STRATEGIES TO MANAGE BULLYING IN SEMI-PUBLIC SCHOOLS IN THE POTGIETERSRUS CIRCUIT, WATERBERG DISTRICT OF LIMPOPO PROVINCE.

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DECLARATION

I declare and confirm that the research study entitled *Strategies to manage bullying in semi-public schools in the Potgietersrus circuit, Waterberg district of Limpopo province was solely undertaken by me.* All sections of this documents that are used to describe arguments and literature have been referenced, I also declare that the information shared in this study is solely for making positive contribution and transformation in schools and the society at large.

Date: <u>16 April 2020</u>

Name : <u>Mashishi MF</u>

Signature_____

DEDICATION

This work is dedicated to my God, the Almighty, for blessing me with life, knowledge and the ability to study. I thank him for guidance and endless protection.

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ABSTRACT

Bullying is a major challenge that affects learners in schools world-wide. Negative effects of bullying on learners are physical and psychological including depression, anxiety and school declining performances. Every learner is entitled to a safe school environment without being a victim or a bystander of bullying. Therefore the main objective was to explore strategies that could be implemented to manage bullying in schools. A qualitative approach with a case study was used to provide an understanding of the phenomenon of bullying and how it could be managed. The grade three and six learners of two former model-c schools in Potgietersrus circuit in Limpopo Province were purposively selected as participants with the aim of representing learners in the junior and intermediate phase. Observation, interviews and document analysis were used as data collection methods. The data collected was developed through thematic content data. The results indicated that bullying is receiving increasing attention with appropriate responsiveness and effective management strategies. Additional measures that can help reduce the prevalence of bullying and impact were explored and included bullying intervention strategies, increased playground supervision, behaviour modification strategies, encouraging learners to report bullying incidents and the adoption of School Based Support Team to assist in combating bullying. It is recommended that the department of education, educators and learners can adopt the explored strategies as part of intervention process to combat bullying in the school environment and to ensure that schools are still seen as safe places for all learners.

LIST OF ACRONYMS

DoE= Department of Basic Education

HL= Home language

HOD= Head of Department

LM= Limpopo Province

NED= National Education Department

NGO = Non-Governmental Organisation

NYVPRC= National Youth Violence Prevention Resource Centre

OBPP= Olweus's Bullying Prevention Programs

RSA= Republic of South Africa

SA= South Africa

SACE= South African Council of Educators

SAOU= Suid Afrikaanse Onderwys Unie

SAS= South African Schools

SASA= South African School Act

SBST= School Based Support Team

SGB = School Governing Body

SMT= School Management Team

TREC= Turtloop Research Ethics Committee

UNICEF= United Nations International Children's Emergency Funds

USA= United States of America

WTVG = Wireless Travel Voice Getaway

1   Table of Contents

2 CHAPTER ONE: ORIENTATION OF THE STUDY

2.1 Introduction and background

Bullying in schools is a worldwide problem that has the potential to prevent learning from taking place in a free and safe environment. It is a significant challenge that affects learners psychologically and physically. Bullying may appear in the form of aggressive behaviour manifested through the intent to inflict pain on others. Its consequences are usually direct and may in some instances lead to suicide. For instance, Vitelli (2014) indicates that there are 7.2% of suicidal attempts from learners with bully victim history. Similarly, in 1983, three boys at different schools in Norway were reported to have committed suicide as a result of bullying (Allanson, 2016). Other incidents of bullying were also reported in countries such as Italy with 33% and Portugal with 35%. It is believed bullying could be caused by language difficulty, skin colour, race and religion (Lipsett, 2008). In short, studies indicate that bullying is found in most, if not all schools in the world with very serious consequences.

According to Oluede (2011), the pioneering work in Africa (Zimbabwe) is particularly instructive. Oluede revealed in his study that the rate of bullying at boarding schools was at 16 % weekly. In the first days of boarding, new learners are subjected to various forms of bullying such as name-calling, kicking, intimidation, confinement, giving away their properties or pocket money and even performing older learners' school tasks. Rudatsikira (2011) added that in Zambia, studies indicate a high level of victimisation and bullying among school attending learners from Grade 7 onwards. This is supported by Siziya (2012) who also highlights that the same country (Zambia) has an increasing risk for victims of bullying and currently the rate is at 67% for girls and 63% for boys. Another study conducted by Nosek (2001) in Malawi indicates the experiences of bullying whereby 65% of it was performed verbally particularly among girls. Mangope (2012) conducted research about bullying in Botswana involving two schools, a day school and a boarding facility. He found out that despite its minimal nature, bullying occurred anyway and students saw it as part of the school culture. In this

case, the findings of the study show that bullying is acceptable in Botswana schools because they see it as a rite of passage and a way of welcoming other learners to the school (Dinama, 2012).

A study conducted by Laas (2014) established that emotional bullying was more prevalent, with 55.3% of learners falling victim to such bullying, 38.4% being physically victimised, 16.9% being tormented via social media and 2.8% being victims of verbal bullying. This study also showed that 29.3% of bullying incidents take place at school after class and 32.2% of bullying incidents occur during class (Laas, 2014). In South Africa, bullying has been reported to be as high as 61% in a sample of high school learners in Tshwane (Neser, Ovens, van der Merwe, Morodi & Ladikos, 2003). A high rate of 52% was found to be among Grade 8 learners in Cape Town (Townshed, Fisher, Chikobvu, Lombard &King, 2008). This was followed by 41% in a national sample of high school learners (Reddy, 2003), 36.3% in Grade 8 and 11 learners in Durban (Liang, Fisher & Lombard, 2007). Port Elizabeth was reported with 24.3% in Grade 9 learners (Flisher, 2006). Mlisa, Ward, Fisher and Lombard (2008) reported 16.9% of bullying in rural high school students in the Eastern Cape and 11.8% in Mpumalanga rural schools. In the context of this study, there has not been any successful policy or legislative measures taken yet to eradicate bullying in schools (Van der Westhuisen & Maree, 2010). In addition, the Suid-Afrikaanse Onderwys Unie symposium of 2016 highlighted that South African schools are in the grip of violence.

Laas (2014) indicates that in South Africa countless children fall victim to bullying, harassment and abuse at schools. Makou and Bourdin (2017) indicate that close to 48% of South African pupils in "no fee schools" are the most bullied kids in the world. They further indicate that bullying is high in public schools than in independent schools. A study conducted by Sathekge (2004) found out that 68,9 % of learners were bullied, taunted or teased in South African rural schools. In Limpopo, there is a high rate of bullying (Jansen, 2012) which has been confirmed by Wakefield (2013) who indicated that 78% of learners in the province are concerned with how bullies carry dangerous weapons such as knives and guns to schools. The above studies also revealed that 52% of bullying is mostly done

through pushing and hitting. Fretwell (2011) states that bullying is a serious challenge that can dramatically affect the ability of students to progress academically and socially. Bullying and school violence contribute to absenteeism, bunking of classrooms and dropouts from primary schools and high schools.

The study by Sathekge (2004) focused on the psychological effects of bullying that contribute to aggressive behaviour among secondary school learners. Furthermore, it was conducted to determine the nature of bullying among learners and explored the extent to which bullying affected teaching and learning in schools. The current study will focus on strategies to manage bullying in semi-public primary schools in the Limpopo Province in the Waterberg District. According to Majava (2015), there is a high prevalence of bullying, mainly racial, in former Model C schools. He further states that black students' complaints about racist bullying are not taken seriously by non–black officials. When schools are compelled to acknowledge that there is a problem, school officials often talk about the problem in such a way that the racist dimension of the situation is overlooked. According to de Lara (2006), all children from pre-school to high school are affected by bullying every day, either as victims, bystanders or bullies.

Cowie and Jennifer (2007) indicate that bullying should not be overlooked and left to take its own course. In addition, bullying needs to be eradicated so that its painful and negative results may be prevented (Krige & Swart, 2000). In schools where bullying is not taken seriously, learners perform poorly and the rate of absenteeism becomes high. Furthermore, there is no harmony amongst the stakeholders regarding this challenge (Farrington, 2009).

In view of the above, the researcher developed interest in contributing to the development of strategies to manage bullying in schools in order to increase educators' awareness about bullying behaviour and how it can be managed. Intervention programmes such as anti-bullying strategies and whole school approach towards bullying have been identified but the awareness of bullying behaviour and what should be done about the problem has not been given full attention. This involves the fact that interventions implemented so far, seem not to

be responsive to the context in South African schools (Greef & Grobler, 2008). Greef and Grobler (2008) further indicated that a very high rate in bullying is taking place in Grade 4 through Grade 6.

This study emanated from the researcher's experience as a primary school educator after having observed a number of bullying incidents amongst learners. Learners lose focus in their learning, do not concentrate in class nor participate in school activities because of bullying. Some learners always look afraid and sick whereas some are always absent from school because they are troubled by bullies. Thus, bullying in schools is a serious challenge that leads to life-long consequences which are discussed in detail in Chapter 2.

2.2   Research problem

Bullying has been a critical issue in schools for decades since the 18th century even though it was not extensively explored. For this reason, it took many years for the term "bullying" to be identified (Koo, 2007). Bullying was clearly outlined by Dan Olweus in the mid-1970s through his own research methods. According to Olweus, a person is bullying when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty in defending himself or herself. In his study, Olweus came up with management strategies to address bullying, but it still exists in the schooling system. The same view is maintained by Anderson (2011) who stated that intervention programmes that were introduced in the past did not succeed in dealing with the problem of bullying in South African schools because the problem has continued unabated. To add on what Anderson (2011) mentioned, Mooney (2018) indicates that in South Africa, almost every week a desperate learner or parent calls for intervention to deal with physical and emotional trauma due to bullying and yet society and authorities' responses continue to be reactive and unsuccessful in addressing the challenge.

Bullying affects teaching and learning in South African schools as well as in the Potgietersrus Circuit. Policies on bullying are drawn and implemented in schools, but it seems that the implementation is not continuous and follow ups are not done.

Finley (2011) stated that in some of the schools, learners are left to face bullying on their own and this behaviour escalates rapidly into even more serious violence and abuse. According to Halelai and Matsolo (2011); Motswela (2005) and Mangope (2012), some schools do not see bullying as a threat to learners and learners accept it as part of the school culture. For this reason, school management teams and school governing bodies do not see the need to plan and intervene promptly to deal with the problem. It is within this context that this study was conducted looking at the strategies that schools use to manage bullying in semi-public schools in the Potgietersrus Circuit, Waterberg District in the Limpopo Province.

1.3. Purpose of the study

The purpose of the study was to explore strategies to manage bullying in semi-public schools in the Potgietersrus Circuit, Limpopo Province. The purpose of the study was to achieve the following objectives

- To determine challenges of learners in semi-public schools in the Potgietersrus Circuit.
- To determine the frequency of bullying in semi-public schools environment wthin the Potgietersrus Circuit.
- To analyse the nature and extent of bullying in semi-public schools.
- To explore common areas where bullying occurs.
- To determine different ways in which bullying takes place amongst learners.

2.3   Research questions

2.3.1   Main research question

The study explores the phenomenon by responding to the main research questions. The question is: What strategies do schools use to manage bullying in semi-public schools in the Potgietersrus Circuit, Limpopo Province?

2.3.2 Sub-questions

The following sub-questions were asked:

- What challenges do learners encounter in semi-public schools in the Potgietersrus Circuit?
- How frequent is bullying experienced in semi-public schools' environment within the Potgietersrus Circuit?
- What is the nature and to what extent is bullying taking place in semi-public schools in the Potgietersrus Circuit?
- What are the common areas where bullying occurs?
- In what ways does bullying take place amongst learners?
- How do schools manage bullying?

2.4 Definitions of concepts

The concepts used in the main research question are explained below with the purpose of giving the appropriate meaning in the context of the study.

2.4.1 Learners

Learners are a group of pupils who attend school with the purpose of learning. According to the admission policy of the Department of Education in South Africa, a learner is a child who is five years and turning six by 30 June in the year of admission. Learners are scholars or pupils (Prozesky, 2000). In the study, learners are used as participants with the aim of collecting data from them.

2.4.2 Semi-public school

According to Covarr (2018), a semi public school refers to a semi-private structure in the governance of whites-only government schools in South Africa, introduced in the 1980s and early 1990s by the apartheid government. The term is still commonly used to describe former whites-only government schools. In the study, the two semi-public schools served as research sites where the researcher met with participants to collect data.

2.4.3 School

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students or pupils under the direction of educators. The word school is derived from the Greek language "skhole' meaning a place of discussion. As indicated already, the school served as a research site.

2.4.4 Bullying

The word bullying comes from the verb "bully" which means seek to harm or intimidate. Bullying is defined as repeated behaviour which is intended to hurt someone either emotionally or physically and is often aimed at certain people because of their race, religion, gender or sexual orientation or any aspect such as appearance or disability (Olweus, 1993). Bullying, in the study, is the central phenomena which serves as the focus of the study.

2.4.5 Implement and manage

The word "implement" means to start using a plan or system. Implementation is the realisation of an application or execution of a plan, idea, model, design or a specification. The word "manage" means to be in charge or to succeed in doing or dealing with something especially something difficult. The two verbs are used with the aim of indicating what needs to be done in the study. The study aim was to explore what the researcher wanted to "implement" in order to "manage" it.

2.4.6 Strategies

Strategies are plans or methods chosen to bring about a desired future such as achievements of a goal or solutions to a problem. The word "strategies" was used in the study to bring about the plans to manage bullying in schools. The study aimed to explore strategies to manage bullying in semi-public schools.

2.5 Research design and methodology

Reda and Asmaa (2018) define research design as a plan to answer the research question whereas a research methodology is a strategy used to implement that plan. Research design and methods are different but closely related because a

good research design ensures that the data obtained becomes helpful in answering the research question more effectively. This section briefly explains the research design and methodology employed in the study. Further discussion on the design and methodology is found in Chapter 3.

2.5.1 Research approach

There are three main research approaches which are qualitative, quantitative and mixed methods. Taking into consideration the nature of the research problem, the qualitative approach was adopted for the study. The researcher was concerned with understanding the processes, social and cultural context which underlie various behavioural patterns of learners useful to explore strategies to manage bullying. The approach allowed interaction with the participants and explained issues from the insider's perspective. Therefore, the researcher and participants interacted and explored issues from the insider's perspective. Sutton (2015) highlights that human behaviour is best learned by using the qualitative approach. Furthermore, using the qualitative approach enabled the researcher to collect rich descriptive data about bullying where multiple views were solicited from individual experiences of the participants. Through this approach, strategies that schools use to manage bullying among learners in semi-public schools in Potgietersrus were explored and served as an intervention to address bullying among learners.

2.5.2 Research design

According to Creswell (2014), research design is plan of action that gives direction to conduct research systematically and efficiently. Thomas (2010) explains research design as a logic or master plan of research that throws the light on how the study is to be conducted. It shows how all of the major parts work together in an attempt to address the research question. Although there are different research designs that could be used in research, the current study adopted a case study design which helped to explore how participants relate and interact with each other in specific settings as well as how they make meaning about the phenomenon under study. Furthermore, the design helped me to develop a rich comprehension of strategies that can be implemented to manage bullying in schools. When conducting the study, the researcher was concerned with explaining the issues to

be explored with the view of developing bullying management strategies that are responsive to semi-public schools. The researcher's role was to interact with participants, understand their life experiences, in order to address how bullying can be managed in semi-public schools.

2.5.3 Population

Banerjee (2010) defines population as a group of a complete set of people with a specialised set of characteristics. For researchers to obtain data for their studies, they have to determine from whom to collect data. This is a target group that researchers aim to use in order to address the research question. According to Sants (2016), researcher can choose to collect data from the population or from a sample. A population is a whole group whereas a sample is a group of people selected from the population. A population and a sample allow the researcher to collect data about a particular topic. The population of the study was 489 grade three and grade six learners and educators of both grades from the two selected schools in the Potgietersrus Circuit. The target population for this research included learners, educators and Heads of Departments of the two schools who were identified in the Potgietersrus Circuit.

2.5.4 Sampling

Sampling is the act, process or technique of selecting a suitable sample or a representative part of a population for the purpose of determining parameters or characteristics of the population. A purposive sampling strategy was used to select grade three and six learners, educators and Heads of Department from the sample schools in the Potgietersrus Circuit. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Clark, 2011). The participants were selected due to their experiences and background about bullying as they were able to respond to the research questions. This is in line with Bandura's social learning theory which indicates that much of

life is rooted in the social experience and that people can learn through observation.

2.5.5 Sample

Mujere (2017) defines a sample as a group of subjects from the population to which the research findings are to apply. For some studies, the population may be a small group to warrant the inclusion of all of them in the study. A sample in this study is, therefore, a small group of participants from two semi-public schools in the Potgietersrus Circuit. The individuals who were selected from the population where two educators from Grade 3 and 6 classrooms, with four learners, and two Heads of Department from each school. In total, the sample size comprised ten (10) participants.

The first category to be selected was composed of educators preferably two from each school with experience of teaching life skills (Grade 3 educator) and life orientation (Grade 6 educator). The reason for selecting them was that they were expected to understand human behaviour as guided by the learning areas which they offer. The second category was composed of learners from Grades three and six with the experience of bullying and victimisation. In this case, learners' profiles and behaviour record books were considered. That is, learners whose bullying behaviour was recorded frequently were selected as bullies and those who were bullied time and again were also selected as victims.

2.5.6 Data collection

Creswell (2009) describes a data collection instrument as a research tool which is used to compute, examine or report data. Since this is a qualitative research, data were collected by means of three methods which were interviews, observation and document analysis. The researcher developed an observation protocol that she used to record all the behaviour and actions of participants. She also developed an interview schedule with questions and also used it to record responses from the participants. Lastly, the researcher analysed the following documents to support and strengthen the research:

- Learner's reports, – to reflect on learners' performance and establish academic progression.

- Classroom registers – this indicated the school attendance rate of all learners and focus was on the absenteeism of victims in Grade three and six.

- Period registers –the focus was on bullies' period attendance and to determine whether victims were at school all day.

- Incidents books – to read about the types of incidents which took place in the school premises.

- Inscription books – to understand the types of discipline applied in schools and consistency.

- Anti - bullying policies - to analyse available anti-bullying policies in schools and their implementation.

- Behaviour control books – most of the semi-public schools use behaviour control books in which learners' behaviour and actions are recorded. Such records were looked into to analyse the behavioural patterns of victims and bullies.

2.6   Data analysis

Data analysis looks at data from different angles with a view of identifying keys themes in the text that will help to understand and interpret raw data (Vosloo, 2014). According to Flick (2013), qualitative data analysis is the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it. Data analysis is the process of bringing order, structure and meaning to raw data. It involves organising, accounting for and explaining the data. The aim of data analysis is to compare several cases (individuals or groups) and based on what they have in common or the differences between them. The second aim is to identify the conditions on which such differences are based. In short, data analysis forms part of the research outcomes.

To make sense of the data that were generated, the researcher analysed the data through thematic analysis. Data were transcribed, captured and were read and re-read and then organised into categories which led to themes.

2.7   Significance of the study

The significance of the study is an attempt to explain to audiences why a researcher's work is worth conducting. Patrick (2015) indicates that study significance is about what the study will contribute and who will benefit from its findings. The current study is about strategies to manage bullying in schools. It has been stated that schools are supposed to be in learning environments free from violence but schools still experience bullying which is part of school violence. Bullying affects learning, educators, learners and the Department of Education as a whole.

The findings of the study on bullying management strategies will be beneficial to society considering that bullying is a serious challenge that emerges from the society. Parents, learners and educators will benefit from the study because the characteristics of bullying will be discussed extensively in the literature, thereby enabling them to identify potential behavioural problems among learners at an early stage. It is also hoped that the findings of the study will benefit different stakeholders as recommendations about the strategies to manage bullying will be stated in such a way that they will be implementable or practised in some schools and the entire community.

The study attempted to fill knowledge gaps that exist in the study of bullying as a critical impediment to effective learning and teaching in the schooling system in South Africa. The strategies that emerged from the findings of the study serve as building blocks and knowledge to inform existing practices. This is likely to inform policies in schools and influence the review of policies and implementation of new strategies that are compatible with the new trends of bullying in school settings. Future researchers will benefit from the findings of the study when they research about bullying in schools. Furthermore, the study will inform practices in the

formation of policies in schools. Through this, schools will revisit their bullying policies, amend and implement them to manage bullying. The study will outline new intervention strategies that school stakeholders can implement to address the needs of victims, bystanders and bullies.

2.8   Ethical considerations

2.8.1   Permission to conduct a research

The current study about bullying took place in the Potgietersrus Circuit where the participants involved Grade 3 and 6 learners together with their educators and HOD's. Permission to collect data was obtained from Turfloop Research Ethics Committee (TREC), University of Limpopo, Provincial Department of Education, and Department of Education in the Potgietersrus Circuit and from the School Governing Bodies of the two schools.

2.8.2   Participants' consent

Some of the participants were minors and therefore, the researcher asked for permission from participants' parents or guardians to involve them in the study. Informed consent forms were issued to parents in order to obtain permission to allow their children to participate in the study. In this regard, the researcher applied for permission through writing and parents were also requested to grant permission by completing the informed consent form (McMillan & Schumacher, 2010). The topic (strategies to manage bullying) was clearly stated so that they could understand what type of data would be collected from their children.

2.8.3 Voluntary participants

Participants were made aware that their participation is free and voluntary and that they could withdraw at any anytime they wanted to without penalties (Butler-Kisber, 2010). There was no contract signed. In addition, the topic was clearly stated for the participants to understand what the study was all about.

2.8.4 Anonymity

To ensure anonymity, participants' code names were used instead of their real names. The researcher named participants as follows: Learners were marked as L071, L072 L064, L061, educators as E083, E082, E084, E081, and Heads of Department as H64 and H65. This also applied to the names of the participating schools which were identified by codes such as School L and LL. Thus, real names in the written data were not used.

2.8.5 Protection from harm

According to Roets (2017), it is the responsibility of the researcher to ensure that participants are protected from any form of harm. The participants were not exposed to any form of harm either physically or psychologically. This means that questions or data that may have affected learners psychologically were avoided. Activities that could also injure participants were also excluded from the study.

2.8.6 Privacy and confidentiality

Data collected during the study were kept in a private and confidential place and were not discussed with any person external to the study process. All data recorded during the study were kept safely and were used for academic purposes only.

2.9   Outline of the study

This study aimed to respond to the questions that emanated from the research problem and contains the following chapters.

Chapter 1 presents the background to the study, research problem, purpose of the study, definitions of concepts, research design and methodology, data collection, data analysis, quality criteria of the study, significance of the study and ethical considerations.

Chapter 2 explores literature review and the theoretical framework of the study on bullying.

Chapter 3 outlines the research design and methodology, which includes methodology, sampling, population, ethical issues, sample, data collection methods and procedures.

Chapter 4 presents data analysis and interpretation.

Chapter 5 presents the summary of findings and recommendations, contributions of the study, limitations of the study and recommendations for further research.

2.10 Conclusion

The current chapter presented the background to the study in which the researcher looked at the prevalence of bullying in South African schools and other countries. The problem statement, research questions and purpose of the study were outlined to give an overview of the study. The research design and methodology that were employed assisted in providing understanding of the research topic. Observation, interview and document analysis formed part of the data collection process. Thematic analysis was selected to give structure and meaning to the study outcomes (Tiwari, 2013).

3 CHAPTER TWO: LITERATURE REVIEW

3.1 Introduction

Chapter 1 focused on the introduction of the study. It outlined the background to the study as well as the research problem. This chapter focuses on the literature reviewed. It is arranged as themes outlined as follows: definition of the concept bullying, the extent of bullying, areas where bullying occurs, when do children start bullying, types of bullying, bullying methods used by different genders, who are likely to be bullied, causes of bullying, myths about bullying, consequences of bullying, strategies to manage bullying and theoretical framework. Secondly, Taylor & Procter (2008) outline that literature review assists in providing understanding of the existing research problem in order to locate or situate the current study. Therefore the purpose of the literature review is to understand, analyse and identify gaps in the existing literature.

3.2 Defining the concept bullying from various conceptual constructions

There is hardly any research on bullying that could begin without reference to Dan Olweus' literature. Olweus (1993) defines bullying as the experience of a student being repeatedly exposed to negative actions by one or more students over a period of time. He points out that harsh teasing, constant criticism, insults, gossips and unreasonable demands are tactics employed in bullying and can involve a single serious act of aggression which is deliberate. Zeelie (2004) agrees with Olweus as he also indicates that bullying is a deliberate conscious desire to hurt, threaten and frighten someone. Similarly, Aluede and Fajoju (2009) also define bullying as an intentional, repeated hurtful act, words or behaviour such as calling names, threatening committed by a child or children. Bullying should not be confused with assault and harassment (Aluede, 2006) and should also not be confused with fighting between learners of equal strength, (Reid, 2004). The above researchers agree that bullying is a form of aggressiveness with four characteristics mainly: hurting, intentional, act being repeated overtime and power imbalance.

According to the state of Delaware bullying questionnaire (2007), bullying means that one person, or group of persons, target another person with repeated direct or indirect negative actions over a period of time, which are harmful to the target either emotionally or physically. However, De Wet (2005) defines bullying as a systematic, psychological, physical or sexual act of violence by a pupil or group of learners with respect to one or more classmates who cannot defend themselves.

In Western countries, courts have their own definition of what bullying is (Menesini, 2012). In Scotland, bullying is described as a pernicious phenomenon, which involves criminal assaults by bullies to victims whereas the Irish High court on the case of Mulvey versus Mcdonagh (2004) adopted guidelines that describe bullying as "repeated aggression, verbal, psychological or physical conducted by a person or group against others" (Mackinnon, 2007). Lastly, in the Tonganoxie high school case, bullying is described as a pervasive and severe harassment.

