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Third year students experience bullying at a tertiary education institution in Lesotho

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Third year students experience bullying at a tertiary education institution in Lesotho

by

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Supervisor- **Dr Moeniera Moosa**

ABSTRACT

There is a growing concern of bullying globally. The study was motivated by numerous reported deaths at one of the tertiary institutions in Lesotho. From the year 2009 to 2018, there have been six reported deaths. According to media reports, students lost their lives due to bullying practices. The aim of the study was to investigate how third year students experience bullying at a Lesotho tertiary institution. A qualitative research design was employed in one of the tertiary institutions in Lesotho. Third year students were purposively selected to participate in this study.

Three hundred and nineteen (319) qualitative questionnaires were completed and six students participated for interview schedules. The study found that bullying does exist within the institution environment, with numerous forms (physical, verbal, emotional and cyberbullying) practised. These practices had severe consequences on students. Bullying resulted in a hindrance to academic excellence, carrying of dangerous weapons, fear, hindered mobility, absenteeism, dropping out and exclusion. Bullying has become a violation to human rights in the Institution. The act of bullying is not limited to a specific group of students, all groups from first year to third year are vulnerable to bullying.

The researcher recommends that there be a bullying awareness in the institution. Moreover, there should be a ‘suggestion box’ in the library that students can highlight bullying issues in the institution. Instead of students writing their names on these notes, they should write their cell phone numbers for follow ups. Furthermore, students should be equipped with skills to address their daily social challenges and lastly, lecturers should be equipped with skills to identify and resolve bullying practices. For further research, a survey should be conducted in the institution which will include all students.

KEY WORDS:

Bully, bullying, bystander, experience, inclusion, Lesotho, tertiary, victim.

DECLARATION

I Thuto Polonyana, declare that this research report is my own work. It is being submitted for the Degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in this or any other University.

Thuto Polonyana.

On the 8 day of July 2019

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CHAPTER 1: INTRODUCTION

1. BACKGROUND TO THE STUDY

Due to the limited literature on bullying in tertiary institutions, one would assume bullying only happens in primary and secondary schools due to the abundant literature available on those phases of education. According to Sinkkonen, Puhakka and Merilainen (2012, p.4) “bullying is less frequent in higher education than at other levels of studies”. Bullying may not be as frequent in tertiary like it is in primary and secondary, nonetheless, this practice is worth being explored. In a school context, students being bullied face difficulties in a number of spheres, which results in them being marginalised and excluded (Cohn & Canter, 2007). This could include being labelled and discriminated against. What we know is that “bullying can lead to serious academic, social, emotional and legal problems” (Cooper, Clements & Holt, 2012, p.275). The discrimination could result in students performing poorly academically. The bullying experiences may be severe enough that the victims of bullying may commit suicide while perpetrators may develop antisocial personalities (Mosia, 2015). The severity of bullying in schools has become fatal as not only do students kill each other but some even commit suicide (Cooper, et al. 2012).

Greene (2006, p.65) is of the opinion that “bullying is generally considered to be the most pervasive form of aggression in schools, and [bullying] has attracted increasing international attention from educators, parents, psychologists, social workers, legislators, the press and researchers”. This aggressive behaviour has serious side effects which may be prolonged. Not only does bullying happen in childhood but also adults can become victims too (De Wet, 2007). Bullying distresses the bully as well as the victim and it further affects witnesses (bystanders) to the practice (Atlas & Pepler, 1998).

There is a growing concern about bullying globally. Cooper et al. (2012) observes that 20% of children in high schools had experienced some form of bullying in the United States. Furthermore, Craig and Pepler (2003, p.578) assert that “bullying is a significant public health issue in Canada, high proportions of Canadian students who reported bullying confirm this behaviour represents an important social problem”.

According to Owusu, Hart, Oliver and Kang (2011, p.232) “among African countries, available information highlights the pervasive nature of bullying among African adolescents”, this means research on bullying is focused on primary and high schools and not on tertiary institutions.

It is stated that bullying is not just a childhood issue as it also extends to adulthood. Craig and Pepler (2003, p.579) comment that “not only does the form of bullying change with development, the context of bullying also changes”. As growth and development take place, individuals do things differently and bullying practices also differ, bullying practised in primary may differ from that of secondary and tertiary. Moreover, bullying is also perceived differently with growth. Owusu et al. (2011, p.232) posit that “reported bullying victimization prevalence rates for participating African countries are as follows: Zambia 65%, Ghana 59%, Kenya 57%, Botswana 52%, Uganda 46%, Mauritius 40%, and Tanzania 28%.” Owusu, et al., (2011, p.232) states that “in Nigeria, documented bullying victimization prevalence is 78% among junior secondary students, school bullying in South Africa ranges from 12% to 61%”, the ranges shows that severity of bulling depends on particular schools, it is more in some than others. There are no statistics of bullying in Lesotho, and a further lack of information in relation to tertiary education bullying. However, there is plenty of research on primary and high school bullying in Lesotho (De Wet, 2007, Isidiho, 2009, Lekena, 2016, Mosia, 2015) which emphasis that it does exist and most likely to progress into tertiary. According to Mosia (2015, p.162) “bullying exists in many schools in Lesotho; however, the topic has not received enough attention from the Ministry of Education and training to regulate it, and there are few studies on the topic to describe the extent of the problem”. There is need of research on the topic of bullying in Lesotho to describe the extent of the problem.

Bullying takes many forms and changes with development. According to Hymel and Swearer (2015) it takes many forms from direct physical harm (physical bullying); to verbal taunts and threats (verbal bullying); to exclusion, humiliation and rumour-spreading (relational or social bullying); to electronic harassment using texts, emails, or online media (cyberbullying.) Literature on bullying strongly maintains the idea of bullying as a great concern world-wide which must be addressed as not only is it spreading widely in schools but it has serious consequences (Greene, 2006).

An act of aggression could be seen as a means of marginalization and exclusion in the education system. It negatively affects the learning and teaching in educational spaces as it becomes a barrier to the maximum attainment of students. Mariga, McConkey and Myezwa (2014, p.2) put forth that “inclusive education challenges barriers to access and participation through challenging exclusionary policies and practices”. Inclusion could be a means to enable access and belonging, making educational spaces conducive for both teaching and learning.

According to the Staff reporter (2016) there have been reported accounts of bullying happening in one of the Colleges in Lesotho. Out of these cases there were five reported deaths from the year 2009-2014, these practices are inflicted by senior students on junior students. Staff Reporter (2016, p.2) notes that “in 2009, a student was killed while undergoing torture by older students, while in 2012 two more students were murdered; in 2014 two more newcomers were killed”. There has also been a reported death in 2018. A 21 year old first year male student died during hazing practices (Staff reporter 2018). The Harvest FM source maintains that “the body of the student was found laid on the school football ground, on the morning of the 21 July 2018” while a source from the post newspaper states that “police found the dead body of the student lying on the river bank”. The reported accounts of bullying are considered initiation processes which are meant to welcome the newcomers. Apparently, the newcomers are forced to stand in the river and drink the water until the river is drained. Six students have died in this form of hazing practice (Staff reporter 2018).

It is a must for the first year students to attend these initiation practices, if one does not attend they are victimised and those who attend are to be secretive about this activity or else they will face serious repercussions (Mohloboli, 2016). Moreover, participation involves the possibility of students losing their lives; these students are clearly between a rock and a hard place. In this instance bullying has become an exclusionary practice as students fail to access education either through loss of life, labels and marginalisation which result due to being a ‘newcomer’ deserving ill-treatment. Students who have not been through this process of ‘attempting to drain the river’ are labelled as ‘sissies who have not drunk the river water’ (Staff reporter, 2018).

There is a violation of human rights in this College in Lesotho. Students face repeated violation and they are not safe within their learning environment. The issue of students not being free or safe is an inclusive education issue to investigate. Inclusive education improves school environments for all students by respecting and acknowledging diversity and this increases the recognition of human rights (Mariga, et al., 2014). All students do have rights which must be acknowledged and respected. According to Greene (2006, p.69) “it is a fundamental democratic or human right for a child to feel safe in school and to be spared the oppression and repeated, intentional humiliation implied in peer victimization or bullying”. It is worth stating that victims of bullying are oppressed and their rights are violated. Bullying in all its forms is seen as a violation of human rights through the human rights perspective (Greene, 2006).

The Government of the Kingdom of Lesotho has prioritised education as one of its major poverty eradication tools, yet relatively few students’ progress through all stages of schooling and qualify for entry to higher education (Council of Higher Education, 2012). An increase in aggressive behaviours could result in high drop-out rates from primary, high school and in tertiary institutions. These dropout rates could cause failure to the Government’s aim of poverty eradication through education, therefore perpetuating a cycle of poverty in Lesotho. As stated above, relatively few students’ progress to higher education as such the Government cannot afford to have any drop-outs. Innovation and economic growth is practically reliant on tertiary education, shortage in knowledgeable human capital inhibits growth and development (Department of Higher Education and Training, 2016). It is essential that enrolment numbers increase in primary and high school as well as tertiary levels instead of declining. Access must be meaningful and relevant to those already enrolled so to motivate their siblings, peers and others in their community to enrol. Increase in enrolment from primary to tertiary education could enable the target of the Government of eradicating poverty through education being reached. Tertiary education is crucial for exploration and utilization of knowledge. Countries with knowledgeable citizens are more prepared to figure out challenges and technological advances, countries that overlook their nations having tertiary education fail to sustain growth rates (Department of higher education and training, 2016).

The topic of bullying is of interest to me for numerous reasons; firstly, I have been a victim of bullying in numerous forms from physical to verbal. At secondary level I was bullied by my seniors and I used to feel so helpless, they would physically attack me and regardless of how hard I tried to protect myself and fight back, I would fight a losing battle. Reporting this act to teachers was never an option as I feared being seen as weak and there was a possibility of making the hazing worse if I reported. Secondly, later in adulthood I was a victim of an aggressive behaviour which was so severe that I almost lost my life. I had no idea what was happening and how this person targeted me but sadly he wanted to feel superior to whatever extremes possible which involved me experiencing a near death experience. Once again, I felt helpless and I did not even try to fight. According to Cohn and Canter (2007, p.1) "bullying victims signal to others that they are insecure, primarily passive and will not retaliate if they are attacked". I may have emitted those signals as indeed I did not strike back. Lastly in 2016, I lost my uncle to an aggressive behaviour. These are just a few of the experiences of bullying that motivated me to conduct this study and motivated me to explore bullying as it could cause severe difficulties not only on the victims, bystander and bullies but also on their family members. Furthermore, as research on bullying has ignored tertiary education hence the focus of the study is tertiary students.

1.1 Problem statement

As stated in newspaper reports, there is an awareness of bullying happening in a particular tertiary institution in Lesotho. According to media reports, deaths have been a result of these bullying practices with students losing their lives. It is mentioned that from the year 2009 to 2018, there has been six deaths of first year students. One student died in 2009, two students died in 2012, two more students died in 2014 and one student died in 2018. There is an imbalance of power between the first year students and the seniors which results in aggressive practices with seniors attempting to maintain their supremacy. The aggressive practices could persist for a long time frame which could be an entire semester or more. According to Atlas and Pepler (1998, p.87) "bullying is a form of aggressive behaviour with an imbalance of power, the dominant person intentionally and repeatedly causes distress by tormenting or harassing another less dominant person". This definition is

accurate to what is happening in the tertiary institutions in Lesotho, with seniors being dominant over newcomers and aggressive practices being repeated. Bullying could result in consequences such as loss of life to those involved, could be the bully, the bullied or even the bystanders.

In addition to loss of life caused by bullying, this practice could influence dropout rates in schools either in primary, high schools or tertiary institutions. Students could genuinely be in fear of losing their lives while others with no intentions of being educated could use bullying as an excuse for dropping out. The practice of bullying has been going on for decades at one of the institutions and has become a school culture as newly first year students are tormented and this has been perceived as normal and referred to as 'school culture'. Serious consequences are inflicted on students who are not willing to be part of this process. It was stated that "a 22 year old first year student was murdered in the school campus after he had refused to undergo decades-old initiation rites intended for new students" (Staff reporter, 2016, p.1). Some of the corpses were found within the school campus while others were outside school campus at an infamous place known as where the aggressive practices take place. The dying of students becomes clear evidence of such bullying practices. It would be interesting to explore if it is a common practice at other tertiary institutions despite that there are no reported incidents or reported deaths in the media or if this is the only institution with bullying incidents in Lesotho.

1.2 Purpose statement

The purpose of this study is to investigate how third year students experience bullying at a Lesotho tertiary education institution. The institution is chosen as a basis for an exploration of whether or not bullying is experienced in tertiary institutions in Lesotho. The institution specialises in a certain discipline which cannot be mentioned, if mentioned it will be obvious which institution this is as it is the only one specialising in the discipline in Lesotho.

1.3 Research aims

The main research aim is:

- To investigate how third year students experience bullying at a Lesotho tertiary education institution.

The main research aim is followed by sub-aims which are:

- To investigate how third year students define bullying.
- To explore third year students' experiences of bullying in a Lesotho tertiary institution.
- To explore forms of bullying third year students experience at a tertiary institution in Lesotho.
- To examine to what extent, if any, does bullying excludes and/or marginalises students in a Lesotho tertiary education institution.

1.4 Research questions

The main research question for the study is:

- How do third year students experience bullying in a Lesotho tertiary education institution?

In order to answer the main research question, the following sub-questions were constructed:

- How do third year students define bullying?
- What are third year students' experiences of bullying in a Lesotho tertiary institution?
- What forms of bullying are third year students experiencing at a tertiary institution in Lesotho?
- To what extent, if any, does bullying exclude and/or marginalise students at a tertiary institution in Lesotho?

1.5 Clarification of relevant terms

- Aggression

As stated by Benjamin (2016, p.33) aggression is “any act that harms another individual who is motivated to avoid such harm”. Aggression can be verbal or physical. Physical aggression involves hitting, shooting, stabbing while verbal aggression entail swearing, name calling and yelling (Schmitz, 2012).

- Bullying

According to Atlas & Pepler, (1998, p.87) “bullying is a form of aggressive behaviour with an imbalance of power; the dominant person(s) intentionally and repeatedly causes distress by tormenting or harassing another less dominant person(s)”. Ada, Okoli, Obeten and Akeke (2016, p.98) state that “bullying is a behaviour that is meant to either physically or emotionally leave an impact on the victim of the circumstance or prevalent circumstances”. This practice has numerous forms and it mostly happens where individuals are not supervised.

- Bully

Cohn and Canter (2007, p.1) contends that “a bully is someone who directs physical, verbal, or psychological aggression or harassment toward others, with the goal of gaining power over dominating another individual”. Slee and Rigy (1993) in Seixas, Coelho and Nicolas-Fisher (2013, p.17) suggest that “the higher levels of bullies’ self-esteem, is due to the feeling of power those students feel by dominating and humiliating weaker classmates”. These acts of aggression could be a call for help with one seeking attention or an act of a learned behaviour. Berger (2007, p.97) mentions that “bullies express aggression outwardly, proactively or reactively”.

- Victim

This is a person/people being bullied. Cohn and Canter (2007 p.1) define a victim as “someone who repeatedly is exposed to aggression from peers in the form of physical attacks, verbal assaults, or psychological abuse” Victims hardly ask for help in fear of the act being worse. Ada et al., (2016, p.98) concede that “a student can be

bullied by one person or by a group of persons for years sporadically or continuously". According to Smith (2016, p.526) "victims tended to lack social skills and to be less liked or more rejected in the peer group". Berger (2007, p.97) claims that "studies have found that victims are of two kinds; passive victims, weak, defenceless, submissive and bully victims (also called aggressive victims or provocative) they attack other children as well as being attacked by others".

Ada et al. (2016, p.102) state that "victims of physical bullying are usually physically weaker than the bullies and may also be socially marginalised for some reason including weight, ethnicity, and other characteristics that make it harder for them to fit in". The above mentioned characteristics usually identified in bullies are usually reasons for the power imbalance. Ada et al. (2016, p.102) further mention that "students affected by bullying will be at higher risk of developing depression, anxiety, loneliness, mistrust of others, low self-esteem, poor social adjustment, poor academic achievement and poor health as compared to others".

- Bystander(s)

Bystander(s) are people who witness the act of bullying (Cohn & Canter, 2007). Padgett and Notar (2013, p.33) proposes that "bystanders provide an audience 85% of instances of bullying". According to Greene (2006, p.68) "bystanders can and do adopt roles in the bullying dynamic that can actively or passively support the bully or defend the victim". Ada et al., (2016, p.102) says "bystanders: witnessing bullying incidents can also produce feelings of anger, fear, guilty and sadness in observers". Bullying does not just affect the victim to the act of bullying but also the witnesses of these acts are affected. Bystanders are not neutral (Salmivalli, 2003), Berger (2007, p.97) elaborates that "some encourage bullies, as friends or assistants admiring aggression, a few children are defenders, who try to stick up for the victim".

