

**THE PSYCHO-EDUCATIONAL IMPACT OF BULLYING ON
PRIMARY SCHOOL LEARNERS**

by

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DECLARATION

Student number: 36728543

I declare that **THE PSYCHO-EDUCATIONAL IMPACT OF BULLYING ON PRIMARY SCHOOL LEARNERS** 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

(Mrs M Govender)

DATE

SUMMARY

School bullying is becoming a problem throughout the world. It is deemed necessary that schools become safer environments for teaching and learning to take place. This study focused specifically on the impact of bullying, educationally and psychologically, on primary school learners.

In the literature review conducted, research studies showed that learners were clearly affected by bullying. An empirical investigation, which included four individual sessions and a focus group session, was undertaken to determine what the effects of bullying were on the victims. Transcriptions were made of all the interviews and the data was then analysed to determine what the main themes were.

The investigation concluded that bullying does affect learners educationally and psychologically. Based on the results, guidelines were provided for schools, parents, educators and the Department of Education.

Keywords:

Academic impact of bullying, bullying, bully, cyber bullying, peer conflict, psycho-educational, victim.

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CHAPTER 1

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

1.1 INTRODUCTION

School bullying has now become a worldwide problem and it can have negative consequences for the general school climate; especially for the learners in the classroom (Anderson 2007:11). Research on bullying has been carried out in many countries since the 1980's. This included Britain, Australia, United States of America (USA), Israel, Sweden, Italy and South Africa. Research has shown that the problem of bullying is widespread and that most children would experience bullying at some point in their school career. Recently school bullying has gained more media coverage in South Africa in the form of reports in newspapers and on television shows (Serrao 2009:1; Winfrey 2009).

School bullying has also resulted in several deaths throughout the world. Professor Dan Olweus of The First University of Bergen started his research after the deaths of three boys in 1982. Bullying and victimisation were found to be significant factors in the months leading up to the boys' suicide (Sullivan 2000:10). South Africa is not new to violence, as we are considered to be one of the most violent societies in the world (Fast & Marchetti-Mercer 2009:5). Proof of this is reflected in the violent and fatal attack of a fellow grade 12 learner. According to the learner's parents they knew that he was bullied at school, but they never realised the emotional toll that it had on their child (Geldenhuis 2010:24).

The act of bullying has the ability of preventing certain learners from enjoying a safe and secure environment and this in turn may hamper effective learning (Rossouw & Stewart 2008:246). The school plays a central role in a child's socialisation and it is critical that schools offer a safer environment in which learning and growth can take place. Bullying "contaminates" the school environment and jeopardises the educational process (Neser, Ovens, Ladikos, Van Der Merwe and Morodi 2003:1). Considering that the safety of American schools has become an important public issue, interest in the problem of school bullying has intensified. It has become necessary, as school bullying disrupts both a

student's ability to learn and a school's ability to educate its students in a safe, non-threatening environment (National Conference of State Legislature USA: 2010). According to Olweus, he believes that feeling safe in school is a fundamental human or democratic right. He therefore feels that governments and schools have important roles to play in assuring that they honour the rights of a child (Olweus 2010:1).

Universally people are in agreement that school bullying is a "bad thing" (Sullivan 2000:9) and that something should be done about it. Bullying is thus defined as a conscious and wilful act of aggression and/or manipulation by one or more people against another person or group of people. Bullying can last for a short time or can go on for years. It is an abuse of power by those who bully which is sometimes premeditated and sometimes opportunistic. School bullying is therefore a cowardly act, because it is done to cause hurt, without any fear that the perpetrator could be caught and reprimanded (Sullivan 2000:9).

According to Neser, Ovens, Van der Merwe, Morodi, Ladikos and Prinsloo (2004:28) different types of bullying exist. The more common types and examples of bullying or peer victimisation are physical bullying, verbal bullying, relational bullying, emotional bullying and sexual bullying. Added to these types of bullying is cyber bullying, where a person sends the victim a message via e-mail, text message (sms) or any other form of technology (Macintyre 2009: 98). This is also referred to as techno bullying and e-bullying. Apart from psychological pain being inflicted from a distance, what makes it different from other forms of bullying is that the person on the receiving end may never have been known personally to the bully. In this case the hurt inflicted may never be known, unless there is continued interaction between both parties (Lee 2004:10).

Racist bullying occurs in all countries and the usual targets are the minority groups. Racist bullying is where racism and bullying meet, involving an abuse of power - either physical or psychological or both - to demean or cause harm. The most common form of racist bullying is racist name-calling, which is widely experienced by ethnic minority children (Sullivan 2000:12). Gesture bullying which is another type of bullying, includes non-verbal threatening and intimidating glances (Maree 2005:16). The above will be discussed in more detail in chapter 2.

Bullying also differs in how it is administered according to gender. According to Geffner, Loring and Young (2001: 26) girls tend to carry out more relational bullying; which includes malicious gossiping about the victim and group exclusion. Boys on the other hand, are

more likely to use a direct form of aggression, such as physical and verbal assaults. There are some girls, however, who use direct forms of aggression.

Evidence has shown that learners who experience school bullying in the early years, and also into adolescence, may tend to experience major negative behaviour later on. This includes depression, physical abuse of children, physical abuse of a spouse and other adult alienation as well as masochistic sex. This research also adds that “power assertion” correlates positively with delinquency aggression, academic failure and other forms of psychopathology (Maree 2005:18). International studies have also shown that 35% to 40% of boys characterised as bullies in grades 6 to 9 (ages 13 and 16) had been convicted of at least three officially registered crimes by the age of 24 (Olweus: 2010:1).

Maree (2005: 18) is also of the opinion that the educational and psychological side effects of bullying are probably as harmful as the physical effects; which include the loss of self esteem, an increase in anxiety and fear, damage to ego functioning, creation or enhancement of feelings of loss, helplessness and humiliation, enhancement of feelings of aggression and destructive behaviour, a shortened attention span, post-traumatic stress disorder and academic achievement. Two recent studies in Gaurian (2009:1) support the statement that bullying causes emotional harm. In the one study the researchers found that kids who were victimised also experienced somatic symptoms. They were physically sick (headaches and stomach aches) more often and were absent from school more often than their classmates. The other study found that the victims of bullying experienced more depression, physical illness and missed more school than their peers. As a result their school performance tended to be weaker.

It seems then that learners need to be mentally strong to counteract the effects of bullying. Research by Young (2002:14-15) shows that learners who have a high self esteem are less likely to become victims of bullying and if they do become victims, they then are more resilient to its effects. They more often than not will ask for help if it happens, and will pull through quickly. Furthermore learners with high self esteem are less likely to bully others, and if they do, they are more likely to acknowledge its effect, and help make things better. A high self-esteem insulates one against mental distress or disorder. Schools thus have a significant effect on a learner’s self-esteem and therefore have responsibilities to help promote and protect those affected (Young 2002: 14-15). Further research by Plaford (2006: 45) points out the correlation between emotional intelligence and bullying. This

research advocates that children, who have a limited emotional vocabulary, would be limited in their ability to feel empathy. It is argued that if a person cannot understand what another person is feeling, then that person would not be able to feel any empathy for the other. The researcher admits, however that it is difficult for children to learn and develop emotional intelligence, especially if they grow up in homes where emotional intelligence is not being practised. Besides schools ensuring that the learner's self esteem is protected, parents and caregivers must also assist in developing the child's emotional intelligence (Plaford 2006:45). Even though schools provide counselling, it may not be adequate, as learners may possibly need skills on anger management, developing empathy and generally strengthening their self esteem (Moore and Minton 2004:25).

The question then arises on the role that parents and caregivers play in creating the bully. Research carried out by Maree (2005:18) indicates that children, who are natural imitators, learn through modelling. If they experience that their parent/s attempt to solve problems by means of physical beating or verbal abuse, they will then model their behaviour on that parent - thereby assuming that it is in order to abuse those smaller than oneself and then do not learn creative problem solving skills. Therefore behaviour patterns of parent/s and caregivers have a major impact on bullies and can have lasting implications.

In order for schools to create a bully-free zone, all stakeholders must acknowledge that bullying is not a normal part of growing up: it is dehumanising and degrading. An anti-bullying programme needs to involve all stakeholders. For any programme to work, however, education overall should be grounded in sound legal, moral, religious and educational values. Schools must therefore provide a safe environment for children to develop holistically (Koers 2005:706). The above discussion sheds some light on the seriousness of bullying and the negative effects it can have on learners. If society on the whole is to thrive, the negative repercussions that bullying can have on learners must be investigated more seriously.

1.2 BACKGROUND TO AND INCENTIVES FOR THIS RESEARCH

1.2.1 Initial awareness

During my years as an educator, I found that bullying is not exclusive to any one type of school or to any one type of community. It spans across time, race, cultures, age and gender. It happens in many guises; however, some schools may have fewer incidents than others.

My interest in the chosen topic for my dissertation was not only due to the attention that bullying has received in the media, but from my own personal experience as well. I experienced the type of bullying we now would refer to as relational and verbal bullying, by girls. At the age of 12-13 years, being teased, left out of discussions, not being chosen for games can be quite devastating when it happens openly and often. At the time the pain is intense, but as the years go by the intensity wears away, it is however never forgotten. As a result, when I witness both boys and girls being bullied, it touches a raw spot.

My other experiences have been watching learners being so fearful of other learners that they would stay away from school. What was more surprising was that the bully had such a hold over the victim, that it took a long time and a lot of courage before the victim reported the bully and usually to a parent. In most instances the bully would naturally not report the incident. The hotspot for bullying is usually the school playground; however bullying also occurs on the way to and on the way from school. It must be noted that these are times when the watchful eyes of educators are not fully focused on the learners.

We also need to understand that bullying is on the increase throughout the world and that there are possibly long and short term effects. Based on the researcher's findings, an attempt will be made to propose measures to guard against and prevent school bullying. If learners, parents, educators and the community at large ignore school bullying, the result maybe chaotic schools and learning may be disrupted. Furthermore school bullying can have a negative impact – psychologically - on individuals and in turn on society at large. If the bully continues with this type of behaviour into adulthood he or she may turn out to be an irresponsible adult; thus impacting negatively on his or her family life.

It is because of such encounters, together with the researcher's personal interest in the topic, that the researcher would like to help both learners who are bullied and those who conduct bullying. The researcher intends to present guidelines on how to curb bullying.

1.2.2 Exploration of the problem

Children spend a great deal of their formative years in school. Besides developing their minds intellectually school is supposed to be a fun place, however, many children do not experience schools as happy places and ironically school becomes a place of fear.

Further for schools to be safe, bullying must be adequately addressed. De Wet (2007:191) notes how a sixteen year - old girl was allegedly forced to drink cleaning bleach by 3 other learners. The girl subsequently died. The girl's father stated that his daughter's cry for help was dismissed by the school staff, as those of a drama queen. In another article a sixteen year old boy refused to attend classes, after he had been verbally and physically abused by his fellow classmates. His mother's attempt to lay a charge against the learners concerned was unsuccessful, as a police officer dismissed the charges as being childish (Koers 2005:706).

Despite schools supposedly being safe, learners also need to be taught how to be empathetic. This comes from the home environment, from parents or caregivers. Plaford (2006:45-46) talks about empathy and how by being empathetic, a learner will be able to understand how another learner is feeling and will not bully. He adds that if learners can understand their emotions, then they will be able to understand how thoughts and actions can affect other learner's emotions. This in turn can possibly make learners more empathetic. Therefore: being empathetic implies that learners will not deliberately set out to hurt another person.

Parents, caregivers, schools and communities need to work together to bring an end to school bullying. Therefore all stakeholders need to realise the seriousness of school bullying and the effects it has on learners. Furthermore, children need to be taught how to identify their emotions and in the process learn how to be empathetic.

1.3 THE RESEARCH PROBLEM

Evidence has shown that in order for learners to develop intellectually, socially and emotionally, schools should be safe and learners should feel free to be able to express themselves. Bullying undermines the development of a positive school environment and has a negative impact on the victim. This study aims at determining the negative effects that bullying has on primary school learners, both psychologically and educationally. The research will also investigate:

- What are the negative effects felt by both the bully and the victim

The research will further investigate:

- What are the psychological effects of bullying on primary school learners;
- What is the negative impact bullying has on the academic needs of a learner.

1.4 AIMS OF THE INVESTIGATION

The aim of this research is to investigate the psychological and educational effects of bullying on learners in grade 6 and 7.

1.4.1 General aim

The general aim is to determine whether bullying affects the perpetrator and the victim and to what extent they are affected.

1.4.2 Specific aims

In order to determine whether bullying affects primary school learners psychologically and educationally, various specific aims have been formulated. The research sets out to:

- To define bullying within the school context. This will include various conflicting views and more recent definitions.

- To research the different types of bullying. This includes from the more traditional types to more recent types. This will be discussed and a more detailed explanation on cyber bullying will be rendered.
- To determine the characteristics that mould the bully and the victim.
- To differentiate in what way gender plays a role in bullying.
- To consider the significant roles parents and caregivers play in “creating” the bully.
- To investigate how the victim’s present academic work is affected in the classroom.
- To determine the psychological effects of bullying on learners. The present effects, somatic symptoms and effects felt later will also be discussed.

1.5 THE NATURE, APPROACH AND METHOD OF THIS RESEARCH

A literature investigation was used as the first step to gather information on school bullying. Information was obtained from books, journal articles, newspaper articles and internet websites. Primary as well as secondary resources were used in this research.

Thereafter an empirical study of a qualitative nature was deemed necessary to determine what the effect of bullying was on a group of primary school learners. De Vos, Strydom, Fouche and Delpont (2007:269) point out that the qualitative research design differs from the quantitative research design in “that it does not usually provide the researcher with a step-by step plan or a fixed recipe”. The researchers point out that in quantitative research the design will guide the researcher’s choices and actions, while in qualitative research the researcher’s choices and actions will determine the design or strategy. Basically the qualitative researcher will, during the research process, create the research strategy best suited to that specific research, or even design their research around the strategy selected. Five strategies were identified as being more popular. This includes biography, phenomenology, grounded theory, ethnography and case study.

In this study the phenomenological approach was used. This was an attempt to understand the experiences of the learners first hand, i.e. how bullying affects them psychologically and educationally. The researcher did not control the learners’ experience in any way. The learners’ verbal data, together with the behavioural observations, were noted and presented for analysis.

Data was collected in the form of interviews within a focus group session, as well as individual interviews. Interviews were tape recorded with the permission of the participant/s. Field notes were completed immediately after the interviews and these included observations and interpretations (De Vos et al. 2007:286-298).

The data was analysed using open coding. During open coding, the data is broken down into discrete parts, which are closely examined for similarities and differences. The phenomena are then labelled. Once this has been achieved then concepts that pertain to the same phenomenon are grouped under that phenomenon (De Vos et. al.2007: 341-342).

The suitability of the qualitative research method for the present study was determined by the following identifying features of qualitative research:

- Concepts that capture the meaning of the experience (situation), action or interaction of the research object (man)
- Unstructured (open) questionnaires and interviews
- Participant observation
- Analysis of collected data by means of non - quantitative frameworks and category (Grobbelaar 2000:89)

The issue of bullying is a sensitive issue. Gathering of data had to be collected on the basis of the learners' experiences. Using the qualitative research method allows us to gain insight into the learners' behaviour and emotions.

1.6 CLARIFICATION OF CONCEPTS

The research was specifically aimed at the effects of bullying on victims. For the purpose of clarification, key terms that appear throughout the proposal are defined as follows:

1.6.1 Bullying

According to Neser et.al. (2004:28) a child or children are bullied when a child or other children intentionally and repeatedly say or carry out hurtful acts such as teasing or

threatening them. According to Isidiho (2009:3) “a learner is bullied or victimised when he or she is exposed; repeatedly, and over time, to negative action on the part of one or more learners.” He further explains the term ‘negative action’ as “when someone intentionally inflicts, or attempts to inflict injury or discomfort upon another.” He adds that this could be words or by any form of physical contact. Sullivan (2000:9) states that bullying could last for a short while or it could go on for years. He adds that it is an abuse of power by bullies. He explains that sometimes they plan their attacks, while at other times they would seize an opportunity to harm others. Further he explains that bullying occurs often or every now and again. Swart and Bredekamp (2009:1) point out that “the aggressor experiences feelings of enjoyment while the victim has a sense of oppression”. They further make a distinction between malign and non - malign bullying. The former is defined as “bullying which is deliberate, intended to hurt and gratifying to the successful bully while the latter is the belief on the part of the victim, rather than the reality of the bully, that the hurt was intentional.

1.6.2 The Bully

Neser et al. (2003:127) describe the bully as a learner with a history of abuse. They claim that these learners sometimes experience life situations that they can't cope with, resulting in them feeling unable to control their situation. They argue that the learner may not fit in socially, have poor social skills and may struggle academically. As a result, these learners “bully to feel competent and successful, to control others and to gain some relief from their own feelings of powerlessness”. De Wet (2007: 192) observed that “a fairly high number of bullies do not do very well at school and will eventually perform below potential in an employment setting”. It was also found that children who were bullies are as adults, more than likely to be abusive towards their spouses and to administer “severe physical punishment” towards their children.

1.6.3 The victim

Harris and Petrie (2003:5) describe victims of a bully as usually children who are “on the bottom rung of the social ladder”. He points out that victims fall into two categories: passive and provocative. Most victims, he argues, are passive. These children are

“anxious, insecure, quiet, afraid of confrontation, cry or become upset easily and have few friends”. They also fear the bullies so much, that they may not report the bullying incident. They also suffer from a low self-esteem. Physically they appear smaller and weaker in build. They often see themselves as unattractive, stupid and as failures. The provocative victims on the other hand, are more assertive, active and confident. They tend to annoy their classmates until they actually retaliate. Sullivan (2000:26) adds that victims play less with other children, resulting in their social skills being less developed than that of other children. This ‘isolation’ causes that they become easy targets.

1.7 THE STRUCTURE OF THE RESEARCH

The ensuing chapters occur with the following components of this research:

Chapter 1 consists of an introduction, orientation, statement of the problem, aim of the research, nature and approach of the research and the clarification of concepts.

Chapter 2 is devoted to a literature study on the definition of bullying, types of bullying, characteristics of bullies and victims, the role that gender plays in bullying, roles that parents and other significant role models play in creating the bully as well as the educational and psychological impact of bullying. The educational impact will look at research documenting present effects. The psychological effects will include present effects, somatic effects and effects felt later on in life.

Chapter 3 concentrates on an explanation of the research design. It will indicate the research approach, the sampling, ethical measures and the process used to gather the data. The development of a questionnaire aims to determine the psychological and educational effects of bullying on grade 6 and 7 learners.

Chapter 4 reports on the qualitative research design. It includes the findings of the focus group interviews, individual interviews and observations.

Chapter 5 includes the findings, recommendations and conclusion.

1.8 DELIMITATIONS OF THE RESEARCH

This study is limited to the educational and psychological effects that bullying has on primary school learners. The focus will be on a selected sample of learners currently in grade 6 and 7.

1.9 CONCLUSION

The fact that learners see fit to take their own lives over issues of being bullied is reason enough to put measures in place to stamp out bullying. Literature has shown that learners experience long term effects from being bullied; which impact on their academic performance, self esteem and self confidence.

Furthermore schools on the whole need to understand the seriousness of bullying and by implementing adequate policies can nip bullying in the bud and not become a statistic or receive media coverage for not protecting their learners.

CHAPTER 2

BULLYING AND THE EFFECTS ON LEARNERS

2.1 INTRODUCTION

Children worldwide are affected by school bullying. The effects are not only psychological but also educational. In some cases the psychological effects on the bully and on the victim are long term. Arseneault, Bowes and Shakoor (2010:718) claim “that being bullied is related to severe symptoms of mental health problems, which can be long lasting”. To this effect learners who have been bullied suffer from issues related to their self-esteem and this sometimes leads to problems in their adulthood (Harris & Petrie 2003:6-7). Thus addressing bullying at the onset could assist in preventing adult mental health problems.

Research has further shown that bullying affects learners to such an extent that they have problems with their schoolwork and this causes a decline in their academic performance at school. Considering that there are short and long term psychological effects and an increase in cases of school bullying, it is now becoming vital to address the issue of school bullying.

2.2 DEFINITION OF BULLYING

Olweus (1993:9-10) defines bullying as when a learner repeatedly victimises his/her victims over time. It does not have to be just one learner; it could be aimed at more learners. He further explains that one learner intentionally attempts to make the other person feel uncomfortable or hurts them through verbal abuse, physically beating him/her or even showing a rude sign. He goes on to add that some children deliberately would exclude a learner from a group.

Olweus (1993:10) went further on to point out that most bullies do realise that their behaviour may be painful or unpleasant for their victim/s. It must be noted that this behaviour is carried out “repeatedly and over time”. A further addition is that for it to be bullying, there should be an imbalance in strength; i.e. the bully more often is bigger in size

than the victim. The victims are usually helpless against the bully and may actually be weaker or could think that they are actually weaker, either mentally or physically. One or more learners could actually gang up on a victim.

It is still bullying when anonymous mean notes are sent, however it is not bullying if there is some conflict between two people of nearly the same physical or mental strength. Olweus also adds that sometimes children playfully tease each other and this can't be considered bullying. Thus Olweus, who laid the foundation for research on the phenomenon of school bullying, pointed out that school bullying is:

- Aggressive behaviour or intentional
- Is carried out repeatedly and over time
- Usually characterised by an imbalance of power (Olweus 1993:9-10).

It is important to note already in 1996, Randall (1996:1) in his definition did not include the regularity of bullying against the victim. He felt that aggressive behaviour does not have to be regular or repeated for it to be classed as bullying. The victim may be hurt once but the fear experienced by the victim of it occurring again is enough to make him/her do anything that the bully wants him/her to do. As a result, it is the fear of what can happen and not the actual bullying act that affects the victim.

Rossouw and Stewart (2008:25) state very plainly and clearly that school bullying involves three main elements. It is violent, long term and has to do with gaining power over others. Beane (2009:176) defines bullying as a "form of overt and aggressive behaviour that is intentional, hurtful and persistent (repeated)". His criteria include:

- The bully intentionally mistreats the victim;
- The bully hurts the victim physically or psychologically;
- The bully hurts the victim more than once;
- The balance of power is not even.

Arseneault et al. (2010:718) add that physical strength, popularity and age are factors that determine the power imbalance. Thus a more current definition of bullying would include the following factors:

- It must be an aggressive act, which can be physical, like hitting the person, verbal, e.g. teasing or indirect, e.g. sending a nasty note;

- There must be some imbalance of power; (The victim is usually physically smaller than the bully);
- The acts of bullying must be repeated.

Even though I found the last criterion debatable, it is not found in more recent definitions where it is described as a once off incident. One needs to take into consideration that if a bully threatens you only once, you will always be wary of him due to the fear of him carrying out the threat. This is supported by Ludwig (2011) who highlights a definition in *The Bully, The Bullied and The Bystander* by Barbara Coloroso. This definition points out to the key elements of bullying as being the “intent to harm, an imbalance of power, repeated aggression and/or “the threat of further aggression”. Thus just the threat of being harmed can make the victim fearful. This is also supported by Langevin (2010) who notes that even a once off incident can cause “distress” to the victim.

2.2.1 Normal peer conflict versus bullying

Considering the scope of the study one needs to look at the difference between peer conflict and bullying. Peer conflict is often characterised by a single act of violence against a victim and maybe against another victim at another time whereas bullying is often repeated acts of violent behaviour.

Often normal peer conflict in a school is confused with bullying. Both actually cause physical or psychological harm, however, the difference is that bullying behaviour is usually repeated.

Arseneault et al. (2010:717) provide three reasons why bullying is different from other forms of aggressive behaviours:

- They argue that bullying usually occurs between individuals of the same age group. Bullying can also take place between youths or between adults. If an adult is carrying out any hurtful actions towards a child, it is not considered bullying but “maltreatment”.
- Further for it to be classed as bullying, the acts have to be repeated. It is important to remember that a once-off hurtful action is not regarded as bullying.
- Lastly the victims find it difficult to defend themselves.

Bullying portrays the following characteristics:

- Intention to harm: The bully enjoys teasing to dominate the victim even though the bully can see that the victim is clearly upset.
- Intensity and duration: Bullying usually goes on for a long time. It takes away a learner's self confidence.
- Power over the victim: The Bully displays power over the victim because of age, strength, whether they are male or female and build of the victim.
- Sensitivity of the victim: Victims have some qualities that make them more susceptible to being bullied.
- Lack of support: Victims feel lonely and often are scared to tell someone that they are bullied.
- Consequences: Victims' self esteem is damaged and lasts for years to come, together with the fact that they don't want to take part in any school activities.

Normal Peer conflict, in contrast, shows that:

- Those involved in peer conflict do not insist on getting their way.
- They are able to give reasons why they are disagreeing.
- They are able to say that they are sorry.
- They attempt to 'bargain and negotiate to have their needs met'.
- They are able to change the topic and go on their way. (Weinhold (1999) in Neser, Ovens, Van der Merwe, Morodi and Ladikos 2003:129).

2.2.2 Bullying outside the school gates

For years bullying was usually associated with taking place in and around school only. However, with technology moving at such a fast pace, the definition of bullying becomes quite problematic. Cell phone and internet communication has resulted in the physical location as well as time for bullying changing. By definition, bullying encompasses a weaker learner who becomes the victim and a stronger learner who is the bully. The victim must also be subjected to continuous bullying and not just a once off attack. (Neser, et. al. 2004:28). The improvement in technology has allowed bullies access to their victims from anywhere and at anytime. The bully may also not necessarily be bigger in build.

2.3 TYPES OF BULLYING

2.3.1 Introduction

Bullying can occur in a number of ways. Initially bullying behaviours included verbal and physical actions which included taunting, spreading rumours, pushing and kicking. As seen in the literature, the types of bullying, however, have taken on a whole new dimension with the introduction of technology. Learners now use various technological tools to bully other learners which can take place directly or indirectly.

2.3.1 Direct bullying

Direct bullying is usually face to face bullying. This type of bullying includes verbal and physical aggression. These direct forms of bullying are usually an “open attack” on the victim and are carried out one on one (Anderson 2007:41). Hitting and kicking is regarded as the least “sophisticated type of bullying” because it becomes easier to identify the bullies (Smokowski & Kopasz 2005:102).

2.3.2 Indirect bullying

Indirect bullying is where the bully or victim does not have to be present. On the list one could include threats, insults, name-calling, spreading rumours, writing hurtful graffiti, or if one encourages others not to play with a particular child. It is manipulative, sneaky and subtle (Rigby 2008:26). De Wet (2006:55) points out that indirect bullying is done on purpose. The child is deliberately left out and others are told not to socialise with the child.

2.3.3 Racial, Sexual and gesture bullying

Another type of bullying as quoted in De Wet (2006:55) is racial and sexual bullying. Racial bullying includes making “racial slurs, writing graffiti, mocking the victim’s culture or making offensive gestures”. Sexual bullying includes passing inappropriate notes, jokes, pictures, taunts or starting rumours of a sexual nature. Sexual bullying may also involve

physically intrusive behaviour, such as the grabbing of private parts or forcing someone to engage in unconsented sexual behaviours (Koers 2005:707-708).

Gesture bullying is another type of indirect bullying; which involves behaviours such as threatening someone or making an obscene sign. This type of bullying “leaves the victim worrying about what might happen to them at a later time” (Rossouw & Stewart 2008: 252). Rolling of eyes, sighs, sneers, aggressive stares, snickering, frowning, shaking fists at someone, giving hostile looks or glances and showing hostile body language are all actions classified in the same category (Anderson 2007:44).

2.3.4 Cyber bullying

With the advancement in technology a new type of bullying has emerged, namely cyber bullying, which is now challenging the traditional schoolyard bullying. It is defined as cruelty to others by sending or posting harmful material, using the internet or other digital communication devices (Li 2006:2). It differs from the more traditional form of bullying in that it can occur at any time. Messages and images can be sent to numerous people at the same time, while the sender remains anonymous which makes it difficult to trace. Recent research has shown that sending a text message (sms) is one of the most common methods of cyber bullying. Even though cyber bullying does not involve personal contact between the offender and the victim, it still remains psychologically and emotionally damaging (Hinduja & Patchin 2009:1-2).

Over the years modern technology has changed the lives of adolescents and the way they bully each other. The modern bully has a number of methods to enhance his attack to harass his victims (Beale & Hall 2007:8). Compared to traditional bullying there are some differences which are:

- Cyber bullying can occur during the day or night;
 - A cyber bullying sms and/or picture can be sent quickly to more than one person at the same time;
 - Finding the culprit can be very difficult as he/she can remain anonymous.
- (US Dept of Health and Human Services 2010:1).

The internet has provided children with a temptation and an opportunity to be mean. In traditional direct bullying, the bully and victim confront each other. However in cyber bullying, the bullying episode is an indirect one as there is no confrontation between victim and bully. The problem in cyber bullying is that the bully does not see his victim, therefore the possibility of seeing the hurt that he has caused is almost non-existent. Further once the bully has sent the short message service, e-mail or embarrassing picture, it cannot be taken back. If the learner meant for it to hurt someone, it would do just that. The anonymity of the situation actually reduces a person's accountability (Li 2006:4; Beale & Hall 2007:8).

Willard (2005:1-2) notes at least seven ways in which cyber bullying may occur which are shown in the table below:

Table 2.1: Forms of cyber bullying

Flaming	To send angry, rude or vulgar messages
Harassment	To repeatedly send offensive messages
Denigration	To send or post harmful, untrue or cruel statements about someone.
Cyber stalking	Harassment where there is a threat of harm or it could be highly intimidating.
Masquerading	When a person pretends to be someone else and posts information on the internet to make someone else look bad or put the person in possible danger.
Outing and trickery	Use deception to get embarrassing information from a person and then make it public.
Exclusion	Actions where a victim is left out of an online group intentionally.

Even though cyber-bullying by definition has to be repeated to be considered as an act of bullying, one needs to note that a once-off act of cyber bullying can have devastating consequences (Beale & Hall 2007:8).

2.4 CHARACTERISTICS OF BULLIES

2.4.1 Introduction

Initially it was thought that bullies lacked self esteem. This is not so. They are usually popular, athletic, even intelligent or quite the opposite. Randall (1996:8) in his research makes a point of noting that one of the distinct characteristics of a bully is his/her aggression. Another important trait is their lack of empathy for their victims. The bully often has no understanding of how others feel. He has no empathy for the plight of others (Plaford 2006:33).

2.4.2 Traits of Bullies

Traits are seen as elements of one's personality that is relatively consistent through one's lifespan. Basically it makes a person who he is. Considering the definition of a trait it is thus important to take note of the elements that characterise a bully.

Coloroso (2002) in Nesor, Ovens, Van der Merwe, Morodi, Ladikos and Prinsloo (2004:83) identifies the following traits in bullies:

- Like to dominate other people;
- Use people to get what they want;
- Unable to usually see something from someone else's point of view;
- Only take their needs into consideration;
- See weaker siblings or friends as prey;
- Project their own inadequacies onto their victims;
- Will not accept responsibility for their actions.

Samenow (2002) as quoted in Nesor et.al. (2004:83-84) adds to the list of traits of bullies:

- More aggressive;
- Have a need to be in control;
- Want to dominate other children;
- Feel nothing when they hurt other children.

According to research in Smith (2004:98) bullying children share some characteristics with more aggressive children, such as hot temperaments, home environment show less affections, less supervision by parents and relationships are handled by aggression and this is then seen as a measure of how power is exerted in that relationship. Further it is noted that bullies have “low social skills.” Another area of dispute is whether bullies have a “low self esteem”. While some believe that they do have a low self esteem, like O’ Moore (2000) as quoted in Smith (2004:100) others like Salmivalli et al. (1999) claim that while bullies score average on self-esteem tests, they actually have a defensive egotism where they think highly of themselves but become very sensitive to any criticism.