For the purpose of this study, bullying is when an individual or a group of children hurt other learners physically, psychologically and verbally repeatedly and over a period of time where the victim has less power and with the aim of hurting the victim. It can be direct or indirect as Turkmen (2013) has mentioned, that it is intentional but not every aggressive and harmful. However, the researcher believes that bullying also entails when an individual continuously assaults and harass the same person repeatedly. However, bullying can be clearly defined in two words which are "repeat and aggressive". The extent of bullying is discussed underneath to present South Africa's experiences of bullying.

3.3   The extent of bullying

In the South African context, Greeff and Grobler (2008) state that while "literature on bullying has grown significantly over the last decade, limited research has been published in this area from a South African perspective". South African research on bullying has primarily concentrated on the type and extent of bullying in schools (De Wet, 2006). In a study conducted in the 1990s in South Africa on 1 073 Grade 1 and 2 learners, 38% of learners reported that they had been bullied (Richter, 2000). In addition, De Wet (2007) states that a study conducted in Gauteng in

2007 revealed that 60.9% of 207 respondents had been bullied in the year 2002. In between the two studies, there is a period of 12 years and bullying was still found to be continuing with increasing percentages.

In the Free State, a survey conducted by the Department of Education in 2002 indicated that 49.3% of secondary learners had been bullied. Another study conducted by De Wet (2005) among secondary learners in the Free State revealed that 54.3% of the participants had been bullied during their school career. Yet another study conducted by Greeff and Grobler (2008) on 360 learners in the Intermediate Phase in the Free State revealed that 56.4% had been bullied. These statistics show that bullying in South African schools is rife. In Limpopo province, studies in the Vhembe (Lidzhengu, 2012) and Capricorn District (Chabalala, 2002) also indicated that there is bullying in schools. Bullying takes place in all the schools even though there are interventions to address it.

3.4 Where does bullying occur?

According to the 2017 report by Gopolang Makou, the Minister of Basic Education, Angie Motshekga announced that bullying occurs in all areas in the schoolyards, be it hallways, bathrooms, on school buses and waiting areas for buses, and classes during group work (Butler-Wheelhouse, D. (2018). Craig, Peppler and Atlas (2002) highlight that bullying is more likely to occur in areas where there are many children and adult supervision is sparse or difficult.

3.4.1 Classroom

Tustin (2013) mentioned that bullying has made its way into classrooms regardless of the age of students found in the particular class. To support what is mentioned above, Menisisi (2017) highlights that bullying takes place in the classrooms even though it depends on the educator's characteristics, class size and peer group dynamic. Sonet (2015) posits that bullying can occur in the presence of the educator in a more subtle form which is via gestures or even note passing. Currently, educators receive such notes by mistake and find that learners insult or

threaten each other. This is mostly practiced by girls and some does it repeatedly and it is regarded as bullying.

3.4.2 Unsupervised areas

Based on the idea of Beaudoin (2015), bullying occurs in areas of the school where adults or educators are not in sight. Beaudoin (2015) further states that the school playground is the common setting for bullying followed by the classroom, hallways, dining halls, playgrounds and toilets. According to Smith (2004), Cheshire Schools also stated that the playground is the place where most learners did not feel safe. When there is sport activity that is taking place at the school, and the playground is not supervised, bullies use the opportunity to victimise others. Greef (2004) found out that in Bloemfontein, bullying occurred mostly in the playgrounds. In short, bullies attack victims in the absence of adult supervision. In the same study, bullying was rife as early as Grade 1. Wallace (2019) reported that when learners were asked about safety at school, 31 percent of Grade 1 to 3 respondents said that they did not feel safe on the playground. The same responses were given by 13 percent of the participants who identified the playgrounds as a danger zone.

3.4.3 Bullying along the road to and from the school

In the study conducted by Evans (2014) where the focus was on exploring the school bus as an environment for bullying, seven participants (who were drivers) confirmed bullying to be taking place in the bus especially in the afternoon ride to home. To support this, the incident of Pattonville district also serve as a good example, where two older boys made a remark of a young boy's hat saying it resembled a Klu Klu Klan cap also tapping him on his chin and forehead multiple times (County, 2017). This is a clear indication that bullies use every opportunity that one may not think of. Again, bullying on the bus was sighted by WTVG news in USA and Canada in 2018 whereby an Ohio father made his daughter walk 5 miles to school for three days as punishment for bullying on the bus. According to literature, students at both primary and secondary school levels also report that they were bullied walking to or from school. Bullying occurs as learners walk to or

from home and this is beyond the jurisdiction of the educators (Scornavacco, 2011).

3.4.4 Bathrooms

The National Education Department and UNICEF undertook a study in 65 South African schools in 2008 (Chuenyane, 2008). The Centre for Justice and Crime Prevention that visited the schools found out that, the toilets were identified as the most dangerous places at schools in all the provinces, except for North West and Northern Cape. Learners indicated that groups of boys gather in toilets where they threaten and intimidate girls. The study revealed that, in the Western Cape, many girls have also joined these gangs. As such, female toilets have also become unsafe. Sometimes the fights that start in toilets continue after school if a learner refused to give the gang what they want (Chuenyane, 2008). In the same way, girls have a tendency of writing negative comments about other victims on small papers and throwing them around in the classroom, paste them on the walls and doors in the bathrooms. This is done with the purpose of hurting feelings and exposing targeted girls. As girls use this style, boys also have their own way of bullying.

In the same way as girls, boys prefer to use the toilet as a place where they victimise others because teachers and learners at school do not use the same toilet. This becomes a success because, there is no supervision by teachers or other school workers. Therefore, it becomes easy for bullies to intimidate others in the toilets and get away with it. The other reason for bullying to occur in the toilets is that, learners do not report to teachers or parents when they have been bullied. Furthermore, boys like to bully in open places like playgrounds in order to gain confidence and show power.

3.4.5 Between classes

According to the SONETT-BULL project (2014), corridors, locker areas, changing rooms, showers and dormitories in boarding schools are also places where learners experience bullying if they are not well supervised. This is also supported

by Schargel (2014) who indicated that bullying occurs in such areas because they are not monitored.

3.4.6   Homes

Sonet (2015) states that home has always been considered a safe haven, however in the recent years the growth of and incursion of cyber-bullying has invaded that safe space. Bullying behaviour can often begin within the home, with children learning that behaviour from parents or siblings, or indeed suffering bullying at the hands of a family member themselves. Contrary to what is stated above, Tune (2012) mentioned that children are bullied before they could even go to school by their family members. He indicated that words such as "shut up before I hurt you, sit down before I slap you", are in the form of verbal threats that develop as bullying behaviour in children. I agree with the statements and further indicate that bullying is a household product which cannot be left out when a child from such family starts with schooling. Taken together, all the above views indicate that bullying occurs everywhere where individuals and groups are found.

3.5   When do children start bullying?

Hamlin (2011) indicated that babies aged 9-14 months were found to take pleasure in the bullying of individuals they saw as different from themselves. In the same study, cognition has shown that infants learn social stratification as early as nine months, which open up a new frontier on the cause of bullying. Related to the above study, Masters (2014) explains that bullying starts at home. Bullying is a problem across ages which take place within the context of and existing social relationships. It is most prevalent in the elementary stage, peak of middle primary school years and first year of high schools or during adolescence stage (Rourke, 2008). It occurs among individuals and groups. In the elementary stage, it is more physical and easily observed whereas in middle primary and first year of high school it can be covert. Dan Olweus (2002) highlights that when a kid in the infant stage shouts "Mine!" while grabbing a toy, this is a typical behaviour of young children that is not usually considered bullying. However, if parents and educators

allow the said behaviour to occur repeatedly and intentionally toward a targeted child without intervention, it can lead to verbal and physical forms of bullying.

Researchers from the University of Calgary also surveyed Grade 1 to 6 learners in order to determine when bullying occurs and the results proved that more than half of those surveyed reported being physically and verbally bullied. In the study, 69 percent of pupils in Grade 1 to 3 pointed to older children whereas 2 percent said younger children picked on them (Walton, 2003). Taken together, these findings suggest a growing problem of bullying across ages. Limber (2013) cites Olweus 's OBPP that bullying decreases with increasing age and level but Charleston (2017) argues that bullying remains constant as guided by the number of reported incidents. Firstly, I believe that bullying differs with age. For instance, physical bullying like hitting and kicking is commonly seen in the infant stage whereas verbal bullying is seen between age eight and ten. However, as they grow, they change to racial bullying and relational bullying and due to technology most people embark on cyber bullying. Different types of bullying will be looked into in the subsection.

3.6 Types of bullying

Aluede and Bradly (2014) distinguish physical, psychological, social, racial, and cyber bullying. Bullying in primary schools occurs in various forms. It can be direct or indirect. Direct bullying involves kicking, shoving, pushing, hitting and even tripping up whereas indirect bullying involves non-verbal, social isolation or exclusion from the social group. Indirect bullying is mostly seen among girls.

3.6.1 Physical bullying

According to Wang, Iannott, Luke & Nansel (2010), physical bullying is the most direct form of bullying which involves hitting, tripping up, punching, damaging property or taking victims' belongings away and clapping. Silva (2013) agrees with Wang (2007) and adds that it affects both boys and girls and it is easy to observe. Laas (2014) notes that apart from what Wang (2007) mentioned, physical bullying infringes the learners' right to privacy and may even lead to the victim's death.

Lidtzhengu (2012) states that acts of bullying where a learner's belonging is seized by bullies, constitute a gross violation of the victim's right to privacy. Olatunji (2014) cited an incident of a learner (bully) in South Africa who was allegedly shot dead at Phineas Xulu secondary school in Gauteng as a result of being a bully and a gangster who bullied most learners. The researcher believes that all the characteristics of bullying are a result of hatred towards another person, which is a common type of bullying that can be identified easily unlike psychological bullying which is discussed below.

3.6.2 Psychological bullying

This is an indirect form of bullying in primary schools which is seen commonly among girls. It involves repeated and intentional use of words or actions which cause psychological harm. Victims are excluded from the group by peers or friends and are also isolated during play and group activities (Krige, Pettipher, Squelch, & Swart 2000). Irving (2010) highlights that intimidation, stalking, humiliating, gossiping, controlling, malicious rumour, and false accusation are part of psychological bullying directed to other learners, thereby making fools out of them. These is still experienced in local schools and due to a lack of understanding of this nature of bullying, learners suffer for a long time unnoticed and as a result start to dislike the school.

3.6.3 Social or relational bullying

According to Hoover and Oliver (2006), social bullying refers to behaviour that disrupts the relationship among learners. This involves social exclusion of the victims from activities and spreading gossip. Ballad and Farrington (2000) indicate that social bullying involves an attempt to isolate a target from social participation, spreading gossip, and refusing to socialise with the victim. Thus, they agree with Hoover and Oliver (2006) but further indicate that criticising physical appearance or their characteristics, playing nasty jokes and even mimicking contribute to social bullying. Social bullying often involves, as mentioned by Coloroso, O'Moore and Minton (2004) forms such as rolling of eyes, frowns, sighs, sneers, and snickers. Sampson (2009) adds that tripping, intimidation, rumour spreading, demanding of money and valuables are party to social bullying. In addition to social or rational

bullying, Menesisi (2017) indicates that this type of bullying is very common in girls by rumour spreading.

3.6.4 Verbal bullying

According to Laas (2004), verbal bullying which is experienced among learners in schools involves teasing, mocking and taunting of learners. However, Smith and Sharp (1994) state that verbal bullying involves name-calling, uttering of insulting words directly to the victim with the intention of hurting them. Hoover and Barone (2006) agree with Smith et al. (1994) but assert that verbal bullying includes racist remarks as well as homophobic behaviour. Moreover, the researcher believes that non-verbal communication is also part of bullying because it uses negative signs (finger of facial expression) which hurts others.

According to Van Niekerk (1993), verbal bullying is not easy to deal with even when reported because bullies deny having uttered the words. Furthermore, she indicated that in the absence of evidence in the form of testimonies from witnesses or bystanders, verbal bullying becomes difficult to attend to. On the contrary, the researcher's understanding of bullying is when the same person is repeatedly reported on the same issue. This becomes enough evidence because it would have been reported several times and therefore cannot be denied. Having discussed verbal bullying, it is important to look at racial bullying because they are related as their common characteristic is that they both use "words".

3.6.5 Racial bullying

Racial bullying occurs when learners utter derogatory words to another learner because of the skin colour of the other learner. For example, when a white learner tells a black learner that "you are too dark, you look like black polish". Mandisi (2015) opines that this form of bullying in South Africa may have been as a result of the past political situation in the country. Before the democratic elections in 1994, whites were regarded as the masters ("*baas*") of black people and blacks were regarded as servants. Black people were called by demeaning names such as "*kaffir*", garden boy or kitchen girl". Even after the democratic elections, there are still some whites who call their black employees with nasty names. Mandisi

(2015) is supported by Greef (2004) who found out that in Bloemfontein schools, black boys were most likely to be bullied by white learners based on their race as compared to black girls. He indicates that these boys where always told about their dark skin and asked whether they use black polish as "body cream" or what? Carrol-Lind & Keamey (2004) found nasty racial remarks to be a form of racial bullying that is common in New Zealand.

As indicated by Bandura (2007), most behaviour displayed by individuals is learned observationally through modelling or by example. For example, when white boys see their parents or other adults displaying aggressive behaviour towards black people, they copy the behaviour and display it at school by saying nasty racial remarks towards a black learner or to black learners because they have learned it from their parents or other adults in the white communities. Okolosie's (2014) remarks on how white, black and brown students learn the language of racial bullying mentioned that, it is not only white learners who perform racial acts. She mentioned of students in the large cities of England who take part in racist bullying of each other. Okolosie also added that black children abuse their darker peers by micking the white South African pronunciation of the word black with "blick" (because they know of societies which do not value blackness) and also that Bengali children were routinely told that they 'smell of fish" by Pakistani peers.

Racial bullying does not only come in the form of what was mentioned above, but also through repeated actions on a victim. Rasekgala (2011) indicated the results of bullying where a black learner's jaw was broken by one white learner in the Limpopo province (Hoerskool Ellisrus). Majava (2015) shows that it is rare that non-black school officials will acknowledge the existence of racial bullying in their schools. As a result, black students' complaints about racist bullying are often not taken seriously by schools. When schools are compelled to admit that there is a problem, like in the Hibberdene case, school officials will often talk about the problem in such a way that the racist dimension of the situation is overlooked (Mandisi, 2015). An example is the incident of Ekurhuleni boy who died after being attacked by bullies and the school indicated that it was just a fist fight. Thus,

bullying is not only limited to state schools but to private schools even though it has a racist undertone. Having discussed racial bullying, it is important to focus on the last type of bullying which is cyber bullying.

3.6.6 Cyber bullying

According to Aune (2009), this is a form of bullying which takes place online through the use of cell phones, computers and other electronic materials used for communication. It involves harassment, flaming, denigration, impersonation, exclusion and also outing. Smith (2015) defines bullying as an aggressive intentional act carried out by a group or an individual using some form of contact, repeatedly and overtime against a victim who cannot defend him or herself. Besley (2008) defines cyber bullying as the use of information and communication technologies to support deliberate, repeated and hostile behaviour and harm. Patchin and Hinduja (2014) agree with Besley by adding that cyber bullying is wilful and repeated harm inflicted through the medium of electronic text. Moreover, Willard (2007) defines it as a speech that discloses personal information of a victim online. Significantly, cyber bullying is growing rapidly with the fact that social media is used commonly. I believe the creation of "whatsapp, twitter and facebook" is a contributing factor to bullying which leads to suicide and other concequences. An incident of a Houston high school student who killed herself serves as a relevant example of the negativity of cyber bullying (reported by CBS, 2017). Practically, cyber bullying is common amongst school going learners. It is also important to look at how girls and boys bully using different ways of bullying.

3.7 Bullying methods used by different genders

Seabi (2009) points out those bullying methods used by boys and girls differ. Boys may be involved in physical bullying, while girls engage in verbal bullying. Girls bully in a more secretive way called relational aggression. They exclude other girls from group activities on purpose to hurt them, and they spread rumours or tease their intended target. For instance, if a girl is having a birthday party, when she sends invitation cards to her friends, class mates or neighbours, the bully may encourage the host not to invite the victim with the aim of hurting her intentionally.

Olweus (1993) cited in The National Youth Violence Prevention Resource Centre (2007) indicates that male youth target both girls and boys. On the other hand, girls often bully other girls, using more subtle and indirect forms of aggression than boys. For example, instead of physically harming their targets, girls are more likely to spread gossip or encourage others to reject or exclude another girl.

Greef (2004), Sapouna (2008) and Proctor (2007) indicate that the forms of bullying that may be carried out by boys and girls differ. Girls use indirect methods such as spreading malicious gossip whereas boys use more direct methods such as hitting and kicking. Jay (2000) and Anon (2006) argue that boys engage mostly in bullying behaviour because the society attach a negative connotation to girls who swear, but not to boys because they are allowed to use verbal and physical aggression. Even though there is a difference caused by gender, there is still a relationship concerning how the two groups bully. Girls bully in their own way whereas boys also bully their own way meanwhile the characteristics are the same. For instance, there are girls who bully exactly the way boys do. The next subsection focuses on which gender is likely to become bullies between the two.

3.8   Who are likely to become bullies?

Firstly, there are a number of factors that contribute to a child becoming a bully. Lamia (2012) states that a bully can be an everyday normal neurotic person with personality disorder. According to Davis (2009), bullies are normally big boys from poor families because they use their power to intimidate others. They lack social skills, they are cruel and do not have friends. However, Wolke (2014) states that there is a weak relationship between socio-economic status and being a bully. Overall bullies are found in all socio-economic groups and victims are slightly more likely to come from lower socio-economic group. Contrary to this, Tippett (2014) indicates that bullies come from lower socio- economic groups based on the study where 28 schools were selected and the lower and high socio-economic groups were compared. I believe every good child can be a bully since Bandura's social learning theory indicates that behaviour is learnt through modelling.

Secondly, Novak (2017) confirmed that children are not always bullied by older children but by children of the same age and same class. Hence, bullying takes place in the classrooms and learners of the same age group are normally found in the same grade. Bullies are commonly children who possess additional troublesome characteristics found in personality disorders irrespective of gender as already stated in the above paragraph by Lamia (2012). In short, there are no accurate statistics that can argue the above discussion in terms of gender. There are just different reasons to bullying which include anger management, impulsiveness, frustration and being annoyed and failure to control personal situations. Cook (2010) indicates that children who lack social problem-solving skills are more likely to become bullies. This is also related to causes of bullying which are discussed below.

3.9   Causes of bullying

Swearer & Espelage (2004) state that bullying is a phenomenon that does not occur in isolation. Rather, it is encouraged and/or inhibited as a result of the complex relationship between the individual, families, peer group, school, community and culture. According to Fried and Fried (1996), bullying is influenced by factors such as culture, school, family, and personal issues which will be discussed below. Other factors indicated by Gonzales (2012) will also be discussed.

3.9.1   Social factors

Morcillo (2015) indicates that a child's stressful life events and peer delinquency contribute to causes of bullying. Children who bully are 3 times more likely to have family or parental problems (Rigby, 2013).

Gordon (2018) opines that most children who are bullied are those who get a positive attention from their peer and adults because they perform well academically or in sport. Bullies target them because they feel inferior and they want them to feel unsecured as well. Children who have positive relationships with

their parents are less like to bully. However, Rigby (2013) argues that children who bully are mentally less well than most students. Families also appear as contributing factors to bullying.

3.9.2 Family factors

Clearly, the home environment is a major factor which contributes to bullying according to Gonzales (2012) and Gordon (2017). Learners from families where parents accept and use physical and verbal aggression among themselves or even towards the child are more likely to bully other learners in schools. Hence, learners copy and display the learned behaviour from home. This statement is supported by Bandura (2015) in the social learning theory. In addition, children who are physically punished at home believe that the only way to solve a problem is though physical punishment. Therefore, children apply it to their classmates and friends and do not see it as wrong. Gordon (2017) supports this by indicating that children from abusive homes are more likely to bully because aggression, violence and manipulation are modelled to them. Children learn through observation and then display what they have observed from their parents (Bandura, 1977). On the other hand, Van Niekerk (1993) highlights that bullying behaviour could be passed from generation to generation. In short, Van Niekerk is correct to highlight this because generations may grow up in the same household and like Bandura has mentioned that children will observe and model. Another factor from the family, according to Cohn and Canter (2003) is the amount of supervision children receive from the parents. When they are neglected or left alone most often, they develop violent behaviour which results in bullying because they always think of ways to protect themselves should they be attacked.

Nansel (2001) states that bullies resort to the abusive behaviour of bullying as a way of dealing with difficult situations at home, such as broken homes or partial separation of parents. Bullies may regard their behaviour as normal because they grew up in families where everyone shouts and hits another person when they are angry. The factors discussed above also lead to poor parenting which will be discussed in the section below.

3.9.3 Poor parenting

Parents who allow their children to have social conflict with peers as a way of solving problems also encourage bullying according to Lereya (2013). Ensor,

Marks, Jacobs & Hugnes (2010) point that the level of physical aggression between siblings is the most common form of family violence and it influences bullying behaviour. However, Wolke (2013) states that children who are exposed to negative parenting including abuse, neglect and overprotection are more likely to experience bullying by their peers according to a meta-analysis of 70 studies of more than 200 000 children. This includes negative and harsh parents who also engage in social conflicts in front of their children. Baldry and Farrington (2000) posit that children who come from families that adopt authoritarian parenting style (harsh and punishment) as opposed to democratic style are more likely to bully their peers. Pontzer (2010) opines that bullies are more likely to have experienced abusive, neglecting and hostile parental discipline techniques while growing up. Lastly, Demaray and Malecki (2003) argue that children who bully frequently have parents who teach them how to retaliate and hit back when attacked. To support what has already mentioned on poor parenting as a leading factor in bullying, inconsistent monitoring and discipline from parents also contribute because children will bully others if they are not punished. Therefore, parents who are not loving and warm to their children are seen as a contributing factor to bullying. Individual factors are discussed below to further determine causes of bullying.

3.9.4 Individual factor

An individual related factor of bullying behaviour in children is temperature, size and self-esteem (Gordon, 2017). Active and impulsive children are said to be more inclined to develop into bullies. In this case, boys are said to be more bullies than girls. Hence, biological theory indicates that body shape is correlated with character and behaviour. Dan Olweus (1993) argues that there are physically strong adept boys who never bully others. Contrary to Olweus (1993), Gordon (2017) argues that bullying comes in all shapes and size.

3.9.5 School factor

Gonzales (2012) states that schools that force learners into competition and social interactions are seen as environments that promote bullying unless management and supervision are prioritised. While educators and administrators do not have control over learners, the severity of bullying incidents increases. Educators who leave the classrooms unattended for a long time also contribute to bullying because learners are free to do as they wish. Nkosi (2002) emphasises that schools that ignore bullying actually contribute to bullying prevalence. In short, irresponsible educators and schools which are not well managed contribute to bullying and may not implement strategies to manage it.

3.9.6 Violent communities

Swearer (2006) found out that the characteristics of the community in which children live and go to school may have an influence on bullying. Much of the learned behaviour depends upon the social norms of the neighbourhood. Firstly, violent communities with gangs contribute to bullying among learners. This is because learners are exposed to or witness aggressive behaviour and are also subject to abuse at an early age. Schwarz (2006) adds that children from violent communities are more likely to develop patterns of bullying behaviour that are carried into schools and onto playgrounds or any unattended area.

Secondly, Bandura (2006) in the social disorganisation theory indicates that learners who grow up in a confused and untidy society are personally disorientated and respond to the disorganisation of the environment. In addition to this, Bandura indicates that behaviour is learned in an environment through observation. Gonzales (2012) outlines the following as personal risk factors that contribute to children become bullies.

- Children are left alone most of the time, without adequate supervision.
- Children who were once victims of bullying.
- Children who are obsessed with video violence.

- Children who need to be in control and cannot regulate their emotions when frustrated or irritated.
- Peer pressure and the desire to fit in and low self-esteem.

3.9.7 Bystander factors

Olweus (2001) indicates that the presence of bystanders can contribute to the bullying. Salmivalli (2001) adds that bystanders who remain passive condone bullying incidents and can prevent others to intervene. A study on bullying incidents in playgrounds found that although bystanders were present in 88% of bullying incidents, they only intervened in 19% cases (Hawkins, Pepler & Craig 2001).

3.9.8 Body appearance

According to the study on causes of bullying in Brazil, Oliveira, Malta and Silva (2012) highlighted that body appearance was cross tabulated with the variable body image for those reporting that the reason they suffered bullying, which showed bullying was more frequent among those reporting they were either too fat or too thin. Gordon (2017) disagree with this view by indicating that bullying comes in all sizes and shapes which means that bullies can be fat or thin, hence the video clip on SABC named "Mampara" whereby a bully was a thin tiny boy bullying a giant. Apart from body appearance as a contributing factor, culture will also be discussed below to explain how it contributes to bullying.

3.9.9 Culture

A culture that promotes attitudes of indifference towards violence, sexism, and racism influences a child's behaviour and attitude towards others. Schwarz (2006) posits that some cultures or people believe that the only way of addressing conflict issues is by means of violence. Thus, children grow up in that culture and believe it is the only way of solving problems and they implement such in schools where they appear as violent and aggressive.

3.9.10 Race

A Survey into the prevalence and incidence of School Bullying in theWales (Welsh Assembly Government, 2010) indicated that the proportion of learners reporting being bullied due to race is low with one per cent of learners in year four. However, the results of the study on causes of bullying by Oliviera (2015) indicate that 6.8% where bullied because of colour or race. In today's diverse world, bullying by race, ethnicity and immigration is prevalent in schools. Learners of minority race are targeted. Their language use, dress, ethnic group and religious and cultural practices are used and seen as strange and weak according to Wang (2013). Such learners are less accepted by groups, have fewer friends and feel isolated and lonely. In South Africa, this type of bullying is seen in semi-public (multi-racial) schools since well-off blacks attend there. Learners in the majority feel that another person's race is inferior and that their race has the right to dominate. Majavu (2015) highlights that white schools and racially integrated private schools tend to cultivate a sense of entitlement in white learners. Firstly, learners who experience this have their education disrupted. Secondly, they develop a feeling of fear and anger and finally, they do not fulfil their potential whereas bullies just relish seeing them hurt and in pain. Bullies' personal history will be explained below with the aim of determining if it can also contribute to the causes of bullying.