- Exclusion

Exclusion refers to "the process whereby certain groups are pushed to the margins of society and prevented from participating fully in the society" (Kearney, 2011, p.9). In this process, there is an 'us' and 'them' either of the group is deliberately prevented from being involved in an activity due to being seen as different.

. • Inclusive education

Inclusive education can be defined as “a dynamic approach of responding positively to pupils with diversity and seeing individual differences not as a problem but as an opportunity for enriching learning” (Mariga et al., 2014, p.25). In a community both classroom or society one must acknowledge and respect differences which should be catered for full participation.

- Marginalisation

Marginalisation can be described as “the state of being considered unimportant, undesirable, unworthy, insignificant and different resulting in inequity, unfairness, deprivation and enforced lack of access to mainstream power” (Messiou, 2012, p.11). Individuals/groups are side lined and labelled due to be seen as different, inferior or superior.

- Higher Education

Higher Education comprises all post-secondary education, training and research guidance at education institutions. Council of Higher Education (2012) asserts that Higher Education refers to a University, Polytechnic or a College. This is post high school level of Education.

- College

Council of Higher Education (2012) brings forth that a “college is any higher education institution that provides programmes higher than the General Certificate of Education (QFL Level 4) and up to bachelor’s degree level (QFL 8)”.

- Hazing

The practice of rituals, tasks, and other actions comprising harassment, abuse or humiliation used as a way of initiating a person(s) into a group, fraternity, team or club (Thompson, Johnstone & Banks, 2018). Ada et al., (2016, p.98) define hazing as “a practice of ritual and other activities involving harassment, abuse or humiliation as a way of initiating a person into a group”. Hazing is frequently forbidden by organisations such as Colleges and Universities since it could embrace either

physical or psychological abuse (Murphy, 2016). This practice happens with or without the consent of the participants.

- Experience

Hohr (2013) indicates that “experience is a central aspect of interaction and thus a communicative, historical and cultural phenomenon rather than an individual or mental one”. Throop (2003) highlights that experience is found within the world of social actions and cultural symbols.

- Microsystem

According to Bronfenbrenner (1998) in Johnson (2008, p.2) “the microsystem is defined as the pattern of activities, roles, and interpersonal relationships experienced by a developing person in a particular setting”. The microsystem forms a set of structures with which a person has direct contact with and that influences the person’s development (Johnson, 2008). A student’s family is an example of their microsystem, as there is direct contact and development is influenced. A student’s school is another example of a microsystem, with teachers and students in the school as part of the microsystem.

- Mesosystem

Bronfenbrenner (1998, p.227) states that “the mesosystem comprises the linkage between microsystems”. The mesosystem is two microsystems collaborating as one, an example being a student’s family collaborating as one with a student’s school. The school and family are each microsystems but the linkage between the two makes them a mesosystem. According to Ettekal and Mahoney (2017, p.4) “the mesosystem involves processes that occur between the multiple microsystems in which individuals are embedded, what happens in one microsystem affects what happens in another microsystem”.

1.6 Chapter outline

This section summarises the content entailed in each of the chapters in this study.

- **Chapter 1**

Background and Introduction

- **Chapter 2**

Literature Review

- **Chapter 3**

Research Design and Method

- **Chapter 4**

Research Findings

- **Chapter 5**

Discussion on Research Findings

- **Chapter 6**

Summary, Limitations, Recommendations and Conclusion

1.7 Conclusion

Bullying is a worldwide issue with serious consequences on the bully, victim and the bystander. Bullying seems not to have bounds as it happens in numerous contexts and anyone could be a target. Death and serious psychotic symptoms may emerge as a result of bullying. The next chapter discusses the literature on bullying. It includes definitions of bullying, experiences of bullying, consequences of bullying and the forms of bullying. A theoretical framework is elaborated on.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Introduction

This chapter discusses various literature on bullying in an attempt to provide a background and context for terms used. It further elaborates on inclusive education as this is the lens through which bullying is viewed. I will begin by discussing bullying, inclusive education, then give a background to the research questions and sub-questions. The chapter entails a theoretical and conceptual framework of which will be discussed last.

2.2 Bullying

Bullying is a subcategory of aggressive behaviours which are defined as undesirable actions implemented deliberately to hurt another, unintentional behaviours causing harm do not qualify to be labelled as bullying (Smith, Cowie, Olafsson & Liefooghe, 2002). Bullying entails physical aggression, threats, teasing and harassment which perpetuate inequality of supremacy (Cohn & Canter, 2007). Bullying has serious repercussions. Donegan (2012, p.37) proposes that “youth who are bullied or who bully others are at an elevated risk for suicidal thoughts, attempts, and completed suicides”. Suicide is the third leading cause of death among youth in the age range of 15 to 24 (Donegan, 2012), there could be suicide incidents above that age as bullying has no age limit. Bullied individuals showcase poorer school performance, and higher absenteeism and dropout rates (Azeredo et al., 2015), bullying negatively affects students’ academic attainment. Bullying is not just a concern for the education system but also for the health systems (Azeredo,Levy, Araya & Menees, 2015), students do not just fail and drop out of institutions but they suffer serious psychological and emotional distress.

According to Atlas and Pepler (1998, p.86) “the presence of a power imbalance distinguishes bullying from other forms of aggressive behaviours, the bully has more power over the victims who are unable to defend themselves”. In society there is unfortunately an imbalance of power amongst people as some are perceived or they think themselves as more powerful. These power imbalances make bullying possible. Duncan (1999) in Ada et al., (2016, p.98) comments that “studies conducted in various countries have indicated that a growing percentage of student

population is being bullied everyday across the globe and that the rates of bullying vary from country to country". Schools are one of the common places where bullying does take place, in most cases there is a power imbalance between seniors and juniors therefore juniors become victims.

There are no boundaries to places where bullying could take place. This is accentuated by Smith (2016, p.519) that asserts that "bullying can occur in many contexts, in childhood and adult life". To buttress bullying happening on numerous contexts, Ada et al., (2016, p.98) mention that "bullying is a rising trend globally and tertiary institutions are not an exception". The same opinion is shared by Sinkkonen et al., (2016, p.1) "bullying is known to exist in schools, educational institutions and workplaces, it is reasonable to assume that universities cannot be exempted from it either". Bullying does happen in many contexts; it could be in preschool, primary, high school, tertiary, the work place or even at home (marriage). Ada et al., (2016, p.98) observe that "higher institutions of learning have become an ideal environment for bullying because of its decentralised nature, bullying occurs in many places especially in organised communities such as schools (secondary, boarding school and tertiary institutions)".

This practice of bullying does have negative consequences on both the bully and the victim(s) of bullying. Donegan (2012, p.36) says that "the strain and stress exerted on an individual as a result of bullying can manifest itself in problematic emotions that lead to deviant behaviour, possibly leading to delinquency". Repercussions of the act of bullying could have built up to make the worst out of either the bully or victim or even both. According to Tsitsika, Barlou, Andrie, Dimitropoulou, Tzavela, Janikian and Tsolia (2014, p. 1) "students of low social-economic status are more vulnerable to bullying". Regardless of students from low socio-economic status being more vulnerable to bullying, it does not mean that they are the only ones targeted as students from high socioeconomic status are also vulnerable to bullying. The linking amongst violence and bullying could be explained grounded on the social learning perspective (Azeredo et al., 2015). Some students would have been socialised to believe aggression is the way to resolve conflict or to have fun and they could innocently act as they know as they would not know any better.

2.3 Definition of bullying

There are numerous definitions of bullying emanating from different forms of bullying experienced. Despite the numerous definitions there are similar traits which are commonly discussed like the imbalance of power, the consistency of harm or torment. In a school context, “teachers and other adults define bullying rather narrowly as physical aggression only” (Newgent, Lounsbery, Keller, Baker, Cavell & Boughfman, 2009, p.3). According to Sinkkonen et al., (2012, p.4), “students in higher education are a heterogeneous group, there is great variation in their age, origin and previous studies, unequivocal structural explanations for bullying in higher education are tough to find”. There are traits that do make practices qualify to be called bullying (imbalance of power, repetition and harm) regardless of the context.

According to Atlas and Pepler (1998, p.86) “bullying is a form of aggressive behaviour with an imbalance of power; the dominant person(s) intentionally and repeatedly causes distress by tormenting or harassing another less dominant person(s).” The intention of bullying is to showcase one’s power which may be physical or psychological (Salleh & Zainal, 2014). Ada et al., (2016, p.99) state that “bullying in higher education refers to acts of intimidation, harassment, oppression, mistreatment, maltreatment, victimisation and harrying of students as well as faculty and staff taking place at institutions of higher learning such as Universities and colleges”. The study will define bullying as aggressive practices deliberately and repeatedly performed to cause harm with an imbalance of power in place.

2.4 Experiences of bullying

As stated by Hohr (2013, p.1) “experience is a central aspect of interaction and thus a communicative, historical and cultural phenomenon rather than an individual or mental one”. For one to have experience does not necessarily mean they have to be physically involved but experience could be communicated and passed on from individual to individual. Throop (2003) puts forth that experience is found within the world of social actions and cultural symbols. Experiences in this study would refer to both what students are or were exposed to in their social world. One may have been bullied or may have witnessed bullying, nonetheless, they qualify as experienced,

being told about bullying would also qualify as experience is stated to be a communicative entity.

Bullying has been an ongoing practice for decades and over the years there has been a change in perspective from theorists. Past investigations on experiences of bullying suggested that there are more male bullies than female bullies, “research has consistently shown that male bullies outnumber female bullies and most researchers find that boys are more likely to be victimized than girls” (Newgent et al., 2009, p.5). On the contrary, recent literature states that both genders experience bullying equally, what may differ is the type of victimization. To buttress this Atlas and Pepler (2010, p.86) mention that “boys and girls are bullied at the same rate” but aggressive female behaviour may differ from male aggressive behaviour. This may be the case as boys may be more physical than girls while girls may be more verbal than boys.

Bullying experiences include being threatened, intimidated, name calling, spreading of rumours and being physically attacked. These experiences give an idea of what the study may come across in investigations of College students’ experiences to bullying. Experiences of bullying have serious consequences for the bully, victim and bystander. Bullying experiences may cause depression, serious suicidal ideation and suicide attempts (Cooper et al., 2012).

2.5 Forms of bullying

According to Greene (2006, p.68) "bullying can take verbal, physical, electronic, sexual, relational and prejudicial forms, [and] can be direct or indirect”. Bullying could include harmful words spoken over a period of time, usage of internet/social media to harm another or physical contact such as kicking or punching. Atlas and Pepler (1998, p.87) maintain that “direct physical bullying refers to open attacks on the victim, while direct verbal bullying is characterised by threats, insults and name calling, indirect relational bullying involves exclusionary behaviour and rumour spreading”. Forms of bullying will be listed, defined and elaborated on next.

2.5.1 Verbal

According to Ada et al. (2016, p.2) “verbal bullying is any slanderous statement or accusation that causes the victim undue emotional distress”. Cooper et al (2012) maintain that verbal bullying is characterised by threats, insults and name calling, Ada et al (2016) add to the list by saying examples also include; belittling, teasing, mocking, profane language at the victim.

2.5.2 Physical

Ada et al., (2016, p.2) state that “physical bullying is any unwanted physical contact between the bully and the victim(s), this is one of the most easily identified forms of bullying”. As stated by Cooper et al. (2012) physical bullying entails assaultive behaviour. These behaviours include hitting, punching, kicking, hazing, inappropriate touching, fighting and use of available objects as weapons (Ada et al., 2016).

2.5.3 Cyberbullying

Donegan (2012, p.33) comments that “cell phones, social media sites, chat rooms, and other forms of technology have allowed bullying to expand into cyberspace”. According to Ada et al., (2016, p.2) “cyberbullying is any bullying done through the use of technology, threatening all age groups, it uses the popular medium of e-mails, mobile phones and text messages to harass, abuse and scare others”. Cooper et al (2012, p.279) say that cyberbullying is “wilful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices”. Like all other forms of bullying there is repetition of action which is meant to hurt an individual’s feelings. Smith (2016, p.520) brings forth that “the development of smart phones and social networking sites have offered many new tools for cyberbullying”. Ada et al., (2016, p.2) “cyberbullying allows the offender to mask his or her identity behind a computer, this anonymity makes it easier for the offender to strike blows against a victim without having to see the victim’s physical response”.

2.5.4 Sexual

According to Ada et al., (2016, p.3) “sexual bullying is any bullying behaviour whether physical or non-physical that is based on a person’s sexuality or gender”. Coloroso (2015) states that there is an imbalance of power with the bully sexually

taunting the victim as a form to express control and domination. There is no invitation just an attack meant to humiliate, embarrass and shame the victim so that they feel powerless. Common forms of sexual bullying include: sexual harassment, unwanted; touching, kissing, caressing.

2.5.5 Relational

According to Young, Nelson, Hottle, Warburton and Young (2010, p.12) “relational aggression refers to harm within relationships that is caused by covert bullying or manipulative behaviour”. Relational bullying involves exclusionary behaviour (social exclusion), silent treatment and rumour spreading (Cooper et al. 2012). Young et al. (2010, p.13) say that “being a victim of relational aggression may result in peer rejection, social anxiety, loneliness, depression, a lowered sense of self-worth, and acting out behaviours”. Relation bullying is hard to detect and it could cause as much or even more damage than physical aggression (Young et al., 2010).

2.5.6 Prejudicial

Staff (2018, p.1) states that “prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual’s actual or perceived identity, it can be based on unique characteristics or person’s identity or circumstance”. Prejudicial bullying could be any form of bullying (cyber, physical, verbal or emotional). Tolsma, Deurzen, Stark & Veensta (2013, p.53) comments that “prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised”. Prejudicial bullying arises from a misguided or learned belief that certain groups of people deserve to be treated different or with less respect (Gordon, 2018).

2.6 Consequences of bullying

Ada et al. (2016, p. 102) mention that “bullying in schools is a worldwide problem that can have negative consequences on the general school climate and on the rights of students to learn in a safe environment without fear”. Bullying has serious consequences as experience of bullying could affect the social, academic, emotional and psychological aspects of an individual. Greene (2006, p.71) observes that “being bullied is corroborated with, loneliness, social anxiety, school phobia and low self-

esteem". It has been stated that "bullied children face an imbalance of power but are often reluctant to ask for help or accept help" (Newgent et al., 2009, p.7), this proves that bullying makes victims socially withdrawn and lacking trust. According to Donegan (2012, p.36) "the extreme consequences of bullying are suicidal thoughts or thoughts of violent revenge as anger and frustration remain the dominant responses" to bullying. The plotting of revenge could to a great extent affect the students and their academic work could get affected negatively. One could possibly not pay attention in the classroom as thoughts would be on plotting against bullies in an attempt to be even.

Psychologically and emotionally "bullying affects the immediate players and also has consequences for peers who are either actively involved or who witness the interaction" (Atlas & Pepler 1998, p.87). This may lead to academic failure. Sinkkonen et al., (2012, p.1) state that "research provides evidence that being the target of bullying influences a person's well-being, and increases the risk of psychic and social problems later in life". Repercussions of bullying persevere in adulthood as both the bully and victim of bullying are most likely to be diagnosed with depression (Cooper et al. 2012), Smith (2016, p.526) buttresses by saying that "a major consequence of being victimised is depression". These bullying effects are truly serious as they may be persistent. Azeredo et al., (2015, p.1) "bullying behaviour is of concern to both education and health systems, because of its deleterious consequences to victims".

Consequences of bullying have been consistently associated with a heightened need for dominance, weapon carrying, fighting, and positive attitudes towards the use of aggression as means to resolve conflict (Greene, 2006). This could mean one does not feel safe in their society and this could result in their emotions deteriorating in the sense of feeling less for others in self-defence. Tertiary students could resolve conflicts through aggression, maybe with usage of weapons involved which could most probably result in loss of lives and trauma to witness such incidents. There is no saying that the lengths one would take to survive as instincts would be to protect themselves regardless of the cost, emotions and caring for others would have faded as individuals have a tolerance limit. Students may kill without the intent but as means to protect themselves. Both the bully and victim could feel the need to carry

weapons in the institution environment. The act of weapon carrying could be a threat to other students in the classroom and the institution environment at large.

2.7 Inclusive education

There are numerous views and definitions to what Inclusive education is as it may be defined and acknowledged through different perspectives. Mariga et al., (2014) say that a broader view of inclusive education is to expose and diminish barricades to learning through challenging exclusionary policies and practices. The practice of bullying would have become a barrier to the learning of students. This becomes an inclusive education issue as it aims to eradicate whatever barriers to students learning. According to Florian and Black-Hawkins (2011, p.814) inclusive education is "a process of increasing participation and decreasing exclusion from the culture, community and curricula of mainstream schools". Eradicating bullying as a hindrance to academic attainment would be a process as the definition of inclusion does state that it is a procedure.