2.4.3 The power struggle within the bully

In a research carried out at the University of California Los Angeles (UCLA) bullies were found to be popular and “cool”. Twemlow, Sacco and Twemlow (2010:1) view the bully as bigger in size and stronger. With cyber bullying, however, this view may not stand its ground. Naser et al. (2004:83) have noted that bullies are usually learners with some history of abuse. They may have been bullied or they could even be victims themselves. Accordingly bullies could also be children who are experiencing situations in life in which they are struggling to cope. It is also possible that these youngsters may not be able to fit in, have poor social skills and may also not be able to meet school expectations. As a result, they bully to feel competent and successful. If bullies can control others then they can have some relief of their own feelings of powerlessness. Further, their research lead them to believe that learners who engage in bullying behaviour seem to have a need to feel powerful and in control. Naser et al. (2004:83) further found that these learners:

- find some satisfaction from hurting others;
- are unable to empathise with others;
- say that their victims provoked them;
- usually come from homes where they are physically abused;
- may lack parental involvement and warmth;
- usually break rules at home and at school.

2.4.4 “Violence breeds violence”

Huesmann, Moise-Titus, Podolski and Eron (2003:218) show in their studies that one of the ways in which violent streaks are created in children is through media violence. Learners identify with the character that gets rid of the ‘bad guys’ by using violence and so becomes the hero. They are drawn to the “glory” it brings. Children more so are attracted to the violence and intense emotions of the action. In the mind of the bully this is very appealing.

2.4.5 Conclusion

Considering the above, it seems that bullies are generally learners, who to some extent, are shaped by a negative upbringing. This results in the creation of aggressive behaviour patterns as well as the need to feel in control and to dominate others. It is therefore important to consider what the characters of bullies are.

2.5 CHARACTERISTICS OF VICTIMS

2.5.1 Introduction

Research reveals a number of characteristics which portray the victim of bullying. In contrast to the bully, the victim is on the receiving end of the abuse and is at the hands of the bully. Victims are generally described as physically small in stature, weak and frail compared with bullies, thus making it difficult for them to protect themselves from abuse (Smokowski & Kopasz 2005:104). Victims generally fall into two categories: passive and provocative.

2.5.1 The passive victim

The majority of the victims are “passive or submissive”, which result in more or less typical characteristics which portray a victim. These include being cautious, inadequate, lacking in confidence, exhibiting more unhappiness than happiness, not having as many close

friends and may show more of an intention for suicide than their peers. These learners may also appear more shy and withdrawn as well as seem weaker than other learners (Smokowski & Kopasz 2005:103).

2.5.2 The provocative victim

The other category of victims is the provocative type. These victims are more assertive, active and a little more confident. These victims may actually tease and irritate their classmates to the extent that the classmates actually retaliate. They often have problems with concentration and some can actually be characterised as hyperactive. They are often seen as being the least popular person in the class, since their behaviour is so disruptive that no one wants to be around them (Harris & Petrie 2003:5).

2.5.5 How do victims become the 'victim'?

The question often asked is how do some learners become the "passive" or "provocative" victim? Lee (2004:32) claims that victims may actually possess an "attribute that attracts the attention of bullies such as problems with learning, being a nerd, some physical difficulty, a lack of appropriate social skills, behaviour problems or a mixture of any of these attributes". Veenstra, Lindenberg, Oldehinkel, Winter, Verhulst and Ormel (2005:673) add that aggression, isolation, academic performance, pro-social behaviour and 'dislikability' can actually lead a child to becoming a victim. The point of aggression was later supported by Arseneault et.al. (2010:719-720) where they claim that learners who showed early signs of aggression were more at risk of becoming a victim. They argue that due to their aggressive nature these children actually attract hostility from others.

2.5.6 Other factors

Research has also shown that there are factors which can actually predict if you will become a victim. It seems, according to Rodkin and Hodges (2003:389) bullies appear to "gravitate" towards learners who appear physically weak, have a low self worth and may lack "pro-social skills". One of the hypotheses that Egan and Perry (1998:299) tested was

whether low self regard contributed to victimization by peers. This was later supported in their research.

Various other studies have also laid claims as to why learners end up as victims. Studies carried out by Ball, Arseneault, Taylor, Maughn, Caspi and Moffit (2008:104) conclude that children's genetic endowment together with their surrounding environment influence the children that become victims, bullies and bully-victims. In another study carried out by Arseneault et. al. (2010:720) they found that having larger numbers of learners at school also contributed to learners being victimised, however, earlier studies by Olweus(1993:24) do not support this theory. The study by Arseneault et. al. (2010: 720) further adds that learner's that had fewer friends were more likely to be bullied.

It therefore seems that a child's family and school environment, besides his/her personal characteristics, can influence a child in becoming a victim of bullying.

2.6 GENDER AND BULLYING

2.6.1 Introduction

With regards to gender differences it was found that bullying is not the domain of boys only. Research indicates that both boys and girls bully and are equally victims and bully-victims. Even children as young as 3 years old with respect to gender differences were found to bully (Li 2006: 5). There are however typical ways in which boys and girls bully, but with some exceptions.

2.6.1 Traditional Bullying-gender differences

According to Rigby (1996:45) boys as well as girls bully but his findings show that boys generally bully more physically while girls resort more to indirect bullying. Girls generally socialise in small groups, preferring to bully other girls in small groups. Girls prefer bullying by teasing or malicious gossiping. Smit (2003b:31) also concludes that girls are likely to

experience more verbal than physical forms of bullying. His studies also show the spreading of rumours as being more common amongst girls than boys.

Boys on the other hand resort to more physical bullying. Sullivan (2000:21) points out that the reason why boys and girls differ in ways that they bully is due to their friendship patterns. He points out that girls generally form smaller, more intimate groups of friends; while boys form a larger group of friends, held together by common interests and their groups are not as close knit as those of girls. The girls' relationships tend to be stronger and thus more conflict prone. Due to this intimate nature of girls' relationships, indirect aggression is experienced, leaving them out of the group as a form of punishment.

2.6.2 Cyber Bullying-gender differences

Prior to the twentieth century it has been found that male cyber bullies are found to be higher in numbers than female cyber bullies. This is consistent with research by Borg (1999) Boulton and Underwood (1992) as quoted in Li (2006:9) who also claim that females are less likely to cyber bully than males. More recent research, however, contradicts this. Studies noted in Trolley and Hanel (2010:17) found that females cyber bully more and are victims of cyber bullies more often than males. Their studies also show that girls are more likely to spread rumours while boys tend to physically threaten a peer online. Smith (2004:98) is also in agreement that boys are more direct and overt, unlike girls who are more inclined to bully by spreading rumours. Golembiewski (2006:10) also states in his studies that girls usually fight with their "body language and relationships instead of fists and knives". Furthermore he adds that "there is no gesture more devastating than the back turning away".

While differences are noted in the way that boys and girls bully, girls are referred to as "hidden bullies" (Sullivan 2000:21). Their form of bullying is referred to as "psychological weapons"; isolation from a group, continuous teasing and spreading of nasty rumours making it harder for them to be detected. It therefore becomes even more difficult to trace when cyber bullying occurs.

2.7 ROLES THAT PARENTS AND OTHER CAREGIVERS PLAY IN CREATING THE BULLY

2.7.1 Introduction

One of the most important influences on an individual's life is his/her experiences with the parents, the home environment or caregiver and the living environment. Research has pointed out that children who bully usually come from dysfunctional homes, where they have little sense of belonging and a lack of love or support (Sullivan 2000:23).

Olweus (1993:39) also found links between bullies and families. His studies show three important factors that contribute to the aggressive/bullying nature of learners: The first factor notes that the emotional attitude of the parents towards the child is very important, especially during the early years. A negative attitude, that is one that lacks warmth and involvement, increases the likelihood of the child becoming hostile towards others. A second factor is the extent to which the primary caretaker is permissive and allows aggressive behaviour on the part of the child. If negative behaviour is allowed without a parent or primary caretaker setting clear limits, then the child's level of aggression is likely to increase. The final factor points to the fact that "violence begets violence". While setting clear limits and rules to govern a child's behaviour is important, carrying out physical punishment only shows the child that, that is how he should deal with his problems.

Smokowski and Kopasz (2005:103) show in their research that bullies come from homes where the parents are hostile, rejecting and indifferent to their children. The father figure is usually weak, if at all present, and the mother tends to be isolated thus permitting a permissive parenting style, resulting in supervision of children's whereabouts as being minimal. They also add that when parents or primary caregivers become aware of their child's aggression or bullying, they dismiss it as "boys being boys". Their research shows that this kind of acceptance only allows the boys' level of bullying to increase.

Another study (Sharma, 2010:1) carried out by The Centre for Adolescent Studies at Indiana University on 558 learners compares bullying children and non-bullying children on their home environment and behaviour. The studies reveal:

- Bullies as watching more violent TV at home;
- Misbehaving more often at home;
- Spending less time with adults at home;
- If they are disciplined at home, then it is quite forceful;
- Having fewer positive role models in their lives;
- Get into more fights (Sharma, 2010:1).

The same study further found, from the observations of the family and their social environment that about 36% of them came from single-parent homes, 32% had step-parents, had easier access to guns and had more exposure to gang activities.

Sullivan (2000:23) points out that when a father controls the child very strictly through harsh physical punishment, this may actually “predispose a child towards aggressive behaviour”. In the same way, if families do not monitor or provide boundaries for their children, this becomes reflective in how they deal with peer relationships. Rigby (1996:75) gives a different twist to the dysfunctional family: he claims that a dysfunctional family does not allow empathy to develop in a child, resulting in the bully missing an essential element in the “make-up of a bully”. These children feel that if they are not cared for, then why should they care for others? He further adds that these families do not encourage a child to cooperate with others. Each family member goes his or her own way as they please. Van Hoof, Raaijmakers, Van Beek, Hale and Aleva (2008:777) show in their studies that the more warmth and affection a family shows, far less is reported on being bullied or showing bullying behaviour. This study also confirms that the more children report emotional bonds between family members and the more they sensed family togetherness, the less they report being a victim of bullying. Sullivan (2000:22) points out that the way in which children act outside the family is closely related to what happens inside a family. He further adds that such children may internalise aggressive behaviour at home and how it is handled and so use it as “modus operandi at school and in the world at large”. These results thus support the conclusions that family characteristics function as a protecting influence against peer victimization/bullying.

2.8 EDUCATIONAL IMPACT OF BULLYING

2.8.1 Introduction

A major part of the learner's life is spent interacting with others in a school setting. A safe school climate is an important factor relating to the academic, social and emotional well-being of a learner at school. It is highly unlikely that learners are not going to be affected academically if they are bullied. Rigby (1996:54) found in his research that bullied children are unable to concentrate on their schoolwork and by staying absent, their schoolwork is adversely affected.

2.8.2 Effects felt at school

In Koers (2005:708) it is mentioned that victims may experience impaired concentration, decreased academic performance, absenteeism from school or from certain special activities at school. Victims fear being rejected, left out or ignored, will fear being laughed at and will wish to escape the spread of nasty rumours. Children in these situations become isolated from their friends and classmates if they report bullying.

2.8.3 Feeling safe at school

Schools need to be safe for learning to be successful. If the entire school is safe, then the school community can function productively (Smit 2007:55). Other studies have added that schools that have serious bullying problems have learners who don't feel safe at school. This results in a negative climate across the school environment (De Wet 2007:193). There will definitely be educational consequences if learners spend most of their time worrying about being bullied. They will not be able to focus on learning and their progression to the next grade, homework and performance in the classroom will suffer (Cook 2005:4).

Studies reported in Boulton Duke, Holman, Laxton, Nicholas, Spells, Williams and Woodmansey (2009: 256) note that the most unsafe places in school are the play areas. These studies further found that the fear of safety on the playgrounds is negatively correlated with classroom concentration.

2.8.4 Educational consequences

Some of the educational consequences for victims are absenteeism, withdrawal from activities in school, fear of saying anything in the classroom and loss of concentration. Learners fear being laughed at and then do not perform well, resulting in them being seen as unable to do well academically (De Wet 2005:45). Some learners will play truant or bunk classes or school activities for fear of being left out or being made fun of (Koers 2005:708). This argument is also supported by Juvonen (2011:1) who also finds that learners that are bullied are more likely to “earn lower scores on standardized achievement tests”.

Neser (2006:120-121) also argues that learners who are repeatedly “victimized” at school actually start to hate school, are generally very unhappy and many will stay away. Rossouw and Stewart (2008:246) note that in the USA approximately 160 000 children miss school daily because of bullying. In a study noted in Lawrence and Adams (2006:68) children that are bullied in school equivalent to pre-school, grade 1 and grade 2 are found more likely to have problems adjusting in later years.

2.8.5 Cyber Bullying and its effects on learners

Li (2006:1) in her studies reports that those learners who used cyber bullying to bully their victims actually lead to the victims wanting to drop out of school. Even though the bullying is occurring out of school, the learners are still affected in the classroom. Cyber bullied victims also, like victims of traditional bullying, will avoid friends, school and other school related activities. Their performance in school also drops. As Smit (2003b:33) points out, if bullying is allowed to continue without any intervention in schools, “the educational standards of schools and the achievement of learners will then be at risk”.

Based on the above it appears as if being bullied has a negative impact on the learners and on the actual learning process. Learners may not want to interact in class and may actually suffer in silence and eventually hate school.

2.9 THE PSYCHOLOGICAL EFFECTS OF BULLYING ON LEARNERS

2.9.1 Introduction

A major role player in most individual's lives throughout the world is the school. This is where the child's socialisation, learning and growth take place. Bullying or peer victimisation or any forms of violence poisons this growth. Besides affecting learners psychologically, it further contributes to violence in our society; such as child abuse, domestic violence, workplace violence, hate crimes and road rage. The victims on the other hand, if there is no early intervention, go in a downward spiral, psychologically. The researchers here point out that young children who are the objects of bullying are unable to pass their fear to someone else and therefore "absorb it, accumulate it and when they are much older, erupt in some way hurting other people" (Neser et al. 2003:127).

2.9.2 Psychological effects on learners

Research indicates that being a victim of a bullying has an effect on a learner's self-esteem and may lead to depression and anxiety (Klomek, Sourander & Gould 2010:1). These victims are also more likely than other students, to think about suicide. Further studies also show victims of bullying as suffering from "low self-esteem, loneliness, depression and anxiety" (Smokowski & Kopasz 2005:108). On a more serious note victims may attempt to take their own lives or harm other students". In her article Beheshti (2010:11) also points out that the victims' social and emotional development and ultimately their academic performances are affected. She also adds that some even develop suicidal thoughts.

Rigby (2008:47) argued, however, that it is possible that these are learners who already have poor mental health and thus makes them prime targets for bullying. This would further reduce a child's confidence and results in a low self esteem which attracts bullying. It also shows that even those with good mental health are also targeted. Sullivan (2000:27) noted that emotionally victims feel afraid, alone, aggressive, ashamed, depressed, powerless, hurt, sad, stupid, dehumanised, trampled on, ugly and useless.

2.9.3 Fear and bullying

Studies noted in Beaty and Alexeyer (2008:8) show victims going to great lengths to stay away from bullies, because of the fear and anxiety that they experience. Arseneault et al. (2010:717) found bullying to be linked to severe symptoms related to mental health problems, which include; including self-harm, violent behaviour and possible psychotic symptoms. Studies that were carried out by Hawker and Boulton, (2000) quoted in (Arseneault 2010:717) show bullying victims as experiencing problems such as depression and anxiety. On the whole, victims of bullying experience more unhappiness at school. Research by Smokowski and Kopasz (2005:104) shows that one in five learners said that they avoided the school toilets out of fear of bullying. A further 20% said that they were frightened for most of their school day.

2.9.4 Long term effects

In a report by The House of Representatives on Violence in Australian Schools it was found that the harm felt by bullied learners often continued into adulthood. Further research in Rossouw and Stewart (2008:262) shows that school victims go on to become victims in their workplaces. Smokowski and Kopasz (2005:108) show in their studies that even the bully has long term experiences such as low academic achievement, mental problems, substance abuse, and problems with the law later on in life. By age of 30 they are more likely to have criminal convictions and traffic violations than their less-aggressive peers. These bullies are also more likely to display aggression towards their spouses and use severe punishment on their own children. Their studies also conclude that bullies are also more likely to have children who became bullies; turning bullying into a vicious cycle.

2.9.5 Somatic symptoms

Victims of bullying - besides experiencing psychological symptoms - also experience somatic symptoms such as headaches, abdominal pains, poor appetite, sleep disturbances and cold-like symptoms (Beheshti 2010:11). In her experiences as a medical doctor in the Emergency Department, Manno (2010:16) indicates that abdominal pain, headaches and listlessness are complaints three times more common among children who

are bullied than those not bullied. Earlier studies in Koers (2005:708) also show that victims of bullying develop somatic symptoms such as head and stomach aches.

2.9.6 Other factors affecting mental health

Kinderman & Bentall (1996) as quoted in Arseneault et al. (2010: 723-724) address the question of why bullied children possibly would show early signs of psychopathology. They provide three such “mechanisms” as to why it happens: physiological response to stress, cognitive distortion and emotion processing. They looked at the physiological changes in the biological stress response systems. They linked early “adverse” experience like parental abuse and anxiety disorders. They also looked at how the individual relates to stress which leads to the victim becoming hyper or hypo-sensitive to stress; explaining further why victims may develop an early onset of mental health problems.

Furthermore the fact that a child experiences bullying at such an early age, may lead to some misrepresentation in the way they experience the world around them. As a result, because of the way they are thinking, it is then possible that they may inadvertently blame themselves for negative happenings.

Arseneault et al. (2010:723-724) explain that facial displays of emotion such as anger, can be an indicator of threats. For children to develop good relationships in early childhood, their recognition of such “social cues” is important. If, however, they become “oversensitive” to social cues, it can lead to developing psychopathology. Their research shows that children that were physically abused were better at detecting an “angry facial expression” than a child who was not abused. It seems then that a child who is bullied might be able to detect more accurately angry facial expressions, which can then affect his/her behaviour. Arseneault et al. (2010:718) argues that many victims who “experienced violence at home were at an increased risk for depression and anxiety which is further triggered by issues of bullying at school”. These studies have also shown that children’s anti-social behaviour has its roots in childhood, whilst adult mental problems also have their roots in childhood.

2.9.7 The deeper effects of indirect bullying

Twemlow et al. (2010:1) claim in their findings that victims who experience being mocked or shamed feel more rage as compared to learners who experience physical injury. They claim that being shamed and mocked by others in front of a peer group can produce homicidal or suicidal rage. It is possible, they say, that such an argument can be linked as to why more learners turn to suicide when they have been bullied. The researcher of this document pointed out earlier that there was no “gesture more devastating than the back turning away”.

Perhaps at this point it is important to note the theory by Abraham Maslow (1970) who points out that human beings have certain basic needs that must be met before the higher order needs are addressed. Once a child’s physiological needs are met, it is important that his/her safety needs are taken care of. This then moves on to relationship needs and then to higher order needs. The higher order needs, however, can only be met once the other order needs are met. Bullied children’s needs for safety are clearly not met. Physical or emotional bullying already isolates them from friends. If these needs are not met, it stands to reason that a learner’s full cognitive development is going to be denied (Sullivan 2000:27-28).

2.9.8 Bullying and suicide

The most devastating consequence on victims of bullying is the fact that some victims commit suicide. Bonanno and Hymel (2010:421) claim suicide as being one of the most serious outcomes of bullying that can be found. Empirical research by Klomek, Sourander & Gould (2010: 283) support the view as well and found that those involved in bullying have an increased “prevalence of suicidal ideation than those not involved in bullying”. They also found the link between bullying and suicide to be stronger for indirect forms of bullying than for direct forms of bullying. The same was also true for those who experienced cyber bullying.

It is interesting to note that according to the definition of bullying, for bullying to be regarded as such, it must include an aggressive act which occurs repeatedly. Many people, however, have spoken of a one-time event of teasing or some other form of humiliation, which has since changed how they feel about themselves in the present and

the future. It could be a onetime event for the victim, but an event that nevertheless has a great deal of psychological impact (Langevin 2010:1).

2.10 CONCLUSION

Bullying may be commonplace among schools throughout the world, however, it is certainly not a 'normal part of growing up' neither is it a case of, as the saying goes, "sticks and stones can break my bones but words will never hurt me". The various studies presented here have shown support for the view that bullies and victims are at risk of developing psychological and academic problems in the short - and long term.

CHAPTER 3

RESEARCH DESIGN

3.1 INTRODUCTION

This chapter discusses the research design, purpose of the research, research methodology, how the data was collected and analysis of the data. In the previous chapter a literature investigation was undertaken to provide a sufficient background for bullying. The results based on this chapter should correlate with the literature study. Ethical issues were taken into consideration and this was carried out in a professional manner.

Bouma and Ling (2004:7) point out that research involves trying to collect information in such a way that others can see why that specific information was gathered, how it was gathered and what the findings were. People can then draw their own conclusions on the basis of the information that was gathered. McMillan and Schumacher (2001:9) provide a bit more detail in their definition: they define research as a process of collecting data systematically. The data is then analyzed logically, according to some purpose. They further add that research methods are the means to collect and analyze the data. The procedure for collecting such information, however, has to be undertaken in a reliable and valid way. To yield the appropriate information for the research question, a specific design has to be selected. Before one goes on to the empirical study one needs to take note of what the literature study provides.

Evidence from the literature study (cf. par 2) has shown that for learners to develop intellectually, socially and emotionally, schools must be safe zones for learners to be able to freely express themselves. School bullying has become a stumbling block to learners, schools and communities at large. This research study investigated the possible psychological and educational effect/s that school bullying has on selected group of primary school learners.

3.2 PURPOSE OF THE RESEARCH

The aim of this research study was to determine whether learners in a primary school are affected psychologically and educationally if they are bullied and the extent to which they are affected. Chapter 2 contained an in-depth literature study regarding the definition of bullying and how it has evolved in some ways. The study also looked at types of bullying, gender influence on bullying, and the roles that parents and caregivers play, as well as the characteristics of both bullies and victims. Finally it addressed the psychological and academic effects of bullying. It is therefore the aim of this chapter to present the research methods used to conduct the empirical inquiry which gave rise to the following questions:

- What aspects should make up the definition of bullying within a school context;
- What are the different ways in which learners are bullied;
- What do the learners know about cyber bullying;
- What are the characteristics that play a part in creating the bully and the victim;
- Does gender play a role in bullying;
- What is the role that parents and caregivers play in creating the bully;
- What are the negative effects that bullying has on the victim;
- What are the negative effects that bullying has on the bully?

More specifically the researcher will look at how the learner is affected academically and psychologically.

3.3 RESEARCH METHODOLOGY

Hofstee (2009:107) regards the research method as being “vital” to the success of a dissertation, purely because the “result can only be accepted, rejected, checked, replicated or even understood in the context of how one gets to the results”. It further refers to the method as the general technique/s that one applies to examine the thesis statement such as interviews, a case study or an experiment. Silverman (2005:99) states that a methodology refers to the choices a researcher makes about the topic he chooses to research, the method he chooses to gather data, how the analysis is carried out and how the results are presented. It is basically how one will go about studying any

phenomena. The research methodology for this research study will be qualitative in nature.

3.3.1 Qualitative Research

Silverman (2005:10) points that qualitative researchers try to seek answers that emphasize how social experience is created and given meaning. Furthermore he adds that though both quantitative and qualitative researchers are concerned with the individual's point of view, the qualitative researcher wants to get as close as possible to the participant's perspective through detailed interviewing and observation. For this particular research study the use of qualitative methods was more beneficial as the researcher needed the participant's personal views. To substantiate the research, four rules are necessary to emphasise and enhance effective qualitative research, namely; keep it simple, take advantage of using qualitative data, avoid drowning in data and avoid "journalistic" questions and answers were adhered to by the researcher. De Vos, et. al. (2009: 265) also add that it is important that the researcher has some form of a structure to guide his or her study. In contrast to quantitative research qualitative researchers tend to create their own designs rather than use ones developed by others. The researcher while following guidelines of qualitative research also used designs that assisted in the progress of the outcomes of the research.

3.4 RESEARCH DESIGN

Various opinions on research design were consulted: De Vos, et. al. (2009:132) argue that "definitions of research designs are rather ambiguous". Mouton (2001:55) defines a research design as a plan or blueprint of how the research is to be conducted. Hofstee (2009:113) regards it as the section where you name and discuss the overall approach the researcher will use to test his thesis statement. Grinnell and Williams (1990:149) point out that when a research design is chosen, we must work through the simplest route possible to achieve the desired objective.

The research design used in this study was the phenomenological approach. According to De Vos et al. (2009:270) the aim of this approach is to understand and interpret the

meaning that participants give to their everyday lives. Further they point out that a phenomenological study is a study that describes the meaning of experiences of a phenomenon, topic or concept for various individuals. The researcher who uses this approach eventually reduces the experiences to a central meaning. Therefore, to be able to do this, the researcher must be able to enter the participant's own world. This is achieved by analysing the conversations and interactions between the researcher and the participant. One of the ways they achieve this is through interviews as a method of data collection (De Vos et. al.2009:270).

In this research study, interviews within a focus group setting were carried out to gain information on the bullying experiences of the learners. Due to the sensitivity related to the research topic, interviews fit in well with the research - as every word that participants use when they tell their stories, is a microcosm of their consciousness (Steidman 1998:1). Focus group interviews and individual interviews which were carried out were therefore the means to enquire about their experiences. The reasoning behind carrying out individual interviews is that learners who are victims or bullies may not want to speak up within a focus group setting but may open up in an individual interview. Questions (cf. Addendum F) were drawn up to direct the interviewer within the focus group and the individual sessions.

3.4.1 Focus group interviews as an interviewing method

Focus group interviews are group interviews which provide a better understanding of how people feel or think about an issue, product or service. The researcher selects subjects according to the common characteristics that relate to the chosen topic. The group is "focused" in some kind of common activity that binds the group. The researcher has to create an environment that will encourage the subjects to share their experiences (De Vos et al. 2009:299). The main advantage of focus group interviews is the ability to observe a large amount of interaction on a topic, in a limited period of time (Morgan 1988:15).

Like any other method, focus group interviews have strengths and weaknesses. Generally focus group interviews are easy to conduct; however, focus groups are not in a natural setting and therefore there is some uncertainty about the accuracy of what the participants say. Focus groups are able to explore topics and from there come up with assumptions

but the corresponding weakness will be that the researcher has less control over the data that is generated. While focus group interviews give the researcher the opportunity to collect information within a group interaction, the researcher may never know if this actually mirrors individual behaviour. Focus group interviews do however produce an opportunity to collect data from a group by discussing a topic of interest (Morgan 1988:21-22).

Furthermore, the interaction of the group produces information, just by the group merely interacting with each other. The group provides a setting for members to freely express their ideas; however, it must be noted that using the focus group interview method can be costly and will require researchers who are skilled in group process. Bias could also be a problem. The reason for this is that expressions of active participants may only be voiced and participants may want to engage in the discussion just to be polite or alternatively feel that they are forced to provide information (De Vos et al. 2009:312).

By using focus group interviews in this study, the learners are able to voice their experiences, feelings and their knowledge of bullying. The researcher will also be able to observe the reactions to a question, as this type of reaction would not be possible in a method such as completing a questionnaire. Thus by participant's listening to each other's conversation, a spark to new insights is created, allowing new thoughts and ideas to develop; which may be essential to the researcher (Maykut & Morehouse 1995:104).

Focus group interviews also allow for every participant to be asked the same question. If they do not appear to understand the question, the researcher is then at liberty to explain it further. This also clarifies the question for other participants, who may not be clear about a question (Sapsford & Jupp 1996:100). Another advantage of conducting interviews is that the participant's body language can be observed. We are able to gauge how a participant feels about a question and perhaps probe further (Grinnell & Williams 1990:212).

Dunne, Pryor and Yates (2005:27) note further that the views and opinions of the interviewees are important, because their knowledge about the specific topic makes the research in question more credible; as they are "supposedly more knowledgeable" about that specific topic. The selection of the participants is therefore also vital, as this directs the focus group interview.

3.4.2 Individual interviews

In the present research the researcher also used the semi-structured guided interview approach. This type of interviewing strategy is more suitable for obtaining data about a certain topic. The interview involves a direct interaction between the researcher and the participant. This will enable the researcher to probe responses, follow up, clarify and ask the participant to elaborate. The researcher can note the verbal responses as well as the non verbal responses (De Vos et. al. 2009:292).

The focus group participants as well as the individual participants were asked the same questions (cf. Appendix F). This type of questioning assisted in the data analysis as the responses could be coded and used to examine data relationships. The semi-structured interview was used in order to gain a detailed picture of the participant's beliefs, feelings and accounts of the topic being discussed. Interviews of this nature are especially suitable where issues are complex, controversial or of a personal nature. In the case of the present research, the topic bullying was sensitive, especially where the participant was a bully or a victim. Though there was a set of predetermined questions, the researcher was guided by the schedule rather than being dictated by it. The questions that the researcher selected were meaningful and moved from simple to the more complex. This allowed the participant to gradually adjust to the pattern of interviewing. To be able to express themselves freely the researcher constructed open-ended questions. The questions were also aimed at being non-judgemental and unbiased (De Vos et. al.2009:292-297).

3.4.3 Sampling

“A universe or population is a group in which all the individuals or items are singled out for the study” (Kane 1985:90). To study everyone would be impractical because it would be too expensive and too time consuming. It is for this reason that we study a sample. A sample is a portion of the universe and ideally it should reflect with reasonable accuracy the opinions, attitudes or behaviours of the entire group (Kane 1985:90). Sampling means “taking any portion of a population or universe as representative of that population or universe” (De Vos et. al. 2009:193). It is assumed that what is found in the sample can also be observed in any other group or population.

The sample for this research study was selected from a primary school in Gauteng. There was a request from the principal of the school to conduct a research study on bullying, as bullying amongst the learners was starting to flare up more than before. The principal, who had been dealing directly with the bullying, provided the list of learners who had been bullied from which the researcher could purposively select.

The list consisted of 20 learners who were involved in incidences of bullying in the school. They were all from an average to above average income group. A selection was made from the list to include only learners from grade 6 and grade 7 and between the ages of 11 to 13 years. This type of sampling is purposive as they were considered to be “information-rich” informants (McMillan & Schumacher 2001:401). The researcher decides on the composition of the sample based on samples that contain the most characteristics of the population in question (De Vos et al. 2009:202). For this particular research study a total of 13 learners were approached for the study. Only nine participants (N= 9) who were willing to take part in the study were included.

3.4.4 Research Instruments

Hofstee (2009:115) regards the research instrument as pretty much anything that one would use to get the data that is going to be analysed. In this research study a schedule of questions was created, and was used within the focus group session and individual interviews.

The questionnaire content is an important factor of focus group interviews. Before the researcher can carry out the data collection, some thought needs to go into how the questions are designed. The appropriate questions should actually elicit the required information from the participants. Questions must be understandable, clear and simple. They should continue more or less like a daily conversation. Furthermore the researcher should use the style of open ended questions, carefully describing examples, so that the learners are not misled. The researcher must avoid the “why”- type of question and should rather ask “what is the reason... (Cheng 2007: 195-196)”.

Cheng (2007:195-196) further points out that the questionnaire should have a sequence whereby each participant should take approximately 1 minute to introduce him/herself.

Once the introduction is over, questions connecting the participant to the topic should not take longer than 5 minutes. The bulk of the time should then be spent on key questions which make up the core of the focus group interview. Finally rounding up the process should take approximately 5 minutes.

