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An investigation of bullying between public and private schools: incidence, nature and interventions.

A research report submitted in partial fulfilment of the requirements for the degree of Masters of Education (Educational Psychology)

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DECLARATION

I, Shaakera Subjee, hereby declare that this dissertation is my own, unaided work. It is being submitted in partial requirements for the degree of Masters of Education (Educational Psychology) at the University of the Witwatersrand, Johannesburg. It has not been submitted before any degree or examination at any other university.

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Shaakera Subjee (Ms.)

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ABSTRACT

The growing epidemic of bullying is one that warrants urgent deference. When considering the repercussions of this issue in the South African context specifically, it is essential that a high level of criticality is taken into account. This is mainly due to South Africa's rich historical background and the country's urgency to protect and respect the basic human rights of all individuals in the country (Centre for Justice and Crime Prevention; and the Department of Basic Education, 2012). According to our Bill of Rights, "everyone has the right to be free from all forms of violence, on the part of either the government or other sources; not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way" (CJCP & DBE, 2012). Any act or behaviour which goes against these essential human rights thus results in grave ramifications such as the infringement of human rights. The purpose of this study was thus to investigate the prevalence, nature, and intervention surrounding the issue of bullying in South African high schools. More specifically, this study aimed to explore the possible differences between the prevalence, nature, and intervention in government/public and private high schools. In addition, the possible differences between gender and the issue of bullying were further investigated. The study employed the Revised Olweus Bully/Victim Questionnaire in order to find possible associations between the two independent variables (type of school and gender); and the issue of bullying. The total sample comprised of 358 grade eight to eleven learners from one private school and one government school in Johannesburg. The statistical analyses were done by means of frequencies and cross-tabulations using the chi-square statistical test with school type and gender as independent variables. The overall results on the prevalence of bullying indicate that 27.7% of high school learners have experienced bullying in school. Neither the type of school nor the gender of the learner was found to have a significant impact on the prevalence of bullying. In addition, the current study found that verbal bullying is most commonly experienced by the learners, followed by social bullying. Common areas for bullying behaviour are the playground and the classroom (with and without the teacher present). Boys have been found to partake, as well, as experience bullying more than girls. Teacher and learner intervention are commonly reported, whereas adult intervention is not seen as a means of support for learners.

1. CHAPTER 1: INTRODUCTION

Bullying has long been a phenomenon that has affected children and adolescents in both public and private arenas. Contemporarily, it is an issue that is faced by children, adolescents, and adults on a global level and the height of the problem is the devastating consequences it has on individuals (De Wet, 2005; Rigby, 2001). When specifically considering adolescents (generally high school going individuals), these consequences range from issues related to the physical well-being of victims to psychological and other emotional issues (Bond, Carlin, Thomas, Rubin, & Patton, 2001; Townsend, Flisher, Chikobvu, Lombard, & Gary, 2008). This chapter serves as an introduction to the current study. This chapter contains the rationale for the current study. In addition, the research aims and research questions will be explored.

1.1. Rationale

In the school setting, bullying has been found to hinder scholastic performance. Townsend et al. (2008) purport that academic progress and school dropout rates are both issues associated with bullying. The consequences for/on individuals who partake in bullying behaviour are also cited in the literature. When looking at the impacts of bullying on adolescents, it is essential to bear in mind that both the victims and the individuals who carry out the act are affected. Furthermore, another category of individuals exist, i.e. individuals who are bullies and victims at the same time (Hymel, Rocke-Henderson, & Bonanno, 2005). Nansel, Overpeck, Pilla, Ruan, Simons-Morton, and Schiedt (2001, p.2095) purport that research has "consistently found that both bullies and those bullied demonstrate poorer psychological functioning than their non-involved peers".

De Wet (2005, p.82) provides a clear outline of the range in terms of the effects of bullying:

> "Physical consequences include: headaches, bed-wetting, loss of appetite, poor posture and stomach problems. Bullying can cause the following emotional problems in victims: depression, suicide tendencies and actual suicides, tension, fear, as well as feelings associated with posttraumatic stress — confusion, anxiety, anger and grief. Social consequences of bullying include amongst others isolation and loneliness, victims have problems in mixing with other children and adults, and are/become very shy".

Essentially, low psychological well-being, poor social adjustment, psychological distress, and physical un-wellness can be considered the four main negative consequences for individuals who have been victims of bullying (Rigby, 2003). Many cases are being reported in the media worldwide of students either being injured, hospitalised, or committing suicide after having experienced bullying. In a recent media article, it was reported that a thirteen year old boy from Staten Island (New York) committed suicide after having experienced continuous bullying at school (Shrier, Parascandola, Tracy, & Dillon, New York Daily News, 2016). The article reports that the boy wrote a heart breaking letter indicating that he had given up after reaching out to teachers and not getting the help he needed (Shrier et al., New York Daily News, 2016). The following excerpt is from the letter the boy who had written about his experience of bullying:

> "I gave up the teachers either they didn't do ANYTHING! ...I wanted to get out I begged and pleaded eventually. I did get I failed but I didn't care I was out thats all I wanted" (Shrier et al., New York Daily News, 2016).

The media in the South African context often reports incidents of violence leading to serious injuries of victims or hospitalisation. At a school in KwaZulu-Natal (South Africa), a schoolboy was hospitalised after being beaten by another learner; a video recorded by another classmate shows the victim being punched repeatedly by the bully (Nair, Timeslive, 2016). Another report in KwaZulu-Natal documented an incident in which a 15 year old learner was beaten by a gang of girls and caught on camera (Rondganger, Independent-Online, 2016). According to the article:

> "Part of the footage shows a gang of five girls as they pummel their victim with punches and kicks while she cowers under a sink. Another camera captures the gang slapping and punching her as a schoolboy desperately tries to pull them away" (Rondganger, Independent-Online, 2016).

Consequences for mental health have also been researched (Kowalski & Limber, 2013; Rigby, 2001; Ncontsa & Shumba, 2013). Nconsta and Shumba (2013) suggest that learners who have experienced bullying behaviour often report symptoms of depression. Rivers, Poteat, Noret, and Ashurst (2009) indicate that bullying behaviour increases the risk for mental health concerns and specifically point out that substance abuse may be a consequence of bullying behaviour.

Researchers have also found evidence to suggest that individuals may experience long term effects of childhood/adolescent bullying (Hawker & Boulton, 2000; Olweus, 1994). Olweus (1994) found that former victims suffered from depression more often than their same-age counterparts who were not victimised. Rivers (2004) researched the long-term effects of bullying on individuals and found that 17% of the participants in his study experienced posttraumatic stress and scored significantly higher for depression and reported having had more casual sexual partners than their peers. Rivers (2004) notes, however, that this 17% may not provide significant evidence that majority of former victims of school-based bullying experience posttraumatic stress. Overall, victims experience an array of mental health issues such as anxiety, eating disorders, feelings of abandonment, loneliness, and suicidal ideation (Rigby, 2001; Rivers, 2004; Townsend et al.,2008) All of these consequences present the grave nature of bullying as behaviour which cannot be taken lightly. The detrimental outcomes, especially in cases where suicidality is concerned, require much attention in terms of intervention.

Aside from the physical, emotional, and social consequences, bullying also has consequences for education. The predominance of bullying schools has a very negative impact on students' opportunity to learn (Shellard & Turner, 2004). Moreover, school disliking and avoidance are seen as likely outcomes for victims (Rigby, 2001). According to Townsend et al. (2008), victims can develop a fear for going to school, ultimately leading to absenteeism, low academic performance and eventually, dropping out. Ncontsa and Shumba (2013) found that 72% of learners have difficulty concentrating in class as they fear being victimised by perpetrators of violence during break time or after school. A learner in the study reports that his/her school performance is affected by the fear he/she experiences with relation to bullies (Ncontsa & Shumba, 2013). The study found that 19% of the learners resort to bunking classes or dropping out of school due to victimisation (Ncontsa & Shumba, 2013). These points are alarming in our context, especially with the emphasis on inclusive education practices. Bullying results in marginalisation in the school setting, leaving it negatively consequential for inclusive practices.

As mentioned above, bullying behaviour has also consequences for the 'perpetrators'. Bearing these consequences in mind it is also crucial as it could assist with intervention and prevention strategies.

Swearer and Hymel (2015, p.347) assert that "bully perpetrators experience adverse psychological consequences" such as anxiety, depression, and withdrawal. One major consequence for individuals who engage in bullying is the maladaptive outcomes which have been documented (Hymel, Rocke-Henderson, & Bonanno, 2005). The CJCP and DBE (2013) purport that perpetrators can become self-destructive and also tend to form unhealthy relationships with others. What is especially worrisome is the fact that bullying behaviour has been seen as a predictor of later criminal and delinquent activity for individuals (Hymel, et al., 2005).

A significant finding by Olweus (1993) was that 60 % of the individuals characterised as bullies in school had at least one criminal conviction by the age of 24. Swearer and Hymel (2015) note that bully perpetrators are often diagnosed with antisocial personality disorder. Moreover, individuals who have engaged in bullying behaviour as children or adolescents, typically become the kinds of adults who present with other serious issues such as substance abuse and domestic violence (Ballard, Argus, & Remley, 1999; CJCP & DBE, 2012). Poor school adjustment has also been found to be a factor for individuals who partake in bullying behaviour (Nansel et al., 2001). While many of these consequences highlight the effect bullying behaviour has on the bully, Nansel et al. (2001) note that those bullied demonstrate "poorer social and emotional adjustment".

This section has highlighted the various ways in which bullying behaviour impacts on adolescents. It has showed that the negative outcomes of bullying behaviour explicitly points out the dire need for effective intervention strategies.

In addition to the various consequences outlined above, it is essential to consider South Africa's rich historical background and the country's urgency to protect and respect the basic human rights of all individuals in the country (CJCP & DBE, 2012). According to the South African Bill of Rights, "everyone has the right to be free from all forms of violence, on the part of either the government or other sources; not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way" (CJCP & DBE, 2012). Any act or behaviour which goes against these essential human rights thus results in grave ramifications such as the infringement of human rights.

At the school level, children and adolescents are further protected by specific laws such as the National Education Policy Act. This Act makes it compulsory for the DBE, schools, and various school authorities to ensure that learners are part of an educational system which fully

supports learner safety and development (CJCP & DBE, 2012). The following Acts are additional Acts which protect children in South Africa: "Child Care Act, 1983 (Act 74 of 1983); the Domestic Violence Act, 1998 (Act 116 of 1998); the South African Schools Act, 1996 (Act 84 of 1996), and the Occupational Health and Safety Act, 1993 (Act 85 of 1993)" (Prinsloo, 2005, p.5). De Wet (2005, p. 82) concisely points out that "bullying infringes upon the child's right to human dignity, privacy, freedom, and security." Since the issue of bullying risks the violation or infringement of human rights and also undermines the safety of learners, there are serious consequences which require critical attention. Burton and Leoschut (2013) purport that bullying and other types of school violence are certainly a reality in South African schools. Townsend et al. (2008) also relay the prevalence of bullying in South African schools. Although the issue of bullying has been explored rather extensively on an international level, the literature for South African investigation on the topic is limited. This study aimed to specifically look at the issue and compare the differences between two types of high schools in terms of incidence, impact, and intervention.

1.2. Research Aims

The purpose of this study was to investigate the prevalence of bullying in two South African high schools. Additionally, this study aimed to explore the possible differences between the prevalence, nature and intervention surrounding the issue bullying in public and private high schools. Gender differences surrounding the issue were also investigated.

1.3. Research Questions

The following questions are addressed by this research:

1. What is the prevalence of bullying in private and public schools?
2. Does the type of school affect the prevalence, nature and intervention?
3. Does gender affect the prevalence, nature, and intervention surrounding the issue of bullying?
4. Does type of school and/or gender affect the type of bullying behaviour?
5. What are the predominant types of bullying behaviour in both types of schools?

6. Does type of school and/or gender affect the location of the bully?
7. Where does bullying most commonly take place in the school setting?
8. Does type of school and/or gender affect the gender of the bully?
9. Which gender most commonly partakes in bullying behaviour?
10. Does type of school and/or gender affect whether or not teachers, learners, or adults intervene when learners are bullied?
11. Who most commonly intervenes when bullying incidence occurs?

The Chapters which follow (Chapter 2-5) will now be outlined.

1.4. Outline of the Chapters

Chapter 2 is a review of the literature on bullying. Chapter 2 provides a section in which the predominantly used definition of bullying is explored. This is followed by the literature on the various types of bullying. This chapter also provides a theoretical framework (specifically the Social-Ecological Model) in order understand bullying behaviour. The prevalence, nature, and impact surrounding the issue of bullying is then explored in this chapter. Finally, a brief outline of the differences between the two types of schools is provided. Chapter 3 provides information regarding the methods used in the current study. The research design is outlined, followed by an outline of the instruments used in the current study. In addition, chapter 3 provides information regarding the participants of the study. The procedure, statistical analyses, and ethical considerations are then discussed. Chapter 4 presents the results of the current study. These results are presented according to the research questions outlined in Chapter 1. Chapter 5 provides the discussion of the findings of the study. This is followed by a discussion on the limitations and recommendations appropriate for the study.