3.9.11 Bullies' personal history

Weinhold (2000) states that children who experience social rejection are more likely to pass it on to others. This is because they have been either physically punished or bullied at home. The other reason could be that such children have been reported to be significantly associated with violence and substance abuse (Waseem, 2013). In this regard it is important to trace the personal history of a bully to understand factors that lead to it. Waseem continues that other factors related to personal history could be exposure to violence and emotional trauma which may contribute to violent and aggressive behaviour. These include weapon carrying and fighting injuries. To add on what Waseem mentioned, the researcher notes that children who have played with toy guns and knives are likely to become bullies. This may not be intentional, but part of what they did while still young.

3.9.12 Peer pressure

Learners bully others because of the social group in which they find themselves in. The aim is to please group members, to boost their self-esteem and also to convince the group that they have power and can fit within. Beran (2006) states that 85% of bullying episodes take place in front of peers' and it impact in a negative way. On the contrary, peer pressure is a natural part of forming friendship and maintaining groups. Having discussed peer pressure as the contributing factor, perhaps it is also important to look at how violent video and games lead to bullying.

3.9.13 Violent videos and games

Frazer (2012) posits that violent games contribute to behavioural aggression related to bullying. This was proven by the results of Cristal and Dittrik's (2013) study on whether children who bully are likely to prefer playing video games or not. The results indicated that children who play highly violent games are likely to bully their peers as revealed by parents and child reports. Contrarily, Markman (2016) indicates that video games are seen as a great way of developing eye hand coordination and training the mind to process certain visual information. However, Ferguson (2013) indicates that children who are allowed to watch videos and games such as wrestling and boxing develop bullying behaviour. They play roughly with their siblings at home and other learners in the schools. They practise what they have seen on the video and it develops into an everyday habit. In the social learning theory that serve as a lense to this study, Bandura explains that by studying media violence, children act out the aggressive action they see portrayed on television and in the movies.

3.10 Reporting bullying

Most learners in schools do not report bullying in school because many people have different ideas on bullying. Even though that might be the reason, Hirschstein (2009) highlights that victims feel ashamed, afraid and powerless even though overtime they feel they deserve it. She further indicated that adults rarely intervene and this demotivates the victims. Gordon (2017) added that many children suffer in

silence because they are afraid that bullies will retaliate and make their lives worse off. They are also concerned that no one will believe them. Some learners keep quite because they are afraid to escalate the problem.

3.11 Myths about bullying

Why do the researchers and the education system of South Africa fail to keep abreast with the world - wide trend towards addressing the bully/victim issue? Why is bullying still continuing amongst learners? Train (1995) expresses their efforts to rationalise the matter in a number of ways. This rationalisation comes from what Train calls the "common myths about bullying". The myths have been submitted to primary school educators and were completely accepted as representing reasons why bullying is still continuing. Train (1995) outlined the myths as follows:

- Boys will be boys
- Girls go through these funny stages
- It is just part of growing up. It's good for you
- Go and fight your own battles
- Don't tittle-tattle
- Look at me! I was bullied, and it never did me any harm
- Ignore it and it will go away

In contrary to the myths about bullying, Olweus (2000) indicates that bullying is not a fact of life and presents bullying intervention strategies which will be discussed at the end of this chapter. I believe myths are factors which encourage parents and schools to ignore bullying and allow it to take its course. Therefore, myths should be set aside in order to deal with bullying because its risk factors are serious.

3.12 Risk factors of being victims

3.12.1 Physical appearance

Gordon (2018) opines that learners with unique or different physical characteristics are likely to be bullied because they attract the attention of bullies. Overweight, underweight and old hair styles are characteristics which lead to victimisation because they appear different. Those who are overweight or obese are repeatedly told that they eat unhealthy and have too much oil in their bodies (Krauss, 2018). On this matter, Gordon adds that obese learners can be both bullies and perpetrators. They are also teased and laughed at during physical education when they fail to sparticipate fully because of their bodies. Learners who wear spectacles or have acne (Gordon 2018) are spotted as well, and become afraid to put them on because bullies say they look like "car's bulbar". Nansel (2001) agrees that learners who wear spectacles are spotted whereas those who have obvious differences such as big ears and ginger hair are likely to be the targets of bullying. On the other side, black girls who cut their hair shot, are spotted. They are told that they look like boys and they also get clapped on their head because bullies enjoy the sound that come from their head when clapped.

The tiny learners are also spotted for their bodies and are often told that they look like "match stick'' (Gordon, 2018). This is because they are weak and unable to defend themselves when bullied. Enslin (2011) adds that educators should always supervise learners who are smaller in stature because they are bullying victims. For examples, a tiny girl was repeatedly put in a dust bin and carried up and down because bullies saw it interesting as the poor girl's body fit in. This hurt her emotionally and she started sitting in class during break time because she was afraid of the game.

3.12.2 Learners with special needs

Learners who are quiet are easily bullied because they cannot stand and protect (speak) themselves or even report bullying to anyone. They are bullied because they have low frustration tolerance. This type of learners are likely to be permanent victims in all the schools they attend (Pepler & Craig, 2002). On the other side,

Dubin (2007) highlights that children with special needs often have a lower social standing among other students in the classroom which may lead to them so frequently becoming the targets of bullying. Learners with stammering difficulties are also included among special needs learners. Apart from special needs as a factor, a growing body of empirical evidences found that children and adolescents with observable disabilities in segregated settings are more likely to be victimised by their peers in school than those with non-observable disabilities. Rose, Monda-Amaya, and Espelage, 2011) purport that children and adolescents with disabilities experience victimisation in schools because they may be too passive or exhibit responses that may reinforce bullying behaviour.

3.12.3 Anti-social learners

Gordon (2018) posits that learners who have fewer friends are at a high risk of experiencing bullying than those with friends because they do not socialise well. This is supported by De wet (2013) who describes them as socially awkward loners and added that they are different, weaker with no friends and no one to talk to. Perry (2001) also indicates that "no friends" makes it easy for bullies to victimise them. They are always caught alone, and even if they report, they do not have evidence and bystanders. Enslin (2011) agrees that socially awkward learners are victims and educators should always keep eyes on them.

Apart from anti-social learners, those who attend new schools are likely to be bullied (verbally). They are called "freshers" and are likely to be victims before they cannot make new friends. Madonna (2015) gave an example of a learner who changed schools 15 times and was bullied at every school he attended. This is a common experience in many schools. Lekena (2016) confirms that most learners are bullied because of the transition into new schools.

3.12.4 Low socio-economic families

Family poverty also appears as a factor which contributes to victimisation in low income communities (Chauhan & Reppucci, 2009). Due (2009) found out that youth from families of low socio-economic status reported becoming a bullying victim. On the contrary, Chaux's (2009) study on bullying among 1000 schools in

Colombia found that a higher level of bullying in schools was related to better socio-economic status, where schools in affluent areas may reinforce inequality among students. This study concluded that aggressive and violent behaviours among youth stem from structural inequality rather than poverty status.

3.12.5 Institutional care

According to Davenport (2012), children who spent longer periods in institutional care are more likely to engage in overt aggression but not more relational aggression. However, it was also revealed that adopted kids with a history of institutional care are more often the victim of bullies with both overt aggression and relation victimisation. This is because these kids would have had a rough start in life as explained by Davenport (2012). The statement is supported by Maree (2000) who highlights that some of the factors include that they do not have families and that some do not go through father figure discipline.

3.12.6 Religion

Another family factor which puts learners at risk of being bullied is religion. Mercado Crispo (2013) explains that religious affiliation can either be a risk or protective factor for bullying behaviour. Bartkowski and Wilcox (2000) reported that parents with conservative, religious beliefs are likely to employ physical punishment more frequently than those without religious affiliation, which is related to children's aggressive behaviour. Abbotts, Williams, Sweeting, and West, (2004) found that youth who frequently attend church experience are more bullying and teasing. However, a more recent study (Petts, 2009), found that children of mothers with higher levels of religious participation were less likely to experience bullying. Even though the results from the existing studies were inconsistent, Lipsett (2008) indicates that one in four were bullied because of faith to an extent that they started questioning their faith, stopped talking about it and even felt shameful about it. Fowler (2016) adds that those children who call classmates names, accusing a Sikh of being a terrorist or referring to a Muslim as "Osama" might be repeating something they heard at home or in church. Gordon (2017) adds that being different is one of the reasons why kids are bullied. She added that

Muslim girls who wear hijabs (head scarves) and Sikh boys who wear daystars are targets because they wear visible symbols of their religion.

2.12.7 Dysfunctional families

Basically, a dysfunctional family is one with conflicts, behavioural patterns, physical and verbal abuse. Bandura in the social learning theory outlined that children learn from one another through modelling, imitating and observation. Learners from such dysfunctional families display what they have seen in their families without the conscious sensitivity to one another. Such learners deny that there is a problem with their behaviour because they see themselves as perfect and normal. Barnes (2012) states that because they are exposed to and observe high-conflict adults, children and youth of different age groups model destructive behaviour. Hence, parents are role models for their children and abusive behaviour can be inter-generational. Based on Bandura's social learning theory, the researcher agrees with Barnes (2012) in the above statement. However, with the experience the researcher has learners who receive parental and psychological guidance at an early stage do not display such behaviour. Having discussed risk factors of bullying, it is proper to also look at some consequences of bullies.

3.13 Consequences of bullying

Bullying is a serious factor that disturbs teaching and learning in schools. It infringes the right of learners and educators to be in a safe environment, free from violence. Rivara (2016) indicates that bullying behaviour has negative lasting consequences for the bullied. Krige, Pettipher, Squelch and Swart (2000:11) indicate that bullying does not only affect victims but bullies themselves, bystanders, victim's families and friends are also affected. Below are the consequences of bullies, the bullied and bystanders.

3.13.1 Consequences for the bullies

Garrett (2003) indicates that learners who bully others also face consequences in the long future. He further explained that bullies can become serious criminals like

car hijackers, alcoholics, drug abusers or even irresponsible people who are jobless in the future. They become permanently violent, ill-disciplined members of the community and normally achieve nothing in life. Barrington (2016) agrees with Garrett by indicating that those students who bully other students also experience some negative side effects, for example, more likely to engage in violent behaviour, to steal or vandalize property, to smoke, to abuse drugs and alcohol and to carry unlawful guns. The results of multiple long-term research studies suggest that these students are also more likely to commit serious crimes later in life. The reason could be the fact that some would have dropped from schooling because they were bullies.

3.13.2 Consequences for victims

Krige, Pettipher, Squelch and Swart (2000) point out that learners who are bullied suffer from headache, nail biting, bedwetting, loss of appetite and stomach ailments. In most cases learners suffer from physical injuries and even death of both the bullies and victims when trying to defend themselves. According to the Michigan Association of School Administrators, the effects of bullying extend far beyond the academic scope. Students who are repeatedly bullied may experience physical symptoms such as stomach pains, headaches, and trouble sleeping. These side effects may pair with anxiety about going to school or participating in class which only leads to further loss of interest and reduced academic performance. Hertz (2013) agree to the consequences and added that such students who are bullied often exhibit low self-confidence, frequently experiencing depression, suicidal thoughts, and even violent outbreaks

3.13.2.1   *Emotional consequences*

Byrne (1994) highlights that victims develop suicidal thoughts, low self-esteem and poor self-perception. They develop anger and uncontrollable disruptive behaviour. Krige et al. (2000) add that victims develop depression, anxiety, fearfulness, frustration and hopelessness as part of emotional consequences from bullying. However,Arseneault , Bowes & Shakoor (2010) who focused on whether a gene

variant could contribute to emotional disturbance in children who are bullied reported that not all children who are bullied go on to develop such problems.

3.13.2.2   Social Consequences

According to Mewhort-Buist (2017) victims of bullying become quiet, shy, lonely, isolated, and aversive with friends. To add on this, learners become withdrawn with no friends and they look sick all the time. They even ask their class teachers to call their parents to fetch them because they feel disconnected from the school.

3.13.2.3   Educational consequences

Byrne (1994) indicates that victims of bullying have a tendency of hiding their lack of understanding, are afraid to ask questions, do not concentrate and as a result they under achieve. They also withdraw from school activities because they develop hatred towards schooling. Juvonen (2014) posits that they drop academically, receive poor grades, participate less, and may get mislabelled as low achievers because they do not want to speak up in class. Juvenon (2014) also remarked that once students get labelled as 'dumb,' they get picked on and perform even worse". In addition, Wolpert (2010) also indicated that children who are bullied perform substantially worse academically than their peers. This means that while addressing low performance in schools, bullying cannot be left aside. This is a true experience of what is seen in the current classrooms where educators misunderstand the situation and accuse the victims. Hence, not all educators are able to see bullying. Having looked into educational consequences, it is also important to look at how bystanders are affected by bullying.

3.13.3 Consequences of bystanders

Bystanders are the eyes of bullying and even though they do not participate in bullying or even report it, they are negatively affected. Carney and Hazler (2011) posit that some experience a level of intensity of trauma and have anxiety of speaking about it, demonstrate physical stress symptoms of increased heart rate and perspiration as well as high level of self-reported trauma after some years. Gordon (2014) posits that bystanders suffer from bystander bullying which

happens when a group of people watch a bullying incident and no one responds to it. This also creates a wide range of emotions and stress. What the researcher has noticed in the current situation is that bystanders are in a dilemma because they feel pity for the victim but are afraid to help as they fear to be the next targets.

3.14 The legislative framework regarding bullying in South African Schools

What does the Constitution of the Republic of South Africa say about bullying in schools? Bullying is unconstitutional because the act infringes on the constitutional rights because the perpetrator's conduct is based on executing grounds listed on section 9 of the Constitution on which discrimination may occur. Human dignity is a right and a constitutional value and when a person is bullied; his or her dignity is negatively impacted on.

Section 12 of the Constitution guarantees the protection against violence, torture, cruel and inhumane treatment. This includes the protection of learners against bullying. It also protects their physical and psychological well-being.

Section 28 of the Constitution also states that children have the right to be protected against maltreatment, neglect, abuse and degradation. Therefore, bullying goes against the interest of children and affects their development and learning. It is clear that bullying on school grounds should not be tolerated.

Bullying violates the right to equality. The importance of equality in the bullying phenomenon pertains to the reason why learners are bullied. It ranges from the victim's weight, age, gender, disability and sometimes just the perception that a child is weak and academically inclined. Therefore, the Constitution of RSA is totally against bullying as well as school violence hence, the "protection from harm Act 71 of 2011 which was signed and accepted into Law on 27 April 2013".

It is well understood that bullies in schools are minors and in this regard the relationship and interaction between the Children's Act 38 of 2005, and South African School Act 84 of 1996 call for critical analysis since bullying affects the lives of learners.

3.15 Strategies to manage bullying in schools

Olweus and Limber (2002) indicate that in the past bullying was considered part of growing up, and people thought it was a waste of time to work towards its prevention but now psychologists are warning parents and educators that there are serious consequences for victims, bullies and bystanders as well. Furthermore, they added that anyone or a school that fails to address bullying sends a clear message of acceptance of aggressive behaviour and indirectly encourages its continuation.

Bullying is primarily the responsibility of schools and therefore it is appropriate to bring it under control. Smith (2003) posits that schools should respond proactively to bullying behaviour to prevent its traumatic consequences. The researcher agrees with the above scholars and furthermore believe that learners, parents, educators, school managers, the Department of Education and the government should actively be involved in the endeavour to reduce bullying in schools. Each of the above mentioned stakeholders is discussed below.

3.15.1 Learners

According to Child Line South Africa, bullying is very difficult for children and everyone to deal with. But at first and foremost, it is important that bullying should be reported to any person. Even though learners do not like to report it, because bystanders and bullies see them as vulnerable, Lyness (2013) suggests that learners should talk about it by telling someone they trust. This is also supported by Allan (2017) who adds that bullying should be reported to authorities.

Marano (2010) posits that "a wise line of defence is avoidance". He further added that victims should seek out the friendly children and build friendship with them to stay safe. De Groat (2017) disagrees saying that if bullies persist; fighting back can also be extremely effective for self-defence. However, Fuller (2013) contrarily indicates that fighting back does not work and suggests that walking away is the best strategy.

3.15.2 Parents

A school is a system with all stakeholders from a learner to the Department of Education. Parents' contribution as part of the system should also be accommodated in order to manage bullying within the school. Cowie and Jennifer (2007) emphasise the involvement of external agencies through the creation of partnership aimed at reducing and preventing bullying in schools. The involvement of parents, governors and non-academic staff is encouraged. Forming partnerships with the bodies especially parents will create awareness within the community and also assist in creating a systemic approach to combat bullying. To add onto what Cowie et al. (2007) highlighted, the researcher believes that the eradication of bullying requires active practical involvement of all members of the school community. Parents need to understand about bullying and the victim's behaviour so that they can be able to come up with or implement bullying management strategies which are in place. They also need to understand their roles as partners within the system and should be willing to assist whenever bullying behaviour is seen within the school and outside in the community. Tustin, Zulu and Basson (2014) indicate that to be effective in addressing and preventing cyber bullying, a holistic approach focusing on prevention programmes must ideally involve the learners, family and the community. Similarly, Pellegrini (2002) state that the eradication of bullying requires the active practical involvement of all members of the school community. Tustin et al. (2014) noted that parents and care givers should be equipped with skills to support learners and encourage responsible online behaviour. In conclusion, the role of parents in schools towards their children's studies is recommended in by SASA Act of 1984 though the school governing body (parents' component).

3.15.3 Educators and intervention

Linsin (2011) acknowledges that in each classroom, chances are that one of the learners is being bullied and that the educator is the one with full responsibility of putting an end to it. She stated that the first step to manage bullying is to know what bullying is and taking care of it by means of an intervention. Tustin (2018) adds that bullying is a common occurrence in schools and that it can be a

challenge for a classroom educator to address. Linsin (2011) adds that educators should know the school's bullying policies and work within or even have own classroom bullying policy (which is part of classroom management) in addition to the school policy. She states that educators should observe and supervise their classrooms, especially body language and act immediately to stop bullying. On the other hand, Gordon asserts that educators should be visible all the time in the hallways, bathrooms, around in the lunchroom and anywhere where bullying may occur. in addition to the above, Olweus (1993) posited that, educators should not just be present during playtime supervision, but must be able to intervene quickly and decisively in bullying situations.

Gordon (2018) posited that educators should be familiar with bullying indicators and also teach learners how to be effective bystanders. However, Linsin (2011) argues that educators should always talk to students, for exaample knowing more about how things are going and anyone bothering them and also encouraging "tattling" (telling about bullying). Moreover, educators should always keep their ears down on the ground when present among the learners. However, it is important to observe bullying in order to deal with it based full evidence.

Gordon (2018) suggests ways to prevent bullying in the classroom by listing the following aspects:

- Talk through the forms of bullying with your students.
- Become familiar with bullying indicators.
- Maintain open communication with your students.
- Work with parents to increase awareness.
- Assign students to groups.
- Be an advocate for anti-bullying.
- Respond quickly and consistently to incidents.

3.15.4 Schools

Ragport (2010) posits that it is not the responsibility of the teachers alone to handle bullying but the whole school to stand together against bullying. Schools should develop bullying prevention policy which must be done collaboratively by all

school members. The policy must clearly explain what bullying is, what is expected of learners in terms of behaviour, and penalties to be taken against bullies. Coloroso (2003) recommends that school governing bodies should adopt a code of conduct which will foster the creation of a disciplined and purposeful school environment. In his perspective on how Australian schools responded to bullying, Fuller (2013) indicates following:

- Most schools should have policies and procedures which clearly explain what bullying is, so that the whole school community understands the basis of the school's responses.
- There has to be a well-developed school policy which includes clear procedures and articulation on everyone's role.

Based on the report on International Assessment (2015), the Minister of Basic Education in South Africa (Angie Motshekga) indicated that S.A learners (especially Grade 5) are the most bullied in the world even though Winnaar, Fabian and Beku (2018) disagree with the statement with the reason that not all countries were included in the study. Nevertheless, the Department of Education also listed strategies to combat bullying in schools which are as follows:

- Make sure an adult knows what is happening to their children.
- Enforce anti bully laws in the code of conducts.
- Make it clear that bullying is never acceptable.
- Emphasise caring, respect and safety.
- Encourage positive peer relations.
- Have a school problem box where learners can report problems.

Even though schools have their guidelines for combating bullies, they should be in line with the South African School Act and Child Law. South African Council of Educators (1994) indicates that policies should aim at maintaining support and safe environment in schools. Hence, a learner must not be punished but be disciplined. Majavu (2016) argues that in most schools in South Africa, policies are there but they are not implemented and bullying is overlooked.

Barrington (2016) posits that once the school has created a sound definition to identify bullying behaviour, a set of rules and policies must be put in place and be enforced. It must be made clear to students, teachers, and the whole school that bullying behaviour will not be tolerated and there should be clear consequences for those who break the rules. Just as important as it is to identify bullying behaviour, it is also important that the school rewards positive behaviours.

According to Laas (2013), a code of conduct provides a regulatory framework within which a safe and secure discipline and purposive learning environment may be established. Greene and Ross (2005) posit that establishing laws and policies encourages school administrators to attend to the issue of bullying. However, they also state that having a law or policy in place does not necessarily result in enforcement. Why is this case? If school administrators are to lead this effort to mitigate or eradicate bullying in schools, what issues, obstacles, problems and/or perceptions hinder the flow from policy to practice? The answers to these questions may be acquired directly from the school administrators. Greene and Ross (2005) suggest that enforcement of bullying laws, policies and procedures is not being fully carried out across the board. Furthermore, as stated earlier, state statutes vary across the United States, even though Limber and Small (2003) and Stuart et al. (2011) indicate some important components that need to be addressed to make the policies to be effective. If laws, policies and procedures relative to bullying are not implemented, the goal of eradication of this serious health concern is hampered.

3.15.5 Playground supervision

As discussed earlier, the playground is one of the areas where bullying occurs. Espelage and Swearer (2003) suggest that learners should be monitored and supervised during breaks and playtime. Peppler and Craig (2008) state that many students do not report that they have been bullied and officials are unable to take action to address individual incidents to protect the victims. Adoption of playground supervision will assist in monitoring and understanding bullying behaviour. Firstly, the playground needs to be divided into 3 sections according to age groups so that all the three phases in the primary school can play separately (Edwards, 2018).

Prefects must be divided between the three playing grounds to do monitoring and supervision in bullying hot spots. This is supported by Gordon (2018) who suggests that students should be assigned to groups instead of allowing them to choose their own groups.

Among members of the staff, there must also be a supervision time table which clearly indicates how they should rotate together with learners (Gordon, 2018). Every bullying incident will then be seen or be reported on the spot to the educator on duty and must be dealt with. Olweus (1993) states that educators should not just be present during playtime supervision, but must be able to intervene quickly and decisively in bullying situations. This implies that any reported incident of bullying should be investigated objectively and be listened to carefully to support the victims and bystanders.

When educators and prefects are on the playgrounds supervising and addressing bullying, they should immediately respond to the incidents using a calm but firm tone of voice. They should also ensure that actions and verbal responses do not embarrass both parties. Tustin (2018) emphasises that educators should choose positive words. Educators must firmly address all students involved as well as bystanders about the steps that will be taken. They need to understand fully that the matter will be reported to the administrators and that the parents will be informed as well (Gordon, 2018). Educators should further verbalise future behaviour retaliation of any kind and such behaviour should also be monitored.

Gorrindo (2013) posits that educators should never ignore bullying incidents or accept any bullying behaviour. They should also not rely on prefects on side to solve bullying incidents but should further take the responsibility of reporting the incidents. At the same time, it is important for all members of the schools to understand that everybody has the responsibility to work together to stop bullying. Gutman (2008) indicates that schools should not adopt a soft approach to bullying and on the basis of the evidence, bullying is a more complex issue than what some people believe it to be. He further indicates that "early interventions that teach children coping strategies for developmental difficulties such as hyperactivity may also alleviate the later possibility of being targeted as victims and/or engaging in

bullying. Furthermore, educators need to educate students about strategies for bystanders to intervene in bullying situations. Students need to learn to become more active bystanders by standing up for the bullied students. In addition, if bystanders discourage the bully, there is a 50% chance that the bullying will stop.

3.15.6 Anti- bullying clubs

One way to fight bullying is to form anti-bullying clubs among learners in all grades. Videos on bullying can be shown in the hall in order to give an overall understanding of how bullying affect learners and also to change the attitude of learners towards bullying. Barone (2000) posits that anti–bullying clubs will improve and will be a source of initiating a healthy disciplinary environment. Drop boxes can also be introduced where learners can bring issues of concern to the attention of educators and prefects for intervention. Banas (2003) gave an example whereby a student dropped a note in the box after witnessing two brothers being bullied in the school bus because of their old out of style clothing. It was reported to the Principal who reported it to the school bus driver and the behaviour was stopped. Fuller (2013) points out that remaining silent about bullying should be avoided. The researcher believes in the anti-bullying clubs, because learners can be taught about compassion. Madonna (2015) indicates that empathy and compassion is a way of showing young people how to build a caring school and she suggested the following in order to guide learners on compassion:

- Stop, introduce yourself and be nice to new kids.
- Offer to show a new kid around like bathroom, tuck shop and playground. (high bullying zones)
- Offer a new learner to eat lunch and even play with him/her.