In line with the above research, the following questions were drawn up as the researcher thought that they would give more direction to the participant's response. Participants were questioned on the following:

- Their understanding of the term bullying. This was established by participants differentiating between "messing around and bullying";
- The different types of bullying and their understanding of cyber bullying;
- How safe they felt at school. This helped to establish places where bullying occurred;
- The reason why they think learners bullied and why others became targets;
- The effect that bullying had on victims (cf. Addendum F).

3.4.5 Participant Observation

Participant observation has been described as "fundamental to all research methods". In this research participant observation was carried out in conjunction with the focus group session. It is generally assumed that to understand the real world of the participants, one needs to note the words and expressions as they use it in the actual situation. In this case the situation would refer to the focus group and individual sessions.

Sapsford & Jupp (1996:59) also point out that people may consciously or unconsciously change the way they behave because they are being observed; resulting in observational accounts as being inaccurate. It must, however, be noted that the fact that the researcher is present already makes the situation unnatural. Nevertheless, it is necessary to observe and take field notes as the session progresses. This, however, should be as unobtrusive as possible (De Vos et. al. 2009:274-275).

3.4.6 Setting and logistics for the focus group session

De Vos et al (2009:309) point out that the setting has to be safe, familiar, comfortable and non-threatening. They also add that the primary concern of the researcher is to hold the discussion and capture the data, however, for the participant, comfort is the main concern. Morgan (1988:60) mentions that it is pointless using or looking for sites that the participant will not come to, or where you are unable to record.

The principal of the chosen primary school recommended that I use the school's boardroom after hours, as the site for recording the session. It was private and would have been out of bounds during the research process. Plug points, tables and chairs were available. The floor is carpeted and if the learners became restless and wished to sit on the floor, then they would have been able to do so. Morgan & Krueger (1998) in De Vos et al. (2009:309) point out that no matter what the location is like; it is always a good idea to provide food. Once the researcher was aware of the number and personal dietary requirements of the participants, a request was made and refreshments were provided on that day.

Morgan (1988:61) points out that one of the principal means of capturing observations in a focus group is through audio taping. The transcripts are the basic data that the research produces. He further stresses the importance of ensuring the quality of the recorded data. The researcher thought about video-taping as a backup but as Morgan (1988:61) points out videotaping can be intrusive. The researcher also suspected that the learners may not open up during the focus group and individual session due to the sensitive nature of the chosen topic. Therefore, audio recording was a more discreet way of gaining information. Permission was first requested from the parents beforehand for audio taping the sessions of the participants involved. As mentioned earlier, a schedule of questions was drafted to assist the direction of the research (cf. Addendum F). Field notes were also gathered in terms of observation.

3.4.7 Data Collection

Data collection for the study included using the following instruments: drafting of a schedule questionnaire on school bullying for the focus group and individual session, conducting the session, noting observations, taking field notes and the use of audio equipment to record the session. The principal assisted by providing the list for selecting learners who were involved in bullying. The researcher then chose participants who came across as being rich in information on bullying. The questionnaire was designed in such a way so as to gain as much information relating to the main themes of the topic.

3.4.7.1 Procedure

The procedure in data collection included the following:

- A letter was sent to the Gauteng Department of Education requesting permission to conduct research at a school in their district (cf. Addendum A).
- A letter was sent to the principal of the selected primary school requesting permission to engage a selected group in the research process (cf. Addendum B).
- Discussions took place with the principal and educators on selection of learners to be part of the research process. A list of 20 learners was handed over by the principal from which only grade 6 and 7 learners were selected.
- An information letter was sent to the selected learners' parents / guardians, providing them with information of the research and procedure. A signed consent form was requested from the parent or guardian giving permission for the learner to be used in the research (cf. Addendum C).
- An informed assent form (cf. Addendum D) was also given to the parents / guardians for children to sign. Parents were requested to explain the nature of the research to their children.

3.5 PROCESSING, ANALYSIS AND INTERPRETATION OF DATA

As in quantitative analysis, the aim of qualitative analysis is to transform the data into findings. This involves reducing the large amount of raw information, sorting out what is important and necessary information, looking for patterns and creating a framework for the essence of what the data reveals. Data analysis further brings order, structure and meaning to the mass of collected data (De Vos et. al. 2009:333).

The data was analysed using open coding. During open coding, the data is broken down into discrete parts, which are closely examined for similarities and differences. The phenomena are then labelled. Once this is achieved then concepts that pertain to the same phenomenon are grouped under that phenomenon (De Vos et. al.2009: 341-342).

The audio tapes were transcribed verbatim by the researcher. No additions or omissions were made. Additional notes were taken during the session.

As Leedy (1993:318) points out, data is presented in terms of the problem. The mass of data has to then be codified, arranged and separated into segments, which should then correspond to a particular section of the problem to be studied. This will then be exhibited in a logical sequence. Initially categories and themes will have to be generated; thereafter a coding system will be applied to the data. Once these emerge the researcher will still search for alternative explanations for the patterns that emerge before making a final report (De Vos et. al. 2009:338-339).

Coding qualitative data involves the researcher grouping similar concepts together. The researcher must carefully scrutinise data that carry main themes. This then makes it possible for the researcher to link data items together thus allowing the researcher to further examine relationships between the patterns (Puttergill 2000: 245-246).

The researcher reads the sentence or paragraph thoroughly, thereby isolating specific ideas. These ideas are then grouped under specific themes, which, after reading again, could possibly change (De Vos et.al. 2009:341). In the present research the transcripts (cf. Addendum H) were read a few times before the researcher grouped specific ideas along the themes selected.

3.5.1 Trustworthiness

Establishing trustworthiness ensures the quality of the findings. It increases the confidence of the reader that the findings are worthy of attention (Law, Stewart, Letts, Pollock, Bosch & Westmorland 1998:8). In qualitative research the following are 4 ways to achieve trustworthiness:

3.5.1.1 Credibility

In their research Sinkovics, Penz & Ghauri (2008: 699) point out that credibility focuses on establishing a match between what the respondents say to those presented by the researcher. In this study credibility was addressed by interviewing the 9 participants in a focus group session and interviewing the other 4 participants individually. This was done to elicit their experience of bullying. Furthermore, the participants were knowledge rich, as they were carefully selected because of their involvement with bullying. The full transcripts of the focus group session and individual sessions are included in this dissertation.

3.5.1.2 Transferability

Transferring the findings of qualitative research involves the researcher having to refer to the original theoretical framework in order to show how data collection and analysis was guided by concepts and models. Thus the findings can either be transferred or not. Another way of insuring transferability is to use more than one data gathering method (De Vos et.al. 2009:346). In the case of the present research, data was collected by means of focus group interviews, individual interviews and observation. Direct quotes from the focus group session and individual interviews were included in this research study. This makes it possible for other researchers to decide if transfer is possible or not.

3.5.1.3 Dependability

De Vos et.al. (2009:346) note that dependability refers to whether the same findings will be consistent if the same study was to be replicated, with the same participants, within the

same context. Sinkovics et. al. (2008: 699) further note that for a research study to be trustworthy, there must be stability of the results over time. The researcher needs to explain clearly how the data will be processed and analysed. During the interview process the researcher verified with the participants the accuracy of what they said.

3.5.1.4 Conformity

To ensure objectivity the findings must be confirmed by another. Therefore evaluation of the research rests purely on the data and not on some characteristic of the researcher (De Vos et.al. 2009:347). In this research study the researcher had to re-read the transcripts to check for themes that would confirm the researcher's findings. Participants were also questioned on whether they agreed with the researcher's conclusion on how they felt about bullying

3.6 ETHICS

Denscombe (2002:174) points out that the notion of 'ethics' is closely linked to the idea of morality. He further explains that the word 'ethics' has come to combine the two origins by linking (a) the duties and responsibilities of individuals with (b) broader systems of moral principles and rules of conduct.

Ethics concerns the system of moral principles by which individuals can judge their actions as right or wrong, good or bad. At a practical level it deals with what 'ought' to be done and what 'ought' not to be done. It is a moral perspective on things, rather than a practical perspective Denscombe (2002:175).

Kane (1985:211) asks that we not think of those we study as 'subjects' but as people with dignity, feelings and rights. She further points out that it is easier to understand when we study people who are similar to our own culture, class, religion and so forth, however, when people are unlike us it becomes more difficult to appreciate their viewpoint. Thus the researcher's first responsibility is to the individuals we study. In the case of the present research it was important to listen to the individual's views on school bullying and respect it. Further as a student in training we fall under the auspices of the Health Professional

Council of South Africa where a specific code of ethics has to be adhered to. This should guide us in making the correct decisions.

3.6.1 Informed Consent and Assent

Denscombe (2002:183) states that informed consent is a benchmark for social research ethics and directs us to the Nuremberg Code of 1996, where voluntary consent of the human subject is absolutely essential. Thus obtaining informed consent implies that all possible or adequate information for one reaching the goal of the research, the procedures, possible advantages, disadvantages, dangers to which the subjects could be exposed and credibility of the researcher must first be given to potential subjects, or as in my case, their parents or guardians.

For this research a letter was sent to the principal, requesting permission to do research with a selected group of learners (cf. Addendum B). A letter was also sent to the Gauteng Department of Education informing them of my intention to carry out research on school bullying at a school in the Ekurhuleni North District of the Gauteng Department of Education (cf. Addendum A). Parents and guardians of the selected learners also received letters providing them with information on the research and requesting their permission to allow their children to be part of a focus group and individual session. Further, assent was also requested for the participants under 18 year of age (cf. Addendum C & D).

3.6.2 Confidentiality of the group and individual participants

At the outset of the interviews, group and individual participants were briefed on confidentiality. The researcher took into consideration the ages of the participants and their desire to want to discuss their session with each other and with others. The researcher explained the reasons as to why confidentiality should be upheld. All the participants were requested to sign the group confidentiality form in order to uphold the information shared during the focus group interviews (cf. Addendum E).

3.7 CONCLUSION

This chapter described the empirical investigation, with emphasis on the research methodology, how the data was collected and finally analysed. The chapter also included the ethical measures taken and the handling of confidentiality. The following chapter discusses the interpretation of the data.

CHAPTER 4

DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1 INTRODUCTION

The literature study (cf. Chapter 2) showed that learners who are bullied experience psychological and academic problems. This chapter looks specifically at the empirical investigation, with regard to the impact that bullying has on primary school learners. The results of the empirical investigation will be discussed in this chapter, based on the research questions covered in chapter 1.

4.2 INFORMATION ON THE PARTICIPANTS

The sampling and selection of participants was discussed in Chapter 3. The learners were chosen using purposeful sampling. Since they were underage, consent was requested from their parents. All participants were willing to participate in the research. The individual interviews as well as the focus group session were recorded on tape in the school's boardroom. This was regarded as appropriate, as the researcher conducted the interviews based on the availability of the learners. The boardroom was private and accessible to the learners.

The participants were initially nervous, however were soon comfortable as the interview progressed. The participants were constantly assured of confidentiality. During the course of the interviews the participants were called by their names, however, when the interviews were transcribed, the participants were labelled numerically in order to ensure anonymity. The participants came from an affluent area in Johannesburg. All the participants attended an ex model C school and were educated from grade 1 in an English medium school. The following is a list of participants who took part in the individual interviews, according to demographic information:

Table 4.1 Demographic information of participants 1-4.

PARTICIPANTS	GENDER	GRADE
P1	Female	6
P2	Female	6
P3	Female	7
P4	Male	6

Table 4.2 Demographic information of the focus group participants.

PARTICIPANTS	GENDER	GRADE
P5	Female	7
P6	Female	7
P7	Male	7
P8	Male	7
P9	Female	7

4.3 DATA COLLECTION

The data was gathered using open-ended interviews. The interviews lasted between 45 and 90 minutes. Generally, the interview aimed to answer the main research questions, involving the psychological and educational impact of how primary school learners experience bullying. Observation notes taken during the session indicate that the participants were initially nervous, but soon relaxed. The following section discusses the analysis of the data obtained during the interview.

4.4 DISCUSSION OF THE ANALYSIS OF THE DATA

The interviews (cf. Addendum G) provided information based on the learners' knowledge and experience of bullying. The themes that emerged will be discussed in detail and will be supported by the participants who responded.

4.4.1 Definition of Bullying

In trying to establish whether the participants understood what bullying was all about, the researcher tried to determine clarification about what 'messaging around' and bullying was. Participants were clearly able to differentiate between bullying and 'messaging around'. Some participants even provided examples to qualify their explanations. This was necessary as the researcher needed to establish that the participants would be able to answer the rest of the questions in line with the term 'bullying' and not "messaging around". Participants claimed they were also able to detect in the tone of voice whether someone was genuinely hurting their feelings or just "messaging around". **Participant 1** referred to "messaging around" as "saying ugly things but just a little bit". According to **participant 2** the person would say things that he/she doesn't mean.

Some participants felt that if the comment was repeated every now and again, then it would be bullying. **Participant 3** said that it depended on the relationship that one had with the other person. This participant also felt that the comments had to be repeated for it to be considered as bullying. **Participant 8** also pointed out "bullying to me is when it's repeated. It's repeated". Thus in general, most of the participants pointed out that a person repeatedly telling them something negative, would constitute to be bullying and not "messaging around". **Participant 8** also pointed out that he instinctively would be able to tell if his feelings were being hurt. The participants also pointed out that they would be able to pick this out in the manner in which the other person said things to them. Olweus (1993: 9-10) chapter 2 (cf. par 2.2) points out that bullying is an aggressive behaviour, carried out repeatedly and over time and is usually characterised by an imbalance of power. Part of

Olweus's definition mentions that the bullying behaviour has to be repeated to be classified as bullying. This was pointed out by two of the participants who said that the bullying behaviour had to be repeated for it to be called bullying.

Participant 7 indicated that bullies want attention; they think like treating you badly they can make themselves look cool". This power is shown as making someone doubt themselves and to make them less confident. This was also highlighted by **participant 8** who said that "power involved somebody making you think that they are better than you are". **Participant 6** further added that the bully wants attention. Power also involves a person making the bully look good in front of others. This coincides with Rossouw and Stewart chapter 2 (cf. par 2.2) when they point out that one of the aspects of bullying had to do with gaining power over others.

Participant 7 commented that by treating someone badly bullies can make themselves look "cool". 'Cool' in this sense is someone people take notice of. **Participant 7** acknowledged "that the bully is a bully so that he can look good to other boys—"look powerful and gain recognition". He further pointed out that they actually have strength in numbers and they're actually more popular. The above is supported by the literature finding in chapter 2 (cf. par 2.2).

Another interesting point that surfaced about bullies was that some were "money-driven". Having money is how the bully showed that, as a bully, he had power. In this instance these bullies had to have more technological devices, which they needed to feel more powerful. This is new to the concept of bullying.

Participants pointed out that an imbalance was created, due to the build of the victims. **Participant 1** mentioned that bullies usually picked on weaker or small children; which she further clarified by saying in size and grade. She elaborated by saying "grade sevens will pick on grade ones or grade fours will pick on grade ones". It was also noted that if the learner was in the same grade and the same size as the bully, then the bully would select the weaker one to torment. She further agreed that bullying usually happens between bigger children and smaller children. **Participant 3** added that the reason the bully picked on a particular learner was because he was physically smaller. Furthermore, **participant 3** pointed out that they, as victims were "isolated", that they were generally alone. These statements were supported by Arseneault, Bowes and Shakoor (2010: 718) when they

noted in their definition that strength, age and popularity are the factors that determine the imbalance in power (cf. par 2.2).

The above statements by the various participants clearly showed that they were able to differentiate between “bullying” and “messing around”. Furthermore, participants were able to point out various traits that constituted the definition of bullying; which is that it had to be repeated, a power imbalance had to be created, popularity and the bully being physically stronger than the victim. The participants emphasised that learners who were bullies in the school were considered as popular and “cool”. In the school where the research was carried out, popularity played a deciding role as far as identifying the bully.

4.4.2 Types of Bullying

Learners seemed to have some idea of the different types of bullying. They were able to point out that there was physical bullying, emotional bullying and verbal bullying. They were even able to give examples of what verbal bullying was. Bullying of a racial or sexual nature was not a type of bullying which was experienced in the research school.

Participant 6 explained that physical bullying was “pushing, it’s when people push you like they touch you”. The researcher asked if this was being shoved around. **Participant 6** agreed and said that she knew this because of experience. **Participant 7** noted that the bully would “push” you and not say that he/she was sorry. He further added that they “actually want to hurt you”. **Participant 1** pointed out that bullying is when the victim feels pain or if someone tells the other something that hurts their feelings.

All participants agreed without a doubt that they would rather be hurt than left out of a group. They considered being left out of a group as being more painful; which made them feel inadequate as a person. They felt that they could get over being physically hurt. **Participant 2** said that she would “feel hurt if someone left”, meaning it would be embarrassing if someone walked away from her in the presence of others. This was also applicable to **participant 3** who felt that being left out of a group was worse. He felt that “physically it kind of just fades but “if somebody leaves you out of a group” it hurts. This kind of feeling was also felt by other participants. Overall, being left out of a group was for them more damaging to the psyche than being physically hurt.

The previously mentioned argument was supported by literature research (Twemlow et. al.2010: 1 - cf. par 2.9.7). Their findings show that victims who experienced being mocked or shamed felt more rage when compared to learners who experienced physical bullying. They claim that being shamed and mocked by others in front of a peer group can actually produce homicidal or suicidal rage.

While some learners heard of cyber bullying and were able to describe it, most learners acknowledged that it was not a common form of bullying in their school.

4.4.3 Why do Bullies bully?

In this research it was considered necessary to determine what the possible reasons for bullying were, as mentioned in chapter 1 (cf. par 1.4.2).

During the interviews **Participant 1 and 2** noted that the bully in school is possibly the victim of bullying at home. Both these participants said that it was possible that these victims then “took it out” on someone else. By this they meant that when the victim could not hit back at home, he would go to school and find a victim there.

The information obtained links to Coloroso (2002) quoted in Nesor, Ovens, van der Merwe, Ladikos and Prinsloo (2004: 83) - cf. par 2.4.2) who point out that bullies usually “see weaker siblings or friends as prey”. They further pointed out that bullies are usually learners with some history of abuse. Participants pointed out that the bullies may have been bullied as well, therefore they bullied others.

4.4.4 Characteristics of Victims

During the interviews and focus group session participants were questioned on what they considered to be the characteristics of the victims. **Participant 1** mentioned how a learner who is “a bit gently” is likely to become a victim. This participant also pointed out that “bullies would look for people who they think can’t stand up for themselves”. This participant further mentioned that being alone also puts you in a position to be bullied. **Participant 3** considered the victims physical build, i.e. “smaller and not have many friends”. This is supported by research by Smokowski and Kopaasz (2005:104) who found

that victims are generally described as physically small in build, weak and frail. Further they noted that the victim was portrayed as cautious, quiet, shy, withdrawn and may also not have close friends.

This argument of victims being alone is also supported by Veenstras, Lindenberg, Oldehinkel, Winter, Verhulst and Ormel (2005:673) where they note that one of the criteria for “a child becoming a victim was isolation”. **Participant 1** acknowledges that “if you look upset and you are alone you become a target”. **Participant 8** also noted “they target people who don’t have friends”. This coincides with Arseneault et. al. (2010:720) who point out those victims of bullying generally have fewer friends and will find it difficult to socialise with other learners (cf chapter 2, par 2.5.6).

It seems then that learners who are alone, small in build or keep to themselves, become easy targets as victims.

4.4.5 Gender and Bullying

In terms of gender and bullying, bullying was definitely not the domain of boys only. The research showed that both boys and girls bullied, however boys were more into physical bullying while girls were more into verbal bullying; which is in line with research carried out by Rigby (1996:45).

The first five participants, as well as **participant 6 and 9** confirmed that overall girls are more into verbal bullying, while boys are more into physical bullying. **Participant 1** noted that girls “bully mainly through verbal boys physical, definitely physical”. **Participant 2** added that “there is a lot of verbal bullying between girls”. Participant 3 agreed that “girls are more into verbal bullying”. **Participants 4, 5, 6 and 9** also confirmed that girls were more into verbal bullying while boys were more into physical bullying.

This is supported by the literature findings of Smit (2003b: 31 - cf. par 2.6.1) and Sullivan (2000:21) who confirm that boys are more likely to bully physically while girls resort to more indirect forms of bullying. Some indirect bullying according to De Wet (2006:55) includes threats, insults, name-calling and spreading of rumours. Other forms include deliberately leaving a learner out of a group. Participants noted that these forms were the more common ones carried out by learners in this school. As Golembiewski (2006:10)

points out that “there is no gesture more devastating than the back turning away”. Most of the participants felt this way. Nobody wanted to be left out of a group. **Participant 2** said “I would be hurt if someone left me” (i.e. left me out of a group). **Participant 3, 4, 7, 8 and 9** also felt that being left out of a group was worse than being physically hurt.

4.4.6 Roles that parents and other caregivers play in creating the bully

Participant 1 and **participant 2** noted that bullies are probably bullied at home. They assumed that it was possible that the bully in school was bullied by an older brother and therefore would go to school and bully others. Another two participants, however, pointed out that there was nothing wrong with the bullies’ home life. **Participant 8** was of the opinion that the school bully has a perfect home but she bullies because “they want to be cool.” **Participant 5** also felt that, the bully he referred to was a bully at school but is well behaved at home.

Thus, while **participant 1 and 2** assumed that the bully was possibly a victim at home, **participant 8** felt that the bully’s home life did cause her to behave in the manner that she did. **Participant 5** stated that the bully he referred to was only a bully at school. This participant felt that if a bully was treated negatively at home then there was a strong likelihood that he would be a bully at school, however even though the bully had a good home life as the participant often spent time with the bully at his home, the bully still bullied at school. This bully’s home life did not lead to the learner becoming a bully at school.

Olweus (1993: 39- cf. par 2.7.1) pointed out that one of the factors -“violence begets violence” - is one of the reasons why bullies are created. If a parent or caregiver uses physical punishment to discipline their child, it is highly likely that that is how the child will deal with problems at school. **Participant 8** in his opinion noted that the bully he referred to, came from a good home. The implication here is that there was no need for her to bully, but yet she did.

Thus, in this research, the findings were for and against the role parents played in creating the bully.

4.4.7 Educational impact of Bullying

The specific aim of the study was to determine what the impact of bullying had on the academic performance of the victim. During the interviews and focus groups most of the participants pointed out that a victim's schoolwork was definitely affected by bullying. **Participant 1 and 4** agreed that their own academic work will definitely be affected by bullying. **Participant 2** noted that after being bullied herself, she was unable to go on with her work. In fact she went on to say that her marks had dropped and she entrusted her brother with this secret. She further noted that since being bullied she cannot concentrate on her schoolwork. **Participant 3** said he felt the same about his work. **Participant 6** took it a step further by pointing out that besides a learner's academic work being affected, the writing of exams could also be affected.

This was in line with the literature review where it is noted that victims may experience impaired concentration, decreased academic performance and absenteeism from school (Koers 2005:708). Smit (2007:55) notes that schools need to be safe for learning to be successful. Cook (2005:4) also agrees that progression to the next grade, homework and performance in the classroom will suffer if learners do not feel safe at school. Juvonen (2011:1) in her research also found that learners who were bullied were more likely to "earn lower scores on standardized achievement tests" (cf. chapter 2).

Participant 4 felt scared in class due to bullying while **participant 9** noted that besides affecting one academically in class, it also affected a person socially in class. As a result many learners keep to themselves and stay away from others. **Participant 2** said that she stayed away from school after being bullied, while **participant 6** stated that there are times when she wanted to stay away because of bullying. **Participant 4** felt scared in class due to bullying, while **participant 9** noted that besides affecting you academically in class, it also affected you socially in class. The findings link with research by Neser (2006:120-121) and Rossouw and Stewart (2008: 246 - cf. par 2.8.4) which point out that learners stay absent from school because of bullying. In summary according to the findings of this research learners substantiated in many ways how they are affected academically by bullying.

4.4.8 The Psychological effects of bullying on learners

One of the most devastating effects of bullying is what it does to learners psychologically. It also contributes to the violence experienced in society in the form of child abuse, domestic violence, workplace violence, hate crimes and road rage. Those victims who are unable to deal with how it affects them psychologically, end up “absorbing it and when they are much older, they erupt in some way by hurting others (Neser et. al. 2003:127).

Participant 1 commented that when people tease someone, for instance when “people call him fat”, then this, according to this participant, would “hurt the person’s feelings and make them feel bad about themselves”. **Participant 1** further regards all types of bullying as painful. **Participant 2** also noted just by the bully not being in school, actually makes you feel happy. In her words “although it’s grey and cloudy I feel like it’s a sunny day”.

According to **participant 4** bullies actually create fear in you. Most participants further felt (as mentioned earlier) that being left out made them question whether there is something wrong with them. Psychological effects of bullying have also led to one of the more serious effects, namely suicide. **Participant 6** pointed out that suicide was actually considered. According to **participant 5** a learner from another school actually committed suicide because of being bullied.

The participants also agreed that they themselves could possibly want to harm themselves if they were continuously bullied. This is in line with studies carried out by Bonanno and Hymel (2010: 421 - cf. par 2.9.8) and Arseneault et. al. (2010:717) who found that bullying was linked to mental health problems including “self-harm, violent behaviours and psychotic symptoms”. The participants in this research further mentioned that victims can turn to things “like eating disorders, drugs and cutting”.

Participant 2 said that she had experienced a stomach ache which kept her from going to school, because of a bully. Research carried out by Beheshti (2010:11 - cf. par 2.9.5) noted that victims experienced somatic symptoms such as headaches, abdominal pains, poor appetites, sleep disturbances and cold like symptoms.

One of the participants noted that being bullied made him so angry that he wanted to get back at the bully. This seems to fit in line with Geldenhuys (2010: 24) who noted a violent attack of a fellow grade 12 learner. The attacker had been bullied for years at his school.

After being bullied for many years, the victim arrived at school and attacked and killed a fellow learner. **Participant 4** pointed out that he felt so angry that he wanted to get back at the bully. He said if he could beat him up, it would make him feel better.

4.5 CONCLUSION

This chapter discussed the empirical investigation that was carried out. From the empirical study it was established that participants clearly knew and understood the difference between bullying and just “messaging around”. This was important, as the rest of the research questions were based on whether they understood what bullying was. While they had some idea of cyber bullying, they did not think that it was very common in their school. According to them learners were more involved in traditional forms of bullying. It was noted that there was a difference in the ways girls and boys bully and how they are clearly affected psychologically and academically by bullying.

Based on the results from the empirical study, chapter 5 will outline the conclusion, recommendations, limitations and contributions of the study. Furthermore, some guidelines will be provided for parents, schools, educators and the Department of Education.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this study was to determine the psychological and academic effects of school bullying on primary school learners. This chapter looks at the conclusions derived from the literature study in chapter 2 and the findings of the empirical study in chapter 4. The limitations of the study are also addressed, as well as recommendations made for future research to parents, schools and the Department of Education. In this final chapter the conclusions and recommendations are presented as follows:

- Conclusion from the literature study
- Conclusion from the empirical study
- Recommendations and contributions of this research
- Limitations of this study

5.2 FINDINGS FROM THE LITERATURE STUDY

The following points were addressed in the literature study:

- Types of Bullying
- Roles that parents and caregivers play in creating the bully
- The psychological and educational impact of school bullying on primary school learners

The purpose of carrying out the literature study was to indicate that school bullying impacts negatively on a learner's psyche and academic work. Research in the literature study has shown that learners have found difficulty in concentrating in class, refuse to be part of school activities, fear going to school and eventually hate school (cf. chapter 2 & chapter 4).

Psychologically, learners are affected to such an extent that some consider committing suicide. Research has also shown that learners have committed suicide due to being bullied. Another interesting finding was that learners who are school bullies eventually become work place and domestic bullies (cf. chapter 2 & chapter 4).

5.3 FINDINGS FROM THE EMPIRICAL STUDY

The empirical research was carried out in chapter 3 and the findings presented in chapter 4. The research question was: What was the psychological and academic impact of bullying on primary school learners?

- Participants were able to get to the crux of the definition of bullying. They pointed out that it had to do with power imbalances, hurting others physically, verbally or even leaving one out. Two participants pointed out that the bullying behaviour had to be repeated (cf. par 4.4.1) in order for it to be regarded as true bullying.
- Participants were aware of the different types of bullying. They were able to point out the more common forms of bullying (cf. par 4.4.2).
- In determining why bullies bully, participants pointed out that most times it was due to being bullied at home. One participant disagreed and said that it was because they are looking for attention (cf. par 4.4.3).
- Cyber bullying does not seem to be common amongst learners in this school. Participants were unable to provide enough information on this question (cf. par 4.4.2).
- All participants, with the exception of one, pointed out that they would rather be hit than left out of a group. They felt that they could get over being hit but not if they were left out of a group (cf. par 4.4.2).
- The participants noted that victims were seen as small in build, learners who would not speak out and would usually be alone. Furthermore, they were able to point out a victim by his posture and the way he walked (cf. par 4.4.1 & par 4.4.4).
- According to the participants, boys are predominantly into physical bullying while girls are more into indirect bullying; such as gossiping, teasing and leaving someone out of a group (cf. par 4.4.5).

- Some participants found that a lot of bullies become bullies because they were bullied at home. Negative behaviour was learned at home and carried out at school (cf. par 4.4.3 & par 4.4.6).
- Participants also pointed out that their schoolwork was affected by being bullied and those who knew of other victims, pointed out that their schoolwork was also affected (cf. par 4.4.7).
- Two participants also pointed out that they stayed away from school because they were bullied (cf. par 4.4.7).
- Participants pointed out that victims are clearly affected psychologically if they were bullied. This was confirmed by the participants who were victims as well (cf. par 4.4.8).
- Suicide, self mutilation and turning to drugs and alcohol were noted as more serious effects of bullying (cf. par 4.4.8). These actions were considered by the victims as a means of escaping the ongoing threats of the bully.
- Another serious effect of bullying is the victim wanting to get revenge on the bully (cf. par 4.4.8). It was felt that victims need to do something physical to the bully as this would relieve the pain of the victim.

5.4 RECOMMENDED PSYCHO-EDUCATIONAL GUIDELINES

5.4.1 Guidelines for Parents

Parents and other caregivers are usually the first to notice a change in their child. It is therefore necessary that they act on their instinct and question and probe these changes. The following should be addressed:

- Parents and caregivers need to realise that bullying is a serious offence which should not be taken lightly and neither should it be brushed aside.
- Parents need to be more involved in their children's lives and take note of changes in behaviour.
- Regular interaction and discussions with their children could get them to open up, if they are being bullied at school.

5.4.2 Guidelines for Educators

Educators play an important role in the lives of their learners. At school not only do they serve as role models to their learners, but more often than not they are the first to pick up any warning signs that something could be wrong.

- Educators need to be observant and to take note of learners' change in behaviour in class.
- Bullying needs to be seen in a serious light and should not be brushed aside.
- Educators need to assist both the bully and the victim.
- Educators need to be extra vigilant and to walk around during playground duty.
- Educators need to be trained on how to address violence in schools.

5.4.3 Guidelines for Schools

Numerous schools across South Africa are experiencing the same problem of bullying in their school. The schools need to realise that overall they make a huge impact on a learner's life. They owe it to the learners to ensure that rules and policies are in place to protect them.

