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Research Report

Title

The Management of a Bullying Policy at an Ex-Model C School in Gauteng

Chapter One

1. Introduction

Bullying in South Africa

"Nobody can hurt me without my permission"
(Mahatma Gandhi)

Violence has always been part of our society and has existed in and around our schools for centuries. Schools worldwide tackle issues such as violent behavior, sexual assault, corporal punishment and bullying on a daily basis. Principals, teachers, learners, parents and society as a whole need to be made aware that our current situations of violent acts (sexual assault, corporal punishment and bullying) in and around our schools will not simply cease unless interventions are put in place for these to be managed. More and more incidences and reports of violent acts occur in and around our schools, which affect children in every country, each and every day. It is society's responsibility and duty to eliminate these factors that hinder our children's right to education and the right to a free, safe and happy environment where the purpose of education is to teach and learn. As the late Oliver Tambo once said, "Our nation's most vital resource is, its children"(The Rand Daily Mail, 7 August, 1968).

This study seeks to investigate the problem of bullying that continues to occur in and around our schools. Incidences of bullying are on the increase and bullying, according to media reports is one of the biggest problems facing South African schools. This problem in all probability is exacerbated by a lack of awareness on how to effectively manage bullying amongst learners in South African schools as well as the lack of clear guidelines offered to South African schools by the Department of Education since the abolition of corporal punishment in 1994. Hence this study seeks to investigate factors in a school that appear to contribute towards the success or failure of a policy to manage bullying amongst learners.

2. Research question

What factors in a school appear to contribute towards the success or failure of a policy to manage bullying amongst learners?

3. General aim of the study

The purpose of this study is to investigate factors in a school that appear to contribute towards the success or failure of a policy to manage bullying amongst learners.

4. Specific aims of the study

1. To identify factors contributing towards the success or failure of a policy to manage bullying amongst learners.
2. To describe the factors and explain how they influence each other in a school and so contribute towards the successful or otherwise management of bullying among learners.
3. To suggest improvements of existing anti-bullying policies or programmes.

5. Problem statement

Since starting as a teacher two years ago I have been confronted by many incidences of bullying. When people in authority were approached on how to deal with the problems a simple answer of "detention" was given. Many principals, teachers, parents and learners seem to think that by merely ignoring the problem it will hopefully go away. Many appear to lack the knowledge and understanding that bullying is a serious problem affecting our schools and schools worldwide. Society and educational institutions need to be made aware that in order to effectively manage bullying in schools the solutions do not lie in traditional punishments such as detentions, exclusions, staying in at breaks, sitting outside the principals office, humiliation and any other form of punishment that schools practice. The solution could lie in a whole school developmental approach (Krige, Pettipher, Squelch & Swart, 2000, pg. 18) whereby all parties concerned share a common understanding of the problem and together find effective solutions on how to effectively manage the

problem and possibly eradicate the problem of bullying amongst learners in our South African schools.

Furthermore, it appears that many schools do not have an anti-bullying policy and hence might be unsure as to how to cope with the problem. Yet many schools that do have an anti-bullying policy face the same problem, as the anti-bullying policy can be simply a general, broad and ineffective document that fails to stipulate what bullying constitutes and give guidelines as to its effective management amongst learners.

The purpose of this study therefore, is to investigate factors in a school that appear to contribute towards the success or failure of a policy to manage bullying amongst learners.

6. Rationale of the study

Research has shown that schools need to develop and implement an anti-bullying policy as part of their policy on school discipline and behaviour (Potterton, 2004, pg. 8). To develop and implement such a policy requires a long process whereby all parties concerned need to be willing to co-operate and share their ideas on how the problem could successfully be managed amongst learners. They need to understand the impact of the various factors (discussed later) both as single entities and as they interact with one another on the management of bullying within the school environment.

Why should we stop bullying from happening? Bullying may seem like a problem that can be dealt with in a quick effective manner. However, what society fails to understand is that the implications of bullying and the eradication of the practice cannot occur overnight but is a lengthy and often time consuming process determined by both external and internal societal factors.

Research has shown that bullying behaviour has serious and unpleasant consequences for the bullied and the bully, which may continue throughout their adult lives. Berne (1996, pg. 28) states that the most devastating of all consequences of bullying is suicide and that more and more cases of suicide caused by persistent bullying are

being documented throughout the world, especially amongst teenagers. The consequences of victims of bullying according to (Krige, Pettipher, Squelch & Swart, 2000, pg. 10 & 11) may be "physical such as headaches, bedwetting and loss of appetite. They may also result in emotional consequences such as depression, suicidal thoughts, anxiety and in social consequences, which may include withdrawing, becoming isolated and lonely". Furthermore, implications may also be educational resulting in withdrawing from school activities, fear of asking questions in class and hiding their lack of understanding for fear of being teased. The consequences for the bully may result in the bully turning into an "anti-social adult" who usually resolves problems using violence".

The Global Campaign to end Violence in Schools entitled Learn without Fear (Newell & Owen, 2008, pg. 36) found that bullying is considered to be the most serious problem affecting schools worldwide. Research conducted between 2003 and 2005 in a wide range of developing countries for the Global School-based Health Survey (GSHS) found that between one-fifth (China) and two-thirds (Zambia) of children reported being verbally or physically bullied… The picture is similar in OECD countries. Almost a quarter of seven million students questioned in Spain and a third of those surveyed in Australia reported being bullied by classmates. The problem of bullying also affects large numbers of children in African schools. For example, in a Kenyan survey of 1,000 students in Nairobi public schools, between 63.2% and 81.8% reported various types of bullying. Similarly, in a South African survey, more than half of the respondents had experienced bullying… Furthermore, in the first South African National Youth Risk Behaviour Survey of Grades 8-11 learners, 41% of them said that they had been bullied. Around 22% of the learners felt unsafe on their way to and from school, and 32% felt unsafe at school. In the six months preceding the survey just over 19% of the learners reported that they had been in a physical fight involving punching or hitting on the school premises (Potterton, 2004, pg. 5).

The problem of bullying is immense and it is therefore essential that society acknowledges the severity of the problem and understands that it does not only affect our schools but also the society in which we exist. It is imperative that bullying desists within our schools, as schools play a vital role in developing and shaping our youth so

that they can become "confident, independent, literate and multi-skilled citizens with a respect for the environment and the ability to participate in society as critical and active citizens" (Revised National Curriculum Statement, 2002, pg. 8).

7. Background to the study

After 1994, South Africa stepped out of isolation and adopted a new, democratic Constitution guaranteeing the rights of dignity, equality, freedom and security for all its citizens. The Constitution has indicated that every child has the right to a safe and secure environment in which to learn and play. As teachers we have committed ourselves to the children of our land and are responsible for their well-being and safety. It is our duty and responsibility to protect and uphold the rights of our children. Therefore, it is imperative that principals/teachers/parents and learners acknowledge the severity of bullying and in so doing understand to what extent bullying of any description may be contrary to the laws of the land.

The following South African legislation and policies are supportive of this. South Africa is a signatory to the Convention on the Rights of the Child, which compels it to pass laws and take social, educational and administrative measures to "protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse" (Policy Handbook for Educators, 2003, pg. B-69).

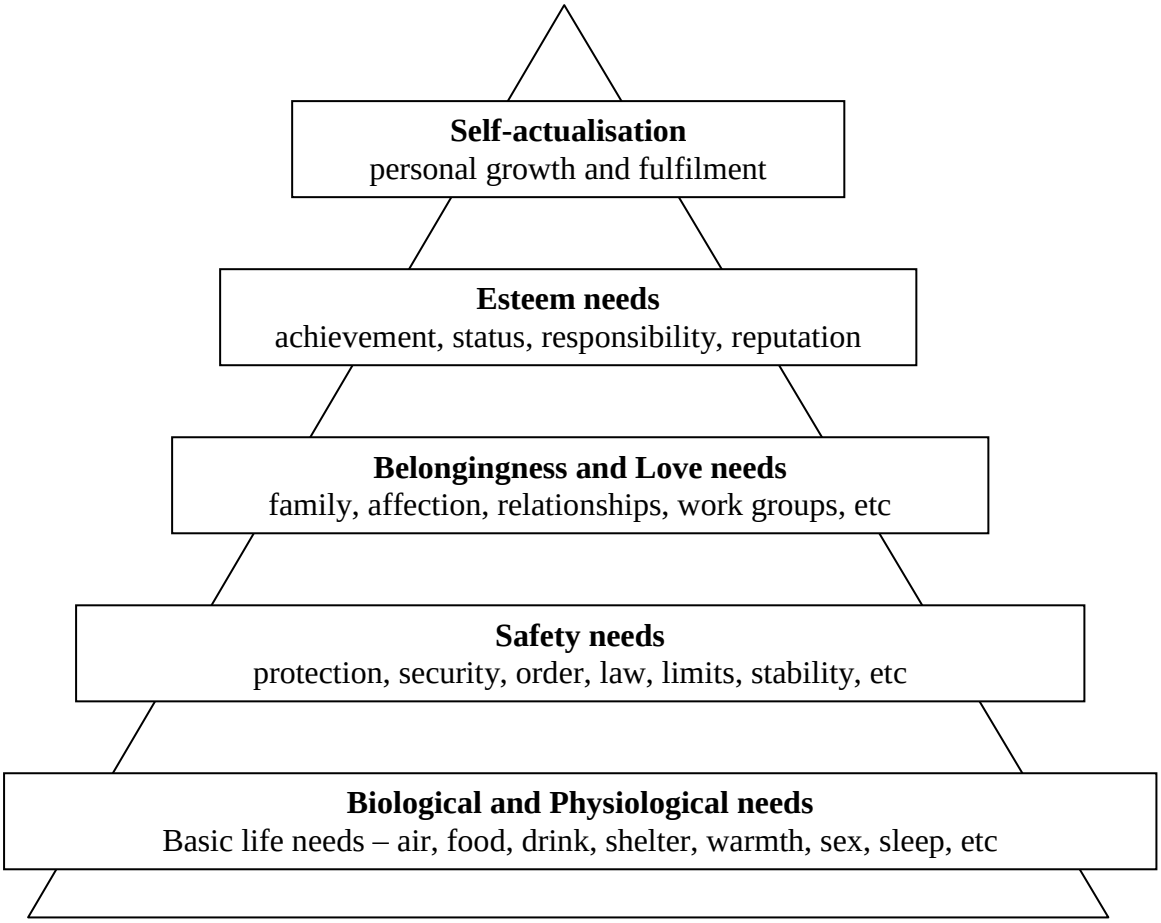
Similarly, section 12 of the South African Constitution states that: "Everyone has the right not to be treated or punished in a cruel, inhuman or degrading way" (Policy Handbook for Educators, 2003, pg. B-37).

The African Charter on the Rights and Welfare of the Child commits its member countries to the same measures as the above mentioned and adds that they must take steps to ensure that a child "who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child" (Policy Handbook for Educators, 2003, pg. B-36).

The National Education Policy Act (1996) says, “No person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution” (Policy Handbook for Educators, 2003, pg. A-4).

It is evident that above all, children have the right to a safe and secure environment free of fear, harm and humiliation. Bullying violates children’s right to human dignity, to privacy and to freedom and security and creates a learning barrier, which prevents children from actualising their full potential which is the prime objective of every educational institution. In support of this, Maslow’s Hierarchy of Needs (Figure1), shows how the act of bullying may influence and prevent the progression towards self-actualisation and gives further evidence as to the reasons bullying has to be addressed. The paragraph below demonstrates that the act of bullying has a direct impact on the levels of needs towards self-actualisation. For example, a child who is being bullied will struggle to move towards the next level of needs as the child is being prevented from satisfying the level of need he/she is currently at. In other words a bullied child might feel insecure and afraid in the security needs level, which will prevent the child from moving towards the social needs level and ultimately reaching the highest level in the hierarchy, which is that of self-actualisation. This also holds true for the bully.

Figure (1). Maslow's Hierarchy of Needs



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Maslow's Hierarchy of Needs allows one to state that the act of bullying is a "loss experience" both to the victim and the bully. Bullying prevents the victim and the bully from moving towards self-actualisation as both parties experience a loss of safety, belongingness, self-esteem and finally a loss of control over their own lives.

To avoid the "loss experience" phenomenon and to guarantee children their rights, all educational institutions need to take a strong stance towards bullying and the act of bullying by formulating and implementing anti-bullying policies as a matter of urgency.

Although the research will be conducted in a specific school and the findings will be unique to that specific school, it is hoped that the research findings might prove to be useful and beneficial to other contexts, which share similar characteristics as my research site.

The findings of this study may help to:

- influence current educational policies on bullying within the South African Education System.
- empower teachers by creating an awareness of some approaches to managing instances of bullying behaviour and in so doing help in creating a safe and supportive atmosphere for all learners who are exposed to bullying.
- strengthen guidelines that might contribute towards controlling incidents of bullying in an orderly and compassionate manner.
- support other South African schools by using the example of the anti-bullying policy examined to develop and implement their own anti-bullying policy to correspond with their own school situation.

8. Research methodology

The approach proposed for this study is that of a qualitative case study design because it is "an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (Merriam, 1998, pg. 21 in Merriam, 1998, pg. 27). However, in order to enhance the quality of my research findings there is also an element of quantitative research where statistical methods are used to explore the expectations and perceptions of teachers with regard to the school promoting a healthy non-bullying environment. A phenomenon (management of bullying) has been identified and the case selected in order to explore "how the phenomenon exists within a particular case" (Stake, 1994 cited in Willig, 2000, pg. 74) Merriam goes on to explain that "the case itself is important for what it reveals about the phenomenon and for what it might represent. This specificity of focus makes it a particularly good design for practical problems – for puzzling occurrences arising from everyday practice" (Merriam, 1998, pg. 29). It would seem ideal for this purpose in that "case studies illuminate the reader's understanding of the phenomenon under study. They can bring about the discovery of new meaning, extend the reader's experience, or confirm what is known" (Merriam, 1998, pg. 30).

Olesen further shows the case study's suitability for this research when she says that a case study can "illustrate the complexities of a situation, the fact that not one but many factors contributed to it". Furthermore it "presents information in a wide variety of ways . . . and from the view points of different groups." (Olesen in Merriam, 1998, pg. 30).

The qualitative case study approach was chosen for the current research because it focused on identifying factors within a particular school that appear to contribute towards the success or failure of a policy to manage bullying amongst learners. Once these factors have been identified the research will further focus on suggesting improvements to the existing anti-bullying policy practiced in the school as case studies are concerned with processes that take place over a period of time (Willig, 2001, pg. 71).

In the quantitative research area of the report a non-experimental, quantitative research method and a descriptive survey was used to supplement the qualitative

work. For this purpose a questionnaire for teachers was developed, in an attempt to reveal factors that might be important for the effective management of bullying. The questionnaire content was based on the original eight factors which are the culture (ethos, values, beliefs and norms) of a school, the identity (vision and core purpose) of a school, the strategic planning of a school, the structures and procedures of a school, the technical support of a school, the human resources of a school, the community surrounding a school and the leadership and management of a school) described by Donald, Lazarus & Lolwana (2002, pg. 144-153) and was used to collect data from the respondents.

Twenty nine items were derived from these questions and these were in turn further analyzed under five additional factors. These five factors namely, Tangibles, Adequacy, Understanding, Assurance and Convenience give an indication as to the areas of development in the school, which could impact directly or indirectly on a healthy school environment. They are explained below to ensure clarity:

1. Tangibles relates to the physical evidence and appearance of the schools equipment and facilities as far as the teachers are concerned as to what makes a healthy school environment.

2. Adequacy refers to the amount of support, equipment or correctness of facilities, of procedures, of leadership style in the school as it impacts on a healthy school environment. This therefore relates to sufficiency for teacher needs as far as they are concerned.

3. Understanding refers to the level of support in the school culture and management system as well as leadership styles of the senior teachers.

4. Assurance refers to the teachers' feelings of competence, credibility, safety and security within the school environment. This dimension of the quality in the school also refers to the knowledge and courtesy of the staff and their ability, especially at senior level to inspire confidence and trust in the teachers.

5. Convenience relates to the teachers perceptions of the ease of use of equipment, levels of support by administration staff and the general satisfaction of teachers with the school in general.

These five specific additional dimensions when analyzed in terms of the twenty nine items produce results which enable us to reasonably explain the real sentiment of the teachers at this particular school with regards to what makes a healthy school environment in which bullying is not likely to occur. Based on these findings we can predict the likelihood of bullying to exist in this school or not.

9. The sample

Sampling in field research requires the selection of a site, people, time and events (Merriam, 1998, pg. 60). The researcher chose to select a school, which she is familiar with and knows that the school faces a problem with bullying. The school selected has an anti-bullying policy but faces problems on how to effectively manage bullying amongst learners. Selecting this particular school allowed the researcher to gain a deeper understanding of why bullying still continues in the school if there is an anti-bullying policy in place. Furthermore, all participants taking part in the research would provide the researcher with rich and relevant information on the topic explored.

The school investigated for the purpose of this study is a well-known, long established and well-respected primary school in the Johannesburg area, which houses middle- and working-class families. It is coeducational, with approximately 575 learners (95% black and 5% white, coloured and Indian) of which 187 participated in the research including 27 permanent teachers (22 white, 3 black and 2 Indian) and 8 ground staff (100% black). Participants were female and male. (Refer to case study pg 18 for more details).