Within the anti-bullying club, teaching learners how to solve problems without fighting is also an important act which clubs can introduce. Madonna (2015) states that conflict resolution programmes are a key part to any school's overall effort to reduce violence and aggressive behaviour to improve social skills. In support of this, Fuller (2013) agrees with Madonna by indicating that fighting back and ignoring bullying does not work.

3.15.7 No blame approach and shared concern

Fuller (2013) indicates that schools in Australia and overseas use the two main research-based methods which are "no blame approach and shared concern method". The No blame approach helps to empower victims whereas the shared concern method deals with meeting with each student with follow up until the issue has been resolved. It is important for schools to teach educators and learners about the two approaches as a way of managing bullying in schools. However, the researcher believes in these two methods, that if well implemented, they can help reduce bullying in schools because they worked well in Australia where the bullying rate was high.

3.15.8 Sports and physical education

Bullying can cause major psychological damage in victims who face it on a daily basis. Foss (2014) posits that sports can help victims of bullying. He indicated that boys who are bullied may avoid enduring mental health problems if they participate in sports. The findings of the 2011 study on whether sports can help victims of bullying showed that participating in sports protected the boys from the consequences of bullying. Bjereld (2014) highlights that boys who exercised at least once a week had lower incidence in poor mental health compared with those who did not exercise. In the same study, he indicates that sports did not represent a protective factor for girls who were bullied and the survey did not present any explanation on the matter. Contrarily, 66% of 1,010 parents surveyed reported that their children were psychologically bullied while doing sports especially in changing rooms and playing fields. These are the findings of the study conducted on sports, in the Marlynbone Cricket club's chance to shine. (Lewis,Fraser & Manby 2014)

Sports provide an opportunity for children to facilitate the development of personal, social, emotional and physical skills. Bjereld (2014) added that children need to be advised to belong to sport clubs or organisations because this will reduce the issue of bullying directly. Leaders and sports managers teach sport and protective skills as well as guidance and rules like "avoiding attacking people". For example, children who are engaged in Karate are taught to conduct themselves in a formal, respectful manner at all times in the school premises and at no time to engage in

unnecessary roughness, crude language or display ill temperament. When learners join such organisations, bullying behaviour will be reduced because of the code of conduct which they acquire. However, the researcher believes that if sport works for boy victims, it will also work for girl victims. Again, even though Fisher and Dzikus (2017) claim that there is also bullying taking place during sports, the researcher believes that sport helps children to stay disciplined and free from violence. Apart from how sports activities can help in managing bullying, it is also important to focus on how the School Based Support Team (SBST) can contribute towards the challenge.

3.15.9 School based support team (SBST)

As mentioned above that managing bullying takes a holistic approach, it is important to bring the school-based management team in focus. This is a team work approach which involves professional bodies including educators, school management (including SGB), school social workers, psychologists, law enforcement officials and non-governmental organisations. The purpose of the team is to offer therapeutic intervention, support and counselling services amongst bullies, victims and bystanders. Makoelle (2017) indicates that the aim of the team is to support and coordinate the needs of the policy within the framework of screening, identification, assessment and support. Tustin (2014) expressed that cyber bullying is a unique technological bullying style and therefore network services such as Telkom, MTN (mobile telephone network) etc. should form part of the SBST. Prior to this, there should be a "hotline" dedicated to bullying with regard to monitoring, support and counselling.

3.16 Theoretical framework

The study is based on Bandura's Social learning theory of aggression which serves as a lens to guide the study. The reasons for using the theory are that it has had an important implication in the field of education, classroom strategies such as encouraging children and building self-efficacy rooted in the theory. Secondly, the theory assists researchers to understand how aggression and violence can be transmitted through observational learning. Thirdly, Social learning

theory can be used to investigate and understand ways in which positive role models can be used to encourage desirable behaviour and to facilitate social change. Lastly, it is important to use the theory in the study because it emphasises the importance of observing and modelling behaviour, attitude and emotional reactions of others. The theory guided the study on the causes of bullying, behaviours related to it and also assisted in exploring the strategies with which to manage bulling as the central phenomenon in the study.

The theory is also known as observation through modelling. Bandura (1977:22) indicates that behaviour displayed by most people come from what people have observed. Bandura indicates that all behaviours are learned through conditioning and cognitive processes which take into account psychological influences such as attention and memory. From observing others, a person is able to form an opinion on how new behaviours are performed and on later occasions, the coded information serves as a guide of action. Bandura argues that people are not born with the ability to act violently; they learn aggressive behaviour through their life experiences. These experiences include personally observing others act aggressively or watching people being rewarded for violent acts. For example, a child who grows up in a family where his father repeatedly abused his mother without being punished, because the mother did not report her abuse to the police, is more likely to copy such behaviour and become a battering father or husband. Furthermore, a child who watches more of violent games may be a bully because he or she believes it is a good way of living. Bandura also identified three basic models of observational learning which are as follows:

- A live model, which involves an actual demonstrating or acting out behaviour.
- A verbal instructional model, which involves description and explanation of a behaviour.
- A symbolic model, which involves real or fictional characters displaying behaviour in books, films, television programmes or online media. There are steps involved in Bandura's social learning theory. They are explained in the figure below.
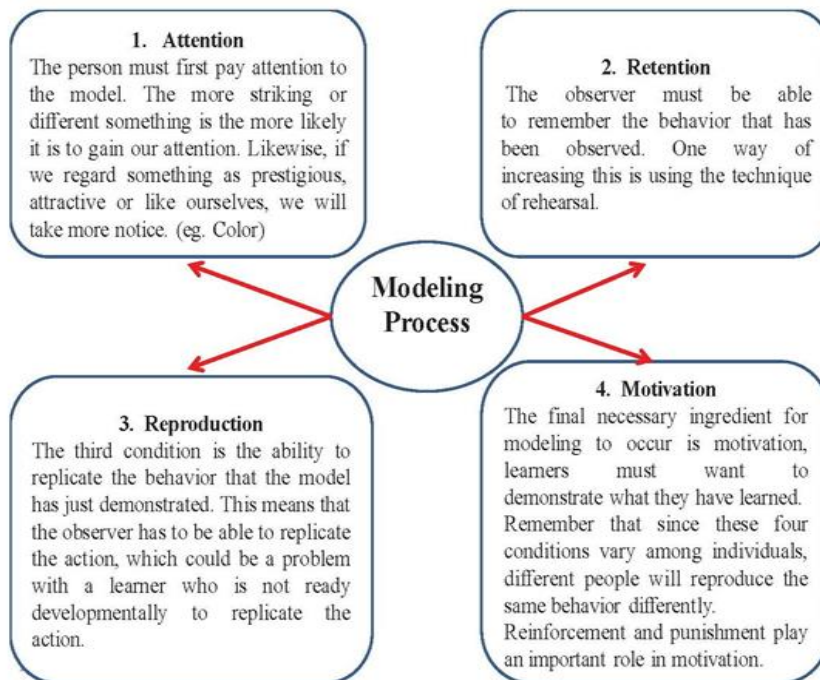
Figure 1. Conditions of Bandura 's modelling process.

3.17 CONCLUSION

This chapter was about literature review in which strategies to manage bullying in former model C schools in Potgietersrus the circuit, Waterberg District was discussed. Among others, the concept 'bullying' was discussed, taking into consideration how other researchers understood it. Causes and various consequences of bullying were also outlined. The main focus was strategies which schools can implement to manage bullying in schools whereby the whole school approach, school policies and code of conduct, playground supervision, anti-bullying clubs, sports and physical education, parental involvement and SBST were discussed. The following chapter focuses on research methodology including research design, sampling, and data collection methods and participant involvements. Furthermore, significance of the study and ethical considerations are discussed.

4 CHAPTER 3. METHODOLOGY AND RESEARCH DESIGN

4.1 Introduction

The previous chapter reviewed literature on the bullying, types of bullying, consequences of bullying and how bullying can be managed. This chapter focuses on research paradigm, research methodology, research design, selection of participants, data collection methods, ethical considerations and quality criteria.

4.2 Research paradigm

Muchar and Raymond (2018) indicate that a paradigm is a conceptual model of a person's worldview, complete with the assumptions that are associated with that view. Rahi (2017) posits that a research paradigm is the set of common beliefs and agreements shared amongst scientists about how problems should be understood and addressed. According to Antwi and Hamza (2015), paradigms can be characterised through their: *ontology (What is reality?), epistemology (How do you know something?)* and *methodology (How to go about finding out?).* These characteristics create a holistic view of how we view knowledge: how we see ourselves in relation to this knowledge and the methodological strategies we use to discover or undiscover it. Wolgemuth (2016) indicated that paradigm and methodology operate as opposite sides of the same coin. Side one: a paradigm discourse drives the methodology. Side two: the methodological model drive the paradigm discourse. The middle of the two extremes is referred to as an excluded middle: the space of politics and moral discourse. Below is a schematic presentation of the process of inquiry which will be discussed in-depth.

D. Elements of a Research Conceptual Framework

a. Essentialist / Objective
b. Anti-Foundationalist / Subjective

What exists?

Ontology

a. Theoretic: Knowledge for its own Sake
b. Applied: Knowledge as a means to inform, transform, or enable change

What is valuable?

a. Idealist
b. Empiricists
c. Realists

How do I know?

A research conceptual framework aligns the researcher's belief system / world view, research paradigm, and methodology

Epistemology

Axiology

A philosophically well situated researcher can describe this location, their philosophically aligned conceptual framework, for their research

Durant-Law, G. (2005). The Philosophical Trinity, Soft Systems Methodology and Grounded Theory. Unpublished manuscript.
http://www.durantlaw.info/sites/durantlaw.info/files/The%20Philosophical%20Trinity%20Soft%20Systems%20Methodology%20and%

ES/ENVS4523 Systems Thinking Discussion Group, A

62

Figure 2. Schematic representation of process of inquiry.

Axiology appears as a branch of philosophy that focuses on the study of the nature of values and value judgments (Kayumov, 2016). This philosophical study of values is the collective term for ethics and investigates the 'goodness' in individual and social conduct (Cresswell, 2017). Values are an important aspect of the research inquiry process and contribute to decisions regarding the choice of a research problem; the paradigm and theoretical framework on which the research is based; the methods of generating and managing data; the context; as well as the format for the presentation of findings (Muir & Wang, 2005).

McAarde (2018) states that the axiological assumption asks, "What is considered ethical or moral behaviour?" In other words, how this study does contributes to

social justice and the maintenance of human rights? As the researcher, I had to ask these questions to consider how personal morals may influence the research study. Axiology therefore forms part of the basis of the philosophical dimensions of a paradigm (Ori & Anchor, 2017) and thus guides research decisions (Mertens, 2009). The researcher has organised her discussion on axiology around reflexivity, other-focus, and power relations. These aspects are embedded within postmodern ethics and guided the way in which this study was conducted, so that this research could contribute to social justice and the maintenance of human rights.

According to Kohn (2015), ontology concerns the "nature of reality'. Ontology is regarded as the main part of philosophy as it deals with questions concerning what entities exist or may be said to exist and how such entities may be grouped, related within a hierarchy and subdivided according to similarities and differences. It is argued that ontology represents our views about what constitutes the social world as well as our approach to studying it (Lee, 2016). Furthermore, King and Horrocks (2010) claim that without a point of view on the nature of social realities, it would be difficult to reflect on what can be considered to be pertinent knowledge in research. Therefore, the question asked in the study was, "How do I know what is real?" (Mertens, 2009).

Colemant (2015) explains that Epistemology concerns itself with the relationship between the known and the knower which is viewed as "subjective" as the researcher and the participants need to work together to construct the research. Epistemology as a branch of knowledge deals with the source of knowledge. It is concerned with possibilities, nature, sources and limitations of knowledge in the field of study. It is used when referring to the connections between the nature of the research, the questions that are asked and the design and methods used (Burell, 2017). Developing this kind of integrity involves thinking through the values, ideals, principles and rules by which the phenomenon under investigation can become known to the researcher (King & Horrocks, 2010).

The study is based on interpretivism as a paradigm which aims to gain an understanding on the phenomenon in its context, that is; strategies to manage bullying in former model C schools. This paradigm enabled the study to merge different issues from various individuals to form one thought. This yielded the the opportunity to formulate different ideas from this one thought. This paradigm, or interpretive framework, encompassed the axiological, ontological, epistemological and methodological principles (Mihas, 2019). I used interpretivism because it allowed (me) the researcher to view the world through the perceptions and experiences of the participants. The researcher also found it more inclusive because it accepts multiple viewpoints of different individuals from different groups. According to Hitherington (2018), interpretivism usually seeks to understand a particular context, and the core belief of the paradigm is that reality is socially constructed. Lastly, the researcher found interpretivism to be applicable since it focuses on interviewing, observing and interpretation of participants that rely on the subjective relation between the researcher and the subjects.

The study gathered data from a group of multi-cultural learners who come from different educational, social and economic backgrounds, who also differed in age, language, and gender to obtain more diverse and multifaceted information. This was done with the purpose of using their perceptions and experiences to explore the research problem. The study aimed to explore strategies to manage bullying in former model C schools, therefore; the intention was to understand the phenomenon through meaning that people, emotions and human behaviour. The intention was to understand and interpret the human behaviour which influenced bullying as an everyday activity (Collis & Hussey, 2009). This further helped to understand why and how bullying occurs, in relation to the experiences of participants used to explore the strategies to manage bullying in schools.

4.2.1 Methodology

Research methodology can be understood as a way to systematically solve or answer the research problem. According to Abutabenjeh (2018), methodology is a

procedure or technique used to identify select, process and analyse data about a research problem. Methodology determines which research methods should be used in the research process. There are three approaches applied in research studies. The approaches are quantitative, qualitative and mixed methods (Cresswell, 2013). In keeping with the social nature of the process that was applied in the study, a qualitative, interpretivist research approach was used. Qualitative research situates the observer in the world, and methods such as observation and interviews are used to interpret the world around the researcher (Denzin & Lincoln, 2005). These methods helped to justify the meanings of what individuals bring to the research setting describe the world of the participants through their own experiences (Merriam, 2009).

Mack (2010) insists that although the ontological beliefs of this paradigm are subjective, researchers should position themselves within the interpretivist paradigm. This allows them to take an objective viewpoint whilst analysing the data they have generated. Even though the results of interpretivism cannot be generalised, maybe because of low reliability, the researcher found it relevant to the study because it is a sociological approach which focuses on the actions and thoughts of the participants. Again it builds rapport with the participants and produce subjective data. Teddie and Tashakkari (2009) claim that the relationship between the known and knower is perceived as subjective because the two need to work together to construct the research. This means that research is built upon the interaction and cooperation between them. However, Chahine (2018) argues that researchers who position themselves within the interpretivist paradigm take an objective standpoint when they analyse the data that are generated. Durkheim (2014) concludes that interpretivist researchers only use semi structured interview and observations as data collection methods to produce subjective data. In the study both data collection methods and documents were used to collect data.

4.2.2 Qualitative research

According to Smit (2018), qualitative research is a means of exploring about individuals and groups ascribed to a social or a human challenge. They further indicate that it involves all types of interviews, observation and focus group discussion to explore and understand attitudes, feelings, opinions and behaviour of individuals. Qualitative research is also important in investigating underlying motivations, feeling, values, attitudes and perceptions (Chen, 2018). Based on the definitions and interpretations above, a qualitative approach was found suitable for the study because it assisted in understanding types of behaviour that lead to bullying action, and knowing about different experiences from individuals.

4.2.3 Research design

According to Villarroel (2018), research design is basically a blueprint on how a study will be conducted or how an investigation will take place. Lebaree (2009) explains it as an overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, effectively addressing the research problem, the blueprint for the collection, measurement and analysis of data. In short, a research design is a framework that has been made to reach answers to the research problem (De Vaus, 2001). There are four types of research designs according to Nardi (2018);

- Exploratory research – it explores something by answering the question in a "what or how" manner.
- Descriptive research – an in-depth manner of answering what or how, which was not studied before.
- Explanatory research – seeks to explain the subject matter being researched and answer the questions" what, how and why"?
- Evaluation research – to measure the effectiveness of a programme in an extensive way.

Qualitative approach can be identified with the following five design methods.

phenomenological	ethnography	case study
narrative	grounded theory	
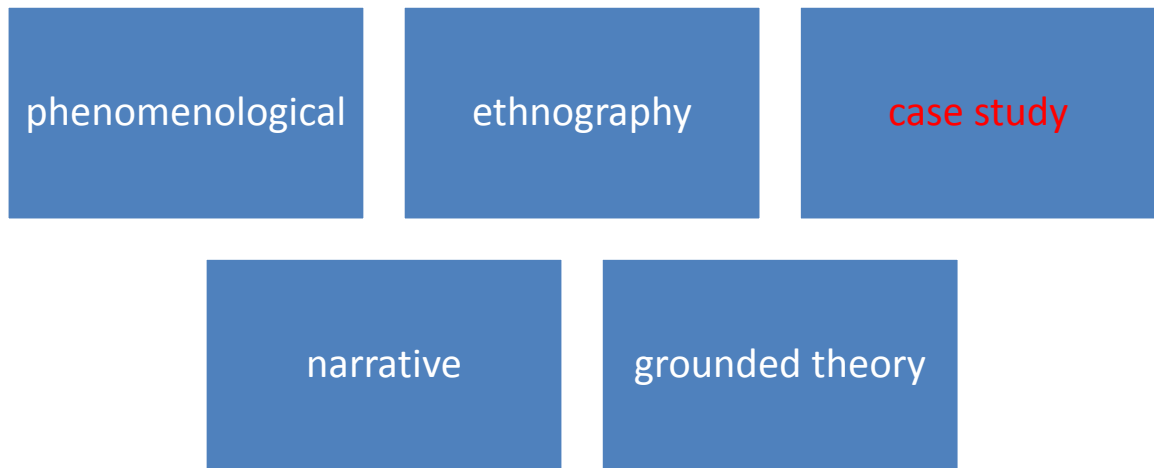
Figure 3. Examples of research design methods

Since the study aimed at exploring strategies to manage bullying in semi-public schools in their natural setting, a qualitative approach using case study design was employed. As stated by Cresswell (2007), case study research is a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple sources of information (e.g observations, interviews, audiovisual material, and documents and reports) and reports based on a case description and case-based themes (ibid.).

Duff (2018) added that, a case study is an in-depth investigation of a single person, group, event or community whereby data is gathered from a variety of sources and using different methods such as observations and interviews. Case studies serve to answer the "how and why" questions. A case study opens the possibility of giving a voice to the powerless and voiceless participants in the current study who are grade three and six learners. In this study, the bullies, bystanders and victims formed part of a group which was used to develop a rich and comprehensive understanding of the research problem. Therefore, the case

study served to explore and describe human behaviour and to find out how participants related and interacted with each other.

4.2.4 Types of case study

Crossman (2018) outlined three types and forms of case studies as key cases, outlier cases and local knowledge cases. Key cases are those which are chosen because the researcher has a particular interest in them or the circumstances surrounding them. Outlier cases are those that are chosen because the cases stand out from the other events or organisations for some reasons. Lastly, local knowledge case studies are those used when the researcher has already amassed a usable amount of information about a topic and he or she is well-poised to conduct a study of them.

According to Cresswell (2007), from the above illustrated types, a case study may take four different forms which are illustrative, exploratory (also known as pilot), cumulative and critical. Illustrative case studies are descriptive in nature and designed to shed light on a particular situation, set of circumstances and the social relations and processes that are embedded in them. They are useful in bringing into attention something that most people were not aware of. Exploratory case studies are used to identify research questions and methods of study for a large complex study. Cumulative case studies assist the researcher to pull together completed studies on a particular topic and generalise from studies that have something in common. Lastly, critical instance case studies are conducted when a researcher wants to understand what happened with a unique event and/or to challenge commonly held assumptions about it that may be faulty due to a lack of critical understanding.

The researcher found the current study to be an illustrative case study because its focus is on strategies to manage bullying in schools of which most people do not see bullying as a challenge and are less concerned about it (Train, 1995). The researcher is also interested in shedding light with other stakeholders including the Department of Education. Potgietersrus Circuit has a problem of bullying and it is

important to identify types and causes of bullying and explore how schools manage it, identify gaps and bring in other management strategies that can be employed.

4.2.5 The aims of a case study

Even though Cresswell (2007) best explained what a case study is, Crowe (2011) also managed to outline the aims of a case study. He indicated that the aim of a case study is to capture information on a more explanatory manner on 'how, what and why' a particular intervention is being implemented and received on the ground. This method was appropriate for the study since the question posed by this research seeks to explain the current circumstances within the context of bullying occurs (Yin, 2009)

Yin (2011) posited that the aim of a case study is to obtain an in-depth appreciation of an issue, event or a phenomenon of interest in its natural real-life contexts. This was relevant to use in this study because the researcher managed to obtain data in depth from the participants especially when trying to understand the types of bullying experienced in schools during interviews and document analysis in the schools.

4.2.6 Advantages of the case study

George and Benett (2005) have identified advantages of the case study as explained below.

- Deriving new hypotheses-case studies are very suitable for serving the heuristic purpose of inductively identifying additional variables and new hypotheses.
- Exploring causal mechanisms – case studies examine the operation of causal mechanisms in individual cases and in detail. They look at a large number of intervening variables and observe unexpected aspects of the operation of a particular causal mechanism.
- Modelling and assessing complex causal relations - case studies are able to accommodate complex causal relations such as complex interaction effects and path dependency.

Yin (2009) also highlighted that case study designs are highly commended for their close examination of the data conducted within a situation in which the activity occurs. The design helped the researcher to interact with participants and report on what they have experienced, how they felt and how they view bullying. Furthermore, the study was able to explore the challenges and weaknesses experienced by schools in managing bullying. Lastly, a case study emphasises in-depth content (Cresswell, 2013) and through this, the researcher was able to delve deep and use a variety of data sources to get a complete picture of what was happening in schools with regard to bullying.

4.2.7   Disadvantages of a case study

Despite many advantages that come with the case study design, there are also disadvantages which may discourage researchers to adopt it. Farooq (2013) posited that the case study design is criticised for a limited representativity which leads to no generalisation of the findings. It is a subjective method rather than objective one. Zaidah (2007) agrees with Farooq on the issue of "no generalization" and adds that it is because of their dependence on a single case exploration. Yin (2011) indicated that case studies lack preciseness, accuracy and exactness. Farooq (2007) also indicates that the other disadvantage is that due to a narrow study, discrimination and bias can occur in the investigation of a social unit.

Case studies are generally considered to be micro rather than macro in nature and findings cannot be generalised to other situations. Despite the disadvantages, the use of a case study was informed by the research question: "What strategies can be implemented to manage bullying in semi-public schools in Potgietersrus? The case study served as a master plan to specify the methods and procedures aimed to explore and the understand real-life contexts of participants as well as their views and experiences on bullying.

4.3   The research site

4.3.1   Potgietersrus Circuit

The study was conducted in a circuit called Potgietersrus which is situated in the Waterberg District of the Limpopo Province, South Africa. The district of Waterberg has five local municipalities: Bela-bela local municipality, Lephalale local municipality, Modimolle-Mookgopong local municipality, Mogalakwena municipality and Thabazimbi local municipality. There are nine circuit offices dispersed across this local municipal area. Potgietersrus Circuit is amongst the nine circuit offices which are in the Mogalakwena local municipality. Other circuits in the municipality are Mokopane, Mahwelereng, Mapela, Bakenburg North, Bakenburg South, and Bultimore. Potgietersrus Circuit incorporates all the schools in the following villages; Sekgakgapeng, Akasia, Florapark, Nylpark, Chroompark, RDP extention 14, 17 and 19 and Weenen. The total number oflearners in the Potgietersrus Circuit is high because of the number of schools and population residing there. There are 63 schools in the circuit and only 2 semi-public schools were sampled because these are the only schools that accommodate multi-racial learners. The people residing in this area speak different languages which include Ndebele, Sepedi, English and Afrikaans. Below is a picture of a map showing the town of Mokopane where the Potgietersrus Circuit is located.
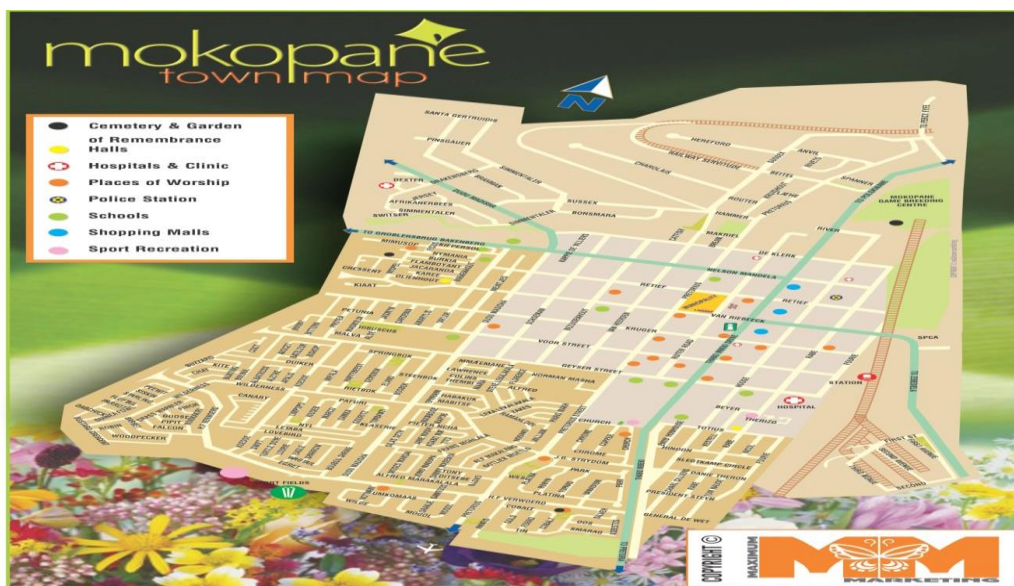
Figure 4: Map of Mokopane Town

4.3.2 The setting

According to Given (2008), the research setting can be explained as the physical, social and cultural site in which the researcher conducts the study. In a qualitative research the research site is expected to be a "natural setting" where the researcher and participants meet. It is the location where data are going to be collected. Holiday (2007) posits that it is important to describe the setting in order to allow an understanding of where, when and with whom the study will takes place. The purpose of describing the setting is to give a clear geographical understanding of where the research is going to be conducted. In the study, two schools were selected as the setting where Grade 3 and 6 learners as well as their educators were selected as participants. The schools are labelled as school L and LL to avoid using their real names. The aim of using codes was to protect subject identities and for anonymity and confidentiality (Crow, 2008).

