

**BULLY PREVENTION THROUGH AN
EVIDENCE-BASED PROGRAMME IN THE
SOUTH AFRICAN CONTEXT**

by

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submitted in accordance with the requirements for
the degree of

MASTER OF EDUCATION

in the subject

Psychology of Education

at the

UNIVERSITY OF SOUTH AFRICA

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January 2020

DECLARATION

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BULLY PREVENTION THROUGH AN EVIDENCE-BASED PROGRAMME IN THE SOUTH AFRICAN CONTEXT

I declare that the above dissertation 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.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part thereof, for examination at Unisa for another qualification or at any other higher education institution.



SIGNATURE

(ANNIQUE SENEKAL)

24 January 2020

DATE

DEDICATION

This dissertation is dedicated to all the children affected by bullying.

May this study support the development of a KiVa anti-bullying programme for the South African school context.

ACKNOWLEDGEMENTS

My sincere gratitude to the following persons:

- I am eternally grateful to God, my creator, for the gift of being able to complete this research study. Thank you for providing me with the wisdom, the patience, and the strength throughout this research study;
- Professor Vanessa Scherman, my research supervisor, thank you for your patience, dedication, and support throughout this research study;
- Cilla Dowse, my language editor and proofreader, thank you for your quick responses;
- Pieter, my husband, who stood by me and believed in my dream. You made my dream a reality. Without your support and sacrifice I would not have completed this journey.
- Gabrielle and Nika, my two darling daughters, I am forever in debt for the time you have sacrificed for me to complete this study;
- Mom and my mother-in-law, who helped with the girls in the afternoon, and with homework and just being here! Without your grandmotherly love and support, I would not have been able to finish this project.

Thank you

ABSTRACT

The purpose of this research study was to explore the effectiveness of the KiVa anti-bullying programme with Grade 4 learners in a primary school, located in the Eden Central Karoo District of the Western Cape. Since bullying is a worldwide phenomenon, it is important to explore to what extent it is an issue in South Africa. International anti-bullying programmes, which are well researched and highly recommended, are described with an overview of the integration of systems theory with the practicalities of this research project. A mixed methods intervention design was used to collect data. Grade four learners completed questionnaires prior to and after implementation of the intervention programme, which comprised the quantitative data. The experiment schools Grade 4 Life Skills teachers led the implementation of the programme. Qualitative data were collected through semi-structured interviews with the Grade 4 teachers and the principal of the experiment school. The findings demonstrate that the implementation process over less than a year, did raise awareness and certain skills were developed and practised by learners. The effectiveness of the KiVa anti-bullying programme during a short period of six months, did establish consciousness and a change in attitude and behaviour. A statistically significant difference for two of the three categories, experiences at school (bullying) and about your life (well-being), of the questionnaire from before the implementation to after the implementation of the intervention programme was indicated at the experiment school. Thus, implications for future research regarding the implementation of the KiVa school-based programme are suggested.

KEY TERMS:

Bullying, types of bullying, bullying behaviour, effects of bullying behaviour, role players in the bullying scenario, influence of peer bystanders, parental involvement, tackling bullying, bully prevention, anti-bullying programme, anti-bullying policy, KiVa anti-bullying programme, elements of the KiVa anti-bullying programme, implementation of the KiVa anti-bullying programme, skills developed by the KiVa anti-bullying programme

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ACRONYMS

CDS	Compassionate Discipline Schools
CEM	Council of Education Ministers
CJCP	Centre for Justice and Crime Prevention
DBE	Department of Basic Education
DBST	District Based Support Teams
CPD	Continuing Professional Development
FEDSAS	Federation of Governing Bodies of South Africa
FET	Further Education and Training
HEDCOM	Heads of Education Departments Committee
HOD	Head of Department
IESA	Inclusive Education South Africa
IM	Instant Messaging
KiVa	<i>Kiusaamista Vastaan</i> (against bullying)
MEC	Member of Executive Council
NEPA	The National Education Policy Act
NGO	Non-Government Organisation
NSSF	National School Safety Framework
QPC	Quaker Peace Centre
SACE	South African Council for Educators
SASA	South African Schools Act
SBG	School Governing Body
SBST	School Based Support Teams
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Teams
T2P	Transform to Perform
UK	United Kingdom
UNESCO	United Nations Economic and Social Council
UNISA	University of South Africa
USA	United State of America
WCED	Western Cape Education Department

CHAPTER 1: OVERVIEW OF THE RESEARCH

1.1 INTRODUCTION

The purpose of this research was to prevent bullying through an evidence-based programme in the South African primary school context. Bullying is a worldwide phenomenon which has developed far beyond childhood teasing (Huggins, 2016, p.196). Definitions of bullying have been put forward by many researchers (Cantone, Piras, Vellante, Preti, Danielsdötter, D'Aloja, Lesinskiene, Angermeyer, Carta & Bhugra, 2015, p.58; Vreeman & Carrol, 2007, p.78). The main elements of bullying seem to include intentional aggressive behaviour in which one or more persons repeatedly over a period, intimidate, harass, or physically harm a peer who cannot easily defend him/herself. The victim tends to be weaker regarding physical size, psychological or social power, or other factors that result in a significant power inequality (Ross & Horner, 2009, p.784). Therefore, the critical elements of bullying, are an imbalance of power between peers, an intentional act to harm taking place over a period and can include various forms (Coloroso, 2016, p.47; Olweus, 1993, pp.9-10). Teasing is an annoying, playful act and a non-repeated action that is not intended to hurt a person, and those involved also tend to be equal regarding social power. In contrast, bullying is considered a deliberate, intentional act meant to embarrass and hurt someone by an unpleasant emotion caused by the threat, pain and harm, and at the same time, presenting amusement to the bystander(s) Coloroso (2016, p.46). Unfortunately, bullying is common in today's school societies with catastrophic consequences, affecting not only the school but the broader community, the overall functioning and climate of a school (Kruger, 2013).

According to Donald, Lazarus and Moolla (2015, p.270), Lösel and Bender (2014, p.60), Leoschut (2008, p.2) and Wölfer and Scheithauer (2014, p.309) bullying is a severe social problem in the school setting, and this form of aggressive behaviour can be expressed in many direct and indirect ways. Direct forms tend to be physical in nature, while psychological forms tend to be indirect in nature. A new form of bullying, cyberbullying, using modern communication technologies in acts of intentional and repeated harm has also been identified (Paul, Smith & Blumberg, 2012, p.128; Schneider, O'Donnell, & Smith, 2015, p.611).

In a school setting, teachers do not always respond to bullying and sometimes do very little to intervene (Olweus, 1993, p.20; UNESCO, 2017, p.9; Yoon & Bauman, 2014, p.309). As stated in the National School Safety Framework (NSSF) teachers often define bullying as “only teasing”, and the NSSF has noted an alarming increase in numbers where “bullying is experienced by more than one in ten learners” (Department of Basic Education, 2016, pp.3, 8). Teachers are ineffective at handling a bullying situation, according to the study of Hlophe, Morojele and Motsa (2017, p.13) as it seems that teachers rather extend the situation instead of reducing the violence. Research in the Free State has revealed that almost 68% of all learners at school are exposed to bullying behaviour (Brittz, 2016, p.298). The Department of Basic Education (DBE) has been committed to addressing this issue through the creation of the National School Safety Framework (NSSF) which aims at preventing, managing and responding to bullying and creating a safe, supportive learning environment for all learners in the school community (DBE, 2016, p.3).

1.2 PROBLEM STATEMENT

As bullying is a worldwide phenomenon, it is important to explore to what extent it is an issue in South Africa and which forms of bullying seem to be more prominent. While there are well-documented systemic reviews of interventions internationally by Cantone et al. (2015, p.66) and Ttofi and Farrington (2009, pp.26-61) which included the Olweus Bullying Prevention Programme (Norway), Steps to respect (USA), KiVa Anti-bullying Programme (Finland), Friendly Schools (Australia), Promoting Alternative Thinking Strategies (Switzerland), the Greek Anti-bullying Programme (Greece), the Kia Kaha Programme (New Zealand) and many more, there seems to be a dearth of information regarding an evidence-based programme in primary schools of South Africa.

Apart from the lack of documented programmes in South Africa, research has outlined a range of consequences related to bully victimisation, bystanders and even the bully. As stated by the NSSF (DBE, 2016, p.8) these consequences devalue a person’s well-being and performance negatively influence a person’s physical, social, psychological, emotional state in addition to academic performance. The NSSF has outlined all possible risk factors at different levels such as individual, family, school and social (DBE, 2016, p.7). A speech made by the Minister of Basic Education, Mrs Angie

Motshekga (2016), at the Congress of South African Students School Safety Summit, highlighted a few increased consequences such as drop-out and truancy rates, self-confidence, and low levels of academic performance. "Learn without fear," was the topic of the Minister's speech, which stresses the point that bullying behaviour must be addressed. Apart from the Minister's speech highlighting a healthy learning environment, statistics on school attendance in South Africa, indicate that 97% of school-age children, 7 to 17 years of age, attend schools in South Africa (Hall, 2017). Whereas the attendance rates drop significantly for school attending children from the ages of 14 to 18 years. Reasons for dropping out of school according to Naidoo, Satorius, De Vries and Taylor (2016, p.814), were multifactorial, but bullying and victimisation in schools were contributing factors to adolescence absence.

Previous research in South Africa has focussed extensively on violence rather than prevention of bullying. Bullying tends to be more dominant among adolescents, as it seems that bullying is not addressed at primary level. Research by Naidoo et al. (2016, pp.818-819) and Hlophe et al. (2017, p.13) highlights the need for a school-based intervention programme, reducing bullying. It is vital to implement this targeted programme at a younger age, as to equip learners with skills to communicate and prevent bullying during adolescence. According to Burton (Hlayiseka tackles violence, 2010), early intervention is the goal to build resilience among children with core values being introduced and developed at an early age.

To address school violence in South Africa, the Centre for Justice and Crime Prevention (CJCP) launched the Hlayiseka School Safety Toolkit in 2008, which forms the basis of the NSSF (Burton, 2012, p.60). Anti-bullying campaigns in South Africa by non-profit organisations (NGOs) addressing bullying issues have been noted by Sojolo, Pikaan and Knott-Craig (2012, p.1). The Quaker Peace Centre, in co-operation with the Western Cape Education Department (WCED), launched a non-violent project in the Metropole South Education District of the Western Cape (Goldblatt, 2010, p.10). AfriForum, a civil rights organisation in South Africa, launched their anti-bully awareness campaign at schools during 2017 (Rademeyer, 2017) with the introduction of an anti-bullying week at primary and nursery schools. Though a few campaigns could be traced, and some anti-bullying programmes found in the South African school

context, the need for a well-researched programme cannot be overstated as issues continue to arise with schools facing and dealing with escalating bullying behaviour.

Furthermore, although most programmes start at a primary level, their focus is mainly on discipline and dealing with school violence. Bullying is only a small part of discipline, but the focus should be on gaining skills on how to handle a bullying situation rather than only disciplining the bully. Therefore, the need to investigate anti-bullying programmes is of great significance as bullying is a significant problem. High Schools are affected most, because bullying has not been dealt with satisfactorily at a primary school level, preventing and supporting the victim and bystander with the necessary skills to cope with such a situation and equipping the teacher with skills to recognise and deal with cases of bullying.

The University of Turku in Finland has developed a well-researched evidence-based anti-bullying programme, reducing bullying in a school setting. This effective programme called KiVa, '*Kiusaamista Vastaan*', means 'against bullying', has thrived in the school environment. The programme's aim is to empower the bystander with developing responses to bullying and effectively tackling cases of bullying (Juvonen, Schacter, Sainio & Salmivalli, 2016, p.335). Research has confirmed that when bystanders (witnesses) to bullying do not reinforce the bullies, and act in supportive ways to the victim, the frequency of bullying incidents is lower and those who continue to be bullied, feel less anxious (Juvonen et al., 2016, p.336)

This study focused on prevention strategies, implementing a well-researched programme at primary level.

1.3 RATIONALE FOR THE STUDY

Bullying is not new in any social community (Burton, 2008, p.1; Olweus, 1993, p.1). As the bullying phenomenon seem to be on the increase, we must reflect on why this is happening, what appears to be encouraging the rise of the unhealthy behaviour of bullying and what can be done about it. The problem statement highlights several factors that are of concern, namely the detrimental effects of bullying behaviour for all involved (the bully, the victim and the bystander), the statistics illustrating the number of children affected and the lack of coordinated efforts to address the pandemic.

We currently live in a technological age, in an interconnected global village, it is imperative that workable strategies be put to the table. This is a world where everyone and everything are linked by internet connections, the availability of affordable smart mobile devices increases, but the presence of the internet's advantages are not without dangers and risks (Payne, 2014, p.11) such as imparting messages by speaking (verbal and non-verbal), writing or using some medium like a smart phone and the computer. The causes of bullying are immeasurable, but this social problem needs to be addressed and ultimately prevented. Anti-bullying campaigns are not new in South Africa, as mass media campaigns are widely used to inform large populations using existing media, such as television, radio, Facebook, and newspapers to raise awareness of bullying. However, exposure to such messages is entirely passive as reported by Bradshaw (2013, p.293), who explains that these brief types of messages aimed at raising awareness does not change the outcome, and as such, extended programmes are required. Prevention, according to Hawkins et al. (2016, p.40), "is the best investment we can make, and the time to make it is now". Anti-bullying campaigns should be pro-active by implementing prevention and intervention programmes as part of the school-based curriculum. As recommended by Wolhuter and Russo (2013, p.10), peer intervention programmes should be developed to support learners dealing with misbehaviour, violence and bullying experienced in their lives.

Thus, my research focused on a school-based prevention programme, the KiVa anti-bullying programme implemented in the South African school context. Its aim was to ascertain if the programme was implemented as intended, the success of programme in preventing bullying and to discover whether, schools would be able to work out a system to communicate and collaborate on a regular basis to improve the well-being of all children (Haataja, 2016, p.57).

The words of Barbara Coloroso send a vital message: "I believe that if we are to survive as a planet, we must teach this next generation to handle their own conflicts assertively and non-violently. If in their early years our children learn to listen to all sides of the story, use their heads and then their mouths, and come up with a plan and share, then, when they become our leaders, and some of them will have the tools to handle global problems and conflict" (Brittz, 2016, p.293). These words relate to KiVa's

vision of giving children, not bullies or victims, tools to support the bully, victim and ultimately over time decrease bullying behaviour.

Wölfer and Scheithauer (2014, p.309) as well as Graham and Juvonen (2001, pp.54-61), point out the detrimental consequences that school violence and bullying has on a victim, which include loss of self-esteem, an increase in anxiety and fear, poorer academic achievement, physical and mental health problems such as attention-deficit disorders, post-traumatic stress disorder, as well as a self-blaming attitude which could lead to suicidal tendencies. Research confirms that bullying does not only have a negative effect on the victim but also the bystanders (Polanin, Espelage & Pigott, 2012, p.47). According to Woolfolk (2014, p.109), being rejected by peers is harmful to all learners, regardless of age, and bullies, victims and bystanders need guidance in developing social skills, resolving conflicts and in coping with aggression. Therefore, as mentioned by Bradshaw (2013, p.288), schools need guidance on which programmes to implement, which strategies to prevent bullying and to support learners cope and respond appropriately when bullying occurs. The KiVa programme is one such programme.

The KiVa anti-bullying programme is a whole-school, well developed and researched programme to prevent bullying (Haataja, Voeten, Boulton, Ahtola, Poskiparta & Salmivalli, 2014, p.480). However, concerns have been raised in previous research, as noted by Konu and Lintonen (2006, p.633), that intervention programmes are rarely put into practice. In the implementation of anti-bullying programmes, it is of utmost importance to gather not only data but motivate schools to take part and commit (Haataja et al., 2014, p.479). Reduction of bullying and victimisation after a period would be the broad outcome of implementation and verify the effectiveness of a programme or approach for policy stakeholders and programme developers. Support could be rendered to schools that have not implemented anti-bullying programmes and a platform created to compare the differences between intervention and control schools.

1.4 RESEARCH AIM

The broad aim of this study was to explore the effectiveness of bullying prevention through an evidence-based programme in the South African school context. The primary objective of the study was to explore the effectiveness of the KiVa anti-bullying

programme in primary schools in the Eden-Central Karoo District of the Western Cape, South Africa. KiVa is a programme designed for school environments, and this study focused on the main elements of the KiVa anti-bullying programme, as their emphasis is on preventing bullying from occurring by providing teachers, learners, victims of bullying and bystanders with tools in supporting them to stop bullying from occurring. As the whole school tends to be affected, learners need to be equipped with the necessary skills to prevent bullying resulting in an attitude change after implementation of the intervention programme. The objectives of the research were:

- 1) To describe the main elements of the KiVa anti-bullying programme;
- 2) To explore what skills are included in the anti-bullying programme;
- 3) To examine if there is an attitude change regarding bullying behaviour from before the intervention is implemented to after the intervention is implemented.

1.5 RESEARCH QUESTIONS

The purpose of this study was to explore the KiVa anti-bullying programme as an evidence-based programme in two primary schools in the Eden-Central Karoo District of the WCED. It was explored the extent to which bullying can be prevented in South African Schools. The primary research question to be addressed in this research is:

How effective is the KiVa anti-bullying programme in primary schools in South Africa?

The main question necessitated the formation of sub-questions. These sub-questions are formulated as follows:

1. What are the main elements of the KiVa anti-bullying programme?
2. What skills are included in the anti-bullying programme?
3. To what extent is there an attitude change with the implementation of the bullying programme?

1.6 OVERVIEW OF METHODOLOGY

The focus of Chapter three is to describe the research methodology for this study. The method used aims to explore the effectiveness of bullying prevention through an

evidence-based programme in the South African school context. Chapter three describes, explains and justifies the research design chosen by the researcher for the most appropriate and relevant data collection to answer the postulated research questions (Section 1.5).

In summary, this study made use of the pragmatism paradigm which Creswell (2015, p.124) defines as a philosophy of research concerned with the consequences and interpretation, the problem and action in a social situation and what works in the real-world (Section 3.2). A mixed methods intervention design was chosen as the method most suitable for collecting data and a more comprehensive view about the effectiveness of the KiVa intervention programme in the South African school context. The sample consisted of two schools, purposively selected (Section 3.5). Instrumentation and data collection techniques included the KiVa questionnaire which was administered before implementation and once again after implementation (Section 3.6.2). The KiVa intervention programme was presented by the Grade 4 Life Skills teachers (Section 3.6.1) with interviews scheduled with the experiment school Grade 4 Life Skills teachers and the principal (Section 3.6.4). The researcher kept a research journal, reflecting thoughts throughout the study for the purposes of reflectivity (Section 3.6.5). The data collection process, such as the administering of the questionnaire, the intervention programme and the interviews, are discussed in detail in Section 3.7. Mixed methods data collection consisted of both quantitative and qualitative data, which were analysed, described and interpreted separately for a better understanding. Quantitative analysis (Section 3.8.1) consisted of descriptive analysis for pre- and post-test, with inferential analysis in the post-test. In contrast, qualitative analysis (Section 3.8.2) involved an inductive approach through thematic analysis to identify themes set within the data. Reliability and validity, credibility and trustworthiness were reviewed, and possible threats were thoroughly considered and discussed in Section 3.9.

Research ethics (Section 3.10) for this research study, were set as guides and assistance for the researcher to establish goals and reconcile conflicting values, as described by Johnson and Christensen (2000, p.63). Limitations and delimitations were considered carefully and elaborated on in Section 3.11.

1.7 STRUCTURE OF THE DISSERTATION

Chapter one comprised an introduction (Section 1.1) and the problem statement (Section 1.2) with the rationale for the study being described (Section 1.3). Research aims for this study were defined in Section 1.4 with the relevant research questions (Section 1.5). An overview of the methodology was provided briefly in Section 1.6. with the structure and outline of the dissertation (Section 1.7) being presented.

Chapter two is committed to a literature review, providing a summary of a definition for bullying as introduction (Section 2.1). The background to the South African Education System legislations and handling of bullying is described in Section 2.2. Safety as a fundamental human right is explored and how bullying violates five constitutional rights manifested in the Bill of Rights (Section 2.3). The four types of bullying (Section 2.4) such as direct physical bullying (Section 2.4.1), direct verbal aggression (Section 2.4.2), indirect bullying (Section 2.4.3) and cyberbullying (Section 2.4.4) is discussed. The roles that the parent and teacher play in the bullying phenomenon are explored (Section 2.5). Role players in the bullying event (Section 2.6), such as the bully (Section 2.6.1), the victim (Section 2.6.2) and the bystander (Section 2.6.3) are reviewed. The bystanders are further classified by the different roles they play, the assistant of the bully (Section 2.6.3.1), reinforcers of the bully (Section 2.6.3.2), silent approvers (Section 2.6.3.3) and the defenders of the victim (Section 2.6.3.4). Effects of bullying behaviour (Section 2.7) are elaborated and discussed as the effects on the victim and the bystander (Section 2.7.1), and the effects that bullying has on the bully (Section 2.7.2). National (Section 2.8) and international (Section 2.9) anti-bullying programmes are reviewed and finally, the conceptual framework that guides this study, the theory of system theory is presented in Section 2.10.

Chapter three provides an in-depth explanation of the research methodology used in this study. A description of pragmatism as a research paradigm underpinning this research design and methodology, is provided (Section 3.2). Mixed methods as methodology (Section 3.3) and the intervention design as method (Section 3.4) were consisted the best choice to answer research questions postulated in Section 1.5. Sampling and population for this research is discussed in detail in Section 3.5. The instrumentation and data collection techniques (Section 3.6) are elaborated on in sub sections, such as the KiVa intervention programme is elaborated on in Section 3.6.1, the KiVa questionnaire for participant completion is discussed in Section 3.6.2, the

implementation of the programme (Section 3.6.3), interviews with experiment school implementers of the programme are reviewed (Section 3.6.4) as well as the research journal where the researcher reflects on experiences throughout the collection of data and emerging findings (Section 3.6.5). The process of collecting data for this study are explored (Section 3.7). An overview of quantitative (Section 3.8.1) and qualitative (Section 3.8.2) data analysis and interpretation is considered, with reliability, validity, credibility and trustworthiness addressing threats to internal and external validity within the intervention design in Section 3.9. Research ethics for this study are reviewed (Section 3.10) with a discussion of limitations and delimitations in Section 3.11.

Chapter four examines the findings of the research. In addition, the modifications to the KiVa anti-bullying programme in the South African school context are described (Section 4.2). A detailed description of participants is provided (Section 4.3). The data analysis for quantitative data (Section 4.4) and the discussion of results presented as tables are provided in Sections 4.5.1, 4.5.2, 4.5.3 & 4.5.4. Reliability and validity for the quantitative instrumentation are discussed (Section 4.5.5). Data analysis for qualitative data (Section 4.6) and the discussion according to emerging themes of the thematic content analysis is presented in Section 4.7.1. Relevant quotations from the data are included in the discussion of each theme (Section 4.7.1.1 to Section 4.7.1.11). Threats to internal and external validity are considered and discussed in Section 4.7.2.

Chapter five contains a discussion of the findings, limitations and the recommendations of the further research. A summary of the research design and methodology (Section 5.2), and the findings are discussed according to the research questions (Section 5.3). Reflection on the conceptual framework and changes based on findings (Section 5.4) are also discussed in the chapter. Limitations in the implementation of the programme are carefully considered and examined (Section 5.5). Future recommendations in terms of policy, practise and future research regarding guidelines and the research are discussed in Section 5.6.

1.8 CONCLUSION

The research aimed to explore the effectiveness of bullying prevention through an evidence-based programme in the South African context. The long-term effects and influence that bullying have on a person's physical, social, psychological and emotional state indicate the need to create a safe, supportive learning environment for

all learners. Thus, because schools need to prevent bullying, this research study focused on a school-based prevention programme, the KiVa anti-bullying programme implemented in the South African school context. The effectiveness of prevention, depending on the implementation as intended by teachers, was examined.

In the next chapter, the literature review relating to the study is discussed. Several aspects of the bullying phenomenon are emphasised.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Research has shown that a form of violence that regularly takes place in schools is bullying (DBE, 2016, p.8; Sullivan, 2000, p.3; UNESCO, 2017, p.8). Bullying has many definitions and there are various ways of understanding it. Definitions of bullying consist of one or more of the following vital elements: it is aggressive behaviour that involves unwanted, harmful actions (Olweus, 1993, p.10) involving a pattern of behaviour, which is organised, systematic and repetitive, occurring over a period of time (DBE, 2016, p.8; Olweus, 1993, p.10; Sullivan, 2000, p.10). Intended bullying (wilful and deliberate) is thus viewed as the repeated targeting of a person with the intention to physically, emotionally or socially harm (Coloroso, 2016, p.47; Sullivan, 2000, p.9) and involves an imbalance of power or strength (Coloroso, 2016, p.47; Olweus, 1993, p.10; Sullivan, 2000, p.9), which may come from differences in age, physical strength, the status of popularity, ethnicity or the opposite sex (CJCP & DBE, 2012b, p.5; Coloroso, 2016, p.47; DBE, 2016, p.8). Coloroso (2016, p.192) explains that “bullying is not about anger or conflicts, it is about contempt”, emerging in an attitude of indifference (Coloroso, 2016, p.148). Contempt, according to the Oxford Dictionary (Hornby, 1995, p.249), is “the feeling that somebody or something is completely worthless and cannot be respected”.

Bullying, involving one or more people (DBE, 2016, p.8), causes physical and psychological harm to the victims of bullying (DBE, 2016, p.8; Sullivan, 2000, p. 10), and is often hidden from authority figures (Sullivan, 2000, p.10). All forms of violence and bullying in schools infringe on the fundamental right to education, and as such, unsafe learning environments reduce the quality of education received by all learners, according to UNESCO (2017, p.4). Furthermore, bullying violates five constitutional rights falling under the fundamental right of safety, protected in the South African Bill of Rights. Learning might be restrained when bullying occurs, not only for the victim but also the bully and the bystander. To fully conceptualise and understand bullying, definitions, forms of bullying, effects of bullying behaviour and role players in the bullying phenomenon, are reviewed in this chapter.

In this chapter, the background to the South African Education System is reviewed (Section 2.2) considering the guidance from the Department of Education for schools to address bullying in schools. Policies and legislation which promote the right to safety for learners and educators in a school environment and support school structures to create an environment that is conducive to learning is discussed. Section 2.3 outlines the five constitutional rights in the Bill of Rights focusing on how bullying violates these fundamental human rights. Safety as a fundamental human right is discussed through equality, human dignity, freedom and security of the person, freedom of expression and children. Various definitions of bullying are summarised in Section 2.4 to develop a better understanding of the concept of bullying. In addition, the three types of bullying, namely direct bullying, indirect bullying and cyberbullying are elaborated on. Role players such as parents, teachers are explored in 2.5 and the role players in the bullying phenomenon is discussed in 2.6 in order to develop a better understanding of the bullying situation and problem.

Thereafter, in Section 2.7, the effects of bullying behaviour on the bully, the victim and the bystanders are presented. National anti-bullying programmes and campaigns in South Africa are discussed in 2.8 with international anti-bullying programmes being explored in 2.9. The conceptual framework of this study, where the school is an institution operating as a system of interdependent parts that mutually affect one another (Donald et al., 2015, p.137), is discussed and reviewed through systems thinking for social change in Section 2.10.

2.2 BACKGROUND LEGISLATION WITHIN THE SOUTH AFRICAN EDUCATION SYSTEM

South Africa's post-apartheid civilisation rests on respect for human rights (CJCP & DBE, 2012a, p.2). Since 1996, all South African citizens are protected by the Constitution of the Republic of South Africa, which includes the Bill of Rights which states that everyone has the right to be free from all forms of violence (South Africa, 1996). The Constitution also provides the legal framework for a national education

system (Pretorius, 2011, p.127) which is made up of various role players. Figure 2.1 provides an overview of the role players in school governance.

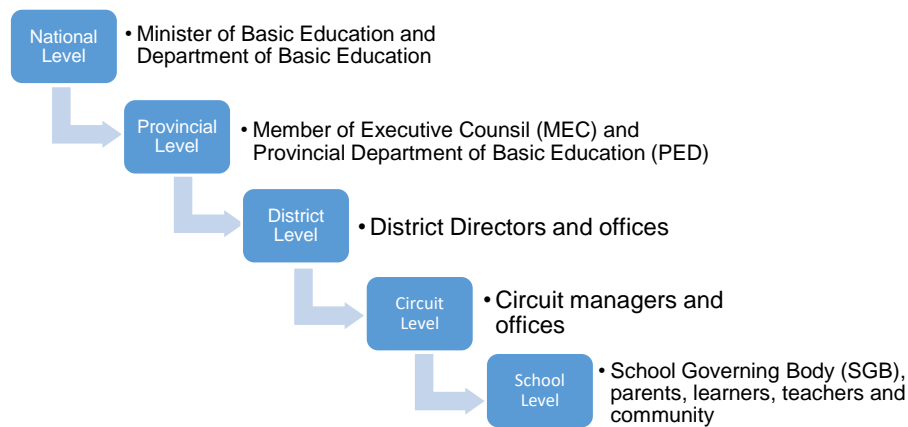


Figure 2.1: Various role players in school governance

(adapted from Mansfield-Barry & Stwayi, 2017 p. 77)

Note: The information represented in the table is a summary from “Basic Education Rights Handbook - Education Rights in South Africa - Chapter 3: School Governance” by Mansfield-Barry and Stwayi, 2017, retrieved April 8, 2019 from Section 27 Catalyst for Social Justice: <http://section27.org.za/wp-content/uploads/2017/02/Chapter-3.pdf>

The Department of Basic Education (DBE) is administered by the Director General as the leader, the Minister of Education, a deputy minister and assisted by the Department of Education. The principle responsibility of the DBE is to provide national education policies and legislative frameworks (DBE, n.d.).

The DBE shares the responsibility of controlling, administering and managing schools situated within the nine provincial departments of education, with the provinces working closely with the DBE to ensure that they are in line with national policies (DBE, n.d.; Pretorius, 2011, p.127). The Member of Executive Council (MEC), the political head and the highest education authority in a province, has the responsibility of implementing policies and legislations (Pretorius, 2011, p.128). The educational provision within the provinces is administered through divisions at Head of Department (HOD) level, also called Superintendent-General of Education and through district and circuit offices (Lemmer, 2004, p.5).

The Provincial departments’ key communicator between provincial offices and the schools in their care is the district office (DBE, n.d.). The district offices are supported by their circuit offices. The circuit offices have four primary responsibilities, prioritised

by the schools most in need of their services, which include planning, support, oversight and accountability and public engagement (DBE, n.d.). Another crucial role is the forming and implementing of District Based Support Teams (DBST). The DBST consist of more than one specialised occupation to support and organise necessary support for learners with barriers to learning. As this epigraph explains: "... the key to reducing barriers to learning within all education and training lies in a strengthened education support service" (Directorate: Inclusive Education, 2005, p.6).

The policy on Screening, Identification, Assessment and Support (SIAS) was introduced to provide a standardised protocol of the procedures to identify, assess and provide programmes and support to schools (DBE, 2014, p.10). The DBST's responsibility is to administer the SIAS policy and support schools, learners and parents. As bullying might be a factor causing a decrease in the learning performance of the victims and the bystanders of bullying, SIAS is an important policy to guide a school in addressing this behavioural and social problem. According to the SIAS, the teacher is the key person to identify any vulnerability and signs of bullying. The teacher is then respond to the bullying in an appropriate manner (CJCP & DBE, 2012a, p.21; DBE, 2014, p.34).

The South African Schools Act (SASA) was developed to allow parents, learners and the community to play a more significant part by means of participatory democracy and the right to education (Mansfield-Barry & Stwayi, 2017, p.80). A school consists of several components and role players, such as principals, educators, learners, school management teams (SMT), school governing bodies (SGB), school-based support teams (SBST) and parents or caregivers (CJCP & DBE, 2012a, p.6). The principal of a school has the responsibility of the day-to-day running of the school as well as the establishment, functioning and support of the SGB, SMT and the SBST. The SMT is responsible for ensuring the everyday management of the school, determining and implementing policies that are appropriate for the school (Mansfield-Barry & Stwayi, 2017, p.78). According to the DBE (Duty of School Governing Body, n.d.), the key responsibilities of the SGB is decision making, planning, conflict management, team building, negotiation and school finances. In addition, important policy-making functions of the SGB are the admission policy, code of conduct, language policy, pregnancy policy, religious policy and school fees.

Of interest in this study is the protection of the rights of children in the school. One of the major duties of the SMT and the input of the SGB is to create a safe school environment where the code of conduct is of utmost importance in ensuring that learners' right to a safe school is realised (Prinsloo, 2005, p.9). The code of conduct must include policies and procedures that are appropriate for school rules and issues which may arise, such as dealing with bullying. The SGB has the responsibility of implementing this policy in schools.

The SBST's main responsibility is to determine the support needed within the framework of the SIAS policy (IESA Factsheet: The Role and function of the School Based Support Team, 2018). Table 2.1 below presents the key policies instituted by the DBE.

Table 2.1: Key policies and legislations instituted by DBE at national level

Policies, Acts and Legislations:	Main elements
National Education Policy Act (Act 27 of 1996)	To confirm by law the policies, and legislative and monitoring responsibilities of the Minister of Education and to formalise relations between national and provincial authorities. Underpinning the Council of Education Ministers (CEM), and the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums to collaborate in developing the education system. The National Education Policy Act (NEPA) 27 of 1996, provided for the formulation of national policy in general, and Further Education and Training (FET) policies including curriculum, assessment, language and quality assurance.
South African Schools Act 1996 (Act 84 of 1996)	The legal foundation for schools in South Africa. It provides that all learners have access to quality education without discrimination. This Act hinge on the principles of White Paper One and Two and encourage access, quality and democratic school governance. The responsibilities and duties of the SBG are also stipulated in this Act. It provides that governing bodies of public schools must adopt to a code of conduct for learners after consultation with learners, parents and educators of the school. This code comprises a set of

Policies, Acts and Legislations:	Main elements
	rules which sets the standard for learner behaviour and encourage self-discipline and mutual respect (Laas & Boezaart, 2014, p.2678).
Abolition of Corporal Punishment Act (Act 33 of 1998)	Provides the elimination of corporal punishment authorised in legislation and for matters connected therewith.
Employment of Educators Act, 1998 (Act 76 of 1998)	This Act governs the professional, moral and ethical responsibilities of educators, and teachers' competency requirements. Together with the South African Council for Educators (SACE) and this Act controls the teaching body in South Africa.
South African Council for Educators (SACE) Act (Act 31 of 2000)	Provides for the foundation of a council to manage the registration of educators, encourage professional development, and set, maintain and protect ethical and professional standards.
Policy on Screening, Identification, Assessment and Support (SIAS) (2014)	Provides a framework with which to standardise the procedures to identify, assess and provide programmes for all learners who require additional support to enhance their participation and inclusion in school. It also includes a protocol as well as a set of official forms to be used by teachers, SBST and DBST (IESA Factsheet: The Role and function of the School Based Support Team, 2018)

Note: Most of the information represented in the table is a summary from "The South African Education" by Pretorius in "Themes in South African Education" by Lemmer and Van Wyk, 2011, pp. 125-126 and the Department of Basic Education website, retrieved April 8, 2019, from <https://www.education.gov.za/EducationinSA.aspx>

The NSSF, based on the Hlayiseka School Safety Programme, was developed by the CJCP, in partnership with the DBE and funded by UNICEF (DBE, UNICEF & CJCP, 2015). The Framework was approved in April 2015 by the Minister of Education (Makota & Leoschut, 2016, p.18) and published in August 2012. The NSSF consists of resources on the prevention and management of bullying, implementation procedures (DBE, 2016) and equips school principals, educators, school governing bodies and other concerned parties with a trainer's manual, the course reader and the course workbook to address bullying at schools (CJCP & DBE, 2012b, p.2) as part of "the national Anti-Bullying and Behaviour Change Campaign" (UNESCO, 2017, p.38).

According to UNESCO (2017, p.10), one of the key challenges in responding to violence and bullying is not only the "lack of legislations and policies, but rather the

weak enforcement of existing legislation and policies to protect learners”. To support this statement, in the foreword of the NSSF, the South African Minister of Education, Mrs Angie Motshekga, commented that, “any framework or tool is only as good as the degree to which it is implemented and monitored over time” (DBE, 2016, p.2). Therefore, all the policies and guidelines, provided by the DBE in South Africa are considered, as there is no lack of legislation, policies or guidelines, but rather a weak enforcement in schools. This then is one of the biggest challenges that South African schools face. The only issue to be identified the location of the weak enforcement and whether it occurs between the DBE, the MEC and schools, or within the school. This is a matter that needs more attention and could be researched in future.

2.3 SAFETY AS A FUNDAMENTAL HUMAN RIGHT

Olweus (2010, p.1) believes that feeling safe at school is a fundamental human or democratic right, which means that governments and schools play an important part in assuring that they honour the rights of a child (Olweus, 2010, p.1). In the context of South Africa, citizens are protected by the Constitution of the Republic of South Africa, 1996. The Constitution includes the Bill of Rights, which is considered the cornerstone of democracy in South Africa. It enshrines the rights of all people in the country and affirms the democratic values of human equality, dignity and freedom. As bullying appears to be the cause of psychological trauma for the victim, even affecting the bystander, the Bill of Rights states the following (South Africa, 1996) about equality:

9. Equality

4. No person may unfairly discriminate directly or indirectly against anyone on one or more grounds regarding race, gender, sex, pregnancy, marital status, ethnic or social origin, sexual orientations, age, disability, religion, conscience, belief, culture, language and birth.

In contrast, the definition of bullying shows that it is a direct or indirect act of unfair discrimination against the victim. Ross and Horner (2009, p.784) define bullying as repeated acts of aggression, intimidation, or coercion against a victim. Therefore, a bully does not respect equality, and this results in a significant power of inequality and a loss of human dignity, which leads to a further right:

10. Human dignity

Everyone has inherent dignity and the right to have their dignity respected and protected.

Every person was born with dignity and a sense of worth, so parents and teachers need to teach all children to respect each other, although each one is different. According to Prinsloo (2005, pp.7-8), the violation of this right is particularly prevalent during informal interactions on the playground where bullying is present. Bullying represents an attack on human dignity and cannot be tolerated (Western Cape Education Department, 2005). Thus, schools have an obligation to protect the human dignity of their learners (Prinsloo, 2005, p.8), ensuring respect. By preventing bullying and supporting the victim and the bystander, human dignity can be restored.

The right to freedom and security is presented below:

12. Freedom and security of the person

1. *Everyone has the right to freedom and security of the person, which includes the right*
 - c. *To be free from all forms of violence from either public or private sources;*
 - d. *not to be tortured in any way; and*
 - e. *not to be treated or punished in a cruel, inhuman or degrading way.*
2. *Everyone has the right to bodily and psychological integrity, which includes the right*
 - b. *to security in and control over their body.*

According to Sojolo et al. (2012, p.2), bullying is an abuse of power, feeding on fear created by the bully in the victim. Bullying is not reflected in this Right, as the victim is trapped and not free, tortured, degraded and in a way loses control over body and mind as protection of self is difficult. Any form of bullying causes psychological trauma for the victim, resulting in low self-esteem (Sojolo, et al., 2012, p.2). The victim,

according to Cantone et al. (2015, p.59) is of a lower status than the bully and therefore tends to isolate and withdraw from social situations.

Another example of where bullying contrasts with the right of freedom of expression is set out in 16.2.c:

16. Freedom of expression

1. *Everyone has the right to freedom of expression*
2. *The right in subsection (1) does not extend to*
 - c. *advocacy of hatred that is based on race, ethnicity, gender or religion, and that constitutes incitement to cause harm.*

Bullying causes harm to the victim as well as the bystander, has adverse effects and detrimental consequences (Polanin, Espelage & Pigott, 2012, p. 47; Wölfer & Scheithauer, 2014, p.309). According to Cantone et al. (2015, p.59), the persistence of bullying for prolonged periods of time may cause the development of low self-esteem and depressive symptoms that can persist into adulthood.

Children are protected in the Bill of Rights, as enshrined in the Constitution:

28. Children

- *Every child has the right*
 - d. *to be protected from maltreatment, neglect, abuse and degradation*
- *A child's best interests are of paramount importance in every matter concerning the child.*

In line with the Bill of Rights and the commitment of the DBE, as stated in the NSSF (DBE, 2016, p.3), bullying must be taken seriously and cannot be ignored in schools. The Western Cape Education Department's (WCED) (2005) media release, issued by Paddy Attwell, said: "It is crucial that the rights of learners are respected and protected and that learning environments are created where learners can, free from abuse, make full use of their learning opportunities". This media release of more than a decade ago,

expresses the importance for parents, teachers and schools to act positively to prevent bullying because the effect that it has on the victim continues throughout life (UNESCO, 2017, p.12).

2.4 TYPES OF BULLYING

Bullying takes on many forms; therefore, it is of utmost importance to understand bullying, the type of bullying and what bullying it is and what it is not. Bullying can be identified in different forms, running parallel or individually, such as direct bullying (physical), indirect bullying (psychological), also relational or social bullying, direct verbal aggression and cyberbullying (DBE, 2016, p.8; Salmivalli, Pöyhönen & Kaukiainen, 2014, p.6; Storey, Slaby, Adler, Minotti & Katz, 2013, p.4). According to Storey et al. (2013, p.4), understanding what bullying looks like, will support and help all involved to stop and prevent it before it becomes aggravated and prolonged. In the section to follow, the different types of bullying are described.

2.4.1 Direct Physical Bullying

Direct bullying is characterised as physical aggression or open attacks on the victim such as hitting, biting, choking, hair pulling, pinching, scratching, pushing, kicking, twisting of an arm or leg into a painful position, forceful walling in/out, spitting, punching or any other form of physical attack and intimidation. According to Sullivan (2000, p.11), this also includes damaging a person's property or forcibly taking something, like a person's lunch, money or belonging (CJCP & DBE, 2012a, p.12). Physical aggression involves violent bodily contact (violence) between a bully and a victim, where the bully purposefully intimidates the victim. Therefore, it is the most problematic and can evolve into a criminal offence (Coloroso, 2016, p.74). These characteristics often cause traces or evidence such as bruising, scratches or cuts, which indicate that the victim has been physically assaulted.

Direct bullying does not only have a physical component, but also influences the victim's emotional and mental well-being. As this is the most noticeable type of bullying, less than one-third of incidents of this type of bullying are reported (Coloroso, 2016, p.73). According to Coloroso (2016, p.73), this is seldom the first attempt by

bullies, as they will initially make use of direct verbal aggression or relational bullying, and if they get away with this type of bullying, it evolves into direct bullying.

2.4.2 Direct Verbal Aggression

Direct verbal aggression includes name-calling, taunting, constant unkind remarks, insults, cruel criticism, yelling, belittling, threatening to hurt, racist insinuations, sexually abusive remarks and verbal abuse. According to Coloroso (2016, p.72) verbal aggression can also involve blackmailing of possessions, offensive phone calls, terrorising emails, scandalous text messages, anonymous notes with the aim of hurting that person. Direct verbal aggression is the most common type of bullying (Aboud & Miller, 2007, p.804). Words are hurtful and can dispirit the emotional strength of the target. As this type of bullying is very easy to get away with and can happen very quickly without any awareness of what is happening, it is painful and very harmful for the one on the receiving end (Coloroso, 2016, p.71). Because this type of bullying goes unchecked, it is easy to get away with it and as a result, it can become the norm. According to Coloroso (2016, p.72), as soon as a person is dehumanised, that person becomes an easy target and/or victim in a society that allows public discrimination (Aboud & Miller, 2007, p.804).

2.4.3 Indirect Bullying

Relational bullying can be characterised by social exclusion such as ignoring, isolating, excluding and rejecting, spreading lies or rumours, aiming to hurt the victim emotionally. Indirect bullying can also include non-verbal bullying such as staring, rolling of eyes, sighs, frowns and hostile body language (Coloroso, 2016, p.76). This type of bullying without violence is hidden, very hard to identify and most of the time when confronted, dismissed as unworthy or not intended. The Senior Phase at schools is the most common age for relational bullying to occur as this is the beginning of adolescence and is associated with physical, mental, emotional and sexual changes (Coloroso, 2016, p.76). According to the CJCP and the DBE (2012a, p. 12), non-verbal bullying includes writing hurtful messages, letters or graffiti, or showing disturbing pictures and videos that can hurt a person or damage their reputation.

2.4.4 Cyberbullying

The fourth type of bullying is cyberbullying, and according to the NSSF (DBE, 2016, p.9), this type includes the sending or posting of harmful material, which includes spreading rumours, posting false information, hurtful messages, embarrassing comments or photos, online or via social media, including mobile platforms such as mobile phones, or engaging in other forms of social aggression using the Internet or other digital technologies. Thus, when a person is harassed, frightened or humiliated by any means of a digital technology, it is termed cyberbullying. Digital attacks take place using the following technologies: cell phones, tablets, instant messaging (IM), e-mail, blogs (online journals), online profiles (like Facebook) and interactive online games. Bullying, defined as an imbalance of power with the intention to harm and provoking of terror, is intensified with the use of digital technologies (Coloroso, 2016, p.63). UNESCO (2017, p.15) noted that cyberbullying allows perpetrators to remain anonymous, affecting the victim at any hour or day, and it has the ability to reach a vast audience, quickly. Bullies are motivated by the anonymity and the power to transform their identity in cyberspace. Thus, the bully is detached from the actual response of the target and not held accountable for their actions (Coloroso, 2016, p.64). Cell phones are powerful multimedia computers, where the user can communicate by the use of instant messaging (IM) such as Facebook Messenger, WhatsApp, WeChat, Snapchat, Mxit, in addition to sending multimedia messages such as photos and video images, chatting online, browsing the Internet, downloading music, watching TV (DSTV, Netflix) and using apps to monitor movements of one another (geolocate). Thus, the cell phone makes an excellent portable tool for the bully as cyberbullying can take place anytime, anywhere (Coloroso, 2016, p.64) and can sometimes be quite an impulsive act as cell phones have cameras and video recorders at hand to share someone's clumsiness or mistake to humiliate or taunt a target.

2.5 THE ROLE OF THE PARENT AND THE TEACHER

Cash (2013) wrote in her blog: "Bullying is first taught at home. This permissive culture is further propagated by nothing being done about it. Don't be that parent". Young children enter a day-care centre, early childhood centres and schools with a history of experiences in behaviour from their family, the media and other children exemplified. According to Storey and Slaby (2013, p.7), these experiences children exemplify, play

a significant role in the development of children's participation in bullying behaviour. The effect and responsibility parents and caretakers have on the attitude and behaviours in the prevention and addressing of bullying is emphasised by a few researchers (Brittz, 2018, p.119; Mwamwenda, 2005, p.311; Olweus, 1993, p.39; Storey & Slaby, 2013, p.7).

Olweus characterised bullies displaying aggressive behaviour in more than one situation and therefore examined the question: "What kind of rearing or other conditions during childhood are conducive to the development of an aggressive reaction pattern?" (1993, p.39). In response, he identified four important factors during his research conducted predominantly with boys (Olweus, 1993, pp.39-40). The first factor is the basic emotional attitude of the primary caretaker (usually the mother) during the child's earlier years. A lack of warmth and involvement increases the risk of the child becoming aggressive and hostile towards others. A parent/caretaker is a child's first role model, an exemplar of behaviour and communication. The idiom, *monkey see, monkey do*, is generally true with children, especially during their younger years. Berne (1961, p.87) suggested the transactional analysis theory, with regard to the way people talk to others and themselves. The human personality is comprised of three components which he referred to as Parent, Adult and Child ego states. The Parent ego state represents a set of thoughts, feelings and behaviour which is obtained from parental figures. This is the collection of attitudes, behaviours, feelings and thoughts, which has been taken in by a child through the copying of parental figures and role models, usually unintentional (Creagh, 2010, p.4). Berne (1961) differentiated the ways in which parents/caretakers communicate, either as the nurturing parent or as the critical parent. The nurturing parent is caring, accepting and concerned for the well-being of others, while the critical parent is controlling, judgemental, didactic and even abusive (UNISA, 2016, p.78). Therefore, according to Olweus' first factor, the basic emotional attitude of the primary caretaker, critical rather than nurturing, can contribute to the aggressive interaction with other people.

The second factor states that when the primary caretaker is being permissive, allows aggressive behaviour by the child, and sets no clear limits or boundaries for aggressive behaviour towards peers, siblings and adults, the child's level of aggression is likely to increase (Olweus, 1993, p.39). Mwamwenda (2005, p.311),

noted that a child's perception of adults, authority figures and the respect they give depends on the love and care from the child's parents. Uninvolved (permissive) parents' upbringing might evoke an experience of an intense rejection, immature behaviour and mistrust of authority figures, resulting in a very low self-esteem and difficulty in forming quality relationships in their children (Brittz, 2018, pp.119-120). Parental responsibility and influence can prevent aggressive behaviour by young children before this behaviour becomes a regular pattern through encouraging cooperative behaviours such as sharing, supporting and problem solving (Stopbullying.gov, 2018).

Parents' use of 'power-assertive' child-rearing methods such as physical punishment and violent emotional outburst, as the third factor, contributes to the phrase that 'violence begets violence', as described in the Gospel of Matthew, verse 26:52 (Olweus, 1993, p.40). Children experiencing family violence, physical punishment, and verbal aggression to control others, might develop aggressive behaviours and even involvement in bullying situations (Storey & Slaby, 2013, p.7). This is a major problem in South Africa, as violence seems to be the norm in many societies and cultures. In October 2017, the South Gauteng High Court ruled that it is now illegal to spank your own child in South Africa (Swanepoel, 2017). According Judge Keightley, the ruling was made to protect the child in the context of the high levels of child abuse and violence prevalent in South African society.

The fourth factor is the child's temperament, as it plays a role in the development of an aggressive reaction pattern (Olweus, 1993, p.40). A child with an active, hot-headed temperament is more likely to develop into an aggressive child if not guided and managed appropriately.

In South Africa, the United States of America and other countries, interventions such as *Evergreen Parenting* have been developed as a temperament-focused parenting resource, to equip parents and educators with courses and resources to embrace temperament types, healthy authority and compassionate discipline (Evergreen Parenting, n.d.). Therefore, in contrast to the child-rearing or other conditions identified by Olweus, if a child grows up in a caring and loving family, experiences

compassionate discipline with involved parents and acquires positive social skills, the chances that he/she would be involved in bullying are slim (Storey & Slaby, 2013, p.7).

Parents and caregivers can play a significant role in preventing bullying and responding to it effectively by addressing aggressive behaviour in anticipation and preventing it becoming the norm. In contrast, parents and caregivers should rather encourage cooperative behaviours such as problem-solving, sharing and assisting each other. Other research-based practices such as parents showing warmth, spending quality time with their children, communicating, learning and talking about bullying, modelling kindness and respect, having house rules, and focusing on correcting rather than punishment, having family rituals, routines and clear expectations of what is expected of their child, can help parents prevent bullying (Stopbullying.gov, 2018, pp.1-2).

Educators have a very important responsibility at school as the law has granted them, *in loco parentis*, Latin for 'in the place of a parent', ensuring the safety of learners in their care at school and during extramural activities (Prinsloo, 2005, p.9). The concept of *in loco parentis* has two co-existent pillars that describe the role teachers play; the first is the duty of care, meaning that teachers look after the learners' mental and physical well-being, and the second role is to maintain order at the school, which implies that teachers are responsible for disciplining the learners. To support teachers, a code of conduct related to the learner was introduced, as discussed in the SASA and SACE Code of Professional Ethics. In 1996, when corporal punishment was outlawed at schools (Swanepoel, 2017), educators struggled to find alternative ways to discipline children. Therefore, discipline has become a problem in South African schools, but to be permissive and not tackle this problem, will result in a permissive culture and avoid the bullying problem at hand. When a child bullies another and the other children observe what is happening, some might also display this power and dominance over a victim. They might therefore join the bully, and then the bullying develops into a more advanced form of bullying. Thus, the result of being permissive can accelerate bullying in societies and communities. Considering the array of support and knowledge available to parents and educators, an assertive culture, standing together and taking action to stop and prevent bullying is of utmost importance.

2.6 THE ROLE PLAYERS IN THE BULLYING EVENT

Children are the main focus when bullying is discussed as they are the persons involved in and observing bullying behaviour first-hand. Certain roles, in relation to this bullying behaviour, involve three main role players: the initiators, also referred to as the bully as he/she is doing the bullying; the targets or victims or those being bullied and the bystanders as witnesses to the bullying behaviour (Hughes, et al., 2015, p.20). These roles are not limited as some researchers (Coloroso, 2016, p.142; Olweus, 1993, p.43) define those directly involved and those who are actively or passively assisting or defending bullying in the 'circle of bullying' (Stopbullying.gov, 2018, p.1), as bullying is also referred to as a group phenomenon. The directly involved parties consist of the bully and the victim, whereas the bystanders can contribute to the bullying behaviour in different roles, directly or indirectly.

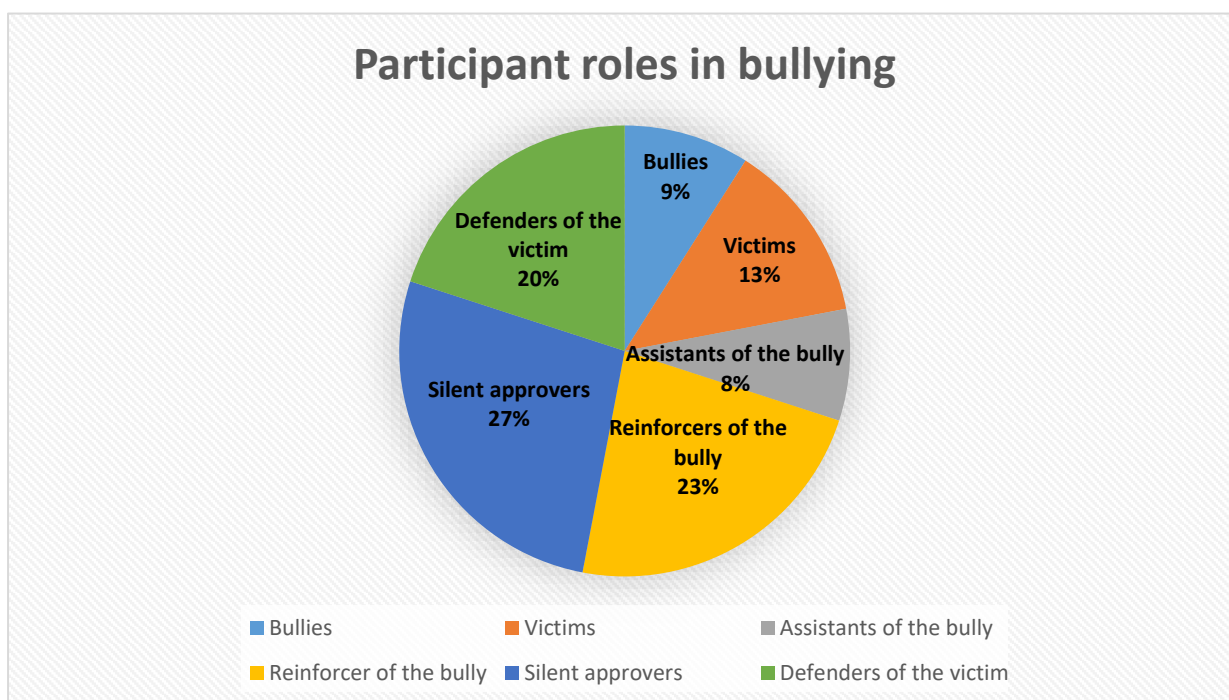


Figure 2.2: Participant roles in bullying

Note: Adapted from "KiVa Anti-bullying Programme: Teacher manual, unit 2" by Samivalli, Pöyhönen and Kaukiainen, 2014.

2.6.1 The Bully

Bullying is a learned behaviour, and as previously mentioned, bullies' temperament and influences from their home, school and community, form and create this

behaviour. The word initiator describes exactly what a bully does, making a choice to intimidating, manipulating, taking control, dominating and humiliating targets (victims) to obtain recognition and social status from peers (Coloroso, 2016, p.108).

2.6.2 The Victim

The bullied child or victim is the one exposed to the bullying. Children of all ages are at great risk of being bullied for numerous reasons such as a new kid at school, an unassertive or withdrawn child who is mostly shy, the child who is viewed differently from the majority, like religion or socio-economic status, special education needs and disabilities, academic achievements, and sometimes the child who is in the wrong place at the wrong time (Coloroso, 2016, p.114; Hughes et al., 2015, p.20).

2.6.3 The Bystander

The bystanders (witnesses to bullying behaviour) are also categorised into the separate roles that they play during their participation in the bullying situation. These roles have a significant effect on either supporting or discouraging bullying behaviour. Coloroso (2016, p.140) describes the bystanders as the “not-so-innocent bystander”, as this group supports the bullies’ acts by excluding and empowering them.

2.6.3.1 Assistants of the bully

The first role of the bystander is the assistants (followers) of the bully as they take an active role in bullying by encouraging and joining in, but they do not initiate the bullying behaviour and do not play a lead role (Hughes et al., 2015, p.20; Salmivalli et al., 1996, p.4). Coloroso (2016, p.143) and Olweus (1993, p.43) refer to this group as the henchmen group. The Oxford’s dictionary’s definition (Hornby, 1995, p.557) for henchmen describe this group perfectly, “a faithful follower or supporter who always obeys the order of his leader”.

2.6.3.2 Reinforcers of the bully

The second role of bystanders is as the reinforcers of the bully. This group is not actively involved in the bullying, but they do provide an audience through their positive feedback to the bully (Salmivalli, 1999, p.454). Olweus (1993, p.43) refers to this group

as the supporters or passive bullies, as they support the bully by laughing, putting the bullying in the spotlight by encouraging the behaviour even though they do not actively participate in the actual bullying.

2.6.3.3 Silent approvers

The third role of bystanders is as the silent approvers, also referred to as the outsiders (Salmivalli et al., 1996, p.4). These participants remain outside or separate from the bullying situation. According to Salmivalli (1999, p.454), a notable number of children do nothing, they are not involved but allow the bullying to continue, thus silently approving bullying. Within this group, Olweus identified three types of outsiders (Coloroso, 2016, p.146), the passive supporters, disengaged onlookers and the potential defenders. The passive supporters enjoy the bullying but do not openly show outward emotions of support, although, according to Coloroso (2016, p.143), they are amused by the pain of the victim caused by the bully, and as Salmivalli (1999, p.454) noted, they silently approve of bullying, therefore the passive supporters are also known as possible bullies. The disengaged onlookers do not get involved or take a stand, they do not participate at all during a bullying situation (Coloroso, 2016, p.143). With this group, they are outside the bullying situation with a response like 'it's none of my business' although they stay and watch expecting the end result although some might turn away or turn a blind eye (Coloroso, 2016, p.146). The potential defenders disagree with the bullying behaviour and realise that it is wrong, although they do want to help the victim, instead they do nothing as they do not know how to help or are afraid of what might happen if they do interfere. According to Coloroso (2016, p.148) bystanders often try to justify bullying with plausible arguments for not intervening, such as fear of getting hurt, becoming the next target, fear of worsening the situation, cluelessness of intervening, and reasons like the bully is my friend or he is a loser. Therefore, for anti-bullying intervention programmes to be successful, it is vital to focus on the bystander and teach them how to intervene in a bullying situation, especially for this group of silent approving bystanders.

2.6.3.4 Defenders of the victim

The fourth role of bystanders are the defenders of the victim. Salmivalli et al. (1996, p.4) presented this group as the supportive, comforting and standing up for the victim with them making an effort to stop bullying. The defenders dislike bullying, they are

the children telling or calling the teachers, or sometimes providing direct support by intervening immediately in a bullying situation (Hughes et al., 2015, p.20). According to Coloroso (2016, p.144), the defender has a strong character, standing up, speaking out to protect and defending the target. The defender is seen as the voice of the target especially because the target does not speak out and stand up against the bully.

Parents, teachers and children play a vital role in stopping bullying and should recognise the responsibility for creating a safe, respectful and bully-free environment. These words in a children's book highlight the importance of being responsible, Dr. Seuss (1999): "Unless someone like you cares a whole awful lot, nothing is going to get better. It's not."

2.7 EFFECTS OF BULLYING BEHAVIOUR

Bullying affects all role players (the bully, the victim and the bystanders) and have short- and long-term consequences for those involved (Ttofi, Farrington, Lösel, & Loeber, 2011, p.63; Williams, Chambers, Logan, & Robinson, 1996, p.17). The school climate plays a significant role in developing and ensuring social, emotional and academic prosperity, in addition to be an important predictor of the opposite, such as dropouts, absentees and misbehaviour like bullying (Bradshaw, Waasdorp, Debnam & Johnson, 2014, p.593). Education contributes to the possibility for self-advancement and career opportunities, which for most South Africans is the only way out of poverty (DBE, 2016, p.5). However, the school community is negatively influenced by bullying behaviour. It causes a large amount of distress (Williams et al., 1996, p.19), and it hinders the right to education opportunities as well as the right to equality, dignity, security and safety.

2.7.1 Effects on the Victim and the Bystander

The consequences of school bullying have a negative effect on education, especially for the victim and bystander, as it affects the learners' well-being at school, their ability to learn and their safety which is jeopardised in general (Schneider, O'Donnell & Smith, 2015, p.619) in addition to putting their health at risk. School bullying impacts

academical outcomes as victims and bystanders are more likely to miss classes and school, avoid school activities and may even eventually drop out of school. Therefore, decreased academic achievement also puts a strain on future education and employment prospects (UNESCO, 2017, p.27). Physical and emotional health complaints at school and possible explanations for missing classes includes stomach pains, headaches and feelings of sadness as well as eating, sleeping strains and bed wetting, all health risks related to anxiety, human stress and depression (Forero, McLellan, Rissel & Bauman, 1999, p.345; UNESCO, 2017, p.9; Williams et al., 1996, p.18). Anxiety is a result of being afraid, a fear of going to school (for the bullied and the bystander), as it creates a sense of unsafe and unhappy feelings at school, and a low self-esteem and are the consequences of being repeatedly being bullied or observing bullying behaviour. Regarding the bully, links has been associated with crime as he/she matures into adulthood (Kaltiala-Heino, Rimpelä, Marttunen, Rimeplä & Rantanen, 1999, p.348).

The NSSF (DBE, 2016, p.8) has captured the impact of violence on learners and teachers in a table with most researched consequences:

Table 2.2: The impact of violence on learners and teachers

The Learner	The Teacher
Repeated occurrence of physical pain and injuries	Stress reactions – increased anxiety and headaches
Feelings of fear and anxiety	Negative social behaviour
Depressive symptoms	Depressive symptoms
Low self esteem	Reliance on unhealthy coping mechanisms
Social isolation from peers	Diminished social functioning
Difficulty to concentrate in class	Less supportive interpersonal relationships
High absentee and dropout rates	The presence of eating disorders
Poor academic performance	Decrease in academic achievement

(source: DBE, 2016, p.8)

2.7.2 Effect on the Bully

According to Wolke, Woods, Bloomfield and Karstadt (2001, p.200) the majority of bullies are also victims of bullying, Coloroso (2016, p.110) identified seven kinds of bullying roles, whereas one of the identified is the bullied bully as a victim and a bully. Another study by Forero et al. (1999, p.347) revealed that bullied learners who also

bully, showed characteristics of disliking school, feeling alone and have psychological and psychosomatic symptoms. Thus, bullies who are also bullied, have the same detrimental consequences as the victims. According to Coloroso (2016, p.111) the bullied bully is at high risk for depression, social anxiety and an easy target for substance abuse. Therefore, bullies also need attention, and by switching the negative attention they are seeking to positive attention, bullying could be prevented. As for the 'pure' bully, as referred to by Wolke et al. (2001, p.200), the learners not becoming victims themselves, are much healthier than the victims.

