

**THE DEVELOPMENT OF AN ANTI-BULLYING INTERVENTION PROCESS
AT A PRIMARY SCHOOL IN GAUTENG**

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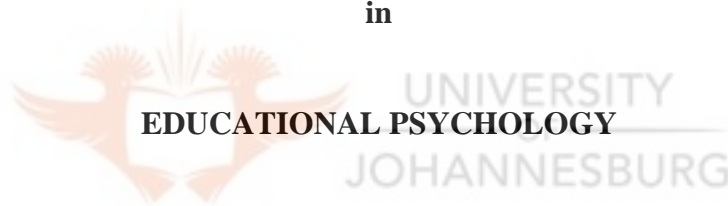
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ABSTRACT

Whole-school development was introduced in South Africa by the Department of Education (DoE) after 1994 as a method of effectively addressing barriers to learning. Whole-school development is an effort that requires the combined contribution of all stakeholders to manage and facilitate effective change at schools. In this respect the school is recognised as an organisation with various interdependent systems, of which all contribute to the functioning of the school.

In South Africa it is evident that schools are faced with many and various barriers to learning. One such barrier, and the topic of this study, is bullying. In primary and high schools alike, bullying is rife, occurring not only on the playground but also in the classroom. Bullying is an external barrier that contributes to internal trauma, such as fear and anxiety amongst victims. These consequences then filter through to the various systems at the school, like the parents, teachers, and the school system which are negatively influenced by bullying. The result of bullying then impacts on every system at the school thus enhancing the negative consequences associated with bullying.

The trauma associated to bullying has been recognised. South African researchers recommend that bullying should be addressed in order to facilitate an inclusive learning environment. In this respect whole-school development has been suggested to effectively address bullying from a systemic perspective. Although the trauma of bullying has been recognised, these researchers have all concluded that limited information is available with regard to addressing bullying in South Africa. Vorster (2002) has researched the development of anti-bullying guidelines using a whole-school approach; however these guidelines have not been applied to discuss the effectiveness of it.

In this study, Vorster's guidelines are implemented with the aim of understanding the educators' experiences of using whole-school development during the process of drawing up the anti-bullying guidelines at the school. A subsidiary aim of this research is to make recommendations for future development of anti-bullying guidelines.

Action research has been selected as the research design with the motivation that participatory research is aimed at providing those who experience the problem to engage in the research process with the purpose of seeking suitable solutions to the problems. It allows such people to take ownership of the process of finding appropriate solutions and thus empowering them.

Whole-school development originated from the need to allow stakeholders to participate in decisions that influence their schools. It further emanated from the need to facilitate effective change in schools in an attempt to build an inclusive learning environment. Vorster's (2002) guidelines include the process of creating an awareness of bullying at the school, suggesting feedback sessions with both learners and teachers on the findings and the development of an anti-bullying committee who would be responsible for the development of the anti-bullying guidelines.

In conclusion, these guidelines allowed the teachers to explore various strategies that can be implemented at the school. The research process in turn allowed the teachers to take charge of the process thus empowering them. It is apparent that each school needs to experience this approach in an attempt to contextualise and understand the school and thereafter explore feasible and realistic guidelines that are appropriate to their context. In this manner South African schools will be actively taking charge of addressing barriers to learning.

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CHAPTER ONE

RATIONALE AND OVERVIEW OF THE RESEARCH

1.1 BACKGROUND TO THE STUDY AND PROBLEM STATEMENT

Whole-school development was introduced in South Africa by the Department of Education (DoE) after 1994, as a method of effectively addressing the various internal and external barriers schools face. It is an integrative and collaborative effort of all stakeholders (Donald, Lazarus & Lolwana, 2004), a “framework for managing the process of change” (MacDonald & Swart, 2004:36), and a process that will allow schools to develop into self-reliant and learning organisations. From this perspective, schools are viewed as organisations which comprise several interdependent elements, all of which need to be functioning healthily for the whole to function. Any unhealthy element might filter throughout the whole system.

One such element – and the topic of this study – is bullying, which has developed into an external barrier that contributes to internal trauma, such as fear and anxiety amongst victims. In whole-school development it becomes apparent that every system, including the teachers, peers, parents and the school system could be negatively affected by bullying. The associated trauma of bullying is likely to hinder an individual’s learning ability.

In light of whole-school development, it is important that all stakeholders address bullying as a barrier and work towards alleviating it. MacDonald and Swart (2004) state that, until recently, research into bullying has focused on a positivist or deficit perspective, which has a tendency to make causal links between the individual and an event. In an era of postmodernism, and moving towards the critical paradigm, bullying should be considered from a systemic perspective. In a systemic perspective all systems in an environment are considered as interactive, and individuals are seen holistically in their particular systemic context.

According to Olweus (1994), bullying is defined as the repeated exposure of a student to a negative action, which is described as intentional or attempted infliction of injury or discomfort by one person on another. It can range from psychological harming, such as teasing, threatening or ridiculing, to physical contact, such as punching or kicking a person. The definition of bullying extends to the point of ignoring a person intentionally. Hazler, Miller, Carney and Green (2001) describe bullying as differentiated from other forms of play through the following characteristics: harm is done, the act is repeated and there is an unfair match of participants. Dovey (2005:11) notes that: “bullying is the responsibility of all members of a school community”, and that there should be a “systemic, multi-level focus that goes beyond the child who bullies and the victim, to include learners, staff, governing bodies, parents, and, where appropriate, the broader community”. In addition, she also points to a direct correlation between the time and quality of effort spent in developing, implementing, maintaining and monitoring a whole-school approach, and the reduction of problematic behaviour.

In my experience as a teacher at both a primary and high school in Gauteng, South Africa, I have witnessed that bullying is rife, occurring not only in the playground but also in the classroom. Simultaneously I observed the trauma that bullying creates among some of its victims, who would often become reluctant to attend school. I also witnessed a lack of interest in schoolwork when learners were being bullied. In my capacity as an intern psychologist at the Institute for Child and Adult Guidance at the University of Johannesburg (UJ), visiting other schools and interacting with the teachers, parents and learners, I have learned that bullying is a major problem – a problem that I believe requires intervention. I am also involved with Grade 7 teachers in a school in Gauteng who have identified bullying as a major problem in their school and they invited me to facilitate an anti-bullying intervention.

The lack of research pertaining to addressing bullying at schools in South Africa is evident. Recommendations and suggestions for possible means of intervening at schools has been suggested by Vorster (2002), using a whole-school approach. However little information is available in South Africa about the actual development of an intervention

and the experiences of participants in the process (MacDonald & Swart, 2004; De Wet, 2005; Dovey, 2005; Krige & Vorster, 2005). The practicality and realistic implications of the suggested guidelines by Vorster (2002) can be explored through identifying the experiences of the educators in the actual implementation of the guidelines, thus providing more information about addressing bullying as a barrier in South African schools.

1.2 RESEARCH QUESTION

In light of the above, this mini-dissertation addresses the following research problem:

How does whole-school development support the development of anti-bullying intervention guidelines for Grade 7s?

1.3 AIMS OF THE RESEARCH

The aim of the research is to explore and describe the experiences of educators regarding the development of anti-bullying intervention guidelines at a primary school in Gauteng in 2006. The subsidiary aim is to make recommendations for future development of anti-bullying intervention guidelines.

1.4 THEORETICAL PARADIGM

There is a clear distinction between a theoretical framework and a research paradigm. Mouton (2001) discusses this distinction using the 'three-world framework'. The first world refers to the daily life in which we are involved. In this life we engage in activities within various systems, thus we are learning, experiencing or reflecting. These processes in turn generate information to solve our daily problems, thus enhancing our quality of life.

The second world refers to the scientific world of knowledge. This world recognises a specific problem identified in the everyday life and then develops a research question around it. The attempt in this world is to find the real truth related to these 'ordinary'

phenomena. It involves the application of research methods and research processes of data collection and analysing. This second world of scientific knowledge aims to find the objective truth related to everyday problems, results that are suitable for all times and contexts.

The third world refers to the dominant theories that influence researchers in terms of their decisions. A researcher's choice of theory, research instruments and design are influenced by meta-theories. These meta-theories guide researchers and provide a backbone for researchers to decide the quality of their research.

In this research I have selected bullying and the need for effective intervention as a daily problem encountered at schools. I have problematised it in the scientific world in order to find an applicable method of addressing it. An appropriate research method should be influenced by a particular theory in order to guide the process of problem solving. My research approach – participatory research – is influenced by the critical theory.

1.4.1 Critical theory

Critical theory is defined as “a critical process of inquiry that goes beyond surface illusions to uncover the real structures in the material world in order to help people change conditions and build a better world for themselves” (Neuman, 1997:74 in Seedat et al., 2001:144). The emphasis is on identifying beliefs and practices that limit people from strengthening themselves so that they are empowered to live better lives.

The aim of introducing critical theory to people is directed at changing social life by giving people an understanding about themselves. Critical theory aims at internally strengthening people to become active constructors in the stories of their lives. It aims at creating a shift from being passive receptors to active constructors. The initiation of this shift is introduced by conscientisation as discussed by Paul Freire (Bhana & Kanjee in Seedat, et al., 2001).

Paulo Freire's concept of conscientisation represents the "awakening of the critical consciousness" (Bhana & Kanjee in Seedat et al., 2001:145). It is characterised by the development of a critical understanding of society that extends beyond daily issues. Once people have developed a critical awareness they are in a position to truly reflect, thus allowing them to critically examine their actions and the consequences of their actions. In return it motivates people to take new action and continue reflecting until peoples' problems are addressed. Since critical theory involves the awareness and empowerment of people it relies upon community psychology to convey its message.

"The concept of community refers to a sense of coherence that enables people to make sense of their social actions, social interactions and thought processes. Shared experiences among people gathered in community contribute to the creation of a common character" (Hook, 2004:317). Within the South African context, there are a large number of communities who are struck by hardship and plight to the extent that their morale is destroyed, thus they cannot come to a point of understanding their social interactions or their position in society.

The process of empowering people aims at supporting them in forming a common character. The challenge for South African psychologists is to reach out to these communities to empower them in such a way that they are able to socially transform their lives. "Social transformation refers to the initiatives aimed at helping reorganize human relationships through challenging oppressive structures or relationships and changing the systems that represent injustice" (Hook, 2004:318).

In respect of this definition educational psychologists need to examine their perspective on the practice of psychology and realise that psychology should meet the needs of people. Therefore psychological practices should aim at empowering people, thus promoting social transformation.

Empowerment is referred to as the development of a specific state of mind in terms of feeling, self-worth and competency, and the adjustment to structural conditions so that

power and authority is redistributed in order to provide opportunities for everyone (Hook, 2004).

The role of research within critical theory is to empower people so that they understand the reasons behind their powerlessness, it further looks at identifying the forces responsible for oppression and it examines the ability of people to change the conditions of their lives, thus living better lives (Bhana & Kanjee in Seedat et al., 2001). This process involves making people conscious of their present living conditions and provokes them to consider other alternatives that can be adopted to improve their lives. The research process under this theory requires the introduction of a specific action that aims at addressing people's needs and exploring possible solutions. With this approach it is difficult for the researcher to be detached as it is imperative that the researcher is fully involved in the process, but also that the researcher is committed to supporting the people. Therefore issues around objectivity of the methods selected are not questionable but the argument and making the research open to criticism is regarded as objectivity.

