He had his own boat and was able to do a man's job of clamming at an early age. He was a better than average athlete, well built at six foot and never wanted for female attention. Yet when he moved to university the measure of his masculinity was to be dictated by the fraternity house, Klan Alpine. When it came to the Klan Alpine Tapping Night when new members were to pledge and prove that they were men, he submitted to the authorities who had the 'power' to validate masculinity. The end result was the death of Chuck Stenzel due to an alcohol overdose.

Anthropologist Lionel Tiger (1969:166) identifies young males as being a special group within society. He says the massive increase in testosterone brought on by evolution and its consequent aggressive behaviour should always be borne in mind. He believes that hazing stems from males' basic competitive drives which include sexual competition and the desire to find a comfortable niche within a group. Society does not allow the aggression which stems from this to be acted out indiscriminately. It expects this testosterone-loaded block of society to function in a coeducational environment in which they are constantly challenged by women who determine sexual boundaries, compete academically and dictate means of contraception. It is possible that these pressures drive men to act more aggressively when part of a male only group.

Tiger (1969) believes that hazing reflects "in pathological ways" normal relationships between young males and slightly older males. It allows males to see themselves as powerful and to work out the general ways of the group. Males of this age are the most volatile and complicated block of society and they do not have the level of self-consciousness to appropriately monitor the tone and nature of activities which occur under the umbrella of hazing.

Lionel Tiger (in Johnson 2000: 21) focuses on sexual and violent behaviour in male-only groups and says that what occurs can be compared to that which happens during hazing. Tiger believes that male bonding, which stems from a time when male-only groups hunted, is biological in nature and so the structures which allow for it to occur are set up within our societies so that the biological trends can be socially transmitted through male-only groups.

The means by which these behaviours are transmitted in many cases is through hazing activities.

Parallels can be drawn between men in different groups such as cultural groups, sports teams and gang rape teams. Self-interest and the freedom to behave as one pleases are strong motivators and are associated with sexual assault and gang rape (Johnson 2000:21). These acts are unrelated to sexual gratification and are instead acts of brutality and violence motivated by dominance, control and status. According to Loy (in Johnson 2000:22) the reasons given for participating in group sexual assault include “dominance, punishment and revenge, excitement and belonging, recreation and adventure, camaraderie, rapport, fellowship, cooperation, the challenge of performing in a group situation and the indebtedness to or emotional dependency of the leader.” These motivating factors regularly come up in various forms within the literature as reasons for hazing and so one must ask whether the common motivating factors for general “deviant sexual behaviour” and “deviant sexual behaviour” under the hazing umbrella, share a common cause, namely human biology.

### 2.10.1.2 Comparing male and female hazing

According to Hoover & Pollard (2000:6), 48% of high school learners in the US are subject to some form of hazing. This translates to about 1.5 million high school students being hazed each year! Males are consistently subject to more hazing than females and the nature is more dangerous than that displayed in all-female hazing.

The table below indicates the prevalence in three categories of hazing:

**Table 2.1: Prevalence of hazing according to gender**

|                    | <b>Experienced by males (%)</b> | <b>Experienced by females (%)</b> |
|--------------------|---------------------------------|-----------------------------------|
| Humiliating hazing | 48                              | 39                                |
| Substance abuse    | 24                              | 18                                |
| Dangerous hazing   | 27                              | 17                                |

The nature of hazing within sports teams is different in males as compared to females. Females tend to be involved in milder forms such as dressing up, physical challenges and team tours whilst males experience more verbal abuse, striking, kicking and confinement (Hoover & Pollard 2000:18).

### **2.10.1.3 Females**

The hazing of females by females which played out in the media in the US caused a furore as one specific incident was captured on video. In the spring of 2003 this brutal and sadistic hazing occurred to a group of about fifty high school football players in what was traditionally termed a “powder puff” match between seniors and juniors. The juniors would have been expecting a hazing of sorts and would have been prepared to submit to their seniors during the event. The match was never played. Rather seniors pelted juniors with faeces, urine, blood, fish entrails and other vile substances. One girl choked on pig intestines, whilst others were forced to eat raw meat and mud or were punched and kicked (Hansen 2004:8). This illustrates just how violent and sadistic females can be.

Generally female hazing involves humiliation and the simulating of sex, whether on males or inanimate objects like bananas (Edelman 2004:2). Also females reported feeling more susceptible to hazing than males did (Campo et al. 2005:145).

According to Shaw in Ellsworth (2004:29) a positive correlation between perpetrator and victim of hazing exists in females. Women also tend not to define many hazing activities as such.

Coaches of female sports teams have existing mechanisms designed to develop group or team cohesion. Their methods are not entirely positive but mostly so. Coaches are unreceptive to alternate methods which would facilitate group cohesion. The sought-after team cohesion from both the coach’s and team players’ perspective is the reason given for the continued activities which may turn to or be categorised as hazing (Johnson 2000:31).

### **2.10.2 Race**

Hazing occurs in societies which lack a traditional rite of passage. Rites of passage are usually associated with culture. As a result hazing is related to race in so far as race is related

to culture. For example, hazing does not occur in Aboriginal schools but cultural rites of passage are practised in the Aboriginal culture.

In the United States a large body of research on hazing in Black fraternities exists. The hazing which occurs there shares many common traits with all hazing yet it is characterised by a number of unique traits, the most noteworthy being branding. This involves the perpetrator bending a piece of wire into the desired shape, something which has symbolic meaning within the group and then heating the wire before applying it to the skin of the victim. This process is repeated a number of times until thick keloid scars develop. The first branding is usually done on the left bicep as this is closest to the victim's heart, which is symbolic. The victim may eventually be branded in four or five different body parts. (Converge & Associates 2009:6). Females are typically branded on the inside of their thighs. This type of hazing presented different difficulties for authorities in that administrators, being White, were told that they didn't understand the process. Possibly believing this or feeling unsure, the White administrators were hamstrung in their efforts to stamp out the practice. Consequently this type of hazing has been left to continue. Supporters of this style believe it is necessary and positive as that it shows their level of commitment to the group (Nuwer 1990:210).

Within Black African American universities hazing does occur. The hazing, while similar to that in other groups of a similar age in the US, has its own particular flavour.

### **2.10.3 Class**

Hazing is possibly a practice which only occurs in a particular stratum of society. It can be considered a vehicle which maintains social structures and given a status quo which means it should not be found in all sectors of a society. Those who have a lower social status within a given society would in most cases be the least desired position within that society and so would not need practices to maintain and replicate the status. This perspective can be postulated as the opposite seems to be true and could serve as a hypothesis for further research.

Hazing is a widespread phenomenon in France, dating back to the 19<sup>th</sup> Century with 90% of higher education facilities having organised some form of hazing. This has resulted in one quarter of the population being subjected to hazing (Davidenkoff and Junghans in Houseman

2001:40). Individuals wishing to attend *grandes ecoles*, the elite institutions of French higher education, will be hazed in preparatory schools which prepare select learners for the entrance examinations allowing access to the *grandes ecoles*.

According to Bourdieu (in Houseman 2001:40), the construct which is responsible for maintaining the “nobility of state” (*la noblesse d.etat*), those who become the leading individuals in industry, politics and professional fortune. They can be traced through a continuum from social origin to cultural capital and finally back to scholastic achievement. Elite preparatory schools prepare young learners and act as an entrance level in which the exit level is almost certain to ensure power. It is in these elite education facilities that youngsters are taught, amongst other things, the mastery of others. This mastery does not come from the passing of time nor the promotion to a higher level in the school, but rather from institutionalisation in which extreme hazing is embedded.

#### **2.10.4 Influence of adults**

When an individual moves from childhood through adolescence to adulthood they are initially greatly influenced by the adults in their world and as they reach the end point of the transition they will still be influenced by their peers (who are now also adults) and other adults. We all remain under the influence of adults to some degree.

Within the practises of hazing the influence which an adult has is no exception. During the adolescent years adolescents have an extremely strong drive to be accepted and to belong to the group. This need creates a fertile ground for hazing practises. Minor adult encouragement to participate in hazing results in a disproportionate amount of encouragement to become involved in hazing (Hoover & Pollard 2000:8).

According to Hoover & Pollard (2000:8) students who knew an adult who was hazed were more likely to be hazed, possibly as a result of the hazing being part of what the adolescent’s sphere of influence accepted as normal or as something to be experienced regardless of its consequences. Should an adult, educated in the psychology and patterns within hazing be made responsible for the hazing process at a given institution, they can act at arm’s length to control the nature of the hazing. At best the most senior member of any group needs constant counselling and reminding that hazing, while planned in some part, needs constant monitoring from this adult. They need reminding of the fact that individuals may have less than obvious health risks and that acceptable behaviour can turn in an instant into



unacceptable, risky and dangerous behaviour. The constant or daily reminding of this to the most senior student and making that student aware of their responsibility for those being hazed, may limit the otherwise negative consequences of hazing (Hoover & Pollard 2000:10).

#### **2.10.5 Students' own attitudes to hazing**

The attitude of students towards hazing seems to act much like the Pygmalion effect. Those who found hazing acceptable were significantly more likely to become involved in hazing activities. Those who believed that humiliating hazing was good, became involved in humiliating hazing and those who thought that dangerous hazing was good tended to become involved in dangerous hazing (Hoover & Pollard 2000:8).

In terms of risks and/or the negative consequences of being hazed, many adolescents had the attitude that "it won't happen to me" and that they were in some way invisible. This is an indication of their youth and maturity level.

#### **2.10.6 Those most at risk of being hazed**

Unfortunately according to Hoover and Pollard (2000:8) hazing occurs at all high schools to some degree but not all students were equally likely to be hazed.

Female students with a high grade point average were less likely than those who achieved a lower grade point average to be hazed (Hoover et al. 2000:8). Also those female students who felt that hazing was socially unacceptable, those who were involved in sport, scholastic groups, music, art or theatre groups or social organisations were less likely to be hazed.

Hazing emphasises conformity and those who differ from the group are at a greater risk of experiencing negative effects from hazing. This would include independent thinkers and those with a different sexual orientation or race. It has been documented that these students may even suffer from post-traumatic stress syndrome as a result of hazing (University of Michigan 2012). Students are faced with a choice to either assimilate or become isolated.

## **2.11 RESPONSIBILITY AND DECEPTION ASSOCIATED WITH HAZING**

### **2.11.1 No one takes responsibility**

Works of fiction often provide interesting insights into hazing. In the novel *Lord of the Flies* by William Golding, Simon comes down the mountain having discovered the Beast and he is confronted by a chanting group of boys. They chant, “Kill the beast! Cut his throat! Spill his blood!” The crazed boys stab Simon and his body washes out to sea. On the following day Piggy and Ralph discuss how the stabbing was an accident and how they were too far from the victim to have done the stabbing. This is very much how the perpetrators of hazing respond to a hazing incident. It is seen as an accident and/or not being their fault (Nuwer 1990:56).

It is common for perpetrators, bystanders and victims to be unwilling to speak about hazing activities and, if pushed, to even lie about such activities. All parties face a difficult dilemma especially as if they discuss the hazing they break faith with the group to which they are so desperate to belong. Being a snitch or a whistle blower bears a terrible stigma at ground level. Simultaneously the trio of perpetrator, bystander and victim feel tremendous guilt when they are expected to describe what hazing activities have occurred and they either don't or they lie. Hence a dilemma exists and this must be borne in mind when dealing with hazing (Nuwer 1990:57).

### **2.11.2 Hazing and deception**

The deception or untruths spoken during the hazing events serves many and complex purposes. Perpetrators lie to victims as to the degree of severity of the upcoming hazing so as to build fear in the victim. Perpetrators lie to one another, to adults and to themselves so as to

rationalise how brutality is able to build group unity. Perpetrators are also quick to deceive and shift blame when a victim gets seriously hurt. Often the perpetrator turns to the old familiar line that participation was strictly voluntary in all hazing activities (Nuwer 2000:27).

Victims are also less than honest when they are not willing to divulge what actually happens during the hazing process. Often only some of the hazing practices come to light and all too often only when things have gone awry.

## **2.12 SUMMARY**

The extent of hazing which has occurred throughout history and across the entire globe is vast. The concept is possibly as old as humanity itself. The reasons for its existence are not well understood despite being considered by many psychologists, anthropologists, sociologists and educationalists. The discussion above goes a long way to describing the phenomenon but is vastly lacking in explaining why it is such a necessary part of our humanity.

Chapter three provides the design of the empirical study aimed at uncovering elements of hazing in orientation programmes in selected monastic secondary schools in South Africa.

## **CHAPTER 3**

### **RESEARCH DESIGN**

#### **3.1 INTRODUCTION**

This chapter presents the research design of the study. The study employs a quantitative method and in particular makes use of a non-experimental survey design with a self-designed, structured questionnaire. A detailed overview of the selection of the sites, sampling of respondents, procedures for and stages of data collection and data analysis is included. An explanation of steps taken to ensure the reliability and validity of the study are described. Attention is given to ethical issues and finally the role of the researcher in this study is discussed.

#### **3.2 CHOICE OF RESEARCH DESIGN**

Through careful consideration of what information was required, who would be able to provide this information and how best to collect this data, a quantitative method was identified as the best suited method for this study.

The rationale for choosing a quantitative design is described as follows. Using a quantitative method, namely a non-experimental, survey method employing a questionnaire as instrument of data gathering, allowed for both the measuring of both the nature and degree of hazing during orientation programmes for Grade 8 boys by Grade 12 boys at particular sites. This information is independently useful. Furthermore, an examination of relationships between and among variables was key to gaining an understanding of how hazing occurs during orientation programmes for Grade 8 boys by Grade 12 boys in selected monastic secondary schools. A questionnaire is a popular means of data gathering and I judged it well suited to the context of this study as it is practical, credible and cost effective. A further benefit of the questionnaire is the relatively short turnaround time in both data collection and in data processing (Creswell 2009:146). This method allowed for a relatively large sample (N=296) to be examined in order to provide insight into hazing as it occurred in orientation programmes in monastic secondary schools through the interrogation of the behaviour,

attitudes, opinions and habits of the Grade 12 boys who implement such programmes (McMillan & Schumacher 2001:304). Through this method a large volume of data was reduced to parsimonious variables and through statistical analysis, an understanding of the extent and nature of hazing could be described and hence understood. This simultaneously allowed for generalizability across the sampled group and comparisons between subgroups. The validity and reliability of the questionnaire and its analysis were maintained throughout and this led to a meaningful interpretation of data. The survey design allowed for numeric descriptions of patterns of hazing among the sample to be measured and correlated, resulting in an insight into the phenomenon as a whole (Creswell 2009:145). Finally, as there is a gap in research on this topic in a South African context, the study aimed to be an introductory one rather than research which would prove or disprove a particular perspective. The data aims to provide a baseline, a springboard for further research.

For these reasons, a quantitative, non-experimental survey design was deemed the most efficient and applicable method to collect the essential common experience which best reflected the phenomenon of hazing as it occurs in orientation programmes for Grade 8 learners in selected monastic schools in South Africa.

### **3.3 SELECTION AND DESCRIPTION OF SITES**

It is important to describe the sites at which the research was done in greater depth. The schools were selected using a combination of purposeful and convenience sampling (McMillan & Schumacher 2001:402). This type of selection strategy allowed me to choose sites which shared essential features: they were all monastic secondary schools in the Johannesburg area of Gauteng and all three regularly implemented orientation programmes for Grade 8 learners as part of their annual programme. This meant they were information rich sites suited for the purposes of the study. All schools were geographically accessible to me and enabled me to distribute and collect questionnaires efficiently so ensuring an exceptionally high return rate (cf. 3.5). Further, as a professional educator at another school in the vicinity, I was easily able to establish contact with the school principals, address their concerns and arrange for their permission to do the research (cf. 3.6.2). In all schools the principals were very supportive of the study once their concerns had been addressed; the possibility of hazing occurring during orientation programmes was considered a serious and damaging issue. The outcomes of this study were, therefore of interest to the principals.

To safeguard the anonymity of the three schools, the sites described below are purposefully vague. This fulfils ethical requirements and also meets the specific request of one principal. The schools were monastic secondary schools: one independent school and two public schools. The independent school, School A, is a Christian school, which caters predominantly for higher income families. It also has boarding facilities. The two public schools, Schools B and C, cater for both lower and middle income families respectively. School A and B are largely homogenous culturally, whilst School C has a culturally diverse learner enrolment. School A and School C were established over 50 years ago and so have a long history and many traditions which contribute to a particular ethos.

### **3.4 THE RESPONDENTS**

At the outset of the study I decided to question Grade 12 boys, who usually implement orientation programmes which may include elements of hazing rather than Grade 8 boys, the 'recipients' of the orientation programme and so the possible 'victims' of any elements of hazing. This is a more unusual way of looking at hazing as much of the research literature focuses on the 'victims' (Hoover & Pollard 2000, Groah 2005, Nuwer 1999; Allen & Madden 2008). However, the aim was to better understand both the degree and nature of hazing in the given contexts; to identify variables and correlate them; to gain an understanding of the patterns which arose; and finally, to allow senior boys to describe their experiences and attitudes to hazing as possible elements of orientation programmes. In this sense, I was convinced that this decision was valid.