- Schools need to have policies in place to address bullying.
- Once policies are in place they should be strictly adhered to.
- A team should be set up in a school to specifically address issues dealing with bullying.
- Schools need to create an awareness of the seriousness of bullying, by means of posters, talks, role plays etc.
- Workshops should be held on issues related to bullying, for parents and other interested parties.
- Schools need to identify areas in a school where bullying is most likely to occur. More educators need to be on duty in the mornings, playtime and home time. Educators need to walk around and be more vigilant whilst on duty.
- Bullying is everybody's business in a school from the principal to the ground staff. No one should walk past an incident without addressing it.

5.4.4 Guidelines for the Department of Education

As an umbrella body to schools, educators, parents and learners, the Department of Education needs to ensure that systems are in place to protect the rights of all concerned. This is crucial to preventing them from becoming embroiled in lawsuits for not taking the necessary steps to protect those lives that they are entrusted with – those of the learners.

- The Department of Education needs to look into creating policies to address issues on bullying at schools.
- Pressure also needs to be put on the government to put laws in place to address school violence. Learners need to know that there are consequences for their actions. Rehabilitation programmes must be put in place to help the bullies and the victims.
- Workshops need to be arranged by the Department of Education on training educators how to identify potential violent situations and how to contain it.

5.5 LIMITATIONS OF THIS STUDY

This research was part of a dissertation of limited scope. Even though limited in nature, the main objectives - which were to determine the psychological and educational impact of bullying on primary schools - were achieved. A few limitations were noted, however - A small sample size was chosen and therefore the findings cannot be generalised. A bigger sample size would provide a better picture. It does, however, give direction for future research on the said topic. Even though the participants answered the question asked, some would often drift from the topic. One of the participants selected did not turn up for the focus group session. The researcher did not plan for this. The researcher could have had a replacement participant available.

5.6 CONTRIBUTIONS OF THE STUDY

This study, despite being a dissertation of limited scope, makes the following contribution to the field of educational psychology: There are serious consequences to bullying, such as suicide, self mutilation and turning to drugs and alcohol. There also appears to be a lack of communication between parents, schools, learners and communities. Parents also

need to become more technologically “in tune” so as to better understand and communicate with their children.

5.7 FUTURE RESEARCH

Due to the serious and lasting impact bullying has on a learner’s life, it is necessary that more studies be carried out in South Africa. Bullying, as the research points out, has serious short term effects. While some research has shown long term effects, more research needs to be undertaken to clarify this issue. Cyber bullying, which is a digital form of bullying, is now taking the world by storm. It is vital that the world addresses the short and long term effects that cyber bullying is presently having on our children. More research needs to be carried out in this area. On a more serious note, an in depth study needs to be done as to why children bully, i.e. what are the thought patterns behind bullying?

5.8 CONCLUSION

This chapter brings the research to an end. Although there were some limitations to the study, the objectives were achieved. The findings indicate that bullying does impact negatively on the psychological development and academic performance of learners.

Keeping this in mind, schools and the Department of Education need to put policies and laws in place to address bullying in schools. Furthermore, educators and parents need to see bullying as a serious offence and to deal with it as such. Considering the short and long term effects of bullying, both bullies and victims have to be helped to break the vicious cycle of bullying. Bullying is everybody’s business. The more awareness **is** created of bullying, the less the bullies can hide and the more forthcoming will the victims be. A safe school is a happy school.

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ADDENDUM A: Letter to the District Director

Mrs M Govender

P.O. Box 13144

Lakefield

Ext 21

BENONI

1525

Gauteng Department of Education

EKURHULENI NORTH

The District Director

Mr M.E. Tau

Dear Sir

RE: PERMISSION TO CONDUCT RESEARCH IN A SCHOOL IN THE EKURHULENI DISTRICT

I am a Masters student in the field of Educational Psychology: School Guidance and Counselling, at the University of South Africa.

I am presently working on my Dissertation titled The Psycho-Educational impact of Bullying on Primary School learners. The research aims at looking at how learners are affected psychologically and academically by school bullying. It is hoped that the recommendations that come out of this research will assist the district, schools, parents, communities and ultimately the learners. Ten learners will be selected to take part in a focus group session. I hereby request permission to interview learners and also have them complete a questionnaire at the selected school in your district.

The following points will be addressed:

- Participation in this study is voluntary and no identification of learners is required.
- No person/s shall be advantaged or disadvantaged in any way for choosing either to participate or not in this study and responses will be kept confidential.
- The tapes will be heard by myself and my supervisor Dr S Krog and will be kept safe.
- The learner/s may also refuse to answer any questions if he/she wishes to do so and withdraw if they wish to do so.
- The use of direct quotes will be needed, however if it identifies the participant then the information will not be used.

Should you need any further clarification, please contact either me.

Yours sincerely

Mrs M. Govender

Cell: 0842400870

ADDENDUM B: Letter and consent from Principal

The Principal

XXXXXPrimary

Dear Miss Xxxxx

Date: November 2011

Re: Permission to conduct Research at your School

My name is Meenaloshini Govender. I am presently completing my dissertation as part of my Masters degree in School Guidance and Counselling at UNISA. My research aims to determine what the educational and psychological impact that bullying has on primary school learners. It is hoped that the recommendations that come out of this research will assist the district, schools, parents, communities and ultimately the learners.

School bullying shouldn't be regarded as part of growing up. Yet, research has shown that school bullying is on the increase resulting in the bully, the victim and the bystanders being affected. The tragic ending of many a learner's life throughout the world is proof enough that this type of victimization can cause a great deal of pain and something has to be done about it. Research on school bullying in South Africa is fairly limited when compared to other parts of the world. Recently more and more incidents on physical, verbal and cyber bullying are surfacing in our schools. As educators we cannot ignore bullying in the place of education.

My request is for permission to interview learners in a group and individually regarding various aspects of bullying. Six learners from grade 6 to 7 will be interviewed in a focus group session. Four learners will be interviewed individually. These learners will also be from grade 6 to 7. The interviews will be audio recorded in order to provide accuracy in data collection. Letters will be sent to every parent whose child is involved in the study requesting their consent.

I hereby confirm that I will adhere to the following ethical conditions:

- 1) The child's name will not appear at any point of information; or in the final report of the data.
- 2) All information will be dealt with confidentially and written consent will be requested from the parents.
- 3) The child's participation in this is voluntary. He or she has the right to withdraw at any point of the study for any reason, and without any prejudice.
- 4) The school's name will not be mentioned in the research study or in any publication which might be generated from this study.
- 5) Pseudo names will be used as well as an audio recording will be done of the interviews. The tapes will only be heard by myself and my supervisor Dr Krog.

Results of the study together with the results of other studies will be used to make recommendations to education authorities and to provide assistance to schools and parents in managing school bullying. The research is conducted under the auspices of the University of South Africa.

I look forward to your support. Should you require any further clarification, please contact me.

Researcher obtaining consent:

Consent Granted:

Mrs M Govender

Miss Xxxxxxx

Date: _____

Date: _____

ADDENDUM C: Parent Consent Form

Dear Parent/Guardian

RE: PERMISSION TO CONDUCT RESEARCH

My name is Meenaloshini Govender. I am presently completing my dissertation as part of my Masters degree in School Guidance and Counselling at UNISA. My research aims at looking at the educational and psychological impact that bullying has on primary school learners.

I would like to invite your child to be part of a focus group or to be interviewed individually. The group will consist of 6 learners. Four learners will be selected for the individual sessions. We will discuss various aspects related to the above topic. This discussion should last for about one and a half to two hours. Your child will be provided with light refreshment prior and after the session.

The following ethical measures are considered in the study:

- 1) Confidentiality is of utmost importance.
- 2) Your child's name and the name of the school will not be mentioned at any stages of the capturing or processing of the data.
- 3) Your child has the right to withdraw at any point of the study for any reason and without any prejudice.
- 4) Pseudo names will be used as well as an audio recording will be done of the interviews. The tapes will only be heard by myself and my supervisor Dr Krog.
- 5) The study is undertaken under the supervision of Dr S Krog and with ethical approval of the University of South Africa.

Please note that there will be no risks or benefits if you decide to allow your child to participate. If you agree to let your child take part in the research study please give your permission by signing the consent form below. If you have any questions or queries on the research project please feel free to contact me at any time.

Your child's participation in this study will be greatly appreciated.

Yours sincerely

Mrs M Govender

Parent

Date

Cell: 0842400870

ADDENDUM D: Informed Assent

Dear Participant

RE: PERMISSION TO CONDUCT RESEARCH

My name is Meenaloshini Govender. I am presently completing my dissertation as part of my Masters degree in School Guidance and Counselling at UNISA. My research aims at looking at the educational and psychological impact that bullying has on primary school learners.

I would like to invite you to be part of a focus group or to be interviewed individually. The group will consist of 6 learners. Four learners will be selected for the individual sessions. We will discuss various aspects related to the above topic. This discussion should last for about one and a half to two hours. You child will be provided with light refreshment prior and after the session.

The following ethical measures are considered in the study:

- 1) Confidentiality is of utmost importance.
- 2) Your name and the name of the school will not be mentioned at any stages of the capturing or processing of the data.
- 3) You have the right to withdraw at any point of the study for any reason and without any prejudice.
- 4) Pseudo names will be used as well as an audio recording will be done of the interviews. The tapes will only be heard by myself and my supervisor Dr Krog.
- 5) The study is undertaken under the supervision of Dr S Krog and with ethical approval of the University of South Africa.

Please note that there will be no risks or benefits if you decide to participate. If you agree to take part in the research study please give your permission by signing the ascent form below. If you have any questions or queries on the research project please feel free to contact me at any time.

Your participation in this study will be greatly appreciated.

Yours sincerely

I, am willing to participate in the study and understand that I may withdraw at any time should I want to.

Mrs M Govender
Cell: 0842400870

Participant

Date

ADDENDUM E: Group confidentiality form

Address

RE: Focus group confidentiality form

THE PSYCHO-EDUCATIONAL IMPACT OF BULLYING ON PRIMARY SCHOOL LEARNERS

I hereby undertake to keep any information discussed in the focus group for this research confidential and I undertake not to divulge any such information to any person outside the group.

(Signature)

(Date)

(Print Your Name Here)

Researcher's name: Ms Loshini Govender

Contact Number: Cell:

ADDENDUM F: Interview Procedure

Focus Group Discussion Guide

Welcome and Introduction

Good morning/afternoon and thank you for attending this session about bullying in schools. My name is Loshni Govender. I am presently doing my studies on school bullying and I would like your input on this topic.

Audio-Recording

As you are aware from the letter that was sent to your parents, this session will be recorded, so I don't miss out on anything that is said. You may tell others about what was discussed in the session but it is preferred that you do not say who said what. All information revealed here is and will remain confidential.

Why we are here?

As I said earlier, more and more learners are experiencing bullying in schools. The purpose of my research is to find out how learners in a primary school are affected by school bullying. The findings from this session together with a questionnaire will be used to draw conclusions about learners and their experiences on school bullying. Guidelines will then be drawn up for learners, parents, schools and the Department of Education on how to make schools Bully Free zones.

Breaks

We will stop at any point if you wish to. I would like for you to do most of the talking. I would like to hear your opinions. This session should last about one and a half to two hours. You can stop to go to the restroom, have something to eat or drink.

Confidentiality

We will use your name in the session but this will be changed when the recording is transcribed. If others enquire about the session, you may tell them about it but it is preferred that you do not say who said what.

Personal Issues

If something of a personal nature comes up and it makes you uncomfortable then you may phone me to talk about it or we can talk after the session.

Exception to Confidentiality

If you provide information either intentionally or not where someone is getting hurt or is going to hurt someone then the law says that I must report it.

Procedure

I will ask a question and give everyone a chance to answer. Listen and wait your turn. If you have nothing to say, that is also ok. I would prefer that you try to respond to the questions. It is not wrong to feel differently about something. You can address the group or me. I will use your names when I address you but this will change when the session is going to be transcribed. So before we start is there anything you want to clarify?

On closing

Thank you for your time and for sharing your ideas with me. I truly appreciate that you took the time to assist me with my research. Please remember the "no telling" agreement. You can contact me if something is troubling you or you want to add to something that has already been said.

ADDENDUM G: Interview Questions

Introduction of the Topic

Bullying is quite rife in most schools recently here and internationally.

Main Questions	Supporting Questions
What do you understand by Bullying?	Is there a difference between bullying and just messing around? If someone tells you something that hurts your feelings, is that bullying?
What are the different types of Bullying?	Which do you think is worse? If someone hits you or leaves you out of the group? Who bullies more in this school? Boys or girls? How do the girls bully? How do the boys bully? Have you heard of cyber bullying? What do you understand by this? Do you know of anyone that was cyber bullied here or in any other school?
Is bullying a problem in this school?	How do you know this? Do you feel safe at your school? Have you witnessed anyone bullying someone? Where have you seen this happen? What did you do about it?
Do you know any learners that are bullied?	Have they spoken to you about what happened to them? What did you do about it?
Why do you think that some kids bully?	
Why do you think that some kids are targets for bullies?	
Have you ever watched a bully or bullies in action?	
How do you think that learners are affected by bullying?	
Where are the places that bullying would occur?	Are educators around or do learners do this when they know that educators are not around Have you ever reported bullying? What happened when you reported bullying? To whom did you report bullying?
Do you think that schools need to take the issue of bullying more seriously	Has your school done anything to address the issue of bullying? Is it working?
Have you ever been affected by bullying or do you know someone that was affected	How did you feel if you were bullied? Was your school work affected?

Probing Statements

- Would you explain further.....
- Give me an example of what you mean.....
- What do you mean when you say that.....
- To whom did you....

Closing Question

Is there anything you want to say before we finish?

ADDENDUM H: Transcriptions

Abbreviations used in transcriptions

R = Researcher

P = Participant

R: Good Morning C. How are you?

P 1: Fine thanks and you?

R: A little out of breath. Okay that's fine.

P 1: (Smiles)

R: Okay Caitlin my name is Loshni Govender and I am presently doing studies on school bullying and I would like your input on this topic. Okay it's very laid back and you can relax. There is nothing serious. I just need some information from you. A letter was sent home to your parents and this session will be recorded so I don't miss out on what's being said okay? Now all the information here is highly confidential and I will prefer that whatever is said just remains here between both of us. Now if you think about this school and the schools around you or you may have even watched a movie or television or talk shows, bullying is something that is quite serious and it's happening in a lot of schools. Now the purpose of my research is to see how learners in a primary school are affected by school bullying. Now the findings or the conclusions that I get from when I complete my research I will make it available to the school, I will make it available to the Department of Education, to parents and so on. In the hope of helping learners, that have been bullied, that are victims or bystanders and so on but I will explain further. Um, we can stop at any point. I did bring something for you to nibble on. You can take something when you go if you want or you can have something now. It's entirely up to you. If you feel that you want to stop and you want to think about what you want to say or maybe you said something wrong whatever; you can stop okay. All the information here is highly confidential. It is only between you and me. The only time someone else will see it is if my supervisor who is Dr. S. Krog. She is my supervisor who is looking at my work. She is the only person. You do not know her. She is the only other person who will see it okay. If something of a personal nature comes up and it makes you uncomfortable, then we can stop and get off the recording device if you wish. We can talk about it or you can phone me after school. You do have my number or if you want I can visit you again. Like I told you if something of a confidential nature, someone is being harmed, whatever, it's you, or somebody else, then I'll have to report it. If it's of a very serious nature I will ask a question and may just develop it from there and from there, take it further. I'll expect you to do most of the talking; now I'm doing the talking because I'm telling you but I will expect you to do most of the talking. Alright so can we begin?

P 1: Yes.

R: Tell me, C1, what do you understand by “bullying”?

P 1: Well bullying normally either they are not comfortable with themselves or they get bullied at home and then come and take out their anger whatever it is on young kids at school.

R: Hmm...

P 1: In this school we have Bud monitors. It stands for : be a buddy not a bully and I am one of those monitors and the bud monitors they if they see a fight or bullying happening they have to go and sort it out. Say for instance it's a fight, they break the fight up. They get both sides of the story. Well this is what I would do and then I will write the names down on paper or you have it and what kinds of bullying it was or fight it was. With me I would just ask both sides of the stories and in case more of them want to tell me I get their names what class they in and what kind of fight it was, verbal or physical. Then I would go to Miss K and tell Miss K the names and the classes and what kind of bullying and if I did get both sides of the story I will tell her and she would call those girls or boys or both and talk to them about it. At the beginning I had a little bit of a problem with it because my teacher said I had to be paired with someone to be a monitor.

R: Hmm...

P 1: Then I went and asked Miss K about it and she said its fine and then from then every time I see a fight or bullying I have to stop it, report it. I always go to Miss K. I will also tell my teacher which is Miss Tromp or other teachers around because I asked Miss K at the beginning of the year. Actually the end of last year when I got picked for I asked what is it all about and I asked if I have to report to the teachers or can I come say it to you because I know her form swimming.

R: Okay

P 1: And she is one of my friend's aunt.

R: Okay so...

P 1: I go straight to her to tell her about it. We usually see the bullies pick on weaker or small children.

R: When you say smaller what do you mean... size?

P 1: In size and in grade. Like grade sevens will pick on grade ones or grade fours will pick on grade ones

R: Oh okay...

P 1: You will never find a smaller kid picking on a bigger kid.

R: Oh okay...

P 1: Cos umm it's always the saying that respect your elders but it goes the same for the elders even though you are older I am not saying about the parents and teachers and things

R: Ja you are talking about the children

P 1: Even though you are older than someone you should still respect them. Treat others how you would like to be treated and a lot of children smaller children in size or say it's the same grade and same size but the person is weaker than the other you will still find the other bullying the weaker one.

R: Okay.

P 1: For instance like I'm just making an example I am not saying these people are bullies but let's just take for instance. He's a boy in my class he isn't exactly thin and sometimes he gets really hurt at it especially with teachers when they tease him about it but thank goodness he doesn't really go and bully anybody else he just goes blood red in the face. He stays like that for that period and the next period and then will calm down a lot because his friends will help him. That's what people are supposed to do instead of bullying. Let their friends help them instead of bullying.

R: Okay. So in a nutshell you're saying bullying usually happens between bigger children and smaller children.

P 1: Yes

R: And it's done, is it done often? Is it done repeatedly? Like every now again the same people are targeted.

P 1: Um well these are no other bad monitors besides we like there's a boy he'll sort out these things if he see's. I can only sort out the things if I see and some people.

R: You may not see that someone is being bullied again.

P 1: Ja if I see that someone is being bullied in say in my area like my playground some boys come out earlier than others. Then I have to get that but say the same people bully on the bottom fields where Sib. is he sees that I would have never known they bully them.

R: Oh okay...

P 1: There's only been about 3 bullies in sight that I have sorted.

R: Sorted out.

P 1: Sorted out but I am sure there have been more on the bottom field with places I haven't been.

R: Okay...

P 1: Because I know it's not what I am supposed to be saying but actually there's quite a lot of bullying in it.

R: Okay but I told you whatever you say here is highly confidential and even Miss M. can't listen to what happens here, it's just between me and my supervisor and what I can do is give her some feedback as to what learners are saying about bullying and how it's happening and where it's happening and she is better informed to deal with it. You understand that.

P 1: Yes.

R: That's better isn't it. Okay. Uh do you think there's a difference between bullying and just messing around?

P 1: Umm..

R: What do you understand by messing around?

P 1: Messing around. It kind of depends on what's messing around. It is if its messing around like you just saying not too ugly things but just a little bit of ugly things. Like me and my friends do it very often like say for instance she says something she says am I a boy and I will say yes you are.

R: Umm

P 1: Or am I a dictionary?

R: Umm

P 1: I say yes you are. That would be messing around. But messing around and hitting each other and throwing things at each other that is actually bullying. Even though you say it's messing around its bullying.

R: It's bullying. Okay you say that the bully says I am just messing with them

P 1: I am just playing with them.

R: But it's not.

P 1: But it's not.

R: It's hurting someone.

P 1: Yes like for instance you wouldn't like it if we were playing like me and all my friends would. Am I a book? Of course you are. Oh very nice. And then I throw something at you.

R: No.

P 1: That wouldn't have been nice. It would hurt and if I smack you or punch you or kick you it would hurt and even though like I get hit by my friends a lot but it's not hard it's like a love tap. When your parents get angry at you but they don't want to hurt you, it's just like that but it's not hard and we go ouch because we try to make them laugh.

R: Ja okay I understand.

P 1: Me and my friends every single break even though we only have one break now we never stop laughing even in class. Am I a book? Of course you are and then she would tap me. Her names Tina. she's a lovely girl she sometimes gets into trouble but most of the time she just lays low and she would go on.

R: She's that kind of a person.

P 1: I'll go ow! And we just end up laughing.

R: Okay so that's messing around.

P 1: That's messing around.

R: Bullying is when someone is seriously getting hurt physically...

P 1: Like even if you are playing with each other and you smack them harder me and my friends do that. That's still bullying because that person still feels pain.

R: So what if a bully verbally tells somebody something you know.

P 1: Like say for instance Jess and I am not trying to be ugly to him "you're fat".

R: Hmm

P 1: Or Kyle for instance a lot of people call him fat and things that is bullying because it hurts the persons feelings and makes them feel bad about themselves

R: Have you ever experienced something like that?

P 1: Uh no well actually at home I have but my brothers have always got into trouble for it.

R: Okay so somebody dealt with it.

P 1: Ja my parents dealt with it. But I do know that one of my friends Deena she's also in my class. She also gets sad "oh you're fat we don't want to play with you" and all things like that.

R: Have you ever said it?

P: Of course not. Dee is ...You shouldn't be looking at people by what they look like on the outside. Get to know them and look at them by how they look on the inside.

R: Okay.

P 1: Like you see if you understand one another's feelings it doesn't matter what they look like on the outside. Like the saying don't judge a book by its cover.

R: Yes

P 1: You shouldn't be judging a book by its cover.

R: Okay you actually know have a lot of information. You know a lot about it okay. If somebody tells you something that really really hurts you now you'd class it as bullying.

P 1: Hmm

R: For example when they do it every now and again. Okay let's say for example they told you that you have the worst colour hair or do you have to wear that colour shirt or we don't want to play with you. Just stay away from us. Would that be bullying?

P 1: Hmm. Yes it actually would be bullying because you still hurting that persons feelings and making them feel bad about themselves but with me I think not that kind of person that gets taken by things because my mum and dad.. I'm not saying that they bad parents they are awesome parents.

R: That's okay

P 1: They don't really care what people think about them.

R: Okay do you think that when people are older people are immune to that and such.

P 1: It depends if say for instance child has been bullied all its life by parents and things

R: How would they be bullied by their parents?

P1: Say for instance their parents don't show love or just say here your food and go and watch TV and ignore the child and then the child gets bullied by other children. That person will even though its grown up it will still hurt if somebody says something like that and will make sure that the children get everything that it didn't.

R: Okay.

P 1: But we kind of have a lot of family problems with us like my great grandparents they died over Easter, over the Easter week. My great grandfather it's not actually my great grandfather because Uncle Kev and Auntie Jan never actually got married. But they had been together for 18 years so he's still my great grandfather actually. He died of cancer. The cancer went to his brain, his lungs and even his blood and he died in a hospice. It's so funny my dad's mum also died of cancer

and she had a cat that stayed on the bed. It never left unless it wanted to eat and it would stay there.

R: Okay

P 1: But the day she died he jumps off and never came back.

R: Really?

P 1: Really.

R: That is incredible.

P 1: And with Uncle Kev a cat... He's son or grandson or somebody... my second cousin, I'm not really sure how that works out. Our family is huge.

R: Huge...

P1: I don't even know $\frac{3}{4}$ of them. I don't even know the Dallas and the cat kept going in between his legs and tapping him.

R: Okay.

P 1: And a hour after that Uncle Kev died.

R: Okay, that's very interesting.

P1: So cats are really weird but they care.

R: Okay

P 1: Auntie Jan had to go for an operation with her stomach or kidney or something and she was like 87 or 81 and she died because of the operation. It was too long for her.

R: Okay

P 1: Umm my dad is actually a tough person. He doesn't usually get worked up when people die or anything. He does inside but you don't really notice it. And when my great grandparents died they burnt the ashes. My dad kept looking at my mum and she saw he was crying. So she took a tissue and gave it to mum and didn't push it further because she would have known what happens. Once my dad's angry or upset he doesn't want anything and then Robert just left and my mum followed him and gave him a hug, said it's me, your cousin Sharon if you need anything I'm here for you. Even though she was crying which is funny because she wanted to go get a box as she walked to go get a box as she walked in there she sent in the cat and said okay I am Shan Dallas, Kev Piet's great granddaughter.

R: You were kind of introducing each other

P 1: Yes and can I please get a box and when she walked in all she said I am Shan, Kev Piet's granddaughter and she just burst out crying.

R: Okay

P 1: Can I have a box? Because they couldn't really hear her so she; instead of getting flowers and things they went to get more for the hospice.

R: Oh okay.

P 1: And then we took them on Easter, we took them hot cross buns.

R: Okay

P 1: Umm.

R: I'll tell you what I am going ask for that but I am still just going to go on with it as well. You are doing a splendid job. Tell me we are going to come back to what you were saying. I really want to hear about that. Do you know if there are different types of bullying? You mentioned when someone was physically beating someone.

P 1: Ja there's quite a few bullying but mostly 3.

R: Okay what are they, as far as you know.

P 1: Verbal, social and physical. Verbal bullying is when you say nasty things to people and make them feel horrible about themselves. Like you're alone. I don't want to be your friend. That's verbal bullying. Physical is when you actually physically hurt someone like hitting, kicking, punching, clapping or things like that. Social bullying is making somebody out like you're too short we don't want to play with you.

R: Okay so what do you think is worse if somebody hurts you or leaves you out of a group?

P 1: Actually I think they are all the same because if someone leaves you out of a group they will hurt your feeling which is still pain.

R: Hmm...

P 1: If somebody hurts you or something like that there is still pain and verbal bullying is the same. If they say something it is still pain. It's the same amount of pain.

R: All of the bullying is very painful.

P 1: All bullying is painful.

R: So no one is worse than the other?

P 1: No.

R: All are painful. In this school here who do you think bullies more, the boys or the girls?

P 1: I would actually say so far there is a grade 7 group that I know.

R: Boys or girls?

P 1: Girls that are bullying more. So far I would say the girls.

R: The girls are bullying more?

P 1: But once those girls move up I think it would be less bullying.

R: So you think it's the grade 7 lot that is bullying most in this school?

P 1: Yes, especially that group of girls. Umm they influence the other people to start bullying because they think that they the coolest and they don't have to obey teacher's rules and stuff like that. So once they go to wherever they go to high school or achieve...

R: Then bullying is going to stop.

P 1: Lets put the bullying on a scale from 1-10. The bullying at school right now is an 8 but when they move up or leave it will be down to a 5 or 3.

R: Oh it was that bad?

P 1: Well its actually quite a lot, because there's not a lot of people from grade 6 downwards that bully. I'm not saying that there aren't any bullies but these are not a lot because especially the grade 6's a lot of them are actually tired of the bullying.

R: Is it?

P 1: I know at least about 10 people that want the bullying to stop completely. Well me and Khosa would love it if it could stop. Every child does not want to come to school and get bullied.

R: Nobody wants to.

P 1: Nobody does. Even parents sometimes parents get bullied by other parents. Like say others are poor parents. Richer parents will tease poor parents about everything – I live in a 2 mansion house and you live in a shack.

R: I understand.

P 1: These parents still get bullied because...

R: So you consider that bullying as well when they show off as well.

P 1: It's verbal bullying.

R: It's a form of bullying.

P1: If... even though they don't have the same amount of money that the richer parents do they probably still have enough to live in a normal house.

R: So you're saying that they make the parents make them feel bad. So in your opinion how do girls bully then? Mainly through...

P 1: Mainly through verbal.

R: And the boys?

P1: Boys say its boy against boy. Physical definitely physical. They think that the first one to land the first punch and get the other boy on the floor is the strongest and the most.

R: So what you're saying is that boys bully to feel power?

P 1: Yes.

R: To feel like...

P 1: And if a boy gets really irritated with another one they go and hit them or kick them or punch them or something like that.

R: To prove what?

P 1: To prove that you shouldn't mess with me, otherwise I am going to beat you up.

R: Okay

P 1: Girls would say nasty things to other girls because they feel that these other girls don't have as much knowledge and as much whatever popularity and things like that to fight back to them.

R: Okay

P 1: Especially if it's going to a group that thinks they are the most popular people on earth.

R: The most popular? Okay.

P 1: And they would influence other girls to be like them.

R: Do you think they are successful in influencing others?

P 1: Actually I say they are because Nadine is like my best friend I know even though she doesn't want to admit it she's been watching those girls and I heard Deen is one of their friends. Deen told maam that they go around saying "oh do you want to be in the popular group next year" and things like that.

R: Oh okay, they are instigating.

P 1: So like they went to Liv and told Liv “do you want to be in the popular group” and Liv said “no I am fine with the friends I have”.

R: Okay

P 1: Even though Liv is friends with them she said that I am fine with the friends I have. If I had to choose between a popular girl and being friends with Nadine even though she is one of the popular girls say she wasn’t I would choose being friends with her. Like Cathy, I’ve known Cathy since grade 1. We have had a bit of a battle on who’s the tallest grade 3. She was taller than me and in grade 6 at the beginning of this year she was still taller than me.

R: So you have a battle going on?

P 1: But it’s actually quite funny because we like “I’m taller than you” and the next day “I’m shorter than you”. How does that happen especially with me and Cathy, we grow every day.

R: Okay

P 1: Like firstly sometimes shell grow and I won’t and then sometimes she’ll grow and I will grow 3 times as much.

R: Okay, it’s good that you noticed something like that. Tell me have you ever heard of something called cyber bullying?

P1: Uhh I have heard of it, I learned about it.

R: What is your understanding of it?

P 1: Now I forgot about it...

R: Okay. When you talk about cyber, let me explain, cyber refers to technology. So what do you think people use to bully someone else with technology?

P 1: Oh like phones? They would use their phones like if they got a Blackberry. Okay because I know a lot of my friends do. I don’t have money to get a Blackberry and neither do my parents because there are 3 of us.

R: Okay

P1: And Blackberry’s are expensive.

R: Expensive. So what would they do with a Blackberry?

P 1: Well actually according to me and my friends we realized that most of the people in my class have realized they really don’t care about being popular or things like that or which kids are poorer. But I do know some people especially Nadia, she’ll tell me”oh you need to get a Blackberry, it’s the best phone, you have to get one”.

You don't have to buy airtime which is actually not true. The BBM things have been failing now and then.

R: Okay

P 1: I am actually happy with the phone I got.

R: Okay so what do they do then?

P 1: It's an upgrade from what I had but it was my aunt's old phone.

R: So what would they do to bully someone?

P 1: Like say for instance a normal phone can't send things a Blackberry, can't send pictures or anything to a Blackberry unless you go through all this complicated things.

R: Ja.

P 1: And especially Nadia if she's with me she always has the phone BBm'ing Kenny "when you going to get to school" and things like that you know.

R: But would that be a bullying comment?

P 1: A bullying comment. Sometimes people don't have a phone and they'll go look at any cool phone like a Blackberry.

R: Okay so that's like teasing them? So do you consider teasing as bullying?

P 1: Yes. Teasing is definitely bullying.

R: But regularly?

P 1: Like say with me and my friends it wouldn't be teasing bullying but I'd say you've got ugly hair today but not like that like who did your hair today because you need to redo it.

R: Okay

P 1: We laugh at each other about hair.

R: Is that because there is an understanding between you?

P 1: Yes, especially between me and Tiffany. I would take her alice band when my hair is not right.

R: So when does it become a bullying comment?

P 1: Umm when...

R: Is it somebody that you ...