A further challenge to educational psychologists aiming at conducting research is to collaborate with the community and to take cognisance of their needs and their potential to develop. Dalton, Elias and Wandersman (2001) in Hook (2004) identify five principles that should underlie community research:

1. Community research should be motivated by the needs of the community.
2. The research should be a process of exchanging resources.
3. The research should also be a tool to promote social action.
4. Evaluation of the social action is necessary.
5. The research should produce a useful product or end result to the community.

Based on these principles it is suggested that the community be participants in the research, thus ensuring that their voices are heard and that they are involved in addressing their needs.

Within this particular research, critical theory applies in terms of making the school community aware of bullying and thereafter supporting the educators to take action. Action, in this instance denotes the implementation of the anti-bullying guidelines within the school in an attempt to address bullying. The result of the research will hopefully leave the school with more information about whole-school development as well as possible strategies for addressing bullying. This research aims at empowering the school community by providing them with the knowledge that they may require to free themselves from the inability to address bullying. This theoretical framework influences my selection of participatory action research as a design.

1.4.2 Participatory research

Park (in Reason, 2001:81) defines participatory research as an “action-oriented research activity in which ordinary people address common needs arising in their daily lives and, in the process, generate knowledge”. In the case of this study, the educators will address the issue of bullying at their school in order to facilitate the development of their school as a self-reliant learning organisation. According to Reason and Bradbury (2001), the purpose of participatory research is to produce practical knowledge that is useful to people in the everyday conduct of their lives. They further state that it is only possible with, for and by persons and communities, ideally involving all stakeholders, both in the questioning and sense-making that informs the research, and in the action which is its focus.

Cohen and Uphoff (1977, in Seedat et al., 2001) describe participation as:

- people’s involvement in decision-making about what should be done and how.
- implementation of the project.
- in sharing in the benefits of a project.
- in evaluation of the project.

Participatory research is about creating an environment that promotes knowledge development and one that facilitates change (Kidd & Kral, 2005). It is a method, in this context, that introduces whole-school development as a strategy to address bullying but

also hopes to gain further information on the effectiveness of Whole-school development as an intervention.

Participatory research may also have its roots in the people-centered approach. This approach is focused on the process of developing people in such a way that those who should be empowered are involved in the process of development. The people centered approach represents a shift from the growth-centered development. Growth-centered development focuses on developing the economy and placing the people's needs as secondary. The people-centered approach places the people's needs as priority and requests the involvement of these people since they have the experience and live the 'problem'. Living the problem places these people in an advantaged position in terms of really understanding what is needed in that particular context (Hook, 2004).

This research clearly aims at involving all the parties who experience bullying as problems and thus adopts the people-centered approach.

1.5 RESEARCH DESIGN

A detailed discussion regarding the research process and methods will be provided in Chapter 2. The data analysis will be addressed in Chapter 4. The following is an introduction to the research design and data-collection process.

1.5.1 Action research design

The action research design comprises of four phases which form a cycle. Each phase leads to the next and therefore each stage is interdependent on the other. The first phase includes the process of planning an intervention or strategy by reviewing the problem or the need for change. The second phase involves the process of implementation, this is the actual carrying out of the plan outlined in phase one. The third phase includes the process of observing the plan in action. The last phase involves reflecting upon the entire process

of planning and implementing thus facilitating room for growth and going back to the planning phase.

The first phase of this research involved the development of anti-bullying guidelines by Vorster (2002) and was reinforced by MacDonald & Swart (2004). As a continuation of phase one I identified a school who is experiencing bullying as a problem and I will negotiate my entry to implement the guidelines suggested.

Phase 2 of the research cycle involves the implementation of the guidelines. This includes conducting the focus group interviews and the questionnaire. It extends towards creating an awareness of bullying through the planned meeting and establishing the anti-bullying policy. During phase one and two the processes of observation and reflection will be conducted hence the last stage of phase 2 is a reflective focus group interview. Stages three and four of the action research cycle do not form part of this research however observation and a reflective interview are methods of data collection. Stages three and four follow in the recommendations as future research.

1.6 DATA-COLLECTION METHODS

1.6.1 Participatory research process

This research process involves phase one and two of the action research cycle. The first phase of this research comprises the identification of a school that is experiencing bullying as a barrier. Phase 2 includes a focus group interview which will be conducted to clarify the teachers' understanding of bullying. A questionnaire will be used with the learners to explore their experience and extent of bullying (See Appendix 3).

As a continuation of phase 2 observations will be done throughout the process. These observations will be used to support my findings. The final stage in phase two will be a need for reflection. In a final focus group interview teachers will be given the opportunity to reflect on their experiences during the implementation of these guidelines.

1.6.2 Data analysis

As part of the data analysis I will elicit the important themes traced from the initial interview, observations and the final reflective interview. This method of eliciting information from the interview transcripts is referred to as content analysis. I am hoping that the analysis will allow me to note important differences in experiences among the participants and that it will provide useful information towards the research.

1.6.3 Trustworthiness

The trustworthiness of the research will be motivated by thick descriptions which are provided to allow the reader to understand the context and the findings of the research.

Close collaboration with the teachers will ensure that the research findings are trustworthy, providing me with the opportunity to do peer debriefing. Peer debriefing involves the process of discussing the research process, and the findings with peers—in this instance the teachers - to ensure that all possible aspects are reviewed.

Trustworthiness will also be enhanced with the analysis of the interviews, the observations carried out and the opportunity for reflection as well as providing feedback.

1.7 COMPLIANCE WITH ETHICAL STANDARDS

It is important that the researcher complies with the ethical standards outlined by the Faculty of Education Ethics Committee and according to participatory research. The researcher will therefore invite the participants to be part of the research and the following will be acknowledged:

- The right to privacy, confidentiality and anonymity. These rights will be adhered to as follows:
 - The participants will not be identified in the research findings.
 - Only the researcher and the supervisor will have access to the raw data.

- The right to equality, justice, dignity and protection against harm. The research will be planned and carried out in a manner that will foster goodwill and avoid any harm to the participants either physical or psychological.
- The right to freedom of choice, expression and access to information. Participants will not be coerced or harassed in any way. A participant's right to withdraw or terminate participation will be respected.
- The rights of the community and the research community will be respected in the following ways:
 - The researcher will adhere to the highest standards of planning, implementation and reporting.
 - The researcher is committed to honest, unbiased and neutral research.
 - All research findings will be reported.
 - The limitations of the research will be acknowledged.
 - There will be no unethical manipulation of evidence.
 - Acceptable methods and procedures will be used.
 - All conclusions and pronouncements will be discussed with participants and justified.
 - Plagiarism will not be committed.
 - All outside assistance will be acknowledged.
- Informed consent will be obtained from all participants. Letters of permission will be drawn up that will inform participants of the nature of the research and all other necessary information regarding the research (See Appendix 1A). Participants will be required to sign the letters of consent in the event of agreeing to participate in the research. A face-to-face meeting will also be arranged in order to address queries from possible participants during providing consent. In the case of young people (minors) parents or guardians will receive a letter discussing the research (See Appendix 1B).
- The nature of the research requires it to be carried out at a school. Permission to conduct such research will be sought from the school management. A letter will

be submitted informing the school about myself (See Appendix 1A) as a researcher and the necessary background information. I will also arrange an appointment to meet with the school management should the need arise to do so. In the event that my research is carried out at a state school all necessary documentation will be submitted to the education department and permission to conduct my research will be requested.

- Permission will also be obtained from the Department of Education (See Appendix 2).
- In the event that participants may experience trauma due to being a victim of bullying, therapy and other appropriate support will be provided according to the needs of the participant. In the event of therapy being provided, the participant will be referred to a therapist at the Institute for Child and Adult Guidance.

1.8 ASSUMPTIONS AS A RESEARCHER

International and national research has indicated that bullying is a grave concern. The consequences of bullying are detrimental; disturbing the healthy and holistic development of an individual.

It is evident that there is a need for effective intervention that would enhance the establishment of health-promoting schools, thus addressing barriers such as bullying.

The selected school for research experiences bullying as a serious problem therefore there is a possibility that my research would be welcomed. The nature of the research aims at addressing bullying, therefore it is expected that members of the management of the school as well as educators would be interested in exploring the research process.

A further expectation rests in the fact that educators may be overwhelmed with work and may not have the time to fully participate in the projects. In order to address this, the

research team (since it participatory research) may have to negotiate appropriate times to meet.

Since the schools are state-based the number of Grade 7 learners may be as many as 120 and there may possibly be four Grade 7 form teachers. The research process includes a meeting with educators and parents to create an awareness of bullying at the school. Personal interactions with teachers at workshops have implied that parental support is limited and there is a possibility it may be limited during this process. There are many reasons that may explain the limited support from parents and these range from long working hours to not living with their children thus not being involved in the school.

The idea of participatory research may foster greater enthusiasm among educators. This approach has the ability to communicate to participants that they are important. Providing an approach that recognises teachers may escalate their intrinsic motivation, thus enhancing the quality of the research.

The findings of this research may indicate further support in terms of implementing the anti-bullying policy. It may also indicate the advantages and disadvantages of selecting action research as a design.

1.9 DEMARCATION OF INQUIRY

The research process relies on the school's acknowledgement and need for such an intervention. Therefore the research will be carried out at a state primary school in Gauteng under the authority of the Gauteng Education Department. The focus of the research lies on the experiences of the Grade 7 educators during the development of anti-bullying intervention guidelines. The participation of the Grade 7 learners to complete a questionnaire pertaining to the nature and extent of bullying in the school will be necessary. All meetings will be held on the school premises preferably after school or during breaks depending on the purpose of that particular meeting.

1.10 CLARIFICATION OF CONCEPTS

This research is based upon exploring methods of effectively addressing bullying, however central and vital to the process is to understand fundamental concepts. Bullying is the most important concept that must be clarified as it is a barrier that this research aims at addressing using a specific approach.

Bullying is described as the intentional act of harming another person. It is classified as bullying by the repeated exposure to negative and injurious activities by one person upon another. The extent of bullying ranges from teasing, threatening, ridiculing to physical contact like punching or kicking a person. The definition of bullying extends to the point of ignoring a person intentionally. Hazler, Miller, Carney and Green (2001) describe bullying as differentiated from other forms of play through the following characteristics: harm is done, the act is repeated and there is an unfair match of participants.

It is evident that bullying is a serious problem, thus being identified as a barrier to learning and development. “A barrier is an obstacle or circumstance that keeps people or things apart; it prevents communication and bars access to advancement” (Prinsloo, 2005 in Landsberg & Nel, 2005:27). A barrier to learning is any factor, either internal or external to the learner, which causes a hindrance or barrier to that person’s ability to benefit from schooling (Donald et al., 2004). Based on these definitions it is imminent that bullying is a barrier to learning and an effective intervention is required to address this barrier.

An intervention is defined as taking some form of action to help or change something. (ibid.) In this case, the development of anti-bullying intervention guidelines is a form of an intervention that is aimed at addressing bullying to support children who bully and those who are bullied. The development of these guidelines is dependent upon close collaboration between stakeholders thus ensuring the support and inclusion of all members.

Inclusion refers to the process of developing an environment that is supportive to all learners. “It is about recognising and respecting differences... providing support to all learners and educators so that a full range of needs can be met... and it is about overcoming barriers to meet the full range of needs” (Department of Education, 2001:17). It implies the restructuring of the school to an extent that every person is holistically catered for and that barriers to learning are effectively addressed. A vehicle for the establishment of inclusion is whole-school development.