#### **3.4.1 Sampling**

Non-probability sampling was used to select 296 respondents. The respondents were Grade 12 learners over the age of eighteen years at the three respective sites. This type of sampling excluded all types of random sampling, rather the sample represents a group who were accessible and shared certain characteristics (McMillan & Schumacher 2001:174). The following were common denominators: age bracket, enrolled at a monastic secondary school and had participated in orientation programmes for Grade 8 learners held at the beginning of the academic year (2011). The aim of including all Grade 12 learners over the age of 18 years (the vast majority of learners) was to cast as broad a net as was practical, without

intentionally including or excluding individuals who may have had a specific contribution to make to the study. This was born in mind, as the sample needed to remain representative of the relevant population (Welman et al. 2010:69). The selection of Grade 12 boys over the age of 18 was aimed at selecting a heterogeneous sample, which had a high level of variety and was as representative as possible. This type of non-probability sampling could further have been categorised as convenience sampling as it was selected based on the convenience of not having to get consent for underage learners. Grade 12 boys under the age of eighteen were excluded from participation unless they had opted to obtain parental consent to complete the questionnaire. In this case, no under eighteen Grade 12 boys in the three schools opted to get consent. The survey was administered as late as possible in the school year to ensure that the majority of Grade 12 learners had reached the age of eighteen years.

### **3.4.2 Data collection**

The data collection instrument was a questionnaire. It was considered important to use a strong instrument especially considering that this research could underpin further research in future. The questionnaire was self-designed but a number of questionnaires used in international studies on hazing were consulted during its design (Allan et al. 2000:4, Compo et al. 2005:140, Edelman 2005:2; Ellsworth 2006:24, Finkel 2002:229, Groah 2005:51, Hoover & Pollard 2000:4, Johnson 2000:2). See Appendix A for the questionnaire and covering letter.

The questionnaire was divided into five sections and comprised 74 questions. Section One (8 questions) aimed to gain biographical data about the respondent. Section Two (20 questions) investigated how an orientation programme is administered. Section Three (14 questions) considered the activities expected of Grade 8 boys by Grade 12 boys during an orientation programme. Section Four (32 questions) focused on the nature of such activities, particularly those activities which constitute hazing. Section Five provided a space for open comment. Sections Two, Three and Four used a five-point Lickert scale to rate questionnaire items where 1 signified strongly disagree, 2 disagree, 3 not sure, 4 agree and 5 strongly agree. The questionnaire employed as simple a format as was possible. An attempt was made to avoid complicated, filter type questions and the language used was colloquial with age-appropriate language (Welman et al 2010:154). In this regard there are two terms/jargon used which require explanation for the reader: Section Four, Question 14: “bogwash” refers to

placing the head of a boy in the toilet bowl whilst flushing the toilet; Section Four, Question 26: “wedgie” refers to pulling hard and upwards on someone’s underwear resulting in immense pain to the crotch (Oxford Dictionaries Online 2010).

Prior to the study the draft questionnaire was piloted with a group of ten Grade 12 learners in another monastic secondary school in the vicinity in order to identify ambiguities in the questionnaire. After this the questionnaire was refined and then further refined after consultation with my supervisor and an expert statistician who assisted in the data analysis. Both made considerable input into the formulation of items and their clarification and grouping within the five sections.

The covering letter explained the purpose of the research and gave assurances of confidentiality and anonymity. I met with and addressed the respondents at each site at a time allocated for the purpose by the principal and senior teachers and explained the nature of the research and the prerequisites of participation. Anyone was at liberty to withdraw at that or any subsequent stage of the process. Thereafter, I explained ethical issues so as to ensure informed consent and voluntary participation and answered any queries and concerns. After this the questionnaire was distributed, completed and then collected by me. The circumstances under which the instrument was used, time of year, time of day and location was planned and aimed to maximize the response rate. Consequently a 100% return rate was achieved. This was also facilitated by the support and efficient organisation of the principals and senior staff members at each of the three sites.

### **3.4.3 Data analysis**

Sections One to Four of the questionnaires were analysed by a designated statistician who made use of the Statistical Analysis System version 9.2 statistical package. I analysed the open ended comments written in Section Five of the questionnaire. The findings are presented in Chapter Four.



### **3.4.3.1 Data analysis strategy**

The analysis strategy was focused on the selection of appropriate analysis techniques which directly and reliably answer stated research questions. To address the research objective of the status of hazing more directly, the following areas of the Orientation Programme (OP) were defined in the questionnaire:

- i) The administration of OP for Grade 8 learners at the specified schools (Section Two).
- ii) Activities during OP expected of Grade 8 learners by Grade 12 learners (Section Three).
- iii) Other activities during OP done to/expected of Grade 8 learners by Grade 12 learners (Section Four).

The analysis strategy was therefore designed firstly to evaluate the status of hazing during orientation programmes by reporting on the response patterns of individual questions in each subset of questionnaire item responses within the questionnaire. This type of analysis provided a general impression of the status of hazing during orientation programmes at the selected schools. However, in the development of an analysis strategy it was argued that an underlying data structure (factors) might be present within each of the three areas listed above. By determining the underlying structure of each area and by allocating questionnaire items within each hazing area to a factor of the identified underlying structure, more detailed information could be extracted from the collected data.

Furthermore, the analysis strategy included one-way frequency tables on the biographical attributes of the sampled respondents which and enabled me to describe the sample.

Composite frequency tables on the factors of questionnaire items which described each area were listed. These tables provided detailed information of the response pattern of individual questions within each area of the orientation programme probed and gave an overall view of respondents' perceptions as regards the occurrence of hazing during orientation programmes. However, the response pattern information of 20 questions in Section Two, 14 questions in Section Three and the 32 questions in Section Four seemed overwhelming and needed a more compact presentation of data results in order to interpret them and draw sensible conclusions. A dimensionality reduction technique, that is, factors analysis, was incorporated to achieve this goal. This exploratory factor analysis investigated the underlying structure of data. It

provided a guideline on the number of factors that could be identified within the area of the orientation programme activities and listed the items associated with each factor. By studying the items included, factors could be labelled. For example in Section 4 of the questionnaire, items grouped within ‘factors for the orientation programme activities’ might have described perceptions on physical activities or abuse, orientation customs or traditional activities, sexual abuse or positive activities and supportive actions by Grade 12 learners.

Once the underlying structure of an area has been established, scale reliability testing was constructed to establish the internal consistency reliability of factor, for example the internal consistency reliability of the construct of positive Grade 12 support activities used in the example on factor analysis. Internal consistency reliability established whether the subset of questionnaire items that described an area measured perceptions of the area reliably and whether all items within the factor truly contributed towards explaining the area.

Once the internal consistency reliability of areas had been established and confirmation obtained that the factors of questionnaire items truly explained specific hazing factors, a measure of respondent perceptions on the area was calculated as the mean rating value of the factor of questionnaire items that described that area. The calculated measure was referred to as an area score. The area scores of respondents and the mean area scores for each factor of an area described respondents’ general perceptions regarding each factor of the area. These mean scores provide more detailed information on respondent perceptions.

An even deeper insight into respondent perceptions was extracted from the data by investigating the contribution of biographical attributes (Section One) to respondents’ perceptions of hazing during orientation programmes. This was investigated by means of analysis of variance or anova. One-way analysis of variance was performed, separately on each set of area scores.

Once statistically significant biographical attributes had been identified, the nature of the effect of the biographical attribute on perceptions was determined by means of Bonferroni multiple comparisons of means tests. A Bonferroni test compares area mean scores of a hazing issue, where the mean scores had been calculated according to the categories of the biographical attribute identified as significant – pair wise to identify category score means that differ statistically significantly from other mean scores. By listing the category mean scores the nature of the effect of the biographical attributes on perceptions could be

described. The nature of the effect of biographical attributes on perceptions was furthermore illustrated in box plot presentations.

Section Five comprised the open ended comments and these were analysed by looking for recurring themes to give clarity as to what happened at each research site. In many cases the comments made were motivating factors as to why hazing was necessary or articulations of feelings on hazing. The comments were used to shed further light on the statistical findings. The data was viewed from a positivist as opposed to an anti-positivist perspective (Welman et al. 2010:191). The positivist studies a sociological or psychological reality independent of the researcher's own experience of the phenomenon. My aim was to always remain as objective as possible.

#### **3.4.4 Reliability and Validity**

Testing the reliability in this context is difficult. It was hoped that the pilot study was sufficient to pick up any errors prior to them impacting on the reliability of the end result.

Threats to the validity of an experimental procedure may be both internal and external (Creswell 2009:162). In the context of this particular research external validity posed a greater threat than internal. The interaction of selection and treatment should be kept in mind to avoid generalisation out of context. The interaction of setting and treatment must be guarded against as the type of hazing which occurs in one environment (i.e. one school site) does not mean that the same holds for similar environments. This was verified through the inclusion of three different sites. Finally, the interaction between history and the treatment must be considered. The results gained from this study need not hold true for what had happened in previous years at the selected schools or what will in fact occur in years to come (McMillan & Schumacher 2001:187). However, as the questionnaire was completed about eight months after completion of the orientation programme, an emotional and impulsive result was considered less likely to occur. The timing of the survey was thus planned so as to increase the naturalness of results gained. In this way the reactivity of research was also guarded against (Welman et al. 2010:116).

### **3.4.5 Ethical Issues**

Ethical and legal behaviour is imperative in any form of research but it is critical when dealing with people (McMillan & Schumacher 2001:195) and universal ethics such as honesty and maintaining respect for the rights of individuals are paramount (Welman et al. 2010:181).

Prior to administering the questionnaire, I dealt with all the legal and ethical requirements of the study. This included obtaining consent from and abiding by the requirements set out by the University of South Africa. Before moving into the field, consent was obtained from the Gauteng Department of Education to conduct the research in public schools (see Appendix B). In the case of an independent school, consent can be given by the principal directly (see Appendix C). All three school principals were personally consulted and given a copy of the final questionnaire prior to asking for their consent to use their school as research site. The aim was for the principals to be able to voice any concerns or limitations on the research so as to avoid any negative impact at the site. The anonymity of each site and its respondents was discussed and ensured as was the purpose and use of the research results. An undertaking was given to provide a summary of the research findings to each principal as soon as the dissertation had been examined as well as an undertaking to discuss any of the findings in greater depth with the relevant principal if requested.

I also needed to make contact with the individual schools elected gatekeepers. These are senior staff members who were able to help with the practical arrangements of setting up the venue, time and other measures to complete the questionnaire. Ethical considerations needed to be taken when dealing with both the gatekeeper and each site. This included a letter which outlined the nature and purpose of the research, gave an estimation of the time required at the site, the potential impact on respondents and school and the outcomes of the research (Creswell 2009:90). A relationship was developed with the gatekeeper aimed at ensuring an effective and smooth running process once in the field.

The researcher fully disclosed the purpose of the research and all Grade 12 learners who completed the questionnaire participated freely after giving their informed consent. (McMillan & Schumacher 2001:197). Confidentiality was maintained throughout the study. Anonymity of each site and anonymity of individuals was both discussed and guaranteed. The write up of the research report also required ethical consideration; this ranged from using non-biased language to the absence of falsifying or inventing of findings as this would

amount to scientific misconduct (Creswell 2009:92). In the final report only the broad, relevant strokes of the site itself were described with so that its identity could be protected. At no point was a participant seen as a means to an end, they were always protected from humiliation and treated with fairness and care (McMillan & Schumacher 2001:422).

### **3.5 RESEARCHER ROLE**

I am a professional educator who has been involved in teaching and a large variety of activities associated with the annual programme of a school for over twenty years. I have observed many learners entering secondary school at Grade 8 level and watched as they adjust to the many challenges of their new environment. This and reported instances of hazing during orientation programmes at local schools gave rise to my interest in the research topic.

As a practising teacher and known member of the teaching corps in my geographical area, I was easily able to gain access to the selected schools and could develop relationships with the respective gatekeepers and Grade 12 learners. I was also able to enter the field with minimal disruption to the respective school environments. As a teacher I was comfortable in setting the respondents at ease and clearly explained the purpose for the research. Similarly I was able to engage with and learn from the academic advisors associated with this research. To achieve reliable and valid results, precautionary procedures and processes were put in place. It was very important for me to avoid preconceived ideas about the nature and extent of hazing during orientation programmes as far as possible. During my examination of Section Five of the questionnaire (the open ended comments) I endeavoured to guard against personal bias and interests by suspending my own values at this time.

### **3.6 CONCLUSION**

This chapter has explained the research design used in this study. Also the selection of the research approach used, site selection and sampling as well as data gathering and analysis techniques have been described. Chapter Four presents the findings of the study.

## CHAPTER 4

### PRESENTATION OF FINDINGS

#### 4.1. INTRODUCTION

Chapter 3 presented the research design of a quantitative inquiry method. In this chapter, the findings of this quantitative inquiry are presented and discussed.

#### 4.2. SURVEY RESULTS

The findings of the respective five sections of the questionnaire have been analysed according to the methods described in Chapter 3 and are both represented and discussed below.

##### 4.2.1 Biographical profile of the respondents

Frequency distributions of biographical properties of respondents are presented in Table 4.1.

| Table 4.1<br>Frequency distributions of biographical attributes |      |       |          |        |
|---|------|-------|----------|--------|
| (miss=2)  | Freq | %     | Cum freq | Cum %  |
| age (miss=2)  |      |       |          |        |
| 18,18+ years  | 291  | 98.98 | 291      | 98.98  |
| < 18 years  | 3    | 1.02  | 294      | 100.00 |
| Participation in own orientation programme (miss=4)             |      |       |          |        |
| Yes   | 224  | 76.71 | 224      | 76.71  |
| No  | 68   | 23.29 | 292      | 100.00 |
| Years attending boys' school, condensed (miss=5)                |      |       |          |        |

|                                |     |       |     |        |
|--------------------------------|-----|-------|-----|--------|
| <5 years                       | 57  | 19.58 | 57  | 19.58  |
| =5 years                       | 176 | 60.48 | 233 | 80.06  |
| >5 years                       | 58  | 19.94 | 291 | 100.00 |
| Day scholar/ boarder (miss=1)  |     |       |     |        |
| Yes                            | 72  | 24.41 | 72  | 24.41  |
| No                             | 223 | 75.59 | 295 | 100.00 |
| Home language                  |     |       |     |        |
| Afrikaans                      | 14  | 4.73  | 14  | 4.73   |
| English                        | 179 | 60.47 | 193 | 65.20  |
| isiZulu                        | 40  | 13.51 | 233 | 78.72  |
| seSotho                        | 19  | 6.42  | 252 | 85.14  |
| Other                          | 44  | 14.86 | 296 | 100.00 |
| Fees paid by: (miss = 4)       |     |       |     |        |
| Parents                        | 239 | 81.85 | 239 | 81.85  |
| Bursary                        | 31  | 10.62 | 270 | 92.47  |
| Scholarship                    | 15  | 5.14  | 285 | 97.60  |
| Other                          | 7   | 2.40  | 292 | 100.00 |
| Religious affiliation (miss=3) |     |       |     |        |
| Christian                      | 227 | 77.47 | 227 | 77.47  |
| Hindu                          | 7   | 2.39  | 234 | 79.86  |
| Judaism                        | 3   | 1.02  | 237 | 80.89  |
| Islam                          | 9   | 3.07  | 246 | 83.96  |
| Other                          | 47  | 16.04 | 293 | 100.00 |

Table 4.1 indicates that the majority of the respondents were older than 18 years (99%), were English-speaking (60.47%) and that 76.7% had participated in an Orientation Programme (OP) when in Grade 8. Results furthermore indicate that Christianity was the most common religious affiliation (77.47%) that almost a quarter of the respondents were boarders (24.41%) and that the majority of the respondents (60.48%) had been enrolled at the school for their entire secondary school education of five years. Most of the schools fees were paid by parents (81.85%).

The leadership positions taken up by the respondents are listed in Table 4.2 and indicate the leadership position distribution.

| Table 4.2<br>Leadership position held at school |       |
|---|-------|
| Frequency                                       | Total |
| Head boy  | 6     |
| Deputy head boy                                 | 4     |
| Prefect   | 48    |
| Head, boarding                                  | 8     |
| Deputy Head, boarding                           | 2     |
| Head, house                                     | 11    |
| Deputy Head, house                              | 7     |
| Captain, sports                                 | 63    |
| Vice- Captain, sports                           | 32    |
| Head, Culture                                   | 21    |
| Vice- Head, Culture                             | 11    |
| Head, Services                                  | 7     |
| Vice- Head, Services                            | 3     |
| Other   | 112   |
| Total   | 335   |

In total 335 positions was taken up by the 296 respondents indicating a sample with a very strong leadership element whereby certain respondents held more than one leadership position in the school. Overall, the frequency distributions indicate that the sample was representative with respect to their own experience of an OP and familiarity with school traditions due to the length of their enrolment at the school as day learners or hostel dwellers. Language, religion and payment method were skewed towards English, Christianity and fee-paying parents (cf. Table 4.1).