4.3.3 Data collection techniques

According to Ness (2015), data collection is an important aspect of any type of research and is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. Lincoln and Guba (1985) add that data are any information that has been collected, observed, generated or created to answer the research question. Yin (2011) indicates that data are the basis for any research study and can be collected in any way including observation, interview, documents, focus groups or questionnaires. Based on the above, the researcher collected data using the three qualitative data collection techniques which are observation, interview and document analysis. The three data collection techniques were used together with Bandura's social learning theory which served as the lens of the study.

4.3.4 Observation

Observation is a systematic process of recording behavioral patterns of participants, objects and occurrences without necessarily questioning or communicating with participants (Maree, 2011). Similarly, Silverman (2011) describes observation as a systematic data collection method whereby

researchers use all of their senses to examine people in natural settings or naturally occurring situations. As stated by Silverman (2016), the researcher was able to observe occurrences in the school premises with regard to bullying and how it was managed. Observation was conducted between July and September 2018. The two schools were visited three times for duration of three hours. This was followed by interaction with the participants and observation of their behavioural patterns. Full detail regarding observation will be discussed in the same chapter below (See Appendix N). Furthermore, Bandura's Social Learning theory was used as the lens to explain that people learn by observing others.

4.4 How data was collected

4.4.1 Observation

4.4.1.1 Access to the research site

Gaining access into the schools was not a challenge because the two schools are in one cluster. The researcher met with the principals, educators and some learners at the beginning of the year during athletics and in the second quarter during netball and rugby seasons. Despite physically knowing each other, the researcher wrote formal letters to request for permission to conduct research with the principals. In school L, the researcher went to the office to speak to the principal because she worked there and later sent a letter through email to apply for permission. Both principals of the two schools gave permission to conduct research (See Appendix G). After being granted permission, the researcher visited the schools and introduced herself and stated the purpose of the visit.

4.4.1.2 Who and what was observed?

My participants were Grade 3 and 6 (girls and boys) as well as their educators in both schools. The purpose of using the Grade 3 and 6 learners as participants was to ensure that the junior and the senior phase learners were represented in the study and also to explore the existence of bullying in the two school phases. Below is a table that describes the selected participants who took part in the study with their pseudonyms or codes:

Table 1.2.2.3: Biographical information of participants

Name participants	Age bracket	School	Gender	Grade or qualification
L071	7 -10	L	Girl	Grade 3 learner
L072	7 – 10	LL	Boy	Grade 3 learner
L064	11 – 13	L	Boy	Grade 6 learner
L061	11 -13	LL	Girl	Grade 6 learner
E083	24- 30	L	Female	Junior primary educator
E082	32 – 38	LL	Female	Junior primary educator
E084	32 - 38	L	Male	Senior primary educator
E081	32 - 38	LL	Male	Senior primary educator
H64	40 - 45	L	Female	Junior primary head of department
H65	46 - 48	LL	Female	Senior primary head of department

Firstly, the researcher collected data through observation when she visited the two schools. Each school was visited three times for duration of three hours. The aim was to collect first-hand data about what was exactly happening in the school premises. The researcher observed participants during assembly time in the morning, in the classrooms and during lunch break. In the morning, before the school commenced, learners assemble in front of the hall and open with a pray. At least two educators who are scheduled for playground supervision monitor them and conduct assembly with them. This takes place every day. The researcher joined the educators and observed as they were conducting assembly. When they dispersed to the classrooms, educators released them per class and they walked in rows whereas educators stood and observed them. The researcher remained standing and observed them as they walked to their classrooms. During lunch break, the same educators continued with supervision, two educators per

playground. The researcher joined them and observed how learners interact and play and was also able to see their behavioural patterns (Maree, 2007). She even observed incidents which occurred and how educators intervened. She assumed the position of a complete observer among learners in the junior phase (Grade 1-3) in the playground watching from a distance during the first break.

During the second break, the researcher also went to observe in the senior phase play grounds (Grade 4–7), even though focus was on Grade 6. She observed how learners moved out of their classrooms for lunch, how they played, boys and girls together, the types of games and facilities they used in the playgrounds. She also observed how they follow each other when going back to their classrooms. Here, the researcher also observed the duration educators take to reach their classrooms and how they speak to their learners after lunch time. Any unacceptable behaviour and occurrences were attended to by their educators whereas the researcher remained silent and observed events as they occurred because she did not want to immerse myself into the situation.

In terms of recording, as guided by Maree (2008), the researcher recorded the description of what transpired using a template. Identified places where bullying normally took place, for example, the rugby field were visited with the aim of observing occurrences. Verbal and non-verbal behaviour were recorded. The aim was to understand the types of bullying that dominated in the school and also to see how learners react towards such occurrences. She also visited bathrooms and observed insults and false accusations written on the walls and doors in the bathrooms. These were observed after the lunch break when the bathrooms were empty.

4.4.1.3 Venue and time of observation
School L was observed in the hall where learners met for assembly in the morning whereas school LL was observed under the shades where they held their assembly. Secondly, both schools were observed on the corridors on their way to the classrooms. Thirdly, they were observed in the classroom seated, during lunch

break while playing, and lastly at the waiting area after school, where they were collected by their parents and taxis. Rimando (2015) posited that researchers may encounter challenges when collecting data depending on data collection methods, participants, environment, interview guide and the researcher as well. the researcher found this to be true because she encountered challenges during data collection. During the second stage of data collection, participants distanced themselves as they changed their behaviour and became rigid. This happened in school LL. School L learners continued actively and played freely displaying acceptable and unacceptable behaviour which included running, shouting and even playing the game called "open the gate".

Observation was not the correct choice of data collection based on the type of the study because it was not easy for the researcher to watch learners with unacceptable behaviour and expect the other educator to intervene. The researcher found herself to be somewhat responsible and saw this as waste of time if she did not intervene. Lastly, it was not easy for me to observe participants in school LL because it had many learners, their playgrounds were not divided and the researcher was not familiar with the participants. Identifying participants from other learners took time and caused some delays.

4.4.1.4 The role of the observer

There are four types of observations which a researcher can choose from. Sauro (2015) outlined them as complete observer, participant observer, observer as participant and a participant as observer. During the study, I opted to be an observer as a participant because the role allowed her to interact with the participants and to develop a holistic understanding of the context and phenomenon under study (Dewalt & Dewalt, 2002). The researcher introduced herself to the participants and even explained the purpose of the visit in the schools, especially in school LL because she was not known (Dominick, 2011). All the participants were aware of the researcher's presence and her role. She interacted with the participants even though it was for a limited time and her role was also neutral (Sauro, 2015). She was aware of the disadvantages of

observation, especially that the observer's presence may create an artificial situation and also lead to biasness with participants being nervous. To prevent the disadvantages from occurring, the researcher made sure that she did not immerse herself in the situation in order to allow participants to behave and act naturally.

4.4.2 Interviews

The interview as a method of data collection is where one (interviewer) asks questions to another (interviewee) in a constructed and a specifically planned event (Watts, 2018). An interview is an appropriate method when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. Interviews are useful when the topic of inquiry relates to issues that require complex questioning and considerable probing. Through qualitative interviewing, the qualitative researcher has access to the world of the participants, who describe their activities, experiences and opinions" in their own words (Sutton, 2015). Qualitative interviewing assists the researcher in reconstructing events in which they did not participate, thereby gaining a deeper understanding as highlighted by Rubin and Rubin (2005) (See Appendix M). The study is guided by Bandura's Social learning theory which explains that the verbal instructional model involves descriptions and explanations of behaviour. Therefore, the use of interviews is supported by the theory because the interview is about asking questions and allowing respondents to express their feelings and views (See Appendix M).

An interview is a conversation where questions are used to elicit information about people's opinions, thoughts, experiences and feelings. According to Eyemath (2015), it as a conversation where questions are asked and answers are given. It is more than just an interesting conversation. Saunders (2016) states that there are three types of interviews which are structured, unstructured and semi-structured interview. Structured interview is a type of interview in which the interviewer asks a particular set of predetermined questions. The questions are prepared in advance with expected answers. Unstructured interview is a type of interview in which the interviewer asks questions which are not prepared in

advance. Questions arise spontaneously in a free flowing conversation. Different candidates are asked different questions. Semi structured interview is a type of interview in which the interviewer asks only a few pre-determined questions followed by probing questions (Doyle, 2018). This study adopted the semi-structured interview because of its advantages. Semi-structured interviews allow for prompting and probing whereby participants are free to express their views in a flowing way. It also allows participants to give answers and even reasons for their answers. Because of its conversational mode, semi-structured assisted to get rich information from the participants.

Despite the advantages of the semi-structured interview, there are also disadvantages which the researcher had to ensure that they do not weaken her decision to use the method. Usually the semi-structured interview is said to be time consuming because it entails discussion and verification of interpretation of the interview (Whiting, 2008). The researcher took care of this by limiting the duration of discussion and moving forward with other parts of the interview. The researcher did not She did not create a room where participants explained a lot and even to ask questions and did not interrupt in their answering. During the interview session, the researcher began with the interview without wasting time and the first question was about the background of the school (See appendices A and M).

4.4.2.1 *Selection of interviewees*

The study aimed at exploring strategies to manage bullying in semi-public schools where the Grade 3 and 6 learners and their educators were selected as participants. Their educators were selected because they are the ones who witness bullying in their grades and understand it better as mature people. This study is qualitative and purposive sampling was employed to select participants. The reason for using purposive sampling was that it is subjective and judgemental and participants were selected because of some defining characteristics that made them the holder of rich descriptive data needed for the study (Pilankas, Holloway, Rice & Fuentes, 2011).

The current study took place in the Waterberg district where the two semi-public primary schools were selected. The two schools are found in town and learners are of multi–races. School L had a total number of 935 learners, 70% black, 25 % Indian and 5 % white whereas School LL had a total number of 1206 learners, 80 % white and 20 % black. In each school, 2 learners and 2 educators and 1 Head of Department were sampled. Learners were from Grade 3 and 6 classes. In School LL, which will be discussed in the next chapter, the researcher was guided by educators to select participants who were experienced and held the necessary data. In School L, the researcher was an employee at the institution and had knowledge about the learners and therefore it was possible to sample learners with the relevant data. The two educators were also from Grade 3 and 6 classes. Thus, the total number of participants was 10. The purpose of selecting the given participants was that they were knowledgeable and had the ability to communicate their experiences and opinions in an expansive manner (Pilankas, 2015). In purposeful sampling, the participants usually manifest certain characteristics that the researcher is interested in, such as bullying behaviour, to provide quality and reliable data (Struwig, 2001). Secondly, the purpose was to ensure that primary school phases, junior (Grade 3) and intermediate (Grade 6) were represented in the sample to understand exactly at what stage bullying begins.

4.4.2.2 *When and where interviews were conducted*

An interview schedule was used to collect data. It took place after lessons had ended in order to avoid lesson interruptions and to prevent non participant learners from wondering and asking about what was happening with other participant learners. The interviews were divided into two sessions of about 15 minutes each. The interviews took place in the classrooms which were allocated purposefully for the research.

4.4.2.3 ***The interviews***

The interview was composed of mainly all the questions that were prepared. Firstly, the researcher defined the objectives of the study and their importance in

the study. Since this was a semi- structured interview, probing for responses took place where necessary. This allowed the researcher to obtain a rich descriptive data necessary to address the research question (Moser, 2018). The interview method of collecting data was more appropriate, since it was face to face, allowing the researcher to observe facial expressions, which was integral to the interview process. Facial expression, body language, gestures and speech, added quality to the interview and even helped the researcher to understand exactly how participants felt about the questions and the research problem itself. The researcher could even notice the attitude that participants had on bullying. The interviews provided good evidence of the participant's responses. The researcher used a voice recorder to record the conversation which spared time to produce field notes while I observed participants as they were responding.

Semi-structured interviews have open-ended questions without a predetermined line of questioning (Hammer, 2018). Therefore, questions were concise, clear but detailed and participants were able to respond with examples. Questions were mainly based on bullying and management strategies which could assist to address bullying in schools (see Appendices A and M). Their perceptions and experiences were recorded and were used as part of the sources for data analysis. All means of communications between the researcher and the participants such as letters to the parents and telephone records formed part of the resources for data analysis. Analysis of the above documents was done by the researcher alone and did not require the participants (Watkins, 2012).

4.4.2.4 *Challenges encountered during interviews*

At School L, there was a tendency by parents to collect their children at school before the school was out for different reasons. This practice delayed the study because it happened twice with one of the participants. As a result, the researcher had to sample another learner as a replacement. Participants especially Grade 6 learners were resisting to participate in the interview because of lack of trust and fear. They did not feel free to discuss about bullying because they felt unsafe. The researcher had to explain further that the purpose of the study was to explore

strategies to manage bullying in schools and not to arrest bullies as they thought. At School LL, most of the learners used common transport like taxis and school buses. Since the process took place after school, some participants had to leave for home together with other learners.

Dearenly (2005) indicated that a researcher may face challenges on how to choose participants, how to locate possible participants, how to convince them to participate and then making them comfortable to talk in the interview. Sampling the Grade 3 learners was the worst difficult aspect because they did not understand what an interview is. Secondly, they did not have trust in the process. They developed fear and thought data collected would be known to other learners and they would be unsafe and even lose friends. To address this, the researcher explained the purpose of the study and requested their educators who were also participants, to explain to them that the data collected would be confidential and would be used for the study only.

The researcher did not have challenges with educators except at School LL. They did not want to attend interviews because the scheduled date was the 23rd and they indicated that they had to go to town for serious matters even though the date was agreed on. The other participant educator left earlier for a doctor's appointment as reported. The interview was then rescheduled.

4.4.3 Document analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around a particular topic (Bowen, 2009). It is often used because of the many different ways it can support and strengthen research. Documents can provide supplementary research data, making document analysis a useful and beneficial method for most research. It can provide background information and broad coverage of data, and is therefore helpful in contextualizing one's research within its subject or field (Bowen, 2009). (See Appendix O)

4.4.3.1 Documents analysed

Bowen (2009) defines document analysis as a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning about the topic. Bowen further indicated that analysing documents incorporates coding content into themes. The researcher used documents in the study because they contain data that can no longer be observed, provide details that informants have forgotten, and can track change and develop. Babbie (2010) indicated that document analysis is "the study of recorded human communications, such as books, websites, paintings and laws". Babbie and O 'Leary (2014) outline three primary types of documents which can be analysed in a research, they are public records, personal documents and physical evidence.

Learner's profile

In this study, the researcher dealt with the records of the learners with bullying behaviour from the selected schools. She studied the participants' profiles in order to understand their behavior, health records and assessments. She also looked into their learners' behaviour record books to see what they did and how often they performed bullying related behaviour. There were also incidents books in which educators recorded all incidents such as injuries and fighting that took place during lunch time. These records were analyzed with the aim of retrieving key information about bullying and related behaviour in the two schools (See Appendix (O).

Registers

Firstly, the researcher used the attendance register to evaluate daily attendance of the learners to monitor school attendance. She found out that the registers were controlled daily by the class educators. Attendance and absenteeism were noticed and recorded. Secondly, the researcher used the period register to monitor class attendance and discovered that there were learners who left school before the school knocked off. The reasons given were that learners had doctor's appointments or parents commitments. It was also noted that there were learners who left school after the first period with similar reasons (See Appendix O).

Assessments

Schools L and LL used homework books to record learner's activities. The homework books serves as a communication tool between parents and educators. The researcher observed that there were learners who completed their homework and class activities whereas there were those who did not complete their work. Secondly, she found that some learners did not write all the formal tasks (tests). As a result their performances were below average (See Appendix O).

4.4.3.2 School policies

The documents from the Department of Education which were available in the schools during the study process were also analyzed. These included language policy, HIV policies, and admission policies, bullying policies and CAPS documents. The researcher accessed them from the principal's office in School L. In School LL the researcher accessed them from the educators where she learned that every educator in that school had got those documents in the classroom. The researcher found that learners were not allowed to communicate in any language except the recommended medium of instruction (Afrikaans). The reason given was that the school is multi-racial and in order to avoid or monitor verbal bullying, no one is allowed to use his or her own mother-tongue (See Appendix O).

4.4.3.3 Challenges faced during document analysis

The researcher arranged with sampled schools to view all the documents which she felt could contain data relevant to my study. In school LL the principal did not grant permission because he felt that such documents are private and confidential and contain information that cannot be disclosed. The researcher was only given class registers and learners' work books to analyses which she felt could not provide much information. The class registers only provided statistics for absenteeism and attendance at school. School LL did not keep records of learners' profiles and this made it difficult to track learners' behaviour from Grade 1. The researcher was able to collect data from documents at School L where she was employed. She also wanted to look at incident books and learners' behaviour

books, but this was a challenge as she could not access all of them. Some learners left theirs at home whereas some were available.

4.4.4 Quality criteria

Qualitative researchers tend to prefer the term "trustworthiness" as opposed to rigour. The word is derived from the "researcher's presence, the nature of interaction between the researcher and the participants, the triangulation of data, the interpretation of perceptions and rich, thick descriptions. However, Andrews and Halcomb (2009) define trustworthiness as "the degree of confidence that the researcher has that their quality data and findings are transferable, dependability, credibility and conformable. The intention was to address consistency, neutrality and applicability concerns. To ensure trustworthiness of data and to avoid biasness, several sources and methods were used (Cresswell, 2007). This is discussed in detail below.

4.4.4.1 Transferability

According to Korstjens (2017), transferability is explained as providing readers with evidence that the study findings could be applicable to other contexts, situations, time and population. Firstly, as guided by Shenton (2004), the researcher made explicit connections to the cultural, social contexts that surrounded data collection. She focused on behaviour and experiences which impact on bullying and context so that data could be meaningful to outsiders (Korstjens, 2018). Since the study focused on the two semi-public schools in the Potgietersrus Circuit in Limpopo Province, the findings may not be generalised to other contexts but can be transferred to other contexts.

4.4.4.2 Dependability

Struebert (2007) defines dependability as how one can determine whether the findings of an inquiry would be consistently repeated if the inquiry were replicated with the same subjects in the same context. This process was used to test the findings in multiple contexts to increase the confidence in the evidence (Adam, 2019). Firstly, the researcher explained the title of the study and also the process

to the participants to ensure that there was consistency. She also clarified the themes that emerged from the participants' responses.

The researcher collected data initially and secondly used an external audit to ensure dependability. In this regard, outside researchers were employed to collect data with the purpose of arriving at similar findings, interpretation and conclusion with the main researcher (Shenton, 2004). The HOD of each school was used to collect data by asking the main questions to the participants and these were compared with the findings.

4.4.4.3 Credibility

Macnee & McCabe (2008) explain credibility as the confidence that can be placed in the truth of the research findings. In order to achieve credibility in the study, the researcher had prolonged engagement with the participants during interviews and observation. The purpose was to become familiar with the context and setting in order to obtain thick descriptive data. The researcher used follow up questions and also encouraged participants to support their statements with examples. The importance of applying credibility in the study was to link the findings with reality in order to demonstrate the truth of the research study (Shenton, 2004). Triangulation and member checking were used. Participants were interviewed and observed in different points and a different researcher was used with the aim of arriving at similar findings. The researcher also applied member checking by sharing data with the participants to allow them to clarify intentions, correct errors and give additional data.

4.4.4.4 Conformability

Conformability is an aspect of neutrality to ensure that interpretation is not based on the researcher's preferences and viewpoints but is grounded in the data especially during the analysis. However, Tobin and Begley (2004) explained conformability as the degree to which the results of an inquiry could be confirmed or corroborated by other researchers. It is concerned with establishing that data

and interpretations of the findings are not figments of the inquirer's imagination but are derived from the data.

Conformability was therefore ensured by quoting the actual words spoken by the participants. This was ensured through questions such as "Is this what you meant?" accompanied by responses were participants said "Almost…I will explain again". The researcher also conducted a data audit by examining the data collected, analysis procedures and also made judgements about the potential for biasness.

4.4.5 Ethical considerations

Orb (2000) posited that when preparing research protocols, researchers should consider the potential ethical issues that can be anticipated in the study such as informed consent, confidentiality, anonymity and harm. Sanjari (2014) highlighted on some important ethical concerns that should be taken into account which include respect for privacy, honest and open interaction as well as avoiding misrepresentation. Vanclay (2013) added to the above by indicating that researchers are responsible for ensuring that participants are not harmed. Based on these aspects, the researcher first obtained ethical clearance from the University of Limpopo research ethics committee before she could commence with the study.   I have intended to collect data in the semi-public schools in Potgietersrus circuit. She asked for permission from the Department of Education, principals, and educators to conduct research. Since some of the participants were minors, the researcher also asked for permission from guardians or parents to involve their children in the study (see Appendix). She also met with educators who were participants, whom she gave consent forms to sign.

The researcher also explained the procedures to be followed, level of participation, time and duration of every meeting especially for interviews. Firstly, she explained the issue of voluntarily participation indicating that she had permission to interview them in the study but their participation would be free and voluntary. The researcher went to the extent of indicating that they were not under any obligation and if they felt that they wanted to withdraw, they could but should at least indicate

their withdrawal so that they did not delay the study. In short, no one was forced to participate in the study.

Secondly, the researcher dealt with emotional, physical and psychological harm where she assured participants that the study was not going to create anxiety nor harm them in any way. She indicated that all questions and any activity in the study were prepared in such a way that they would not hurt them in any way. She also indicated that should any form of harm be noticed amongst the participants, it would not be intentional and correct measures to address the incident would be followed.

Thirdly, as guided by Cresswell (2003) who indicated that researchers have the obligation to respect the rights, needs and desire of the participants, the researcher dealt with anonymity whereby she indicated that pseudonyms will be used instead of real names. She further indicated that data collection and any corresponding documents shall be kept private and safe to protect their identity. Summarily, she removed any sign of participants' identities from the study. Their names were withheld and they were given complicated codes such as L083 and T101 to use in the whole research process. The schools were also labeled by means of letters such as School L and LL. Their responses were not discussed with other participants or school learners to put them in danger or destroy their social relationships.

Since the study took place in two semi-public schools, it was important to consider cultural sensitivity as part of ethical considerations. The researcher acknowledged that participants are of multiple races in the presence of all participants per school. She advised all the participants to respect different cultures and to avoid linking it with the topic under study. Silverman (2000) argues that the relationship between the researcher and participants during the interview needs to be considered in terms of the values of the researcher and cultural aspects. Therefore, this appeared to be the normal unexpected concerns relating to ethical issues in the

current study since some participants were black learners whereas some were white English speaking and Afrikaans speaking learners.

Lastly, the researcher took an obligation to protect data from unauthorized access and disclosure. She took care of the documents confidentially (Yin, 2009). Thus, all instruments used during the data collection stage were destroyed after completion of the study. This is supported by Kaiser (2009) who indicates that confidentiality serves as means to protect the privacy of all participants in order to build trust and rapport with study participants and to maintain ethical standards.

4.5   Summary of the chapter

Chapter 3 focused on the design and methodology used to explore strategies to manage bullying in the semi-public schools. This included research design whereby a case study was employed, selection of participants using purposive sampling, data collection methods involving documents, interview and observation. In short, the methodology of the study was explained to provide an understanding of the procedures followed to collect data. The next chapter focuses on the analysis and interpretation of data to recommend strategies to manage bullying in the semi-public schools.

5 CHAPTER FOUR: DATA ANALYISIS AND INTERPRETATIONS

5.1 Introduction

Chapter 3 focused on evaluation design and methodology whereby qualitative approach was used to explore strategies to manage bullying in former Model C schools. The chapter presents the profiles as well as the findings from the two schools selected for the study which focused on exploring strategies to manage bullying in semi-public schools in the Potgietersrus Circuit. This chapter gives a clear description of the school environment, facilities, vision, policies and sport activities found in the two selected schools. The aim is to present or provide thereaders as well as other researchers with background of the schools where the research was conducted.

Marshall and Rossman (1990) define data analysis as a search for general statements about the relationship among categories of data. They further indicated that analysis brings order, structure and meaning to the mass of collected data. Data were then classified into themes which emanated during analysis. According to Vaismoradi, Jones, Turunen and Snelgrove (2013), themes are main products of data analysis that yield practical results in the field of study and they unify ideas that characterise the experiences of participants by a holistic insight from the whole data.

In the current study data were collected through the three methods which are observation, interview and document analysis as indicated in chapter three. The researcher found it beneficial to use the three methods because she achieved triangulation. Triangulation is the use of two or more methods, investigators, sources and theories to obtain corroborating evidence (Onwuegbuzie & Leech, 2007). The use of more methods is also supported by Patrick (2009) who added that it facilitates validation of data through cross verification from more than two sources and also tests consistency of the findings obtained through different instruments. Therefore, the data collected by means of the three methods resulted to themes which emerged during analysis. The themes will be discussed in section 4.4.