Whole-school development is often referred to as organisational development which implies that the school is viewed as an organisation or a system with a number of sub-systems. These systems should all be reviewed and developed such that possible barriers are addressed. It also refers to the development of these systems such that they function effectively thus supporting the successful functioning of the school as a whole. Organisational development in schools is defined as “...a coherent, systematically planned, sustained effort at system self study and improvement, focusing explicitly on change in formal and informal procedures and norms using behavioural science concepts” (Schmuck & Runkel, 1994:5). In this research it refers to the school reviewing the need for development in every system and structuring and collaboratively planning the change phase with the aim of alleviating barriers to learning specifically bullying. The process of whole-school development requires each system to collaborate with each other.

Collaboration involves joint planning or decision making among relevant stakeholders towards achieving a common goal. In this case it is necessary that the teachers and the learners and, I the researcher, work closely together and make joint decisions in the process of developing the guidelines. Collaboration requires that all parties share ideas, work together, respect and trust each other. The greatest value attributed to collaboration is the recognition of each person’s unique experiences and skills which greatly contribute to the value of the work generated (Engelbrecht & Green, 2001). This approach of allowing participants to collaborate with the research indicates the application of participatory research.

1.11 COMPOSITION OF INQUIRY

This mini-dissertation is composed of the following chapters:

Chapter 1 provides a discussion of the background of the research as well as the research question, aims of the research, theoretical paradigm, research design, data-gathering process and the data analysis. It further introduces my assumptions pertaining to the research. It concludes with the clarification of concepts.

Chapter 2 elaborates on the research process and the data gathering methods. The trustworthiness of the research is also discussed.

Chapter 3 unravels information pertaining to bullying and the various intervention strategies including Vorster's guidelines that are applied in this research. It further elaborates on the theoretical paradigm applied in this research.

Chapter 4 discusses the analysis of the data gathered as well as the findings of the research.

Chapter 5 provides a discussion of the research findings, explores the limitations of the research and provides suggestions based upon the findings of this research.

1.12 CONCLUSION

Whole-school development has been introduced by the Department of Education to address specific barriers in the schools is a vehicle for inclusion. In the attempt of addressing barriers to learning, we as educationists are addressing every person at the school, thus recognising and respecting everyone.

Bullying has been identified as barrier to learning according to international and national research. This research has also indicated that whole-school development is recommended to address bullying at schools. Bullying is seen as a barrier with

repercussions that infiltrate every system therefore an approach that reviews every system (whole-school development) could be effective. The implementation of a whole-school-development approach towards addressing bullying has not been explored, therefore there is no certainty whether it is effective or not.

The aim of this research is to explore how whole-school development supports the implementation of the anti-bullying guidelines. The subsidiary aim is to make recommendations for future development of anti-bullying guidelines.

Participatory Research requires the participation of the relevant stakeholders in order to ensure that this research addresses the needs of the people involved. In due course of the involvement of these people there is a root of empowering them to seek solutions for their problems.

This research looks at empowering schools so that they can effectively address a barrier such as bullying without waiting and allowing the conditions to deteriorate. The research process is designed according to phases. These phases support the data-collection methods. The data-collection methods include observations, focus group interviews, reflections and the use of a questionnaire.

I assume that this research will be welcomed at the selected school as it aims to support and develop the school. I realise that there may be challenges pertaining to the availability of the teachers and the appropriate times to hold meetings. Chapter 2 discusses the research design and methodology that is applied in this research.

CHAPTER TWO RESEARCH DESIGN AND METHODOLOGY

2.1 INTRODUCTION

Chapter 1 reviewed the role of critical theory as a theory that empowers people to become active in seeking their own solutions to their problems. It stresses that people within a specific community experiencing a specific problem are the most suited in finding the solution. In due consideration of this theory this chapter discusses action research as a research design. This design aims to involve the participants such that they are active in seeking for solutions towards addressing possible barriers. The action research design is applied to empower the school to develop anti-bullying guidelines that would effectively address bullying as a barrier. The illustration in this chapter depicts the action research design as a cycle and is discussed with an attempt to indicate this particular research's position in this cycle.

Following the discussion and illustration each phase of the cycle is discussed. Included in the discussion of phase 2 is the data collection method pertaining to this research. The data analysis is then reviewed followed by a discussion on the trustworthiness of this research.

2.2 ACTION RESEARCH DESIGN

Action Research is defined as “a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview ... It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities” (Reason & Bradbury, 2001:1).

In an attempt to introduce and discuss action research, McNiff and Whitehead (2002) explore the different forms of theory and ways of coming to know. This comes with the

background that all research eventually confirms a specific theory or introduces a new one (ibid.).

McNiff and Whitehead (2002) extend their argument towards supporting action research as developing theories as something we do and not leaving theories as propositional. In other words these authors consider research to be a process in which people have the opportunity to live out the experience and based on their experiences theories can be developed.

Any theory or explanation applies a metaphor or analogy to convey its message, McNiff (2002) refers to the work of John Collier and Kurt Lewin who explored action research and visually represented the process in a diagram. Figure 2.1 below includes their visual presentation of action research and the processes involved and it includes this research project's specific processes.

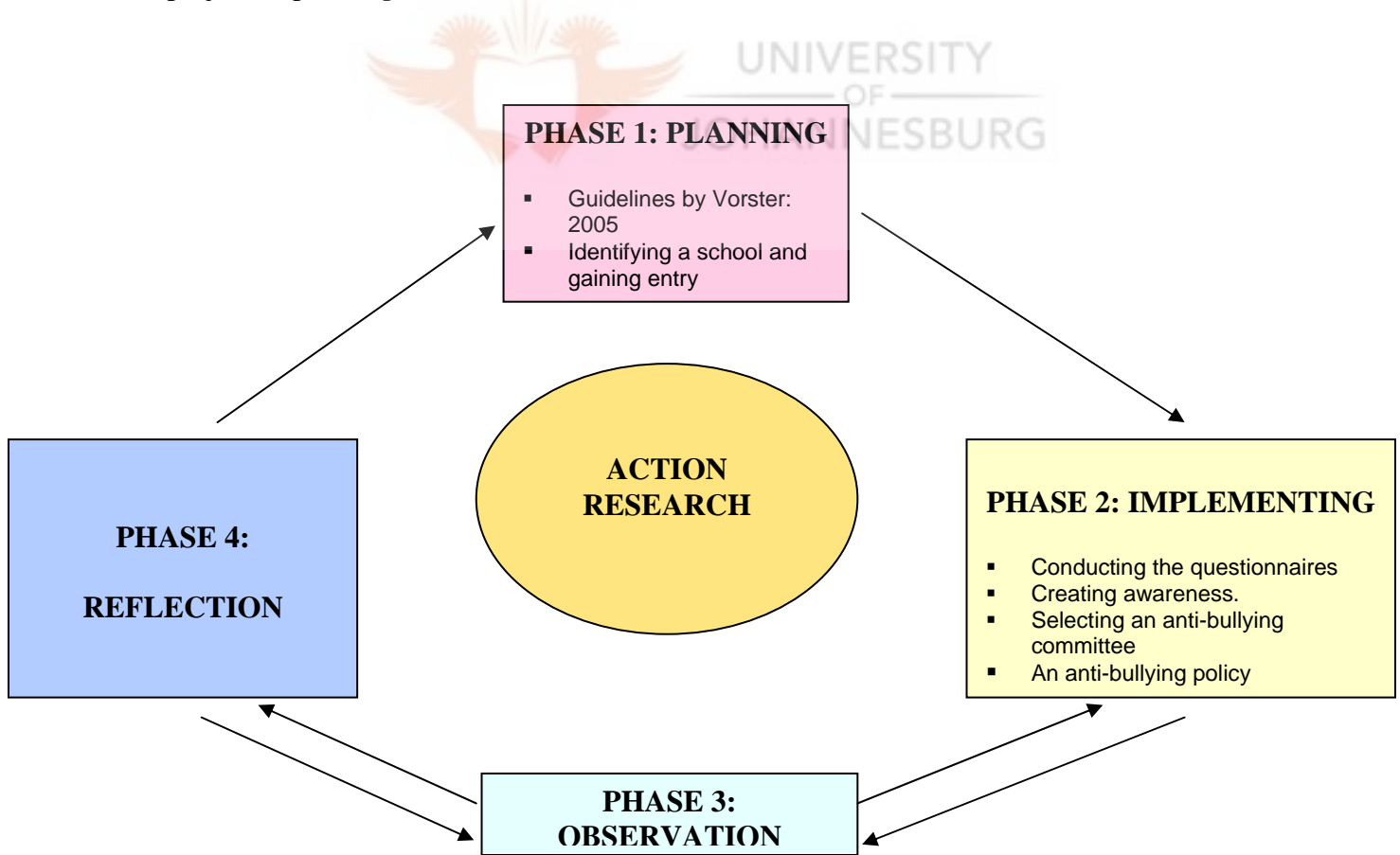


Figure 2.1: The Action Research Cycle (Adapted from McNiff & Whitehead, 2002:41)

The action research cycle is divided into four components as indicated by the diagram above. This research process overlaps with phase 1 and phase 2 illustrated above. The processes of observation and reflection indicated in phase 3 and 4 do not form part of this research. I will now elaborate on the illustrated phases and discuss this research's position within the above cycle.

2.2.1 Phase 1

The development of the guidelines for an anti-bullying intervention (Vorster, 2002) at a primary school in Gauteng, which required the participation of the school community. Phase one is the planning process required to initiate the cycle. This phase requires identifying a possible problem within society and exploring the need for intervention. It further includes drawing up a method of intervention.

In this context Vorster (2002) recognises bullying as a problem. She researched an intervention strategy by drawing up anti-bullying guidelines through the application of whole-school development.

Part of the process in phase 1 is the identification of a school in which Vorster's guidelines can be implemented. This process of recognising a problem has been mentioned in South African research and it is evident based on teachers' reports that bullying is a problem at schools. Therefore the process of this research was recognising bullying as a problem and then identifying a school in order to apply Vorster's guidelines.

In terms of selecting a school the process of purposeful selection is applied. Purposeful selection is referred to as "selecting information rich cases for an in-depth study" (Fridah, n.d.: para.41). Purposeful sampling is further differentiated into sixteen types. The particular selection method applied here is criterion sampling. This is the point where the researcher decides upon a set of criteria and selects the cases that meet these criteria. In this case I have to select a specific school that experiences bullying as a barrier.

In my capacity as an intern psychologist I have been involved with Grade 7 teachers who have identified bullying as a major problem in their school and they invited me to facilitate an anti-bullying intervention. Kelly and Van der Riet in Seedat, Duncan and Lazarus (2001:160) state that “the methods used in participatory research are designed to bring the researcher to understand the specific qualities of a given context or person and the experiences, issues, and problems that are unique to that person or context”. As a researcher using the participatory approach with the intention of gaining a good understanding, I will negotiate my entry into the school by introducing myself to the principal, through the teachers and then produce a letter with all the information pertaining to my research.

2.2.2 Phase 2

Phase 2 of the research process relates to the guidelines as set out by Vorster (2002), which includes the data-gathering process. The introduction to and writing up of the guidelines will require the participation of Grade 7 educators. The data collection process will involve a number of methods including focus group interviews, questionnaires and observations. Figure 2.2 below indicates the sequence in which these methods will be used and the discussion following will elaborate on each method.