#### 4.2.2 Composite frequency tables

The composite frequency tables of the three areas of the Orientation Programme: Questionnaire Sections 2-4 follow. Tables 4.3-4.5 indicate the agreement response pattern of respondents on individual items regarding the Orientation Programme according to the three sections of the questionnaire (see Appendix A). A totals row is included as the last row in each table and the results of a Chi-square test is included as the last entry in each table. Significance attached to the test indicates that the response patterns of some of the individual items in the table differed statistically significantly from other item response patterns.

| Table 4.3                         |                  |             |             |              |              |                |       |
|-----------------------------------|------------------|-------------|-------------|--------------|--------------|----------------|-------|
| Section 2: Administration of OP   |                  |             |             |              |              |                |       |
| Administration of OP              | Agreement rating |             |             |              |              |                |       |
| Frequency Row Pct                 | disagree++       | disagree    | undecided   | agree        | agree++      | n.a.           | Total |
| OP run, when new year commences   | 4<br>1.37        | 6<br>2.06   | 13<br>4.47  | 139<br>47.77 | 129<br>44.33 | 0<br>0.0<br>0  | 291   |
| OP part of school tradition       | 6<br>2.05        | 9<br>3.07   | 16<br>5.46  | 110<br>37.54 | 151<br>51.54 | 1<br>0.3<br>4  | 293   |
| Gr. 8 expected to partake OP      | 6<br>2.08        | 6<br>2.08   | 16<br>5.56  | 113<br>39.24 | 145<br>50.35 | 2<br>0.6<br>9  | 288   |
| OP gives Gr. 8 sense of belonging | 7<br>2.42        | 18<br>6.23  | 29<br>10.03 | 117<br>40.48 | 116<br>40.14 | 2<br>0.6<br>9  | 289   |
| Staff member present at OP        | 33<br>11.30      | 81<br>27.74 | 63<br>21.58 | 58<br>19.86  | 43<br>14.73  | 14<br>4.7<br>9 | 292   |
| Part OP run by Gr. 12 learners    | 3<br>1.03        | 6<br>2.05   | 12<br>4.11  | 135<br>46.23 | 134<br>45.89 | 2<br>0.6<br>8  | 292   |

| Table 4.3                                  |                  |             |             |              |              |            |       |
|--|------------------|-------------|-------------|--------------|--------------|------------|-------|
| Section 2: Administration of OP            |                  |             |             |              |              |            |       |
| Administration of OP                       | Agreement rating |             |             |              |              |            |       |
| Frequency Row Pct                          | disagree++       | disagree    | undecided   | agree        | agree++      | n.a.       | Total |
| Each Gr. 12 mentors a Gr. 8                | 20<br>6.85       | 49<br>16.78 | 48<br>16.44 | 88<br>30.14  | 82<br>28.08  | 5<br>1.71  | 292   |
| OP participation instils pride             | 10<br>3.40       | 25<br>8.50  | 62<br>21.09 | 106<br>36.05 | 88<br>29.93  | 3<br>1.02  | 294   |
| Can only feel one belongs via OP           | 21<br>7.14       | 38<br>12.93 | 69<br>23.47 | 88<br>29.93  | 77<br>26.19  | 1<br>0.34  | 294   |
| Gr. 8 to stand back for senior boys        | 9<br>3.08        | 11<br>3.77  | 17<br>5.82  | 107<br>36.64 | 145<br>49.66 | 3<br>1.03  | 292   |
| Gr. 12 learners humiliate Gr. 8s           | 52<br>17.69      | 86<br>29.25 | 69<br>23.47 | 56<br>19.05  | 25<br>8.50   | 6<br>2.04  | 294   |
| Gr. 12 learners intimidate Gr. 8s          | 34<br>11.64      | 46<br>15.75 | 63<br>21.58 | 112<br>38.36 | 31<br>10.62  | 6<br>2.05  | 292   |
| Gr. 8s do simple tasks for Gr. 12 learners | 10<br>3.42       | 18<br>6.16  | 28<br>9.59  | 131<br>44.86 | 101<br>34.59 | 4<br>1.37  | 292   |
| Gr. 8s do community service as part of OP  | 36<br>12.29      | 66<br>22.53 | 66<br>22.53 | 56<br>19.11  | 52<br>17.75  | 17<br>5.80 | 293   |
| Gr. 8s partake sport as part of OP         | 4<br>1.37        | 12<br>4.11  | 23<br>7.88  | 104<br>35.62 | 142<br>48.63 | 7<br>2.40  | 292   |
| Gr. 8s partake camp as part of OP          | 31<br>10.58      | 43<br>14.68 | 56<br>19.11 | 70<br>23.89  | 81<br>27.65  | 12<br>4.10 | 293   |

| Table 4.3                                     |                  |             |             |              |              |           |       |
|---|------------------|-------------|-------------|--------------|--------------|-----------|-------|
| Section 2: Administration of OP               |                  |             |             |              |              |           |       |
| Administration of OP                          | Agreement rating |             |             |              |              |           |       |
| Frequency Row Pct                             | disagree++       | disagree    | undecided   | agree        | agree++      | n.a.      | Total |
| Gr. 8s partake social event as part of OP     | 26<br>8.93       | 49<br>16.84 | 72<br>24.74 | 79<br>27.15  | 58<br>19.93  | 7<br>2.41 | 291   |
| Experience OP to be part of school            | 11<br>3.79       | 42<br>14.48 | 63<br>21.72 | 99<br>34.14  | 71<br>24.48  | 4<br>1.38 | 290   |
| OP builds school tradition                    | 10<br>3.42       | 21<br>7.19  | 38<br>13.01 | 117<br>40.07 | 102<br>34.93 | 4<br>1.37 | 292   |
| Gr. 8s perform skit as part of OP             | 25<br>8.53       | 48<br>16.38 | 82<br>27.99 | 76<br>25.94  | 55<br>18.77  | 7<br>2.39 | 293   |
| Total   | 358              | 680         | 905         | 1961         | 1828         | 107       | 5839  |
| Frequency Missing = 81                        |                  |             |             |              |              |           |       |
| Probability (chi-square=1319.71) < 0.0001 *** |                  |             |             |              |              |           |       |

The totals row in Table 4.3 indicates that the majority of responses fell within the *agree* or *strongly agree* categories (1961+1828 responses) indicating that respondents generally had a positive perception regarding the topics listed in Section 2. The statistical significance attached to the Chi-square statistic (1319.71 significance on the 0.1% level of significance) indicates that respondents' response pattern to all items listed were, however, not the same. For instance, a greater proportion of indecisive responses were reported for the items listed in **green** in the *undecided* category (Can only feel one belongs via OP; Grade 12 learners humiliate Grade 8s; Grade 8s partake in social event and Grade 8s perform skit) and a larger proportion of negative perception patterns were reported for a few items which are indicated in **red** (Member of staff always present; Grade 12 learners humiliate Grade 8s). Positive perceptions were expressed regarding: An OP is run for Grade 8s at the beginning of the new year; OP part of school tradition; Grade 8s expected to partake OP; OP gives Grade 8s sense

of belonging; Grade 8s standing back for Grade 12 learners; Grade 8s doing simple tasks for Grade 12 learners; and an OP builds school tradition.

| Table 4.4   |                  |             |             |              |              |            |       |
|---|------------------|-------------|-------------|--------------|--------------|------------|-------|
| Section 3: OP activities expected of Gr. 8 learners by G.12's |                  |             |             |              |              |            |       |
| Activities expected of Gr. 8s                                 | Agreement rating |             |             |              |              |            |       |
| Frequency Row Pct   | disagree++       | disagree    | undecided   | agree        | agree++      | n.a.       | Total |
| Going on tour   | 10<br>3.42       | 17<br>5.82  | 27<br>9.25  | 105<br>35.96 | 124<br>42.47 | 9<br>3.08  | 292   |
| Greet Gr. 12 learners   | 2<br>0.68        | 6<br>2.04   | 9<br>3.06   | 70<br>23.81  | 205<br>69.73 | 2<br>0.68  | 294   |
| Learn school rules  | 2<br>0.68        | 3<br>1.02   | 7<br>2.38   | 76<br>25.85  | 204<br>69.39 | 2<br>0.68  | 294   |
| Learn war-cry   | 5<br>1.70        | 3<br>1.02   | 4<br>1.36   | 45<br>15.31  | 236<br>80.27 | 1<br>0.34  | 294   |
| Develop spirit  | 3<br>1.02        | 5<br>1.71   | 5<br>1.71   | 55<br>18.77  | 223<br>76.11 | 2<br>0.68  | 293   |
| Learn names of Gr. 12 learners                                | 7<br>2.38        | 11<br>3.74  | 34<br>11.56 | 89<br>30.27  | 147<br>50.00 | 6<br>2.04  | 294   |
| Learn info school community                                   | 6<br>2.04        | 22<br>7.48  | 54<br>18.37 | 101<br>34.35 | 105<br>35.71 | 6<br>2.04  | 294   |
| Take an oath  | 14<br>4.81       | 47<br>16.15 | 84<br>28.87 | 74<br>25.43  | 59<br>20.27  | 13<br>4.47 | 291   |

| Table 4.4   |                  |             |             |              |              |            |       |
|---|------------------|-------------|-------------|--------------|--------------|------------|-------|
| Section 3: OP activities expected of Gr. 8 learners by G.12's |                  |             |             |              |              |            |       |
| Activities expected of Gr. 8s                                 | Agreement rating |             |             |              |              |            |       |
| Frequency Row Pct   | disagree++       | disagree    | undecided   | agree        | agree++      | n.a.       | Total |
| Support school activities                                     | 4<br>1.36        | 4<br>1.36   | 9<br>3.06   | 69<br>23.47  | 207<br>70.41 | 1<br>0.34  | 294   |
| Duties: Store equipment                                       | 8<br>2.74        | 15<br>5.14  | 39<br>13.36 | 96<br>32.88  | 132<br>45.21 | 2<br>0.68  | 292   |
| Serve Gr. 12 learners   | 14<br>4.78       | 36<br>12.29 | 58<br>19.80 | 102<br>34.81 | 80<br>27.30  | 3<br>1.02  | 293   |
| Gr. 8 silence as discipline                                   | 12<br>4.10       | 36<br>12.29 | 76<br>25.94 | 76<br>25.94  | 88<br>30.03  | 5<br>1.71  | 293   |
| Wear large name tag   | 22<br>7.56       | 66<br>22.68 | 76<br>26.12 | 55<br>18.90  | 59<br>20.27  | 13<br>4.47 | 291   |
| Carry object around   | 33<br>11.30      | 56<br>19.18 | 59<br>20.21 | 65<br>22.26  | 68<br>23.29  | 11<br>3.77 | 292   |
| Total   | 142              | 327         | 541         | 1078         | 1937         | 76         | 4101  |
| Frequency Missing = 43  |                  |             |             |              |              |            |       |
| Probability (chi-square = 1142.50) < 0.0001 ***               |                  |             |             |              |              |            |       |

The totals row in Table 4.4 indicates that the majority of responses fell within the *agree* or *strongly agree* categories (1078+1937) indicating that respondents generally had a positive perception regarding the topics listed in Section 3 of the questionnaire. The statistical significance attached to the Chi-square statistic (1142.5 on the 0.1% level of significance) indicates that respondents' response pattern to all items listed were, however, not the same. For instance, a greater proportion of indecisive responses were reported for the items listed in

green in the *undecided* category and a larger proportion of negative perception patterns were reported for a few items which are indicated in red. Positive perceptions were expressed regarding: Going on tour; Greeting Grade 12 learners; Learning school rules and the war-cry; Developing a school spirit; Learning the names of Grade 12s; Learning school information; Supporting school activities; and Doing duty at sport activities. Negative perceptions were expressed regarding: Carrying objects around; Uncertainty regarding taking an oath; Serving Grade 12s; Silence by Grade 8 learners; and Wearing large name tags.

| Actions*                    | Agreement rating |             |             |              |              |                | Total |
|-----------------------------|------------------|-------------|-------------|--------------|--------------|----------------|-------|
|                             | disagree++       | Disagreed   | Undecided   | agree        | agree++      | n.a.           |       |
| Help lost Gr. 8             | 8<br>2.74        | 9<br>3.08   | 13<br>4.45  | 159<br>54.45 | 103<br>35.27 | 0<br>0.0<br>0  | 292   |
| Mentorship role for Gr. 8   | 9<br>3.08        | 15<br>5.14  | 30<br>10.27 | 134<br>45.89 | 101<br>34.59 | 3<br>1.0<br>3  | 292   |
| Social event with Gr. 8s    | 16<br>5.48       | 47<br>16.10 | 57<br>19.52 | 96<br>32.88  | 72<br>24.66  | 4<br>1.3<br>7  | 292   |
| Attend Gr. 8 ceremony       | 29<br>9.97       | 64<br>21.99 | 87<br>29.90 | 68<br>23.37  | 35<br>12.03  | 8<br>2.7<br>5  | 291   |
| Attend Gr. 8 parent evening | 39<br>13.36      | 93<br>31.85 | 84<br>28.77 | 41<br>14.04  | 24<br>8.22   | 11<br>3.7<br>7 | 292   |
| Interest Gr. 8s performance | 18<br>6.16       | 53<br>18.15 | 54<br>18.49 | 115<br>39.38 | 50<br>17.12  | 2<br>0.6<br>8  | 292   |

| Table 4.5  |                  |             |             |              |              |            |       |
|--|------------------|-------------|-------------|--------------|--------------|------------|-------|
| Section 4: Actions* taken by Gr. 12 learner towards Gr.8 |                  |             |             |              |              |            |       |
| Actions*   | Agreement rating |             |             |              |              |            |       |
| Frequency Row Pct  | disagree++       | Disagreed   | Undecided   | agree        | agree++      | n.a.       | Total |
| Assist Gr. 8 if bullied                                  | 4<br>1.37        | 21<br>7.22  | 37<br>12.71 | 111<br>38.14 | 114<br>39.18 | 4<br>1.37  | 291   |
| Support: Contact Gr. 8 family                            | 26<br>8.87       | 60<br>20.48 | 87<br>29.69 | 68<br>23.21  | 40<br>13.65  | 12<br>4.10 | 293   |
| Shout at Gr. 8s  | 15<br>5.15       | 33<br>11.34 | 70<br>24.05 | 121<br>41.58 | 49<br>16.84  | 3<br>1.03  | 291   |
| Swear at Gr. 8s  | 57<br>19.66      | 75<br>25.86 | 61<br>21.03 | 61<br>21.03  | 29<br>10.00  | 7<br>2.41  | 290   |
| Isolate Gr. 8 for + hour                                 | 59<br>20.27      | 84<br>28.87 | 80<br>27.49 | 46<br>15.81  | 14<br>4.81   | 8<br>2.75  | 291   |
| Hit Gr. 8 with fist                                      | 109<br>37.59     | 95<br>32.76 | 46<br>15.86 | 20<br>6.90   | 13<br>4.48   | 7<br>2.41  | 290   |
| Hit Gr. 8 bat/object                                     | 120<br>41.10     | 81<br>27.74 | 39<br>13.36 | 35<br>11.99  | 12<br>4.11   | 5<br>1.71  | 292   |
| Bogwash Gr. 8  | 161<br>55.33     | 91<br>31.27 | 20<br>6.87  | 11<br>3.78   | 2<br>0.69    | 6<br>2.06  | 291   |
| Exercise Gr. 8   | 23<br>7.88       | 24<br>8.22  | 42<br>14.38 | 130<br>44.52 | 69<br>23.63  | 4<br>1.37  | 292   |

| Table 4.5  |                  |              |             |             |            |                |       |
|--|------------------|--------------|-------------|-------------|------------|----------------|-------|
| Section 4: Actions* taken by Gr. 12 learner towards Gr.8 |                  |              |             |             |            |                |       |
| Actions*   | Agreement rating |              |             |             |            |                |       |
| Frequency Row Pct  | disagree++       | Disagreed    | Undecided   | agree       | agree++    | n.a.           | Total |
| Confine Gr. 8  | 87<br>29.79      | 97<br>33.22  | 63<br>21.58 | 24<br>8.22  | 11<br>3.77 | 10<br>3.4<br>2 | 292   |
| Disturb Gr. 8s sleep                                     | 65<br>22.26      | 64<br>21.92  | 72<br>24.66 | 50<br>17.12 | 29<br>9.93 | 12<br>4.1<br>1 | 292   |
| Sleep deprive Gr. 8                                      | 102<br>35.05     | 84<br>28.87  | 47<br>16.15 | 22<br>7.56  | 14<br>4.81 | 22<br>7.5<br>6 | 291   |
| Weather exposure when clothed                            | 124<br>42.61     | 91<br>31.27  | 37<br>12.71 | 19<br>6.53  | 4<br>1.37  | 16<br>5.5<br>0 | 291   |
| Weather exposure: tent                                   | 119<br>40.89     | 102<br>35.05 | 31<br>10.65 | 17<br>5.84  | 7<br>2.41  | 15<br>5.1<br>5 | 291   |
| Gr. 8s eat unusual food                                  | 116<br>40.14     | 84<br>29.07  | 36<br>12.46 | 34<br>11.76 | 7<br>2.42  | 12<br>4.1<br>5 | 289   |
| Gr. 8s drink unusual drink                               | 122<br>42.36     | 84<br>29.17  | 36<br>12.50 | 30<br>10.42 | 5<br>1.74  | 11<br>3.8<br>2 | 288   |
| Gr. 8s, drink alcohol                                    | 142<br>48.97     | 91<br>31.38  | 29<br>10.00 | 8<br>2.76   | 12<br>4.14 | 8<br>2.7<br>6  | 290   |
| Pierce/tattoo Gr. 8                                      | 175<br>60.34     | 83<br>28.62  | 18<br>6.21  | 2<br>0.69   | 2<br>0.69  | 10<br>3.4<br>5 | 290   |



| Table 4.5  |                  |             |             |             |             |           |       |
|--|------------------|-------------|-------------|-------------|-------------|-----------|-------|
| Section 4: Actions* taken by Gr. 12 learner towards Gr.8 |                  |             |             |             |             |           |       |
| Actions*   | Agreement rating |             |             |             |             |           |       |
| Frequency Row Pct  | disagree++       | Disagreed   | Undecided   | agree       | agree++     | n.a.      | Total |
| Shave Gr. 8  | 124<br>42.91     | 79<br>27.34 | 39<br>13.49 | 25<br>8.65  | 13<br>4.50  | 9<br>3.11 | 289   |
| Wedgie Gr. 8   | 78<br>27.08      | 55<br>19.10 | 49<br>17.01 | 59<br>20.49 | 39<br>13.54 | 8<br>2.78 | 288   |
| Gr. 8: expose himself                                    | 212<br>73.36     | 54<br>18.69 | 14<br>4.84  | 2<br>0.69   | 1<br>0.35   | 6<br>2.08 | 289   |
| Gr. 8: touch genitals                                    | 223<br>76.90     | 48<br>16.55 | 9<br>3.10   | 2<br>0.69   | 2<br>0.69   | 6<br>2.07 | 290   |
| Show Gr. 8 pornography                                   | 183<br>63.32     | 55<br>19.03 | 32<br>11.07 | 10<br>3.46  | 3<br>1.04   | 6<br>2.08 | 289   |
| Masturbate in group                                      | 220<br>76.39     | 47<br>16.32 | 10<br>3.47  | 2<br>0.69   | 1<br>0.35   | 8<br>2.78 | 288   |
| Condom on Gr. 8  | 227<br>78.28     | 44<br>15.17 | 10<br>3.45  | 1<br>0.34   | 0<br>0.00   | 8<br>2.76 | 290   |
| Object in anus   | 233<br>80.34     | 39<br>13.45 | 6<br>2.07   | 2<br>0.69   | 1<br>0.34   | 9<br>3.10 | 290   |
| Total  | 3245             | 2046        | 1345        | 1525        | 878         | 260       | 9299  |
| Frequency Missing = 173                                  |                  |             |             |             |             |           |       |
| Probability(Chi-square=5063.80) < 0.0001 ***             |                  |             |             |             |             |           |       |

The totals row in Table 4.5 indicates that the majority of responses fell within the *disagree* and *strongly disagree* categories (3245+2046 responses) indicating that respondents generally had a negative perception of the listed topics in Section 4 of the questionnaire. The statistical significance attached to the Chi-square statistic (5063.80 on the 0.1% level of significance) indicates that respondents' response pattern to all items listed were, however, not the same. Differences are indicated in the table with colour: green for undecided and red for negative.