2. CHAPTER 2: LITERATURE REVIEW

2.1. Introduction

The growing epidemic of bullying is one that warrants urgent deference. A plethora of studies have demonstrated the reality of the issue in the school setting and the harrowing consequences of the issue in the lives of school going learners (Darney, Howcraft, & Stroud, 2013; De Wet, 2005; Greef, 2004; Harcourt, Green, & Bowden, 2015; Kartal, 2009; Liang, Flisher, & Lomabard, 2007; Timm & Eskell-Blokland, 2011). Low psychological well-being, poor social adjustment, psychological distress, and physical un-wellness are reported as common issues faced by individuals who have experienced bullying (Rigby, 2003). Hymel, Rocke-Henderson, and Bonanno (2005) acknowledge the importance of considering the effects of bullying behaviour on individuals who engage in bullying; according to them, bullying results in maladaptive outcomes for these individuals. Ultimately, one ruinous consequence of bullying, which impacts both victims and bullies, is suicide. A plethora of studies have revealed positive correlations between bullying and suicidal risk, all highlighting a very catastrophic consequence of this issue (Bauman, Toomey, & Walker, 2013; Hinduja & Patchin, 2010; Kim & Leventhal, 2008).

Investigating the prevalence, nature, and intervention surrounding the problem, especially in the South African context would therefore serve as an invaluable resource for a wide spectrum of fields in the country (e.g. schools, education department, research, psychology etc.).

This review of the literature will cover literature on the issue of bullying by first providing a definition of bullying together with the various types of bullying. This will be followed by a theoretical framework in order to understand bullying. The nature of bullying will be explored by discussing the literature on gender and location of the bully. International and local prevalence will then be reported. Thereafter, bullying intervention will be reviewed.

2.2. Bullying- A definition

At a very basic level, bullying is described as any aggressive verbal or physical act which is intentionally carried out by an individual/s and is essentially unwanted by another individual/s (Kim & Leventhal, 2008). Furthermore, bullying can take on more than just the physical form, e.g. verbal, relational, or psychological bullying (CJCP & DBE, 2013). One definition which has been widely accepted amongst researchers, students, teachers, and psychologists is a definition formulated by Olweus (1997).

Olweus (1997, p.496) purports that "A student is being bullied or victimised when he or she is exposed, repeatedly, and over time, to negative actions on the part of one or more other students". Bullying is seen as a negative action in which an individual purposefully inflicts or attempts to inflict harm upon another (Olweus, 1973). According to Olweus (1993), bullying behaviours are categorised as direct or indirect aggressive acts which have the following qualities: 1. bullying behaviours are intentional, 2. repeated over time, 3. between two parties where a power differential (e.g. in the form of physical strength or social status) exists. These three qualities outline the basis of bullying effectively as it considers aspects of intentionality, time, and the number of parties involved. The final criteria in Olweus' definition (i.e. the existence of a power differential) is perceived by many other authors and researchers as an important aspect when it comes to bullying, with some viewing this urgency for dominance/power as a specific goal of perpetrators (Kim & Leventhal, 2008). Nansel et al. (2001) suggest that this power imbalance may be physical or psychological. In essence, this common denominator helps for both understanding and easy identification. Acknowledging the 'power differential' is thus vital.

A definition specifically formulated for the school context also provides an informative way of assisting with the definition of bullying:

"We say a student is being bullied when another student, or several students:

- Say mean or hurtful things, make fun of him or her, or call him or her names; completely ignore or exclude him or her from their group of friends, or leave him or her out of things on purpose;
- Hit, kick, push, shove around, or lock him or her inside a room;

- Tell lies or spread false rumours about him or her, or send mean notes and try to make other students dislike him or her;
- Other hurtful things like that.

These things take place frequently, and it is difficult for the student being bullied to defend himself or herself. But we do not call it bullying when students tease each other in a friendly, playful way. Also, it is not bullying when two students about the same strength or power argue or fight" (Solberg & Olweus, 2003, p. 246). This definition is certainly more descriptive and inherently lacks technical/psychological jargon, making it useful for helping students and lay people to understand the term "bullying". It alludes to specific instances or examples which individuals can use for introspection, acknowledgment and identification of bullying behaviour.

Smith (2004) extends this definition by including terms such as indirect aggression, relational aggression, and social aggression. According to Smith (2004), indirect aggression is considered as the type of bullying which includes a third party; relational aggression is the type of aggression which involves exclusion practices; and social aggression is a form of aggression which is social in nature and has consequences for a child's self-esteem.

Ultimately, what can be deduced from these definitions is that bullying behaviour is an act which is malicious and consistent. We can also ascertain that unequal power relations are predominant when it comes to bullying behaviour. This study will rely on the above mentioned definitions when referring to the concept of bullying.

2.3. Types of bullying

A key area in the literature surrounding the topic of bullying is the exploration of types of bullying. Often, the most common types are blanketed under two major categories; namely, "direct" and "indirect" bullying (Baldry, 2004; Smith, 2004; Woods & Wolke, 2004).

2.3.1. Direct Bullying

This form of bullying involves the more direct, physical, and aggressive acts such as hitting, kicking, pushing, or stealing (Baldry, 2004; Owusu, Hart, Oliver, & Kang, 2011; Woods &

Wolke, 2004). Verbal aggression is also seen as a direct form of bullying in that it encompasses the act of direct name calling and/or teasing (Baldry, 2004; Owusu et al., 2011).

2.3.2. Indirect Bullying

Indirect bullying is also commonly referred to as social or relational bullying as the aggressor generally carries out an act with the intention of destroying the victims' social relationships and self image (Archer & Coyne, 2005; Coyne, Archer, & Elsea, 2006). Coyne, Archer, and Elsea (2006) purport that indirect bullying may also be described as a form of bullying in which the aggressor influences others to cause harm onto the victim through acts such as gossiping and spreading rumours. It is essential to note, however, that the term indirect bullying does not only apply to more verbal acts. The following definition purports that indirect bullying "attempts to cause psychological, in rare cases *even physical harm* to the target person by social manipulation, often attacking the target in circuitous ways through a third person in order to conceal aggressive intent, or otherwise pretending that the attack was not aggressive at all" (Bjorkqvist et al., 2001, p.112, as cited in Coyne et al., 2006).

While the terms direct and indirect bullying provides an idea of the complexities of bullying, it is possible to delve further into the concept in order to fully understand the nature and extent of the problem. Common sub-categories of these major terms include physical bullying, verbal bullying, and cyber-bullying. These will be discussed in order to provide a more extensive understanding of bullying.

2.3.3. Physical Bullying

This form of bullying includes the use of physical ability in order to the victim (CJCP & DBE, 2012); Olweus, 1993). Acts such as hitting, pushing, and kicking are common examples of physical bullying. De Wet (2005) notes that physical bullying can also include the demand that a victim hand over his/her possessions or money; or threatening others in a violent manner. Research shows that males report being bullied in this manner more frequently than females (Chaux, Molano, & Podlesky, 2009; Hymel & Swearer, 2015; Nansel et al., 2001). According to Hymel and Swearer (2015), physical bullying has been found to be the most consistent form of bullying among boys.

2.3.4. Verbal Bullying

Verbal bullying entails the use of language to hurt the victim; acts such as threatening, name-calling, insulting, and making prejudicial comments are examples of verbal bullying (CJCP & DBE, 2012; Moura, Cruz, & Quevedo, (2011) report that verbal bullying is the most prevalent type of bullying in the school setting. Hymel and Swearer (2015) concur with this as they ascertain that verbal bullying is one of the more common forms of bullying experienced by students. Additionally, verbal bullying has been found to be more common among girls (Nansel et al., 2001).

2.3.5. Non-verbal Bullying

This form of bullying involves actions such as the writing of hurtful messages, letters, or the distribution of picture and videos which may damage the victims' reputation (CJCP & DBE, 2012)

2.3.6. Social Bullying

Social bullying involves the intention on the part of the bully to hurt the victim by attacking the victim's social relations through acts such as gossiping, spreading rumours (Bjorkqvist, Lagerspetz, & Kaukiainen, 1992; CJCP & DBE, 2012; Cole, Cornell, & Sheras, 2006). This form of bullying has been found to be most common among girls with the effect being equivalent to that of physical violence (Bjorkqyist et al. 1992; Hymel & Swearer, 2015). Chaux, Molano, and Podlesky (2009, p. 521) confers with this; according to them "Although physical and verbal aggression seems more common amongst boys, aggression through exclusion, gossip, or other relational and indirect forms seems to be the preferred form among girls".

2.3.7. Cyber-bullying

Cyber bullying involves the use of electronic venues such as social networks and instant messaging in order to harm the victim (CJCP & DBE, 2012; Kowalski & Limber, 2013).

Cyber-bullying is quickly becoming the most prevalent from of bullying in the school setting and has been considered as being worse than traditional bullying (Campbell, 2005).

2.3.8. Racial Bullying

Racial bullying encompasses hurtful comments about an individual's race or ethnicity.

Whilst the various types of bullying provides a clear outline of the issue, De Wet (2005) suggests that the distinction between them is not rigid as an act such as spreading rumours may be seen as verbal or emotional bullying. The following section provides a theoretical framework for the understanding of bullying.

2.4. Theoretical framework

The Social Ecological Model (SEM) (Bronfenbrenner, 1979) is used as a framework to explain bullying behaviour. This theory is applicable to the current study as it offers a holistic approach to understanding the interactive and multi-level influences of behaviour (Duncan, Bowman, Naidoo, Pillay, & Roos, 2007; Donald, Lazarus, & Lolwana, 2010). Interactions between individuals and the context individuals are exposed to, form the basis of social ecology (Krieger, 2001). As opposed to more linear frameworks, the model compounds fundamental theories such as **Ecological theory** and **Systems theory** in order to understand the multiple interactions in physical, social, and cultural systems (Donald, et al., 2010; Stokols, 1996; Krieger, 2001; Visser, 2007). Ecological theory ascertains that the interdependence between individuals and their environments is paramount when considering human development and behaviour (Donald et al., 2010, p.36). Moreover, ecological theory places significance on maintaining a holistic view of these relationships between individuals and their contexts (Donald et al., 2010; Hook, 2009). Systems theory emphasises on the influence of the interconnected nature of various levels of society and individuals. Essentially, systems theory takes into account the fact that the functioning of the entire system is essentially dependent on the interaction/s between the various parts (Donald et al., 2010, p.38). This theory views a system as "a bounded collection of interdependent parts

devoted to the accomplishment of some goal or goals, with parts maintained in a steady state in relation to each other and the environment" (Miles, 1965, p. 377).

Ultimately, both of these theories acknowledge the complexity of the interplay between individuals and their environment. In addition, this theory provides a comprehensive and multi-faceted understanding of human development. It is important to note that the SEM does not deny or reject individual traits; rather, the model looks at contextual factors whilst still placing importance on those individual traits in order to better understand behaviour (Thornberg, 2015).

An understanding of the various elements and systems central to the model would be inadequate without the acknowledgement of the Microsystems, Mesosystems, exosystems, macrosystems, and chronosystems (Donald, et al., 2010; Thornberg, 2015; Visser, 2007). These systems are discussed as follows:

2.4.1. Microsystem

This is the immediate system which the individual is a part of. In essence, the interactions between the individual and other central members of the individual's environment (such as caregivers, other family members, peers, and teachers) are at the core of the microsystem (Bronfenbrenner, 1979; Donald, et al., 2010; Thornberg, 2015).

2.4.2. Mesosytems

Visser (2007) defines this system as a set of linkages between micro-systems. This system of microsystems is formed when an individual transitions into new settings; this sphere also stresses on the interconnections between the different facets of the Microsystems (Bronfenbrenner, 1979; Hook, 2009). Examples of a mesosystem includes the interactions between the family and the school or the parent-child relationship and the child's peer group (Thornberg, 2015).

2.4.3. Exosystems

This system influences behaviour in micro-systems (Visser, 2007). According to Hook (2009), this sphere represents the various facets which go beyond the individual's immediate experiences in his/her microsystem which ultimately influences the individual's development. For example, the teachers' and other peers' home situations could have an influence on an individual's life (Thornberg, 2015).

2.4.4. Macrosystems

Large scale societal factors such are the prominent influencing aspects in this system (Donald et al., 2010; Harcombe, 2003). Culture, society, social categories, power structures, ideologies, and social norms are all examples of facets in a macrosystem which influence the dynamics of an individual's immediate system (Thorneberg, 2015).