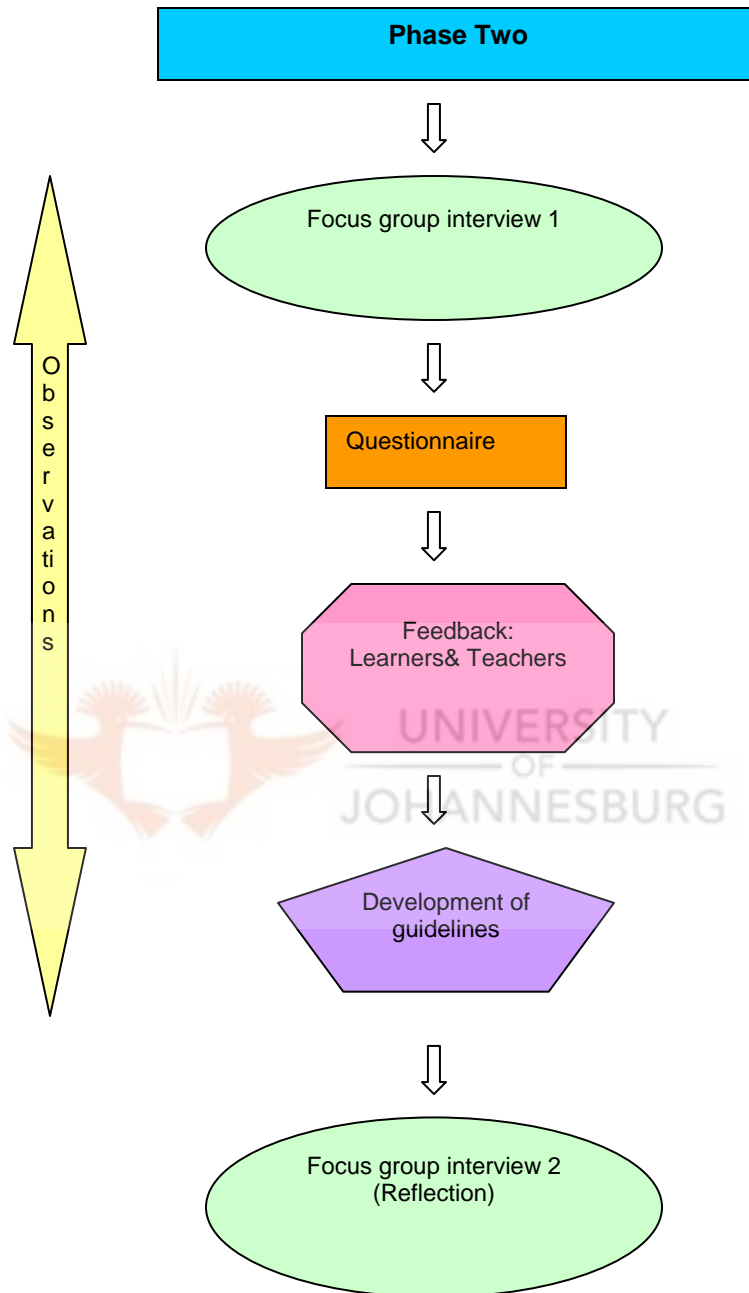


Figure 2.2: The data collection process of phase two

2.2.2.1 Interviews

According to Dexter (1970:136) quoted in Merriam (1998:71), an interview is defined as a “conversation with a purpose. It is necessary when we cannot observe behaviour, feelings, or how people interpret the world around them. It is also necessary to interview when we are interested in past events that are impossible to replicate” (ibid.).

In the following discussion the range of interviews will be discussed followed by a specification of focused group interviews as used in this data collection process.

Interviews range on a continuum: On the one end structured interviews, in which the questions are thoroughly planned and the interview is a process in which these questions are posed and the answers to these questions are sought to structured interviews. In semi-structured interviews there is not much room for additional information. On the other end of the continuum are the unstructured interviews, in which there are no structured questions and the researcher is considered to be exploring through conversation (ibid.).

Semi-structured interviews “assume that individuals define the world in unique ways” (ibid.,74). The diction of the questions is flexibly arranged with the aim of extracting specific information but also leaving room for additional information. The interview is usually guided by a list of questions or a list of issues that should be explored, however the exact phrasing of the interview is not pre-determined. The nature of this interview supports Henning’s (2004) comment that the purpose interview data is to bring our attention to what individuals think, feel and do, and what they have to say about in an interview, giving us their subjective reality in a ‘formatted’ discussion which is guided and facilitated by the researcher. In response to the above, Henning (2004) clearly stress that it is not only the verbal content that the researcher should focus on during the interview. It is also the non-verbal communications and the connotations associated with the selected choice of words that should be examined. These alternative forms of communication provide a richer and more enriching source of information. Thus during the interview process it is important that the interviewer takes cognisance of the cultural background and the discourse applied during the process.

Henning (2004) chooses not to describe interviews along a continuum of structure, instead refers to standardised interviews, which aim to elicit specific information and leave no room for additional interpretation. The other form of interviewing is the discursively oriented interviews in which the underlying motivation for this approach rests in the fact that every experience supports the construction of new knowledge. In the context of conducting an interview, Henning (2004:53) suggests that “respondents are social actors who are interacting with an interviewer and who are at the same time involved in discursive practice”. This means that interviewers are co-constructors of the data whether they intend to be or not.

Narrowing the scope of interviews to focus group interviews it is important to understand that focus group interviews are used to:

“ ... obtain general background information about a topic of interest, it can be used to stimulate new ideas and creative concepts. The use of focus group interviews extends to diagnosing the potential for problems with a new programme or product and it may be used to learn how respondents talk about the phenomenon of interest which may facilitate quantitative research tools or be used to interpret previously obtained qualitative results.” (Lewis, n.d: use of focus groups, para 1)

Additionally the uses of focus group interviews can be used to evaluate programs and support in measuring the usefulness of strategies.

“According to Patton (1990), focus group interviews are essential in the evaluation process, as part of a needs assessment, during a programme, at the end of a programme, or months after the completion of a programme to gather perceptions on the outcome of that programme.” (Lewis, n.d: use of focus groups, para 1)

In respect of my research, as a researcher I believe that every experience is a gateway to the formulation of new knowledge and that people socially construct knowledge. Therefore I plan on applying the discursively oriented interview, or according to Merriam (1998), the semi-structured interview. The intention behind this approach is to elicit specific information pertaining to teachers’ understanding of the concept of bullying and

also provide them with the opportunity to provide any additional information that they would like.

In turn the focus group interviews conducted will allow me to develop an understanding of the teachers' perceptions of bullying. The final focus group interview will facilitate an evaluation of the process and it will provide the teachers with the opportunity to discuss potential problems with the implementation of the guidelines, thus answering the research question of how does whole-school development support the development of anti-bullying guidelines for Grade 7s?

2.2.2.2 *Supporting documentation*

As a continuation of phase two, a questionnaire, (See Appendix 4) selected from Krige, Pettipher, Squelch and Swart (2000:26), will be handed to all grade seven learners to determine the extent of bullying. The information gathered from the questionnaire will be presented to a meeting involving Grade 7 learners to gain consensus on how they see bullying. Thereafter a separate meeting will be held with Grade 7 teachers in which I will discuss the findings of the questionnaire, as well as listening to additional feedback from the teachers that may be given at that meeting.

The Grade 7 teachers as co-researchers will then participate in drawing up anti-bullying implementation guidelines for the school in accordance with the whole-school development theory (using the information from the grade seven questionnaires and information session and the teacher focus group interview). The Grade 7 teachers and the researcher will serve as an anti-bullying committee at the school. The committee may identify elements that influence and exacerbate bullying at school, thereafter conducting an analysis of the strengths, weaknesses, opportunities and threats (SWOT analysis).

2.2.2.3 *Observations*

My experiences and feelings during this process will be recorded in a reflective journal. The entire process of developing the anti-bullying implementation guidelines will be

observed. “Observation is a research tool when it (1) serves a formulated research purpose, (2) is planned deliberately (3) is recorded systematically and (4) is subjected to checks and controls regarding the validity and reliability” (Merriam, 1998:95). In this case observation is selected with the intention of gathering information pertaining to the entire process paying attention to all participants’ experiences. The observation process is planned and will be recorded in my journal. All information gathered from the observation will be correlated with the data from the interviews as well as in peer debriefing and through the process of collaboration.

In my opinion the difference between observation and interviews is that the researcher may have a first hand experience with the data collected instead of hearing it from a respondent. The observer is in a position to apply his or her own knowledge and expertise in interpreting what is seen rather than solely relying on interviews. The process of observation allows the researcher to record the events as they take place. Further observations can be used to gather specific knowledge that can be used as reference points during interviews.

Observations, like interviews can range according to the amount of structure established in the process. On the one end a researcher can plan to observe specific events and observe specific people. On the other, a researcher can observe whatever is around depending on the nature of the researcher. The researcher can explore the physical setting and observe like a curious tourist wanting to see everything.

Regardless of the type of observation, Merriam (1998) quotes Goetz and Le Compte (1984) who present a checklist that may be used to observe elements that are likely to be present in any setting. The checklist constitutes of the following elements:

- The physical setting which includes the physical environment and the context. It includes observing the structure of the environment and the type of behaviour that it is designed for. The allocation of space and the availability of technological resources should also be noted.

- The participants should be described in terms of who is present on the scene, the number of people and their roles, the reason for people coming together, and the right of admission for these people.
- Activities and interactions in terms of what is going on at that specific time. Is there a sequence of events and how are the people associated with the activities? A specific description of the rules and norms pertaining to the activities should also be explored.
- The content of the conversation and who is speaking to who should be noted. If possible direct quotations and paragraphs regarding the conversations should be done.
- Subtle factors ranging from unplanned activities, symbolic and connotative meanings of words, non-verbal communication such as dress and physical space, unobtrusive measures such as physical clues and what does not happen if it is expected to happen.
- The researcher's behaviour in terms of role, what is said and done and the researcher's thoughts and comments. The researcher's role can range from being a complete participant in the research, participant as an observer, observer as participant and being a complete observer and a collaborative participant. The nature of this research supports my role as a collaborative participant. This role is implied that the researcher is a complete participant but the identity of the researcher is known by all other parties, thus stressing the fact that this research encourages the fact that the researcher and the participants are equal partners in the research (Refer to Chapter 4 for example).

The above elements require the researcher to engage in what Henning (2004) refers to as observation for discursive research. This form of observation is a way of “reading the world of the participant in addition to reading their spoken or printed texts, and the observation may explicate and also explain nuances of these texts.”

Regardless of the role of the researcher, Henning (2004) states that the researcher is involved in the process of deciding what to observe and what data to record, therefore the

researcher is actively and passively involved in not only gathering data and making decisions about what to observe, but also in managing the process at many levels.

The final stage of phase 2 will be a semi-structured focus group interview with the Grade 7 educators, in which they will be given the opportunity to reflect on their experiences during the entire process. The interview will be transcribed and important themes that emerge will be coded (Merriam, 1998).

2.2.2.4 Reflections

A distinguishing characteristic of action research is the degree of empowerment given to all participants. Therefore listening and taking heed of the participants' experiences, opinions and suggestions is the core of action research. The process of reflection facilitates the idea of actively listening to participants' comments which greatly contributes to the formulation of new theories as McNiff (2004) relates to it.