As stated that there are numerous definitions, Mariga et al. (2014, p.25) defines inclusive education as "a dynamic approach of responding positively to pupils with diversity and seeing individual differences not as a problem but as an opportunity for enriching learning". Within education spaces, students do differ from how they have been socialised to their way of thinking. In another students' mind bullying or aggression could just be having fun and playing around without being aware of the serious consequences that it comes with. Inclusion does raise the diversity aspect within education environments. Marginalised or excluded children and adults whatever their gender, age, ability, disability, ethnicity, religion, health or social status can participate and contribute to the society (Mariga et al., 2014).

All these definitions highlight that students must be acknowledged despite their differences or abilities and catered for in their environments. The study adopts the definition of inclusive education as exposing and diminishing barriers to learning through challenging exclusionary practices (Mariga et al, 2014). It further acknowledges inclusive education as a process of increasing participation and decreasing exclusion from schools (Florian & Black-Hawkins, 2011).

Inclusive education acknowledges that everyone has a basic right to education and hindrances to education must be eliminated. Mariga et al., (2014, p.37) claims that "inclusive education leads to an increase in awareness of human rights and a reduction of discrimination". Aggression becomes a hindrance to inclusion through its subset of bullying which may create a negative school climate as students could to a great extent not feel safe within the school environment. As Hillman (2015, p.1) puts forth "an essential part of a positive school climate is supportive of student engagement and learning is how safe students feel when at school, there is a relationship between school disadvantage, student discipline and safety, and student achievement". The school environment must be as safe as possible for students to maximise their academic attainment for better grades as an unsafe environment is associated with poor attainment of marks and failure.

2.8 Theoretical and conceptual framework

According to Adom, Hussein and Agyem (2018, p.438) "the theoretical and conceptual framework explains the path of a research and grounds it firmly in theoretical constructs". Both frameworks show direction of the research. As defined by Adom et al. (2018, p.438) a theoretical framework is "a guide based on an existing theory in a field of inquiry that is related and/or reflects the hypothesis of a study". Grant and Osanloo (2010) as cited in Adom et al. (2018, p.438) state that "the theoretical framework is the specific theory or theories about aspects of human endeavour, it consists of theoretical principles, constructs, concepts and tenets of a theory". A theoretical framework provides a foundation for research. The theoretical framework of this study is Bronfenbrenner's Ecological systems theory. Johnson (2008, p.2) states that "the ecological systems model of Urie Bronfenbrenner represents a useful theoretical framework for understanding the processes and interactions involved in student achievement". The ecological systems theory maintains that people's environments shape their development, in so saying a student's environment either at home or at school could influence a positive or negative academic attainment at school.

The theory acknowledges, defines and differentiates different types of environments (systems) present. Ettekal and Mahoney (2017, p.2) notes that the "ecological systems theory explains how human development is influenced by different types of

environmental systems". Bronfenbrenner (1998, p.3) "describes the environment as a 'set of nested structures' [micro, meso, exo, macro and chrono-], where each of these structures influences the development of the learner". These levels [the (1) micro-, (2) meso-, (3) exo-, and (4) macrosystem] range from smaller, proximal settings in which individuals directly interact to larger, distal settings that directly influence development. As stated by Johnson (2008, p.2) the environment, is comprised of four layers of systems which interact in complex ways and can both affect and be affected by the person's development". This means an individual's environment shapes their thinking and action as what they are exposed to becomes what they know.

In the context of the tertiary education of Lesotho, some students would have been socialised in an environment where aggression is a way of life; means to resolve conflict and to have fun. This would mean that they will practice what they know which will also influence their way of thinking in situations. This aggression/bullying ridden environment brought by such people could rub off to some people who were not exposed to bullying/aggression at first and this may also become their way of life. In time, the bullied may become the bully. Greene (2006, p.71) puts forth that "bullying is a systemic problem, therefore there is need to extend beyond the individual child to encompass the family, peer group, school and community" as these interactions influence actions and thinking. The study is underpinned by the microsystem and mesosystem. Johnson (2008, p.2) "the microsystem is defined as the pattern of actions, characters, and interpersonal relationships experienced by a developing person in a particular setting". According to Berns (2012, p.18), "the microsystem is the innermost structure where the earliest effect on the learner is the interaction between the family, peers, childcare and schools whereas mesosystem is the relation between microsystems". Bullying is influenced by culture and communication amongst students, educators and parents (Greene 2006). This supports the need to address bullying through the inclusive lens as it is a means to eradicate exclusion and marginalisation through culture with acknowledging and respecting diversity in educational environments.

A conceptual framework is defined as "a structure which the researcher believes can best explain the natural progression of the phenomenon to be studied" Camp, 2001 cited in Adom et al., (2018, p.438). According to Adom et al., (2018, p.439) "the

conceptual framework presents an integrated way of looking at a problem under study, it is the researchers' explanation of how the research problem would be explored". The basis of inclusive education is to eradicate exclusion which is an effect of negative attitudes through elevating access of students in and decreasing exclusion from culture and school community (Mariga et al, 2014). Inclusion is one of the principles to address bullying as it (bullying) would have become an exclusionary practice. Bullying is stated to be influenced by culture as individuals learn from each other and conserve this practice; the assumption is that bullying may become a barrier to learning. Mariga et al., (2006, p.26) concedes that "inclusive education overcomes barriers to access and participation through challenging exclusionary policies and practices". The concept of inclusion, seeks to ensure that students fully participate in their learning spaces and aims to eradicate whatever that may hinder involvement. Inclusion could be hindered by hazing practices which may even be happening during school hours with individuals missing lessons. Bullying has been investigated but the study focuses on third year students at a particular tertiary institution in Lesotho as means to narrow the scope.

2.9 Conclusion

Literature reinforces how severe bullying experiences could be through numerous forms and multiple impacts on the social, academic, emotional or the psychological aspect. The practice of bullying is actually learned from people or environments one interacts with as stated by Bronfenbrenner through the Ecological systems theory. In some cases bullies are just crying for help in one environment as in another they may be bullied. The next chapter will discuss the research design and method that guided this empirical research study.

CHAPTER 3: RESEARCH DESIGN AND METHOD

3.1 Introduction

This chapter provides the research design and method of the study. The sample of the study with reasons for choosing the particular sample. Data collection instruments are stated and justified for being appropriate for the study, with data analysis, validity and reliability established. The chapter further elaborates on the ethical aspect of data collection, and the ethical processes at the research site.

3.2 Research method

The study used a qualitative phenomenological research design. According to McMillan and Schumacher (2006, p.12-13) “qualitative research is more concerned with understanding the social phenomenon from the participants’ perspectives, the researchers assume interactive social roles in which they record observations and interviews with participants in a range of contexts”. The researcher went to the institution with intent to understand bullying through the students’ perception. Questionnaires were issued out for students to express themselves giving perspective and later interviews were conducted as a follow up to what was written in these questionnaires. These research instruments helped record student’s observations and experiences and the researcher had a clear understanding of their context. Waters (2017, p.1) brings forth that “phenomenological research views participants as ‘co-researchers’, and in many cases review their analysis of the meaning of an experience with the participant as an essential step in the analysis of meaning”. Indeed the participants were co-researchers as they provided a lot of data through their experiences in the institution and they did have their own interpretation and meaning of the bullying happening in their institution confines. The researcher is to catch a glimpse of reality from the participant’s experiences and their own understanding of their experiences.

3.3 Research site and sample

The research took place in one of the tertiary institutions in Lesotho. This institution specialises in a certain discipline which cannot be mentioned, if mentioned it will be obvious which institution this is as it is the only one specialising in the discipline in Lesotho. The institution offers a three year programme with third years as the group with the longest enrolment, they (third years) were chosen as the sample. Third years are assumed to have more exposure and experiences to happenings at the institution than other groups for the same reason of being at the institution the longest. Moreover, being there the longest could make them more comfortable, more free and willing to participate without fear of being victimised. There is a possibility that first or second years may not be as free and exposed enough or like those who have enrolled the longest. The sample included male and female students above the age of 18 years, from their biographical information there was no one below this age. The age of 18 and above is perfect as these are adults and there is no need to consult parents for consent rather students were old enough to give consent to participating in the study.

3.4 Sampling method

The sampling method used in this study was purposive sampling. Crossman (2017) states that purposive sampling is the choosing of participants deliberately based on the intent of the study. Participants were not just chosen randomly but for a specific reason with consideration of the research aims and objectives. Reasons third year students were chosen as the sample include that; third year is the last year of study and students in the group would have the longest enrolment which could mean more exposure to happenings in the institution environment. Having been in the institution the longest, third years could have experienced more bullying practices than other groups.

3.5 Data collection

Rouse (2016, p.2) notes that “data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of interest”. Open ended questionnaires (see Appendix 5) and semi-structured interviews (see Appendix 6) are the data collection methods used to

collect data. Audio-recording took place during these interviews. Participants were firstly issued questionnaires then based on the data provided those who had experienced bullying and willing to participate further in semi-structured interviews were contacted and interviews were scheduled.

3.5.1 Questionnaire

Mcleod (2014) defines a questionnaire as a research instrument containing a number of questions as a means to gather a large quantity of data from numerous participants. Questionnaires offer a great deal of data in a short space of time with participants simply filling in answers on a wide spectrum of questions hence it is an appropriate method for the study as great amounts of data were collected. The questionnaire (Appendix 5) had three sections labelled “A”, “B” and “C”, there were 31 questions in total. Sixteen of the questions were close ended while 15 were open ended. The questionnaires became a basis of introducing the participants to the study and made conducting of interview schedules possible. At the end of these questionnaires, students were asked whether they would be part of the interview process and those that were willing wrote their numbers and were later contacted. Eight of the respondents who completed the questionnaire were willing to be interviewed but only six were interviewed.

3.5.2 Interviews

Kumar (2014) states an interview as a verbal discussion amongst two or more individuals with an aim to investigate data suitable for the research study. Interviews were used to provide clarity from what was stated in the questionnaires. There was probing in an attempt for clarity, this brought further understanding to the sample’s point of views. Blanford (2013) asserts that interviews are fitting as they are best for understanding people’s perceptions and experiences. This study used a semi-structured interview. Blandford (2013, p.23) defines a semi-structured interview as “an interview with questions planned ahead of time but lines of inquiry will be pursued within the interview, to follow up on interesting and unexpected avenues that emerge”. Two questions were used in this interview schedule (Appendix 6) but a couple emerged in making sense of what the sample was saying. A semi-structured interview allows the researcher to add on to already formulated questions in case

there is a need for clarity. The interviews were audio-recorded for easier transcription and ensuring that the researcher does not miss out on any data as recording could enable one to hear everything they had missed when replaying the recording. The interviews with each participant were scheduled for approximately 30-45 minutes, but all were less than this with an average of 10 minutes.

3.6 Data analysis

Responses to the open-ended questions in the questionnaire were analysed qualitatively. Common patterns in the data were identified and analysed with an intention of achieving the research aims and objective. The interview recordings were transcribed then analysed by means of thematic analysis. Braun and Clarke (2006, p.79) define thematic analysis as “a qualitative analytic method for identifying, analysing and reporting patterns within data”. The researcher familiarised himself with the transcript by reading it several times. The script was then coded into themes and subthemes before related themes were grouped together for further analysis. The data from the questionnaires and interviews were merged, this was done through the six steps for analysis by Braun and Clarke (2006) (being familiar with data, coding, gathering relevant data, reviewing themes, defining and naming themes). The researcher will be the instrument for analysis through assembling of codes, themes, and decontextualizing the data (Noswel et al., 2017).

3.7 Validity and reliability

According to Mohajan (2017, p.58) “reliability and validity are the two most important and fundamental features in the evaluation of any measurement or tool for a good research”. Validity and reliability increase transparency and decrease opportunities to insert research bias in qualitative research (Singh 2004 in Mohajan 2017). Validity is the ensuring that there is truth in research findings (Altheide and Johnson 1994 in Mohajan 2017), furthermore validity is concerned with the significance of research components (Drost, 2001). Carmines and Zeller (1979) in Taherdoost (2016, p.33) mention that “reliability concerns the extent to which a measurement of a phenomenon provides stable and consist result”. To ensure that the data in this study is valid and reliable, transcripts from interview schedules were checked against the audio recordings and necessary changes were made. Moreover, during interview

schedules, participants were asked a few questions as a reflection of what they wrote in the questionnaires. Validity and reliability of questionnaire and interview schedules were reviewed, data was represented as it was without edits. The researcher assures neutrality and confirmability.

3.8 Ethical considerations

According to Tzafestas (2016, p.1) “ethics is a branch of philosophy which examines what is right and what is wrong, it deals with the study and justification of moral beliefs”. In the process of gathering data, the researcher is to act accordingly as stated in the ethics form without any bridge of stipulated terms. Ethics in educational research is knowing the difference between what is right to do and what the researcher has the right to do (Tzafesta, 2016.) In being ethical, a consent form (see Appendix 3) was issued to the participants before issuing of questionnaires and conducting of interviews informing them about their rights and how data was to be used. The researcher was present when the questionnaires were completed and did collect them without sharing the data with anyone. During interviews, there were only two people, the researcher and the interviewee. To ensure the confidentiality of information gathered, the collected data was stored on a PC that is password protected, and the researcher was able to get access to the data stored in the PC. Research data was only communicated to the supervisor and no one else until it was published or written up. Data collected is to be destroyed in 3-5 years. For an ethics clearance at the Wits school of education, an ethics form was filled out with the researcher stating exactly how the research has to be conducted. In this form it is stated on how one is to be ethical about the data collection process with assurance of anonymity and confidentiality.

3.8.1 Voluntary participation

Lavrakas (2008, p.1) mentions that “voluntary participation refers to a human research subjects’ exercise of free will in deciding whether to participate in a research activity”. Students in the research site willingly participated in the study, nothing was promised nor were they threatened as encouragement to participate in the study. They volunteered willingly, they wished to do so and no force, threats or promises were inflicted upon them. In addition to participants willingly participating in

the study they were informed that they were entitled to withdraw from the study at any point in time if they wished to do so, there would not be advantaged or disadvantaged in any way.

3.8.2 Confidentiality

As stated by Surmiak (2018) preserving confidentiality of data collected from research participants means that only the researcher(s) can have access to the responses of individual subjects. No one outside the research team had access or was told about the data found, the raw data was kept confidential. After receiving questionnaires they were not shared with anyone of the institution staff even after interview schedules the recordings were not listened by anyone else but the researcher. The researcher made every effort to prevent anyone outside of the project from connecting individual subjects with their responses.

3.8.3 Anonymity

Surmiak (2018, p.10) asserts that “providing anonymity of information collected from research participants means that either the project does not collect identifying information of individual subjects (for example, names, address, email, address etc.) or the project cannot link individual responses with participants’ identities”. In writing a report participants and the research site will be anonymous as fictional names are given to them when they are quoted. In the write up, participants’ names will not be stated in an attempt to protect them from being held against what they have said. If participants were not protected in research then some people would not willingly participate in fear of being victimised or criticized for their perceptions. Only the researcher is to be familiar with this information.

Pseudonyms are used for referral of either the participants or the institution. Given (2018) takes the view that a pseudonym is an illusory name allocated to give anonymity to a person, group or place. In the study a fictional name will be given to the research site and the sample in an attempt for anonymity.

3.9 Conclusion

The study used a qualitative phenomenological research design. Research was conducted in a Tertiary institution in Lesotho, with participants being third year

students at a particular tertiary institution. The next chapter, Chapter 4 thoroughly provides the discussion of the data that were collected by means of questionnaires and semi-structured interviews.

CHAPTER 4: RESEARCH FINDINGS

4.1 Introduction

The chapter presents findings of the study titled “Third year students experience bullying at a tertiary education institution in Lesotho”. Data collected in this study is presented and analysed in themes based on the research questions. Biographical information of participants is firstly presented for students who completed both questionnaires and those who participated in interviews. This is followed by a reflection on their responses to questionnaires and interview questions.

Table 1 - Demographic Information of participants

Total Number of Participants	**Total Number of Females**	**Total Number of Males**	**Total number of other**	**Number of students who have experienced bullying**	**Number of students willing to be Interviewed**	**Total number of students interviewed**
319	231	85	3	69	8	6

Three hundred and fifty (350) questionnaires were printed as this was the number of students the researcher was told will be available by the research facilitator but only 319 (91%) questionnaires were returned came back complete. Out of the 319 completed questionnaires 231 (72%) were females and 85 (27%) were males. The criteria of choosing students for interviews were students who had experienced bullying, students giving their numbers was an indicator for willingness to participate in the interview session. Out of the 319 questionnaires, a total of 69 had experienced bullying and within this number only 14 students filled out the entire questionnaire unlike some who had just filled a certain section (open ended questions). Nonetheless their data was not discarded but used in the study as it was still relevant, but they were not considered for interviews. Out of the 14, eight were

willing to be interviewed and gave their cell phone numbers to be contacted. Out of the eight who provided their numbers, one student's numbers was always unavailable when the researcher was attempting to schedule an interview. Another potential interview candidate stood the researcher up and had since been ignoring calls for the next couple of days when dialled. At the end only six participants were interviewed for the study.