5.2 Profile of sample schools

5.2.1 School L

School L is a semi-public school situated in the Mokopane town. It is a quantile 5 school with an enrolment of 1335 of which 85 % is Afrikaans speaking learners and 15% speak different languages including Sepedi, Ndebele and Tsonga. The school accommodates Grade R to Grade 7 and also serves for after day care (privately). Because of high enrolment, each grade has an enrolment of approximately 140 which is normally divided into four classes per grade. For example Grade 4 had 4M, 4E, 4D and 4Y. The school has got 1 principal, 1 deputy principal, 3 Heads of department, 26 qualified CS 1 educators and 8 student educators, 8 non-teaching staff and general workers. There is no government feeding scheme and only learners from disadvantaged families receive lunch boxes from private Non-government organisations like churches and business companies such as supermarkets. Most learners are brought and collected from the school by their parents and few learners use public transport (taxis) to and from school.

5.2.1.1 Infrastructure

School L has got administrative block with offices, a hall, 6 blocks with a total of 31 classrooms, 4 blocks of bathrooms in different areas of the school, tuck shop, computer room and a library. Because of high enrolment, library and computer rooms are used as classrooms for other grades. The school is surrounded by a fence with one gate on each side which are always locked for security purposes. There are also playgrounds divided according to phases which allow learners to play in age groups. There are four netball grounds which also serve as tennis courts, one rugby field, cricket field pavilion stand, and a swimming pool which is always locked. There is also a parking area for cars and a garage for school buses and tractors.

5.2.1.2 Mission and vision of the school

The mission of School L is to develop educators through in service training and to enrich and develop them into exceptional educators who through expert instruction, guide and escort the learners to be productive, and responsible adults.

Educators commit themselves to Christian principles in partnership between the school church and parent community. The vision of the school is also an excellence modelled on Christianity which forms the basis on which educators build to form responsible culturally conscious learners by using Afrikaans as the mother tongue to educate them. The vision and mission of School L is focused on Christianity and teaching learners only in Afrikaans. Every morning learners gather for assembly and open with a prayer. There is a group of learners who are not Christians and they do not attend assembly. They belong to Jehova's witness church and they gather separately and start the day with a prayer in their own way. Afrikaans is used as a mother tongue and a medium of instruction across all learning areas. The motto of the school is "durf hard en vol hard" meaning daring and full of hard".

The school also has five values to promote good living in the institution. They are "respect, responsibility, caring, loyalty and compassion. They are displayed in the hall and on the corridors and learners are rewarded for practising and following them. In the same school a contracted motivational speaker who is also a priest and a councillor introduced "tact, belonging, character, faith and trust, clock and love to the five values. They are also displayed on the wall and learners are motivated to follow them.

5.2.1.3 *School policies*

- **Language policy**

The language policy of School L states that the only medium of instruction is Afrikaans. All learners registered in the school are expected to use the language as the only medium of instruction all the time. All learning areas are taught in Afrikaans. This policy is available in educators' files and school file and is practised by all learners and educators.

- **Bullying policy**

The school has an anti-bullying policy which prohibits any form of bullying and violent behaviour in the school yard. The policy indicates that no child should be bullied as long as the child is still wearing a school uniform.

- **Classroom management**

All the classrooms have a list of rules which are made by learners and their educators. The rules encourage learners to respect each other, listen to one another and even take care of each other. According to the researcher's observation, one could see that the school is working positively to avoid bullying and other related behaviour. On the walls out of the classrooms, there are also posters which display school rules which discourage bullying.

5.2.1.4 School activities

The school has got many sport activities which include athletics, netballs, rugby, cricket, hockey, swimming, tennis, dance, singing dramas, ATKV public speaking, musical review and others which are facilitated by private trainers. The school has planned for such activities to allow learners to participate in any of them to keep them committed. Educators are allocated in such activities to facilitate them. The principal of the school also facilitates rugby and learners are not allowed to take part in any sport without educators or adult supervision.

5.2.2 School LL

School LL is also situated in the Mokopane Town. It is also a quintile 5 with an enrolment of 784 learners, 1 principal, 1 deputy principal, 2 HoD's, thirteen CS 1 educators, 7 general workers including 2 security officers. The school uses a single medium of instruction which is English even though learners are Indians and blacks speaking African languages such as Sepedi, Ndebele and Tsonga. The school caters for learners who reside in town as well as those from the surrounding areas such as Mahwelereng, Sekgakgapeng, Moshate and Madiba. The motto of the school is "strive to learn" which emphasises those learners should put more effort on their studies to achieve their goals.

There is also a playground where all learners from Grades one to seven play together during lunch time. The school also uses a supervision method whereby educators observe learners in the morning, lunchtime and afterschool. There is also a scholar patrol in the morning and afternoon for both gate A and B which serve to allow learners to cross the road safely. About 40% of the learners use common transport (taxis) to school whereas some are brought by their parents and some walk to school because the school is within the residential area. In this school, there is a challenge of collecting learners. Some taxis and parents arrive late to collect their children. Educators leave the school at 14h00 and learners remain out of the schoolyards. There is no after day care in the school.

5.2.2.1 Infrastructure

School LL has got an administrative block with offices, a hall which is utilised as a classroom, 3 blocks with a total of 16 classrooms, 2 blocks of bathrooms next to each other, a tuck shop, computer room and a library. All the learners from grade one to six break for lunch simultaneously and they share the same bathrooms. There are also three mobile classrooms. The school is surrounded by a security wall with two gates in the northern and southern side which are always locked for security purposes. The school is busy building rugby and netball fields which they hope to use in the following year. There is also a parking area for cars during the day.

5.2.2.2 Mission and vision of the school

The mission of the school is to promote a positive culture of learning and critical thinking. The school also promotes respect and celebration of diversity. The school strives to overcome the legacy of discrimination through access equity, strongly oppose discrimination on grounds of gender, age, race, and nationality, sexual or religious orientation. The vision of the school is to establish an institution that functions effectively and efficiently to realise the educational and social goals of the community. All stakeholders make a fervent effort to make the learning experience rewarding and fulfilling.

5.2.2.3 *Policies*

The school is an English medium school and all learners. either English or Sepedi speaking are expected to use English all the time. This allows learners to communicate well and understand each other. Similar to School L, the learners in School LL whose mother tongue is Sepedi, Ndebele or Tsonga have a tendency of using their mother tongue when communicating even though it is against the school policy. On the other side, Indians also use their language when playing together.

Like other schools, the school experiences bullying and has policies to manage it. The policy is based on putting learners' safety first and discourages violent behaviours. The policy was discussed with parents and learners and therefore everyone is aware of the policy and the disciplinary actions to be taken when threatening others. The researcher went through the document about bullying during data collection and found that the school made a list of types of bullying and actions as well as penalties. This was signed by the School Governing Body and School Management team.

5.2.2.4 *Sports activities*

The school offers athletics in the first quarter of the year. They take part in circuit, area, and provincial athletics competition only. There is no netball, soccer and other activities because they are still preparing the playgrounds.

5.3   Data analysis

Wong (2008) defines qualitative data analysis as the process of systematically searching and arranging the interview transcripts, observation notes, or other non-textual materials that the researcher accumulates to increase the understanding of the phenomenon. Basically, it involves making sense of huge amounts of data by reducing the volume of raw information, followed by identifying significant patterns, and finally drawing meaning from data and subsequently building a logical chain of evidence. Cohen, Manion and Morisson (2007) agree with Wong but further indicated that it is the process of making sense from the participants 'views,

opinions corresponding patterns, themes, categories and regularities. Cohen et al. (2007) says the process of analysing qualitative data predominantly involves coding or categorising the data. Data collected during observation, interview and document analysis was analysed using the following steps as guided by:

- preparing data for analysis by transcribing
- reducing data into themes
- representing data

5.3.1 Preparing data for analysis by transcribing

According to Kvale (1996), transcription is regarded as creation of a vebatism record of the audio recording. The researcher started by looking at data collected through the interview with the aim of transcribing it. Even though Judger (2016) posits that it is important to understand the meaning rather than the language, the researcher firstly listened to data from the recording device and translated it into English because some participants responded in Afrikaans at School L while in School LL some learners responded in Sepedi and English. She then read translated data with the aim of getting meaning and also read the notes taken during observation and documents analysis to establish meaning from the participants.

5.3.2 Reducing data into themes.

According to Erlingsson (2017), themes express data on an interpretative level which involves reading. Braun (2006) added that themes capture something important about data in relation to the research question and represent some level of patterned data. When reducing data into themes, the researcher used the idea of Grix (2010) to sift significant information from 'trivia'. She looked for similarities in responses from interviews, observations and documents, then grouped them (Vos, 2005). She also categorised keywords which produced the following categories:

5.3.3 Representing data

Lacey (2007) posits that reading and re-reading of data is the first step whereby a researcher will have an idea of how patterns could be clustered and coded. The researcher focused on the categories which emerged from responses and reduced them into themes which are discussed below.

5.4 Summary of results organized into themes

5.4.1 Bullying as a challenge

All learner participants from the two schools indicated that there was bullying taking place almost every day. Educator participants agreed that bullying was taking place and continued that it is a serious challenge in the schools. Only one educator differed with the others. She mentioned that there is bullying but it is not something to complain about because learners just shout at each other and it is acceptable. The educator seemed not to understand bullying and did not to take it seriously.

5.4.2 Frequency of bullying

The frequency of bullying refers to how often bullying takes places in schools. Participants indicated that bullying occurred anytime and most often. The question raised in the interview was to understand how often bullying took place. Almost all participants indicated that everyday learners, especially young and tiny learners reported bullying, in the morning, before learning commences, during lessons, breaks and even after school in the form of vulgar remarks and pushing.

- *Learners' perception*s

Sampled learners from the three schools indicated that they experienced bullying on a daily basis. They explained that in every class there are bullies of every form. According to them, bullying occurs anytime in the presence and absence of the educator. *"Learners kick, push and even insult each other when the educator has left class. When she is in class, and we are given a task to do, bullies use finger language or write letters to bully some learners. "*According to the study, all

participants including learners agreed that bullying occurs anytime whether the educator is in class or not and every one irrespective of age, size and appearance gets bullied.

- Educators' perceptions

The Grade three educators were asked how they experienced bullying and they indicated that there was a high rate of bullying in the senior phase than in the junior phase. Their concern was expressed with fear when they indicated that some of the elder learners attempt attacking their juniors especially during lunch time. They further indicated that learners go to an extent of inviting the victims to a zone where they would not be seen for further bullying. The responses from the School HoD indicated that bullying takes place in different forms and anytime. An educator from School LL indicated that learners use different forms of bullying time to time and they do not mind the teacher when children get bullied. "*Sometimes our learners would come back from lunch reporting that they were pushed, kicked and their lunch boxes or money were taken by other boy. It becomes difficult for us to track them especially when cameras are not functioning*"

It appeared that some educators did not understand some behaviour as bullying especially in School LL. A Grade three educator in the same school indicated that bullying is experienced as early as Grade R and 1 and they behave in that way most of the time. They indicated that some learners shout at others and use vulgar words every time when they speak and even threaten to attack other learners in the age of 5 and 6 years. "*We can see in the first week of schools that some learners in grade 1 are bullies. They shout at other learners in class regardless of the educator's s presence or not. They create stories about innocent learners.* From School LL an HoD also added to the above by positing that *"Bullying starts at an early age. There are bullies in the junior phase, in grade 1 as well. Some learners intimidate others in class, by just looking at others. They normally ask the victims "wat kyk jy vir my". How they behave and respond, is a clear sign of bullying behaviour.* On the other side, a Grade three educator did not see it as a bullying character. School LL seemed not to be concerned a lot about how the

learners in their junior phase speak to each other. She characterised them as *"checky"* and will grow up.

Senior phase educators also reported that there are bullies in all grades. It is an all grade behaviour that is experienced from grade one. A grade 6 educator also indicated that it becomes difficult for such learners to stop bullying because it started while still young. Another educator concluded that bullying is an everyday and all day practice. She explained that *e*very morning when she approaches the class, learners run to her and explain what has already happened in between learners. *"Same learners are involved in victimization, exchanging words, shouting at each other from early in the morning. In fact, first thing at school is solving problems. During lessons, we cannot give activities and leave the class alone. Learners leave their work incomplete and stand up, speak loud and even threaten others. Once learners meet they start bullying each other. If you hear them making noise, just know that a bullying incident is part".* According to reports, bullying is the main problem in schools since it occurs every minute irrespective of the presence of educators or not. The findings indicate that there is a growing rate of bullying in schools which takes place frequently.

5.4.3 Areas where bullying occurs

Bullying occurs everywhere where learners are found. According to the responses, it was mentioned that learners are bullied on their way to or from home, in the classrooms, bathrooms, cafeterias, playgrounds and even during assembly. They further mentioned that verbal bullying takes place all over because it is easy and quick and can also take the form of sign language. The following were extracted from what a school L HoD said to support the above mentioned statements. '*Bullying takes place all over. When learners report, you hear of a place you never thought of. "Learners bully each other in front of educators and even when standing in a row. This is worse. You hear a bully ask the other learner "what did you say yesterday" or I am going to eat you up at the after day centre".* They bully each other in the bathrooms, classrooms, cafeteria and all over. On the other side, school L and LL indicated that the greatest bullying zones in the schools are the classroom, cafeteria*,* bathroom and corridors. *"Girls bullies write nasty comments*

in the bathroom, sometimes they write on the paper and paste it on your back. People read and start laughing. Everywhere in the schools, like at the playground during lunchtime, learners are bullied. They bully us a lot at the after day care centre. This was uttered by participants.

Based on the responses from all the sampled learners and educators, bullying occurs everywhere in and out of the school premises. The extracts above give a clear indication that when bullies want to bully they do not care where they are and who is with them. The researcher was mainly concerned with where exactly bullying occurs and why people label it as bullying. According to responses especially from the learner participants, bullying occurs mainly in the classrooms, playgrounds, in the corridors, tuckshops, on the corridors when learners exchange classrooms and in the bathrooms. A grade 3 learner in school L responded with anger and in her own language which expressed how bad it was. She said "*Hulle skreeu op ons, hulle slaan ons en hulle maak ons seer elke dag in die badkamers en volg ons oral waar ons gaan.* Apart from the above quotation, participants indicated that bullying takes place on social networks. All the grade 6 learners indicated that sometimes bullying starts at school and mainly at the playground and learners go further to bully each other using facebook and whatsapp when they are at home. In addition, an educator from school LL reported that social bullying also occurs in schools where by some learners gang up on a victim, teasing and even making fun of the victim. She further reported that the tuckshop and waiting area for transport are mainly places where learners bully each other. They purposefully bully the victim and leave for home. Based on the responses, learners bully in such arears because supervision is limited and everyone focuses on waiting for transport to go home. Therefore, they bully quickly and move away without being noticed.

5.4.4 Different ways of bullying

What transpired during the interviews was that learners bully in all forms. Educators and learners indicated that at least six types of bullying were commonly displayed in primary schools. This includes verbal, physical, emotional, relational,

racial and cyber bullying even though it seemed prevalent amongst Grade 7 learners. Participants' perceptions were reported in their own words as follows:

4.4.3.1 Physical Intimidation

The teachers from School L indicated that there are numerous forms of physical attacks that occur in the school and the wider community. These include pushing, shoving, punching, kicking, fighting, and extortion of personal property (money, lunch boxes, pencil cases, balls) and physical bullying. An educator from School LL stated that physical bullying is not as prominent as verbal bullying but it does take place and the participant shared different experiences of physical bullying. The grade 3 educator of School LL indicated that most bullying incidents are reported after 2nd break time. She explained that learners normally eat during the first break and second break where they play. This is where they become very rough to each other. They play "*open the gate*". They run and hit any person around them. The game is prohibited but bullies especially boys, still play it. Learners hit back when attacked because they are provoked. When you listen to other learners, you can hear that the same learners who are trouble makers are guilty. "*We cannot leave learners in the playground alone for 5 minutes; they run around and attack other learners either verbally or physically*".

A grade six educator from the same school explained that in their school, learners use 'Caddii bags' to carry their books. When they change classes, they spin their Caddies roughly, make dust and also injure other learners on the legs. She revealed that this is not allowed in the school but learners with bullying behaviour continue with it purposefully to discomfort others. She also added that in the senior phase, learners play at the "rugby field" and that is where bullies attack victims because educators on supervision observe from a distance since the field is big. An educator from school LL also confirmed that indicating that the rugby field should only be used for rugby and not as a playing field. "*They provoke each other, tackle each other and end up fighting.*

When the bell rings, they are the last group to leave the field. This is done every day. It is not safe to play at the rugby field". According to the participants, physical bullying is more prevalent on the playground during break time, before school and outside the school grounds. Looking at the facts raised by other participants, bullying has a number of tactics including aggressiveness and fooling. They mentioned of unacceptable behaviour that happens when learners exchange classes like pushing, clapping and even spitting saliva onto others, damaging properties or even taking their belongings away. Based on the responses of the learners, it was made clear that physical bullying occurs mostly amongst boys. The advantage is that it can be clearly seen as it involves actions.

5.4.4.1 Verbal abuse

A grade six educator from school LL identified several forms of verbal abuse which are seen in the three schools. These include name-calling, gossiping, joking, negative comments, taunting, threatening, extortion, ridiculing, accusing and blaming. In addition to this, a grade three educator from the same school emphasised that verbal bullying occurs with varying degrees of severity and that the effects should not be underestimated. The data indicated that teachers feel that verbal bullying occurs quite often among learners and is commonly observed in the classroom. She (H65) further, reported in her own words and language that *" Dis ongelooflik hoe hierdie kinders vloek met mekaar". This means that it is unbelievable on how the children insult each other. They call others with nasty names and even threaten them.* An HoD from school L added that learners spot each other about their names or surnames and call them the way they want. For example, if you are a boy and your name is "Prince, they will call you "princess"

which means that you are seen as a girl. They also use vulgar words irrespective of who you are. Common words uttered are "Skobo meaning ugly, dom kop meaning not intelligent".

Responses from the interview especially form school L indicated that cyber bullying is mostly practised in the senior phase from grade 6 which is at the age of

about 12 years. The use of social networks is a clear source that promotes cyber bullying. Learners post video clips, pictures of other learners and include text messages to hurt others purposefully. Phone calls were also mentioned whereby learners call victims to make them suffer emotionally by threatening them. A grade 3 educator mentioned that learners are not allowed to bring cell phones to school and that cyber bullying is practised from home. They send texts to victims at home. She added that cyber bullying cannot be observed and proven unless it is reported. A grade 6 learner confirmed it when she stated that "*it is very easy to use cyber bullying. No one can see you. We do it at home and plan for the following day*". Even though cyber bullying was indicated, some participants did not say much about it but indicated the possibility of it because they said that sometimes it was difficult for them to see how bullying took place. The evidence of cyber bullying was very rare because learners are not allowed to bring their cell phones to schools.

5.4.4.2 Relational tactics

According to the participants, social isolation or social exclusion from peer groups is seen as one of the most prevalent forms of bullying. The participants reported that social isolation is used to make peers feel that they do not belong to the group. In addition to this, being silent, giggling and dirty looks, are the characteristics of relational bullying. The educator from school L explained that relational bullying compared to other forms of bullying is the most hurting one because victims appear to be sick. It can also affect learners psychologically.

Participants highlighted that relational bullying is more prevalent in girls than in boys. She said that girls isolate victims from their groups. They even refuse to sit or stand next to them in class for no reason. *"We normally see girls being alone during breaks, eating alone without friends to play with and this is sign to relational bullying. A learner who is isolated by friend is clearly seen because she will just roam around."*

5.4.4.3 Bullying in a racial way

Participants mentioned strategies which they thought can assist in managing bullying in schools. They mentioned, educator intervention, implementation of playground supervision in schools, conflict resolution, parental involvement, school code of conduct and policies, anti-bullying games for children, and launching of bullying awareness campaigns.

5.4.5 Interventions

A grade 3 learner indicated that most educators do not take bullying incidents seriously. This is the reason why most learners do not report bullying. They further indicated that most educators brush it off and it seems like they are not interested. On the other side, participant educators also indicated that most learners report minor issues which do not even need to be entertained because they just want to put other learners in danger. Learners felt that if educators can take reported bullying seriously and intervene, they can combat it. This shows that there was a serious disconnection between educators and learners. Learners felt that educators do not act or intervene when they report whereas educators feel that learners do not report bullying. Participant L071 posited that *"We report and educators do nothing. I end up keeping quite. If educators can speak to the bullies and discipline them, we will be happy. Contrary to what the learner have said, an education from school LL argued that."* We intervene but with limitations because we do not know how to intervene. We shout at bullies, take them to the principal's office to speak to them. There must be a common intervention strategy from the department of education".

5.4.5.1 The implementation of ground supervision

All the educators from the two schools suggested that teachers must understand their duty of care and responsibility by supervising the school grounds during playtime. Playgrounds should be divided into junior, intermediate and senior phase areas so that learners can play separately. An educator from school LL suggested that school playgrounds supervision must be done in the morning, during breaks and even after school. They should also supervise the scholar patrol area and the places where learners wait for transport. No educator should leave the school

immediately when the bell rings. They should leave after all learners have left the premises because it is their duty to ensure the safety of the learners. Participant E082 highlighted that *"Bullying take place in the school, I suggest it is the duty of educator(s) to protect us. We should supervise learners until their transport arrive(s).* The researcher observed during data collection process that when educators were around learners, bullies struggle to threaten victims even though it was mentioned earlier on that they do not mind educators. Therefore, the suggestion made may assist in reducing bullying because even though it was mentioned that bullying takes place in their presence, it may not prevail when they are there.

5.4.5.2 Parental involvements

Based on the interview responses, participants suggested that parents need to form part of their learning in order to understand what is going on in the schools and what learners are going through. They further indicated that in cases where bullies notice that their parents are part of the schools, they will refrain. An educator in school LL indicated that parents believe that they are playing a role in their children's education only when they attend meetings and collect the reports at the end of each quarter. She further posited that they need to be workshopped to understand learner behaviour and should liaise with the school regularly. Another educator from school L also reported on what a school LL educator said mentioning that parents believe that their children are less involved in violent behaviour because they are not aware. Therefore, educators and parents need to stand together to reduce bullying. "*Parents of bullies do not know of their learner's behaviour in school because they do not visit the school even when invited. They need to be made aware and be advised to report any uprising behaviour and also understand what learners do in classrooms. There must be a clear communication between the school and parents" said participants H64.*

5.4.5.3 School code of conduct, policies and values

An educator from school LL proposed that schools need to leave no space for bullying and any related behaviour. From the beginning, the schools need to set clear codes of conduct and classroom rules which do not accept bullying or any

unacceptable behaviour. Schools need to have displayed and clear values which enforce safety in the premises. Codes of conduct and policies should be clear to all learners and penalties should also be explained to them. S *Learners need to understand that school must be safe and free from violence. The HOD H65 from School L said that the code of conduct must be read to learners and be explained clearly. In our school we have value and they are displayed in the hall. This include respect, care, perseverance, love and honesty. Learners should know all of them and they also work to achieve them every day. We teach them to respect and love each other and to avoid hurting. This is seen as a better road towards combating bullying.*

Based on the observation, the schools have codes of conduct and educators emphasise that learners should abide. The challenge is when other learners obey and some disobey by simply bullying and performing other disruptive behaviour. Furthermore, educator H082 from school LL indicated that anti-bullying policies should serve or provide as guidelines for educators and school management team on how to handle bullying. She mentioned that" *sometimes we are afraid to discipline learners because we don't know how. The parents attack us and the department of education also does not stand on our side. We end up just letting them go".*

5.4.5.4 Anti-bullying programs for kids and life orientation

A grade 6 learner from school LL posited that schools should introduce anti-bullying programmes to bring awareness to everyone in class and at the school. Reading books and videos on bullying were mentioned as resources that can better explain what bullying is and what the consequences are. The learner who posited this felt that this can change the attitude of bullies. She even cited an example of a play called "Simon says" in which bullying messages are included. The researcher found this important and felt that the play could help because most learners love the game. On the other hand, a grade 6 learner from school L mentioned that bullying should be part of the lessons which can be taught in Life Orientation. She further indicated that it can assist in teaching learners on bullying and how they can handle bullies, support victims and even encourage them to

report any single bullying action which may be encountered. Participant L061 indicated that *If we can play games in class during Life Orientation one include bullying" as a topic and deliver positive messages based on it. It will be interesting and everyone can develop interest and take part.*

5.4.5.5 Launching of bullying awareness campaign

There are three participants from different schools who suggested that schools must conduct anti bullying campaigns to bring awareness to the whole school and the community. Based on what they said, neutral, professional and knowledgeable bodies should be invited to address the community on the issue. It should also be a continuous campaign with follow up events and feedback to keep the community closer and under supervision. Most participants highlighted on the awareness campaign as a strategy to minimise bullying and went on to show that schools need to speak for themselves by means of posters to support the activity. They also indicated that learners should formulate their own slogans that support anti bullying awareness campaigns. Even though they commonly suggested a similar idea, a grade 6 learner from school L presented it as follows: *"There must be an awareness campaign whereby parents, teenagers and school going children should be invited. In the campaign the main focus should be on bullying and any violent related behaviour. Cause, types and consequences must form part of the awareness so that all members of the community can be able to understand what bullying is and intervene accordingly. We need to understand that it takes the whole community to raise a child and not only the biological parents. What happen in the school and out there should be our concern".* From the researcher's observation, school L had already started with anti-bullying campaigns and learners in the school understood what bullying is because of the posters around the school, priests who visited the school to speak about it and the video about bullying which they watched even though it did not cover the whole community.

5.4.5.6 Behaviour modification

In one of the interviews, an HoD from school LL indicated that most of the time bullying is left to take its cause. School officials do not intervene accordingly. This was mentioned several times and she gave an idea of "behaviour modification". An

essential point raised by the educator was that bullies need support as well. They need to be listened to in order to understand the factors that cause bullying than to push them away all the time. They further said that bullies need to be loved, praised and even congratulated on the good things they do. This can make them realise that they are valued as an impetus to modify their behaviour.