“The use of the reflecting position ... is in essence a political act whose function is to distribute power among all the different voices in the discourse, dominant and non-dominant” (Griffith & Griffith, 1994 in Freedman & Comb;1996:166). This process will encourage each person to share their opinions with regard to the research process. (Freedman & Comb, 1996) suggests that during reflection every person should engage in a conversation thus encouraging everyone to express themselves and leading to formulation of new ideas. This will include suggestions for future implementation, personal reflection in terms of each one's growth and experiences and will include the strengths and limitations of the process. Freedman & Comb (1996:171) quotes Andersen (1993:306) who states that “reflecting processes ... are characterised by the attempt to say everything in the open”. In doing this it will communicate that each participant is valued and that all information shared will be used to improve the presenting situation with regards to the implementation of the guidelines for the development of an anti-bullying intervention policy.

This process indicates a cycle of reflection leading to further action that will attempt to address specific issues with the aim of improving the entire process. This process refers to Schon's (1983) model of reflection in action (in MacIsaac, 1996), which recognises that there is little or no separation of research from practice or little or no separation of knowing and doing (ibid., conclusion). The information gathered from the reflection will also contribute towards possible general principles that could be applied for future development of anti-bullying guidelines.

Regardless of the outcome of the research, the process of development of anti-bullying guidelines will hopefully generate new, practical knowledge about addressing bullying at schools.

2.3 DATA ANALYSIS

Data analysis is the process that follows data collection during which the information is carefully examined to reveal important themes or ideas. It comprises a process of analysis which refers to "breaking down information into manageable theme, patterns, trends or relationships. The aim of analysis is to understand the various elements of one's data through an inspection of the relationships between concepts ... and to see whether there are any patterns or trends that can be identified or to establish themes in the data" (Mouton, 2001:109).

After the data has been analysed, it is interpreted, during which process the data is explained through developing hypotheses or theories that serve to explain the trends or observed patterns derived from the data analysis. "Interpretation means relating the findings to existing theoretical frameworks and showing whether these are supported or falsified by the new interpretation" (ibid.). In action research and in connection with the critical theory the findings may not necessarily correlate with existing theories. Because it is based on seeking relevant solutions to specific problems, the findings may derive new theories that may support or contradict existing theories.

The data analysis will proceed with the information gathered from the transcribed interviews. After transcription each interview will be analysed and specific themes will be identified. These themes will then be discussed and compared to existing theories.

These themes will be discussed after conducting a content analysis. Content analysis refers to the process of reading the transcripts carefully and then applying specific codes to common pieces of information. Thereafter the codes are then grouped according to the various themes they represent and a discussion will then follow to discuss the information elicited from the transcripts (Henning, 2004). In this research process I extracted the themes immediately without coding as illustrated in appendix 3 and 5.

The information gathered from the questionnaire will be qualitatively analysed and this information will be shared with the learners in the feedback as well as with the teachers. This method of sharing information in turn allows for peer checking and collaboration.

The information gathered from the interviews, questionnaire and observation will be correlated, by reviewing for common themes and identifying new pieces of information. In turn all these findings will be presented to the educators who will then discuss and support the conclusion drawn from the findings.

2.4 TRUSTWORTHINESS

The reference for trustworthiness is questionable in a critical paradigm. Authors such as Creswell and Miller (2000) refer to it as trustworthiness whilst MacLeod (2004) discusses this terminology and proposes the term verification in place of trustworthiness. The terminology used in the critical paradigm is sensitive and is under a constant state of development, however for the purpose of this study trustworthiness shall be used.

The lens that the researcher adopts in a project is used towards establishing validity (Creswell & Miller, 2000). The process of participatory research represents the critical lens. This lens encourages researchers to uncover the hidden assumptions about how narratives are constructed, read and interpreted. In this perspective validity is questioned

with regards to the assumptions and the researcher's reflexivity. This research process involves all participants in all phases of the research, therefore the term validity is questioned and should rather be replaced with trustworthiness. The trustworthiness of this research is dependent upon the collaboration and involvement of the participants. Richardson (in Creswell & Miller, 2000:126) uses the metaphor of a crystal as an image for trustworthiness: "Crystals are prisms that reflect externalities and refract within themselves ... What we see depends on our angle of repose". In cognisance of each person's individuality, trustworthiness in this instance may be achieved through collaboration, peer debriefing and the provision of a thick rich description.

Close collaboration with the educators throughout the process may produce credible information pertaining to the research question. This process of collaboration will allow me to build my co-researchers' view into the study, respecting and supporting them instead of marginalising them. The process of collaboration and the nature of my research design enable me to see the educators as peers with sufficient information regarding the research.

Peer debriefing will allow me to review the information gathered and the research process. The process of peer debriefing will allow me to verify information and my co-researchers will have the opportunity to challenge and add to the pool of information. Peer debriefing will be conducted throughout the research process, as it will support my attempt of providing a thick description.

A thick description enhances the trustworthiness of the study as a thorough description of the participants, the setting and the process of drawing up the policy will be provided. Denzin (1989 in Creswell & Miller, 2000:128) states that "thick descriptions are deep, dense, detailed accounts ... thin descriptions by contrast, lack detail, and simply report facts". A thick description will provide sufficient information to the reader such that he or she can visualise the context and the process in order to understand the experiences of the participants. These descriptions will also allow the reader to make decisions about the applicability of the findings to other settings or similar contexts.

The process of observations, reflections and focus group interviews as well as peer debriefing, collaboration and rich descriptions serve as multiple methods of confirming data. The nature of participatory research, which requires the participants' involvement in all phases of the research, is a form of confirming trustworthiness.

2.5 CONCLUSION

The aim of action research according to McNiff and Whitehead (2004) is to formulate theories that are derived from living experiences. These theories should be such that people can live them out. The uniqueness of this approach is that it is contextualised and aims at directly addressing the needs of a group or community. The action research process can be visually illustrated according to the various phases that are involved.

Phase 1 consists of planning the research process and in this case includes the process of identifying a school and later negotiating entry at the school. In phase 2 the guidelines are implemented, which includes conducting the questionnaires with the learners as well as the focus group interview with the teachers. It also includes creating an awareness of the bullying by having a meeting and providing feedback from the interviews and the questionnaire. The last process in phase 2 involves the development of the anti-bullying committee and the development of the anti-bullying policy.

As a continuation of phase 2 the constant process of observation that will aim to gather information that may be used in interviews and data that can be used to provide a thick, rich description. Merriam (1998) explores various roles of the researcher during an observation; my role in this process is referred to as a collaborative participant. This role re-iterates the view that every person is equal in this process. The last form of data collection involves a process of reflection. The purpose of reflection is to understand and acknowledge each participant's point of view and experience. This information will contribute towards the general principles that may be extracted from this process.

The observations, thick descriptions, peer debriefing and collaborations along with the intensive involvement of all participants will ensure the trustworthiness of this research.



CHAPTER THREE

EXPLORING WHOLE-SCHOOL DEVELOPMENT AND DEFINING BULLYING AND ANTI-BULLYING INTERVENTIONS

3.1 INTRODUCTION

In this chapter the concept and process of whole-school development is explored. The definition of bullying and the various anti-bullying intervention programs are discussed.

Whole-school development is a process that has been implemented in South Africa as a vehicle for promoting inclusion (therefore inclusion is discussed in the light of how implementing these anti-bullying guidelines facilitate inclusion). Inclusion is a policy and philosophy that has been implemented globally and has extended into South Africa. The development of inclusion internationally and in South Africa is briefly discussed. One of the major focuses of inclusion is addressing barriers to learning. In this chapter a barrier to learning is defined with an elaboration on internal and external barriers pertaining to bullying.

Authors such as De Jong (2000) refer to schools as organisations therefore the theory of organisational development are applied to schools, hence whole-school development and organisational development are used synonymously in this report. The need for the development of schools is to address barriers like bullying. Olweus introduced whole-school development as an intervention whilst Smith, Schneider, Smith, Ananiadou, (2004) and MacDonald (2004), De Wet (2006) and Vorster (2002) stress for the need of this type of approach within South Africa.

In order to address this barrier the various definitions of bullying is compared and discussed followed by a review of an anti-bullying intervention strategies prevalent in South Africa. Lastly Vorster's (2002) development of anti-bullying intervention guidelines are discussed.

3.2 WHOLE-SCHOOL DEVELOPMENT

The term whole-school development has become common within South African schools. The transition to a democratic country led to the introduction of this process to support schools such that they develop into learning organisations that provide quality education. Whole-school development initiatives have been used as a vehicle to improve the quality of education (Akyeampong, 2004). It is an approach that involves all aspects of a school as an organisation. Moloi (2000:20) views whole-school development as “a means of preparing educators, learners and parents for new and greater educational challenges”.

3.2.1 Schools as organisations

The re-structuring and developing of schools has led to schools being referred to as organisations. The manner in which schools are being developed is parallel to the approach applied to organisations hence schools are referred as learning organisations.

“Organisational development in schools is an inter-related, systematically planned, supportive effort for achieving self analysis and renewal. The various schemes direct their attention in particular to changes in formal and informal procedures, processes, norms and structures by the application of behaviour-developing concepts and methods. The goal of organizational development is two-fold: meeting the needs of the individual (quality of life) and (original emphasis) improving the way an organization functions and the subsequent results”(De Jong, 2000:341).

Organisational development aims to enhance the quality of life of an individual this is referred to as fostering whole person development by Hui (2002). In order to facilitate the development of an individual on a holistic level the school should be well developed in order to create a health promoting environment, therefore schools as organisations should review every element in order to ensure that each system is functioning effectively.

Referring to a school as an organisation implies that “the school as an organization is living, dynamic and changing. It consists of different elements or parts, which make up the whole. These elements are separate but also closely inter-related. The organisation is situated within an external context: the community, the larger city, South Africa and, finally the world. This context has an impact on both the elements of the organisation and the whole” (Sterling & Davidoff, 2000:46). An example is one in which the transition of

South Africa to a democracy involved a change in the political, socio-economic and educational sector, in turn every school was influenced through the introduction of the new education system. In turn the curriculum delivered at schools influences the type of adults that graduate and move into society, hence an interdependent process between various systems.

Based on the elements of the organisation and the interdependence of one upon another the systems theory elaborates on this feature. According to the Systems theory the “functioning of the whole is dependent on the interaction between all parts” (Donald et al., 2004). A school is a larger system comprising of sub-systems like the staff, learners, curriculum and administration. The school as a system in turn is inter dependent upon other systems like the community, country and the international arena which in turn influence each other.

The school requires that all systems are functioning effectively in order for it to be functioning effectively. Each sub-system within the school interacts with other systems which may be outside the school. For example, a teacher may rely on parental involvement to support a learner’s academic progress. Based on the nature of interaction that takes place between various systems it is safe to say that the actions that occur in one system may affect the functioning of another system and this pattern of cause and effect may occur in cycles (ibid.).

According to my understanding, the core of the systems theory is the recognition of other elements and processes that facilitate the understanding of a system. These include:

- **Goals and values of the system:** Every system has goals and within the school some goals may be shared by all systems or by one system only.
- **Sub-systems within the system:** Schmuck and Runkel (1994) define sub-systems as an “intact work group” which comprises a number of people who are required to carry out one or more than one task. “People belong to a sub-system if its function depends on them” (ibid., 17). As explained above there is an

interaction between sub-systems and many times sub-systems overlap with one another. For example at school the head of department may be a representative of the management committee however he is also a teacher on another level.