Furthermore, participants of this study were chosen on a voluntary basis and included all teachers who have contributed towards the development and implementation of the schools anti-bullying policy as well as teachers who have dealt with bullying and have handled situations concerning bullying at the school. The ground staff who work at the school participated as well as learners from grades 5-7 who were given permission

by their parents or caregivers to volunteer to be interviewed and to answer a questionnaire. Participants further included parents or caregivers of learners who are bullies or victims of bullying, members of the school-based support team as well as members of the school board and school management team in order to see whether or not they have influenced the management of bullying in the school.

Allowing all teachers, parents/caregivers, ground staff, members of the school-based support team, members of the school board and school management team as well as learners to take part in the research provided the researcher with personal opinions, feelings, experiences and knowledge concerning the problem of bullying which continues in the school. Furthermore, it provided the researcher with an opportunity to suggest improvements on how to effectively manage bullying amongst learners by possibly changing the policy itself or by improving certain factors within the school, which prevent the effective management of bullying amongst learners.

10. Data collection method

Throughout the process of conducting a qualitative study, investigators continually make decisions; choose among alternatives, and exercise judgment. Once the research problem has been identified, the researcher must decide what information will be needed to address the problem and how best to obtain that information (Merriam, 1998, pg. 5-9).

Qualitative researchers collect data using different kinds of methods and techniques, which include the participation in the setting (case), direct observations, in-depth interviews and an analysis of documents and materials. For the purpose of this study data was collected through the use of open-ended questionnaires, semi-structured interviews if needed and direct observations.

The questionnaire is the most likely used technique for obtaining information from participants. A questionnaire is relatively economical, has the same questions for all participants and can ensure anonymity (Strauss, Schatzman, Bucher & Sabshin, 1981, pg. 76). Questionnaires can use statements or questions but in all cases, the participants are responding to something written for a specific purpose, which is the

case in the present study. Questions asked covered the four major categories (hypothetical, devil's advocate, ideal position and interpretive questions) identified by Strauss, Schatzman, Bucher & Sabshin (1981, pg. 76).

Hypothetical questions asked respondents to speculate as to what something might be like or what someone might do in a particular situation. This type of question requires a descriptive response of the person's actual experience. Devil's advocate questions ask respondents for their own opinions and feelings. Responses are personal. Ideal position questions elicit both information and opinion. This type of question usually reveals both the positives and the negatives or shortcomings of a problem identified. Finally, interpretive questions provide a check on what you think you are understanding, as well as provide an opportunity for yet more information, opinions, and feelings to be revealed (Strauss, Schatzman, Bucher & Sabshin, 1981, pg. 76-78). Asking questions from the four major categories allows one to gain personal descriptive information as well as personal opinions and feelings on the topic explored.

To gain further data, interviewing is a common means of collecting qualitative data. The most common form of interview is the person-to-person encounter in which one person elicits information from another. Dexter (1970, pg. 136) defines an interview as a conversation – but a "conversation with a purpose". Patton (1990, pg. 278) explains that the main purpose of an interview is to obtain a special kind of information. The researcher wants to find out what is "in and on someone else's mind". He further explains that, "We interview people to find out from them those things we cannot directly observe… We cannot observe feelings, thoughts, and intentions. We cannot observe behaviours that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective" (Patton, 1990, pg. 196).

Interviewing is the best technique to use when conducting case studies and can be used to collect data from a large number of people representing a broad range of

ideas. Dexter (1970, pg. 11) adds that "interviewing is the preferred tactic of data collection when…it will get *better* data or *more* data or data *at less cost* than other tactics!". As needed, semi-structured interviews were used to allow both the researcher and the respondent the flexibility to follow on from particular questions or answers that might provide additional information.

The use of multiple sources of data is called the triangulation of evidence.

11. Data analysis

Data analysis involved the progressive identification and integration of categories of meaning from the data. As the investigation proceeds, attempts will be made to find links between the categories and establish relationships between them (Willig, 2000, pg. 33).

In this research, the elements making up the school organization were analyzed in order to facilitate the process of interpreting the management of bullying within this particular case/school and also enabled the reader to generalize to particular situations. It is acknowledged that while some of these elements were defined before data analysis commenced, others emerged from the data. The research identified particular aspects, which were explored in detail (factors determining the success or failure of a policy to manage bullying among learners in a primary school).

Coding helps the researcher to select relevant sections of the texts that constitute the data (Willig, 2000, pg. 95). Coding of categories will initially be descriptive, and as far as possible use words or phrases used by the participants in the study. Constant comparative analysis will identify similarities among and differences between emerging categories in order to further enhance meaning and to understand the process. Data collection will be progressively focused and informed by the emerging information. Further data may need to be collected in the light of categories that have emerged from earlier stages of data analysis. It should be acknowledged that this report will be provisional within the never-ending process of developing perspectives and generating understanding (Willig, 2000, pg. 33-36). In addition, it is recognized that categories can never 'capture the essence' of a concept in its entirety (Dey, 1999

cited in Willig, 2000, pg. 45) and that categories do not simply emerge from the data, rather they are constructed by the researcher during the research process (Willig, 2000, pg. 95).

12. Ethical considerations

Because this is a case study, special note has been taken of the following observation: "Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict" (Stake, 1994 cited in Willig, 2000, pg. 79).

As the research involved human beings as participants it was important that the following ethical principles were followed and considered:

12.1 The principle of do no harm.

I must ensure that I will not cause physical discomfort, emotional stress, humiliation or embarrassment.

If participants (learners) were affected or any negative emotions evoked through answering the questionnaire a school counsellor was prepared to counsel the affected learners. If necessary debriefing sessions were organised.

12.2 I must obtain informed consent.

I must know what the research project entails and will only make use of the information for which I have received consent.

A letter of consent was given to all participants who volunteered to take part in the study. Information will only be used if consent is given.

12.3 Last but not least I must ensure that privacy and confidentiality is maintained.

> All participants taking part in the study do so voluntarily. A letter of consent ensures that all participants remain anonymous and may withdraw from the study at any time without penalty. Pseudonyms were used to identify data. The letter also obtains permission from parents to involve their children in the study and explains the benefits of the study. Ethical clearance and approval from relevant authorities (Department of Education) has been granted.

All ethical considerations were met, sources of data were kept anonymous, counseling for participants was available if necessary and participation was voluntary at all times.

13. Procedure

A letter was sent to the principal of the school, requesting permission for the school to participate in the study (Appendix 1). Once the principal gave permission a meeting was set up between the researcher and all the teachers, ground staff, school-based support team as well as members of the school board and school management team, who chose to participate in the study. The meeting held between the researcher and the participants explained the purpose of the study and each participant received a questionnaire together with a covering letter (Appendix 2). If the need arose participants would be interviewed as a follow up to the questionnaire. Thereafter a letter was sent to the parents or caregivers of the grades 5-7 learners explaining the purpose of the study and requesting their permission to allow their children to participate in the study. The letter also requested that if needed would they be willing to complete an anonymous questionnaire (Appendix 3). Once the parents/caregivers consent forms were signed and returned to the principal all learners from grades 5-7 were given an anonymous questionnaire to complete (Appendix 4). If the need arose learners would be interviewed as a follow up to the questionnaire. All completed questionnaires were given to the principal and were then handed over to the researcher.

14. The context of the inquiry

Donald, Lazarus & Lolwana (2002, pg. 144) classify a school as being an organization, which consists of particular elements or parts that make up the whole.

For the purpose of this study which is a case study a full description of the school selected is essential in order to investigate if in fact there are certain factors in a school that appear to contribute towards the success or failure of a policy to manage bullying amongst learners.

14.1 Case study – The story of School A

The primary school investigated for the purpose of this study will be referred to as School A. The school is a well-known, long established and well-respected primary school in the Johannesburg area, which houses middle-and working-class families.
It is coeducational, culturally diverse environment, with approximately 575 learners and 27 permanent teachers including the principal and two heads of department (HODs) (one foundation phase HOD and one intermediate phase HOD) with one part time teacher (remedial teacher). The principal is a middle-aged male and the two HODs are female. The staff is a mixture of young and middle aged females with three male teachers. All the teachers at this school are qualified with a few who are furthering their studies. The teacher: student ratio is approximately 28:1.

The school is in an urban setting, surrounded by residential and business properties and is situated on a large tract of land within walking distance to/from a shopping centre, a special needs school, a hospital and different kinds of businesses.

The school has a pre-primary section with a separate after-care centre situated at the bottom grounds of the school. There are twenty-three classrooms excluding the after-care centre, which serves as an extra classroom. The school has a library, a tuck-shop and two computer centres.

The school focuses on the holistic development of learners. Academic, sporting and cultural activities are central to this school. The school has one hall in which there are academic, sporting and cultural honours boards that show the names of learners who have excelled in these activities. The school hall is fairly big and includes a sports room where all sporting equipment is kept and a storeroom where all the hall equipment can be found.

There is a wealth of teaching aids in the school: every teacher has an overhead projector, there is one TV in the library, three computers for the teachers in the staff room including a few more second hand computers that certain teachers have chosen to keep in their classrooms and in the actual computer centre there are twenty computers for the learners. However, the three computers in the staff room were donated to the school and require authorisation codes. Only a few teachers know the authorisation codes. There is one science laboratory and one technology centre with an adequate amount of equipment in stock. The library at the school has plenty of books but the library needs to be updated. The after-care centre, the library, the one computer centre, the science laboratory and the technology centre all serve as classrooms.

The buildings and grounds of the school are well maintained. Sporting facilities are particularly good at this school. There are four tennis courts, five netball courts, one cricket pitch, three jungle gyms, one sand-pit and a long jump pit for athletics, one swimming pool and two large soccer fields where numerous other sports may be played. There is also a fishpond and a bird aviary found on the school premises - these are especially useful for teaching foundation phase children about animals.

Tradition is considered to be important and as such, within the school building the entrance boasts several framed photographs of past principals, which hang on the walls. In the foyer, the school's vision and mission statement are on display. The school's vision and mission statement reads: "To provide a holistic education through a nurturing and caring environment which is directed at inspiring learners to reach their full potential so that they can develop as considerate, responsible, participating members of society". In the main administrative office there is a window that faces the entrance of the school. This is where parents, teachers and learners communicate with the two female secretaries. Administrative meetings take place every morning.

To enter the offices there is a buzzer which teachers, parents and learners have to press to be allowed to enter. This is due to burglary, which has occurred in the school. Once you enter there is a long passageway, which consists of six separate rooms or offices. Here you will find the principals office, the two HODs offices, the sick room, the swop shop, (school clothes), the storeroom (which consists of a variety of things

including old books and trophies) and the copy room (one photocopier and a rizo machine). The keys to enter the security gate are kept by both secretaries, both HODs and the principal, once again emphasising strict control. Teachers who arrive early at school need to wait for the secretaries or the HODs to open the offices. This often causes frustration because teachers arrive early to get work done but cannot get into the offices.

The staff room is a fairly large square room, with tables (covered with material tablecloths) running along two sides. There are chairs and six couches in the staff room, which are arranged in a square so that all staff members face each other and this facilitates discussion. The reason for this is because the school is trying to work in a democratic, transparent environment. In the staff room there is a weekly planning board, which is updated once a week. The foundation phase HOD is in charge of updating the weekly planning board. The principal keeps a diary and that is where teachers enter any important events or activities that are due to take place that week. Once the weekly planning board is written there is no deviating from it. The principal gets extremely annoyed if teachers have forgotten to write in an important event or activity, thus misinforming other colleagues. Many teachers feel that this is an unfair practice because they regard the principal as "inflexible".

Relationships between the teachers tend to be fairly relaxed. Many are on first-name terms with one another but most teachers address the principal in a formal manner. There are definite cliques amongst the teachers, based on age and division exists in the staff complement between senior management and ordinary staff. Some teachers do not interact with the rest of the staff at all. Due to these cliques one group has been nicknamed the "library group" as they spend breaks in the library. These teachers state that they feel "uncomfortable and unwelcome in the school", due to racial orientation. Another group comprises the smokers, who spend all breaks outside the staff room smoking (the majority are young female teachers). Only a handful of teachers sit in the communal staff room during break and even these teachers are divided (both HODs tend to sit together and the principal has a favoured group of teachers that he usually sits with at breaks). This has led to a lack of necessary interaction amongst the staff.

When there is a problem or an issue between teachers and senior management, teachers do not approach the appropriate people (HODs or the principal) for fear of being reprimanded or not taken seriously enough. Many teachers state that people in senior management are unapproachable and unfair in the way "they do things". For example, the principal and the HODs do not handle conflict very well and would rather ignore the situation than confront it. Many teachers feel that this creates an uncomfortable environment to work in. However, conflicts do eventually get resolved and sorted out in a professional manner – due mainly to a breaking point being reached.

Staff meetings are held every Friday afternoon unless the principal cannot make it or there is an event happening at the school. The HODs and the principal draw up the agenda, with no input at all from other staff members and the meetings usually relate to the nitty-gritty issues concerning the school. All teachers are involved in decision-making but the real decision-making power rests with the principal, the school governing body (SGB) and the school management team (SMT), in a rather autocratic style of management.

The school has a fully constituted governing body (SGB). They generally meet once a month to discuss issues concerning the school. The principal keeps in contact with the SGB. The SGB comprises five parents reflecting the racial mixture of learners at the school. Minutes of meetings are distributed and parents have the right to peruse the minutes, which are available at the front office. The SGB has report-back meetings with the parent body from time to time. SGB minutes are sent to the internal district-supervising officer (IDSO) at the district office. The SGB is responsible for certain things concerning the school. For example, it decides on the school uniform and draws up the school policy with the SMT. When there are disciplinary hearings a member of the SGB will be present. However, there are a few problems when it comes to the SGB. Members rely on reports from the principal more than on their own observations and evidence. They do very little fund-raising for the school. They never interact with the staff and this results in teachers not knowing who sits on the SGB committee. Most members of the SGB do not work towards school development

and there is limited interaction with parents and the surrounding community of the school (see section later in this chapter on weaknesses).

The school has a school management team (SMT), which consists of the principal and both HODs. Their main responsibility is to ensure the effective functioning, running and management of the school. Hence, they make most of the decisions in the school. The school is trying to switch to a flat as against a hierarchical management style. Senior management believes and claims that the school has an open door management style. However, many teachers disagree with this and state that only what the principal says applies. Often when there are behavioural problems the principal and both HODs punish learners with ineffective methods, e.g. learners must sit for ten breaks outside the principal's office or go to detention classes.

The school also has a learner teacher support material team (LTSMT) and a school based support team (SBST). The LTSMT consists of the foundation phase HOD and learning area heads. The LTSMT committee administers support materials. Adequate provision is made in the budget every year for the purchasing of LTSM. However, tight control is kept of the finances, consequently decisions by and large are also determined by the budget. The finance secretary, the intermediate phase HOD and the principal make most of the decisions concerning the finances. The teachers do not have any say when it comes to the finances of the school. The SBST consists of three teachers, both HODs and a remedial teacher. Their main responsibility is to assist learners who have learning difficulties. They also regularly interact with teachers and give the necessary guidance to learners and parents.

At the school, participatory leadership is encouraged to a small extent. For example, each grade has a grade leader and each learning area has a learning area head. All members are encouraged to make decisions relevant to their portfolios and to be accountable for their decisions. However, each decision made has to be approved by senior management. Grade leaders tend to assume that teachers know what to do and do not always communicate clearly. This happens mostly with new teachers. Mentoring of first year teachers by senior staff needs too be more constructive. Some more experienced teachers do not allow new teachers to have any input in decision-making, thus not allowing new practices and ideas to filter into the school. In addition

extra-curricular activities are compulsory at the school and each teacher is required to be involved for at least two afternoons a week. The SMT appoints certain "responsible" teachers to be in charge of extra-mural activities.

Parental involvement in the school is poor. Parents often need to be encouraged to participate in their child's development. Very few parents attend information evenings held at the school. This results in parents being unaware of their child's progress and development. Incentives are required to get parents involved in the school and in their child's life at school. In addition, many parents have not been well educated themselves and consequently cannot assist their own children with teaching and learning. This results in added pressure on the teachers and the school itself. Often communication between the school and the parents is problematic. In South Africa many of the families are single parent families, so the learners have to spend a lot of time assisting the single parent and this detracts from effective teaching and learning. Many learners at the school are living with grandparents, guardians or siblings. Family structures are not conducive to effective teaching and learning and tend to be somewhat destructive.

The school itself has various communication methods, which are used to try and sustain communication with the parents. In the foundation phase each learner has a message book. In the senior phase there are homework diaries - each of these should be signed by parents. There is a weekly newsletter that goes out to each and every learner. The school also has an emergency telephonic contact system. This system is very good if there is an urgent message that needs to go out to the parents, assuming that parents have cellular phones and the numbers are correct.

The school is very involved with the outside community. The school grounds are often hired out to businesses and schools who want to make use of the facilities. A Christian church also uses the school's hall once a week. The police will often have functions using the school's swimming pool area. Outside community members use the tennis courts for private lessons. Sasol, Nedlac, Gauteng Department of Education (GDE) and the new political party known as Congress of the People (COPE) often use the school's staff room for meetings. Sasol has recently given the school funds, which will be used to build a mini traffic-training centre on the school's premises in the next

few months. Nedlac has sponsored the school with funds, which the school has used to buy a Literacy and Numeracy programme to further learners' skills.