2.8 NATIONAL ANTI-BULLYING PROGRAMMES

Bullying programmes in South Africa have not been well researched as it is in the beginning stages. The DBE has identified steps to support and identify violence in schools (DBE, 2016), but the implementation of programmes has not yet been rolled out nationally. The DBE expect schools to implement programmes and then share successes with other schools.

Hettie Brittz started off as a speech therapist, but her passion for broken families was the seed for the development of the *Evergreen Parenting* Courses. This course equips parents and teachers with a better understanding of themselves and their children, developing necessary discipline skills, norms and values. The *Evergreen Parenting* course was based on her two published books, *Growing Kids with character 2.0* and *Growing kids through healthy authority*. Teachers could also learn a few things from this valuable course, and therefore Brittz extended her knowledge and expertise to schools with her new book, *Kweek dissipline met deernis*. The Evergreen Parenting programme aims to equip parents with courses and resources, uplifting compassionate discipline and healthy authority. Based on the parenting course, a tailor-made course for teachers has been developed, namely Compassionate Discipline Schools (CDS) programme, which includes a computer program and an App for smart phones, in order to support the teacher and school with discipline, issues related to discipline and creating a healthy, disciplined school culture. It also includes discipline processes with the correct paper trails for the SGB to solve problematic issues, support for teachers handling any incident such as bullying, with detailed facts about learner behavioural patterns and behavioural reports for parents, and both

positive and negative incidents (Mauer, 2017). The programme has been implemented in a few schools, with approval from the Federation of Governing Bodies of South African Schools (Fedsas) and the DBE has funded 36 schools as a Project under supervision of the University of South Africa (UNISA) (Mauer, 2017). As this programme is still in its implementations stage according to Mauer (2017), evaluation, outcomes and successes might be researched in future.

In 2011, the Quaker Peace Centre (QPC), in partnership with the WCED, initiated an Anti-bullying Campaign in 18 secondary schools, in which it was working. The primary aim of this campaign was to empower bystanders to intervene in, or report incidents of bullying actively. This campaign involved:

- Establishing of Peace Clubs in schools, with representatives of peace and non-violence protectors (Peace Buddies);
- Encourage non-participants to step in non-violently and put a stop to bullying and looking after the victims;
- Peace Buddies are trained to act, attend to any notifications of bullying by peers and tell teachers of the bullying incident;
- Fostering alternatives non-violent ways by teaching principles of friendships and harmony; and
- Advertising the South African Childline telephone number widely in schools (Quaker Peace Centre Committee, 2012).

In addition, the Quaker Peace Centre developed and published a booklet in 2012, for learners, teachers and parents, *My bully my bra: confronting bullying in schools*.

According to UNESCO (2017, p.38), the 2016 NSSF comprise of resources to guide and put an end to bullying and cyberbullying. Execution and procedures consist of instructions and e-safety recommendations, development of the national Anti-bullying and Behaviour Change Campaign, counsellors are assigned in schools providing psychosocial assistance and protection in and around schools by appointing school guards, as well as the establishing of early identification of bullies, restorative procedures and assistance to the victims.

The DBE in South Africa has developed a range of policies and guidelines for teachers, handling violence for safe schools (DBE, 2016, pp.12-19; UNESCO, 2017, p.37). The problem in South Africa is the implementation, sharing and communication of successful practices, as well as the focus on acts of violence, rather than causes, the lack of support for responsible enforcement of policies and guidelines.

AfriForum, a civil rights organisation in South Africa, launched their antibully awareness campaign at schools during 2017 (Rademeyer, 2017) and introduced an anti-bullying week at primary and nursery schools. According to Venter (2017), the main focus was to equip learners, teachers and parents with tools and information about what bullying is and what it is not, and create an awareness of bullying in schools. On 25 May 2018, AfriForum introduced their anti-bullying guide at schools (Venter, 2018), which is being promoted on social media. The AfriForum bully team visits schools to promote this guide which includes South African celebrities telling their stories of being bullied and how they handled being bullied.

Since 2017, the WCED has aimed at being a value-driven organisation (Schäfer, 2019). Value-driven learning was identified as the WCED five-year plan to change and grow the perspective and mindset of teachers and learners. According to Schäfer (2019), *respect* was the first value which teachers had to gain from their learners, parents and communities. The year 2017 was recognised as the year of the teacher, 2018 was the year of value-driven learning while 2019 is the year of the learner and 2020 is the year to transform to perform. Schools had to choose 12 values from a list of almost one hundred values applying one value per month at their school, with the aim to foster a learning environment where learners experience values through what they do, see, say and hear (Let's talk values - The year of the learner: Developing a value mindset, 2019, p.6). These values, which can be used as a kick-start of value conversations at schools, aims to support learners' self-esteem and intervene in challenges they are facing in society (Schreuder, 2018). These values have been implemented at schools and must be showcased in various ways.

Table 2.3: List of values incorporated in the value mindset

acknowledgement	assertiveness	attentiveness	awareness	calmness
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capable	caring	charity	cleanliness	commitment
communication	competence	confidence	conscientiousness	consideration
consistency	co-operation	courage	courtesy	creativity
dedication	dignity	diligence	efficiency	empathy
endurance	enthusiasm	equality	excellence	fairness
flexibility	focus	forgiveness	freedom	friendliness
friendship	fun	generosity	goodness	grace
gratitude	growth	happiness	helpfulness	honesty
honour	hope	humility	independence	inspiration
integrity	joyfulness	justice	kindness	knowledge
leadership	love	loyalty	moderation	modest
orderliness	passion	patience	peace	poise
punctuality	purposefulness	recognition	reliability	resilience
respect	responsibility	responsiveness	safety	serenity
service	sharing	sincerity	strength	success
support	teamwork	thankful	thoughtful	tolerance
transparency	trust	trustworthiness	truthful	ubuntu
understanding	uniqueness	unity	vision	vitality
wisdom	innovation	acceptance	accountability	

(WCED Branding) Note: Adapted from the Western Cape Education Department Website, retrieved 18 July 2019, from <https://wcedonline.westerncape.gov.za/wced-branding>

Indicating the manner in which these values are implemented at WCED schools, the Transform to Perform (T2P) strategy, being rolled out from 2019 in schools in the Western Cape, aims to promote value-driven organisations to make an impact on the inspiration levels and mindsets of officials, teachers and learners (Schreuder, 2019, p.1). Therefore, this strategy seeks to address the hearts of teachers and learners, shifting the mindset and aiming to affect the head, heart and hands of all involved, with the idea of stimulating value conversations within school communities, and re-connecting with values that shape and form people and cultures (Let's talk values - The year of the learner: Developing a value mindset, 2019, p.3). The T2P Framework is comprised of four pillars: Leadership Development, Values in Education, Change Mindset and Growth Mindset. The first pillar, Leadership and Development, is directed at all levels of leadership and includes personal mastery sessions, ethos leadership and an introduction to changing mindsets. The Values in Education Pillar aims to address the attitudes and values which control the actions and behaviours of a person. The Change Mindset pursues an utterly different effect in the mindset of school-based

personnel for change towards a willingness to learn and to claim original ways of thinking and working within the pressure of daily realities. The Growth Mindset Pillar for learners aims to have a positive influence on learner performance, an attitude allowing possibilities, promoting progress and problem solving (Schreuder, 2019, p.2). According to the Institute for Justice and Reconciliation (Robertson, Arendse, & Henkeman, 2015, p.8), there is a “lack of discipline and respect in education throughout the world”, and this problem is exponentially increasing in our schools and society. The moral crisis in schools where learners do not respect each other, their teachers or property boils down to the absence of responsibility, with issues such as aggression, violence and even bullying emerging (De Klerk & Rens, 2003, p.359). Therefore, the WCED strives towards their vision of quality education for every learner, in every classroom, in every school in their province (Schreuder, 2019, p.4) with the T2P Strategy targeting 150 schools in 2019 and increasing the number until it is implemented in all schools.

2.9 INTERNATIONAL ANTI-BULLYING PROGRAMMES

In a meta-analysis ordered by the Swedish National Council for Crime Prevention and conducted by researchers at Cambridge University, United Kingdom (UK), under the guidance of respected criminologist, Professor David Farrington, all anti-bullying programmes in the world were evaluated for their effectiveness and other aspects (Olweus-Gruppen Mot Mobbing, 2010, p.2). According to Ttofi and Farrington (2009, p.23) programmes that were found to be successful and effective were Dan Olweus-inspired programmes, the *Finnish Anti-bullying Programme*, the *Greek Anti-bullying Programme* (Greece), the *KiVa Anti-bullying Programme* (Finland), the *Kia Kaha Programme* (New Zealand) and the *Respect Programme*. Cantone et al. (2015, pp.67-71) states that *KiVa* and *Steps to Respect* are high efficacy programmes.

Throughout the past decade, several school-based anti-bullying prevention programmes have shown evidence of effectiveness (Ttofi & Farrington, 2009; Ttofi & Farrington, 2011). In the latest meta-analytical review conducted by Gaffney, Ttofi and Farrington (2019, p.112), key programme elements most highly related to

effectiveness and insight of what makes it effective, was reported. The different programmes are summarised according to key characteristics.

As recommended by Ttofi and Farrington (2011, p.47), key elements of programmes and the implementation of programmes such as a checklist, can provide key information for further development of programmes and the implementation across the globe. A whole-school anti-bullying approach recognises all aspects of the school's community as having an impact on learner health, wellbeing and learning. Therefore, an anti-bullying programme involving not only the classroom curriculum, but parents, teachers, playground supervision, anti-bullying policies and all aspects of the school community is more likely to reduce bullying behaviour. According to Ertesvåg and Vaaland (2007, p.714), addressing the needs of learner actions must be coordinated at all levels and should include learners, parents, teachers and management. Anti-bullying programmes with co-operative group work between teachers and learners, such as setting classroom rules against bullying and displaying the rules in the classroom, reduces bullying behaviour as rules protect victims and guide learners on how to behave when someone is misbehaving. According to Ttofi and Farrington (2011, p.45), anti-bullying programmes have a substantial effect on older children. In contrast, Smith, Salmivalli and Cowie (2012, p.435) posit that it is risky to say that anti-bullying programmes should be targeted at children 11 years and older, as stated by Ttofi and Farrington (2009, p.46). Many researchers believe that intervention programmes should start at an early age (Burton, 2008, p.6; Smith et al., 2012). Working with peers can include a wide range of peer support activities to address bullying such as "peer mediation, peer mentoring, and encouraging bystander intervention to prevent bullying" (Ttofi, & Farrington, 2011, p.43). The *KiVa Antibully Programme*, which develops a range of interpersonal, social and conflict skills, has a well-designed peer support method where learners take responsibility for their own actions (Smith et al., 2012, p.436). Reducing bullying via school-based anti-bullying programmes, is seen in the effectiveness of implementation and factors such as small classes, well-trained teachers, government intervention in social welfare, culture differences and location of schools (urban or rural), contextual influences, modification of programmes and the country of origin of anti-bullying programme (Nocentini &

Menesini, 2015, p.1022; Ttofi & Farrington, 2011, p.46). Table 2.4 below presents key elements of successful anti-bullying programmes.

Table 2.4: Key elements of successful anti-bullying programmes

	Whole-School Bullying Policy	Classroom Rules	Teacher Training	Parent Training/Letter	Parental Involvement	Time Frame of Programme	Playground Supervision	Disciplinary Methods	Technology Resources	Working with Peers
Olweus Bullying Prevention Programme (OBPP)	X	X	X	X	-		X	-	-	-
Finnish Anti-bullying Programme	X	X	X	-	-		-	-	-	-
Greek Anti-bullying Programme	-	X	X	-	-		-	-	-	-
KiVa Anti-bullying Programme	X	X	X	X	X		-	X	X	X
Kia Kaha Programme	X	X	-	X	-		-	-	X	-
Respect programme	X	X	X	X	X		X	-	X	-

Note: Most of the information represented in the table is adapted from "Evaluating the effectiveness of school-bullying prevention programs: An updated meta-analytical review" by Gaffney, Ttofi and Farrington, 2019 in *Aggression and Violent Behavior*, Volume 45, pg 111-133; and from "Effectiveness of school-based programs to reduce bullying: a commentary" by Smith, Salmivalli and Cowie, 2012 in *Journal of Experimental Criminology* Volume 8, Issue 4, pg 433-441.

For more than forty years, Dan Olweus, a pioneer and founding father of research on bully/victim problems, contributed to the research and intervention of bullying and victim problems among school children. Olweus conducted a large-scale study on bullying in the 1970s in Norway, which is regarded as the first scientific study conducted on bullying in the world (Olweus-Gruppen Mot Mobbing, 2010, p.1). Findings of this study were published as a book in Scandinavia in 1973, and in 1978 in the USA under the title: *Aggression in the schools: Bullies and whipping boys*. Olweus conducted his first systematic intervention study against bullying in the 1980s, which became the well-known *Olweus Bullying Prevention Program, OBPP* (Olweus-Gruppen Mot Mobbing, 2010, p.1). A more intensive evaluation of this national

programme was evaluated in Bergen by Olweus in 1991, which showed a dramatic decrease in victimisation after the intervention (Ttofi & Farrington, 2011, p.28). In the year 2000, the OBPP was the only programme out of 55 other programmes recommended for use in Norwegian schools (Olweus-Gruppen Mot Mobbing, 2010, p.1).

In 2006, the Finnish Ministry of Education and Culture contracted the University of Turku to develop an anti-bullying programme for comprehensive schools, Grades 1-9 in the Finnish school system (Kärnä, Voeten, Little, Poskiparta, Alanen & Salmivalli, 2011, p.796). The Department of Psychology and the Centre for Learning Research at the University of Turku collaborated in developing the *KiVa Anti-Bullying Programme*. The programme was evaluated in a randomised controlled trial (2007-2009) in Finland and implemented nationwide in 2009 (Salmivalli & Poskiparta, 2012, p.294). The KiVa programme is based on a theoretical background, which combines previous research examining the social status of aggressive children and bullies as well as research on participant roles in bullying, led by Professor Christina Salmivalli and Special Researcher, Elisa Poskiparta, who are experts and have studied the phenomenon of bullying for decades (Salmivalli, Kärnä & Poskiparta, 2011, pp.405-406). The *KiVa Programme* won the European Crime Prevention Award in 2009, Social Policy Award for Best Article in 2012 and four National Awards in 2008, 2010, 2011 and 2012 (KiVa International).

Steps to Respect Program is an evidence-based programme aimed at reducing school bullying problems by increasing adult monitoring and responsiveness, improving systemic support for socially responsible behaviour, changing learners' normative beliefs that support bullying and addressing social-emotional skills to counter bullying and support healthy relationships (Blueprints, 1996; Committee for Children, 2001; Frey, Hirschstein, Edstrom & Snell, 2009, p.467). All the staff at school take part in a general review and training of the programme goals, main features and educating learners involved in bullying. The *Steps to Respect* curriculum involves lessons about skills and literature on social-emotional skills for positive peer relations, emotion management and recognising, refusing and reporting bullying behaviour (Blueprints, 1996). Parents are involved as they also receive information about the programme.

The *Kia Kaha Programme* was developed by the New Zealand Police in 1992 to support schools in creating safe environments where everyone is respected, valued, and bullying is not tolerated (Raskauskas, 2007, p.9). In the Māori language, the meaning of *kia kaha* is 'stand strong'. The programme includes a range of programmes for learners of varying ages; *Building a Safe Happy Classroom* (Years 0-3); *A Bully-Free Zone* (Years 4-5); *Safer Communities Together* (Years 5-8); and, *Our Place* (Years 9-13) (Hughes et al., 2015, p.30). Important issues such as peer relationships, identifying and dealing with bullying, making personal choices, developing feelings of self-worth, respecting differences and working co-operatively to build safer classroom environments, are covered in this programme (Raskauskas, 2007, p.9). Resources are available not only for teachers, but also parents and the community to help develop positive social skills (Hughes et al., 2015, p.30).

The Greek Anti-bullying Programme is called *Stop School Bullying* (Tsiantis et al., 2013, p.245). This programme was designed to prevent bullying and increase awareness of the impact of bullying, to develop empathy towards victims and to reduce bullying and victimisation. The target group for this school-based programme is learners between nine and 12 years of age (Program Profile:Stop School Bullying (Greece), n.d.).

Drawing evidence from the international anti-bullying programmes and their effectiveness, it is important to explore to what extent an evidence-based intervention programme would be effective in the South African context. As bullying is seen as a systemic issue, systems theory was deemed appropriate as a conceptual framework (described in the section to follow) for this study.

2.10 CONCEPTUAL FRAMEWORK

This research study is conducted in South Africa, where the purpose of education is to ensure that all learners have access to quality education without discrimination as outlined in SASA (Act 84 of 1996). In the context of South African education, a school should be a system with different levels and groups of people as interactive systems where the functioning of the whole is dependent on the interaction between all the

parts (Donald et al., 2015, p.41). According to Kim (1999, p.2) a system is any partnership which consists of interacting, interrelated or interdependent components creating a network and unified whole that has a specific purpose. Therefore, a school is a system where all parts are interrelated and interdependent in some way. Systems generally consists of four key characteristics: a system must have a purpose; all parts must be present for a system to carry out its purpose optimally; the order in which the parts are arranged affects the performance of the system; and systems attempt to maintain stability through feedback (Kim, 1999, p.3).

Systems thinking, according to Stroh (2015, p.16), is the ability to understand these interconnections, therefore understanding the whole system and the relationships between the various parts, to achieve the desired goal such as preventing bullying behaviour within schools. Albert Einstein suggested that the significant problems we face cannot be solved at the same level of thinking when we created them (Kim, 1992). Relationships between human beings and the interactions between the systems in their social context, are complex and therefore, conventional or linear thinking is not appropriate to solve these social and environmental problems. According to Goodman (1997, p.1) a system thinking intervention is ideal when problems have certain characteristics such as an important issue, the problem is chronic, familiar and has an unsuccessful rate of being solved.

Bullying, in the South African education system, is thus considered a problematic behaviour and a severe social problem. Stroh (2015, p.15) and Goodman (1997, p.1) argue that these chronic social problems, such as bullying behaviour, require systems thinking where focus on deeper levels of the systemic structure allows one to observe the origin of the cause of this behaviour, and then act to promote change. Thus, the focus would be on changing the source of the problem rather than just dealing with the symptoms (Kim, 1992, p.2).

Key principals of systems thinking can be described in the following manner (Stroh, 2015, p.15):

- a) Systems think in parts. A system is made up of different parts (subsystems), forming a whole such as the school. These parts relate to each other and are connected to a broader system such as the education system.

- b) Interrelationships between the different parts: aiming towards the most productive unity, connections between the parts are essential.
- c) Systems are complex, and the relationship between problems, such as bullying behaviour and their roots, are unintended and not expected.
- d) Unintentionally, we generate our own issues and have considerable influence and authority resolving these issues through adapting our behaviours.
- e) Swift manouvres eminantly have unintentional outcomes: no distinction or the creating of undesirable circumstances in the end.
- f) At most hardly any collaborated modifications experienced over time, will bring about substantial system change.

The power of systems thinking is to increase effectiveness, expand the scope of options, and integrate it into the world of practical action and performance improvement (Goodman, 1997, p.1; Stroh, 2015, p.72). Therefore, systems thinking allows us to make informed choices (Goodman, 1997, p.1) in order to solve problems, such as those found in schools. Coloroso (2016, p.293) discussed caring schools and involved communities as a comprehensive plan to create conditions in homes, schools and communities, strengthening inhibitions against violence like bullying and nurturing the relationships that connect us to one another. Anti-bullying programmes can be used as prevention materials as part of a more comprehensive initiative, where concepts can be taught by integrating them into the whole of a school's ethos.

Within this research study, members of the system (whole school) are mapped within the parts in which they operate (see Figure 2.3.) and characteristic patterns and interrelationships within the different parts are explored with the focus on bullying behaviour and the indirect causes of this problem. The foundation for change within an intervention programme and the systems thinking tendency to move toward change in the whole-school context, will add quality to this research project, as bullying is a socially-driven phenomenon that feeds off the social context and exploits interpersonal networks and interactional patterns to manipulate relationships. Stakeholders within the school system are the principal, Grade 4 Life Skills teachers, Grade 4 learners, parents/caretakers of the Grade 4 learners, the SBST, the SGB and the researcher (see Figure 2.3).

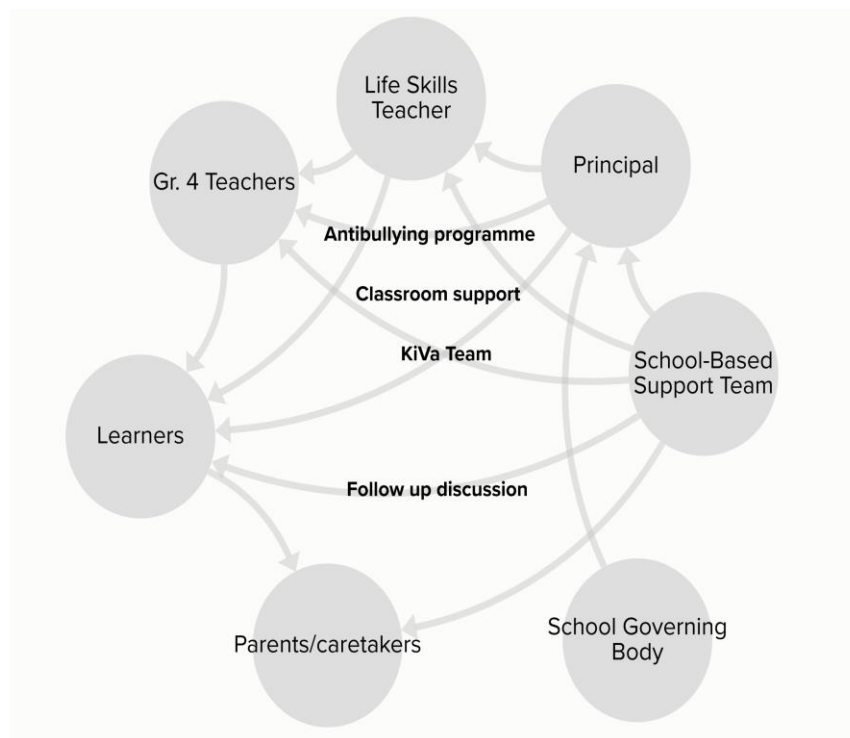


Figure 2.3: Systems framework for the school community

A characteristic of social systems is that people unintentionally contribute to the very problems they want to solve (Stroh & Zurcher, 2012), in this case, bullying. Teachers will implement the programme; therefore, the researcher relies on their cooperation. Relationships within the school, the way policies are implemented and evaluated, how an intervention programme such as the anti-bullying intervention programme was discussed and accepted, either as an informed decision by all the involved parties, or only by the principal, is crucial. According to Stroh and Zurcher (2012, p.6), if the involved parties understand how they contribute to the problem, they might have a better chance of solving it. Encouraging awareness of responsibility unaccompanied by criticising, blaming and self-defending generates skills, supports responsibility for unintended consequences.

Members of this system also form part of a larger educational system and community, as a school does not operate as a separate institution but is connected and related to the community and the nation. Each unit has a role to play in the development and safety of learners. The policies and rules that govern this particular system can be

inferred from the relationship patterns as well as the interaction patterns within the system, thus reflecting the values and norms within the system and the broader community. All the group members play a part in reinforcing patterns of interaction within the group.

According to Stroh (2015, p.46), “reinforcing and balancing feedback are the two basic circular structures that describe how systems evolve over time”. Feedback refers to the process by which past behaviours are fed back into the system in feedback loops. As systems are complex, feedback loops in the system ensure that the elements remain relatively stable, such as in the state of homeostasis. Therefore, feedback is important when examining bullying, as it forms the foundation to the process of prevention. The participants react to each other’s feedback and alter their behaviour, either maintaining their status quo (negative feedback), or developing and departing from existing accepted norms (positive feedback), which means that the prevention has brought in new relations and social skills.

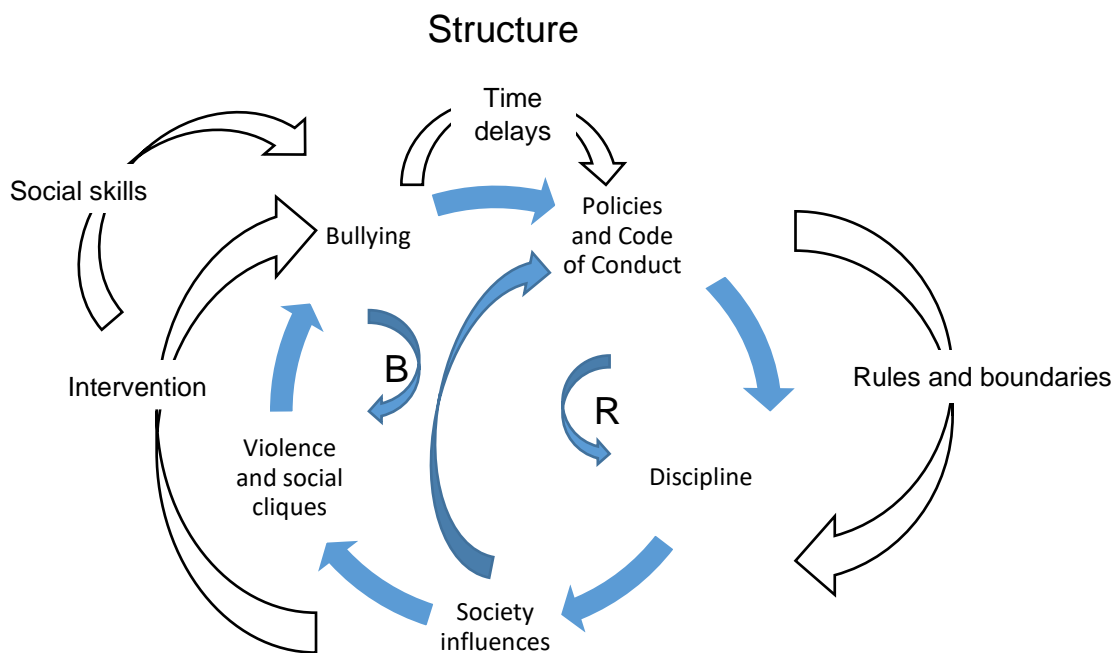


Figure 2.4: Example of balancing loops regarding bullying

A system is governed by rules and boundaries, set by parts of the system and society, which can be inferred from observed repetitive patterns of behaviour, reflecting unspoken values and roles attached to the system (Preininger, 2007, p.38).

Reinforcing feedback is the basis of moral and violent cycles only. People expect a faster improvement than they can develop, especially when anti-bullying programmes are introduced to schools; however, bullying will not stop immediately and will take time to be effective. Therefore, there must be an understanding of the system and how the parts interact, especially as the way that anti-bullying programmes are introduced to schools, the main person behind the idea and the persons responsible administering the intervention, determines the effectiveness. For example, if the principal decides that the intervention is a good idea, the teachers need to be part of this decision, otherwise the programme would only be an extra to their overloaded programme. Various elements within the system, such as the teacher and the child's thinking and behaviour, the whole-school and school-wide levels, reflect the community and families, discipline policies at school and the school culture, work either with or against each other. The success is built on the way that parts of the system interact, both direct and indirectly, to reinforce one another over time. Since fast growth also applies to insignificant problems worsening over time, it is of utmost importance to monitor such problems and address them. According to Stroh (2015, p.50), an understanding of reinforcing feedback can lead to maintaining the patience to slowly and steadily build growth, like anti-bullying, to make decisions on underlying systems structures instead of trends and to break potential violent cycles quickly.

Balancing feedback is the factor for improving a social system in order to understand a system's resistance to change, because the current system is in equilibrium around goals it is already achieving (Stroh, 2015, p.50). In understanding ineffective balancing loops, effective solutions are reinforced over time, respecting time delays through patience and continuous social investments and establishing a clear shared vision, goals and an understanding of the reality before developing the strategy to change. Therefore, it is important to incorporate a delayed state which would delay the change in the current state. The inclination of the system to revert to homeostasis, as changes are introduced by the intervention programme, means that time delays will occur. Immediate changes would not be seen, but by repeating the routine and becoming more aware of skills learned, will show in the long run.

Within this research study, the researcher implemented an anti-bullying programme which focuses on the bystander's involvement (learners), the involvement of adults who put this programme into action (teachers). This programme targets the most

critical factors needed to change bullying (social skills) and create a warm and positive school environment (school-level), promoting positive interaction and making the school setting more protective (Salmivalli & Poskiparta, 2012, p.5). These characteristics relate to individual, whole-class and school-wide levels, reflecting the community and family life (Figure 2.3) and support teachers, victims and bystanders in being proactive and strategic to end or prevent bullying. A school climate and culture where policies, rules and regulations not only serve as a substitute to values but would be imprinted in learner's hearts and heads.

A well-planned anti-bullying intervention in a school can reduce bullying and eventually its negative impact on individuals, the school community and even the entire community. Although the system may be functional or dysfunctional and self-regulating on its own according to the society or community, this research intervention would disrupt the system, forming new loops and hopefully would adapt to the change and not maintain their internal stability, homeostasis. As a researcher, I would like to make an input to the system, add value to humanity and change the negative loops to positive loops by preventing bullying through bystander interferences, teachers being proactive and handling bullying situations correctly.

Main plot lines, or discourses within the system, manifest at school level are cultures of violence and social media, social cliques and the curriculum. As a researcher, I acknowledge that there are more plots in the system not mentioned, but as it is bounded by the level of my research, I will only discuss those mentioned. Analysing and understanding roles in societies and systems, alternative, healthier roles can be created that require no pretence and no violence. According to Coloroso (2016, p.16), bullying scenes are set in:

- An environment that nurtures and facilitates unquestioning obedience to authority; the system of cruelty, where 'mean' is a norm.
- A culture that rewards bullies and blames the victim.
- Schools that deny having bullying problems, that have well-established social ladder cliques, and that have no effective policies, procedures or programmes to address bullying.
- Parent's role modelling violence at home.

- Adults, teachers, parents and learners choosing not to see the suffering and cries of the victim.

These scenes where bullying plays out, are all too familiar, and we, as a society, need to break the cycle of violence and create caring communities where all children can thrive. Schools can be the starting point for social change through systems thinking.

Social media is the principle manner through which a relatively large number of people obtain news, entertainment, advice, knowledge and any type of information, true or false, by means of television, newspapers, magazines and the internet (Sebola, 2015, p.21). Theresa wrote in her blog (2011) that video game technological graphics and simulation occur more and more life-like; for example when someone in an out-of-date video game was defeated or killed they would disappear, but currently there is blood and a life-like imitations of how that person would die. Therefore, images of this type of violence on video games can be the root as to why learners become more desensitised to violence in the 'real world' and view it as normal, in other words becoming the norm. Within the system, social media fuels the community to think for themselves, make own judgements of happenings and believe fake news. Therefore, the question arises: "Why do societies condone violence?"

A major cultural obstacle is social cliques. Humans by default, want to be accepted by these social cliques. According to Coloroso (2016, p.313) to tackle bullying, we must tackle its causes and a rigid social system of cliques is one of these causes. To establish a bullying prevention policy and at the same time allow a poisonous social environment that implicitly supports social systems of different classes and social privilege, which do result in abusive, inequity, overpower and humiliation (Coloroso, 2016, p.313), the systematic abuse of power (Salmivalli et al, 2014, p.6), highlights the importance to change the social system's thinking patterns. Bullying as a social problem, relates to the way that the society is organised (Sebola, 2015, p.46).

The South African curriculum can be seen as an education system discourse, due to the demands put on teachers from a policy perspective, from the curriculum objectives and time on task it is not easy to include additional support mechanisms such as anti-bullying programmes to change the ethos in the school.

However, what is important to one as a teacher is not just teaching the learners to count but focusing on their well-being and ensuring they are happy, motivated within a safe environment which is conducive to learning. In contrast, a learner being bullied might have missed important points while in class as he/she was afraid and could only think about break time and escaping a bully. A teacher needs to make time be creative, motivated, proactive and innovative. Therefore, I believe an anti-bullying programme can work in a school system, to address learner behaviour and bullying, with teachers reinforcing values and priorities and taking on the responsibility of *in loco parentis*, not only to teach but to look after the well-being of learners.

2.11 CONCLUSION

This chapter highlighted several aspects of the bullying phenomenon. Although bullying may be nothing out of the ordinary among schools throughout the world and especially in South African schools, it certainly is not a normal part of growing up and this behaviour needs our full attention to prevent and put a stop to this kind of violent behaviour. Policies and legislation which guide and support schools within South Africa has been reviewed. Safety as a fundamental human right were discussed through the constitutional rights in the Bill of Rights. A better understanding of the concept of bullying were comprehended by a summary of various definitions and identifying the three types of bullying. All the role players involved in the bullying phenomena were discussed for a better perspective of what bullying involves. As the children's rhyme chants, "sticks and stones can break my bones. But names will never harm me" the effects and consequences of bullying not only on the victim but the bully and the bystander are beyond repair and out of control. Therefore, action to break this vicious cycle is of utmost importance. We, as researchers, parents, teachers and members of our community cannot go back and make a brand-new start, but we sure can start now and make a brand-new ending. National and international anti-bullying programmes were overviewed with the integration of systems theory.

The next chapter will discuss the research design and methodologies used for this research project.

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

The focus of this chapter is to describe the research methodology for this study. The method used for this study aims to explore the effectiveness of bullying prevention through an evidence-based programme in the South African school context. This chapter describes, explains and justifies the research design and methodology chosen by the researcher for the most appropriate for relevant data collection to answer the postulated research questions in Chapter 1. The main research question is:

How effective is the KiVa anti-bullying programme in primary schools in South Africa?

With the sub-questions being formulated as:

1. What are the main elements of the KiVa anti-bullying programme?
2. What skills are included in the anti-bullying programme?
3. To what extent is there an attitude change with the implementation of the bullying programme?

Pragmatism as a research paradigm underpins this research design and methodology (Section 3.2). For the purpose of this study a mixed methods intervention design was chosen as the method most suitable for collecting data offering a more comprehensive view about the problem at hand (Section 3.3). Mixed method intervention design will be discussed as method in Section 3.4. The instrumentation and data collection techniques will be elaborated on in sub sections. Data collection techniques such as population and sampling are argued in Section 3.5. Data collection instruments such as the questionnaire, intervention programme, interviews and a research journal are fully discussed in Section 3.6 of this chapter. Section 3.6.1 discuss the KiVa intervention programme, Section 3.6.2 elaborates on the KiVa questionnaire that the participants completed, the implementation of the programme (Section 3.6.3), Section 3.6.4 reports on interviews with KiVa teachers and the keeping of a research journal (Section 3.6.5). The process of data collection is explained in Section 3.7 while an

overview of quantitative and qualitative data analysis and interpretation is discussed in Sections 3.8.1 and 3.8.2. Internal and external validity is considered in Section 3.8. Research ethics for this study are discussed in Section 3.9. The research study limitations are considered and mentioned in Section 3.10 with reliability, validity, credibility and trustworthiness addressing threats to internal and external validity within the intervention design in Section 3.9. Research ethics for this study are reviewed in Section 3.10 with a discussion of limitations and delimitations in Section 3.11.

3.2 PRAGMATISM AS AN UNDERPINNING PARADIGM

Creswell (2015, p.124) and Denzin (2012, p.83) define pragmatism as a philosophy of research focused on consequences and meaning of research, the problem, an action in a social situation, and what works in real-world practices. According to Johnson and Onwuegbuzie (2004, pp.14, 16), pragmatism offers the best opportunity to answer important research questions and as a philosophical partner for mixed methods research, it provides a framework for designing and conducting mixed methods research. Therefore, pragmatism is a research paradigm that incorporates common sense and practical thinking along with both quantitative and qualitative methods (McMillan & Schumacher, 2014, p.5). Pragmatism underpins this research design and research methodology, which required both quantitative and qualitative methods be used, involving data collection in a simultaneous or sequential manner using methods that are drawn from both quantitative and qualitative traditions that best address the research questions. Bullying is a specific problem identified within schools and through a well-developed anti-bullying programme, the quality of dealing with bullying through intervention, suits the phenomena best. Thus, the focus was to gather the most relevant data and information in the quest to establish the reality of the real-life situation and/or problem. According to Morgan (2014, p.1046), the fundamental principles of pragmatism are indeed well suited to the analysis of problem solving as a human activity.

Table 3.1: Pragmatism research philosophy

Pragmatism	
Methods	Quantitative and Qualitative characteristics are combined, mixed methods design.

Pragmatism

Logic	Deductive and Inductive reasoning. Both approaches are used in conjunction conducting the research and drawing conclusions from results.
Epistemology	Both objective and subjective point of view. Observations of measurable facts and personal assumptions, interpretations and beliefs.
Axiology	Values play a large role in interpreting results. The study of values and valuation, concentrating on the elements contributing to the intrinsic value of the study.
Ontology	Accept external reality, choose explanations that produce the desired results. Consists of a set of concepts and categories, and the relationship between them.
Causal links	There may be causal relationships but will never be able to pin them down.

(adapted from Tashakkori and Teddlie, 1998)

3.3 MIXED METHODS AS METHODOLOGY

The use of mixed method designs, according to Hearn (2014, p.425), is the best approach to answer research questions as it uses both quantitative and qualitative methods to address the purpose of the intended study. To answer my research questions, collecting and analysing both quantitative and qualitative data adds value to the intended study and enables the researcher to better understand the phenomenon of bullying and way in which to prevent it (Creswell, 2015, p.2).

According to Creswell (2015) the combination of quantitative and qualitative research enables the researcher to acquire two different perspectives, making the inferences stronger, offering a more comprehensive view, collecting more data about the problem, and it adds to instrumentation details about the setting, place and context of personal experiences (Creswell, 2015, p.15). In addition, it conducts preliminary exploration with individuals to make sure that instruments, measures, and interventions fit the participants and the site being studied and adds qualitative data to experimental trials by assessing personal experiences of participants during the trial, and carrying out follow-ups to further outcomes. Mixed methods intervention evaluation for this study includes a quantitative (pre- and post-test questionnaire) and qualitative (semi-structured interviews) research. Thus, for this study the data will be collected concurrently, a pre- and post-test questionnaire will be completed by the Gr.

4 learners, and inbetween during the intervention programme teachers will be interviewed. The researcher will analyse the questionnaire quantitatively and the interviews qualitatively and merges the two sets of results to answer the research question.

3.4 MIXED METHODS INTERVENTION DESIGN AS METHOD

The intervention design, according to Creswell (2015, p.42) “is to study a problem by conducting an experiment or an intervention trial and adding qualitative data to it.” My research study consisted of two groups, a control group and experimental group. The researcher implemented and tested the effectiveness of the KiVa anti-bullying programme with the experimental group. The KiVa anti-bullying programme was not implemented with the control group.

Qualitative data was used in the intervention according to the convergent design, during the implementation of the programme. Pre- and post-tests in the form of questionnaires were administered in both groups, the control and experiment group which was used to determine measures. Data were gathered and assessed for effectiveness of the programme. Quantitative results were analysed to determine the effectiveness. This Mixed Methods Intervention Design is illustrated in Figure 3.1

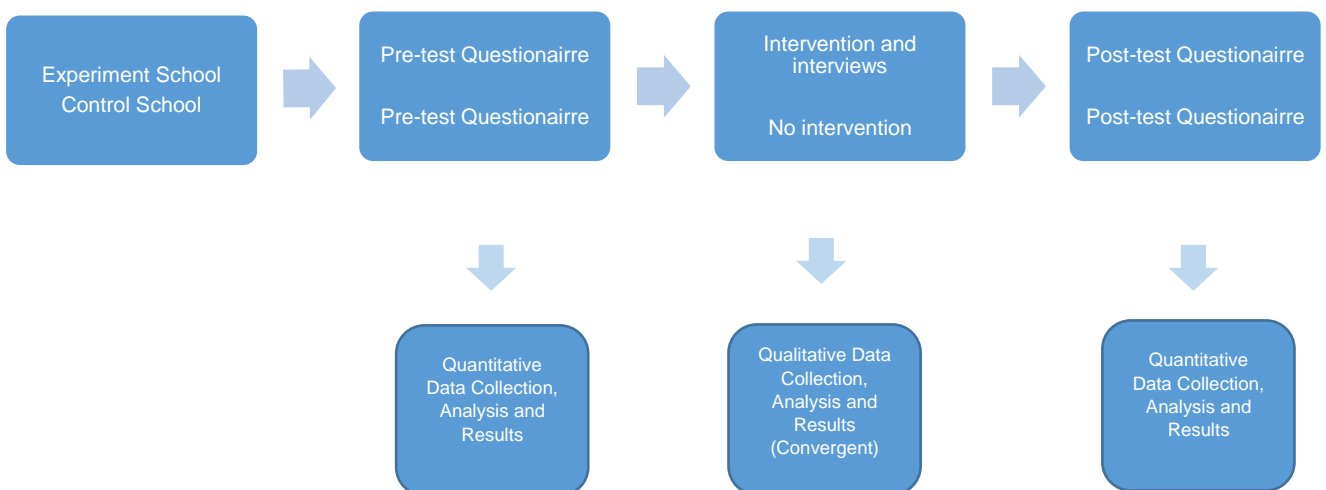


Figure 3. 1: Mixed Methods Intervention Design

3.5 POPULATION AND SAMPLING

The researcher made an appointment with the District Office Head, discussed the proposed research study and he proposed the two schools as they were similar in size and community. Thus, the schools were purposively sampled in the Eden-Central Karoo District of the Western Cape Education Department. These schools were invited via letters (Appendix D) describing the research project which were sent by the researcher to the two schools after receiving an ethical clearance certificate (Appendix A) to conduct the study. Both schools accepted the invitation and appointments were made with the principals to discuss the project. These two schools matched on several characteristics such as similarity in size and community with the target group being Grade 4 learners.

After a detailed discussion, the principals had to roll the dice, and the resulting highest number was chosen as the experiment school where the KiVa anti-bullying programme was implemented with the Grade 4 classes by the Life Skill teachers who participated in specific teacher workshops. Data were collected before the implementation of the programme (both schools), during the programme (only the experiment school) and after the end of the KiVa programme (both schools) to track learners as they progressed through the one school year. The sample included 7 classrooms (4 from the experiment school) and 276 learners in Grade 4. Since the learners were underage, consent was requested from their parents (Appendix E). Not all the consent forms were signed by the parents, as communication was a problem. From a sample of 276 learners, only 111 learners were given permission to complete the questionnaire from the experiment (59) and control (52) schools, although all gave permission to participate in the programme. The learners also received a letter, explaining the programme and the questionnaire, which they had to sign giving assent (Appendix G). The teachers and principal of the experiment school were also sampled for participation in the study.

3.6 DATA COLLECTION TECHNIQUES

Instrumentation for this study, a pre- and post-test questionnaires (Section 3.6.2) were distributed to the Grade 4 learners who agreed to participate and signed the consent form (refer to Section 4.3.1.1), an intervention programme was administered in the

experiment school and interviews were scheduled with the Grade 4 Life Skills teachers and the principal of the experiment school (refer to Section 4.3.1.2) and a research journal was kept by the researcher (Section 3.6.5).

3.6.1 The Programme

According to Salmivalli et al. (2014, p.14), the KiVa lessons form the core of the KiVa programme. KiVa lessons are child-centred, experimental and versatile. Lessons, consisting of discussions, group work, short films about bullying and role-play exercises. Universal topics such as the importance of respect in any relationship, recognising bullying, consequences of bullying, the role of the group to counter and maintain bullying, form part of this well-developed intervention programme. The indicated actions include training the school-based support team in how to document and address specific incidences of bullying. The processes are aligned with the policies advocated by the Department of Basic Education.

The KiVa anti-bullying programme includes several characteristics that have been described as effective (Kärnä et al., 2011, p.797; Ttofi & Farrington, 2009, pp.29-30). Components such as disciplinary methods, improved playground supervision with visibility vest, teacher training, classroom rules, whole school anti-bullying policy, school conferences, and information for parents, videos, computer games and co-operative group work.

Table 3.2: KiVa lessons incorporated into the Grade 4 Life Skills curriculum focusing on bullying

Lesson	Theme	Outcome	Brief description
1	Respect is for everyone	To be alone and together in a group. Respecting each other. Interpersonal communications.	The good and the bad side of being alone. What is respect? Describing respectful and disrespectful behaviour towards others. Things that can be considered as communication, communicating emotions and communication problems.
2	In a group	To know what a group is, and to which group you belong. Peer group pressure.	Discuss and define what a group consist of, and to what group do children belong? Communication in a group. Elaborating on friendly

Lesson	Theme	Outcome	Brief description
		Understanding characteristics of communication in a group. Roles in a group and joining a group	groups. Examples of situations where learners might feel pressured in a group. Understand the different kind of roles each has in a group. How to join a group and help others to be included in the group.
3	Recognising bullying	To know what bullying is and recognise bullying situations. Also know when it is not bullying but conflict or an argument, and teasing. Laughing with or at someone. Recognising different forms of bullying.	Bullying is when the same child is repeatedly and deliberately caused harm or distress to a child that finds it difficult to defend himself. Conflict is two people who disagree about something or want different things. Whereas an argument or fight is when people are angry with each other.
4	Hidden forms of bullying	To understand the concept of hidden bullying and what mixed messages are. To know what cyberbullying is and ways to protect them from cyberbullying	Video examples are used to discuss and explain hidden bullying. Exclusion from the group and mixed messages are discussed. Explain gossip and consequences through a story. Telling someone about bullying is not gossiping. Cyberbullying, discuss internet and cell phones and respecting in cyber communication.
5	Consequences of bullying	To understand what bullying may feel like. To be aware of the most common consequences of being bullied. The affect bullying has later in life. The well-being of the class and possible changes that have taken place.	Revise the meaning of bullying. Stories of bullying and victims will be discussed and the consequences of bullying for each story. Awareness of consequences as the worst thing of bullying. Class well-being will be evaluated.
6	Group involvement in bullying	To understand attitudes and behaviour toward bullying, and that of the class. Understand that sometimes a person does not always act according to their actual	Attitudes and behaviour towards bullying will be discussed by agreeing and disagreeing with statements read. Roles in the

Lesson	Theme	Outcome	Brief description
		attitude because of group pressure. Bullying roles in a bully situation.	bullying context are explained by a picture or video of a bully scenario.
7	Confronting bullying as a group	To identify ways to support the victim. Why it might be hard to take the victim's side. To understand that small gestures can make the victim feel better.	Revising what communication is and ways of communicating support to the victim. Why it is difficult to take the victim's side, and why people do not take the victim's side. Characteristics of defenders of bullying and how to provide support to the victim.
8	What to do if I get bullied?	To know what could be done and what not when you get bullied. To know what assertiveness is. To know what happens at school if the teacher finds out that someone is being bullied. To know that it might be difficult to tell someone about bullying.	Different situations of bullying and what the victim could do will be discussed. Methods that work and does not work. Focus is on not giving in and not getting provoked. Assertiveness is the ability to stand up for oneself. Telling someone about bullying is supportive. The reasons why people do not tell about bullying will be discussed as feelings of shame. Who could be told about being bullied that could make a difference?
9	KiVa school – let's do it together!	Anti-bullying rules throughout the intervention. Thoughts about the meaning of each rule. What can be done to prevent bullying and the consequences of breaking the rules.	Explain the rules of the KiVa programme, review them and discuss the group norms. Signing the KiVa anti-bullying contract.
10	How are we doing?	Thoughts about the changes in the class, and how others experience it.	Learners reflect how the situation changed over the year. Reasons why it changed? How to maintain a positive environment. Completion of the post-test questionnaire.

Note: Information presented in the table is a summary from the "KiVa Teacher's manual, unit 2" by Salmivalli, Pöyhönen and Kaukiainen, 2014, pp 22 – 121.

3.6.2 Pre- and Post-test Questionnaires

The KiVa programme includes a questionnaire which was administered before the intervention was implemented and after the intervention was implemented. The questionnaire generated information about the school's current environment, a definition of bullying and pertaining views about the school, the frequency of bullying, where and how frequently. Other related questions like who the perpetrators are and whether they are boys or girls as well as groups or individuals, and who has been told about the bullying behaviour were included. The questionnaire took approximately forty-five minutes to complete. The questionnaire (Appendix H) was originally in English. Using a forward and backtranslation process the questionnaire was translated into Afrikaans.

3.6.3 The Implementation of the Programme

The implementation of the KiVa programme took place over the period of less than three school terms and included 10 lessons of two 45 minutes parts, presented by the Grade 4 Life Skills teachers as part of the curriculum focusing on bullying. Teachers were trained at the beginning and the middle of the school year by a certified KiVa trainer, focusing on the content of the KiVa programme.

3.6.4 The Interviews

The researcher made use of semi-structured interview schedules (Appendix I) to interview teachers and the principal of the experiment school to obtain information about the effectiveness of the intervention in their schools throughout the year. In semi-structured interviewing, the interviewer enters the interview session with a plan to explore specific topics and to ask specific open-ended questions of the interviewee (Johnson & Christensen, 2000, p.144). Interviews lasted approximately 45 minutes each at a scheduled and convenient time for the participants. The aim was to include the teachers as much as possible, as they were the adults who put the programme into action that would make the difference and change the attitude towards bullying.

3.6.5 The Research Journal

For this research study, the qualitative research was primarily interview-based, and the researcher was therefore the main "instrument" of data collection. According to Ortlipp (2008, p.698) the lack of agreement on the amount and type of researcher influence that is acceptable, remains an issue. A reflective journal is a continuous

record of decisions made, and experiences during the emergent design in a simple effective manner (Lamb, 2013, p.85; McMillan & Schumacher, 2014, p.358). Keeping a reflective research journal throughout this study, allows for the recording of experiences, opinions, thoughts and feelings of the researcher to be made visible, as well as acknowledging the effectiveness the research design in the data generation, analysis and interpretation processes (Ortlipp, 2008, p.703).

3.7 DATA COLLECTION PROCESS

Quantitative data were collected before the implementation of the programme (both schools) through the KiVa pre-test questionnaire, qualitative data were collected during the programme with interviews with teachers and the principal from the experiment school and after completion of the KiVa programme in both schools, learners completed a post-test KiVa questionnaire. Each school was visited to deliver the questionnaire and explain to the principal and Grade 4 teachers how it should be administered. The Grade 4 teachers administered the instrument, which was the learner questionnaire (refer to Section 3.6.2). The Grade 4 teacher read a script explaining the pre-test questionnaire to the learners which ensured that the administration procedures were standardised across the classes and that each learner received the same information. The questionnaire took approximately forty-five minutes to complete. The English questionnaire was translated into Afrikaans (the language of instruction for both the schools) to ensure that each learner would understand what was expected of him/her.

The KiVa intervention took place over a period of six months with Grade 4 learners of the experiment school and consisted of 8 lessons (90 minutes divided into two sessions of 45 minutes each) presented as part of the Life Skills curriculum. Teachers were trained in the second term by a certified KiVa trainer and were interviewed by the researcher throughout the intervention about the effectiveness of the programme in their school. It was anticipated that a minimum of three semi-structured interviews would be undertaken. According to Johnson and Christensen (2000, p.144) in semi-structured interviewing, the interviewer enters the interview with a plan to explore specific topics and to ask specific open-ended questions of the interviewee. These questions were flexible, and the interviewer can change the wording of any questions listed (Appendix I).

Data was gathered through semi-structured interviews with the Grade 4 Life Skills teachers and the principal of the experiment school (Section 3.6.4). Scheduled interviews (Appendix I) were recorded and transcribed (Appendix J). Confidentiality was constantly assured, names on the questionnaire, the teachers and principal names were recorded during the interviews, during reporting and when interviews were transcribed the participants names were labelled 'P' for the principal, 'X' and 'XX' for the two Life Skills teachers in order to ensure anonymity.

On completion of the intervention, a post-test KiVa questionnaire was administered to Grade 4 learners following the same procedures.

3.8 DATA ANALYSIS AND INTERPRETATION

Quantitative and qualitative data were collected for a more comprehensive view of the intervention programme being researched. Quantitative data analysis is discussed in Section 3.8.1, where the KiVa pre- and post-test questionnaire was the instrument. Qualitative data analysis consisted of the transcribed interviews and the analysis procedure is discussed in Section 3.8.2.

3.8.1 The Quantitative Data

Quantitative analysis consisted of descriptive analysis in the pre- and post-test, inferential analysis in the post-test. Statistical analysis was performed with the statistical software program, IBM Statistical Package for the Social Sciences (SPSS) Statistics 26. Descriptive statistics, according to Johnson and Christensen (2000, p. 360), focuses on describing, summarising or explaining data; however, for this research SPSS was used to summarise data. Measure of central tendency, the single numerical value considered most typical of the values of a quantitative variable (Johnson & Christensen, 2000, p.366), includes the mean, mode and median as well as the measure of variability, such as the range (the difference between the highest and the lowest numbers) and standard deviation. The descriptive statistics, the mean and standard deviation, are reported for testing Cohen's *d* to report the effective size used to indicate the difference between two means. Cohen's *d* is tested by the following formula:

$$\text{Effect size of intervention programme: } d = \frac{[\text{Mean of pre-test}] - [\text{Mean of post-test}]}{\text{Standard Deviation}}$$

Effect size between two groups: $d = \frac{[Mean\ of\ Experimental\ school] - [Mean\ of\ Control\ school]}{Standard\ Deviation}$

Cohen's *d* provides useful information for discussion, the larger the effect size, the stronger the relationship between the two variables. Cohen suggested that when *d* = 0.2 the effect size is small, 0.5 would be a medium- effect size and 0.8 a large-effect size (refer to Table 4.2).

Inferential statistics describes the probability of results for the population (McMillan & Schumacher, 2014, p.163) and depends on descriptive statistics. First a sample of the population was taken, using descriptive statistics to describe the sample, and then inferential statistics were used to estimate the true value of the test score for the population.

The researcher made use of both descriptive and inferential statistics as it allowed the researcher to summarise and interpret the collected data. The dependent t-test will compare the means between the pre- and post-tests, within groups, of the experiment and control schools with the same dependent variable. Before using the dependent t-test, four assumptions are required to be checked for a valid result. These assumptions are described in Table 3.3.

Table 3.3: Testing assumptions for the use of the dependent t-test

Assumption	Criteria	Result for study
1	Dependent variable should be measured on a continuous scale	Passed
2	Independent variable should consist of two categorical, related or matched groups	Passed
3	No significant outliers in differences between the related groups	Robust enough to accommodate some violations
4	The distribution of the differences in the dependent variable between the two related groups should be approximately normally distributed	Robust enough to accommodate some violations

(Adapted from Laerd Statistics, Dependent t-test using SPSS Statistics, 2018)

The violation of normality is not severe; therefore, the t-test may be reasonably robust.

An independent t-test was used when comparing, between groups, the control group and the experiment group results from the questionnaires from prior the intervention and after the intervention as in the pre-test and post-test design. The independent t-

test has six assumptions before an independent t-test can have a valid result. Table 3.4 checked if the data for this study complied with these assumptions.

Table 3.4: Testing assumptions for the use of the independent t-test

Assumption	Criteria	Result for study
1	Dependent variable should be measured on a continuous scale	Passed
2	Independent variable should consist of two categorical, independent groups	Passed
3	Independence of observation	Passed
4	No significant outliers	Robust
5	Dependent variable should be approximately nominally distributed for each group of the independent variable	Robust
6	Homogeneity of variances	Passed

(Adapted from Laerd Statistics, Independent t-test using SPSS Statistics, 2018)

The violation of normality is not severe; therefore, the t-test may be reasonably robust. The purpose of the t-test was to test a hypothesis proposed by the researcher. The hypothesis for this research was as follows:

H_0 = there is no significant difference between the scores on the Grade 4 questionnaire from before the intervention to after the intervention

H_1 = there is a statistical difference between the scores on the Grade 4 questionnaire from before the intervention to after the intervention.

3.8.2 The Qualitative Data

Data was gathered for this study through semi-structured interviews conducted with teachers and the principal of the experiment school, which were audio-recorded as well as the keeping of a reflective research journal. Observations recorded in the research journal were useful evidence, in both supporting and confirmation the recorded data (Lamb, 2013, p.88). Qualitative analysis was a relatively systematic process, providing explanations of the researched phenomenon. For this study, inductive analysis was used, and the process involved a bottom-up approach, where codes and themes are built from the specific data (Braun & Clarke, 2012, p.58)

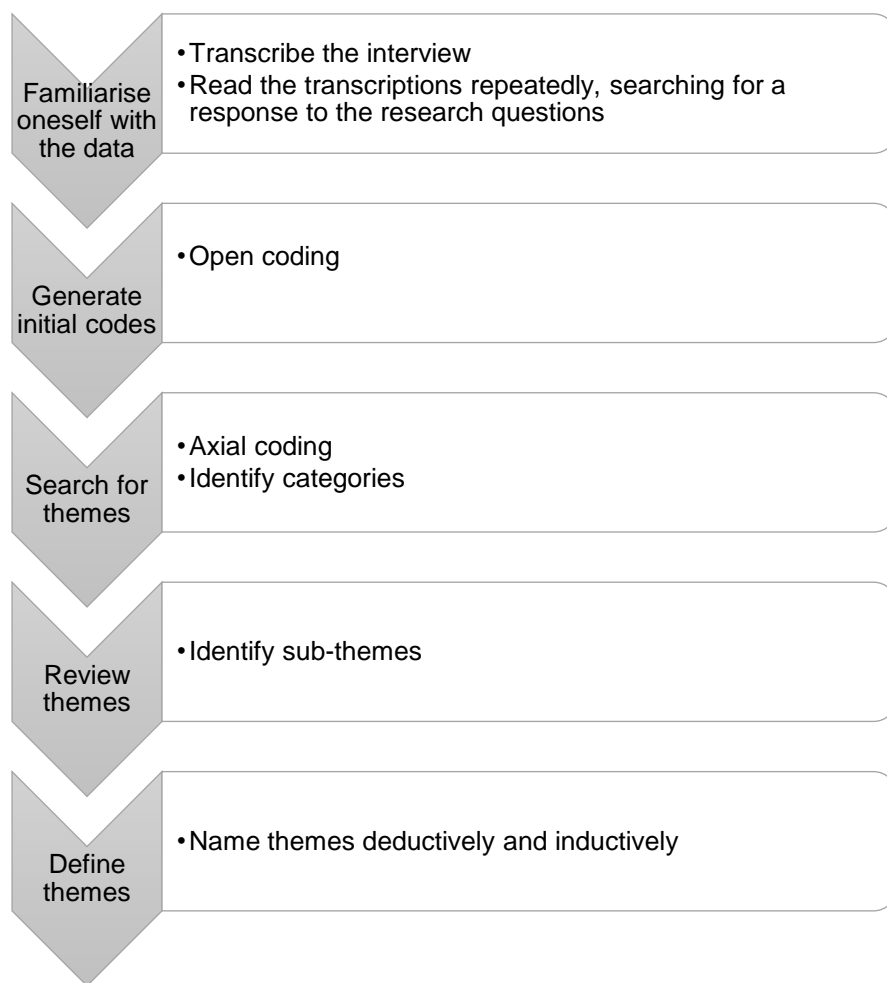


Figure 3. 2: Thematic content analysis

Thematic analysis was the method used for qualitative data analysis. The researcher made use of Braun and Clarke's (2012) six-phase approach to thematic analysis as described in Fig. 3.2. Procedures involved such as transcribing recorded interview verbatim, reading and rereading transcripts until a clear understanding was formed, segmenting and coding the data, forming categories of major ideas that were used to describe the meaning of similarly coded data, searching for relationships and themes in the codes, and generating diagrams to help with interpreting the data (Braun & Clarke, 2012, p.57; Johnson & Christensen, 2000, p.444; McMillan & Schumacher, 2014, p.395).

The first step, transcription is the process of transforming qualitative data, such as audio-recordings of interviews, into typed text (Johnson & Christensen, 2000, p.426). According to McMillan and Schumacher (2014, p.398), data transcription prepares the

data for visual review. Becoming familiar with the data, the transcript was read a couple of times and notes were taken of any underlying meaning or thoughts as well as a list of all topics, for a clear understanding.

Generating initial codes is the dividing of data into meaningful analytical units, the process of segmenting (Johnson & Christensen, 2000, p.426). The researcher made use of ATLAS.ti8 qualitative data analysis software program to assist with segmenting and coding of interviews data. The interview data were segmented through the search of descriptive words, phrases or sentences about the topics, according to Saldaña (2015, p.4) coding is a researcher-generated construct capturing and representing datum's. According to Braun and Clarke (2012), codes are the building blocks of analysis. Thus, codes describe a part of the data relevant to answer the research question. Open coding focused primarily on the text, searching and defining concepts and categories in the data. Thus, breaking down the data into concepts, headings and categories. Thereafter, the researcher made use of axial coding, where the concepts and categories were re-read with the aim of confirming representation and if the concepts and categories related. Thus, a more direct approach was employed in examining the data. Organising these concepts and categories, a table were created, to assist in identifying themes. Categories, according to Johnson and Christensen (2000, p.434), are the basic building blocks of qualitative data analysis because the researcher make sense of data by identifying and studying the categories. The goal was to make general statements about the relationship among categories, a pattern (McMillan & Schumacher, 2014, p.406). A useful tool to display the relationship among categories was diagramming. Johnson and Christensen (2000, p.440) explains a diagram as making a sketch, drawing or outline to clarify the relationship between the parts of a whole. The researcher tabulated the themes with the relevant parts of the data. Through this, the grouping and defining of sub-themes allowed the researcher to identify emergent links between the themes.

3.9 RELIABILITY AND VALIDITY/CREDIBILITY AND TRUSTWORTHINESS

Reliability is a concept to evaluate quality in a quantitative study with explanatory power, while the concept of quality in a qualitative study has the purpose of generating an understanding (Ebrahim, 2017, p.4). One of the main requirements of any research process is the reliability of the data and findings (Zohrabi, 2013, p.259). According to

Onwuegbuzie and Daniel (2002, p.89), an important strategy is ensuring that the data are valid and establishing that they are reliable. Reliability refers to the consistency or stability of test scores, regardless of whether the scores are meaningful or valid (McMillan & Schumacher, 2014, p.195; Onwuegbuzie & Daniel, 2002, p.89). Internal consistency refers to how well a test measures a single construct or concept (Johnson & Christensen, 2000, p.104), and the consistency of items within an instrument (McMillan & Schumacher, 2014, p.197).

The Mixed Methods Intervention Design is challenging, according to Creswell (2015, p.43), because the researcher needs to know how to control and address the threats to validity. Scherman (2017, p.25) defines validity as the ability to draw meaningful inferences from data. Therefore, validity was an important criterion for evaluating the quality and acceptability of this research. The instruments used to collect data were of utmost importance as the conclusions drawn were based on these instruments (Zohrabi, 2013, p.258). The question that can be asked when we test validity is: "Does the instrument test what it is supposed to test?"