- **Communication patterns:** Interactions between sub-systems require communication. The quality of communication between sub-systems determines the functioning and nature of interaction that occurs. A school is an open system, therefore all the subsystems are in continuous interaction with other systems in and out of the school (Singh, 2003). Based on the continuous interaction it is imperative that communication patterns are effective and clear and that each system clearly understands the next. An example would be the channel of communication between the teacher and the parent. If the teacher and parent communicate clearly and effectively the learner's progress may be well understood by both parties and a healthy partnership between the two systems can be developed to support the learner.
- **Roles within the system determine the preservation of the systems goals:** The identified roles within a system affect the functioning of the system. Roles allow the designation of leaders who are responsible for leading and managing each subsystem such that they are functioning in accordance to the vision of the school. The challenge in maintaining the roles is to engage in participatory management by using new and creative styles of leading and developing skills for each subsystem (Singh, 2003).
- **Boundaries:** Boundaries exist between systems and the functioning of the system is affected by the implementation of these boundaries. Hui (2002) suggests that a whole-school approach allows all members of the school and community to be involved to provide consistency and boundaries for all learners. Some boundaries within sub-systems are easily penetrable whilst others have more definite boundaries. For example, the school's gymnasium may be used to train learners but it may be used to conduct school governing body meetings as well. An example of a more definite boundary is the difference between the

counselling staff and the mathematics department. Katz and Kahn (1978 in Schmuck & Runkel 1994) clearly classify the functioning of an organisation such that boundaries are intact avoiding any confusion. The classification includes the functions of production, support, maintenance, adaptation, and management. This classification is similar to the classification found in industrial organisations and hence the application of this classification implies perceiving the school as an organisation that produces specific learners who are equivalent to an industry's product. Further discussion of these sub-systems follows in the next section.

- **Time and development** facilitates growth and maturity. According to my understanding time results in systems changing which then influence other systems and eventually the school system as a whole. Based on the developing and changing nature of the systems, the vision of the school provides a picture of the school in its ideal form (Singh, 2003). The vision of the school thus supports systems to review their performance over time.

Based on the brief discussion of the systems theory, the school as a system or rather as an organisation has many sub-systems which have to be addressed constructively in order to facilitate inclusion and effectively overcome barriers to learning. The systems discussed below (identified in Donald et al., 2004) address every level of the school thus ensuring that every factor is considered.

3.2.1.1 The identity of the school

The identity of the school is determined by the culture and values that the school chooses to adopt. The vision of the school, which is often designed in order to facilitate social changes within the larger society, also influences the identity of the school (Sterling & Davidoff, 2000).

3.2.1.2 Strategy

Every school requires strategies in order to promote organisational development as well as curriculum development (Donald et al., 2004). Strategy is the way in which the school decides to implement its plan or achieve its goals. The process of evaluating these plans and goals is vital in determining whether the strategies implemented are effective or whether they need to be reviewed. Effective strategies involve setting specific goals appropriate to achieving an inclusive school. Strategies that involve the facilitation of inclusion include development of school policies, restructuring of the physical environment and the development of the staff. Strategies should also be considered when developing and delivering the school curriculum (Sterling & Davidoff, 2000).

3.2.1.3 Curriculum

The nature of the curriculum delivered at the school influences the development of the learners as well as the developments within the broader social context. The curriculum delivered at a school entails the specific educational programmes offered at the schools. In addition to the educational programme, schools integrate specific morals and values that represent the culture and the ethos of the school within the curriculum. This is often referred to as the hidden curriculum based on the subtle delivery of this type of information (Vorster, 2002). In this study the school could discuss bullying and its consequences as part of the curriculum. The process of curriculum development and delivery should be structured specifically to facilitate effective learning. Katz and Kahn (1978) in Schmuck and Runkel (1994) refer to the curriculum as part of the production of the system of the school that is responsible for the fundamental work of the school as an organisation.

3.2.1.4 Structures and procedures

Structures and procedures reflect the functioning of and interactions between sub-systems. Some of the structures present at schools include the departmentalisation of the school into various phases, staff members holding various positions of authority and responsibility (Vorster, 2002). For example, primary schools are divided into the

foundation phase and intermediate phases, each allocated to a head of department who is responsible for the functioning of it. Katz and Kahn (1978) in Schmuck and Runkel (1994) refer to this system as the maintenance system which is responsible for the coordination and the various acts that are carried out in the production phase.

Procedures address the specific rules and regulations that are designed to facilitate effective functioning of the school. Procedures also determine the methods of communications between the structures at the schools. The introduction of structures and procedures may rely on the availability of resources ranging from human resources to technical support.

3.2.1.5 *Technical support*

Technical support includes the availability and management of the school's resources. The resources include the financial, administrative, teaching and learning and school buildings and facilities (Donald et al., 2004). Human resources include the staff at the school as well as the outside personnel including parents, community members and the position and responsibility they hold at the school.

Human resources require further development and training in order to understand and address the present concerns that are presented at schools. The way in which the various personnel relate to one another is important in the functioning of the school therefore it is important that all staff and related personnel collaborate and maintain open communication channels. The responsibility of the availability and enthusiasm of the staff and school personnel is dependent on the style of leadership and management practiced at the school. Katz and Kahn (1978) in Schmuck and Runkel (1994) refer to the technical support as the support system that provides all the materials required in the production phase.

In this research the technical resources would be the materials required to create awareness at the school for example the availability of paint and paper to make posters.

Human resources refer to the personnel that may be required to support and facilitate the implementation of the anti-bullying guidelines.

3.2.1.6 Leadership and management

Leadership and management influence all other systems within the school. Leadership has been described as “the art of doing the right thing at the right time” and management has been described as “doing things right” (Donald et al., 2004:149). Leadership and management entails steering the school towards the right direction and ensuring that all specified goals are pursued. Additionally leadership and management entail overlooking all the systems within and around the school ensuring that each is functioning effectively. Katz and Kahn (1978) in Schmuck and Runkel (1994) refer to this sub-system as the management system which is responsible for the making the decisions pertaining to the school. Hui (2002) discusses in his research the effective management and leadership is essential to facilitate a whole-school approach. In this context the leadership and management will be in a vital position to approve and consider the anti-bullying guidelines at the school.

3.2.1.7 The broader social context

The broader social context must be considered, as schools do not function in isolation. Broader social issues influence the vision, identity and curriculum of the school. Understanding the school’s issues must be pursued by exploring the broader social context thus ensuring that surrounding systems have been reviewed and the consequences of events evaluated against the school and its functioning. Within the global arena and local arena a number of events have occurred in history and have influenced every other system in particular therefore upon reviewing whole-school development it is expected that specific needs were expressed or specific events occurred that yielded to the rise of whole-school development.

The diagram below (De Klerk, 1999) illustrates the interdependence of the above systems within the school. In this research all these systems will be reviewed when developing the anti-bullying guidelines.

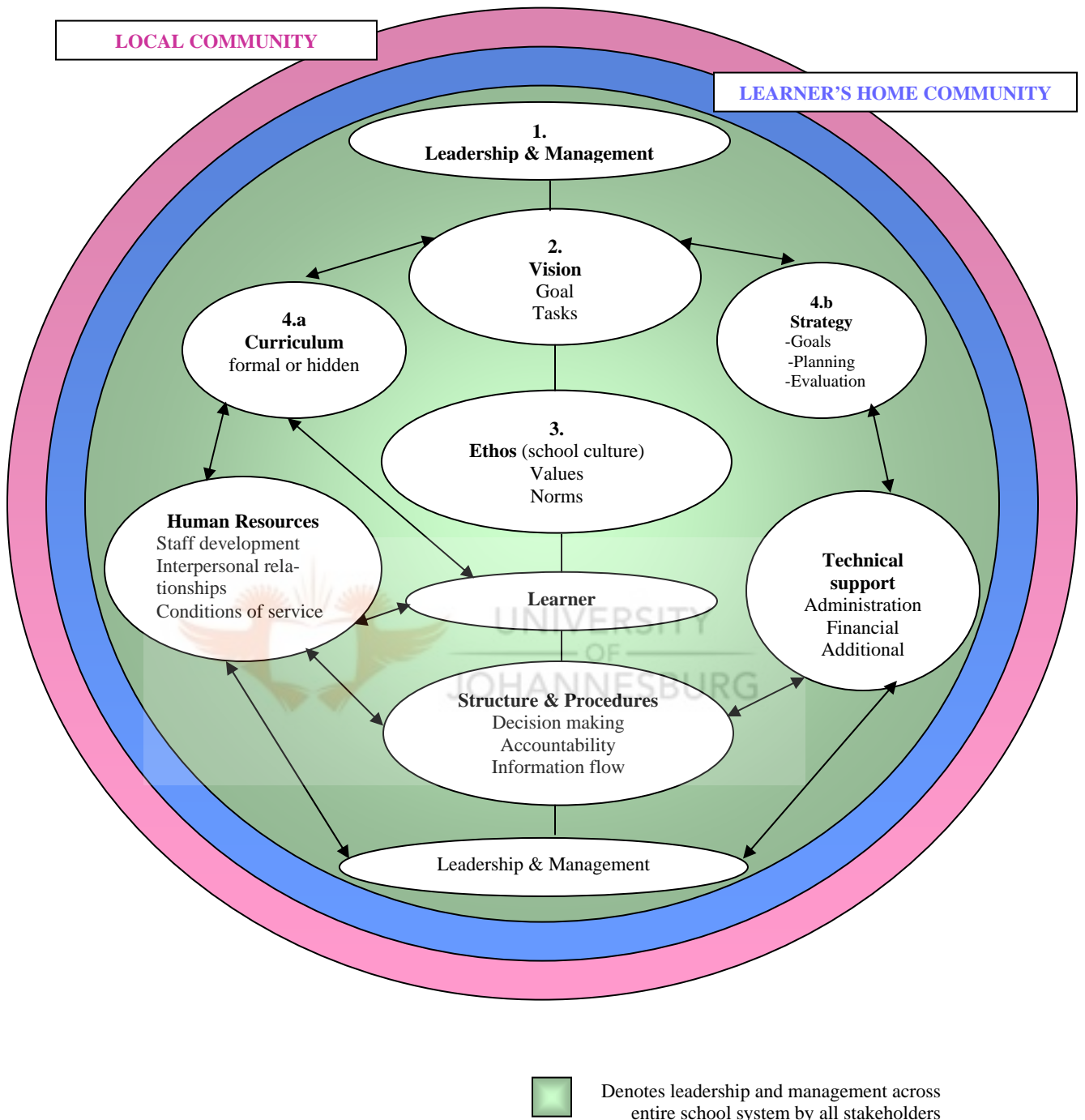


Figure 3.1: The interdependence of sub-systems within the school as an organisation

(Adapted from Donald, et al. 2004:82-90)

In this figure bullying can be viewed as influencing every system. Firstly it would have the negative consequences on the development of the child. In turn it would negatively influence the safety at the school and the learners' attitudes towards school. In the event

of the learners having a negative attitude towards school it would influence their attitudes towards the teachers. This in turn would impair the quality of curriculum delivery.