Often the outside community becomes problematic for the school. For example, the Christian church will often leave the taps running in the bathrooms, which will result in the staff room being flooded. They often damage equipment found in the school hall and in the kitchen. On many occasions teachers have complained of theft that occurs when the Christian church uses the schools facilities. Unfortunately the schools hands are tied as the church gives the school an attractive amount of funding. Another problem is that most learners rely on taxi drivers for transport. The drivers are inflexible in their departure times and often leave learners at home which results in absence from school. Furthermore the taxi drivers do not stay an extra hour after school so that learners can participate in extra curricular programmes and this impacts negatively on the learners' holistic development. Many meetings have been held between the parents, taxi drivers and the school but unfortunately remain unresolved due to parents' financial situations. In addition, many parents work in the area and only finish work at five. Learners are forced to stay at school and wait for their parents to collect them. This causes tensions, which often results in fights, violence, bullying, the damaging of school property and theft, which occurs on the school's premises after school hours.

The school has appropriate policies and procedures that are clearly communicated and accessible to learners, teachers and parents. For example, the school has a full time security guard and the perimeter of the school is fenced. This eliminates the possibility of people wandering in from the street. Safety regulations in all areas of the school are in place. For example, fire hoses and fire extinguishers. The emergency procedures are in place. Many of the teachers have been on first aid courses and the school has a first aid kit at the front office. Although the school has appropriate policies and procedures in place these policies and procedures need to be revisited, updated and possibly changed to ensure the effective functioning of the school. For example, the anti-bullying policy needs to be revisited as bullying still occurs in the school. The policy on discipline needs to be changed, as detentions, staying in at breaks, sitting outside the principals office or receiving a demerit are ineffective methods of controlling bad or inappropriate behaviour. The banning of corporal

punishment has left teachers feeling powerless and no adequate replacement has been given to the removal of corporal punishment.

The school has seven additional ground staff members who are in charge of certain things in and around the school. This team consists of two women and five men. The one woman is in charge of the swop shop and cleans the schools toilets. The other woman cleans the staff room, the kitchen and the staff toilets. The three men are in charge of repairing damaged property, cleaning the school hall, painting and cleaning classrooms and the school as well as preparing and looking after the school grounds. The remaining two men are in charge of the safety of learners and the safety of the school.

At a general staff meeting earlier this year, teachers were divided up into groups. Each group was given one of the nine focus areas from the whole school development criteria to evaluate. They were asked to identify the strengths, weaknesses, opportunities and threats (SWOT analysis) of the school. Below are some of the strengths and weaknesses that the teachers have identified.

Strengths

- Buildings and grounds of the school are well maintained.
- All teachers are qualified with a few furthering their studies.
- Attempt at creating a democratic working environment.
- An active SGB, SMT, LTSMT and SBST.
- A wealth of teaching aids found in the school.
- Teacher congeniality evident at times (fairly relaxed relationships).
- Regular staff meetings (although the way they are run are sometimes problematic).

Weaknesses

- Principal and HODs are perceived as inflexible and unapproachable.
- Poor communication between staff and senior management.
- Poor communication between grade leaders and teachers.

- Lack of teacher appraisal from senior management.
- Certain school policies and procedures need to be updated.
- Favouritism of teachers from people in senior positions (principal and HODs).
- Division and mistrust between management and general staff.
- Cliques on the staff.
- Lack of parental involvement in the school and with their children's development and life at school.
- Discipline problems with learners which results in ineffective disciplinary methods or techniques used.
- Public transport is a problem. Inflexible taxi drivers.
- Mistrust and conflict amongst staff members.
- Acoustics of the foundation phase classrooms are not conducive to teaching and learning due to the close proximity to the main road.
- Many of the younger learners have to cross the main road to get to public transport. The scholar patrol is in place half an hour before and after school.
- Poor involvement of SGB committee members.

15. Limitations of the study

This research study was limited to one school, which is situated in an urban area in Gauteng. Because the research was conducted in a specific school, the findings are unique and relevant to the school investigated. However, it is possible that tentative generalisations might be made from these findings in an attempt to contribute to solutions for a serious problem. However, it has to be borne in mind that there are many variables that have to be considered before practice is extrapolated (Narsee, 2003, pg. 9).

Chapter Two: Literature Review

1. Introduction

To investigate the aspects relevant to the study, and the literature, in this research, including definitions of bullying, forms of bullying as well as the consequences of bullying many sources were consulted. Furthermore, literature describing the characteristics of a whole-school, development approach was researched as well as the implementation of a whole-school anti-bullying policy. This was done to give a comprehensive picture of the problem in order to clarify as far as possible the nature of the intervention necessary in this area.

2. A framework for understanding bullying, forms of bullying and the consequences of bullying

Before one can actively engage in trying to effectively manage the problem of bullying and possibly eradicating this problem in educational institutions, one needs to have a clear understanding of what bullying is, what constitutes bullying behaviour and what are the consequences of bullying for both the bully and the bullied. In this way all stakeholders involved should share a common understanding of the problem and can attempt to find solutions to solving the problem in an effective manner.

2.1 Terminology - definition of 'bullying'

Extensive literature has been written on the definitions, forms and consequences of bullying. Over the years many researchers have given their own definitions of bullying but Kalliotus (2000, pg. 50) describes and sums up bullying as being a repeated, psychological or physical act of aggression, which causes embarrassment, pain or discomfort to another. Olweus (1993, p. 9) adds that a student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more students. Farrington 1993 in Rigby (1997, pg. 2) clarifies that bullying is not the same thing as conflict, violence or disagreement – although it may involve all these. He states that with bullying there is always a power imbalance, which makes the ill treatment of the victim possible.

2.2 Types of bullying

Researchers have identified three main forms of bullying behaviour, which are physical, verbal and/or psychological. Under each form researchers have identified specific behaviours or actions, which are not only limited to the behaviours mentioned below.

The physical form of bullying behaviour includes: kicking, hitting, punching, biting, pinching; taking personal belongings; demanding money; forcing someone to do something they don't want to; humiliating and damaging property (Squelch, 2002, pg. 1).

The verbal form of bullying behaviour includes: teasing, mocking, taunting, humiliating; verbal threats; name-calling; swearing; threatening and embarrassing gestures; insulting and using abusive comments (Rozen, 2008, pg. 2).

The psychological form of bullying behaviour includes: spreading rumours; exclusion; dominating a person; using intimidation to extort goods from the victim and frightening a person deliberately (Krige, Pettipher, Squelch & Swart, 2000, pg. 4 & Squelch, 2002, pg. 1)

2.3 What are the consequences of bullying?

Why should principals, teachers, parents, learners and society stop bullying from happening? For many, bullying is "just part of growing up". It "strengthens" a child's character and is a "rite of passage" (Krige, Pettipher, Squelch & Swart, 2000, pg. 4). For others, bullying is perceived as a common problem affecting all educational institutions, is not a serious matter and if it is ignored it will eventually stop. What many are unaware of is that bullying not only has serious consequences for the bully and the bullied but also has negative and harmful affects on their friends, families, teachers, the learning environment and society as a whole. Extensive literature has shown that the consequences of bullying for both the bully and the bullied as well as their friends, families, teachers, the learning environment and society as a whole are more severe than people perceive it to be.

Bullied children endure a great deal of misery and often suffer physical, emotional, social and educational consequences. The Global Campaign to end Violence in Schools called Learn without Fear (Newell & Owen, 2008, pg. 41) found that victims of bullying lose self-esteem, feel shame, suffer anxiety and come to dislike school and play truant to avoid victimisation. Those who remain in school often develop concentration problems and learning difficulties, which further increase their disaffection. Others react aggressively, sometimes bullying other classmates in an effort to regain status. The most devastating consequence of all is that victims of bullying suffer from increased stress and psychological problems and are more likely to attempt suicide.

But children who are bullies also suffer from severe problems. They too are more likely to experience anxiety and depression and are at a higher risk of suicide and self-harm. According to Berne (1996, pg. 29) bullies have difficulty forming satisfactory relationships, are anti-social and usually solve conflict in an aggressive manner. Furthermore, Fried & Fried (1996, pg. 91) state that bullies are more likely to abuse their children and spouses or partners using harsher physical discipline.

In addition, research has shown that witnessed bullying has negative consequences for friends, families, teachers, the learning environment and society as a whole. Many feel angry, frustrated, helpless, guilty and ashamed as they lack the knowledge and understanding of how to effectively manage the problem of bullying.

3. A framework describing the characteristics of a whole-school development approach

Donald, Lazarus & Lolwana (2002, pg. 144-145) state that "schools are organizations. All organizations are complex systems. In every organization there are particular elements that make up that organization, and each element needs to be functioning well if schools as a whole are to be effective in achieving its goals". Furthermore, Burden, 1981 in Donald, Lazarus & Lolwana (2002, pg. 145) states that "schools are open systems. This means that they are in continuous interaction with other systems outside them, including the local and broader community, and the social system as a

whole". These external systems include, religious organizations, public welfare, public health, public safety, government agencies, the private sector, environmental specialists and all other role-players who have an important part to play in the emotional well-being, physical health and the capacity of learners to learn (see factor 8: The Social Context, later in this chapter).

There are various factors, which we may also refer to as elements, which impact on a school and which will affect the management of bullying amongst learners. The next sections dealing with the factors impacting on the functioning of a school may give the impression of a dependence on one text alone but the only source that had information concerning the various factors affecting the functioning of a school, and therefore the management of bullying amongst learners was Donald, Lazarus & Lolwana, 2002. Therefore the following information has been taken from pages 144-153 in this text. The researcher will now refer to each of these factors individually.

3.1 Factor 1-School culture

In terms of literature researched culture refers to the ethos, which pervades a school setting. This incorporates values and norms, which are reflected in the actions of learners in their daily activity. In essence the culture refers to both the written and unwritten rules or norms as found in a particular school and which are for the most part mirrored in society. These rules, both written and unwritten impact directly on the way things are done in a school. They are furthermore inclusive of the vision or mission of the school, emphasized a rigid commitment to inclusivity, and well being of all learners, which should be encapsulated in all school policies and practices within the school. The culture of a school is affected and shaped by elements or factors such as the handling of cultural diversity issues. For example, many of the learners who participated in this study came from historically disadvantaged backgrounds and were previously excluded from teaching and learning institutions. The extent to which parents participate in the life of the school and the promotion of a healthy school environment is paramount to a healthy school culture. Clearly it is essential that teaching and learning be the most prized value in the school community. To this end it should always be borne in mind that the core purpose of any school should be teaching and learning, and nothing should be allowed to impede this.

The curriculum should contain the required strategies to make teaching and learning successful. In the South African context, more so than in other countries the dominant values and norms of society are mirrored in schools. Sadly the unacceptably high levels of crime in the country and the brutal past in which human values were to a large extent trampled underfoot make the South African school environment and culture somewhat volatile and dangerous. Although there are many cases of violent crimes in educational institutions in a country such as the United States of America (recent massacres of learners and staff at two American universities), these are more isolated cases. In the South African scenario there is a propensity for more wide spread disruption given the historic past (for example the 1976 Soweto riots). South African schools should strive for a genuine inclusivity and health promotion and to these ends make concerted efforts to develop school cultures, which are mindful of cultural diversity and fully supportive of all learners irrespective of their culture, creed or colour. (Donald, Lazarus & Lolwana, 2002, pg. 145-147)

3.2 Factor 2-Identity

Identity and culture cannot be detached from one another in a school context. Every school has a particular vision and purpose, which give them a unique identity. This identity must promote teaching and learning and this is what gives each school its unique character. Schools have a vision and a particular mission to fulfill and to this end set goals and objectives as part of their strategy. (Donald, Lazarus & Lolwana, 2002, pg. 147)

3.3 Factor 3-Strategy

This refers to the methodology employed by a school to arrive at its mission, aims and objectives. It is imperative that all aims and objectives to be achieved be evaluated on a regular basis. The evaluation of the curriculum, the teachers and the school as a working environment should be non-negotiable. All teachers and management of the school along with the SGB, in which there is strong parental involvement, should plan strategically for a healthy school environment. Decisions should be made to this end and these should be constantly reviewed. Schools that wish to be successful should strive to gain a strategic competitive advantage. To this end the strategy should

include ways in which a school can be perceived to be different to other schools in the promotion of a healthy environment, should be clearly spelled out. The advantages of sending a child to a particular school should be clear for the parents. There should be tangible and intangible benefits for the learners revolving around a healthy school environment. All stakeholders i.e. parents, learners, teachers, education department should be involved in the setting of appropriate aims and objectives which promote a healthy school environment which is inclusive. The strategy should incorporate meaningful staff development in which teachers are trained to effectively manage the school environment in conjunction with management. Conflict resolution skills and disciplinary strategies should be developed. In order for these to be effective the school should constantly monitor relevant changes in the macro environment and then redefine its aims and objectives in the micro-environment when necessary and plan strategies to be more effective in the implementation of actions leading to a healthy environment. For a school to be truly successful in its strategy it should constantly evaluate and review the curriculum, develop its teachers, access learners effectively and also evaluate its structure. (Donald, Lazarus & Lolwana, 2002, pg. 147-148)

3.4 Factor 4-Structures and procedures

These aspects refer to the interrelationship of the various subsystems within the school (micro) as well as with the macro environment. The structure impacts directly on communication within the school setting, how decision-making takes place as well as accountability and responsibility. The way in which departments and committees are established and how these relate to each other should be clearly defined. There should be no doubt as to areas of responsibility of each teacher and manager and who is accountable for what. The structural arrangement in a school tends to be hierarchical in nature where the SGB plays a dominant role. The principal, deputies, heads of departments, teachers and the learners are ultimately responsible to the SGB. The structure should be as democratic as possible and devolve control and responsibility in an appropriate fashion. The principal takes most of the decisions but should strive to include teachers and learners in a more democratic kind of decision-making process, which will facilitate more efficient and effective management. The lines of communication between the various departments or units must at all times be open and governance and management structures should have a free flow of

communication between them and the school. It is imperative that there be wider consultation in the decision-making process and structure should be in place where the voices of all stakeholders can and should be heard. In other words structures and procedures should be transparent so that a spirit of ownership can be engendered and fostered amongst all stakeholders. The reporting system, which in most schools is hierarchical, should be altered to a more democratic one where there is no imposition from above. This can be achieved by inclusivity in the structural arrangement, participation by all stakeholders in the decision-making process, clear understanding of accountability and a free flow of communication. (Donald, Lazarus & Lolwana, 2002, pg. 148-149)

3.5 Factor 5-Technical support

The main four areas that need to be addressed concerning technical support are resource access and control, teaching and learning support, finances, and administration. Resource access and control includes finances, learning support materials and equipment, the actual school facility administrative support and teaching and learning material and equipment. Sadly, there has been much conflict in South African schools relating to the misappropriation of financial and other resources, which are vital for both teachers and learners if effective teaching and learning is to happen. In South African schools there are generally strategies, which enable resources to be accessed such as budgets, resources from local and other communities, the writing of proposals for resources from the private and business sector and the development of the schools resources. How these resources are controlled should be carefully managed or else they would not optimize effectively within the school. Once obtained resources must be maintained and updated on a regular basis. For teaching and learning to be effective teachers must be able to use the resources to effectively meet the needs of a diverse student body. For example, textbooks, computers, and basic stationery etc. must be accessible. The facilities should also be accessible to learners with physical disabilities and learners should feel safe at school failing to do so will lead to ineffective teaching and learning. The management of finances available to the school is a matter of concern as South African principals and teachers' in general have limited financial management skills. The development of budgets is a great challenge as especially monitory resources tend

to be squandered by either mismanagement or corruption. A realistic teacher student ratio, appropriate equipment and resources and facilities, and effective administration are imperative for success. If there is administrative support it is more likely that the flow of information will be more effective and this will impact positively on the school environment. Only if sufficient administrative support exists and the necessary resources are in place can the full potential of a school be arrived at. To this end there must be ongoing development of all support service personnel incorporating expertise from external stakeholders. There should also be in place potential for upward mobility in the structure of the school and where this is not possible incentives should exist to encourage the greater sense of unity between all stakeholders sharing a common vision for a healthy school environment. (Donald, Lazarus & Lolwana, 2002, pg. 149-150)

3.6 Factor 6-Human resources

This aspect which incorporates personnel management within the micro-environment and external role-players including the parents of learners, the learners themselves and a number of education department support service employees and administrators as well as leaders from the community including religious leaders and social groupings. Five major considerations emerge when assessing the role of human resources within the organizational framework. These include human resource utilization, development and training of employees, interpersonal relationships between all stakeholders, service conditions of teachers and support to the school, teachers, learners, parents by the school community. The effective utilization of human resources is a critical factor in the management of a successful school. Clearly it is the teachers who play the major role in the establishment but they cannot be entirely successful without the support of other stakeholders and role-players. The modern South African school more than ever requires the support of parents and the community at large as it strives to be a healthy environment in which a much desired and non-negotiable culture of teaching and learning can dominate.