#### **4.2.2.1 Overall deduction on composite frequency tables**

The response pattern per item thus provides a detailed and general overview of the respondent's perceptions of the three areas of the OP. The general deduction can be made that respondents held positive perceptions regarding *Administration of OP* (Table 4.3) and *OP Activities expected of Grade 8 learners by Grade 12 learners* (Table 4.4). Furthermore, it can be deduced that respondents were negative towards *Actions taken by Grade 12 learner towards Grade 8s* (Table 4.5). However, the information contained in the data seems overwhelming and to obtain a more compact presentation of results, data dimension reduction (grouping of associated items) is investigated in the next section of this chapter (par. 4.2.3).

#### **4.2.3 Exploratory factor analyses**

Exploratory principal axis factor analysis, with varimax rotation was conducted separately on the response data dealing with two of the areas of the Orientation Programme, namely:

- i) Administration of OP
- ii) Other activities during OP done to/expected of Grade 8 learners by Grade12s

The analyses investigated the underlying structure of the data of the two areas to determine whether more than one sub-issue underlies each area. This sub-issue is termed a factor. Summary results included in the ensuing discussions indicate that for the *Administration of OP* (Section 2 of the questionnaire) four factors were identified that underlie the data structure. For the *Other activities during OP done to/expected of Grade 8 learners by Grade12s* (Section 4 of the questionnaire) four factors were identified.

The areas and factors are grouped together as follows:

Area 1: Administration of OP (Section Two)

Factor 1: Belonging and tradition instilled by OP

Factor 2: Participatory role of Grade 8s

Factor 3: Essence of OP

Factor 4: Risk elements involved in OP administration

Area 2: Other activities during OP done to/expected of Grade 8 learners by Grade12s (Section Four)

Factor 1: Sexual abuse activities expected of Grade8s

Factor 2: Traditional activities expected of Grade 8s

Factor 3: Physical intimidation of Grade 8s by Grade 12s

Factor 4: Positive Grade 12 supportive activities

#### **4.2.3.1 The administration of Orientation Programmes (Questionnaire: Section 2)**

The table of eigen-values calculated in the analysis is included in Appendix D (Table 4.2.3.1) to indicate that at least four factors were identified that underlie the response data structure. Moreover, a scree plot of eigen-values was also plotted but is not included in this analysis. This also suggested four factors. Based on the two criteria (eigen-values and scree plot), four factors were specified in the analysis. Table 4.6 presents the rotated factor pattern derived from the analysis. The rotated factor pattern indicates that questionnaire items which weigh on a specific factor (items with large weights indicated by \*) suggest the factor that an area describes.

| Table 4.6                                    |         |   |         |   |         |   |         |   |
|--|---------|---|---------|---|---------|---|---------|---|
| Rotated Factor Pattern: Administration of OP |         |   |         |   |         |   |         |   |
|  | Factor1 |   | Factor2 |   | Factor3 |   | Factor4 |   |
| q209   | 70      | * | 9       |   | 12      |   | -2      |   |
| q219   | 70      | * | 13      |   | 33      |   | 7       |   |
| q218   | 58      | * | 28      |   | 11      |   | -1      |   |
| q204   | 57      | * | 8       |   | 49      | * | -9      |   |
| q208   | 56      | * | 16      |   | 26      |   | -4      |   |
| q220   | 33      |   | 29      |   | 15      |   | -2      |   |
| q216   | 2       |   | 81      | * | 16      |   | -1      |   |
| q214   | 15      |   | 68      | * | -4      |   | 6       |   |
| q217   | 17      |   | 67      | * | 5       |   | 5       |   |
| q207   | 15      |   | 50      | * | 5       |   | -15     |   |
| q215   | 29      |   | 33      |   | 25      |   | 11      |   |
| q203   | 24      |   | 4       |   | 74      | * | 5       |   |
| q201   | 23      |   | 4       |   | 68      | * | 4       |   |
| q202   | 34      |   | 9       |   | 63      | * | 6       |   |
| q206   | 5       |   | 10      |   | 45      | * | 8       |   |
| q211   | -5      |   | -7      |   | 1       |   | 79      | * |
| q212   | -10     |   | -5      |   | 5       |   | 73      | * |
| q213   | 12      |   | 17      |   | 16      |   | 51      | * |
| q210   | 26      |   | 4       |   | 19      |   | 33      |   |
| q205   | 7       |   | 20      |   | 8       |   | -25     |   |

Printed values are multiplied by 100 and rounded to the nearest integer. Values greater than 0.45 are indicated by \*.

According to Table 4.6, it was found that:

**Factor 1** is described by questionnaire items: q209, q219, q218, q204, q208 and was labelled **Belonging and tradition instilled by OP**

**Factor 2** is described by questionnaire items: q216, q214, q217, q207 and was labelled **Participatory role of Grade 8s**

**Factor 3** is described by questionnaire items: q203, q201, q202, q206 and was labelled **The essence of OP**

**Factor 4** is described by questionnaire items: q211, q212, q213 and was labelled **Risk elements involved in OP administration**

The labels for the factors were formulated in order to describe the issue addressed by the grouping of questionnaire items within a given area most accurately.

#### **4.2.3.2 Other activities during OP done to/expected of Grade 8 learners by Grade 12s (Questionnaire: Section 4)**

An exploratory factor analysis (principal axis factor analysis with varimax transformation) was likewise conducted on the response data of other activities during the OP done to/expected of Grade 8 learners (Section 4 of the questionnaire). The table of eigen-values calculated in the analysis is included in Appendix D (Table 4.2.3.2) to indicate that at least four factors were identified that underlie the response data structure. Moreover, a scree plot of eigen-values was also plotted but this is not included in this analysis. Results were interpreted similar to the discussion in 4.2.3.1. Based on the two criteria (eigen-values and scree plot), four factors were specified in the analysis. Table 4.7 presents the rotated factor pattern derived from the analysis. The rotated factor pattern indicates that questionnaire items which weigh on a specific area (items with large weights indicated by \*) suggest the factor that an area describes.

| Table 4. 7   |         |   |         |   |         |  |         |
|--|---------|---|---------|---|---------|--|---------|
| Rotated Factor Pattern: Other activities during OP done to/expected of Gr. 8s by Gr. 12s |         |   |         |   |         |  |         |
|  | Factor1 |   | Factor2 |   | Factor3 |  | Factor4 |
| q43<br>1   | 88      | * | 20      |   | 3       |  | 4       |
| q43<br>0   | 83      | * | 18      |   | 9       |  | 8       |
| q42<br>8   | 82      | * | 14      |   | 1       |  | -7      |
| q43<br>2   | 80      | * | 28      |   | 3       |  | 5       |
| q42<br>7   | 73      | * | 30      |   | 1       |  | -10     |
| q42<br>4   | 68      | * | 44      |   | 6       |  | -9      |
| q42<br>9   | 60      | * | 23      |   | 19      |  | -14     |
| q42<br>1   | 24      |   | 77      | * | 15      |  | 0       |
| q42<br>2   | 21      |   | 76      | * | 16      |  | 4       |
| q42<br>0   | 40      |   | 70      | * | 12      |  | -5      |
| q41<br>9   | 39      |   | 66      | * | 18      |  | -6      |
| q41<br>8   | 23      |   | 65      | * | 21      |  | 2       |
| q42<br>5   | 29      |   | 58      | * | 19      |  | 4       |
| q42<br>3   | 41      |   | 47      | * | 22      |  | -19     |

| Table 4. 7   |         |  |         |  |         |  |         |
|--|---------|--|---------|--|---------|--|---------|
| Rotated Factor Pattern: Other activities during OP done to/expected of Gr. 8s by Gr. 12s |         |  |         |  |         |  |         |
|  | Factor1 |  | Factor2 |  | Factor3 |  | Factor4 |
| q41<br>7   | 3       |  | 46 *    |  | 42      |  | 13      |
| q42<br>6   | 17      |  | 38      |  | 33      |  | -16     |
| q41<br>2   | 15      |  | 13      |  | 70 *    |  | -18     |
| q41<br>3   | 10      |  | 14      |  | 69 *    |  | -20     |
| q41<br>0   | -12     |  | 18      |  | 68 *    |  | -30     |
| q41<br>6   | 25      |  | 18      |  | 61 *    |  | 3       |
| q41<br>1   | 3       |  | 14      |  | 59 *    |  | -20     |
| q41<br>4   | 27      |  | 8       |  | 54 *    |  | -3      |
| q40<br>9   | -19     |  | 17      |  | 50 *    |  | -18     |
| q41<br>5   | -8      |  | 37      |  | 42      |  | 5       |
| q40<br>4   | -5      |  | 11      |  | -6      |  | 69 *    |
| q40<br>8   | 7       |  | -4      |  | 9       |  | 67 *    |
| q40<br>5   | 12      |  | -1      |  | -6      |  | 65 *    |
| q40<br>6   | -2      |  | 1       |  | -12     |  | 59 *    |

| Table 4. 7   |         |  |         |  |         |      |
|--|---------|--|---------|--|---------|------|
| Rotated Factor Pattern: Other activities during OP done to/expected of Gr. 8s by Gr. 12s |         |  |         |  |         |      |
|  | Factor1 |  | Factor2 |  | Factor3 |      |
| q40<br>7   | -6      |  | -11     |  | -20     | 54 * |
| q40<br>2   | -22     |  | 2       |  | -10     | 53 * |
| q40<br>3   | 5       |  | -1      |  | -13     | 51 * |
| q40<br>1   | -23     |  | -2      |  | -19     | 44   |

Printed values are multiplied by 100 and rounded to the nearest integer. Values greater than 0.45 are indicated by \*.

According to Table 4.7, it was found that:

**Factor 1** is described by questionnaire items: q431, q430, q428, q432, q427, q424 and is labelled **Sexual abuse activities expected of G.8s**

**Factor 2** is described by questionnaire items: q421, q422, q420, q419, q418; q425, q423, q417 and is labelled **Traditional activities expected of G. 8s**

**Factor 3** is described by questionnaire items: q412, q413, q410, q416, q411, q414, q409 and is labelled **Physical intimidation of Grade 8s by Grade 12s**

**Factor 4** is described by questionnaire items: q404, q408, q405, q406, q407, q402, q403, q401 and is labelled **Positive Grade 12 supportive activities**

The labels for the factors were formulated in order to describe the issue addressed by the grouping of questionnaire items within a given area most accurately.



The deduction can thus be made that the areas of the Orientation Programme covered in Sections 2 and 4 of the questionnaire could be split into factors that enable refinement of perception interpretation and, at the same time, reduces the dimensionality of the 20 (Section 2) and 32 (Section 4) questionnaire items respectively to four perception factors in both instances.

#### **4.2.3.3 Scale reliability testing**

Once the underlying structure of an OP area had been established, scale reliability testing was constructed to establish the internal consistency reliability of each factor underlying the OP data area (also referred to factor of an OP area, e.g., the internal consistency reliability of the factor *Positive Grade 12 supportive activities*). Internal consistency reliability establishes whether the factors of questionnaire items that describe OP area measures perceptions of the area reliably and whether all items within the factor truly contribute towards explaining the factor.

Separate scale reliability tests were conducted on the perception responses to each area of questionnaire items that described (according to the factor analyses) an area of either OP administration or OP activities. A single scale reliability test was also conducted on the subset of questionnaire items of Section 3: Activities expected of Grade 8 learners by Grade12s. Table 4.8 presents the results from these analyses. Each row in the table reports on the results of a separate test. The first column lists the particular area evaluated, the second column the subset of questionnaire items describing the specific factor, the third column questionnaire items which the test/s indicated as not contributing towards explaining the particular area, fourth column lists the indicator of internal consistency reliability, namely the Cronbach alpha coefficient, and, in the fifth column – as discussed in the next section – area mean scores for each factor. The mean scores describe respondents' general perception on each factor which underlies the response data structure. Cronbach alpha values in the region of, or greater than 0.70, is generally regarded as indicators of internal consistency reliability.

Table 4.8

Scale reliability testing conducted on each of the areas of questionnaire item response of respondents to verify the internal consistency reliability of factors

| Area   | Questionnaire Items included in the area | Items omitted | Standardised Cronbach alpha | area score means (Standard deviation) |
|--|--|---------------|-----------------------------|---------------------------------------|
| <b>Section 2: Administration of OP</b>   |  |               |                             |                                       |
| Essence of OP  | q201-q203 q206                           |               | 0.76                        | 4.33 (0.63)                           |
| Belonging and tradition  | q204 208 q209 q218 q219                  |               | 0.81                        | 3.82 (0.82)                           |
| Risk elements in OP  | q211-q213                                |               | 0.74                        | 3.51 (0.82)                           |
| Participatory role of Gr. 8s   | q207 q214-q217 q220                      |               | 0.72                        | 3.32 (0.92)                           |
| <b>Section 3: OP activities expected of Gr. 8 learners by Gr.12s</b>   |  |               |                             |                                       |
| Activities expected of Gr. 8s  | q301-q314                                |               | 0.85                        | 4.08 (0.56)                           |
| <b>Section 4: Other activities during OP done to/expected of Gr. 8s by Gr.12s</b>  |  |               |                             |                                       |
| Positive Gr. 12 supportive activities  | q401-408                                 |               | 0.81                        | 3.53 (0.73)                           |
| Physical intimidation  | q409-q416                                |               | 0.84                        | 2.58 (0.78)                           |
| Traditional actions  | q417-q423 q425-q426                      |               | 0.89                        | 2.13 (0.86)                           |
| Sexual abuse activities  | q424 q426-q432                           |               | 0.93                        | 1.35 (0.55)                           |
| Scale reliability is established for any given area if the value of the Cronbach alpha coefficient is approximately 0.6-0.7 or greater |  |               |                             |                                       |

All Cronbach alpha values reported in Table 4.8 exceed 0.7, which indicates that internal consistency reliability could be established for all factors of the three OP areas. This implies that the factors reliably describe and measure each of the areas.

#### **4.2.3.4 Calculation of area scores**

Once the internal consistency reliability of areas have been established and confirmation obtained that the factor of questionnaire items truly explains specific OP areas, a measure of respondent perceptions on each area is calculated as the mean rating value of the factor of questionnaire items that describe the area of the OP. The calculated measure is referred to as an area score. The area scores of respondents and the mean area score for each factor of the calculated measure are referred to as factors of the OP. The mean scores are reported in column 5 of Table 4.10. The mean values (interpreted on the same agreement rating scale as the original questionnaire item responses) indicate that respondents were very positive towards the Essence of OP (mean score of 4.33) and OP activities expected of Grade 8 learners by Grade12s (mean score of 4.08). Respondents were very (strongly) negative regarding Sexual abuse activities expected of Grade 8s by Grade12s (mean score of 1.35) and Orientation traditional actions (mean score of 2.13). This indicates that respondents do not approve of such actions. The other means scores can be interpreted likewise.

#### **4.2.3.5 One-way analyses of variance and Bonferroni multiple comparisons of means tests**

At this stage, the question might well be asked as to whether, apart from the general perception trends established for each of the areas and factors of OP investigated, biographical attributes of respondents also affected their perceptions of the OP.