3.2.2 The introduction of whole-school development

The interdependence of systems influences the functioning of the whole. The rise of whole-school development occurred due to the needs of particular systems thus influencing the whole. Whole-school development originated from “treating the schools as the unit of change, school improvement initiatives gave birth to the idea of ‘whole-school’ change as an education reform drive meant to harness improvements in management strategies, in-service training, monitoring and evaluation and target setting in school development plans, teacher appraisal, etc. to orchestrate a complete change in the culture and organization of schools to improve performance” (Akyeampong, 2004:7).

In the developing world the notion of whole-school development is fed by two inter-related ideas: educational decentralisation and change management strategy at school level (Akyeampong, 2004).

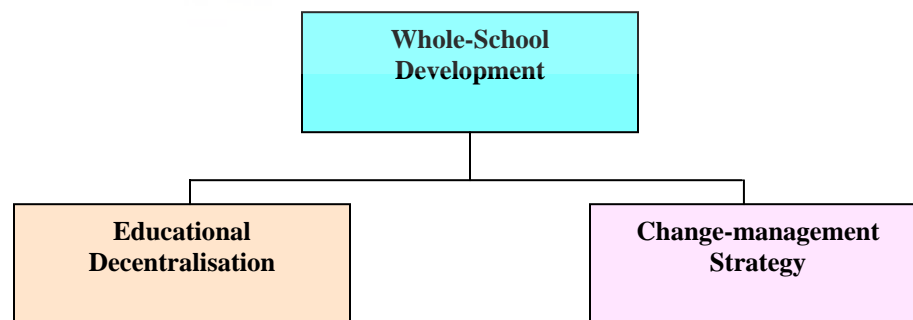


Figure 3.2 The origins of whole-school development

3.2.2.1 *Educational decentralisation*

In many under developed countries the education system is structured using a top-down approach. Decisions pertaining to education and schools are made at the government level without much consideration of the reality at schools and the entire education system. When making these decisions the government is not appropriately informed

about the reality of the schools, therefore their decisions are not realistic and not respected by the people.

Additionally the government failed to recognise each school as unique based on the fact that each individual is unique. When the government makes all the decisions pertaining to education schools become completely dependent on the authorities and there is limited room for growth. This approach in turn does not allow important members of the education sector and citizens of the country to become actively involved in their education thus there is no one to take real ownership and pride in the education system.

The above description is similar to the South African history of education under the apartheid government. The 1976 student uprising against the inferior 'Bantu Education' led to the education movement in the 1980's which called for a learner centred system. These needs have been acknowledged and in the new South Africa whole-school development has been introduced (De Klerk, 1999). In my opinion, whole-school development in South Africa aims to address the inequalities of the past by empowering people to develop inclusive schools. "The whole-school development philosophy is that schools can achieve significant improvements in terms of the learning outcomes of learners, if there was effective decentralization" (Akyeampong, 2004:8).

Educational decentralisation as understood under whole-school development is a strategy for enhancing the participation and involvement of all key partners in planning and decision making. The assumption underpinning the policy is that a decentralised education system is more responsive to local need and nurtures a culture of ownership, partnership, and commitment. Whole-school development is a "process of effecting change in the classroom to be owned by head teachers, teachers and the community" (ibid.).

My understanding of this process is that the power to make decisions regarding the functioning of the school is left in the responsibility of the school as an organisation. There are laws and guidelines provided by national authority however each school is

responsible for themselves. In this process bullying, which is a barrier to learning, is the responsibility of the school. Whilst the department of education has set guidelines on discipline each school has the opportunity to decide on various methods that may be appropriate to apply at the school in order to address bullying.

3.2.2.2 *Change management and school conditions*

Change management refers to the altering of the entire school as an organisation in terms of its culture, structure and relation to the outside world. In this process of change teachers are encouraged to be open and willing to participate in terms of management styles. Parents, school management boards and students are considered very important partners in the functioning of the school. Therefore my understanding is that whole-school development emphasises the rehabilitation of school buildings and the provision of school buildings and the provision of resources such as textbooks, furniture and stationery.

South African apartheid history clearly stipulates that all schools did not have sufficient resources and all were not equally catered for. Therefore there were inadequate and less stable structure in some schools thus not facilitating effective teaching and learning. The segregation of learners based on their colour and ability disempowered young people thus impacting on the self-esteem and psychological functioning.

The transition of South Africa to a democracy necessitated a paradigm shift in all avenues of the country. This paradigm shift led to the birth of inclusion within South Africa. The philosophy of having an inclusive society was discussed and research reports were published with the lobbying for inclusion. However, the means and the actual process required to develop an inclusive school, and in turn an inclusive society, required the whole-school development approach.

This process of educational decentralisation and change management of school conditions means that schools are placed in the responsible position of determining the functioning of every system in the learning organisation and in developing health

promoting schools. Health promoting schools aim at holistic development and wellness of every learner, and it reviews the development of every system at the school through enhancing the quality of social and physical environment (De Klerk, 1999).

The process of change management implies that whilst the government may pass laws that would facilitate the process of managing schools, the ultimate rules are left to the school. This implies that the school should address matters like discipline and lack of funds. The government may prohibit corporal punishment it is the school's responsibility to seek alternative methods for obtaining behaviour management. Therefore matters like bullying are the responsibility of the school. The school that experiences bullying as a barrier to learning and development needs to explore methods of effectively addressing it.

At this point the question derives to the implication of inclusion and the necessity to conduct whole-school development, therefore a brief background regarding the history and development of inclusion in South Africa will support the motivation for whole-school development.

3.2.3 Inclusion

According to my understanding, inclusion is a philosophy that originates from the human rights struggle that demanded the equal recognition of all people. The demands were recognised in the Salamanca Conference held in Spain in 1994. The purpose of the conference was to identify education as a basic human right and to identify the necessary changes in policy to ensure that every person regardless of race, colour, ability, creed, physical, emotional social or intellectual condition should be entitled to a good quality education (Swart & Pettipher, 2005).

In a wider context inclusion is about building a community that recognises respects and celebrates diversity unconditionally. It is about collaborating with other people to develop a community that reflects democratic values of freedom, justice and equality.

“Inclusive Education is a response to the widespread social, economic and political changes in South Africa, as well as a means of establishing a caring, humane and egalitarian society. The introduction of this policy will, however require extensive changes in education, as the focus shifts from learners’ adjustment to the demands of the system, to the systems capability to accommodate all learners needs as inclusively as possible. This means that the collaborative effort of every role player in developing the new system is critical” (Swart, Engelbrecht, Eloff, Pettipher & Oswald, 2004:80).

The focus of including everyone is representative of the South African Constitution that emphasises respecting diversity and refraining from discrimination, therefore all schools are recommended via the development of supporting documents (i.e.White Paper 6) to implement the process of inclusion.

In an attempt to support schools to facilitate the process of inclusion, The ‘Quality Education for all’ report was published based on the investigations conducted by the National Commission on Special Needs in Education and Training (NCSNET) and National Commission on Education Support Services (NCESS). This report has identified specific barriers within the South African context that need to be addressed.

“A barrier to learning is defined as any factor, either internal or external to the learner, which causes a hindrance or ‘barrier’ to that person’s ability to benefit from schooling” (Donald et al., 2004:373). This definition specifies that barriers range along a continuum from internal to external.

Internal barriers refer to physical impairments, psychological or cognitive impairments. External barriers refer to lack of resources within the family or abusive parents, disrespectful peers or restricting policies. In this study bullying is referred as an external barrier that leads to the development of further internal barriers. Example a learner who is bullied may become despondent towards school and with the result avoid going to school. The consequences of not attending school leads to the learner falling behind in his schoolwork. The South African Education Department is steadfast in promoting an

inclusive school environment that will facilitate a form of education that is free and fair to all.

In this study, bullying has been identified as an external barrier that hinders an individual's potential to perform at his best. In light of the inclusion policy bullying is barrier that must be addressed. According to Squelch (2000) in De Wet (2006), schools cannot be complacent about bullying. The school has a legal duty to provide learners with a safe and secure environment, and to protect them from deviant behaviour that affects their well-being and infringes on their basic rights to security, human dignity, privacy and education.

“An inclusive school is not only characterized by barrier free and accessible buildings and grounds, but also by appropriate curricula, support systems, teaching methods and means of communication that are adapted to meet the diverse needs of all learners. In order to make such changes, however a fundamental reworking of a school's culture and ethos is required, involving aspects such as norms, values and attitudes, specifically attitudes towards diversity and human relations in the school community and management” (Swart et al., 2004:82).

In order to build an inclusive school it is imperative that the rights of learners and educators, and all other school members be recognised. Organisational structures should be amended to facilitate collaborative processes of decision making thus distributing the responsibility to all stakeholders pertaining to the functioning of the school. In doing so every attempt should be made to foster new and healthy ways of developing and maintaining relationships to ensure that all learners are recognised and their needs are addressed and in doing so interventions should be focused on the wider system of the school (Fereira, 2004).

The paradigm shift required to effectively facilitate inclusion “translates into a holistic approach to institutional development which entails developing all the elements of the school, such as its culture, structures and procedures, management and leadership, strategic planning and evaluation, human resources and technical support” (De Jong,

2000:341). The above description of a holistic approach to institutional development is referred to as ongoing school organisation development or whole-school development.

From the above discussion it is evident that a change in one sub system is likely to influence the other systems. The other systems may either support a healthy change or resist the change in one system. “Organisational development can enable a school to achieve a sustained capacity for solving their own problems” (Schmuck & Runkel, 1994:13).

Intervention strategies aimed at addressing barriers like bullying should consider the application of whole-school development as suggested by MacDonald (2004) and Vorster (2002). This framework can “be used as a basis for developing a comprehensive programme of school development that ensures that all aspects of school life are included in the development of an inclusive teaching and learning environment (and) for placing specific problems or challenges in a holistic frame, ensuring a comprehensive understanding and, eventually, comprehensive strategy aimed at developing an inclusive school” (Engelbrecht, Green, Naicker & Engelbrecht, 1999:62).

Prior to discussing the anti-bullying intervention it is imperative to clarify the definition of bullying in this study and the implications of an intervention.

3.3 BULLYING

According to my understanding constructivism and social constructivism individuals gain knowledge through his or her interaction with other people and the surrounding environment, therefore aspects like culture and religion influence an individual's perception or body of knowledge. In respect of this, each person constructs knowledge differently, therefore one person's definitions and perceptions of information may differ according to context.

Recognising the above theory of constructivism, it must be acknowledged that the definition of bullying may differ slightly according to contexts. Leading researchers on the topic of bullying like Olweus (1994:9) defines bullying as “the repeated exposure of a student to a negative action, which is described as intentional or attempted infliction of

injury or discomfort by one person on another”. It can range from psychological harming, such as teasing, threatening or ridiculing, to physical contact, such as punching or kicking a person. The definition of bullying extends to the point of ignoring a person intentionally, Olweus further states that bullying can be direct which is carried out face-to-face or indirect which is more subtle and usually involves a third party (Lee, 2004).

Rigby defines bullying as the repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group (ibid.). Rigby further defines bullying according to intent in his distinction between ‘malign’ bullying which is intentional and planned and ‘non-malign’ bullying which includes the idea of educational bullying in which adults, such as teachers, cause hurt, yet their motive was to do little more than correct errors in work (ibid.).

Rogers defines bullying as “intentional, selective, unprovoked and repetitive behaviour towards another person by one who is stronger physically and psychologically. Bullying is an intentional abuse of relational power” (Rogers, 2000:178).