In order for the teachers to be efficient, effective and successful in terms of teaching and learning and in the development of learners holistically it is imperative that they are afforded opportunities to develop themselves professionally. If a healthy school

environment is desired the senior management of a school should regularly conduct staff appraisals as a strategic necessity. These appraisals should be carried out in a partnership between appraiser and the person being appraised. Only in this way is there potential for staff development emanating from the perceived shortfalls relating to the teacher being appraised. It is the teachers who ultimately impact the most on the promotion of a healthy school environment. Consequently if they are motivated and see value in their roles, they will be able to promote teaching and learning within a healthy school context. The teachers must also be supported in the micro-environment by the secretarial and administrative personnel as well as by the SGB. In terms of the macro environment the local community and its various groupings and especially the parents of the learners have a major role to play in supporting a healthy school environment. In the later regard the extent to which parents support the learners at home is critical to success. If learners come from dysfunctional families where they receive no or very little support they are already at an educational disadvantage. The extent to which community groupings such as religious institutions support learners is also critical. These institutions have the capability of providing spiritual guidance to learners and their families and thus play a critical role in the promotion of a healthy school environment by supporting students to achieve and be successful learners.

The promotion of interpersonal relationships in the school context is an essential element that cannot be underestimated. In this regard schools should have in their possession meaningful up to date and relevant personal histories of learners in which race, gender, social class and family background need to be recorded. Once there is an understanding of the background of a learner it is easier to understand how to handle him/her. Conflict and conflict resolution aspects become easier to handle and the psychological background of the child becomes intelligible. Collaboration should be fostered between schools, parents and expert community stakeholders such as health department employees, environmentalists and police officials, all of whom have an interest in a healthy school environment. Environmental specialists and school employees should work together to improve the school setting, as the promotion of the learners' physical and emotional health is very important. The quality of the social relationships, the quality of teaching and the interpersonal relationship between learners, parents and teachers in the life of the school is critical to success.

As is the case in many countries around the world the conditions of service of teachers in South Africa, whilst improving are still not as fair as they could be. Consequently there are numerous inequities, especially relating to gender, where for example men received higher perks than women as teachers. These inequities are diminishing as especially remuneration and conditions of leave are more equitable. The recruitment of personal as well as their induction into the workplace needs careful reassessment. In addition to these elements it is imperative that teachers are given appropriate job descriptions for the tasks, which they are expected to carry out. Teachers must be given the opportunity to make a meaningful contribution to effective teaching and learning in which well being and inclusion are promoted in response for sustained support to those who need it (Department of Education, 1997, 2001). The senior staff at schools should implement and enforce policies that they have co-developed with senior management and plan for creating and sustaining a healthy school environment in which acceptable and unacceptable school conditions are clearly defined. To this end a set of measurable aims and objectives must be established and teachers must be empowered to design activities around improving the schools physical and social environment. It is thus incumbent upon senior employees to provide leadership and administrative support for the creation of a sustainable and healthy school environment. (Donald, Lazarus & Lolwana, 2002, pg. 150-151)

3.7 Factor 7-Leadership, management and governance

In a school in which there is effective leadership and management, great efforts are made to improve the school in ways that will contribute to the emotional, physical and intellectual development of learners. Learners are more involved in the life of the school where there is good governance. As governance is the heart of the school it is within this context that the most positive contribution can be made. This is especially in the promotion of a good physical and mental health and living a healthy lifestyle in a context of teaching and learning. According to Fullan, 1991 in Davidoff & Lazarus (2002, pg. 37) leadership will relate to the mission, direction and inspiration, whereas management is the designing and conducting of plans in a harmonious working relationship. A healthy school environment will be one in which both leadership and

management capacities are developed in all stakeholders and this is the responsibility and right of all (Holly & Southworth, 1991 in Davidoff & Lazarus, 2002, pg. 37).

Good leaders of schools provide healthy school programs where there are opportunities to review and reflect on what has taken place, and whether and how change comes about, and can provide invaluable insights into the operation of a healthy school. The good leader of a school will facilitate the school to do the appropriate thing at the appropriate time. The well being of the school must be maintained so as to ensure that all systems set in place are working well. The principal must not only be a good leader who inspires and directs stakeholders towards the achievement of the schools mission, but must also manage effectively by promoting a spirit of ownership in the design and the implementation of plans according to the selected strategy. Leaders must encourage and motivate all the stakeholders, especially the learners to be able to face the challenges in the world of the 21st century. In the context of a school it is not only principals and HODs who are leaders, rather all teachers should be leaders. This should especially be the case as the leadership capability of personnel is developed. The SGB should also strive to build capacity in terms of leadership. For example, they can assist the school by conducting discussions with other stakeholders about issues and problems facing the school. The type of personnel that exists on the staff should inform the leadership style that should be adopted by a principal. A democratic style of leadership and management in which there is consultation, listening and problem solving by teams is the desired style. This is not always possible to adopt there are times when the principal may need to adopt an autocratic style of leadership. The trick is to be able to adapt leadership style to suit a particular scenario. The good school leader will maintain a healthy relationship between all stakeholders by balancing the tasks within the school and by intensifying the development of personal and interpersonal skills of all stakeholders. Only if the principal is an effective leader and manager will there be full participation in the life of the school by all the stakeholders. (Donald, Lazarus & Lolwana, 2002, pg. 151-153)

3.8 Factor 8-The social context

The context in which the school operates is inexorably linked to a number of factors, which encompasses the attitudes, feelings, and values of learners and teachers and all other stakeholders. These factors that impact on a schools environment include the social, economic, cultural and religious influences; the geography of the school; the socio-economic status of learners families; legal, political and social institutions, and the dynamics between these. If a healthy school environment is to be created the involvement of virtually all stakeholders is required including families, environmental, public safety, public health, public welfare and other community agencies. A commitment is required from all. One also needs to consider the extent to which various learners emanate from families that have historically been dislodged and become psychosocially dominated by the apartheid regime. This is an important consideration as it provides an understanding of the possible mindset of learners. The cultural diversity, which exists within South African schools, is an aspect, which requires greater consideration. If a healthy school environment is to be built communication between learners and teachers from diverse cultural backgrounds is a necessity. Learners must be empowered by involving them in the planning, creation and sustenance school culture of tolerance, respect, safety and understanding.

Things, which impact on the development on education in other countries, also play a role in the development of education in South Africa. Trends from abroad definitely do impact on education policies and practices in South Africa. For example, there are currently courses or workshops on communication skills, discipline and the promotion of self-esteem in learners, being conducted in the United States of America. Such courses and workshops would admirably fit into our context. Another aspect from abroad that could assist our schools to be come healthier environments is the involvement of parents in supporting legislation promoting a healthy school environment and public calls for more funding for school construction and renovation and the fostering of greater collaboration in the implementation of a safe, clean and well managed school in which there is a psychosocial climate and culture which promotes teaching and learning. (Donald, Lazarus & Lolwana, 2002, pg. 153)

4. Important principles for consideration when anti-bullying policies are implemented

Extensive researchers have shown that bullying is best dealt with by means of a whole-school approach. Tattum (1993, pg. 63) adds that, a whole-school approach is based on the belief that "a safe, secure learning environment is created when all members of staff accept responsibility for all pupils, not only in their own classrooms but as they move about the school". Furthermore, the researchers extend this view by adding "it is also the responsibility of non-teaching staff and parents to be alert to bullying and to play an active role in challenging bullying in school".

There are apparently four vital components of a whole-school approach to bullying. The first component requires a policy statement declaring bullying to be unacceptable. The second component requires a multi-level approach involving a wide range of people (e.g. parents, counsellors, teachers, non-teaching staff, school governors, school psychologists, social workers, church leaders and community leaders). The third component requires short, medium and long term strategies to deal with bullying (e.g. talking about the issues in assemblies, writing classroom rules, developing a policy, using the curriculum and holding discussion sessions) and finally the fourth component requires discussions on bullying to open up the issue and tackle what is a complex problem (Tattum, 1993, pg. 65).

Therefore, the purpose of implementing and developing an anti-bullying policy "is to provide for an integrated and positive response to bullying. This anti-bullying policy will help to establish a safe environment by providing clear rules and procedures for dealing with bullying on a regular, consistent and ongoing basis" (Krige, Pettipher, Squelch & Swart, 2000, pg. 18).

4.1 The process of developing an anti-bullying policy

According to the literature, the school needs to decide how best to deal with bullying and then needs to develop and implement an anti-bullying policy involving the joint collaboration of all stakeholders. Most importantly learners should be involved as they are the ones who are affected the most. Once the school has developed and

implemented the anti-bullying policy the onus is on all stakeholders who are further required to uphold and sustain the policy, ensuring its effectiveness. If schools have already developed an anti-bullying policy but the problem of bullying persists and continues in the school then schools need to revisit and possibly change the policy (Potterton, 2004, pg. 8).

Figure (2): The process involved in the development of an effective anti-bullying policy adapted from Potterton, 2004, pg. 8



4.2 Aspects that should be included in an anti-bullying policy for a school

In terms of literature consulted, a policy on bullying must be short and written in a language that everyone understands. It should contain a clear statement that bullying will not be tolerated and is unacceptable behaviour. The policy should begin by positively expressing the school's principles and expectations, and then identify those behaviours, which will not be tolerated, and the consequences for anyone who does persistently breach the policy (Tattum & Herbert, 1993, pg. 20).

Potterton (2004, pg. 8) further suggests that the policy should include the following: (1) the purpose of the policy; (2) a definition of what bullying is; (3) the aims and objectives of the policy; (4) what actions the school will take; (5) information on what learners must do if they are bullied, or if they see someone else being bullied; (6) information on what staff should do if they notice bullying and how reporting should take place, and finally, (7) the consequences for anyone who does not abide by the policy.

5. Creating a positive and safe learning environment

The latest literature on the theme of bullying and solutions to this problem makes for interesting reading. It is suggested by Helen McGrath and Toni Noble that proactive strategies are required that rest on the development and maintenance of a positive, supportive and inclusive learning environment for all learners. It is further maintained that all relationships – amongst learners – as well as between learners and teachers – must be based on tolerance and mutual respect. Positive inter-pupil relationships must be encouraged through an emphasis on positive attitudes and the valuing of each learners personal skills.

Helen McGrath of Deakin University in Australia, sees cooperative games as means of developing positive peer relationships between learners. Learners are made to work in pairs or small groups and play an educational game with every other pair in the class over the period of a week. Over a short period of time, all of the learners can have an opportunity to play in a partnership with every other learner in the class, thus fostering a spirit of the 'team' amongst them. Group thinking tools including group

concept maps and the Ten Thinking Tracks (McGrath & Noble, 2006) can enable learners to get to know each other better and work successfully together. They are also able to simultaneously develop higher-order thinking skills. 'Buddy programmes' can also assist schools to create respectful school cultures (McGrath and Noble, 2006).

Many research studies and programmes point the way to minimising the harm. Rigby, 2002, and Smith et al., 1999, focus on many areas relating to bullying. They cite individual differences, socio-cultural factors and school factors as playing a role. This is echoed by Rigby, 2004. Psychological and sociological explanations have been postulated to explain children being involved in bullying.

By using the knowledge, skills and experience of learners in a planned and structured so as to better understand, inform, support and develop their skills, inter-alia, understanding, confidence and self-awareness, bullying is minimized. Peer support is critical and includes both pro-active and reactive strategies. Reviews of peer support schemes currently in the literature, (Naylor and Cowie 1999; Cowie and Wallace 2000; Smith and Watson 2004) all point to definite benefits both for peer supporters and improvements in school ethos and culture.

The law does offer some remedy for bullying, as was evidenced by the recent case of bullying and assault that occurred at Parktown Boy's High in South Africa where a learner was assaulted by his peers during a student orientation. By using evidence-based 'good practice', derived from global research, prevention programmes may be developed to meet the emotional as well as social needs of learners. Schaps (2003) www.devstu.org/about/articles/perils_essential.html, argues that a positive school culture and ethos predisposes learners to adopt the goals and values of the school, show more compassion and concern for other learners. This leads to greater altruistic behaviour in which learners are more prepared to resolve conflicts fairly and they tend to adopt an inclusive rather than exclusive attitude toward other learners.

Once a school has an anti-bullying policy and procedure in place, it must assess its success and help the victims of past bullying to feel safer (Sharp & Smith 1994). Only then can adequate measures be formalised into an entire-school policy on bullying.

This should be made part and parcel of the overall ‘safe school’ policy about aggression and discipline in general (Rigby 1996, 2007; Sharp & Thompson 1994). A bullying policy should have the following components:

- a definition and a series of statements proclaiming that definition (McGrath & Noble 2006):

- bullying must be seen as an issue for all members of the school community;

- it should emphasize that everyone has a right to feel safe at school;

- all school members are responsible not to take part in bullying in any form or shape;

- all learners are responsible to report bullying instances;

- the school is committed to preventing, minimizing and responding to all incidents of bullying.

- bullying must be as viewed as a violation of people and relationships.

- learners must be aware that violations create obligations and liabilities.

- problem-solving should focus on making things right.

It is apparent from the literature that the most effective approach to the promotion of positive relationships throughout school communities is that in which school managers work collaboratively with teachers, learners and parents alike, to develop a long-term vision for developing positive relationships between all stakeholders. A tolerant, inclusive and well-balanced society is non-negotiable for learners if the world is to be a better place.

Chapter Three: Research Findings

3. Introduction

The following chapter presents the results of the study that aimed to discover factors in a school, which appear to contribute towards the success or failure of a policy to manage bullying amongst learners. The study further aimed at gaining a thorough understanding of why the particular school continues to face problems on how to effectively manage bullying amongst learners if the school has an anti-bullying policy in place. The results will be divided into three sections. The first section will examine the learners' descriptive responses to questions from questionnaires and interviews relating to bullying. The second section will provide a statistical analysis to teachers responses and the third section will examine the teachers responses according to the eight factors described by Donald, Lazarus and Lolwana, 2002, pg. 144-153.

3.1 Descriptive results for learners relating to bullying

Participants of this study included learners from grades 5-7 (totalling 187 in number) who answered questionnaires anonymously and volunteered to be interviewed. Results from the learners showed a lack of understanding of the definition of bullying and the reasons as to why bullying still continues in the school. Learners' results did not directly link to the research question (what factors in a school appear to contribute towards the success or failure of a policy to manage bullying amongst learners?) but provided relevant information as to why the school still continues to face problems of bullying regardless of the fact that the school has an anti-bullying policy in place.

The following results are the learners' responses to the questionnaires given and to the interviews conducted, which will show some of the reasons as to why bullying continues in the school and indicate to some extent why the school faces problems on how to effectively manage bullying amongst learners.

Evidence from questionnaires revealed that a high percentage of learners mistakenly equate 'playing' with bullying. Many responded to the definition of bullying as a form of 'innocent playing'. Learners do not seem to think that isolating, humiliating,

spreading rumours or teasing others falls under the definition of bullying. They only associate bullying with physical actions like hitting, punching and kicking other learners.

3.1.1 Table (1): Does bullying occur in your school?

Grade 5, 6 and 7 Learners Responses					
Gender	Yes	No	Total number of learners	Percentage of positive answers	Percentage of negative answers
Male	86	1	87	98.8%	1.1%
Female	99	1	100	99%	1%
Total	185	2	187	98.9%	1.0%

Results from the above table show that 98.9% of learners agree that bullying occurs in the school. It is clear from the learner perception that a problem does indeed exist in terms of bullying. This indicates that the school continues to face problems regarding the effective management of bullying. This is illustrated further in table (2), which shows the percentage of learners who are bullied in this particular school.

3.1.2 Table (2): Have you ever been bullied?

Grade 5, 6 and 7 Learners Responses					
Gender	Yes	No	Total number of learners	Percentage of learners who have been bullied	Percentage of learners who have not been bullied
Male	69	18	87	79.3%	20.6%
Female	88	12	100	88%	12%
Total	157	30	187	83.9%	16%

Findings also revealed that learners who are bullied in this particular school are mostly bullied by groups of learners at a time. It is seldom that individual cases of

bullying occur at this school. The following quote illustrates this. "… it's like they come from every direction. You try to run away but they corner you. It feels like you in a merry go round that everywhere you look they are there. So you see it's not one person who bullies its many at the same time…" (Interviews, 9 October 2008, Grade 7 female learner). Another finding revealed that learners who are bullied, are bullied in physical ways, which explains why learners only associate bullying with physical actions: "…they throw me on the floor and they start kicking me and punching me. I try to get away but they are stronger then me so I crawl into a ball and wait till they have had enough of beating me…" (Interview, 9 October 2008, Grade 7 male learner).

In this school bullying mostly occurs in places far away from the teachers. Findings revealed that most bullying incidences take place on the bottom field behind the after-care centre, in the mornings before school starts and in the afternoons once school has ended. The following quotes illustrate this "…teachers who are on break duty do not see bullying taking place because it happens behind the after-care centre on the bottom field. No teacher ever goes down there at breaks…" (Interviews, 16 October 2008 Grade 6 male learner). "It takes place in the mornings because there are no teachers around…" (Interviews, 23 October 2008, Grade 5 female learner) "In the afternoons when I wait for my mother to come pick me up…there are no teachers around and our security guard is normally on the top field with the small kids. I have to wait for my mom at the bottom gate so usually that's where they get me…" (Interviews, 23 October 2008, Grade 5 male learner).