- P1: Somebody that you don't know or they don't know that you joking with them?
- R: Do you think then that's an instinct that kids have that you know that this kid is just joking.
- P 1: It depends on what kinds of things you say. Like if you say you've got such ugly hair today but I'll say it in a nice way then you would know that you joking but if you say you've got such ugly hair today but I'll say it in a nice way then you would know that I am joking but if you say (changes her voice and tone) you've got such ugly hair. I don't want to see it. That is not a joke.
- R: That sounds serious. Did you hear of anyone that has been cyber bullied that means using a phone or to be bullied in school? Have you heard of it?
- P 1: No.
- R: Or in any other school for that matter.
- P 1: Well I am not too sure about other schools but I do know that there's not a lot of cyber bullying. It's mostly physical.
- R: Mostly the traditional bullying? Okay.
- P 1: The 3...
- R: Have you spoken to other learners that have been bullied by somebody else?
- P1: Uhh... I have spoken to... There's a girl in my class and I did speak to her. She's been bullied by grade 7 boys, telling her "she's fat and things like that. And Yellena gets really... She's got emotional feelings if you say something she'll cry. Something nasty, she'll cry. That's the kind of person she is. She has really really bad family issues and problems. And then I had to speak to her, I couldn't speak to the grade 7 boys because there's no point in even trying. They won't even listen to you because they are in grade 7. Grade 7's don't have to listen Grade 6's or anybody else. Grade 7's don't even listen to the teachers.
- R: Alright.
- P 1: So I wouldn't even try to go and battle with them if its grade 6's and lower I will try to talk to them. So I went to Miss K. Yellena says that these people have been teasing her for quite a while now and she didn't want to go and tell anyone because she thought it would stop and now she is very upset. Can you please sort it out from here I don't.
- R: These are all the things you've actually done about it and ...
- P 1: Yes.
- R: Why do you think that some kids actually bully? What is the purpose of the bullying?

P 1: Like they try to take their emotions out on people by bullying because some children go home like I said their parents don't care about them and they hit. Say for instance they have a bigger brother, that bullies them like pulls their hair and calls them a piece of rubbish.

R: So are you saying it starts at home?

P 1: It starts at home mostly or when somebody says something nasty about them.

R: So are you saying the victim at home becomes the bully at school?

P 1: Yes.

R: Oh.

P 1: Say for instance it was at school and this person was a nice person and don't really bully and somebody said we don't want to see you anymore.

R: Okay so what you're saying is then if someone does it to them then they alternately want to do it to someone else?

P 1: They take their emotions out ...and they take it from there.

R: Okay

P 1: Become a really really bad bully.

R: But do you think that some people become targets or victims of bullies?

P 1: Because some people I know for instance if Tina who is a little bit more gentle and things like that so I don't think she can be but she actually can. She can become a victim instantly. My English is really bad I can't even spell some things properly. Bullies would look for people who they think can't stand up for themselves.

R: How do you think they would know that?

P 1: Say for instance, I was a bully and I saw a boy walking and he was a bit upset...

R: They would be alone?

P 1: Little bit upset of something that happened say for instance.

R: There's a weakness about them?

P 1: Say nobody said happy birthday to them... They would be upset.

R: That would upset them. Do you think that's a weakness?

P 1: Actually, yes. If you look upset and you are alone, you instantly become a target.

R: So what you're saying is that you are able to tell if someone is confident by the way they walk.

- P 1: Yes you would. Say for instance a boy goes walking alone he's looking down, you would know there's something wrong. If somebody walks up straight even if they are alone but walks up straight and looks happy you'll know that they can stand up for themselves.
- R: Okay so you will know by how their posture is and by the way that they look and the things they say. Okay. Have you ever watched a bully or a group of bullies in action? Have you ever seen a bullying scene?
- P1: I did. It was between Ken and a group of people, but mostly Ken and Barry. They were having a go at each other and I just walked past and I thought they were talking to each other. I heard someone, I don't know which one, say something and then I went and thank goodness Miss S was there because I didn't want to sort that thing out, but I did go and say "stop it now". They said "you can't tell us stop it. Who do you think you are". I said "I'm a bud monitor; I'll take you to Miss K or Miss M".
- R: Do you consider yourself a very strong person who can stand up to them?
- P1: I can stand up to say for instance I get bullied, I will tell the person that I don't like what they are doing to me and she wouldn't like it if I did that to them so they should stop it.
- R: So you are a very strong person.
- P 1: With me, a lot of my friends don't like standing up for themselves like Nadia. Before she was grade 6, when she was still a decent person she couldn't stand up for herself at all. She would just let herself get bullied.
- R: She became a victim.
- P 1: Yes and you know as soon as I saw, cause sometimes we can't be together like I need to go here and she needs to go there. Another person calls her and once the person leaves another person will go and pick on her. Then I decided I've had enough of this. If she can't stand up for herself I wouldn't stand up for her. And that's where I got my confidence from.
- R: Okay
- P 1: Because if I stand up for her surely I can stand up for myself.
- R: Yes.
- P 1: And you can ask any of my friends, I stand up for my friends like they my life. You don't have any friends, you got nothing.
- R: Okay so friends mean a lot to you.

- P 1: Friends mean a lot to me. Like a boy I know in grade 4, in grade 6 now, but in grade 4 I didn't have to say anything, his name is Jos. I'm not trying to be rude or anything but he's an idiot, he really can't survive without doing something stupid.
- R: Okay
- P 1: Like I asked him, Jos you can use a brain to work out that. I've got a brain. Aiy ya ya.
- R: Okay, alright.
- P 1: In grade 4 I didn't even have to say anything or do anything. If I pretended I was happy, he'll come to me and ask "what's wrong?" He would say "I know you well enough to know there's something wrong"
- R: What you saying is you can read so you pretty good at that.
- P 1: Yes.
- R: Okay how do you think learners are affected by bullying, overall? Whether its physical or verbal?
- P1: If they are being bullied then they feel like they don't want to come to school anymore, they get so upset from being bullied they too scared to go and tell the teachers which is actually a bit of nonsense. They must tell them anyway. They should say please sort it out but do not tell him or her that I said it. And they should say that they saw it because otherwise they I will get bullied more. Because bullies do that.
- R: Do you think that it affects their school work?
- P 1: Yes cause if they upset say a bully is behind them they would shake like crazy. And I know especially the younger children they shake when they are writing. Their handwriting becomes really ugly.
- R: Okay so have you ever witnessed it?
- P 1: Actually I did see; I seen it because somebody that was in my class last year was a bully and I tried to sort it out. He bullied a grade 1. Okay and I said"stop it, it's not good" and it felt nice. And I said "you wouldn't like it either". And I am not sure if it was a girl or a boy, I didn't care what anybody said, I didn't care if I got a demerit, if I got detention, didn't care if I got expelled and it's still bullying. When we walked to class that poor girl saw that bully and she started shaking like crazy. I had to take something to her. Can I go and talk to that girl please? Even if I wasn't a Bud monitor I still like helping people.
- R: You wanted to help the girl.

- P 1: I asked what's was wrong and she said it was nothing. I said "Is it him/her and she said "yes it is, I've been bullied by this person".
- R: And this child was clearly affected. If I paged back in her book it was absolutely neat but as soon as that boy walks into the class and I looked at that page it was like a 1 year old book. Just scribbled on in words. But it was really ugly. I told her that I would tell the teacher to call him/her and tell them to stop bullying you. You seen her bullying the small one and if she carries on she'll get expelled from school.
- R: Okay so you tried to deal with that.
- P 1: Ja.
- R: Okay so what you saying is a learners work is definitely affected by bullying.
- P: Yes.
- R: Okay where are the places in the school that the bullying mostly takes place?
- P 1: Well it kind of depends.
- R: Like the playgrounds or fields?
- P 1: It's normally on the playground.
- R: Coming to school, going home.
- P 1: Normally at school, at the playground, at break because not a lot of teachers are there because they are on duty, 2 at the bottom field. Grade 4, 5, 6, 7 boys are on the field.
- R: Do you think that the teachers see what's going on?
- P 1: The bullies normally make sure that the teachers are busy or something else or talking to each other then they bully them. But unfortunately Kev wasn't so clever. He did it in front of Miss S who stopped it. Although they normally do where the teachers can't see them.
- R: Do you think there should be more teachers on the playground?
- P 1: Not really, the teachers just...
- R: Teachers just need to walk around
- P 1: To be more aware of...
- R: Do you think that it will make the bullies more scared?
- P 1: That will definitely make the bully more scared because most bullies don't want to get into trouble. They don't want the teachers to know that they are bullies.

R: Like they don't want to be seen in a bad light.

P 1: They...

R: They know what they doing is wrong.

P 1: you know you can actually see the bullies off course you will see them bullying but not all people but most of the people that pretend they are goody too shoes in class or around teachers. Especially Sama, she pretends that she is a goody too shoes when the teachers are around but she likes being a bully.

R: Who is this? Sama?

P 1: Sama, she is...

R: Okay

P 1: She pretends that she is a good person but she is also a bully because I had to sort out 3 fights between her brother and between different people.

R: Okay so what you saying is that these children are victims and bullies as well. There often that...

P 1: Samantha is not a victim. She just wants to go to teachers and pretend that she is a goody two shoes. I know I am not supposed to be saying this but the people that mostly suck up to the teachers are the bullies. Not all the people are suck ups, but most of them are.

R: Okay so what I have gathered is that you have definitely reported on bullying and reported it to people who you felt will do something about it. Do you think that your school needs to take the issue of bullying more seriously than it already is?

P 1: Well I did at the beginning of this year but I heard from Miss T, Miss M said if she catches somebody bullying they go straight to her office and she deals with it like mad. That's what should have been from Mr. Mx. He was here and the bullying was not bad. Barely even, wasn't even there.

R: Okay

P1: So she from the beginning put her foot down and said if I catch you bullying you are in trouble.

R: So what do you feel should be done?

P1: Bullies should be given detention and two weeks detention and their parents should be called and told what they are doing.

R: Okay

P1: And they should be made to apologize to the person that they bullied.

- R: Okay I think we have covered a lot of stuff here. You have actually been very very informative. But I just want to tell you if you feel there is something you want to tell me more. Like after the session. You feel you want to contact me or you feel like I shouldn't have said this or I am scared you can always call m. remember what I said that whatever has occurred between both of us is confidential and whatever happens with me and another learner is also confidential it does not cross boundaries here. The only person that will see this is my supervisor and I will transcribe exactly everything that happened here but I will not use your real name. Okay? And you can always ask me or phone me at any point if you feel I am scared maybe I said too much. You want to say something?
- P1: I don't normally fear what I say like sometimes I would say things that would hurt my friends I would go and tell her I am sorry I didn't mean to say that. I meant to say this it just came out and a bit wrong. I had other things going through my mind and I am really sorry about it, please forgive me we don't have to be friends if you don't want to but I would like it if we were. But please forgive me.
- R: So you feel that you are confident.
- P1: I don't mind what I say to people unless it is something bad.
- R: So then you'll feel it and apologize.
- P1: Because then I feel like I shouldn't have said that and regret it.
- R: So you realize that you have done something wrong.
- P1: So after I have done something I would...
- R: That's a very interesting point. You think bullies don't realize that they said something wrong.
- P 1: Not most, no. They think that they are something else. They think in a nice way I don't really like you, I don't want to be your friend anymore, meanwhile they are busy saying nobody likes you nobody wants to be your friend so stay away from everybody. They don't fully listen to what they are saying most of the time they don't realize what they are doing if it's verbal, sound or physical bullying.
- R: Do you think if we told you, you are really hurting this child's feelings this is what's happening to this child. They can't concentrate on their work. Do you think they will change?
- P 1: I know that some of the bullies that if you tell them about what is actually going on, they would... their conscious would tell them that they should go say sorry to this person, tell the teachers that I'll take whatever punishment I need to get.
- R: And do you think they'll change?
- P 1: Yes they do I know that one of my friends has changed.

R: That's good isn't it?

P 1: Yes

R: We have come to the end C1. I would like to thank you for your input. I really appreciate it.

P1: Ok. Thanks.

Participant (P2): Sally 23-11-2011

Researcher (R): Good morning Sally, as you aware I am going to be...

Ok good morning Samantha, I am glad that you decided to do this for me. I really do appreciate this. As you are aware my name is Loshni Govender and I am presently doing my studies on bullying in primary schools and basically I'd like your input on this topic so I will be asking you a few questions and I'd like for you to talk as much as possible. I just want to listen to what you have to say. Right, this session as you are aware will be recorded right now. All the information that will be either if I say it or you say it will be highly confidential. Nothing will leave this room. Uh I would prefer that whatever we say here if you can keep it here and the reason I am recording is that when I am transcribing I don't miss anything of this interview session. As you... I am sure in this school as well there is lots of bullying going on as is throughout the world and the purpose of my research is to find out how learners like you are affected by bullying. Now uh when I finish with this we will draw conclusions into how learners experience bullying at school, how it affects them and we are also going to look at guidelines that we can draw up for the department, for parents, for schools on making it for a bully-free zone. We don't want learners to be hurt in any way. We can stop at any point if you wish. You just have to indicate to me and I'll stop. If you don't want to go on, if you don't want to answer a question that is also ok. This session should last for about 1 hour for an individual one. If you wish to go to the next room or if you want to have a drink you just have to indicate that to me. Like I told you earlier all the information is highly confidential. Nothing goes out. I won't use your name. I will use a pseudo name. That means a name... I will give you another name... any name right. If anything comes up of a personal nature that has been affecting you as such, uh and it makes you very uncomfortable and if you want to talk to me my phone number is on the consent form. You are more than welcome to call me and we can talk about it. Right, uh but if you provide information where someone being hurt or if you are being hurt then I have to do something about it, then I have to report it to somebody else ok. I will ask a question and I'll give you a chance to answer. You are more than welcome if don't want to say anything, that is also ok. You can always tell me look I have nothing to say about this. Uh I would really prefer that you answer my questions. That you do try. You are welcome to feel differently about anything. I am not here to agree or disagree with what you are saying. I told you I am not going to use your name, I will use another name and I will transcribe everything that you say and whatever I say. Now is there anything you want to ask me before we start. Are you fine Samantha? You need to speak a little louder. Ok. Ok shall we begin? Ok. As I said earlier bullying is rife in a lot of schools throughout the world. It has become quite a serious issue affecting learners really badly in schools to a large extent. What do you understand by bullying when someone mentions bullying in school? What is your understanding of it ?

P2: It is hurting someone in a way that people don't like to be hurt.

R: Ok, uh so would there be a difference between somebody bullying someone or someone just messing around. Is there a difference between these two?

P2: Yes. Bullying is hurting someone.

R: Mmm.

P2: Whereas if you are just messing around they don't really mean it.

R: They don't really mean it. How would you know then if someone is just messing around? What would you get out of it?

P2: Because they say things they don't mean.

R: Would you know that they don't mean it?

P2: Sometimes they would but others not.

R: Otherwise not. If someone told you something that uh mm really hurts really hurts your feelings. Uh for example if they told you: You know what I think you are pretty stupid. They tell you this on Monday, they tell you maybe Thursday and then they tell you in the following week again. Will that be bullying or will that be messing around?

P2: That will be bullying.

R: So you as an individual you'd be able to tell whether someone is just playing with you or really hurting. You'd know.

P2: (Shakes head yes)

R: Ok. Uh if you can just say yes then I'd know because I've got to.... Do you think there are different types of bullying?

P2: Yes there are.

R: What do you know of the different types of bullying?

P2: There's physical, there's emotional and there's neglect.

R: There's neglect. Neglect is also one of them. You think... what do you understand by physical?

P2: Is hurting someone with a fist or any part of their body.

R: Ok and emotional.

P2: It's when you say things. Say things that you don't mean.

R: Do you want to give me an example?

P2: Like when someone says you're stupid.

R: Someone says you're stupid. If somebody had to tell you something like that, would it hurt you?

P2: Yes.

R: Uh, which do you think is worse? You're a girl, which do you think is worse? If somebody hit you or if somebody left you out of a group. Say your friends all sort of go together and they sort of left you.

P2: I'd feel hurt if someone left me.

R: That would be more hurtful. Why would it be more hurtful?

P2: Because I don't mind, I won't mind being hurt because I get hurt everyday and I really don't mind.

R: You don't mind. But what you do mind is if somebody leaves you out of it. Leaves you alone and they all go out. So what you are saying is uh if someone has to come and physically punch you, you leave and walk away or something that won't hurt as bad as if you are left completely alone and others are watching. That's more painful.

P2: (Shakes head yes)

R: What if somebody said something like er you know what I hate you hair. I can't stand the way you dress and they do it every now and again. Will it be more painful or if somebody came and just shoved you.

P2: I'd feel hurt if somebody said something.

R: Something about how you look, that would be more painful?

P2: Yes.

R: Uh..What we call...if someone leaves you out of the group, if someone leaves you out of a group, we call that being ostracized. Do you think that happens a lot in your school?

P2: Yes.

R: It does. Uh what do the girls do? Can you kind of describe what really happens?

P2: They say mean things to each other and like they say they go to the bathroom and they run away.

R: Oh I get it. Ok so uh do they try to do this often?

P2: Yes.

R: So it becomes like a game?

P2: Yes.

R: And it doesn't only happen to you. Has it happened to you? Has it happened to you?

P2: Yes.

R: Ok has it happened to other girls. Have you seen it happen to other girls?

P2: Yes.

R: Do you think boys do that sort of thing?

P2: Mmm sometimes yes.

R: Sometimes. Who does something like that more, boys or girls?

P2: More girls.

R: More girls. This is something that girls would do leaving people out of a group. Ok. Uh as far as you know who bullies more in this school. Is it the boys that are bullying each other or other girls or is it the girls that are bullying?

P2: Mainly the girls because there is a lot of verbal bullying between girls.

R: Ok it is so, have you experienced it?

P2: Yes, I have.

R: You have experienced it and you have also seen it happen.

P2: Yes.

R: Ok so the girls can be pretty mean to each other.

P2: Yes.

R: Ok. Uh you have indicated to me. Ok, girls bully by saying mean things to each other. By leaving girls, any individual out of the group. Do you know of other ways in which girls bully each other?

P2: Uhh.

R: Any experiences that you've had.

P2: Sometimes they walk past you and they hit you or they shove you.

R: Ok so girls do that as well here. They hurt you or try shove you.

P2: Yes.

R: And are they alone or are they on a group?

P2: They are normally in big groups.

R: Big groups. Like how many would you say is a big group?

P2: Mm about 6 or 7.

R: 6 or 7. And have you noticed is there any particular girl that would do this more even though. They are in a group or is it all girls or 2 of them.

P2: It is just a few.

R: A few of them but all are in a group but just a few of them would do it?

P2: Yes.

R: Ok, so more often than not it's those few girls in the group that would do it more often. But they are surrounded by others

P2: Yes.

R: OK. Uh and the boys how have you noticed are they bullied?

P2: The boys they like calling names. They like hitting and pushing each other.

R: Ok so thats what you see more often. Do you think they do verbal abuse?

P2: Uhm, yes.

R: They also do that. Tell me do you think girls feel it more when they do verbal abuse or do boys feel it too.

P2: Uh.

R: Or is it the same.

P2: I think it is more the girls.

R: More the girls.

P2: Cause they have...

R: You mean they feel it more.

P2: Yes.

R: Why do you think that happens any idea?

P2: Because they get hurt and they always feel upset, girls get more upset.

R: So what you're saying is if a boy says to another boy you are a nerd or anything or you have no muscles boys don't really care.

P2: Sometimes they do other times they just walk off.

R: They just walk off. Ok, do you think the people the bullies target...Do you know what I mean by target?

P2: Yes.

R: Ok. Do you think the children that they target... Do you think that they are weak in any way? What do you think about the victims you know the children that are targeted. What is your opinion? Do you think...?

P2: I think that if they get bullied everyday then they would get upset very easily and some who don't have anger management get angry and start taking it out physically.

R: So they retaliate. Is that what you are saying?

P2: Yes.

R: Then what do they do, hit back?

P2: They would hit them or report it to a teacher.

R: Do the learners do that?

P2: Yes.

R: So what happens when something is reported?

P2: They get sent to the office and people here will deal with it.

R: Will deal with them. So do you think however that even though something like that does happen, do you think that there are also learners that are actually not reporting it?

P2: Yes, I think so.

R: There are. So they keep quiet about it and don't do anything about it. And do you think they just tell their friends or their friends notice but they won't tell an adult.

P2: Yes

R: There are children like this. Uh have you ever heard of something called cyber bullying?

P2: Yes I have.

R: What do you understand by it?

P2: It's bullying on cell phones and computers.

R: Has that ever happened to you?

P2: No.

R: Do you know of someone that it has happened to?

P2: Yes, I do.

R: What if I were to ask, remember this is all confidential. If I were to ask do you know what was said from one person to the other.

P2: I don't know the exact words.

R: But you do know that someone was sent a mean message. Was this person sent a message all the time or just once?

P2: Just once or twice.

R: Just once or twice. But you know they say that for bullying to occur it has to be repeated. But if I had to send you a message, a really mean message just once, you'd be upset isn't it?

P2: Yes.

R: So I wouldn't have to do it again for you to be ...you'd really be upset for quite a long time because someone sent... You don't know the person but somebody sent something mean to you isn't it. I am asking you, is that how you feel?

P2: Yes.

R: Even if it is just once.

P2: Yes.

R: Ok. Uh so you do know that somebody is someone in the school or out of the school that was out of the school that was cyber bullied.

P2: Uh it's someone in the school.

R: In the school. But have you heard of lots of instances in the school.

P2: No not really.

R: Ok uh ok so we did come to a decision that yes, there is bullying in this school. So do you think that bullying happens in the school next door?

P2: Yes.

R: And maybe the school down the road, further down the road?

P2: Yes.

R: In another province, in another city?

P2: Yes.

R: Ok, why are you saying that bullying doesn't just happen here. Why do you think that it has happened? Do you have any idea? Why do you think kids are being mean to each other?

P2: I think it is just for the fun of it. To make them look tough.

R: To make the kids look tough?

P2: Yes.

R: And do you think they are born bullies.

P2: No, not all of them.

R: So they are not born bullies as such.

P2: No.

R: They just become bullies.

P2: I think it's when they see other people bullying, they become bullies. Then when they have had therapy or psychology then they rethink it twice and they stop.

R: So what you saying... the learners at school that are bullies do you think that they need some sort of therapy, who need help.

P2: Yes.

R: And you think that, that will make it better.

P2: Yes.

R: What do you think should happen if not therapy?

P2: Uh they should tell them, people should tell them what they are doing and how other people feel.

R: So basically it is about how people are feeling about this whole issue.

P2: Yes.

R: And that's what should dealt with. Uhm do you feel safe in school, in this school.

P2: Sometimes.

R: Sometimes. When you are not safe, is it because you know somebody is going to hurt your feelings?

P2: Yes.

R: Ok, what happens if somebody has to... if they have done it once or twice to you, what if they do it on a regular basis? What would you think of staying away from school?

P2: Yes I would.

R: You would seriously consider that?

P2: Yes.

R: Have you ever stayed away from school because somebody hurt you in any way.

P2: Yes, I have.

R: You have, did you tell anybody about it?

P2: No.

R: You just stayed away?

P2: Yes.

R: Tell me did you ever feel like that you feel sick and maybe you gave that as an excuse but the real reason is something else.

P2: Yes.

R: What did you do?

P2: I said that I had a stomach ache and I was really keeping away from a boy at school.

R: Who was bullying you?

P2: His name is Dean. Every day he calls me mean names and he says I am stupid because I answer questions wrong.

R: And then. So he does this on a daily basis?

P2: Yes.

R: Did you inform the school or parents?

P2: I told my mum and dad but they haven't said anything to school.

R: They haven't reported it?

P2: No.

R: Do you think it should be reported?

P2: Yes because he's now started to pick on my brother.

R: Is it?

P2: He stopped now because he is on holiday but he used to kick my brother's friend's soccer ball underneath the place on the bottom field. We weren't allowed to go and he always hit them and punched them because they were... he was related to me.

R: Is the boy related to you?

P2: No my brother is.

R: Oh ok, you mean that. Ok, um does this boy do it to other children as well?

P2: Yes he does.

R: Ok so do you think at the end of this in some way, obviously we don't know that you are her, um if we in some way could address it so we try and get him help. Do you think that bullies need help firstly?

P2: Yes.

R: Do you think they genuinely need help?

P2: Yes.

R: Why do you think that?

P2: Because I think at home because this boy has an older brother. I think he gets pushed around by his older brother and he takes it out on other people at school. a boy being mean because its something he learned at home.

R: Ok. So do you think he is a genuinely rude person or he is just being mean because its something he learned at home?

P2: I think he's being mean because it is something he learned at home.

R: So you think we can change that?

P2: Yes.

R: So if you were with Miss M what would you do when he is standing in front of you?

P2: Normally teachers would give him a demerit or say that they are on detention but I would send them to psychology and tell them whats happened?

R: That what he is doing is...

P2: Wrong.

R: Affecting other people... Inside them and making them feel really really bad. Ok. And what do you think...you know this boy here. What do you think, do you think he will change? In your opinion.

P2: He did change at the beginning of the year and then when he saw all his friends again he started being ugly.

R: Started being ugly... what are you saying then because it seems to me that bully is bully so that he can look good to the other boys?

P2: Yes

R: So he can look powerful.

P2: Yes

R: So he is doing it to gain recognition?

P2: Yes.

R: Is that what you are saying?

P2: Yes.

R: Ok alright and generally where do you see bullying happening? Is it like children coming to school? Children going home, in the school playground when it is playground time?

P2: It is normally during the playground time and when teachers are out of class.

R: Out of the class.

P2: yes.

R: so what are you saying if there is no teacher in thats class that's when they realize and start to do something.

P2: Yes.

R: What about on the playground? There are obviously teachers on duty.

P2: Yes some of them don't see it because it is mostly the boys. The boys hide where it is going to happen and the teachers don't see it.

R: The teachers often do not see it. So what do you think about the teachers? What do you think they should be doing? If they are going to be on playground duty...

P2: Patrol the whole playground make sure that there is nothing happening.

R: Make sure... So they should be made aware that bullying is happening during the playground time and they should be more watchful over what's happening. Is that what you are saying ?

P2: (shakes head) yes.

R: Alright, why do you think kids bully really? You told me that they bully because they learn it from a older brother. So you think there is any other reason besides wanting to be powerful?

P2: No.

R: That's basically it. They learn it from somebody else or they want to be powerful. They want to look good to their friends.

P2: yes.

R: Ok why do you think then some children become a victim? Is there any reason why some children are victims and other children are more bullies?

P2: I don't know.

R: You don't know why some children become victims?

P2: Yes

R: k that's ok. So you have from our conversation have heard have watched a bullying scene. Someone bullying another child. It has happened to you as well.

P2: Yes normally what happens is that they get into big circles and they start fighting.

R: And they start fighting?

P2: yes.

R: have you ever noticed if there was a bullying scene happening on the playground and there was no teacher present. Have you ever noticed whether the kids recording this with their phones.

P2: No some of them, some of them are friends so they don't record it otherwise say another friend looks at all the videos and they see it and report it to the teacher.

R: Ok but have you heard of instances where they record it.

P2: Yes.

R: You have.

P2: I heard of one.

R: You have heard about one?

P2: Yes it happened at aftercare. One of the girls recorded it on their cell phone and showed it to Miss Mynhardt. All four girls got into trouble.

R: Are you serious

P2: Yes.

R: what do you think about the girls that did that? Was it a good thing that she did?

P2: Yes.

R: It was the right thing to do?

P2: Yes.

R: ok. Let's talk about the learners that are standing. We call them bystanders. They are generally standing around when a bullying scene is occurring. So let me give you a scene. Say for example when a child is being bullied, ok and there are groups around where the bully is standing. There is maybe he has 4 friends with him but surrounding that is the other learners they are watching this while scene. What do you think about those learners that are just watching this whole thing. What do you think that they should be doing?

P2: They should be....

R: Or should they be doing anything?

P2: They should report it to teachers so that bullies can get into trouble and so that we can eliminate bullying from the school.

R: Ok but do you think that those learners generally do report it or are they scared?

P2: No I think they are scared because most learners think that they are tattle tailing...and they

R: What do you understand by tattle tailing?

P2: Telling something that they don't mean or telling the teachers something as a joke.

R: As a joke. So what are you saying teachers are not going to believe them?

P2: No

R: No, how then should...ok this is something that happens in a lot of places. How then should we tell in a serious way? Must we write it down?

P2: Uh yes I think so because then you could just give a supervisor or teacher the letter and they...you won't get into trouble.

R: So what you are saying is anonymously they must just slip the teacher a note What should they say in the note?

P2: They should say excuse me ma'am or sir I have seen bullying between these two people and that they hurt each other badly and have not been reported bullying.

R: Ok. Uh have you ever reported if you were a bystander? We call those children around them bystanders. Have you ever been a bystander watching a bullying scene?

P2: Yes I have.

R: Did you ever want to report it to a teacher?

P2: Yes I have.

R: You have reported it?

P2: Yes.

R: Why did you want to report it ? Because you felt hurt ?

P2: Because I saw it was wrong.

R: You saw it was wrong. So you felt strong enough to report it and did the teachers concerned do anything about it?

P2: No

R: No so do you think that, that's one of the reasons children don't bother to report?

P2: uhm yes.

R: Because teachers don't do anything about it?

P2: Yes, There was one that happened to me particularly and...

R: Mmm...

P2: And it's still Dillon. He throws his chewing gum into my bag. I have reported it to the teachers and what normally happens is I get into trouble and he walks away.

R: How is that so ?

P2: Its...She honestly gives me detention and he gets to go to his playground and he gets to play. The other day we were still busy during exams I was walking to the tuck shop and he was walking back from the classroom and he threw his paper in my eye. I told the teacher and again I got double detention and he still walked away.

R: And did he say anything?

P2: No

R: Did he laugh? Did he?

P2: Yes

R: He did laugh.

P2: Yes

R: So you got in trouble for something that he did?

P2: Yes

R: Ok so do you think that bullies are clever at doing stuff like that?

P2: Yes

R: They know how to get away.

P2: Yes

R: And the victim becomes the victim all the time.

P2: yes

R: Bystanders you said are scared and bystanders are also scared of big tattletail?.

P2: Yes

R: Do you think they are also scared of being the bullies next victim. Because they can see what's happening.

P2: yes.

R: So they are also scared of that.

P2: Yes

R: Do you think we should actually help the bystanders as well as to become more strong.

P2: Yes

R: So are they also... Do you think like they are a bit weak.

P2: Yes I do.

R: ok umm... You told me the bullying occurs generally when the teachers have left the class or field there is playground time or when there's... What about when you are walking home. Do you walk home?

P2: No I don't.

R: You go with transport.

P2: Yes.

R: But just before you get to your transport will the bully attempt the interfere with you then.

P2: yes yes.

R: In that space of time.

P2: Yes.

R: Ok so there is no other places... What about the girls' toilet, the boys' toilets now Does bullying generally happens around those areas?

P2: Yes it does. It happens a lot.

R: And also especially if there is no adult around?

P2: Yes mmm... what happens is grade 7s bully each other. The Councillors watching normally their friends, so they don't report it.

R: Ok so they don't report it. The Councillors' don't report it. Why do you think the Councillors' don't report it?

P2: Because I think they don't want their friends to get into trouble.

R: Oh I see

P2: They will become tattler themselves.

R: Ok. Um do you think that schools need to take the issues of bullying very seriously.

P2: Yes I do.

R: Give me your reasons, we have gone through just a few now give me your reasons as to why this is.

P2: Because this also happened to another boy his name is Dillon Josh Botha. They were playing on the playground and he almost broke my brothers arm.

R: What did he do to your brother?

P2: He fractured his elbow.