Table 2- Sample that experienced bullying: Participants, Gender, Age Range, Number of students

Participant(s)	**Gender**	**Age Range**	**Number of students**
None	F	16-20	0
None	M	16-20	0
Q1, Q2, Q4, Q5, Q7, Q11, Q13, Q14, Q15, Q17, Q18, Q19, Q21, Q23, Q24, Q25, Q27, Q33, Q35, Q38, Q39, Q40, Q43, Q45, Q46, Q47, Q55, Q56, Q59, Q62, Q65, Q67, Q69	F	21-25	33
Q9, Q16, Q26, Q31, Q34, Q48, Q49, Q50, Q51, Q57	M	21-25	10
Q6, Q10, Q20,	F	26-30	12

Q22, Q28, Q29, Q32, Q37, Q44, Q53, Q58, Q61			
Q42, Q63, Q66	M	26-30	3
Q8, Q36, Q60, Q64	F	31-35	4
Q30	M	31-35	1
Q3, Q54, Q68	F	Other	3
Q12, Q41, Q52	M	Other	3

Out of the 69 students who experienced bullying, there were 52 females and 17 males. The percentages and age groups were as follows; 0% was of the age range of 16-20, 62% (43 students - 33 females and 10 males) was in the age range of 21-25, 22% (15 students – 12 females and 3 males) was in the age range of 26-30 and 7% (5 students – 4 females and 1 male) was in the age range of 31-35 and 9% (6 students – 3 females and 3 males) had written 'other'. The age group of 21-25 was the most dominating amongst the third years, followed by 31-35, 26-30 and lastly there were no students in the age range of 16-20, all students were above the age of 20 years. Since these were participants involved in completing of the questionnaires they were referred to as Questionnaire # (# being the number they were labelled as). For an instance we had Q1 as a pseudonym that represented the first participant on Table 2. In quoting what these participants had written down in the questionnaires these pseudonyms (Q1-Q69) are used.

Table 3 - Interview Sample: Participants, Gender, Age Range

Participant	**Gender**	**Age Range**
P1	Female	21-25
P2	Male	Other (above 35)

P3	Female	21-25
P4	Female	26-30
P5	Male	26-30
P6	Male	21-25

Out of the six participants in the interview process, there were three males and three females, all above the age of 18 therefore no consent was needed from their parents. This was one of the many reasons the sample of third year was chosen as the researcher hoped there was no one below the age of 18 as it would have a been a problem getting consent from parents. All these 69 third year students at this particular institution had all experienced bullying; some were actually victims while others had simply witnessed (bystanders) others being bullied. None of the participants involved gave data from a bully's perspective. The six participants who were involved in interview schedules were labelled as Participant 1-6. These numbers were influenced by which participants were interviewed first (P1) to the one interviewed last (P6). In quoting the participants, these codes (P1-P6) are used in this study.

4.1.1 Questionnaires

A total of 350 questionnaires were prepared as this was the number of students I was told to expect but only 319 questionnaires were returned complete. The remaining 31 were blank, it could be some were absent or they were present but did not complete them. The questionnaire (appendix 5) had 3 sections with a total of 31 questions, some open ended while others were close ended. The answers given from the participants would determine who was to be picked for the later phase of interviews more especially a 'yes' to the question 'if they have experienced bullying'. Their refusal to participate in interviews was not much of an issue as their data from the questionnaire was used for the study and their experiences were noted. In this study the word 'experience' refers to whether students have seen the act or whether they have been victims to the practice of bullying as no participants owned up to being bullies.

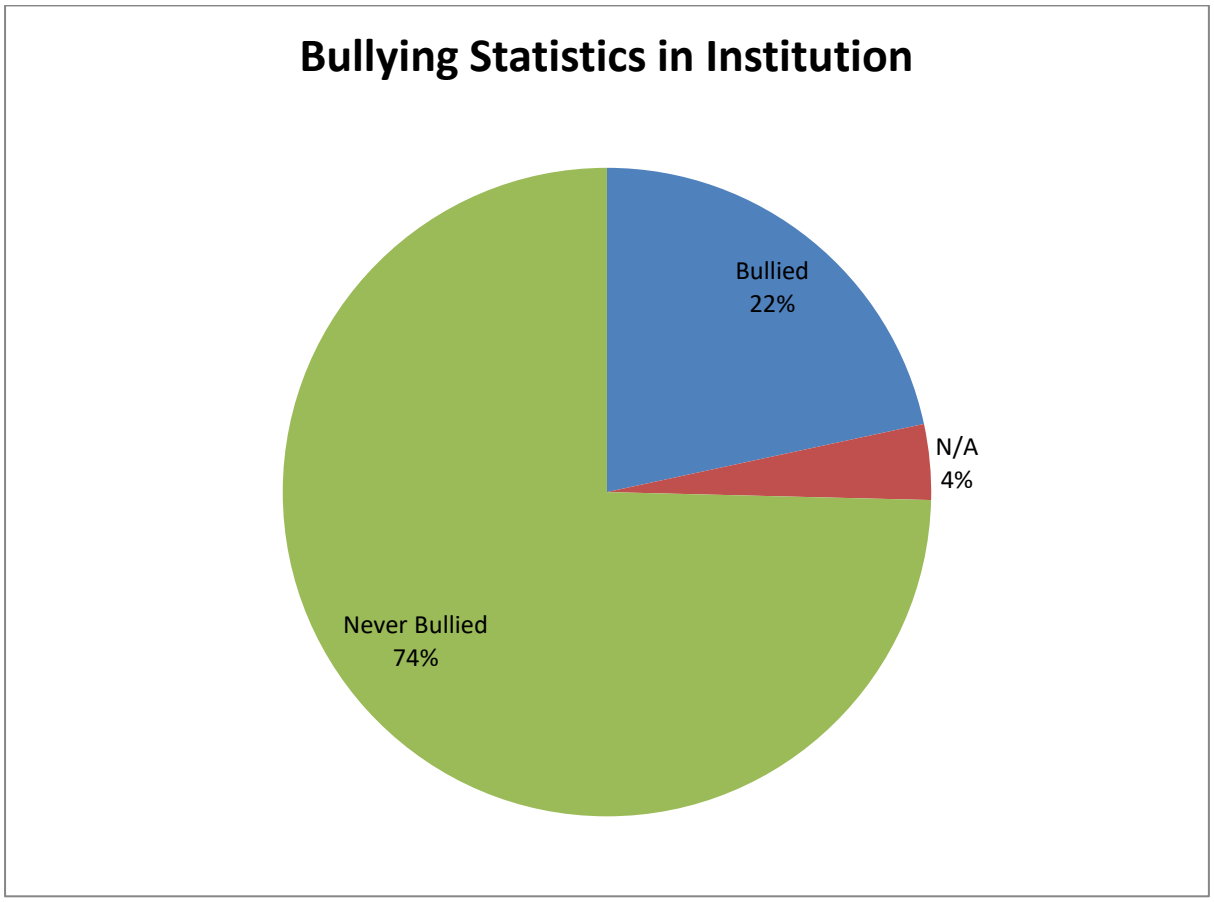
Out of the 319 students a total of 69 responded that they have experienced bullying within the institution environment. Some participants were not willing to have interviews but had no problem sharing their experiences of bullying within the institution environment. Participants who wished to have a follow up interview session wrote their cell phone numbers on the last page which had space for such details. Eight students wrote their numbers. One student did not show up for the interview schedule and kept on ignoring my calls. Another participant's phone number was always unavailable. Only 6 participants were available for interviews.

4.1.2 Interviews

Only 6 participants were interviewed and the interview schedule (Appendix 6) comprised of two questions which complemented the 31 questions on the questionnaire in an attempt for data saturation. In addition to the two interview questions the researcher kept probing the participants for clarity on what they were saying and also on what they wrote in the questionnaire. The interviews were conducted in English even though some Sesotho was used when participants wanted to express themselves better. After one of the interviews a participant asked for the interview to be restarted as he was unable to express himself as he would like to in English. The interview was restarted with Sesotho as a medium of communication and the recording was later transcribed to English.

These participants were more than willing to share their experiences (what they have seen and what has happened to them) unfortunately some experiences were relived and a few of these participants shed a tear during the interview processes. After the interview sessions when the researcher offered to make arrangements for the participant to see the school therapist the participants turned down this offer. They preferred sharing their problems with friends as that was what they were most comfortable with.

Figure 1 - Bullying statistics



Above is a Figure of all the participants who filled the questionnaires, the colour green marks the number of students who have not experienced bullying within the institution environment. The colour blue marks the students who have experienced bullying within the institution environment while the red is 'N/A' these are students who did not answer the question whether 'they have experienced bullying within the institution environment'. This diagram does represent that there is bullying in the institution and shows the percentages of students who have experienced bullying within the institution environment and those that have not. Besides having just a few who claim to have experienced bullying there are serious incidents that have occurred, some being near death experiences.

Table 4 - Categories and Sub-categories

Students Definitions of Bullying
• A repeated act of intimidating a weaker person
• Using physical power to frighten or hurt someone
• Being harassed physically, emotionally and verbally
• One feeling superior over others and using strength to intimidate or threaten someone
Students Experiences of Bullying
• I felt like I could quit from the institution
• First year students stopped me from walking past their classes
• I was bullied for being fat
• Slapped for denying doing laundry for a stranger
• Frightened by students carrying weapons
• Bullied off a seat in a lecture hall
• Posting on social media
Consequences of Bullying
• Fear of being victims
• Hindrance of going to library in the evenings
• Carrying of dangerous weapons
• I felt like I do not belong in the institution

• Some bullied students become aggressive and dangerous
• The environment is not conducive for learning
Forms of bullying experienced
• Physical bullying
• Verbal bullying
• Emotional Bullying
• Cyberbullying

From the questionnaires and interview schedules, four categories were identified. Each of these categories had numerous sub-categories. Table 4 demonstrates that students knew what bullying is, its forms, how they experienced it and the consequences of the experiences. The next section expands on the categories and sub-categories expressed in Table 4 the data provided is from both the completed questionnaires and interview schedules. Referring to the sample as “Q” then number (example Q1) would mean this information is from the questionnaire whereas if the sample is referred to as “P” then number (example P1) then this data is from interview schedules.

4.2 Category 1: Students’ definitions of bullying

In selecting participants for interviews, the criterion was that students should have experienced bullying. The questionnaires made this platform possible as there was a yes or no question to whether one had experienced bullying or not. For students to answer if they had experienced bullying or not they must know what the term meant as such the researcher had to know the students definitions or understandings to what bullying was. Students gave different definitions which did however come down to physical attack, verbal torment which went hand in glove with emotional and social media torment. Questionnaire 10 (Q10) defines bullying as “*It is an act of using power on people*” this may seem like a broad definition; it is narrowed down by Q15 as they define bullying as “*being harassed physically, emotionally and verbally*”.

According to Q1 “*bullying is an act of intimidating a weaker person to do something, especially such repeated coercion*”.

Students acknowledge the imbalance of power between individuals and do acknowledge bullying not to be a once off act. This is brought forth by Q5 as she says “*bullying is to use physical power or strength to frighten or hurt other people who are weak*”. Q7 states that “*bullying is a process of ill-treating other people in order to make them feel bad about how they feel or about themselves*”. In viewing bullying as more than physical Q8 asserts that “*bullying is threats imposed by other students which make my learning experience/environment uncomfortable*”. Q25 gives a broad definition by acknowledging bullying as “*use of force, threat to abuse or dominate others*”. Furthermore, Q2 acknowledges that “*bullying is forcing someone to do things without them agreeing*” in this sense one may be forced to do something they are against but with an influence either a threat or action from someone else which may make them do something against their will. This is elaborated a bit by Q5 by stating bullying as “*to use physical power or strength to frighten or hurt other people who are weaker*”.

Most participants do see bullying as frightening or assaulting but Q4 takes the view that “*bullying is doing or saying something that is embarrassing to someone that makes him/her to feel unaccepted*”. One may be excluded and words spoken to them may be hurtful, this tormenting their emotions as such this qualifies as not only verbal abuse but emotional abuse as well. Moreover, it could happen on social media which would make it cyberbullying with emotions hurt. Q7 notes that bullying “*is a process of ill-treating other people in order to make them feel bad about how they feel or about themselves*”. Q17 is of the view that bullying “*is an act of threatening someone or putting their life in danger; physically, emotionally and verbally*”. Most students had similar definitions even though different words were used, generally a power imbalance was acknowledged with some seen as weaker than others with likely of being forced to do things or things being done to them and these practices were not just once off but they went on for some time.

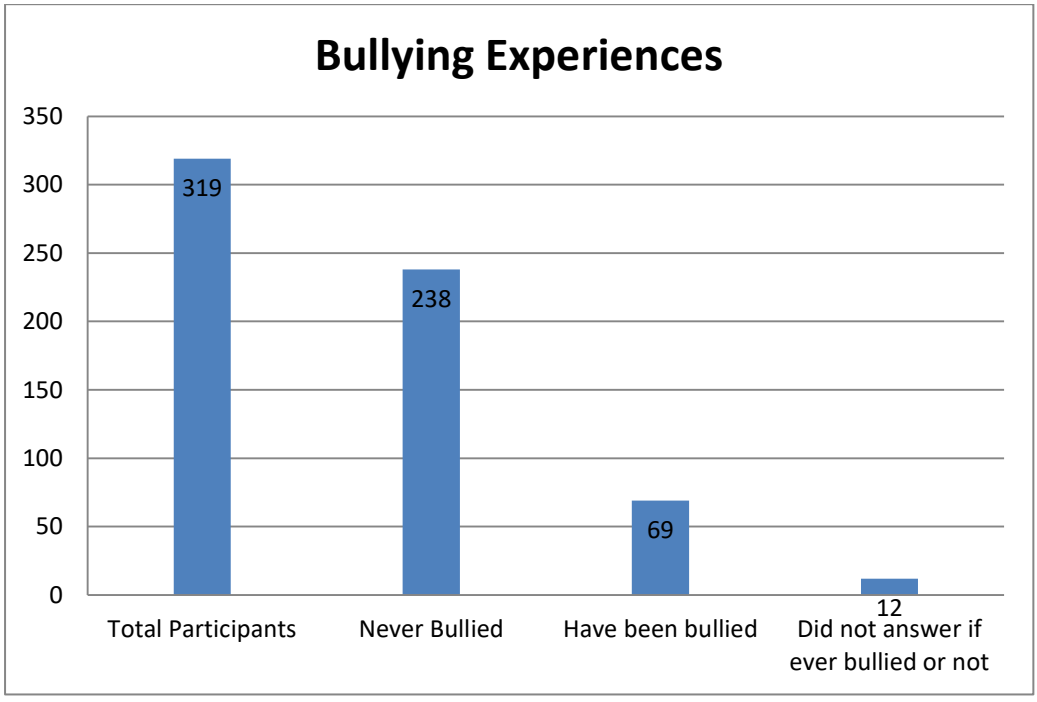
It was interesting to see Q58’s response to what bullying is as she comments that “*I do not know*". This gave suspicious that maybe some students genuinely did not know what bullying was but may have copied from those that knew. This could be

possible as students were closely seated next to each other with some sort of discussions held during the completing of questionnaires. At some point the researcher saw two or three participants searching on google as he was walking about.

After analysis of responses most of the students knew what bullying was and what it entails. Some even mentioned in their definitions that it hinders their studying and the learning environment is not conducive. In a nut shell, bullying was perceived as a negative action; words said, threats made, fighting, beating and those inflicting these actions were said to be more powerful and victims being weaker. Lastly, these actions did not just happen once rather they continuously and repeatedly occurred.

4.3 Category 2: Students experiences of bullying

Figure 2 - Statistics of bullying experiences



Out of the 319 students 238 stated that they have not experienced bullying within the institution environment while a total of 69 claimed they have experienced bullying within the institution environment and a sum of 12 did not answer this question. The term ‘experiences’ in this study does refer to seeing of an incident, being told or

actually being directly involved; could be as a bully or as a victim. The experiences include physical attack with a couple of cases of students stabbing each other, verbal torment inclusive of body shaming. Q8 has experienced bullying and states that "*some students bully others*", as vague as this statement is it is clear of bullying practices although there are no finer details. Bullying may have similar traits but generally it differs, for instance if name calling is in place names could differ even if they refer to the same thing or if there is physical attack it could be influenced or triggered by different entities. Students' experiences of bullying are broken down further into sub-categories and are elaborated on with data from complete questionnaires and interview schedules.