Furthermore, she added that bullies can be encouraged to take part in sport activities, praise them, give them awards and even speak positively about them as a way of motivating them. It was also suggested that bullies can be given responsibilities as a way of keeping them committed and even preparing them for leadership. Firstly, it was indicated that in most schools bullies are written off and not considered to be prefects or even class leaders. Participant L064 said that" I*t is time that we should know our learners. I have realised that in class there are just strangers." A stranger teaching other strangers". Educators should prioritise being knowledgeable about background of learners, know where they come from, how they are raised and how they live. This will help us to understand why some learners behave the way they do.* Even though the above statement was mentioned, some felt that bullies need to be monitored all the time. Their free time must be limited and they should not be allowed to interact with other learners because they are violent. In fact, they should be kept busy all the time.

5.4.5.7 Social network supervision
Grade 6 learners from school L made it clear that most learners bully via social networks. This was found to be escalating because parents are not able to monitor their children's cell phones. An educator from school L stated that parents need to supervise their children's cell phones in anyway. They have the right to know what is happening on face book, twitter, mix it, instagram, emails and whatsapp and any irregularity must be reported and interventions should take place. It is clear that learners have the right to privacy and the issue of passwords on their cell phones is for security reasons but the fact that learners bully each other through social media indicate that parents and learners need to discuss and set rules on the matter. During the interview, the researcher used "probing" and drove learners towards this suggestion. The question asked was whether they think it would be

correct for their parents to monitor their cell phones. The aim was to understand the views of the learner participants on what was mentioned and determine if social network supervision may serve as a strategy to manage bullying in schools. From all the learners who participated, the researcher observed "doubt and discomfort" on their facial appearances. They did not like it. A grade 6 learner from school L who responded in her own mother tongue totally disagreed and indicated that parents can only discuss such issues with them than monitoring their phones. Contrary to the previous learner, a grade 3 educator from school LL emphasised that "Learners social network must be monitors because there is cyber bullying and it is also harmful. We have experienced this in the school and that why cell phones are not allowed in our schools. It is easy; there must not be password to open their child s phone. Parents, sisters or brothers must monitor the phones regularly. No privacy on a child s phone should be allowed. Parents must also limit the time their children spend on their cell phones".

5.4.5.8 Discussion forum

At least 2 educators from school LL proposed that there should be discussion forums in groups. They indicated that this will help to understand learners' backgrounds and perhaps to explore factors which influence bullying. On the one hand, the use of discussion forums can help to build confidence after being bullied and assist in emotional safety regain amongst learners. A participant noted that bullies can be allowed to take part in the forum and their ideas can be operationalised to prevent bullying. This was mentioned by a grade 6 learner participant who also indicated that the aim is to win them back and help them minimise and change their negative attitude. This response came in the form of a question where the researcher observed confidence in the learner because he also mentioned that discussions should be in the form of talking with the hope that most learners who remain silent about bullying may speak out. The question he asked was *"Don't you think that discussion forum(s) will also assist"?* And he elaborated further as mentioned above.

5.4.5.9 School based support team

The HoD's from Schools L and LL highlighted that schools must have" school based support teams" to build and support school officials. These must be composed of nurses, social workers, police, lawyers, psychologists, physiotherapists, councillors and priests, to support learners in schools. Educators may not be aware of other learners' behaviours and necessary support to offer when the need arises. But the services of the mentioned professionals can assist concerning any behavioural pattern that can be identified. These professionals may not be stationed in the schools but they can visit schools regularly to assess learners. Schools must have contacts with them and communicate with them when necessary. This was reported by the HoD of school LL and it was as follows*. Sometimes it becomes difficult for us to understand behaviour and actions of learners and how to help them, but with the assistance of other professional bodies we can know what to do. Schools should have police, social workers, and psychologists etc to assess behavioural problems and also offer support.*

The responses of the participants made it clear that educators as well need support which will enable them to deal with bullying and related behaviours. The use of other professionals who are not school officials was suggested where assessment of learners on their behaviour is conducted. Guidance may also assist to understand causes of bullying and how to reduce it. An educator from the school LL added that learners must be assessed to enable us to understand any behaviour change. What was indicated is that some parents have already taken their children for assessment and have submitted the results to the school.

5.4.5.10   Holistic approach

Participants reported that efforts to address bullying in schools should come from all levels. All members of the community, in and out of the school including children, families, schools and the community should respond to bullying in the form of an anti-bullying partnership. A collaborative action was suggested whereby a participant mentioned that not only educators and learners have to face bullying alone but every community member must be engaged. *"Bear in mind that bullying may also come from home. I suggest that all community members must stand*

together to combat bullying, not only schools. If a learner is seen bullying others, must be reported to the parent, principal or any elderly person so that it can be dealt with". Based on what participants lamented, guidelines on how to eradicate bullying should be available in all the classrooms, tuck shops, school buses, homes and community shops to make bullies understand that they do not have any place to bully others. This is the collaborative effort towards managing bullying to build a safe and caring school climate.

5.5   Chapter summary

In Chapter 4, the profiles of the two schools were outlined. It presented interpreted and analysed data which were obtained by means of interviews, observations and document analysis. The profile revealed that both schools are situated in the town of Mokopane and experienced bullying. The chapter also discussed the responses from different participants in school L and LL. When interpreting data from the participants, the study discovered that bullying is experienced in both schools and this is also supported and shown in literature (Chapter 2). However, participants understand bullying differently; some see it as a serious challenge whereas some see it as normal.

The focus on the study was more on exploring strategies to manage bullying in semi-public schools. All participants gave their own suggestions which contributed to the study. This included intervention, supervision, SBST, discussion forum, anti-bullying awareness, behaviour modification, and the holistic approach as discussed above. The next chapter focuses on the findings, conclusion and recommendations of the study.

6 CHAPTER FIVE: SUMMARY OF THE STUDY, RECOMMENDATIONS, CONCLUSION, LIMITATIONS AND SUGGESTIONS FOR FURTHER STUDY

6.1 Introduction

The preceding chapter focused on analysis of data where themes were developed. The current chapter presents summary, recommendations, suggestions for further research, conclusion, contribution of the study and limitations of the study. Data were collected through three methods, which are observations, interviews and documents. The main purpose of the study was to explore strategies that could be implemented to manage bullying in semi-public schools in the Potgietersrus Circuit, Limpopo Province. The study is guided by Bandura's social learning theory which explains human behaviour in terms of continuous reciprocal interaction between cognitive behaviour and environmental influence.

6.2 Summary of the literature view

There are a number of issues highlighted in the literature review. Firstly, literature revealed that learners experience verbal, emotional, rational cyber and social bullying within the school environment (Aluede & Bradley, 2014). Secondly, it revealed that bullying takes place in all areas including corridors when exchanging classrooms, in the waiting areas, on the road home, in the buses, during morning devotion (assembly) and at the after day care centre (Graig, Peppler & Atlas, 2002). Thirdly, literature highlighted that bullying is caused by factors such as stress, relationship problems, person's personality, dysfunctional families, environment and failure to regulate emotions (Seabi, 2009). Bullies come in all sizes. However, most of them are characterised by quick tempered and impulsive behaviour, whereas victims are learners with unique physical characteristics like over-weight, acne, spectacles, big ears, withdrawn learners with no social skills, fewer friends and those found alone in uncommon places (Davis, 2009 & Lamia, 2012). Lastly, literature indicated that there are a number of strategies that can be used to manage bullying in schools. However, bullying still continues as a challenge in schools.

6.3 Summary of the findings

6.3.1 The main research question

What strategies do schools use to manage bullying in semi-public schools in the Potgietersrus Circuit, Limpopo province?

6.3.2 The sub-questions

- What challenges do learners encounter in semi-public schools in the Potgietersrus Circuit?
- How frequent is bullying experienced in semi-public school environment within the Potgietersrus circuit?
- What is the nature and to what extent is bullying taking place in semi-public schools in the Potgietersrus Circuit?
- What are the common areas where bullying occurs?
- In what ways does bullying take place amongst learners?
- How do schools manage bullying

This research questions were answered using the generated themes as follows:

6.3.2.1 Reporting bullying

The study found out that there is a need for learners to report bullying. They should be encouraged to report bullying to educators, parents and any person they trust. Reporting bullying will make it simple for school officials to be aware of it and handle it. This is in line with the argument by Fuller (2013) who points out that remaining silent about bullying should be avoided. In addition, the use of drop boxes was stated as a way in which learners can report bullying. However, the study observed how educators ignore learners when they report bullying. Educators should in fact observe bullying before it is reported and attend to it than to ignore it. Since the theory that serves as the lens of the study explains that observation and modelling are the core elements in the growing stages of a child, learners who observe other learners reporting bullying will be motivated and model what they have observed.

6.3.2.2 Interventions

The study out found that most educators allow bullying to take place because they do not attend to it. This was posited in the interview where it was noted how educators react when bullying is reported. This is in line with the findings by Olweus (1993) who explains that for bullying to be managed, educators should intervene. Even though there is a proposal that educators should intervene, the researcher observed that educators do not know how to intervene. This appears as if educators ignore bullying. Having looked into the documents of the schools, the study found out that bullying actions have been recorded and given attention even though there was no explanation on how it was resolved.

6.3.2.3 Implementation of ground supervision

The study found that supervision in the school grounds was not done properly because educators just stood or sat in one place. It is well known that playgrounds are common places where bullying occurs. This is in line with Espelage and Swearer (2003) who posit that schools must arrange for proper supervision and learners should be monitored during breaks and playtime to manage aggressive behaviour as indicated in Bandura's social learning theory. This will assist educators to develop interest in supervision and also be able to identify and supervise the areas that need attention.

6.3.2.4 Parental involvement

The study found that parents are not fully involved as stakeholders because they were only notified or invited to schools when there were sports and when learners were sick or injured. This was also revealed during the interview whereby participants repeatedly indicated the need for working together with parents. Secondly, in the school documents where bullying incidents were recorded, the researcher could not see a clause which indicated that parents were invited to school to discuss the matter. Referring to the literature that has been used in the study, the role of parents in schools towards their children's studies is recommended by SASA Act 84 of 1996 through school governing body (parents' component). Furthermore, Pellegrini (2002) indicates that the eradication of bullying requires the active practical involvement of all members of the school

community (Pellegrini, 2002: 45). As indicated in the social learning theory by Bandura, learners are not born with aggressive behaviour but learn it as they grow, and the involvement of parents will assist in confirming what was mentioned.

6.3.2.5 School codes of conduct, policies and values

During document analysis, it was noted that both schools had policies, values and a code of conduct. This is the recommendation from the Department of Education for each school to have them. The researcher observed that policies and codes of conduct are not implemented accordingly. Schools display codes of conduct on the walls and expect learners to read, understand and abide by the rules. This is in line with Laas (2013) who indicates that there is a definite need for the adoption and enforcement of school policies. Laas (2013) further explains that a code of conduct provides a regulatory framework within which a safe and secure discipline and purposive learning environment may be established. However, the adoption of a code of conduct, policies and values will foster the creation of disciplined and a purposeful school environment.

6.3.2.6 Sports and life orientation

The findings through the interview posit that learners should participate in sport and life-orientation as a subject because they will use their energy to take out their anger. The study further revealed that participation in life orientation and physical education should be made compulsory to all learners because life orientation handles the topic "bullying" as part of the curriculum but only in grade three and four. This is in line with the findings by Foss (2014) who indicates that learners, especially boys who are bullied may avoid a mental health problem if they participate in sporting activities. Furthermore, Bjereld (2014) stated that children need to be advised to belong to sport clubs or organisations because this will reduce bullying as they will learn sport and protective skills as well as guidance and rules such as "avoid attacking people". The social learning theory by Bandura explains that much of the life is rooted in the social experience. This is in line with the fact that learners should belong to sports and life orientation because this is where learners interact and make friendship.

6.3.2.7 Bullying awareness campaign

The study found that schools should conduct anti-bullying campaigns to bring awareness to the whole school and the community. Participants proposed the use of games, posters and slogans about bullying. This is in line with the findings by Barone (2000), who indicate that schools should introduce anti-bullying clubs whereby they include multi activities in which learners can learn more about bullying, how to protect themselves and how to avoid it. This includes games which convey messages, videos on bullying, and campaigns. Barone (2000) supports the idea that anti–bullying campaigns can be a source of initiating a healthy disciplinary environment and this is in line with what Bandura explains as "social change" in the social learning theory. Literature also agrees with the study through Handura (2015) who indicates that through interactions learners can be taught about empathy and compassion which will teach respect and build a sense of belonging to each other. However, the main aim of the campaign is to bring awareness to those who fail to understand what is happening and with regard to bullying parents or the wider part of the community. The campaign can be used to appeal directly to bullies and parents.

6.3.2.8 Understanding the background of all learners

The study revealed that the relationship between the learners and educators is not adequate. Educators do not know the background of the learners which make it difficult for them to understand why learners have bullying behaviours. This was revealed in the interview. Participants indicated that there are a number of reasons which must be addressed first before dealing with bullies. Gay (2018) agrees with the findings by stating and explaining the causes of bullying which include poor parenting, family factors and social factors. This is in line with Bandura's social learning theory which serves as a lens for the study as it deals with human behaviour and explores the relationship between the brain and violence as well as other aspects that trigger violence.

Lastly, the study revealed that bullies, like any other individuals need support for example, love, understanding, uplifting, rewarding and even to be encouraged to

participate in class leadership and being prefects. Literature is silent about bullying behaviour modification and a lot of attention goes to the victims with the aim of supporting them. In chapter two, Gonzales (2018) mention ways to prevent bullying in classrooms, Olweus (1993) also mentioned OBPP whereas the Department of Education also listed guidelines on how to deal with bullying. Among the three, nothing was said about modifying or assisting the bullies. The researcher supports the participants' suggestion even though a lot of time must go into the introductory part where victims must understand that educators aim to assist them. Bullying like any other behaviour may change if not yet deeply rooted.

6.3.2.9 Social network supervision

The study found that parents should supervise the types of games and videos their learners watch, limit duration spent and that supervision must be extended to learners cellular phones. The study is in line with Patchin (2014) and Kevorkian (2010) who explain that supervision on learners' cell phones is vital and parents can follow their kids on face book with the aim of monitoring them. In fact both literature and participants agree on the danger of cyber bullying and that supervision should be administered on social media, television and video games. However, even though participants suggested social network supervision, the researcher believes that the first step should be a point where parents and learners discuss the importance of social network and set ground rules for their children. Parents can only supervise their children's cell phones when they notice unacceptable behaviour.

6.3.2.10   Discussion forum

The study found that communication and discussion will assist in combating bullying. This was suggested in the interview. The findings state that schools need to create forums for leaders, educators and parents to share experiences and suggestions about bullying. The study also revealed that a good relationship will create good communication which will encourage learners to be more open to talk about themselves and their problems. This is in line with Linslin (2011) who posits

that learners should discuss bullying with people they trust and added that educators should always talk to students, like to know more about how things are going and anyone bothering them and also encourage "tattling" (telling about bullying). Lastly, a discussion forum creates a room for sharing experiences with regard to bullying in an open way and also allows discussion on which strategies will work better for managing bullying (p 65, subsection 2.14.3) and encouraging social change as highlighted in Bandura's social learning theory.

6.3.2.11   School Based Support Team (SBST)

The study found that schools and the communities need to come together to form SBSTs in order to eradicate bullying. This is in line with the findings by Maphumolo (2019) who indicates that the SBST plays an important role and if well established, it will assist with supporting and coordinating the needs of the policy within the framework of screening, identification and assessment. The SBST serves as an internal support in education in South Africa and also assists in identifying school needs with focus on barriers to learning such as bullying. The formation of SBST brings different stakeholders with expertise towards understanding bullies, their backgrounds and how to deal with them. This is supported by Bandura's social learning theory which explains human behaviour in terms of continuous reciprocal interaction between the cognitive behavioural and environmental influence.

6.3.3 The research sub-question 1

6.3.3.1 Challenges of bullying faced by learners

In responding to the research sub-question one, the study found that bullying occurs on a daily basis in the presence of the educators in a more subtle form via gestures and note passing. The researcher observed this during her first observation when learners where attending the morning devotion and the same was reported during the interview. This is in line with Menisisi's (2017) observation who indicates that bullying takes place in the classrooms even though it depends on the educator's characteristics, class size and peer group dynamics.

The findings which emanated from the interview have shown that there is a growing rate of bullying in schools which takes place frequently, disturbs teaching and learning in schools, affecting learners' academic performance and the orderly operation of the schools. The same view is shared by Patchin and Hinduja, (2011) who explain that bullying creates a hostile school environment. Furthermore, Hong and Espelage (2016) added that bullying has likelihood to compromise learners' educational achievement and success because learners do not concentrate on their school work when they have to always think about bullying.

6.3.4 The research sub-question 2

6.3.4.1 Frequency of bullying

The study found that everyday learners experience bullying verbally and physically, in the morning, before learning commences, during lessons, breaks and even after after school. Words such as "daily, most of the time" were used to explain how frequent bully takes place. This emerged during the interview and it is contrary to the findings by the National Centre for Educational Statistics (2016) which found that students were bullied at least once or twice a month during the school year.

6.3.5 The research sub-question 3

6.3.5.1 Nature and extent of bullying

Findings from the interview revealed that bullying is experienced through kicking, insulting, hitting, name-calling, shouting, accusing, spreading malicious rumour and gossiping. There is a new way of bullying whereby learners, especially girls, write bad comments about other learners on the bathroom doors and walls. The findings is in line with the observations by Hymel and Swearer (2015) who explain that in the South African school contexts, learners experience different forms of bullying, which are physical, emotional, and psychological or cyber bullying. Schmidt, Pierce and Stoddart (2016) added that physical bullying occurs when a learner uses overt bodily acts to gain power over peers and can include acts such as kicking, punching, hitting and other physical attacks.

6.3.6 The research sub-question 4

6.3.6.1 Areas where bullying occur

Findings from the interviews indicate that bullying takes place in the schoolyards, hallways, bathrooms, on school buses and waiting areas for buses, in the classrooms during the lessons and in the presence of the educators. From document analysis, the researcher found that most reported bullying took place in the rugby field used as playing and waiting area. This is in line with Craig, Peppler and Atlas (2002) who highlight that bullying takes place in areas where there are many children and adult supervision is sparse or difficult. The findings from the current study and Craig et al. (2002) share the same view in explaining that the waiting area for buses and private transports are the most notorious areas where bullying takes place because supervision is rare.

6.3.7 The research sub-question 5

6.3.7.1 Ways of bullying

The study found that girls commit bullying the same way boys do. She also observed that girls do not mind fighting as well which was commonly seen amongst boys in the past. From document analysis, the reports show that some bullying actions done by girls included physical fighting. This is contrary to the findings by Greef (2004) and Sapouna (2008) who indicate that forms of bullying carried out by boys and girls differ because girls use indirect methods such as spreading malicious gossip whereas boys use more direct methods such as hitting and kicking.

6.3.8 The research question sub-question 6

6.3.8.1 How do schools manage bullying?

Findings from the interviews indicate that schools do not take bullying seriously. Participants indicated that the reasons why they do not report all the time is because educators do not intervene as expected. The schools have a playground supervision time table and educators follow it but they just stand, shout at victims

and record the bullying incident in the book. From the document analysis, the policy states that bullying needs to be recorded and interventions must be administered. From the observation, the researcher observed that it takes less time to address bullying and follow up does not take place. Even though Linslin (2011) suggests that educators should know the bullying policy and work within it, it appears that educators do not respond positively to bullying incidents. Hence, the researcher observed that inviting parents to school and discussing bullying behaviour with them will be helpful.

6.4 Recommendations

According to the South African School Act 84 of 1996, every learner has the right not to be treated or punished in a cruel, inhuman, and degrading manner. Secondly, it is the state's obligation to ensure that schools have an essential and safe structure to create a safe and enabling learning and teaching environment. Lastly, UNICEF has developed a framework for the right-based, child-friendly, educational systems and schools that are characterised as protective for all children. In this regard, a child-friendly school should ensure that every school environment is physically safe, emotionally secure and psychologically enabling. Therefore, the need for building a safe environment for school learners cannot be overstated. In this regard, bullying is not allowed in schools in any way. Educators, parents, families, NGOs and the government should work together to manage bullying in schools.

6.5 Recommendations for further support:

Based on the research conclusions, the study recommends the following:

- Educators should set sound and clear classroom rules and be consistent on disciplining learners.
- Schools should formulate and implement bullying policies.
- Learners must be encouraged to report bullying to any person, be a peer, educator, parents, and be rewarded for reporting. Educators and parents must intervene when bullying occurs.

- Educators must administer playground supervision. Schools should divide playgrounds into three play zones where the junior phase, intermediate and senior phase can play separately.

- Schools should take the responsibility on bullies' behaviour modification. That is in short, to understand their background, offer support and counselling to bullies, victims and bystanders.

- Schools should prioritise the formation of SBSTs with the aim of assisting in learner assessment and support since educators are not trained on such.

- The Department of Education should offer support to educators in the form of training and workshops. They should make intervention guidelines available in schools for educators to intervene properly.

- School playgrounds should be divided into play zones according to age (junior, intermediate and senior phase) and should draft supervision time tables.

- Educators and parents must form partnerships against bullying because it will help the whole community to work together towards a common goal which is to manage it.

- Curriculum should include bullying as a topic in all grades especially in Life Orientation. It will offer a broader knowledge to all learners and also assist them in understanding how to handle each other, whether as a bully or victim.

- The department of education must provide approved bullying management guidelines and instrument to use when dealing with bullying in schools.

- The school needs to organise campaigns where the impact of bullying will be discussed with learners.

6.6 Suggestion for further research

The current study explored strategies to manage bullying in semi-public schools in the Potgietersrus Circuit, Limpopo Province. It will be important to conduct more studies in rural primary schools, secondary schools, other circuits and provinces in South Africa. Further studies should focus on the following:

- How bullying takes place in a single racial based school
- The study should assess intervention strategies offered by the Department of Education in RSA.
- How the School Governing Bodies can assist in managing bullying in the schools and communities.
- The views of the SGB and DoE on the impact of bullying in RSA.

6.7   Concluding remarks

The purpose of the study was to explore strategies that could be implemented to manage bullying in semi-public schools in the Potgietersrus Circuit, Limpopo Province. The presence of bullying in schools was confirmed through literature and the findings of the study. It was found that learners are challenged daily and as a result they suffer consequently and struggle to perform academically. Given the findings, all schools and communities that are affected need to work together to manage bullying by using strategies from existing literature and those explored by the study to manage bullying.

6.8   Contributions of the study

The study is meant to contribute strategies which could be implemented to manage bullying in semi-public schools in the Potgietersrus Circuit, Limpopo Province. It was found that learners are bullied on a daily basis within the school environment. The basic contribution is that all schools should not allow bullying to take place. Instead schools should have policies on bullying which provide bullying management guidelines and instruments to use when dealing with bullying in schools. The Department of Education and the Department of health should work together to offer professional support to bullies and victims. Therefore, the study will assist the schools, DoE and policy makers to draft guidelines on how to manage bullying in schools and also to build partnerships with all stakeholders to combat it. Lastly, the educators will benefit from the study by acquiring knowledge and skills on how to manage bullying amongst learners.

6.9   Limitations of research

The findings of this study have to be seen in light of some limitations. There are four major limitations in the study that could be addressed in future research.

The first limitation was the sampling of the participants in the primary schools where the study focused only on grade three and six learners. Even though the participants responded, the grade three learners did not have much experience related to the phenomena of interest. Initially, the researcher had to spend time explaining some of the matters related to bullying to bring them on board and for them to understand. It would have been ideal to include only educators, principals, and members of the SGB, to give more and better insight especially on the strategies to manage bullying. They could have revealed more knowledge in response to sub questions raised in Chapter two.

The second limitation was encountered with learners in school L because they were Afrikaans speaking and they could not understand nor respond in English fluently. Communication was difficult because most of the time the researcher had to explain or translate to Afrikaans for them to understand me better and respond. Participants also found it hard to express themselves. This delayed the interview process. It would have been beneficial to sample English-speaking learners in order to have a smooth flow and progress during the interviews. The learners in school LL also found it difficult to express themselves fully in English and had to respond using both Sepedi and English.

Lastly, the voices of learners from the rural schools were not heard since they were not considered for the study. It would have been more beneficial to include them in the study in order to accommodate their views and experiences. These stakeholders could have shared different knowledge about bullying and the different skills they use to address bullying in their schools.

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APPENDICES

APPENDIX A

Interview code number of name   _____

Interviewer   _____

Location   _____

Date   _____

Age   _____

Educational level   _____

Profession   _____

1. Kindly explain the background of the school ?

   _____
   _____
   _____
   _____
   _____
   _____

2. What do you like or dislike about the school?

   _____
   _____
   _____

3. Do you feel safe at school? And why?

   _____
   _____
   _____
   _____
   _____

4. How can you explain bullying in your own words

   _____
   _____
   _____
   _____
   _____
   _____

5. What type of bullying do you encounter in your school? What incident can you quote?

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6. What could be the main causes of bullying in the school?

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7. Where will the educators be when bullying occur?

_____
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_____

8. What do educators do when bullying occur?

_____
_____
_____
_____.

9. Where will the learners be when bullies approach them?

_____
_____
_____
_____

10. Do you report bullying when it occurs? And why?

_____
_____
_____

11. What management strategies would you propose to manage bullying?

   _____
   _____
   _____
   _____
   _____
   _____

12. Do you think bullies can change if they get help?

APPENDIX B. OBSERVATION TOOL

Class   : _____

Educators: _____

School   : _____

Date   : _____

<u>Categories</u>
1. Behavioural patterns
2. Types of play
3. Attitude
4. Bullying occurrences

1. OBSERVATION DURING MORNING DEVOTION.

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2. OBSERVATION DURING CLASSROOMS.

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3. OBSERVATION DURING BREAKS.

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4. OBSERVATION QURING SCHOOL OUT.

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5. OBSERVATION AT THE AFTER DAY CARE CENTRE (within the schoolyard).

_____

_____

_____

_____

APPENDIX C.