R: Is it. What did the boy do to him?

P2: He told one of his friends to go stand on him, because he fell down and one of the boys stood on him.

R: Oh my word! That is really mean isn't it?

P2: Yes.

R: So what did your parents do when they heard about it?

P2: My mum immediately told the office what had happened. The boy was not allowed to go on tour and that he was almost sued because my mum went to see the x rays and the doctor said that he was in a sling for the next three weeks.

R: So it was pretty bad.

P2: Yes.

R: Ok so you , what you are saying is you and your brother have been targets for bullying?

P2: Yes.

R: Ok have you ever at any point stood up. When for example the boy was bullying you? Did you ever stand up to him or you just kept quiet?

P2: No but what had happened there used to be a girl who used to bully me and I told her what she'd been doing wrong and the next day we were friends.

R: Is it?

P2: And she never bullied me again.

R: So what did she do to you, if you went to tell.

P2: She didn't do anything.

R: No before... Did she attempt to bully you?

P: She did. She mostly hit me and punched. She always tripped me. I was always walking down to the playground and she tripped me.

R: So what did you tell her that made her change?

P2: I told her that you are being a bully and it really hurts people and all friends.

R: Did you tell it just to her alone or were, other...

P2: Her friends were standing around her and all her friends said have you not noticed what had been going on. You have become a bully.

R: Ok so they supported you?

P2: Yes.

R: What were you saying and what was her reaction?

P2: uh... Her reaction. She just walked away and she never said anything.

R: She just didn't say anything. Do you think she felt embarrassed?

P2: I think she did.

R: It bothered her that she was doing something wrong.

P2: Yes.

R: Do you think it is better when learners tell other learners, look you are irritating me. The victim tells the bully that you know what you are hurting me. You are doing something that makes me feel really... whatever you are doing is really painful to me. So do you think if the victim tells the bully that do you think that they are going to realize you know what I am doing is wrong or is it something very real that the bully actually feels different.

P2: Yes I think it is that the bully he feels he or she feels embarrassed after if someone tells him that.

R: So that means what you are saying is if the bullying is saying it then the other people with the bully are agreeing with the victim now.

P2: Yes.

R: So that's when the bully thinks I don't have the support of my friends.

P2: (shakes head)

R: So ultimately are you saying then that a bully if a bully... To remain a bully, he's getting the support of the group.

P2: Yes.

R: That is how he remains?

P2: Yes.

R: So do think then more victims must just speak up against their bullies.

P2: Yes I think that's what should happen and maybe they'll be bullied less.

R: Bullied less or not at all hopefully. Has your school done anything to address the issues of bullying?

P2: Mmm... I haven't heard anything. No.

R: You haven't heard anything. What have you heard? Whatever... Is there anything that occurred surrounding bullying that maybe you know if you told a teacher or somebody else in the school that it's being addressed in any way?

P2: Yes I have.

R: Just others reported it to a teacher.

P2: Mmm... I don't think so.

R: Not others, you reported it?

P2: Yes.

R: They did try to do something but in the same note you said that they gave them detention instead of the bully.

P2: Yes

R: Ok so basically what you're saying is if there is something in place in the school it is not working.

P2: No

R: It's not working because it's not helping you.

P2: Yes.

R: Mmm... have you ever, has your school work ever been affected?

P2: Uh yes it's been the last couple of months since he's been bullying me. I have been getting upset in class and nobody's noticed and I haven't been able to do my work.

R: In what ways haven't you been able to do your work.

P2: The one day...It was a Tuesday. I was so hurt by Dillon my hands started shaking and I couldn't write.

R: He affected you that much?

P2: Yes.

R: Ok and uh if your work has been affected you couldn't work would not, do you think it could bring your marks down, your grades down.

P2: Yes I haven't told my mum this but I have told my brother and he has to keeps it a secret.

R: You want to tell me your secret?

P2: Ok, I haven't been doing so well it's because I get scared when if I walk into class even in the morning cause he is in the same class as me. I walk into class and I get scared and I only think about the day when he is going to start bullying me.

R: So you said today he is not in school.

P2: No he is on holiday.

R: Stayed away?

P2: Yes.

R: So tell me then how would you feel about today when so what you are saying is right. You come to school and you see Dillon and it just messes your day up.

P2: Yes.

R: So Dillon is not in school today. How do you feel about your day?

P2: I feel happy and although it's grey and cloudy I feel like it's a sunny day.

R: A sunny day that's incredible. It is a very dark and cloudy and rainy day but you feel like it's a sunny day.

P2: Yes.

R: So that basically sums up how you feel when Dillon is not around.

P2: Yes.

R: Did you ever tell Dillon, you know what you are really hurting me, really making me...I am experiencing a lot of pain with what you are doing?

P2: I have but most of the time he doesn't listen.

R: He doesn't listen.

P2: Yes.

R: So you say that Dillon is doing it to other learners as well.

P2: Yes, he is.

R: You want to stand up for a bit?

P2: No thank you.

R: Ok. So he is doing it to you and other learners.

P2: Yes. The one girl, it happened last year. He bullied her so much that she left the school.

R: So this Dillon is a serious bully then.

P2: Yes.

R: And do the educators know about him?

P2: No they don't.

R: so they don't he's like a behind the scene bully.

P2: They don't know.

R: And your principal is not aware of...

P2: Our principal is aware of it at the time and he is also on a last warning.

R: On a last warning?

P2: Yes.

R: Do you mind if I secretly tell the principle that the kind of things that Dillon has been doing.

P2: (shakes head) Yes.

R: Can I just write his name down. Is that ok with you? But I won't say that it has come from you. Obviously it wouldn't.

P2: Ok.

R: do you know his surname?

P2: It is de Klerk.

R: So he is in the same class as you.

P2: Yes.

R: That is 6...

P2: M.

R: 6M. Alright so you are telling me that your school has been affected greatly?

P2: Yes.

R: If so what you are saying then Samantha if there is no bullying occurring you can concentrate fully on your work?

P2: Yes.

R: Is that what you are saying?

P2: Yes.

R: Ok.

P2: My brother also says that now that Dillon stopped bullying him he has been able to do his exams better and he's been able to work better and he's been passing with his highest marks at the moment.

R: That's very good. Mmm... Samantha is there anything else you want to tell me?

P2: No ma'am.

R: That's it?

P2: Yes.

R: How do you feel about talking to me?

P2: I feel a lot better.

R: What do you think I am going to do with this beside for my research.

P2: I think you might try and eliminate bullying from this school.

R: So do you think that after listening to more people and what they have to say I should be able to come back with some information for you guys. I will be personally coming back to you'll to say what my report is and before you can go I just want to remind you that remember we said that look you probably will want to talk to your friends but I would prefer that whatever happens in this boardroom stays here.

P2: Ok.

R: Like I said only because I know this is affecting you the bully Dillon I will deal with that.

P2: There is also victimization by the teachers.

R: Tell me about that.

P2: Like the one teacher I have been telling you about. Even when I have been doing my softball she always has favouritism for the other known members. We played a ball game the one day and our first base dropped 11 catches. I dropped one. She shouted at me and I got a demerit for it.

R: Because you dropped a catch.

P2: Yes.

R: Mmm... ok that is that on isn't it?

P2: yes.

R: If you mistakenly dropped a catch.

P2: My mum has reported it.

R: she has ok and that demerit should actually be deleted.

P2: Yes.

R: You think so too so. Ok so that is victimization by teachers. If you are doing something wrong does that happen often?

P2: Yes it does.

R: To you or to others as well.

P2: To others as well.

R: Ok mmm... I will look into that as well I will actually pass that info on. Mm I wouldn't say it came from you. Ok that's highly confidential. I really appreciate you taking the time to come and talk to me for my research. Like I said I would prefer that whatever has happened here stays here but if there is anything you feel uh I shouldn't have said that or maybe I want to tell Mrs. Govender more stuff. You do have my telephone number. Even if you give me a quick call I will call you back. I would really appreciate it if there is more things you want to tell me and we will definitely take it further ok. But it is really up to you if you feel like maybe I shouldn't have said this, you seem scared. I will prefer that you don't allow those things to cross your mind because I will not... This information just stays over here and I did tell you that the recording is mainly so that I can transcribe everything that around here and nobody else will listen to it except myself and the person that is supervising me, that is a lecturer at UNISA. Ok I can't even let Miss M listen to this, your principal. Ok thank you very much S I really appreciate this for me.

Participant (P3): C2

Researcher (R)

R: Hi C2. Good afternoon and thank you for doing this session for me on bullying in schools. My name is Loshni Govender and I am presently doing my studies on school bullying and basically I would just like your input on this topic. As you are aware from the letter that we sent to your parents this session will be recorded, is being recorded right now. Basically it's so that I just don't miss anything. You know you guys talk so fast I've just got to get everything down.

(C2 Laughs)

All the information is here is highly confidential that means nobody gets to look at or listen to it, except the person supervising me eh that's my supervisor Dr Krog. She will listen to this. She's the only one. However no one else will. As I said earlier bullying is quite a serious problem in our schools and schools around the world. The purpose of my research is to find out how learners in a primary school are affected by school bullying especially psychologically and academically. Now the findings from this session will be used to draw conclusions about learners and their experiences with school bullying. I will possibly draw up guidelines for learners, parents and the department of education in the hope of trying to make them bullying free zones. Okay if you wish to stop at any point just let me know and I will stop if you want to go to the bathroom, that's also okay. Like I said all information is highly confidential. What I will do is, I will be using pseudo names that means I will give you another name.

P3: Okay.

R: Okay so you not going to be C2 on this.

P3: (Laughs)

R: If anything of a personal nature comes up and you feel, you know what, I've said too much or I don't want to say this anymore, you are welcome to stop or you are welcome to call me and then talk about it okay.

P3: Okay.

R: Yes we can do that. However if you provide information where somebody is getting or you yourself is getting hurt in any way by somebody bullying you or by someone bullying someone else then I have to report it.

P3: Ja

R: You do understand that. Basically I'll ask a question and I'll give you a chance to answer it. Please try and respond with as much information as possible. There's no chance of you not talking enough here so go for it.

P3: (Laughs)

R: I would really appreciate it if what you have to say you say it. You can clarify anything with me. Is there anything you want to ask me before we start?

P3: No nothing.

R: Okay. During the course of the time, if there is, please ask me. Okay we'll start. Alright what do you understand by the term bullying?

P3: Well it's, eh, it's (laughs) I can't think.

R: Take your time.

P3: Kind of feel emotional.

R: Ja, physical, emotional those are the words related to it. But when somebody bullies you, what are they doing to you?

P3: Hurting you I guess.

R: Hurting you.

P3: Mm

R: You've mentioned physical you've mentioned emotional.

P3: Mm, emotional especially can have an effect in your future.

R: Okay and what else do you understand? Anything else you want to add to it?

P3: Mmm

R: Okay when it comes up you can add to it, is there a difference between somebody bullying and just messing around. You can just give me example.

P3: I don't think so. If someone is messing around, both people can see it as messing around both ways.

R: You want to give me an example to clarify what you are saying

P3: At times you and your friend have a playful fight. It's like you are just messing around. We don't actually hurt each other physically.

R: How will your friend know that you are not bullying her in my way but you actually just messing around?

P3: I guess it's just the kind of relationship we have.

R: It is an understanding between the two of you.

P3: Yes.

R: Your friend understands you and you understand her and you know, the things we are saying now it's just messing around.

P3: Yes.

R: Okay. Alright, if someone tells you something, it really hurts your feelings even if it's a friend , will it be bullying ?

P3: Mmm

R: Can it be bullying?

P3: It can when I think of bullying I kinda see it as repeatedly.

R: Okay. It means it's got to happen again and again. Every now and again for it to be bullying, so what if somebody told you something in passing. You got the weirdest hairstyle. How would you, feel at that moment.

P3: Uh, it really depends on who is saying it.

R: Who was saying it?

P3: Ja like, at school one of the teachers. He used ..., cause my hair was short and fuzzy and I couldn't tie it up ... He used to pick on this but I know it was just messing around.

R: It was messing around. Okay. Alright. What are different types of bullying?

P3: There's physical, there's the verbal, emotional, cyber bullying.

R: Okay. You mentioned earlier on it was emotional wasn't it? Okay, alright.

P3: Yes.

R: What do you think is worse? If someone hits you or leaves you out of a group.

P3: Definitely leaving me out of a group.

R: Explain to me why would that be worse?

P3: Physically it kind of just fades, eventually you don't feel it anymore.

R: Even if you are constantly left out of the group, you want feel it anymore.

P3: No I am talking about if someone hurts you.

R: If someone hurts you eventually you won't feel it. But if somebody leaves you out of a group.

P3: Ja.

R: That would be painful. Have you ever experienced anything like that?

P3: Ja, it was grade 5. I think there was a bunch of girls that...

R: Just being mean?

P3: Eventually I just left it

R: You left it. Okay. In this school who bullies more? Boys or the girls?

P3: I think I would say the girls. I am not sure.

R: The girls.

P3: Like, the boys I think they are more mood swings because even like my one friend, they would laugh at her about liking one of their friends, she stopped liking him and they left her alone and then they started talking to her and they like her now...

R: You mean do they at some point they'll pick up on the teasing and eventually they may stop at some point so that's what you mean by mood swing. The change in moods.

P3: Ja.

R: But you seem to think that the girls bully more.

P3: Literally.

R: Okay so what are you saying, they are physically bullying or verbally bullying*

P3: Definitely not physical.

R: More into verbal bullying.

P3: Yes.

R: And the boys are they more into physical.

C: I have actually never seen a type of physical bullying with boys.

R: With boys?

P3: Ya.

R: But you have noticed more the girls. Okay. In your school. Are you talking about your school? Are the girls bullying more?

P3: Yes. My school.

R: You did say that the girls bully more by verbal and generally as far as you know maybe in other schools, how would boys bully? Verbal or physical?

P3: Mmm. You see I think in other schools if it is physical generally the guys would fight back because it is kind of...

R: What guys do?

P3: Ja.

R: Okay. Have you ever heard of cyber bullying?

P3: I have heard of cyber bullying.

R: What do you know about cyber bullying?

P3: It's ...it can be something like posting something of someone like if you have an embarrassing picture or put a picture of them there.

R: So what would you do with that picture? Would you send it to a friend, their friends?

P3: You could send it to lots of friends or put it on a social website.

R: And that would be cyber bullying. Do you know of anyone in your school being cyber bullied?

P3: No, I don't know.

R: Not that you know of. Have you heard of this in other places? Kids being cyber bullied, whether it's on the internet, whether you heard it on the radio or television.

P3: I did read an article in a magazine.

R: On cyber bullying

P3: I don't know if it was.

R: So in your opinion as far as you know in your surroundings, cyber bullying is not something that is rife.

P3: No

R: Are people still doing the traditional bullying.

P3: Ja, I think so.

R: Okay. Is bullying a problem in your school?

P3: I think so. I am not involved in it. I am not really involved with that.

R: Okay.

P3: Especially from what I hear from my friends.

R: From what you hear from your friends?

P3: Cause she is very involved.

R: What makes her very involved?

P3: Well she's a councillor and she has quite a lot of friends and she has been in the classes that have a lot of bullying.

R: So she knows what's going on.

P3: Ja

R: Okay. Do you feel safe at your school?

P3: Safe as in how?

R: From bullies, mainly from bullies.

P3: There's nothing to it at school. It just never really bothers me. It does hurt.

R: Would you regard yourself as a very strong person and you don't care what people say or think about you?

P3 I would say so if it's someone close then I do care.

R: But everybody else you don't care, okay. So you have not witnessed any bullying incidence at your school. Even if it's verbal.

P3: I think I might have witnessed something. Some pushing. Chet he's short and kinda gets pushed. He's in grade 6.

R: Okay.

P3: That's as far as I know.

R: Okay. Did you do anything about it or you just watched?

P3: I did. I asked her what's going on nicely, how will pushing around help if he did not have the money.

R: Ja.

P3: And she walked away.

R: She walked away. So in a way you ...you kind of diffused the situation.

P3: Ja.

R: Okay, so my next question would have been, do you know of any learners that are bullied to some extent as well. Tell me why do you think that some kids bully?

P3: Sometimes I think it's because they have a lot of friends and they are popular and they feel like if they don't, they just not that cool and or...

R: So it's to feel cool and popular

P3: Like to make themselves feel better. Compensating for something.

R: Okay. Does it make them feel powerful you think?

P3: Ja, I would say so.

R: Gives them a bit of power. Okay.

P3: They may also just not like the person which is irrational...stupid.

R: Not right, okay. Why then do you think that some kids become a target for bullying that means they become victims of bullying.

P3: It could be something that they said or did once and then it could be other things. It could be for...

R: So why pick this person and not the other person? Any reason?

P3: It could also be something physical maybe that they are smaller, they don't have as many friends.

R: So are they more like isolated learners? Small in build?

P3: Ja.

R: Okay.

P3: Also some kids who are really close to teachers, they have no friends in the school.

R: Does that make them like targets?

P3: Ja.

R: People will pick on them. Okay, in your opinion how do you think learners ...those that are bullied...are affected by...

P3: It makes them feel smaller and it makes them feel like they can't get away from it. I would say that it makes them not like themselves and you talking of emotional and physical.

R: Well I mean overall how, if somebody bullies somebody else, how do you think that the person feels?

P3: Definitely make them feel weak and...

R: Insecure...

P3: Yes, insecure and small.

R: Small, okay. Alright. In your school, now we are talking of our school, now where are the likely places that bullying would possibly take place.

P3: Anywhere...Girls...anywhere.

R: Anywhere.

P3: Any place but the bathrooms...

R: Because it is the bathrooms...very sort of ...undercover when they say...

P3: Mmm. Even if it's loud no one's going to... When people look at it they see the way the girls treat them but I say that's bullying, they see that like the friend's sorting it out. That's how it looks.

R: Oh, okay...let's say for example a scene like that is happening and a teacher is around. Will the teacher interfere do you think?

P3: She will but only if she is told. She looks at it. I have seen teachers look and walk off and then if someone comes and says maam we need help, then she'll go.

R: Then they'll go, but most of the time they sort of brush it aside.

P3: Unless someone comes to...

R: Unless someone comes to inform them someone is seriously being hurt.

P3: It does depend on the teacher.

R: Okay. Alright, so some of the places you said, basically girls can be anywhere, but otherwise you think they are in the play areas.

P3: Bathroom.

R: Bathroom areas, why do you think there...because...

P3: It's away from everyone else as well and it's just somewhere...

R: Isolated place.

P3: It's some place where they can't walk out of the way...

R: What about the playground.

P3: Ja, actually it happened there not long ago.

R: Is it...

P3: During exams I think.

R: Weren't there teachers on duty?

P3: Ja they were on duty. There's a group of popular girls in the school and there was a fight going on and a teacher... Between the two groups fighting, one group had to stay on one side of the playground and everyone else on the other. And it was really funny. I thought it was hilarious.

R: mmm.

P3: Ja it was funny cause we were sitting in circles. It was hilarious.

R: Okay so there was an incident.

P3: It was sort of...

R: Okay. In your opinion, do you think there needs to be more teachers out on duty?

P3: Mm.

R: Ja, more teachers on duty. Firstly more teachers on duty.

P3: I don't really think so. Because it does not happen so much on the playground where there are teachers on duty. In general it does not happen so much on the playground. Obviously the tuck shop as well.

R: Okay, tuck shop, bathrooms, isolated areas.

P3: The tuck shops very packed.

R: But it still happens there.

P3: Cause there's lots of people there. You can find someone easily by just going to the tuck shop.

R: Oh okay, if you reported an incident to a teacher. Is there a place or someone that they would go and report these bullying incidents to?

P3: The children in class?

R: Ja anybody...

P3: Ja , a couple of councillors, some of the really responsible councillors*

R: Mm.

P3: Vinny, head girl. Incidents reported to her... we've got this buddy system where a child in grade 4 has a buddy in grade 7.

R: Oh.

P3: So they go to their buddy, like my buddy is very shy, she does not come and talk to me. I haven't seen her.

R: Okay.

P3: Also my own friend is very close to her buddy and her buddy's friend so we can talk to her.

R: Okay, you feel some kids are too shy to admit there is an issue to come find someone. But generally do you find the buddy system working? Where the bigger children can help the little ones.

P3: Ja, it does happen.

R: So some benefit. Do you think that schools need to take the issue of bullying more seriously?

P3: hey do take it pretty seriously in general. They have posters but I don't really see anything happening in this school.

R: So you feel there is not enough being done.

P3: No not enough is being done. There lots being said but not enough being done.

R: Lots being said but no action. Okay.

P3: Just the separating of the girls on the playground.

R: Then the only thing that has... okay alright. So your school, you say they have done things to address the issue of bullying but...

P3: Have done but not...

R: Not enough. More things need to be done to control it.

P3: Cause also like if there... ask and people say something it focuses on the bullying but not go to the child as much I think.

R: The victim you mean. They don't assist the victim.

P3: This is just my opinion. I am not so sure. Often they don't even talk to them and just punish them hoping to deal with it.

R: It doesn't work. So what you are saying is if there is an incident they will address the issue with the bully, punish the bully and forget the victim needs help or counselling.

P3: That's what I think. I have never seen them help the victim but it could also be because he victim doesn't say anything. Won't want any help. Or maybe just don't want anyone to know.

R: Oh I get it. They don't want anyone to know that they were victims of bullies.

P3: A lot of kids don't report because I think some are...they just don't know that they are being bullied.

R: They think it's how it is supposed to be.

P3: Ja I think that's just how it is. Even if some kids are just too proud to admit it. "I am not being bullied" cause they feel that way. Too proud to admit it.

R: Because of the embarrassment to be a victim of bullying.

P3: Ja. That's what I think a lot of them will think so. It's not the school, the kids are too proud to report it.

R: That's an interesting point, very interesting. If you know of someone that has been affected by bullying, you say you haven't been bullied as much, do you know of someone that has been bullied. Would you say their schoolwork was affected in any way?

P3: It could be. It's... I don't know of anyone who had that problem.

R: Do you think it could affect someone?

P3: It definitely could affect their schoolwork. It could ... some people like to focus on anything but what's going on socially at school.

R: You mean some of them don't let it interfere with their work but on the same note, you say it is very possible that it could affect their work.

P3: Ja.

R: Okay. Is there anything else you want to tell me about bullying? Anything?

P3: No.

R: Okay. So you say basically, psychologically they are affected and their work can suffer due to being bullied.

P3: Yes.

R: So that is a yes. Okay. Thank you very much C2. Was it as bad as you thought it will be?

P3: (C2 laughs) No

R: I noticed you were a bit nervous. Thank you very much for assisting me with my report. I would prefer that whatever has happened between both of us here will just remain here.

P3: Oh yes.

R: I rather it not leak out. There's no need... If you wish to speak to me you have my number. Call me if you want to add any more information. If you want me to call you back, I'll do that. Thank you so much. I really appreciate your help.

P3: Ok.

Participant (P4) – Krees

Researcher (R)

R: Okay good morning Krees. Thank you attending this session with me about bullying in schools. My name is Loshni Govender and I am presently doing my studies on school bullying and I would just like your input on this topic. I'll ask you a few questions and you can just tell me... give me an answer and expand on it. As you are aware from the letter that was sent to your mum, the session is being recorded right now. The only reason I do this is so I don't miss out on anything you've said, anything important and all the information here is highly confidential so whatever you tell me remains between both of us. The only other person that will listen to this tape is my supervisor who is checking on me and nobody else. She does not know who you are. I will not tell anybody whatever information you gave me. Okay. As I said earlier a lot of learners are experiencing bullying in maybe in this school, maybe in other schools. We know for a fact that it is going around all over the world. The purpose of my research is to find how primary school learners are affected by bullying. Now the findings that I get from my research I will make it available to parents, to teachers, to learners like you and to the department of education. Basically we want to try and draw up guidelines so we can create bully free zones, so no school has to experience this. If you feel that you want to stop at any point just indicate to me that you want to stop. If you want to go to the bathroom, that is also fine just indicate to me and you can go and come back. If you feel thirsty I have some juice here for you. So you welcome to have that as well. Again, like I said all the information here confidential. In the conversation I will use your name but when I am writing it out I will change your name. Okay so you are going to get a new name from me. Alright. Right if anything of a personal nature comes up and you feel uncomfortable about it then you can phone me, you have my number you can phone me and we can talk about it or even if you want to add something when we are done or you feel like you need to phone and let me know about that incident, by all means you can do that or I can phone you back. Now the only reason I will tell somebody if something has happened or report something is if for example somebody is getting hurt or you are getting hurt then it's my duty to report it. Okay you understand that?

P4: Yes Maam.

R: Okay If you don't know an answer, if you don't want to answer something you can always say I pass on that one. I don't know what to say. Its okay, you're not getting marks for it, right. Okay is there anything you want to ask me before we officially start.

P4: Nothing.

R: Nothing okay... You are going to speak loud and clear into this okay. Khaya what do you understand by bullying. When somebody mentions the word bullying what do you understand by it?

P4: When people have something going on in their lives and at home, they have problems.

R: So you think when they have problems at home or if there's something so that means something bad going on in their lives.

P4: Yes Maam.

R: So what are you saying then? Are those the children that would bully. So what exactly would they do?

P4: They would hit someone with anger, or swear you in a ugly way.

R: Okay so you feel that what they would then do is take their anger out on somebody else?

P4: Yes Maam.

R: Must that incident, like say if they come and say for example hurt you, is it a once off thing or is it something that they do again.

P4: Something they may do again.

R: So, it's repeated.

P4: Yes Maam.

R: Will it be with someone bigger than their own size, what do you think?

P4: Smaller.

R: Smaller and generally will be smaller. Okay, is there a difference between somebody bullying someone and someone just messing around?

P4: They might bully people, some people always get them first...

R: Okay , that's bully right so you feel... but is there difference if I've got a friend and I say for example "hey man you are so stupid today what is wrong with you" Is it bullying?

P4: No Maam.

R: That wouldn't be bullying?

P4: Yes Maam.

R: That would be messing around.

P4: Yes Maam.

R: Why would you say it would be messing around? But your friend didn't say a nice they to you.

P4: Because you didn't mean it that way Maam.

R: How would you know that they don't mean it. Would you be able to tell that it's your friend, your friend is just joking around with you?

P4: Yes Maam.

R: Is it something that you would just know between your friends?

P4: Yes Maam, sometimes they can say something every time and you'd know that.

R: Because it doesn't hurt you.

P4: Yes Maam.

R: Okay, so who then would be a person that would hurt you?

P4: Like a brother.

R: Can he bully you?

P4: Yes Maam.

R: Because he would repeatedly do something to hurt you?

P4: Yes Maam.

R: And it hurts, so your close friends may not always be bullying you they just messing around. Is that what you are saying?

P4: Yes Maam.

R: Okay, do you know the different types of bullying?

P4: Physical bullying and I...

R: That's the one you know so if I told you, you are such an idiot man , and I told you every time I saw you in class would that be bullying?

P4: Yes Maam.

R: If I shoved you like this, just pushed you, every now and again if I saw you and I just come and shove you can that be bullying? And I am not your friend...

P4: Yes Maam.

R: That can also be bullying?

P4: Yes Maam.

R: Is there anything else that you've noticed with boys and girls and things that they do that would probably mean that, you know what, somebody is bullying somebody.

P4: Can see their actions they bully someone.

R: You mean the victims, the person that is being bullied.

P4: Yes Maam.

R: You see it and then you know that they being bullied.

P4: Yes Maam.

R: What do you think is worse if somebody hurts you or somebody leaves you out of group?

P4: If someone leaves you out of a group.

R: Why will that bother you?

P4: Because that will hurt you worse.

R: So, you said being left out of the group is worse because... what does it affect how you feel.

P4: Yes Maam. Because people are stronger.

R: So what do you feel like intimidated.

P4: Yes Maam.

R: Like everybody's looking at you. Everybody's looking at you. But what if they came and gave you a... like that every ,maybe today, maybe do it again. Is that not worse then.

P4: No Maam.

R: You say that being left out and everybody is looking ..."Hey look they left Khaya out", that's worse?

P4: Yes Maam.

R: Okay. Who do you think bullies more in this school? Boys or girls?

P4: I think boys Maam.

R: You think the boys. So what kind of bullying do the boys do?

P4: Physical bullying.

R: Are they more into the physical bullying, okay.

P4: Yes Maam.

R: And the girls what kind of bullying do they do.

P4: The girls tease you Maam.

R: The girls tease you.

P4: Yes Maam.

R: Would you say then that the girls are more verbal.

P4: Yes.

R: Girls more verbal; and boys more physical or beat you up.

P4: Yes Maam.

R: Okay, have you ever heard of something called cyber bullying.

P4: Yes. But I forgot.

R: Okay, tell me anything that you know of cyber bullying.

P4: Not sure.

R: Okay you not sure exactly can I give you some ideas and you can tell me if you understand it like that. If you find a cell phone and I send you a message today ..."Khaya I am going to get you" and next week I send you another message ..."Khaya watch out for me"... would it be bullying?

P4: Yes Maam.

R: Why would it be bullying?

P4: Because they only send you ugly messages.

R: Ugly messages...an ugly message, is it doing anything good for you or anything bad.

P4: Bad for you.

R: I could also send Khaya is such a twit and I could send it to two other friends. Would that be bullying?

P4: Yes Maam.

R: If I am telling other people that you're a twit or an idiot or anything bad would it be bullying?

P4: Yes Maam. You also can send many people the ugly messages then they send the ugly messages to you.

R: You don't know an example?

P4: Don't know.

R: Okay you ever heard of people sending like... they take a picture of you. I heard of an incident where they were sending pictures of a girl around that was...she was doing something funny. Everybody in the school was laughing at the girl because they all had the pictures of her, so that's bullying as well isn't it?

P4: Yes Maam.

R: Okay so do you think that bullying is a problem in this school?

P4: Yes Maam.

R: It is...how would you know that ...yes, bullying is a bit serious in this school.

P4: Because of the people that pick on others.

R: Do you see it? Do you see it...do you hear of it. So it's something that's fairly common here.

P4: Yes Maam.

R: Alright, do you feel safe in this school.

P4: Yes Maam.

R: But about like...okay before I go on, have you witnessed anyone bullying somebody?

P4: Yes Maam.

R: You want to tell me about it? You welcome not to, but if you want, nobody knows about it.

P4: No.

R: You don't want to, you prefer not to. Okay...no problem. Why would you not tell, just curious because...

P4: If some people may hear.

R: Hear about it and bullying you.

P4: And bullying.

R: And bullying you, so I'm going to expand on what you said. So do you feel that children don't tell if they are being bullied or if they've watched a bullying incident because they are afraid that the bullies may turn on them?

P4: Yes Maam.

R: Definitely.

P4: Yes.

R: So bystanders, we call people that watch, let's say for example, a group of boys are beating up another boy I am just giving you an example, and there are people standing around. Do you think that one of the reasons they don't report it is because they are also scared of being the next victim?

P4: No Maam, because some people can enjoy the fight.

R: Okay you think, they just standing there and enjoying the fight that's going on.

P4: Yes.

R: Do you think that's how learners are?

P4: Some of them.

R: Some of them, not all of them. Some of them may want to stop it but a lot of them are just enjoying what's happening. It's like entertainment.

P4: Yes Maam. Ja.

R: Okay alright... when I asked you, you did not want to tell me. You said you did witness a bullying incident but you did not want to tell me. That's okay. Just give me an indication round about where did you see it happen? In the playground? In the classroom?

P4: Playground.

R: Would you say that the playground is where bullying happens often?

P4: Yes Maam.

R: But there are teachers on duty.

P4: Yes Maam.

R: So how is it that the bullying is happening?

P4: Cause there's more space and the teachers and not aware of what's going on.