To address this question, and as set out in the analysis strategy (Chapter 3), analyses of variance were performed on each set of OP area scores to determine the statistical significance of the effect of biographical properties on perceptions. Properties investigated include: language, boarder or day learner status, OP participation, years of current school attendance, and means of school fees payment

The technique of analysis of variance identifies biographical attributes that statistically significantly affect perceptions, but does not indicate the way in which perceptions are influenced (in other words, the nature of the effect on perceptions). For any specific OP area for which an attribute had been identified as statistically significant (e.g. the effect of boarder or day learner status on the factor of physical intimidation during the OP), Bonferroni multiple comparisons of means tests were also performed. These were done on the sets of area category scores (area category scores calculated according to the biographical attribute identified) (e.g. perception mean scores on physical intimidation, calculated according to the day learner and boarder categories of the biographical attribute, to investigate how perceptions were affected by the biographical attribute).

Various analyses of variance were conducted on each set of OP perception scores and biographical effects. Only the results of the analyses which produced the best fit are presented in Table 4.9. Associated Bonferroni multiple comparisons of means test results for these models are also reported in Table 4.9. (The frequency distributions of the biographical property of religious affiliation indicated that some categories of these attributes were not well represented in the sample and that inclusion of these attributes in the anova model/s might lead to unreliable deductions and were therefore omitted from further analysis.)

Each row in Table 4.9 presents the results of a separate analysis of variance and associated Bonferroni results. The sets of area scores analysed are listed in the first column of the table. The general F statistic and probability associated with the F statistic of the analysis of variance is listed in the second column. F statistics and probabilities associated with the individual biographical attributes are reported in columns 4 and 5. The Bonferroni test results include the OP aspect score means calculated according to the categories of biographical attributes which proved to statistically significantly affect perceptions. This is reported in the last two columns of Table 4.9.

Table 4.9

Analysis of variance and Bonferroni Multiple comparisons of means tests

The analysis of variance models on the nine sets of OP perception scores included the biographical attributes of language, boarder/day learner status, OP participation, years' school attendance and means of school fees payment. The attributes were included in each anova model (each row presents the results of a separate analysis) to identify attributes that statistically significantly affect perceptions.

The least significant difference (LSD) parameter of the Bonferroni test and perception score category means in columns 8 and 9 describe the nature of the effect of attributes on perceptions.

| Analysis of variance results  |                      |                        |   |                  |                     |               | Bonferroni LSD (least significant difference) and position-category area means |  |
|---|----------------------|------------------------|---|------------------|---------------------|---------------|--|--|
| OP perception component analysed, F statistic, probability (F statistic and degrees of freedom) |                      |                        | F-probability and significance of effect of position. |                  |                     |               |  |  |
| Area  | General Probability  | F Analysis of variance | Boarder   | Orien-tation     | Attend              | Home language |  |  |
| Section 2: Perceptions of administration of the OP programme                                    |                      |                        |   |                  |                     |               |  |  |
| Essence of OP   | 7.17<br>(0.01**)     | 288                    |   | 7.17<br>(0.01**) |                     |               |  | (LSD = 0.17)<br>yes: 4.39 a<br>no : 4.16 b |
| Belonging and tradition   | 4.84<br>(0.03*)      | 288                    |   | 4.84<br>(0.03*)  |                     |               |  | (LSD = 0.22)<br>Yes: 3.87 a<br>No : 3.61 b |
| Risk elements in OP   | 11.34<br>(<0.001***) | 284                    | 10.10<br>(0.002**)                                    |                  | 12.92<br>(0.001***) |               | (LSD = 0.30)<br>>5: 3.86 a<br><5: 3.69 a<br>=5: 3.30b                          | (LSD = 0.2)<br>Yes: 3.74a<br>No : 3.42b    |
| Participatory role of Gr. 8s  | 3.64<br>(0.01**)     |                        |   | 2.37<br>(0.12)   | 4.31<br>(0.01**)    |               | (LSD = 0.30)<br>>5: 3.07 a   |  |

|   |                       |     |                       |                 |   |                |  |  |
|---|-----------------------|-----|-----------------------|-----------------|---|----------------|--|--|
|   |                       |     |                       |                 |   |                | <5: 3.19 ab<br>=5: 3.45 b  |  |
| Section 3: Perceptions on OP activities expected of Gr. 8 learners by Gr. 12 learners   |                       |     |                       |                 |   |                |  |  |
| Activities expected of Gr. 8s   | 16.28<br>(<0.0001***) | 291 | 16.28<br>(<0.0001***) |                 |   |                |  | (LSD=1.44)<br>yes: 4.30 a<br>no : 4.00 a |
| Section 4: Perceptions on other activities during OP done to/expected of Gr.8 learners by Gr. 12s   |                       |     |                       |                 |   |                |  |  |
| Positive Gr. 12 supportive activities   | 12.70<br>(<0.0001***) | 283 | 5.90<br>(0.02*)       |                 | 16.95<br>(<0.001***)  |                | (LSD = 0.27)<br>>5: 4.00 a<br><5: 3.46 b<br>=5: 3.41 b           | (LSD= 0.18)<br>yes: 3.70a<br>no : 3.49b  |
| Physical intimidation   | 9.25<br>(0.003**)     | 290 | 9.25<br>(0.003**)     |                 |   |                |  | (LSD=0.21)<br>yes: 2.82 a<br>no : 2.49 b |
| Traditional activities  | 8.85<br>(0.0002***)   | 287 | 11.38<br>(<0.001***)  |                 |   | 3.49<br>(0.06) | (LSD=0.48)<br>Eng: 2.29 a<br>Afr: 2.10 a<br>Oth: 1.93 a          | (LSD=0.22)<br>yes: 2.45 a<br>no : 2.02 b |
| Sexual abuse activities   | 2.25<br>(0.08 #)      | 274 |                       | 3.73<br>(0.05*) | 2.39<br>(0.09 #)  |                | LSD <sup>#</sup> =0.20<br>>5: 1.30 a<br><5: 1.24 a<br>=5: 1.38 a | (LSD=0.13)<br>yes: 1.32 a<br>no : 1.43 a |
| Significance legend:<br># : Significant on the 10% level of significance<br>* : Significance on the 5% level of significance<br>** : Significance on the 1% level of significance<br>*** : Significance on 0.1% level of significance |                       |     |                       |                 | Bonferroni multiple comparison tests:<br>Category means suffixed with different smaller letters differ significantly from one another on the 5% level of significance<br>++: Means differ only on the 10% level of significance (alpha = 0.1) |                |  |  |
| Agreement rating scale level for score interpretation: 1: disagree++; 2: disagree, 3= ?; 4 = agree; 5 = agree++   |                       |     |                       |                 |   |                |  |  |

In addition to the information that was obtained from the initial overview of respondent perceptions (cf. Par. 4.2.1), the results in Table 4.9 indicate:

- i) **Respondents' prior participation in OP (when they were in Grade 8)** affected respondents' perceptions of *The essence of OP; Belonging and tradition* and *Sexual abuse activities* [The probabilities associated with the F statistics for each aspect were respectively 0.01\*\* (F-statistics of 7.17); 0.03\* (F-statistic of 4.84); and 0.05\* (F-statistic of 3.37) which indicates to significance on at least the 5% level of significance.] Respondents who had themselves participated in an OP when they were in Grade 8 held a statistically significantly more positive perception regarding the above-mentioned. For example, with regard to their perceptions on *Belonging and tradition*, respondents who had themselves participated in an OP agreed significantly stronger than respondents who did not participate in an OP (compare the mean scores of 3.78 and 3.61) that OP contributed towards development of a sense of belonging and tradition. The trend for the other OP aspects can be described in a similar fashion.
- ii) **Day scholar or boarder status** also affected perceptions regarding *Risk elements in OP; Activities expected of Grade 8's; Positive Grade 12 supportive activities; Physical intimidation; and Traditional activities*. The category mean scores for boarders were statistically significantly higher for the boarders' subset, although perceptions on each OP area were not necessarily positive. For example, boarder respondents held a positive perception towards Risk element in OP (a mean score of 3.74, which rounds to 4, which indicates *agreement*) as opposed to the perception rating of day scholars of 3.42 which rounds to 3 and indicates *indecision*. Perceptions on *Physical intimidation* was somewhat negative for both day scholars and boarders with day scholars tending towards *disagreement* (mean score of 2.49) and boarders towards *indecision* (a mean score of 2.82).
- iii) **The period that respondents had attended the particular school:** Length of time at the school affected respondent perceptions regarding the *Risk element in OP; Participatory role of Grade 8's; Positive Grade 12 supportive activities*, and to some extent *Sexual abuse activities*. [For each factor significance was determined on 0.1%, 1%, 0.1% and 10% levels of significance with probabilities

and F-statistics of respectively 0.001\*\*\* (F-statistics of 12.92); 0.01\*\* (F-statistic of 4.31), <0.001\*\*\* (F-statistic of 16.95) and .1# (F=-statistic of 2.39).] Results indicate that for all OP areas of interest in this instance (except *Sexual abuse activities*), respondents who had spent only their secondary school career at the school (i.e. 5 years) responded indecisively, whereas respondents who had spent more years at the school (i.e. primary schooling >5 years) held statistically significantly more positive perceptions on the *Risk elements in OP* and on *Positive Grade12 supportive activities*.

The nature of perception differences, as discussed in i) to iii) above are also illustrated in the box plots which follow in Figures 4.1 to 4.8.

| Effect of length of enrolment on:   | Effect of day school/boarder status on: |     |        |        |     |     |          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |         |     |    |        |    |     |     |     |     |     |     |     |    |     |     |     |     |     |
|---|---|-----|--------|--------|-----|-----|----------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---------|-----|----|--------|----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|
| <p data-bbox="129 1043 558 1077">Figure 4.1: on Risk factors in OP</p> <p data-bbox="172 1155 794 1196"><b>Effect enrolment time on perceptions</b></p> <table border="1"> <caption>Data for Figure 4.1: Risk Issues by attend1</caption> <thead> <tr> <th>attend1</th> <th>Min</th> <th>Q1</th> <th>Median</th> <th>Q3</th> <th>Max</th> </tr> </thead> <tbody> <tr> <td>&gt; 5years</td> <td>1.0</td> <td>3.6</td> <td>3.8</td> <td>4.5</td> <td>5.0</td> </tr> <tr> <td>1.5</td> <td>1.5</td> <td>2.9</td> <td>3.4</td> <td>4.0</td> <td>5.0</td> </tr> <tr> <td>2.5</td> <td>1.9</td> <td>3.2</td> <td>3.8</td> <td>4.2</td> <td>5.0</td> </tr> </tbody> </table> | attend1                                 | Min | Q1     | Median | Q3  | Max | > 5years | 1.0 | 3.6 | 3.8 | 4.5 | 5.0 | 1.5 | 1.5 | 2.9 | 3.4 | 4.0 | 5.0 | 2.5 | 1.9 | 3.2 | 3.8 | 4.2 | 5.0 | <p data-bbox="810 1043 1396 1077">Figure 4.4: OP Activities expected of Gr.8's</p> <p data-bbox="821 1155 1436 1196"><b>Effect day school/boarder on perceptions</b></p> <table border="1"> <caption>Data for Figure 4.4: ExpectActivities by Boarder</caption> <thead> <tr> <th>Boarder</th> <th>Min</th> <th>Q1</th> <th>Median</th> <th>Q3</th> <th>Max</th> </tr> </thead> <tbody> <tr> <td>yes</td> <td>3.6</td> <td>4.1</td> <td>4.3</td> <td>4.6</td> <td>5.0</td> </tr> <tr> <td>no</td> <td>1.0</td> <td>3.8</td> <td>4.0</td> <td>4.4</td> <td>5.0</td> </tr> </tbody> </table> | Boarder | Min | Q1 | Median | Q3 | Max | yes | 3.6 | 4.1 | 4.3 | 4.6 | 5.0 | no | 1.0 | 3.8 | 4.0 | 4.4 | 5.0 |
| attend1   | Min                                     | Q1  | Median | Q3     | Max |     |          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |         |     |    |        |    |     |     |     |     |     |     |     |    |     |     |     |     |     |
| > 5years  | 1.0                                     | 3.6 | 3.8    | 4.5    | 5.0 |     |          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |         |     |    |        |    |     |     |     |     |     |     |     |    |     |     |     |     |     |
| 1.5   | 1.5                                     | 2.9 | 3.4    | 4.0    | 5.0 |     |          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |         |     |    |        |    |     |     |     |     |     |     |     |    |     |     |     |     |     |
| 2.5   | 1.9                                     | 3.2 | 3.8    | 4.2    | 5.0 |     |          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |         |     |    |        |    |     |     |     |     |     |     |     |    |     |     |     |     |     |
| Boarder   | Min                                     | Q1  | Median | Q3     | Max |     |          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |         |     |    |        |    |     |     |     |     |     |     |     |    |     |     |     |     |     |
| yes   | 3.6                                     | 4.1 | 4.3    | 4.6    | 5.0 |     |          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |         |     |    |        |    |     |     |     |     |     |     |     |    |     |     |     |     |     |
| no  | 1.0                                     | 3.8 | 4.0    | 4.4    | 5.0 |     |          |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |   |         |     |    |        |    |     |     |     |     |     |     |     |    |     |     |     |     |     |



Figure 4.2: Positive Gr.12 supportive activities

**Effect enrolment time on perceptions**

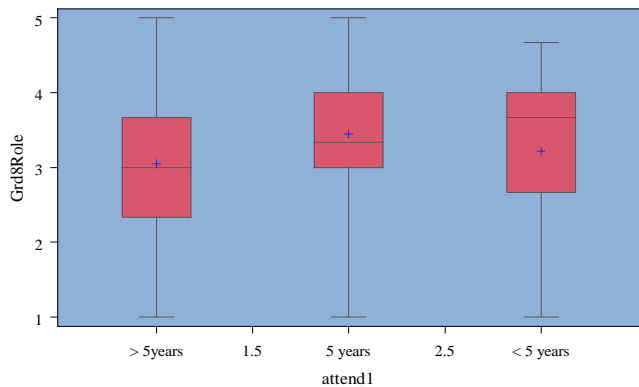


Figure 4.5: Physical abuse activities

**Effect day school/boarder on perceptions**

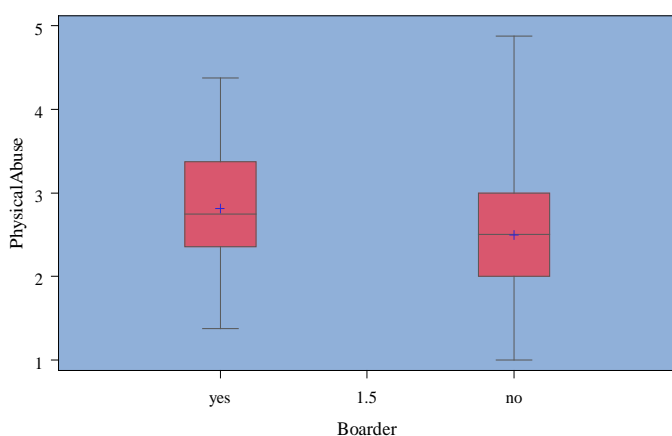


Figure 4.3: Perceptions of Activities expected of Gr.8's

**Effect enrolment time on perceptions**

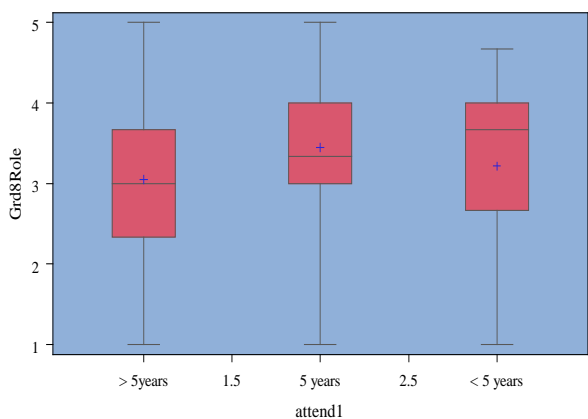
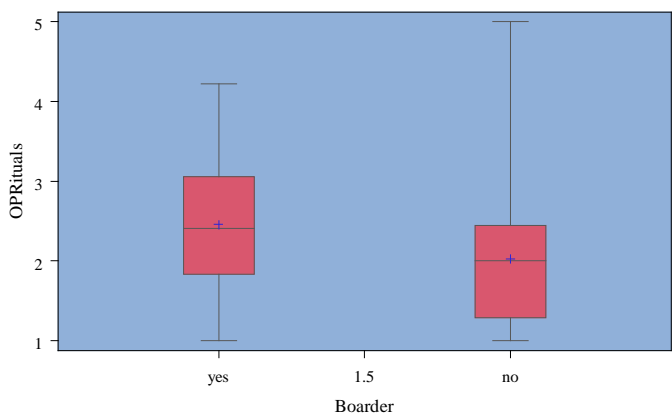
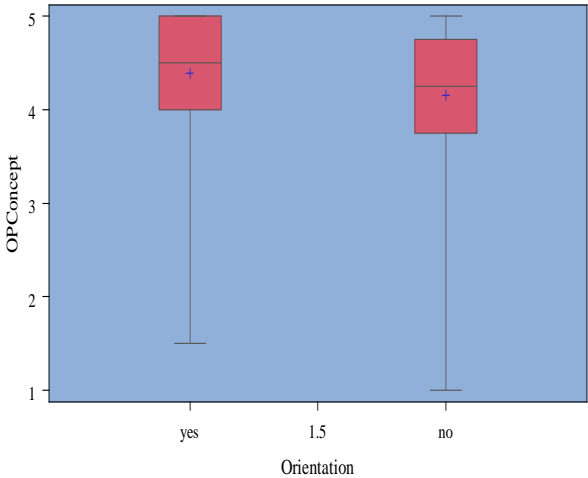
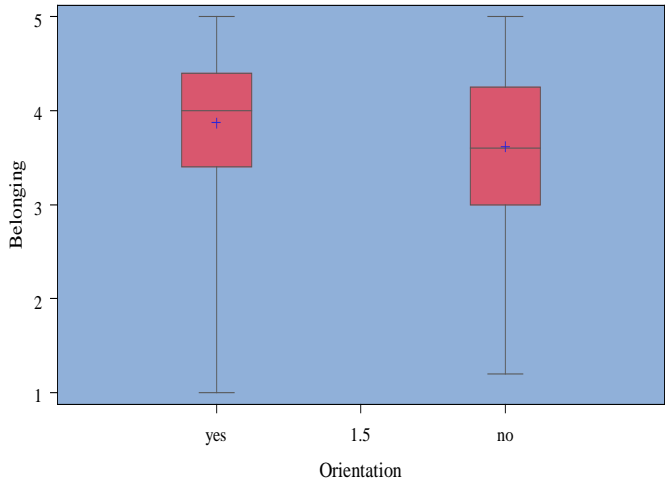