2.4.5. Chronosystems

This is the broadest level that is seen to affect development and the cornerstone of this level is the aspect of time in relation to various contextual issues and sociohistorical aspects (Hook, 2009).

Essentially, the individual remains central in terms of his or her interactions with others (family, smaller sub-systems, the community, and other political constructs). Considering the context in which an individual is placed provides crucial information regarding the development of the child. With this understanding of the SEM, it is now possible to further explore the issue of bullying in relation to the theoretical framework.

2.5. Understanding Bullying in relation to the SEM

Bullying, in light of the SEM, is understood as a "social phenomenon" which comes about as a result of the complex interplay between individual and contextual factors (Thornberg, 2015, p.182). This model does not view bullying as a result of individual factors only; rather, the individual characteristics of children are understood in terms of the various interactions with

contextual factors (i.e. their homes, schools, communities, and society) (Swearer & Hymel, 2015; Thornberg, 2015). The relationships individuals have with their families, peers, teachers, neighbours, as well as societal interactions may thence either influence bullying behaviour or prevent it (Swearer & Hymel, 2015; Thornberg, 2015).

When considering the individual's family life, research demonstrates that various family characteristics can influence bullying behaviour (Swearer & Hymel, 2015). Factors such as poor parental supervision, domestic violence, and parental conflict have all been linked to bullying behaviour (Swearer & Hymel, 2015; Timm & Eskell-Blokland, 2011). Peer pressure and the need to belong to a certain group are also contributing factors (Timm & Eskell-Blokland, 2011). In addition, both positive and negative school climate impacts the incidence of bullying and victimisation (Swearer & Hymel, 2015). All of these factors function at the micro-systemic, as well as macro-systemic levels of the SEM. Beyond these levels fall societal, cultural, and political factors. For example, factors such as poverty, inequality, high rates of crime and violence may all serve as factors which influence bullying behaviour (Swearer & Hymel, 2015; Timm & Eskell-Blokland, 2011).

Considering these factors may thus be crucial when it comes to the overall understanding of bullying behaviour. Moreover, the acknowledgement of the interplay between the individual and his/her environment detracts from a linear perspective of the issue. With South Africa's rich historical background, and the various socio-economic, political, and overall societal factors influencing individuals, the SEM serves as a solid framework for the current study.

It is now important that the issue of bullying is made more contextual. A discussion on the incidence in South Africa will therefore be provided.

2.6. Prevalence/Incidence of bullying in schools

This section will highlight available studies which have paid attention to, and reported findings on the incidence/prevalence of bullying on a global level. Specific attention will also be paid to the issue within the South African context.

Bullying in schools is a worldwide phenomenon and research in this field is increasingly presenting significant prevalence rates (Harcourt, Green, & Bowden, 2015, Kartal, 2009). According to Harcourt et al., (2015, p.4), "approximately 10-20% of children worldwide

report having experienced bullying". Dan Olweus pioneered the studies regarding the issue of bullying in schools and found that 15% of school children in Norway were either involved in bullying behaviour, or were victims of bullying behaviour (Olweus & Limber, 2010). In an investigation of school bullying among adolescents in the United States (US), it was found that 20.8% of the school population were either victims or actual bullies (Wang, Iannotti, & Nanel, 2009). Nansel et al (2001) found that 10.6% of their US sample reported moderate bullying (bullying which occurred occasionally), and 8.8% reported that they bullied others frequently (once a week or more). These percentages provide an estimate of 2027254 youth involved in moderate bullying, and 1681030 youth involved in frequent bullying (Nansel et al., 2001).

An Australian study demonstrated that bullying affects an approximate one in four Year 4 to Year 9 Australian students (27%) (Cross, Shaw, Hearn, Monks, Lester, & Thomas, 2009, p.xxi). According to Carr-Gregg and Manocha (2011), Australia is considered to have one of the highest rates of bullying in the developed world. Findings from a study conducted in Guandong province of China suggest that bullying is in fact a major issue for school going children (Qiao-Zhi, Wen-Jun, Shao-Ping, Yan-Jun, Hao-Feng, & Zhang, 2010). Seixas, Coelho, Nicolas-Fischer (2013) assert that approximately 40% of students in Portugal are affected by the issue. Moura, Cruz, and Quevedo (2011) report that 17.6 % of their 1075 students enrolled in the first to eighth grades in two public schools in Brazil have experienced bullying.

Various other studies carried out in countries across the world such as Turkey (Kartal, 2009), Brazil (Moura, et al., 2011), and Spain (Gutierrez, Barrios, de Dios, Motero, & del Barrio Martinez, 2008) demonstrate the issue in schools. It is evident that high prevalence rates of bullying in schools have been documented worldwide (Carr-Gregg & Manocha, 2011; Cross et al., 2009; Qiao-Zhi, 2010; Wang et al., 2009). While prevalence rates have been documented for years on an international level (Olweus, 1989), the available studies on bullying in the African context have only been carried out in recent years.

Acquah, Wilson, and Doku (2014) found that 56% of the Ghanain adolescents in their study experienced bullying at least once. Another study conducted in Ghana found that 40.1% of students experienced bullying (Owusu, Hart, Oliver, & Kang, 2011). High prevalence of 63.2%-81.8% have been reported for learners in Nairobi secondary schools (Ndetei, Ongecha, Khasakhala, Syanda, Mutiso, Othieno, Odhiambo, & Kokonya, 2007). Owusu et al.

(2011, p.232) provide a highlight of the pervasiveness of the issue of bullying in the African context by reporting the following bullying victamisation prevalence rates for African countries which participated in the Global School-based Student Health Survey: "Zambia 65%, Ghana 59%, Kenya 57%, Botswana 52%, Namibia 52%, Uganda 46%, Mauritius 40%, and Tanzania 28%".

A large scale study conducted in Gauteng demonstrated the sad reality of the situation in South Africa (The Bureau of Market Research, 2012). This study dealt specifically with the nature and extent of bullying in Gauteng. It was found that, in a sample of 3371 secondary school learners, 1158 learners indicated that they were bullied in the past two years. When it came to informing other individuals of their experiences of bullying, 51,6% of these learners actually decided to report the issue. In terms of cyber-bullying, the study demonstrated that 196 learners experienced some form of cyber-bullying in the past two years.

In a study conducted for the purpose of examining the nature and extent of bullying in South African primary schools, it was found that, in a sample of 60 learners, 25 percent of the learners (aged 9-10 years) indicated that they had been bullied in the school setting (Smit, 2003). The following results were found in a study examining the "prevalence of bullying behaviour in adolescents from Cape Town and Durban": 36,3 % of the learners were involved in bullying behaviour where 8.2% were identified as bullies; 19.3 % as victims and the rest as "bully-victims" (Liang, Flisher, & Lomabard, 2007). This study focussed on the prevalence of bullying, however, the nature and impact of the issue has not been looked at in a comparative manner.

Darney et al., (2013) sought out to investigate the impact of bullying on young adults in a South African school (Nelson Mandela Metropole). In sample of 101 'young adults', they found that 91% of the sample had been involved in bullying behaviour where majority of the sample were victims, and a small percentage were the actual bullies/bully-victims. This study, however, included a rather limited sample of 101 learners and focussed on one school. Ncontsa and Shumba (2013) investigated the nature, causes, and effects of school violence in South African high schools and found that, in their sample of 80 learners, bullying, vandalism, gangsterism, indiscipline, intolerance, and corporal punishment were prevalent in schools. While their study consisted of a small sample of learners, they included 5 principals and 20 educators in order to aid their findings.

These studies all demonstrate that bullying is in fact a reality for South African learners. The significant results reported by various researchers demonstrate that bullying is certainly an issue which affects school going individuals, and that serious consideration of this fact is needed. Furthermore, whilst the aforementioned studies highlight the prevalence of bullying in South Africa, the available research has not explored the possible differences in prevalence rates when it comes to the types of school children attend. The current study therefore addresses this gap in the literature.

Whilst the prevalence of bullying in South Africa is clear, it becomes imperative that a closer examination of the impact of bullying behaviour is made.

2.7. Gender differences in bullying

The dynamics of bullying cannot be fully explored without an exploration of the relationship between gender and bullying (Baldry & Farrington, 2000; Byrne, 1994; Khezri, Ghavam, Mofidi, & Delavar, 2013; Iossi Silva, Pereira, Mendonca, Nunes, Abadio de Olivera, 2013; Turkel, 2007). According to Turkel (2007), investigating gender differences when it comes to bullying is vital due to social constructs which can dictate the behaviour of boys and girls. Turkel (2007) purports that boys are often encouraged to deal with negative emotions through physical aggression; girls on the other hand, are encouraged to avoid direct confrontation.

According to a number of research studies, bullying behaviour is more common amongst boys (Baldry & Farrington, 2000; Bor, Ebner-Landy, Gill & Brace, 2002; Byrne, 1994; De Wet, 2005; Turkel, 2007). Khezri et al. (2013) investigated the prevalence and gender differences of bullying and victimisation in a sample of Iranian middle school students and found that boys were significantly more likely to bully others. Moreover, they found that boys are more likely to be victims of bullying (Khezri et al., 2013). Iossi Silva et al. (2013) also purport that boys are most commonly perpetrators as well as victims of bullying. De Wet (2005) reports that the largest percentage of female victims are bullied by boys and most male victims are bullied by other males. When it comes to the types of bullying behaviour, many of the available studies suggest that there is a significant difference between the bullying behaviour which girls and boys partake in or are exposed to (Baldry & Farrington, 2000; Byrne, 1994; Khezri, et al., 2013; Iossi Silva et al., 2013; Turkel, 2007). Boys mainly partake in direct bullying behaviour whilst girls are seen to partake in indirect bullying

behaviour (De Wet, 2005). Physical bullying behaviour is commonly seen amongst boys, whereas girls often engage in verbal or social bullying (Bor et al, 2002; Byrne, 1994).

2.8. Location of the bully in the school setting

In a study which aimed to investigate the nature and prevalence of bullying in schools, Greef (2004) found that the school playground is the most common place for bullying to take place, even in high school settings. Seals & Young (2003) also reports that the school playground is a predominant place for bullying behaviour in the school setting. Seals and Young (2003) further suggest that another common place for bullying to take place is the classroom (Seals & Young, 2003). This is consistent with results by Greef (2004).

2.9. Bullying intervention

De Wet (2005) reports that many parents and educators are unaware of bullying. In addition, parents often shrug off the importance of bullying and the effects as they perceive bullying to be part of the developmental process (De Wet, 2005). This makes it difficult for victim to report bullying behaviour (De Wet, 2005). These perceptions have consequences for intervention strategies as it does not place substantial importance on preventing and finding solutions for the issue. There have been large scale interventions of the types indicated below but not many have focussed on the individual opinions of learners regarding everyday interventions by teachers, other learners and adults**.** This section has thus looked at appropriate strategies which often include the help of these stakeholders.

The CJCP and DBE (2013) provide a number of strategies which they suggest have been effective both locally and internationally. These strategies include:

A whole school approach (An approach which considers the effectively of enabling a school environment which is built on respect and tolerance.) Involvement of diverse actors (The basis of this approach is ensuring that various individuals, e.g. teachers, counsellors, non-teaching staff, nurses etc., are all involved in an intervention focussed approach. Attention to both the targets and perpetrators (Here, importance is placed on ensuring that attention is paid to both parties since both are negatively affected by this behaviour) Accountability (Making sure that perpetrators are accountable for their actions are the core principle of this approach.)

Although these strategies do not provide detailed steps in terms of providing interventionists with a fully equipped plan, they do point out key factors that could be indispensable when implementing more planned out interventions in schools. Moreover, these strategies are applicable in the South African context. When it comes to more solid interventions, Australian researcher Rigby (2010) has outlined a few operational strategies.

According to him, the Traditional Disciplinary Approach; Strengthening the Victim; Mediation; Restorative Practice; the support group method; and the method of shared concern, are all effective strategies for schools (see Rigby, 2010). Additionally, these strategies are seen as simple methods in terms of practicality and implementation (Rigby, 2010). These strategies range from directly confronting the bully about the problem and probing as to whether or not they are aware of the consequences of their actions (i.e. the traditional disciplinary approach) to more subtle role play exercises (i.e. Strengthening the Victim). It is important to note that more than one method could be used for a particular case. This will be determined by the individual carrying out a particular strategy (e.g. a teacher, parent, etc.) (Rigby, 2010). Whilst these strategies are vital to consider for implementation, big scale projects are generally the focus of research when it comes to the efficacy of various projects and programs. The efficacy of the Sheffield Anti-Bullying project and interventions pioneered by Olweus (1993) will thus be the focus of the current literature review.