3.1.3 Table (3): Did you tell anyone about the bully/bullies?

Grade 5, 6 and 7 Learners Responses					
Gender	Yes	No	Total number of learners	Percentage of positive answers	Percentage of negative answers
Male	35	52	87	40.2%	59.7%
Female	34	66	100	34%	66%
Total	69	118	187	36.8%	63%

Results from the above table show that 63% of learners do not tell teachers, friends, parents, siblings or members of the surrounding community that they are bullied for fear of "nothing being done" (Interviews, 9, 16, 23 October 2008, Grade 5, 6 and 7 learners). This is further evident in the questionnaires where learners mainly responded by threats stating that "…the bully/bullies threaten to kill me, beat me and hurt me more if I tell. There is no point in telling, as nothing would be done. The worst that will happen is the bully/bullies will get a detention or spend ten breaks outside the principal's office. So what's the point of telling anyone? I am used to the situation" (Learners Questionnaires, Appendix 5, question 11). Responses to questionnaires show that the remaining 36.8% told their parents, siblings, friends and teachers. Bullying incidents amongst the 36.8% have decreased (to a certain extent) due to parents calling the principal and reporting the incidences as they occur. It was stated by the principal of the school in question, that a mere 20% of parents over a yearly period, report incidences of bullying and from this 20%, only 10% will demand a follow up from the school to ensure that their children are not bullied and that bullying does not continue (Interview, 9 October 2008).

3.1.4 Table (4): Have you ever bullied anyone?

Grade 5, 6 and 7 Learners Responses					
Gender	Yes	No	Total number of learners	Percentage of positive answers	Percentage of negative answers
Male	50	37	87	57.4%	42.5%
Female	71	29	100	71%	29%
Total	121	66	187	64.7%	35.2%

The table above shows that 64.7% of learners have bullied other learners in the school. In the questionnaire, the question following the above (if yes, why did you do it?), a large percentage of learners have stated that the main reason they bully is because nothing gets done and they are tired of being bullied themselves (Learners Questionnaires, Appendix 6, question 14). In the same questionnaire other learners have stated that learners tease and hurt them, call them names, talk behind their backs, boss them around, swear at them and their families and owe them money and that is

why they bully (Learners Questionnaires, Appendix 6, question 14). A small percentage of learners stated that they bully purely to gain popularity, because of peer pressure and they are dared to do it (Learners Questionnaires, Appendix 6, question 14).

3.1.5 Table (5): Does anyone know about your bullying?

Grade 5, 6 and 7 Learners Responses					
Gender	Yes	No	Total number of learners	Percentage of positive answers	Percentage of negative answers
Male	30	57	87	34.4%	65.5%
Female	41	59	100	41%	59%
Total	71	116	187	37.9%	62.0%

Results from the above table show that 62.0% of learners who bully are unknown in the school environment. This situation poses a threat not only to the school but also to the surrounding community and society as a whole. It seems from responses made in the questionnaires that in this school learners who are bullied continuously could be forced to retaliate, as the school does not resolve these incidents effectively, and as a result it appears some victims of bullying could turn into bullies themselves (Refer to table (4) as well as Learner Questionnaire, Appendix 6, question 14).

3.1.6 Table (6): Is there an anti-bullying policy in your school?

Grade 5, 6 and 7 Learners Responses					
Gender	Yes	No	Total number of learners	Percentage of positive answers	Percentage of negative answers
Male	12	75	87	13.7%	86.2%
Female	7	93	100	7%	93%
Total	19	168	187	10.1%	89.8%

Results from the above table clearly show that 89.8% of learners are not aware that the school has an anti-bullying policy. Responses to questionnaires revealed that learners could not describe the policy and have stated that the anti-bullying policy is clearly ineffective and does not work because they have never seen it and bullying still continues in the school (Learners Questionnaires, Appendix 7, question 20, 21, 22).

10.1% of the learners claimed that there is an anti-bullying policy at the school but have never seen it. When these learners (10.1%) were asked to describe the anti-bullying policy they responded that the teachers speak about bullying in Life Orientation lessons and that they have seen posters, which say NO BULLY ZONE (Learners Questionnaires, Appendix 7, question 21). When learners were further asked to describe if they thought the policy works the majority answered no for several reasons. These reasons are evident in the responses of learners taken from the questionnaires. "I don't think it works because all that a bully gets is a detention and nobody is scared of detention not even me because all you do is a little bit of labour and its over. (Learners Questionnaires, Appendix 7, question 22). "It doesn't work cause most people bully others and they just get detention then the person comes back and does the same thing again" (Learners Questionnaire, Appendix 7, question 22).

Conclusion of descriptive results for learners relating to bullying

From the above statements and findings made by the majority of learners it can be argued that the school studied does face a problem of how to effectively manage bullying amongst learners for several reasons, which are revealed in the above findings. The lack of understanding of the definition of bullying amongst learners raises the question of whether or not teachers have taught learners what constitutes bullying behaviour. The traditional punishments (detentions and sitting for ten breaks outside the principals office) given by teachers in dealing with bullying incidences seem to be ineffective and raise the question of whether or not the school as whole has discussed what meaningful consequences of bullying behaviour should be. The feeling of learners that "nothing gets done, so why tell" raises the question of whether or not teachers treat bullying incidences in a professional and serious manner. Most importantly the lack of awareness of the learners with regards to the school having an

anti-bullying policy raises the question on how involved the learners actually are within this school community. Furthermore, from the above findings from learners' questionnaires and interviews it appears as though the school has not taken sufficient appropriate steps and measures towards effectively managing the problem of bullying amongst learners.

3.1.7 Statistical results for teachers' responses relating to bullying

Table (7): Questions for teachers relating to bullying

The following section gives responses of teacher respondents to the management of bullying.

According to Table (7) (following later) the following aspects were considered as ***absolutely essential*** by the respondents relating to school quality for a healthy school environment:

- Is it important for an anti-bullying policy to be effective? (70%) said yes.
- Should teachers be aware of bullying in the school? (69%) said yes.
- Should SGB members take part in the formulation of an anti-bullying policy? (65.5%) said yes.
- Should parents communicate with teachers about bullying so that you can rectify this? (64.5%) said yes.
- Should an anti-bullying policy be part and parcel of the new curriculum? (63.1%) said yes.
- Should teachers try to ascertain if bullying happens beyond the school grounds? (62.6%) said yes.
- Should teachers be aware of an anti-bullying policy? (62.1%) said yes.
- The anti-bullying policy currently in use was changed a year ago. Is such action important? (60.1%) said yes.
- Culture referring to the ethos or atmosphere including values and norms are reflected in patterns of interaction in the school. Do you consider this to be essential? (52.1%) said yes.
- Should teachers include a component about bullying in the syllabus in order to bring about awareness amongst learners? (51.7%) said yes.
- Once in place, should teachers continually assess the anti-bullying policy? (50.2%) said yes.
- Should there be measures in place to reduce and prevent bullying? (49.8%) said yes.
- Is it important for the school to stand out in the community for academic excellence or sporting achievements? (43.3%) said yes.

- Is it important to develop a school identity on the way teachers and learners understand and think about the school? (42.9%) said yes.
- Do you think it is essential to have many years of experience to handle bullying? (38.9%) said yes.
- Since working in this school measures have been put in place to handle bullying, which has increased. Are measures essential? (35.5%) said yes.

According to Table (7) the following aspects were considered as ***relatively essential*** by the respondents relating to school quality for a healthy school environment:

- Should teachers understand what bullying means and its impact on education? (48.3%) said yes.
- Should learners in the school feel they are coming to a welcoming, democratic and warm environment? (46.8%) said yes.
- As a teacher is it important for you to work in a "healthy" school? (46.3%) said yes.
- Is it important for the outside community to view the school in a favourable light? (43.8%) said yes.
- Should teachers make inputs to improve the existing anti-bullying policy? (35.5%) said yes.

Table (7) indicates that the following aspect was considered as ***essential*** by the respondents relating to school quality for a healthy school environment:

- Should an anti-bullying policy be developed by the whole teaching body? (47.8%) said yes.

According to Table (7) none of the aspects were considered as ***fairly essential*** or ***not essential at all*** by the respondents relating to school quality for a healthy school environment.

Table (7): Attributes relating to bullying in the selected school (*n* = 27)

	Attributes	Not essential at all	Fairly essential	Essential	Relatively essential	Absolutely essential
		%	%	%	%	%
1.	Do you think it is essential to have many years of experience to handle bullying?	6.9	7.9	20.2	26.1	**38.9**
2.	Since working in this school measures have been put in place to handle bullying, which has increased. Are measures essential?	3	9.4	27.1	25.1	**35.5**
3.	Culture referring to the ethos or atmosphere including values and norms are reflected in patterns of interaction in the school. Do you consider this to be essential?	0.5	7.9	9.9	29.1	**52.1**
4.	Is it important to develop a school identity on the way teachers and learners understand and think about the school?	1	5.9	14.8	35.5	**42.9**
5.	Is it important for the outside community to view the school in a favourable light?	3	0.5	12.3	**43.8**	40.4
6.	Is it important for the school to stand out in the community for academic excellence or sporting achievements?	4.9	9.4	22.7	19.7	**43.3**
7.	As a teacher is it important for you to work in a "healthy" school?	0.5	4.9	13.3	**46.3**	35
8.	Should learners in the school feel they are coming to a welcoming, democratic and warm environment?	4.9	12.3	4.9	**46.8**	31
9.	Should teachers understand what bullying means and its impact on education?	5.4	3	12.3	**48.3**	31
10.	Should teachers be aware of bullying in the school?	1	7.4	5.9	16.7	**69**
11.	Should parents communicate with teachers about bullying so that you can rectify this?	2	4.4	7.9	21.2	**64.5**
12.	Should teachers include a component about bullying in the syllabus in order to bring about awareness amongst learners?	2	2	10.8	33.5	**51.7**
13.	Should teachers try to ascertain if bullying happens beyond the school grounds?	0	3	10.8	23.6	**62.6**
14.	Should there be measures in place to reduce and prevent bullying?	2.5	5.4	13.8	28.6	**49.8**
15.	Should teachers be aware of an anti-bullying policy?	1	0	5.9	31	**62.1**
16.	Should an anti-bullying policy be developed by the whole teaching body?	0	5.4	**47.8**	32.5	14.3
17.	Should an anti-bullying policy be part and parcel of the new curriculum?	0	3.4	13.3	20.3	**63.1**
18.	Is it important for an anti-bullying policy to be effective?	0	3.4	10.8	15.8	**70**
19.	Should SGB members take part in the formulation of an anti-bullying policy?	1.5	3.4	10.3	19.2	**65.5**
20.	Once in place, should teachers continually assess the anti-bullying policy?	0	6.9	9.9	33	**50.2**
21.	The anti-bullying policy currently in use was changed a year ago. Is such action important?	0	4.4	7.9	27.6	**60.1**
22.	Should teachers make inputs to improve the existing anti-bullying policy?	5.9	3.4	34	**35.5**	21.2

3.1.8 Teachers' perceptions of the school

The following section gives descriptive results of teachers' perceptions of the school.

According to Table (8) the following expectation was ***absolutely met***:

- A safe and secure environment (34%) said yes.

Table (8): Perceptions of respondent teachers concerning the school (*n* = 27)

	Attributes	Not at all	Fairly	Average	Almost	Absolutely
		%	%	%	%	%
1.	The school has visually appealing buildings and facilities	6.4	28.6	**43.3**	15.3	6.4
2.	The classrooms have adequate capacity	5.9	**41.9**	27.1	19.7	5.4
3.	The school has modern-looking equipment	15.3	32.5	**40.9**	7.4	3.9
4.	The atmosphere and equipment are comfortable and appropriate for purpose of learning and teaching	7.4	17.2	**51.2**	20.7	3.4
5.	The equipment of the school works properly without causing breakdowns	12.3	9.9	**36.5**	31	10.3
6.	Materials associated with the services are adequate and sufficient *(e.g. toilet rolls for students.)*	13.8	**38.9**	28.1	17.2	2
7.	Tuck shop food and beverages served are hygienic, adequate, and sufficient	0.5	13.3	30	**49.8**	6.4
8.	Teachers of the school appear neat and tidy	12.8	4.9	26.1	**51.2**	4.9
9.	The school provides top quality education as promised	8.4	**47.8**	23.2	15.8	4.9
10.	Teachers carry out their duties right the first time	3.4	**48.8**	24.6	19.2	3.9
11.	Teachers get to class on time	5.9	**40.4**	28.1	19.2	6.4
12.	The school provides all that it promises to	5.4	9.4	**63.5**	14.3	7.4
13.	Teachers are dedicated	3.4	23.2	17.7	**41.9**	13.8
14.	Learners are able to access teachers when needed	13.8	**28.6**	22.2	23.2	12.3
15.	The administrative staff keeps accurate records of learners on file	0.5	2	13.3	**65**	19.2
16.	The senior staff resolve learner and teacher complaints	3	23.6	19.7	**53.2**	0.5
17.	The teachers are flexible in teaching style	**41.9**	17.2	27.1	11.3	2.5
18.	The teachers believe they teach consistently	3.4	38.9	12.8	**40.4**	4.4
19.	Teachers have all the skills they require to teach effectively	24.6	**32.5**	12.8	17.7	12.3
20.	Teachers treat learners fairly all the time	9.9	3.9	40.4	**43.3**	2.5
21.	Teachers understand the specific needs of learners	10.3	30	16.7	**35**	7.9
22.	The school is suitably geared for learners from diverse cultural backgrounds	36.5	**39.9**	14.3	5.9	4.4
23.	Teachers give learners individualised attention that makes them feel special	13	**45**	18	10	13
24.	The school and its facilities are convenient to all the learners	6.9	25.1	**48.3**	10.8	8.9
25.	The school provides its learners a safe and secure environment	8.4	7.9	27.1	22.7	**34**
26.	Teachers instil confidence in learners	34	16.3	29.6	**40.4**	10.3
27.	Teachers have in-depth occupational knowledge *(professional skills, communication skills, etc.)*	**43.8**	18.2	24.1	4.4	9.4
28.	It is easy to access the school *(transportation, car parking area, etc.)*	25.1	21.2	24.1	**27.6**	2
29.	Getting information about the facilities and services of the school is easy *(via phone, internet, etc.)*	11.8	39.9	**41.4**	1.5	5.4

According to Table (8) the following expectations were ***almost met*** according to the teachers' perceptions:

- The administrative staff keeps accurate records of learners on file (65%) said yes.
- The senior staff resolve learner and teacher complaints (53.2%) said yes.
- Teachers of the school appear neat and tidy (51.2%) said yes.
- Tuck shop food and beverages served are hygienic, adequate, and sufficient (49.8%) said yes.
- Teachers treat learners fairly all the time (43.3%) said yes.
- Teachers are dedicated (41.9%) said yes.
- Teachers believe they teach consistently (40.4%) said yes.
- Teachers instil confidence in learners (40.4%) said yes.
- Teachers understand the specific needs of learners (35%) said yes.
- It is easy to access the school *(transportation, car parking area, etc.)* (27.6%) said yes.

According to Table (8) the following expectations were ***averagely met*** according to the teachers' perceptions:

- The school provides all that it promises to (63.5%) said yes.
- The atmosphere and equipment are comfortable and appropriate for purpose of learning and teaching (51.2%) said yes.
- The school and its facilities are convenient to all the learners (48.3%) said yes.
- The school has visually appealing building and facilities (43.3%) said yes.
- Getting information about the facilities and services of the school is easy (*via phone, internet, etc.)* (41.4%) said yes.
- The school has modern-looking equipment (40.9%) said yes.
- The equipment of the school works properly without causing breakdowns (36.5%) said yes.

According to Table (8) the following aspects were ***fairly met*** according to the teachers' perceptions:

- Teachers carry out their duties right the first time (48.8%) said yes.
- The school provides top quality education as promised (47.8%) said yes.
- Teachers give learners individualised attention that makes them feel special (45%) said yes.
- The classrooms have adequate capacity (41.9%) said yes.
- Teachers get to class on time (40.4%) said yes.
- The school is suitably geared for learners from diverse cultural backgrounds (39.9%) said yes.
- Materials associated with the services are adequate and sufficient *(e.g. toilet rolls for students.)* (38.9%) said yes.
- Teachers have all the skills they require to teach effectively (32.5%) said yes.
- Learners are able to access teachers when needed (28.6%) said yes.

According to Table (8) the following aspects were ***not met at all*** according to the teachers' perceptions:

- Teachers have in-depth occupational knowledge *(professional skills, communication skills, etc.)* (43.8%) said yes.
- The teachers are flexible in teaching style (41.9%) said yes.

3.1.9 Overall school quality as it impacts on a healthy environment in which no bullying is likely to occur

The following section gives descriptive results of overall school quality (by quality the researcher refers to the positive aspects of the school which make it less likely to be an unhealthy environment in which bullying is likely to occur).

Table (9): Overall school quality (*n* = 27)

Attribute	Very low	Low	Average	High	Very high
	%	%	%	%	%
The overall rating of the quality in the school as experienced by teachers'.	1.5	5.9	27.6	**48.3**	16.7

According to Table (9), 48.3 percent of the teachers perceived the overall school quality relating to a healthy non-bullying environment as ***high*** while 27.6 percent of the teachers perceived the overall school quality relating to a healthy non-bullying environment as ***average***. Only 16.7 percent of the teachers perceived the overall school quality relating to a healthy non-bullying environment as ***very high*** while five point nine percent (5.9%) perceived the overall school quality relating to a healthy non-bullying environment as ***low*** with only a smaller percentage (1.5%) of teachers rating the overall school quality relating to a healthy non-bullying environment as ***very low.***

3. 1. 10 Teachers' expectations and perceptions

Descriptive statistical methods were used to further explore teachers' expectations and perceptions. Table (10) shows the means, standard deviations and the difference (perception – expectation) score calculated for each attribute, P-value and Cohen D effect sizes.