4.3.1 Body shaming

It was brought forth that students are being body shamed. Six percent (6%) of students were victimised for being fat. Comments made to these students hurt their feelings, inflicted self-hate and resulted in a low self-esteem. Q7 says "*they were telling me about how bad I look because I am fat and should try to lose some weight*," this student was not just told or advised to lose weight but she was told that she looks 'bad'. The word is certainly going to hurt the student's feelings making her/him lack confidence resulting in a low self-esteem. Q3 mentions that "*they used to bully me about being fat*". Some students experienced bullying practices due to being fat and were made fun of. Q13 states that "*people made very nasty comments about my body and made me feel sad and ugly*".

4.3.2 Hindered mobility

Some students experienced bullying through being hindered to passing in certain spaces within the institution environment by their fellow school mates. In most cases younger students are bullied but this is not the case in this institution as Q5 who is a senior student doing the last year of study being third year faced torment from juniors, Q5 states that "*first year students stopped me from walking past their classrooms*". Q45 also being a victim of hindered mobility mentions that "*when I was in first year, seniors used to block the way when we passed*," Q31 also states that "*some students close the way as we pass*". Q47 maintains that "*they closed the road where I was supposed to pass*". The issue of students blocking way for others seems

to have been a common practice as numerous students have been victims to it. This was experienced by juniors to seniors as some do mention these happened with them in first year while for some they were in third year. As a result of hindered mobility; Q21 asserts that "*students start to be afraid to walk around,*" this idea is buttressed by Q8 as he mentions that "*they walk in fear within the institution environment*".

4.3.3 Gender torment

The experiences of bullying are diverse with people of different genders tormenting one another. One would assume the torment would be gender specific with males targeting other males and females on female, on the contrary, it happens randomly with cases of males victimising females and vice versa. According to Q11, "*when in first year a third year male wanted me to do his laundry and when I refused he slapped me*". There is or are cases of males being physical with females in the institution. Participant 1 (P1) in the interview process mentions that "*during school protests, students who do not join are beaten by others, males and females beating other males and females*". The act of physical bullying is practiced by and on both genders. The same thing applies for verbal bullying as both genders do hurt one another verbally. Q21 mentions that "*I have been bullied by a group of about 5 boys, they started saying naughty words and wanted to beat me*". Q45 says "*when I was a 1st year, male students were mocking girls*".

4.3.4 Weapon carrying

Students experience bullying practices with weapon carrying involved. Bullying is a life threating act with or without involvement of weapons but usage of weapons could certainly be fatal. Q22 comments that "*students were carrying weapons and frightening me*". As a result of some students carrying weapons, others saw the need to carry weapons as well, as means to protect themselves from those that are giving them trouble in the institution. This weapon carrying could result in loss of life. Q26 notes that "*there is usage of weapons in the bullying processes in the institution*," this is buttressed by Q17 "*sometimes the male students fight here at school with very bad weapons and even stones*". According to P5 "*there are 2 reported cases of students stabbing each other within the institution environment*". The issue of

stabbing seems to be well known as also P2 states that "*I've seen them fighting many times, there are also cases of students stabbing each other leaving others with fatal wounds*".

4.3.5 Moving from seats

With different sorts of bullying experienced, it is mentioned that some students move others from seats in lecture halls despite them being seated first. Context of this moving, bullying each other from seats is clarified by Q50 as he observes that "*there are lack of chairs in the lecture halls therefore we fight for chairs*". Not having enough chairs would be a problem with some students being moved by those perceived as powerful. Q26 comments that "*they bullied me because I was sitting on the chairs they claimed to be theirs in the lecture hall*". Some students seem to feel entitled to own these lacking chairs instead of it being a first come first sit basis. P2 explains that "*I am a victim of being pushed out of the seats, this group of students told me to move from where they sit and they pushed me from both sides and I ended up falling*". This is one act which shows superiority complex, one would not just move another fellow learner unless they see them as inferior and them as deserving to own tertiary property.

Bullying is experienced in numerous ways in the institution environment. Experienced bullying include being made fun of because of one's body build, being limited to areas to move or walk from in the institution environment by other students. Experiences included being tormented physically, verbally and on social media by other students regardless of one's gender; females bullied by males and vice versa. Lack or not having enough chairs in lecture halls influenced bullying experiences as students fought over seats with others feeling entitled to chairs more than others. Lastly, bullying was experienced as a result of some students carrying weapons as they would threaten other students using these weapons which instilled fear and an imbalance of power.

4.4 Category 3: Consequences of bullying on students

Despite the few numbers of students who claim they have been bullied within the institution environment, it is evident that the consequences of experiences are quite severe. These effects on students include feeling excluded in the institution,

contemplating to quit and some actually dropping out of the institution, developing of a low self-esteem, fear for mobility during the day and in the evening which does hinder their academic excellence greatly as some even fear going to the library and classrooms for discussion.

4.4.1 Dropping out

As a result of being bullied, 9% of students mentioned that they have contemplated dropping out of the institution. Moreover, there have been other students who have dropped out as a result of bullying practices. According to Q29 "*some students end up withdrawing from the school*". Bullying consequences are truly severe on students. Q4 mentioned that "*I felt like I could quit in this institution*" in the same vein Q10 says "*I felt like I could quit for good*". Bullying seems to affect students to the extent of which they feel the need to end their academic journey in this institution while some actually do drop out. Q11 mentions that "*fear of being bullied may cause the student to drop out of the school*".

4.4.2 Fear

Bullying affects students in numerous ways. One of these being instilling of fear in them. Students in the institution are afraid of becoming victims of bullying so much that their mobility is hindered in an attempt of being cautious. P2 states that "*you walk in fear, you can't walk freely in the institution environment during the night, one is always in fear as one never knows when he will be a victim*". This is reinforced by Q5 by stating that "*I am afraid that one day I can be attacked around campus when I am from the library at night*". Some students fear walking to the library in terror of their well-being and this being conscious in turn has negative consequences on their studies. P2 explains that *"we do not have a conducive environment for studying due to these factors, one is even afraid to pass these members (bullies) as there is no saying what would happen*". Q28 notes that "*they walk with fear and are at most uncomfortable, in the institution confines*". Even Q33 takes the view that "*students live in fear*". P5 also concedes that "*I live in fear within the institution environment*". Fear instilled as a consequence of bullying makes the institution a non-conducive area for learning. The institution environment should be the place they feel safest. Q28 said "*they fear for their lives that they might be at danger*". This fear has even

extended to reporting these bullying practices as P3 mentions that "*we were afraid that reporting would make it worse*".

4.4.3 Hindrance to academic excellence

Bullying has consequences that hinder students' academic attainment. Due to students being bullied, they perform poorly for numerous reasons; all which are influenced by this aggressive behaviour. According to Q8 "bullying makes their learning environment not to be conducive". With the environment not being friendly for studying, students fail as a result. Q4 mentions that "*students' academic life is affected which results in failing of students*". Failure seems to be the destination for students as Q9, Q29 and Q28 corroborate that bullying hinders academic performance in the institution which leads to failure.

Students are not free within the institution which also hinders their performance. According to Q17 "*bullying does not allow students to feel free or study freely in the institution environment*". Q8 states that "*It makes their learning environment not to be conducive*," for learning. Q23 is of the view that "*students fail in school because a lot of students take most of their time on stress due to bullying practices*". "*Due to bullying practices students are not free in class*" (Q68). Q28 views bullying as "*It hinders their academic performance*".

4.4.4 Trauma

Some bullying effects bring about deeply disturbing emotional experiences to students. In some instances these experiences are relived when certain stimuli are presented for instance when a victim to bullying sees their bully they could remember the traumatic incident. Q10 states that "*I always think of it as I see that person*," this shows some level of trauma in this person who has been bullied. The trauma could be so severe that students are unable to study. According to P4 "*I failed 2 tests because I wasn't able to read*". P5 notes that *"I know of three cases of students stabbing one another, one was in the residences, another in the hall and the last outside of the school compound, this issue affects me psychologically as when a friend is stabbed I become worried of their health and I cannot focus on my studies".* Even witnesses to these bullying practices become traumatised.

4.4.5 Weapon carrying

Students are affected so much by bullying that they feel the need to protect themselves from whatever danger that may come their way by carrying weapons. Q6 contends that "*students being bullied become aggressive and dangerous to themselves and to others*" in an attempt to protect themselves these students become threats to others. Q55 acknowledges that "*other students have dangerous objects that can harm our lives*". Q32 asserts that "*the weapons carried here are so dangerous*". The dangerously carried weapons bring fear amongst students. Once again it is stated that the college environment is distorted of comfort of learning.

4.4.6 Absenteeism

Consequences of bullying on students include not wanting to attend classes as victims become withdrawn. These consequences also include being badly hurt to the extent of being unable to attend class. After experiencing bullying in the institution environment, Q13 states that "*I felt like locking myself in the room and not going to class*". According to Q26 "*physical bullying harms students to the extent of missing classes*". Q46 said "*it extremely affects other people a lot because some miss their studies because of being expelled/suspended and some have to fight for their lives in hospital*". As these students fight for their lives in hospitals they miss out a lot as their academic program continues with or without them and it may become a great challenge for them to catch up.

4.4.7 Poor interaction

The bullying practices influence a tense environment in the institution environment. As a result of bullying, students do not see eye to eye. The non-existing relationships between students have numerous negative consequences on them, their school work and their peace of mind. Q47 on consequences of bullying believes that "*it really causes a lot of conflict among the students which really causes separation amongst us; we end up hating one another*". The separation amongst students affects socialising of students as Q60 states "*socialisation decreases which leads to lack of unity and peace among students*". Q8 mentions that bullying "*leads to poor interaction which in turn affects academic performance,*" students do not have discussion groups nor do they share learning material with each other due to poor

interaction. There are however students who unite as acquaintances against others. P2 brings forth that "*students divide themselves into groups*". These formed groups do exclude other groups.

Due to students not being friendly to one another, Q15 notes that "*some students even sit alone as they don't want to be with other people*". Q4 mentions that "*students' social life changes as the students are not willing to socialise with others after being bullied*". Bullying consequences as brought forth by *Q11 "restrict the student from socialising with other students*". According to Q5 "*students who are bullied may feel somehow isolated and would not make friends with others*," in line with this view Q7 says that "*they end up isolating themselves from other people*," as a result of being bullied.

4.4.8 Feeling excluded

Consequences of bullying, on students in the institution environment include exclusion. Some students just do not feel that they belong because of how they are treated by their colleagues. According to P1, due to bullying practices "*students feel out of place*" in the institution. Q8 on feeling excluded mentions that "*students don't feel accepted and they are insecure*". According to Q5 "*students who are bullied may feel somehow isolated*". Q18 comments that "*some students belittled me, they don't want to participate with me*". Q8 asserts that "I was not part of a social group of certain students, so I was treated unfairly in class for not being part of the group". As a result of feeling excluded Q27 notes that "*students end up not feeling comfortable within the environment*".

4.4.9 Self esteem

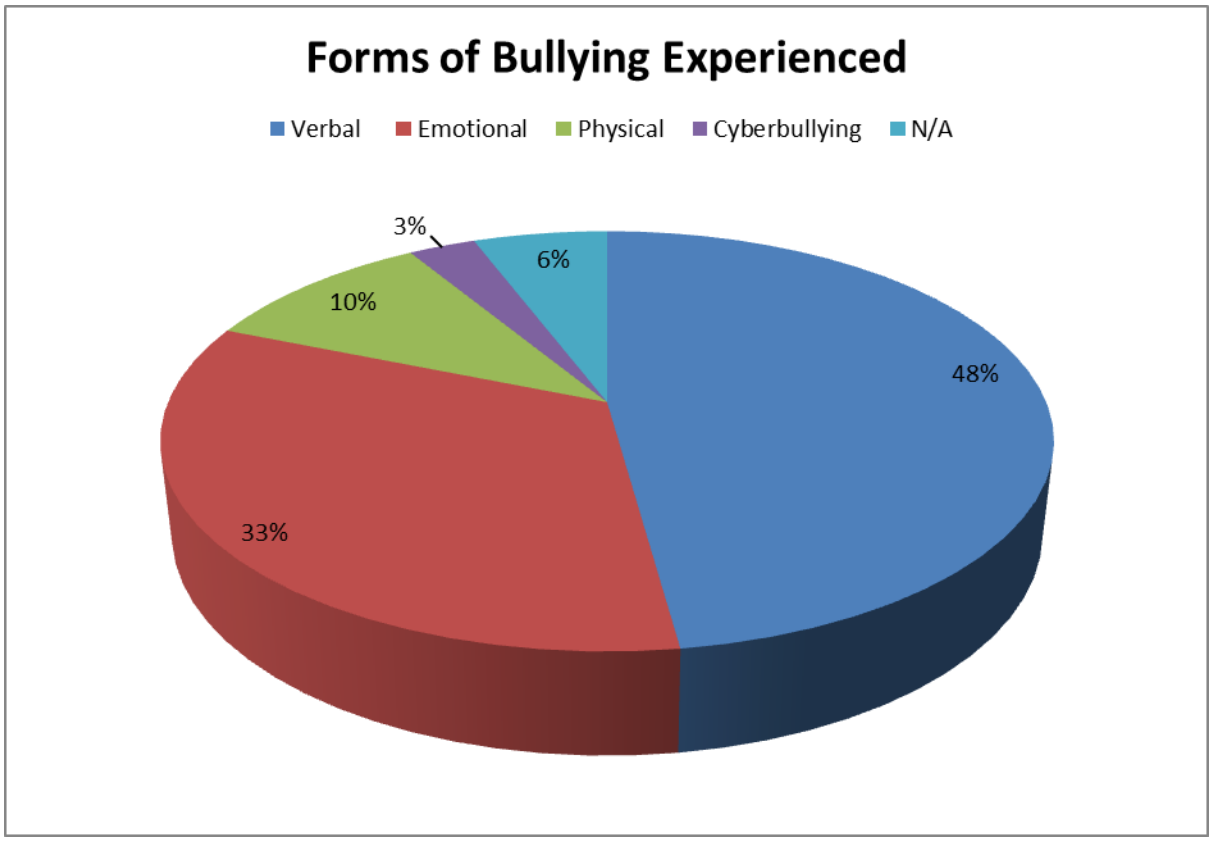
Consequences of bullying include students not believing in themselves. Bullying results in students losing their self-esteem. Q7 states that "*they end up not performing well because they lack self-esteem after being bullied*". Students associated self-esteem to better academic attainment and point out that after being bullied it deteriorates. According to Q21 "*for a student to pass, it requires high self-esteem so bullying makes others to have low self-esteem hence, decrease in performance*," finer details are provided by Q6 as stated that "they lack confidence and do not want to take part in activities".

Bullying has serious effects on students and hinders their well-being. Consequences of bullying comprised of developing self-doubt, exclusion within the institution environment, bad relations between students, students not attending classes for diverse reasons. It further includes carrying and usage of weapons within the institution confines, trauma, fear to walk in the institution environment to or from the library in the evening and dropping out of the institution.

4.5 Category 4: Forms of bullying experienced

As a follow up question to whether or not students have experienced bullying, they were asked which forms they experienced and four forms were presented. The four forms provided were physical, verbal, emotional and cyberbullying. They were free to select more than one if applicable and several students did so.

Figure 3 - Forms of bullying experienced



After choosing these forms of bullying students were asked to elaborate on the experience but only a few did so. Out of the four forms of bullying, verbal bullying was ticked the most with a total of 33 out of the 69 participants, emotional bullying was the second highest with a total of 23, physical bullying was the third highest with a total of seven participants and cyberbullying was the least experienced with only two participants. The total number of participants who completed the questions showing forms of bullying experienced was 65, only 4 students did not answer the question. These 4 were labelled as N/A in the above Figure 4.

4.5.1 Verbal bullying

Verbal bullying seems to be the most experienced form of bullying by the students in the institution. 33 out of the 69 students showed that they experienced it. This form of bullying seems to be in collaboration with emotional bullying as victims' feelings are hurt by words said to them. According to Q13 "*people made very nasty*

comments about my body and that made me feel sad and ugly". Body shaming was the most common form of verbal bullying experienced and this affected students' self-esteem making them feel excluded and not belonging in the institution. Q7 mentions that "*they were telling me about how bad I look because I am fat and I should try to lose some weight*". Within verbal bullying there were cases of vulgar language used amongst students and this brought about discomfort to those spoken to and those hearing such taunting words. Q8 is of the view that "*vulgar language used by some groups of students impose fear and discomfort*".