The Sheffield Anti-Bullying project, which was carried out in 23 schools in England from 1991 to 1993, is another effective way for combating bullying in schools (Smith, Anandiadou, Cowie, 2003). Smith et al. (2003) state that the issue of victimisation decreased by 7% and bullying rates decreased by 12% in secondary schools as a result of the Sheffield Anti-Bullying project (Smith et al., 2003). Moreover, the number of students who reported the issue of bullying increased by 32% in secondary schools as a result of the project (Smith et al., 2003). The project focussed on a "whole-school policy" which provided teachers with a number of useful resources in order to address the issue of bullying in classrooms (Smith et al, 2003; Ttoffi, Farrington, & Baldry, 2008). The project endorsed a number of materials and interventions such as: videos which created awareness on the issue of bullying; a manual which could be used to aid discussions on the videos; a drama used to educate students about harassment and bullying; student groups were encouraged to meet in order to discuss the problem and possible solutions; peer counselling; supervising teachers etc. (Ttoffi et al., 2008).

Since Olweus is seen as the pioneer when it comes to the topic of bullying, it is only natural to include strategies which have been prescribed by Olweus (1993). Olweus (1993) chose to focus on prevention and thus ascertains that the "Olweus Bully Prevention Program" (OBPP) is one of the most effective ways to deal with bullying. Olweus (1997) evaluated the effectiveness of this programme in 42 schools over a period of two years. The results indicated that the prevalence of bully/victim problems decreased by 50-70% (Olweus, 1997). Moreover, the program resulted in a significant drop of antisocial behaviours in schools (Olweus, 1997). Smith et al. (2003) conducted a systemic review of bullying programs and found that programmes inspired by Olweus often work best when dealing with the issue of bullying.

The goals of this program are to: reduce existing bullying problems among students; to prevent the development of new bullying problems; and to achieve better peer relations at school (Olweus, 1993). The program suggests that there are key principles which are crucial for the prevention of bullying. In the school setting, it is paramount to display warmth and interest in the lives of students; to ensure that limitations are set in terms of unacceptable behaviour; to prohibit physical and hostile consequences for those who break the rules; and finally, to function as positive role models for students (Olweus, 2001).

Aside from the principles that govern the OBPP, there are also a number of components which Olweus and Limber (2010) deem necessary for prevention. These are: 1. School-Level Components: The aim of this component is to involve the school staff and organise a committee which could be accessed for the administration of the Olweus Bully/Victim Questionnaire, implement rules against bullying, and involve parents; 2. Classroom-Level Components-Interaction between parents, teachers, and students are seen as vital, as well as the enforcement of rules; 3. Individual-Level Components-Paying close attention to individuals is the aim here (individual supervision), as well as serious talks with bullies and victims; and lastly, 4. Community-Level Components-Involving the community is key, together with awareness programs within the community (Olweus, & Limber, 2010). These principles and components could be vital in the school setting for they establish a framework which places more emphasis on preventing the issue to the point where intervention is not necessary.

All of these interventions and prevention strategies have some merit and although some are more practical than others, they each serve the purpose of attending to the issue of bullying in

a constructive manner. This section has provided a brief synopsis of current and traditional methods of dealing with the issue of bullying for the promotion of a more solid knowledge base on the topic. In order to grasp with the more contextual side of this study, however, providing information on the differences between private and public high schools would be valuable.

2.10. Differences between private and public high schools

The literature on the different types of schools and the possible affect type of school may have on bullying is scarce. Whilst reviewing the literature, it became evident that there have been no studies investigating the possible differences between school type and the issue of bullying. This section thus provides some contextual information on the topic, however, statistical findings were difficult to come by. A short description will be given to point out the inherent differences.

In the South African context, public schools are funded by the government as the South African School's Act (SASA) (1996) aims to ensure access for poor learners and substantial funding to all poor schools (South Africa, 1996). According to Mestry and Ndhlovu (2014), however, whilst the government provides funds for public schools, many public and rural schools in South Africa still suffer due to deplorable physical conditions, and a general lack of resources. Motala (2006, as cited in Mestry & Ndhlovu, 2014), notes that public schools experience greater unavailability of qualified teachers and unfavourable teacher-learner ratios. These factors all contribute to a negative school climate which could ultimately affect bullying behaviour in the school setting (Swearer & Hymel, 2015).

Whilst private schools can apply for a state subsidy, these schools are generally dependent on their private, independent funding systems. According to Osman (2015) private schools can cost up to 10 times higher than that of public schools. Van Der Berg, Van Wyk, Burrger, Kotze, Piek, and Rich (2017) report that private schools may be better equipped to provide better value for money than government schools. Private schools are generally perceived as schools which are relatively well resourced (i.e. sufficient text books for learners, sport facilities, competent teachers).

2.11. Conclusion

This section in the review has aimed to provide a sufficient knowledge base for the understanding of bullying. It has also outlined the more contextual issues for the purpose of foregrounding the research. In addition, the theoretical framework used in this chapter provides a broader perspective into the issue. This is due to its emphasis on a more holistic view of an individual in relation to bullying behaviour. Ultimately, this literature review has demonstrated that the issue of bullying is an alarming one, especially since the consequences are so detrimental. Research in this area will thus provide essential information for the advancement of effective interventions as well as contribute to overall awareness regarding bullying in South African schools. The following chapter is an overview of the methods used in the current study.

3. CHAPTER 3: METHODS

3.1. Introduction

This chapter of the research report provides description of the research design as well as the reason for using this design, the sample chosen and how this sample was gathered as well as the procedure. Additionally, a description of the instruments used is provided, followed by a description of the process used for the analysis of the data. Finally, ethical considerations are explored.

3.2. Research design

The present study is quantitative and cross-sectional in nature as the data collected represents what is taking place in the population at a specific point in time (Zheng, 2015). The design is nonexperimental as it does not involve the manipulation of variables, any form of control or random assignment (Stangor, 2011). Furthermore, this study has made specific use of a correlational design. This design is described as one which is used "to search for and describe relationships among measured variables" (Stangor, 2011, p. 161). This design is thus appropriate as this study has looked at the relationship between type of school and/or gender and bullying (in terms of incidence, nature, and intervention).

3.3. Instruments

3.3.1. Biographical Questionnaire

The biographical questionnaire (See Appendix H) consisted of demographic questions (gender, age, school type, race / ethnic background, home language). With the exception of school types and gender, all other variables were used for descriptive purposes only.

3.3.2. Revised Olweus Bully/Victim Questionnaire (R-OBVQ)

Stangor (2011, p. 108) refers to a questionnaire as "a set of fixed-format, self-report items that is completed by respondents at their own pace, often with supervision". This study relied on a questionnaire developed by Olweus (1996) called the Revised Olweus Bully/Victim Questionnaire (R-OBVQ) (See Appendix H). The OBVQ as well as the R-OBVQ are well established in the field of bullying research. This questionnaire is an anonymous self-report instrument. It consists of 40 group administered paper and pencil items which allows for the exploration or examination of various dimensions of bullying as follows:

- Exposure to various forms of bullying/harassment such as physical, verbal, indirect, racial, or sexual bullying
- Different forms of bullying as defined by the learners
- The location/where bullying occurs
- Pro-bully and pro-victim attitudes
- Whether and how the social environment (for example, the teachers, peers, parents) is informed about and reacts to bullying (Olweus, 1996).

All of these aspects are congruent with the aims of this study. This has made it appropriate for practical use. In terms of the psychometric properties of the R-OBVQ, there is, unfortunately, a gap in the literature when it comes to evidence on its validity, despite its common use amongst teachers and researchers. One study which has been carried out to attain such information and has reported satisfactory psychometric results in terms of construct validity and reliability (Kyriakides, Kaloyirou, & Lindsay, 2006). Furthermore, the questionnaire has been used successfully in the South African context by Greef (2004) in an investigation of the prevalence of bullying in schools, and in a different study exploring the impact of bullying in schools (Darney et al, 2013).

3.4. Participants

The target population for this study was high school learners, more specifically those in private and public schools in Johannesburg. A non-probability convenience sample of 358 South African students was utilised for the purposes of this study. The sample comprised of male and female students from private and government schools. These students were between the ages of 13-18 years from grade eight to grade nine. The sample also comprised of learners from a number of ethnic backgrounds. The sample composition is presented in table 1:

Table 3.4 Demographic data for participants.

Biographical variable	Frequency	Percentage
School type:		
• Public	186	48
• Private	172	52
Gender:		
• Male	153	42.7
• Female	200	55.9
Ethnicity:		
• African	162	45.3
• Indian	166	46.4
• Coloured	6	1.7
• Asian	12	3.4
• White	5	1.4
Grade:		
• Eight	116	32.4
• Nine	44	12.3
• Ten	110	30.7
• Eleven	71	19.8

3.5. Procedure

Ethical clearance was granted by the Human Research Ethics Committee (HREC) (See Appendix A) at the University of the Witwatersrand (Protocol number: MEDP/15/006 IH). The Gauteng Department of Education (GDE) also granted permission for the research to be conducted. Thereafter, the principal of the private high school, as well as the principal of public high schools were contacted to discuss the purpose and aim of the study. By doing this, permission was obtained verbally. The principals were then given information and consent forms (See Appendix B for Principal information sheet, and Appendix F for parent consent form) in order for the researcher to gain access into the schools and to the learners. Information forms, clearly outlining the purpose and aim of the study were subsequently

given to the parents of the learners (See Appendix D), as well as to the learners (See Appendix G). Once consent from the parents and assent from the learners were obtained, learners were asked to complete the biographical questionnaire during their free time/at home. Only those learners who have gained consent from parents were able to answer the questionnaires. The results were then entered in MS Excel, analyzed using the appropriate statistical software, interpreted and summarized in the research report.

3.6. Statistical analyses

The Statistical Method for Social Sciences (SPSS) computer programme (IBM Version 24, 2017) was used in order to analyse the data. Descriptive questions were analysed by means of frequencies and percentages whilst those requiring the investigation of relationships used cross-tabulations and the Chi-square statistical test. The Chi^2 tests were conducted to investigate possible differences between the two independent variables (school type and gender) surrounding the issue of bullying. The above mentioned techniques were used as the variables were nominal. The accepted level of significance reported in this study includes all chi-square values where $p < 0,05$. The assumption of 80% of expected counts exceeding 5 was met in majority of cases. Where this was not met, the Chi^2 analyses were not conducted. In cases where significant results were found, Phi coefficients were examined as the measure of effect size.

3.7. Ethical considerations

Since the participants of this study were under the required age for consent, and because they are school learners, there were certain ethical considerations which were crucial when this research was carried out. The schools were contacted once ethical clearance was given from the Human Research Ethics Committee (HREC) at the University of the Witwatersrand (Protocol number: MEDP/15/006 IH) (See Appendix A for Ethical Clearance) and once permission was received from the Gauteng Department of Education. This study was then approved by the school which the participants were attending. This was done by using a school cover letter and consent form (See Appendix B and Appendix F) which highlighted the title of the research, the area of focus for the study, the intention of the study, the risks

and benefits for the participants and the procedures. This was then followed by similar information sheets and consent forms which were given to the parents of the participants (See Appendix D for Parent Information sheet, and Appendix F for parent consent form). Learners were also provided with information sheets (See Appendix C) an assent forms (See Appendix G). These consent forms were adapted for the intended groups receiving the consent forms. These consent forms also highlighted the fact that all information would be treated as confidential and that the anonymity of the school and all the participants would be ensured. Learners were also given assent forms which assured the learners that all details would be kept confidential at all times, their participation or non-participation in the study would have no impact on his/her academic input and evaluation, their participation in this study would be completely voluntary, no information that may identify them would be included in the research report, they would not be harmed in any way during the assessment, the information would be kept confidential at all times, there would be no risks or benefits associated with participation in this study. All participants and their parents were ensured that participation in the study was voluntary and that all participants had the right to withdraw from the study at any time at no penalty to themselves. Finally learners, parents, and both school principals were assured that they would be able to email me or my supervisor should they require general feedback on the results of this study.

3.8. Conclusion

This chapter has served to outline the method used in the present study. An essential aim of this chapter was to describe the demographic composition of the sample employed, justifying and explaining the use of the instruments utilised, outlining the procedure and research design adhered to, elucidating the statistical procedures employed for data analysis and discussing crucial ethical considerations taken into account. The following chapter presents the results of the study.

4. CHAPTER 4: RESULTS

4.1. Introduction

This aim of this chapter was to present the results of the statistical analyses outlined in the previous chapter. The results will be presented according to the research questions outlined in Chapter one.