LETTER TO THE HOD OF LIMPOPO PROVINCE DEPARTMENT OF EDUCATION.

ENQ: Mashishi M.F   Box 2558

Cell No: 0827742431   Mahwelereng

Email:flora@krugies.co.za   0626

                                                        18 March 2018

THE HOD

LIMPOPO DEPT OF EDUCATION

Private Bag X 9489

POLOKWANE

0700

Dear Sir /Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE POTGIETERSRUS CIRCUIT.

I am a master's student at the University of Limpopo, Faculty of Education in Department of Education- Curriculum Studies, currently undertaking a research project that is supervised by Dr. L.T. Mabasa. I am requesting permission from the department to conduct this research. The project is entitled: **Strategies to manage bullying among learners in former Model C schools in Potgietersrus circuit.** It focuses mainly on strategies that can be implemented to manage bullying.

The ethical integrity of this research will be guided by the requirements of the Ethical Committee of the Faculty of Education, University of Limpopo. As part of the ethical requirements, anonymity and confidentiality of the participants will be maintained in all steps of the research including data collection, analysis and reporting process. I need to stress that participation in this study is voluntary and participants can withdraw at any stage during the research process. In the study, educators, Grade 6 and 3 learners from three former Model C schools in Potgietersrus circuit will be interviewed and observed in and out of the classrooms. Documents analysis will also be part of data collection methods.

I hope that you will be able to assist in this regard, and therefore your earliest response to this request will be appreciated.

Yours faithfully

Mashishi M.F.

APPENDIX D.

LETTER TO THE CIRCUIT MANAGER OF POTGIETERSRUS.

ENQ: Mashishi M.F   Box 2558

Cell No: 0827742431   Mahwelereng

Email:flora@krugies.co.za   0626

                                                                         18 March 2018

THE CIRCUIT MANAGER

POTGIETERSRUS CIRCUIT

MOKOPANE

0600

Dear Sir /Madam

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE POTGIETERSRUS CIRCUIT.

I am a master's student at the University of Limpopo, Faculty of Education in Department of Education- Curriculum Studies, currently undertaking a research project that is supervised by Dr. L.T. Mabasa. I am requesting permission from the department to conduct this research. The project is entitled: **Strategies to manage bullying among learners in former Model C schools in the Potgietersrus circuit, Waterberg district of Limpopo Province.** It focuses mainly on strategies that can be implemented to manage bullying.

The ethical integrity of this research will be guided by the requirements of the Ethical Committee of the Faculty of Education, University of Limpopo. As part of the ethical requirements, anonymity and confidentiality of the participants will be maintained in all steps of the research including data collection, analysis and reporting process. I need to stress that participation in this study is voluntary and participants can withdraw at any stage during the research process. In the study, educators, Grade 6 and 3 learners from three former Model C schools in Potgietersrus circuit will be interviewed and observed in and out of the classrooms. Documents analysis will also be part of data collection methods.

I hope that you will be able to assist in this regard, and therefore your earliest response to this request will be appreciated.

Yours faithfully

Mashishi M.F

APPENDIX E

Letter of permission from province

LIMPOPO

PROVINCIAL GOVERNMENT REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF

EDUCATION

Ref: 2/2/2   Enq: MC Makola PhD   Tel No: 015 290 9448   E-mail:fYlakolaMC@edu.
limpopo.gov.za

Cnr. 113 Biccard & 24 Excelsior Street,
POLOKWANE, 0700, Private Bag X9489, POLOKWANE, 0700
Tel: 015 290 7600, Fax: 015 297 6920/4220/4494

The heartland of southern Africa - development is about people!

Mashishi M.F Box 2558
Mahwelereng
06266

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.

2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal: "STRATEGIES TO MANAGE BULLYING AMONG LEARNERS IN FORMER MODEL C SCHOOLS IN POTGIETESRUS CIRCUIT".

3. The following conditions should be considered:

3.1 The research should not have any financial implications for Limpopo Department of

Education.

3.2 Arrangements should be made with the Circuit Office and the schools concerned.

3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.

3.4 The research should not be conducted during the time of Examinations especially

the fourth term.

3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected

3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.

5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.

Ms NB Mutheiwana
Head of Department

23/03/2018

APPENDIX F. LETTER FROM CIRCUIT

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
WATERBERG DISTRICT
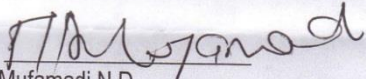
Ref. 13/1
Enq.: Masoga M
015 491 6019
07 August 2018

To.: Mashishi M.F
P.O. Box 2558
MAHWELERENG
0626

Madam

PERMISSION TO CONDUCT RESEARCH: MASHISHI M.F

1. The above matter bears reference:-

2. This office acknowledge receipt of your request letter for conducting research at Potgietersrus Circuit schools.

3. Permission is hereby granted to conduct such research in former model C schools.

4. This office wish you all the best in your endeavour.

5. Thanking you in advance.

Mufamadi N.D
(Circuit Manager)

DEPARTMENT OF EDUCATION
POTGIETERSRUS CIRCUIT
2018 -08- 0 8
MOKOPANE
P.O BOX 10   MOKOPANE 0600
TEL 015 491 60   21 FAX: 015 4916024

Open Rubric

(s)

ENQ: Mashishi M.F
Cell No: 0827742431
Email:flora@krugies.co.za

Box 2558
Mahwelereng
0626
18 March 2018

THE HOD
LIMPOPO DEPT OF EDUCATION
POTGIETERSRUS CIRCUIT
MOKOPANE
0600

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE POTGIETERSRUS CIRCUIT.

I am a master's student at the University of Limpopo, Faculty of Education in Department of Education-Curriculum Studies, currently undertaking a research project that is supervised by Dr. L.T. Mabasa. I am requesting permission from the department to conduct this research. The project is entitled: **Strategies to manage bullying among learners in former Model C schools in Potgietersrus circuit.** It focuses mainly on strategies that can be implemented to manage bullying.

The ethical integrity of this research will be guided by the requirements of the Ethical Committee of the Faculty of Education, University of Limpopo. As part of the ethical requirements, anonymity and confidentiality of the participants will be maintained in all steps of the research including data collection, analysis and reporting process. I need to stress that participation in this study is voluntary and participants can withdraw at any stage during the research process. In the study, educators, Grade 6 and 3 learners from three former Model C schools in Potgietersrus circuit will be interviewed and observed in and out of the classrooms. Documents analysis will also be part of data collection methods.

I hope that you will be able to assist in this regard, and therefore your earliest response to this request will be appreciated.

Yours faithfully

Mashishi M.F

APPENDIX G. PERMISSION FROM TWO SCHOOLS.

LAERSKOOL **KRUGERPARK**

20 July 2018

Master Student
M.F. Mashishi
Krugerpark Primary School
Mokopane
0600

Dear Miss

Request for permission to conduct research in Potgietersrus Circuit

This letter is to confirm that I as principle of Laerskool Krugerpark received your letter with the request to research at our school.

I hear by grant you permission to use the learners of Gr 3 to Gr 6 for your research project. Remember to put your willingness in writing to the parents that it is a voluntary process and children can withdraw at any stage during observation or interviews.

All of the best for your project.

Yours faithfully

MR J LAVERTONGEN
PRINCIPAL

TEL: 015 491 5838   POSBUS 57 MOKOPANE 0600   FAKS: 015 491 2164
krugerpark@krugies.co.za 80 VAN RIEBEECKSTR MOKOPANE

Registration No: 140123-9   EMIS: 906 121 303

Limpopo Province
Western Region
DEPARTMENT OF EDUCATION
MOKOPANE
☎015 491 2310   ▭015 491 7508
P.O Box 300, Akasia, Mokopane, 0600

20 June 23018

Ms Mashishi M.F
P O Box 2558
MAHWELERENG
0626

Madam

PERMISSION TO CONDUCT RESEARCH AT POTGIETERSRUS PRIMARY SCHOOL IN POTGIETERSRUS CIRCUIT.

PROJECT TITLE: STRATEGIES TO MANAGE BULLYING IN FORMER MODEL C SCHOOLS IN THE POTGIETERSRUS CIRCUIT.

Your correspondence dated 18 June 2018 refers.

It is with pleasure to inform you that you are welcome to conduct the above research at our school. School will re-open on Tuesday 17 July 2018 for the Third Quarter – 2018.

With best wishes and regards.

Yours faithfully

S.H Kekana – Principal

LIMPOPO PROVINCE
DEPARTMENT OF EDUCATION
POTGIETERSRUS
PRIMARY SCHOOL
P.O. BOX 300, MOKPANE. 0600
TEL /FAX· 015 491 2310

APPENDIX I.

INFORMED CONSENT FORM

Request for your assent to take part in the research

I Mashishi M.F, id number 7506250337085 a distance student at the University of Limpopo wish to ask for your assent to participate in the research which will be conducted at your school.

My topic is: Strategies to manage bullying in former model-C schools in Potgietersrus Circuit Limpopo Province
The purpose of the study is to explore the strategies that could be implemented to manage bullying in former mode-C school.
I assure you that there will be no harm to you during the study of any kind. Your information will be kept private and the results will be presented in an anonymous manner. I further promise to furnish the Department with the necessary feedback on the research. For any clarity you are free to contact the University of Limpopo. I further alert you that if you feel like or want to withdraw from the research you are free to do so.
If you are interested in taking part, please indicate by writing your name and surname on the space provided in the space below.

Your positive response in this matter will be highly appreciated.

Yours faithfully

…………………………………
Mashishi m.F

Your name …………………………………

 Signature……………….Date………

APPENDIX J. LETTER FROM PARENTS WITH CONSENT FORM

DECLARATION FORM OF CONSENT BY THE PARTICIPANT

I…………………………………………………………………. (full names of participant) hereby confirm that I consent to participate in the research project "Strategies to manage bullying in former model-C schools in the Potgietersrus circuit, Waterberg district of Limpopo Province and agree to be interviewed. I further consent that I understand the content of the research project and the nature of study as explained to me by the researcher. I also understand the results of the study and that any of my personal details will not be enclosed into the research report. I understand that I am free to withdraw from the project at any time.

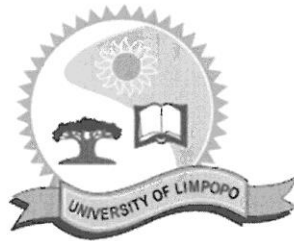I hereby provide consent to audio-record my interview:

PARTICIPANT
RESEARCHER
Name :………………………………….(Print)

Signature: …………………………………

Date: ………………………………………..

APPENDIX K. LETTER FROM FACULTY

University of Limpopo
Faculty of Humanities
Executive Dean
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 4895, Fax: (015) 268 3425, Email:Satsope.maoto@ul.ac.za

DATE: 9 March 2018

NAME OF STUDENT:	**MASHISHI, MF**
STUDENT NUMBER:	**[201619847]**
DEPARTMENT:	**MEd – Curriculum Studies**
SCHOOL:	**Education**

Dear Student

FACULTY APPROVAL OF PROPOSAL (PROPOSAL NO. FHDC2017/3998)

I have pleasure in informing you that your MEd proposal served at the Faculty Higher Degrees Meeting on 22 November 2017 and your title was approved as follows:

TITLE: STRATEGIES TO MANAGE BULLYING IN FORMER MODEL C SCHOOLS IN THE POTGIETERSRUS CIRCUIT, WATERBERG DISTRICT OF LIMPOPO PROVINCE

Note the following:

Ethical Clearance	Tick One
Requires no ethical clearance Proceed with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	√
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully

Prof RS Maoto,
Executive Dean: Faculty of Humanities
Director:	**Prof LT Mabasa**
Supervisor:	**Prof LT Mabasa**

Finding solutions for Africa

APPENDIX L . ETHICAL CLEARANCE CERTIFICATE

University of Limpopo
Department of Research Administration and Development
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306, Email: Anastasia.Ngobe@ul.ac.za

**TURFLOOP RESEARCH ETHICS
COMMITTEE CLEARANCE CERTIFICATE**
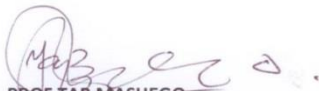
MEETING:	05 June 2018
PROJECT NUMBER:	TREC/121/2018: PG
PROJECT:	
Title:	Strategies to manage bullying in former Model C schools in the Potgietersrus Circuit, Waterberg District of Limpopo Province.
Researcher:	MF Mashishi
Supervisor:	Prof LT Mabasa
Co-Supervisors:	N/A
School:	Education
Degree:	Master of Education

PROF TAB MASHEGO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics
Council, Registration Number: **REC-0310111-031**

Note:
i)   Should any departure be contemplated from the research procedure as approved, the
researcher(s) must re-submit the protocol to the committee.
ii)   The budget for the research will be considered separately from the protocol.
PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

APPENDIX M. EXAMPLES OF INTERVIEW TRANSCRIPT

Interview code number of name: L071____

Interviewer   : The researcher

Location   : School L

Date   : 09 Sept 2018

Age   : 12 years

Educational level   : Grade 6

1. Kindly give the background of the school in a nut shell?
   Our school is a big school in town with Afrikaans, English and Sepedi
   speaking learners. It has got a big yard with many classrooms, netball
   courts and rugby fields for sports. We also have a tuck shop and the hall.
   We have 2 breaks and the school start at 7:00 and come out at 13:30

2. What do you like and dislike about the school?

   I like spotsan dto play with my maatjies. Maar ek hou nie van revue nie. Dit
   maak my moeg It is too muchof time and we practice everyday.

3. Do you feel safe at school? And why?

   Sometimes I don't feel safe because of learners who trouble us. Especially
   at the playground.

   Follow up question. What do they do?
   "They attack us. Hulle maak ons seer". Hulle vat ons goed. Hulle slaan ons
   en se

4. How can you explain bullying in your own words
   Hmmmm. ' Bullying is like…………. (and kept quite). It is like when they
   cause pain……. . They kick us every day and threaten us in class and
   outside.

5. What type of bullying do you encounter in your school? What incident can
   you quote?

I don't know the names. I only know of verbal which is when they speak bad things like insulting and……………..like "V" word and ya those words altyd.

6. What could be the main causes of bullying in the school?

   Want hulle is groot, Want hulle is kwaad. Van hulle doen dit want hulle is net bullies en wil altyd slaan en vloek.

7. Where will the educators be when bullying occur?

   When educators are far. Soos in die oggend vergadering. Pouse ook by die spoenie. Maar altyd as hulle nie by ons is dan bullie hulle. Maar die grad 7 is nie bang nie. Hulle bullie ook as die juffrouens by ons is.

8. What do they do? Where will the learners be when learners bully?

   They bully a lot in class…….. in breaks, when we play they come and take our balls and run away with it. They also push us against the wall and don't worry.

9. Do you report bullying when it occurs? And why?

   Yes we tell our teacher but the big boys always :nee ons het nie ons het nie. Dan die Juffrou ras net en laat hulle loop.

10. What management strategies would you propose to manage bullying?

    You mean what I want teachers to do? The principal must call the parents, the polisie and must cancel them from coming to school. Hulle pla ons. Hulle moet ander skool gaan soek.

11. Do you think bullies can change if they get help?

    Ya, hulle kan. Maar ek weet nie wat ons kan doen om hulle reg te kry. I think hulle pappas moet hulle uitsorteer. Meskien pak gee, slaan hulle.

APPENDIX N. OBSERVATION TOOL

Class   : _____
Educators: _____
School   : _____
Date   : _____

<u>Categories</u>

Behavioural patterns
Types of play
Attitude
Bullying occurrences

1. OBSERVATION DURING MORNING DEVOTION.

<u>There are educators who do morning ground supervision. When the bell ring, all the learners sit in front of the hall in rows. They make a lot of noise. Some fight for sitting place, some squeeze themselves in and push others. They also start arguing. The big boys in grade 6 and 7 always stand at the back and do not want to sit on the ground. The purpose for this arrangement is it open with a prayer and also to wait for educators to come and collect them.</u>

2. OBSERVATION DURING CLASSROOMS.

<u>Learners are expected to remain standing until the educators allow them to sit. There are classrooms rules displayed on the walls. The learners are expected to abide by the rules. Learners sit in pairs facing the chalkboard and in alphabetical order. I have observed how learners change the chairs without permission. I have also observed their disruptive behaviour even during the educators s presence. Educators always shout " 1… 2…. 3../ keep quite, bly sit, hou op praat, sit correctly, and without success. Learners only keep quite when the educators start with lesson presentation or indicate that she will give them inscriptions. Learners bully each other verbally and physically in the class. They use note passing during lessons and facial expressions for threatening victims.</u>

3. OBSERVATION DURING BREAKS.

Breaks appeared very rough. Learners run out of the class rooms pulling their caddii bags. Learners hit and run away. Learners play soccer, rugby and do not mind other learners. Some learners drag victims to places where they could not be seen so that they can attack them. After every break there are bullying related cases reported and educators intervene and also write them in the incident book of the school. There is everyday learners who come back to the classrooms being bullied, hurt, crying and even bleeding. Every break time is an argument time.

4. OBSERVATION QURING SCHOOL OUT.

The policy of the school is that all learners should end the day with a prayer and walk out of the classroom in a row, girls first and then boys. I have observed how they run out of the classrooms, on the verandas and to the school gate. Leaners kick each other with their caddii bags, they hit others. Every one want to be first at the gate. When the gate open, they sqeeze each other impatiently. The good thing that I have observed is that the junior phase use their own gate under educators supervision and the senior phase learners also use their own gates.

5. OBSERVATION AT THE AFTER DAY CARE CENTRE (within the schoolyard).

The after day care is within the school yard and is privately owned. Majority of learners are blacks and few whites. There is no discipline and the educator struggles to get learners under control. The reason is because they do not see her as an educator and secondly the class is conducted under a shade near the tuckshop and not in the classroom. Learnera are also disrespectful and do not abide by her rules. They refuse to sit and concentrate. They disappear and play in the rugby field. Some stand at the gate and they bully verbally, fight, and insult each other. The gate appeared as the most dangerous zone where learners bully after school when educators had gone home.

APPENDIX O. DOCUMENT ANALYSIS

- Class register
- Learners diary
- Incident book
- Learners profile
- Language policy

BOYS OR GIRLS

Admission No.	Surname	First Name	Grade	Week ending 12-10-18					Week ending 19-10-18					Week ending 26-10-18					Week ending 2-11-18					Week ending 2-11-18				
				M	T	W Th	F	Total	M	T	W Th	F	Total	M	T	W Th	F	Total	M	T	W Th	F	Total	M	T	W Th	F	Total
1	Boie	Cherese																										
2	Du Preez	Sharlaine																										
3	Geldenhys	Ashley																										
4	Joubert																											
5	Montgomery	Ashley																										
6	Nel	Twanje																										
7	Seborg	Caludte																										
8	Strauss	Nicola																										
9	V...	Elzane																										
10	Van Eck	Erin																										
11	Van Scholtwe	Leone'																										
12	Van der Staaten	Legi L																										
13	Venter	Wilmk																										
14	Walt	Charlene																										
15	Liebenberg	Matrone																										
16	Willea	Megan																										

Actual number of attendances...... 63 | 77 | 79 | 78 | 77

Total number of absences...... 3 | 2 | 3

Total possible number of attendances...... 64 | 80 | 80 | 80 | 80

Number of school days......

Average Attendance for Quarter......

DATUM DAG/MAAND	NR. VAN AANPRYSING OF OORTREDING & PUNTE VERLOOR / VERKRY AANPRYSING: P1 - P15 OORTEDING: KATEGORIE A: A1 - A27 KATEGORIE B: B1 - B22		VAK	O/W Handtekening	PUNTE TOTAAL: TOT OP DATUM	OUER Handtekening
	P 3	+ 5	Eng.		5	
Bv: 14 / 5						
9 / 1	-	-	-		0	
17/1	A1	-5	Afr		+5	
18/1	A1	+5	SCS		+10	
22/1	A1	+5	Eng		-15	
24/1	A1	-5	LO		-20	
3/2	A4	-5	Wisk		+25	
11/2	A1	-5	SCS		+30	
20/2	P(3x3)	+30	Atl.		0	
24/2	A1	-5	SOS		-5	
6/3	A1	-5	Eng		-10	
7/3	A22	-5	Eng		+15	
8/3	A4	+5	Eng		+20	
13/3	B1	+5	Roade		-25	
2/4	A1	-5	SOS		-30.	
16/4	A1	-5	KK		+35	
24/4	A4	-5	Wisk		+40	
3/5	Pq	+5	2Voog		+35	
10/5	Pq	+5	Spare		-30.	
13/5	A1	-5	Eng		+35	

DATUM DAG/MAAND	NR. VAN AANPRYSING OF OORTREDING & PUNTE VERLOOR / VERKRY AANPRYSING: P1 - P15 OORTEDING: KATEGORIE A: A1 - A27 KATEGORIE B: B1 - B22		VAK	O/W Handtekening	PUNTE TOTAAL: TOT OP DATUM	OUER Handtekening
	P 3	+ 5	Eng.		5	
Bv: 14 / 5						
9 / 1	-	-	-		0	
17/5	A1	-5	SOS		+40	
19/7	A1	-5	Afd		-45	
22/7	A1	-5	SOS		+50	
23/7	A1	+5	SCS		-55	
25/7	A1	+6	Wisk		+60	
30/7	A22	-5	Eng		-65	

(1ste Pouse) WD Derchsen 2P het na 1ste Pouse vir Luan Betha geslaan en hare getrek.

Adriaan Visser het ook met Luan Baklei.

Tshephi Kekana het 1ste Pouse met Luan baklei oor albasters.
Tshephi het Luan gejaag en geslaan.

[signature]

		TRAVEL LOG			
START KM		TOTAL BUSINESS		TOTAL KM	
END KM		TOTAL PRIVATE			

Learners Profile sheet.

Gradd	Datum	Opmerkings
Gr 2U	November 2017	ontpop. Afwesighede op Vrydae is opvallend! Bly soms paar dae weg maar bring altyd 'n dr. brief. Hy is soms baie buitering. Gesels baie langs maatjies. Hy kan mooi presteer - motiveer hom maar.
3c	kwartaal 1 2018	Oueraand: 25/01/2018 Goeie werker - geneig om werk af te rammel. skrif kort baie aandag.
	2.	Goeie werker, werkskwaliteit swak. Geneig tot gesels en besig te wees met ander goed. Verskoning vir Oueraand 11/7/2018
	3.	Floreer op aanprysing - geneig om "stout" te wees (Mamma is alleen ouer) Maar deur met hom te praat en te bemoediging is hy gou weer "in-lyn"
	4.	Slim seun. Goeie werker, maar skrif en gehalte van werk (skrif/netheid) nie op standaard nie. Kan maklik huil as hy beskuldig word. Soms geselserig. Baie kleiner as maats tov postuur. 18 Dae Afwesig

Language Policy

1.   **Taalgebruik by skool**

1.1   Die skool is 'n enkelmediuminstelling soos bedoel in artikel 29(2) van die Grondwet.

1.2   Behoudens die bepalings van die Taalbeleid, is die onderrigtaal by die skool Afrikaans (soos na verwys in artikel 6(1) van die Grondwet).

1.3   Die taal waarin die skool bedryf of bestuur word, is Afrikaans.

1.4   Ter bevordering van die taalkennis is kort inoefening van die taal toelaatbaar. Die Laerskool is egter 'n Afrikaans medium skool. Die voertaal (gebruikstaal) in die <u>klaskamers</u> en <u>terrein</u> is dus Afrikaans. (Uitgesonder 2de en 3de taal lesperiodes).

2. **Bevordering van veeltaligheid**

2.1   Die skool bevorder veeltaligheid deur die aanbieding van Engels as 2de Taal en Noord Sotho as 'n derde taal.

2.2   Die aanbieding van die vakke in artikel 6.1 na verwys, sover moontlik in die betrokke taal self.

2.3   In die algemeen neem die Beheerliggaam en elke opvoeder by die skool redelike stappe om leerders in te lig oor die belangrikheid van veeltaligheid en om die aanleer van respek vir ander tale as die huistaal te bevorder.

2.4   Die skoolhoof lewer jaarliks aan die Beheerliggaam verslag oor taalgebruik by die skool en tendense waarvan die Beheerliggaam kennis behoort te dra.

Elke opvoeder by die skool doen redelike stappe om leerders oor die belang van veeltaligheid in te lig en om respek vir ander tale buiten die huistaal en/of onderrigtaal te bevorder.

GETEKEN TE_____ OP HIERDIE_____ DAG VAN_____.

_____

Beheerliggaamvoorsitter

ENQ: Mashishi M.F

Cell No: 0827742431

Email:flora@krugies.co.za

Box 2558

Mahwelereng

0626

18 March 2018

THE HOD

LIMPOPO DEPT OF EDUCATION

POTGIETERSRUS CIRCUIT

MOKOPANE

0600

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN THE POTGIETERSRUS CIRCUIT.

I am a master's student at the University of Limpopo, Faculty of Education in Department of Education- Curriculum Studies, currently undertaking a research project that is supervised by Dr. L.T. Mabasa. I am requesting permission from the department to conduct this research. The project is entitled: **Strategies to manage bullying among learners in former Model C schools in Potgietersrus circuit.** It focuses mainly on strategies that can be implemented to manage bullying.

The ethical integrity of this research will be guided by the requirements of the Ethical Committee of the Faculty of Education, University of Limpopo. As part of the ethical requirements, anonymity and confidentiality of the participants will be maintained in all steps of the research including data collection, analysis and reporting process. I need to stress that participation in this study is voluntary and participants can withdraw at any stage during the research process. In the study, educators, Grade 6 and 3 learners from three former Model C schools in Potgietersrus circuit will be interviewed and observed in and out of the classrooms. Documents analysis will also be part of data collection methods.

I hope that you will be able to assist in this regard, and therefore your earliest response to this request will be appreciated.

Yours faithfully

Mashishi M.F