4.5.2 Emotional bullying

Some actions and words are spoken intentionally in an attempt to hurt victims. These do end up hurting victims' emotions. Q6 who has experienced this form of bullying, says "*it arouses anger from within and made me not to trust anyone and also it is difficult for me to socialise*". This form of bullying results in students being withdrawn and having trust issues. Q26 takes the view that "*emotional bullying leaves students with depression*". Due to being bullied, Q10 comments that "*I wanted to cry and I always think of it when I see that person (bully)*". This experience has to some extent traumatised this individual as the hurt reoccurs when the bully is seen. Some students are manipulated and their emotions are played with. Q50 says he was told that he is not a man enough unless he joins a certain group of people.

4.5.3 Physical bullying

For aggressive people, conflict is resolved through violence and not through talking. Physical bullying is not fighting between people of the same gender but even students of different genders did throw punches at each other. There were reported break outs of fights between students. Q16 states "*students fight here at school*". Both genders were physical even though most reported cases were of males to males with them leaving each other with fatal stab wounds leading to hospitalisation. Further, there are also reported cases of males physically assaulting females and also of females assaulting other females. Q11 is a female victim of assault by a male. She mentions that "*when in first year some senior male students asked me to do his laundry when I refused he slapped me*". This form of bullying could be directly fatal, unlike some which may make one take their own life. Through physical

bullying, victims' lives may be taken or even the bully's life through self-defence. Q26 detected that "*physical bullying harms students to the extent of missing classes*".

4.5.4 Cyberbullying

There are reported cases of cyberbullying in the institution, however, it is the least experienced form of bullying in the institution. Only two students reported experiencing this form of bullying. According to Q28 "*a student insulted me on social media, accusing me of stealing some lecturer's question papers, I was hurt, furious and embarrassed*". Cyberbullying includes spreading of rumours via the internet. Bullies of this form of bullying aim to embarrass other students on social media and succeed to do so. Q8 notes that "*I contested for the presidential elections of the SRC and my opponents posted wrong information about me on social media*".

All forms of bullying have serious consequences. Experiencing of one form of bullying over the other would be influenced by the environment. In education spaces it is easy for people to be physically bullied as there is daily interaction, still in this context students may extend bullying in cyberspace.

4.6 Conclusion

This chapter presented findings of the study. Data from questionnaires and interviews were presented with statistics of the number of students who have experienced bullying. The data also included the most experienced to the least experienced form of bullying, experiences of bullying encountered by students and students gave their definitions of bullying. The next chapter provides a discussion of the findings of the study in transcripts with the already existing literature review.

CHAPTER 5: DISCUSSION ON RESEARCH FINDINGS

5.1 Introduction

This chapter discusses the findings of bullying in this study titled “Third year students experience bullying at a tertiary education institution in Lesotho” along with the literature on bullying. Bullying is defined by Smith et al. (2002) as a subcategory of aggressive behaviours which entail undesirable actions implemented deliberately to hurt another. These actions include physical aggression, threats, teasing and harassment which perpetuate inequality with others seen as inferior and others as superior (Cohn & Canter, 2007). Some students are perceived to be superior in this tertiary institution and do harass others physically, verbally and on social media. This corroborates that there is bullying in the institution. Atlas and Pepler (1998) put forth that power imbalance distinguishes bullying from other aggressive practices.

The findings of the study indicate that bullying is present at this particular tertiary institution. 69 out of 319 students had experienced bullying within the institution environment. Comparatively, a small number of students from the sample experienced bullying within the tertiary institution while some did not even know what bullying was. Despite such a minor number the consequences of bullying were severe. Bullying resulted in psychological and emotional trauma, academic failure, hospitalization as a result of stabbings during fights, some students skipping classes to avoid their bullies and others contemplating dropping out of the institution.

5.2 Discussion

The study defines bullying as an aggressive practice deliberately and repeatedly performed to cause harm with an imbalance of power in place. The bullying practice is acknowledged as a barrier to learning as it hampers students’ maximum academic attainment. The conceptual framework for the study was that of inclusive education and the theoretical framework was the ecological systems theory.

Inclusive education aims to eradicate practices which have become barriers to learning. The research findings show that bullying has become a hindrance to learning in the institution confines. The study adopted inclusion as it means to reveal and lessen barriers to learning by challenging exclusionary practices (Mariga et al.,

2014). According to Murungi (2015, p.3160) “inclusive education is the best approach to ensure that education is accessible to all”. There is a lot of diversity in classroom situation and this model acknowledges this, with attempts to make learning conducive for every student.

Bullying hinders educational access for all students in the institution. As a result of bullying some students have been skipping classes in an attempt to avoid their bullies. Zuze, Reddy, Juan, Hannan, Visser and Winnar (2016, p.1) note that “students need to feel safe in order to achieve their full potential at school”. Dreyer (2017, p.386) mentions that “inclusion and participation are essential to human dignity and to the enjoyment and exercising of human rights”. Students’ rights are violated by their bullies and this is a call for an inclusive community.

The ecological systems theory brings forth that people are products of the environment they reside in as the environment influences their development. Ettelal and Mahoney (2017, p.4) state that “what happens in one microsystem affects what happens in another microsystem”. Bullies in the institution could be victims of the environments they live in. This is explained further by Zuze et al., (2016, p.1) who state that “violence in schools is often an extension of violence in communities”. Aggression is a behaviour that may be learned from the environment in which individuals live. In other words, “those who are exposed to violence in their communities learn that aggression, including bullying, may be an acceptable way to achieve goals, consequently, developing normative beliefs, which may condone or legitimize aggression” (Azeredo et al., 2015, p.2).

Acknowledging and respecting diversity could enable cooperation in educational spaces. Students have been socialised differently and it is normal for some to act or behave in ways that are not understood by all. The ecological systems theory gives an understanding of people being exposed differently. In line with this model, “inclusive education requires that the framework within which education is delivered is broad enough to accommodate equally the needs and circumstances of every learner in society” (Murungi, 2015, p.3167). Bullying is not just an issue that can be addressed in one microsystem. Tsitsika et al., (2014, p.2) take the view that “most studies address bullying as a multifactorial phenomenon influenced by factors associated with the individual, the family, the school, and the broader community

levels". In some instances, the act of bullying could be a cry for help, these students could be seeking attention or lashing out their frustrations on other students. Berger (2007, p.109) takes the view that "correlations between parents and children are bi-directional, since parents and children react to each other".

Inclusive education is a practical and appropriate approach to education catering for all (Murungi, 2015). Inclusive education is an approach to ensuring quality education for all students through meaningful access to education (Dreyer, 2017). Murungi (2015, p.3167) says "the fundamental principle of inclusion is that all children should learn together, whenever possible, regardless of any difficulties or differences they may have".

Bullying is a continuous act which adults (parents and teachers) may not even be aware of. Mosia (2015, p.162) comments that "teachers and parents are less aware of bullying; youngsters readily report their problems either to friends or a relative because teachers and parents are thought to exacerbate aggressive behaviour". Newgent, Lounsbery, Keller, Baker, Cavell and Boughfman (2009) buttresses that victims of bullying practices are often reluctant to accept or ask for help. According to P3 "*we were afraid that reporting would make it worse*". Some bullying interventions could worsen the practice, for instance; reprimanding bullying to stop harassing the victim could make matters worse as the bully would become aware of the practice being reported and this could result in bullies being more aggressive resulting in more torment for the victim. The fear of reporting is buttressed by Hymel and Swearer (2015, p.295) as they observe that "youth are reluctant to report bullying, given legitimate fears of negative repercussions or ineffective adult responses".

5.3 Findings addressing research questions

5.3.1 Students' definition of bullying

Most of the students knew what bullying was and practices that it entailed, only one wrote that they do not know what bullying is. Students further acknowledged that there is a power imbalance involved where bullying is concerned, with one perceived as weak and vulnerable as compared to the next person. According to Olweus (1999) in Smith (2016, p.519):

> there is no universal agreement on the definition of bullying but there is some consensus that aggressive behaviour which satisfies two additional criteria: (1) repetition- it happens more than once and (2) there is a power imbalance such that it is difficult for the victim to defend himself or herself.

These features that make a practice qualify as bullying are experienced in the institution. Q1 mentions that "*bullying is an act of intimidating a weaker person to do something repeatedly*". Research findings like the already existing literature state that bullying does not just happen once but it is a repeated practice over time. According to Nansel and Overpeck, 2003; Rigby, 2002 in Berger (2007) repetition, harm and unequal power, these are three characteristics of bullying accepted by the scientists world-wide.

Smith (2016, p.519) acknowledges bullying as "a form of aggressive behaviour designed to hurt another". Bullying is defined by Q7 as "*a process of ill-treating other people in order to make them feel bad about how they feel or about how they look*". Bullies intentionally hurt victims' feelings through making them feel bad. Q4 takes the view that "*bullying is doing or saying something that is embarrassing to someone and that makes him/her to feel unaccepted*". Generally, students do point to bullying as doing, saying or ill-treating of an individual with negative consequences inflicted on this person. Bullying can be experienced in numerous ways and forms. Tsitsika et al., (2014, p. 1) strongly argue that "bullying may take multiple forms varying from physical confrontation, teasing and humiliation to more indirect ways of victimisation such as spread of rumours or exclusion from the peer group and social marginalisation of the victim".

Bullying is experienced in multiple ways, some ways could be similar but Sinkkonen, Puhakka and Merilainen (2016, p.2) highlights that “exposure to bullying is always a personal experience and the definition depends on the viewpoint and the context in which the bullying occurs”. Students defined bullying through their perceptions. There is emphasis in that “not all aggression is bullying, but bullying is always aggression, defined as a hurtful and hostile behaviour” (Berger, 2007, p.94).

5.3.2 Students’ experiences of bullying

Students’ experiences of bullying differed in the institution environment, some experienced physical, verbal, emotional and cyberbullying. Verbal bullying was the most experienced form of bullying, 33 out of 69 participants had experienced this form of bullying. These findings are backed by Hymel and Swearer (2015, p.295) as they mention that “verbal bullying is the most common form experienced by students”. Under verbal bullying, body shaming was one of the common experienced ordeals with most students tormented because of being fat. Q7 did mention that she was told how bad she looked due to being fat and should lose some weight. This sort of bullying made some students feel excluded and did not feel they belonged in the institution which led to thoughts of dropping out.

Bullying was experienced in different ways, at some point senior students would inflict torment on junior students but in some cases juniors would assault seniors. As mentioned by Smith (2016, p.519) “bullying can occur in many contexts, in childhood, and adult life”. This may be a bit unusual as one could assume bullying would be inflicted from seniors to juniors unlike this instance in the institution whereby juniors were assaulting their seniors. Q5 who is a senior doing the last year of study being third year faced torment from juniors, these first years blocked the way and denied him passage by their classrooms. The power imbalance may have been that the third year student was outnumbered as the first years were in numbers by their classrooms. One of the many experienced sufferings was being denied mobility with some feeling they are more entitled to movement.

Bullying was experienced across all genders with same genders tormenting one another and so did people of different genders. Both boys and girls engage in all forms of bullying, but sex differences are also evident. The most consistent being “boys’ greater involvement in physical bullying” (Hymel and Swearer, 2015, p.296).

Research findings are in line with the literature. Bullying does happen within all genders, male to male and male to female as well as female to female. Tsika et al (2014, p.1) asserts that “boys are more likely to become perpetrators and/or victims in physical and verbal overall direct forms of bullying, whereas girls are more likely to get involved in indirect forms of bullying”. On the contrary, females are also involved in physical bullying; a first year female student was physically harassed by one of the males in the institution when she denied doing his laundry, this male student slapped her upon denial.

5.3.3 Consequences of bullying on students

Consequences of bullying are truly serious as some students contemplate dropping out of the institution and some get traumatised from bullying experiences which reoccur whenever they see their bullies. Tsika et al. (2014, p.2) suggests that “victims of bullying manifest high levels of post-traumatic stress”. According to Ada et al., (2016, p.1) “bullying is a behaviour that is meant to either physically or emotionally leave an impact on the victim”. Bullying has to a great extent affected students in the institution, they are involved physically and emotionally. This practice is so severe that in some instances victims cannot concentrate on their studies and failure becomes a result, some students skip classes to avoid interacting with other students as they become withdrawn, which also has negative effects on their academic performance. Smith (2016, p.526) argues that “victims tended to lack social skills and to be less liked or more rejected in the peer group”.

Consequences of bullying in the institution include students fighting, carrying and actually using weapons. Like Greene (2006) says experiences of bullying has been regularly linked with the need for carrying weapons. In view of the stated point, some students in the tertiary institution do carry weapons and use them on each other. There are three reported cases of students being stabbed, two cases happened in the institution environment while the other was outside the institution confines. Fortunately, none of the students lost their lives. Seixas et al., (2013, p.18) claims that “the effects of bullying contribute substantially to the development of an unsafe environment in schools and to a decline in the academic and social performance of students involved in bully/victim experiences”. Hillman (2015) mentions that a positive school climate is supportive of student’s engagement and learning is

affected by how safe students feel when at school. Students living in fear in the school environment negatively affects their academic performance as there is a relationship between student achievement and safety. When one is almost always in fear, it becomes a problem to study freely and as such one cannot grasp whatever it is that needs to be known or learned, hence, failure. Zuze et al. (2016, p.1) indicate that “experiences of violence or lack of safety can have a devastating impact on their ability to learn, to live healthy and productive life”.

Bullying creates a tense environment in the institution. The conflict leads to students not seeing eye to eye. Bullying results in an unfavourable learning environment. Atlas and Pepler (1998) mention that bullying affects the bully, the victim and the bystander both psychologically and emotionally. Students brought forth that there is tension amongst them as these bullying practices brought about hatred and division. This division brings about a tense environment within the institution confines.

The institution becomes a non-conducive space for teaching and learning. This division and dull environment hinder group work and group discussions. According to Ada et al., (2016, p.1) “bullying violates the United Nations Fundamental human rights- right to health, safety and freedom from fear and violence as well as the Universal Declaration of Human Rights”. Some students live in fear of being victimised and movement is hindered, more especially in the evenings, this along with other factors directly or indirectly affects learning with one being unable to study at times best convenient for them. Some students live in fear within the institution environment as they are scared for their lives. Participant 2 states that “*I walk in fear, I cannot walk freely in the institution environment during the night, one is always in fear as one never knows when he will be a victim*”. De Wet (2007, p.673) states that “fear of victimisation has been found to inhibit learner’s educational and psychological development”.

Students mention that as a result of being bullied, their self-esteem was affected as it lowered and they felt excluded in the institution by other students. Greene (2006) acknowledges that lowering of self-esteem on victims is normal and so is loneliness, school phobia and social anxiety. Self-esteem can be connected to being a victim of bullying and it affects the victim’s conception of other people (Sinkkonen et al., 2012, p.10). Seixas et al., (2013, p.3) observes that “there are also many studies that

identify the victimised students as the group that show more feelings of loneliness and a small number of friends". Findings state that victims to bullying became withdrawn from other students and so did they consider dropping out and bunking classes. Seixas et al., (2013, p.3) show that "understanding self-esteem as another health and well-being psychological indicator, several studies have demonstrated that victims exhibit statistically lower levels of self-esteem".

According to Azeredo et al. (2015, p.1) "bullying victims have higher risks of psychosocial problems, like low self-esteem, anxiety, depression and suicide; victims present poorer school performance, and higher truancy and dropout rates". Students are truly affected by consequences of bullying. For Ada et al., (2016, p.102) "some common short term and long term effects of bullying include but are not limited to victim- depression, suicide (bully-cide, anxiety, anger, and significant drop in school performance feeling as if life has fallen apart, excessive stress abiding feeling of insecurity, lack of trust, extreme sensitivity, mental illness and vengeance, depression, poor self-image)".

5.3.4 Forms of bullying experienced

Numerous forms of bullying are experienced within the institution environment. The forms are physical, verbal, emotional and cyberbullying. As stated, some forms were experienced more than others. At the same time one form may have been experienced differently from one learner to the next, the severity could be more or less. Verbal bullying was the most experienced form with a total of 33 out of 69 students which was 48%, followed by emotional bullying which was 23 out of 69 students (33%), physical bullying which was seven out of 69 students (10%), cyberbullying was two out of 69 students (3%) and four out of 69 students (6%) did not answer this question.

The commonly practiced form of bullying as experienced by students in the institution was verbal bullying, with 48% experience rate (33 out of 69). According to Ada et al., (2016, p.2) "verbal aggression is the most commonly reported form of bullying". It seems common that verbal bullying is the mostly experienced form of bullying. Azeredo et al., (2015, p.2) say that "in Brazil, studies have shown that verbal bullying is the most prevalent form of bullying, which is similar to the US and UK findings". Verbal bullying entailed a lot of body shaming, threatening of other

students with blocking of pathways by those perceived as superior as the less dominant were deprived of passage. There were numerous cases of students being body shamed. All were name called due to being fat, none were made fun of or victimised for being skinny.