4.1. What is the prevalence of bullying in South African (private and government) high schools?

To investigate the prevalence of bullying, *only the responses of learners who had indicated either an absence/presence of bullying were taken into account*. The overall results indicate that 99 (27.7%) of the 347 (96.9%) learners who responded to the question regarding whether or not they have been bullied in the past couple of months, had experienced some form of bullying. The remaining 248 (69.3%) learners reported that they have not experienced bullying in the past couple of months. These results are indicated in the tables below:

Table 4.1 Frequencies and percentages of the overall prevalence of bullying

Prevalence of bullying		
	F	%
Learners who reported that they have not been exposed to bullying behaviour	248	69.3
Learners who reported that they have been bullied	99	27.7

The prevalence of bullying was further investigated with regard to possible differences among participants pertaining to school type, and gender. The results are as follows:

4.2. Does type of school affect the prevalence of bullying?

In order to investigate the affect of school type on the prevalence of bullying, *only the responses of learners who had indicated either an absence/presence of bullying were taken into account.*

Table 4.2 Comparison of the two types of school with regard to presence or absence of bullying

Prevalence of bullying	Private School		Public School		Total		Chi-Square Tests		
	N	%	N	%	N	%	Df	χ^2	P
Learners who have not been bullied in the past couple of months	108	64.7	140	77.8	248	71.5	1	7.299	0.007
Learners who have been bullied in the past couple of months	59	35.3	40	22.2	99	28.5			

*p = 0.05

A Chi-square test for independence indicated a significant association (with a small effect size; Phi = 0.145) between school type and the prevalence of bullying at school in the past couple of months. As evidenced in Table 4.2., a greater proportion of private school learners (35.3%) have reported bullying as opposed to public school learners (22.2%). This implies that type of school a learner attends does appear to have a significant impact on the prevalence of bullying.

4.3. Does gender affect the prevalence of bullying?

In order to investigate the affect of gender on the prevalence of bullying, *only the responses of learners who had indicated either an absence/presence of bullying were taken into account.*

Table 4.3 Comparison of genders with regard to presence/absence of bullying

Prevalence of bullying	Male		Female		Total		Chi-Square Tests		
	N	%	N	%	N	%	Df	χ^2	P
Learners who have not been bullied in the past couple of months	111	75.5	136	68.7	247	71.6	1	1.931	.165
Learners who have been bullied in the past couple of months	36	24.5	62	31.3	98	28.4			

*p = 0.05

As evidenced in Table 4.3, a chi-square test for independence indicated no significant association between gender and the prevalence of bullying at school in the past couple of months, p=0.165.

The nature of bullying was explored further.

4.4. Does type of school and/or gender affect the type of bullying behaviour?

In order to investigate the types of bullying, the following χ^2 values per type of behaviour for the two independent variables are presented in Table 4. In the case of a significant value, the results were explored further.

Table 4.4 Chi-Sqaure tests per type of bullying

Type of Bullying	Type of school		Gender	
	χ^2	P	χ^2	P
Verbal Bullying (I was called mean names, was made fun of, or teased in hurtful way)	0.703	0.402	1.335	0.248

Exclusion (Other pupils left me out of things on purpose, excluded me from group of friends, or completely ignored me)	2.271	0.132	2.306	0.129
Physical (I was hit, kicked, pushed, shoved around or locked indoors)	1.149	0.284	1.875	0.171
Social (Other pupils spread false rumours about me, tried others to dislike me)	0.175	0.676	0.006	0.939
Money taken/property damaged (I had money or other things taken away from me or damaged)	1.637	0.201	0.262	0.609
Threatened (I was threatened of forced to do things I didn't want to do)	2.380	0.123	0.192	0.661
Racial (I was bullied with mean names or comments about my race or colour)	1.200	0.273	4.698	0.030*
Sexual (I was bullied with mean names, comments or gestures with a sexual meaning)	0.644	0.422	0.448	0.503
Cyber (I was bullied with mean names or hurtful messages, calls, or pictures, or in other ways on	4.667	0.031*	2.482	0.115

my cell phone or over the internet)				
Other (I was bullied in another way)	6.702	0.010*	0.005	0.943

Df = 1; *p = 0.05

As can be seen from Table 4.4., a significant difference with a small effect size (Phi = 0.117) was found between cyber bullying and type of school. This is explored further in Table 4.4.1. Significant differences, with a small effect size (Phi = 0.117), were also found regarding comments about race for the variables of gender and race. These differences are presented in the tables below:

Table 4.4.1 Frequencies and percentages of the significant differences between the two independent variables and the type of bullying behaviour.

Type of bullying		**Type of school**						**Gender**					
		Private School		Public school		Total		Male		Female		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Cyber Bullying	Learners who have not experienced cyber bullying	158	50.6	154	49.4	312	100	-	-	-	-	-	-
	Learners who have experienced cyber bullying	9	30	21	70	30	100	-	-	-	-	-	-
Other	Learners who have not experienced other forms	156	51	150	49	306	100	-	-	-	-	-	-

	of bullying												
	Learners who have experienced other forms of bullying	9	27.3	24	72.7	33	100	-	-	-	-	-	-
Racial Bullying	Learners who have not experienced racial bullying	-	-	-	-	-	100	114	50.6	167	49.4	281	100
	Learners who have experienced racial bullying	-	-	-	-	-	100	34	55.7	27	44.3	61	100

It is evident that a greater proportion of public school learners (70%) than private school learners (30%) are exposed to cyber bullying. It is also evident that differences occur regarding type of school and being bullied in "another way". A greater proportion of government school learners (72.7%) than private school learners (27.3%) are exposed to this type of bullying behaviour. As far as gender is concerned, a greater proportion of boys (55.7%) than girls (44.3%) indicated that they are exposed to this type of bullying.

4.5. What are the most predominant types of bullying in the school setting?

In order to gain more insight into the types of bullying in the school setting, the most predominant types of bullying was further explored. *The following table thus represents the responses of learners who had indicated that they had been exposed to a specific type of bullying behaviour:*

Table 4.5 Frequencies and percentages for types of bullying

Type of bullying	F	%
Verbal	151	42.2
Exclusion	92	25.7
Physical	33	9.2
Social	118	33
Damaged	63	17.6
Threatened	68	19
Racial	61	17
Sexual	46	12.8
Cyber	30	8.4
Other	33	9.2

It is apparent from the results that, amongst those learners who reported that they have experienced bullying, the most prevalent type of bullying is verbal bullying. The second most predominant type within both of these schools is social bullying; and the third is exclusionary practices. Cyber bullying is evidently one of the types of bullying that has not been reported as predominantly as the rest.

4.6. Does type of school and/or gender affect the location of the bully in the school setting?

The following table (Table 4.6) represents the χ^2 values for the two independent variables in order to determine possible differences between the location of the bully and the independent variables. In the case of a significant value, the results were explored further.

Table 4.6 Chi-Sqaure tests for the location of the bully

Location of the Bully	Type of school		Gender	
	χ^2	P	χ^2	P
Playground	0.006	0.940	4.102	0.043*
Hallway	10.360	0.001*	0.503	0.478
In the classroom with the teacher present	5.791	0.016*	3.809	0.51
In the classroom with no teacher	3.528	0.060	8.526	0.004*
To and from school	0.998	0.318	0.322	0.570
Elsewhere	0.3179	0.538	0.257	0.612

* p =0.05

A significant difference with a large effect size (Phi = 0.374) was found between type of school and being bullied in the hallway. Being bullied in the classroom with the teacher present also appeared to be significantly different (with a small effect size; Phi = 0.274) for type of school. In addition, there is a significant difference between gender and being bullied in the playground. The results indicate a small effect size (Phi = 0.234). Lastly, a significant difference with a moderate effect size (Phi = 0.333) was found between gender and being bullied in the classroom with no teacher present. *Table 4.6.1 represents only the responses of learners who had indicated that they had been exposed to bullying*

Table 4.6.1 Frequencies and percentages of the significant differences between the two independent variables and the location of the bully

	Type of school	**Gender**

Location of the bully		Private School		Public school		Total		Male		Female		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
Playground	Learners who have not experienced bullying in their school playground	-	-	-	-	-	-	12	28.6	30	71.4	42	100
	Learners who have experienced bullying in their school playground	-	-	-	-	-	-	17	51.5	16	48.5	33	100
Hallway	Learners who have not experienced bullying in their school hallway	14	26.4	39	73.6	53	100	-	-	-	-	-	-
	Learners who have experienced bullying in their school hallway	14	66.7	7	33.3	21	100	-	-	-	-	-	-
In the classroom with the teacher present	Learners who have not experienced bullying in the classroom with the teacher present	15	29.4	36	70.6	51	100	-	-	-	-	-	-
	Learners who have experienced bullying in the classroom with the teacher present	15	57.7	11	42.3	26	100	-	-	-	-	-	-
In the classroom with no teacher	Learners who have not experienced bullying in the classroom with no teacher	-	-	-	-	-	-	22	52.4	20	47.6	42	100
	Learners who have experienced bullying in the classroom with no teacher	-	-	-	-	-	-	7	20	28	80	35	100

The results indicate that a greater proportion of private school learners (50%) than government school learners (15.2%) are exposed to bullying in their school hallways. In addition, more private school learners (50%) are exposed to bullying behaviour in the

classroom with their teachers present than that of government school learners (23.4%) A greater proportion of girls (71.4%) reported that they have not been bullied in their school playground than boys (28.6%). In addition, more girls (80%) have been exposed to bullying in the classroom with no teacher present than boys (20%).

4.6.2. Where does bullying most commonly take place in the school setting?

In order to gain further insight into the location of the bully in general, *only the responses of learners who had indicated that they had been bullied were taken into account* in the following table.

Table 4.6.2 Frequencies and percentages for the bully's location

Location of bullying	F	%
Playground	33	9.2
Hallway	21	5.9
In class with the teacher present	26	7.3
In class with no teacher	35	9.8
To and From school	15	4.2
Elsewhere	20	5.6

It is evident from the table that, among the learners who have reported being exposed to bullying, the predominant location is in the learner's classroom when the teacher is not present. The second most common location appears to be the playground, and the third is in the learner's classroom when the teacher is present.

4.7. Does type of school and/or gender affect the gender of the bully?

Table 4.7 provides chi-square values for the gender of the bully.

Table 4.7 Chi square tests for the gender of the bully

	Type of school		Gender	
	χ^2	P	χ^2	P
Gender of bully	4.783	0.188	26.082	0.000*

*P=0.05

The results indicate no significant association between school type and whether or not learners were bullied by either a girl or a boy. Significant results with a small effect size (Phi = 0.275), however, were found between the gender of the bully and the gender of the learner. *The following table thus represents the responses of learners who had indicated that they had been exposed to bullying:*

Table 4.7.1 Frequencies and percentages of the significant differences between the gender and the gender of the bully.

Gender of the bully		**Gender**					
		Male		Female		Total	
		F	%	F	%	F	%
Female	Learners who have experienced bullying by females	5	16.1	26	83.9	31	100
							100
Male	Learners who have experienced males	30	61.2	19	38.8	49	100
Both male and female	Learners who have experienced bullying by both males and females	2	9.5	19	90.5	21	100

It is clear that a greater proportion of girls experience bullying by other girls (83.9%) than boys by girls (16.1%). In addition, more boys report experiencing bullying by other boys (61.2%) than girls by boys. Lastly, a greater proportion of girls have reported experiencing bullying by both genders (90.5%) than boys (9.5%).

4.7.2. Which gender most commonly partakes in bullying behaviour?

In order to gain further insight into the gender of the bully in general, *only the responses of learners who had indicated that they had been bullied were taken into account* in the following table. The following table indicates the frequencies and percentages in which bullying

Table 4.7.2 Frequencies and percentages for the gender of the bully

Gender of the bully	F	%
Reports of being bullied by a girl/girls	31	8.7
Reports of being bullied by a boy/boys	49	13.7
Reports of being bullied by both boys and girls	21	5.9

Majority of the learners have reported being bullied mainly by boys.

4.8. Does type of school and/or gender affect disclosure?

The learners were also asked to report whether or not they had reported their experiences of bullying to anyone. These results are presented in the table below:

Table 4.8 Chi-Square tests for disclosure

	Type of school		Gender	
	χ^2	P	χ^2	P
Disclosure	0.471	0.790	5.489	0.064

*p = 0.05

The chi-square tests presented in table indicate no significant association between the two independent variables (school type and gender) and disclosure. The results below represent *only the responses of learners who had indicated that they had been bullied* in order to gain insight into whether or not learner's disclose bullying behaviour:

Table 4.8.1 Frequencies and percentages for disclosure

Disclosure	F	%
Learners who have not disclosed their experiences of bullying	33	9.2
Learners who have disclosed their experiences of bullying	39	10.9

4.9. Does type of school and/or gender affect teacher, learner, and adult intervention?

Teacher, learner, and adult intervention were also investigated. The following tables presents these results:

Table 4.9 Chi-square tests for intervention

Intervention	Type of school		Gender	
	χ^2	P	χ^2	P
Teacher intervention	5.591	0.018*	1.008	0.315
Learner intervention	5.707	0.017*	0.567	0.451
Adult intervention	0.546	0.460	0.287	0.592

*p = 0.05

The results in Table 4.9 indicate a significant relationship, with a small effect size (Phi = 0.127) between the type of school and teacher intervention. A significant difference with a small effect size (Phi = 0.127) was also found between type of school and learner intervention. No further significant results were found for teacher, learner, and adult intervention.