Figure 4.6: Perceptions re Traditional activities

**Effect day school/boarder on perceptions**



| Effect of previous OP participation of respondents on   | Effect of previous OP participation of respondents on   |
|---|---|
| <p data-bbox="113 338 796 427">Figure 4.7: Perceptions re OP activities expected of Gr.8's</p> <p data-bbox="113 506 796 551"><b>Effect Orientation participation on perceptions</b></p>  | <p data-bbox="796 338 1514 383">Figure 4.8: perceptions re Belonging and tradition</p> <p data-bbox="796 506 1514 551"><b>Effect Orientation participation on perceptions</b></p>  |

### 4.3 DISCUSSION OF OPEN ENDED ITEM IN QUESTIONNAIRE

Of the completed questionnaires (N=296), 115 respondents chose to complete Question 5 which was the blank space entitled Open Comment. In other words, 39 % of respondents felt that they had an opinion on hazing during orientation programmes which warranted being aired. Respondents were free to comment on anything which they felt needed mentioning. Broad varieties of comments were made and have been divided into six categories (par. 4.3.1-4.3.6) according to similarity in meanings embedded in the comments. Some ideas (4.3.6) were mentioned only a few times, for example, the perceived consequences of mentoring, but have nevertheless been included in the discussion as they raise salient points.

### **4.3.1 Maintaining order within the school**

Many respondents indicated that a hierarchy within the school was essential to the success or smooth running of the school as it served to maintain order. This maintenance of order was further supported by the need to ‘discipline’ Grade 8 boys and instil them respect for the Grade 12 boys and teachers. This aspect was most frequently commented on in the open comment section of the questionnaire.

The following comments are representative:

*A school needs some form of hierarchy to function well therefore some form of initiation should be used to establish that hierarchy.*

*Hazing was implemented to put everyone in the school in their place. It divides the juniors from seniors and it built respect between one another.*

*The only reason that the Grade 12s shake them [Grade 8s] up a bit is to gain their respect and to help maintain discipline.*

*At our school the Grade 8s are expected to respect the Grade 12s and to treat them with respect and to respect their elders.*

The maintenance of order has been given as a broad category to cover the need for a strong hierarchy and the outward showing of respect and discipline, which were considered important to respondents.

### **4.3.2 Physical actions**

Physical activity was the second most frequently commented on aspect in the open comment section. There were two distinct reasons for expecting a Grade 8s to experience something physical during orientation programmes: as a means to an end or to have some fun.

#### **4.3.2.1 Means to an end**

If order was to be maintained, this could be achieved, in the opinion of respondents through exercising some form of power or control over the Grade 8 boys. The latter came from being in a position to mete out physical consequences to the younger boys. The comments indicated that some form of physical discomfort was required to achieve this aim as demonstrated by these selected comments:

*Younger grades should only be punished with good reason. I know that from shouting and talking and writing out punishment given they do not learn. They are young and sometimes giving them a hiding is the only way to teach them. For the right reason.*

*Pain is our friend. We should use any means of discipline necessary to correct behaviour.*

*Depends on circumstances, make them do exercises to help them or punish them in a group. Disturb them in their sleep if they have not done what is required of them by a Grade 12 or Boarding Master.*

According to these comments, physical action is a justifiable means of punishing Grade 8s. These respondents believed that they were in a position to deal out punishment as it would result in the improved behaviour of the Grade 8s.

#### **4.3.2.2 For fun**

Certain comments indicated that the physical aspect of hazing was fun and created positive lasting memories. These excerpts illustrate this point:

*Initiation should be funny and not humiliating for the Grade 8 learners, no extreme initiation should be introduced. To do small fun initiations which are not harmful.*

*I think that it is good but not to be taken overboard. I think it is best to do small things like wearing abnormally large boards with a joke and a brick in hand.*

*Small activities like waiting in the tuck shop queue. Things that a junior boy will be able to look back on and laugh about.*

*Taking Grade 8s out of the boarding school at midnight for a compulsory swim is one of the best ways of pulling them together and creating memories which are actually worth recounting later.*

These comments illustrate the positive experiences which certain respondents felt were derived from activities which could be considered as falling within the definition of hazing. To some these acts are considered mere horseplay and so are regarded as positive experiences. This exemplifies the ambiguous nature of hazing.

### **4.3.3 Tradition**

While the three schools were not equally old, the respondents considered their schools to have long histories when compared with their own short life experience of eighteen years. The boys indicated that hazing during orientation programmes should be practised as a tradition and as a means of passing on tradition. In all the comments made, school tradition was seen as a very positive attribute of a school. The boys displayed a sense of pride in and love for their respective institutions.

*It is a tradition which we are proud of.*

*Grade 8s should not be forced to do anything they do not want to do but they must understand the heritage and tradition of the school.*

Hazing was thus regarded as a means by which the baton of tradition can be handed down from one generation to the next.

*It is done to keep the school tradition, just as so the Grade 8s should keep the tradition when they are in Grade 12.*

Moreover, certain respondents felt that the degree or amount of hazing in orientation programmes was being reduced and that this was a negative consequence:

*The school is losing its tradition. Bring it back (hazing).*

*In this country it is prohibited, restricting the development of school tradition.*

Other respondents felt quite the opposite:

*The old hazing system is archaic and should be done away with. Saying it is part of the school tradition is no excuse.*

As can be seen, the opinions on tradition were often conflicting.

#### **4.3.4 Unity and Belonging**

Respondents often spoke of the sense of unity and continuity as a result of having experienced activities which other boys had experienced many years before them. This was associated with a sense of belonging which was twofold: belonging to the school as a whole and unity within the new Grade 8 group.

##### **4.3.4.1 Belonging to the school as a whole**

Much of the orientation programme was aimed at just this, developing a sense of belonging to the new group. This is how some boys articulated this:

*I went through it and it made me feel part of the school.*

*I strongly believe that Grade 8 orientation is necessary. It makes the learners feel like they are a part of the school "clan" and gives them good memories about high school in the long run.*

Respondents regarded it as important for an individual to be integrated into a group for the effective functioning of that group. The question which needs to be considered is whether hazing is necessary for this to be an end result or if an orientation programme without hazing elements can achieve the same end.

#### **4.3.4.2 Unity of the Grade 8 group**

It is important that each new group bonds at the beginning of the year and develops a sense of unity. Years after completing their schooling or university career, many individuals will still refer to their group as the 'Class of 84' for example ('84 indicates the year in which they completed their schooling). This phrase indicates not an individual but a group identity. This fact can be identified in comments such as these that follow:

*Initiation can strengthen the group dynamic by bonding the boys involved. Successfully run, an initiation programme can create a tradition of unity within a group.*

*Hazing is important in a Grade 8 orientation programme of the school because it unifies the group, it is something that each grade can only share with each other and stories that only they will understand.*

The development of unity is seen as a positive characteristic of the group and encouraged from early on in the secondary school years. This fact is seen as a good outcome of orientation programmes.

#### **4.3.5 Preparing for the future**

Another recurring theme, albeit to a lesser degree, was the idea that hazing was a way of prepare one for future challenges. According to respondents, exposing a Grade 8 boy to the challenges of hazing and the overcoming of the obstacles presented in the process, would result in necessary character growth. These comments illustrate this:

*Initiation is meant to prepare you for the future as life is full of challenges.*

*It also teaches boys important life skills, exposes them to life and helps shape their character.*

According to the respondents, orientation programmes which contain elements of hazing prepare recipients for the challenges which school life may present in future. However, no mention was made of the impact on character should a Grade 8 'fail' to overcome any of the hazing obstacles.

#### 4.3.6 General

Concepts which did not fit specifically into a category based on a recurring theme are discussed below. These ideas while not commented on by the majority have significance and warrant consideration.

Mentorship is defined as the practice whereby an experienced person in an educational institution trains a new student (Oxford Dictionaries 2010). In the given context, when an older boy, one possibly in Grade 11 or 12 shows a younger boy the ropes in his new environment, he can become his mentor. This positive one on one relationship was favourably commented on:

*I believe that mentorship can be a hugely beneficial process for both parties. My mentor when I was in Grade 8 still influences my conduct in many respects and I thank him for it every day*

*Grade 8s should have some form of mentorship but must not be babied.*

To conclude a few perspectives are mentioned which illustrate the Grade 12 boys' varied views. I felt that these perspectives should be taken into consideration although the comments did not warrant an individual category.

*It is part of growing up. Suck it up and be a man.*

*Hazing with certain activities is fine but there will always be individuals who take it too far.*

*We are all equal. Humiliation does not make someone a better person but a disturbed school.*

*You will find that individually us boys are fairly nice people to be with, however, in a group (mob) we get up to some dumb things for entertainment.*

*Things that happen in boy's schools... happen in boy's schools. They are for boys and boys understand why the things are done.*

The comments indicated that in the minds of the respondents, there was little or no distinction between orientation type activities and hazing activities. This is an important point which has been referred to in the recommendations discussed in Chapter 5.



#### **4.4 CONCLUSION**

By way of summary, respondents to the questionnaire were positive about the Grade 8 orientation programmes held at their schools. They feel it acts as an introduction into secondary school and is the means through which traditions are passed from one year group to the next. However, respondents were very opposed to any activity which they felt would violate the dignity of a Grade 8 learner. Generally the results indicate that the objectives of OPs are positive and well-grounded but that when an OP activity deteriorates into a hazing activity, it is very negatively perceived.

## **CHAPTER 5**

### **SYNTHESIS OF THE FINDINGS, FINAL CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

In this chapter I focus on a summary of the literature study and empirical investigation with reference to the problem statement, research question and its sub-questions and aims. I reiterate key findings and make recommendations for the improvement of practice based on the analysis of data. Improvements in the execution of an orientation programme should maximise positive aspects and minimise any hazing components. I suggest areas for future research, state the limitations of this study and outline final my conclusions.

#### **5.2 SUMMARY OF THE LITERATURE REVIEW**

Chapter 2 dealt with concepts related to hazing from a wide variety of perspectives, with an eye to gain a complete and holistic understanding of hazing. The aim was to have a thorough understanding of the components of hazing, identify the building blocks of the practice and so achieve an accurate, extensive and complete understanding of what is currently known about the topic. A number of concepts associated with hazing and sometimes confused with it were expanded upon. The chapter traced the development of hazing from a historical perspective (cf. Par 2.3) with particular emphasis on those countries which are English-speaking (cf. Par 2.4.4). Although these countries and their educational traditions have had a considerable influence on the South African schooling system, literature about hazing in other countries was also provided where available (cf. Par 2.4.1-2.4.3 and 2.4.5).

The chapter included a description of role players (cf. Par 2.5.3) within the hazing process. The argument was made that for the hazing process to be effective and transmitted across generations, it requires the participation of all role players in any given context. Also included were the various phases of hazing (cf. Par 2.6) and the wide variety of methods used (cf. Par 2.7). Critical to a complete discussion of the topic was an understanding of the range of consequences (cf. Par 2.8) to hazing. The chapter reviewed the extensive psychological

and motivating factors (cf. Par 2.9) associated with individuals involved in the hazing process. Other influences on hazing, for example, class, gender and race (cf. Par 2.10) were discussed. Finally, the chapter concluded with a discussion on which individuals are at greatest risk of being hazed (cf. Par 2.10.6), general factors which influence the process, the reasons why hazing always involves a degree of deception (cf. Par 2.11.1) and the fact that no single individual takes responsibility for the hazing process (cf. Par 2.11.2). Chapter two highlighted the universal nature of hazing and showed that it is possibly part of the human condition.

### **5.3 SUMMARY OF THE EMPIRICAL INVESTIGATION**

Chapter 3 presented the research design of the study. The study employed a quantitative method and in particular a non-experimental survey design with a structured questionnaire (cf. Par 3.4). This method of data collection was believed to be the most applicable tool to collect the data required on a large scale in an efficient and cost-effective manner. The chapter included a detailed overview of the selection of sites (cf. Par 3.3), sampling of respondents (cf. Par 3.4.1), procedures for and stages of data collection (cf. Par 3.4.2) and data analysis (cf. Par 3.4.3). An explanation of steps taken to ensure the reliability and validity of the study were described (cf. Par 3.4.4), as well as attention given to ethical issues (cf. Par 3.4.5). Finally the role of the researcher was placed within the study (cf. Par 3.5).

The questionnaire (Appendix A) consists of five distinct sections. The first one dealt with biographical data which would later be used to describe trends of hazing and how they correlated to the biographical data. Sections Two, Three and Four examined the administration of the orientation programmes and the activities which occurred during an orientation programme. The activities as embodied in the questionnaire items were graded through Section two and three from those activities which were innocuous and usually considered to be fun through to those which were considered hazing activities in the extreme. The final section of the questionnaire comprised an open-ended question to elicit insights into respondents' perspectives on what they had been a part of or had witnessed. The three main divisions within the questionnaire (biographical data, orientation programme administration and activities, and the open ended question), whilst intrinsically quite different, formed a compatible single instrument of data gathering where the components supported each other. The quantitative method was a well-chosen method as it was able to establish both the degree

and nature of hazing in selected monastic secondary schools in the Johannesburg area. The empirical study has brought a greater understanding and has broadened the knowledge base of hazing. The study will hopefully act as a base line study for further research.

The general findings of the empirical study established that the Grade 12 learners are positive about the orientation programme (cf. Par 4.2.2). It acts as an introduction for new learners into secondary school and is a means through which school traditions are passed from one year group to another. This positive feedback should be noted by educators and learners involved in preparing and running orientation programmes as much is to be gained from this by all stake holders. Grade 12 learners are strongly opposed to any activity which they feel would violate the dignity of a Grade 8 learner. This is a positive perspective which should be maintained in all contexts. Hence, the study should successfully inform the design of an orientation programme so that all of those involved gain only positive experiences.

## **5.4 RECOMMENDATIONS**

Based on the findings of the empirical study and the literature reviewed, the following recommendations are made with a view to the improvement of practice. This implies the improvement of orientation programmes for Grade 8 learners in monastic schools and the elimination of those elements which constitute hazing. Each recommendation is followed by a biographical discussion.

### **5.4.1 The administration of an orientation programme**

The following activities are constructive in terms of introducing young boys into a new environment:

- An orientation programme is beneficial and should be run at the beginning of the school year. It contributes greatly to the maintaining of school traditions. Participation in orientation programmes can lead to an increased sense of belonging among Grade 8 learners. However, the Grade 12 learners should understand that this is not the only means through which a sense of belonging can be achieved.

- Grade 8 learners should be introduced to the concept of respect for seniors and this should be inculcated at a Grade 8 level. An example which reflects the kind of respect required is the need for Grade 8 learners to stand back for learners older than themselves.
- Grade 8 learners may be asked to do simple tasks. However, this requires clarity and/or supervision by educators to ensure that the definition of a simple task is realistic and not harmful. These simple tasks should be written down and limited to a list approved by the school management team.
- Grade 8 learners should participate in any sporting activity which forms part of the orientation programme.

At no stage should a Grade 8 learner be humiliated. As discussed in the literature review, the point at which an individual becomes humiliated differs vastly. To avoid potential humiliation Grade 8 learners should be required to volunteer to participate in various activities rather than be forced into activities which could be potentially humiliating for a given individual. All aspects of the orientation programme should be supervised or overseen by a responsible adult to avoid what seems like an innocuous activity being taken to the extreme by the irresponsible action of Grade 12 learners or bystanders. The adult does not need to take control of activities but should watch over what those in his/her care are doing. This will increase the confidence of the Grade 12 learners running the orientation programme and reduce the potential risk to all. All stakeholders will function at an increased level of accountability.

#### **5.4.2 Orientation programme activities expected of Grade 8 learners by Grade 12 learners**

Certain activities are constructive in terms of introducing young boys into a new environment and are valued by Grade 12 boys. Hence, it is recommended that they form part of the orientation programme. These include:

- Grade 8s going on a camp or tour;
- Grade 8s greeting Grade 12 learners by name;

- Developing a school spirit through becoming familiar with school traditions, ‘war-cries,’ school rules and the recognition of authority figures such as teachers and/or other adults present on the school premises;
- Participating in and supporting school activities and doing a duty at a fixture or tidying up or packing away equipment after a fixture.