Onwuegbuzie (2003, p.72) noted that findings from every single study in the field of education has threats to internal and external validity. Discussing threats to internal and external validity has three advantages, according to Onwuegbuzie (2003, p.72), such as providing information about sources of invalidity allows the reader to place the researcher's findings in their proper context; it helps to provide directions to future research and helps future researchers design their studies as careful as possible; validity meta-analysis could be conducted to determine the most prevalent threats to internal and external validity for a given research hypothesis. Threats to internal and external validity, according to Onwuegbuzie (2003, p.74), can occur at one or more of the three stages of the inquiry process, the research design/data collection, data analysis and data interpretation.

Internal validity according to Gay and Airasian (2000) as quoted in Onwuegbuzie (2003, p.71) is the condition that observed differences on the dependant variable are a direct result of the dependant variable, not some other variable. According to McMillan and Schumacher (2014, pp.4,117,121), internal validity focuses on the degree to which extraneous and confounding variables are controlled. In short, internal validity is obtained when the influence of the confounding variables is ruled out or their

influence is controlled (Johnson & Christensen, 2000, p.191). Attempts must be made to control the threats of internal validity in any research investigating causality because threats represent rival and competing explanations for obtained results (Johnson & Christensen, 2000, p.191). Minimizing threats to internal validity, the researcher established if threats were plausible by focusing on two conditions as described by McMillan and Schumacher (2014, p.121), firstly, “the threat must influence the dependent variable” and secondly, “the threat must represent a variable that differs in amount across levels of the independent variable”. Although interpretation of effectiveness of the anti-bullying programme from the pre-test to post-test might be due to the intervention, there were several other variables (threats to internal validity) that existed during the interval between the pre- and post-test that could also affect the post-test performance. Threats to internal validity for this research study considered is briefly discussed in the following table, Table 3.5:

Table 3.5: Threats to internal validity

Threats to internal validity	Brief description
History	Refers to specific events, other than the intervention programme, that occur between the pre- and post-test measurement of the dependant variable. According to Onwuegbuzie (2003, p.74) the longer an inquiry lasts, the more likely that history will pose a threat to validity.
Maturation	Refers to the normal growth or physical, mental, emotional and intellectual changes in the participants of the study over time that can affect the dependent variable.
Selection	Might be a threat when differences exist between the characteristics of the participants for the comparison groups. Precautions have been made when the two groups are selected. The researcher chose two schools having statistical equivalence with characteristics of an experiment and control school.
Testing	Refers to changes that may occur in participant scores obtained by the post-test as a result of taking the pre-test. Usually this might be a threat if the time between the tests is short. In this study there was a seven-month gap between the pre- and post-test.

Threats to internal validity	Brief description
Instrumentation	This occurs when scores provided by the pre- and post-test lack the appropriate level of consistency, content-, criterion- and/or construct-related validity.
Implementation bias	This threat is often caused by the differential selection of teachers who apply the intervention. This study trained teachers to instruct and implement the intervention programme, but the lack of motivation, time, resources, inadequate knowledge or ability might be the reason that this is a threat to validity.

External validity, according to Johnson and Christensen (2000, p.200) is “the extent to which results of a study can be generalised to and across populations of persons, settings, and times”. Threats to external validity for this research study to consider are briefly discussed in the following table, Table 3.6:

Table 3.6: Threats to external validity

Threats to external validity	Brief description
Population validity	Refers to the ability to generalise the study results to individuals not included in the study. Unfortunately, population validity is a threat, as Onwuegbuzie (2003, p.80) stated that all members of the target population are rarely available for selection, as the researcher is forced to select a sample from an accessible population representing the group. Thus, the represented group cannot be representative to the targeted group, as it is only one school.
Ecological validity	Refers to the extent to which findings from this study can be generalised across settings, conditions, variables, and context (Onwuegbuzie, 2003, p.80). As schools and districts differ substantially in South Africa with respect to variables such as ethnicity, socio-economic status and academic achievement, ecological validity is a threat to this study.
Experimenter effect	This is also known to researcher bias (Onwuegbuzie, 2003, p.81). Experimenter effect refers to the unintentional effect that the researcher can have on the outcome of the study (Johnson & Christensen, 2000, p.204). Researcher bias, according to Onwuegbuzie (2003, p.81), may pose as a threat because findings may be dependent on the characteristics and values of the researcher.

For the instrument development, component content and construct-related validity are important considerations. Content-related validity refers to the judgement of the degree to which the questions in an assessment match the domain of interest (Johnson & Christensen, 2000, p.107), such as the amount of bullying taking place in a school setting. According to Zohrabi (2013, p.258), content-related validity is related to different elements, skills and behaviours which are adequately and effectively measured. Construct validity, also known as construct-related evidence, refers to whether the assessments measures the correct construct, where a construct can be defined as a complex abstract concept that is not directly observable, psychological characteristics such as anxiety, intelligence and self-concept (McMillan & Schumacher, 2014, p 2).

Validity in qualitative research is personal and relational, therefore trustworthiness was of importance for this research study and therefore the researcher pursued credibility, transferability and dependability for the qualitative research to be trustworthy. Credibility is the extent to which the results of a study are judged to be trustworthy and reasonable, and equivalent the concept of internal validity (Korstjens & Moser, 2018, p.121). The question to ask is: "How congruent are the findings with reality?" (Shenton, 2004, p.65). Enhancing credibility, member checking and triangulation were used in this research study. Member checking was done within an interview, checking informally with participants for accuracy during data collection as topics were rephrased and probed to obtain more complete and subtle meanings (McMillan & Schumacher, 2014, p.355). Triangulation is the use of one or more methods of data collection such as questionnaires, interviews and a research journal to collect data.

Transferability refers to the degree which the results can be generalised or transferred to other contexts or settings and is like the concept of external validity. Findings of a qualitative study are specific to a small number of participants and therefore it is almost impossible to demonstrate that the findings and conclusions are applicable to other situations and or populations (Shenton, 2004, p.69). Although each scenario and/or problem is unique, it forms part of the broader group and therefore the possibility of transferability should not be rejected.

Dependability can be compared to reliability in quantitative research. It refers to the consistency of the research findings and if the study were repeated, in the same

context, with the same methods and with the same participant, similar results would be realised (Korstjens & Moser, 2018, p.122; Shenton, 2004, p.71). In order to address dependability, the processes within the study should be reported in detail for future researchers to repeat the study. According to Shenton (2004, p.71), to enable readers of the research report to develop an understanding of the methods, the researcher describes what will be planned and executed on a strategic level, addressing the precise details of what was done in the field and evaluating the effectiveness of the process. Critical to this process is the audit trail, which allows any observer to trace the course of the research step-by-step by the precise descriptions of the procedures (Korstjens & Moser, 2018, p.121).

Reflexivity throughout the qualitative research process, is the examination of the researcher's own thoughts and feelings. All data are processed through and reconstructed in the researcher's mind, as the report is written (McMillan & Schumacher, 2014, p.356). Although many strategies exist to enhance reflexivity, monitoring and evaluation, the researcher's subjectivity and perspective such as peer debriefing, field log, reflective journal, ethical considerations, formal corroboration of initial finding and critical reflexivity. This study made use of a reflective journal. Reflexivity is an important procedure for establishing credibility and trustworthiness of the research.

In order to strengthen validity, the researcher followed Zohrabi's (2013, pp.258-259) procedures to validate the instruments and data. Internal validity's main concern is compatibility with the reality. Thus, triangulation was strengthened by collecting data through several sources: close-ended questionnaires, structured open-ended interviews and a research journal. The questionnaire was translated into the participant's home language. The researcher made use of a language editor to check the consistency of content after translation. A pre-test questionnaire was given to both groups prior to the implementation of the intervention, measuring participants understanding of bullying and pertaining views about the school, the frequency of bullying, where and how frequently bullying occurred and learner's psychosocial well-being. The questionnaire was administered by the Grade 4 class teachers; however, the researcher discussed administering the questionnaire with the teachers, explaining unclear questions which could have caused misunderstanding. The teachers read the questions and learners answered accordingly. The intervention

programme consisted of eight lessons throughout the school year, and interviews took place with the Grade 4 Life Skills teacher of the experiment school and the principal, measuring the process of implementation and effectiveness of the programme. The researcher kept a reflective research journal throughout this study, recording experiences, opinions, thoughts and feelings of the researcher and acknowledging of the research design, data generation, analysis and interpretation process (Ortlipp, 2008, p.703). Lastly, a post-test questionnaire was given to both schools and according to the analysis, the effectiveness of the intervention programme was measured according to the results. The use of these instruments obtained quantitative and qualitatively data, to enhance validity and reliability for this study as careful considerations were made to extend the steadiness and stability of data. The researcher met the ethical rules and principles, fulfilled the evaluation as accurately as possible and reported findings righteously.

The researcher collected and analysed data separately, each data source therefore leads to its own set of inferences (Onwuegbuzie & Johnson, 2006, p.53). Thus, both data sets are discussed and reported in two sections with validity and reliability, credibility and trustworthiness in mind.

3.10 ETHICAL CONSIDERATIONS

Unisa Research Ethics Policy (2013) was this research studies guideline. Research ethics are defined as a set of principles to guide and assist researchers in establishing goals and reconciling conflicting values (Johnson & Christensen, 2000, p.63). Ann Robertson simplifies the definition by saying, "Research is finding out the things that we don't know, while ethics is doing it in a way that does not hurt anyone" (Claassens, 2017, p.4). The following ethical issues were considered in this research study (Unisa, 2013, pp.9-17):

- *Respect for and protection of the rights and interests of participants and institutions:* The researcher respected and protected the dignity, privacy and confidentiality of participants and where relevant, the researcher did not expose participants and institutions to procedures or risks not directly attached to the research project or its methodology. The participants were informed by the researcher and the letter of consent that their names, the name of the institution

(school) and any other names, were withheld in the reporting of the data. Privacy, confidentiality and anonymity was guaranteed.

- *Protection from harm:* The participants were not harmed emotionally or physically. During interviews, the researcher used her sensitivity to judge how far to take questioning of a personal nature due to potential negative effects. In the completion of the questionnaire, participants were informed of the contents of the questionnaire, why they should fill it in, as well as the confidentiality. They were told that there were no right or wrong answers and that they did not need to participate if they did not want to. The personal well-being of the participants was always respected.
- *Informed consent:* The participants were informed about the research, completion of a questionnaire and interviews, as well as the intervention programme. The participants freely signed a letter of consent that provided details of the extent of participation. Consent from the Education Department of the Eden-Central Karoo District of the Western Cape was obtained in addition to that of the research participants. Consent was obtained from a parent or guardian of children participating as they were under the age of 18 years.
- *Prevention of deception and coercion:* The participants were informed of the right to withdraw from the research at any time. The researcher respected the participants' rights and the right to refuse to participate in the research as well as the decision to change or withdraw their informed consent given earlier, at any stage of the research without giving a reason. Participants were provided with a copy of the consent letter, wherein all necessary details of the research process were provided.
- *Respect for cultural differences:* The researcher treated the research participants as unique human beings within the context of their community system. The intended research was undertaken with the identified community and schools.
- *Justice, fairness and objectivity:* The criteria for the selection of the two schools, participating in the research was fair.
- *Integrity, transparency and accountability:* The research conduct was honest, fair and transparent. The researcher was honest about her own limitations,

competence, belief system, values and needs. The researcher did not abuse her position or knowledge for personal power or gain.

- *Risk minimisation:* The researcher explained the possible, anticipated and potential benefits as well as the potential risks of the research, including discomfort and unpleasant emotional experiences, where the questionnaire or interviews were involved.

3.11 LIMITATIONS AND DELIMITATIONS OF THE STUDY

The researcher chose to implement the intervention in only one school and grade, the Grade 4 classes. Therefore, the findings could not be generalised. A larger sample size with more schools involved would provide a bigger picture. Since this study depended on the teachers implementing the intervention programme, certain limitations might be considered. In implementing an intervention programme as part of the Life Skills curriculum, time could be considered as a limitation. Access and teacher availability for training, lesson planning and interviews presume to be a limitation since the programme is an extra activity in their schedule. The research findings have however given direction for future research on this topic (refer to Section 5.5), especially for the implementation and effectiveness of the KiVa anti-bullying programme in South African primary schools.

3.12 CONCLUSION

This chapter dealt with the research design and methodology for this study. It described and explained the mixed method intervention design as the most appropriate choice to find answers for research questions. Quantitative and qualitative methods such as a questionnaire, intervention, interviews and a research journal were described and how data was collected and stored. The role of the researcher and the way the data were analysed and interpreted have been explained as well. This chapter has also given an outline of related aspects such as reliability, validity, credibility and trustworthiness for the effectiveness of this study. Ethical standards were discussed, elaborated on and applied during the data collection process. The next chapter, Chapter 4 of this dissertation focuses on an analysis and interpretation of data collected from the participants.

CHAPTER 4: FINDINGS AND ANALYSIS

4.1 INTRODUCTION

The literature study (cf. Chapter 2) highlighted what bullying consist of, types of bullying, role players and the effect it has on learners. This chapter focus specifically on the KiVa anti-bullying programme implemented at a primary school. The implementation and results are discussed based on the research questions presented in Chapter 1. The aim of this study was to explore the effectiveness of the KiVa anti-bullying programme in primary schools in the ECKD of the Western Cape, South Africa. The focus of this programme is to prevent bullying from occurring.

The primary research question was:

How effective is the KiVa anti-bullying programme in primary schools in South Africa?

Addressing the primary question, the programme was implemented at the experiment school and compared to a control school where the programme was not implemented.

The sub questions are:

1. What are the main elements of the KiVa anti-bullying programme?
2. What skills are included in the anti-bullying programme?
3. To what extent is there an attitude change with the implementation of the bullying programme?

Addressing these questions, data was collected through the completion of a questionnaire before the implementation of the programme at both schools and after implementation by the Grade 4 learners. The questionnaire addressed three categories, feelings about the school, whether they feel safe, are happy at school and in class, if the school is a caring and accepting place. These questions offered a more substantial point of view about the school climate and the learners' experiences. Another category addressed by the questionnaire was the learners' experience at school, focusing on bullying. The occurrence of bullying, the type of bullying present at the school, if the bully is only one or more learners, as discussed in Chapter 2 Section 2.6, the place at school where bullying occurs, telling someone about the bullying and random questions about a caring atmosphere at school. Therefore, the

researcher will report the baseline pre-test descriptive, inferential and the same with the post-test in answering the research question: “To what extent is there an attitude change with the implementation of the bullying programme?”

The KiVa intervention programme was implemented at the experiment school, the Grade 4 Life Skills teachers and principal was interviewed to obtain information about the main elements of the programme, the skills addressed by the intervention programme and effectiveness in a South African context.

In this chapter, modifications to the KiVa anti-bullying programme for the South African school context is discussed in Section 4.2. Information on the participants (Section 4.3) for both quantitative (Section 4.3.1.1) and qualitative (Section 4.3.1.2) data are elaborated on using figures and tables. Collection of data as described in Chapter 3, Section 3.7 and discussion of analysis, quantitative and qualitative data is discussed and analysed separately with the focus on answering the research questions. Since mixed methods are used, the researcher processed and discussed data analysis separately, quantitative (Section 4.4 and 4.5) and qualitative (Section 4.6 and 4.7) data. The quantitative data analysis discussion and results are categorised according to the questionnaire’s categories, about your school (Section 4.5.1), experiences at school (Section 4.5.2) and about your life (Section 4.5.3). Section 4.5.4 summarised the result of the questionnaire. Reliability and validity of the questionnaire as instrumentation are measured and discussed in Section 4.5.5. The qualitative data analysis discussion and results were categorised according to the emergent themes (Section 4.7.1) from the analysed interviews. In Section 4.7.2, threats to internal and external validity were considered and discussed.

4.2 MODIFICATIONS TO THE KIVA ANTI-BULLYING PROGRAMME

Anti-bullying programmes proven to be effective in one context, often have little or no effect when replicated internationally because of different school systems, cultures and ethnic contexts (Herkama & Salmivalli, 2013, p.4). Finland, the programmes’ country of origin, is a homogenous country where economical, ethnic and cultural variability among learners is minor (Herkama & Salmivalli, 2013, p.4), whereas South African schools are comprised of learners from distinctly diverse on socio-economic status, ethnicity, and religious backgrounds. A further distinction is that teacher

education in Finland is of high quality as a master's degree is the norm among teachers, whereas in South Africa teachers only need a three-year diploma to be appointed by the Department of Education.

In implementing the KiVa programme in schools in another country, particularly a third world country, Herkama and Salmivalli (2013, p.5) suggested a few general adaptations when implementing the programme in a new context. The deep structure and key elements of the programme should remain unchanged although particular modifications were made to ensure context suitability. Modifications included surface structure of the programme such as the language; however, only the paper and pencil questionnaire was translated to Afrikaans, with the teachers' manual remaining in English (Unit 2), although lesson material and stories were also translated to Afrikaans and photographs and videos used during lessons were changed to ensure that they were more appropriate for the learners' culture and context specific. The KiVa computer games were not used as the school did not have computers and they were not connected to the internet. Therefore, the parent guide provided by KiVa website was also not shared as technical facilities and access tends to remain a challenge in the South African context. Sharing videos was also a problem as the school did not make use of projectors and teachers could not search for related videos on the website because of the lack of internet, computers and connectivity. Therefore, all online components of the programme were excluded (online questionnaire and virtual games). Timing was also problematic in the South African context, as all available class time is needed for curriculum coverage making it difficult to add this programme to the curriculum context. Therefore, the schedule of implementation changed over time, depending on the time available, therefore most lessons were linked to form one lesson. But the core element of the lesson was still implemented through the combined lesson.

The classes were comprised on average 39 learners per class which made group work difficult, therefore most of the lessons were taught as a whole, small group discussions were discussed as a whole class activity and learners were not divided into groups. The researcher monitored and supported the teachers throughout the process. Although the teachers were motivated, time was not on their side, and planning of lessons and preparing the lessons was problematic. For future research, I do suggest

training and planning of the programme should occur in the last two terms of the year prior to start of the programme. Most teachers plan the year ahead, and because this is an extra curriculum activity, they are then prepared, and lessons could have been integrated better and more effectively. The researcher was always available to give support via e-mail and a WhatsApp group to discuss specific problematic situations and doubts.

4.3 PARTICIPANTS

The sampling and selection of the schools was discussed in Chapter 3 Section 3.5 and comprised 111 learners completing the questionnaire from the experiment group (59) and control group (52) schools, although 144 learners at the experiment school participated in the implementation of the intervention. In addition, two Grade 4 Life Skills teachers and a principal were interviewed, and details are provided in the subsequent section.

4.3.1 Information on the Participants

As discussed in Chapter 3, Grade 4 learners completed a questionnaire (Appendix H) before and after the implementation of the programme. Interviews with the experiment school's Grade 4 teachers and principal were recorded. Confidentiality was constantly assured, learners names on the questionnaire were not used when data were entered into the computer, but each learner were represented by a number.

And although the teacher and principal names were recorded during the interviews, during reporting and when interviews were transcribed (Appendix J), the participants names were labelled 'P' for the principal, 'X' and 'XX' for the two Life Skills teachers in order to ensure anonymity.

4.3.1.1 Descriptive analysis of biographical data (Quantitative data)

Figure 4.1 is a representation of the biographical information of all the Grade 4 learner respondents from the two selected schools.

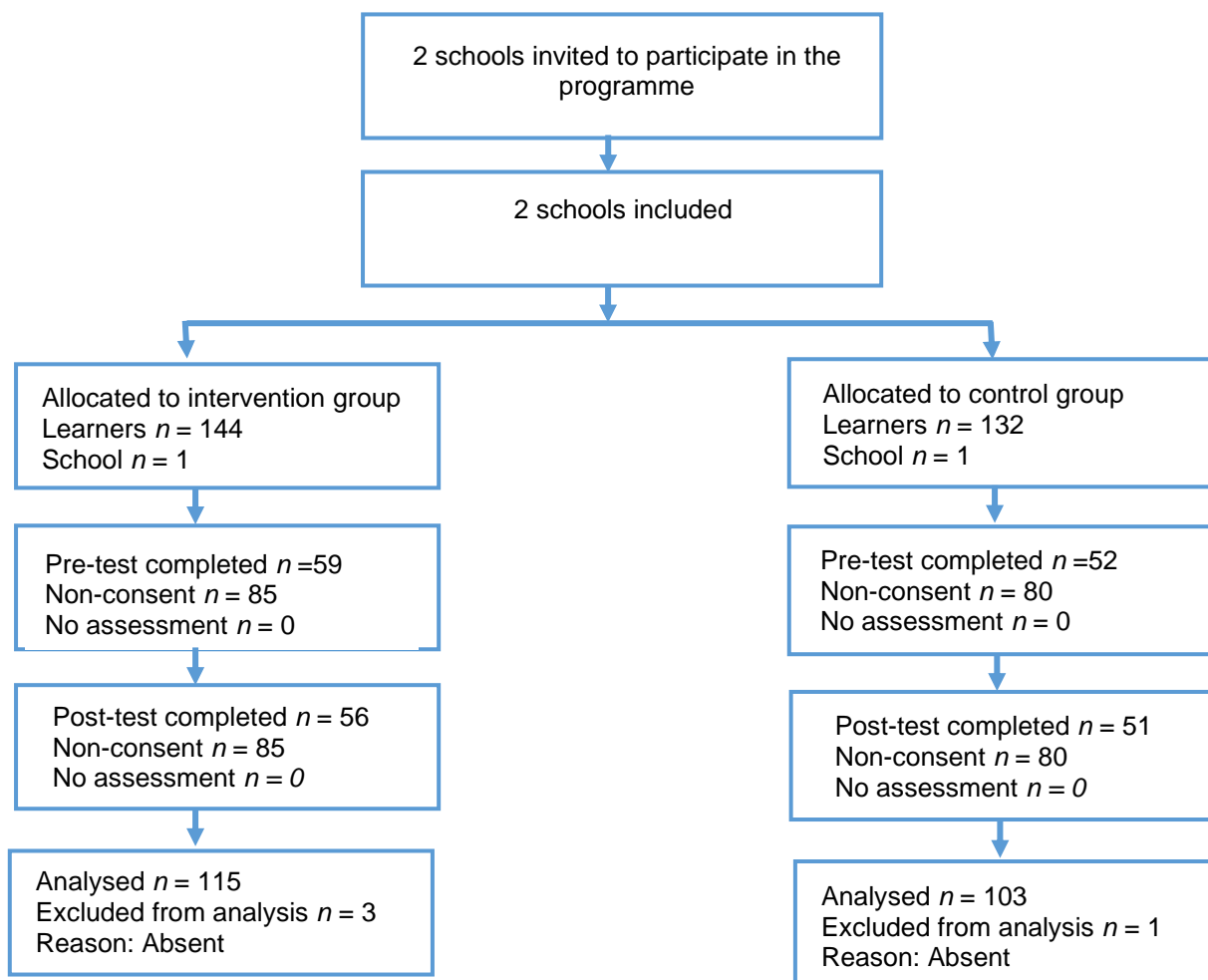


Figure 4.1: Participant flowchart of enrolment and retention in the evaluation (quantitative data)

All participants enclosed their age and gender when completing the questionnaire. The age of the respondents for this study varied between 9 years to 12 years of age with an average age of 10 (see Table 4.1). Therefore, the age for Grade 4 learners, is relatively 10 years of age, and within both schools, with 74.6% of the experiment school's learners being 10 years old and within the control school, 69.2% were 10 years of age. However, they differed regarding gender. The experiment school had more female participants than the control school (see Table 4.1). Thirty-eight respondents were female and 21 were male in the experiment school, creating a valid percentage of 64.4% females and 35.6% males, whereas the control school had 26 female (50%) and 26 males (50%).

Table 4.1: Biographic information of the Grade 4 participants

Measure	Experiment school		Control school	
	Frequency	Percentage	Frequency	Percentage
Age				
9	0	0.0	1	1.9
10	44	74.6	36	69.2
11	13	22.0	13	25.0
12	2	3.4	2	3.9
TOTAL	59	100.0	52	100
Mean for age	10.29		10.31	
Gender				
Male	21	35.6	26	50.0
Female	38	64.4	26	50.0
TOTAL	52	100.0	52	100.0
Mean for gender	1.64		1.5	

All 111 learners completed the pre-test, under the supervision of their class teacher. Attrition of participants did occur in the post-test as three learners from the experiment school and one learner from the control school all of whom were absent during post-test completion.

4.3.1.2 Participants for qualitative data

As this research study only included the Grade 4 classes of the experiment school, the Grade 4 teachers and the principal were part of the intervention programme, since they work with issues handling bullying within the Grade 4 classes. However, only two Life Skills teachers implemented the intervention programme and were interviewed.

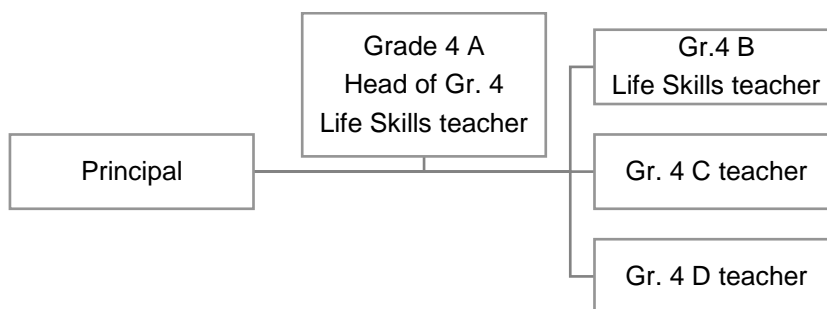


Figure 4.2: Organogram of the Grade 4 classes of the experiment school

The teachers from the experiment school participated in two training workshops of about three hours each. Four teachers (two Life Skills teachers) and the principal attended the first training session, however, only two teachers, the Life Skills teachers attended the second training session. The teachers received five Continuous Professional Development (CPD) points for attending the workshops. Both training sessions were conducted by a South African certified KiVa trainer. During the training, each teacher received a teacher's manual and lesson plans. The intervention was implemented in the school at the start of the second term after the pre-test questionnaire was completed. After the first training session, a KiVa team was established, consisting of three teachers.

4.4 PROCESS OF DATA ANALYSIS FOR QUANTITATIVE DATA

The first step for data analysis, was the capturing of raw data from the pre- and post-test questionnaires onto Excel sheets which was followed by importing the data and coding the raw data of the questionnaire by using IBM SPSS Version 26. Statistical analysis was performed by selecting appropriate tests, such as a paired sample or dependent t-test when comparing pre- and post-test scores from the same school and an independent sample t-test when comparing scores from the experiment and control school. Descriptive statistics such as the frequency, the mean, and standard deviation was used to organise, summarise and represent raw data quantitatively, and numerically in tables. Inferential statistics were used to describe and estimate the true value of the test score for the population.

The hypothesis for this research study was as follows:

H_0 = there is no significant difference between the scores on the Grade 4 questionnaire from before the intervention to after the intervention

H_1 = there is a statistical difference between the scores on the Grade 4 questionnaire from before the intervention to after the intervention

In this study, reporting statistically significant differences, the effect size between pre- and post-tests, Cohen's d is used. Effect sizes are reported according to sizes represented in table 4.2. Significant testing is smaller than 0.05 (2-tailed), therefore the value of $p > 0.05$ is the criteria for this study to reject the null hypothesis.

Table 4.2: Cohen's effect size

	Small	Medium	Large
Cohen's <i>d</i>	0.2 - < 0.5	0.5 - < 0.8	≥ 0.8

4.5 DISCUSSION AND RESULTS OF THE QUANTITATIVE DATA ANALYSIS

Quantitative learner data was collected by pre- and post-test questionnaires. All learner participants completed the questionnaire twice during a six-month period. The questionnaire was divided into three categories, A – About your school; B – About your experiences at school and C – About your life. These categories are discussed as separate groups, and according to the scales for answering the questionnaire. Category B has various scales for different questions. Thereafter, the result of the questionnaire analysis will be summarised, with the aim to test the hypothesis. The reliability or consistency of the questionnaire is measured ensuring that instrumentation was not a threat to internal validity.

4.5.1 About your School

The first category asked twelve questions about the school climate and learner experience of the school. Certain values like safety, friendliness, helpfulness, happiness and acceptance told a story about the school. As discussed in Chapter 2, Section 2.3, feeling safe in school is a fundamental human right, and bullying is one of the reasons learners do not feel safe at school. Tables 4.3 and 4.4 present the frequencies reflecting learners' experience of the school.

Table 4.3: Frequencies learner experience - school climate - experiment school

Question	Agree a lot		Agree a little		Disagree a little		Disagree a lot	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. I really like school	58 (98%)	53 (95%)	1 (2%)	2 (3%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)
2. I feel like I belong in this school	52 (88%)	40 (71%)	5 (9%)	10 (18%)	0 (0%)	2 (4%)	2 (3%)	4 (7%)

3. School is the best part of the week.	48 (81%)	50 (89%)	5 (9%)	4 (7%)	4 (7%)	0 (0%)	2 (3%)	2 (4%)
4. I am normally happy when I am at school	48 (81%)	41 (73%)	6 (10%)	10 (18%)	1 (2%)	1 (2%)	4 (7%)	4 (7%)
5. This school is a friendly place	39 (66%)	31 (55%)	17 (29%)	20 (36%)	2 (3%)	1 (2%)	1 (2%)	4 (7%)
6. Most of the time I wish I weren't in school at all	10 (17%)	15 (27%)	4 (7%)	7 (12%)	7 (12%)	4 (7%)	38 (64%)	30 (54%)
7. I would talk about this school to others	47 (79%)	31 (55%)	7 (12%)	12 (22%)	0 (0%)	5 (9%)	5 (9%)	8 (14%)
8. I feel safe at school	48 (81%)	42 (75%)	6 (10%)	9 (16%)	1 (2%)	1 (2%)	4 (7%)	4 (7%)
9. Helping others is common in our class	45 (76%)	38 (68%)	10 (17%)	11 (20%)	3 (5%)	4 (7%)	1 (2%)	3 (5%)
10. I'm happy to be in my class	48 (81%)	51 (91%)	8 (14%)	4 (7%)	1 (2%)	0 (0%)	2 (3%)	1 (2%)
11. I'm feel that I'm accepted as I am at school	46 (78%)	32 (57%)	8 (14%)	16 (29%)	2 (3%)	5 (9%)	3 (5%)	3 (5%)
12. I like the atmosphere at school	44 (75%)	39 (70%)	9 (15%)	7 (12%)	2 (3%)	1 (2%)	4 (7%)	9 (16%)

Legend: 1 = agree a lot, 2 = agree a little, 3 = disagree a little, 4 = disagree a lot

The interpretation of the findings in Table 4.3 from the experiment school and Table 4.4 from the control school, reveal that according to question 8, most learners in the research study regard their school as being a safe place. Within the intervention programme, the focus was on the learners disagreeing that their school is a safe place. More than 90% learners agreed that they feel safe at school, 91% from the experiment (Table 4.3) and 98% from the control school (Table 4.4) taking into account both scales, agree a lot and agree a little. Some 8.7% of the experiment school, and 1.9% of the control school did not agree that their school is safe place.

Table 4.4: Frequencies learner experience - school climate - control school

Question	Agree a lot		Agree a little		Disagree a little		Disagree a lot	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. I really like school	47 (90%)	49 (96%)	2 (4%)	2 (4%)	1 (2%)	0 (0%)	2 (4%)	0 (0%)

2. I feel like I belong in this school	38 (73%)	49 (96%)	12 (23%)	1 (2%)	0 (0%)	0 (0%)	2 (4%)	1 (2%)
3. School is the best part of the week.	44 (84%)	42 (83%)	5 (10%)	6 (12%)	1 (2%)	3 (5%)	2 (4%)	0 (0%)
4. I am normally happy when I am at school	39 (75%)	41 (80%)	10 (19%)	6 (12%)	0 (0%)	2 (4%)	3 (6%)	2 (4%)
5. This school is a friendly place	38 (73%)	31 (60%)	6 (12%)	9 (18%)	1 (2%)	4 (8%)	7 (13%)	7 (14%)
6. Most of the time I wish I weren't in school at all	15 (29%)	9 (18%)	4 (8%)	7 (14%)	2 (4%)	3 (5%)	31 (59%)	32 (63%)
7. I would talk about this school to others	33 (64%)	41 (80%)	7 (13%)	4 (8%)	2 (4%)	2 (4%)	10 (19%)	4 (8%)
8. I feel safe at school	37 (71%)	44 (86%)	14 (27%)	7 (14%)	0 (0%)	0 (0%)	1 (2%)	0 (0%)
9. Helping others is common in our class	44 (84%)	39 (76%)	2 (4%)	7 (14%)	2 (4%)	1 (2%)	4 (8%)	4 (8%)
10. I'm happy to be in my class	42 (80%)	46 (90%)	4 (8%)	2 (4%)	3 (6%)	0 (0%)	3 (6%)	3 (6%)
11. I'm feel that I'm accepted as I am at school	33 (64%)	42 (82%)	9 (17%)	7 (14%)	2 (4%)	2 (4%)	8 (15%)	0 (0%)
12. I like the atmosphere at school	42 (80%)	39 (76%)	5 (10%)	5 (10%)	2 (4%)	4 (8%)	3 (6%)	3 (6%)

Legend: 1 = agree a lot, 2 = agree a little, 3 = disagree a little, 4 = disagree a lot

The experiment school's result from before the implementation of the intervention programme revealed that the pre-test indicated a ($M = 17.55$, $SD = 4.02$, $n = 56$), while after the implementation, the post-test indicated a ($M = 18.77$, $SD = 4.68$, $n = 56$). The t-test result with regard to "about the school" indicates a no statistical difference, $t(55) = -1.51$, $p = .14$, $d = -.20$. The effect size between the pre- and post-test, about the school specifies a small negative effect.

Table 4.5: Central tendency measure of school climate – experiment school

	Experiment school			Control school			Independent t-test	
	Pre-test	Post-test	Pre-post-test compared	Pre-test	Post-test	Pre-post-test compared	Pre-test	Post-test
M	17.55	18.77	-1.214	18.55	17.35	1.196		

N	56	56	56	51	51	51	107	107
SD	4.017	4.378	6.014	5.704	3.671	6.838		
T			-1.511			1.249	-1.051	1.802
Df			55			50	105	105
Sig. (2- tailed)			.137			.217	.296	.074

In this study, the independent sample *t*-test (table 4.5) was used to evaluate the difference in learner experience of the school. The researcher found that after the implementation of the intervention programme, scores between the control schools' post-test ($n = 51$, $M = 17.35$, $SD = 6.67$) and the experiment schools' post-test ($n = 56$, $M = 18.77$, $SD = 4.38$) were marginally statistically significant, $t(105) = 1.80$, $p = .07$.

4.5.2 Experiences at School

Another category addressed by the questionnaire in category B was learners' experience at school, questions about bullying and being bullied. Findings of learners' experiences at school, are presented and described in the subsequent tables and paragraphs. Table 4.6 offers question formation emerging from the questionnaire:

Table 4.6: Question formation for experience at school

Question 1 to 11	How often bullying occurs and the type of bullying.
Question 12	Bullied by boys or girls
Question 13	Number of learners that bully
Question 14	The time that bullying lasts
Question 15	Place where bullying occurs
Question 16	Telling someone about bullying
Question 17 to 21	Caring in general from friends and other learners at school

The frequency of bullying and the type of bullying (Questions 1 to 11, Table 4.6) occurring at the school was answered by learners according to five scales. According to Kärna et al. (2011, p.801), learners who reported in question one that they have been bullied two to three times a month, about once a week, or several times a week (response alternatives 3 – 5) during the last couple of months can be categorised as victims. The frequency of the learners at the experiment school who were not bullied

in the last couple of months, in response to. for Question one was 61% (pre-test) and 43% (post-test) (Table 4.7),

Table 4.7: Frequencies experimental school - learners' experiences at school regarding the occurrence and type of bullying

Question	It has not happened in the past couple of months		Only once or twice		2 to 3 times a week		About once a week		Several times a week	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. How often have you been bullied at school during the past few months	36 (61%)	31 (55%)	4 (7%)	6 (11%)	4 (7%)	7 (13%)	6 (10%)	3 (5%)	9 (15%)	9 (16%)
2. I was called mean names, or teased in a hurtful way	28 (47%)	22 (39%)	11 (18%)	16 (29%)	8 (14%)	4 (7%)	4 (7%)	6 (11%)	8 (14%)	8 (14%)
3. Other learners left me out of things on purpose	44 (75%)	35 (62%)	6 (10%)	10 (18%)	3 (5%)	7 (13%)	3 (5%)	4 (7%)	3 (5%)	0 (0%)
4. I was hit, kicked, pushed and shoved around	37 (63%)	37 (66%)	9 (15%)	9 (16%)	5 (8%)	2 (4%)	4 (7%)	3 (5%)	4 (7%)	5 (9%)
5. Other learners told lies about me or spread false rumours	35 (60%)	30 (53%)	11 (18%)	11 (20%)	6 (10%)	6 (11%)	3 (5%)	4 (7%)	4 (7%)	5 (9%)
6. Other learners tried to make others dislike me	45 (76%)	29 (52%)	9 (15%)	8 (14%)	1 (2%)	8 (14%)	1 (2%)	4 (7%)	3 (5%)	7 (13%)
7. I had money and other things taken from me	51 (87%)	38 (68%)	2 (3%)	8 (14%)	0 (0%)	5 (9%)	4 (7%)	3 (5%)	2 (3%)	2 (4%)
8. I was forced to do things I did not want to do	41 (69%)	41 (75%)	8 (14%)	3 (5%)	4 (7%)	5 (9%)	3 (5%)	2 (4%)	3 (5%)	4 (7%)
9. I was called mean names about my race or colour	40 (68%)	36 (63%)	9 (15%)	11 (20%)	8 (14%)	2 (4%)	0 (0%)	5 (9%)	2 (3%)	2 (4%)
10. I have received mean or hurtful messages, calls or pictures on my cell phone	56 (95%)	52 (92%)	3 (5%)	0 (0%)	0 (0%)	2 (4%)	0 (0%)	1 (2%)	0 (0%)	1 (2%)
11. I have received mean or hurtful messages, calls or pictures on my computer	53 (89%)	53 (94%)	4 (7%)	2 (4%)	1 (2%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)

Legend: 1 = It has not happened in the past couple of months, 2 = only once or twice, 3 = 2 to 3 times a month, 4 = about once a week, 5 = several times a week

Frequency of learners not bullied at the control school was 62% (pre-test) and 43% (post-test) in response to Question one (Table 4.8).

Table 4.8: Frequency control school - learners' experiences at school regarding the occurrence and type of bullying

Question	It has not happened in the past couple of months		Only once or twice		2 to 3 times a week		About once a week		Several times a week	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. How often have you been bullied at school during the past few months	32 (62%)	22 (43%)	4 (8%)	14 (27%)	7 (13%)	7 (13%)	2 (4%)	2 (4%)	7 (13%)	7 (13%)
2. I was called mean names, or teased in a hurtful way	24 (46%)	25 (49%)	11 (21%)	8 (16%)	11 (21%)	5 (10%)	4 (8%)	2 (4%)	2 (4%)	11 (21%)
3. Other learners left me out of things on purpose	33 (63%)	34 (67%)	9 (17%)	8 (16%)	5 (10%)	7 (13%)	5 (10%)	2 (4%)	0 (0%)	0 (0%)
4. I was hit, kicked, pushed and shoved around	35 (67%)	33 (65%)	9 (17%)	10 (19%)	1 (2%)	4 (8%)	1 (2%)	2 (4%)	6 (12%)	2 (4%)
5. Other learners told lies about me or spread false rumours	32 (62%)	26 (51%)	7 (13%)	11 (22%)	5 (10%)	5 (10%)	4 (8%)	2 (4%)	4 (8%)	7 (13%)
6. Other learners tried to make others dislike me	35 (67%)	33 (65%)	10 (19%)	7 (13%)	3 (6%)	5 (10%)	2 (4%)	3 (6%)	2 (4%)	3 (6%)
7. I had money and other things taken from me	35 (67%)	33 (65%)	8 (15%)	10 (19%)	4 (8%)	3 (6%)	2 (4%)	2 (4%)	3 (6%)	3 (6%)
8. I was forced to do things I did not want to do	34 (65%)	39 (76%)	8 (15%)	4 (8%)	3 (6%)	5 (10%)	2 (4%)	1 (2%)	5 (10%)	2 (4%)
9. I was called mean names about my race or colour	30 (57%)	30 (60%)	5 (10%)	10 (19%)	6 (12%)	2 (4%)	5 (10%)	2 (4%)	6 (12%)	7 (13%)
10. I have received mean or hurtful messages, calls or pictures on my cell phone	34 (65%)	45 (88%)	7 (13%)	3 (6%)	7 (13%)	1 (2%)	1 (2%)	0 (0%)	3 (6%)	2 (4%)
11. I have received mean or hurtful messages, calls or pictures on my computer	38 (72%)	47 (92%)	5 (10%)	3 (6%)	3 (6%)	0 (0%)	3 (6%)	1 (2%)	3 (6%)	0 (0%)

Legend: 1 = It has not happened in the past couple of months, 2 = only once or twice, 3 = 2 to 3 times a month, 4 = about once a week, 5 = several times a week

Figure 4.3 is a presentation of data captured from question 1 indicating groups of learners from both experiment and control separated into victim and not victim. Scale 1 (it has not happened in the past couple of months) and 2 (only once or twice) identify the learners as “not victims”, and scale 3 (2 to 3 times a month), 4 (about once a week) and 5 (several times a week) as “victims”. Figure 4.3 represent the number of victims and not victims drawn from table 4.7 and table 4.8, question 1. Categorising the victims as Kärna, et al. (2011, p. 801) has in question one, the experiment school’s victim result, as seen in Table 4.7, were two to three times a month (7%; 13%), once a week (10%; 5%) and several times a week (15%; 16%). Thus, the pre-test revealed that 32% of learners were identified as victims, and after the intervention programme, the post-test revealed that 34% learners were identified as victims of bullying. The control school’s victim result, as seen in Table 4.8, was two to three times a month (13%; 13%), once a week (4%; 4%) and several times a week (13%;13%). Thus, the pre-test revealed that 30% learners were identified as victims, and the post-test revealed that the result for victims was unchanged.

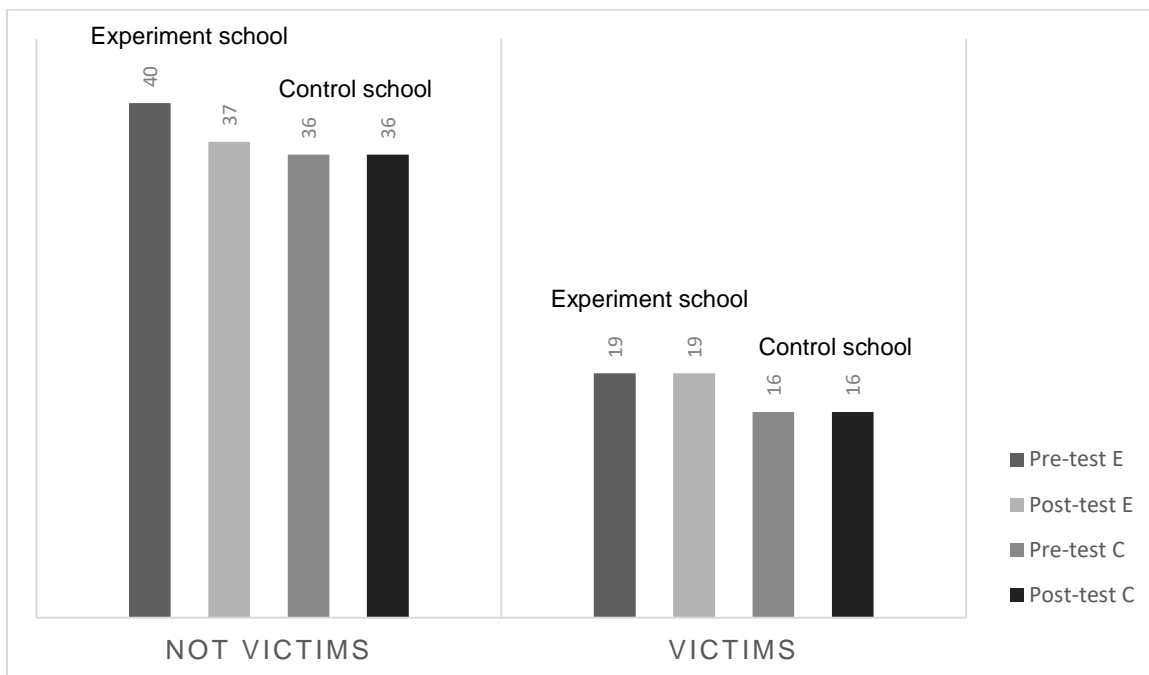


Figure 4.3: Occurrence and type of bullying

Questions 2 to 11 asked learners specific questions related to the type of bullying occurring. These questions were grouped according to the type of bullying in Figure 4.4, as discussed in Chapter 2 Section 2.4.

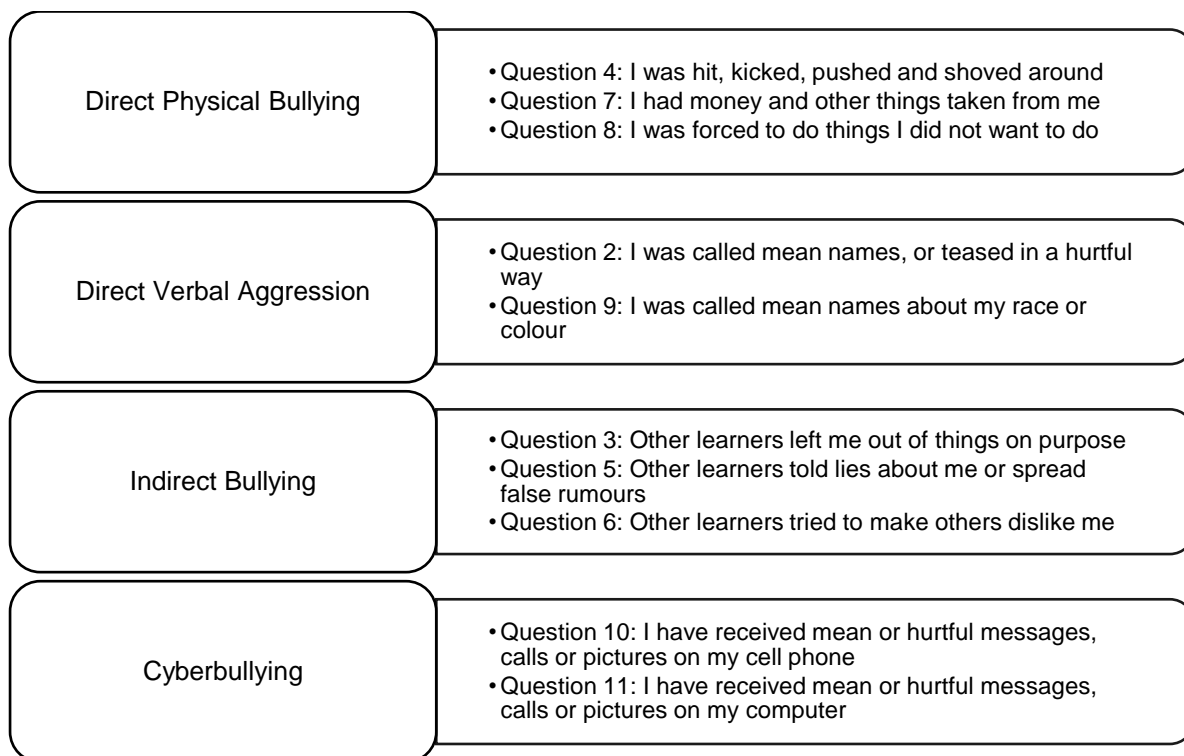


Figure 4.4: Types of bullying presented by Questions 2 to 11

Figures 4.5 and 4.6 are presentations of the number of learners experiencing different types of bullying at the experiment school, representing both the pre-and post-test scores, numbers taken from a scale of 3 to 5, identifying a victim. Thus, according to these figures, three types of bullying take place at the experiment school; direct physical bullying, direct verbal aggression and indirect bullying with a slight occurrence of cyberbullying.

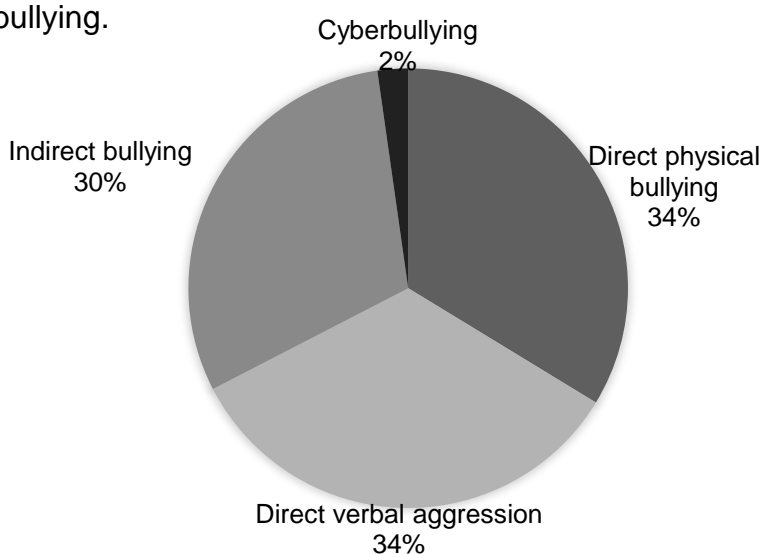


Figure 4.5: Percentage of learners experiencing type of bullying experienced at experiment school: pre-test

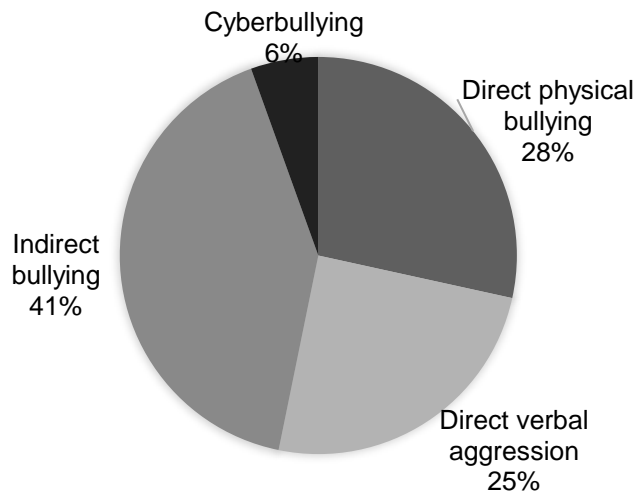


Figure 4.6: Percentage of learners experiencing type of bullying experience at experiment school: post-test

The frequency for victims of bullying does differ from before the implementation to after the implementation of the intervention programme. As the pie-chart represent an increase in indirect (30% to 41%) and cyberbullying (2% to 6%), but a decrease in direct physical (34% to 28%) and direct verbal aggression (34% to 25%).

The aim of an anti-bullying programme is to prevent bullying and decrease the number of victims. Knowledge about the type of bullying occurring at a school will support anti-bullying programmes. The learners identified as not victims, are divided into other roles they play during a bullying situation, presented and discussed in Chapter 2, Figure 2.2. These participant roles are the bully and the bystander. The bystander is also divided into separate roles they play during a bullying event such as the assistant of the bully, reinforcers of the bully, the silent approvers and the defenders of the victim.

A comparison of the pre- and post-test of the experiment school incorporating Questions 1 to 11, shows that there was no statistically significant difference between the scores before and after the implementation of the intervention programme, $t(55) = -1.586$, $p = .11$, $d = -.21$. The effect size between the pre- and post-test, about the occurrence and type of bullying, is a small negative effect (see Table 4.9).

Table 4.9: Central tendency measure - occurrence and type of bullying at school

	Experiment school			Control school		
	Pre-test	Post-test	Pre-post-test compared	Pre-test	Post-test	Pre-post-test compared
M	17.57	19.23	-1.66	19.73	18.94	.78
N	56	56	56	51	51	51
SD	5.81	7.4	7.84	8.64	5.96	11.23
<i>T</i>			-1.59			.499
Df			55			50
Sig. (2-tailed)			.119			.620

Another important question about the learners' experience at school, highlighting the places where bullying takes place at school, supports the implementation of prevention programmes. In Question 15, learners could circle more than one answer, therefore the total number is different. In Table 4.10 presents places in numbers, where bullying occurs, and are areas such as the playground, hallways/stairwells, on the way to or from school, in the bathroom and on the taxi/bus, interactions with other grades and learners of the school.

Table 4.10: Places identified by learners where bullying takes place

Place where learners have been bullied:	Experiment school		Control school	
	Pre-test	Post-test	Pre-test	Post-test
I have not been bullied in the last couple of months	25	20	20	25
On the playground	12	15	19	11
In the hallways/stairwells	1	9	5	2
In the class	11	19	14	3
In the bathroom	0	5	4	2
On the way to or from school	8	19	18	12
At the bus stop	0	0	3	0
On the bus/taxi	0	8	7	1

Thus, the place where bullying takes place at the experiment school in ranking order according to the pre-test, is on the playground, in the class, on the way to or from the school and in the hallways/stairwells. An increase in numbers on the playground, in the hallways/stairwells, in the class, in the bathroom, on the way to or from school and

on the bus/taxi. At the control school the places bullying takes place in ranking order according to the pre-test was on the playground, on the way to or from school, in the class, on the bus/taxi, in the hallways/stairwells, in the bathrooms and at the busstop. However, the control school's post-test showed a decrease in all these areas.

The implementation of the intervention programme, comprising the KiVa lessons, concentrated on the role the peer group play in maintaining and stopping bullying (Salmivalli et al., 2014, p.16), with anti-bullying rules being created by the class as the intervention programme progresses. One such rule was to tell someone about the bullying. Learners were taught what to do if they get bullied or seeing someone get bullied. In the questionnaire, Question 16,: "Have you told someone that you have been bullied?" This question was answered using a scale of 1 to 3.

Table 4.11: Summary of frequencies of learners being bullied

	Experiment school		Control School	
	Pre-test	Post-test	Pre-test	Post-test
I have not been bullied in the last couple of months	19 (32%)	15 (27%)	17 (33%)	23 (45%)
I have been bullied but have not told anyone	20 (34%)	4 (7%)	17 (33%)	16 (31%)
I have been bullied and told someone	20 (34%)	37 (66%)	18 (34%)	12 (24%)

Legend: 1 = I have not been bullied in the past couple of months, 2 = I have been bullied but have not told anyone and 3 = I have been bullied and have told someone.

The results for the experiment school showed that learners practised what they were taught, with 34% of learners reporting in the pre-test that they have been bullied but have not told anyone; however, after the intervention the post-test result decreased to 7% (Table 4.11). With a difference of 27%, the researcher believe it is safe to say that the intervention programme made an impact about telling someone about the bullying. The result for telling someone about being bullied has also seen a change with an increase from 34% in the pre-test to 66% in the post-test (Table 4.11), resulting in an increase of 32% of learners telling someone about being bullied.

Comparing the pre- and post-test, evaluating the difference, I made use of a paired-samples t-test (Table 4.12). I found that before the implementation ($M = 2.04$, $SD = .83$, $n = 56$) and after the implementation ($M = 2.39$, $SD = .89$, $n = 56$), an increase in telling someone about being bullied at the experiment school was apparent. Therefore, a statistical difference between the scores from before the intervention to after the intervention were found, $t(55) = -2.54$, $p = .01$, $d = -.34$. The effect size between the pre- and post-test, about telling someone about being bullied is a small negative effect.

Table 4.12: Central tendency - learners telling someone about being bullied

	Experiment school			Control school		
	Pre-test	Post-test	Pre-post-test compared	Pre-test	Post-test	Pre-post-test compared
M	2.04	2.39	-.36	2.04	1.78	.25
N	56	56	56	51	51	51
SD	.83	.89	1.05	.82	.81	1.15
<i>t</i>			-2.54			1.59
df			55			50
Sig. (2-tailed)			.014			.119

Drawing a comparison with the control school, who did not receive any intervention, the result was found to be somewhat different. The pre-test result for not telling someone about being bullied was 33% and the post-test result was 31% (Table 4.11). A slight decrease of 2% has been noticed. The decrease of learners telling someone about the bullying was 10% with the pre-test being 34% and the post-test result 24% (Table 4.11). Therefore, with an increase of 32% at the experiment school and a decrease at the control school, the intervention programme was successful to change the attitude of learners telling someone about bullying at the experiment school.

The question, "I have been bullied and told someone," was extended and queried who they had told, with the option of selecting more than one. The importance for stakeholders and schools, obtaining the knowledge about whom learners entrust is of utmost importance in developing an intervention programme. The result of the experiment school was interesting, during the pre-test 20 learners admitted telling someone when they were bullied, only 20 entrusted persons were numbered during the pre-test, which means that learners only chose one and did not select more than

one person. The post-test was different in that 37 learners admitted telling someone, with 49 entrusted persons (Table 4.13). This increase in numbers is very positive, as the effectiveness of a new skill learnt during the intervention is measured through this answer. An increase in trusting parents, family members, friends, somebody else and another adult (table 4.13) at the school at the experiment school after the intervention evidently show effectiveness of the new learnt skill. Compared to the control school, a slight increase in telling the parents and family members, but a decrease in the rest. Thus, with the increase in telling someone after the intervention at the experiment school is a positive result.

Table 4.13: Learners entrusted telling persons about being bullied

Persons	Experiment school		Control school	
	Pre-test <i>N</i> = 20	Post-test <i>N</i> = 49	Pre-test <i>N</i> = 26	Post-test <i>N</i> = 24
Teacher	7 (35%)	7 (14%)	7 (27%)	2 (8%)
Another adult at school	1 (5%)	2 (4%)	4 (15%)	3 (13%)
Parents/guardian	7 (35%)	19 (39%)	3 (12%)	9 (38%)
Brother/sister	3 (15%)	13 (27%)	3 (12%)	6 (25%)
Friend	1 (5%)	5 (10%)	5 (19%)	2 (8%)
Somebody else	1 (5%)	3 (6%)	4 (15%)	2 (8%)

The last few questions in the category referred to experiences at school, where learners were asked about the support they received from their friends or classmates. Questions referred to whether friends or classmates cheer them up when they are sad or upset; if they help when help is needed; if they say nice things to them; and whether they make them happy and show that they care. Within a school, group norms exist, and the KiVa programme highlights some norms, especially violence and as bullying is a form of violence, as mentioned in Chapter 2, Section 2.1, it is not normal behaviour. Most lessons in the intervention programme concentrated on the role the group plays in maintaining a caring and respectful environment and stopping bullying. A thorough discussion about these role-players in the bullying event is discussed in Chapter 2, Section 2.6.

Table 4.14: Frequencies learner experience at school - caring and respectful environment - experiment school

Questions	Never		Sometimes		Almost all the time	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
17. Other learners cheer me up when I am sad or upset	21 (35%)	12 (22%)	18 (31%)	20 (36%)	20 (34%)	24 (42%)
18. Other learners help me when I need help	12 (20%)	12 (22%)	19 (32%)	22 (39%)	28 (48%)	22 (39%)
19. Other learners say nice things to me	14 (24%)	20 (36%)	20 (34%)	11 (20%)	25 (42%)	25 (44%)
20. Other learners make me happy	14 (24%)	10 (19%)	24 (41%)	24 (42%)	21 (35%)	22 (39%)
21. Other learners care about me	12 (20%)	11 (20%)	25 (42%)	22 (39%)	22 (38%)	23 (41%)

Legend: 1 = never; 2 = sometimes and 3 = almost all the time

The result for the experiment school did show a small increase from the pre-test to the post-test of the learners' experience at school about the caring and respectful environment (table 4.14). Question 17 shows a decrease in answering never, therefore an increasing result in cheering up. Whereas, question 18, shows an increase in helping sometimes, and a decrease in always helping. Question 20 resulted an increase in making learners happy. Evaluating the pre- and post-test scores from the experiment school, allowed for comparison to ascertain if there was a change in learners' attitude toward supporting each other (table 4.16). The pre-test revealed that ($M = 10.75$, $N = 56$, $SD = 3.18$), compared to the post-test of ($M = 10.91$, $N = 56$, $SD = 2.66$), which resulted in no significant difference in behaviour, $t(55) = -.33$, $p = .74$, $d = -.04$, being reported. The effect size between the pre- and post-test regarding learners' experience of school as a caring and respectful environment, is a small negative effect. Norms need to change, social skills need to be practised and the awareness of supporting each other, to stop and prevent bullying will take time and effort.

Table 4.15: Frequencies learners' experience at school - caring and respectful environment - control school

Questions	Never		Sometimes		Almost all the time	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
17. Other learners cheer me up when I am sad or upset	15 (29%)	16 (31%)	22 (41%)	20 (39%)	15 (29%)	15 (30%)
18. Other learners help me when I need help	16 (31%)	10 (20%)	19 (36%)	17 (33%)	17 (33%)	24 (47%)
19. Other learners say nice things to me	11 (21%)	11 (21%)	25 (48%)	20 (39%)	16 (31%)	20 (39%)
20. Other learners make me happy	12 (23%)	5 (10%)	16 (31%)	22 (43%)	24 (46%)	24 (47%)
21. Other learners care about me	12 (23%)	10 (20%)	25 (48%)	17 (33%)	15 (29%)	24 (47%)

Legend: 1 = never; 2 = sometimes and 3 = almost all the time

Table 4.15 represent the results of the control school of the learners' experience at school about the caring and respectful environment. Although the control school show increases in questions 18, 19 and 21, the difference between the experiment and control school is not exceptional. Thus, the intervention at the experiment school did make such a difference. Evaluating the pre- and post-test scores of the control school are presented in table 4.16, whereas no significant difference is visible between the experiment and control school results.

Table 4.16: Central tendency measures of learner experience at school - caring and respectful environment

	Experiment school			Control school		
	Pre-test	Post-test	Pre-post-test compared	Pre-test	Post-test	Pre-post-test compared
M	10.75	10.91	-.16	10.35	11.08	-.73
N	56	56	56	51	51	51
SD	3.175	2.658	3.63	2.488	2.456	3.58
<i>t</i>			-.332			-1.45
df			55			50
Sig. (2-tailed)			.741			.154

The experiment school pre-test result for category B, learners experience at school prior to the implementation of the intervention programme (table 4.17) was ($N = 56$, $M = 37.09$, $SD = 9.70$) in comparison to the post-test administered after the implementation ($N = 56$, $M = 40.59$, $SD = 10.24$), which indicates a statistically significant difference, $t(55) = -2.21$, $p = .03$, $d = -.3$. Thus, a small negative effect size between the pre- and post-test regarding the learners' experience at school was indicated.

Table 4.17: Measures of central tendencies - learner experiences at school

	Experiment School		Control School		Independent t-test	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
M	37.089	40.589	40.726	38.667		
N	56	56	51	51	107	107
SD	9.702	10.239	12.803	7.685		
<i>t</i>					-1.665	1.09
df					105	105
Sig. (2-tailed)					.056	.068

In this study, the independent sample *t*-test was used to evaluate the difference in learners' experience at school (table 4.17). The researcher found that after the implementation of the intervention programme, scores between the control schools' post-test ($N = 51$, $M = 38.67$, $SD = 7.69$) and the experiment schools' post-test ($N = 56$, $M = 40.59$, $SD = 10.24$) revealed that there was no statistically significant difference, $t(105) = 1.09$, $p = .28$.