Past research showed that male bullies outnumber female bullies (Newgent et al., 2009). On the contrary, findings of the study claim that both genders are bullied equally and there are as much male bullies as there are female bullies. What does differ is the type of ill-treatment. Males may be more physical, an example being the 3 cases of stabbing where all involved were males. Atlas and Pepler (1998) do share the same sentiments as they mention that boys and girls are bullies at the same rate what differs are their aggressive behaviours. The findings state that females were more verbal, so they were more of victims and perpetrators of verbal bullying than males.

5.4 Conclusion

This chapter discussed research findings and were supported with the literature of the topic, the theoretical and conceptual framework. Findings brought forth that bullying exist in the tertiary education institution. Where the research was conducted bullying consequences were severe, life threatening and as a hindrance to academic excellence. Student's definitions of bullying did corroborate with the already existing definitions. Moreover, students' experiences and forms of bullying were almost identical. Some studies highlighted verbal bullying to be the most experienced form of bullying, so did the findings of the study.

Like most research studies, it was found that bullying is not gender specific as both males and females have the potential of being either a bully or a victim. The next chapter summarise the entire research study, provides limitations, recommendations and conclusions.

Chapter 6: Summary, Limitations, Recommendations and Conclusions

6.1 Overview of the chapter

This chapter gives a summary of all chapters in the study and provides the limitations of the study, accentuates recommendations based on findings and discuss the conclusions.

6.2 Summary

6.2.1 Chapter 1- Background of the study

This chapter gave an introduction to the topic of bullying. Moreover, it provided literature about bullying from a global perspective. The topic was further narrowed down to a Lesotho context with incidents of bullying practices in tertiary mentioned. The aim of the study was to 'investigate how third year students experience bullying at a Lesotho tertiary education institution'. The main research question was: How do third year students experience bullying in a Lesotho tertiary education institution?. The main research question was followed by a number of sub-questions: (1) How do third year students define bullying? (2) What are third year students' experiences of bullying in a Lesotho tertiary institution? (3) What forms of bullying are third year students experiencing at a tertiary institution in Lesotho? (4) To what extent, if any, does bullying exclude and/or marginalise students in a Lesotho tertiary education?

6.2.2 Chapter 2- Literature Review

The chapter gave context to the word 'bullying'. Bullying definitions were provided, forms of bullying were elaborated on and so were experiences of bullying. Moreover consequences of bullying were also highlighted. The study defined bullying as aggressive practices deliberately and repeatedly performed to cause harm with an imbalance of power in place.

6.2.3 Chapter 3- Research Design and Method

The chapter highlighted how research was conducted and how data was to be collected and analysed. The study used a qualitative research design. Open ended

questionnaires (see Appendix 5) and semi-structured interviews (see Appendix 6) were used as data collecting methods. The sample was purposive.

6.2.4 Chapter 4- Findings of the study

This chapter presents findings of the study. These findings are presented in categories which have sub-categories. Students' definitions of bullying, experiences of bullying, consequences of bullying and forms of bullying are brought forth as experienced in the institution and are explicitly pointed out.

The first category was students' definitions of bullying. The second category was student's experiences of bullying. This category had sub-categories; body shaming, hindered mobility, gender torment, weapon carrying and moving from seats. The third category was consequences of bullying on students, its sub-categories were; dropping out, fear, hindrance to academic excellence, trauma, weapon carrying, absenteeism, poor interaction, feeling excluded and self-esteem. The fourth and last category was forms of bullying experienced, which included the following sub-categories; verbal bullying, emotional bullying, physical bullying and cyberbullying.

6.2.5 Chapter 5- Discussion on research findings

The chapter discusses research findings along with the literature. It shows how these findings are supported by literature or how they differ. The study was an exploration of whether or not bullying is experienced in the institution. Findings confirmed that students do experience bullying and showed which forms of bullying are experienced, as well as, the extent the practice is experienced. In as much as bullying is a serious act which could be fatal in some cases, the interview schedules were true eye openers through listening and seeing the emotions as the students were sharing their experiences.

It is evident that bullying experiences seriously affected their academic and psychological well-being. Bullying has to a great extent become a hindrance to academic attainment within the institution. Some students fear going to class to face their bullies, others fear walking to the library in the evening and some are contemplating dropping out of the institution. Furthermore, some have resorted to weapon carrying as an attempt to protect themselves.

6.3 Limitations

The study took place in one tertiary education institution hence the information can only make claims to what is happening in that context and not all other contexts. The purposive sampling used in the study excluded first year and second year students that maybe could have a different perceptions and or experiences of the phenomenon. As a result the findings cannot be generalised to the entire institution population. English language as a medium of communication during interview schedules could have been a limitation to the study. Two students during interview schedules mentioned that they could express themselves better in Sesotho than in English. For these two students, Sesotho was used as medium of communication. As for the other four interview schedules, English was used as a medium of communication.

6.4 Recommendations on further research in the field of bullying in tertiary institutions

Findings have brought forth that bullying is a present practice in the institution. Students are exposed to bullying but they are afraid to report bullying in the institution. They fear being victimised more by other students. To enable them coming forward to report, there could be provision of a ‘suggestion box’ in the library where students could drop information anonymously. With the library as a neutral place students would most probably go freely to drop messages. After completion of questionnaires students had a problem of writing their names but they willingly wrote their numbers. Going forward they could also write their numbers on the sheets with information in case there is a need for follow ups, on the issues they bring forward. Not having pressure on writing names could certainly enable students to come forward. This could be the easiest, safest and possibly most efficient way, nonetheless, there will be challenges but will be worthy.

I further recommend that a survey be conducted in the institution which will include all students in the college. There would be a lot of data gathered which will speak for a great majority of students. Consequences of bullying have serious effects on students. As a result of these severe effects, I recommend there be a bullying awareness. In some cases these students are not aware of the negative effects

brought about by the practice as such if they are aware this aggressive practice could subside.

Lastly, I recommend that students be equipped with skills that could best address their daily social challenges. Lecturers also should be made aware of this practice and be equipped with skills to identify and best resolve the practice as this could happen in their presence.

6.5 Conclusion

With bullying as a present practice in the tertiary education institution, bullying a sub-set of aggression has become a barrier to inclusion as some students are hindered from accessing education fully through this exclusionary practice. Some students feel more entitled and deserving than others. The institutions' environment has become an unsafe space for students. Some even fear walking to classes during the day while other fear walking to and from the library in the evening. Consequences of bullying in the institution has perpetrated carrying and usage of dangerous weapons.

The assumption that bullying could be a barrier to learning in institutional spaces is reinforced by the findings. Students mentioned that effects of bullying hinder their academics attainment in numerous ways; absenteeism, hindered movement to the classrooms and library and depression resulting in failure to study. With this being said the findings may not speak for the whole institution so further investigations must be made possible with the whole institution population.

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Appendix 1- Letter to the Rector

DATE:

Dear Rector

My name is Thuto Polonyana, I am a Masters student at the School of Education at the University of the Witwatersrand in Johannesburg. I am investigating the extent third year students' experience bullying. The research project is titled "To what extent do third year students' experience bullying at a particular tertiary education institution in Lesotho."

I humbly invite your school to participate in this research. Data provided in the questionnaire by participants and their willingness to be interviewed would enable the researcher to choose participants for an interview which would only take approximately 30-45 minutes.

I would like to select third year education students as participants for my research. I would further like to be present during the filling of questionnaires to ensure that any questions from students can be addressed and all questionnaires are collected, moreover, I request the conducting of interviews within the school premises. There shall be no interruptions to classes. The research participants will not be advantaged or disadvantaged in any way. They will be reassured that they can withdraw at any time during this project without any penalty. There are no foreseeable risks in participating in this study. The participants will not be paid for the study.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study. The data will inform my M.Ed research project, oral presentations, conferences and journal articles. The findings of this study may be available to the participating institution if requested and the Wits school of Education.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely,

Thuto Polonyana

Sebaboleng 104, P.O Box 4569, Maseru , Lesotho

polonyanathuto@gmail.com

064 0972874/58010889

Appendix 2- Rector's consent form

Please fill in the reply slip below if you agree to conducting of the study titled:

To what extent do third year students' experience bullying at a particular tertiary education institution in Lesotho

Permission for Conducting of Research in the Institution YES/NO

Informed Consent

I understand that:

- Information will be kept confidential and safe and the name of my school will not be revealed.
- All the data collected during this study will be destroyed within 3-5 years after completion of the project.

Name: _____ Position: _____

Signature_____

Date_____

Appendix 3-Information sheet participants

DATE:

Dear Learner

My name is Thuto Polonyana, I am a Masters student in the School of Education at the University of the Witwatersrand in Johannesburg. I am investigating the extent third year students experience bullying. The research project is titled “To what extent do third year students’ experience bullying at a particular tertiary education institution in Lesotho.”

My investigation involves using a questionnaire followed by an interview which will be audiotaped as means of data collection. I would like to use third year education students as participants in my research. Third years are chosen as they are the longest enrolled at the institution, investigation involves using of a questionnaire followed by interviews with participants which will be audiotaped as means of data collection.

I was wondering whether you would mind filling in the questionnaire and participate in an interview which would be audiotaped. The interview would only take approximately 30-45 minutes. Interviews would take place at times convenient for you, within the school premises and classes will not be interrupted. Remember, this is not a test and there are no wrong answers, your opinion and views are what is needed. It is not for marks and it is voluntary, which means that you don’t have to do it. Also, if you decide halfway through that you prefer to stop, this is completely your choice and will not affect you negatively in any way.

I will not be using your own name in the write up of the data but I will make one up so no one can identify you. All information about you will be kept confidential in all my writing about the study. Also, all collected information will be stored safely and destroyed between 3-5 years after I have completed my project. The data will inform my M.Ed research project, oral presentations, conferences and journal articles.

I look forward to working with you!

Please feel free to contact me if you have any questions.

Thank you

Thuto Polonyana

Sebaboleng 104, P.O. Box 4569, Maseru 100, Lesotho

polonyanathuto@gmail.com

064 097 2874/58010889

Appendix 4- Student consent form for questionnaire and interview

Please fill in the reply slip below if you agree to participate in my study titled:

To what extent do third year students' experience bullying at a particular tertiary education institution in Lesotho

Permission for Questionnaire

I would like to fill the questionnaire for this study. YES/NO

I know that I can stop at any time and do not have to YES/NO

answer all the questions asked.

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and do not have to YES/NO

answer all the questions asked.

Permission to be audiotaped

I agree to be audiotaped during the interview YES/NO

I know that the audiotapes will be used for YES/NO

compiling transcripts and that the findings will be used

for Presentations conferences and journal articles.

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped.

- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Name: _____

Sign_____ Date_____

Appendix 5- Questionnaire

Section A- Biographical Information

Please answer all the questions below.

1. What Gender are you?

Male [ ]

Female [ ]

2. Please tick a box of your age range.

[ ] 16-20 years

[ ] 21- 25 years

[ ] 26-30 years

[ ] 21-35 years

[ ] Other

3. Have ever repeated a year of study at this institution?

Yes [ ]

No [ ]

4. If yes to Question 3, which year of study?

Year 1 [ ]

Year 2 [ ]

Year 3 [ ]

5. What do you think causes students to fail at the institution?

Section B

6. Have you ever been bullied within the institution environment?

Yes [ ]

No [ ]

7. If yes, please elaborate on the experience.

8. Has someone ever spread rumours about you within the institution environment?

Yes [ ]

No [ ]

9. If yes, please elaborate on the experience.

10. Have you ever felt your life is in danger within the institution environment?

Yes [ ]

No [ ]

11. If yes, please elaborate on the experience.

12. Has someone ever physically attacked you within the institution environment?

Yes [ ]

No [ ]

13. If yes, please elaborate on the experience.

14. Have you ever been excluded purposely from an activity within the institution environment?

Yes [ ]

No [ ]

15. If yes, please elaborate on the experience.

16. Has a school-mate ever posted harmful things about you on the internet (social media)?

Yes [ ]

No [ ]

17. If yes, please elaborate on the experience.

Section C

18. How would you define bullying?

19. Have you ever experienced bullying in this institution?

Yes [ ]

No [ ]

20. If yes to Question 21, which form(s) of bullying have you experienced? You may select more than one option.

[ ] Physical

[ ] Verbal

[ ] Emotional

[ ] Cyberbullying

21. If yes to question 21, please elaborate on the experience.

_____

_____

_____

_____

_____

22. Have you ever seen/experienced bullying?

Yes [ ]

No [ ]

23. If yes to Question 24, Please elaborate on the experience.

_____

_____

_____

_____

24. If you have seen/experienced bullying, what was the gender of the perpetrator (bully)?

25. If you have seen/experienced bullying, what was the gender of victims (person being bullied)?

26. If you have seen/experienced bullying, did it happen more than once?

27. If you have seen/experienced bullying, did it happen in groups or one on one?

28. From your perception, how does bullying impact on student's academic life?

29. From your perception, how does bullying impact on student's social life within the institution environment?

30. From your perception, how does bullying impact on student's psychological well-being?

31. From your perception, how does bullying impact on student's emotional state?

Thank you for your participation in the study, the researcher would like to have an interview with you. Please write your cell phone number, if willing to participate in the interview. He will get back to you scheduling a meeting.

Thank you in advance.

Thuto Polonyana.

Yes I am willing to be interviewed.

Cell number: _____

Name: _____

Alternative contact number: _____

Appendix 6- Interview Questions

1. Give a detailed account(s) of bullying you have seen or personally experienced in the institution environment.

2. Please elaborate on how experiences of bullying have affected you.

Appendix 7- Interview Transcripts

Participant 1

Interviewer: Give a detailed account(s) of bullying you have seen or personally experienced in the institution environment.

Participant: Okay, uhm I have seen... uhm.. I'd firstly experienced this bullying in this institution I was bullied by our matron there where we stay by the residence. I did something wrong, I did not know what I was doing it was a mistake but she did not come telling me it was a mistake you could have done this you could have done something instead she bullied me in a way that I felt intimidated I did not know what to do and I didn't have.. okay sorry... I didn't know what to do or what action I should take in order for me or other students so that thing should not repeat itself again because if I could have done that maybe she could stop bullying other students but I didn't not know how to stop her up to now again. I have seen it in this institution where we went on strike some of our students were against the strike so the male students wanted to beat other students who did not want to join. That is where I saw it and very unfortunately those actions lead to some of the students to be expelled from this institution.

Interviewer: So uhm the first incident you are talking about was this what she said to you that you felt you were bullied or was it your emotions after she said whatever she said?

Participant: What she said

Interviewer: Oh so this was verbal bullying?

Participant: Yes

Interviewer: So did you tell anyone about this incident?

Participant: I told my roommate and some of my friends

Interviewer: So you talk about males beating students during protests are they beating other boys or even females?

Participants: Even females

Interviewer: Are there females who also joining these males by beating others?

Participant: Yes they also do,

Interviewer: So its males and females beating other males and females?

Participant: Yes

Interviewer: You also mentioned expulsion. Please explain what happened; who is being expelled those beating or those beaten?

Participant: Those who were beaten

Interviewer: Okay, please elaborate what happened.

Participant: These people, they were beating the year one students during that protest and… what happened [trying to recall the incident]

Interviewer: How did the institution management know about these people who were beating others?

Participant: These people who were beaten reported that to the management and the management tried to talk to the students. They talked to us all. It looks like one of the ladies who was beaten told her husband and her husband was the one who was so furious he wanted I think justice in a way that he said if the school does not do anything with those students who beat his wife he is going to [pause thinking of word]….

Interviewer: u ka bua sesotho [you may speak sesotho]

Participant: laughs.. o tlo qosa sekolo [he was to sue the institution] that is when the management started to take action against those students

Interviewer: do you know whether the school knew that students were beaten before the lady's husband approached management approached?

Participant: I think they know because this happens every year when during the protest the management knows that.

Please Elaborate on how experiences of bullying have affected you

Participant: uhm It affected me in a way that I felt like... ha ea affecta haholo hobane ke motho a khonang ho e counsellor e lare ha e qeta ho etsahala ke nnete ne ke koatile ebile ne ke ekutloa eka ha ke tsoane le bana ba bang ke utloa eka ha kea tlala hore ebe nka etsuao joalo but kamora nako ke ilaba ba hantle [*This experiences did not affect me as much but honestly I was hurt and angry after but eventually I got over it however I felt undeserving to experience such as I felt out of place and not being like other students - Students feel out of place but eventually I was okay]*

Interviewer: So the experiences did not affect you that much, but tell me about these experiences that affected you

Participant: It is only that one incident

Interviewer: So other students have never bullied you?

Participant: No

Interviewer: So it hasn't happened to you, you have never seen it, have you ever heard about it?

Participant: Yes I usually hear about it but it has not happened to me

Interviewer: oh so it's there?

Participant: Yes it's there

Interviewer: I'd like to know, you talked about that you are different from other students you counsel yourself, so why don't you go to the school counsellor?