R: Of what's going on.

P4: Yes Maam.

R: So do you think that we should have more teachers on the playground watching?

P4: Yes.

R: Or even if there are few teachers. Should the teachers be walking around? Should they be more observant, that something like this is happening on the playground?

P4: Yes Maam.

R: You think that's how it should be?

P4: (Shakes head)

R: Alright, did you... when this bullying incident was happening , did you do anything about it or were you also ...you just watched because you were scared or because you wanted to see what happened next.

P4: I was scared of the bullies.

R: Scared of the bully so you just didn't do anything.

P4: Yes Maam.

R: So you couldn't help the person that was being targeted?

P4: Yes Maam, I did help but the bully pushed me around.

R: Pushed you around...

P4: Then he carried on bullying the person.

R: Okay, so you did try to help but the bully shoved you okay...Why you think some kids bully. Initially you told me that maybe they got something going on in their lives. Why do some boys and girls bully ...why in your opinion do they bully?

P4: To get attention Maam.

R: You think they want attention?

P4: Yes Maam.

R: When they get attention and everybody's looking "ah they are so cool" ...is that what you think they are?

P4: Yes Maam.

R: They think they are cool. Do they think they have power?

P4: No Maam.

R: They not becoming more powerful.

P4: Yes.

R: Everybody thinks they cool now.

P4: Yes.

R: Everybody knows that ...hey we don't mess with this person. So they feel good about themselves. Why then do you think that some children become their victims? Is there something wrong? Is it the way they are built...are they too tall? What is it about some people that become victims and some people don't.

P4: Because some are weak and some are too small.

R: Too small in build. So you think that's a target for bullying.

P4: Yes Maam.

R: Okay, you did tell me that you watched a bully in action.

P4: Yes Maam.

R: So you have seen it happen in this school... Tell me how do you think, and I am talking of what's going on inside, how do you think learners are affected psychologically that means inside. How do you think they are feeling if somebody is bullying then? How are they feeling?

P4: They feel like terrified.

R: Ja.

P4: And scared...

R: Do you think they ...are they able to function in class, function with their friends or are they mostly scared all the time.

P4: Mostly scared.

R: What about you know...do you think they may even think of staying away from school.

P4: Yes some, Maam.

R: Would they try tell their parents.

P4: Yes parents coming to school.

R: Try to deal with the situation.

P4: Yes when the parents go away the bully will carry on.

R: So will carry on...so you think even though it is reported , bullies will just not listen. What do you think we should do then? I mean we are telling our parents. The parents are coming to school. We are addressing it with the bully...what must we do. Must we change the bully must we teach him how to behave?

P4: We must teach him how to behave.

R: We must teach him how to behave. We must change how they see people.

P4: Yes Maam.

R: So you say definitely the learners are affected psychologically.

P4: Yes Maam.

R: Where are places that bullying occurs? You told me the playground where bullying occurs, are there any other areas in your school that you think bullying could occur there?

P4: Tennis court

R: Is that where a lot of children hang out?

P4: Yes ma'am

R: Anywhere else?

P4: On the benches

R: Why in those places? Firstly there's a lot of children. Is there a lot of children there or is it quieter?

P4: Quieter

R: And nobody can see?

P4: And there are things they can use

R: Oh so there's things lying that they would threaten you with. Ok. Have you seen besides the playground have you seen any incidents happen when there are educators or teachers around?

P4: No

R: So an incident wouldn't happen if there were teachers around?

P4: Yes ma'am

R: They would happen when the teacher has walked out of the class or is giving his attention to someone else

P4: Yes ma'am

R: Did you ever go and report a bullying incident?

P4: Yes

R: Yes, you did tell me that you did once, more than once

P4: Once

R: Just once, how did you feel when you reported it?

P4: I felt scared

R: Scared because somebody would find out.

P4: Yes, tell the bully

R: That you were the one that reported it?

P4: And then he comes...

R: Comes for you

P4: Yes ma'am

R: Did anything happen when you reported it?

P4: Yes ma'am

R: What happened?

P4: The bully they told him behave and he did behave

R: And they changed their behaviour much later, do you think they changed their behaviour to bully again.

P4: Yes ma'am they did change

R: Bully again?

P4: No ma'am they didn't bully again

R: Oh they didn't bully again

P4: They felt that it's wrong

R: It's wrong, so you did a very good thing then.

P4: Yes ma'am

R: Who did you report it to? Teacher or to a principal?

P4: Duty teacher

R: Teacher on duty and the teacher attended to it?

P4: Yes maam

R: Do you think overall generally schools need to take bullying very seriously? Not just in your school but in every other school

P4: Yes

R: You think it's an important thing? Why do you think they should be taking it so seriously?

P4: Because some can kill, take something.

R: For the victim or the bully?

P4: For the victim

R: Are saying then the victim may turn to drugs or alcohol because they are terrified or will they take their own life. Is that what you are telling me?

P4: Yes maam

R: So that's pretty serious. Has this school done anything to address bullying.

P4: I don't think so ma'am

R: What do you think that they should do? Do you think your school should do something to address bullying?

P4: Yes they could have more monitors and more teachers in duty on the...

R: Playground

P4: Playground

R: What about morning and after school.

P4: There is some teachers are in the school in the meeting.

R: Ok so morning and after school there are not so many teachers on duty

P4: Yes, only in the playground.

R: But do you think bullying is happening there as well

P4: eh

R: Early in the morning or after school

P4: After school usually.

R: So if you had to have gone to your principal for advice. Let's say your principal called Krees and said Krees what do you think we should do about bullying. What would you tell your principal?

P4: To have more monitors and guards to avoid bullying.

R: Ok, so you say the school as far as you know they are not doing anything to address bullying.

P4: Yeah they do some maam

R: So they do some things. Is it working whatever they doing.

P4: It is working

R: To some extent or to a large extent.

P4: To a large extent

R: To a large extent, are they managing to curb bullying keep it under control.

P4: Yes, maam always the principal talks in the intercom. Always says must not bully or they will phone their mothers and fathers.

R: And they'll bring their parents ok have you ever been affected by bullying? Someone ever bullied you?

P4: Yes maam

R: They did bully you and how did you feel?

P4: I felt scared and angry.

R: Angry, when you say angry I am curious. Angry enough to want to do something to get back at the bully.

P4: To get back to the bully

R: To get back to the bully

P4: Yes maam

R: Would you have wanted to do anything?

P4: Yes maam

R: You were ready to punch in the face kind of thing or really make him have a miserable day as well.

P4: No maam

R: You just wanted to beat him up as well.

P4: Yes maam

R: Ok, would that have made you feel better

P4: Yes maam because he could stop bullying other people.

R: Ok. So the idea is for them to learn a lesson and to stop doing it to you and to other people. So that they don't do it to other people ok. What do you think? Do people's school get affected by bullying.

P4: Yes maam

R: How would you know?

P4: Because some teachers are not aware.

R: So what would happen in the classroom for example, give me an idea?

P4: Some learners can stab another learner.

R: Ok you talking about...you mean a victim could turn around and hurt a bully.

P4: Yes maam

R: They could get so angry but I am talking now about their class work like their tests, their academic work. Would that be affected?

P4: Oh yes maam because they can feel uncomfortable.

R: Ok is it more so because they bully maybe in the classroom they can't go on with their work.

P4: Yes maam because some bullies threaten them and say that break they will meet me.

R: If you were bullied, was your school work affected?

P4: No maam

R: No it wasn't you were ok with it.

P4: Yes maam

R: You managed to get past it. Is there anything else you want to tell me before we finish up?

P4: No

R: Ok you are aware that if you want to tell me you are more than welcome to call me I'll call you back, remember whatever happened you said here stays. I am not going to tell anybody, if you want to add something or somebody is troubling you, you more than welcome to call me.

P4: Ok maam thank you.

R: Thank you very much for your time Krees. I really appreciate it.

Focus Group Session

R: Alright good morning everyone and thank you for attending this session about bullying in schools. My name is Loshni Govender and I am presently doing my studies on school bullying and I would really like your input on this topic. Like I said you guys have been randomly selected with the assistance of your principal. So its ...there was no reason...she just randomly selected you learners. I made the final decision. It wasn't because you were a bully or because you were a victim or bystander or for any other reason other than you'd be able to contribute to this discussion. As you recall from the letter that was sent to you ...that was a consent letter to your parent. This session will be recorded mainly so that I don't miss out anything. I am not going to be able to remember what everybody said here. All the information is highly confidential and I mean highly confidential. As soon as we leave the room it stays here. It does not go out to anybody. I don't report to anyone. There is only one reason that I may take up some issues. The only reason I will take an issue up is if somebody is being hurt in any way or someone is hurting you, then I may have to look into it, depending on the seriousness of the situation. I may have to report it. That is just to make sure that everybody is safe. Ok. S i said earlier its not something that is new that I am doing. Its quite common. If you look in the USA, bullying is very very serious. I have just come back from a conference in the USA on school bullying. They reached a totally new level on bullying in the sense of their laws and what they are doing about it and how they are addressing it at schools, with their programmes and so on. As i can see we are jst starting with this ...so it is a very serious thing throughout the world. Ok. Now the findings from here will be used to draw conclusions about learners, their experiences on school bullying. I would like to draw up guidelines so they can assist schools. We can assist parents, learners like you that maybe in trouble. We would like to basically create bully free zones. Ok. There are refreshments. If you wish to stop and take a drink that's ok. We can leave the refreshment / eating for..But if you wish to go to the restroom, no problem. Just indicate to me and then i will stop the tape. Like I said again all information is confidential. And only pseudo names will be used, that means I give you a new name. You can choose another one that you like.

(Learners laugh)

R: Ok if something of a personal nature comes up and you feel after you have said it you feel uncomfortable about it you are welcome to call me. My number is on the consent form. If you want I will give it to you again. Call me we can talk about it or at the end of the session if you want to add to it the you are more than welcome again. I will call you back if you call me. Indicate to me please call me, I need to discuss this with you. If someone is being hurt or someone is getting hurt very badly in this school or you are being hurt then i have to report it. Ok. I will ask a question. I will give you all a chance. You can just indicate by raising your hand just like this. I am ok to go ahead and basically the rules of the group just give

everybody a chance to say what they want to say. You will all want to jump in. I know that but just pause. I want all that information but just hang in there. Ok.

(Learners laugh)

R: Try to address...if somebody asks a question try to address that person. Look I am just here to record and guide you and direct you. I will use your names. I do know your names but like i said in the final presentation, when it goes to my supervisor, it will be changed. Ok. Ok is there anything you want to ask me before we actually start with the questions. Anything you want to clarify. You are more than welcome.

P5: If you like ask us about a bullying incident and we report on something that has happened like it's got to do with somebody must we say their name or....

R: You can say their name. Will change their name. Ok.

P5: Ok.

R: And you can always indicate to me at the end of the session whether you want to take it further or should I tell Miss M or however you want to do it. Ok the idea here is to help children. Even the bully. Ok but we will get to that. Ok thank you boys and girls. We can begin. Ok. What do you understand by bullying? You can all give me your input on this. What do you understand by bullying? V.

P5 I understand bullying is like not treating somebody equal making them feel bad about themselves like you intimidate them or call them names or like just like making a person feel bad about themselves making them feel less than what they are.

R: Anybody wants to add to that?

P8: Bullying to me is not somebody bigger than you but when somebody thinks that you are better than them and they can actually go and show that they are better than you by doing something very physical or emotional to you.

R: Ok

P8: That's what bullying really is.

R: Ok true, A.

P6: Bullying is when people want attention that's what I would think.

R: You think that they want, the bully wants attention?

P6: The bully wants attention.

R: Ok alright, Ak.

P7: I think that the bully like A said they want attention they think like treating you badly they can like make themselves look cool.

R: Look good and cool, ok. Anyone else want to add to it? Don't feel shy. This is just us... they don't even know you are here. Only I know, ok Vt.

(VtLaughs)

R: Ok as the Americans say I am good for now ok. OK we are going to expand on bullying now. Is there a difference between bullying and messing around?

P8: Bullying and messing around. Well messing around there is a difference cause bullying is when somebody gets...and they despise you in a way they come to you and bully you in a sense and messing around is when your friend goes by chump. They do that.

P8: But because they are your friends.

R: So it means your intention is also at play here because you know what hey you know what sometimes you are in a group – a very close group of friends – but over the time you are able to sense somebody is actually starting to be mean with their words.

R: So if messing around, will they say something hurtful?

P8: No, it's like.

R: Will you know?

P8: It's your friends. So your friend comes and says hey you are an idiot and you think uh I am an idiot then that's messing around.

R: Ok that's messing around. Do you have a sense that your friend doesn't mean it?

P8: You know he doesn't mean it.

R: You know he doesn't mean it?

P8: Ja, you can actually tell...

R: So then you know hey they are actually not messing around and now they getting a bit serious. Ok I saw your hand go up first and then I'll come back to you. Ok V.

P5: Messing around is like A came around ah man you are such an idiot. I find it's in the...

R: So it is the tone of voice?

P5: Ja and also messing around is amongst friends but then it can also be not among friends like oh gosh you got such a horse. You know that is not serious.

- R: So would you say that a bullying comment is maybe repeated? It's done every now and again?
- P8: Ja so they make sure that the person knows it, you are an idiot, you are an idiot, you are an idiot.
- R: Ok and it affects you inside.
- P8: Ja.
- R: It really hurts.
- P6: Depends in which you have hey. Ok we have known since experience they without knowing they make it in a joke but we know them so well they actually mean it to us. Like oh you are so weird and then they laugh but V says then be like, "you're weird" (changes voice).
- R: Ja, there's an undertone to it.
- P6: Ja, but you must know your people, if you don't know your people...
- R: Ok so you gotta know the kids around to know who's genuinely actually saying a nasty thing now rather than just messing around. Vt ok go for it Ak then Vt.
- P7: Like often some thing's start by messing around and joking and...
- R: And it gets serious?
- P7: Yes and it often leads to proper bullying.
- R: Ok I get it alright.
- P9: But you know it's messing around with your friends when it doesn't actually when they say you are an idiot and it does not hurt. You know they are just messing around. But when it comes from somebody else then you know it hurts.
- R: Okay alright ok and so we managed to come to some conclusion.
- P5: Can I say something?
- R: Yes add to it.
- P5: I t is in the way you accept it the like if I told Ak, Ak you are an idiot. Like some people take it as an offence even if you are just messing around with them. In depends on the person.
- R: On the person?
- P5: Ja.

R: Ok alright I have already gathered from what you have said but I'm going to ask this question anyway. If someone tells you something that really hurts your feelings is it bullying?

Everyone: Yes

R: (Unanimously) yes.

P6: It's about being nasty to a person

R: Yeh

P6: I feel that bullying is more about jealousy. That's with girls but with boys they don't really get jealous.

R: They just do it to show that they are tough.

P6: Yes with boys but with girls I think its jealousy.

R: Ok go for it.

P8: To me if somebody says something mean to me once then it's not bullying then I understand they are just speaking their mind and they are probably annoyed or something but if they are going to say it the next day and the next day then it's probably bullying. Bullying to me is when it's repeated. It's repeated.

R: It's something that's happening against you every now and again.

P8: Yes

R: It does not have to be everyday but day 1, day 5, day 7. But it just comes back and back and its the same person.

P8: That's it, the same person or group of friends.

R: Or group of friends ok.

P7: I think, I think that actually like if someone teases you and did nasty things to you and then they like keep repeating it, it eventually sinks in and you actually feel bad about yourself.

R: Ok.

P7: You consider the possibility that like maybe they're right.

R: I am just going to pause for a second. Alright let's go on anybody wants to continue on that point of being hurt with their feelings. Ok we done with that, ok. Do you know the different types of bullying?

P8: Ja, there's social bullying, emotional bullying and theres physical bullying and verbal bullying.

R: Ok what do you understand by physical bullying? Ok A.

P6: Pushing, it's when people push you like they touch you.

R: Shove you around?

P6: Yes and I know this from experience.

R: So you know what I am talking about, physical bullying. Anyone wants to add anything. Yes Ak.

P7: Like sometimes they don't want to hurt you physically like lets say you just walking minding your own business and then there come in the back and like push you or something and say oh I am sorry but they don't even mean it.

R: They don't mean it, they did it intentionally.

P7: They actually want to hurt you.

R: Vt you want to say something?

P9: Mmm.

R: You good?

P9: I'm good.

R: Ok fine.

P9: Ak said everything.

R: Ok. What about you said emotional bullying anybody wants to...

P8: Ja

R: You want to

P8: Emotional bullying when somebody that I think like myself is more small. I see myself so small, you know when someone is bigger than you and you really couldn't fight back and you say something hurtful so they'll leave you alone cause they know you are going to embarrass them in front of people.

R: Ok.

P8: If you say something hurtful.

R: You want to give me an example?

P8: Cos like I've got spots all over my body and somebody commented on that and I am like oh your face cause they had a lot of pimples, your face looks like mosquitoes had a war on it.

(All laugh)

R: Ok

P8: And but I said something else which I am not going to repeat on tape.

R: Ok so basically you used verbal bullying.

P8: Ja, verbal bullying.

R: To get back at them.

P8: Even to get them just to back away.

R: To back away, ok. Alright. So that was more like in self defense to what they were doing to you.

P8: To what they were doing.

R: Ok anybody wants to add, who does verbal bullying more?

All: Girls

R: V

P5: I think girls, like boys are more physical and like hurting each other just like saying something mean.

All: Yeh.

P5: A lot of swearing

R: Vt you want to go for it, add to it.

P9: Girls definitely

R: What do girls do, give me an example.

P9: They not really as physically built as boys so they have to use something else when fighting with people.

R: So they use words.

P9: Yeh

P6: I know

R: A

P6: I know that some girls will say that they will hurt you.

R: Ok go on A

P6: Some girls will say that they are going to hurt you but actually have a big mouth because it never happens. Some girls say I'm gonna hurt you but when that day comes it never happens the girls basically have a big mouth.

R: They just say they intend to hurt you but do not always carry it out.

P6: Its like boys if they say they gonna hit you, they gonna hit you.

Everyone laughs

P5: Back on emotional, say verbal is when they say it to you. I think emotional will be like if they go on telling other people about you then you hear about it. It hasn't come from them but you hear about it they make you feel like that.

R: Ok so basically they gossip about you. Is that what you're saying?

P5: Yeah

R: So gossip is also a form of bullying, carrying tales and stuff about you. Ok which do you think is worse, if somebody hits you or leaves you out of a group? Ak.

P7: I believe if they leave you out of a group because...

R: That hurts more.

P7: Yes.

R: Do all of you agree about that?

P8: Ja I agree

P6: I don't agree with that.

P8: I have had an experience.

P6: I disagree with that. I feel that when someone hits me. Thats worse for me.

R: That's worse, but if somebody... let me give you a scene, you with a group of grade 7 and suddenly they all in the group got up and every time you move close to them they move a little away and others are watching this. Would that make you feel bad?

All: Yes

R: Would that make you feel bad Vt, Ak

P9: Yeah

R: Ak, you'd hate it?

P7: Yeah, because I think with physical bullying if someone hits you it hurts maybe for a while but eventually you get over it.

- R: But that hurts, the leaving out?
- P7: And that stays with you.
- R: Ok lets go to Vt and then I'll come to you E.
- P9: If somebody like slaps you its gonna be ok in a few seconds. This thing will go away but if they leave you out of a group then...
- R: How do you feel if you are being left out of a group? Whats going on inside?
- P9: You are going to have nobody to talk to, you going to be all alone. You are going to think everyone hates you, that's why they are leaving you out of it.
- R: Ok go for it V. I am going to come to you E.
- P5: I think being left out of the group is worse than physical but then that depends on the type of physical bully like my brother's friend broke some other dude's nose then that to me would be serious.
- R: That's serious
- P5: Ja, so like its like some groups would leave you out and will go and tell people things about you and then nobody's going to be your friend and then they'll be like later.
- R: So is it more because other people are aware of it, are watching, know it, that's the case?
- All: Oh yeah
- R: Ok you want to add to it A?
- P6: If its worse I want to know why they are targeting me. Why are they hitting me, leaving me out of the group, I wouldn't care.
- R: You don't mind being left out of the group?
- P6: Because I'll, I know that I'll be the mature one. I wouldn't care because the more you care, the more they are going to go on and on. If you just ignore them then you watch they'll leave you alone.
- R: Leave you alone.
- P6: And then they will forget... I'll just be the mature one and ignore what they are doing. They may hit me and whatever but I'll just focus on the more important things in life.
- R: E go for it you were going to say something about...

P8: Well when you left out it kind of makes you feel conscious about yourself and maybe its like are you leaving me out for a reason. Is there something wrong with me?

R: Yeah

P8: Or is

R: Is there something wrong with me?

P8: Is there something wrong with me. Then you go around is there something wrong with me, is there something wrong with me?

R: Keep asking yourself that.

P8: What did I do to them? What did I do to them? That's the question.

R: Vt you want to add to that?

P9: Did you mean conscious or unconscious?

P8: Unconscious

P9: Sorry I always have to ask.

R: That's ok, you have to clarify. In this school who bullies more?

P9: The popular people.

Others: Ja

R: Who are the popular people?

P5: The girls. Popular girls. There's also the popular boys like Kas and all of them. Then they like I don't really see them bullying but if you like provoke them they like oh look at her hair. They intimidate you but they leave you alone. But then the girls they'll come to you but they don't let go of it. They'll come to you once and they'll keep on coming back and ja...

R: So theres a group of girls that are...

P5: And even if you don't do anything to them they find a reason to fight with you.

R: They look to start, ok A.

P6: We were both in this group and we noticed this group if you don't follow the leader if the group which is Sim, if you don't follow her she makes the whole group turn against you.

R: Oh she turns them against you how?

P6: She like tries to get herself out of trouble and tells people that you have done the thing which is actually a lie and if people like you more than her then you are in trouble.

R: Then you are in trouble

P6: Especially if a boy asks you out and don't ask her out then its even worse.

R: Then there's trouble you go for it and then I'll go to Ak.

P6: Because these girls have been troubling me since grade 4 now and I can't handle this and like Sim she just wants to be the head.

R: They need control. Is like we call them from what I have learned in my studies the queen bee.

All: (loudly) yeah.

R: Is that the right term. You think that term fits them? The queen bee. So this sort of instigate them. And they are in control of everything and want to stay in control. Ok Vt go for it and I'll go to Ak.

P9: They don't like anybody better than them because on Honours evening they don't like Kriba because she's always top of the grade and stuff and so when she went up to collect all her trophies and stuff, I was in sitting in front of Sim and I could hear Sim whispering to everybody don't clap for her don't say anything and they only clapped for Sesh. They even did it to Caty.

R: Okay so that's something that happens here.

P7: But in previous years I was actually, friends with Sim and all her friends but then like that but then they weren't actually like this, they were all friends but I think that they were like good people then and then like over the years they've just like changed to someone more...

R: More of this type of girls... you want to add to this V.

P5: And also with them being the main bullies in the school like if they bring in a new friend or something like shoelace on your head instead of alic bands and they had this other game where you slap each other behind the knees. They started... they so called started this and if you go and copy them then they come and pick on you hey why you doing this, stop trying to be like us and they push you around and ja.

R: Alright, you want to add something Vt?

P9: Sometimes even the boys like if we had to choose those that got into a fight and if we had to choose the popular girl boys would defend like on councilor's camps. They were screaming because they were locked in the room. You could just hear

the scream from next door and all the boys ran to the room and said Whats wrong, Whats wrong are you ok? It's a moth.I...

R: OK so they do certain things.

P6: I was one like them and when I look back I find myself like such an idiot, Like why follow them. I was so mean to people, I just want to like apologize and say I am sorry. Its not...

R: So you had a turn in your life when you decided...

P6: And I don't want to go back.

R: You don't want to be like that, ok that's excellent. That's fantastic. E you want to say something?

P8: I just like to comment on what A said you know how they started the lace in the hair. I think they are actually bored. They don't know what to do. Girls just talk about High School Musical and stuff.

(The others laugh)

P8: Then they go bullying other kids. They don't know what to do as friends.

R: So they just find something.

P8: Yes they just find something.

R: A trend.

P9: They obviously think our lives more interesting that theirs.

R: So we have come to the conclusion that generally it is the girls that seem to be bullying more. The girls then, I gathered this from the different discussions now that the girls are bullying more verbally and gossiping, rumors. Ok. What else.

P5: I think the girls are the main bullies in primary school but then in high school its boys.

R: Its boys that bully and do they take it to another level you think high school?

P5: Yes, especially of XX High they like...

R: So, you going to learn about that when you get to high school?

P5: Yeah.

P6: Girls at this school don't only use their....

R: They are also doing physical bullying.

P6: Especially with me they used to put me in a circle and they use to push me around and then they would say that they are going to throw me in the dustbin and then they took me by the bathroom. It always happens by the boys bathrooms and they push me against the wall. They always do it to me and like now I am tired now.

R: Ok so you have had it now ok we'll come to that point just now. Ok so boys, you want to add to it Vt?

P9: Ja, like bullying also happens in separate schools like an all girls school, girls will be like really cruel. If it's an all boy's school the boys will be really really physical.

R: Ok I get it, is it in same sex schools it's a different type of scene altogether.

P9: Ja.

R: Ok alright, have you heard of cyber bullying. Somebody, E did mention so the rest of you heard of cyber bullying. What is your understanding of cyber bullying Ak?

P7: I think its to me, its like lets say you are on mxit and then you on a multimix and then you are chatting to a bunch of people and then everyone will start gossiping about you and then like on the internet you might post pictures of the person and like make make fun of him and...

R: Ok you want to add to it V?

P5: I think they take a situation but they make it public.

R: Ok.

P5: Cos like it doesn't just stay like in a school but then it goes to like all their friends cause it and make flyers like in the high school and then put it all around and then people see then oh my gosh if you make it public, just humiliation in school but then its everywhere you are going.

R: Ok so it just spreads to everybody. Everybody needs to know what's going on. You want to add to it V.

P9: I'm good.

(All laugh)

R: Ok so cyber bullying then is done on mxit is done on the internet, it's done on cell phones. People posting stuff don't know the truth but then everybody stops to look at you. It is something that is quite common now getting to be quite common. Learners have cottoned on to what's going on but that's a different thing entirely. It's another whole new thing on bullying, kids are moving from traditional bullying into cyber bullying ok. Do you know of anyone that has been cyber bullied? Whether its in this school, another school you heard about it somewhere. Do you know of it? E.

P8: Cyber bullying is happening to everybody like in mxit and somebody puts their status about the day or like Div she puts her status about people.

P5: She does it all the time.

P8: Ja

R: Explain to me. She put oh I hate this person so much and people who start bullying is when they are persuasive.

R: Meaning

P8: Like they persuasive, like they kinda like wam-up to them and then they convert to hate this person and lets say I persuade Ak to hate V and Ak wont even know why do I hate V.

R: He doesn't even know but he's been forced to feel like that.

P8: Ja, that's what cyber bullying is.

R: Ok Virginia.

P5: Personally people like Div she doesn't want to say you got like... She rather say hey if you don't be mean to this person I'll beat you up. Like they intimidate you.

R: OK they intimidate you. Ok Vt.

P9: Like this one girl Janis she always tells me that she being cyber bullied because she's not exactly over over weight, she's just a little bit...

R: Ok

P9: And people always take advantage of this even Kiana, It's not always cyber but every time they see her they like earthquake.

R: Oh ok

P9: I feel so bad for her see.

R: Ok so

P9: Everyday

R: Ok so people may actually send messages that are unpleasant about the way people look so they'll send it on mxit or the internet. You have heard of people doing that?

P6: I once heard that Div and said that I think last year they took my grade 2 picture and were showing it around and then they were showing it around and then they were making fun of me but I noticed that all the things that are on the internet and on you tube is basically to do with high school children.

R: Mainly high school.

P6: Basically

R: So what you guys are... Do you agree on this that primary school kids are not so advanced on that maybe the grade 7 but not generally with the little one.

All agree

R: They haven't gone onto that level yet ok. Alright I don't even have to ask you this question. You see already told me about learners that have been bullied. Did you do anything any learner that has been bullied, you know who cried to you who told you. Firstly did you feel anything? How did you feel when somebody... ok A.

P6: I felt it because I know how they felt. The worse part is then you are there for that person everyday is fine and that person does something wrong to you they wont be there for you,

R: They won't be there.

P6: I did it for so many people.

R: You help people but they haven't turned around and helped you.

P6: And they run away.

R: They run away and they don't want to... V...

P5: If one of my friends gets bullied I always go up and confront the bully cause it just causes a scene. So uh I know what the person feels like I feel their pain. I like to be there for them like we always go around like we stay together. A lot of people like two or more cause when you by yourself then you make yourself more of a target. So if a persons being bullied like my friend Sara. This incident with her. They said it was to short but it wasn't and they told if she wears she must wear stockings. Of course they'll see. We used to go as a group cause they wouldn't target her like ja.

R: Alright Ak.

P7: Like sometimes if someone is getting bullied and then you try help them and then like eventually their problem will get resolved and then the bully will actually target you, turn their attention to you.

R: Ok. You mean when you were trying to help.

P7: Yes.

R: Ok, so what are we saying here then about people. Do you know who bystanders are?

(Kept quiet)

R: Bystanders are people that if a bullying scene is actually happening...

P9: They are there but they don't actually do anything.

R: They may probably just watch. They won't do anything. Why do you think children that are standing around a bullying scene or watching someone don't do anything. Let's start with you E.

P8: Well with me I think that they think they being entertained. Ok that the main thing.

R: They entertained. OK.

P8: And the second thing is that they don't really want to get involved, because if you try and stop a fight they are going to hit you definitely.

R: So you are also going to get it?

P8: You are going to get it and you are going to get involved. So that why they just stand.

R: That's why they stand away they don't want to be involved, ok V.

P5: Ja, they stand because they are scared and also because when we stop the fight and people who are around there see that you want to stop the fight. I tried to stop a fight and they pushed me away and said stop trying to stop the fight you are a nerd.

R: Oh

P5: They like tease you and stuff like that because you like trying to be the good person try stop somebody from getting hurt. Only...

R: You become like a goody two shoes, trying to do something positive. Ak.

P7: Lets say its not a physical fight but then someone is getting bullied.

R: Verbal

P7: Ja and like a group around them and everyones watching, but then they like scared to stand up to the person because then the bullies will actually involve them in and start bullying them as well. So I think they like actually scared.

R: Ok so it... the bully is now going to turn around on them.

P7: Yes.

R: Ok Vt

P9: We don't actually go tell the teachers anything because sometimes the teachers will go with them who tell on them altogether.

R: Ok so there is fear.

P9: They believe that the bully will come after them after school when the teachers not around or when you not with your friends.

R: So that is why bystanders will not report. Will just keep quiet and let it go on more out of fear and also the fact that the bully will now turn around on them.

All: yes

R: Ok alright. Do you feel safe in this school?

All: No, sometimes

R: There may be different times when you are. Ok but generally do you feel safe at this school?

P8: I feel safe.

R: Ok E.

P8: I feel safe at school. I just don't feel safe when I go to the toilet.

(Everyone laughs)

R: Fine we are going to areas where bullying is rife.

P8: I feel safe in any part cause you know are they your friends, but they are sometimes when you are walking alone you just don't feel safe. Over all I am in the middle, a little safe and a little not safe.

R: Ok, V.

P5: I feel safe. I may go out not me if there is a fight or something and something is involving me not if I do something to somebody else and somebody does something to me. Like I am close to the teacher. Like I can go tell the teachers like the people that are not scared like Sim and all of them. Like when my friends are around me. I also feel safe. People find me to be a nice person so they won't pick a fight with me. If there is a fight I might be the one to stop it.