4.5.3 About your Life

The last category of the questionnaire consisted of five questions about the psychosocial well-being of the learner. Human dignity is the right to be valued and respected as a person, whereas bullying violates this right in terms of humiliation. Children are protected by the Bill of Rights, protecting them from neglect and degradation, as discussed in Chapter 2 Section 2.3. The school plays a significant role in developing and ensuring social and emotional well-being. As discussed in Chapter 2 Section 2.7, bullying has such as short- and long-term consequences on the victim,

the bystander and the bully and the effect is considered detrimental. Tables 4.18 and 4.19 present the data from the questionnaire regarding the learners' life on a 1-4 scale.

Table 4.18: Frequencies about learners' lives - experiment school

	Agree a lot		Agree a little		Disagree a little		Disagree a lot	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. In most ways my life is close to my perfect life	45 (76%)	47 (84%)	8 (13%)	4 (7%)	1 (2%)	2 (4%)	5 (9%)	3 (5%)
2. The conditions of my life are excellent	45 (76%)	40 (72%)	9 (15%)	10 (18%)	3 (5%)	3 (5%)	2 (4%)	3 (5%)
3. I am happy with my life	47 (79%)	49 (87%)	10 (17%)	5 (9%)	1 (2%)	0 (0%)	1 (2%)	2 (4%)
4. So far, I have gotten the important things I want	47 (79%)	41 (73%)	8 (13%)	13 (23%)	2 (4%)	2 (4%)	2 (4%)	0 (0%)
5. I would not change anything in my life	41 (69%)	44 (79%)	9 (15%)	6 (10%)	5 (9%)	4 (7%)	4 (7%)	2 (4%)

Legend: 1 = agree a lot, 2 = agree a little, 3 = disagree a little, 4 = disagree a lot.

At the experiment school learners' psychosocial well-being resulted quite positive, before and after the implementation of the intervention (table 4.18). Results for scale 1 and 2, represent learners whom psychosocial well-being is positive, whereas scale 3 and 4 represent learners experiencing consequences of being victims of bullying. A decrease in the percentage of learners not agreeing (scale 3 and 4) in question 1, 4 and 5, in the post-test after the intervention were implemented at the experiment school is positive. Although the number is not high as hoped for, it did make an impact on a few learners.

Table 4.19: Frequencies about the learners' lives - control school

	Agree a lot		Agree a little		Disagree a little		Disagree a lot	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1. In most ways my life is close to my perfect life	33 (63%)	37 (72%)	15 (29%)	3 (6%)	1 (2%)	3 (6%)	3 (6%)	8 (16%)
2. The conditions of my life are excellent	28 (54%)	33 (64%)	17 (32%)	10 (20%)	3 (6%)	2 (4%)	4 (8%)	6 (12%)

3. I am happy with my life	34 (65%)	39 (76%)	11 (21%)	10 (20%)	4 (8%)	0 (0%)	3 (6%)	2 (4%)
4. So far, I have gotten the important things I want	32 (61%)	40 (78%)	6 (12%)	10 (20%)	6 (12%)	0 (0%)	8 (15%)	1 (2%)
5. I would not change anything in my life	26 (50%)	32 (62%)	11 (21%)	10 (20%)	5 (10%)	1 (2%)	10 (19%)	8 (16%)

Legend: 1 = agree a lot, 2 = agree a little, 3 = disagree a little, 4 = disagree a lot.

Learners' psychosocial well-being at the control school (table 4.19), seem to be quite different in the pre-test than the experiment school (table 4.18), especially regarding scale 1, agree a lot. Although, the results for scale 1 and 2, is a result of positive psychosocial well-being for most learners, victims experiencing consequences are present at the control school. A decrease in the percentage of learners not agreeing (scale 3 and 4) in question 3, 4 and 5 is positive, although they did not receive any intervention. Therefore, comparing these results with the experiment school, the intervention programme could not make a visible impact on the psychosocial well-being on the learner at the school.

Table 4.20: Measures of central tendencies regarding learners' life

	Experiment school			Control school			Independent t-test	
	Pre-test	Post-test	Pre-post-test compared	Pre-test	Post-test	Pre-post-test compared	Pre-test	Post-test
M	6.321	6.768	-.446	8.471	7.549	.922		
N	56	56	56	51	51	51	107	107
SD	2.797	3.684	1.143	4.636	4.286	1.383		
<i>t</i>			-2.92			4.757	-1.051	1.802
df			55			50	105	105
Sig. (2-tailed)			.005			.000	.296	.074

Comparing the pre- and post-test of the experiment school for category C, about your life, based on the information in Table 4.20, there was a statistically significant difference between the scores from before and after the implementation of the intervention programme, $t(55) = -2.92$, $p = .005$, $d = -.40$. Thus, a small negative effect size between the pre- and post-test about the learners' lives was indicated.

An independent sample *t*-test (table 4.20) showed that the difference after the implementation of the intervention programme scores between the control school ($n = 51$, $M = 7.55$, $SD = 4.29$) and the experiment school ($n = 56$, $M = 6.77$, $SD = 3.64$) was not statistically significant, $t(105) = -1.02$, $p = .31$.

4.5.4 Result of the Questionnaire Analysis

The difference in the scores from the pre-test and post-test were analysed using the paired sample *t*-test for the statistical inference testing (Table 4.21).

Table 4.21: Result and p-value, pre- and post-test at experiment school

Questionnaire	<i>p</i> value	Decision $\alpha = .05$	Outcome of test
A – About your school	.14	$p > .05$	Not significant
B – Experiences at school	.03	$p > .05$	Significant
C – About your life	.005	$p > .05$	Significant

Cohen’s *d* was used to test the effect size statistic. The between group *t*-test was used to test if the outcome of the experiment school was significantly different to that of the control school after the implementation of the intervention programme (Table 4.22).

Table 4.22: Result and p-value between the post-test of the experiment and control school

Questionnaire	<i>p</i> value	Decision $\alpha = .05$	Outcome of test
A – About your school	.07	$p > .05$	Not significant
B – Experiences at school	.28	$p > .05$	Not significant
C – About your life	.31	$p > .05$	Not significant

The purpose of the *t*-test was to test the hypothesis of this research study. There is a statistical difference between the scores on the Grade 4 questionnaire from before the intervention to after the intervention. Thus, the researcher rejects the null hypothesis. However, the results between the experiment school and control school were not statistically significant. Therefore, there are no differences between the two groups’ post-test means.

4.5.5 Reliability and validity of the questionnaire as instrumentation

The reliability of the questionnaire in this study was measured using the Cronbach's alpha coefficient. The Cronbach alpha coefficient measures the internal reliability especially for Likert questions in a questionnaire (Glen, 2014). In this study, as seen in Table 4.23, the Cronbach alpha scores confirmed that the questionnaire has an acceptable internal consistency, and that the items on the questionnaire consistently measured what was asked such as the school climate, occurrence and type of bullying, caring and respectful environment and learners' psychosocial well-being.

Table 4.23: Cronbach's alpha measures - internal consistency of questionnaire

	Cronbach's alpha	Internal consistency
Category A: Q 1 -12	0.703	Acceptable
Category B: Q 1 - 11	0.787	Acceptable
Category B: Q17 - 21	0.794	Acceptable
Category C: Q 1 – 5	0.96	Excellent

The result of the reliability test indicates that most items in the questionnaire have acceptable to excellent internal consistency.

4.6 PROCESS OF DATA ANALYSIS FOR QUALITATIVE DATA

Data was gathered through semi-structured interviews conducted with the Grade 4 Life Skills teachers and the principal of the experiment school (Figure 4.2). The researcher made use of a semi-structured interview schedule (Appendix I). Unfortunately, time was an issue for the teachers and the principal, and the researcher had to combine scheduled interviews. Two scheduled interviews were made with the principal, before the implementation of the programme and at the end of implementation at a time and date the principal provided. Three scheduled interviews were made with both teachers, as they preferred to be interviewed together. The aim of the interviews was to explore how the teachers implemented the programme, main elements of the programme and skills needed in a South African context. Interviews were scheduled at a convenient time for both teachers. The inductive approach to analyse the data was done through thematic content analysis. The process was outlined in Chapter 3 (Section 3.8.2). Thematic analysis was used to identify themes within the data set. Information about the participants and how their confidentiality was protected, are discussed in Section 4.3.1.

Data were analysed using the six-phase guide developed by Braun and Clarke (Maguire & Delahunt, 2017). This six-phase guide is described in Figure 4.7.

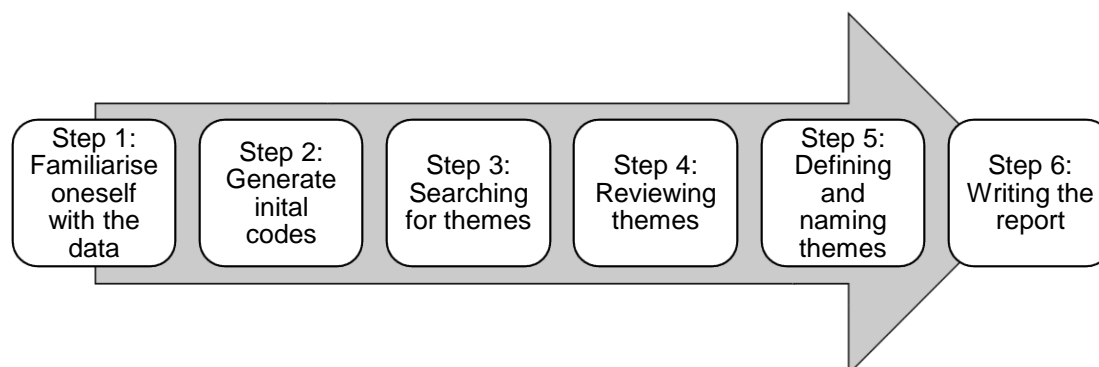


Figure 4.7: Braun and Clarke's six-phase guide

The researcher transcribed the recorded interviews verbatim, as this would be the process to capture the data. Reading the transcribed interviews, a couple of times and made notes of underlying meaning of thoughts with the aim to identify segments. ATLAS.ti 8 software programme was used to manage, sort and organise the data accordingly by the researcher. Identified segments were labelled, in the form of open codes. Thereafter, the researcher coded the data, searching for themes by breaking down, examining, comparing, conceptualising and then categorising the codes. These categorised codes were grouped by similarities.

4.7 DISCUSSION AND RESULTS OF THE QUALITATIVE DATA ANALYSIS

Qualitative data were collected via interviews with Life Skills teachers and the principal. The data were analysed (Section 3.8.2), and themed. Additional data were gained through a reflective research journal, incorporating observations during the data collection period. The journal captured experiences, thoughts and feelings of the researcher. The reflective journal especially added to the data regarding the KiVa implementation of lessons. The findings of the research are discussed according to the themes, with the aim to answer the research questions.

4.7.1 Emergent Themes

The transcribed interviews were coded and provided information about knowledge and understanding of bullying, school-based policies, bullying at school according to the

teachers and the principal, handling of bullying situations and complaints about bullying, KiVa lessons and activities supporting the main elements and skills of the programme, playground supervision, parental involvement, society norms, change in behaviour, value of the programme and challenges implementing the programme in South African schools. A large number of codes were broken down to form the following final coding framework presented in Table 4.24.

Table 4.24: Thematic content analysis for this study

Themes	Sub-themes
1. Knowledge and understanding of bullying	<ul style="list-style-type: none"> - Principal <ul style="list-style-type: none"> o Aggressive behaviour o Over time - Grade 4 Life Skills teachers <ul style="list-style-type: none"> o Physical bullying - Parents - Learners
2. School-based policies supporting bullying prevention	<ul style="list-style-type: none"> - No bullying policy - Restriction of discipline
3. Places where bullying occurs at school, according to the Grade 4 Life Skills teachers and the principal	<ul style="list-style-type: none"> - Principal <ul style="list-style-type: none"> o To and from school o Playground - Grade 4 Life Skills teachers <ul style="list-style-type: none"> o Toilets o Classrooms
4. Handling of bullying situations and complaints about bullying by the Grade 4 Life Skills teachers and the principal	<ul style="list-style-type: none"> - Principal <ul style="list-style-type: none"> o Communicate o Warning o Call the police - Grade 4 Life Skills Teachers <ul style="list-style-type: none"> o Communicate o Apologies o Refer to the principal
5. Playground supervision	<ul style="list-style-type: none"> - Insufficient supervision
6. Parental involvement	<ul style="list-style-type: none"> - Inadequate - Do not respond to letters - Responsibility - Discipline
7. Society norms	<ul style="list-style-type: none"> - Accepted behaviour in society - Discipline not a priority - Lack of responsibility
8. Observing attitude change in behaviour	<ul style="list-style-type: none"> - Teachers - Bullying among friends
9. Value of the programme	<ul style="list-style-type: none"> - Implementation
10. Challenges implementing the programme in South African schools	<ul style="list-style-type: none"> - Reflection and feedback - Time for lessons - Resources - Technology - Class size

Themes	Sub-themes
11. Teaching elements and skills of the KiVa programme	<ul style="list-style-type: none"> - Knowledge and information - Skills - Actions and exercises

4.7.1.1 Knowledge and understanding of bullying

Knowledge and understanding of bullying, as described in Chapter 2 Section 2.1, was referred to as one or more of the following elements from bullying definitions:

- a) Aggressive behaviour involving unwanted, harmful actions (Olweus, 1993, p.10)
- b) A pattern of behaviour, which is organised and repetitive, occurring over time (DBE, 2016, p.8; Olweus, 1993, p.10; Sullivan, 2000, p.10)
- c) A power of imbalance between the bully and the victim (Coloroso, 2016, p.47; Olweus, 1993, p.10; Sullivan, 2000, p.9)

Establishing whether the Grade 4 Life Skills teachers and the principal from the experiment school understood what defines bullying, the researcher asked what they understood when a child is being bullied. The principal of the experiment school clarified bullying with a few elements defining bullying as:

...a pattern of ... aggressive behaviour over time ... cursing or tapping or hitting...

(A: First interview, the Principal, 10 May)

The experiment schools' Grade 4 Life Skills teachers were interviewed after the training session. The researcher asked if their understanding of bullying was the same as before the intervention. Teacher X response was:

Look, my experience was, I knew there is a thing like bullying, but it was quite interesting to be introduced to all the types of bullying – where I knew, okay, one part can be orally, but I did not know the term to use ... so it was for me I knew about the different types, but I think the learners thought bullying is only when you hit each other. Especially because they tease each other and ugly stuff, they did not know it is verbal abuse, they only knew it as bullying.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Teacher XX response was:

...not being nice to each other, and not being physical like she said... teasing each other, and saying not nice stuff to each other, is also a type of bullying.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The understanding of what bullying involves and what it is all about by educators, is very limited. An area where intervention should be focused. Especially if they want to respond to bullying, it must be identified as bullying.

- Reflective Journal 20 June

According to the interviewed teachers, they knew about bullying, but not the different types of bullying. After the training, they realised that bullying was so much more, and was happening almost every day in their school. Bullying was only understood as being physical, which means that their knowledge and understanding of what bullying is, was very vague. As the principal said:

And a lot of us, even educators do have a vague understanding of what bullying really is.

(A: First interview, the principal, 10 May)

In Chapter 1 Section 1.1, it was mentioned that teachers do not always respond to bullying (Olweus, 1993, p.20; UNESCO, 2017, p.9; Yoon & Bauman, 2014, p.309), as this might be that they do not recognise the behaviour as bullying. The principal realised the following:

...most of the learners and even the parents do not really know what bullying is...the other day I had a case where a mother came to complain that her child is being bullied, when I asked her how many times have the learner come home and complain about it, no this is the first time.

(A: Interview, the principal, 10 May)

The principal, it seems, only came to realise that the learner and parent knowledge and understanding of bullying is very limited and they have little knowledge of valid definitions of bullying. Therefore, the school community needs to be made aware of what bullying is, the types of bullying prevalent in schools and how to identify these.

4.7.1.2 School-based policies

Background legislation within South African Education System is reviewed in Chapter 2 Section 2.2, which incorporates guidance from the DoE for schools to address bullying. In order to protect the rights of children at school, the SGB is tasked in creating a safe school environment guided by a code of conduct, which should enforce anti-bullying. The researcher asked the principal about the anti-bullying policy in place in the school as a way that the school prevents bullying. The principal's response was:

Now, we do have a policy, but not a bully policy, it needs to be developed and researched.

(A: First interview, the principal, 10 May)

The researcher asked the principal whether he thinks the intervention programme will support them in developing an anti-bullying policy, his response was:

Yes, it will help us, thank you. I did some research and reading and a bit I googled where a school can also have an anti-bully prevention plan, which you can add to the existing Code of Conduct for Learners.

(A: First interview, the principal, 10 May)

Although the principal believes that an anti-bullying policy would support and guide the school, and assist in handling and preventing bullying, it is still a policy that needs to be developed. The researcher asked the teachers if they believed that an anti-bullying policy would make a difference in the school system. Teacher XX's response was:

Yes, but the problem there is the sanctions that needs to be applied by the policy, that is going to be difficult to get sanctions, first reason, corporal punishment is out. So, except for detention, what other form of support is there for us to help with this bully. So that the persons being is not being violated...so I think it will be good, but it will be difficult to get sanctions. To support that child specifically, because that sanctions need to support that child, listen here, I do not want to be a bully anymore, or whatever, so this is what I think, regarding the policy.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

According to Teacher XX, the school would be able to develop and implement such a policy, but a problem arises with the consequences that the bully would face as corporal punishment is no longer legal in South Africa. The school would find it difficult

to put disciplinary measures in place which would address the bully and the bullying behaviour.

This was a very interesting reality, teachers face today. They do not know how to discipline with compassion, the only discipline source for them is corporal punishment and detention. This made me wonder, since corporal punishment is already banned from schools since 1996, 23 years later, and still no other alternative way have been explored by teachers.

- Reflective Journal 20 June

The KiVa programme supports the school and the SBST and offers guidelines on how to deal with acute cases of bullying with indicated actions. All the information is described in the workbook which each teacher and principal received at the training workshop. Teacher X said:

Because our bully policy is not yet in place ... this is why the kids keep on bullying, they know they get away with it...

(C: Third interview, Grade 4 Life Skills teachers, 7 September)

Although the teachers and principal had received the relevant material which could support them, they did not make use of the indicated support, and as such the researcher could not explore this line of questioning. This action of not making use of guidelines is supported in a UNESCO (2017, p.10) statement, “the weak enforcement of existing legislations and policies,” together with the foreword of the NSSF, “ any framework or tool is only as good as the degree to which it is implemented and monitored over time” (DBE, 2016, p.2).

4.7.1.3 Places at the school where bullying occurs according to the Grade 4 Life Skills teachers and the principal

In exploring where bullying takes place at their school, and why they think it happens at that specific place, the principal said:

I would say mostly on the playground...yes breaktime...that is when they have the most opportunities, when there are no eyes on them. And even in the classes, and then the educators don't see him, his back might be turned to them and then there are those that are behind your back...

(A: First interview, the principal, 10 May)

According to the principal, bullying takes place when there is no supervision, or persons of authority in place. The teachers' responses do not really differ from the principal's with Teacher X explaining that:

Not really on the playground, I would say in toilets, because there is no supervision, they might not go to the toilet during classes, so we are in the class, but now we do have those special cases for example a child with a poor bladder and they are mostly withdrawn children. Then they get bullied in the toilets, we are not there so we don't see it and then they do not talk about it...and remember on the playground, breaktime, and the educators is on the grounds, so we see them, but it is seldom that you are going to hear Pieter¹ says, Jannie² hit me teacher, or he is teasing me again non-stop? And then those cases which are not supposed to happen, but during emergencies when someone visits you during class time and you go out of the class. During that time there is no supervision...and when you are busy with lessons...like the child with a needle? Stuff like this happens but we are busy with a lesson, so we don't see it...

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Therefore, according to the principal and the teachers bullying takes place where there is little or no supervision, such as the playground, the toilets, and in class behind the teacher's back. Comparing these answers to the learner's answers in the questionnaire (Table 4.10), the class, playground and on their way home is where bullying takes place the most, but not as much in the hallway, bathroom and on the taxi/bus. Two of these places are supposed to have supervision, the class and the playground. Therefore, supervision on the class and on the playground can be explored in future research, especially authority figures supervising.

4.7.1.4 Handling of bullying situations and complaints about bullying by the Grade 4 Life Skills teachers and the principal

The KiVa anti-bullying programme indicates how to tackle bullying, with step-by-step indicated actions which require the development of a team of three teachers (Salmivalli et al., 2014, p.10) who address each case of a bully incident which are documented after a screening process to identify bullying. Cases meeting the criteria, the frequency of bullying and the negative effects on the victim's well-being, are handled through a set of individual or small group discussions with the bullies as well as the victims

¹ Pseudonyms have been used to protect the confidentiality of the participant

² Pseudonyms have been used to protect the confidentiality of the participant

(Salmivalli et al., 2014, p.122,124). Victims are supported by high-status learners from within the class to provide continued positive behaviour. Systematic follow-up meetings are arranged with both parties to see the progress made (Salmivalli et al., 2014, p.135). During the first training session this aspect was discussed with the intention that these step-by-step indicated actions would be followed or added to the school's way of handling a bullying situation. The principal was asked how he handled bullying, to give the researcher the opportunity to explore how things were handled at the experiment school. Since there is no anti-bullying policy in place and no procedures on how to handle each individual complaint, the principal explained how he handles a situation:

Yes, I usually have a conversation with them, I asked them what happened, ... and tell them not to do it again ... as it is not what we are supposed to do, next time I am writing your name in the book, and if it happens again I have to call the police as it is a criminal offence.

(A: First interview, the principal, 10 May)

I can't help to wonder how this procedure solve the bully problem. For me it sounds more like bargaining with the bully and threatening him with the police. Then I do wonder if the child's name appeared in the book, and it happened again if the police are really contacted, and what then?

- Reflective Journal 10 May

According to the principal about the teachers' handling of the situation:

Most of the cases they send the children to the office, then they don't worry, this does not solve the problem ... because they say I know better... and the children are more afraid of me than as for them.

(A: First interview, the principal, 10 May)

I cannot help but wonder that this reflect a loss of authority over the children, by the teachers. Can the teacher handle such a situation, or do they not want to handle it due to the lack of knowledge and understanding of what to do?

- Reflective Journal 10 May

The researcher does recommend that a school anti-bullying policy with a step-by-step guideline of procedures of how to handle different types of behaviour should be developed by the school. Such a guideline would support the teacher and offer her guidelines on how to deal with the situation prior to sending the bully to the principal. Teacher X explains how she handles a bully situation:

I talk to the kids outside the classroom, I refer to it as my “come to my office” – they already know on the veranda we hear both sides of the story and then we solve it. And at the end we take each other’s hand, shake on it and say sorry, I will not do it again.

(B: Second interview, the Grade 4 Life Skills teachers, 20 June)

Even though the experiment school does not have an anti-bullying policy in place, they do follow a procedure, without mentioning a discipline policy which could be a code of conduct. The researcher asked the teacher what would happen if the bullying continued. Teacher X replied:

Then we go further, then I will be sending them to the principal, we give them a warning letter, and call their parent.

(B: Second interview, the Grade 4 Life Skills teachers, 20 June)

The response from Teacher XX built on the first explanation:

Let me tell you, they fear that letter, and after that our process starts which include bully behaviour or whatever offence the child did, in that process in educating to the HOD or Deputy Principal or so...

(B: Second interview, the Grade 4 Life Skills teachers, 20 June)

The principal said the teachers do not handle the situation; they send it to him. According to the teachers, they only talk to the learners and then send them to the principal if it happens again, where the learner will receive a warning letter. I do feel that with this procedure they are not working together as a team to solve the problem. Talking alone with the bully or even the victim is not going to solve the problem.

- Reflective Journal 20 June

The researcher does question the procedure followed in the school. Learners are not sent to the Head of Departments (HOD) as mentioned by Teacher XX but to the principal. Therefore, it appears to the researcher that because a policy is not in place

and procedures are not stipulated, teachers tend to do what works for them at that moment.

4.7.1.5 Playground supervision

Playground supervision vests and posters, as suggested by the KiVa anti-bullying programme, should be displayed on the schoolgrounds during the intervention year. Unfortunately, no posters and vest were provided. According to KiVa, the vests enhance the visibility of playground supervisors (Salmivalli et al., 2014, p.13), helping learners to recognise the supervisor, especially in larger schools where the supervisor is not obviously recognised. The principal commented,

...during breaktime it is the place at school with the least supervision. Therefore, bullying happens mostly where authority figures is not present.

(B: Second interview, the Grade 4 Life Skills teachers, 20 June)

According to Teacher X,

...on the playground, breaktime, and the educators is on the grounds, so we see them, but it is seldom that you are going to hear Pieter³ says, Jannie⁴ hit me teacher, or he is teasing me again non-stop.

(B: Second interview, the Grade 4 Life Skills teachers, 20 June)

Therefore, the teacher acknowledged seeing the children teasing or hitting others on the playground, but they tend not to intervene, only when a child complains about it. The learners not complaining about the action, could be that they are afraid to tell, or because they know it would not prevent it from happening again.

Knowing that the playground is a target for bullying, schools need to work on proper playground supervision, with an adequate number of teachers on duty, easily visible by wearing a vest or band. The anti-bullying policy and code of conduct can support a teacher and playground supervisor on how to take action when bad or improper behaviour is noticed.

I can't help to feel that authority and responsibility adds to the problem of supervising, being permissive and not assertive

- Reflective Journal 20 June

³ Pseudonyms have been used to protect the confidentiality of the participant

⁴ Pseudonyms have been used to protect the confidentiality of the participant

Teachers are considered as figures of authority. However, the question arises as to whether learners accept authority figures. Or alternatively, the question arises as to whether authority figures accept this type of behaviour, by not reacting to it and thus, not taking responsibility for the situation. Olweus (2010, p.1), believes that safety at school is a fundamental human right. The roles and the responsibilities of the teacher are discussed in Chapter 2 Section 2.5, where the law has granted the teacher the role of *in loco parentis*, ensuring learners safety at school. Not taking responsibility for safety and security and allowing this type of behaviour to continue without interfering, sets certain norms at the school about the way things are done, as discussed in Section 4.7.1.7.

4.7.1.6 Parental involvement

Research has shown that parental involvement in their children's education is vital and offer positive outcomes (Botha, 2011, p.229; Van Wyk, 2011, p.200). The KiVa anti-bullying programme includes an online parent guide which could be printed for a hardcopy version. This guide was not downloaded and used during this research study for a number of reasons: the guide is in English and would have had to be translated into Afrikaans and many parents or caregivers struggle to read so would have been hard pressed to make full use of the parent guide. Statistics regarding literacy in South Africa revealed that 94.37% of people aged 15 and older can read and write, but no common definition is given for being literate when these statistics were measured (Plecher, 2019). Although the statistics indicate a high literacy level, the fact that the definition of what is a high literacy level is, differ from person to person, is problematic. Therefore, the rural areas literacy differs from the urban areas, resulting to poorer levels of being literate. Communication with parents is problematic with the main mode of communication being through letters taken home by learners. This research noted that only a third of the permission letters were returned to school. According to teacher X:

O my, our parent involvement is very poor in our school...it is always those with behaviour problems whose parents are difficult to get a hold of... yes, we send out letters...

(E: Fifth interview, Grade 4 Life Skills teachers, 3 December)

I do wonder why parent involvement is poor. Why do they not reply when letters are sent out, is it a lack of responsibility or a lack of interest or that they do not understand what is expected of them?

- Reflective Journal 13 December

The teachers believe that the parents must also be part of the anti-bullying intervention programme, as teacher X suggested:

Like I said, I want to involve them, maybe make them part of the program, then we know, it comes from three sides, where support is offered to the child.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The researcher asked if the lessons should be presented to the parents as part of the intervention. Teacher X responded:

On different ways, yes that and then we think together, how we are going to solve the problem.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The teachers recommended that parents attend a workshop where the same topics are covered as it seems that discipline matters also arise at home. Teacher XX also said:

Both parent's hands are cut off, then they come to the principal, they do not know how to handle the child anymore... I think, most of the parents is young parents, this is why they cannot handle their children.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

According to the teachers, many parents are young parents, and therefore cannot handle their children. When parents do not discipline their children, discipline at school becomes a challenge. The teachers complained that parents feel the child is the teacher's responsibility whereas they feel that parents need to take ownership of their responsibility. Teacher X acknowledged that:

Discipline is really an issue with us and at the home, the school, discipline starts at home... So, I feel we need to take each other's hands, but unfortunately it is so that some parents feel it is our responsibility. Their children are our responsibility, although their child is only from half past seven to half past one there, they still feel it is our

responsibility. So, what I'm saying is that they must also feel like that they must do something from their side...so that they begin to take responsibility of parenting.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Therefore, discipline seems to be a major issue, from the parents not taking responsibility for parenting and discipline, and the teachers having to take responsibility for disciplining the learners. Parental involvement is very important, with parents working together in partnership with the school to educate their children, not only intellectually but socially and emotionally, as this will play a major role in preventing bullying. These challenges such as responsibility and discipline are discussed in the next section.

4.7.1.7 Society norms

The school is part of a system, as discussed in Section 2.10. Society plays a role in forming values and norms. Hornby (1995, p.788) defines a norm as a standard or pattern, especially of social behaviour, therefore, it is something we frequently see, hear, experience and practise, and it ultimately becomes normal to us. The principal acknowledged that:

...the context wherein our children grow up, is actually a big challenge for us ... it is very difficult to make an impact ... Mostly these learners that reveal bullying behaviour come out of single parent homes... learners growing up in unstable families, where the mother hits the father ...the learners think it is accepted.

(A: First interview, the principal, 10 May)

Teacher XX stated:

Like I just said, what they see and this is what we know as adults, it works like this, what children see adults do, they adopt it as righteous... what they experience in their community and environment, they feel is right, because the adults do it...

(E: Fifth interview, Grade 4 Life Skills teachers, 3 December)

The way we do things is considered a norm. The principal would like to involve parents, discuss norms and values with them and the problem of “children see, children do.”

The principal said:

...we want to discuss it with the parents in the new year...values and norms, to overturn negative behaviour. This is one of our development sessions...

(D: Fourth interview, the principal, 2 December)

The researcher recommends the involvement of parents, training in the lessons the learners receive, and working as a school community to tackle and prevent bullying through changing the society norms and values. A school is part of a system involving the community, therefore changing the school norms, requires that society norms needs to be addressed as well.

4.7.1.8 Observing attitude change in behaviour

Implementing an intervention programme at a school aims to change behaviour not only in learners but teachers as well. According to the principal,

Most of the teachers' attitude changed regarding bullying after the training session.

(A: First interview, the principal, 13 May)

Knowledge and the understanding of what bullying is all about was developed through the course of the intervention with the principal admitting that

...direction and guidance how we see it and handle it changed.

(D: Fourth interview, the principal, 2 December)

Although the quantitative data did not result in a significant change in learners' attitude from before the implementation to after the implementation, the principal stated:

...that there is another attitude, and a whole lot of children do come forward, splitting and telling of cases happening, especially outside of the schoolgrounds, they tell the teachers, because they trust them.

(D: Fourth interview, the principal, 2 December)

According to quantitative data (Section 4.5.2., Table 4.12) a statistically difference was found in telling someone about the bullying. Teacher X also stated that:

...there were a few, we saw the change in their behaviour.

(B: Second interview, Grade 4 Life Skills teacher, 20 June)

The principal also stated:

I have to say it brought a positive experience to the children, especially with children bullying friends.

(D: Fourth interview, the principal, 2 December)

Teacher XX also commented:

...it helped a little, with a few you could see that they tried to help, like no, man don't be a bully... are you a moaner or a peeper, no you do it to help a friend, here and there you could see a difference.

(E: Fifth interview, Grade 4 Life Skills teacher, 3 December)

Therefore, the researcher does believe that if this programme had been fully implemented as intended, over a longer period of time, it would have changed learners' attitudes and behaviour more positively.

4.7.1.9 The value of the programme

Programme Training and knowledge does not change behaviour, implementation does. Adding value to any programme is to implement the training and knowledge received, as stated by the principal:

I am very impressed with the programme, but we just must implement it, it is not going to gain if we have the knowledge and we do not implement it...then it is like a wasteful operation.

(A: First interview, the principal, 10 May)

Towards the end of the implementation of the programme, the principal commented that:

...this programme will truly bear fruit.

(D: Fourth interview, the principal, 2 December)

The principal and teachers acknowledged that the KiVa programme can be valuable asset if implemented correctly. This highlights Motshekga's foreword in the NSSF that "any framework or tool is only as good as the degree to which it is implemented and monitored over time" (DBE, 2016, p.2) as in Chapter 2 Section 2.2, implementation is a prerequisite and a change in behaviour and attitude will be effected according to training received during implementation of the programme.

4.7.1.10 Challenges implementing the programme in South African schools

Certain challenges have been mentioned in previous sections in implementing the KiVa programme. Reflection and feedback after each lesson is quite important, and

re-teaching of certain areas not fully understood, will result in effectiveness. after the first lesson, the teachers were asked if learners understood respect, teacher X said:

Yes, not a lot.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Where upon teacher XX replied:

Not really, but remember like emotions, when we did emotions, we integrated communication again, because this is how we explained the differences.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Even though the teachers realised that the lesson was largely unsuccessful, they did not reflect on why the lesson content was misunderstood nor did they repeat the lesson for development of further understanding. Although the teachers integrated emotions with communication in the lesson for a better understanding, respect was partly mentioned. However, the interview session proved to be a good reflection, with wonderful ideas being offered on and how they could have done it better to ensure success, but after this communication, nothing else was done about it. Teacher X commented:

Look with the group of Sammy⁵, I realised that one of the girls did not talk much... I realised that it looks like she's been forced, and there was not even time, to take her and talk to her...I totally forgot about that child, because it was the second time...

(E: Fifth interview, the Grade 4 Life Skills teachers, 3 December)

When reflection is done after a lesson or even after a school day, all the scenarios that the teacher did not have time to handle or tackle during class time, can be reflected on and a decision made on what to do next. Forgetting about a situation, which needed attention, such as this girl "being forced to do things in a group" suggests that she is a victim of direct bullying; however, this was never followed up. Therefore, teachers need to make a note in their diaries to follow up so that issues such as these are managed.

Time is an issue. Interfering with reflection time...

I can't help to feel that motivation is lacking.

⁵ Pseudonyms have been used to protect the confidentiality of the participants

Resources presented as another challenge in implementing this KiVa programme. Teacher X feels that:

...different types of material, wherein you make them aware and stuff that you can use as resources, which make them more part of the lesson, so that they do not feel they only have to sit there and listen...

(E: Fifth interview, Grade4 Life Skills teachers, 3 December)

Talking about resource, as teacher X mentioned, visual pictures, video's, games, scenario's, etc. is something that also do take time to prepare. And since time is a major issue, I can't see how this could work.

- Reflective Journal 3 December

As previously mentioned, the school did not have computers, therefore the teachers could not search for videos or related pictures needed for certain lessons. Although the school does have a multi-functional projector which connects to a computer, it was always difficult to access it, or the school did not know where it was and in addition, when it was found, it had no sound facility. The researcher, when she taught one of the lessons, had to use her own laptop, and sound bar. To facilitate the lesson, the two classes were combined but the classroom was not large enough, so the hall was supposed to be used. However, the teachers did not arrange for the projector to be set up in the hall, so the small classroom had to be used, which was not the ideal situation, especially for group work. Minor obstacles as mentioned, have an influence the effectiveness of the intervention programme and as technology is a main component of the programme, the use of computer games and the revision of skills learnt during lessons was not possible.

Motivation is something that the researcher noticed is absent. Time seemed to be an issue, as teacher X said about the third term:

Listen, this term we were under a lot of pressure.

(C: Third interview, Grade 4 Life Skills teachers, 7 September)

Teachers have a central role in an antibullying intervention programme (Haataja, 2016, p.18), whereas teacher competence and willingness to implement the intended programme, might vary. Time to plan the intervention, build the teachers confidence, according to Haataja (2016, p.20). Implementing a new programme and intervention, confidence support motivation for a successful implementation. Therefore time is critical, especially planning and implementing. Although all the lessons are planned, with resources, the teachers' schedule was hard pressed in fitting in the intervention programme. Therefore, time seems to be the biggest challenge of implementing an intervention programme. The researcher asked:

So, you would suggest that when we start with the programme it should at least begin six months in advance, because when do you do your planning for next year...?

(C: Third interview, Grade 4 Life Skills teachers, 7 September)

The emphasis on planning and allocating time for a successful implementation of the intervention programme is very critical and need to be incorporated with the Life Skills yearly planning.

4.7.1.11 KiVa lessons and activities supporting the main elements and skills of the programme

The teaching of lessons is very important regarding the outcome of any intervention programme. The researcher asked specific questions during the interviews with the Grade 4 Life Skills teachers how they had taught the various lessons. These lessons are discussed separately, per lesson, and focus is given to the main elements and skills of each lesson. The researcher made use of the interviews and the research journal and her own experience in presenting some of the lessons (see Chapter 3 Section 3.6.1 Table 3.2 for KiVa Lesson Plans).

a) Lesson one

The KiVa anti-bullying programme starts with the lesson entitled *Respect is for everyone* and involves creating a safe learning environment, a positive environment. Within each community, this would be different yet context-specific, but the focus would be on developing awareness of a non-violent culture, a safe environment in which the learners would not need to worry about violence. The intervention focused

on being alone, the good and bad side of being alone, respecting each other and interpersonal communication skills. According to the lesson plan in the manual (Salmivalli et al., 2014, p.25), the class had to generate a list of images of a positive school environment. Discussing the word safe, and the meaning. This part was not incorporated in the lesson plan.

In the first lesson, the teachers talked about being alone and playing with someone. Teacher X explained it as:

The theme respect for each other and the importance to be alone and in a group, such as play. We specifically looked at play, because they are children, they want to play, so I am now going to tell you how it feels to be alone or to be part of a group. So, I started there...

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Thus, a class discussion about being alone and being part of a group followed. Teacher X explained that we all need each other:

To be together is a human need, and each one of us has that need... Children does not only need the support of adults such as your family and parents, but also your peer group. Therefore, you don't need to always ask support from us the adult, but you can ask your friend as well.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

To be alone, the teacher X explained it with:

me-time,

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

In their context, it is seen as being crazy if you talk to yourself, she explained it through role play and a class discussion. With a large number of learners in the class, role play and a class discussion as teacher X explained it is a bit of:

... a chaotic nightmare...they don't listen to the children in the front, they only laugh...

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Then teacher X talked about:

...an imaginary friend, and this connected to the lonely child...

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The teacher connecting the imaginary friend to the alone child which was supposed to be scaffolded by a visual aid such as a picture, but this was not used during the lesson. After the role play and discussion, the teacher showed the pictures and learners identified them as good or bad. Teacher X said:

Yes, we first did the role-play and then showed the pictures.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Where upon teacher XX replied:

It was as if they could see themselves in the picture.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Respect was discussed as a class discussion, and how they define respect. No resources were used supporting this topic. Teacher X explained it:

We started before we used all these other things, we asked what is respect? What do you think, because it connects with the title and sub-title, so let's quickly hear, pre-knowledge, part of it, what do you think, and we got a few different answers how they define respect.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The KiVa programme suggests the use of greeting presentation slides, and learners are guided in noticing how people greet another, smiling, and shaking hands. Learners then discuss respect from this point of view. Human relationships were not discussed, as presented in the workbook.

The second part of the lesson focused on interpersonal communication, differentiating between between communication and communicate. The teacher explained interpersonal communication as informal talking. The resource used was a comic picture with a speech bubble and then they did a role play again, as Teacher X said:

we saw that it worked well at the first one, so why not try it again.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The teachers had also downloaded a case study, Teacher X explained:

and the learners depict it by drawing a picture...with speech bubbles, where they talk.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The researcher asked the teachers if the learners had a better knowledge of respect after discussing the idea of being alone, being in a group and the way one communicates, Teacher XX answered:

Not really, but remember we looked at emotions, when we taught emotions, we integrated communication, because this is how we want to explain the difference. Say for instance the one look sad, communication is important because you ask why you are sad?

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The KiVa programme suggests that as each lesson is constructed around a central theme and one rule is associated with that theme, after the lesson is delivered, the class should adopt the KiVa rule as a class rule. Awareness is an important element, and summarising the lesson content into a class rule, will remind learners of what they had discussed and learnt. The teachers did not incorporate this part of the programme.

b) Lesson two

Lesson two, *In a group*, aligned with a lesson from the Life Skills curriculum. Teacher X explained the content and focus of the lesson:

Different bullets, pointing different things out about a group. What group are you part of? Why is it good to be part of this group? What do you dislike about the group? Work together as a group in the school? Rules for groups and working as a group together at home, the challenges of groupwork, the advantages and disadvantages of groupwork.

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

The lesson was introduced with a case study, according to Teacher X:

...two boys, who told a lie about another, let's say Emile is the alone child, and Simphiwe is the cool guy, with friends following him everywhere. They spread rumours about the one, stealing money from the teacher's drawer. They told the teacher that the alone child did it...so at the end it appeared that they bullied him...The story spread and he did not have friends who could defend him...so the question we asked, how did the alone child feel? How did the bully, the main guy felt and how did his friends feel like?

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

A written activity was done by the learners who listed the advantages and disadvantages of a group and the various roles in the group as part of the existing Life Skills Curriculum. During the Life Skills exam, a question was asked, according to teacher X:

...what is your role in the group at home? It counted 3 marks, and learners were expected to understand the dynamic of being part of a group, certain characteristics had to be part of the answer

(B: Second interview, Grade 4 Life Skills teachers, 20 June)

Therefore, it seems that this lesson was integrated with their existing curriculum. Assessing the learner's knowledge about roles they play at home. During the lesson, the teachers did not make use of any KiVa resources, such as the pressure indicator and role play. Awareness about roles in a friendship group was not explored, as suggested by the KiVa programme. The lesson was not summarised, and the KiVa rule was not adopted as a class rule, as suggested by the programme.

c) Lesson three

Lesson three, *Recognising bullying*, involved understanding the difference between conflict, fighting and bullying. This was an important lesson, however, most of the suggested elements in the KiVa workbook were not discussed, as Teacher X explained:

...lesson three, and two was fine for us, it included content we have to do.

(C: Second interview, Grade 4 Life Skills teachers, 7 September)

Although, this aspect is part of the Life Skills curriculum, the teachers did not follow the KiVa planning. Teacher X explained this decision as:

We only basically touched bullying...preparation for Grade 5 when they will learn about bullying.

(C: Second interview, Grade 4 Life Skills teachers, 7 September)

During the lesson, no examples were used, the definition of bullying was not discussed, and the lesson ended with no summarising or adoption of the KiVa rule as a class rule.

d) *Lesson four*

Lesson four, *Hidden forms of bullying*, was not presented by the teachers, but by the researcher, as requested by the teachers. The two classes were combined for this lesson, with 70 learners in total for an hour's lesson. Hidden forms of bullying were the topic, and it included learners being excluded from a group, mixed messages and speaking behind someone's back.

The researcher introduced the lesson with a video in Afrikaans which discussed the different types of bullying with real life actors. As Afrikaans is the language of learning, the learners were able to follow and understood the video (AfriForum, 2017). Thereafter, the class was shown pictures depicting three examples of hidden bullying: exclusion from the group, writing a letter and spreading rumours. Learners were asked to identify aspects of the introductory video and connect them to the pictures. The word 'hidden' was discussed and examples from the KiVa workbook were used. Learners had a chance to discuss the feelings of each of the victims.

A group activity followed outside the classroom, as the group was too big. Each child received an animal card and learners had to find learners with the same animal card to form a group. A few learners found that their cards depicted different animals which could not be linked with any other learners; therefore, they were not be part of a group. On completion of this exercise, the learners who were not linked up with a group, had to describe to the rest of the class how they had felt being excluded from the groups. A few other learners were asked how they had felt searching for group members and finding them. Learners really enjoyed this exercise and shared their feelings of the experience freely.

The next activity was a roleplay, a few learners had to draw a card from a hat and had to follow the instructions on the card, such as look sad or role play winning a million rand. Messages and communication were discussed, particularly how the facial expressions and body language communicated more than the actual words. The learners who did the role playing, also had to discuss if it was easy or difficult, with most struggling and laughing.

Then the class listened to the story of an angry man and a wise woman. Pictures were projected using PowerPoint while the researcher told the story. Thereafter, learners were asked how to act when you hear something bad about someone else. A class

discussion with a few great ideas followed. The researcher only introduced cyberbullying, as most of the learners do not have cell phones, computers or any other technology devices. At the end of the lesson, the KiVa rule was given to the learners and adopted as a class rule.

Lessons five and six, were also presented by the researcher because teachers and the learners had appreciated the success of the previous lesson. The time frame for both lessons was specified at two hours, only an hour was ultimately allocated for both lessons and in addition, the group consisted of more than seventy learners, which was challenging, especially planning groupwork. The teachers were present for these lessons, supporting the researcher with discipline and groupwork.

e) *Lesson five*

Lesson five's topic, *Consequences of bullying*, began with a revision of the meaning of bullying. An Afrikaans video was played of a boy being bullied, and talking about how it made him feel and how he was able to solve the bullying problem (PaaSHaaS, 2012). The type of bullying was discussed, and most learners recognised that the video depicted physical bullying. The learners were asked how they felt watching the video, and how they felt when he cried alone on his bed. Responses were varied but most were able to verbalise an emotion such as 'feeling sorry for the boy' and when asked how they think the boy who was bullied felt, some answered he was angry, and it hurt him. Discussing consequences of bullying, the researcher discussed the effects and consequences of bullying with the learners.

A picture where a learner fell in class was presented to the class. The learners had to share how they could support and help the learner who fell. Again, responses were varied: some learners said that most of the learners would laugh as in the picture, while a few said they could pick him up and ask how they can help. This activity focused on the class well-being. I asked three learners to present their class well-being on the line exercise. I had to explain it to them, as this was the first time, they did this exercise. Two of the three learners placed themselves where our class changed, whereas one learner was in the middle, it has not changed. Reflection on some examples showing that the situation changed was discussed, for example, they help me. Upon asking why the situation changed, the learners only laughed and could not answer. A class discussion followed what the learner could do to make things better

in the future. The fifth rule was given to the class and discussed how it could be incorporated in the class.

f) Lesson six

Lesson six's topic, *Group involvement in bullying* required learners to think about their own attitude towards bullying and how they would act in a bullying situation. Group involvement was discussed using a visual aid, a picture depicting a bullying incident with various role players. Section 2.6 discusses these role players for a better understanding of the bullying situation and problems associated with it. Learners responded to key questions, and the reaction and feedback from learners revealed that they understood the various roles within a bullying situation.

A video was then shown to the learners depicting a bullying scenario and the reaction of bystanders, an advert by Burger King (2017), portraying the different roles and involvement of the group. Thereafter, these roles were allocated to all learners in a class of 40 learners. Displaying the statistics visually, learners discussed how they can change some of the roles, reflecting the roles in a bullying situation. Summarising the lesson content, the KiVa rule was discussed and adopted as a class rule.

g) Lesson seven

Lesson seven, *Confronting bullying as a group*, began with lesson sixth's concluding exercise. This exercise, an empty chair exercise, is very powerful. The chairs create a typical bullying situation with the different roles. Learners were asked to sit on the different chairs, which represents the victim and bullying scenario from that perspective and share their observation and emotions with the class.

The introduction to lesson seven was a cartoon shown to the class (Storybooth, 2016), which reflected the difficulty in supporting the victim. The class were asked to offer reasons for bystanders not wanting to intervene in a bullying situation. Most of the reasons the learners gave were like researched facts. Reasons like "I am afraid that I would be bullied as well", "I don't know how to help," "I feel sorry for the victim, but am afraid to intervene", "The group would turn on me". Learners were asked which role they would like to play during a bullying event and give reasons for their answer. The researcher asked that this part of the lesson be followed up with an activity, which was a letter that the learners had to write. This was not done by the teachers.

h) Lesson eight

Lesson eight, *What to do if I get bullied?* was combined with lesson seven, *Confronting bullying as a group*. Learners were asked to identify the communicated support that was given to the new girl in the cartoon. How did the storyteller act in front of the bully and how she really felt? This was discussed and ways to communicate support, other ways that was not presented in the cartoon. Ending a lesson with the KiVa rule is one of the main elements of each lesson. These rules were not visual to the learners, as it was supposed to be put on the walls of the classroom next to the classroom rules.

i) Lesson nine and ten

Lessons nine *KiVa school – let's do it together!* and ten *How are we doing?* could not be present as time had run out. Therefore, the implementation of the KiVa anti-bullying programme had implementation issues, with the result that implementation was not as effective as hoped. Systemically, roles and responsibilities need to be addressed, and revised.

4.7.2 Validity for qualitative data

In Chapter 3, Section 3.9, threats to the validity for this research were considered with a particular threat being implementation bias. Although teachers were trained twice and a WhatsApp group was formed, with support from the researcher and the KiVa trainer to instruct and support whenever the teachers needed support, teacher never asked for support. It was only when they realised that time was running out that they had not implemented lessons, that they asked the researcher to present the lessons on their behalf. Therefore, lack of motivation, time, resources, inadequate knowledge and ability were the reasons for the occurrence of this threat. The researcher prepared all the lessons for the teachers, and even translated from the lessons from English into Afrikaans. At the beginning of the programme, teachers received a manual containing all the lessons and additional information, to broaden their knowledge. With restricted access to the internet resources were selected by the researcher, for use by the teachers and these included resources such as animal cards used in Lesson four. The researcher took all the necessary precautions to prevent implementation bias, but with all the effort, it was still a threat. Thus, credibility was enhanced by member checking throughout the interviews, and triangulation, the researcher kept a research journal throughout the implementation of the intervention programme.

Ecological validity, transferability was also a threat to the external validity for this research study. Society norms and values differ according to socio-economic status of a community. Therefore, as discussed in Section 4.7.1.7, society norms were a challenge and as suggested by the teachers and the principal, training the parents and the learners, might have had a better result for the long-term perspective to prevent bullying and breaking the violence experienced in the context.

4.8 CONCLUSION

This chapter discussed the mixed methods intervention implemented in a primary school in the ECKD of the Western Cape, South Africa. The quantitative data analysis for this study used both descriptive and inferential statistical procedure, as discussed in Section 4.5. The data analysed in this chapter were obtained from the KiVa Grade 4 questionnaire, a pre- and post-test which was completed by two schools, Grade 4 classes of the experiment and control school. The attitude change pre- and post-implementation was tested, in three categories as discussed in Section 4.5, and the null hypothesis for the overall categories in general as resulted in table 4.22, could not be rejected as the p -value were greater than 0.05, therefore, there is no significant difference between the scores on the Grade 4 questionnaire from before the intervention to after the intervention of the experiment and control school. Although some of the elements were statistically significant, especially at the experiment school, category B and C, the p -value were smaller than 0.05, therefore there is a significant difference between the scores from before to after the intervention. However, the researcher was aware of Type I and II errors, diligent testing and assumptions were carefully studied. Thus, the researcher is confident with the result.

The qualitative data analysis for this study consisted of gathering data through interviews and a reflective journal. The researcher made use of thematic content analysis for analysing the interview data. Eleven emergent themes were identified in the data. Knowledge and understanding of bullying (Section 4.7.1.1), school-based policies supporting bullying prevention (Section 4.7.1.2), places at school bullying occur according to the Grade 4 Life Skills teachers and principal (Section 4.7.1.3), handling of bullying situations and complaints about bullying by the Grade 4 Life Skills teachers and the principal (Section 4.7.1.4), playground supervision (Section 4.7.1.5), parent involvement (Section 4.7.1.6), society norms (Section 4.7.1.7), observing

attitude change in behaviour (Section 4.7.1.8), value of the programme (Section 4.7.1.9), challenges implementing the programme in South African schools (Section 4.7.1.10) and teaching elements and skills of the KiVa programme (Section 4.7.1.11). Internal and external threats were discussed in Section 4.7.2. Main elements were discussed of the KiVa anti-bullying programme and skills included in the programme.

The next chapter, chapter 5, will summarise the findings and reflect on key elements in the research.

CHAPTER 5: CONCLUSION

5.1 INTRODUCTION

The aim of this study was to determine the effectiveness of the KiVa anti-bullying programme in a primary school in South Africa. The study was guided by the main research question: **How effective is the KiVa anti-bullying programme in primary schools in South Africa?** The objectives are outlined in the research sub-questions:

1. What are the main elements of the KiVa anti-bullying programme?
2. What skills are included in the anti-bullying programme?
3. To what extent is there an attitude change with the implementation of the bullying programme?

Two schools were assigned to the research and these were separated into the experiment (KiVa) and control (usual school provision) schools. The sample involved 111 learners (58% female; Grade 4, mean age = 10.29); Participants completed a questionnaire before the implementation and then after intervention was completed. Teachers and the principal of the experiment school were interviewed obtaining information about implementation, elements and skills included in the intervention. Thus, the aim of this chapter is to summarise the findings and to reflect on key elements in the research.

The methodology for this research study is reviewed through the effectiveness of bullying prevention through an evidence-based programme in the South African school context in Section 5.2. Findings according to the research questions are discussed in Section 5.3. Reflections of the conceptual framework and changes based on findings are in collaboration with the literature study and data analysis (Section 5.4). Limitations in the implementation of the programme which may have influenced the research and subsequent results are explored in Section 5.5. Recommendations based on the research findings are discussed as guidelines in Section 5.6 and suggestions for future implementation of the KiVa anti-bullying programme in South African schools, the development of a bully policy at schools and future research are offered.

5.2 SUMMARY OF METHODOLOGY

In this research, a mixed methods intervention design was adopted, to assess the suitability and effectiveness of the KiVa intervention programme in a South African school context. The sample consisted of two schools, purposively selected based on several characteristics such as similarity in size and community, resulting in an experiment school and control school. Only the Grade 4 learners, the Life Skills teachers, implemented the programme and the principal of the experiment school formed part of this study. Instrumentation and data collection techniques included the KiVa questionnaire which was administered before implementation and after the intervention was completed. Only 111 learners from the experiment (59) and control (52) school, completed the questionnaire from a group of 276 learners as these learners' parents gave consent. The KiVa intervention programme consisted of 10 lessons, but only three lessons were presented by the Life Skills teachers with five lessons being presented by the researcher, which means that the final two lessons were not implemented at the experiment school due to time constraints (Section 4.7.1.11). Three scheduled interviews with the Grade 4 Life Skills teachers and two interviews with the principal were transcribed obtaining information about implementation and elements and skills included in the intervention programme (Appendix J). The researcher kept a research journal (Appendix K), recording all decisions made, experiences, thoughts and reflections throughout the implementation of the intervention. This journal supported the researcher during analysis and the interpretation process of this study. Threats to internal and external validity were thoroughly considered and discussed in Chapter 3 Section 3.9 and reviewed in Chapter 4 Sections 4.5.5 and 4.7.2. To strengthen the validity of this research, data were collected through several sources, as discussed (Sections 3.6), which meant that the research methodology supported the researcher in answering the research questions.

5.3 FINDINGS ACCORDING TO THE RESEARCH QUESTIONS

In this section, the findings emerging from this research provide answers to the sub-questions and include the main elements and skills addressed by the KiVa anti-bullying programme and a change in attitude as a result of the implementation of the intervention programme. Each research question is discussed below.

5.3.1 Main Elements of the KiVa Anti-bullying Programme

The first sub-question for this research study was: *What are the main elements of the KiVa anti-bullying programme?* Addressing this question, the researcher refers to the literature study (Chapter 2), analysis of data (Chapter 4) and observations made during the research study. The researcher identified five main elements of that are pertinent to the success of the implementation of the KiVa programme. These elements include addressing bullying by an indicated action plan such as an anti-bullying policy; playground supervision; training of school staff, communication and involvement of parents and influencing peer bystanders.

5.3.1.1 Addressing bullying by indicated actions to tackle bullying

Teachers and parents can play a significant role preventing and responding to bullying by addressing the behaviour by means of an anti-bullying policy. An anti-bullying policy supports schools in handling bullying where adults such as the teachers intervene by addressing all parties (the bully, victim and bystanders) involved. The literature study provided a thorough overview of policies, legislations and guidelines provided by the DBE (Section 2.2). Therefore, as mentioned in Section 2.2, in South African schools, there is not only a lack of policies and legislation focussing specifically on bullying, but rather a weak enforcement in schools (UNESCO, 2017, p.10) which hinders the effective prevention of bullying. Therefore, the interrelationship between the different parts of the system (see Figure 2.3) needs to improve. Communication, understanding and practicalities of policies and legislations, need to be considered and monitored, whether it is implementation at schools, or with feedback from the persons implementing it. The NSSF offers guidelines to the SMT with step-by-step recommendations necessary for developing and supporting an -anti-bullying policy (DBE, 2016).

Schools are obliged to achieve desirable outcomes set by their social system, such as academic performance that parents expect from learners or preventing violence at school such as bullying. An interview with the principal at the experiment school stated that the school does not have an anti-bullying policy in place (Section 4.7.1.2), which could be considered as weak enforcement. In addition, attention was given to the fact that no specific procedure for reported bullying cases was followed (Section 4.7.1.4), and no procedures for supporting the victim were mentioned. Teachers are not always

aware of bullying incidents, because the culture of telling or reporting incidents has not been encouraged or embedded (Table 4.11 and Section 4.5.2).

The NSSF (DBE, 2016) guides schools on how to handle acute cases of violence and bullying. According to Salmivalli et al. (2014, p.122), cases of bullying are dealt with by the KiVa team consisting of two or more team members, such as the SBST supporting the teacher in managing the bullying situation effectively. The KiVa manual has indicated actions such as a screening form to be completed supporting a decision about whether the incident is regarded as bullying, and examples of discussions with the victim, bullies and bystanders, individually or as a group. Cooperation between the school and home is vital, as it is advised to inform and involve parents. Therefore, parts of the system require development, especially the understanding of guidelines and policies and how to implement it in the school system. Guidelines regarding the development of a bully policy are discussed in Section 5.6.1.

5.3.1.2 Playground supervision

Research has noted that playground supervision is a key element (Gaffney, Ttofi & Farrington, 2019) related to the effectiveness of an anti-bullying programme. Key characteristics distinguished by researchers is discussed in Chapter 2, Section 2.9. Playground supervision supports the prevention of bullying and the anti-bullying policy, where teachers have to intervene systematically. However, the interviewed teachers from the experiment school mentioned (Section 4.7.1.5), that they do not intervene, since they do not know how to intervene. An anti-bullying policy will support them regarding when and how to intervene. The KiVa intervention includes the use of posters to visually present rules to the learners and playground vests. The main idea of the KiVa vest is to enhance visibility (Salmivalli et al., 2014, p.13), supporting learners to recognise and locate the playground supervisor. Playground supervision is important in ensuring learner safety. The experiment schools' principal mentioned that the playground is the area with the least supervision (Section 4.7.1.5), therefore, knowing that it is a weakness, safety during breaktime should be fostered with playground supervision modified according to learner-teacher ratio. Quantitative data revealed that the playground is a place where bullying takes place (Chapter 4, Section 4.5.2, Table 4.10).

Resources from the KiVa programme, such as the supervisor's playtime vests, were not handed out to the teachers, although I do believe this is an important part of the programme to increase visibility of authority figures on the playground and perhaps send a signal to bullies that they are being watched. For future reference, I suggest that badges, coloured bibs or bands substituting the vest when it is not available should be worn by teachers on playground supervision.

5.3.1.3 Training

South African teachers are motivated and encouraged to earn 150 professional development points in a three-year cycle (SACE, 2019) by attending workshops and training, as part of Continuing Professional Development (CPD). The KiVa training session is registered at SACE, and attendance at a workshop session gives teachers 5 CPD points. The KiVa programme provided training for the teachers and involved staff at the school which incorporated two scheduled training sessions before the implementation of the programme and during the implementation. KiVa training is conducted by a certified KiVa trainer, ensuring consistency and adding value to programme training.

The first training session included the Grade 4 teachers involved with the intervention and the principal (see Chapter 4, Section 4.3.1.2). The programme and the research study were introduced by a PowerPoint presentation with notes of the presentation for attendees. Universal actions of the programme such as the questionnaire, the 10 lessons to be incorporated into the curriculum, posters and vests were discussed. Symbols in the manual, discussions, exercises and tasks for lessons were introduced with elaboration. The themes of the 10 lessons were introduced. Thereafter, indicated actions as an important element of the programme were introduced and elaborated on, referring to the manual each attendee received. The school did not make use of these indicated actions but followed their own school procedures. This procedure was explored during the interviews and is discussed in Section 4.7.1.4. Background information about KiVa was discussed with the main goals being presented. According to Salmivalli et al. (2014, p.14) the goal of the lessons is to prevent bullying. Lessons one to three, with all the important information, activities and resources were discussed and elaborated on for a better understanding. Time for questions and feedback was given during and after the first training session, but no questions were asked, which indicated that attendees understood what was expected of them. A

WhatsApp group was set up with the teachers, trusting that a good partnership would be established. Limitation of time influenced the relationship, and communication tended to be only one-way, that is, from the researcher. The principal was the main communicator, since teachers did not respond to messages regarding interview meetings, which meant that the principal had to arrange these scheduled meetings.

The second training session incorporated lessons four to ten which were introduced with all the main elements, activities and resources. It was once again presented through a PowerPoint presentation, with notes. Only the two Life Skills teachers attended this training session. After the session, time for questions and discussion were given, but no questions were asked, and teachers seemed to be in a hurry to leave.

Training sessions are an important element for understanding and explanation of main activities, of feedback and an overall overview of what is expected from the programme. The manual is well-planned with additional information for teachers regarding certain topics and discussions for classes and link very well with the basic training that the teachers received. A few recommendations regarding training sessions are discussed in Section 5.6.2.

5.3.1.4 Parental involvement

The KiVa anti-bullying programme includes an online parents' guide and a newsletter, ensuring the availability of information for parents regarding bullying (Salmivalli et al., 2014, p.13). This research study sent out a letter (Appendix 5) requesting permission for minors to participate in the research study. The letter explained the nature of the study, and included the KiVa website address, if parents required more information and a section for parents to sign as consent for their child to participate in the programme. Only a third of the consent forms were returned, which indicates that communication between parents and the school is a challenge. Reasons for poor communication could be that literacy might be an issue and parents are challenged to read letters from school, as well as responsibility as the letters perhaps were not delivered by the learners to their parents.

During interviews with the teachers, parental involvement was discussed (Section 4.7.1.6) and referred to as inadequate. The relationship between parents and the

school might be researched for future cooperation and working together in order to prevent bullying.

I recommend that for future reference in the South African school context, the KiVa programme must not only be represented through a letter but rather an introduction at a parenting evening, explaining the research project. Further recommendations regarding parental involvement are discussed in Section 5.6.2.

5.3.1.5 Influencing peer bystanders

The KiVa anti-bullying programme promotes values such as awareness of bullying (Section 5.3.2.1), communication by telling someone about bullying (Section 5.3.2.2), empathy towards victimised peers (Section 5.3.2.4), helpfulness, respect for each other and the responsibility of friendships and supporting the safety of peers as a team. Values are an important element in reducing bullying and fostering the general well-being of the school climate. The programme's lessons focus on teaching learners the necessary values and skills to address bullying. The questionnaire, Category B – experiences at school, Question 17 to 21 asked learners about the caring and respectful environment (Section 4.5.2, Table 4.14). The influence of the intervention programme for the peer bystander did not have a significant difference in behaviour from prior to the implementation to after the implementation. Therefore, as mentioned in Chapter 4, Section 4.5.2, norms need to change, social skills need to be practised and the awareness of supporting and being there for each other needs to be established at the school. Although the teachers did mention an attitude change, supporting friends needs to be developed and focusing only on the bully should change so that behaviour is changed (Section 4.7.1.8). Skills taught are discussed in the next section.