Silly and potentially humiliating activities such as Grade 8 learners carrying around objects (e.g. a brick or an egg) should be eliminated from orientation programmes. A sense of belonging can be created in a variety of more meaningful ways. Activities that should be omitted from an orientation programme because they serve little or no higher or core purpose are things such as: wearing a very large name tag, expressing servitude, ‘fagging’ for a senior boy, standing in a tuck shop queue, making tea for a senior boy, or taking an oath of loyalty. These types of activities should be replaced with more positive and meaningful ones.

#### **5.4.3 Actions taken by Grade 12 learners towards Grade 8 learner**

In general, the respondents of the questionnaire were very negative towards the hazing activities listed in it. In particular, bullying, shouting and expecting physical exercise should be avoided in an orientation programme. Bullying in particular should be condemned through appropriate school rules and during public assemblies as it is a common schoolyard offense which unfortunately does not always get reported to the appropriate authority. Senior boys should be encouraged to report any form of bullying in the school, also during orientation programmes. Any commands or instructions to Grade 8s should not be shouted and any form of swearing should be avoided altogether. Calisthenics should always be carried out in the presence of an accountable educator.

The following activities should be eliminated from any orientation programme and penalties should be stipulated and communicated to learners, parents and educators.

- Swearing at, hitting in any sort or form, bogwashing, disturbing or limiting sleep, confining learners to areas which restricted their space, any form of exposure to the elements, consuming any form of unusual food or beverage, including alcohol, piercings, tattooing or shaving and exposing genitals, touching genitals, watching pornography or masturbating as a group, placing a condom on one another or inserting anything into anyone’s anus.

These activities constitute physical abuse and have legal implications for the perpetrators. Therefore they should be condemned in the strongest terms possible. If necessary, a list of these types of activities should be compiled and published with the consequences to those involved as a perpetrator, bystander or victim being noted. It should be made clear that these are destructive activities which will not be tolerated in any form.

#### **5.4.4 Preparation for participation in an orientation programme**

Grade 12 boys who had themselves participated in an orientation programme had significantly more positive feelings towards the activities included than those who had not. They believed that not experiencing an orientation programme would make the integration process into secondary school more difficult. Based on this finding, it is recommended that those schools that run an orientation programme as part of school tradition should continue to do so. Should any activities within the orientation programme be counter to the recommendations made in paragraphs 5.4.1 through 5.4.3, these activities should be either substituted with more acceptable ones and the rational and consenting adult should always be present. It seems that aspects of the orientation programme need to be a discussion point and an event to help Grade 8s increase their sense of camaraderie. This activity should be carefully chosen so that the positive consequence can prevail and hazing does not occur.

All Grade 12 learners engaged in the orientation programme should have clear written guidelines as to what constitutes hazing and they must be fully informed as to which activities are acceptable and which are not. This applies also to any adults, educators or other adults, who are engaged in any aspect of an orientation programme. All participants should be aware of the legal consequences of hazing.

#### **5.4.5 Orientation programme involving day scholars versus boarders**

Within the gambit of activities which occur at a school during the introductory phase of the year, boarders indicated statistically significant differences in their views compared to day scholars and this was indicated in Chapter four. Boarders experience activities more extremely, as is evident with their views on more risky behaviour and physical intimidation. As boarders are more at risk of hazing than day scholars, orientation in this context must be

managed with a greater degree of adult presence. Unmanaged situations in boarding schools can quickly change from horseplay to hazing. These events tend to be destructive for the perpetrator, bystander and victim alike as was seen with the response to the hazing events which took place in the Parktown Boys' boarding school in 2009 (Ritchie 2009).

It is recommended that a particular senior teacher be aware of all activities, potentially harmful or otherwise, before they are embarked on. Grade 12s should be fully informed as to what constitutes hazing in a boarding context. These boys need to be met with regularly in a non-threatening environment where they can discuss and agree on the orientation programme. A school tradition can be maintained without hazing ever having to occur.

#### **5.4.6 Orientation programmes as positive tradition**

Again as described in Chapter 4, individuals who had been in a school for more than five years because they attended the associated primary school were statistically significantly more in favour of riskier types of orientation activities and felt that Grade 12 played a greater support role to Grade 8s during an orientation programme. Thus, learners who have been in the school longer than five years should be mentored and monitored during orientation to ensure that school tradition is communicated and transmitted without harm to others. The recommendations made in 5.3.5 apply in this context also. To summarise, activities need to be discussed in advance in a non-threatening environment and alternative activities need to be sought where necessary. All elements of the programme must be written down and penalties for transgressing boundaries must be stipulated. In all instances, adult invigilation is necessary.

#### **5.4.7 General**

From the open ended question on the questionnaire it came across strongly that the Grade 12 learners feel that in certain contexts they are responsible for maintaining order within a school, that they need to present as an authority figure, that traditions fall to them to pass on, that they should prepare Grade 8s for the years which lie ahead, that they should help the group to develop a sense of unity between one another and develop a sense of belonging to the school; all this while having some fun in the process. It is possible that this may lead to



hazing type activities as the Grade 12 learners take certain actions which they believe gives them credibility with the Grade 8 learners. So the recommendation is to educate Grade 12 learners so that they are aware that by virtue of having been in the school for as many years as they have and by the positions which they hold within the school, they have the respect of their juniors and that they are qualified and indeed in a position to achieve the aforementioned goals without resorting to hazing types of activities. Respect is not gained by implementing hazing activities. In fact, to do so would be counterproductive.

In the minds of many Grade 12 boys there seems to be little or no distinction between orientation activities and hazing activities. There is in the actual activities little difference between them which is why constructive fun can so easily turn to hazing. Grade 12 learners should be educated as to the difference between the two groups of activities and taught how to draw a distinction between the two.

In conclusion, the salient points are listed here:

- Annually ensure that the principal, teachers and learners of the school are familiar with the legal implications of hazing. This can be found in the South African Schools Act no 84 of 1996 (Regulations to Prohibit Initiation Practices in Schools).
- Annually ensure that the principal, teachers and learners are familiar with the consequences of participating in hazing at a school.
- Allocate at least one senior member of staff, who has a good relationship with the learners and is known to be rational, empathetic and fair, to oversee the orientation programme.
- Have regular discussions between the staff member mentioned above and Grade 12 learners so that what is planned by them can be approved in advance and minuted.
- Always have a staff member in attendance at all orientation activities.
- Ensure that Grade 12 learners are given positions of responsibility and leadership which they are able to fulfil effectively without hazing.
- Allow the learners to establish a hierarchy, maintain order, pass on traditions and have fun within the above constraints.

- Grade 8 learners should annually complete an anonymous survey as to the nature of the orientation programme which they experienced so that the current trends can be monitored in the school.
- All stake holders are to remain aware and vigilant that: *“Hazing with certain activities is fine but there will always be individuals who take it too far.”*
- Should hazing be the order of the day at any given school, it important to note and understand that this cannot be reversed by a single individual. The changing of hazing type activities needs to be supported from the top down and driven in a similar manner.

## **5.5 AREAS FOR FUTURE RESEARCH**

During this empirical study and stemming from the literature study, many areas of future research became evident. As this research is a base line study there are many areas associated with hazing that still need to be explored. These include:

- Hazing in a South African and African context rather than just understanding what happens on a micro scale as has been explored in this research.
- Hazing experiences from the Grade 8 learner’s perspective can be examined. In all other research hazing is studied from the perspective of the victim. Further research needs to be done to determine the manner in which the hazing respondents (the perpetrator, the bystander and the victim) correlate.
- Hazing in an all girls’ school environment. While older literature indicated that girls were less involved in hazing, more current literature indicates that hazing amongst girls is on the increase and that it is becoming increasingly physical. These perspectives and a study within a South African context still need to be explored.
- Hazing in a co-educational environment and how it differs from a single sex environment. The manner in which individuals of different genders relate to one another is quite different to how individuals of the same gender relate. In light of this and the differences between single sex and coeducational schools warrants future research.

- Does hazing have any long term negative consequences on the individual? Longitudinal studies on victims of hazing would add constructively to the body of knowledge on hazing.
- Is there a correlation between how elite a school is and the level of hazing which occurs at the school? This was mentioned in Chapter 2 (cf. Par 2.10.3).
- What is the primary motivating factor which drives an individual to haze? As the degree and nature of hazing has been established in this research, the question that must be asked is why hazing occurs at all? Do Grade 12 learners actually have a choice as to whether they haze or not, does the institution expect hazing for its smooth running, is the reason for hazing based on a need for power or is it simply an aspect of tradition? These questions while difficult to answer are to date not understood despite hazing having been studied by many psychologists, anthropologists, sociologists and educationalists.
- Hazing in boarding schools or sports teams. From casual discussions held and when consulting web sites, there does seem to be a disproportionate amount of hazing associated with boarding facilities and in sports teams. Both the degree and nature of hazing in these contexts needs to be researched.
- Hazing in environments other than at a school. Hazing is well documented at tertiary educational institutions in the Western world. Future research needs to cover hazing in South Africa's military, in sports teams and in the work place.

Hazing is a broad and complex topic that while increasingly well documented is still not well understood. The topic provides many areas for future research which would positively impact on the many new learners who walk through the school halls annually. The topic is relevant and current within a South African context and further research on the topic could be put to good use.

## **5.6 LIMITATIONS TO THE STUDY**

The study was conducted on a small scale and involved only three monastic secondary schools in a specific geographical urban context in South Africa. Moreover, it made use of a non-probability sampling strategy which means that generalisability of the findings is restricted to the characteristics of the respondents of the questionnaire. This does not mean that the results are not useful but rather that considerable care must be taken in generalising the results (McMillan & Schumacher 1993: 160). Further, the survey was limited to Grade 12 boys of eighteen years and over. This may have affected the results somewhat and led to conclusions that could have differed if under 18 Grade 12 boys had participated.

## **5.7 CONCLUSION**

Hazing is a complex topic and in spite of the fact that a variety of theorists have studied it, a clear understanding hazing remains elusive. The topic of hazing is seldom met with neutrality. Society tends to be divided on the topic with some supporting and other rejecting its practice. Further complicating the topic is the fact that so many people have an experience of hazing in some or other form as a result of having passed through a secondary and possibly also tertiary education institution. It is often this life experience which turns many people into experts on the topic.

It should be borne in mind that the average education lasts for twelve years and that the duration of time that hazing is relevant to any one individual remains a very limited proportion of this time. However, it can be a huge stumbling block for victims and may unnecessarily impact negatively on the lives of those who meet out hazing. So it is important that the topic is researched and that aspects of hazing by Grade 12 learners in monastic South African secondary schools be better understood.

The data which was analysed in Chapter 4 has led to many positive recommendations being made. The study also provides numerous areas for future research and serves as a point of departure for further research in the South African context. It is noted that the hazing which occurs in our subcontinent differs from that already studied in other parts of the globe. It may well bring to light new information about the phenomenon of hazing which may in time bring our understanding of the subject to completion and ultimately bring the practice to an end or allow for it to be adapted for only positive outcomes.

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## APPENDIX A: COVER LETTER AND QUESTIONNAIRE

Dear Respondent

I am currently enrolled for a M Ed degree at the University of South Africa on the topic of *Hazing of Grade 8 boys as part of orientation programmes in monastic secondary schools in South Africa*. The purpose of this research study is to find out more about the occurrence of hazing (sometimes referred to as orientation or initiation) in monastic boys' secondary schools in South Africa with a view to where the orientation programme can be improved, or alternatively to reduce the risks involved.

To meet this aim, you are kindly requested to complete the attached questionnaire. It should take about 20 minutes to complete the questionnaire. Participation in this study is voluntary. You can choose not to take part and you can also choose not to finish the questionnaire or omit any question you prefer not to answer without penalty. Please be assured that all information you provide will be kept strictly confidential. Your name or any other identifying information, including the name of your school, will not appear on any study report – all results from the questionnaire will be reported as a statistical summary only and will be used for research purposes only. The findings of the research will be made available to you on request.

By returning this questionnaire, you are giving your consent to participate in this survey. Your participation will contribute to valuable educational research and I wish to thank you again for your cooperation.

Mrs C Huysamer

Position: M Ed student Unisa

Contact details: 076 900 2240

**QUESTIONNAIRE ON HAZING OF GRADE 8 BOYS AS PART OF ORIENTATION PROGRAMMES IN MONASTIC SECONDARY SCHOOLS**

*All information will be treated confidentially. Please note that although you may choose not to answer a question without any penalty, the reliability of the research results is dependent on the number of item-responses collected from participating respondents*

**INSTRUCTIONS**

1. The questionnaire comprises five sections.
2. Please answer all questions by placing an "X" in the box corresponding to the chosen option.
3. Do not place an "X" in the grey shaded boxes.
4. Please answer the questions as honestly as possible.
5. Answer questions according to your personal views and experience.

| <b>SECTION 1: BIOGRAPHICAL DATA</b>   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|---|---------|---------|---------|---------|---------|----------------|---|---------------------|---------|---------|---------|---|--|---|---|---------|---|---|-------|---|--|--|--|---|--|--|--|--|--|---|
| <b>Please mark with an "X" the block that is most applicable to you.</b>  |         |         |         |         |         |                | <b>Serial no</b>  | <b>Official use</b> |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|   |         |         |         |         |         |                | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> |                     |         |         |         | <table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </table> |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| <b>1.1 Are you 18 years old or older?</b>   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Yes</td> <td style="padding: 5px;">No</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table>  |         |         |         |         |         |                | Yes   | No                  | 1       | 2       |         |   | <table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 100%;"></td> </tr> </table> |   | 5 |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| Yes   | No      |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| 1   | 2       |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| <b>1.2 For how many years have you attended this school?</b>  |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">13 years or more</td> <td style="padding: 5px;">6 years</td> <td style="padding: 5px;">5 years</td> <td style="padding: 5px;">4 years</td> <td style="padding: 5px;">3 years</td> <td style="padding: 5px;">2 years</td> <td style="padding: 5px;">1 year or less</td> </tr> <tr> <td style="padding: 5px;">1</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;">6</td> <td style="padding: 5px;">7</td> </tr> <tr> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> <td style="padding: 5px;"></td> </tr> </table> |         |         |         |         |         |                | 13 years or more  | 6 years             | 5 years | 4 years | 3 years | 2 years   | 1 year or less   | 1 | 2 | 3       | 4 | 5 | 6     | 7 |  |  |  |   |  |  |  | <table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 100%;"></td> </tr> </table> |  | 6 |
| 13 years or more  | 6 years | 5 years | 4 years | 3 years | 2 years | 1 year or less |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| 1   | 2       | 3       | 4       | 5       | 6       | 7              |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| <b>1.3 Home language</b>  |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Afrikaans</td> <td style="padding: 5px;">1</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">English</td> <td style="padding: 5px;">2</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">isiZulu</td> <td style="padding: 5px;">3</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">seSotho</td> <td style="padding: 5px;">4</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">Other</td> <td style="padding: 5px;">5</td> <td style="padding: 5px;"></td> </tr> </table>   |         |         |         |         |         |                | Afrikaans   | 1                   |         | English | 2       |   | isiZulu  | 3 |   | seSotho | 4 |   | Other | 5 |  | <table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 100%;"></td> </tr> </table> |  | 7 |  |  |  |  |  |   |
| Afrikaans   | 1       |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| English   | 2       |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| isiZulu   | 3       |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| seSotho   | 4       |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
| Other   | 5       |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |
|   |         |         |         |         |         |                |   |                     |         |         |         |   |  |   |   |         |   |   |       |   |  |  |  |   |  |  |  |  |  |   |





|  |           |  |
|--|-----------|--|
| <b>1.8 When I was in Grade 8, I participated in the school's orientation programme</b> |           | <div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div> 25 |
| <b>Yes</b>   | <b>No</b> |  |
| <b>1</b>   | <b>2</b>  |  |
|  |           |  |

## SECTION 2: ADMINISTRATION OF THE GRADE 8 ORIENTATION PROGRAMME

**Kindly** indicate your level of agreement with the following statements regarding your experience of the orientation programme **by placing an "X" in one of the boxes to indicate whether you:**

### Agreement legend

|   |    |
|---|----|
| 1. Strongly disagree                    | SD |
| 2. Disagree                             | D  |
| 3. Neither agree nor disagree           | N  |
| 4. Agree                                | A  |
| 5. Strongly agree                       | SA |
| 6. Not applicable to the circumstances. | NA |

| 2    | Administering the orientation programme   | Strongly Disagree | Disagree | Neither agree nor disagree | Agree | Strongly Agree | n/a |
|------|---|-------------------|----------|----------------------------|-------|----------------|-----|
|      |   | SD                | D        | N                          | A     | SA             | NA  |
| 2.1  | An orientation programme is run for Grade 8 learners when they start the year                 |                   |          |                            |       |                |     |
| 2.2  | The orientation programme is an important part of tradition in a boys' school.                |                   |          |                            |       |                |     |
| 2.3  | All Grade 8 learners are expected to participate in the orientation programme                 |                   |          |                            |       |                |     |
| 2.4  | The orientation programme makes Grade 8's feel part of the school                             |                   |          |                            |       |                |     |
| 2.5  | A member of staff is always present during the orientation programme                          |                   |          |                            |       |                |     |
| 2.6  | Part of the orientation programme is run by Grade 12 learners                                 |                   |          |                            |       |                |     |
| 2.7  | Each Grade 12 pupil is expected to mentor a Grade 8 learner                                   |                   |          |                            |       |                |     |
| 2.8  | Participating in the orientation programme makes Grade 8's proud of their school.             |                   |          |                            |       |                |     |
| 2.9  | One can only feel one belongs to a school after one has gone through an orientation programme |                   |          |                            |       |                |     |
| 2.10 | Grade 8 learners are taught to stand back for older boys while in school uniform              |                   |          |                            |       |                |     |

|      |  |  |  |  |  |  |  |  |    |
|------|--|--|--|--|--|--|--|--|----|
| 2.11 | Grade 12 learners humiliate Grade 8 learners   |  |  |  |  |  |  |  |    |
| 2.12 | Grade 12 learners intimidate Grade 8 learners  |  |  |  |  |  |  |  |    |
| 2.13 | Grade 12 learners have simple tasks done for them by Grade 8's e.g. make tea/buy something from the tuckshop |  |  |  |  |  |  |  |    |
| 2.14 | It is required of Grade 8 learners to partake in community service as part of the orientation programme      |  |  |  |  |  |  |  |    |
| 2.15 | It is required of Grade 8 learners to partake in a game/sport as part of the orientation programme           |  |  |  |  |  |  |  | 45 |
| 2.16 | It is required of Grade 8 learners to attend a camp/sleepover as part of the orientation programme           |  |  |  |  |  |  |  |    |
| 2.17 | It is required of Grade 8 learners to attend a formal social event as part of the orientation programme      |  |  |  |  |  |  |  |    |
| 2.18 | Being part of the school body requires experiencing an orientation programme                                 |  |  |  |  |  |  |  |    |
| 2.19 | Orientation programmes build school heritage.  |  |  |  |  |  |  |  |    |
| 2.20 | It is required of Grade 8 learners to perform a skit for the Grade 8's as part of the orientation programme  |  |  |  |  |  |  |  |    |

### SECTION 3: ACTIVITIES EXPECTED OF GRADE 8 LEARNERS BY THE GRADE 12 BODY OR BY A GRADE 12 LEARNER

In your experience, please indicate whether **Grade 12 learners expect any of the following activities to be performed** by Grade 8 learners.