Table 4.9.1

Intervention		**Type of school**					
		Private		Public		Total	
		F	%	F	%	F	%
Teacher intervention	No intervention	36	38.3	58	61.7	94	100
	Intervention	132	52.6	119	47.4	251	100
Learner intervention	No intervention	78	42.6	105	57.4	183	100
	Intervention	92	55.4	74	44.6	166	100
Adult intervention	No intervention	145	48.5	154	51.5	299	100
	Intervention	25	54.3	21	45.7	46	100

It is evident that a greater proportion of private school learners (52.6%) have had their teacher's intervene when they experienced bullying than government school learners (47.4%). In addition, learner intervention in the private school setting appears to be higher (55.4%) than that of government school setting (44.6%). No significant differences were found between gender and intervention. The information below thus provides information regarding the responses of the overall population.

4.9.2. Who most commonly interevenes when bullying incidence occurs?

Table 4.9.2. below presents the results for the responses of the overall population.

Table 1.9.2 Frequencies and percentages for intervention

Intervention	F	%
Teacher intervention	251	70.1
Learner intervention	166	46.4
Adult intervention	46	12.8

As can be seen from the above table, majority of the learners report that their teachers have intervened whenever they have experienced bullying in the school setting. Adult intervention appears to be an area in which learners receive the least help.

4.10. Conclusion

This section has presented the results for the various research questions. For the questions which investigated possible differences between the two independent variables and the issue of bullying, the chi-square test results were presented. Results which were significant in nature warranted further exploration by means of frequencies and percentages. In order to investigate the nature of bullying further, frequencies and percentages were also provided.

From the results, it is clear that 27.7% of the learners have experienced bullying. The results also indicate that there is a significant difference between type of school and the prevalence of bullying. It was found that a greater proportion of private school learners have experienced bullying as opposed to their public school counterparts. No significant relationship was found between gender and the prevalence of bullying.

A significant association was found between school type and the prevalence of bullying at school in the past couple of months. As evidenced in Table 4.2., a greater proportion of private school learners (35.3%) have reported bullying as opposed to public school learners (22.2%). This implies that type of school a learner attends does appear to have a significant impact on the prevalence of bullying.

The nature of bullying was further investigated by exploring aspects such as type of bullying behaviour, location of the bully, and gender of the bully. A Significant difference was found between cyber bullying and type of school. Significant differences were also found regarding comments about race for the variables of gender and race. Amongst the learners who have experienced bullying across both samples, it is evident that the most prevalent type of bullying is verbal bullying. Social bullying is the second most predominant type within both; and the third is exclusionary practices.

When it comes to the location of the bully, a significant difference with was found between type of school and being bullied in the hallway. It is apparent that more private school learners (50%) are exposed to bullying in their school hallways. Differences were also found between being bullied in the classroom with the teacher present for type of school. A greater number of private school learners are exposed to this type of bullying. There is a significant difference between gender and being bullied in the playground. It appears as though more girls have not experienced this form of bullying. Moreover, more girls (80%) have been exposed to bullying in the classroom with no teacher present than boys (20%). The predominant location for bullying behaviour appears to be the learner's classroom when the teacher is not present. The playground is evidently the second most common location for bullying behaviour. The third is in the learner's classroom when the teacher is present.

The gender of the bully was also explored. No significant association between school type and whether or not learners were bullied by either a girl or a boy. Significant results, however, were found between the gender of the bully and the gender of the learner. The results indicate that more girls experience bullying by other girls than boys by girls. Moreover, more boys report experiencing bullying by other boys than girls by boys. In addition, more girls have reported experiencing bullying by both genders than boys. Majority of the learners have reported being bullied mainly by boys.

Disclosure was further investigated. The results indicate no significant association between the two independent variables (school type and gender) and disclosure. Finally, teacher, learner, and adult intervention was investigated. A significant relationship was found between the type of school and teacher intervention. A significant difference was also found between type of school and learner intervention. No further significant results were found for teacher, learner, and adult intervention. Majority of the learners report that their teachers have

intervened whenever they have experienced bullying in the school setting. Adult intervention appears to be an area in which learners receive the least help.

This chapter has presented the results according to the research questions outlined in Chapter 1. The following Chapter (5) will provide a discussion of these results.

CHAPTER 5: DISCUSSION

5.1. Introduction

The primary aim of the present study was to investigate the existence of a relationship between school type and gender surrounding the issue of bullying. This study has further investigated bullying by exploring the nature and intervention of bullying across the entire sample in order to gain insight into the issue in South African high schools. This chapter discusses the results obtained in Chapter 4. These will be discussed as per the order of research questions presented in Chapter 1. The findings of the present study provide insights into the issue of bullying in the South African context, which, in some cases, is contrastive when compared with local and international research, and in other cases, similar to other research findings.

5.2. What is the prevalence of bullying in South African private and Township high schools?

Numerous studies dedicated to the investigation of the prevalence of bullying in South African schools have reported that the phenomenon is definitely a major concern within our context (Darney et al., 2013; De Wet, 2005; Greef, 2004; Liang et al., 2007; Timm & Eskell-Blokland, 2011). According to Darney et al., (2013), 91% of learners in Johannesburg had either been victims of bullying or actual bullies. Whilst the current study does not provide such a high percentage of prevalence, the current study does provide evidence that 27.7% of learners have experienced bullying during the first quarter of the year.

These results refute findings which suggest that up to 90% of learners in Johannesburg school experience some sort of bullying (De Wet, 2005). However, when considering the larger South African population, lower percentages of bullying behaviour have been reported in areas such as Cape Town and Durban, with prevalence rates such as 36.3%; rural Mpumalanga, with prevalence rates such as 11.8%; and Tshwane, with prevalence rates such as 41% (Timm & Eskell-Blokland, 2011).

5.3.Does type of school affect the prevalence of bullying?

According to the SEM, school climate plays a big role when it comes to bullying behaviour (Swearer & Hymel, 2015). Swearer and Hymel (2015) report that the positive or negative climate of the school impacts bullying in the school setting. As the two types of schools come from different socio-economic backgrounds (i.e. the public school is funded by government and the resources are limited; the private school is well resourced making the school climate a rather positive one which could prevent bullying behaviour, compared to the public school), one could assume that there would be differences in the prevalence of bullying (based on the SEM).

The results indicate a significant difference between school type and bullying. It is evident that a greater proportion of private school learners experience bullying. Whilst this goes against the assumption that a positive school climate could prevent bullying behaviour, there may be other factors which could have influenced the results. The learners from private school setting may be influenced by factors in their micro-sysytems which have not been explored in this study. For example, The SEM states that a learner's relationship with their family members could affect whether or not they experience bullying (Swearer & Hymel, 2015). Swearer and Hymel (2015) suggest that a negative family environment and poor parental supervision may affect bullying behaviour.

5.4.Does gender affect the prevalence of bullying?

The results indicate no significant relationship between gender and the prevalence of bullying. This result is contrastive to the literature on gender differences and the issue of bullying (Greef, 2004; De Wet, 2005). According to a number of research studies, bullying prevalence rates are higher amongst boys (Baldry & Farrington, 2000; Bor, Ebner-Landy, Gill & Brace, 2002; Byrne, 1994; De Wet, 2005; Turkel, 2007). The SEM also indicates that micro-systemic as well as societal level influences such as gender can influence bullying behaviour. This implies that there would be differences in prevalence rates. A possible reason for the current findings may be that higher bullying rates may no longer be restricted to boys.

5.5.Does type of school and/or gender affect the type of bullying behaviour?

A significant difference was found between type of school and cyber-bullying. It is evident that a greater proportion of government school learners have experienced cyber-bullying than their private school counterparts. Once again, research in this area is scarce, making it difficult to have other statistics to compare these results. A greater proportion of government school learners (72.7%) than private school learners (27.3%) also reported being bullied in "another way". Whilst the learners who reported being bullied in another way were requested to indicate the way in which they were bullied, none of these learners chose to fill in the answer.

When it comes to gender, a greater proportion of boys reported that they had experienced racial bullying than girls. Whilst Olweus (1994) suggests that race does not affect bullying, this appears to be in issue in South African schools. According to Greef (2004), a higher percentage (45.6%) of boys were subjected to comments about their race and colour as opposed to girls (31.7%). Greef (2004) reports that black boys are more likely to be bullied by white boys based on their race than black girls. In a study investigating the nature and extent of bullying in Free State, one participant reported the following: "At our school there are these boys who are racists. They act mean against black people in our school." (De Wet, 2005, p.86). In light of the SEM, the race and gender of an individual appears to be a factor influencing bullying behaviour. Racial bullying appears to be operating at the macrosystemic level for the issue of bullying. Due to South Africa's history with the apartheid era, the issue of racism may still be affecting individuals decades after the demise of apartheid.

5.6.What are the predominant types of bullying behaviour in both types of schools?

Verbal bullying has been found to be the most predominant type of bullying in the school setting. This is consistent with findings which suggest that verbal bullying is the common type of bullying in the school setting (Seals & Young, 2003). Seals and Young (2003) found that 36.7% of their respondents experienced name calling "sometimes", and 13.5% experienced name calling "often". In his study investigating the nature and prevalence of bullying, Greef (2004) also found that verbal bullying is the most common form of bullying in the school setting. De Wet (2005) also found that direct verbal bullying is the most

common type of bullying in the school setting. Social bullying has been found to be another common type of bullying in the present study.

5.7.Does type of school and/or gender affect the location of the bully?

The results indicate that there are significant differences between school type and the location of the bully. In the private school setting, a greater proportion of learners reported being bullied in the school hallway as opposed to government school learners. Additionally, more private school learners reported experiencing bullying in the classroom with their teachers present. When it comes to gender, it is evident that a greater number of boys experience bullying in the playground than girls. The study also found that more girls have been exposed to bullying in the classroom with no teacher present than boys.

5.8.Where does bullying most commonly take place in the school setting?

The current study found that the predominant location for bullying behaviour is in the learner's classroom when the teacher is not present. The second most common location appears to be the playground, and the third is in the learner's classroom when the teacher is present. These results are in conjunction with findings from Seals and Young (2003) as well as Greef (2004) who found that the playground is the most common place for bullying behaviour and the classroom is considered the second most common location. Whilst playground bullying could be due to the lack of supervision in an open space, bullying in the classroom with the teacher present is a relatively interesting finding. This may due to teacher misperceptions surrounding the issue of bullying (De Wet, 2005). In addition, teachers may miss bullying behaviour in the classroom as their focus is on ensuring that the work is completed in class.

5.9.Does type of school and/or gender affect the gender of the bully?

The current study has demonstrated that a greater proportion of girls experience bullying by other girls than boys by girls. This may be due to the fact that girls interact more with other girls in the school setting and vice versa. A greater proportion of boys report experiencing bullying by other boys than girls by boys. This result is consistent with reports by De Wet

(2005) that majority of boys are bullied by other boys. An additional finding is that a greater proportion of girls have reported experiencing bullying by both genders than boys.

5.10. Which gender most commonly partakes in bullying behaviour?

Majority of the learners have reported being bullied mainly by boys. This is consistent with the literature which suggests that boys are more commonly perpetrators of bullying as opposed to girls (Seals & Young, 2003). According to De Wet (2005), the largest percentage of female victims are bullied by males and majority of male victims are bullied by other males. When considering the SEM, individual characteristics are as important as other factors when it comes to understanding various influences for behaviour. Gender can thus be seen as an individual characteristic which affects bullying behaviour. One could also look at ways in which society and social categories (at the macrosystemic level) play a role when it comes to this behaviour. Social constructions may thrust males into a position whereby they succumb to expectations that they should act in an aggressive manner to deal with issues (Turkel, 2007).

5.11. Does type of school and/or gender affect disclosure?

Victims of bullying are often afraid of disclosing to their friends and family for various reasons (De Wet, 2005). According to De Wet (2005), most victims feel as though they will not be helped as the adults in their lives often overlook the severity of the issue. Whilst disclosing the issue is viewed as an important part for intervention purposes (Rigby, 2010), the current study did not find any significant results regarding the issue. Furthermore, no significant association between the two independent variables (school type and gender) and disclosure were found.

5.12. Does type of school and/or gender affect whether or not teachers, learners, or adults intervene when learners are bullied?

The results indicate a significant relationship between the type of school and teacher, as well as learner intervention. It is evident that a greater proportion of private school learners have had their teacher's intervene when they experienced bullying than government school learners. Lower rates of intervention from teachers in the public school setting may be due to the unfavourable teacher-learner ratios in public schools (Motala, 2006, as cited in Mestry & Ndhlovu, 2015). Classrooms in the current study's public school contain up to 40 learners per class whereas the private school classrooms contain 20-30 learners per class. These smaller classes make it easier for teachers to readily intervene when bullying behaviour is observed

In addition, learner intervention in the private school setting appears to be higher than that of government school setting. This may be due to a school bullying policy which endorses learner intervention in the private school. No significant differences were found between gender and intervention.