5.3.2 Skills Included in the KiVa Anti-bullying Programme

The second sub-question for this research study was: *What skills are included in the anti-bullying programme?* Addressing this question, the researcher refers to the review of the literature (Chapter 2) and analysis of data (Chapter 4) of this research study. The acquisition and development of skills are very important for any intervention to really change the attitude and behaviour of learners. The skills that learners are taught during an intervention programme need to be transferred from the lessons and applied in everyday life. The KiVa anti-bullying programme included exercises to practise

these skills such as role play, communication and reflection. According to Salmivalli et al. (2014, p. 15), the programme divides the transfer from lessons to practise outside lessons in three phases: practise during the lesson, during other lessons and outside the classroom. This means that the teacher feedback and intervention does play an important role, as an indicator that everyone is working together to prevent bullying. The researcher found the following skills addressed by the programme; recognising bullying behaviour (Section 5.3.2.1), telling someone about bullying (Section 5.3.2.2), consequences of bullying (Section 5.3.2.3) and participant roles in bullying (Section 5.3.2.4).

5.3.2.1 Recognising bullying behaviour

The recognising and identifying of bullying are an important skill taught by the KiVa anti-bullying programme. A definition of bullying consisting of certain main elements as discussed in Section 2.1, where a better understanding of what constitutes bullying has been described. The researcher's experience of what teachers and the principals understand about bullying, is very limited, especially the elements and types of bullying (Section 4.7.1.1). Therefore, awareness of what bullying entails needing to be developed at school, involving all role-players such as teachers, learners and parents. Knowledge and the understanding of the four different types of bullying is essential for role players to intervene and stop or prevent bullying. Section 2.4 explored direct physical bullying, direct verbal aggression, indirect bullying and cyberbullying. Awareness of the types of bullying support learners and teachers in recognising bullying, which the programme discussed and explained. These elements were introduced to the learners as social skills in the intervention lessons to understand and exercise the skills such as recognising types of bullying (Figure 4.4). It was noticed that after the intervention programme, more victims of bullying were identified (Section 4.5.2, Table 4.7) than prior to the intervention. Possible reasons for the increased result, might be the awareness that the behaviour is not normal but has to be considered as bullying. Recognising bullying needs to be followed with an action, by telling someone, a step which is discussed in the next section.

5.3.2.2 Telling someone about bullying

Telling someone about bullying is an important skill to prevent and stop bullying. The pre- and post-test results from the experiment school compared to the control school, showed a difference from prior to after implementation of the intervention (Table 4.11).

An increased number of learners from the experiment school practised their new learnt skill, to tell someone. Table 4.13 suggests that learners had begun to tell someone and interestingly, the someone indicated were family members as indicated by the frequency for parents (35%; 39%), and brothers and sisters (15%; 27%) This type of results implies that it is important for the parents to become more involved with their children and the anti-bullying programme, as discussed in Section 5.6.2. Although the number of learners telling the teachers (35%;14%) did not increase after the intervention, it is important that a relationship between teachers and learners is developed as learners are at school for a large part of the day and the teachers are *in loco parentis*. Interestingly, the frequency number of learners in the control school who tell someone about the bullying decreased. In the pre-test, 26 learners told someone about bullying whereas only 24 learners told someone about bullying in the post-test. There was an increase, in frequency result for parents (12%; 38%) and brother and sister (12%; 25%) but telling the teacher (27%; 8%) did not see an increase. Salmivalli et al. (2014, p. 15) prioritised the teachers' feedback, such as reflecting on how learners speak to each other during groupwork, breaktime and in the hallway, is immensely important in supporting and rewarding learners practising the new skill. Feedback by teachers would assist in building a trustworthy relationship between the learners and the teachers and it is vital that the school works on fostering this relationship between teachers and learners, and in addition, teachers should be guided by the anti-bullying policy, taking note of each case and managing it as suggested in the KiVa programme.

5.3.2.3 Consequences of bullying

Bullying appears to cause psychological trauma for the victim, the bystander and the bully, as mentioned in Section 2.7. Therefore, bullying inhibits five fundamental human rights, as outline in the Bill of Rights (South Africa, 1996). These rights, discussed in Section 2.3, include equality, human dignity, freedom and security of the person, and freedom of expression and children. Thus, bullying needs to be recognised as a problem and prevention needs to be considered. With the number of dropouts (Section 1.1), violent acts happening at schools, lack of enforcement at schools cannot be overlooked, as these violations hinder learner's future progress. Learners need to understand what bullying means, and what the victim experiences and feels, to really understand consequences of bullying. The KiVa programme focuses on

consequences of bullying (Section 4.7.1.11.e), by sharing experiences of victims. With the fostering of, in someone else's shoes, leading to the understanding which might be play for someone is hurting someone else's feelings. Learners should develop the skill of understanding consequences of bullying, and as peers play the role of preventing bullying (Section 2.6.3.4), as discussed in the next section.

5.3.2.4 Participant roles in bullying

One element of the KiVa anti-bullying programme is to promote empathy towards the victims and raise awareness of the role of the peer group in a bullying situation (Salmivalli et al., 2014, p.7). According to Hutchings and Clarkson (2015, p.51), empathy is the foundation for friendships equipping the learners to resolve conflict and being aware of their social responsibilities. Four lessons focused on the element of respect for everyone, in a group, group involvement in bullying and confronting bullying as a group. During the intervention, time constraints was a major issue, especially with the last two mentioned elements. Groupwork was difficult with the big classes, and certain elements needed more time to be developed. The bystander in a bullying situation might not be so innocent. Research divides bystanders and allocates each a role. These participant roles, discussed in Section 2.6, include stopping or preventing bullying, as the peer group, witnessing bullying, can intervene.

These roles are part of the main elements and skills the KiVa anti-bullying programme and need to be explored so that learners are made aware of the roles they play, being part of the group. Learners are taught what to do in a scenario, and these skills are practised through a video game, which was not part of this study. Practising skills is important and use of a video game resource support the development of this skill without real-life interaction, therefore, separating oneself from the bullying scenario, but acting and deciding on how to act. Thus, practising new skills can occur without learners being emotionally attached.

For future purposes, I recommend thorough planning needs to be done prior to the implementation of the intervention, especially with bigger classes. The decreased results in the post-test for learners not been bullied the past few months, from 61% to 55% (table 4.7) might be the realisation and better understanding of what is bullying and when it takes place. Therefore, I believe that if this programme is followed for

consistently for a number of years, it will certainly make a difference in results and go a long way to addressing the issue of bullying in schools.

5.3.3 Change in attitude after intervention

Burton's (2008, p.2) study on violence at schools found that 90% of primary school learners feel safe at school. In this study and with combining the two scales *agree a lot* and *agree a little*, 91% learners felt safe at the experiment school and 98% of the control school learners felt safe at school. What is difficult to understand is how children can feel safe at school with all the violence around them. According to Burton (2008, p.2) the normalisation of crime in South Africa, as part of learners' everyday life, answers this query. Within this study, learners were made aware of bullying and the different types of bullying, as most learners might have viewed direct bullying as a normal act happening daily. Thus, society norms play a role in schools and influence intervention programmes. Since, the norm of the society must change for an effective influence and attitude change, a year's intervention is not going to make a major change in the attitude of learners, as the first year of an intervention could only be creating awareness of bullying.

Changing of attitude was measured by the questionnaire scores of the pre- and post-test results using a paired t-test. Table 4.21 in Section 4.5.4 has the outcome of each category measured by the questionnaire. Therefore, a statistical difference between the scores on the Grade 4 questionnaire for experiences at school and about your life from prior to the intervention to after the intervention were measured. Teachers of the experiment school stated that a change in behaviour was observed after implementation of the programme (Section 4.7.1.8). Thus, an attitude change was observed.

5.4 REFLECTION OF THE CONCEPTUAL FRAMEWORK AND CHANGES BASED ON FINDINGS

Since a school is part of a broader educational system, it involves the community, the school and the culture. Research has confirmed that the parent and teacher behaviour might create or prevent bullying (Olweus, 1993, p.128; Storey & Slaby, 2013, p.7). Section 2.5 explores and confirms this statement. South African parents has just been

legally prohibited from using corporal punishment to discipline their children, since violence seems to be the norm in South African society. Twenty-three years ago, corporal punishment at schools was banned and, in this time, alternate effective methods of discipline have needed to be put in place. However, the interviewed teachers confessed they do not know any other way (Section 4.7.1.2), since corporal punishment is not allowed, and detention is the only option for handling bullying. According to Stroh and Zurcher (2012, p.6), the involved parties such as parents and teachers, understand that as they contribute to the problem, they might have a better chance of solving it. Therefore, it is important to not only work with learners, but parents and teachers when an intervention programme is implemented. Basic parent rearing skills, such as house rules, respect for each other, boundaries and roles within a family and adapted to the classroom, need to be explored with parents so that they are equipped with the skills themselves. This could improve the social system within the school community.

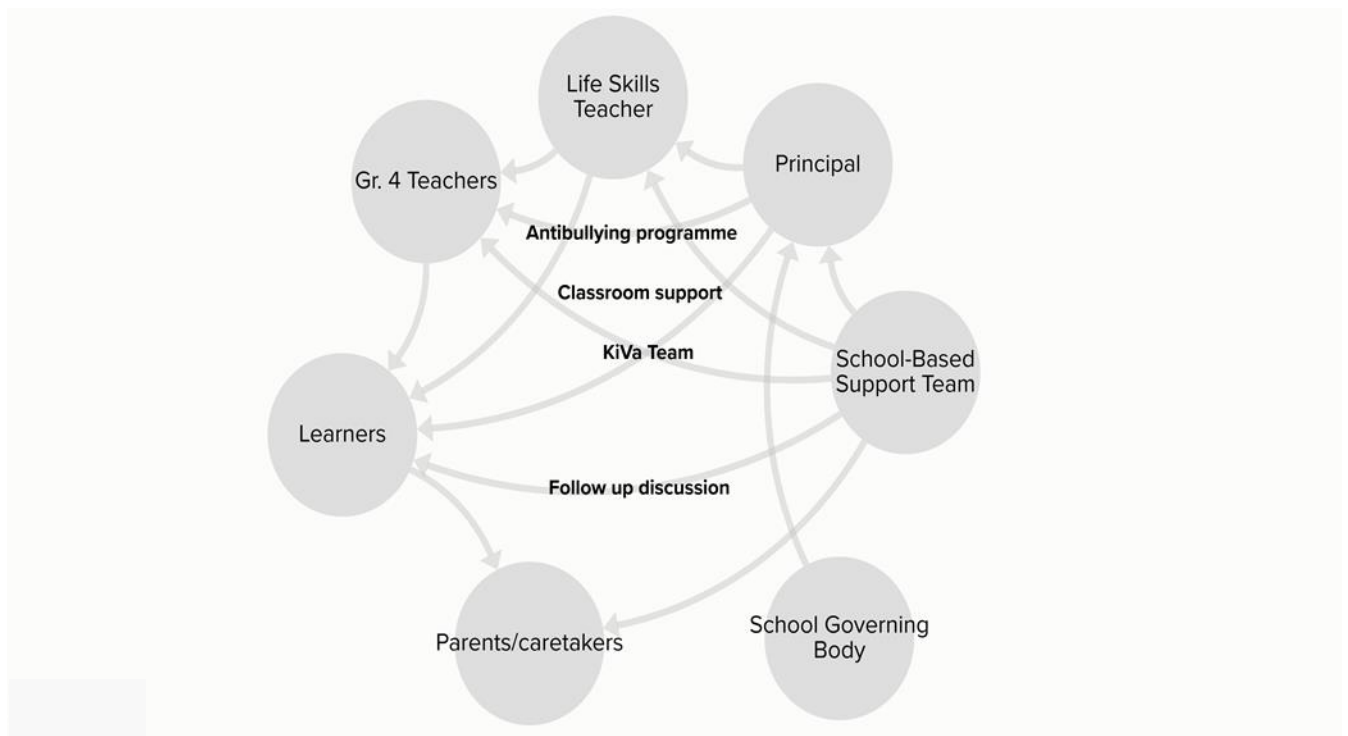


Figure 5.1: The social system within the school community

Relationships within the school and how they affect and are affected by the acceptance of being part of the research study, and the responsibility of

implementation of a programme such as the KiVa anti-bullying programme, need consideration. Prior to the implementation, all involved parties, such as the principal, the teachers and parents, were informed about the programme. The SGB were informed about the programme at a meeting. Whereas, the principal informed parents at a general parent meeting about the research project. The intervention programme seemed very promising and a way to support the school community in addressing the problem of bullying experienced at school; however, eagerness was constrained by reality. Stakeholders within the school were not involved in the anti-bullying programme. Thus, this research study made use of a limited network within the system, with only the Grade 4 Life Skills teachers and the principal participating. An intervention programme has the ability to empower everyone involved, teachers and the learners. The target group was the Grade 4 learners, and the programme focused on the bystander's involvement in bullying and the teachers who were implementing the programme. The SBST were not informed and made part of the programme, nor did parents not receive any extra information other than the consent forms and short informed notice at a general parent meeting, and the SGB were only informed about the programme at a meeting before implementation of the programme.

For future research, the researcher recommends that all parties and members of the system form part of the programme. The system's dysfunctionality and limitations prevented the effectiveness of the programme.

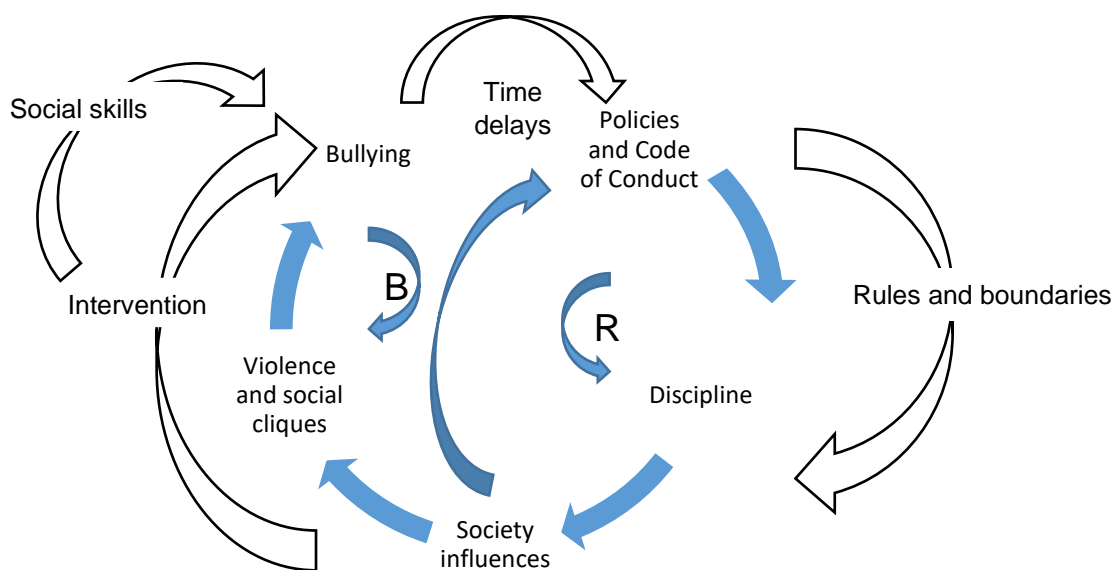


Figure 5.2: Example of balancing loops regarding bullying

This figure was supposed to show an intervention programme set in a system, and how the parts are supposed to interact with various elements and the relations in the system. As any intervention programme implemented in a system, hoping to intervene in the way the elements interact and relate to each other to positively make an impact in the system, but by default a system return to the state of homeostasis. Therefore, the way things are done before implementation of the intervention. Thus, one year would not intervene with elements of the system, but when a longer study and implementation of the prevention programme takes place, the way things are done might change, regarding the members and elements (Fig. 2.3 and Fig. 2.4) in the system.

However, new loops were supposed to be established but this was constrained by a number of factors. The KiVa team was never established, rules and boundaries were not developed as the programme continued, the anti-bullying policy did not exist and was not developed during the programme, the intervention implementation was weakly enforced and social skills continued to affect their internal stability and did not influence as change in attitude and behaviour as hoped for. As a result, therefore guidelines and recommendations (Section 5.6) need to be carefully considered.

Organised structure and time were an issue, as discussed in Section 5.5. Taking into account the findings, the researcher believes that value can be added to this system over a longer period. Connecting the members of the research project as mentioned in Figure 5.1, forming relations before the implementation and doing a need-analysis of the specific school, might be considered for future research. Since the involved members establish the loops presented in Figure 5.2, addressing the results of a needs-analysis conducted before the implementation will be of great value. Thus, the researcher does believe all issues such as time and implementation, could have been discussed during the need-analysis and proper planning and ways of addressing these issues could have been solved prior to the implementation of the programme.

5.5 LIMITATIONS IN THE IMPLEMENTATION OF THE PROGRAMME

The results in this study seems to be affected by a few limitations which need to be considered when a school-based anti-bullying intervention programme aims to be effective in the South African school context.

Methodological limitations such as the sample size, only two schools were chosen, and included only the Grade 4 classes of the school. Since the sample size was small, it was difficult to find significant relationships from the data. Thus, the findings could not be generalised. The limited number of learners completing the questionnaire because of lack of parental consent, also limited results. Consideration of gaining consent from parents need to be reviewed and is discussed as a recommendation in Section 5.6.2.

Measures used to collect data need to be reviewed and revised. The researcher discovered that question 16 of category B in the questionnaire can be confusing. The teachers administering the questionnaire, inquired about this confusing question which resulted in an explanation from the researcher, but for future research that question will need restructuring. The interview schedule also needs to be altered for future research as time was limited and a few interviews were adjusted. In addition, the way in which data were gathered through the interview's questions being adjusted, inhibited the researcher's ability to conduct a thorough analysis. Further questions and answers were needed to support and probe the findings. Therefore, questions need to be revised, and the time limitation need to be considered for future research. It is vital to consider the indication actions used by the KiVa team and conducting interviews with the team handling bullying situations at the school as well.

Implementation issues such as teaching, finding time for lessons, planning and personalising of lessons influenced the effectiveness of the intervention programme. External factors such as technical problems and lack of access to the internet, classroom size and limited resources, also played a vital role in affecting the efficacy of the desired result.

Teaching issues were reported due to not finding time for the lessons and the dissatisfaction to relate content with the Life Skills curriculum. Only the first two lessons related to content of the curriculum and a part of lesson three. Time requirements were an issue, time for training, time for planning to personalise outlined lessons with a manual provided for each teacher by the researcher and the KiVa trainer, and time for scheduled interviews. Thus, finding time and using the instructional material were crucial obstacles in successfully implementing the programme.

An average class size in South Africa is 35 learners to one teacher whereas the Western Cape province had the highest ratio, 38 learners to one teacher. Within this research project, the average class size for the experiment school was 36 learners. The large classes thus had consequences on groupwork, role-play and planned activities, and incorporating reflection in these lessons with was found to be difficult for teachers. An essential element of the KiVa anti-bullying programme is the computer games. The non-availability of computers for learners and teachers hindered a key component of the KiVa anti-bullying programme. According to Salmivalli et al. (2014, p.17) the computer game has three goals. Firstly, providing learners with bullying information taught during lessons and testing learner knowledge after a lesson. Secondly, the practising of skills taught in a virtual learning environment. The last goal is to shift from virtual to real-life situations, with learners reporting and giving feedback how they handled a situation. Thus, reflection of each lesson and inclusivity were limited by time and restraint of resources (Section 4.7.1.10).

Other factors that may have contributed to the ineffectiveness of the intervention programme may include the resistance of responsibility from teachers and parents even though bullying is a serious problem at school and in our society. Thus, only a third of the class had parental permission to complete the questionnaire, as parents did not respond to the letter of consent. Time allocated toward an anti-bullying programme within the school was not a priority and reflected the responsibility about bullying ensuring preventing bullying as not important. The KiVa programme also includes indicated actions which were introduced and explained during the first training session for school staff. The lack of the SBST and the lack of the KiVa team in general as the team to tackle bully situations during the intervention resulted as a missing link. Meetings with the KiVa team were suggested during the training, since time limited the study, these meetings did not take place and the indicated actions were not discussed for research purposes. For future research, the researcher suggests that these meetings be part of the interview schedule.

The following recommendations and guidelines are provided in the belief that they could contribute towards the development of a positive school climate, changing the norms and values around violence such as bullying behaviour, restructuring the school for a safe and secure environment and ensuring the prevention of bullying behaviour.

5.6 RECOMMENDATIONS IN TERMS OF POLICY, PRACTICE AND FUTURE RESEARCH

This research study, exploring the KiVa anti-bullying programme in the South African school context, according to the researcher will be effective in the South African school context with a few adjustments. The following guidelines regarding the anti-bullying policy, the KiVa training, planning, implementation and maintenance of the intervention programme have been recommended for effectiveness.

5.6.1 Guidelines Regarding Development of an Anti-bullying Policy

In Chapter 2 Section 2.3, it was mentioned that bullying violates the right of all learners to learn in a safe and secure environment. Thus, a whole-school anti-bullying policy will have an impact on the occurrence and handling of bullying and ensure a safe and secure environment.

Recommendation 1: A dedicated team focusing on bullying behaviour should be established. The first step for a school would be to appoint a team/committee like the KiVa team, consisting of three teachers or more adults from among the school personnel. The researcher does recommend that one of the team members should be part of the SBST/SMT. The team must explore and gather in-depth information about the school's norms and values concerning bullying in the school, and this can be done with the help of the NSSF which provides a survey/questionnaire for schools (DBE, 2016, p.72) and an action framework as supporting material. Knowledge and understanding of what bullying entails needs to be considered, and in this regard, the KiVa questionnaire supports the school in identifying types of bullying, places where bullying takes place and the overall school climate.

Recommendation 2: Key strategies should be developed by the dedicated team to address bullying within the school's context. After information is gathered and findings analysed and shared by the team, strategies to actively address and prevent bullying should be explored. The school and class rules need to be evaluated according to the bullying information of the school. Rules are important to prevent unwanted behaviour, learners need to be aware of all rules, and the consequences if a rule is broken. Therefore, disciplinary procedures, according to the set of rules,

should be considered and communicated through the policy. A detailed anti-bullying policy should be developed, forming part of the learners' Code of Conduct.

Recommendation 3: Regular monitoring must take place. The procedure should be monitored regularly, as it is an ongoing development. Consistency is of utmost importance, feedback and reflection from teachers and learners are crucial, for effective prevention of bullying.

5.6.2 Guidelines Regarding Training in the KiVa Anti-bullying Programme

Recommendation 4: Empowering of teachers through training. Carl (2012, p. 12) defines empowerment:

Empowerment is that process of development and growth through which a person goes which enables him or her to take independent decisions and to act autonomously and independently with a view to contributing towards the development of his or her environment

The first phase of implementation of the KiVa anti-bullying programme is training. Therefore, training for the implementation of an anti-bullying programme empowers teachers and involved parties. In this study, only the teachers and principal were trained. The researcher does recommend that teachers and parents should also receive training in order for the programme to work as a system to prevent bullying.

Recommendations regarding training for teachers, the KiVa team, principal and personnel of the school are presented below:

- At the beginning of the year, a schedule should be developed regarding training, and the specific dates noted. This means that training becomes part of the school's scheduled professional development training and planning, and other arrangements can be made accordingly.
- Training need to be more practical, as if the lesson is being given to the learners. Since time was an issue for planning, training can be part of the planning session.
- Three hours of training was insufficient to cover all the material effectively. The researcher recommends that one training session can be stretched in two

sessions of two hours each, with the first part being general knowledge and information, and the second session could incorporate the practical part.

- Before training, the researcher does recommend that the manual be read, as questions and uncertainties can be answered during training. Therefore, trainees should receive a scheduled plan of what the training will be about as well as the training manual.
- Training for the KiVa team needs to be considered as a separate training session, particularly as the indicated actions such as discussions and documentation should be incorporated into the school's anti-bullying policy and Code of Conduct.

Recommendation 5: Adequate training for parents and caregivers. To introduce the programme, a parent meeting organised by KiVa team of the school, should be organised. During this meeting, the parents will receive a copy of the parent guide, which introduces the programme and offers important information. The researcher recommends that the parents, once they are informed of the planned implementation of the programme, sign the consent form agreeing that their children should participate in the programme. The KiVa team of the school oversees the training of parents, scheduling sessions during the week according to each school's need. The training of parents follows the same lessons specified for the learners but discussions about how to act when their children report being bullied must be incorporated. Parents need to understand their part of preventing bullying, with the KiVa rules being implemented at home as well to reinforce lessons from the programme.

Bully prevention can be successfully implemented through anti-bullying programmes, with the responsibility of the school, involving parents and learners to promote change in attitude and behaviour to ensure a safe and secure environment.

5.6.3 Guidelines Regarding the Planning of the KiVa Anti-bullying Programme

Recommendation 6: Planning should be inherent in the training sessions. Planning is one thing but making it all happen is quite another. All the KiVa lessons in documented in the manual are well planned, but in the South African school context,

most of the interaction and learner activities, demand extra planning and creativity because of the class sizes and lack of resources. Personalising the well-planned lessons documented in the manual, requires good knowledge about the subject. Therefore, it is recommended that planning must be part of the training session. First time implementation of the programme's planned lessons should be reviewed by the KiVa team, as this will monitor implementation and feedback will support the growth of the programme.

5.6.4 Guidelines Regarding Implementation and Maintenance of the KiVa Anti-bullying Programme

Any programme can be implemented, but to maintain the programme is the difficult part. The researcher recommends that the KiVa team be the administrators of the anti-bullying programme in the school. Their responsibilities need to be specified in a letter and will be discussed during their training. Thus, assigning the responsibility to administrators supports implementation and maintenance and supports the intended and future research as well.

5.6.5. Future Research

Since this study only included the gr. 4 learners and teachers of the school system, limitations prevented the effectiveness as discussed in Section 5.5. Therefore, the researcher made recommendations and provided guidelines in Section 5.6. Future researchers, exploring the KiVa programme in South African primary schools might consider the following recommendations:

- A need-analysis about the school and their expectations of the intervention programme, would support a system framework of the school community and structure;
- When a school is chosen randomly, resources like computers with internet is an important source for the KiVa programme;
- The timeframe needs thorough planning, as the introduction of the programme and planning would be best during the last quarter of the year, to intergrate the programme into the existing curriculum for the next year;
- All roleplayers in the school system, such as the Life Skills teachers, the SBST, and the principal are required to be involved with the intervention programme;

- Communication is of essence between the school and the researcher, open communication channels need to be established within the existing school system.

Future research of the KiVa anti-bullying programme in South Africa is recommended as the researcher do believe that this programme will support South African schools to prevent bullying behaviour and support the victim, the bystander and the bully.

5.7 CONCLUSION

This chapter reflected on the research methodology used in the study and findings have been discussed with the aim to answer the research questions. An overview and reflection of the conceptual framework as an essential part for future research, has been considered. Limitation of the programme during implementation were revealed and recommendations to develop the KiVa anti-bullying programme for the South African school context have been offered by the researcher.

No form of violence can ever be excused in a society that wishes to call itself
decent.

(United Nations Children's Fund (UNICEF), 2013)

These are the famous words of a South African legend, the late former President, Nelson Rolihlahla Mandela, which relates to our duty as educators to prevent bullying in our schools, the community and society. The bullying phenomenon is a serious threat to any community, although it is not a new social problem, but developing strategies to prevent it is of utmost importance. The community needs to stand against it and not tolerate bad behaviour. As Desiderius Erasmus (Erasmus & Barker, 2001, p.17) said: "Prevention is better than cure," prevention of bullying in the school context is important. The KiVa anti-bullying programme does not only work towards preventing bullying, it also teaches children very important life skills and strategies on how to cope and how to handle bad behaviour like bullying. We, as educators, must strive to make the school a safe environment where learning can optimally take place, for the development of our future leaders.

Nelson Mandela motivated the youth with these famous words:

Sometimes it falls upon a generation to be great.

You can be that great generation.

Let your greatness blossom!

We, as educators, need to water the youth, nurture them and take care of their needs to create that perfect blossom in our society!

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APPENDICES

Appendix A: Ethical clearance certificate



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2018/02/14

Ref: 2018/02/14/35438584/36/MC

Dear Mrs Senekal

Name: Mrs A Senekal

Student: 35438584

Decision: Ethics Approval from
2018/21/14 to 2021/02/14

Researcher(s): Name: Mrs A Senekal
E-mail address: 35438584@mylife.unisa.ac.za
Telephone: +27 82 853 2025

Supervisor(s): Name: Prof V Scherman
E-mail address: scherv@unisa.ac.za
Telephone: +27 76 832 9027

Title of research:

Bully prevention through an evidence-based programme in the South Africa context.

Qualification: M Ed in Psychology of Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2018/02/14 to 2021/02/14.

*The **Medium risk** application was reviewed by the Ethics Review Committee on 2018/02/14 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



University of South Africa
Pretoria, Johannesburg, Durban, Cape Town
PO-Box 392 UNISA 2002 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4110
www.unisa.ac.za

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2021/02/14**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2018/02/14/35438584/36/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Dr M Claassens
CHAIRPERSON: CEDU RERC
mcdtc@netactive.co.za



Prof V McKay
EXECUTIVE DEAN
Mckayvi@unisa.ac.za

Appendix B: Permission letter to the Institutional Management and Governance of the Eden-Central Karoo district of the Western Cape Education Department

51 Bird street
Eden-Central Karoo District
Western Cape Education Department
Beaufort West
6970

Dear XXX

I, Annique Senekal, am doing research under the supervision of Professor Vanessa Scherman, a professor in the Department of Psychology of Education towards a MEd in Psychology of Education at the University of South Africa. We are inviting you to participate in a study entitled, "Bully prevention through an evidence-based programme in the South African context."

The aim of this study is to explore the effectiveness of bullying prevention through an evidence-based programme in the South African school context. The main objective of the study would be the effectiveness of the KiVa anti-bullying programme in primary schools in the Eden-Central Karoo District of the Western Cape, South Africa. KiVa is a programme designed for school environments. This study would focus on the main elements of the KiVa anti-bullying programme with the focus to prevent bullying from occurring. It will provide the school with the necessary skills to address and prevent bullying and attitude change after the implementation of the intervention programme in the school. The objectives of the research are:

- 1) To explore the main elements of the KiVa anti-bullying programme;
- 2) To explore what skills are included in the anti-bullying programme and
- 3) To explore if there is any attitude change regarding bullying behaviour from before the intervention is implemented to after the intervention is implemented.

Two schools, the control and experimental school, have been purposively selected to participate in the study. Will take place over the period of one school year and includes 10 lessons of two 45 minutes parts, to be presented by the Life Skills teacher as part of the curriculum focussing on bullying. Teachers will be trained at the

beginning of the school year by a certified KiVa trainer, focusing on the content of the KiVa programme. Universal topics such as the importance of respect in any relationship, recognising bullying, consequences of bullying, the role of the group to counter and maintain bullying, form part of this well-developed intervention programme. The indicated actions include training the school-based support team in how to document and address specific incidence of bullying. The processes are aligned with the policies advocated by the Department of Basic Education. Learners will be required to complete a questionnaire at the beginning of the intervention programme and at the end of the intervention programme. Principals and teachers will take part in semi-structured interviews during the intervention. The interviews will take place at a time that is convenient for the principals and teachers and will not take place during teaching time.

I humbly request that permission be granted to undertake this research. If you have any questions, please do not hesitate to contact me or Prof Scherman.

Kind regards,



Annique Senekal
Researcher

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Prof Vanessa Scherman

Psychology of Education

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📄 AJH 6-50, Preller Street,
Muckleneuk Ridge, Pretoria

PO Box 392, UNISA, 0003,
South Africa

Appendix C: Permission from WCED



Directorate: Research

education@wced.westerncape.gov.za
Tel: +27 021 467 9272
Fax: 0865902262
Private Bag #9114, Cape Town, 8000
wced.westerncape.gov.za

REFERENCE: 201090409-3604
ENQUIRIES: Dr A T Wyngaard

Mrs Annique Senekal
PO Box 5
Beaufort West
6970

Dear Mrs Annique Senekal

RESEARCH PROPOSAL: BULLY PREVENTION THROUGH AN EVIDENCE-BASED PROGRAMME IN THE SOUTH AFRICAN CONTEXT

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **02 April 2019 till 27 September 2019**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 12 April 2019

Lower Parliament Street, Cape Town, 8000
Tel: +27 21 467 9272 Fax: 0865902262
Safe Schools: 0800 45 46 47

Private Bag 9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za

Appendix D: Request for permission to conduct research and consent of schools

Bully prevention through an evidence-based programme in the South African context

Mr XXX

School Principal

XXX Primary School

023 000 0000

Request permission to conduct research at XXX Primary School

Dear XXX

I, Annique Senekal, am doing research under the supervision of Professor Vanessa Scherman, a professor in the Department of Psychology of Education towards a MEd in Psychology of Education at the University of South Africa. We are inviting you to participate in a study entitled, "Bully prevention through an evidence-based programme in the South African context."

The aim of this study is to explore the effectiveness of bullying prevention through an evidence-based programme in the South African school context. The main objective of the study would be the effectiveness of the KiVa anti-bullying programme in primary schools in the Eden-Central Karoo District of the Western Cape, South Africa. KiVa is a programme designed for school environments. This study would focus on the main elements of the KiVa anti-bullying programme with the focus to prevent bullying from occurring. It will provide the school with the necessary skills to address and prevent bullying and attitude change after the implementation of the intervention programme in the school. The objectives of the research are:

- 1) To explore the main elements of the KiVa anti-bullying programme;
- 2) To explore what skills are included in the anti-bullying programme and
- 3) To explore if there is any attitude change regarding bullying behaviour from before the intervention is implemented to after the intervention is implemented.

Your school has been selected for my research as two primary schools will need to participate. The one school as the control school and the other school as the

experimental school, both these schools will have similar characteristics. The target group will be Grade 4 learners. To be able to compare, all participated learners will complete a pre-test and post-test questionnaire. The questionnaire will generate information about the school's current environment, the frequency of bullying, where and how frequently. The questionnaire will take approximately 30 minutes to complete. The study will entail the implementation of the KiVa programme which will only be implemented in one school over the period of one school year, and includes 10 lessons of two 45 minutes parts, to be presented by the Life Skills teacher for Grade 4, as part of the curriculum. These teachers will be trained in the first term by a certified KiVa trainer. The Grade 4 teachers and principal will also be interviewed to explore the effectiveness of the programme and areas of improvement. Interviews will be approximately 45 minutes each at a scheduled and convenient time. The aim is to include the teachers as much as possible, as they are the adults who will put the programme into action and make a difference, as the programme itself will not make the difference.

The benefits of the study are the implementing of a well-researched evidence-based anti-bullying programme, reducing bullying in a school setting. The grade 4 class will benefit from this programme, through preventing and supporting the teacher, the victim and the bystander with the necessary skills to cope in any bullying situation. "Reducing bullying is an important goal in and of itself but it has numerous beneficial effects on the general well-being, school-liking, and academic motivation of all learners!" (KiVa Teacher's manual, unit 2)

The participants will not be harmed emotionally or physically. During interviews, the researcher will use her sensitivity to judge how far to take questioning of a personal nature due to potential negative effects. After distribution of the questionnaire, participants will be informed what it is about and why they should fill it in, as well as the confidentiality and that there are no right or wrong answers and that they do not need to participate if they do not want to. The personal well-being of the participants will always be respected. This study has received written approval from the Research Ethics Review Committee of the College of Education Department, UNISA.

There will be no reimbursement or any incentives for participating in the research.

Feedback procedure will follow in an informal manner, explaining the result and effectiveness of the programme.

You are welcome to read more about the KiVa antibullying programme on their website: <http://www.kivaprogram.net/>

Yours sincerely



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Boelie voorkoming deur 'n stawende program in die Suid-Afrikaanse konteks

Mnr XXX

Skoolhoof

XXX Primêr

023 000 0000

Versoek om navorsing te XXX Primêr te doen

Geagte Mnr.XXX

Ek, Anniq Senekal, gaan navorsing doen onder die toesig van Professor Vanessa Scherman van die Departement van Opvoedkundige Sielkunde volgens die vereistes tot 'n MEd in Opvoedkundige Sielkunde aan die Universiteit van Suid-Afrika. Ons nooi u uit om deel te neem aan die getitelde studie: "Boelie voorkoming deur 'n stawende program in die Suid-Afrikaanse konteks."

Die doelwit van die studie is om die effektiwiteit van die voorkoming van boelie-gedrag deur 'n stawende program in die Suid-Afrikaanse konteks te ondersoek. Dus sal die effektiwiteit van die KiVa anti-boelie program in primêre skole van die Eden-Sentrale Karoo Distrik van die Wes-Kaap na gestreef word. KiVa is 'n program wat spesifiek vir skole ontwikkel is. Die studie sal fokus op die hoof elemente en vaardighede van die KiVa anti-boelie program met die einddoel om boelie-gedrag te voorkom. Die skole sal toegerus word met die nodige vaardighede om boelie-gedrag te voorkom en gemoedsgesteldheid teenoor boelie te verander na die implementering van die intervensie program in die skool. Die objektief van hierdie studie is:

- 1) Ondersoek die hoof elemente van die KiVa anti-boelie program;
- 2) Ondersoek die anti-boelie program se insluitende vaardighede en
- 3) Ondersoek enige gedragsverandering rakende boelie gedrag voor die implementering van die intervensie en na die implementering van die intervensie.

U skool is een van twee laerskole wat genomineer is om deel te vorm van my navorsing. Een skool gaan 'n kontrole skool wees en die ander skool die eksperiment skool, beide skole met soortgelyke karaktereienskappe. Die teikengroep is Graad vier leerders. Om te kan vergelyk moet beide skole se leerders die voortoets en na-toets vraelys voltooi. Die vraelys genereer inligting oor u skool se huidige omgewing, die gereeldheid van boelie, waar en hoe gereeld boelie voorkom. Die vraelys sal ongeveer 30 minute duur om te voltooi. Die studie sal uit die KiVa anti-boelie program bestaan wat slegs in een skool geïmplementeer sal word oor die tydperk van een skooljaar, en sluit 10 lesse van twee 45 minute gedeeltes, wat deur die Lewensvaardigheid onderwyser van Grade 4 leerders aan te bied as deel van die kurrikulum. Die betrokke onderwysers sal opleiding ontvang deur 'n gesertifiseerde KiVa instrukteur. Onderhoude met die betrokke Graad 4 onderwysers en skoolhoof sal plaasvind om die effektiwiteit van die program te ondersoek asook areas waar verbetering kan plaasvind. Onderhoude behoort ongeveer 45 minute te duur, elke onderhoud sal wel geskeduleer wees op 'n gepaste tyd. Die doel is om die onderwysers soveel as moontlik betrokke te kry, omdat hul die volwassenes gaan wees wat die program aan die gang gaan sit asook die verskil gaan maak, aangesien die program op sy eie nie 'n verskil kan maak nie.

Die voordele van hierdie studie is die implementering van 'n goed nagevorsde anti-boelie program met uistekende getuienisse, met die vermindering van boelie voorvalle in 'n skool opset. Die graad 4-klas sal voordeel trek uit hierdie program, deur die voorkoming en ondersteuning van die onderwyser, die slagoffer en die bystander met die nodige vaardighede om enige boelie situasie te kan hanteer. Soos die KiVa Onderwysersgids Deel 2 sê: *“Reducing bullying is an important goal in and of itself but is has numerous beneficial effects on the general well-being, school-liking, and academic motivation of all learners!”*

Die deelnemers sal nie emosioneel of fisies geskaad word nie. Gedurende onderhoude, sal die navorsers sensitief wees en oordeel hoe vêr sy vrae van persoonlike aard kan neem bloot oor negatiewe effekte. Met die voltooiing van die vraelys, sal deelnemers ingelig word rondom wat die vraelys behels en hoekom hul dit moet voltooi, asook die vertroulikheid en dat daar geen verkeerde en korrekte antwoorde is nie en dat indien hul dit nie wil voltooi nie, hul nie verplig sal word nie. Die persoonlike welstand van deelnemers sal te alle tye respekteer word. Hierdie

studie het geskrewe goedgekeuring deur die Navorsings Etiese Resensie Kommittee van die Opvoedkundige Kollege Departement, UNISA, ontvang.

Geen vergoeding of aansporing sal aan deelnemers van hierdie studie verskaf word nie.

Terugvoering sal op 'n informele wyse plaasvind, die verduideliking van resultate en die effektiwiteit van die program.

U is welkom om meer te lees rondom die KiVa anti-boelie program op hul webtuiste:

<http://www.kivaprogram.net/>

Vriendelike groete



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Appendix E: Information sheet to teacher and consent form

Bully prevention through an evidence-based programme in the South African context

DEAR PROSPECTIVE PARTICIPANT

My name is Annique Senekal and I am doing research under the supervision of Professor Vanessa Scherman, a professor in the Department of Educational Psychology towards a MEd in Psychology of Education at the University of South Africa. We are inviting you to participate in a study entitled 'Bully prevention through an evidence-based programme in the South African context'.

This study is expected to collect important information that could support future research and implementation of a well-researched anti-bullying programme. The main objective of the study would be the effectiveness of the KiVa anti-bullying programme in primary schools in the Eden-Central Karoo District of the Western Cape, South Africa. KiVa is a programme designed for school environments, this study would focus on the main elements of the KiVa anti-bullying programme, as their focus is to prevent bullying from occurring. Providing teachers, learners, victims of bullying and bystanders, with tools in supporting them to stop bullying from occurring. Affecting the whole school, with necessary skills addressed to prevent bullying and attitude change after implementation of the intervention programme in a school. The objectives of the research are:

- 1) To explore the main elements of the KiVa anti-bullying programme;
- 2) To explore what skills are included in the anti-bullying programme;
- 3) To explore if there is any attitude change regarding bullying behaviour from before the intervention is implemented to after the intervention is implemented.

You are invited to participate as you are a professional qualified Life Skills teacher for Grade 4 and this is the criterion for participating. I obtained your contact details from the school's principal. Only the Grade 4 teachers will take part in this research study as they are the one's implementing the programme and will be trained at the beginning of the school year by a certified KiVa trainer.

The KiVa intervention will take place over the period of one school year and includes 10 lessons of two 45 minutes parts, to be presented by you as part of the curriculum. The study involves a face-to-face interview in which I will ask questions about the effectiveness of the KiVa anti-bullying programme, the main elements of the programme, skills addressed by the programme and to what extent is there an attitude change from before the implementation to after the implementation of the programme throughout the year. The interviews will be approximately 45 minutes each at a scheduled and convenient time for you. The interview will be audio recorded, analysed and reported. The resulting research report will be read by my supervisor and examiners as part of my requirements for my degree.

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

The potential benefits of taking part in this study are the implementing of a well-researched evidence-based anti-bullying programme, reducing bullying in a school setting. The grade 4 class will benefit from this programme, through preventing and supporting the victim and bystander with the necessary skills to cope in any bullying situation.

The participants will not be harmed emotionally or physically. During interviews, the researcher will use her sensitivity to judge how far to take questioning of a personal nature due to potential negative effects. The personal well-being of the participants will always be respected.

I will follow UNISA's research ethics regulations and will use the information for the purpose of this study only. Your name will not be recorded anywhere, and no one will be able to connect you to the answers you give. Your answers will be given a code number, or a pseudonym and you will be referred to in this way in the data, any publication, or other research reporting. As such, privacy, confidentiality and anonymity will be guaranteed.

Hard copies of your answers will be stored by the researcher for a period of five years in a personal safe at the researcher's home for future research or academic purposes;

electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. All hard copies will be shredded, and electronic copies will be permanently deleted from the hard drive of the computer using a relevant software programme.

There will be no reimbursement or any incentives for participating in the research.

This study has received written approval from the Research Ethics Review Committee of the College of Education Department, UNISA.

If you would like to be informed of the final research findings, please contact Annique Senekal on 0828532025 or 35438584@mylife.unisa.ac.za. Should you require any further information or want to contact the researcher about any aspect of this study, feel free to contact me. Should you have concerns about the way in which the research has been conducted, you may contact Prof Scherman on 0768329027 or scherv@unisa.ac.za.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.



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CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or explained to me) and understood the study as explained in the information sheet.

I have had enough opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recordings of the semi-structured interviews.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) _____

Participant Signature

Date

Researcher's Name & Surname (please print) _____

Researcher's Signature

Date

Boelie voorkoming deur 'n stawende program in die Suid-Afrikaanse konteks

Geagte voornemende deelnemer

My naam is Annique Senekal en ek doen navorsing onder die toesig van Professor Vanessa Scherman van die Departement van Opvoedkundige Sielkunde volgens die vereistes tot 'n MEd in Opvoedkundige Sielkunde aan die Universiteit van Suid-Afrika. Ons nooi u uit om deel te neem aan die getitelde studie: "Boelie voorkoming deur 'n stawende program in die Suid-Afrikaanse konteks."

Die verwagtinge van hierdie studie is om noodsaaklike inligting te versamel wat toekomstige navorsing en implementering van goed nagevorsde antiboelie programme te ondersteun. Die hoofdoelwit van die studie is die effektiwiteit van die KiVa anti-boelie program in die Eden- Sentrale Karoo Distrik van die Wes-Kaap, Suid-Afrika. KiVa is 'n program ontwerp spesifiek vir skoolomgewings, en hierdie studie fokus op die hoof elemente van die KiVa anti-boelie program, wat wel die voorkoming van boelie-gedrag is. Met die nodige toerusting aan onderwysers, leerders, slagoffers van boelie-gedrag en bystanders deur die ondersteuning om boelie-gedrag te stop om weer voor te kom. Die affektering van die hele skool, met nodige vaardighede om boelie-gedrag te voorkom en gedragsverandering na die implementering van die intervensie program in u skool.

Die objektief van die studie is:

- 1) Ondersoek hoof elemente van die KiVa anti-boelie program;
- 2) Ondersoek die anti-boelie program se insluitende vaardighede en
- 3) Ondersoek enige gedragsveranderinge rakende boelie gedrag voor die implementering van die intervensie en na die implementering van die intervensie.

U word genooi om deel te neem omdat u 'n gekwalifiseerde Lewensvaardigheids onderwyser vir Graad 4 leerders is en dit deel vorm van die kriteria vir deelname. Ek het u besonderhede van u skoolhoof ontvang. Slegs die Graad 4 onderwysers kan deelneem aan hierdie studie, omdat u die persoon gaan wees wat hierdie program

moet implementeer en opleiding moet ontvang aan die begin van die jaar deur 'n gesertifiseerde KiVa instrukteur.

Die KiVa intervensie sal plaasvind oor die tydperk van een skooljaar en sluit 10 lesse van twee 45 minute gedeeltes, wat deur die Lewensvaardigheid onderwyser aangebied word as deel van die kurrikulum. Die studie sluit ook onderhoude in waar vrae rondom die effektiwiteit van die KiVa anti-boelie program, die hoof-elemente van die program, vaardighede wat aangespreek word deur die program en tot watter mate gedragsverandering voor die implementering tot na die implementering voorkom deur die loop van die jaar. Die onderhoude behoort ongeveer 45 minute te duur, elke onderhoud sal wel geskeduleer wees op 'n gepaste tyd vir u. Die onderhoud sal ook opgeneem word deur 'n oudio-toestel, geanaliseer word en 'n verslag geskryf word. Die verslag sal deur my toesighouer gelees word asook eksaminators wat as deel van my vereistes dien vir my graad.

Om deel te neem aan hierdie studie is vrywillig en u is onder geen verpligting om toestemming te gee om deel te neem nie. Indien u wel instem om deel te neem, sal u hierdie inligtingsvorm gegee word asook gevra word om 'n toestemmingsbrief te teken. Voel vry om enige tyd te onttrek sonder om 'n rede te verskaf, indien nodig.

Potensiële voordele om deel te neem aan hierdie studie is die implementering van 'n goed nagevorsde anti-boelie program met uitstekende getuienisse met die vermindering van boelie voorvalle in 'n skool opset. Die Graad 4-klas sal voordeel trek uit hierdie program, deur die voorkoming en ondersteuning van die onderwyser, die slagoffer en die bystander met die nodige vaardighede om enige boelie situasie te kan hanteer.

Die deelnemers sal nie emosioneel of fisies geskaad word nie. Gedurende onderhoude, sal die navorser sensitief wees en oordeel hoe vêr sy vrae van persoonlike aard kan neem bloot oor negatiewe effekte. Die persoonlike welstand van deelnemers sal te alle tye respekteer word.

Ek sal UNISA's navorsings-etiek regulasies volg en sal inligting slegs vir hierdie studie gebruik. U naam sal nêrens opgeteken word nie, en niemand sal u verbind met enige antwoorde verskaf nie. U antwoorde sal onder 'n kode-naam of skuilnaam opgeteken

word en sal dus so verwys word in data, enige publikasie, of enige ander navorsings verslag. Dus sal privaatheid, vertroulikheid en anonimiteit gewaarborg word.

Hardekopieë van u antwoorde sal gestoor word deur die navorser vir 'n periode van vyf jaar in haar persoonlike kluis tuis vir verdere navorsing of akademiese doeleindes; elektroniese inligting sal gestoor word onder 'n wagwoord beskermde rekenaar. Verdere gebruik van gestoorde data sal onderhewig wees aan verdere Navorsing Etiek Resensie en goedkeuring indien nodig. Alle hardekopieë sal deur 'n papierversnipperaar vernietig word en elektroniese kopieë sal permanent verwyder word van die harde-skyf van die rekenaar deur 'n relevante sagteware program.

Geen vergoeding of aansporing sal aan deelnemendes van hierdie studie verskaf word nie.

Hierdie studie is goedgekeur deur Navorsings Etiek Resensie Kommittee van die Onderwys Departement, Unisa.

Indien u ingelig wil word rondom die finale bevindinge, kontak Annique Senekal by 082 853 2025 of 35438584@mylife.unisa.ac.za. Indien u enige verdere inligting benodig of wil die navorser kontak oor enige aspek van die studie, voelvry om my te kontak. Indien u enige bekommernis het oor die manier hoe die navorsing gedoen word, kan u my toesighouer Prof Scherman kontak by 076 832 9027 of scherv@unisa.ac.za.

Baie dankie vir die tyd wat u afgestaan het om die inligting te lees en vir u deelname aan hierdie studie.

Baie dankie.



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TOESTEMMING OM DEEL TE NEEM AAN DIE STUDIE

Ek, _____ (deelnemer se naam), bevestig dat die persoon wat my toestemming vra om deel te neem in hierdie navorsingstudie my ingelig het rondom die aard van die studie, prosedures, potensiele voordele en voorkomende ongerief om deel te neem.

Ek het die inligtingsbrief gelees (of soos verduidelik aan my) en verstaan waaroor die studie gaan.

Ek het meer as genoeg geleentehede gehad om vrae te vra en is goed voorbereid om deel te neem aan hierdie studie.

Ek verstaan dat my deelname vrywillig is en dat ek enige tyd van die studie kan onttrek sonder om gepeenaliseer te word.

Ek is bewus daarvan dat die bevindinge van hierdie studie geproseseer gaan word in 'n navorsingsverslag, joernaal publiksaie en of konferensie prosedure, maar dat my deelname vertroulik gehanteer sal word mits anders gespesifiseer is.

Ek stem in dat my onderhoude opgeneem mag word.

Ek het 'n getekende kopie van die inligtingsbrief en toestemmingsbrief ontvang.

Deelnemer se Naam & Van (drukskrif) _____

Handtekening van deelnemer

Datum

Navorser se Naam & Van (drukskrif) _____

Handtekening van navorser

Datum

Appendix F: Requesting parental consent for minors to participate in a research project

Dear Parent

Your child is invited to participate in a study entitled, “Bully prevention through an evidence-based programme in the South African context.”

I am undertaking this study as part of my master’s research at the University of South Africa. The purpose of this study is to explore the KiVa anti-bullying programme as an evidence-based programme in a Primary School in the Eden-Central Karoo District of the Western Cape Education Department. It will be exploring to what extent bullying can be prevented in South African Schools. The possible benefits of the study are the preventing of bullying occurring, providing teachers, learners, victims of bullying and bystanders, with tools in supporting them to prevent bullying from occurring. I expect to have all the Grade 4 learners participating in this study.

If you allow your child to participate, I shall request him/her to:

- Complete a questionnaire - The KiVa programme includes a questionnaire which would be administered before the intervention is implemented and after the intervention is implemented. The questionnaire generates information about the school’s current environment, a definition of bullying and pertaining views about the school, the frequency of bullying, where and how frequently. Other related questions like who the perpetrators are and whether they are boys or girls as well as groups or individuals, and who has been told about the bullying behaviour are included. The questionnaire will take approximately 30 minutes to complete.

Any information that is obtained in connection with this study and can be identified with your child will remain confidential and will only be disclosed with your permission. His/her responses will not be linked to his/her name or your name or the school’s name in any written or verbal report based on this study. Such a report will be used for research purposes only.

There are no foreseeable risks to your child by participating in the study. Your child will receive no direct benefit from participating in the study; however, the possible benefits to education are the tools in supporting the learner to stop bullying from

occurring. Neither your child nor you will receive any type of payment for participating in this study.

Your child's participation in this study is voluntary. Your child may decline to participate or to withdraw from participation at any time. Withdrawal or refusal to participate will not affect him/her in any way. Similarly, you can agree to allow your child to be in the study now and change your mind later without any penalty.

The study will take place during regular classroom activities, during Life Skills with the prior approval of the school principal and your child's teacher. However, if you do not want your child to participate, an alternative activity will be available, completing a Life Skill project.

In addition to your permission, your child must agree to participate in the study and you, and your child will also be asked to sign the assent form which accompanies this letter. If your child does not wish to participate in the study, he or she will not be included and there will be no penalty. The information gathered from the study and your child's participation in the study will be stored securely on a password locked computer in my locked office for five years after the study. Thereafter, records will be erased.

There will be no reimbursement or any incentives for participation in the research. If you have questions about this study please ask me or my study supervisor, Prof Vanessa Scherman, Department of Psychology of Education, College of Education, University of South Africa. My contact number is 0828532025 and my e-mail is 35438584@mylife.unisa.ac.za. The e-mail of my supervisor is scherv@unisa.ac.za. Permission for the study has already been given by the IMG, Mr X, the Principal and the Ethics Committee of the College of Education, UNISA.

You are deciding about allowing your child to participate in this study. Your signature below indicates that you have read the information provided above and are providing permission. You may keep a copy of this letter.

Name of child: _____

Sincerely

_____ Parent/guardian's name (print)	_____ Parent/guardian's signature	_____ Date
_____ Researcher's name (print)	_____ Researcher's signature	_____ Date

Geagte Ouer

U kind is genooi om deel te neem aan die getitelde studie, "Boelie voorkoming deur 'n stawende program in die Suid-Afrikaanse konteks."

Ek onderneem hierdie studie as deel van my meesters graad se navorsing aan die Universiteit van Suid-Afrika te doen. Die doel van hierdie studie is om die effektiwiteit van die KiVa anti-boelie program in Primêre Skole van die Eden-Sentrale Karoo Distrik van die Wes-Kaapse Onderwys Departement. Dit gaan ondersoek instel tot watter mate voorkoming van boelie-gedrag in Suid-Afrikaanse skole te weë bring. Die moontlike voordele van hierdie studie is die voorkoming van gereelde boelie-gedrag, deur die onderwysers, leerders, slagoffers van boelie-gedrag en bystanders, toe te rus met die nodige ondersteuning om boelie-gedrag te voorkom. Ek beoog om al die Graad 4 leerders te betrek by hierdie studie.

Indien u toelaat dat u kind deel van hierdie studie mag wees, sal ek van hom/haar verwag om:

- 'n Vraelys te voltooi – Die KiVa program sluit 'n vraelys in wat deur voor die implementering van die program en na die implementering van die program gedoen moet word. Die vraelys genereer inligting oor die huidige skoolomgewing, 'n definisie van boelie-gedrag en verskaf perspektiewe met betrekking tot die skool, die gereeldheid van boelie, waar en hoe gereeld dit gebeur. Ander vrae soos wie die skuldige is en of hul seuns of meisies is sowel of hul groepe of individue is, asook wie ingelig is oor hierdie tipe boelie-gedrag wat plaasvind, is ingesluit in hierdie vraelys. Die vraelys sal ongeveer 30 minute duur om te voltooi.

Enige inligting verskaf en ontvang in verbinding met u kind tydens die studie sal streng vertroulik hanteer word en sal slegs aan die lig gebring word met u toestemming. Hul antwoorde sal nie verbind word met hul name of die skool se naam nie, in enige geskrewe of verbale verslaggewing gebaseer op hierdie studie nie. Hierdie verslag word slegs gebruik vir navorsingsdoeleindes.

Daar is geen vooruitgaande risiko vir u kind se deelname aan hierdie studie nie. U kind sal geen direkte voordele uit hierdie studie ontvang nie; alhoewel die positiewe

voordeel in onderrig, is die voorkoming en die ondersteuning wat u kind sal ontvang om boelie-gedrag te keer voor dit herhaal. Nie u of u kind sal enige vorm van betaling ontvang vir die deelname aan hierdie studie.

U kind se deelname aan hierdie studie is vrywillig. U kind kan enige tyd onttrek van die studie. Onttrekking of weiering om deel te neem sal u kind geensins affekteer nie. Ook kan u nou instem dat u kind mag deelneem en later van plan verander sonder enige nadeel.

Die studie sal plaasvind gedurende gewone klastyd verrigtinge, gedurende Lewensvaardigheid met die toestemming van die skoolhoof en klasonderwyser. Indien u nie toestemming gee sal alternatiewe aktiwiteite beskikbaar wees gedurende daardie tyd, die voltooiing van 'n Lewensvaardigheid projek.

Daarbenewens u toestemming, moet u kind ook toestemming gee om deel te neem aan hierdie studie en moet u kind ook 'n toestemmingsbrief teken wat hierdie brief vergesel. As u kind nie wil deelneem aan hierdie studie nie, sal hy/sy nie ingesluit word nie sonder enige nadeel. Die inligting versamel gedurende die studie en u kind se deelname sal veilig gestoor word op 'n wagwoord beskermende rekenaar in my studeerkamer vir vyf jaar na die studie. Daarna sal rekords vernietig word.

Geen vergoeding of aansporing sal aan deelnemers van hierdie studie verskaf word nie.

Indien u enige vrae oor hierdie studie het, vra my gerus of my studie toesighouer, Prof Vanessa Scherman, Departement van Opvoedkundige Sielkunde, Onderwys Departement, Universiteit van Suid-Afrika. My kontaknommer is 0828532025 en my epos adres is 35438584@mylife.unisa.ac.za. My toesighouer se epos adres is scherv@unisa.ac.za. Toestemming vir hierdie studie is reeds goedgekeur deur die IMG, Mnr X, die skoolhoof en die Etiese Komitee van die Onderwys Departement van UNISA.

U moet die keuse maak of u kind moet deelneem aan hierdie studie. U handtekening onderaan bevestig dat u hierdie inligting gelees het en toestemming gee. U mag 'n afskrif van hierdie brief hou.

Naam van kind: _____

Met dank

Ouer/voog naam (drukskrif)

Ouer/voog handtekening

Datum

Navorser naam (drukskrif)

Navorser handtekening

Datum

Appendix G: Letter requesting assent from primary school learners to participate in a research project

Research Assent Form



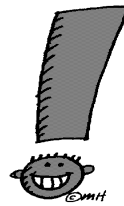
What is a research study?

Research studies help us learn new things. We can test new ideas. First, we ask a question, then we try to find the answer.

This paper talks about our research and the choice that you must decide to take part in it or not. We want you to ask us any questions that you have. You can ask questions at any time.

Important things to know...

You get to decide if you want to take part.



You can say 'No' or you can say 'Yes'.

No one will be upset if you say 'No'.

If you say 'Yes', you can always say 'No' later.

You can say 'No' at any time.

We would still take good care of you no matter what you decide.



Why are we doing this research?

We are doing this research to find out more about bullying within your school.



What would happen if I join this research?

If you decide to be in the research, we would ask you to do the following:

Questions: We would ask you to complete a questionnaire.

Nominate: We will ask you to indicate on a class list 3 learners who you like and three learners who you do not like.

Discussion: We may ask to participate in a discussion.



Could bad things happen if I join this research?

No, we would just like to know more about your experiences in the school. The school will not know your name when we tell them what we have found.

You can say 'no' to what we ask you to do for the research at any time and we will stop.



Could the research help me?

We think being in this research may help you because the school will know more about your experiences so that if there are any problems, they may be able to do something about them.



What else should I know about this research?

If you don't want to be in the study, you don't have to be.

It is also OK to say yes and change your mind later. You can stop being part of the research at any time. If you want to stop, please tell the researchers.

You can ask questions any time. You can talk to Annique at 082 853 2025. Ask us any questions you have. Take the time you need to make your choice.



Is there anything else?

If you want to be in the research after we talked, please write your name below. We will write our name too. This shows we talked about the research and that you want to take part.

Name of Participant _____

(To be written by child/adolescent)

Printed Name of Researcher

Annique Senekal

Signature of Researcher

Printed name of Supervisor

Dr Vanessa Scherman

Signature of Supervisor

Date

Time

Navorsing toestemmingsbrief



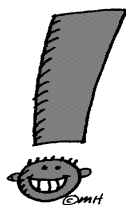
Wat is 'n navorsingstudie?

Navorsingstudies help ons om nuwe dinge te leer. Ons kan nuwe idees toets. Eerstens, vra ons 'n vraag, dan probeer ons die antwoord soek.

Hierdie brief lig jou in oor die navorsing en die keuse wat jy moet maak om deel te neem aan hierdie studie of nie. Ons vra ook dat jy ons enige iets mag vra. Jy mag enige tyd vrae vra.

Belangrike dinge om te weet ...

Jy mag besluit om deel te neem.



Jy mag "Nee" of "Ja" sê.

Niemand sal ongelukkig wees as jy nee sê nie.

Indien jy "Ja" sê, mag jy altyd later "Nee" sê.

Jy mag enige tyd "Nee" sê.

Ons sal altyd mooi na jou omsien, maak nie saak wat jy besluit nie.



Hoekom doen ons hierdie navorsing?

Ons doen hierdie navorsing om meer uit te vind oor boelie in jou skool.



Wat sal gebeur as ek besluit om deel te neem?

Indien jy besluit om deel te neem aan hierdie navorsing, gaan ons jou die volgende van jou verwag:

Vrae: Ons gaan jou vra om 'n vraelys te voltooi.

Nomineer: Ons gaan jou vra om op 'n klaslys om 3 leerders te kies waarvan jy hou en waarvan jy nie hou nie.

Bespreking: Ons mag jou vra om deel te neem aan 'n bespreking.



Kan slegte dinge met my gebeur as ek besluit om deel te neem?

Nee, ons wil graag net meer weet van jou ervaring by die skool. Die skool sal nie jou naam weet as ons hul vertel wat ons uitgevind het nie.

Jy mag "nee" sê as ons jou iets vra om te doen, enige tyd tydens die navorsing en ons sal onmiddelik stop.



Kan die navorsing my help?

Ons dink om deel te wees van hierdie navorsing sal jou help omdat die skool meer van jou ervaringe, so indien daar problem is hul dit kan aanspreek.