The expectation means were subtracted from the perception means to determine the gap scores. Positive scores indicate better than expected service from the school while negative scores indicate poor quality. A zero or near zero score indicates that the quality is satisfactory. It is clear from Table (9) that poor quality, in terms of the school's ability to promote a healthy non-bullying environment was perceived by teachers on all attributes. Teachers therefore expected more from the school in terms of promoting a healthy environment in which bullying could be minimised than was experienced. The significant difference between the means of expectations and perceptions of teachers' was tested by means of Paired *t*-tests.

The paired samples *t*-tests indicated that they were significantly different ($t<0.01$). The Phi-coefficient is highly significant ($p < .001$) indicating the strength of the relationships. Effect sizes were also calculated as an objective and standardised measure of the magnitude of the observed effect (Cohen D). It was found that there exist mostly large effects between teachers' expectations of a healthy non-bullying school and teachers' perceptions of what the school is like therefore indicating large differences between teacher expectations and teacher perceptions.

Table (10): Values for each attribute obtained through analysis (*n* = 27)

Attributes	Expectations means (SD)	Perceptions means (SD)	Difference (PM-EM)	*t*-value	*P-value*	*Cohen D*	*Effect size interpretation*
1. The school has visually appealing buildings and facilities	3.82 (1.23)	2.87 (0.97)	-0.77	21.56	0.00000	0.779506	Large
2. The classrooms have adequate capacity	3.81 (1.11)	2.77 (1.02)	-0.73	25.26	0.00000	0.930802	Large
3. The school has modern-looking equipment	4.26 (0.96)	2.52 (0.97)	-0.99	45.47	0.00000	1.784858	Large
4. The atmosphere and equipment are comfortable and appropriate for purpose of learning and teaching	4.13 (0.94)	2.96 (0.90)	-0.64	34.55	0.00000	1.249268	Large
5. The equipment of the school works properly without causing breakdowns	4.18 (0.89)	3.18 (1.14)	-0.27	26.06	0.00000	0.883035	Large
6. Materials associated with the services are adequate and sufficient *(e.g. toilet rolls for students.)*	3.87 (1.21)	2.55 (1.00)	-0.94	31.08	0.00000	1.09344	Large
7. Tuck shop food and beverages served are hygienic, adequate, and sufficient	4.10 (0.85)	3.48 (0.82)	-0.33	18.18	0.00000	0.733035	Large
8. Teachers of the school appear neat and tidy	3.87 (1.13)	3.31 (1.09)	-0.34	16.09	0.00000	0.495555	Small
9. The school provides top quality education as promised	3.97 (1.02)	2.61 (1.01)	-0.89	29.17	0.00000	1.326233	Large
10. Teachers carry out their duties right the first time	4.45 (0.97)	2.71 (0.95)	-1.16	27.10	0.00000	1.801038	Large
11. Teachers get to class on time	4.42 (0.95)	2.80 (1.03)	-0.97	29.03	0.00000	1.579327	Large
12. The school provides all that it promises to	4.31 (0.89)	3.09 (0.86)	-0.74	28.95	0.00000	1.375059	Large
13. Teachers are dedicated	4.45 (0.82)	3.40 (1.10)	-0.34	25.44	0.00000	0.961782	Large
14. Learners are able to access teachers when needed	4.18 (1.02)	2.92 (1.25)	-0.64	25.61	0.00000	1.003157	Large
15. The administrative staff keeps accurate records of learners on file	4.54 (0.68)	4.00 (0.67)	-0.33	15.15	0.00000	0.786314	Medium
16. The senior staff resolve learner and teacher complaints	3.55 (0.81)	3.25 (0.92)	0.13	7.24	0.00000	0.325944	Small
17. The teachers are flexible in teaching style	4.41 (0.88)	2.15 (1.16)	-1.22	36.76	0.00000	1.947581	Large
18. The teachers believe they teach consistently	4.31 (1.14)	3.03 (1.05)	-0.90	21.90	0.00000	1.117959	Large
19. Teachers have all the skills they require to teach effectively	4.44 (0.92)	2.61 (1.35)	-0.79	25.35	0.00000	1.353145	Large
20. Teachers treat learners fairly all the time	4.23 (0.95)	3.25 (0.95)	-0.55	38.99	0.00000	1.028007	Large
21. Teachers understand the specific needs of learners	4.34 (1.00)	3.00 (1.18)	-0.67	28.41	0.00000	1.142256	Large
22. The school is suitably geared for learners from diverse cultural backgrounds	3.63 (1.04)	2.03 (1.07)	-0.91	33.90	0.00000	1.489864	Large
23. Teachers give learners individualised attention that makes them feel special	4.08 (1.02)	2.65 (1.22)	-0.82	25.28	0.00000	1.171484	Large

24. The school and its facilities are convenient to all the learners	4.45 (0.80)	2.90 (0.99)	-0.70	33.58	0.00000	1.56902	Large
25. The school provides its learners a safe and secure environment	4.35 (0.82)	3.66 (1.25)	-0.06	16.24	0.00000	0.553981	Medium
26. Teachers instil confidence in learners	4.24 (1.02)	3.38 (0.99)	-0.49	29.40	0.00000	0.839359	Large
27. Teachers have in-depth occupational knowledge *(professional skills, communication skills, etc.)*	4.33 (1.00)	2.17 (1.30)	-1.30	29.15	0.00000	1.669423	Large
28. It is easy to access the school *(transportation, car parking area, etc.)*	4.47 (0.90)	2.60 (1.19)	-0.86	34.03	0.00000	1.567185	Large
29. Getting information about the facilities and services of the school is easy *(via phone, internet, etc.)*	4.38 (0.10)	2.49 (0.92)	-1.29	34.10	0.00000	1.90587	Large

The following descriptive survey supporting the qualitative work has twenty nine items related to the original eight factors as discussed in the literature review. These items are based on the original eight factors and data collected from the respondents. The idea is to demonstrate where there are possible areas of shortfall. These twenty nine items, which follow (Table 11), were processed and analysed using SPSS version 14 and descriptive statistics were used to analyse the data by means of tables. Results from this was a five factor analysis conducted in order to determine which of the five areas (Tangibles, Adequacy, Understanding, Assurance and Convenience) are considered to be the most important in alleviating any problems which may exist in the school which ultimately impede the development of a healthy non-bullying school environment. These five factors are again explained below to ensure clarity:

1. Tangibles (factor 1) relates to the physical evidence and appearance of the schools equipment and facilities as far as the teachers are concerned as to what makes a healthy school environment.

2. Adequacy (factor 2) refers to the amount of support, equipment or correctness of facilities, of procedures, of leadership style in the school as it impacts on a healthy school environment. This therefore relates to sufficiency for teacher needs as far as they are concerned.

3. Understanding (factor 3) refers to the level of support in the school culture and management system as well as leadership styles of the senior teachers.

4. Assurance (factor 4) refers to the teachers' feelings of competence, credibility, safety and security within the school environment. This dimension of the quality in the school also refers to the knowledge and courtesy of the staff and their ability, especially at senior level to inspire confidence and trust in the teachers.

5. Convenience (factor 5) relates to the teachers perceptions of the ease of use of equipment, levels of support by administration staff and the general satisfaction of teachers with the school in general.

Factor analysis (Table 11) was used to confirm the five constructs measured by the standard measuring instrument. The five factors are labelled as follows: Tangibles (Factor 1), Adequacy (Factor 2), Understanding (Factor 3), Assurance (Factor 4) and Convenience (Factor 5).

3.1.11 Table (11): Factor analysis

(E = Expectations / P = Perceptions)

Factor label	Factor 1: Tangibles		Factor 2: Adequacy		Factor 3: Understanding		Factor 4: Assurance		Factor 5: Convenience	
	E	P	E	P	E	P	E	P	E	P
1. The school has visually appealing buildings and facilities	.957	.889								
2. The classrooms have adequate capacity	.928	.878								
3. The school has modern-looking equipment	.907	.926								
4. The atmosphere and equipment are comfortable and appropriate for purpose of learning and teaching	.944	.876								
5. The equipment of the school works properly without causing breakdowns	.906	.911								
6. Materials associated with the services are adequate and	.944	.906								

sufficient *(e.g. toilet rolls for students.)*										
7. Tuck shop food and beverages served are hygienic, adequate, and sufficient	.927	.906								
8. Teachers of the school appear neat and tidy	.913	.864								
9. The school provides top quality education as promised			.856	.914						
10. Teachers carry out their duties right the first time			.925	.900						
11. Teachers get to class on time		.	.961	.929						
12. The school provides all that it promises to			.903	.823						
13. Teachers are dedicated			.943	.863						
14. Learners are able to access teachers when needed			.924	.920						
15. The administrative staff keeps accurate records of learners on file			.888	.766						
16. The teachers believe they teach consistently			.952	.865						
17. The teachers are flexible in teaching style					.934	.929				
18. Teachers have all the skills they require to teach effectively					.925	.937				
19. Teachers treat learners fairly all the time					.933	.755				
20. Teachers understand the specific needs of learners					.947	.928				
21. The school is suitably geared for learners from diverse cultural backgrounds					.849	.856				
22. Teachers give learners individualised attention that makes them feel special					.897	.922				
23. The school and its facilities are convenient to all the learners							.923	.890		
24. The school provides its learners a safe and secure environment							.924	.882		
25. Teachers instil confidence in learners							.962	.923		
26. Teachers have in-depth occupational knowledge *(professional skills, communication skills, etc.)*							.879	.867		
27. The senior staff resolve learners and teacher complaints									.667	.898
28. It is easy to access the school *(transportation, car parking area, etc.)*									.913	.943
29. Getting information about the facilities and services of the school is easy *(via phone, internet, etc.)*									.928	.839
Cronbach Alpha's	**.986**	**.982**	**.985**	**.976**	**.980**	**.973**	**.967**	**.952**	**.901**	**.934**

Table (12) indicates the reliability coefficient to test the internal consistency of the items. The closer the Cronbach's is to 1, the higher the internal consistency reliability. The reliability coefficients are higher than 0.9 and range from 0.901 to 0.986.

3.1.12 Table (12): Factor analysis (*n* = 27)

			Expectations		Perception		Difference	
	Cronbach	Loading range	Mean	SD	Mean	SD	Mean	SD
Tangibles	0.986 (E) 0.982 (P)	0.864 - 0.957	4.0055	1.0024	2.9538	0.9345	-0.6256	0.9173
Adequacy	0.985 (E) 0.976 (P)	0.823 - 0.961	4.3276	0.8978	3.0714	0.9278	-0.7451	1.1437
Understanding	0.980 (E) 0.973 (P)	0.755 - 0.947	4.1880	0.9262	2.6133	1.0932	-0.8259	1.4691
Assurance	0.967 (E) 0.952 (P)	0.867 - 0.962	4.3448	0.8745	2.9507	1.0843	-0.6379	1.2745
Convenience	0.901 (E) 0.934 (P)	0.667 - 0.943	4.1330	0.8274	2.7783	0.9576	-0.6716	1.2465

Note: SD represents standard deviation; diff. scores represent difference scores and computed as perception mean–expectation mean.

3.1.13 Table (13): Results of the regression analysis, overall school quality against the five factors

Independent variables	Standardized Coefficients	t-values	Significance
	Beta		
(Constant)		7.185743	1.35E-11
Factor 1: Tangible	0.605312507	3.509818	0.000556
Factor 2: Adequacy	0.360094892	1.738637	0.083661
Factor 3: Understanding	-0.727812765	-4.0889	6.31E-05
Factor 4: Assurance	0.765437465	3.368898	0.000908
Factor 5: Convenience	-0.092401053	-0.83615	0.404083

R^2 = 0.854073898
F= 230.5997
Significant F = 0.000
Dependent variable = Overall school quality
Independent variable = School quality factors.

A regression analysis was used to further explore the relative importance of the five factors in predicting the likelihood of school health (the healthier the school the less likely bullying is to occur). In Table (13) the five school quality factors were used as independent variables and overall school quality measure as dependent variable. The total variance explained in the evaluation of overall school quality was significant as indicated by the F-value. The significance values of the five factors were less than the significant level of 0.05. Therefore the regression model is statistically significant and the factors positively affected the teachers' overall evaluation of school quality. An examination of the t-values for the five factors indicated that the most important factor in predicting teachers' overall school quality evaluation was Tangibles, followed by Assurance. The school should therefore make more efforts to improve its quality on these two critical factors.

Conclusion of teachers' statistically analysed findings relating to bullying

The aim of the empirical research was to determine the expectations of teachers as regards the quality or type of environment in relation to bullying at the selected school. The questionnaire aided in obtaining the necessary information to reach the aim although most respondents replied orally during informal interviews.

From the results, respondents regarded only a few attributes as absolutely essential in promoting a healthy school environment in which no bullying is likely to occur. On the other hand only one expectation was absolutely met by the school, namely that it was a safe and secure environment. Expectations that were almost met included aspects such as accurate records and resolving complaints of learners. It is clear that the expectations of teachers on what the school could do to minimise bullying were higher than the perceived level of action taken to prevent or minimise bullying. This can have a direct influence on the rate of bullying that is likely to occur in a school. Also the items identified by respondents as being perceived as very important in promoting a healthy school environment differ from what the respondents actually experienced in the school.

It can however be concluded that most respondents were highly satisfied with the overall school approach to bullying, although there is room for improvement. The biggest differences in expectations and perceptions (where the expectations were higher than the perceptions) were found in the following attributes: the school has modern-looking equipment, the teachers deal adequately with bullying when it first occurs, the school provides flexibility in conduct according to the learner and teacher demands and obtaining information about the school and its policy or lack thereof on bullying is relatively easy.

The confirmatory factor analysis verified the five factors as tangibles, adequacy, understanding, assurance and convenience. The regression analysis indicated that the most important factors in predicting teachers overall school quality evaluation were tangibles and assurance. It is advised that the school should therefore focus on these two factors in order to improve the overall health of the school so that bullying is less likely to occur.

3.1.14 Findings of factor analysis related to the original eight factors described in the literature review

The following findings of teachers' expectations and perceptions are related to the eight original factors described in the literature review. Most of the teachers' expectations and perceptions relate to more than one of the original eight factors and overlap.

Factor 1: School culture (norms and values)

The following items from teachers' expectations and perceptions seem to relate to factor (1), which is the school's culture.

- The school has visually appealing buildings and facilities (43.3%) said yes.
- The atmosphere and equipment are comfortable and appropriate for purpose of learning and teaching (51.2%) said yes.
- Teachers of the school appear neat and tidy (51.2%) said yes.
- The school provides top quality education as promised (47.8%) said yes.
- Teachers get to class on time (40.4%) said yes.
- Teachers are dedicated (41.9%) said yes.
- Learners are able to access teachers when needed (28.6%) said yes.
- Teachers treat learners fairly all the time (43.3%) said yes.
- Teachers understand the specific needs of learners (35%) said yes.
- The school provides its learners a safe and secure environment (34%) said yes.
- Teachers instil confidence in learners (40.4%) said yes.
- The senior staff resolve learners and teacher complaints (53.2%) said yes.

Factor 2: Identity (organization, character and direction, curriculum, vision)

The following items from teachers' expectations and perceptions seem to relate to factor (2), which is the school's identity.

- Tuck shop food and beverages served are hygienic, adequate, and sufficient (49.8%) said yes.
- The school provides all that it promises to (63.5%) said yes.
- Teachers have all the skills they require to teach effectively (32.5%) said yes.

- The school is suitably geared for learners from diverse cultural backgrounds (39.9%) said yes.

Factor 3: Strategy (goal setting, planning, evaluation)

The following items from teachers' expectations and perceptions seem to relate to factor (3), which is strategy.

- The atmosphere and equipment are comfortable and appropriate for purpose of learning and teaching (51.2%) said yes.
- The equipment of the school works properly without causing breakdowns (36.5%) said yes.
- Materials associated with the services are adequate and sufficient *(e.g. toilet rolls for students.)* (38.9%) said yes.
- Teachers carry out their duties right the first time (48.8%) said yes.
- The administrative staff keeps accurate records of learners on file (65%) said yes.
- The teachers believe they teach consistently (40.4%) said yes.
- The teachers are flexible in teaching style (41.9%) said yes.
- Teachers understand the specific needs of learners (35%) said yes.
- Teachers give learners individualised attention that makes them feel special (45%) said yes.
- Teachers instil confidence in learners (40.4%) said yes.
- Teachers have in-depth occupational knowledge *(professional skills, communication skills, etc.)* (43.8%) said yes.
- It is easy to access the school *(transportation, car parking area, etc.)* (27.6%) said yes.

Factor 4: Structures and procedures (information flow, structural arrangement)

The following items from teachers' expectations and perceptions seem to relate to factor (4), which are structures and procedures.

- Teachers get to class on time (40.4%) said yes.
- Learners are able to access teachers when needed (28.6%) said yes.

- The administrative staff keeps accurate records of learners on file (65%) said yes.
- Teachers treat learners fairly all the time (43.3%) said yes.
- The school provides its learners a safe and secure environment (34%) said yes.
- Getting information about the facilities and services of the school is easy *(via phone, internet, etc.)* (41.4%) said yes

Factor 5: Technical support (administration, teaching and learning support, resources, finances)

The following items from teachers' expectations and perceptions seem to relate to factor (5), which is technical support.