5.13. Who most commonly interevenes when bullying incidence occurs?

Majority of the learners report that their teachers have intervened whenever they have experienced bullying in the school setting. This is an important finding as Allen (2010) suggests that teachers are required to be proactive in their pursuit to combat bullying in schools. Learners have also reported that their peers often intervene as well. These results serve as a positive finding as researchers have emphasised the importance of a "whole school approach" which enables a school environment built on tolerance and respect, one that involves the positive contributions of multiple role players in the school setting (CJCP & DBE, 2013; Smith et al, 2003; Olweus & Limber, 2010). The results, however, are less positive for adult intervention. Adult intervention appears to be an area in which learners receive the least help. According to De Wet (2005), parents (adults) perceive bullying as part of the developmental process and often look past bullying behaviour. This may be the reason why learners feel as though adults generally do not intervene. This factor is concerning as adults are often perceived as key stakeholders when it comes to bullying intervention (Olweus & Limber, 2010).

The above discussion has aimed to provide insight into the issue of bullying through an investigation of the issue in the two different types of schools. Gender was also explored in order to gain further insight into the issue. The following section will discuss limitations and future recommendations.

5.14. Limitations and future recommendations

The gap in the literature on bullying and its link with different types of school within the South African context underscored a limitation for the study. As one aim of the study was to establish focus the affect of school type on the issue of bullying, this made it difficult to link any of the findings to existing literature. At best, the literature reviewed outlined the importance of school climate with regards to the issue of bullying (Swearer & Hymel, 2015). The reason for this gap may be due to the fact that whilst research on bullying has been documented for years on an international level (Olweus, 1989), the available studies on bullying in the African context have only been carried out in recent years (as has been outlined in Chapter 1 and 2). An invaluable recommendation would thus be further investigations of the issue with a focus on the different types of schools. In the South African context, other types of schools exist such as rural and township schools.

Whilst the SEM provides a holistic view of the issue, other theories such as the Social Learning theory and the social dominance theory may be beneficial in order to understand the nature of bullying.

Since the participants were only from two schools in Johannesburg, the results may not be reflective of the entire population of school going children in South Africa. Including a larger sample is highly recommended for future research as this would allow for understandings which would be more representative of the population.

Additionally, the study focused only on the self-reports of learners. Although this is crucial in order to understand the issue in South Africa, learners represent one part of the system when considering the entire school environment. Including reports from teachers and other key stakeholders such as parents and community members may contribute to a more extensive investigation of the issue.

In the public school setting, receiving consent from parents was a difficult task. Many of the school teachers reported that this is often an issue as the parents have a number of constraints which inhibit them when it comes to being involved in their children's education. This may be a possible reason as to why obtaining consent was challenging.

As the questionnaires were given at a time wherein class tests were about to commence in both schools, the learners were occupied with studies, and time constraints resulted in many learners leaving out questions, or not having time to complete the questionnaire. It is therefore recommended that these time constraints are more carefully examined before commencing with the various research procedures in future studies.

The quantitative framework used for this study is what allows for objective, statistical results. While this is valuable, it does not produce in-depth perceptions with regard to the topic of bullying. Exploring learner's perceptions in a qualitative manner may therefore provide invaluable insight into the nature and prevalence of bullying in South Africa.

5.15. Conclusion

Due to the various consequences of bullying and the high level of criticality warranted when considering the issue, the current study has sought to investigate the issue in the South African context. Although the issue of bullying has been explored rather extensively on an international level, the literature for South African investigation on the topic is limited. This study aimed to specifically look at the issue and compare the differences between two types of high schools in terms of incidence, nature, and intervention. In addition, this study further investigated the differences between gender and the issue of bullying. The discussion has thus provided an understanding of the results in order to gain insight into these issues.

Whilst the results from the current study a relatively lower prevalence percentage (27.7%) of bullying in South African schools compared to a few research findings (see De Wet, 2005), it is still consistent with many other findings in the South African context (Timm & Eskell-Blokland, 2011) and portrays the reality of the issue in our country. Significant results were found between school type and prevalence of bullying. The results indicate that more private school learners experience bullying. This is a rather interesting finding as the private school climate should be more equipped to deal with bullying based on the resources and ultimate school environment (Swearer &Hymel, 2015).

When it comes to the types of bullying behaviour, verbal bullying appeared to be the most prevalent form of bullying in both schools. This finding is consistent with other research studies (De wet, 2005; Greef, 2004; Seals & Young, 2013). The location of the bully was also explored in the current study. The most common location for bullying behaviour is in the learner's classroom when the teacher is not present. The second most common location appears to be the playground, and the third is in the learner's classroom when the teacher is present. These results are in conjunction with findings from Seals and Young (2003) as well as Greef (2004). The current study has demonstrated that a greater proportion of girls experience bullying by other girls than boys by girls and vice versa. This may be due to the fact that girls interact more with other girls in the school setting and vice versa.

No significant association between the two independent variables (school type and gender) and disclosure were found. Majority of the learners who experienced bullying have reported that their teachers and other learners have intervened, presenting positive findings for the aspect of intervention.

In conclusion, the current study provides a solid knowledge base for the issue of bullying in South Africa. In addition, this study has demonstrated that bullying is a reality in both private and township high schools. Whilst significant differences were found between the two independent variables for some of the research questions and not others, the insight gained from these findings contribute to a wider perspective of the issue. Especially since the research regarding the differences between types of schools is scarce. This makes it essential for additional research to be conducted in the area. Further exploration of appropriate intervention strategies are also necessary.

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APPENDICES

Appendix A (Ethical Clearance)

UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG

HUMAN RESEARCH ETHICS COMMITTEE (SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: MEDP/15/006 IH**
PROJECT TITLE:	An investigation of bullying in private and public high schools: incidence, nature, and intervention
INVESTIGATORS **DEPARTMENT**	Shaakera Subjee Psychology
DATE CONSIDERED	10/06/15
DECISION OF COMMITTEE*	Approved

This ethical clearance is valid for 2 years and may be renewed upon application

DATE: 10 June 2015

CHAIRPERSON
(Prof. Brett Bowman)

cc Supervisor: Prof. Sumaya Laher
Psychology

DECLARATION OF INVESTIGATOR (S)

To be completed in duplicate and **one copy** returned to the Secretary, Room 100015, 10th floor, Senate House, University.

I/we fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure be contemplated from the research procedure, as approved, I/we undertake to submit a revised protocol to the Committee.

This ethical clearance will expire on 31 December 2017

PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES

Appendix B (Cover letter)

Psychology

School of Human & Community Development

University of the Witwatersrand

Private Bag 3, Wits, 2050

Tel: 011 717 4532 Fax: 086 553 4926

Dear Principal

Good day. My name is Shaakera Subjee. I am currently completing my Masters in Educational Psychology at the University of the Witwatersrand. My research is centred around the issue of bullying high schools.

The aim of this study is to investigate the incidence, impact, and interventions in place for the issue of bullying. This study is of value because it will promote the understanding of the issue of bullying in the South African context. In order to gather data for this study, I would like to invite learners (i.e. Grade 8-Grade12) to participate in this study.

Participation in the study will involve learners completing a questionnaire. I will request consent from the learner's parent or guardian if he or she is under the age of 18, and I have attached the information letter and consent form to this letter for your information. If possible, I would greatly appreciate it if your school assisted in the distribution and the collection of the parental consent forms if you grant me permission to conduct my research at your school. I will provide the copies of the information letters and consent forms for the parents. I would kindly like to ask your permission to collect data from your school. This questionnaire will take approximately 30 minutes per class at a time convenient for you during which to test the learners. If this is not possible, I am happy for the learners to compete the questionnaire at their convenience and I will collect the questionnaires from the school a week later.

I have obtained ethical clearance from the University of the Witwatersrand, and I am in the process of obtaining permission from the GDE. I hope to receive permission as soon as

possible and will fax you confirmation of this. I would like to collect my data between May and June this year.

Since the questionnaires request no identifying information, learners' anonymity is preserved. This does mean that individual feedback cannot be provided. The results of this study will be made available to each school that is involved. No harm to any of the learners is foreseen, however, contact details of mental health call centres will be provided for learners who find the process difficult. Although there are no direct benefits for the learners who choose to participate, the study will contribute to a broader understanding of bullying in the South African context.

Should you grant me permission to conduct research, it would be appreciated if you could complete the attached consent form and fax or e-mail it to me or my supervisor Prof. Sumaya Laher; or I can come and collect it. My contact details, together with those of my supervisor, appear in the signatures below.

I look forward to hearing from you.

Yours sincerely

_____ _____

Shaakera Subjee

Cell: 0842077717

E-mail: shaakera.subjee@gmail.com

Prof. Sumaya Laher

Tel: 011 717 4532

E-mail: Sumaya.laher@wits.ac.za

Appendix C (Learner information sheet and parent information sheet)

Psychology

School of Human & Community Development

University of the Witwatersrand

Private Bag 3, Wits, 2050

Tel: 011 717 4532 Fax: 0865534926

Dear Sir / Madam

Good day! My name is Shaakera Subjee. I am currently an Educational Psychology Masters student at the University of the Witwatersrand. I am conducting research for the purpose of obtaining this degree. The purpose of my research is to investigate the issue of bullying in high schools. I would like to invite you to participate in this study. Part of this research requests your responses on the attached questionnaire. It should take you approximately 30 minutes to complete the questionnaire. I understand that this is a substantial investment of your time. However, your response is valuable as it will contribute towards a broader study on the understanding of bullying in a South African context in addition to having an impact on research nationally and internationally. I would therefore like to invite you to participate in this research.

Your responses will remain confidential and anonymity is guaranteed. At no time will I know who you are, since the questionnaire requests no identifying information. Completion and return of the questionnaire will be considered to indicate permission for your responses to be used for the research project. Should you choose not to participate, this will not be held against you in any way. As I will only focus on group trends, and have no way of linking any individual's identity to a particular questionnaire, I will not be able to give you individual feedback. You may email me or my supervisor approximately 6 months after completion of this questionnaire should you require general feedback on the results of this study. If you

have any further questions or require feedback on the progress of the research, please feel free to contact either me or my supervisor on the details provided below. If you feel vulnerable on completion of the questionnaire or if you know someone who is feeling vulnerable, the following organisations may be contacted. These organisations provide free support and counselling.

South African Depression and Anxiety Group (SADAG): 0800 567 567 (toll free)
(SADAG provides 24 hour telephonic counselling)

Childline South Africa: 08 000 55 555

Thank you for considering taking part in the research project. Please detach and keep this sheet for future reference.

Yours sincerely

_____ _____

Shaakera Subjee

Cell: 0842077717

E-mail: shaakera.subjee@gmail.com

Sumaya Laher

Tel: 011 717 4532

E-mail: Sumaya.laher@wits.ac.za

Appendix D (Parent information sheet)

Psychology

School of Human & Community Development

University of the Witwatersrand

Private Bag 3, Wits, 2050

Tel: 011 717 4532 Fax: 0865534926

Dear Sir/Madam

Good day! My name is Shaakera Subjee. I am currently an Educational Psychology Masteters student at the University of the Witswatersrand. I am conducting research for the purpose of obtaining this degree. The purpose of my research is to investigate the issue of bullying in private and public high schools.

I am therefore inviting your child/ward to participate in this study. Your child's/ward's participation is completely voluntary. Whether you give permission for your child/ward to take part in the study or not will not affect academic teaching or marks in any way. However, the school is aware of the project and has given its permission for the study to be conducted. If you allow your child/ward to participate, please complete and sign the form below and return the form to your child's/ward's class teacher as soon as possible.

Please be assured that all data collected will be kept strictly confidential. No child will be identified in any written or spoken report. No identifying information will be requested from your child/ward, thus preserving your child's/ward's anonymity. This does mean that individual feedback cannot be given. A summary of the findings of the study can be sent to you on request. Should you have any questions or if you wish to request feedback, my contact details, together with those of my supervisor, appear in the signatures below.

There are no risks associated with this study. Although there are no direct benefits for the learners who choose to participate, the study will contribute to a broader understanding of bullying in the South African context.

If you agree to your child's/ward's participation in this study, please complete the attached consent form and return it to the school.

Thank you for taking the time to read this and for considering letting your child/ward participate in my study.

Please detach and keep this letter.

Yours sincerely

_____ _____

Shaakera Subjee

Cell: 0842077717

E-mail: shaakera.subjee@gmail.com

Sumaya Laher

Tel: 011 717 4532

E-mail: Sumaya.laher@wits.ac.za

Appendix E (consent and assent forms)

Principal consent form

Psychology

School of Human & Community Development

University of the Witwatersrand

Private Bag 3, Wits, 2050

Tel: 011 717 8331 Fax: 0865534926

I, _____ , principal of _____ (name of school), do/ do not consent for Shaakera Subjee to conduct research at this school. I am aware that this research may interrupt class time or extra-curricular activities, unless otherwise agreed to by the principal and the relevant teacher(s) involved. I understand that pupils' participation in this study is completely voluntary and that all details will be kept confidential at all times.