Wat moet ek nog van die navorsing weet?

Indien jy nie meer deel wil wees van die studie nie, hoef jy nie.

Dit is ook OK om ja te sê en later te verander. Jy mag onttrek enige tyd tydens die navorsing. As jy wil ophou, sê asseblief vir die navorsers.

Jy mag enige tyd vrae vra. Jy mag met Annique kontak by 082 853 2025. Vra ons enige vrae wat jy het. Vat jou tyd om te besluit of jy wil deelneem.



Is daar enige iets anders?

As jy wil deelneem nadat ons gepraat het, skryf asseblief jou naam onderaan. Ons sal ons naam ook skryf. Hierdie wys dat ons gepraat het oor die navorsing end at jy wil deelneem.

Naam van deelnemer _____

(Leerder of volwassene)

Drukskrif van navorsers

Annique Senekal

Handtekening van navorsers

Drukskrif van Toesighouers

Dr Vanessa Scherman

Handtekening van toesighouer

Datum

Tyd

Appendix H: Questionnaire

About this questionnaire:

What is it?

In this booklet, you will find questions about you and what you think. For each question, you should choose the answer you think is best.

Why should you fill it in?

It will help your school to know more about the learners in the school. The information may also be valuable for research. If there are any parts you do not wish to answer, please leave the question blank.

Is it confidential?

Yes. No one in the school will know what you have written. You should fill it in without anyone seeing what you write, and without talking to anyone. When the school gets the information back, they will not know what any individual said, only the overall results.

Is it a test?

No. There are no right or wrong answers, so you should not worry about it. Please just answer as honestly as you can.

Please complete:

1. Last name:

2. First name:

3. School:

4. Class:

5. Your date of birth: Day Month Year

6. Today's date: Day Month Year

Let's take a moment to practise the kind of questions you will answer in this booklet.

Example Questions

6. Are you a boy or a girl?

Fill in only one of the circles

Boy

Girl

7. What do you think? Tell how much you agree with these statements.

Fill in only one of the circles for each of the questions.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
a) Watching movies is fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b) I like eating ice cream	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c) I do not like waking up early	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d) I enjoy doing chores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Remember:

- ❖ To read each question carefully and pick the answer you think is best.
- ❖ To fill in the circle next to your answer.
- ❖ If you decide to change your answer, draw an **X** through your first answer and then fill in the circle next to or under your new answer.
- ❖ To ask for help if you do not understand something or are not sure how to answer.
- ❖ You do not need to participate if you do not want to.
- ❖ Next you will see some questions about being bullied. First, let's review what is meant by bullying. Please keep this explanation of bullying in mind when you answer the questions.

A learner is being bullied when one or more learners:

- ☞ Say mean or hurtful things about him/her or call him/her mean and hurtful names.
- ☞ Completely ignore him/her, exclude him/her in their group of friends, or leave him/her outside on purpose.
- ☞ Hit, kick, shove or order him/her around, or for example lock him/her in a room.
- ☞ Try to make other learners dislike him/her by spreading lies about him/her or by sending mean notes.
- ☞ Do other hurtful things than the ones mentioned above.

It is bullying when these things happen repeatedly, and the victim finds it difficult to defend him/herself.

It is also bullying when a learner is teased repeatedly in a mean and hurtful way.

What is not bullying?

Friendly and playful teasing is not bullying. It is also not considered bullying when learner's with roughly an equal amount of power willingly argue or fight.

A - About your school:

Tell how much you agree with these statements.

Remember fill in only one of the circles for each of the questions.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
1. I really like school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel like I belong in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. School is the best part of the week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am normally happy when I am at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This school is a friendly place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Most of the time I wish I weren't in school at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I would talk about this school to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel safe at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Helping others is common in our class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I'm happy to be in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I feel that I'm accepted as I am at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I like the atmosphere at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B – About your experiences at school:

Tell how often the following has happened to you in the past couple of months.

Remember fill in only one of the circles for each of the questions.

	It has not happened in the past couple of months	Only once or twice	2 to 3 times a month	About once a week	Several times a week
1. How often have you been bullied at school during the past few months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was called mean names, or teased in a hurtful way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Other learners left me out of things on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I was hit, kicked, pushed and shoved around	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Other learners told lies about me or spread false rumours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Other learners tried to make others dislike me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I had money and other things taken from me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I was forced to do things I did not want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I was called mean names about my race or colour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	It has not happened in the past couple of months	Only once or twice	2 to 3 times a month	About once a week	Several times a week
10. I have received mean or hurtful messages, calls or pictures on my cell phone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I have received mean or hurtful messages, calls or pictures on my computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Remember fill in only one of the circles for each of the questions.

12. Have you been bullied by boys or girls?

a) I have not been bullied in the past couple of months

b) Mainly by 1 girl

c) By several girls

d) Mainly by 1 boy

e) By several boys

f) By both boys and girls

13. By how many learners have you usually been bullied?

a) I have not been bullied in the past couple of months

b) Mainly by 1 learner

c) By a group of 2-3 learners

d) By a group of 4-9 learners

e) By a group of 10 or more learners

f) By several different learners or groups of learners

14. How long has the bullying lasted?

a) I have not been bullied in the past couple of months

b) It lasted 1 or 2 weeks

c) It lasted a month

d) It lasted for 6 months

e) It lasted for a year

f) It lasted several years

15. Where have you been bullied? (*Please fill in all the places*)

a) I have not been bullied in the past couple of months

b) On the playground

c) In the hallways/stairwells

d) In class

e) In the bathroom

f) On the way to or from school

g) At the bus stop

h) On the bus/taxi

16. Have you told anyone that you have been bullied?

a) I have not been bullied in the past couple of months

b) I have been bullied but have not told anyone

c) I have been bullied and have told someone (you can select more than one)

- My teacher

- Another adult at school

- My parent(s) / guardian(s)

- My brother or sister

- My friends

- Somebody else

Tell how often the following has happened to you in the past couple of months.

Remember fill in only one of the circles for each of the questions.

	Never	Sometimes	Almost all the time
17. Other learners cheer me up when I am sad or upset	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Other learners help me when I need help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Other learners say nice things to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Other learners make me happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Other learners care about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C – About your life:

Tell how much you agree with these statements.

Remember fill in only one of the circles for each of the questions.

	Agree a lot	Agree a little	Disagree a little	Disagree a lot
1. In most ways my life is close to my perfect life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The conditions of my life are excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am happy with my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. So far, I have gotten the important things I want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. I would not change anything in my life

D – Finally:

1. Do you have any other comments to make?

.....

.....

.....

.....

.....

.....

.....

.....

Completely Fairly Partly Not at all
happy happy happy happy

2. How did you feel about answering these questions?

Completely Fairly Partly Not at all
honest honest honest honest

3. How honest have you been in answering these questions?

**THANK YOU VERY MUCH FOR COMPLETING
THIS QUESTIONNAIRE!**

VRAELYS

Inligting rondom die vraelys:

Wat is dit?

In hierdie boekie, gaan jy vrae oor jou en wat jy dink vind. Vir elke vraag, moet jy die bes moontlike antwoord kies.

Hoekom moet jy dit voltooi?

Dit sal jou skool help om meer oor hul leerders in die skool te weet. Hierdie inligting sal ook baie waardevol wees vir navorsing. Indien daar enige gedeeltes is wat jy nie wil beantwoord nie, laat dit dan net ongeantwoord.

Is dit vertroulik?

Ja. Niemand in die skool sal weet wat jy beantwoord het nie. Voltooi die vraelys deur jou antwoorde toe te hou, en sonder om met enige ander persoon te praat. Wanneer die skool die inligting ontvang, sal hul nie weet wat individuele leerders beantwoord het nie, maar slegs 'n samevatting oor resultate.

Is dit 'n toets?

Nee. Die vraelys het geen korrekte of verkeerde antwoorde nie. En jy hoef glad nie bang te wees nie, maar wees asseblief so eerlik as moontlik met elke vraag.

Voltooi asseblief:

1. Van:

2. Naam:

3. Skool:

4. Klas:

5. Geboortedatum: Dag Maand Jaar

6. Vandag se datum: Dag Maand Jaar

Kom ons oefen hoe jy die vrae moet antwoord in hierdie vraelys.

Voorbeeld vrae

6. Is jy 'n seun of 'n meisie?

Kleur slegs een van die sirkels in.

Seun

Meisie

7. Wat dink jy? Beantwoord hoeveel jy saam met die stelling stem.

Kleur slegs een sirkel in vir elke vraag.

	Stem baie saam	Stem effens saam	Stem effens nie saam nie	Stem glad nie saam nie
e) Flik kyk is lekker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f) Ek hou van roomys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g) Ek hou nie daarvan om vroeg wakker te word nie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h) Ek geniet dit om take te verrig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Onthou:

- ❖ Om elke vraag aandagtig te lees, en die gepaste antwoord volgens jou te kies.
- ❖ Kleur die sirkel langs elke vraag in.
- ❖ Indien jy besluit om van keuse te verander, trek 'n **X** deur die eerste antwoord en kleur dan die gepaste sirkel by die vraag in.

- ❖ Vra die onderwyser of toesighouer indien jy iets nie verstaan nie of onseker is hoe om te beantwoord.
- ❖ Jy hoef nie deel te neem as jy nie wil nie.
- ❖ Ons gaan na vrae rondom boelie kyk. Eerstens, gaan ons na die betekenis van boelie kyk. Hou hierdie verduideliking in gedagte tydens die beantwoording van die vraelys.

'n Leerder word geboelie wanneer een of meer leerders:

- ☞ Sê griewelike en beledigende woorde of frases oor hom/haar, of noem en gee hom/haar onvanpaste name wat beledigend en gemeen is.
- ☞ Ignoreer hom/haar met opset, en sluit hom/haar heeltemal uit die vriendekring uit, of laat hom/haar met opset buite.
- ☞ Slaan, skop, stamp of stuur hom/haar rond, of byvoorbeeld sluit hom/haar toe in 'n vertrek.
- ☞ Probeer dat ander leerders nie van hom/haar hou nie deur leuens te verprei oor hom/haar of deur 'n gemene boodskap te stuur.
- ☞ Doen ander gemene en beledigende dinge wat nie hierbo genoem word nie.

Wanneer hierdie bogenoemde dinge herhaardelik voorkom, is dit boelie, en die slagoffer vind dit moeilik om hom/haar te verdedig of te beskerm.

Dit is ook boelie wanneer 'n leerder herhaardelik geterg word deur 'n gemene en beledigende manier.

Wat is nie boelie nie?

Vriendelik en spelerige tergery is nie boelie nie. Dit word ook nie beskou as boelie wanneer leerders opsetlik met gelyke hoeveelheid mag, baklei of stry nie.

A – Inligting in verband met jou skool:

Kies hoeveel jy saam met die volgende stellings stem.

Onthou om slegs een van die sirkels per vraag in te kleur.

	Stem baie saam	Stem effens saam	Stem effens nie saam nie	Stem glad nie saam nie
1. Ek hou regtig baie van skool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ek voel asof ek by die skool hoort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Skool is die beste gedeelte van die week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ek is gewoonlik baie gelukkig as ek by die skool is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Hierdie skool is 'n vriendelike plek	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Meeste van die tyd wens ek, ek was glad nie in skool nie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Ek vertel ander van die skool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ek voel veilig by die skool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Om ander te help is algemeen in ons klas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Ek is gelukkig om in my klas te wees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. 'n Gevoel van aanvaarding word ervaar as ek by die skool is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Ek hou van die atmosfeer by die skool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B – Jou ervaringe by die skool:

Kies hoe gereeld die volgende al met jou gebeur het die afgelope paar maande.

Onthou om slegs een van die sirkels per vraag in te kleur.

	Dit het nie die afgelope paar maande gebeur nie	Slegs een of twee keer in 'n maand	2 tot 3 keer 'n maand	Omtrent een keer 'n week	'n Paar keer in 'n week
1. Hoe gereeld is jy al by die skool geboelie die afgelope paar maande	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ek was gemene name genoem, of geterg in 'n beledigende wyse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ander leerders het my met opset uitgelaat om nie deel te wees nie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ek was geslaan, geskop, gestamp en rond gegooi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ander leerders het leuens van my versprei of valse berigte versprei	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Ander leerders het probeer dat ander kinders nie van my hou nie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Geld en ander dinge is van my gevat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ek was geforseer om dinge te doen wat ek nie wou doen nie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Ek was gemene name genoem as gevolg van my ras en kleur	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dit het nie die afgeloep paar maande gebeur nie	Slegs een of twee keer in 'n maand	2 tot 3 keer 'n maand	Omtrent een keer 'n week	'n Paar keer in 'n week
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10. Ek het gemene en beledigende boodskappe, oproepe of prente op my selfoon ontvang

11. Ek het gemene en beledigende boodskappe, oproepe of prente op my rekenaar ontvang

Onthou om slegs een van die sirkels per vraag in te kleur.

12. Is jy deur seuns of meisies geboelie?

a) Ek is nie geboelie die afgeloep paar maande nie

b) Meestal deur 1 meisie

c) Deur 'n paar meisies

d) Meestal deur 1 seun

e) Deur 'n paar seuns

f) Beide seuns en meisies

13. Deur hoeveel leerdere word jy gewoonlik geboelie?

a) Ek is nie geboelie die afgelope paar maande nie

b) Meestal deur 1 leerder

c) Deur 'n groep van 2 – 3 leerdere

d) Deur 'n groep van 4 – 9 leerdere

e) Deur 'n groep van 10 of meer leerdere

f) Deur verskeie leerdere of groepe van leerdere

14. Hoe lank het die boelie geduur?

a) Ek is nie geboelie die afgelope paar maande nie

b) Dit het 1 of 2 weke geduur

c) Dit het 'n maand geduur

d) Dit het 6 maande geduur

e) Dit het 'n jaar geduur

f) Dit het 'n paar jaar geduur

15. Waar is jy geboelie? (*Vul al die plekke in*)

a) Ek is nie geboelie die afgelope paar maande nie

b) Op die speelgronde

c) In die gange/trappe

d) In die klas

e) In die kleedkamers

f) Oppad skool toe of oppad huis toe

g) By die busstop

h) In die taxi/bus

16. Het jy vir enige iemand vertel dat jy geboelie word?

a) Ek is nie geboelie die afgelope paar maande nie

b) Ek is geboelie, maar het vir niemand vertel nie

c) Ek is geboelie en het vir iemand vertel (jy kan meer as een opsie kies)

- My onderwyser

- 'n Ander volwassene/onderwyser by die skool

- My ouer(s) / voog(de)

- My broer of suster

- My vriende

- iemand anders

Beantwoord hoe gereeld die volgende die afgelope maande gebeur het.

Onthou om slegs een van die sirkels per vraag in te kleur.

	Nooit	Soms	Meeste van die tyd
17. Ander leerders troos my as ek hartseer of ontsteld is	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Ander leerders help my as ek hulp nodig het	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Ander leerders sê mooi goed vir my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Ander leerders maak my gelukkig	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Ander leerders gee om vir my	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C – Meer oor jou lewe:

Kies hoeveel jy saam met die volgende stellings stem.

Onthou om slegs een van die sirkels per vraag in te kleur.

	Stem baie saam	Stem effens saam	Stem effens nie saam nie	Stem glad nie saam nie
1. In meeste gevalle is my lewe na aan my perfekte lewe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My lewens-omstandighede is uitstekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ek is tevrede met my lewe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Tot dusver het ek al die nodige belangrike dinge in my lewe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ek sal niks aan my lewe wil verander nie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D – Finaal:

1. Het jy dalk enige ander kommentaar?

.....
.....
.....
.....
.....

2. Hoe het jy gevoel om al die vrae te beantwoord?

Heeltemal
gelukkig Gelukkig Gedeeltelik
gelukkig Glad nie
gelukkig
nie

3. Hoe eerlik het jy die vrae beantwoord?

Ten volle
eerlik Redelik
eerlik Gedeeltelik
eerlik Glad nie
eerlik nie

**BAIE DANKIE DAT JY DIE VRAELYS VOLTOOI
HET!**

Appendix I: Interview questions

Semi-Structured Interview Schedule

The teachers and the principal will be interviewed throughout the year at a place and time convenient for them. The researcher will enter the interview session with a plan to explore specific topics and to ask specific open-ended questions. Interviews will be approximately 45 minutes each. All interviews will be audio-recorded for transcription.

FIRST INTERVIEW QUESTIONS:

Topic: Background information about bullying in school

Scheduled time: After the pre-test is done with the learners

1. What is your definition or understanding when a learner is being bullied?
2. Does your school have a bullying policy?
3. If not, do you think it would make a difference?
4. Is bullying a problem at your school?
5. How often does bullying occur at school?
6. What forms of bullying is present at your school?

Direct bullying (physical) is characterised as physical aggression and as open attacks on a victim such as hitting, biting, choking, hair pulling, scratching, pushing, kicking, spitting, punching or any other form of physical attack and intimidation. This also includes damaging a person's property.

Indirect bullying (psychological) also relational can be characterised by social exclusion, spreading lies or rumours aiming to hurt the victim emotionally, non-verbal bullying such as stares, rolling of eyes, sighs, frowns and hostile body language.

Direct verbal aggression includes name-calling, constant unkind remarks, insulting, yelling, threatening to hurt and verbal abuse.

Cyberbullying includes the sending or posting of harmful material, which includes spreading rumours, posting false information, hurtful messages, embarrassing comments or photos, online or via social media, including mobile platforms such as mobile phones, or engaging in other forms of social aggression using the internet or other digital technologies.

7. Does bullying occur by one learner or a group?

8. Where does bullying occur most at school, playground, classroom, hallways, etc?
9. Do learners tell when someone is bullying them?
10. How do you intervene when someone tells you they have been bullied?

SECOND INTERVIEW QUESTIONS:

Topic: The KiVa anti-bullying programme

Scheduled Time: Just after the workshop and training of the KiVa anti-bullying programme

Target: Teachers and Principal

1. Now that you have more insight of the KiVa anti-bullying programme, what do you think of the programme?
2. Do you think it would work at your school? Please state your answer.
3. Do you have a better understanding of bullying now? And how to address it?
4. Are you excited about this programme? Please state why you are excited or not.
5. What do you think about the themes and lessons?

THIRD INTERVIEW QUESTIONS:

Topic: Lesson 1 - Respect is for everyone, KiVa anti-bullying programme

Scheduled Time: After the presentation of the first lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. Could you see a difference in the learner's behaviour?

FOURTH INTERVIEW QUESTIONS:

Topic: Lesson 2 – In a group, KiVa anti-bullying programme

Scheduled Time: After the presentation of the second lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?

2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. Could you see a difference in the class behaviour?
5. To what extent is there an attitude change from before and after the lessons?

FIFTH INTERVIEW QUESTIONS:

Topic: Lesson 3 – Recognise bullying, KiVa anti-bullying programme

Scheduled Time: After the presentation of the third lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. Could you experience an attitude change in the learner’s behaviour especially after the knowledge how to recognise bullying?
5. Do you think these skills helped the learners to tackle bullying?

Target: Teachers and Principal

6. What do you think of the indicated action plan to tackle bullying?
7. Is it easier to screen bullying now?
8. What do you think of the Non-Confronting method?
9. And the Confronting method?
10. Have you handled any cases, since the programme?
11. What was your experience?

SIXTH INTERVIEW QUESTIONS:

Topic: Lesson 4 – Hidden forms of bullying, KiVa anti-bullying programme

Scheduled Time: After the presentation of the fourth lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?

3. What would you suggest doing differently next time? Why?
4. Do you think learners realised and have a better concept of hidden bullying, after the lesson?
5. Do you think learners have a better understanding of communicating with each other, with respect?

SEVENTH INTERVIEW QUESTIONS:

Topic: Lesson 5 – Consequences of bullying, KiVa anti-bullying programme

Scheduled Time: After the presentation of the fifth lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. Can you see possible changes that have taken place, especially the well-being of the learners, class as a group?
5. What was the learner's reaction to the consequences of bullying?

EIGHTH INTERVIEW QUESTIONS:

Topic: Lesson 6 – Group involvement in bullying, KiVa anti-bullying programme

Scheduled Time: After the presentation of the sixth lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. Have you seen any attitude change in learners? Especially towards how they act out against bullying.
5. Have learner's shown empathy toward a victim?

NINTH INTERVIEW QUESTIONS:

Topic: Lesson 7 – Confronting bullying as a group, KiVa anti-bullying programme

Scheduled Time: After the presentation of the seventh lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. Could you experience that learners tried to support bully victims?
5. To what extent is there an attitude change from before and after the programme?

TENTH INTERVIEW QUESTIONS:

Topic: Lesson 8 – What do I do if I get bullied, KiVa anti-bullying programme

Scheduled time: After the presentation of the eighth lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. Do you think these skills could help a victim deal with being bullied?
5. Have you experienced any attitude change in learners, and are they telling about being bullied, more?

ELEVENTH INTERVIEW QUESTIONS:

Topic: Lesson 9 – KiVa school, let's do this together, KiVa anti-bullying programme

Scheduled time: After the presentation of the ninth lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. Are the learners aware of the KiVa rules? Explain your answer.
5. Do you believe these rules could make a difference, especially to stop bullying?

TWELFTH INTERVIEW QUESTIONS:

Topic: Lesson 10 – How are we doing, KiVa anti-bullying programme

Scheduled time: After the presentation of the tenth lesson

Target: Teachers

1. How did you experience the planning and presentation of this lesson?
2. Were the resources enough, and did the learners understand and related to the questions and group work?
3. What would you suggest doing differently next time? Why?
4. To what extent has the situation in the class changed?
5. What is the situation in the class now?

Target: Teacher and principal

6. How did you experience the KiVa anti-bullying programme?
7. Did it help you to handle bully cases better, if yes, explain?
8. Did you make use of the indicated action plan to tackle bully cases? If yes, what do you think of the plan?
9. Do you think the discussion with the victim and bully helped?
10. Was there any cooperation between the school and home? Please explain your answer.
11. Would you change anything in the action plan and programme? If yes, please elaborate.

Semi-Gestruktureerde Onderhoud Skedule

Onderhoude gaan deur die loop van die jaar met die onderwysers en skoolhoof gereël word op 'n geskikte tyd vir hulle. Die navorser sal met 'n vooraf beplande plan die onderhoud sessie benader met reeds uitgewerkte onderwerpe en spesifieke oop vrae vra. Onderhoude sal ongeveer 45 minute ek duur. Alle onderhoude sal opgeneem word vir transkripsie doeleindes.

EERSTE ONDERHOUD VRAE:

Onderwerp: Agtergrond kennis rondom boelie in die skool

Geskeduleerde tyd: Nadat leerders die voor-toets voltooi het

1. Wat is u begrip oor wanneer 'n kind geboelie word?
2. Het u skool 'n boelie beleid?
3. Indien nie, dink u so beleid sal wel 'n verskil maak?
4. Is boelie 'n probleem by u skool?
5. Hoe gereeld vind boelie plaas by u skool?
6. Watter vorm van boelie kom huidiglik by u skool voor?

Direkte boelie (fisies) word gekenmerk as fisies aggressie en as openlike aanvalle op 'n slagoffer soos slaan, byt, wurg, hare trek, krap, stamp, skop, spoeg of enige ander vorm van fisiese aanval en intimidasie. Dit sluit ook die beskadiging van 'n persoon se eiendom.

Indirekte boelie (psigies) ook bekend as relasioneel kan gekenmerk word deur sosiale uitsluiting, die verspreiding van leuens en gerugte met die fokus om die slagoffer emosioneel seer te maak, nie-verbale boelie soos staar, rol van oë, sug, frons en vyandige liggaamshouding.

Direkte verbale aggressie sluit name noem, herhaaldelike onvriendelike opmerkings, beledigings, skreeu, dreig om seer te maak en verbale mishandel.

Kuber-boelie sluit in die stuur van boodskappe of materiaal wat kan seermaak, wat verspreiding van gerugte, valse inligting, seermaak boodskappe, vernederende kommentaar of foto's, op die web of oëur sosiale media, insluitend mobiele platforms soos selfone, of betrokke raak by ander vorme van sosiale aggressie deur die gebruik van die internet of ander digitale tegnologie.

7. Vind boelie plaas deur een leerder of 'n groep?

8. Waar vind boelie die meeste plaas by u skool, die speelgronde, klaskamer, gange, ens?
9. Vertel leerders as hul geboelie word?
10. Hoe tree u op as iemand u inlig dat hulle geboelie word?

TWEEDE ONDERHOUD VRAE:

Onderwerp: KiVa anti-boelie program

Geskeduleerde tyd: Na die werkswinkel en opleiding van die KiVa anti-boelie program

Fokus: Onderwysers en skoolhoof

1. Nou dat u meer inligting rondom die KiVa anti-boelie program het, wat dink u van hierdie program?
2. Dink u hierdie program sal werk by u skool? Verduidelik u antwoord.
3. Het u nou 'n beter begrip rondom boelie? Asook hoe om dit te aan te spreek?
4. Is u opgeownde oor hierdie program? Motiveer u antwoord.
5. Wat dink u van die temas en lesse?

DERDE ONDERHOUD VRAE:

Onderwerp: Les 1 – Respek is vir almal, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die eerste les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?
2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Kon u 'n verskil in die leerders se gedrag waarneem?

VIERDE ONDERHOUD VRAE:

Onderwerp: Les 2 – In die groep, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die tweede les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?

2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Kon u 'n verskil in die klas se gedrag waarneem?
5. Tot watter mate is daar 'n verandering in gedrag voor en na die les?

VYFDE ONDERHOUD VRAE:

Onderwerp: Les 3– Herkenning van boelie, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die derde les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?
2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Kon u 'n gedragsverandering waarneem in leerders veral na hul die kennis oor herkenning van boelie gedrag gedoen het?
5. Dink u hierdie vaardighede sal leerders help om boelie aan te spreek?

Fokus: Onderwysers en skoolhoof

6. Wat dink u van die aangeduide plan hoe om boelie te benader en hanteer om dit te stop?
7. Is dit makliker om boelie gedrag te keur?
8. Wat dink u van die Nie-konfronteer metode?
9. En die Konfronteer metode?
10. Het u enige gevalle al gehanteer, sedert die program geïmplementeer is?
11. Wat was u ervaring?

SESDE ONDERHOUD VRAE:

Onderwerp: Les 4 – Verskuilde vorme van boelie-gedrag, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die vierde les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?

2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Dink u die leerders het nou 'n beter begrip van verskuilde boelie en sal dit herken, na die les?
5. Dink u die leerders het 'n beter begrip van kommunikasie en veral met mekaar, respek?

SEWENDE ONDERHOUD VRAE:

Onderwerp: Les 5 – Gevolge van boelie, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die vyfdede les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?
2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Kan u moontlike verandering waarneem, veral die gemoedstoestand van leerders, die klas as 'n groep?
5. Wat was die leerders se reaksies oor die gevolge van boelie-gedrag?

AGSTE ONDERHOUD VRAE:

Onderwerp: Les 6 – Groep betrokkenheid met boelie, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die sesde les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?
2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Het u al enige gedragsveranderinge in die leerders waargeneem? Veral hoe hulle reageer teenoor boelie-gedrag?
5. Het leerders empatie getoon teenoor die slagoffer?

NEGENDE ONDERHOUD VRAE:

Onderwerp: Les 7 – Konfronteer boelie as 'n groep, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die sewende les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?
2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Kon u ervaar dat leerders die moeite doen om slagoffers by te staan en te ondersteun?
5. Tot watter mate is daar 'n gedragsverandering in leerders voor en na die program?

TIENDE ONDERHOUD VRAE:

Onderwerp: Les 8 – Wat kan ek doen as ek geboelie word, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die agste les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?
2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Dink u hierdie vaardighede sla 'n slagoffer kan help om boelie-gedrag te kan hanteer?
5. Het u enigsins 'n gedragsverandering waargeneem in leerders, vertel hul ook wanneer hul geboelie word?

ELFDE ONDERHOUD VRAE:

Onderwerp: Les 9 – KiVa skool, kom ons doen dit saam, KiVa anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die negende les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?

2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Is die leerders bewus van die KiVa reëls? Verduidelik u antwoord.
5. Dink u hierdie reëls kan 'n verskil maak, veral om boelie te stop?

TWAALFDE ONDERHOUD VRAE:

Onderwerp: Les 10 – Hoe gaan dit met ons, Kiva anti-boelie program

Geskeduleerde tyd: Na die aanbieding van die tiende les

Fokus: Onderwysers

1. Hoe het u die beplanning en aanbieding van die les ervaar?
2. Was die hulpbronne genoegsaam, en het die leerders verstaan en vereenselwig met die vrae en groepwerk?
3. Wat sal u voorstel om volgende keer anderste te benader? Hoekom?
4. Tot watter mate het die situasie in u klas verander?
5. Wat is die situasie nou in u klas?

Fokus: Onderwysers en skoolhoof

6. Hoe het u die KiVa anti-boelie program ervaar?
7. Het dit u gehelp om boelie voorvalle beter te hanteer? Indien ja, verduidelik.
8. Het u gebruik gemaak van die aangewysde aksie plan hoe om boelie voorvalle te hanteer? Indien ja, wat dink u van die plan?
9. Dink u die gesprek met die slagoffer en boelie het gehelp?
10. Was daar enige samewerking met skool en huis? Verduidelik asseblief u antwoord.
11. Sal u enige iets verander aan die aksie plan en program? Indie ja, brei asseblief uit.

Appendix J: Transcribed interviews

A: First interview with principal:

AS: Baie dankie vir die geleentheid. Hierdie onderhoud handel oor u kennis rondom boelie in u skool. Die onderhoud sal opgeneem word vir transkripsie doeleindes soos aan u verduidelik.

P: Ja, ek verstaan.

AS: Wat is u begrip oor wanneer 'n kind geboelie word?

P: Um, boelie is mos nou eintlik waar, dit is waar is 'n patroon van ... aggresiewe gedrag, so as dit 'n geruime tyd al aankom dat dieselfde ding gedoen word en miskien soos 'n vloekery, of die tikkery of die slanery of ... as dit 'n geruime tyd aankom sal ek sê

AS: Ja.

P: Nie 'n eenmalige ding nie.

AS: Ja, ok. Um, het u skool 'n boelie beleid?

P: Huidiglik, ons het 'n beleid, maar nie 'n boelie beleid nie, dit moet nog ontwikkel word en nagevors word.

AS: Ontwikkel word, en sien u hierdie, um, program wat ons nou dalk implimenteer dat dit u kan help om daardie beleid op te kan stel.

P: Ja

AS: Dink u dit sal u baie kan help om dit op te stel

P: Ja dit sal ons baie kan help, dankie. Ek het so bietjie navorsing gaan loop haal waar ek so bietjie gelees het en so bietjie gegoogel ook waar mens ook 'n anti-bully prevention plan ook kan saamstel in die skool, wat mens dan ook kan byvoeg by die bestaande gedragskode van die leerders.

AS: Ja, um dink u dat so beleid 'n verskil sal maak in die skool?

P: Ek dink so, want ek het nou agter gekom die meeste van die kinders en selfs van die ouers weet ook nie eintlik rêrig wat boelie is nie, want vanmôre, gister, die vorige dag was Woensdag die, die neënde het ons 'n geval gehad van 'n ma wat gesê het die kind word geboelie, toe vra ek nou hoeveel keer het die kind nou al by die huis kom sê, nee dit is nou maar net sê nou maar die eerste keer wat dit gebeur. Toe sê ek maar moeder boelie is iets wat, dit is 'n patroon wat aankom, dit is nie 'n eenmalige ding nie. En die beleid sal eintlik goed wees sodat ons ook met die ouers kan werkswinkels hê en vir hulle kan verduidelik wat eerlik waaroor boelie gaan. En baie van ons, selfs opvoeders het 'n vae begrip van wat boelie eintlik rêrig is.

- AS: Ja, ek het dit ook nogals opgetel. Ok, so is boelie 'n probleem by u skool?
- P: Ja ons het 'n probleem met boelie, ons het al 'n hele paar boelies geïdentifiseer, daar is enetjie in die bronne klas wat, hy hou van die fris meisie kinders, elke dag het hy 'n ding met haar, maar mens kan agter kom uit die huis waar hy is, sy konteks by die huis, is ook groot vrouens, en hulle word geslaan, en nou slaan hy elke keer vir haar, praat met haar, en dan slaan hy vir haar. Sy is omtrent elke week by my, hy is verstandelik gestremd, en hy verstaan mos nie die begrip nie, hy kan ook nie lekker met jou gesels nie, maar ek, ons sukkel ook bietjie met die ma.
- AS: Ja, ek sê altyd as dit 'n norm by die huis is, is dit baie moeilik om daardie norm...
- P: Ja die konteks waarin ons kinders groot raak is eintlik vir ons 'n groot uitdaging.
- AS: Hoe gereeld vind boelie plaas by u skool? Sou u sê dit is 'n daaglikse ding...
- P: Kyk, soos daar is sekere dae waar daar niks klagtes deur kom nie, baie van die klagtes kom eintlik meestal van die huis af. Wat die ouer vir jou kom sê, maar meneer my kind word hier by die skool geboelie. As ek die onderwyseres vra, dan sê hul maar meneer maar ek weet nie hiervan nie, die kind het niks vir my kom sê nie. Wat 'n mens ook anderkant ook vertaan, kinders wil nie eintlik daarvoor praat nie, want dit kan ook vir onder vreeslike druk plaas, maar ons het elke week 'n geval. Soos Woensdag was daar nou twee gevalle gewees, maar die ene het nou oppad huis toe gebeur. Toe het die ouer nou vanoggend daarvoor kom praat. Maar oor die algemeen daar is elke week het ons sulke gevalle hier. Twee tot drie selfs tot vier gevalle. Om eerlik te wees rêrig as daar, dit is 'n probleem.
- AS: Ja, um...watter vorm van boelie sal u sê kom huidiglik die meeste voor by u skool? Ek gaan net gou vinnig vir u die vorme van boelie vir u sê: Ons kry ons fisiese boelie wat daardie direkte boelie is, dit word gekenmerk aan fisiese aggressie en openlike aanvalle op 'n slagoffer wat nou slaan, byt, wurg, hare trek, krap, stamp, skop, spoeg of enige ander vorm van fisiese aanval en intimidasie is. Dit sluit ook die beskadiging van 'n persoon se eiendom in. Um, dan kry ons, ons indirekte boelie wat ook die psigiese gedeelte is en dit staan ook bekend as relasioneel dit word gekenmerk word deur daardie sosiale uitsluiting, um..die verspreiding van leuens en gerugte met die fokus om die slagoffer dan nou emosioneel seer te maak, dit is dan ook daardie nie-verbale boelie waar hulle so staar, die rol van oë, sug, frons en dit is daardie absolute vyandige liggaamshouding. Dan kry ons ons direkte verbale aggressie, um.. wat insluit daardie name noem, herhaaldelike onvriendelike opmerkings, beledigings, skreeu, dreigemente om seer te maak en asook daardie verbale mishandel basies.
- En dan natuurlik die nuutste vorm van boelie is die Kuber-boelie, dit is die stuur van boodskappe of materiaal wat kan seermaak, die verspreiding van gerugte, daardie valse inligting, seermaak boodskappe, vernederende kommentaar of foto's soos op Facebook, um, daardie tipe van ding en um ja, so wat sal meneer sê, ek het nou net daardie vier basiese opgenoem.

P: Ja, hier by ons, verbaal kom baie voor, daai beledigende taal, getergery, en die ander ene wat ook voorkom is hierdie fisiese een soos

AS: Ja

P: Soos Woensdag gebeur het waar die een verby die een geloop het en toe stamp hy hom en steek hom met die potlood, is fisies

AS: Ja

P: Is mos daai bakleiery en afknouery en mens kan ook maar die ene vat waar hulle mos, jy moet vir my iets van die huis af bring as jy iets bring dan gaan ek jou nie seermaak nie, daardie is mos ook verbale

AS: Ja

P: Dreigemente

AS: Ja dreigemente

P: Ja sien jy verbaal en die fisies is die ene wat by ons voorkom dar is nog nie tekens van 'n, van die cyber bully nie.

AS: Ja

P: Ons het nog nie met daai teegekom nie, en die ene wat hul praat van die stories opmakery, hy kom ook nogal veral onder die dogters voor.

AS: Ja en daai uitsluiting, die sosiale uitsluiting uit die groepies

P: Ja, in 'n mindere mate by die, hy is eintlik baie erg hier onder by die kleintjies. Veral wanneer nuwe kinders, mens kan ook nou nie, wanneer 'n nuwe kind nou kom dan sê nee ons speel nie met jou nie, dan kom dit nou 'n geruime tyd aan of ons worry nie oor jou nie. Dit kom in 'n mindere mate hier bo die grotes voor, maar soos ek genoem het, verbaal is een van die probleme en die fisies waar jy nou persoon leed aan doen en seermaak en oor die algemeen is dit maar die grotes wat die kleintjies boelie, maar jy kry ook hierdie ouens wat in graad twee is onder mekaar

AS: Ja

P: Baklei gereeld onder mekaar,

AS: En ek sê partykeer dit gaan ook oor daardie sosiale vaardighede van 'n kind

P: Ja

AS: Um

P: Ja, ek is eintlik bly oor dit wat nou, want dit gaan nou mooi inhaak by waarmee ons nou gaan besig raak

AS: Ja

P: Om die kinders sosiale vaardighede aan te leer, maar daar word mens soos ander goed soos drama, en goedjies soos ek het gisteraand so paar "role plays" afgehaal

AS: Ja

P: Wat ek ook vir hulle wil gee, dit is kort goedjies wat mens net kan kyk of dit die kinders veral bietjie sê HOE wat is verbale boelie en wat is uh fisiese boelie en wat is hierdie sielkundige waar jy die persone lelike goed versprei om da

AS: Ja

P: Want ek het nou die dag, verlede kwartaal het ons so ene gehad van 'n meisie kind wat hulle sê elke keer ek slaap met manne nou sê ek sal eers met jou ouers gaan praat is dit so dan sê die maatjie maar meneer sy het dit vir my vertel en dan sry hulle eers is ja jy slaap met manne en dit is nogals nie iets lekkers as mens so hierdie goedjies sien onder mekaar nie veral hier tussen die kinders nie, maar die konteks waarin ons is baie moeilik om 'n impak te maak.

AS: om werklik daardie sosiale verandering in die gemeenskap in te bring, ja dit is moeilik. Sê gou meneer, um, sal u sê boelie vind plaas deur een leerder meer of is dit gewoonlik 'n groepie wat saam staan en boelie?

P: Jy ken mos nou vir.. daar is enkeles, en dan is daar groepies waar, hulle is daar, daai silent partner soos hulle dit noem

AS: Ja

P: Hulle sal nie sê nee dit is verkeerd wat jy doen nie, hulle staan daar en sien toe dat dit gebeur.

AS: Ja

P: Al die gevalle, is waar, ja is so

AS: Ok, en waar vind boelie die meeste plaas by u skool, sal u sê speelgrond

P: Ja

AS: Um, in die klaskamer, kleedkamers, in die gange.

P: Dit sal ek sê meestal op die speelterrein,

AS: Pouses

- P: Ja, pouses, ja
- AS: Ja, dit is ook dan wanneer hulle die meeste geleentheid het, waar daar nie baie oë op hul is nie.
- P: Ja en selfs daai wat nou, in die klasse is en hier onder die opvoeders is of hulle sien hom nie, sy rug miskien nou draai dan is daar ook van daai manne wat...
- AS: Agterlangs
- P: Ja, hulle kanse vat en agterlangs af is.
- AS: Ja, um sal u sê dat die leerders kom praat met u en met die onderwysers dat hulle word nou geboelie. Vertel hulle dat hulle geboelie word?
- P: Sekere kinders kom na vore om vir jou te kom sê meneer ek het dit nou oorgekom maar dan daar ook verlede week oorgekom dit is nou al 'n geruime tydjie wat dit aankom, sekere kinders kom sê, andere is nou weer te sku en te bang want vir hulle word gesê indien jy gaan sê dan gaan ek jou vanmiddag terug kry oppad huis toe.
- AS: Ja
- P: En soos ek vir hulle sê as dit gebeur die eerste keer dan moet jy kom sê meneer ek word geboelie, jy moet eintlik 'n volwasse persoon in sy vertrouwe kan neem
- AS: Ja
- P: en as hul jou begin stamp en sê kyk hier raas maar ek is nou moeg van jou wat dit aan my doen, maar die kleintjies sal nogals vinnig vir jou kom sê maar hierdie grotes hou baie kere
- AS: Terug
- P: Terug want hulle is bang
- AS: Hulle weet wat is die nagevolge en hulle kan dit al agterkom en hulle besef dit. Um.. Ek dink meneer het al deur 'n hele paar antwoorde vir my gesê hoe u optree as iemand vir u inlig dat hulle geboelie word.
- P: Ja, ek voer gewoonlik 'n gesprek aan, vis uit wat het gebeur en dan sê ek manne ons, ons moet nie dit doen nie, soos die enetjie wat nou al 'n geruime tyd aan, uhh, afknou, toe sê ek ook, dis boelie, jy is nie veronderstel om dit te doen nie, volgende keer as ons praat dan skryf ek jou naam in my boek as dit weer gaan ek die polisie in roep, want dit is 'n kriminele oortreding, maar soos ek Maandag gaan ek nou sy ouer inroep, die seuntjie se ma, sy werk by CWP, hy en die ma bly ook maar by oupa en ouma aan die huis en soos ek agterkom die meeste van die outjies wat boelie gedrag openbaar is, is enkelouer gevalle,

AS: O, waar daar dalk nie 'n pappa figuur is nie of 'n

P: Hier is baie sulke kinders wat uit sulke onstabiele families grootraak, waar ook waar enetjie uhh, enetjie toe sy vir my vra: my ma slat ook, jou ma slat ook jou pa gereeld nê? En sy sê vir my ja master, en dit is nou by my maar dieselfde. Hulle dink dit is aanvaarbaar, dan sê ek vir hul nee, 'n mens doen nie dit nie. So dit is nou maar net deur roleplay en inligtingssessies wat 'n mens by die kinders moet praat. Die departement het mos hierdie waardige gedrewe onderwys mos nou, waar elke maand mos nou 'n waarde gekoppel word, wat ons nou Maandae oggende met die kinders mos nou by die byeenkoms daarvoor praat, net om die kinders daarop attent te maak, dit is verkeerd om ander mense te boelie

AS: Ja

P: Maar ons gemeenskap is mos maar baie geweld en goedjies en die kinders aanvaar dit as die norme en dit voel so baie...ons breek nie deur nie, maar soos ek sê ons moet nie ophou om aanhou en aanhou met die kinders te praat oor dit nie, in die meeste gevalle stuur hulle die kinders kantoor toe, dan worry hulle nie, dit is nie probleem op nie, dit is ook nou weer die ander probleem

AS: Ja

P: Want hulle sê ja ek sal meer weet, ek sê nee ons almal, ek het al vir almal 'n .. iets afgerol wat sê waaroor boelie gedrag gaan. Ek het vir die een meneer 'n comprehension ook gegee wat hy met die kinders moet behandel,

AS: Hmm

P: Maar die goed kom nog steeds na my toe.

AS: Ja

P: Dan sê hulle die kinders is meer bang vir my as vir hulle. Toe sê ek dit is waar ons die fout maak

AS: Hmm

P: Jou pa se pak, as die ding op die tafel kom dan moet jy dit hanteer

AS: Ja, sal u sê nou dat u meer inligting rondom die KiVa anti-boelie program het, um, wat dink u van hierdie program?

P: Dis 'n.. ek het ..dis 'n program wat eerlik waar waarde sal toe gaan toevoeg en ook gesindhede van die mense gaan begin verander, veral die opvoeders, dat ons nou meer inligting en verstaan wat en weet wat boelie nou regtig behels. Al wat ons nou maar net.. uitdaging is om na die simptome wat waarna kyk 'n mens as jy nou regtig waar wil uitvind wat boelie nou eintlik werklik is maar die opleiding sessie het eintlik vir ons ons oë bietjie meer oopgemaak en hoe meer

die goedjies na vore kom is ek darem nou al in 'n mate kan 'n mens sekere goedjies hanteer,

AS: Ja

P: Maar, ek moet sê ek is baie beïndruk met die program maar dit wat ons geleer het moet geïmplimenteer word, dit gaan nou nie baat ons het die inligting maar ons implimenteer dit nie.

AS: Ja

P: Dan is dit ook maar 'n "waste full operation",

AS: Ja, sal u sê hierdie program sal werk by u skool?

P: Dit sal werk, want ek het vir die onderwysers gesê, um, alhoewel dit net by die Grade4'e gefokus gaan word, gaan ons dieselfde goedjies gebruik om by Grade 1 en die ander grade in te voeg sodat ons sommer van daar onder af vir die kinders kan sê hy dit is boelie gedrag 'n mens tree nie so op,

AS: Hmm...

P: As almal inkoop en die veranderings, sal almal sien, daar is gevalle wat mense sê die onderwys is body language, nee die is nie my nie, ek worry nie, ek is net hier om dit te doen, dit sal ook die dissipline op die skool

AS: Ja

P: En by die klaskamer spesifiek sal dit ook vreeslik 'n hupstoot gee na 'n positiewe gedrag by die kinders begin sien

AS: Dink u u onderwysers, um, as hulle daardie kennis het en um dat hulle meer selfvertroue sal hê om op te kan tree?

P: Ja.

AS: Soos u sê hulle verwys dit baie meer na u om dit op te los, maar as hulle net daai kennis het en hulle weet min of meer hoekom die boelie dit dalk gedoen het en hoekom um laat hulle bietjie meer daai insig en begrip het en min of meer dit kan identifiseer waar kom dit vandaan, dat hulle dit beter sal kan hanteer.

P: Ja, mens sal oorsprong en agtergrond het en die inligting, sal vir 'n mens instaat stel om dit te kan hanteer.

AS: Ja

P: Maar jy moet ook betrokke wees, en die ander ding waaraan ek geding het is as 'n mens miskien op 'n pouse of op die terrein 'n paar kinders kry en sê ons gaan gou bietjie "act" dat hulle kan sien,

AS: Hmm

P: Ooh, dit is waarna 'n mens moet kyk.

AS: Ja, mens kan dit selfs Maandag oggend doen in die saal,

P: Ja jy kan, ek wil een oggend in die kerk dit doen, maar 'n mens kan dit ook gebruik by omgee

AS: Ja

P: As mens kan uitbeeld daardie arme vrou wat, ek sien dit ook as boelie, toe daai vrou owerspel gevang was, en toe hulle vir gebring het daar na Jesus toe, hulle het mos eintlik net vir haar kom verkleineer, maar die manne die "culprits" was nie ingetrek nie, so mens moet miskien daardie naaste liefde ook op daai manier inbring, as jy lief is vir mense sal jy dit nie doen nie. Raas en seermaak en of so iets vir hulle vertel. 'n mens kan dit doen

AS: Ja, sien mens kan dit ook sien as daardie psigiese indirekte boelie want hulle wou haar basies verneder so um

P: Ja sielkundig

AS: En hulle wou haar uit die groep gevat het en uitsluiting gekry het en daai tipe van ding.

P: Ja 'n voorbeeld van haar maak by die ander,

AS: Ja

P: Oppas

AS: Sal u sê dat u het nou 'n beter begrip rondom boelie

P: Ja, ja 'n baie beter begrip, breër begrip, want ek sal ook nou instaat wees om by die onderwysers daarvoor te praat en sessies met hulle te hou in die lig van die dissiplinere probleem wat ons nou by die skool het. Dat 'n mens, nee ek sal instaat wees om selfs by die kerk, ons het boelies by die kerk ook, kinders, nou wil hul nie Sondagskool toe kom nie, want daar is ene wat elke Sondag vir hul sê as jy nie jou kollekte vir my gee nie, dan het ek ook nou nog daardie sakkie wat ek wil aanraak.

AS: Ja, so die aanspreek daarvan u het nou baie meer, um dit gaan u baie meer help omdat u meer inligting het om dit aan te spreek, sal u sê

P: Ja, nee, ek het gisteraand ook so bietjie gegoogel, toe het ek by die Australiërs iets gekry

AS: Ja

P: Daardie ... se onderwys departement waar hulle nou praat van hierdie preventing and responding bullying in schools, policies, daar het nogals eintlik baie inligting gestaan

AS: Ja nee kyk ek sê dit is 'n wêreld wye netwerk wat mens eintlik nou het wat dit nogals baie help

P: Ja nee is amper soos Vigs, dit is 'n epidemie waarmee ons nou sit.

AS: Ja nee dit is. Um sal u sê u is redelik opgewonde oor die program? En hoekom is u opgewonde?

P: Baie opgewonde oor die program, want dit is wesenlike probleem en met hierdie program kan mens hierdie ewels aanspreek wat kan bydra tot daai samehorigheid gevoel dat ek respekteer jou en jy respekteer my laat ons nie mekaar se omgewing daai persoonlike omgewing van ander kinders benadeel of so dat almal kan voel ek is deel van die ek word nie uitgestoot nie

AS: Ja

P: en wanneer nuwe kinders in kom dat 'n mens vir hulle die omgewing ontvanklik maak as wat jy mense uitstoot.

AS: Ja, sal u sê die temas, um, wat dink u van die temas van die lesse en die manier hoe ons dit nou benader deur die fokus op verskillende groepe te plaas en wat is 'n groep? Wat dink u van die temas en lesse?

P: Die temas is gepas en die lesse ook. Dit is nie iets moeiliks om oor te dra nie en by die leerders tuis te bring ... dit is op hulle vlak en dit is so eenvoudig geskep dat jy as volwasse kan afdaal tot daai vlak om met die kinders .. die kinders uit te kom. Dit is nie iets wat moeilik is om by die kinders tuis te bring nie.

AS: Ja,

P: Dit is nou maar net die een wat die goete moet doen wat...

AS: Die implimenterder en die implimentering daarvan

P: ja, hy moet dit sy eie maak, want om die program te hê en jy voel apolapaties teen die program, gaan dit nie die gewensde uitkoms hê nie.

AS: hmm

P: Maar die vier wat ek nou daar het, dit is eintlik net 2 wat die LO gee by die Grade 4 opvoeders en dat hulle ook daai 2 betrek sodat hulle weet.. jy kan dit by enige les inwerk basies

AS: Ja

- P: Jy kan jou eie comprehensions gee, die kinders kan 'n storie skryf oor bullying, dan word Afrikaans ook sommer daardeur geraak en hoeveel keer...o daar is eintlik ook iets wat across die curriculum is
- AS: Dit is
- P: Dit is nie 'n ding wat sommer net daar is nie.
- AS: Ja
- P: Ek destyds baie eenvoudige
- AS: Is daar enige vrae wat meneer wou vrae rondom dit, dit waaroor u onseker is?
- P: Ek...al obstacle wat ek gehad het was, kan ons dit uitbrei na die ander grade ook, toe is daar mos nou gesê ons kan alhoewel die fokus mos nou maar graad vier is
- AS: Ja my studie fokus is mos nou maar net op die graad viers
- P: Ja die graad viers, maar die hele skool kan dit doen
- AS: Sy probeer hard aan my werk om dit verder te vat sodat ons die hele skool doen
- P: Ja hulle het my gevra is dit die hele skool, toe sê ek ja maar die graad viere is die fokus groep... Maar ons sal dit ook kan doen ons het die toestemming om dit te kan doen doen maar as dit kan gebeur die goedjies wat ek van die email die internet afhaal kan mens dit met hulle share
- AS: Ja
- P: Hierdie inligting wat ons hier in die boek het ons kan dit nie met ander mense deel nie
- AS: Ja met ander skole basies
- P: Die program gaan nog vorentoe uitgebrei word na ander skole
- AS: hmmm
- P: Maar boelies oor die algemeen Hoërskole, laerskole in die dorp het hierdie probleem
- AS: Ja
- P: Ek was sommer bly dat mnr X ons twee skole geïdentifiseer het want ons het hier 'n seuntjie wat.. daai kind is 'n survivor..hy is ook 'n woelige knapie... en dit was vir hulle gesê dat hy sieklik was en goedjies en hulle is vreeslik met hom besig.. totdat dit by die kantoor uitgekom.. en ons het daar met vele um onderhoude met die ouers die ma en die ouma en die peetouer gehad ... maar

toe sê hulle vir my maar meneer ... en toe sê die ouma vir my hy is ook nie so onskuldig nie... en toe verstaan ek nou nie .. daar is 'n geval waar die ma hom van die skool af wil wegneem toe sê ek moeder jy kan hom maar wegneem maar al die skole het die probleem ... daar is altyd booswagte wat sorg dat daar op skole iets..

AS: Ja

P: Toe het hulle hom maar hier gelos, hy is nou nog by ons

AS: Ja

P: Dit is 'n uitdaging ... en ek sê altyd vir die onderwysers en ek het vir meneer X gesê ek erken dit ons het sulke uitdagings by die skool.. ek gaan nie sê boelie vind nie by onse skool plaas nie, u sien nie wat hier by onse skole ervaar... ons het selfs gevalle waar outjies ... groot seuns ... wat by een van die dames wat by hierdie skool werk gereeld aan die heupe vat

AS: Ja

P: Toe sê ek vir hom jy is besig om hierdie dame te boelie maar dit is 'n familie besigheid

AS: Ja

P: Ek het hom nou die dag gesê doen dit nou nog net eenkeer, maar sy is nou gelukkig weg hiervan af

AS: O

P: Maar hy sê hulle doen dit maar so met haar as hulle haar in die straat loop kry

AS: Ai

P: Maar dan praat sy dan niks meneer, maar toe sê ek dit is verkeerd, hoe gaan jy dan voel as ek aan jou ma se heupe loop vat of 'n ander oom kom vat aan jou ma se heupe as jou pa nie daar is nie... nee meneer .. toe sê ek ja

AS: Nee dit is so, maar um .. . ja dit is al, het ek darem nou nie vir meneer te hoë vrae gevra nie ...(lag)

P: (lag) gelukkig nie.

EINDE VAN ONDERHOUD

B: Second interview with Life Skills teachers

AS: Reg, ek wil net gou vinnig, want ek het al met Meneer min of meer gesels oor boelie en daardie tipe van ding, ek wil geweet het, wat is julle elkeen se begrip gewees van boelie, nog voordat julle bietjie meer van dit gekry het met KiVa. Het julle boelie min of meer dieselfde gesien – jy weet nou bietjie meer oor boelie.

X: Kyk, my ervaring was dat ek geweet het daar bestaan 'n ding soos boelie, maar wat vir my nogal interessant was om die verskillende tipes boelie bekend gestel te gewees het aan – waar mens geweet het, okay, gedeelte kan mondelings wees, maar jy het miskien nie die term geweet wat om te kan gebruik, dit is die tipe boelie wat jy gebruik as dit mondelings gedoen word, of wat ookal nie. So dit was nogal vir my – en vir my was dit ook amper dieselfde, maar ek het geweet van die verskillende boelies maar die kinders het nie geweet van die verskillende maniere van boelie nie. Of ek dink hulle het gedink boelie gaan net oor as ons mekaar slaan. Veral omdat hulle mekaar so terg en lelike goeters, het hulle nie geweet dit is ook “verbal abuse” nie, hulle het maar net gedink dit is boelie.

XX: - of lelik wees met mekaar, en nie fisies soos sy nou gesê het van mekaar terg en lelike goed sê nie, dat dit ook eintlik 'n tipe boelie is.

AS: Ja, veral as dit aanhoudend gebeur. Ek dink in Engels het hulle: “taunting” en ... ek kan nie onthou nie, maar dit is teistering, ja en dit is nogal interessant. Ek het nou by Meneer gehoor dat julle skool het nog nie 'n boelie-beleid nie.

X: Nee.

AS: Dink jul dat as daar wel so 'n boelie-beleid sal wees, dat dit wel 'n verskil sal maak in die skool opset.

X: Definitief.

XX: Ja, maar die probleme daar sal inkom is die sanksies wat moet toegepas word op die beleid, gaan baie moeilik wees om sanksies te kry eerste rede, lyfstraf, dis uit. So behalwe detensie, watter ander middel is daar om vir ons te help om hierdie boelie te probeer help. Dat die persoon se menswees nie geskend word nie of wat ookal, so ek dink dit sal goed werk, maar dit gaan moeilik wees om die sanksies te kry vir dit. Omd aardie kind spesifiek te kan help, want daardie sanksies moet daardie kind dan kan help om te besluit, hoor hier, maar ek wil nie meer 'n boelie wees nie, of wat ookal, so dis wat ek nou weer dink aan, wat die beleid betref.

AS: Dit is nogal – ek dink baie keer mens Koppel daardie discipline aan lyfstaf, want lyfstraf het nou vir almal altyd die beste gewerk, en die oomblik toe dit weggevat word en selfs by ouers huidiglik, wat weggevat word, voel dit of jou hande afgekap is, want daar is geen ander manier hoe jy nou kan dissiplineer nie.

X: Presies.

AS: ... en as julle mens, daar is eintlik baie maniere hoe mens kan dissiplineer, wat eintlik baie doeltreffend is, ek dink net ons staar vas teen daardie lyfstraf. So

mens moet koppe bymekaar sit en bietjie eksperimenteer met watse tipe van goed daar is, maar daar is baie ...

X: Om dissipline te kan toepas

AS: Ons werk by Immergroen met die 8 tipes verskillende wangedrae wat mens kry en dan klassifiseer jy op waste vlak het jy, waste wangedrag het jy getoon – so jy as ‘n ouer moet nou kan identifiseer hoe erg was dit – is dit ‘n emosionele onvolwassenheid gewees, hy’s vergeetagtig, en dit is hoekom of was dit omdat hy eintlik aspris was, moedswillig is, daardie tipe van ding. Dit help ‘n mens nogal net om dit te klassifiseer en dan volgens dit, te dissiplineer, maar hulpmiddels rondom dissipline en hantering daarvan dink jy sal nogal goed wees, soos wat ek jou nou verstaan.

X: Yes.

AS: Sal u sê boelie is ‘n probleem by u skool?

XX: (onhoorbaar)

X: Hm, kinders weet nie hoe om mooi met mekaar te praat nie, hulle weet nie om mooi te speel nie, so bv. as jy nou by ‘n kind verby gaan stap om sy potlood skerp te maak, steek hy sy voet uit, hulle weet eintlik basies net hoe om, sê nou maar, lelik met mekaar te wees.

XX: En dit dink ek kom weer terug by die ding wat ons nou die dag van gepraat het, die verskillende omstandighede – ons gaan miskien se bv aan die begin van die jaar, ... ons nog nie onse kinders ken nie. Die eerste week. Jy weet nie uit waste omstandighede om daardie kinders nie, so miskien is daardie kind net gewoond aan dit en dis juis hoekom daardie kind net so optree. So ek dink dit koppel mens maar aan die omstandighede so dit kom weer in as jy nog nie jou kinders ken nie. Maar as jy jou kinders begin leer ken en jy weet okay, elkeen se omstandighede is mos nou verskillend, by die een gebeur dit by die huis of dit, dan kan daar gemerk word ... onmiddellik as jy die kind beter leer ken het ensoan en soos daar van ons verwag word om huisbesoek af te lê, soos kerksusters, is dit nogal, dit is baie belangrik nogal.

AS: Ek moet sê, ja, dit was mos afgestel op ‘n stadium, wat ons nie mag gedoen het nie, en ek dit met ‘n paar ouers gedone, veral jou erger gevalle, en sjoe mens kry nogal ‘n ander prentjie as ‘n mens dit doen. Vind boelie redelik gereeld plaas by u skool? Daaglik, weeklik? Is daar elke dag wat jy blootgestel word daaraan?

X: Ja, daar is, elke dag. Meeste van die kere is dit dieselfde tipe boelie wat plaasvind, maar dis soos ons nou vir jou sê, op ‘n daaglikse basis, en dit word erger soos ek nou die dag ook gesê het, hoe hoër die grade gaan. Want, die verskil tussen die seuns en die dogters. Die groter meisies, dan kom daardie in, wat was die laaste een wat ons oor gepraat het? Die laaste boelie wat juffrou verduidelik het?

AS: Dit is die een “verbal” –

X: Ja, dit kom meestal by die dogters voor.

- AS: Ja, dis direkte verbale aggressie, en indirekte boelie, dis wanneer hulle leuens vertel, hulle prober hom uitsluit, daardie tipe van ding. Die direkte verbale aggressie is daai wat ek gesê het van dat jy net negatiewe goed vir 'n mens sê, name noem, beledig, skel, skree, daardie tipe van goed. Ek gaan nou weer hierna kyk, maar ja hierdie indirekte boelie is nogal iets wat baie by die dogtertjies voorkom – en dit is nogal interessant, my dogtertjie is nou in Graad 1, en sy is al klaar blootgestel hieraan. En ek moet al haar klaar – sy is 'n teruggetrokke kind, en moet haar klaar vaardighede gee om nee te sê, op te staan, want dit raak dit 'n groter probleem. Dis nogals erg. So watter vorm van boelie – ons het nou die dag gesels oor die questionnaire wat ons gedoen het, en watter een sou julle gesê het is die een wat die meeste voorkom. Direkte boelie is mos nou maar daardie fisiese aggressie, wat fisies met die hande gedoen word, of met die voete, en indirekte boelie is daardie uitsluiting, daardie skinder en lag en daai tipe van ding. Direkte verbale is daardie herhaalde onvriendelike opmerkings, beledigings en daardie tipe van ding, en dan nou maar kuber-boelie, wat ons met die media, “social media”.
- X: Die eerste drie, maar eintlik die eerste twee sal ek sê, die negatiewe sêgoed is nie reggi nie maar die indreik sluit aan by daardie terg, soos as jy indirek en direkte boelie, dit kom weer in by huislike omstandighede. Ek sien die ma en pa baklei met mekaar, so dis reg. So dis hoekom ek maar met my maatjie ook, as hy my kwaad maak, moet ek vir hom slaan om dit reg te maak, of wat ookal.
- AS: Ek het nou die dag vir julle gesê waar dit die meeste volgens die kinders gebeur – stem julle saam met hulle?
- X: Nie so seer op die terrain nie, maar nie so baie nie – my hoofding wat ek aan dink is, in die toilette, want daar is mos nie toesig nie, hulle mag nog glad nie tydens klas toilet toe gaan nie, so nou is ons in die klas, maar ons het nou daardie spesiale geval as bv. kinders wat 'n swak blaas het ensoan, en dis meeste kere van die kere teruggetrokke kinders. Dan word hulle geboelie, in die toilette, ons is nie daar nie so ons sien dit nie, en dan is dit daardie een wat nie praat daarvoor nie. ... hoe voel jy?
- XX: Ja,
- X: Dis meer in die toilette of waar daar nie toesig is nie – hul hardloop soos mal goed en hulle speel mos maar eintlik as dit pouse is, so dit kan by die toilette wees, want kyk die Graad 6 hoe loop hulle. Byvoorbeeld nou stuur jy 'n Graad 4 kind toilet toe dan wag 'n Graad 6 kind vir daardie kind, en ons weet mos nie wat gebeur daar nie. So dit kan gebeur, meestal in die toilette. En onthou op die terrain, pouses en tweede pouse, en die opvoeders op terrain is, so ons sien hulle, is maar weinig wat jy gaan hoor Pieter kom sê, Jannie het vir my geslaan juffrou, of hulle terg my alweer heeltyd? En ook die geval byvoorbeeld wat nie suppose is om te gebeur nie, maar in noodgevallen want 'n ou wat miskien dringend na jou toe moes kom as opvoeder – nou gaan jy uit die klas uit. In daardie tyd, weereens daar is nie toesig nie,
- AS: Dis dan wanneer dit in die klas gebeur.
- X: Dis wanneer dit in die klas gebeur, terwyl jy besig is met lesse, daardie wat jy genoem het van waste tipe boelies is dit nou weer? Soos die kind wat met die

naald? Sulke goed gebeur maar ons is besig om les te gee so ons sien nie, en jy voel ook te skaam om te sê, hier is kinders wat geterroriseer word terwyl jy skryf op die bord.