- The classrooms have adequate capacity (41.9%) said yes.
- The school has modern-looking equipment (40.9%) said yes.
- The equipment of the school works properly without causing breakdowns (36.5%) said yes.
- Materials associated with the services are adequate and sufficient *(e.g. toilet rolls for students.)* (38.9%) said yes.

Factor 6: Human resources (human resource utilization, human resource development and training, service conditions, psychosocial and learning support)

The following items from teachers' expectations and perceptions seem to relate to factor (6), which is human resources.

- Teachers of the school appear neat and tidy (51.2%) said yes.
- Teachers are dedicated (41.9%) said yes.
- Teachers have all the skills they require to teach effectively (32.5%) said yes.
- Teachers have in-depth occupational knowledge *(professional skills, communication skills, etc.)* (43.8%) said yes.

Factor 7: Leadership, management and governance (direction, school policy, organizational management, curriculum management)

The following items from teachers' expectations and perceptions seem to relate to factor (7), which is leadership, management and governance.

- The school has visually appealing buildings and facilities (43.3%) said yes.
- The classrooms have adequate capacity (41.9%) said yes.
- Teachers carry out their duties right the first time (48.8%) said yes.
- The senior staff resolve learners and teacher complaints (53.2%) said yes.

Factor 8: Social context

The following items from teachers' expectations and perceptions seem to relate to factor (8), which is the social context.

- Tuck shop food and beverages served are hygienic, adequate, and sufficient (49.8%) said yes.
- The school provides top quality education as promised (47.8%) said yes.
- The school provides all that it promises to (63.5%) said yes.
- The school is suitably geared for learners from diverse cultural backgrounds (39.9%) said yes.
- Teachers give learners individualised attention that makes them feel special (45%) said yes.
- The school and its facilities are convenient to all the learners (48.3%) said yes.
- It is easy to access the school *(transportation, car parking area, etc.)* (27.6%) said yes.
- Getting information about the facilities and services of the school is easy *(via phone, internet, etc.)* (41.4%) said yes.

3.1. 15 Descriptive results for teachers relating to bullying under the eight original factors described in the literature review

The main descriptive findings from the teachers' questionnaires and interviews revealed that there are certain factors in the school that do contribute towards the failure of a policy to manage bullying amongst learners. Findings have been arranged according to the various factors described in the literature review. These findings under each factor will now be discussed.

Factor 1-School culture

According to Sparkes, 1991 in Donald, Lazarus and Lolwana, 2002, pg.145, school culture refers to the atmosphere or ethos, including the values and norms that are reflected in patterns of interaction in a school. When the teachers were asked in interviews (30 October, 2008) how they would describe the culture of their school, they indicated the following:

Table (15): Description of the schools culture according to teachers' responses

School environment:

- Unsafe
- Insecure
- Lack of caring
- Authoritarian

Cultural groups:

- Diverse cultural groups
- Diverse socio-economic backgrounds
- Combination of cultural groups led to an increase in misunderstandings
- Teachers cultural groups differ from learners cultural groups e.g. different ethnic backgrounds
- Restricted sense of culture e.g. learners forced to sing Christian Hymns

School norms and values:

- Norms and values are not taught at home
- Mutual respect, tolerance and acceptance in junior grades but differs in senior grades/phase which are characterised by rivalry and jealousy

School ethos:

- Fosters respect however, failure to implement successfully

- Lack of instilling good manners and demeanours

The findings from above indicate that, despite the fact that norms and values are in place within the school, the culture of the school fails to create a positive, non-discriminatory atmosphere. This could contribute to bullying behavioural patterns.

The values and norms of a school refer to specific standards and principles incorporated within the structure of the school in order to create a sense of stability, consistency and security as well as a non-discriminative, supportive environment for both teachers and learners alike. Thus one may assume that it is the school's inability to project its values and norms in a comprehensive manner that results in a failure to lead a fully democratic organisation, whereby little effort is made to understand, respect and tolerate all cultures and include everybody's individual needs, beliefs and ideologies as far as possible within school policies and development procedures.

Factor 2 - Identity

The identity of a school is formed from the ways in which teachers and learners currently understand and think about the school (Donald, Lazarus and Lolwana, 2002, pg. 147). Interviews with teachers (30 October, 2008) and responses from questionnaires revealed the following:

Table (16): Description of the schools identity according to teachers' responses

Relationships in the school:

- Lack of sense of belonging due to multiracial factor
- Not always tolerant of each other
- Junior learners are well mannered and disciplined however the senior phases are somewhat lacking of these elements
- Family orientated

Quality and standard of education in the school:

- Standard of education is high

- Holistic education provided

Vision and purpose of the school:

- Motto is followed through in the junior phases but rarely in senior phases
- No flow of continuity and consistency in terms of achieving the vision and purpose of the school
- Motto is not implemented efficiently
- Euro-centric approach

Findings from above indicate a contradictory attitude towards the school's identity. On the one hand it is confirmed by several teachers that the standard of education is relatively high and a holistic approach is implemented. The findings also revealed that several teachers perceived the school to be family orientated, concentrating on commitment and dedication towards the holistic development of learners. However, others revealed that the identity of the school lacked consistency, discipline and a sense of belonging and acceptance. Due to the multicultural nature of the school and a predominately euro-centric style, teachers and learners alike are often misunderstood. Such deficiencies within the school system could contribute to the occurrence of bullying within this school.

Factor 4 - Structures and procedures and Factor 7 - Leadership, management and governance

The following findings could be grouped under the above factors. At the end of this section the researcher will show how these findings relate to the above factors.

Responses to questionnaires revealed that the majority of teachers at the school have been teaching for over 8 years. In the time that they have been at the school 55.5% of the teachers have stated that bullying has stayed the same and 44.4% have stated that bullying has increased (Interviews, 30 October 2008). This is further evident in the table below.

Table (17): In the years that you have worked at the school, has bullying increased or decreased?

Teachers responses							
Gender	Increased	Decreased	Stayed the same	Total number of teachers	Percentage of answers showing an increase of bullying in the school	Percentage of answers showing a decrease of bullying in the school	Percentage of answers that stayed the same
Male	2	0	2	4	50%	0	50%
Female	10	0	13	23	43.4%	0	56.5%
Total	12	0	15	27	44.4%	0	55.5%

The above table clearly shows that there are different views and opinions regarding the increase or decrease of bullying, which occurs in the school. This is further illustrated in the table below.

Table (18): Do you think bullying takes place in this school?

Teachers responses					
Gender	Yes	No	Total numbers of teachers	Percentage of positive answers	Percentage of negative answers
Male	3	1	4	75%	25%
Female	20	3	23	86.9%	13.0%
Total	23	4	27	85.1%	14.8%

In relation to the above table (9) as well as responses from interviews (30 October, 2008) with teachers, results from table (10) show that bullying in the school has increased to a large extent as 85.1% of teachers agree that bullying takes place in the school. Interviews with teachers (30 October, 2008) further revealed that a large percentage of teachers have been confronted by many learners and parents in the past two years who have continuously complained about bullying incidences that occur in

the school. Furthermore, although findings revealed that most of the teachers in the school understand the definition of bullying they lack the proper training and procedures in dealing with the effective management of bullying which ultimately results in ineffective traditional punishments such as detentions or ten breaks outside the principal's office (Interviews with teachers, 30 October, 2008).

When responding to the question "What methods do you believe could be used in all school situations to help reduce and prevent bullying?" 80% of the teachers suggested that if a school's aim is to reduce and prevent bullying amongst learners then all schools would need to develop and implement an anti-bullying policy which is understood and agreed by all (Teachers Questionnaires, Appendix 8, question 14).

The above findings indicate that the factors known as structures and procedures as well as leadership, management and governance have not been sufficiently implemented within this school's system. Thus one may assume from information acquired through teachers interviews (30 October, 2008) a lack of authority in instilling necessary rules and regulations concerning bullying and various elements pertaining to bullying inevitably results in the ever-increasing bullying pattern, which is evident within this school. Inconsistent methods of communication, inappropriate decision making, insufficient enforcement of support structures as well as the inability to provide efficient leadership all may contribute to the increase of bullying in this school.

Factor 3 - Strategy and Factor 7 - Leadership, management and governance

The findings portrayed below all depict the inefficiency of the school's strategy as well as a lack of leadership, governance and management in terms of administering a strategy for the effective management of bullying.

Table (19): Does your school have an anti-bullying policy? If yes, could you describe it?

Teachers responses					
Gender	Yes	No	Total number of teachers	Percentage of positive answers	Percentage of negative answers
Male	1	3	4	25%	75%
Female	2	21	23	8.6%	91.3%
Total	3	24	27	11.1%	88.8%

Results from the above table show the majority of teachers and staff were unacquainted with the notion of an anti-bullying policy and were unable to answer whether the school did indeed utilize an anti-bullying policy or whether one even existed. Misinformation as well as poor management skills can be held accountable for such misconceptions. Therefore, one may assume that it is such misconceptions that can have an effect on the effective management of bullying amongst learners within the school.

Furthermore, findings from interviews (30 October, 2008) revealed that when teachers were asked whether they knew who had developed the policy they were once again unable to answer accurately due to their lack of knowledge about it.

Table (20): Was this policy devised before or after the introduction of the new curriculum?

Teachers responses							
Gender	Before	After	Unsure	Total number of teachers	Percentage of answers before	Percentage of answers after	Percentage of unsure answers
Male	0	1	3	4	0	25%	75%
Female	0	2	21	23	0	8.6%	91.3%
Total	0	3	24	27	0	11.1%	88.8%

It is evident from the above table that once again this finding illustrates the teachers' complete lack of awareness concerning their school's anti-bullying policy.

Furthermore, when teachers were asked in interviews (30 October, 2008) how the anti-bullying policy is implemented they struggled to respond.

Table (21): Would you say that this anti-bullying policy is effective?

Teachers responses					
Gender	Yes	No	Total number of teachers	Percentage of positive answers	Percentage of negative answers
Male	1	3	4	25%	75%
Female	2	21	23	8.6%	91.3%
Total	3	24	27	11.1%	88.8%

From previous findings one may observe that an anti-bullying policy is not sufficiently (if not at all) implemented within this school's system. Neither teachers nor learners were aware of such a policy therefore indicating a lack of implementation. Both teachers and learners revealed that traditional forms of punishments such as detentions were administered which often proved to be ineffective and failed to decrease bullying behaviour. Thus one may conclude that the anti-bullying policy is ineffective due to the lack of evidence of its implementation within the school system.

In the questionnaire teachers were further asked to respond to the following questions:

1. Do members of the school board know that there is an anti-bullying policy in place?
2. To what extent did the members of the school board take part in formulating the anti-bullying policy?
3. When did the teachers or the school management team last look at the anti-bullying policy?
4. Has the anti-bullying policy ever been changed? If yes, could you explain what was changed and why?

The findings from all four of these questions once again revealed the lack of awareness of an anti-bullying policy as well as the inefficient administration of such a policy (Teachers Questionnaires, Appendix 9, questions 20, 21, 22, 23). All of the teachers confirmed that they were unsure if the school board was familiar with such a policy, or if they took part in the establishment and formulation of such a policy. The findings revealed that the anti-bullying policy, whether fully functional or not was still in its original, existing format. It has never been altered or modified to suit the ever-changing dynamics of the school and the context in which it exist.

Thus one may observe the following, from the above findings. The notion of the teachers' complete unawareness of the existence of an anti-bullying policy indicates the school's strategy is ineffective, failing to accomplish and fulfil goals and methods existing within the school system to assist in the school's strategic development against bullying.

The findings also revealed that the teachers were unable to answer any questions pertaining to the anti-bullying policy due to their lack of knowledge concerning this aspect of their school's strategy. They were unable to provide an accurate account of the development, implementation and management and therefore effectiveness of the anti-bullying policy within their school. This illustrates that even though an anti-bullying policy has been established, senior management figures within the school appear to have failed to successfully and sufficiently manage a strategy to decrease and ultimately eradicate bullying and the consequences thereof.

These findings reveal an inappropriate style of governing, as a result of which necessary personal, interpersonal and management skills seem to be lacking and appear to have resulted in the inability to successfully apply an anti-bullying policy, ultimately culminating in the increase of bullying and bullying related tendencies within this school.

Factor 8 - Social context

All of the findings above are directly influenced by the social context in which the school exists as well as the context in which both teachers and learners co-exist.

The binding forces that embrace the very existence of a social system or context originate from the communicational links that enable the sharing of values and meaningful references between individuals, families and organizations. These links aid in the sharing of social norms, values and principles that mould aspirations and expectations held within a specific context which in turn sets or creates boundaries and a sense of a united entity.

Relationships between different units provide a social context with structure whether formal, informal or hierarchical and it is this structure that directly affects a school and in so doing all the factors relating to the school such as culture, identity, strategy, structures and procedures, technical support, human resources and leadership, management and governance. Thus one may assume that the social context in which the school exists determines the success of the school's seven other factors necessary for the development of a healthy bullying-free school environment (Davidoff & Lazarus, 2002, pg.39-40).

A healthy school environment definitely serves to promote the elimination of bullying. However from the findings above it is evident that this specific school's failure to meet and fulfil certain criteria essential for a healthy environment ultimately led to the increase of bullying, the ineffective management of bullying amongst learners and aggressive behaviour within the school's system.

Chapter Four: Discussion of Findings

1. Introduction

This chapter discusses the findings as recorded in chapter 3 of the report. The findings will be discussed in relation to the case study described in chapter 1 section 13.1 as well as the literature review discussed in chapter 2.

To answer the research question, "What factors in a school appear to contribute towards the success or failure of a policy to manage bullying amongst learners?" viewpoints form different groups within the school organization were analyzed. It can be argued from this analysis that in this particular study responses from teachers revealed that there are certain factors described by Donald, Lazarus and Lolwana, 2002, pg. 144-153 that do in fact contribute towards the failure of a policy to manage bullying amongst learners in a school environment. Each of these factors will be discussed separately emphasizing which factors in this particular school need attention. Statistical analysis of teachers' responses further revealed that the teachers expected more from the school in terms of promoting a healthy environment in which bullying could be minimised than was experienced.

Furthermore, learners' responses to the questionnaires and interviews will be discussed as these findings also revealed some of the reasons as to why bullying continues in the school and indicate to some extent why the school faces problems on how to effectively manage bullying amongst learners. Learners' responses will first be discussed followed by the teachers' responses.

Findings from learners' responses to questionnaires and interviews revealed that the school studied continues to face problems on how to effectively manage bullying amongst learners for several reasons indicated in the findings. These reasons will now be discussed.

Krige, Pettipher, Squelch & Swart (2000, pg. 1) state that in order to confront bullying, one needs to know what bullying is and what kinds of behaviour constitute bullying. The learners understanding of bullying differed from those found in the literature.

It would therefore appear that not only does the school need to address bullying as seen by the learners, there should also be concerted effort in creating awareness of other forms of bullying so that these can be prevented.

Learners' findings and perceptions further revealed that bullying is evident and occurs within the school environment to a large extent. Potterton (2004, pg. 8) states that the first process in dealing with bullying is to recognize the extent of the problem and to acknowledge that bullying is a problem at the school. It can be assumed that one of the reasons as to why the school continues to face problems of how to effectively manage bullying amongst learners possibly lies in the lack of recognizing the extent of the problem that exists within the schools environment and acknowledging that the school faces a problem of bullying.

Tattum (1993, pg 6) states that bullying is largely carried out in secret, in hidden places and away from the eyes of teachers and other adults in the school. During the study learners were asked through interviews to describe where the bullying takes place and how many people bully them. It was found that learners are bullied in places far away from the teachers and are bullied in groups of people at a time. In this school learners were bullied in places unsupervised by teachers for example, on the bottom field behind the after-care centre, in the morning before school starts and in the afternoons once school has ended. This could possibly be another reason as to why the school faces problems of how to effectively manage bullying amongst learners as bullying occurs in places that are not highly visible to the teachers and ground staff in this school. It can therefore be assumed that bullying goes unnoticed and may explain why some staff members deny its existence.

The Global Campaign to end Violence in Schools entitled Learn without Fear (Newell & Owen, 2008, pg. 41) explains that most victims do not report bullying incidences as they feel ashamed, fear derision, fear for their lives and blame themselves. Beane (1999, pg. 83) confirms that research has shown that students are reluctant to tell adults about bullying…they don't believe it will help, they fear it will make things worse and nothing gets done. Banks (1997, pg. 4) adds that …students feel that adult intervention is infrequent and ineffective…telling will only bring more harassment from bullies. Moreover, few victims believe their schools will take real action to improve the situation.

Findings of learners through questionnaires revealed that one of the motives for not reporting bullying incidences in this school related to a fear of safety. Another finding revealed that learners do not report incidences for fear of "nothing being done". Furthermore, findings revealed that bullying incidences at this school are dealt with in traditional punishments such as detentions, which seem to be ineffective and do not alleviate bullying. These traditional punishments given by teachers could possibly stem from a lack of professional training offered to teachers on how to effectively manage bullying incidences amongst learners.

Extensive literature reveals that bullying is best dealt with by means of a whole-school approach. A whole-school approach according to Krige, Pettipher, Squelch & Swart (2000, pg. 18) implies an integrated, systemic, proactive and preventative approach confronting bullying on an ongoing basis. Literature suggests that the most effective way of dealing with the problem of bullying is to develop and implement an anti-bullying policy, which needs to be jointly developed by all stakeholders involved in a schools environment. Findings revealed that a large percentage of learners lacked the knowledge that the school had an anti-bullying policy in place (as was the case with 88.8% of staff members). From this particular finding one questions the extent to which learners are informed about school policy. This poses a problem, as learners are the ones mostly affected by bullying and should ultimately be the ones to decide how the school should best deal with the problem of bullying and bullying incidences.