Signed: _____

Date: _____

Appendix F (Parent consent form)

Psychology

School of Human & Community Development

University of the Witwatersrand

Private Bag 3, Wits, 2050

Tel: 011 717 4532 Fax: 0865534926

I,_____ do/do not consent for my child/ ward _____ (name of child) in Grade at _____ (school's name) to participate in the research study to be conducted by Shaakera Subjee. I am aware that:

- All details will be kept confidential at all times.

- My child's participation or non-participation in the study will have no impact on his/her academic input and evaluation.

- Participation in this study is completely voluntary.

- No information that may identify my child or me will be included in the research report.

- My child will not be harmed in any way during the process.

- My child's information will be kept confidential at all times.

- There are no risks or benefits associated with participation in this study.

Name of Parent/Guardian: _____

Signed: _____

Date: _____

Appendix G (Learner assent form)

Psychology

School of Human & Community Development

University of the Witwatersrand

Private Bag 3, Wits, 2050

Tel: 011 717 4532 Fax: 0865534926

I,_____ do/do not agree to participate in the research study to be conducted by Shaakera Subjee. I am aware that:

- All details will be kept confidential at all times.

- My participation or non-participation in the study will have no impact on his/her academic input and evaluation.

- Participation in this study is completely voluntary.

- No information that may identify me will be included in the research report.

- I will not be harmed in any way during the assessment.

- Information will be kept confidential at all times.

- There are no risks or benefits associated with participation in this study.

Name of Learner: _____ Signed: _____ Date: _____

Appendix H (Demographic questionnaire and ROBVQ)

Demographic Questionnaire

Please provide the following demographic information:

1. Name:……

2. Age: ……..

3. Gender:

Male □ Female □

4. Race/Ethnicity:

4.1 African □ 4.3 Coloured □ 4.5. White

4.2 Indian □ 4.4 Asian □

5. Home Language:

5.1 Afrikaans □ 5.7 English □

5.2 IsiZulu □ 5.8 Ndebele □

5.3 Sepedi □ 5.9 Sotho □

5.4 Swati □ 5.10 Tsonga □

5.5 Tswana □ 5.11 Venda □

5.6 Xhosa □ 5.12 Other_____

6. School Type

6.1 Government school □

6.2 Independent school □

6.3 Former Model C □

6.4 Other_____ □

7. Grade

7.1 Eight □

7.2 Nine □

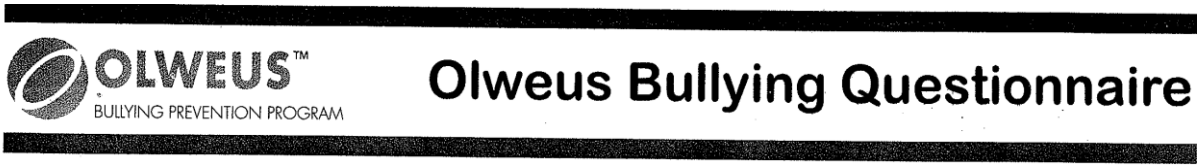
7.3 Ten □

7.4 Eleven □

7.5 Twelve □

Thank you very much for your time!

R-OBVQ



You will find questions about your life in school. There are several answers next to each question. Each answer has a box in front of it. Like this:

1. How do you like school?

	I dislike school very much
	I dislike school
	I neither like nor dislike school
	I like school
	I like school very much

Answer each question by marking an **X** next to the box that matches the answer that best describes you for each statement. If you really dislike school, mark an **X** in the box next to "I dislike school very much". If you really like school, put an **X** in the box next to "I like school very much", and so on. Fill in only one mark (**X**) next to the boxes. Try to keep the mark inside of the box. Now put an **X** next to the answer that best describes how you feel about school. EXAMPLE:

X

If you mark the wrong box, you can change your answer like this: Make the wrong box completely black: 

Then put an **X** in the box where you want your answer to be.

PLEASE NOTE: Do not put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and how you really feel. Sometimes it is hard to decide what to answer. Then just answer how you think it is. If you have questions, raise your hand.

Most of the questions are about **your life in school in the past couple of months, that is, the period from the start of school after the December holidays until now.** So when you answer, you should think of how it has been the past few months and **not only how it is just now.**

Now you can answer the next question:

2. Are you a boy or a girl?

	Boy
	Girl

3. How many good friends do you have in your class/es?

	None
	I have one good friend in my class/es
	I have 2 or 3 good friends in my class/es
	I have 4 or 5 good friends in my class/es
	I have 6 or more good friends in my class/es

ABOUT BEING BULLLIED BY OTHER STUDENTS

Here are some questions about being bullied by others. First, we define or explain the word bullying:

We say a student is being bullied when another student, or several other students:

• Say mean and hurtful things or make fun of him or her or call him or her hurtful Names

• Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose

• Hit, kick, push, shove around, or lock him or her inside a room

• Tell lies or spread false rumors about him or her or send mean notes and try to make other students dislike him or her

• And other hurtful things like that, including being teased in a mean and hurtful way.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. Note that we also call it bullying when a student is teased repeatedly in a mean and hurtful way. But, we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when students of about equal strength or power argue or fight.

4. How often have you been bullied at school in the past couple of months?

	I haven't been bullied at school in the past couple of months
	It has only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions (5-13).

5. I was called mean names, was made fun of, or teased in a hurtful way

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

6. Other pupils left me out of things on purpose, excluded me from their group of friends, or completely ignored me.

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

7. I was hit, kicked, pushed, shoved around, or locked indoors.

	It hasn't happened to me in the past couple of months
	Only once or twice

	2 or 3 times a month
	About once a week
	Several times a week

8. Other learners told lies or spread false rumours about me and tried to make others dislike me.

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

9. I had money or other things taken away from me or damaged.

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

10. I was threatened or forced to do things I did not want to do.

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

11. I was bullied with mean names or comments about my race or colour.

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

12. I was bullied with mean names, comments, or gestures with a sexual meaning.

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

13. I was bullied with mean names or hurtful messages, calls, or pictures, or in other ways on my cell phone or over the internet (computer) (Please remember that bullying is not bullying when it is done in a friendly and playful way.)

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

14. I was bullied in another way.

	It hasn't happened to me in the past couple of months
	Only once or twice
	2 or 3 times a month
	About once a week
	Several times a week

In this case, please write in what way:_____

15. In which class(es) is the learner or learners who bully you?

	I haven't been bullied at school in the past couple of months
	In my class
	In a different class but the same grade
	In a higher grade
	In a lower grade
	In different grades

16. Have you been bullied by boys or girls?

	I haven't been bullied at school in the past couple of months
	Mainly by 1 girl
	By several girls (a number of girls)
	Mainly by 1 boy
	By several boys (a number of boys)
	By both boys and girls

17. By how many learners have you usually been bullied?

	I haven't been bullied at school in the past couple of months
	Mainly by 1 learner/student
	By a group of 2-3 learners/students
	By a group of 4-9 learners/students
	By a group of more than 9 learners/students
	By several different learners/students or groups of learners/students

18. How long has the bullying lasted?

	I haven't been bullied at school in the past couple of months
	It lasted one or two weeks
	It lasted about a month
	It lasted about 6 months
	It lasted about a year

	It has gone on for several years

19. Where have you been bullied?

	I haven't been bullied in the past couple of months (If you place an X in this box, skip to question 20)
	I have been bullied in one or more of the following places in the past couple of months: (continue below)

19a. On the playground/sports field (during break times/lunch)?

	No
	Yes

19b. In the hallways/passages/stairwells?

	No
	Yes

19c. In class (when the teacher was in the room)?

	No
	Yes

19d. In the class (when the teacher was not in the room)?

	No
	Yes

19e. In the toilets/bathroom?

	No
	Yes

19f. In PE class/Physical fitness class or the changing room?

	No
	Yes

19g. In the lunchroom?

	No
	Yes

19h. On the way to and from school?

	No
	Yes

19i. At the bus stop/taxi rank?

	No
	Yes

19j. On the school bus/taxi?

	No
	Yes

19k. Somewhere else in school?

	No
	Yes

In this case, please write where:_____

20. Have you told anyone that you have been bullied at school in the past couple of months?

	I haven't been bullied at school in the past couple of months (If you place an X in this box, skip to question 21)
	I have been bullied but I have not told anyone (If you place an X in this box, skip to question 21)
	I have been bullied and i have told somebody about it (continue below)

20a. Your class teacher?

	No
	Yes

20b. Another adult at school (a different teacher/principal/headmaster/the school nurse/ the school counsellor/psychologist, the school care taker/cleaner)?

	No
	Yes

20c. Your parent/s or guardian/s?

	No
	Yes

20d. Your brother/s or sister/s?

	No
	Yes

20e. Your friend/s?

	No
	Yes

20f. Somebody else?

	No
	Yes

In this case, please write who:_____

21. How often do **the teachers or other adults** at school try to put a stop to it when a learner is being bullied at school?

	Almost never
	Once in a while
	Sometimes
	Often
	Almost always

22. How often do **other learners** try to put a stop to put a stop to it when a learner is being bullied at school?

	Almost never
	Once in a while
	Sometimes
	Often
	Almost always

23. Has **any adult at home** contacted the school to try to stop your being bullied at school in the past couple of months?

	I have not been bullied at school in the past couple of months
	No, they have not contacted the school
	Yes, they have contacted the school once
	Yes they have contacted the school several times

24. When you see at student your age being bullied at school, what do you **feel or think**?

	That is probably what he or she deserves
	I do not feel much
	I feel a bit sorry for him or her
	I feel sorry for him or her and want to help him or her

About bullying other students

25. How often have you **taken part in bullying another student(s)** at school in the past couple of months?

	I have not bullied another student(s) at school in the past couple of months
	It has only happened once or twice

	2 or 3 times a month
	About once a week
	Several times a week

Have you bullied another student(s) in the past couple of months in one or more of the following ways? (questions 25-33)

26. I called another student(s) mean names and made fun of or teased him or her in a hurtful way

	It has not happened in the past couple of months
	Only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

27. I kept him or her out of things on purpose, excluded him or her from my group of friends or completely ignored him or her.

	It has not happened in the past couple of months
	Only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

28. I hit, kicked, pushed and shoved him or her around or locked him or her indoors.

	It has not happened in the past couple of months
	Only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

29. I spread false rumors about him or her and tried to make others dislike him or her.

	It has not happened in the past couple of months
	Only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

30. I spread false rumors about him or her and tried to make others dislike him or her.

	It has not happened in the past couple of months
	Only happened once or twice

	2 or 3 times a month
	About once a week
	Several times a week

31. I took money or other things from him or her or damaged his or her belongings.

	It has not happened in the past couple of months
	Only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

32. I threatened or forced him or her to do things he or she didn't want to do.

	It has not happened in the past couple of months
	Only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

33. a) I bullied him or her with mean or hurtful messages, calls or pictures or in other ways on my cellphone or over the internet (computer)

	It has not happened in the past couple of months
	Only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

32 b) If you bullied another student(s) on your cellphone or over the internet (computer), how was it done?

	Only on the cellphone
	Only over the internet (computer)
	In both ways

34. I bullied him or her in another way.

	It has not happened in the past couple of months
	Only happened once or twice
	2 or 3 times a month
	About once a week
	Several times a week

35. Has your **class teacher or any other teacher** talked with you about your bullying another student(s) at school in the past couple of months?

	I have not been bullied at school in the past couple of months
	No, they have not talked with me about it
	Yes, they have talked they have talked with me about it once
	Yes they have talked with me about it several times

36. Has **any adult at home** talked with you about your bullying another student(s) at school in the past couple of months?

	I have not been bullied at school in the past couple of months
	No, they have not talked with me about it
	Yes, they have talked they have talked with me about it once
	Yes they have talked with me about it several times

37. Do you think you could join in bullying a student whom you do not like?

	Yes
	Yes, maybe
	I do not know
	No, I do not think so
	No
	Definitely no

38. How do you usually react if you see or learn that a student your age is being bullied by another student(s)?

	I have never noticed that students my age have been bullied
	I take part in the bullying
	I do not do anything, but I think the bullying is okay
	I just watch what goes on
	I do not do anything but I think I must help the bullied student
	I try to help the bullied student in one way or another

39. How often are you afraid of being bullied by other students in your school?

	Never
	Seldom (rarely)
	Sometimes
	Fairly often
	Often
	Very Often

40. Overall, how much do you think your class teacher has done to cut down on bullying in your classroom in the past couple of months?

	Little or nothing
	Fairly little
	Somewhat

	A good deal
	Much

41. How would you describe your self

	African
	Asian
	Coloured
	Indian
	White
	Other