AS: Hoe tree u op as iemand vir u kom vertel het dat iemand boelie hulle? Wat doen julle daaromtrent?

X: Ek roep my kindertjies gewoonlik buite – ek sal vir hulle sê “kom kantoor toe” – hulle weet al buite op die stoep dan hoor ons nou altwee se weergawe en dan los ons maar die problem op. En op die einde dan is ons nou klaar dan sê ek vat mekaar se hand, gee ‘n drukkie en sê jy is jammer, jy sal dit nie weer doen nie.

AS: En as dit weer gebeur?

X: Dan gaan ons dit mos nou verder vat, dan sal ek ons Hoof, ons gee ‘n waarskuwingsbrief, jou ouer roep ons.

XX: Laat ek jou sê hulle is eintlik ‘n bietjie bang vir daardie briefie, en ... opvoeder, en na dit begin die proses wat ons proses insluit by die skool van boelie-gedrag of wat ookal oortreding die kind gedoen het, in daardie proses in opvoeding na die HOD of adjunk-hoof of so.

X: En hul is bietjie bang vir die Hoof ook as jy sê ek gaan jou Hoof toe stuur, dan sê ... dan gee ons die brief, maar hul is baie bang vir die briefie – dit moet huis toe gaan.

XX: Ja die ouers weet nie hulle kind is so nie, dan skrik hulle.

X: Maar gelukkig vir my ne, ek sê sommer as hulle vir my sulke goed kom sê, ek sê ek weet my kind is nie ‘n engeltjie nie, ek vra vir hulle, hulle weet ek draai nie ‘n lap om gesonde vinger nie, sy opvoeders, ek en sy hou van daardie kommunikasie. Ek sorg dat ... ons praat so met mekaar. Ek sê luister hierso, ek is van daardie ouers wat met my kind se sonde sit nie en ek weet hy is nie ‘n engeltjie nie want hy is nie een by die huis nie, so hoekom gaan hy een by die skool wees. So as ek nonsens hoor van hy het wat ookal gedoen gaan ek sê, haai is dit regtig my kind, nee want ek weet dis hoe hy is, so ek gaan nie vir hom beskerm om uiteindelik vir my te beskerm oor my naam of wat ookal nie, dis maar die ding.

AS: Dink jy dit gebeur baie?

X: Nogal, met hom. Hy was ‘n “victim” nou nie meer so baie nie, en was dit in Graad 2 of daar, toe ek altyd vir julle gesê het as hy skool toe gegaan het, hy was ‘n “victim” en dit het hom so gemaak dat hy nou, in verlede jaar, ek wil nie eintlik die word gebruik nie maar hy het dik geraak, hy was net moeg van almal wat net pik op hom, en soos hulle weet hy is ‘n teruggetrokke kind. Hy is nie ‘n bakleierige kind nie en sulke goed nie en toe die een kind weer so aan hom tik, hele tyd, en toe het hy kwaad geword en toe baklei hulle en – ek dink dit was net een te veel vir hom gewees.

AS: Hy het nou besluit nou net tot hiertoe en nie verder nie, en dit is wat eintlik wat ons wil hê, dat toe hul dit die eerste keer doen, dit is waar hulle sê met boelie,

as die kind eerste keer opstaan en sê “nee”, dan sien die boelie, ek kan nie oor jou loop nie, dan gaan hy hom nie “target” nie. En dit is wat die kind daardie vaardigheid gee. Noudat julle bietjie meer ingelig is oor die KiVa. Dink julle dit is ‘n program wat kan werk?

X: Ja.

AS: Ons het nou die dag ook gepraat toe sê jy ook dit sal die implementering daarvan

X: Ja, ek wou nou reeds weer van dit gesê het, en ek dink wat dit moeilik maak is dis ‘n program waar ek voel, soos by die skool opset, ons het by die skool as opvoeder en die ouer en die kind werk nou so in ‘n driehoek. So ek sal sê met wat ookal program aan mens blootgestel word, moet in ‘n driehoek vorm wees dat ons veral vir die doel van gereelde kommunikasie, maar wat dit moeilik maak is ons is heelyd ook besig en die kommunikasie tussen die ouer en die program direkteur van KiVa en ons as opvoeder, gaan nie so lekker kan, maar ek dink dis mos nou die begin stadium, ek dink hoe meer ‘n mens dit gaan doen sal jy ons beter vaar en ek kan sien ook met – daar’s die ding – en op die manier betrek ons ook die ouers en hulle sien ook, wow die opvoeders stel regtig belang. Nie net in die kind se skoolopvoeding nie, so ek

AS: Wat sal jy graag vir die ouers wil bied? Hoe wil jy die ouers hanteer?

:X Soos ek sê ek wil hulle betrek, dat ons miskien besluit ons maak hulle eel van die program, en dan weet ons, daar kom van 3 kante af, waar hulp gebied word aan die kind.

AS: So basies – jy bied die les vir hulle ook aan.

X: Op verskillende maniere, yes dit en dan dink ons saam aan, hoe gaan ons die probleem oplos.

XX: Baie van die ouers se hande is afgeknap dan kom hulle na die Hoof toe, hulle weet nie meer hoe om die kind te hanteer en wat als nie, so dit is so, miskien wat ek nou sê ...

X: Ja, kan miskien ‘n oplossing wees, hoekom het ek nie aan dit gedink nie, dis hoekom ek sê dit kom neer daarop dat drie koppe is beter as een, so nou ruil ons idees uit.

AS: En jy sal sê briewe gaan nie werk vir hulle nie, dit sal meer moet wees dat julle fisies ‘n werkwinkel moet gee.

X: Ja, miskien aan die begin, ‘n brief vir kennisname dat hul bewus is daarvan en so, en op so manier kyk miskien die belangstelling daarvan. Amper half soos ‘n afskeurstrokie wat sê okay ek gaan hierdie ding bywoon, dan kyk ons die aantal wat ons gekry het, dan sien ek okay, die belangstelling is daar, so nou wees ons om ‘n werkwinkel aan te bied of wat ookal. Dit gaan vir ons help en daardie ouers help, om verandering by daardie kind in te bring. So ek dink, ja

XX: Ek dink, die meeste van die ouers is nog jong ouers, dit is hoekom hulle nie die kinders kan hanteer nie.

- X: Disipline is rerig 'n issue by ons en by die huis ook - die skool - jou disipline moet by die huis begin het.
- XX: Dis hoekom dan kom daardie kind weer more – weer dieselfde, oor en oor, waar dit by die ouers ook kan begin.
- AS: Ek hoor wat jy sê.
- X: So ek voel ons moet mekaar aan die hand vat, maar ongelukkig is dit so dat vir ons dat sommige ouers voel dit is onse verantwoordelikheid. Hulle kinders is onse verantwoordelikheid, alhoewel hulle weet daai kind is net halfagt tot halftwee toe daar, voel hulle nog steeds dis ons verantwoordelikheid. So wat ek sê is dat hulle ook bietjie voel hulle moet iets van hulle kant af doen, want dis amper soos hulle voel dis onse verantwoordelikheid, hoekom moet ek worry. So daardie tydjie wat die kind by hulle is, ag whatever, jy is maar net daar, ek worry nie oor jou nie, ek drink of ek wat ookal, ek loop rond, die kind is alleen by die huis of by tannie dinges, ek worry nie, sodat hulle begin om daardie verantwoordelikheid vat van ouerskap.
- AS: Reg, kom ons kyk na Les 1 wat julle aangebied het. Respek is vir almal, hoe het julle gevoel oor les 1? Wat sal julle ...
- X: Ek het sommer net so die boekie, het ek daar, kyk ek het aan die begin het ek hom so gevat, stuk-stuk, ek het die onderwerp gevat en die sub-onderwerp, toe kyk hoe kan ek nou hulle twee met mekaar inplaas en so aan, en ek het gaan kyk bietjie wat sê die doel, dit sê dit en dit en dit, die doel was nou maar om die kinders in staat te stel om in daardie positiewe skoolomgewing te staan en al daardie dingetjies, toe kyk ek nou onse manier hoe ons dit verduidelik, ek het sommer by kennis/voorafkennis gesit – as 'n inleiding het ons vir hulle verduidelik die onderwerp. Die onderwerp respek vir ander en die belangrikheid van alleen en in 'n groep wees, dit wil sê speel. Ons het spesifiek gaan kyk na speel, want hulle is kinders, hulle speel nog, so ek kan nie vir jou sê hoe voel dit om alleen te wees of om in 'n groep te wees nie. So ek het begin om daar te gaan.
- AS: So jou woordeskat, jy het bietjie aangepas met jou woordeskat.
- X: Yes, so doen mos maar dieselfde want as een ou praat dan praat ... ek en sy
- AS: So jy sal sê speel is dan om saam te wees.
- X: Ja, ek het gesê die belangrikheid van alleen en in 'n groep speel, in plaas van saam te wees en tot ek nou aan die leerders verduidelik, ek het bietjie van die inligting gebruik uit die handboek uit. En ek het vir hulle verduidelik dat om saam met ander te wees is eintlik 'n menslike behoefte wat elkeen van ons het. So het ek vir hulle gesê dat dit wil sê ons almal het mekaar nodig, so aan die begin van elke les wat ons maar eintlik doen is, voordat jy voorafkennis toets, sommige kere draai jy dit mos om dan doen jy eers die voorafkennis, so in plaas van die voorafkennis eerste getoets het ons soos 'n verduideliking, 'n bespreking eers gehou, en ons het vir hulle bietjie meer verduidelik en so aan – het ek vir hulle gesê dat kinders het nie net ondersteuning nodig van grootmense nie d.w.s. van familie, bietjie uitgebrei daar, ouers enso nie, maar

ook van kinders wat hulle ouderdomsgroep is. So hulle het nie nodig om by ons as grootmense te kom vra vir hulp of ondersteuning nie, daar is 'n maatjie wat ook vir jou hulp en ondersteuning kan bied, dan het ons gesê, om vir hulle gemaklik te laat voel het ons gesê dat nie net julle het 'n hand nodig nie, ons as volwassenes het ook mense mekaar nodig, maar ons het ook tyd alleen nodig, ent soos hulle tyd nodig het. So dit wat ek vir hulle gesê het het ook in ons konteks – daar is 'n rede vir dit. Want dit is belangrik vir jou as mens, want behalwe dat jy mense nodig het, of gereeld tussen mense moet wees van die kommunikasie daarvan en so, het jy ook tyd alleen nodig. Toe het ek, ek kan nie onthou of jy onthou van wat ek gesê het van die grap wat ek maak, maar hulle dink dis 'n grap, at ek het genoem mense dink mos jy is mal as jy alleen praat, kom ons sommer nou by dit uit, dat hulle kan verstaan wat ek bedoel met alleen-tyd ook, toe het ek sommer toe noem ek sommer vir hulle in Engels, julle het mos al gehoor die mense praat van “me-time”, toe sê ek so “me-time” is daardie tyd wat dit jou voel, waar mense vir jou sê jy is mal, hoekom praat jy met jouself? Nee, jy is nie mal nie, dit is jou “me-time”, dis jou alleentyd, dis hoe ek daardie vir hulle probeer verduidelik het, wat alleentyd beteken. Dan het ek net, na dit het ons nou besluit nou gaan ons rolspel doen. Right, met die 2 verskillende groepe. Hierdie groepie is nou die groep, hierdie tweede groepie is die alleen kinders. Ons het daarvoor gepraat, dat jul gou sien waarvan praat ons,

AS: Ja, dat hulle kan sien of hulle dit verstaan?

X: Verstaan jy nou, toe het ons 'n paar vragies gevra

XX: Dis hoekom ek sê dat rolspel is ...

AS: ... is 'n nagmerrie

X: omdat ons groot ...

AS: Maar eintlik is dit 'n beheerde chaos

XX: ... 'n goeie chaos

X: Soos ek altyd sê georganiseerde chaos, my tafel is altyd georganiseerde chaos, want hulle luister nie eintlik wat die kinders daar voor sê nie, hulle lag net.

AS: En as hulle mos nou in die groepies voor die tyd gou besluit wat hulle gaan doen, dan breek hulle daai klas af, die skoolhoof het gereeld buite my klas kom staan net om te kyk is ek in my klas?

X: Kyk wat ons gedink het nê, jy gaan nou agterkom as ek jou by 1B verduidelik watter soort ... by hierdie een het ons gevoel ons gaan nie vir hulle soos laat voorberei nie, nou op daai oomblik gaan ons vir julle sê. Jan en Pietie, kom julle gou hierso, of daardie voorbarige kinders, of daardie baie praat, hulle hou mos van afshow. So toe vat ons sommer gou vir hulle, hoor hier, julle moet nou kom – wat ons toe gedoen het en dit wou ek, weet nie of jy an onthou nie, maar gesê gaan ek vir jou tuisbring of laat dink aan hierdie ding wil ons mos nie oor praat nie, “imaginery friends”, en dit het toe gekom by die alleen-maatjie. Want hoekom praat die maatjie, die maatjie praat maar daar is niemand by hom

nie, so met wie praat die maatjie – nou wil ek mos hoor, gaan hulle vir my sê is dit nie wat juffrou van gepraat het toe juffrou sê as jy met jousef praat, dis wat ek wou uitfigure. Kom julle agter is dit dit waarvan ek gepraat het of hierdie alleen-praat, is dit 'n “imaginery friend”? So dis wat ons wou kyk daar, en toe het ons maar net in daardie tyd vir hulle so par vragies gevra, toe het ons sommer 'n ander onderwerp, “emosies” daar ingebring. Want onthou ons het nie vir hulle gesê hulle moet emosies uitbeeld nie, die onderwerp was dit, so nou kyk ons wat maak julle met dit? So daar het hulle vir ons verskillende emosies sommer – ek dink die emosie op jou gesig gaan vir die gehoor ook kan laat sien of dit duidelik is, waarmee julle eintlik mos besig is. So, toe vra ons sommer vir hulle een van die vragies, hoe het die kind gelyk wat alleen gespeel het? op hul gesigte, en hoe die groepie se kinders gelyk het ensoaan. Nog 'n vraag wat ons hulle gevra het na die tyd is dink hulle dit is belangrik om alleen te speel of in 'n groep, en hoekom dink hulle so? So twee goed by die alleen-kind, dink nie dis belangrik dat jy alleen speel nie of is dit lekker vir jou om alleen te speel of nie, en die groepies se kinders obviously- dis lekker want nou het ek iemand om meet e praat. En die alleenkind, hoe gaan jy nou alabaster speel of hoe gaan jy touspring, jy het 'n maatjie nodig, jy kan dit doen maar jy gaan verveeld word van dit. So daar het dit uitgekom, en toe kon 'n mens sien dit is nou maar kinders wat alleen grootraak by die huis. Toe kom ons agter dat daardie kinders is die kinders wat vir ons kom sê hierdie alleenkind praat eintlik met sy “imaginery friend”, so toe het ons daai gedeelte gehad. En hier wat juffrou netnou van gepraat het, jy is nie mal nie, jy motiveer jousef dis hoekom jy met jousef praat en jy het “conversation” met jousef om uit te vind, is ek besig om my doel te bereik waar – dit is wat jy met jousef doen, so jy is besig om eintlik gesprek met jousef te hê, dis hoekom jy jou “me-time” soek, want daar is nie altyd tye wat daardie spesifieke persone met wie jy in gesprek is, die antwoorde kan gee wat jy miskien wil hê daardie oomblik nie, maar dit is goed om te kommunikeer, jy moet kommunikeer. So ek voel daardie tipe kommunikasie van die groep weer opmekaar kan half vir jou soos oplossings wees, of dit kan vir raad wees, vir wat ookal jy in jou alleengesprek gehad het, dis maar hoe ek bietjie uitgebrei het. Onthou hulle het nou vasgekyk teen daai ding van o jinne ek is mal, hoekom praat ek met myself? Toe het ons dit vir hulle bietjie meer verder gevat en vir hulle sê, dis nie wat jy doen nie, dis eintlik goed, nou gaan ek met my Engelse gesegde wil ek

AS: Sê gou vir my, julle terugvoering wat julle uit die kinders gekry het, is dit wat julle gesoek het, of dink julle het dit nie verstaan nie?

X: Hulle was so opgewonde, almal wil nou praat

XX: Ja, dit was 'n oop gesprek obviously, en ek het gevoel ons gaan nie vir hulle druk, kyk ons dreig sommige kere vir hulle, ek gaan reeds vir daai manne vra wie se hande nie opgesteek is nie, nee, ons het nie die gedoen nie, want dis 'n teer puntjie die. So, ons het gedink, juis hulle wat nou so sit, ook wees, wow, dis iets wat vir jou raak, dis hoekom – ons weet nou wie is die manne wat nooit gaan – want behalwe dat jy stil en teruggetrokke is maar nou is daar altyd kinders wat nou nie kon geskryf het, hulle kon nie saampraat nie,

X: praat oormekaar

- X: Hulle weet eintlik, vir my was dit amper, hulle het so gewag wanneer praat ons oor die ding, dis amper so, of soos hulle weet mos
- AS: So, julle het dit baie positief ervaar.
- X: Ja, ek sal dit sê.
- AS: En het julle enigsins van prente gebruik gemaak om vir hulle te wys, van dit is saam-wees, dis alleen-wees, dis 'n goeie alleen-wees, dis nie 'n goeie alleen-wees nie.
- X: Ja, dis hoekom on seers die rolspel gebruik het, en toe mos nou met die prente.
- XX: Hierdie is semi-konkreet?
- X: Ja, die prent is mos ...
- AS: En kon julle sien van die kinders kon identifiseer met sê nou maar ...
- X: Jy sien dit onmiddellik op die gesig. As jy die prent daar het
- XX: Dis amper asof hy sien homself daarin.
- X: Yes, jy sien onmiddellik as jy die verskillende prent opsit, daai gesig val onmiddellik, daai opgewondenheid in die gesig, of so.
- AS: En het julle enigsins die lyn-oefening min of meer van daai waar jy die emosie ook inbring? Bv. van die tyd – julle het hom nie nodig nie.
- X: Nee, nie nodig nie.
- AS: Want dit is nogal iets – ek dink partykeer die kinders probeer verstaan, en dis iets wat jy dalk moet assosieer mee en hierdie van
- X: Flitskaarte
- AS: Kaartjies, wat julle gebruik het
- X: Dit was mos die SYNAP(?) man dit het vir ons lekker gewerk – sorry hier gaan ek alweer – dit het vir ons gehelp nou met woordeskat, omdat ons weet hoe moeilik hulle, ek kan maar sê groot woorde of lang woorde vir hul is, en onmiddellik as jy so 'n woord sien, wil jy dit sommer nie sê nie, daardie sin in nie, daardie woord, want jy verstaan dit nie. So nou kon ons lekker, o hierdie ... - respek het ons heel eerste, voordat ons al hierdie ander los goeters gebruik het, het ons gesê “wat is respek”? Hoe dink hulle, want dit sluit mos aan by ons onderwerp en sub-onderwerp, so kom ons hoor gou, daardie voorafkennis, gedeelte van dit, hoe dink julle is, en ons het verskillende goed gekry, hoe hulle “how you define respect”.
- XX: Dis jammer
- AS: Nee asseblief moenie jammer wees nie, ek is baie bly daarvoor dan hoef ek dit nie te betaal nie.
- X: Maar, ja daardie

- AS: En byvoorbeeld, die driehoek, het julle bietjie gekyk daarna ook, of van jou beste vriende, vriende kennisse en almal want 'n mens het 'n maatjie wat baie naby aan jou is, net jou vriende en dan jou kennisse
- X: Net ietsie oor dit, ons het dit nou nie in die vorm van driehoek verduidelik nie, maar wat ons vir hulle probeer verduidelik het was, boesem-maatjies, daar is een meisie vir wie jy alles vertel en wat als
- XX: Kyk ons het vir hulle gesê soos julle het mos verskillende vriende, so daardie vriende kan mens mos nou opdeel in groepe, trek ek miskien 'n blok hierso, in plaas van die driehoek, hier 'n blok se ons dit en vir hulle die verskil probeer tuisbring van wat 'n vriend is wat 'n boesemvriend is en wat 'n kennis eintlik is, dat hulle net daardie konsep verstaan, want juffrou "wat praat jy nou van 'n kennis"?
- AS: Dis iemand wat ek ken maar ek weet ons ken hulle, ons gesels in Checkers, maar ons
- X: Kom ons sê gou hoe ons dit altyd noem, ek ken jou by die gesig, dis hoe ons dit noem en dis hoe ons dit ook aan hulle bring, hy ken jou by jou gesig. En ek weet wat jou naam is maar ek ken jou by die gesig, dis nie dat ek jou ken, o jy hou van groen, persoonlik nie bedoel ek.
- AS: Ja.
- X: Of ek weet jy hou van pizza en Coke en – dis nie daardie ken nie.
- XX: En nou ons moet maar rerig by al onse kinders rerig diep ingaan, op hulle vlak
- AS: Ja, op hulle vlak, dis die effektiwiteit en dis hoekom ek dit navors ook, so dit is vir my belangrik dat ons gesels daarvoor en dis nodig, want jy moet na die kind se vlak toe gaan en dit is hoekom ek sê die grondslagbasis gaan anders wees. Maar selfs jou Graad 4 maniere hoe jy dit aanbied en jou Graad 7 maniere aanbied, gaan verskil. Ja, nee woordeskat ook.
- X: Ja paar van hulle, met die ouderdomsverskil.
- AS: En dan Les 1B, die interpersoonlike kommunikasie – gaan maar oor die kommunikeer en
- X: Ons het weereens voorafkennis, wat is kommunikasie, kyk ek is mos so, want ek praat soos hulle praat met mekaar. Kyk hier maar hoor, dan wil hulle vir hulle doodlag want praat juffrou nou en hoe sê jy, wat praat jy nou? Hallo, sê vir my ook hello. Wat is dit? Juffrou het nou gepraat. Praat is mos eintlik mos kommunikeer, ons moet nou praat – hier kom 'n groot woord – bietjie rolspel
- XX: Shame, want aan die einde van die dag – as ____ moet jy dit bietjie opkikker.
- AS: En aan die einde van die dag moet jy dit bietjie laat staan en
- X: Ja dis hoekom as dit later in die dag is, dat ons bietjie kan afbreek van die Engels en die Afrikaans. Groot word, kommunikasie, julle nou gesê het, praat – praat is kommunikeer – wow dis 'n groot woord, dis 'n kwaai word. Koms ons breek die woord op in lettergrepe, daar's hy sien okay nou, kom ons raak nou

ernstig. Persoonlike kommunikasie, hoor julle kommunikasie en kommunikeer klink amper dieselfde, dink julle dit is dieselfde woord? Hoor jy kan sien hulle dink nou rerig baie diep hoor

XX: Dan wag hulle mos net vir die antwoord, dan sê ek ek gaan nou niks meer praat nie, haal die lêer hier agter uit, haal hom uit.

AS: Okay, persoonlike kommunikasie.

X: Juffrou, ek dink dis ook nogals soos praat, want praat en kommunikeer is eintlik dieselfde ding, kommunikeer is net 'n mooi en groter woord. Maar kommunikasie is ook praat juffrou, want ons kommunikeer met mekaar. Okay, nee dit is reg, want nou moet julle dink aan daardie voorste woordjie, wat staan daar voor kommunikasie. Interpersoonlik. Okay, soos ons maar altyd doen met elke vak die word opbreek, want dis goed want dan bring jy jou taal by jou MB in, jy bring jou taal by jou LC

AS: Dis is daardie integrasie, dis belangrik

X: O, ek is baie lief vir my integrasie. Kom ons dink nou gou weer wat is interpersoonlike – kom ons werk van agter af, ons kan dit ook doen, wat is persoonlik nou weer – is iets van my miskien juffrou, onthou jul vir persoonlikheid? Ja, dis mos hoe mens is nê. Nou praat ons dieselfde taal. Maar ons moet steeds uitvind wat die voorstel gedeelte beteken, toe maak ons dit net makliker, deur te sê dat interpersoonlike kommunikasie is nie 'n geprek wat nou tussen twee mense nie, dis hoe ek die verskil wil probeer inbring, dis 'n belangrike saak, ons moet by die kantoor gaan, wat het nou gebeur so ek en juffrou moet nou – die verskil luister hierso ons gaan vanmiddag somer so laat op die veld wees en ons gaan – so dan kan mens nou eintlik sê juffrou het vanmiddag gesê moet ons so laat op die veld wees, wat ookal, ons gana oefen en sokker of netball of wat, dis amper soos wat – kan ons miskien Koppel aan, formeel of informeel – ek het dit toe gesê. Het jul gehoor die verskil toe ek gepraat het oor die en En onmiddellik handseine was gebruik met body language het onmiddellik gechange, so dis die verskille waar jy kon sien

X: O, interessant, bedoel juffrou eintlik so...

X: so ek kan dit koppel aan interpersoonlik en informele gesprek – wanneer ons somer net praat. Ek gebruik mos maar daardie tipe woorde, so dis maar hoe ek, weet nie of jy iets anders behalwe daardie wat ons op besluit het ons gaan dit so vir hulle oordra

X: Ja, ons het mos bespreek hoe ons dit gaan maak.

X: en dan mos 'n plakkaatjie met 'n borreltjie wat praat daarso, dit was ook een die voorbeelde gewees, en dan verduidelik jy mos maar die verskillendes, elkeen. So dit was wat bygekom het, dan mos weer die rolspel, ons het dit gedoen en gesien dit het goed gewerk by die eerste een, so hoekom kan ons dit nie weer probeer nie.

AS: En ek, ek is mal oor rolspel – ek was 'n drama onderwyser ook, so

- X: En dan het ons mos nou meer kindertjies wat belanggestel het in die rolspel, hul het gesien hoe die ____ gesels, hul hande opgesteek om gekies te word
- XX: ... onmiddellik gesê in die begin, ons het reeds daardie praterige kinders gevat en toe ons nou weer die opbring, wow, nou wil hulle ook, so dit was nice.
- AS: Dit is wonderlik.
- X: En kyk, hulle kan mos hulle eie sinnetjies maak en als
- XX: Ja, ons kry nie so ... julle praat soos julle praat, ek sê altyd dis 'n ontspanningsprogram, hulle moet ontspan en net ja ...
- X: Want kyk wat altyd help ook seker as mens – ek gaan nie nou vir jou punte gee vir dit nie hoor, dan voel hulle meer op hulle gemak. So jy hoef nie styf te wees nie of so, so ja en ons het dit nou goedgedink om 'n geskrewe aktiwiteit. Sit gou vir my jou gedagtes neer op daardie blad. 'n Geskrewe aktiwiteit met vrae, dan was daar die – ek het vergeet van die gevallestudie.
- AS: O, het julle gevallestudie ook gekry?
- X: Yes,
- AS: Waar het julle, of het julle plaaslike gevallestudie?
- X: Wat ons afgetrek het, so verskillende – beter werk – en dan nou gaan jy vir my uitbeeld deur 'n tekening. Ons het nou mos twee verskillende goete gedoen, so nou kan jy vir enkel en groep en die interpersoonlike kommunikasie, daardie 3 kan jy sommer nou in 'n prentjie insit, dis mos wat ons geleer het. Oor wat het ons vandag gepraat? Met 'n prentjie. So nou miskien het hul _____
- XX: Maar ek dink nie eintlik so nie want onthou hulle het gehoor dis mense wat praat, so nou gaan jy, die cartoon –
- X: Praat jy nou van Bollie-hulle en daai?
- XX: Ja, en amper so, so van hulle die storietjie wat wys – van hulle het dit even goedgedink om dit in 'n storie-vorm te doen, want nou jy teken jou prentjie, maar elkeen sê nie 10 sinne nie maar gee elkeen 'n kansie om te praat.
- AS: So, hulle kon hulle eie prentjie teken met die borreltjies, wat hulle praat
- X: Yes, in die vorm van 'n dialogue.
- XX: Ons is gewoonlik deur ...
- X: Ja, met die CAPS, en met die Engels – ek dink ons gaan die ook gebruik
- AS: Ja, Graad 3 het ook al die dialoog gedoen, ek weet daarvan. Okay, en sal jy sê dit was vir julle nogal 'n “eye-opener” – jul het iets geleer van die kinders wat julle nie geweet het nie, in die sin van die deelname en die manier hoe hulle skielik begin oopmaak.

- X: Ja jy kon sien daar is 'n bietjie toneelspelers en goedjies wat daarso uitgekom het en die dat goed is met teken – dit was nou nie hulle werk, maar jy kon gesien het hy kan teken, hy kan 'n kunstenaar of iets word.
- AS: En sê my, daar waar jul die teken en die praat – het die kinders verstaan wat die opdrag was wat julle vir hul gegee het?
- X: Heeltemal verstaan, want onthou die bespreking wat gedoen was en die rolspel wat gedoen was, die gevallestudie het vir hulle so baie beteken met die subonderwerp, is dan so goed oorgedra dat ons nie eers regtig nodig gehad het om – soos jy kry altyd mos jou kinders wat verstaan wat ons meen, in die minderheid, want soos ek ook gesê het van die kinders wat sy kon sien wat baie goed teken en so aan, by my het dit vir my verbaas dat my stil kinders, soos wat ek gesê het, wat agteraf _____ of – kon nie wag om te begin nie, hul wil net gaan, en ons het actually agterna kom vra, hoe was joune en hoe as joune, by my het dit gebeur, by jou?
- XX: Ja,
- X: Maar ons dit in elk geval met watter ookal lesse ons gaan, vra vir mekaar. Ons het nou wel besluit dis wat ons gaan doen in ons les, en ons gaan dit so aanbied en so, hoe was jou ervaring, miskien die manier, as ons dit so aangebied het,
- XX: Nee, die ____ dit het nie gewerk met my kinder nie, haar kinders is miskien meer so
- AS: En sou julle sê dat hulle 'n beter begrip rondom respek het nou nadat julle basies die verskillende aspekte gedoen het, alleen-wees, groep, ens., maniere hoe jy kommunikeer.
- X: Ja, nie baie, nie,
- XX: Nie rerig nie, maar onthou kyk soos by emosies, toe ons emosies gedoen het het ons sommer weer integreer wat kommunikasie betref, want dis hoe ons vir hulle die verskillendes wil verduidelik. Sê nou die een lyk sad, is die kommunikasie belangrik want jy vra hoekom lyk jy so? Of ek het ook soos bv. vir hulle gesê van hoe belangrik dit is om vir iemand te komplimenteer. 'n Groot woord juffrou, ja okay ek gaan nou vir juulle verduidelik. Komplimenteer meen jy siets mooi vir iemand, wow, jou hare lyk mooi, of kyk die oulikke strikkie in jou kop of wat ookal, so nog nie so seer, ek dink 'n volgende les sal dalk nodig wees dat ons dit nou heeltemal daardie onderwerp van respek verander in jouself te wil tuisbring. Nog 'n les daar inbring, ek weet nie hoe jy voel nie, dan fokus jy spesifiek net op daardie respek vir jou en vir ander, waar jy dan weer integreer met daardie emosies en komplimentering van ander. Of as jy vir iemand iets leliks sê dan respekteer jy nie daardie persoon nie. Of jou optrede bepaal ook of jy iemand respekteer of nie. Ek dink dan kan mens dit alles insluit by hierdie onderwrep, respek vir jouself en ander. Dis wat ek nogal dink.
- AS: Ja, ja.
- X: So wat ek dink hulle het nou meer gefokus op die alleen en die groep.
- AS: Dis die sosiale ...

- X: Dit is nie nou die vaardigheid wat ons aangeleer word, respek, so daardie vaardigheid van ...
- AS: Okay, en les 2, 2A het ons nou absoluut gefokus in die groep, hierdie gaan nou oor jou groep en jou groepdruk, en dat die kinders weet wat – die karakter eienskappe, en hoe mens verskillend kommunikeer in 'n groep
- X: Ja, dis onse tipe les program wat ons doen –
- XX: Dit is nou maar wat in onse, wat KiVa ook van ons verwag, dis een van ons onderwerpe, weer in 'n groep. Dis maar die verskillende goedjies wat ons aangeraak het.
- X: Verskillende bullets wat verskillende goed aandui oor die groep – watter groep is jy deel van? Hoekom is dit vir jou goed om in 'n groep te wees? Waarvan hou jy nie in jou groep? Werk saam as 'n groep in die skool? Reels vir groepe en werk saam as 'n groep by die huis, die uitdagings van groepwerk, die voordele en die nadele van groepwerk. Right, begin met 'n gevallestudie. Simphiwe – die leesding was – (onhoorbaar). Die gevallestudie het gegaan oor seuns, wat leuens oor die een gesê het, wat alleen is, maar Emile is byvoorbeeld nou die alleenkind, Simphiwe is die die “cool” ou en sy maatjies wat so agter hom aanstap. Hulle het nou leuens versprei van die een, wat die gevallestudie nou betref, geld gesteel of iets, uit die juffrou se laai? Die alleenkind het hulle blykbaar gesê het geld gesteel by die juffrou – so iets. Die kind is 'n kind wat alleen speel en hy is nou die macho ou met sy vriende en wat en hulle het nou die stories versprei oor hom en op die ou end het dit ook neergekom dat hulle hom mos boelie né?
- XX: Ja.
- X: Die stories versprei en so en niemand gaan vir hom glo nie want hy het nie 'n maat wat vir hom kan verdedig wat kan sê hy het dit nie gedoen nie, so dis maar wat daardie gevallestudie daar oor gaan, maar die vraag rondom dit was, hoe dink jy het die kind gevoel – die alleenkind – hoe het die boelie “main ou” gevoel en hoe het sy vriende gevoel? Toe kom ons terug weer by, na die gevallestudie het ons vir hulle verduidelik wat 'n groep is, die verskillende tipe groepe wat ons kry waaraan jy kan behoort – dit is nou nog nie daar nie maar groepe dat jy net weet of dat dit by jou tuisgebring word, behoort jy aan 'n groep? Dan het ons die verskillende groepe vir hulle verduidelik soos bv. 'n kerkorganisasie, 'n jeuggroep, 'n sportgroep ensoaan, dat hulle dit neerskryf in hulle skryfboeke, en die voordele verduidelik van die groep en die nadele en dan die rol in 'n groep. Nou kom ons terug by groepwerk. In die groep is mos verskillende rolle, jy is die skrywer, jy is die een wat dit doen, jy dit en so aan, en jy is die een wat die groepie stil hou, en ja, okay dit het ons gedoen. Die groep by die huis, want dit is 'n vragie ook wat ons in die eksamen gehad het, maar wat ek nogal, ek dink nie dit is stupid nie, maar ek voel nie in 'n eksamen moet jy vir 'n kind so 'n vraag vra nie. Onthou, eksamen is mos iets wat jy moes gaan leer het, maar nou is dit wat dink jy, so eintlik kan jy dit nie verkeerd merk nie.
- XX: Ja,

- AS: Dit is baie waar, want daar is verskillende antwoorde en jy moet oop wees vir alle antwoorde.
- X: Presies, en dit is nogal 'n vraag wat 3 punte getel het.
- AS: Ek dink daardie "wat dink jy"-vraag gaan oor verstaan jy wat 'n groep is, sodat die oomblik wat jy antwoord, jou 'n begrip gee en sekere eienskappe bevat – kern eienskappe, dan moet jy al 3 punte gee.
- X: Ja, wat is jou rol in die groep by die huis? Ons het toe verduidelik die groep by die huis is – wat die groep maak is dit – hoekom is julle 'n groep by die huis. Weet julle wat maak die groep? Mamma en pappa, en boetie en sussie, julle almal is 'n groep. Wat is jou rol in daardie groep? Dis hoekom on seers daardie tuisgebring het, die verskillende rolle, nou weet jy onmiddellik as jy gevra word, wat is jou rol in die groep by die huis. Rol kan wees – ek is die kind so van my word verwag, hier is my lysie, ek moet dit doen, ek moet dat doen, so onmiddellik kom, ons gaan weer terugkom na die omstandighede toe, daardie mense. Ouers wat werk, ouers kom laat, jy kom by die huis nou moet jy die huis skoonmaak. Nee maar dis...
- XX: En baie moet ook nog kos maak.
- AS: En na boetie en sussie kyk.
- X: Yes, ons moes skottelgoed was, my rol by die huis is ek moet skottelgoed was saans as ons klaar geëet het, wat ookal, ek moet die huis skoonmaak, ek moet my bed opmaak, dit is die tipe antwoorde wat ons kry. Ek moet help om die werf skoon te hou, ek moet help vir pappa om die kar te was ens. In watter groep behoort jy by die skool? Daar het ons vir hulle verduidelik verskillende groepe by die skool kan wees, die VCSF byvoorbeeld, dit is 'n groep – sport, die verskillende sporte, jy behoort aan 'n groep want jy is deel van 'n span. Wat is die ander ding wat ons na verwys het by die skool, behalwe die VFC en die sport?
- XX: Klas?
- X: Ja ek het by my klas, en ek doel dit actualy elke dag, ek het genoem die sokkerspannetjie, jy is in 'n span waar julle sokker speel, ook 'n groep – as 'n klas – okay ek gaan die maklike woord gebruik, ek gaan se julle is een so dit maak vir jou deel van die groep omdat jy in hulle klas is. Jy kon nie kies nie so weer die verskil ingebring van 'n groep wat jy van kan kies en een wat jy nie kies nie – so die groep by die huis kan jy nie kies nie. ek kan nie kies wie my ma-hulle kan wees nie, so daardie, wat is die anderding tog, maar elk geval jou graad maak ook dat jy in 'n spesifieke groep val. O, die uitdagings van groepwerk, het ons gepraat oor die reëls van groepe. Ons het geskrewe gedeeltes gedoen en aktiwiteite gedoen oor dit, en uit die handboek self daar gaan wys, kom ons kyk bietjie wat sê die handboek van Platinum en miskien 'n ander handboek ook. Maar ja die uitdagings van groepwerk, daardie het ons nie verduidelik vir hulle nie. Julle het verskillende goed – wat dink jy kan 'n uitdaging wees in 'n groep? 'n Voorbeeld gevat, kom ons begin sommer by die klas – soos ek sê altyd vir my kinders, reeds met hierdie boelie-ding, julle kan nie onder mekaar baklei of stry nie, want as ander klasse se maatjies vir een

van jou klas se maatjies iets vieslik sê, moet jy daardie een se part kan vat en sê ho, dis my klasmaatjie. So, kan ons dit as 'n uitdaging sien. Dat hulle self kan sien dat die uitdagings in hulle groep kan wees. Want as die maatjie alleen toilet toe gegaan het kan ek nie vir hom beskerm nie, of omdat ek weet dis 'n skaam mens, nou praat ek vir haar of hom, maar nou is ek nie by daardie persoon nie so dit kan 'n uitdaging wees – dat jy nie heelyd saam met jou groep beweeg nie. Dit kan 'n uitdaging wees, of jy is nie altyd saam die persoon, so dit was van die uitdagings gewees en hulle het gesê dat as daar van die lede is van die groep wat nie saamwerk nie, dit is ook 'n uitdaging. En dit maak dit moeilik want dis, spanbou. “I told them to be a unit at school”, te alle tye. Wat vir die een geld, geld vir die ander, so my kinders weet, ek weet sy doen dit ook met haar kinders, ons is baie streng. Ons maak met hierdie kinders asof dit onse eie kinders is, dit is hoe dit moet wees.

AS: Ja, 'n juffrou moet so wees.

X: Soms is ons bietjie erg hoor, ... maar omdat ons weet, hierdie liefde en aandag wat onshier gee, gaan hulle nie by die huis kry nie. So dis hoekom ons bietjie ekstra – so hierdie tipe goed en dis ook maar waardes actually. Dis baie waardes wat ons nie weet of dit vir hulle geleer word nie. Die belangrikheid van “unity” ek dink nie hulle weet dit, of het dit geweet, voordat ons dit by hulle tuisgebring het nie, so ek dink maar hierdie was eintlik 'n baie lekker ding want nou die “main” onderwerp is die ontwikkeling van die “self”, die subonderwerpe is die groepies.

AS: Dit het uitgekóm dat groepies maak – kyk jy het nou verskillende groepe waaraan jy behoort, jy het nie 'n keuse gehad nie, maar nou het jy 'n keuse. En baie soos jy nou gesê het die uitdagings in 'n groep, het daar enigsins iets uitgekóm, wat is 'n uitdaging in 'n groep van maatjies, want hulle stem dalk nie saam oor 'n ding nie, en dan kry jy mos altyd daardie leiertye wat almal manipuleer, daardie effek, en dit gaan weereens oor kommunikasie, ja.

X: Maar die een wil alleen praat en ...

AS: ... behoort aan iets.

X: Ek het vir hulle gevra hoe dit voel om deel te wees van 'n groep.

AS: Wat was die gevoel rondom dit? Hulle voel hulle behoort, amper “I'm needed”. Mense aanvaar my – dis daardie aanvaarding

X: Daardie was maar die gevoel onder hulle en ek voel “special” want die groep wat ek deel van is, ons komplimenteer mekaar. Ons het miskien in hierdie vriendekring groepie ding van ons, ons wil ten minste elke dag vir mekaar een mooi ding sê. Kyk by die groepie het jy mos vir Florence en ____, groepie, het ek agterkom die een meisietjie praat nie baie nie, en toe Mnr De Vries vir hulle kom skel het, kom ek agter dit lyk asof sy gedwing word, en daar was nie tyd gewees nie, om vir haar te vat en te vra, maar hoekom is jy so hartseer, en Meneer het vir almal geskel en wat als, en hulle is in 'n groepie, maar sy was die hartseerste, wat vir my sê hulle het vir haar gedwing om dit te doen, want sy was al een wat baie hartseer was. En ek het vergeet om vir haar te vra

- XX: Onthou jy die een keer toe ek vir haar geskel het, toe sy ... die tweede keer nogal
- X: Ek dink sy word nogals gedwing in dit in.
- XX: En jy kry nie altyd daai kans om met hulle te praat nie eenkant nie.
- AS: Di baie slegs want jy kan nie in klastyd aftyd vat en buite gaan gesels nie want dan breek die les af.
- X: Ek het regtig skoon vergeet van daai kind, want dis die tweede keer wat sy ...
- AS: En dan die tweede een het mos maar gegaan oor rolle in die groep end it het julle mos nou daar aangespreek, so ek dink ons het min of meer oor alles gesels wat dit aanbetref.
- X: En onthou daar het di took uitgekom, sien as jy ons nou weer dink aan die verskillende boelie-gedrae, van die een wat , kom man kom, die een wil meer doen as die ander, soos jy netnou gepraat het van die leiertjie, so onmiddellik vind jy uit daar is die rolle in die groep – hierdie een se rol is sy is die hoof opdraggewer, sy gee al die opdragte, en die ander moet uitvoer. Daar het on sook agtergekom dis eintlik die tipe ouens wat die boelies is, en dit het lekker aangesluit by ons afknouery, wat eintlik boelie is, daardie lesse en daardie onderwerpe, julle gaan nou sien met die 3de les waar jul bietjie meer in daardie rigting begin ingaan, en sê gou vir my hulpbronne – wat julle gebruik, waste tipe hulpbronne het jul gebruik byvoorbeeld met die groepwerk, julle het die gevallestudie gehad,
- X: En die verskillende prente en plakkate, die handboeke
- XX: Die Platinum is nie so, ek like dit nie eintlik nie
- X: Ken en Verstaan – en dan is die ou ene, hy is geel, wat is sy naam en dan die Platinum hy gee nie vir my baie lekker ... baie min.
- AS: Is dit nie die Alles-in-een wat ook lekker gebruik was.
- X: Ek het voor vir haar verduidelik van die funksies.
- AS: Kon jy 'n verskil in die kinders se gedrag waargeneem het nadat julle bv groepwerk en die hoe hulle ...
- X: Daar was 'n paar gewees – het ons 'n verskil gesien in hul gedrag in.
- AS: Nadat julle sê nou maar ...
- X: ... dit gedoen het
- AS: Die verduideliking van die verskillende groepe en hoe hulle ook agtergekom het met bietjie meer insig rondom groepe, soos jy nou-nou gesê het die dogter is half gedwonge, maar sy is nog steeds in 'n groepie.
- X: Daar was in 'n paar kon jy verskil gesien het

- XX: Maar nou weet ek waar ek behoort maar ek weet dat as ek in daardie groep is, maar in die groep is daar sekere reëls, daar waar reëls nou weet ek in sekere groepe is daar sekere Ek wil nie onder daardie reëls, so nou begin kry jy daardie, waar hulle weet hulle het 'n keuse
- AS: ... wat daardie keuses kon maak.
- X: Soos ongelukkig vir haar is sy nie 'n alleenkind nie – sy wil nie alleen wees nie, sy wil in 'n groep wees, sy wil voel dat sy aanvaar word, so ek gaan nou maar aanbly maar wat ek wel ondervind, jufforu moet 'n gesprek nogal hê en bietjie meer uitvind wat die storie agter die storie is, dan dink ek sys al self ook daardie keuse kan maak.
- AS: Ek dink as jy alleen met haar praat, om ook dit wat julle in die lesse, daardie kern gemeenskap, wat julle in die lesse.
- X: Hulle was by die hoof gewees, en elke keer is net daardie groepie, ek weet nie
- AS: Sê gou vir my, eke gaan nou les 3, ons het mos nou al in die vorige een, so ek gaan dit vir julle stuur, sommer vir julle privaat eposse. So ek gaan dit sommer nou stuur en julle het dit in die boek, so dit gaan dan oor die herkenning van boelie, so dan gaan ons mos nou daardie goedjies aanspreek en so julle het julle handboeke, so as daar enige vrae is rondom dit, laat weet asseblief en soos ek sê nooi my, ek kan maar julle boeke kom kyk en ek wil sien wat die kindertjies gedoen het. Dit is altyd interessant so ek gaan dit sommer vandag kyk, voor Vrydag behoort julle les 3 te he. Dan gaan ons.

Oor en weer gesels oor vakansie en grappies

- AS: So ek gaan kyk dat julle les 3 in Julie maand, so ek gaan reël met Prof Sherman om te kyk wanneer sy dan weer kan kom, Vrydag praat ek met haar want sy was die hele week in Durban. So, dan gaan ek vir julle laat weet en dan gaan ons weer so 2 ure afstaan vir ons volgende werkswinkel, so daar is nog 2 wat ek dink voorlê.
- :X Okay, fine. Soos ek vra, dit werk nogal daai gereelde kommunikasie, dat ons weet
- AS: En ek is hier, en ek wil,
- X: Het julle hulp nodig, moet ek miskien inkom en dit sê, of wat?
- AS: En laat weet my as julle 'n les beplan, ek sal graag wil deel wees daarvan, laat weet my wanneer jul dit doen, want onthou ek is 'n buitestaander ek is nie in jul skool opset nie, so sê vir my, juffrou ons beplan daardie tyd, wil jy daar wees. Jul kan my 'n whatsapp stuur, ek wil nie te veel intrude nie want ek weet julle is baie besig, maar ek sal graag na elke les wat julle gegee het, wil kom gesels want dan is dit nog vars, so dit is deel wat ek graag wil doen, maar ons moet ook mekaar nou beter leer ken.

EINDE VAN ONDERHOUD.

C: Third interview with Life Skills teachers

- X: Maar ons het 3 afgehandel maar ons gaan nou kyk en vir 4 inpas.
- AS: Okay, en dan kyk ons vir 4 – mens kan begin kyk hoe kan ons hulle kombineer, sê nou maar 4 en 5 saam?
- X: Ja want ek het gesien 4 is basies amper, hy sluit daar aan.
- AS: Ja, 4, 5 en 6 baie lekker by mekaar, ons kan kyk hoe ons hulle sommer saam kan doen, en maak gebruik van my, julle kan kom dan bied ons sommer die hele groep aan.
- X: So as jy dalk 2 klasse op 'n slag kan vat, dan doen ons dit in die saal. Die klasse is elk geval so klein, genoeg vir een klas, dis hoekom ek nou die saambring het, sodat ons dit kan gebruik vir kwartaal 4 en dat ons kan sien waar pas ons dit in.
- AS: Maar les 10 is nie eintlik 'n les nie, ek het nou gekyk, ons kan les 4 en 5 kan ons basies saam inwerk, want dit is die verskillende vorme van boelie-gedrag en dan die gevolge van boelie. So ons kan dit redelik saam inwerk en dan in 6 is daar geen betrokkenheid met boelie nie. En dan konfronteer boelie as 'n groep, so 6 en 7 gaan lekker saam, en dan kan mens 8 en 9. Les 8 is wat kan ek doen as ek geboelie word? En 9 is basies 'n samevatting.
- X: Die goedjies wat juffrou nou sê, het ons eintlik in onse, is boelie en ____ het ons dit eintlik ook saamgevat so ons moet eintlik nou begin met die ____ en wat jy moet doen as jy die voordele van die - ek nou so deurmekaar geskryf – hoe om afknouery te hanteer.
- AS: Dit werk lekker saam met, want les 4 is ook basies daardie teasing, maak 'n verskil
- X: Ek het vir ons die ook saam gebring, dit miskien as hulp kan gebruik om te kyk wat sê hul miskien nog verder oor dit ... want onthou ons het dit is al in kwartaal 2 behandel, en ek sien juffrou het gesê juffrou stuur vir ons die plakkate van die diere, maar het jy gekry? Want ek het ook nie gekry nie.
- AS: Nee, ek het dit nog nie vir julle gestuur nie, want ek het aangeneem julle gaan nog nie by les 4 eers uitgekome het nie. Ek wil hoor by julle en kyk dis les 4 – ok dit is die “hidden forms”. En dan word julle mos in die groep ingedeel. Ja ek het dit nog nie vir julle gestuur nie, Les 5 gaan oor die konsekwensie en dan les 6 was daar waar hul die stoele so uitpak. Dan kyk ons na die dinamika van die groep, waar ons gesê het van die een neem deel, twee neem deel en daardie tipe van ding – dit was les 6 en les 7 was daardie “confronting boelie as a group”.
- X: Kyk, les 3
- AS: Kyk as ons interaktief kan wees en ons vat hulle saam en ek werk saam met julle en julle sê vir my OK, ons wil hê jy moet vir ons les 4 en 5 se nou maar kom aanbied

- X: Kyk, soos ons vir jou gesê het, die vorige deel, les 3 is mos eintlik _____, hulle noem dit nie boelie mos in die boeke nie, dieselfde as – so dis wat dit alles insluit wat hier van ons verwag, in les 3, wat die kinders betref en die waardes ensoaan. So wat ek nou dink ons moet nou kyk na les 4 aangesien ons nog nie by die beplanning uitgekom het nie, hoe ons die handboeke kan betrek by di ten watter ander middels kan ons gebruik – net om dit vir ons self te maak. Maar soos jy sê jy sal inkom by les 4 en 5 miskien en aanbiedings doen. Kyk hierdie kwartaal as regtig baie druk gewees.
- AS: Ek weet, solank ons die goed dit maak dit moeilik as jy afhanklik is van ander mense. En as mens self ... so jul praat van les 4. Les 4 gaan oor verskuilde vorme van boelie-gedrag.
- X: 4A en 4B, dink ek daar is 'n 4A en 4B.
- X: Hier is net 'n 4A wat ek gekry het.
- X: Ek sien nie ...
- X: Hier staan 4A.
- AS: Ek het nie 4B vir julle gestuur nie. Kyk daarso. Okay, maar ko mons kyk gou-gou as ons les 4 gaan begin aanbied. Laat ek net gou vinnig hier ingaan – okay maar dit is 'n aansluiting van verskuilde vorme van boelie so hy gaan net aan daarby, en dis nogals, hy sluit aan
- X: Dis 4B ne?
- AS: 4B so daar is bespreking en vrae en antwoorde, so hy het kuberboelie in, julle het mos al kuberboelie gedoen of nie? In julle boeke. Ek vermoed julle het dit al iewers gedoen, dan hoe om veiligheidsmaatreëls – die ander ding is, is hy werklik nodig vir julle kinders, kry julle kinders te doen met die Internet.
- X: Kuberboelies is daardie internet goed nie?
- AS: SMS'e, want julle kinders het nie selfone nie, so wat mens kan doen, jy kan net basies dit aanraak en ons vat dan 4A en ons sê net vir hulle dit is ook 'n verskuilde een, Jy weet ons gee hulle net 'n ... ding daarvan, van die gedrag.
- X: Ja want die ding is ...
- AS: Want dit sluit aan van verskuilde boelie is mos ons skryf 'n briefie, maar nou skryf jy die briefie op 'n selfoon, so van hulle kan dalk, mamma of pappa kan dalk kuberboelies wees, lelike boodskappies skrywe, sommer waar, of op Facebook of daardie tipe van ding, want mamma's en pappa's almal het Facebook. Dit is nogal baie interessant almal van hulle het dit, hulle sit by die huis en het nie werk nie, maar hulle het 'n selfoon met Facebook. So ja kom ons doen hom dan deel, so ons bied les 4 as 'n geheel aan,so ek sal gaan kyk hoe ons hom kan doen, en dan kan ek hom vir julle kom doen, so as julle dan vir my, as ons nou kan vasmaak met 'n datum min of meer.
- X: Kyk, by boelie-gedrag het ons mos eintlik net aangereak wat dit is, en amper soos,

X: mense boelie

AS: Ja maar kyk daardie was nou verskillende vorme. Dit was nou maar net 'n bekendstelling, so les 1 en 2 het dit ook mos basies ingehad, so hier gaan ons nou les 3 was ook dit gewees, maar les 4 gaan nou spesifiek in "hidden bullying", dit wat ons nie baie raaksien nie, veral nuwe maatjie wat by die skool kom. Ons gaan 'n gevallestudie bv doen van 'n nuwe maatjie wat by die skool aankom. Hoe tree julle op teenoor hierdie nuwe maatjie? Daardie tipe van ding, so ons gaan hom dan inwerk met dit, want dit is soos ek gesê het dit was les 4 gaan oor "bullying, insulting messages" wat hulle briefies skryf vir mekaar, en baie interessant wat ek ook optel tussen die kinders is daardie agter-af skinder, want die een het nie sy nessie lekker veilig in die groepie nie en nou is daar 'n nuweling in en nou sê hulle js jis het julle gesien hoe lelik lyk sy of haar dalk al gesien, so hulle praat haar slegs, so dit is deel van die verskuilde emosionele een. Dit is waar kuber-boelie dan ook inkom, so dit is daardie negatiewe boodskappe wat die rondte doen en die volgende les doen ons daardie waar hulle die storie vertel.

X: Ek sien juis by die kennis van les 4A moet ons mos nou dit oordrag, wat is die verskuilde ...

AS: Maar wat is die storie? Hierdie is nou 'n manier om dit te doen, ek dink hulle het vere gevat, of grond nê, nog 'n ding wat (dis op bladsy 69) hulle vat grond, ek dink ons kinders is nogal fine met grond, want die Karoo is sand, so ek dink 'n verwysingsraamwerk om grond te gebruik is – ons kan dit gebruik. En ek dink mens moet dit fisies en visueel met hulle doen, dat ons 'n emmer sand vat en vir hulle sê, tel dit op. En dan gaan hul vir juffrou kyk en dink, ons kan nie dit optel nie, hulle het dit in Amerika gedoen het glitter. En hulle het die glitter gevat en moes van die een hand na die ander hand omstuur en dit was die hele wereld vol, maar daar waar hy gestick het het hy gestick. Jy kan nie vir hom opkry weer nie, en dit is waar die kinders die ervaring kan kry, wat gebeur as ek hierdie lelike goed sê. By sommige mense bly dit en daardie was nou van daardie woorde met die sand, so ek dink ons kan die sand-ding doen, glitter is dalk nou nie so in hulle verwysingsraamwerk nie, maar sand is, want ek hulle speel in die grond. Of wat dink julle?

X: Ja-nee, maar hoe gaan ons die uitsluiting uit die groep uit in aanraak, en dan moet ons ook besluit wat is die gemengde boodskap

AS: Kyk ek ... die kaarte wat hulle gaan kry, die diere-kaarte en dan moet hulle mekaar mos nou soek. Dan gaan hulle sê maar ek het nou nie 'n maatjie nie, en dan moet hy nou sê hoe voel hy, hy gaan sê dit voel nie vir my lekker nie want almal het 'n maatjie maar ek voel nou nie lekker nie. So dit is hoe hulle daardie – hoe vorm ons groepe dat hulle mekaar kan vin den die een het nou nie 'n maatjie nie en dis die hele ding. Jy beplan dit dan nou. Die "mixed messages" – daar gaan ons ook kyk na die "body language" van hoe ons kommunikeer, hoe ons 'n opdrag of 'n ding sê, dieselfde soos ek gebruik partykeer daardie waar jy in die klas sal – ons het dit gedoen daardie dag wat ____ is dit nou regtig ? bedoel jy dit?

X: So jy sê iets, maar jou lyftaal sê iets anders.

- AS: So in hulle taal kan 'n mens bietjie kyk, julle kan met 'n paar voorbeelde kom, maar kinders is nogal baie "nasty" wat dit aanbetref, baie lelik met daardie woordjies van, daardie, "body language" en die manier hoe jy dit sê, jou stemtoon, jou liggaamshouding en al daardie tipe van dinge. So mens kan hulle net bewus maak daarop en mens kan dit bietjie oefen. Wat ek altyd doen met ander groepe wat ek ook "body language" doen, is ek maak 'n sakkie op, en dan sê ek: "Jy moet nou vir mamma gaan vertel jy het 100% vir jou toets gekry, maar jy moet dit met 'n kwaai stem vertel en jy moet ongelukkig wees daaroor". So hoe gaan jy vir mamma, jy is nou ongelukkig, maar jy het 100% vir 'n toets gekry, nou gaan sê dit, dit is nogal moeilik. Jy kan dit nie doen nie.
- X: Maar hoe is jy ongelukkig maar jy het 100% gekry?
- AS: Ja, jy weet, so dit is 'n "mixed message". En dit is ook hoe dit oorgedra word want jy sê nou eintlik die persoon iets mooi maar jy bedoel dit nie.
- X: Ek dink body language doen baie ...
- AS: Dit doen, en ons moet dit van toepassing maak op die kinders en dis dieselfde as ek nou vir mamma moet vertel ek het nou toets gedop, hulle is half op hul senuwees maar hulle doen dit laggenderwys. Laggenderwys beteken dan nou natuurlik ek gee nie regtig om oor my werk nie, ek is nie trots op my werk nie, maar as jy vir mamma sê jis mamma, ek het nou baie swak gedoen in my toets, en ek voel sleg daaroor, dan is jy opreg. Maar ons is in 'n wereld waar ons altyd, ons verbloem dit die heelyd. So les 4 is nogal belangrik met daardie tipe van dinge, so ons gaan doen die "excluding from a group", dan doen ons die "mixed messages" en dan vertel ons daardie storiëtjie, so mens kan nogal die storie opvoer en ek kan dit 'n mooi storie maak met prentjietjies, en ek sal dit fisies doen met hulle, want ek voel net dit het 'n baie groter indruk "when you do it like a roleplay type of thing". Dan wat is skinder, want ons dogtertjies hou van skinder
- X: Verskriklik, hulle is saam met die ouers dan dink hulle dis reg dit moet so wees.
- AS: Ja, maar ons moet nou vir hulle sê dit is nie normaal nie, dit is nie mooi nie, hoe voel jy as 'n maatjie 'n storie van jou vertel het? Hoe laat dit jou voel? So ons moet daardie gevoel uitbring en byvoorbeeld daardie, as jy nou vir juffrou gaan sê dat daardie maatjie was nou lelik met my, dan is jy nie 'n "tell-tale" nie, of jy is nie skinderbekkie of daardie tipe van ding nie, jy staan op vir jouself. Maar wat doen ons grootmense, ons jak hulle af, "ag man gaan sorteer jou dinge uit". Ons moet ophou om dit te doen en eerder onmiddellik optree, want as jy onmiddellik optree, dan gaan jy nie later probleme hê nie, dan kan jy as jy dit onmiddellik aanspreek, "snowball" dit nie. So dit is daardie waar hulle "is telling the teacher gossiping". Kuberboelie gaan ons net aanraak want dit is 4B, daarna kyk ons na wat is jou reg want kuberboelie het ook te doen met "harassment" en kan ook vir hulle noem, want Graad 4 is mos van 10-jarige ouderdom ne, so ek
- X: Ek probeer net vir my ____ confuse my nou bietjie. Die aktiwiteit wat jy voorgestel het wat gedoen moet word, daai een van die diere wat jy gesê het,

- AS: Ja, dit is hierso op bladsy 66, as jy in die boek gaan kyk dan verstaan jy dalk makliker.
- X: Ok, hoe werk dit – jy sê die karate word uitgedeel?
- AS: Kyk hier, elkeen kry 'n kaart en op die kaart is daar 'n kat, hond ens, dan is daar nog nou moet hulle gaan kyk, groepe maak, waar is hulle maatjies – dit is eintlik chaos vir 'n paar oomblikke totdat ...
- X: So daar gaan sê 3 of 4 verskillende wees wat katte het en wat honde het, en
- AS: Ja maar sal van hulle wees wat niks het nie, hulle is nie diere nie.
- X: So by party gaan miskien net 1 hond kaartjie wees en so.
- AS: So dan is hulle “left out”. “handling the situation without getting upset” en dan moet hulle dit nou deel en hulle moet nou sê, “being excluded doesn't feel good” hulle gaan dan nou gesels – dit was nie vir hulle lekker nie, hoe het hulle gevoel toe hulle besef maar hulle is nou alleen, hul het nie 'n groepie nie?
- AS: En hoe het hulle gevoel toe hulle nou hul maatjies gekry het, jy weet, so dit is 'n hele, dis maar net so 'n aktiwiteitjie, “to belong”, want almal wil “belonged” voel. So ons kan dit alles sommer saamdoen, 4A en dan 4B doen ons saam, so ons kan dit in een dag doen en ek sal sê mens het – ons gaan redelik tyd nodig hê daarvoor. Julle periodes is hoe lank?
- X: 35 min
- AS: Okay, so as ons ten minste 'n uur, maar dan wil ek 'n volle uur hê, dan kan ons al 2 lesse doen.
- X: ... iets soos 'n video, kan ons dit nie ...
- AS: Nee, maar ons hoef nie die video te wys nie, wil julle die video wys?
- X: Hul sal dit mos darem geniet.
- AS: Sal hulle?
- X: Okay, want dit mos nou 'n storietjie, ek sien hier is – om die verskillende boelies uit te wys sien ek jy het gskryf die onderwyseraktiwiteit kan miskien wees 3 verskillende vorme wat ons so gaan voorstel, die verskillende boelies, deur 'n video te wys.
- AS: Wat ons kan doen, het die saal 'n wit skerm?
- X: Ja ons sit gewoonlik een op.
- AS: Want ek kan met powerpoint, en ek sal 'n speaker kan bring, so ons kan powerpoint gebruik om die video te speel.
- X: Want dis mos 'n storie – en onthou julle weet tog as kinders iets visueel sien hulle dit beter verstaan. Ek kan 'n storie vertel en jy moet nou vir jouself 'n prentjie kan skep in jou verbeelding, dit is moeilik vir onse kinders.