R: So do you feel that the fact that you are a head girl it actually gives a little bit of protection cause nobody wants to interfere with you. Ok so that helps you. I am going to Vt first and then come to you A.

P9: I go to aftercare and in the aftercare theres no noise or anything. It's just like its quiet and then the sun setting and its getting quite dark and you don't hear a thing. Go to the bathrooms.

R: Ok A.

- P6: With me, there are times when I don't want to come to school because I am so scared of this school then when I am with V then I am fine.
- R: So then she is like your protection.
- Others: Her bodyguard.
- P6: There are times when my mother had to write a letter to Mr. P saying that she doesn't want to come to school anymore because of these girls.
- R: because of these girls.
- P6: They still wait for me by the gate and everything but now I am better.
- R: I am going to come to that point again because it's a very important point. Ok Vt you want to add to it?
- P9: Ma'am I'm not saying anything about Mr. P but I have to say this Mr. P no matter how many times we go to him and we tell him, he never really does anything about it. He like lies them cos hes always nice to them and stuff.
- R: So they sort of cover up
- P9: Ja so he like never does anything he just like talks to them. He never really does anything.
- R: We are going to come to what has to be done ok I am gonna go to V and then to you for it.
- P5: I found that none of the teachers do anything like if there is a bullying incident we'll report it to a teacher. We normally report it to Mrs K or Mrs. R. But I prefer to Miss K because she like does something but the other teachers don't really do anything then when we come to Miss. M nothing was done. And we like still waiting and they say something going to happen and we still waiting and they say something is going to be done just carries on and then like this incident where they did something and they reported it to Mrs. R then they all got disciplinary but in different areas of the school. They apologized "no maam we promise we wont do it again we promise we promise you".
- R: They try to sweet talk her.
- P5: And they got off on disciplinary and they still go around bullying people.
- R: Ok E.
- P8: When you go to a teacher. Like teachers they don't do anything about it. So when they are being bullied they say go tell somebody that you can trust, go tell a teacher, you trust your teacher.
- R: Ja.

- P8: But just your teachers not going to do anything because they don't do anything.
- R: So they don't do anything about it.
- R: So what are you saying then that teachers don't see the seriousness of bullying.
- All: Some.
- R: Most or some teachers.
- P8: Miss K.
- R: She only deals with...
- P6: Miss K shes the only only one like whenever I'm in trouble or if somebody troubles me then I always go to Miss K but other teachers. I'll speak to them and they you tell you things but they not doing nothing, even with Miss. M Like these girls they lie and their lies what even comes out from their mouth and she believes them. And everyone believes them but they are not doing anything about it.
- R: Dealing with the issue and giving them a serious discipline.
- P6: The girls are getting worse. They know they are getting away with it.
- R: They are getting away with it. Ok Vt.
- P9: Miss. K really something about it. The first time she'll like let you get off easy and then the second time she'll do something about it.
- P9: She will nearly address it, like with Div she took the book out of Virginia's bags and then we were at Maths and Miss K had spoken to Div before and she was just giving it to Div. She was shouting at her saying how could you do this, it's just not right and...
- R: She was really getting into it, Ok V.
- P5: I think the teachers are scared of them but they are not listening because of their parents, not all of them but Katy and Nella. They always bring in their parents like one incident where Gita wasn't chosen for the netball team and then I don't know why and then she came in and brought her mum in and then it went to Miss. K and then there after they had the meeting, Katy came and Mrs. Krups who is our netball couch talked to Jess. Jess is in the team. She's always in the team, shes good. They started intimidating Jess and being mean to her just because she made the team. I think teachers are scared of them... because they bring their parents.
- R: Ok, I think teachers get scared because they bring in their parents.
- P5: It becomes a totally different story.

- R: Ok so then the teachers realize uh ok we rather not get involved with this group of girls.
- P9: They should get one of those light bulbs. They just lie.
- R: They get away with a lot of lies.
- All: Ja.
- R: Ok I am going to come to another point about the bullies and whether they need help. Ok why do you think a bully is a bully? Ok V, first
- P5: Attention
- R: Attention seeking
- P5: And also to be like some people like to be in the presence of bullies cause they think is I am the bullies friend then if somebody comes and bullies me the bully can go and fight for me.
- R: Ok E.
- P8: I read in the magazine and I heard people say why do people bully cause they insecure at home or at home things are not fine. I mean no, people don't do that. Sim is in a perfect home but they still bully cause they want to be cool. Its just attention, attention, attention.
- R: As far as you know she is in a perfect home.
- All: She is, she does. Both of them are.
- P5: She lives a good life, even her friends say so. The family is happy. Theres nothing going on there. She gets what she wants. Her parents are kind.
- R: So do you mean to say you'll have actually thought its your home life but your'll have ruled that out. Is that what you'll have come to conclusion.
- P5: Act different around their parents and around people at school. Like if she is in the car "Hi mum and then at school, get away from me you slop, two different people.
- R: Like a Jekyll and Hyde.
- All: Ja, two faced.
- R: Like two personalities sort of. Ok we are not targeting anyone here but we have used them as an example.
- P6: Ok when we got called in for a disciplinary warning, when I jumped in the car I got emotional. Like after my parents were telling me that they basically the children Sim and them, most of their parents are broken up. So that's why they feel that

going to do that.Ok I was very close with her. She has a good family, a good home and everything but the only thing that runs around in her head is money money.

R: Money driven

P6: If you are richer than her then no. I don't wanna be friends with you.

R: Ok so that's a different angle. I haven't heard that angle like they are driven by being popular in the sense of having more whether its technology, technological devices or whether its money. They just need these things to feel to feel more powerful. So do you think in a nutshell it could be power they are looking for this power of being looking over the others and popular as well. Ok. Anyone wants to add to that. Ak.

P7: Ja, actually like I think like when let's take me for example Sim when they bully the other kids its like they are actually looking down on them because like they actually have strength in numbers and they're actually more popular. They had power and they think they are better than you.

R: Tell me. I'm just curious would this group of girls would they do it to boys as well.

P8: Oh no, no, no

P5: Ben

R: They do target boys as well.

P7: But I think its more girls.

R: Ok E I'll let you speak now

P8: Ok they target certain boys they won't target somebody like myself and Ak because then we know how to speak out.

R: You can

P8: I fight back, one way or another. You

R: So they target the quiet, timid, shy...

P8: They target other people.

R: Ok, I am gonna go to Vt. Ok you want to add to it?

P9: There's, this one dude Ben. Every time he does something weird they like make fun of him big time. Like this one day we had to do a thing, make something. Show and tell thing and Ben made a blue liquorice sandwich and they were like shoving it in his face and making fun of him and like who eats this stuff.

R: Ok so they were doing that.

P9: Ja

R: Even though it was a boy they were really getting into it ok, V.

P5: And also because he was easy target for them because he was anorexic. He's sick badly , this one time at break. I saw Sim she said Ben oh man look at you, you so skinny can I have some of your pills. I think I'm dying here like always use to tease him. He's like really weak, she's like Ben no she'll come and push him away.

R: Ok so basically what you guys are saying they will target someone whether it's a boy or girl about they i.e. got to be like small in built, weak, wouldn't fight back, those are people they target.

P8: They target people who don't have friends.

R: Also who don't have friends.

P6: Are you saying I don't have friends (laughs)

P8: No I am not saying you don't have friends.

R: No it's just another example because you could fit into different categories but also people that don't have friends that are by themselves. Ok it's easier to gang up on somebody that doesn't have protection.

All: Ja

R: Am I right?

P9: He hardly even spoke the only time I remember him like laughing is on tour.

R: Ok, aright.

R: Why then do some people become targets? Why do they become victims, E.

P8: Nobody is a target. I don't think nobody is a target. Its just how they are, Its just how they are on the outside.

R: Explain

P8: You can be tough on the inside but then weak on the outside you're not a target. There's no such think as a target.

R: How would a bully know hey let me dial on this person here.

P8: They don't know, they don't know. I don't think in my opinion they know, they'll just...

R: Is it just another...

- P8: Bullying doesn't start at the beginning of the year. As you go on they get to know you. They like ok ja him.
- R: Popular guy going against at the beginning, so it just happens. It develops over time, they sort of watch you. Is that what you are saying? Ja ok A first
- P6: These girls Sim came to me because I'm friends with Nic but Nic hasn't done anything. But Nic hasn't done anything that's why nut it still builds up and they come and they always come and tell but I know that Sim and them they talk about that person and that person gets more attention and that person gets more popular. Then they'll come.
- R: Then they'll come for you, V.
- P5: Also they'll come, like with Nic something happened in grade 2 but they still like bully her today some people find them to be a target and they like, how come you like I consider myself like a sweet person I try to be nice to people, I do mess around with them but not like.
- R: Not in a bullying way.
- P5: But then if I am going to fight or something then I'll like try stand up and shout and defend myself. So it's like what you look like on the outside.
- R: Ok Vt.
- P9: I think that if you in the class with the bully then you more of a target like you'll sit next to them in class and they watch you and see how you act cause they in your class and they'll look for opportunities to bully you, see what affects you.
- R: To bully you oh. They sort of as E said say over time check you out and they see what's your weaknesses sort of and then they will hit on that.
- P9: They chose Ben, sorry to bring him up again. It was in my class in grade 5 in Mrs. Smith's class and both Sim and Kiana were in my class as well so...
- R: So they knew exactly how to target, A.
- P6: Like Sim and me what you call it, they'll take a person and they bully they like just that can't handle that. I know I speak so much about it but, it irritates me.
- R: Ok I can tell that it really has been affecting you really badly.
- P6: It's like they like really hurt you. You just want to cry the whole time.
- R: So you know that bothers us a lot because it's like to get to something deep, deep within you. Its verbal part they pinch in a really raw spot and it takes a long time to get over it.
- P6: But they such nice people on their on but once their personalities mix.

R: So what you saying, when they are on their own.

P6: They are such nice people.

R: But soon as they group up.

P5: Meanest thing ever.

P9: I don't think Sim's nice.

P8: I mean really she was nice when I came to this school and then she's a bully.

R: Ok go for it Ak.

P7: In grade 4 it was like before Sim and Kiana actually became bullies.

P8: Ja.

P9: They were really nice in grade 4 and stuff.

P6: Grade 4 and grade 6 we were close and in councillor camp we were really really close and everyone was like getting tough and now she was such a nice person and I know her like for so long now but once I noticed their personality when they are all together then...

R: Then they like...change

P6: They different.

R: Ok V

P5: Being near Kiana I find Kiana the nicest of all of them. I dot know how cause like also when connect to their group. When Stella came this year, they use to hate Nella and now Nella is like their best friend and they became way meaner.

R: Is it

P5: Ja

P6: When they talk about someone

P5: They just so mean.

R: When they just get together they just get and become really horrible and ugly.

P5: Any new people come into the group, its worse.

P6: When we went to Kiana's house they were talking so badly of Sim- her nose is so big, she's like this.

R: So her own group members were talking bad about the queen bee.

P6: Then about me in one and then when they went back to school they were like...

R: They changed

P6: I am like but I am like cause Sim and I were like best friends so I phoned her and I was like look here Sim I don't know about you but is what's going on I really don't like what they are saying about you and I told her that I was sad thinking about you, so I am letting you know just to let know because I don't understand why talk behind a person's back they are not going to change that's why I like to talk to a persons face. Look here we want this to change and then they'll change but talking behind their back is not going to do anything.

R: Ok alright how do you think that... ok you've already told me this as well.

(They all laugh)

R: How do you think learners are affected by bullying? Learners are clearly affected ok, just in a nutshell, how do you think, if you're the victim.

P8: I think she should answer the question.

(Others laugh)

R: You want to answer that first A.

A: (laughs) no.

R: Ok you want to collect your thoughts, V first.

P5: Ja whats it. Sara when Sara is bullied by Savannah and them shes like, normally Sara she is a quiet person but she can be like a bit bubbly in class, say Sara and she laughs, becomes quiet and she is just anti-social, in her own little space.

R: Space

P5: Ok, she like

R: Vt, how do you feel?

P9: I am not too sure but if it really affects them they can turn to things like eating disorders and drugs and suicide.

P7: And commit suicide

P8: Ja

P9: And cutting

P8: And bullies when they get into trouble they start feeling sorry for themselves why me, what did I do and one of the girls.

R: They act as if they have never done anything wrong.

All: Ja

P9: They act confused

P5: Shes got like marks all around her.

P6: I tell you people it's for the... They need the attention and at one point I had to admit to them that I am an attention seeker so I got so mad.

R: But I am talking about the victim how they feel not the bullies now.

All laugh ok.

P6: The victims like they don't ok.

R: Ok no, no you right about the bullies you right about them looking for attention and power and so on but how are the victims feeling she said that they were feeling alone so later their marks dropped and you said you mentioned something about cutting themselves and they thinking about suicide. That's from what you heard, not from learners at school. A go first.

P6: She said about the cutting and stuff, the person is the bully.

R: The bully is getting that.

P6: The bully is cutting herself.

R: Ok so that is another attention.

P6: Ok I've always been one, you don't feel that you're confident.

R: You've got no confidence.

P6: And my mother also said that A you've been a confident you're a very confident person. They take it away from you like how I am gone very shy. You feel very depressed.

R: Ok, so it seriously affects. Did it affect your school work?

P6: My marks have been...

R: Your marks have dropped because you are not confident.

P6: It's on my mind the whole time.

R: Yes so that's what I want to know does it stay on your mind the whole time whether you at school. Ak. Stays on your mind the whole time.

P7: Like lets just forget the girls now.

(Everyone laughs)

R: Ok go for it.

P7: Like Henry and Josh then like like with me my taste in music. I really like Eminem and them like every time I walk past them then Josh will say like yo, yo, yo look who it is.

R: Oh I see they are teasing you in your taste in something.

P7: And then it really nags you.

R: Ok so what is wrong with my taste in this. Is there something wrong with me now? Ok I get it V.

P5: There was this incident where I had a burn book and I wrote these facts down and then like I was the victim.

R: What is that book called?

P5: A burn book.

(Everyone laughs)

Is it about me?

(More laughter)

P5: No, I wrote what they said and they took them like I felt like the worst and like I used to come to school and I felt so bad. Not bad because they ran because this is what the grade 7 said but just bad about myself because this whole thing turned into such a fight then we like the principal is like why did they do this to me and this person who turned the book in was Div and she was my friend. Ja we were like this, ja I felt so bad. I was even considering committing suicide.

R: You actually considered.

P5; I was like why do I need to live and all. I felt so bad but then.

R: What did she do exactly?

P5: She took our burn book in and gave it to Sim and they read that page and they like caused this whole fight.

R: So your very close friend did that?

P5: I was like so mad cause I didn't know why I never did anything to hurt anyone.

R: Ok I am gonna go to A and then to you.

P6: I am also writing a burn book because they say that people express their feelings in anyway and she expressed her feelings by writing. That's what I do. So I just find that it was wrong for Div to go into her bag and take the book.

R: It is a private thing. Ok that's terrible.

P8: Okay back to your question how are the victims affected. Sometimes now the victims are affected, the victims turn into the people who start to bully people.

R: So they become bullies themselves.

P6: They become the bullies.

R: Why do you think that happens?

P8: I think it happens so that you just step back and block that.

R: So will they bully the bully or go find other targets now.

P8: They find other targets.

R: So they

P5: Smaller

R: It's like domino effect now you do it and then you go and do it to somebody else. So you find that happens quite often.

All: Yeah it happens a lot.

R: Ak you wanted to say something.

P7: Like with the incident with Virginia and the burn book like she I think it wasn't actually right to write those things but I think she had a right to do it because of how Sim and then actually behave.

R: Ok

P7: But it was wrong for Div to actually go inside her bag.

R: And take it if that does not belong... its private property. Ok what are the places, sorry where are the places that bullying generally occurs. Ok go V.

P9: In large crowds and stuff because they'll say something and everyone will just around, more people.

R: But places

P9: By the tuck shop, people hang around there by the bathrooms.

R: So its because there's a crowd there.

Everyone: Yes.

R: Then on the same note if the toilet.. if you think about it.

P9: People don't hang out there.

R: It's a place that generally people are alone.

P9: Dodgy places

P6: Like I was always targeted by the tuck shop and the boy's bathroom and hear the junior girl's bathroom.

R: So are you generally alone there?

P6: Yes.

R: Ok so you

P6: The whole group will say surround her so she doesn't run away.

R: Ok alright

P6: And then they don't Miss M even said I don't blame her for screaming cause I always have to scream because I can't handle it and she says they have all been targeting me and the whole group, you do one thing to the one person the whole group will be against you the whole group. You didn't do nothing to the whole group only one person but the whole group.

R: The whole group will come after you, V.

P5: Places like the toilet, the tuck shop and also like they way the boys go down to the field cause boys are always ones that come and cheer and encourage the fight. So if they are gonna do it somewhere theres got to be a lot of people.

R: Would that be, sorry to interrupt V would that be like playground time.

P6: Ja

R: Break time

P5: Ja, cause everybody especially around the tuck shop, everybody is always around the tuck shop like when there's a fight with Robin, everybody is watching its like just there.

R: There will be a lot of learners there. Ak.

P7: Like when people get targeted like not like physical but where they make fun of him. It's usually around the tuck shop cause its like they actually want to do in a place where...

R: Where everybody can see you.

P7: Yes so they can embarrass them the most.

R: Ok alright, you want to add to it V.

P9: No I just want to say something else like when you have duties there was. It was doing construction, where the boys go to the playground and they put tape up so

they have to go through the girls bathrooms. And so like me and V and Janis are there first.

R: Mmm

P9: Like I was there first and like all the boys were coming and sometimes they go and then nobody wants to listen to me cause I am short.

R: Mmm

P9: And quite small and so like they listen to V cause she is taller and she is head girl and stuff so.

R: Sorry, ok so they pick and choose depending on, they wouldn't listen to you but listen to her because of her.

P9: Height and laughs

R: The fact that she is head girl and the fact that she is taller.

P9: Yeah.

R: So you feel more like a victim then actually a bully. You want to add to that A?

P6: I know V said Div and her were best friends but I don't like really...

P5: Very close in class.

P6: Like very close in class because if it's in class then why was she coming to us at break and saying such bad things. I am sorry I just wanted to say.

R: You just wanted to get it off your heart ok you want to add.

P9: Chest

P5: Ja Div, she's two different people as well. She's nice to you in class but then when she's with Savannah and then she becomes mean like when I sat next to each other and then when it comes to the good we just split. I go to Tess and Div goes to Sim and all of it and like...

R: Ok then the reason we are leaving the names to go on is because we are using them as examples to what bullying is all about. You wanted to say something Ak.

P7: Ja but like uh, these are those bullies, I don't think that you are good friends because the moment you left their sides they'll turn on you.

R: They turn, they turn against their own members.

P7: So I think it's like the only thing they are after is being popular.

Everyone: Ja that's right.

P7: That's all they want.

P5: They all speak and say bad things about each other.

R: Ok so they all are looking for power.

P5: Ja

R: Is that what you are saying?

P9: Especially when they are all together like when they fight they won't stand up for anything. They'll just talk about each other but when they are together they'll do anything for each other. Sometimes they'll like they sitting in front of me and it's like what's the answer if we in groups.

R: Mmm

P9: So what they'll do is pick up a page and turn the page with the answer and say what is this?

R: and show. Ok so they don't have a group of friends they actually turn against each other.

P7: Ja

R: They do well they obviously do nasty things and so on. Ok you already mentioned to me that you have reported bullying but in most instances nothing was done about it.

All: Ja

R: And do you find in this school then that obviously you told me there were one or two teachers that took it seriously but most teachers don't take it seriously enough. I...

All: Ja

R: I just want to enquire about one thing before I get to you E. When on playground duty do you find that teachers are not observant enough because that is, eh

All: Ja.

R: That is the time when bullying may occur, possible.

All: Yes, ja

R: Do you find then that teachers need to be, take the duties more seriously so that they can see you know, do they need to move around or is it ok if they stand in one spot.

All: No they need to move around.

R: Need to move around. Is that how they going to keep their fingers on the bullies and the situation that could occur. A.

P6: But one teacher on duty is not enough.

R: You need more; ok what you saying is we need more teachers.

P6: We need like a lot of teachers.

P7: Cos it's a big playground.

R: Ok

P6: It depends on which playground it is but like you need a lot because one teacher can't control everything. She can't just see everywhere at once.

R: Which is understandable?

P9: And being with us they can do something but can't do anything different they won't listen to the councillors.

R: Ok so the councillors are not enough, we need more teachers.

P5: Obviously it depends on the teachers like if we have Miss Larry on duty. Miss Larry is a nice teacher, sorry if there is a fight, like people won't be really scared to be involved in a fight because she is nice.

R: Because she is soft and nice.

P5: Because if it was Miss K or something everybody then.

P9: Goes.

R: Will never try

P5: If she's walking down by the tuck shop if you see Miss K, ah Miss K's coming nobody.

R: Ok so they fear certain teachers and not others.

P5: Ja

R: V.

P9: Theres this one time we and some of my other friends they just walk into Miss. K's class to check on how many times to do their duty. So Miss K came and she saw Sim and them and she asked us to follow them to the playground.

P9: And so we followed them and stuff and then they took a detour so like we walked to the playground and stuff and then they came back up as we walking down and they like you guys aren't doing what you supposed to. I thought you guys are supposed to be following us we just ignored them.

- R: Ok
- P8: Why with teachers ok, they take bullying seriously if its boys like you go to Mr. P and you tell him eh hey a boy is bullying me, it's a big thing.
- R: Oh
- P8: A is bullying them, ja whatever.
- R: Oh ok, is that what you are saying like
- P8: With boys it's serious like when girls are bullying it's ah cat fight.
- R: They don't realize that the words actually hurt girls quite a bit and the actions hurt quite a lot.
- P5: And their speeches in class.
- R: Ok I get it ok you did say that you did tell me that you did report the bullying and you told me what was done about it and who are the people that really take it seriously and so on do you think generally schools need to take the issue of bullying seriously?
- All: Yes
- R: Ok unanimous yes because it is affecting children.
- P7: With their school work.
- R: With their school work, yes that's a very big...that's another point I need to get through now learners are affected are you agreeing to this or not? Learners are affected in terms of their academic work when they are bullied. Yes or no.
- Everyone: Yes
- R: Yes greatly, a large extent you said your work was affected
- P6: Like now exams
- R: It was affected by the fact that you became a victim of bullying, Virginia.
- P6: I also think that people get affected by bullying what's it especially high school kids like Venetia mentioned the changes and...
- R: And they turn to cutting, drugs, alcohol.
- P5: Ja my mum's friends daughter's friend committed suicide because she was bullied and eh nobody had listened to her.
- R: Ok so you think that children are saying are reporting it telling their parents but the parents are brushing it off.

- P5: Ja, the only way is suicide.
- R: So what is going on, is it I mean when children are repeatedly saying I am bullied do something about it. Whats happening to them inside, is it something...you are a victim...
- P6: Its not a nice feeling.
- R: It is a horrible feeling, I still got like inside like the one thing they still do to me its not nice but I get very irritated when people walk past me and they laugh and they do stupid things. I know I just have to but its like inside so bad that is why I like speaking a lot about this.
- R: Ok
- P6: Because its like
- R: Affects you deeply inside it really affects you ok V.
- P9: Sometimes it can always affect you academically but it also affects you socially its like what's the point any friends when they all think I am so stupid and ugly and stuff.
- R: Oh I get it. Ja that's really bad.
- P9: They don't bother
- R: So they just stay isolated and they just stay alone because they don't bother to make new friends because they already have this belief that ag nobody really cares.
- P9: Ja
- P5: Is the bully says something to you and its like something really mean and then it like stays there and then like us we go to our school and the bully goes to another high school but then we meet up some day like...
- R: But you haven't forgotten
- P5: Ja its something you cant leave, it stays with you forever.
- R:: Ja I get it. I know what you are talking about.
- P8: I have noticed about bullies, Kiana ok I went to a party earlier this year and I noticed the way the mum acts, it's exactly the way Kiana acts here at school, so I think its morals.
- R: It comes from the home
- P8: It comes from the home not necessarily is the home bad or something it's just.

R: There's just things that

P8: How the mother acts, you know like they were smoking hubbly bubbly with the other sister, the father.

R: Ok

P8: It's just...

P8: Ok it's poor role models so they bring it along so it's learned. They learn what happens there and they bring it out into the open. Ok has your school done anything to address the issues of bullying.

Everyone: Ja

R: Are they still in the process of addressing it?

Everyone: Ja

R: Ok A go first

P6: I remember there used to be a box where people used to write down all their troubles but now this group everyone's been bullied by this group if you're noticed we talk a lot about them. They think it's stupid and they think they just too cool for all of this.

R: Mmm so

P6: They, I know that the schools they like they try to make sure that there's no bullying in the school but it's not gonna help because if they need more something that's going to teach these girls a lesson.

R: Mmm

P6: Just putting a box there and putting something in is not...

R: That's not good enough, ok but it's a first step to eventually listening or reading what learners are actually going through.

P6: We have done that, I have written a whole file of things to Miss M I don't even know if she's read that or anything but I have written a whole lot of things that have happened to me what happened to her, people have written up letters to give to Miss M of things that they have done.

R: Ok so you have seriously taken this.

P6: Ja I am not just want to get these girls.

R: You like the ambassador for bullying now.

Everyone laughs

- P6: Wait, take that like high school making this like high school imagine what they.
- R: What they going to doing high school.
- P6: When they go to high school my sister told me that there in XX High the girls that are bullies. They going to be like a small thing there.
- R: They gonna be ok...V.
- P5: Ja also with them what they do about bullying when they had this other Dr. Jan remember to address bullying.
- Everybody: Ja I remember
- P5: I was listening to people's comments in the hall he showed us pictures of what happens to people after they get bullied. It's like oh my I wanna stop bullying guys.
- R: So why did that change?
- P5: Then nothing happened people still go back to...
- R: Go back to where they were.
- P5: They feel it like on I feel bad for that person at that time.
- R: At that time
- P5: But then it just goes
- R: It just goes ok I am going to come back to this point. Ok V.
- P9: The thing is that schools set up the thing to prevent bullying but they don't enforce it properly. They don't make sure that over time, they get sloppy. They check the first few days and everybody will be doing it like the gopher rules and the name tags and stuff. Everybody will do it and then like in 2 weeks time they'll stop checking because they think that everybody doing it and everyone will stop doing it.
- R: So the whole thing.
- P9: It like for nothing
- P6: Even that thing with the name tag, it's like 2 weeks and its enough.
- R: Ok I get what you are saying; you want to say something A.
- P7: Ja like actually like what V said that thing where Dr Jan came to the school.
- R: Mmm

P7: Like he actually came in he showed us videos and stuff ja and the different forms of bullying and how everyone does it but then it didn't actually affect anyone's state of mind.

R: They still doing it again.

P7: Everyone's still saying oh I don't come its not like its gonna affect me.

R: Oh I am gonna go to V and then come to Vt.

P5: And also the bullying at our school. They start this thing on bullying but it never gets completed that box thing, ah ah

P9: Yeah

R: Ok alright let me just go: I am coming to you E. Let me just go to Vt.

P9: Although this one video he showed us on how bullying affects us like in a literal sense. Like theres this one girl walking down and there were these other girls by the girls by the locker and you could see that she was looking sad because these girls were whispering things to you then you could just see like words literally out of the group and they like just slapping the girls and pushing her and its like that.

R: Ok so basically you feel that the school starts something but they don't see it through.

Everyone: Ja

R: And then that's why the bullying occurs because the bullies know that nothing is being done about it or that something will go on but eventually it will just fizzle it out is that what you are saying.

Everyone: Ja, yeah.

R: So what are you then saying that we start every program on curbing bullying we need to make sure that people that are especially involved in it that are specially dealing with it and that really take it seriously because it is affecting people really badly.

P6: I think that if this school can like that group if they can do something about that group the school can be such a better place. Like when everyone went when they weren't here at school everyone went on grade 7 tour like there was peace. Sim and them weren't there.

R: Ok so what you saying is the impact that this bullies have is so great that the what should I say the safety and the peace of the school can be regained by just omitting these bullies. Ok but we are going to come to the point about do bullies need help. But I am gonna come back to that later.

P5: Taking bullying seriously the thing our school should also take seriously cause what's it now... and things go to XXX College and if you'll like get 3 detentions then you get expelled from school.

R: Ok, that's pretty serious.

P5: And if you get 3 de-merits then you get detention...our school like, if you naughty they do give you detention but bullying and stuff people don't take it too seriously ah its just detention, 2 hours of my time at other schools.

R: Ok so the consequences are not serious enough, is that what you are saying?

Everyone: No, no

R: And people are getting away with it.

P9: They say they are going to expel but...

R: Is it just a threat?

P9: They like hey I hope this person's expelled and then you come to school and it's like they I thought this person was expelled yeah.

P8: Not happen

P6: A lot of them think if they get detention it's so cool.

P9: Such a cool they... even if they get expelled.

R: So they feel more power now because everybody knows.

P5: Oh I got detention I am so cool.

P6: They take it to all the teachers and they do naughty things and then they want to see who can get into detention the most.

R: Ah so you know, Ak.

P7: Then like ok never mind I forgot.

Everyone laughs

R: You had it right there and suddenly it and then you'll tell me a little later. That's ok

Everyone laughs

R: Ok we have come to the point that some of the things that your school is making an effort but it's not lasting and its not working to some extent because the bullies are still there doing what they have always been doing and getting away with it. Ok uh you all have had... I have already gone through this question, it came out that people you know, you yourself have been affected by bullying. I don't have to ask that are there. We covered the point on bullying has affected your school works.

Psychologically as well. So today psychologically, educationally bullying has seriously affected learners. You'll feel that schools really need to take a serious stance against bullying and they need to follow it up and they don't need even though your school has out systems in place they need to follow up on these systems because the bullies are still surfacing and they still carry on as normal. Ah is there anything you want to add before I say ok you can round up. Is there anything you suddenly remembered and you want to add to this.

P9: We covered it up

R: I think you have covered it well. Ok I want to thank you generally for assisting me. I really appreciate it, your help. Your input has been phenomenal, you have actually said more, more than I actually bargained for thank you so much. I just want you to remember that whatever has been said here we have mentioned a lot of people's names. I would prefer that you don't take it out of this room; if you meet each other I would prefer that you just overlook it. Don't discuss names and so on, I am hoping that you wouldn't say that this person said this and this person said this. It just stays over here it will just prevent more trouble. What I can do from any one point of view I can relate some of the issues not the names so much but some of the issues to your principal which I will definitely do to help her.

P6: Would it be fine if you could mention my name to Miss M.

R: You don't have a problem.

P6: I don't mind because somehow when we were standing in her office all they give is lies. So I want... so maybe she'll understand look she understands me more now.

R: Ok so she knows that you are not lying. So you are fine with that.

P6: Not lying.

R: Ok its on tape-ok if anything troubles you at any point you have my what is my contact at the top of the consent form. You'll see my number is there but what I will do is leave it with the secretary again if you feel that you want to tell me something you can give me... send me an sms otherwise I wouldn't know whose calling if you say please call me. I wouldn't know whose saying that so just send me an sms and I will get back to you and you can add or delete or whatever. Ok

P7: Edit

R: Ok edit, ja that's a good one.

P6: I am not allowed to get a cell phone till I am married.

Everyone laughs

R: Ok that I could do cyber bullying on a whole different level. I mean that's another issue altogether, But thank you guys so much I really really really appreciate your help. There's still more that's there. Open up the cakes if you want go for it. But thank you once again.

P6: We want to thank you for coming.

Others: Thank you

P6: We could speak.

R: You could speak, you had a platform to speak. Thanks E, ok thanks guys.