**Kindly** indicate your level of agreement with the following statements regarding your experience of the orientation programme **by placing an "X" in one of the boxes to indicate whether you:**

#### Agreement legend

|   |                                      |    |
|---|--------------------------------------|----|
| 1 | Strongly disagree                    | SD |
| 2 | Disagree                             | D  |
| 3 | Neither agree nor disagree           | N  |
| 4 | Agree                                | A  |
| 5 | Strongly agree                       | SA |
| 6 | Not applicable to the circumstances. | NA |

| <b>3</b> | <b>Activities expected of Grade 8 learners by Grade 12 learners</b>                     | <b>Strongly Disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>n/a</b> |
|----------|---|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|------------|
|          |   | <b>SD</b>                | <b>D</b>        | <b>N</b>                          | <b>A</b>     | <b>SA</b>             | <b>NA</b>  |
| 3.1      | Going on a tour of the school   |                          |                 |                                   |              |                       |            |
| 3.2      | Greeting Grade 12 learners  |                          |                 |                                   |              |                       |            |
| 3.3      | Learning school rules   |                          |                 |                                   |              |                       |            |
| 3.4      | Learning a school song or war-cry   |                          |                 |                                   |              |                       |            |
| 3.5      | Developing school spirit  |                          |                 |                                   |              |                       |            |
| 3.6      | Learning the names of some Grade 12 boys  |                          |                 |                                   |              |                       |            |
| 3.7      | Learning any trivial information about any members of the school community              |                          |                 |                                   |              |                       |            |
| 3.8      | Taking an oath  |                          |                 |                                   |              |                       |            |
| 3.9      | Supporting school activities e.g. school play/rugby match                               |                          |                 |                                   |              |                       |            |
| 3.10     | Carrying equipment e.g. rugby balls back to the store room                              |                          |                 |                                   |              |                       |            |
| 3.11     | Serving a Grade 12 pupil in any way e.g. standing in the tuckshop queue on their behalf |                          |                 |                                   |              |                       |            |
| 3.12     | Grade 8's are expected to be silent as a form of discipline/punishment                  |                          |                 |                                   |              |                       |            |
| 3.13     | Wearing a larger than normal name tag   |                          |                 |                                   |              |                       |            |
| 3.14     | Carrying around an object, e.g. a brick/an egg for no apparent reason                   |                          |                 |                                   |              |                       |            |

#### **SECTION 4: OTHER ACTIVITIES DURING ORIENTATION PROGRAMME**

**Kindly** indicate your level of agreement with the following statements regarding your experience of whether you as a Grade 12 pupil have witnessed any of the following activities being done to a Grade 8 pupil by a fellow Grade 12:

#### **Agreement legend**

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>Strongly disagree</b>                    | <b>SD</b> |
| <b>2</b> | <b>Disagree</b>                             | <b>D</b>  |
| <b>3</b> | <b>Neither agree nor disagree</b>           | <b>N</b>  |
| <b>4</b> | <b>Agree</b>                                | <b>A</b>  |
| <b>5</b> | <b>Strongly agree</b>                       | <b>SA</b> |
| <b>6</b> | <b>Not applicable to the circumstances.</b> | <b>NA</b> |

| 4    | Actions taken by a Grade 12 pupil towards a Grade 8 pupil  | Strongly Disagree | Disagree | Neither agree or disagree | Agree | Strongly Agree | NA |
|------|--|-------------------|----------|---------------------------|-------|----------------|----|
|      |  | SD                | D        | N                         | A     | AS             | NA |
| 4.1  | Helping a Grade 8 pupil when he is lost  |                   |          |                           |       |                |    |
| 4.2  | Taking on a mentorship role to a Grade 8 pupil   |                   |          |                           |       |                |    |
| 4.3  | Having a social event, e.g. braai with a group of Grade 8 pupil's  |                   |          |                           |       |                |    |
| 4.4  | Attending a ceremony/church service/extra mural activity to support a Grade 8 pupil                            |                   |          |                           |       |                |    |
| 4.5  | Attending a Parents' Evening in support of a Grade 8 pupil   |                   |          |                           |       |                |    |
| 4.6  | Showing an interest in a Grade 8 pupil's academic achievements   |                   |          |                           |       |                |    |
| 4.7  | Helping a Grade 8 pupil when he is a victim of bullying  |                   |          |                           |       |                |    |
| 4.8  | Making contact with a Grade 8 pupil's family to support the pupil  |                   |          |                           |       |                |    |
| 4.9  | Shouting at a Grade 8 pupil  |                   |          |                           |       |                |    |
| 4.10 | Swearing at a Grade 8 pupil  |                   |          |                           |       |                |    |
| 4.11 | Isolating a Grade 8 from the group for an hour or more   |                   |          |                           |       |                |    |
| 4.12 | Hitting a Grade 8 pupil with a fist  |                   |          |                           |       |                |    |
| 4.13 | Hitting a Grade 8 pupil with a bat/racquet/object  |                   |          |                           |       |                | 74 |
| 4.14 | Bog washing a Grade 8 pupil i.e. placing the head of a boy in the toilet bowl while flushing the toilet        |                   |          |                           |       |                |    |
| 4.15 | Requiring a Grade 8 pupil to perform any form of exercise  |                   |          |                           |       |                |    |
| 4.16 | Confining a Grade 8 pupil to a small space   |                   |          |                           |       |                |    |
| 4.17 | Disturbing a Grade 8 during their sleep  |                   |          |                           |       |                |    |
| 4.18 | Depriving a Grade 8 pupil of sleep i.e. only allowing a boy to sleep for less than 6 hours in a 24 hour period |                   |          |                           |       |                |    |
| 4.19 | Exposing a Grade 8 pupil to extreme weather without adequate clothing  |                   |          |                           |       |                |    |
| 4.20 | Exposing a Grade 8 pupil to extreme weather conditions without the appropriate equipment e.g. tent             |                   |          |                           |       |                |    |
| 4.21 | Requiring a Grade 8 pupil to eat any unusual type of food  |                   |          |                           |       |                |    |
| 4.22 | Requiring a Grade 8 pupil to drink any unusual type of drink   |                   |          |                           |       |                |    |
| 4.23 | Requiring a Grade 8 pupil to drink alcohol   |                   |          |                           |       |                |    |
| 4.24 | Giving a Grade 8 pupil a tattoo or body piercing   |                   |          |                           |       |                |    |

|      |   |  |  |  |  |  |  |    |  |
|------|---|--|--|--|--|--|--|----|--|
| 4.25 | Shaving any part of a Grade 8 pupil's body  |  |  |  |  |  |  |    |  |
| 4.26 | Giving a Grade 8 pupil a 'wedgie'   |  |  |  |  |  |  |    |  |
| 4.27 | Asking a Grade 8 pupil to expose his genitals   |  |  |  |  |  |  |    |  |
| 4.28 | Asking a Grade 8 pupil to touch another boys' genitals                                    |  |  |  |  |  |  |    |  |
| 4.29 | Showing Grade 8 learners pornography  |  |  |  |  |  |  |    |  |
| 4.30 | Asking Grade 8's to masturbate in a group   |  |  |  |  |  |  |    |  |
| 4.31 | Asking Grade 8 learners to rub cream /put a condom on one's own or another boy's genitals |  |  |  |  |  |  | 90 |  |
| 4.32 | Forcing an object into a Grade 8 pupil's anus   |  |  |  |  |  |  |    |  |

**SECTION 5: OPEN COMMENTS**

Please make any additional comments that you believe are relevant to the aims of this questionnaire in the space provided below.

Thank you for your participation.

# APPENDIX B: GAUTENG EDUCATION DEPARTMENT LETTER OF PERMISSION



**education**  
Department: Education  
GAUTENG PROVINCE

For administrative use:  
Reference no. D2012/125

## GDE RESEARCH APPROVAL LETTER

|                             |  |
|-----------------------------|--|
| Date:                       | 25 July 2011   |
| Name of Researcher:         | Huysamer C.A.  |
| Address of Researcher:      | 3 St Mark Road<br>Houghton<br>2198   |
| Telephone Number:           | 011 648 4542 / 076 900 2240  |
| Fax Number:                 | none   |
| Email address:              | carolyn@stmary.co.za   |
| Research Topic:             | Hazing of Grade 8 boys as part of Orientation Programmes in South African Secondary Schools: A comparative Education Perspective |
| Number and type of schools: | FIVE Secondary Schools   |
| District/s/HO               | Johannesburg Central; Johannesburg East and Tshwane South  |

### **Re: Approval in Respect of Request to Conduct Research**

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school's and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

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

1. The District/Head Office Senior Manager's concerned must be presented with a copy of this letter that would indicate that the said researcher has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Managers must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School

*Making education a societal priority*

#### Office of the Director: Knowledge Management and Research

6<sup>th</sup> Floor, 111 Commissioner Street, Johannesburg, 2001  
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506  
Email: David.Makhado@gauteng.gov.za  
Website: www.education.gp.gov.za

4. Governing Body (SGB) that would indicate that the researcher's have been granted permission from the Gauteng Department of Education to conduct the research study.
5. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and district/offices concerned, respectively.
6. The researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
7. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher's may carry out their research at the sites that they manage.
8. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
9. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationary, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

  
Shadrack Phela MIRMISA  
[Member of the Institute of Risk Management South Africa]  
CHIEF EDUCATION SPECIALIST: RESEARCH COORDINATION

25 July 2011

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6<sup>th</sup> Floor, 111 Commissioner Street, Johannesburg, 2001  
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## APPENDIX C: EXAMPLE OF CONSENT FROM PRINCIPAL OF SCHOOL

**From:** XXX  
**Sent:** Tue 2011/07/26 12:09 PM  
**To:** Carolyn Huysamer  
**Subject:** Re: Permission to do research at XXX

Dear Carolyn

I would be happy for you to conduct this research as long as the process and the results are shared with us. Obviously I would be particularly interested in the results from XXX.

XXX

On 26 Jul 2011, at 11:46 AM, Carolyn Huysamer wrote:

Dear Mr XXX

Please allow me to introduce myself to you. I am a Physical and Natural Sciences teacher with 22 years' teaching experience; five years as a boarding school mistress at Queens High School, then ten at Jeppe High School for Girls and the remaining seven at St Mary's School in Waverley. Teaching runs in the family: my mother was a teacher and taught for many years - 24 of those at Pretoria High School for Girls - and my husband has been teaching for 24 years – the last 16 at St John's College where he is currently a Deputy Headmaster. I have two daughters who both attend St Mary's.

In 2004 I completed my Honours in Education and currently I am a Master's student studying through Unisa. My field of research on initiation in schools is a very poorly documented field in South Africa, with the vast majority of my reading on this topic consequently limited to books written and studies conducted in the United States or Europe.

The fieldwork of my research has been deliberately timed to take place in the second half of the year when this topic, which can be very sensitive, would have lost its focus in schools in terms of its annual relevance.

My research is specifically focused on the initiation of Grade 8 boys by Matric boys in monastic boys schools. The fieldwork involves a questionnaire to be completed by willing Matric boys and an interview with a small group of volunteers.

The questionnaire looks closely at what activities take place during the first month or so of the school year in the form of an orientation programme as well as asking about any form of initiation which may be occurring at schools. The study aims to be a baseline study of what happens at schools and what motivates the Matric boys to participate in either a positive or negative manner.

I will be doing research at a number of schools in both Johannesburg and Pretoria and if needs be in other provinces. I am writing to ask your permission to use your school as one of my research sites. As with all ethical research, both the individual boys who participate and

the school will remain anonymous at all times and especially in the final write up of results. In addition, both the boys and the school are free to withdraw from the study at any point should they feel in any way uncomfortable or compromised.

I believe that this study will allow us a better understanding of this issue in schools. Although it is a topic which is occasionally touched on at conferences or written about in journals, there is very little formal research done on it in South Africa, as I have mentioned before. I have included the questionnaire as an attachment, should you be interested in the details of the research.

If you have any queries, please feel free to contact me via return e-mail or telephonically. I look forward to your positive reply.

Yours sincerely

Carolyn Huysamer

076 200 2240

Carolyn Huysamer

Physical and Natural Science Teacher

Form Tutor

<image001.jpg>

55 Athol Street, Waverley, Johannesburg

P O Box 981, Highlands North, 2037

Telephone: +27 11 531 1800 Facsimile: +27 86 504 1122

Email: [carolyn@stmary.co.za](mailto:carolyn@stmary.co.za) Website: [www.stmaryschool.co.za](http://www.stmaryschool.co.za)

Member of the Independent Schools Association of Southern Africa (ISASA)

*Disclaimer: This e-mail message is privileged and confidential. If you are not the intended recipient please delete and notify the sender. Please note that any views or opinions presented are solely those of the author.*

<Questionnaire Draft Four 24 July 2011.docx>

At the other two schools verbal consent was given after a discussion with the Principal.



**APPENDIX D: ADDITIONAL TABLES**

| <b>Table 4.2.3.1</b>   |                   |                   |                   |                   |
|--|-------------------|-------------------|-------------------|-------------------|
| <b>Preliminary Eigenvalues: Total = 8.2338782 Average = 0.41169391</b> |                   |                   |                   |                   |
|  | <b>Eigenvalue</b> | <b>Difference</b> | <b>Proportion</b> | <b>Cumulative</b> |
| <b>1</b>   | 4.58673879        | 2.82901243        | 0.5571            | 0.5571            |
| <b>2</b>   | 1.75772636        | 0.30520644        | 0.2135            | 0.7705            |
| <b>3</b>   | 1.45251992        | 0.78209946        | 0.1764            | 0.9469            |
| <b>4</b>   | 0.67042046        | 0.19230206        | 0.0814            | 1.0284            |
| <b>5</b>   | 0.47811840        | 0.12467173        | 0.0581            | 1.0864            |
| <b>6</b>   | 0.35344667        | 0.12088612        | 0.0429            | 1.1294            |
| <b>7</b>   | 0.23256055        | 0.09606746        | 0.0282            | 1.1576            |
| <b>8</b>   | 0.13649309        | 0.03193601        | 0.0166            | 1.1742            |
| <b>etc.</b>  |                   |                   |                   |                   |
| <b>20</b>  |                   |                   |                   |                   |

| <b>Table 4.2.3.2</b>  |                   |                   |                   |                   |
|---|-------------------|-------------------|-------------------|-------------------|
| <b>Preliminary Eigenvalues: Total = 19.3675558 Average = 0.60523612</b> |                   |                   |                   |                   |
|   | <b>Eigenvalue</b> | <b>Difference</b> | <b>Proportion</b> | <b>Cumulative</b> |
| <b>1</b>  | 8.79642142        | 4.97281860        | 0.4542            | 0.4542            |
| <b>2</b>  | 3.82360282        | 1.27673018        | 0.1974            | 0.6516            |
| <b>3</b>  | 2.54687264        | 1.19451789        | 0.1315            | 0.7831            |
| <b>4</b>  | 1.35235475        | 0.44596535        | 0.0698            | 0.8529            |
| <b>5</b>  | 0.90638940        | 0.09825359        | 0.0468            | 0.8997            |
| <b>6</b>  | 0.80813581        | 0.19994399        | 0.0417            | 0.9415            |
| <b>etc...</b>   |                   |                   |                   |                   |
| <b>32</b>   | -0.24984317       |                   | -0.0129           | 1.0000            |

***4 factors will be retained by the NFACTOR criterion.***