- AS: Dis hoekom ons dit fisies doen met hulle, en ons moet daardie sand vat en ons moet dit uitgooi en kyk julle, hierdie sand is nou soos daardie woord in die storie wat vertel is, of jy byvoorbeeld maak soos die glitter, pass dit aan, orals is daar sand gemors, en dan sê ek ok nou soek ek al daardie sand wat jul nou gemors, terug in die emmer, ja mens kan gekleurde sand maak, dat hulle die effek kan sien, maar elk geval daar is 'n klomp maniere.
- X: So, gaan die 2 klasse een dag?
- AS: Hoekom kan ons hulle nie altwee saamvat, julle is ook mos daar,
- X: 2-2,
- AS: Ja, dit is 4 klasse. Julle is ook mos dan daarso en dan vat ons 2 klasse op 'n slag.
- X: ... miskei kan ons nou vra kan ons daai dag die saal kry? Dis hoekom ek nou weer by die juffrou wil weet ...
- AS: Okay, watter dag het julle 'n Lewensvaardighede?
- X: Maandae daardie dubbel periode.
- X: Ek wonder kan ons nie sommer daardie LO-periodes vat nie? Hulle is al wat dubbel is.
- X: Ja, want ek het ook gesien ek het Dinsdae 'n dubbel – maar dit is altyd eers aan die einde van die dag.
- X: Ek kry op 'n Woensdag 'n dubbel periode vir 4B vir Donderdag 'n dubbelperiode vir 4D en 4C op 'n Vrydag, 'n dubbelperiode.
- X: Kyk myne is altyd hier aan die einde, so dis hier van na pouse af.
- AS: Okay, nou laat weet vir my watter dag ek moet kom en hoe laat.
- X: Miskien kan ons van die anders kinders, soos altyd maak, as 4A miskien vir Engels na my toe kom kan ek een van die Engelse periodes vat en dan kan ek mos net weer ... ruil hom net uit.
- AS: So, sorteer julle dit vir my uit, maar 'n dubbelperiode, so as julle gaan basies 2 – maar dan vat ek die 2 groepe – 2 klasse gelyk vat. Want ek gaan dan mos nog 'n ekstra juffrou saam met my hê. Dit is 80 kinders nê?
- X: U kan self besluit, wil u een klas vat?
- AS: Wat dink julle gaan die maklikste wees? Okay dit gaan dan eintlik die meeste effektiefste wees as jy een klas vat op 'n slag, okay.
- X: Bietjie chaos, dan besluit ons - ons kan nog steeds miskien 2 klasse vat oor die dag, miskien vroegoggend een en laat dan, so voor pouse se sessie, 'n uur en dan na tweede pouse nog 'n sessie, 'n uur, dan is dit 2 klasse per dag. Of, julle kan se, dan beteken dit 1 klas per dag wil vat dan is dit dit 4 dae om ...

- AS: Kyk, julle moet net die tyd gee, ek maak seker dat ek is beskikbaar daardie tyd, so julle besluit 1 of 2 klasse saam, ek dink julle ken die kinders, en of dit doenbaar gaan wees of nie, as iemand anders dit aanbied is dit mos maar, die kinders is bietjie anderste? So laat weet my dan net van dit. Ek is redelik vry in die oggend, ek is net van 8-9 vas, na dit is ek redelik oop. So les 4 gaan ek dan nou saam aanbied, 4A en 4B, so ons gaan dit in een week afhandel. Okay, so se nou maar ons doen hom in Oktober maand, so gou as moontlik
- X: Ons sal miskien ...
- AS: So want les 5 gaan ons ook moet indruk einde Oktober, want dit is net Oktober, November?
- X: Ons kan miskien daai Maandag, die 5de al begin, sien jy – dit is mos die week daarna? Ek se mos die tweede week. Dan kan ons probeer om daardie dae, ons kan 'n voorlopige datum vir die 15de ...
- AS: 15de, okay, ek sal daardie week in elk geval oophou.
- X: Sien jy, dan ons die res van waste dae en wat en wat.
- X: Ja maar jy weet ook nog nie, as daar nie meetings voorval nie.
- X: Dis hoekom ek se dit is voorlopig.
- AS: Okay, maar julle moet die tye vir my gee wat die kinders klas het.
- X: En ons moet mos maar kyk na ons kwartaal beplanning ook wat ons mos nog nie gekry het nie so ...
- AS: En dan les 5 moet ons probeer die laaste week van Oktober, dan kan ons 6 en 7, sal ek ook dan saam min of meer hanteer, in November.
- X: En dan les 5 moet ons probeer ook om in Oktober, want dit is die gevolge van boelie, en dan die 6 is groep betrokkenheid en konfronteer boelie as 'n groep. So daardie 2 gaan saam, 6 en 7, gaan saam. So ek sal 6 en 7 sal ons November moet doen. En dan is 8 en 9 ook nog oor.
- X: Ons kan miskien probeer 8 en 9 ook in November, so dis hoekom ek se dit hang mos maar af van kwartaal beplanning.
- AS: So ekke gaan kyk as mens sê maar in die begin, as julle sê nou maar vir my daardie paar kere kan gee, sê maar ek kan les 6, die 2 groepe saamvat? En dan les 7 doen ons bietjie later die volgende week, en ons doen weer die 2 groepe saam, en dan 8 doen ek weer die 2 groepe saam, ek sal dit manage.
- X: So omdat jy mos gesê het jy wil eintlik 6 en 7 saam, en 8 en 9 gaan saam,
- AS: Ja, les 10 hoef ons nie te doen nie want dit is basies dan moet hulle weer daardie vraelys vir my voltooi, so ons moet eers die lesse afhandel, wanneer is die laaste dag wat die kinders hier gaan wees? Min of meer want dit is na eksamen.

- X: Is dit nou die 4de kwartaal? Ons moet eintlik nie na die eksamen nie, dit is hoekom ek dit eerder voor die eksamen wil probeer afhandel.
- AS: Dis hoekom ek sê, ons moet die lesse klaar hê voordat ek ...
- X: Kinders kom gewoonlik nie meer daardie laaste week nie, sodra hulle ophou met eksamen,
- AS: Wanneer sluit die skole?
- X: 12de vir die kinders en die 15de vir ons.
- AS: So as ons November kan klaarkry en julle sal dan in Desember begin maar onthou julle het nog ... en promosie ens.
- X: So ons moet nou eers hoor wanneer is daardie datum? Eksamen is mos altyd voor dit, so
- AS: Julle gaan in November al begin met eksamens, ons gaan Oktober moet druk. Okay ek gaan kyk hoe ek die elsse bymekaar kan sit en ek sal met Vanessa ook praat en vir haar vra hoe ek dit kan manage en dan sal ek kom, moet julle bywees sodat julle sien hoe ek dit doen, dat die voorbeeld daar is, sodat julle weet.
- AS: So okay, ek gaan die goedjies bewerk, as ek so vining vir julle kan vra, die grootste uitdaging met KiVa vir julle, is tyd.
- X: Ja. Soos ek vir haar gesê het – wat dit moeilik maak is soos die uiteensetting van die lesse, soos les 3 en 2 was orait vir ons, want dit sluit heeltemal aan by die inhoud wat ons moet doen. Verstaan vir daardie kwartaal byvoorbeeld, maar nou is dit iets anders, soos boelie gaan nou verder, maar ons is klaar met boelie, nou so KiVa gaan mos nou bietjie dieper in met en ons raak mos basies aan boelie, en nou in die volgende jaar gaan ons verder met boelie, so wat ons help doen, is die voordeel uit dit is meen ek half voorbereiding vir Graad 5 wat hulle nog gaan byleer oor boelie ens., van die verskillende tipes en soos die uitsluiting van die groepe, Soos uitsluiting van die groep, dis 'n onderwerp wat aan geraak moet word, maar nou sluit dit nie dit in nie, nou probeer ons onse inhoud weet mos, lywige ..., nou moet ons basies maniere vind om hierdie lesse half te inkorporeer met ons s'n – omdat die LV mos nou die 3 afdeling ...
- AS: Ek dink ons gaan dalk moet die ...
- X: Die eerste week met PSB, verkeersreëls, dit is die onderwerp, konsep is die voetgangers en die fietsryers, sien jy dis nou weer heel iets anders. Maar nou moet ons nog steeds, dit inwerk, dis hoekom miskien in die vorm van – gaan dit 'n _____ wees? Dalk met die _____ of so maar nou sy weet alleen staan en dan weet ek niks wat aangaan nie.
- X: ... ook oor boelie gepraat (praat oor en weer kan nie hoor nie)
- AS: Ek sal graag, want die ding is ons wil hierdie ding vat en ons wil kyk hoe kan ons met die kurrikulum inwerk, so die ding is, dit is 'n uitdaging en dis iets

waaraan ons gaan moet werk, so ek sal ook gaan kyk hoe werk die CAPS maar soos jy gaan hom nie met lewensvaardigheid, jy moet hom integreer, so jy gaan moet gaan kyk na, die storie, so ek wil die storie gebruik – kom ons maak dit ‘n huistaak ding, maak ‘n begripstoets daarvan, ons maak ‘n rolspel daarvan, ons doen ‘n mondeling daarvoor, hulle moet nou in groepies gaan oefen. Ons gee hulle ‘n eksamenpunt sê nou maar daarvoor, so ‘n mens moet dit gaan probeer inkorporeer.

- X: Dis hoekom ek sê, as mens daardie 10 lesse vat, dan gaan jy die hele jaar, jy gaan begin by kwartaal 1, nou kyk jy okay, week 1, 2 en so aan. By PSB is daar dit daai – so vat daardie goedjies en kyk waar of met wat loop dit miskien hand aan hand, soos bv. by kwartaal 1 het ons mos nie ____ self gedoen, toe werk dit lekker, toe kom daardie van die selfrespek, les 1 of 2,
- AS: Ja, ek dink dit was daar gewees ...
- X: Sien toe werk dit nog oraait – so dit is wat ons met
- AS: Kyk, daardie laaste lesse, het julle nog gesê kan julle dalk by kuns inwerk? Onthou julle dit? Toe het julle gesê dit is nogal oulike idee, ons kan di dalk inwerk en ‘n kunspunt gee rondom dit ...
- X: Ja, vir skeppende werk?
- AS: So julle moet gaan kyk hoe julle dit kan integreer daarby.
- X: Dit mos nou van die klei gepraat, of the tekening? Kyk hulle het nou klaar die tekeninge gedoen – nou moet hulle met daardie dier en die klei – moet maak. Toe het ons mos laat hulle geteken het, sien jy die 2D – dis mos nou kwartaal 4 wat ons hulle gaan laat hulle hom maak. So dis wat ek dink, daar moet gaan sit word – van kwartaal 1 tot kwartaal 4 se skedule ...
- AS: So dink julle, noudat julle alles het, julle kan dit volgende jaar sê nou maar inwerk, in julle beplanning in, maar sê maar saam emt al julle ander, want dan gaan jou taalonderwyser, jou lewensvaardigheid onderwyser, jou kunsonderwyser, jou – selfs jou wiskudne, want hier is sekere dinge wat wel by wiskunde integreer kan word.
- X: Ons lewensvaardighede word nie opgedeel nie, so lewensvaardigheid is mos nou ____ en sosiale welstand, liggaamlike opvoeding en skeppende kuns, so ons moet al daardie afdelings, so dis wat ook – dit het nou half soos ‘n ekstra ding gevoel vir ons wat ons nou moes doen. Dit was nie deel van die ____ nie deel van jou beplanning nie so waar sit ek dit?
- AS: So, julle sal voorstel as ‘n mens hierdie ding begin benader, moet mens dit ten minste al 6 maande vooraf begin, want wanneer doen julle jul beplanning vir volgende jaar, doen jul dit in die 4de kwartaal?
- X: Ja, in die 4de kwartaal, dis nou net van dit in die 3de kwartaal – so dis maar dit.
- AS: Sy het laas gesê 6 maande voor dit moet mens begin met die beplanning

- X: Ten minste het
- AS: ... sodat jul dit kan inwerk.
- X: ... eerste 2 kwartale en dan in die 1ste kwartaal, 1ste en 2de kwartaal, dan doen jy net 3de en 4de kwartaal s'n somer klaar. Dan weet jy presies okay, dis hoekom jy sien ons het nog nie eers ... was bietjie heavy. Ons het probeer waar ons sien ons kon integreer en ons kon, want dit sluit toe aan by die ____ wat ek moet doen ...
- AS: En dit is dan nou waar jy dit ingewerk het, dan kan jy dit as eksamenpunte gebruik.
- X: Jy kan dan kan mens mos nou maar, jy vergelyk met departementeel se FAT's en met jou eie tipe vrae, wat nou uit die goedjies uitgekom het, en dan kan jy jou eie opstel en so aan.
- AS: Ja, want dit is lekker om dit so af te wissel. Want jy weet wat is die formele assesseringstaak, jy weet wat gevra moet word, so jy gaan soek dit, en jy sal dit kry, as mens dit ... ja, is daar enige ... hoe ervaar julle die leerders? Geniet hulle die lessies? Is dit vir hulle lekker?
- X: Soos ek vir jou sê dit het vir ons amper soos 'n ekstra ding gevoel, maar by van die goed het hulle dit geniet, ... nuwe inligting, nuwe kennis.
- AS: Dit was nuwe kennis wat hulle nie van weet nie. Sien julle al enigsins 'n verskil? Of kom ek vra so, julle het nou in die 2de kwartaal boelie gedoen, dink julle dit gaan meer effektief wees as julle dit elke kwartaal aanraak, elke maand aanspreek, elke kort-kort praat daaroor, as wat dit net een keer 'n jaar gedoen word en volgende jaar word die "follow-up" gedoen in die volgende graad. Gaan dit meer effektief wees? Op hierdie manier of dink julle dit gaan – is dit reg soos wat die CAPS dit het.
- X: Alhoewel die 2de kwartaal dit aanraak, en ek wil nie nou van maandeliks, want dit is so, hoe meer mens van iets hoor of sien, hoe gereeld dit gebeur, hoe meer bewus raak jy, jy moenie dit doen nie, jy moet regtig nie dit doen nie want jy word "constantly remind" daarvan, wie gaan nou sien ek het weer dit gedoen? En die familie.
- AS: Die ding is volgende jaar word dit weer aangespreek met net op ander vlakke, so dit word herhaaldelik vir jou genoem en want dit is wat die program doen, so omdat ons kinders met psige-sosiale end aardie tipe van ding, hulle is die ouderdom waar hulle vaardighede aanleer, en hierdie is sosiale vaardighede. So dit is nogal 'n belangrike aspek en omdat dit 'n moeilike onderwerp, dit is 'n probleem
- X: En ek dink ...
- X: Een in my klas wat geboelie was, toe kom sy, toe vra ek wie boelie nou, toe sê sy niemand nie, sy boelie So daar is kinders wat
- X: ... change

- AS: Dink jy dit het te doen omdat julle dit bietjie anders aangespreek het en dat julle dalk bietjie meer kennis rondom dit het?
- X: Kan maar so sê, onthou ons het mos die boelie-baadjies gekry wat ek nogal dink 'n nice ding is, behalwe dit, jy wil mos nie 'n boelie wees nie, want nou maak ons ekstra klein jassie, sodat almal kan weet jy is die boelie, en ons laat trek vir jou,(onhoorbaar praat oor mekaar)
- X: ... soos hierdie advertensieborde, maak vir ... jy gaan klas vir klas, jy wil mos 'n boelie wees - 'n manier van straf. So ek dink miskien konkrete goedjies soos daai
- X: Omdat ons beleid nog nie in plek is nie om te Dis ook hoekom die kinders aanhou boelie, hulle weet hulle kom daarmee weg. Jy kan nie vir hulle op die _____ sit nie dan word jy gevang, maar indien nie,
- AS: Maniere ... okay, so julle grootste uitdaging is ook die hantering daarvan, want daar is nog nie dinge in plek nie. Ons sal werk daaraan ook. Is daar enige ander vrae wat julle wil vra.

EINDE VAN ONDERHOUD

D: Fourth interview with the principal

AS: Ek wil net weet wat het meneer ervaar van die ___ program – dink meneer dit het dit enigsins 'n bietjie van 'n verskil gemaak, die onderwysers, hulle denkwyses, die manier hoe hul die situasie hanteer.

P: Ek moet sê dit het 'n positiewe verandering teweeggebring in die kinders ___ wat maatjies boelie. So hier en daar verstaan die kinders nog nie regtig, notisie geneem, so baie kere is daar 'n patroon van wanneer af kom dit aan, soos vanoggend, dit net uitlos, daardie is nie mooi nie. Maar dan praat ons met die skuldige persoon, en se die negatiewe gedrag moet ons afleer. Baie van die onderwysers se gesindheid het verander in die opsig na die werksessie wat hul gehad het, waar hul verduidelik is wat dat dit regtig is en watter fasette - ____, emosioneel, verbaal, fisies en daardie, as hul kinders na my toe verwys dan sê ek nee los, spreek jy self die probleem aan. Maar daar is 'n hele ander tipe gesindheid, en baie kinders kom nou na vore, en die meeste van die gevalle is goed wat buitekant gebeur, dan kom vertel hulle hierby die skool. Want dis die naaste persoon met wie hul kan praat en vertrou. En baie keer as die vertrouensrol, by die kinders wat nie ouers het nie, ___ maar agterna vind mens uit as hul dit onder onse aandag bring, dat ons kan ... ek het eenkeer 'n verskil met 'n ouer gehad, toe sê sy ja, dis hier by die skool waar die kinders so geleer word. Toe sê ek, nee mevrou, ek gaan nou die kind gaan haal, en sê jy nou vir mamma wat jy vir meneer vertel het, woord vir woord. En agterna het die ma ___ sy wou eers nie, maar die kind moet eerlik wees, en agterna begin besef, die feit dat ons ook begin met die waardes en die ___ education van die ___ mos nou, dit is ook nogal iets, as ons die waardes en ___ dis 'n proses. Dit is mos al lankal hierdie ding van boelie-gedrag. Ons kan nie oornag die gewenste uitwerking hê nie, maar dinge is besig om te normaliseer. Ons moet net, elkeen moet net elke keer daarop wys en attent maak dat ... kinders van die skool

AS: Ja, dit moet iets wees waarop hulle trots is, en as hulle trots is dan kom dit net makliker.

P: En die ding wat ek volgende jaar gaan begin by die skool, hoeka met die ___ driven, hy raak vir al hierdie goed aan, maar hierdie goed --- vir die mense, die kultuur van die skool, en daar is nie van omgee en liefde vir kinders nie. Maar ons gaan aangaan met die program, ons gaan uitbrei na die ander grade toe sodat ons hierdie generasie darem in 'n mate in lyn kan kry. Ons gaan hom maar treetjie vir treetjie vat.

AS: Ek weet ek het die laaste paar lesse vir die onderwyseresse kom aanbied, maar ___ is maar min, en ek het ook besef ek het met hulle gepraat en gesê dit was 'n moeilike tyd en hulle het dit ook nie in hulle jaarprogram ingewerk nie, want jy werk eintlik al aan volgende jaar se werk nou van Novembermaand af, so ons het ook gepraat om dit byvoorbeeld dan al te begin daaraan om aan 'n einde van 'n jaar die program te begin integreer en te kyk waar jy dit kan doen, dat dit deel raak van jou beplanning. So hulle het nogal vir my genoem dat, dit sal vir hulle baie help as hul al die vorige jaar kan begin kyk waar hulle dit kan inpas en baie meer kan integreer. Daar is baie dinge wat mens kan integreer om dit baie meer doeltreffender te maak, ek meen my kinders met rolspel in Afrikaans, jy kan selfs jou Engels uitbring wat hulle Engelse videos gewys het,

want ek het redelik van Youtube ook gebruik gemaak om, waar ek die media gebruik het om vir hulle te wys oor boelie.

P: Mens kan alles integreer nou, as mens die kinders ook aanvaar – skryf neer hoeveel keer julle al in hierdie jaar, weet jy van n kind wat in hierdie jaar geboelie was. ____ (onhoorbaar)

AS: Ja, iets wat ons nou nie baie kom uitkom nie want die tyd was redelik, nie aan ons kant nie, was die oefeninge wat die kinders na die tyd moes doen, m.a.w. waar hulle, hulle plaas hulself in daardie kind se skoene en uit daardie kind se skoene uit moet hulle 'n briefie skryf. So mens kan dit nogal lekker inwerk by tale en daardie tipe vakke, want alles kom uit daardie lewensvaardigheid lessie uit wat kan aansluit daarby, so dit was nogals iets. En dan hulpbronne het ek ook met hulle gepraat. Maar die media is daar en Suid-Afrika het nou al baie lekker Afrikaanse hulpbronne rondom boelie. Selfs ons liedjies, en ek het sommer net daar in die klas gestaan en besef, maar hierdie liedjie werk lekker, ons ken dit, daardie een van “Superman, Batman Spiderman” en dit het lekker ingeskakel by jou lessie van wees jy die superhero van 'n ander maatjie, in die sin van ons help my maatjie wat 'n slagoffer van boelies is, jy staan op vir hom. So ons het lekker gesels al oor die hulpbronne, ek sal vir hulle die Powerpoints gee met alles, want dit het nogal lekker gewerk. En dit werk as jy sê nou maar gou die groep na daardie klas toe vat, sit dit deur 'n rekenaar met Powerpoint, kinders sien dit, 'n bietjie afwisseling. Ons maak dit bietjie anders, so hulpbronne is daar, mens moet dit net gebruik.

P: Daar is, ek het so paar kort dramatjies ook ____, ek dit nie vir hulle gegee nie, volgende jaar, dat 'n mens __ inkom, konserte, ens. Hulle is gelukkig – eenvoudigheid, mens kan eintlik self vir die Graad 7 onderwysers, toe ek Engels gegee het, het ek die matriekvraestelle gebruik – (onhoorbaar). En daar is nog ouens wat bietjie apaties staan, maar ek het 'n manier, as dit 'n kind is wat na my toe ____ daar is nog dinge wat ____ die groter meerderheid is mense wat regtig positief is. Dis tog ter wille van die kinders en die nageslag. Die haat en die nyd – hierdie watte goed, die rasse-ding.

AS: Eintlik, ek sê dis nie rasse-ding nie, dit is 'n hele kultuurverskil.

P: Ja, die uitlatings

AS: Die uitlatings, dit is haat.

P: Ander mense opsweep, en dan is die mense baie onverantwoordelik met hulle uitlatings.

AS: As meneer vir my so in twee sinne kan opsom, hoe het u die ____ anti-boelie program ervaar?

P: As 'n reddingstronk, in die opsig dat dit vir ons rigting en leiding gegee het oor hoe ons na die dinge kyk en moet hanteer. Dat dinge gemeganiseer kan word.

AS: Dit het u gehelp om boeliery beter te kan hanteer, wil u dalk bietjie meer uitbrei rondom dit, nie net u hantering daarvan nie, dalk om verder te dink aan 'n boelie-beleid?

- P: Ja, ek het op so iets afgekom, _____, het ons afgelei wat ons voor die Beheerraad onderteken en dat ons dit ook met die ouers kan bespreek want ons wil in die nuwejaar meer met ouers _____ kan praat, oor daardie waardes en norms, kan omvergooi die negatiewe gedrag. Dit is een van die ontwikkelingsessies wat ons wil – ons moet hom gereeld op die agenda van die beheerraadsvergaderings plaas en met die _____ want hier kom mos nuwe mense volgende jaar in. _____ die kultuur van _____ word nie ge_____
- AS: Het u gebruik gemaak van aangewysde aksieplan agter in die _____ werkstuk, is daar mos 'n aksieplan hoe om op te tree? As daar nou 'n kind is, hoe om daardie boelie-voorvalle te hanteer, as 'n riglyn
- P: Ek het dit nie – ek het een van Australie se Education Department afgelaai, waar dit presies sê hoe om te werk te gaan. Ons het net die een probleem is dat baie kere, jy werk met die kind, is mos baie kere is dit gewelddadig, dat ons die kinders by _____ probeer inbring, gesels, _____ en die SAPD, want as jy voortgaan met hierdie ding gaan jy vorentoe _____. Die een probleem wat ons het is dat van die kinders hardloop in die middag weg. Dit is waarom ons nou deesdae vra as die LO-periode is, dat ons daardie mense inbring om met die kinders te kan werk. Ons moet ook vir hulle betrek by die dinge want hulle sê, dit is nogal 'n turskvy daardie, _____
- AS: Sê my meneer, ek wil weet, daardie “screening identification assessment”, hy het ook mos iets wat jy invul van die leerder met gedragsprobleme en _____ is mos basies waar boelie ook dan inval – het julle al vantevore daardie ook gebruik om dit dan deel te maak van die prosedure van boelie, om dit van daar af – wat die onderwyseres vul dit mos in, net soos leerder-ondersteuning, jy vul dit in en gedragsprobleme met die sosiale _____ is ook mos dit, en jy vul dit mos vir die slagoffer in.
- P: Daar is kinders, daar is gevalle waar kinders met _____ gedrag verwys is deur die opsiener _____ fonds(?) maar die meeste gevalle is die _____ wat hierso staan, dwelmmisbruik, en gesondheidsgevalle, maar die een spesifiek op boelie het ek nog nie op een van ons vergaderings gesien, waar die kind geboelie _____
- AS: _____ dink, want dit is tog 'n gedrag wat kan vererger en die ander ding is dit het 'n teen-effek op jou slagoffer ook want sy gedrag verander ook, al is dit nie aggressief of gewelddadig nie, maar sy gedrag raak stil, depressief, eensaam, daardie tipe van ding so dis ook basies 'n gedragsmanifikasie waaraan mens aandag moet gee, so daardie _____ is ook daar vir hulp om dit dan deel te maak van jou beleid, maar daardie wat reeds daar is, in die sisteem, dat mens dit dan kan gebruik as wat 'n mens 'n klomp nuwe dinge, want daardie is nog steeds in gebruik, die Sias(?), is redelik _____
- P: _____ in die nuwejaar doen.
- AS: Ja, want boelie kan dan ook eintlik verwys word daarna, want dit is iets wat kan handuitruk -
- P: _____ beleid, ons moet dit finaliseer, die optrede, watter _____ gaan ons toepas. Maar ons so ver as moontlik weg moet beweeg van die punitief in plaas van dissipline.

- AS: Ek dink die NNSF het ook 'n redelike ____, wat om te doen met sekere scenarios, en dit is die “school violence”, “school framework” en hy het ook vir my al daai, as dit gebeur dan doen ons dit, so hy het ook oulike verwysings. Mnr is nou meer die een wat gesprekke het of die slagoffer of die boelie. Sou meneer sê daardie gesprek wat u dan met hulle het, help dit enigsins? Net vir 'n wyle? Kom hul weer terug? Is dit verby?
- P: Vir sekere kinders hoor jy nie meer van boelie-gedrag nie. Maar dan is daar die ander wat nog aangaan daarmee, is omdat ons baie kere nie die ouers se ondersteuning kry nie, want as jy met daardie kinders sit en gesels, wat gereeld boelie, en jy vra hulle wat in die huis aangaan, dan sê die kind my ma of my pa, hulle baklei met mekaar elke dag, my pa of ma geslaan, nou wat maak jy, hy sê ek is in die middel, hul praat of ek trek na my ouma-hulle toe dan gaan bly ek daar. Maar dan sê ek hom, ek moet nou dieselfde doen ____ se kant toe gaan, mekaar mee praat, wanneer die goed gebeur, as hulle nou dronk is of sukkel met finansiële probleme of as die pa miskien 'n skelmpie het, en 'n konfrontasie voor die kinders ____ maar daar is van hulle wat ek nou lanklaas gesien het. Daar is enkele nuwe gevalle en van die ou gevalle ...
- AS: Hy is nog aan - geen name sal genoem word nie.
- P: Gaan jy nou daarvan hou as ek nou die goed sê wat ek vir jou gesê het? ___ of dat sy terug aan jou doen, gaan ... dis lelik, laat ek jou sê dis aanranding. En dis betasting as jy aan 'n meisiekind vat ne? want hulle hou nie daarvan nie – ek gaan vir jou die polisie bel, en dan bars hulle in trane uit.
- AS: Dit is eintlik want selfs met kuber-boelies, van 10-jarige ouderdom af kan daar 'n klag gemaak word teen 'n kind en mens kan betrokke raak.
- P: ____ die Kinderwet, nou onlangs, in Amerika werk dit al
- AS: Maar dit is in Suid Afrika ook al, daar is kinders wat al aangekla is.
- P: En die ouers word ook betrek
- AS: Ja, van 10-jarige ouderdom – so ek het dit vir hulle ook genoem, want hulle is 10. Ja, want in Suid-Afrika, die Kinderwet beskerm jou, so dit is waar die polisie nou basies inkom, so meneer is nie ver verkeerd nie. U het nou gesê u het nou 'n aksieplan en ook om die onderwysers en ouers meer betrokke wil kry, wil u dalk meer uitbrei daaroor?
- P: Kyk vir volgende jaar, die tyd wat ons baie keer met ouers het is moeilik, maar met die – ek is van plan om hierdie kinders wat almal vir hulle aan boelie-gedrag skuldig maak, om daardie ouers te kry – te kan begin werk mee – dat mens agterna hierdie ouers ampers kan as “ambassadors” kan gebruik in die samelewing. As hul hierdie goed sien dit kan aanspreek, na ons verwys, of net die skool in kennis stel – want van volgende jaar af gaan ek met die ouers begin werk - ons kan nie so sit, en die meeste kere, gaan hulle volgende jaar in die eerste kwartaal gaan ons daardie ouers intrek, so ____ sessies met hul he, en probeer om meer materiaal in die hande te kry, veral Afrikaanse materiaal wat ons vir die ouers kan gee somer in die nuusbrief kan insit, want hul gee dit nie vir mamma of papa nie,

AS: Kan ek 'n voorstel maak? Meneer kan gaan kyk na dit, 'n baie oulike program wat jy met jou ouers kan doen wat absoluut die waardes ook aanspreek, dissipline by die huis, dis maar basies jou basiese goedjies van ouerskap. "Immergroen Ouerskap" het kursusse wat hulle aanbied, dit is NGO, so ek nie 100% seker nie maar die ouer kry 'n werkboek met nota's en alles in Afrikaans, end it is ook vir die wat nie geletterd is nie, so jy bied dit baie eenvoudig aan, hulle noem dit "First Steps", so meneer kan www.evergreen.co.za, gaan kyk na dit, "parenting", ek sal vir meneer die link stuur. Hulle het 'n baie oulike program en ek voel dit is nogal 'n oulike program en dit is fasiliteerder wat hom aanbied. Ek is huidiglik nog net 'n fasiliteerder vir iets anders maar ek kan een raak as meneer belangstel om dit te doen, want ek dink dit is 'n lekker program om met die ouers te werk en alles wat daarin is word aangespreek. Hulle doen baie oulik, waar jy na jouself gaan kyk, en soos in jou huishouding, hoekom is reels in jou huishouding belangrik, end it is al hierdie basiese goedjies van ouerskap wat mense net nie meer doen nie, en as jy daardie goedjies in plek het, en jy werk aan jou norme en waardes, en al daardie tipe dinge, it's like an eye-opener. Ek weet hulle die kursus aan – First Steps, bied hulle vir onderwysers aan, vir outjies wat in die creches werk, vir ouers, vir almal, so ek dink dit is 'n verskriklike oulike kursus end it is basies dieselfde wat ek doen met die Immergroen Ouerskap kursus, dis 'n volledige kursus, hy is net 'n aangepas om dit bietjie makliker te maak, en hy is aansienlik goedkoper want jy kan registreer as 'n NGO. So ja, hulle betaal nog steeds 'n bedrag maar ek dink dis minder as R50, en dan kan jy die hele jaar basies die kursus doen, soos meneer nou dit wil doen. Mens kan kyk

P: Dit sal goed wees, op die manier help ons ook onse ouers.

AS: Dit is die ding, dis maar die probleem. Eintlik wat ek wil doen, en daar is programme wat beskikbaar is, 'n mens is net nie bewus van al die programme nie. Ek weet, ek hou van Immergroen Ouerskap, ek het self die kursus vir my eie kinders gedoen, en toe het ek besluit dit is baie oulik en gedink om die gemeenskap te kry dat hulle dit doen is baie lekker. Ek meen XX is nou al 'n Immergroen skool. Al hulle onderwysers het dit nou al gedoen, die kursus, dit is langs die rolbalbane, ja hy is mos nou 'n privaatskool. Hy is al van Junie-maand af 'n privaatskool, so hulle is 'n Immergroen skool wat daardie waardes en norme, meeste van hul ouers het ook al die kursus gedoen. Mens kan nogal 'n verskil sien, as jou ouers en onderwysers uit dieselfde mond uit praat, dissipline en optrede – want ek dink deesdae, ons tree nie almal altyd reg op nie, nou met die nuwe wette van geen pakslae nie, weet ons nie altyd wat om te doen nie want dit was maklik om 'n kind net 'n klap te gee en sê man hou nou op met jou nonsens. So, ja daardie is 'n baie oulike kursus om te kyk na as meneer wil, ek het nog so paar om te kyk na, maar ja.

P: Ek sal graag, ek wil hê as ek hier klaar is, om iets met die gemeenskap te doen.

AS: Ja, want hy is lekker, want, om vanuit 'n skool kan mens lekker die gemeenskap inwerk, en as jy daardie sosiale verandering by jou ouers kan doen gaan jy daardie verskil in jou skool sien en dan dit werk net beter want 'n skool bestaan mos basies uit daardie 3 komponente, en ouers is ongelukkig 'n baie groot komponent in 'n skool.

- P: (onhoorbaar)
- AS: So as ek vir meneer daardie link stuur, ek dink meneer sal nogal hou daarvan, want dit is nogal waaroor die waardes gaan. Immergroen hanteer dit alles, dit is 'n Christelike-baseerde program, so baie van die goed haal ons uit die Bybel uit, so dit is wat ek ook van hou, want waar kom jou waardes en goed vandaan, dit kom tog van 'n geloof af.
- P: Ja, universele waardes, Christen-waardes, ek wil nie vir my los van die ____
- AS: Maar jou eie waardes, jou Moslem-waardes, jou eie gelowe, se waardes is almal min of meer dieselfde. SO, daar sal ek sê integreer dit nogal
- P: Die boek wat ons gekry het, hy sal ____ hy is uit 'n geestelike oogpunt ook geskryf. Ek sê baie keer vir die ouers hierso, 'n kind wat nie gedissiplineerd is nie, is gewoonlik die ma se skuld, ek sê bespreek dit met julle kind, oor die ma die primêre versorger is, die eerste opvoeder. Die pa's is nog al die jare in die agtergrond, die pa gebruik as 'n afskrikmiddel.
- AS: Is daar enigiets anders wat meneer vir my wil sê oor die program?
- P: Ek is net jammer dat dit – die idee gekom het – dat ek nie beskikbaar was nie, maar ons kan nog aangaan volgende jaar met hierdie program want hy werp regtigwaar vrugte af.
- AS: Ek dink die voorsitter van die Beheerraad was eendag – 2 van jou Beheerraad lede het eendag kom bysit, en kom kyk toe ek 'n lessie gegee het. Miskien kan ek met hulle ook gesels. Ek kan nie onthou nie, nog iemand
- P: ____ weet wat aangaan in die skool. Baie keer word gesê julle is my beheer en bestuur, julle moet ____ wat jul bevoeg is om te doen, die finansies van die skool, want baie keer wil hul mos oorkom, ons werk mos lekker saam – baie keer as ek nie beskikbaar is vir vergaderings, ____ die manne. Ons dink om kundige mense te ander vir die komitee, want ek sommer klaar vir die polisie gesê ek gaan vir julle ____ die dissiplinere komitee.
- AS: Ja, want hulle het daardie agtergrond kennis. Dit help nogal al.
- P: Ja want as ons saamwerk dan beland daar minder in die Hof in die toekoms. Maar as hulle vir ons wil vervolg omdat ons die kinders wil inbring en waardes – dan moet hulle maar ____
- AS: Ja, dit is baie waar, mens moet saamwerk.
- P: Ons het 'n verhouding gehad met die Landdros. As kinders ____ kom, met lyfstraf, dan gaan praat met ____ want alles het net so afgeplat, afgeplat. Een jaar daarna kry ek een klong wat 18 geword het, ek dat daai dag - by die Hof gaan sit, toe het hy voorgekom vir aanranding, toe sien ek dis daardie mannetjie, jy was mos verlede jaar by my op skool. Toe se ____ ons gee jou sommer 6 maande vir geweld teen vroue – en daar sit die mannetjie. En dit is nou 'n klad op sy naam.
- AS: Ja, dis hartseer. Nou meneer baie dankie – ek waardeer dit – my navorsing ...

EINDE VAN ONDERHOUD

E: Fifth interview with Life Skills teachers

- AS: Ek wil net by julle hoor, wat het julle gedink van die program, is dit iets wat kan werk, is dit iets wat suksesvol kan wees indien jy dit – ja die eerste jaar is mos maar altyd 'n moeilike jaar, jy moet jou voete vind, en dan verander jy weer 'n bietjie aan hom, maar is dit iets wat julle gevoel het, dit het julle meer bemagtig, julle weet darem nou bietjie meer, die kinders verstaan effe meer.
- X: Ek dink ons het eintlik beter verstaan, as die kinders, want as hulle uit daardie klas uit kom, ...
- XX: Ek sal sê dit is 'n goeie ding gewees en soos jy sê, dit as mos maar die eerste jaar – eerste jaar gaan dinge mos maar bietjie skuur en so, en krap hier en daar, maar ek dink as mens hierdie ding goed deurtrap en lekker beplanning doen en ons sit lekker saam en ons ruil idees uit, wat dink jy kan werk, bv. by die onderwerp, maar dan sê ____, nee maar dit kan werk, ek sê miskien wat nie kan werk nie, maar as ons 3 miskien meer op 'n gereelde basis kom dink ek sal die program baie beter, die kinders, okay fine ons weet dis die omstandighede waarin hulle lewe, maar ek dink hoe meer male hulle bewus gemaak kan word van dit, sal dit nogals vir hulle help. Maar soos juffrou sê dit het nogal vir ons baie gehelp, daar is baie wat ons geleer het wat ons nie geweet het nie, veral as mens moet kyk na die verskillende tipe boelies wat daar is. As ek 'n voorbeeld kan maak soos bv. die verskuilde een, ons het nie geweet dat dit ook 'n tipe boelie is nie? soos daai cyber boelie, ons het nie geweet dit is 'n tipe van 'n boelie en jy het nie benamings gehad soos nou nie, ek het nie geweet dit is die wat so afpers of wat ookal nie.
- AS: Ek weet ons het vroeër ook gesels waar jul gesê het mens moet dit dalk vir die ouers ook aanbied, 'n ouer-inligtingsessie oor die lesse hou, dat mens kan kyk daarna ook en dat dit dalk ook iets is wat mens kan navorsing doen en in die toekoms dink om dit te doen.
- X: Hoe om die ouers te betrek?
- AS: Ek weet meneer het ook gesê hy wil die ouers betrokke kry volgende jaar met sekere tipe van dinge, maar ja laat mens daardie opleiding vir hulle ook gee. Nie opleiding nie, maar soos
- X: Soos ...
- AS: Dieselfde sessie wat jy vir die kinders aanbied, bied jy vir hulle aan.
- X: Okay, moet ons dit sien as 'n tipe inligtingsessie, om ook net vir hulle bewus te maak van die verskillende boelies wat daar is, so indien so 'n geval gebeur, dan weet hulle onmiddellik, o ne dit is ook 'n vorm van boelie en dit is daardie tipe.
- AS: Okay, hoe het julle, soos jy nou sê, tyd was nogal 'n groot faktor, want die beplanning was 'n bietjie moeilik en om goed deur te werk en dis 'n klomp

inligting en jy moet dit in 'n kort tydjie aanbied, maar die aanbieding van die lesse, hoe het jul dit min of meer ervaar.

X: Kyk soos ek dit nou vorige keer genoem het, ons het mos maar 'n tipe probleem, veral as dit by hulpmiddels kom en so, so ons het mos vir jou genoem hoe ons van die lesse aangebied het met rolspel en so aan, maar nou het ons die kinders as hulpmiddels gebruik, waar ek miskien voel, soos ons daardie kaartjies gebruik het by van die lesse, dit is nou – maar ek dink as mens meer hulpmiddels gehad het en meer tegnologie, dan sou dit miskien – so sê maar miskien ons het nou elkeen ons eie klas 'n _____, begin met 'n idioom, dit is jou inleiding en dit dan deur hardloop met verskillende tipe materiale, waarin jy vir hulle van hierdie goed bewus maak en goed wat gebruik kan word as hulpmiddels, wat vir hulle meer deel gaan maak van die les, dat hulle nie voel hulle sit net daar en hul luister nie, want dit is wanneer hulle afskakel of verveeld raak, en dan luister hulle nie rereg nie – of hulle kan niks onthou na die tyd nie want hulle moes net daar sit. Hulle was nie rereg deel gemaak van die heel les nie, so ek dink hulpmiddels.

AS: En sê my gou, die visueel van die videos, dink julle dit het nogal 'n redelike impak gehad, het dit nogal baie ...

XX: _____ impak gehad.

X: Kyk, ek sal sê meer videos

AS: as 'n inleiding ...

X: Ja as 'n inleiding en soos – onthou van die videos was mos Engels, so van ons kinders sukkel met Engels, so ek sal voorstel dat 'n taalmedium wat ons kry, hulle huistaal, hulle moedertaal. Daai is my een voorstel en dan videos bv. waar dit fisies gebeur, want ek kon hoor na die tyd miskien van hulle sê ...hulle het mekaar – jy weet dis hoe die kinders mos praat – okay ons wil nie hê hulle moet, soos ons netnou gesê het, dit is deel van hulle omgewing en omstandighede waarin daardie kinders lewe, so hulle weet wat gebeur as, rereg as iemand my slaan, so miskien meer, se werklike gebeure, soos bv. soos in 'n fliek, soos 'n aksieflik, daardie tipe scene, daar is wapens betrokke want dit is wat hulle sien gebeur, soos een slaan die een met 'n stok of messteek of wat ookal, so ek dink die taalmedium veral daar, en dan wat e kook aan gedink het is, animasie, van dit ook, sulke tipe videos. Kinders, onmiddellik sodra hulle poppetjies sien, dit trek hulle aandag. So dit miskien afwissel met poppetjies meer in die werklikheid, of een van elk, waar jy sien die poppetjies maak so, en wat 'n ander ding wat ek wil bynoem, en dit sluit aan hierby, wat van 'n "puppet show".

AS: Ek wou nou net vir jou sê, ja

X: Onthou kinders geniet sulke goed – hulle hoor die stem, soos bv. ons drie besluit nou saam oor die beplanning, ons drie doen die les saam, ons vra ander ouens om vir ons in te staan vir toesig, en ons doen self die puppet show, hulle hoor ons stemme, want onthou hulle werk elke dag met ons, hulle sien ons elke dag, hulle ken ons stemme, en hulle gaan weet hoe klink ek as ek hartseer is, want onthou as ons teruggaan na die video toe, jy kan nie rereg gehoor het

wanneer iemand in 'n hartseer stemmetjie praat nie, want jy ken nie daai mens nie,

AS: ... jy ken nie die persoon nie

X: Dis hoekom ek sê mense rondom hulle, of even hulle maatjies betrek, en die maatjie praat so, onmiddellik kan hul hoor die maatjie is opgewonde of die maatjie is nou kwaad of happy – so daai kan ons miskien ook probeer. Maar is ook mos een van hulle.

AS: Ja, dit 'n bietjie meer eie maak aan wat hulle gewoon is. En okay, so ons het nou oor die ___ gesels – dan wil ek oor. Ons het nou basies gesels oor wat julle voorstel hoe om dit anderste te benader ne, en ook maar hoekom, want ons het hom nou deurgetrap. Wat sou julle sê tot watter mate het die situasie in julle klasse verander? Jy het netnou gesê daar het nie veel nie, want ek dink dit is maar nog 'n nuwigheid en ek dink as mens dit meer herhaal, dan sal dit beter inpas.

X: Ek dink die meisietjies het dit nogal geniet.

XX: ... verbetering ...

X: Maar by die seuns – miskien hier en daar kry jy seuntjie wat die ander ...oor die algemeen ...

XX: Soos ek netnou genoem het, dit wat hulle sien en dit is wat ons weet as grootmense werk dit so, dit wat kinders sien grootmense doen, neem hulle aan is reg. So met dit wat ons nou vir hulle gewys het en so en dit wat hulle ervaar het in hulle omgewing en omstandighede, voel hulle mos dit reg, want grootmense doen dit, so ek sal sê dis amper soos met die ding wat begin het met kinders wat die opvoeders _____ was dit amper soos die wat ons vir hulle gewys het, julle MOET nou so maak, julle moet mekaar seermaak, kyk as 'n wanpersepsie, hulle verstaan nie lekker wat die boodskap is wat ons probeer tuisbring nie, hulle neem nou aan – hulle nou gesien daar is sulke verskillendes, kom ons probeer, of toets dit uit, so met sekere klasse is dit so, dit het bietjie gehelp, met party kon mens sien soos mekaar probeer aanhelp het, nee man jy moenie 'n boelie wees nie of daai van die kla – is jy 'n klakous of is jy 'n "peeper", nee jy doen dit om met die ander maatjie wil help, so hier en daar kon jy die verskil sien.

AS: Hoe kan ek sê, ons het netnou gesê dit het julle gehelp om bullying beter te verstaan, het dit julle gehelp om voorvalle as ouers kom kla, of as kinders kom kla, het dit julle gehelp om dit beter te hanteer?

X: Ja, vir my het dit nogal. Nou het ek meer 'n "clear" beeld gehad van die verskillende tipes en nou in die lesse was ek geleer hoe om sekere, verskillende situasies te hanteer, so ek kon teruggaan na dit wat ek geleer het om dit te gebruik as 'n benadering hoe ons die situasie te hanteer, of probeer – in meeste van die gevalle liever kalm te bly en nie tot op daardie persoon se vlak te gaan nie, sulke goedjies.

AS: Het julle enigsins gebruik gemaak het van hoe hulle voorgestel het agter in die boek van as mens dit nou dit neerskryf, jy doen die ding, jy sien die ouers,

sekere prosedure hoe om met dit – het julle min of meer van dit gebruik gemaak? Of nie

X: Kyk, ons het mos nou maar die stelsel, elke skool het maar sy prosedure wat wangedrag betref en so, so dit is ook maar soos ons dit gedoen het, jy kry mos die waarskuwing, jy gee jou briefie aan die ouers, tweede, of jy doen dit eers mondelings en dan die briefie, Ons het meer gebruik gemaak van die procedure van die skool.

AS: Okay, en werk die skool volgens die National Safety Framework? Is dit daai, ag nee die SIAS dokument, die Screening and Identification, daai ene? Want hy het mos ook die wangedrag en dis waar bullying mos inval, so wanneer 'n kind – en selfs jou victim, as sy gedrag verander oor 'n tydperk en jy kom dit agter, dan vul jy dit daar ook in – gebruik julle daardie? of nie rereg nie.

X: Baie weinig.

AS: Ja, het julle redelik samewerking van ouers gekry of nie rereg nie.

X: O jinne onse ouerbetrokkenheid is baie swak by die skool, so en dis altyd daardie gedragsprobleem kinders wie se ouers moeilik was om in die hande te kry.

AS: En dis dalk hoekom die kind ook moeilik is,

X: Yes, want jy stuur heeltyd briewe en soos bv. ek en sy het nie vervoer nie, so ons kan nie huisbesoek doen nie, ons kan nie loop hiervanaf tot en wherever nie, so daar is onse probleem gewees, maar ek glo dat indien ons twee vervoer sou hê van ons eie sou ons daardie ekstra myl gestap het om maar die huisbesoek te gaan aflê om te kyk, maar hoekom, wat is die probleem. So ja ek dink dis maar

AS: Of daar wel 'n ouer is? Ja, dink julle dit het enigsins gehelp om 'n gesprek met die boelie of die slagoffer te gehad het, met hulle te gesels het, was hulle openlik, het hulle toegemaak? Wanneer jy met hulle gesels.

XX: Ek het mos die een - ek het met haar gepraat en ek kan sien daar – die Hoof het eendag uitgekom en toe vra hy, juffrou, is sy nog 'n probleem? En toe sê ek nee meneer, sy het heeltemal verander. Soos dit 'n impak op haar gemaak, so sy weet nou dat dit is nou, sy moet nie so wees nie, sy het heeltemal verander.

X: ... Graad 5?

XX: Maar ek dink miskeim moet mens met die Graad 5's, selfde kinders ...

AS: Kyk, ja, ek is gaan hoor by my supervisor, want ons gaan dit nou by die ander skool ook aanbied en dat mens dalk aangaan en dat mens nou kyk wat dit mens dit weer in Graad 4 doen, jy weet na Graad 5, dat ons hulle betrek, of dalk die hele skool, van Graad 4 tot Graad 7. Sodat ons as 'n span kan saamwerk, so ek sal hoor by haar ...

X: ... hulle begin daar – Graad4?

- AS: Dit is eintlik, daar is 'n program
- X: Dan is hulle in Graad 4 of ... - om dit nie te doen nie ...
- AS: Want ek het nou vir my supervisor gesê omdat my goed is oor 3 jaar, kan ek nou navorsing doen, kan ek insamel, ek het by die Etiese Raad toestemming vir 3 jaar, so ek kan met hierdie jaar se goed my goed klaarmaak, maar ons kan nog steeds aangaan, ons hoef nie te stop nie want ons kan dit weer later gebruik, so ek gaan in geval ... so hoe voel julle daarvoor, as julle dalk weer volgende jaar dit doen.
- X: Ek sal dit weer aanbied, ek wil nou net hê die Graad 5's moet aangaan, want dit help nie nou daai Graad 4's, en dan stop dit daar.
- XX: Dis hoekom ek netnou daar genoem het, as dit 'n deurlopende ding is, of hulle hoor dit healtyd, of hulle word healtyd daarvan bewus gemaak. Dit sal 'n groot verandering bring.
- AS: So sien julle kans om dit dan weer te doen, dan kan ek uitvind dat ...
- X: Ja, miskien uitvind soos juffrou nou gevra het, of ons miskien van die Graad 5's kan betrek, wat dan spesifiek al die graad 5 klasse vat en nou weer bietjie 'n lesse met hulle doen, en een in Graad 6.
- AS: Okay, en is daar enige iets van julle kant af wat julle nog vir my wil noem?
- X: Ja, ek dink maar net meer soos ek genoem het, hulpmiddels en hoe ons die beplanning doen, saam sit en ons beplan lekker saam en ons vat mekaar aan die hand man, ons moenie skaam wees of ongemaklik voel, as ek nie iets verstaan om te praat, en te sê ek weet nou nie hoe gaan, en ek moet nou nie wonder as ek nou dit sê, hoe gaan juffrou XX nou reageer of wat gaan juffrou X van my dink nie, daai spanwerk moet daar wees, en ons moet gemaklik en vry kan voel met mekaar om oor wat ookal te kan praat, want ons moet ontmoet wat die main doel hiervan is, om die kinders te help.
- AS: So as ons dan volgende jaar die program weer gaan deurvat, voel ek dan moet ons ten minste maandeliks bymekaar kom, lesse uitwerk, dinge doen, end it volledig dan deurwerk.
- X: Ja, dat dit nie vir ons voel soos 'n ekstra ding nie, dat ons dit deel maak van ons kurrikulum, so dit sou eintlik goed gewees het as ons nou klaar geweet het wat gaan, se bv. in die eerste kwartaal, waste lesse is daar, dat ons dit kon inwerk by die eerste kwartaal se goedjies. Dat dit nie voel soos 'n ekstra onderwerp in my ... wat ek moet inwerk nie
- AS: Van dit is uitgewerk vir 10 lesse basies, wat jy kan verdeel in 2. So dis 2 per maand, nê so die eerste kwartaal gaan jou eerste 3 lesse wees, so jy kan in die boek gaan kyk dan gaan jy basis kan sien, so jy kan Januarie, Februarie en Maart, die eerste 3 lesse doen. So wat ek vir julle kan gaan kyk is na die lesse en dit min of meer gaan uitwerk met hulpmiddels en goeters en vir julle deurstuur en dan kan ons dalk in Januarie bymekaar kom, kyk waar wil jul dit inpas.

- X: Ja kyk soos, ek en sy het altyd as ons dit lees, dan raak ons so half negatief want jy voel soos wat sy vorige keer Ons wil nie hê dit moet voel soos iets ekstra wat ons moet doen nie, en alhoewel ons weet ons wil die kinders help en ons moet hulle help, is dit half soos ek is so moeg, ek is nie nog lus vir dit ook nie, ek wil nie hê ons moet so in die ding ingaan nie, ons moet dit 'n positiewe ding maak want as ons mooi dink aan hoeveel kinder sons eintlik kan help, veral daardie, onthou jy het gesê daai persentasie van kinders wat niks sê nie, was die grootste, hoe ons veral vir hulle kan kry om te praat oor, wat ookal ons sit saam en ons dink aan maniere, dink jy nie miskien ons moet nog 'n persoon inkry, om met daai kind ... so alle maniere wat ons aan kan dink – dis hoekom ek sê ons moet lekker brainstorm hoe om die kinders te help, alhoewel daar omstandighede is waar hulle even vir hulle ouers kan sê, nee man daddy moenie dit doen nie of mamma, moenie dit doen nie. Moenie my ma slaan nie of moenie my pa slaan nie, wat ookal, maatjies dalk – kan sê nee luister hier, moenie sulke goed skryf nie, of miskien is dit nou gestuur nou lag almal daaroor en spot vir haar, maar nou sien, dat hulle meer bewus is en weet nee man, soos daai goed van die en wat uitgestaan het, dat hulle probeer om daardie een te wees wat sê huhu, ek wil nie deel wees van dit nie. Ek wil maar liever vir Pieter help of wat ookal.
- AS: So ek sal 'n bietjie kyk want dan gaan ek julle skakel as die skole begin, dan kan ons kyk dat ons saamsit, ek weet tyd is 'n baie groot faktor vir julle – tyd is min maar as julle weet, ons doen dit, ons weet min of meer wat van ons verwag word, gaan dit dalk makliker wees en omdat julle alreeds – julle het die eerste 3 lesse al basies gedoen, so as mens dit dan net weer vining kyk, hoe het ons dit gedoen en hoe kan ons dit vinniger – ek weet nie of julle gesien het nie, maar ek het basies die belangrikste goed gevat end it 'n les gemaak, want ek het die laaste 2 lesse in 1 gesit, wat eintlik 3 ure se les is, so mens kan hom vining maak en dan net stelselmatig 'n paar aktiwiteite daarna. So mens kan dit doen maar ek dink mens moet net – ja tyd
- X: Ja, soos ons het nog nie in nie – dit is ook 'n probleem, ons weet nie wanneer gaan ... die ... word aangesit maar dis nog nie
- XX: Mens kan even die “afterschool” programmes dit dalk ook een van die afterschool programmes maak, miskien die ... sentrum se mense vra en hulle betrek, vir hulle vra om ons te help miskien en te kyk hoe kan ons die kinders naskool vat, want onthou if you ... sodra 'n kind hoor hy moet pouse inkom is dit “detention”, so dis miskien dis een van die ... wat ons moet doen, want as jy 'n boelie is dna gaan hulle by anskool ook ...,
- AS: So, dan is dit jou rehabilitasie program basies, so jy moet inskakel by die program. Mens kan kyk daarna.
- X: Mens kan nogal kyk na so iets. ... want ek wil nie soos daai ding wat ons gepraat het van die bordjie aansit – ek is 'n boelie – dit ook as een van die strafmaatreëls gebruik, jy wil mos nie ...
- AS: Ek het nogal, die een was 'n skool, het 'n video gemaak, en dan is dit die impak wat dit het as almal vir die meisie iets sê, toe plak hulle die ..., soos ek hou nie van jou nie, al sulke negatiewe goeters, en almal wat dit op 'n dag aan haar

doen, en hoe swaar sy eintlik al is, volgeplak is, dit is 'n visuele beeld wat 'n kind sien van wat is my impak, want dit is nie net ek wat dit sê nie, almal sê dit, almal volg die boelie, en almal doen wat hy doen want hulle wil "in" wees. So daar is baie oulike goedjies op die webwerf wat oulike goeters doen, so mens moet maar net bietjie rondspeel maar soos jy sê tyd is 'n faktor, en ek weet julle het nie want julle het 'n geweldige kurrikulum

X: ... sien jy wat onse kurrikulum is vir die eerste kwartaal, kyk of jy miskien kyk of jy so iets in die hande kan kry, vir die Graad 4, of wat kan ons doen miskien by die skeppende kuns gedeelte, en so aan

AS: Ek gaan nie weet wat om uit te haal nie

X: En dan liggaamlike opvoeding

AS: Taal kan jy ook

X:

AS: Baie baie dankie dat julle bereid was om deel te vorm hiervan, ons is hard besig om hierdie program in te bring.

EINDE VAN ONDERHOUD

APPENDIX K: Excerpts from research journal

Questionnaire	
2 April	Preparation for administering the questionnaire started. I had a meeting with the Grade 4 teachers and the principal. I handed the questionnaire to them. We discussed how it must be administered, I read through the questionnaire with them. Category B: question 12, 13, 14 and 16 the learners must only circle one answer. Question 15 and the second part of question 16 could have more than one circled answer. According to the teachers this could be misunderstood especially the second part of question 16. After reviewing it, I realised that it might be misunderstood, something to remember when this questionnaire is used again! The teachers said they will read question for question with the learners and check that no misunderstanding appear. I thought this was very nice of them and in a way feel that they are motivated to work with this research study.
Consent	
2 April	I handed the consent forms out for the parents and the learners today at both schools. The teachers also signed their consent forms. The teachers did mention that they do hope that the consent forms come back, they will hand it out the beginning of the second term, since the children are not at school anymore. The last two weeks the numbers of absentees are high, especially after assessments. This concerned me, especially my research study. I do hope that most of the forms come back signed.
12 April	Receiving the consent forms and the completed pre-test form both schools, today. I am a bit disappointed since not all the consent forms came back.
Semi-structured Interviews	
10 April	I started to prepare my interviews. An e-mail was sent to the principal to make an appointment for the first interview and discuss the KiVa workshop scheduled for the 24 th of April. Communication need to be followed up with a phone call, since no replies on emails were received.
10 May	Today was the first interview with the principal. A few aspects made me wonder, especially the way a bully situation is handled by the principal. I can't help to wonder how this procedure solve the bully problem. For me it sounds more like bargaining with the bully and threatening him with the police. Then I do wonder if the child's name appeared in the book, and it happened again if the police are really contacted, and what then? The complaint that these situations are sent to the principal by the teachers was also a concern for me. I cannot help but wonder that this reflective a loss of authority over the children, by the teachers. Can the teacher handle such a

	situation, or do they not want to handle it due to the lack of knowledge and understanding of what to do?
20 June	<p>The first interview with the teachers was scheduled. It was very difficult to set a time convenient for them, since time was an issue. I am very excited to meet with them and discuss the programme. The understanding of what bullying involves and what it is all about by educators, are very limited. An area where intervention should be focused on. Especially if they want to respond to bullying, it must be identified as bullying. This made me wonder about what teachers know about bullying. Discipline was also something that was a concern to me after the interview. The fact that they only identified 2 ways of disciplining, corporal punishment and detention. This was a very interesting reality, teachers face today. They do not know how to discipline with compassion, the only source for them is corporal punishment and detention. This made me wonder, since corporal punishment is already banned from schools since 1996, 23 years later, and still no other alternative have been explored by teachers. Violence begets violence, social norms are influenced by this manner of disciplining. The principal said the teachers did not handle the situation; they send it to him. According to the teachers, they only talk to the learners and then send them to the principal if it happens again, where the learner will receive a warning letter. I do feel that with this procedure they are not working together as a team to solve the problem. Talking alone with the bully or even the victim is not going to solve the problem. Another concern was raised when the teacher talked about playground supervision. I can't help to feel that authority and responsibility adds to the problem of supervising, being permissive and not assertive.</p> <p>Reflection for me is very important, especially after lessons. As reflection supports the outcome of the lesson and the success. Time is an issue. Interfering with reflection time. I can't believe that no reflection was done. I can't help to feel that motivation is lacking. Or maybe they just feel that the intervention is an add on and not important.</p>
7 September	<p>Today's interview with the teacher was not what I expected. They could not find the time to fit the lessons in their curriculum. For me it felt like the end. I quickly had to adjust and find a way to make this work. The teachers asked me to give the lessons. I did not mind doing it but would have rather let them do it. Since they are the teachers. Today was only a discussion about lessons and finding time to present the lessons.</p>
2 December	<p>My last interview with the principal. Time to schedule interviews really was an issue. I am a bit disappointed with the intervention, as it felt like extra pressure for the school according to my observation. The principal did apologise about the fact that he never was available. Therefore, I do wonder</p>

	<p>if the anti-bullying programme positively influenced the school. Responsibility to tackle bullying, since it is a major problem at school, even though support was rendered through the intervention, I feel like this was not what they signed up for.</p>
3 December	<p>Today is the last interview with the teachers. Their feedback was more positive than I expected. They are very eager to do the intervention again, which was a positive for me. We discussed a few issues that need some attention. Society norms in their community is something that is working against the intervention. Parent involvement is not good. I do wonder why parent involvement is poor. Why do they not reply when letters are sent out, is it a lack of responsibility or a lack of interest or that they do not understand what is expected of them?</p> <p>Resources for lessons and time was an issue at the school. Talking about resources, as teacher X mentioned, visual pictures, video's, games, scenario's, etc. is something that also do take time to prepare. And since time is a major issue, I can't see how this could work? Maybe preparing the year before to get all the resources, planning and training in place before the intervention is started might be best for an effective change and influence. Or if the programme include all the resource and they only can choose what they want to use, could save time. Something to think about when the programme is developed for the South African school context.</p>
KiVa training	
24 April	<p>Today is the first KiVa training session. I am very excited. The organising was a bit difficult, since finding a time that suits the trainer and the school was a bit difficult. Only two hours was given for the training session. I was a bit worried about the process and the workshop. Especially the attendance and the general feeling about the programme. All 4 of the Grade4 teachers attended the workshop and the principal, this for me was motivating. The eagerness to learn was surprisingly good and unexpected. I just hope it stays like this.</p>
13 August	<p>The second workshop is today. It was even more difficult to arrange a date that suited everyone than the first workshop. I was a bit disappointed with the attendance. Only the 2 Life Skills teachers pitched for this session. The eagerness was not noticed this time. It was as if they were in a hurry to leave. No questions were asked, and they did not participate like the first session. This worried me, and I am struggling to get hold of the teachers, they just do not reply at all.</p>
KiVa programme	
8 September	<p>The teachers requested that I present the rest of the lessons, as time is running out. I am a bit frustrated but do believe that this could work. I need</p>

	<p>to combine lessons, only focus on the main elements and then consider that the group would be split into two, therefore two classes would be grouped together for one lesson. I am a bit worried about group work, and class discussion.</p>
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APPENDIX L: Letter confirming editing services

EDITING SERVICES

To whom it may concern

This letter serves to confirm that editing and proofreading was done for:

Annique Senekal

Bully prevention through an evidence-based programme in the South African context

Magister Educationis

in

Psychology of Education

Faculty of Education

at

The University of South Africa



Cilla Dowse
21.01.2020

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