Teachers' responses to questionnaires and interviews will be discussed according to the factors described in the literature review. Note that the teachers' findings only related to the factors listed below:

- School culture
- Identity
- Strategy
- Structures and Procedures
- Leadership, Management and Governance

School culture

According to Sparkes, 1991 in Donald, Lazarus and Lolwana (2002, pg.145) the

culture of a school refers to the atmosphere or ethos, including the values and norms that are reflected in patterns of interaction in the school. Findings from teachers' responses revealed that the school's culture fails to create a positive, non-discriminatory atmosphere (see pg. 72 in chapter 3). According to the teachers' responses the school further promotes a culture, which is authoritarian, insensitive, unsafe and insecure (see pg. 71 in chapter 3). If a school consists of all these aspects especially the aspect of authoritarianism then bullying is likely to occur and increase as the school implies that it tolerates such behaviour and further implies an attitude of carelessness. The problem of bullying can only be effectively managed if the school creates an atmosphere that promotes a democratic ethos whereby an effort is made to include, understand, respect and tolerate all cultures including everybody's individual needs, beliefs and ideologies.

Davidoff & Lazarus (2002, pg. 22) further state that a way of describing the culture of school is to look at 'the way we do things around here'. This could include the following:

- The way in which learners are or are not involved in the life of the school (pg. 22)

Evidence from learners' responses revealed that learners are not as involved in the life of the school as they should and could be. This is evident as learners lacked the knowledge that the school had an anti-bullying policy in place, which suggests that learners were not involved in developing and implementing this anti-bullying policy. Due to this the school faced problems on how to effectively manage bullying amongst learners and implies that the school fails to lead as a fully democratic organization, which encourages open communication and shared decisions. This applies to the teachers as well as teachers' responses revealed that the majority of teachers at this school were unacquainted with the notion of an anti-bullying policy and were unable to answer whether the school did indeed utilize an anti-bullying policy or whether one even existed.

- Attitudes and patterns relating to parent participation in school life (pg. 22)

Bullying is problem that needs to be acknowledged and handled effectively by all stakeholders involved in the life of a school. From the descriptive data collected for the case study it is evident that parental involvement in this school is poor. Parents need to be encouraged to participate in their child's development as well as their child's life at school.

If parents are not involved in their child's life at school it is unlikely that they will know that bullying occurs in the school or that their child might be bullied or is a bully. The lack of parental involvement in the life of their child at school and the school as a whole adds to the continuation of bullying.

It is therefore imperative that the school finds ways of including all stakeholders in the life of the school to ensure that the schools culture is healthy and democratic, ensuring the effective management of bullying.

Identity

The identity of a school is formed from the ways in which teachers and learners currently understand and think about the school (Donald, Lazarus and Lolwana, 2002, pg. 147). Teachers' responses revealed two different perspectives with regards to the schools identity. Several teachers stated that the school lacks a sense of belongingness and acceptance. Others stated that the school is family orientated and provides a holistic education to learners. From these perspectives one may assume that the teachers at this school do not fully understand the meaning of a school's identity, as there are contradictory attitudes in explaining it. Furthermore, bullying is evident in the school so how can the school provide all its learners with a holistic education? Bullying can prevent affected learners from reaching their full potential which ultimately affects their development and growth. Therefore it is unlikely that the school can provide a holistic education to all its learners. Only once the problem of bullying is effectively managed within the school environment will learners be able to truly benefit from the holistic education offered by the school.

Strategy

Donald, Lazarus and Lolwana (2002, pg. 147) state that strategy in a school is about

setting goals and developing plans to achieve these goals. The school under question attempted to manage the problem of bullying by developing and implementing an anti-bullying policy as part of the school's plan or strategy to effectively manage the problem of bullying amongst learners. This strategy proved to be ineffective as teachers' responses revealed that teachers along with learners lacked the knowledge that such a policy existed in the school.

It is therefore imperative that the school develops a joint strategy ensuring that the problem of bullying amongst learners is effectively managed.

Structures and procedures

Teachers' responses revealed that structures and procedures have not been sufficiently implemented in the school's system to effectively manage the problem of bullying amongst learners. This is evident in the increase of bullying incidences that occur in this particular school. It is therefore important that the school jointly sets firm rules and regulations concerning the effective management of bullying and ensures that these rules and regulations are successfully implemented within the school's system.

Leadership, management and governance

Donald, Lazarus and Lolwana (2002, pg. 151) state that leadership, management and governance are at the heart of a school as an organization. It is interesting therefore that while these characteristics appear within the added factors, (1) Tangibles, (2) Adequacy, (3) Understanding, (4) Assurance and (5) Convenience the regression analysis showed that factor (1) Tangibles and factor (4) Assurance were significant. Comments made during the collection of descriptive data for the case study indicated that more importance should have been afforded to this factor (7) leadership, management and governance.

Furthermore, teachers' responses reveal an inappropriate style of governing, as a result of which necessary personal, interpersonal and management skills seem to be lacking and appear to have resulted in the inability to successfully apply an anti-bullying policy, ultimately culminating in the increase of bullying and bullying related tendencies within this school.

Considering all of the above, it can be argued that the above factors (culture, identity, strategy, structures and procedures and leadership, management and governance) in this school do appear to contribute towards the failure of a policy to manage bullying amongst learners.

Chapter Five: Conclusion and Recommendations

"Our ultimate aim is to raise children who will neither be bullied-
nor accept being bullied (Berne, 1996) "

Donald, Lazarus and Lolwana (2006, pg. 120-121) acknowledge that schools are complex human organizations containing certain elements that must function well if the organization is to be effective in achieving its goals. Poorly functioning elements need to be addressed to prevent the malaise from spreading throughout the organization. It appears from this research that certainly environment-centred interventions will be required to develop appropriate governance and to make policies and regulations to ensure that certain practices are carried out (the management of bullying within the school). To some extent it may be necessary to carry out certain person-centred interventions i.e. staff development, management training and team building activities as learner support and development.

In the context of this study, the researcher would like to suggest that all teachers and senior management in a school as well as external stakeholders (parents) play an important role in limiting the amount of bullying in a school. This is important, as bullying is a major barrier for teaching and learning. The researcher analysed the respondents' perceptions concerning various aspects in the school relating to the control of learner behaviour. The perception of learners were also examined. The findings from this research should enable school managers of this school to gain a better understanding of how they are perceived and how teachers and learners view the school in general. This study shows that managers are not perceived to be effective and that the school is not managing bullying effectively amongst learners. Therefore one of the objectives for intervention could be to consolidate the identity of the school and strengthen strategies to achieve such goals between teachers.

In terms of organizational policy, the main issue is what can the school do to improve the atmosphere so that a healthy school results in which little or no bullying occurs? The researcher would like to recommend a study of the relationship between both teachers' attitudes in the classroom and their behaviour in conjunction with the development of the school.

An important finding from this study is that it reveals a certain organizational lack of readiness on the part of the school to manage the problem of bullying that exists. Amongst the recommendations is the suggestion that strategies be developed to enhance a sense of culture within the school amongst all its stakeholders and within its social context. The needs of learners can be better met by addressing apparent gaps within the organizational structure of the school and thereby managing more effectively the problem of bullying. To this end, new approaches towards bullying must be explored.

The research revealed that some of the teachers were aware of the role the school was playing in promoting bullying in that it was not a very healthy environment. The research also revealed that learners have a concern about bullying and that there is no really effective anti-bullying policy being implemented. This situation needs to be revisited by the school governing body and the school management team.

Structures and procedures need to be actively discussed by all stakeholders and then firmly implemented. As stated above person-centred interventions such as staff development courses could keep teachers abreast of trends in primary education in the area of the management of bullying, and enhance teacher performance in such a way that improved organizational performance will result.

The only way schools will be able to reach their prime objective, which is teaching and learning and children will be able to enjoy their time at school free of fear, humiliation, violence, discrimination, hurt and most importantly bullying, is when schools implement and develop a whole-school anti-bullying policy. This needs to be developed and implemented effectively and collectively and should lead to the establishment of a safe environment conducive to teaching and learning.

To achieve the above the school must:

- Monitor changes within its environment
- Set appropriate goals
- Plan how to achieve these goals
- Implement action
- Evaluate the action

Recommendations

"The first duty to children is to make them happy.
If you have not made them so, you have wronged them.
No other good they may get makes up for that" (Buxton, 2001)

From the above quote it is not only the duty but also the responsibility of all teachers to ensure that children get the education they deserve learning happily in an environment that is free from bullying, fear and harm.

Based on the learner and teacher responses relating to the question of bullying in the school the following recommendations are suggested and put forward in an attempt to help the school investigated reach its goal of limiting and possibly eradicating the problem of bullying from the school environment.

1. In terms of solutions to bullying schools should develop ideas of forming diffusion teams to see the extent to which teachers (new teachers) can develop meaningful classroom practice. A diffusion team would be a team selected by senior management to thoroughly investigate bullying and its possible causes. One could also call this an anti-bullying task team. Within this team the individual teachers would provide meaningful inputs on how senior management could and should tackle the problem of bullying (Interview, 30 October 2008, Professor Nicolaides).

2. The psychosocial implications are that teachers who implement a methodology for preventing bullying based on individual self-instruction will be able to make important decisions concerning classroom control. The study seems to show that the perceptions of teachers relating to a healthy school environment varies considerably and that this may hamper the extent to which bullying is managed thus impeding effective teaching and learning, thus making the school environment even more unhealthy (Interview, 30 October 2008, Professor Nicolaides).

3. It is important to recognize individual differences of temperament and perception in both teachers and learners and both parties need to actively participate to eliminate bullying. Teachers need to be able to build warm, welcoming classrooms in which they can identify, interpret and evaluate the academic, social, mental and emotional holistic development of each learner in order to create and manage an effective and efficient anti-bullying policy which promotes teaching and learning in a healthy school environment.

4. All teachers should include a component about bullying in their syllabus in order to bring about awareness amongst learners. Teachers should constantly teach learners about the harmful effects that bullying has on their fellow learners.

5. The school should have workshops and presentations for teachers, learners and parents on the topic of bullying. These workshops and presentations should deal with how to handle bullying incidences and what to do if these incidences occur.

6. If possible all schools should have access to a school psychologist. This would benefit the learners, as they can be certain that they are getting professional help from someone who is qualified to deal with the negative implications of bullying.

7. Schools should have some form of a letterbox where learners can identify bullies and victims of bullying. This letterbox will allow learners to write about what is actually going on in the school. In this way the school will be able to identify the bullies and the victims of bullying and will be able to deal with the incidences in an effective manner.

8. In order to lessen and hopefully eradicate the problem of bullying in schools, it is imperative that schools develop and implement effective policies and support programmes that require the joint collaboration of all stakeholders. Teamwork is the name of the game!

9. The following additional research questions have been developed as a result of this study. These warrant further investigation:

    - What is the influence of cultural variables on teacher attitudes to bullying at school?

    - What is bullying like at other private and state schools?

    - To what extent does the lack of understanding regarding cultural diversity lead to bullying?

    - To what extent are senior teachers aware of to the problems faced by younger and less experienced teachers?

    - How are healthy schools created in changing societies such as South Africa?

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Appendix 1

215 Bell Drive
Noordheuwel
Extension 3
Krugersdorp
1740

13 Jellicoe Avenue
Rosebank
Johannesburg
2196

Mr. L Lambert

I am currently completing my research report for the Masters Degree in education at the University of the Witwatersrand. My research report on the management of bullying amongst learners requires an investigation in a specific school. Initial enquiries indicate that I will be permitted to conduct my research at your school. I am very grateful for this opportunity.

The research question for my report is "What factors in a school appear to contribute towards the success/failure of a policy to manage bullying amongst learners?" In order to investigate this, the following research techniques will be required:

1. Interviews with teachers who have contributed towards the development and implementation of an anti-bullying policy.
2. Interviews with teachers who have dealt with bullying and have handled situations concerning bullying.
3. Teachers will be required to complete questionnaires relating to bullying.
4. Some learners will be required to complete questionnaires relating to bullying and if needed some learners will be interviewed.
5. Should the need arise, interviews with parents of learners will be conducted.

All responses will be anonymous and the results of the research will be made available to you should you wish to make use of it.

I am looking forward to working closely with the staff and learners of your school.

Yours sincerely,

Efthimia Flourentzou
(Student number 0115371 E)
(082-560-1680)
(011 788-1120)

Appendix 2

Mia Flourentzou

0115371 E

082-560-1680

Teacher's Letter of Consent

To whom it may concern:

This is a letter of consent confirming that I (Mia Flourentzou) am a Masters student at the school of education at Wits University (Student no – 0115371 E) and, that I am currently in the process of undergoing research for my project in education.

The research is based on **the management of bullying amongst learners**. The research title is: **The management of bullying amongst learners in an ex-model C school in Gauteng.**

I will be taking a deeper look at: **what factors in a school appear to contribute towards the success or failure of a policy to manage bullying amongst learners?**

As a teacher you are invited to participate in this research report. Are you willing to answer some questions on a questionnaire?
Please circle your answer. Yes / No

If the need arises will you allow me to conduct an interview?
Please circle your answer. Yes / No

Should you wish to withdraw from this research process at any stage, you are free to do so. You do not have to answer any questions that you do not want to answer.

Therefore, this letter serves as confirmation that any information submitted by yourself will, remain private and confidential and under no circumstances will this information be handed over to any external parties at any time in the future without prior consent provided by you. All information used based on your responses will remain anonymous and no reference will be made to any individual participants and their school. In all cases, participants referenced will be provided with pseudonyms.

Once the research is completed all information provided by participants will be destroyed. If you wish to see the report it will be made available to you.

Should you have any concerns or queries regarding any of the information supplied, please do not hesitate to contact me on the above number. Alternatively, you may contact my project supervisor Dr. Gill Lloyd on (011) 717-3095.

Thanking you for your assistance and support in this regard.

_____	_____
Mia Flourentzou	Signature of participant
Date:	Date:
_____	_____

Appendix 3

Mia Flourentzou

0115371 E

082-560-1680

Parent/Guardians Letter of Consent

To whom it may concern:

This is a letter of consent confirming that I (Mia Flourentzou) am a Masters student at the school of education at Wits University (Student no – 0115371 E) and, that I am currently in the process of undergoing research for my project in education.

The research is based on **the management of bullying amongst learners**. The research title is: **The management of bullying amongst learners in an ex-model C school in Gauteng.**

I will be taking a deeper look at: **what factors in a school appear to contribute towards the success or failure of a policy to manage bullying amongst learners?**

As a parent/guardian you are invited to participate in this research report. Should the need arise will you answer some simple questions on a questionnaire?
Please circle your answer. Yes / No

Should you wish to withdraw from this research process at any stage, you are free to do so. You do not have to answer any questions that you do not want to answer.

Furthermore, as a parent/guardian will you give permission for your child to contribute to my research by answering some simple questions on a questionnaire? Should the need arise would you allow your child to be interviewed?

Please circle your answer. Yes / No

Should your child feel that he/she does not want to participate they will not be forced to. Your child may at any stage withdraw from this research process.

Therefore, this letter serves as confirmation that any information submitted by yourself or your child will, remain private and confidential and under no circumstances will this information be handed over to any external parties at any time in the future without prior consent provided by you. All information used based on your responses and your child's responses will remain anonymous and no reference will be made to any individual participants and their school. In all cases, participants referenced will be provided with pseudonyms. Once the research is completed all information provided by participants will be destroyed. If you wish to see the report it will be made available to you.

Should you have any concerns or queries regarding any of the information supplied, please do not hesitate to contact me on the above number. Alternatively, you may contact my project supervisor Dr. Gill Lloyd on (011) 717-3095.

Thanking you for your assistance and support in this regard.

_____ _____

Mia Flourentzou Signature of parent/guardian

Date: Date:

_____ _____

Appendix 4

Please answer the following questionnaire as honestly as possible

Questionnaire for Learners

1. Explain what you understand the term bullying to mean?

_____
_____
_____
_____
_____

2. Does bullying occur in your school? Yes or No

_____

3. Have you ever been bullied? Yes or No

_____

4. If yes, how many people bullied you?

_____
_____
_____

5. What did the bully/bullies do to you?

_____
_____
_____
_____
_____

6. Where did the bullying take place?

_____
_____
_____
_____
_____

7. How often did you get bullied?

_____
_____
_____

8. How did it make you feel?

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_____
_____
_____

9. Did you tell anyone about the bully/bullies? Yes or No

_____

10. If yes, who did you tell and what did they do about it?

11. If no, why did you not tell someone?

12. Has the bullying stopped and why?

13. Have you ever bullied anyone? Yes or No

14. If yes, why did you do it?

15. Does anyone know about your bullying? Yes or No

16. If yes, how did they handle the situation?

17. What values and beliefs are important to you?

18. How would you describe your school?

_____
_____

19. What important things about behaviour with other people has this school taught you?

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20. Is there an anti-bullying policy in your school? Yes or No

_____

21. If yes, could you describe it?

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_____
_____

22. Do you think the anti-bullying policy works? If yes, why does it work and if no, why does it not work?

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Thank you for your assistance and support