Participants: uhm I thought I would be wasting my time by going there so I had to be okay with the situation

Interviewer: Have you ever gone for counselling before?

Participant: No

Interviewer: Do you ever approach lectures with your problems?

Participants: Not really

Interviewer: Do you have classmates or friends who go for counselling here?

Participants: Most of those people (counsellors) (The counsellors are hardly in their offices and they are hard to reach so one ends up giving up on seeing them)

Interviewer: Okay I understand. Thank you very much for your time.

Participant 2

Interviewer: Give a detailed account(s) of bullying you have seen or personally experienced in the institution environment.

Participant: What I Have seen here at school is that students divide themselves into groups; these groups do not interact well with each other. Some of the groups are not legally recognised in the institution which means the students have unlawfully made those groups although the SRC constitution stipulate that if any of the students want to make a group they should inform the SRC and will be granted permission in regard to their objectives. So their those underground groups which we are not even sure of their objective but we can identify their members here at school while here at school they dress code, the way they greet each other; you can easily identify them and if you are not part of these groups they have a tendency of kind of bullying you or insulting you for not being part of their group to an extent that when we have sport activities and entertainment activities normally they get drunk and when they are drunk that's when they begin to fight and call others with funny names for example when you are not a member of one you are something else which may be an insult through their songs. When they sing, they insult non-members through their songs. This causes poor interaction between students. I don't have to greet I just pass them with acknowledging their presence. So I've seen them fighting many times at the sports, in the hall when there is entertainment they do these funny things which I can't explain but we have got incidences which have been reported here at school there are cases of students stabbing each other leaving other with fatal wounds and also as students when we need to discuss they isolate themselves, they don't share their things with others we do not have conducive environment for studying due to these factions, one is even afraid to pass these members as there is no saying what would happen] when you are from town and it's late we fear meeting them as there is a possibility of one being victimised. so those are the things I've seen a couple of times around the campus.

Interviewer: You said you have seen fighting in school halls, play grounds so do they fight amongst themselves or fighting you passer bys?

Participant: No they do not fight their own members they fight those who are not members of their groups.

Interviewer: You mentioned 3 groups so do these groups fight among each other or you who are not part of the groups?

Participant: These groups fight amongst each other to an extent that us who are not part of such groups because we feel it is not safe. You will find that they have a problem with us joining social clubs as they want us to join them. social clubs I am a member of a social club called [mentions it] it has got its constitution and recognised by management there is another group called [mentions it] which is not recognised by management and SRC. It is just a group of males students no female students are allowed. They act like members of an initiation school

Interviewer: You mentioned 3 groups, are they all for males?

Participant: Yes, despite females not being welcome, normally they become followers of groups which their boyfriends have joined support. They (females) do not have such groups.

Interviewer: Is every male free to join a group

Participant: Yes

Interviewer: Are there no exceptions?

Participant: as long as you are a male student at the college. Sometimes they recruit us to join their group. When one asks what their group is about they tell us we will know when we are part of them. Rumour says that there is a lot of hazing in these groups for new members.

Interviewer: About that; are there hazing practices for first year students?

Participant: No but these groups want to introduce the hazing culture of first years.
Interviewer: Which one?

Participant: Mentions group

Interviewer: So you mentioned 3 groups

Participant: One group is not dangerous as it is an educational group, another being students doing a certain course in the institution which is in conflict with another group which is referred or seen as dangerous. Group members of this so called

dangerous group are always together excluding other individuals, they are always sitting together in class and move others if ever on the sits they sit on.

Interviewer: Please elaborate on how experiences of bullying affected you?

Participant: It creates an environment which is tense for me. You walk around in fear you can't walk easily to the library during the night to read especially because there is lack of infrastructure in the institution there are no proper lights and security is not that tight you don't feel free to walk even to town I also don't fell free walking to town as we students often use one route going there to town you can meet them anywhere one is always in fear of these individuals as one never knows when he will be victim for not being part of their group [bullying affects us academically as one is always in fear of going to the library in the evening due to poor lighting in the institution and also being removed by peers in the classroom as some feel entitled to seats.

Interviewer: I see that you have been victim of being removed from a seat and another one harassed you on social media

Participant: Yes, in class it was that group that I said is an academic group [I am a victim of being pushed out of the sits, this group of students told me to move from where the sit and I told them I have every right to sit anywhere and they pushed me from both sides and I ended up falling and told the lecture then we went for disciplinary

Interviewer: How did that case go about at the disciplinary?

Participant: The case was just dismissed but I know my rights and if I had the means I could have sued. The school management knows of the bullying practices but is not doing anything to address it. We were called made aware of groups being in th institution and students belonging in the group were asked to come forward. We all kept quiet but we (students) know these group members.

Interviewer: Do you ever report these bullying incidences?

Participant: Yeah we do. I participate in a lot of night activities and whenever I witness fighting I take an initiative of calling the warden to report fighting. Some

incidences are reporting to SRC as they are to pass these to appropriate authorities.
Interviewer: With no justice do you ever go to the counselling unit?

Participant: No well I just talk to my lecturers. They are helpful and guide us through problems encountered.

Interviewer: Why don't you ever go to the counselling unit even though you have enough support from your lecturers?

Participants: No I thought I could ignore the problem encountered and all well be well. I worry about confidentiality, what if I seek counselling and then the person am complaining about finds out. Harm could come my way so it's best to just ignore such. There have been cases of people being treated unfairly despite them being victims. They were punished for standing up to their bullies.

Interviewer: so there are such cases?

Participant: Yes I saw such cases. I have seen cases of students being expelled yet they were defending themselves. Some cases happened outside of the institution environment.

Participant 3

Interviewer: Give a detailed account(s) of bullying you have seen or personally experienced in the institution environment

Participant: Okay, the bullying that I experienced in the institution environment was the time I was in first year and it happened that we were coming from the hall it was in the morning so when we arrived in our house a year 3 brother came in and the brother was proposing my roommate so my roommate didn't agree to the proposal so when he came into our house he found a boy from our room so he asked us who the boy was and then we told him and from there he started slapping us and he went back to his room when he came back he came back with luggage, he told us to wash his cloths and it was all that the other one was on the 14th of November 2016. Again it happened that a year 2 brother came into our house, we did not lock the door and when he came in he was like smoking so we just heard a smell of a cigarette so when we woke up we saw this is a year 3 brother what does he want in here, we didn't know him so we tried to take him out he didn't want to and he was drunk so we realised that we could take him out ourselves and when we tried to do that he slapped us then we ran away he entered our house he took our phones and all that

Interviewer: So those were the only experiences - so you just experienced bullying when you were in third year?

Participant: Yes

Interviewer: Please elaborate on how experiences of bullying have affected you

Participant: for now I am okay but that time I was so scared when I went out even if I was going to shower I could even lock the door when showering if someone came in I would become scared and for no one I am okay It was after the incident that I used to be scared of people coming when I am alone I didn't want to be alone I felt like I could around people all the time well this year I am okay.

Interviewer: So when you say you are okay what did you do, did you seek help from counselling, lecturers, what did you do?

Participant: We told, when in first year we told the warden about the incident that happened in November, we went to the police station because the guy had stolen

our phones and all that so we had to go the police station and what I have realised is that the warden will take us there and will not explain anything to the police offers she would expecting us to say everything that happened she would leave us there and the students welfare officer would have delegated her to go with us to tell the police offers what happened because we already told what happened when we get there she would just leave us there and go so for counselling no I don't need counselling think I am okay

Interviewer: Why didn't you seek counselling?

Participant: The fact that the first incident we still knew and used to be scared of the brother and if we told about him what if he comes back and slap us again. We were afraid that the report would make it worse.

Interviewer: So what happened did you wash the brothers' cloths?

Participant: Yes we washed the cloths

Interviewer: Was he the boyfriend to your roommate?

Participant: No he wasn't the boyfriend.

Interviewer: How long did this go on for (washing of cloths)

Participant: We just did it once from there was just verbal bullying, sometimes we will be with group mates in my house and he would be angry asking what these people want in here?

Interviewer: Did he come often to your house?

Participant: Yeah he came often and the thing was he gave my roommate material for the course she was doing as he was in third year we thought it just ended with material but he kept on coming.

Participant 4

Interviewer: Give a detailed account(s) of bullying you have seen or personally experienced in the institution environment

Participant: I once told my friend that I do not know my mother, so I explained that I do not know her nationality and after that people called me 'china' so it affects me

Interviewer: Is this the only experience you have incurred?

Participant: Yeah

Interviewer: Is this still going on?

Participant: Sometimes

Interviewer: Have you reported this?

Participant: No

Interviewer: How does it affect you?

Participant: [crying] I did not believe that I did not know my mother, my grandmother did not tell me she passed away and I was told by my aunt.

Interviewer: Passed away during bath?

Participant: No it's like they- she didn't agree to come with my father, they were in South Africa at that time so my father took me and I was raised by his mother- my father passed away before my grandmother uhm when she passed away I was left with my aunt and her family [weeping]

Interviewer: Do you think the reason they called you china is because of that you telling your friend?

Participant: I do not know but I was thinking that I don't know her nationality maybe she was a Chinese I don't even know if she is still alive or not

Interviewer: So this is the only experience that is personally affecting you?

Participant: Yes, the person who was calling me that was close to this girl I was telling about the situation about my mum so I even the next person who was calling

me china was a friend of that boy so he was making sure that I feel that he is calling me china

Interviewer: so you haven't seen your friends or classmates experiencing and sort of bullying?

Participant: I have seen others uhm [weeping] during first year there was a woman she was older than us maybe all of us in our group there were laughing at everything she was doing I don't know if she failed or if she wasn't uncomfortable to be here

Interviewer: So what were they saying?

Participant: every time she enters the class she would laugh, when she answered they would laugh in everything that she does

Interviewer: So the bullying you have seen and experienced is verbal- people saying mean things to other people?

Participant: [weeping]

Interviewer: Are you okay? Should we pause to take a break?

Participant: No I am okay

Interviewer: Please elaborate on how experiences of bullying have affected you?

Participant: I failed tests, 2 tests because I wasn't able to read I was always thinking about the reason they are calling me china and I was even feeling like maybe I look Chinese that's why they are calling me Chinese

Interviewer: So this affected your studies?

Participant: Yes, even sharing with other people it was difficult

Interviewer: Sharing what?

Participant: I would not talk with people

Interviewer: The very same people? What about your friend are you guys still friends?

Participant: We are still friends but not like when we were in first year?

Interviewer: Did you confront her?

Participant: No

Interviewer: Am curious why haven't you gone for the counselling unit?

Participant: It is because uhm most of the counsellors they would ask you the questions but would not follow hore na how those questions affected you, they would just help for a few months and then they I'll leave you

Interviewer: So you have been there? So you want them to help you through the whole three year?

Participant: Maybe I think it was a different scenario so they didn't- they just listened to my story and they didn't approach the person I was having problems with so the problem goes on and on only thing that was happening is me telling them hore today is this one and tomorrow is this one and it was painful so I decided not to talk much about my personal life with counsellors

Interviewer: So you went there telling them about these two boys and your friend?

Participant: No it was before I came here

Interviewer: so you have never been to this counsellor at this institution- so were those your only experience of bullying- would you like to share something?

Participants: No there is nothing [weeping],

Interviewer: Thank you for your time and apologies for open old wounds

Participant 5

Interviewer: Give a detailed account(s) of bullying you have seen or personally experienced in the institution environment

Participant: Okay the bullying that I have seen in this college is that there are different organisations with different purposes and the management of this college knows only one over all that organisation students therefore those organisations bully other organisations depending on their objectives that we don't know of I think it is all I know of bullying- I know the source/roots of this bullying in the college I am done about that.

Interviewer: What do you mean its source?

Participant: The bullying comes from the organisations that are formed in this college?

Interviews: tennis club, football etc?

Participant: like [mentions unrecognised clubs] all those clubs

Interviewer: So these clubs bully each other?

Participant: Yes

Interviewer: So is this the only experience?

Participant: It is the only experience that I have seen

Interviewer: So you have never been a victim

Participant: I've never been a victim because I am not part of those organisations and most of the time I did not make friendship with one which who I know that belongs to any organisation

Interviewer: So the people who are bullied are in organisation so since you are not in organisations they don't bully you?

Participant: I can say so because what I know is that the bullying comes from those organisations not from the pupil who are not joining the organisation

Interviewer: So you as a non-participant of the organisations are not affected?

Participant: Me I am not affected but some even though they are not part of the organisations they were bullied

Interviewer: How were they affected?

Participant: Some of them were stabbed while some were beaten even though this was outside the institution environment

Interviewer: Please elaborate of how experiences of bullying have affected you

Participant: the bullying doesn't affect me like I have mentioned I haven't been affected but others people have been affected. Some people are drunkards so at the bars there that is where the bullying starts

Interviewer: You mentioned some being stabbed- are you not afraid that someday you could be victim?

Participant: I have that fear but there is nothing I can do, somehow it affects me

Interviewer: How exactly?

Participant: I am affected as I leave in fear within the institution environment and I am antisocial in distancing from such

Interviewer: socially how?

Participant: now that's a difficult question

Interviewer: if you don't have the answer you don't have to answer or you could try

Participant: That's how it affects me even though I don't know how exactly to explain. My studies are affected as sometime there is singing during times when I study and the noise distracts me.

Interviewer: You mentioned fear in the institution, fear from what exactly?

Participant: I fear being stabbed for no reason. Guys fight over love affairs whereby some guys will be sharing a girlfriend then when they know they fight. I fear being stabbed over a girl or someone ordering someone to do so.

Interviewer: So, are females part of the reasons for stabbing incidences?

Participant: Yes females do contribute

Interviewer: Thanks for your time, would you want to add something

Participant: Ache ha e eo leha ke sa ba free, puo eena ea seja tlhapi [I was not comfortable using English]

Interviewer: We could try again in Sesotho

Participant: I will start with the first question; there is a division amongst us as students. Some of these groups practice aggressive behaviours as they bully other students within the institution environment. This results in hatred amongst us as students. Also girls become a source of conflict as we males fight over them. Interviewer: how many cases have there been of stabbing and was these happening in the institution environment?

Participant: I know of three cases of students stabbed, one was in the residences another in the hall and the last outside of the school compounds

Interviewer: which year was this?

Participant: This year- 2018

Interviewer: Did all three live?

Participant: Yes all there lived

Interviewer: Was the dispute caused by these gangs/groups you mentioned?

Participant: I don't know as I am not a member of such groups but normally conflicts do arise because of these groups

Interviewer: please elaborate how experiences of bullying have affected you

Participant: These bullying practices affect me emotionally as one is always in fear of being a victim. Moreover, when a friend is stabbed one becomes worried of their health and this affects studying. The stabbing promotes absenteeism as these students are hospitalised and are unable to attend classes. Interviewer: Thank you very much for your time.

Participant 6

Interviewer: Give a detailed account(s) of bullying you have seen or personally experienced in the institution environment

Participant: I was blocked from passing at a particular route by students as they do not allow students passing by their classrooms, I knew of this but I felt entitled to walk anywhere I wanted within the institution environment.

Interviewer: Was this the only bullying incident?

Participant: Yes the only one

Interviewer: So what happened as they were blocking you and denying you passage?

Participant: I just walked passed and one of these students called other students as back up to deny me passing and I just passed they must not have heard as they didn't come

Interviewer: What would have happened had they heard?

Participant: they were going to, they are about name calling and would have treated me like they do to those passing there

Interviewer: What do they do?

Participant: Am not sure what they would do but they would ensure that I do not walk past that route

Interviewer: Would they have gone to the lengths of beating you?

Participant: Yes they definitely would be physical]

Interviewer: Were they ever physical attacks on your classmates?

Participant: I am not aware of them being physical with other classmates as students are afraid to pass there

Interviewer: Why weren't you afraid to pass there?

Participant: knowing that I have a right to walk wherever I want within the institution environment

Interviewer: Had they tried to stop with physical force would you have fought back?

Participant: I would have fought as it is not the management or lecturers but students making it unlawful to pass near their classrooms

Interviewer: Please elaborate on how experiences of bullying have affected you

Participant: There is a division amongst students and they are treating each other with no respect as they just don't care about each other, so I also don't have respect for them

Interviewer: How were relationships before?

Participant: At first I had respect for all students equally but after these bullying practices I have no respect whatsoever for some

Interviewer: Is this the only experience to bullying?

Participant: No, there was another incident of hindered movement. This students had better opportunity of making way but didn't as I confronted him he took offense and put a hand in his pocket as though he was pulling out a knife. I simply walked away.

Interviewer: Why did you think of a weapon, could I be because you students carry them?

Participant: Yes, I know a couple a students with knives. Knives are commonly carried.

Interviewer: Are these the only experiences you have witnesses in the institution?
Participant: I don't remember seeing anything, I just know what I've personally experienced.

Interviewer: Thank you.