The variations of definitions confirm that constructivism and different contexts have led to people perceiving bullying differently. Within the South African context, in a state school, children may push one another everyday and they don’t consider it as bullying, however children who are accustomed to more structure and control may perceive this type of pushing as bullying.

Lee (2004:11) argues that “how bullying is defined impacts upon practice in the way that adults and children make sense of the phenomenon and therefore, how it might be prevented. However, it is extremely hard to define with accuracy, and many leading writers on the subject have attempted to do so, but with little consistency”.

De Wet (2005) discusses an example of variations in definitions leading to the variation in dealing with bullying. The example discusses the case of an eight-year old boy who was allegedly verbally abused by a classmate for six months. The principal of the school did not take stringent discipline measures to effectively address this matter. De Wet

(2005) uses this example to indicate that within South Africa there is an ambivalence and lack of condemnation around bullying by some people. According to media reports around the same case reported, the principal commented to the effect that there was insufficient evidence of bullying and that he did not perceive the acts of abuse as bullying. This indicates that people's perceptions around bullying vary and lead to the various reactions and interventions around bullying.

Whilst there are indicators of variations in defining bullying, what has been achieved is the creation of a vocabulary that helps staff and learners to formulate their own definition and to distinguish between bullying and other aggressive actions. Therefore when working in a specific context, it is imperative to clarify the concept of bullying.

Amidst the variety of definitions and for the purpose of this study, the common element that covers the definition of bullying is *intent* – a planned and premeditated act to hurt a person that cannot be justified. Intention indicates that the individual is conscious and aware of his or her actions. Following intention is inflicting hurt or harm upon another individual which is a violation of the basic human right. It further indicates a lack of respect towards that person. Repetition of a hurtful act re-iterates the level of consciousness of that individual. Repetition of that harmful act leads to the deterioration of the victim's inner strength (ibid.).

The duration of a harmful act will determine the extent of damage inflicted upon that person. Duration signifies the amount of power and the time that the bully may have over the victim. Power is an element that defines bullying because many times bullying occurs as an act to exercise power. The lack of provocation is an indication that victims of bullying are identified by the amount of strength physically and psychologically that they display. Provocation on behalf of the bully may stem from unhealthy domestic situation or extreme exposure and desensitisation towards violence thus the need to exercise his or her power over another (Lee, 2004).

It is apparent that from these elements that bullying is an act that is pre-meditated and influenced by negative experiences and exposures by the bully. These experiences eventually desensitise the bully around acts of violence and with the result learn to apply him- or herself in a violent manner and upon gratification and if not dealt with then the acts of bullying become a learned behaviour.

“Bullying is a learnt behaviour that will be tolerated by students and teachers depending on the degree of acceptance of this behaviour, the educational messages generated about safe behaviour, the policy imperatives of the school, the support given to victims of bullying and the consequences and due processes applied to bullying behaviour” (Rogers, 2000:178).

Based on the common elements included in the definitions of bullying it may be identified as an external barrier that contributes to internal trauma, such as fear and anxiety amongst victims. Both bullies and victims evidence poorer psychological adjustment than individuals not involved in bullying (Kumpulainen, Raesaenen, & Henttonen, 1999; Nansel et al., 2001).

3.3.1 Who are bullies?

Bullies are children who tend to exercise their power over other children. They seem to have the need to be in control and appear to be desensitised to harmful or hurtful acts. They appear to derive satisfaction from inflicting injury and suffering on others (Smit, 2003). Bullies display characteristics of being physically stronger than their peers. They further have strong needs to assert themselves by means of power and threaten to get their own way. Bullies tend to be easily angered, impulsive and are generally defiant. They tend to be among the average or below average learners in primary school and among the lower average learners in high school. They often develop negative attitudes towards school (ibid.).

According to Douglas (2002) and Ma et al. (2001) in De Wet (2005:45) there is a possibility that bullies may become “... dysfunctional adults. The bully’s poor development of empathy leads to depersonalisation and alienation from healthy human relationships”. Understanding and recognising the potential of young children as bullies

should activate systems within adults and schools to become active and address bullying effectively and respectfully.

3.3.2 Who experiences learner-on-learner violence?

Within the critical paradigm the term 'victim' is questioned because in this paradigm the aim is to empower every person thus elevating their ability and recognising their potential. The term victim implies that the person is not empowered and seems to be helpless. In this paradigm it is suggested that we refer to learners involved in bullying as learner on learner violence.

The person most prone to learner on learner violence may be any child and there are no stereotypical categories that may be applied to identify such a person. They often appear as less confident, quiet and appear to be vulnerable. They are often characterised by getting into fights in which they are defenceless, they have bruises, injuries, cuts, scratches or torn clothing for which there is no natural explanation. These learners are also often excluded from group activities, and they try to stay as close to the teacher to avoid being bullied. Further learners prone to incidents of bullying may appear to have very few friends and have difficulty speaking in class and appear to be depressed, anxious and unhappy (Smit, 2003).

Bullying becomes a cycle in which the learner and the perpetrator get caught. The effects of bullying upon the learner on learner violence resorts to him or her developing a lowered self-esteem, feelings of humiliation and shame, excessive feelings of rejection and lower interest in school and poor academic performance. "These types of continuously abusive situations affect the victim's physical, emotional social and educational well being" (De Wet, 2005:45). The discussion so far has stressed that bullying is differentiated from other acts of aggression by repetition, intent and power. The element of repetition implies that there is a continuation of this acts thus creating a cycle. Smit (2003) refers to this cycle of learner on learner violence as illustrated below:

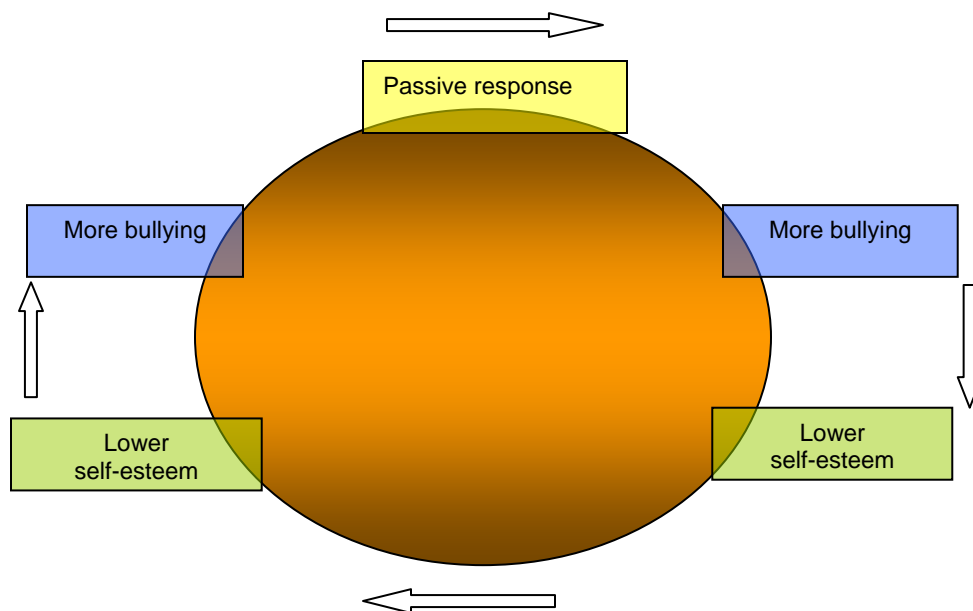


Figure 3.3. The cycle of learner violence

The diagram above illustrates the continuation of bullying and the disruptive cycle that manifests when bullying continues. It indicates the impact of bullying on the passive learner's self-esteem thus demonstrating that the consequences of bullying are detrimental.

According to Zarzour (1994) bullying stems from the recognition of a child who portrays to be shy and his or her passive behaviour shows out. In turn the learner taunts him or her and based on the passive nature of the child, he or she does not react. The choice of no reaction in turn encourages this harmful behaviour on behalf of the bully. The constant bullying resorts to the lowered self-esteem of the learner.

The whole-school approach is predicated on the assumption that bullying is a systemic problem, and, by implication, an intervention must be directed at the entire school context rather than just at individual bullies and passive learners.

In whole-school development it becomes apparent that every system, including the teachers, peers, parents and the school system could be negatively affected by bullying. The associated trauma of bullying is likely to hinder an individual's learning ability. In light of whole-school development, it is therefore important that all stakeholders address bullying as a barrier and work towards alleviating it. Dovey (2005:11) notes that "bullying is the responsibility of all members of a school community", and that there should be a "systemic, multi-level focus that goes beyond the child who bullies and the victim, to include learners, staff, governing bodies, parents, and, where appropriate, the broader community".

In addition, she also points to a direct correlation between the time and quality of effort spent in developing, implementing, maintaining and monitoring a whole-school approach, and the reduction of problematic behaviour. "One advantage of the whole-school approach is that it avoids the potentially problematic stigmatisation of either bullies or victims. It also circumvents the potential for cross fertilisation of beliefs that aggression is legitimate among aggressive children brought together for intervention in some forms of group counseling and social skills training" (Smith et al., 2004: page unknown).

From the above it is evident that it has been suggested by researchers that whole-school development as the foundation for anti-bullying intervention guidelines is advisable.

3.4 INTERVENTION STRATEGIES

An intervention is defined as "taking action to help or change something" (Donald et al., 2004:375). An intervention is therefore necessary in light of bullying. Bullying is an external barrier and all barriers have to be addressed. In this case introducing an anti-bullying intervention should address bullying.

Internationally there are large numbers of anti-bullying programmes that are being implemented. Brenda Morrison (2002) suggests the implementation of a restorative justice approach at schools as an attempt to address bullying. However Rigby (1996 in

Vorster (2002) and Sullivan (2000 in Vorster 2002) suggest the implementation of an anti-bullying programme within the context of whole-school development. These suggestions represent research bodies from the international arena however in South Africa the effort to address bullying is limited.

Not much information is available on existing anti-bullying strategies in South Africa. There is an anti-bullying campaign of the children's movement and the Children's Resource Centre. This is a broad campaign aimed at developing and implementing practical steps within the Children's Movement to stop bullying amongst young people in South Africa. It does not focus on specific strategies within schools however it aims at collaborating with schools to stop bullying (www.Childrensmovement.org.za/bully.htm).

Additionally, an American teacher, M. Christine Mattise introduced her Rainbow of Safety programme to a school in KwaZulu-Natal. This programme made children aware of their behaviour and applied a method that conscientised them of acceptable and unacceptable behaviour. Children were taught to regulate their behaviour by striving to be good towards others (www.tolerance.org/teach/magazine/features.jsp). There has been no further information available pertaining to the success of these efforts.

To my knowledge there is no anti-bullying intervention programme in South Africa that approaches the alleviation of bullying through the application of the whole-school development approach. If the issue of bullying is to be taken seriously then the school should build partnerships with the community and all other stakeholders. Every person should be made aware of the school's definition of bullying and the fact that bullying is an infringement of an individual's rights. The school should also inform the community of the policy that will inform the consequences of bullying and the school's approach towards addressing bullying as a barrier.

Rogers (2000) distinguishes between the manner in which schools address bullying and the frequency at which bullying occurs at schools. The schools that take the learner's complaints seriously, listen attentively and support the learner and take action are the

schools that are referred to as low-bullying schools. “These schools see teachers, backed up by administrators, as having clear views regarding the unacceptability of bullying, a preparedness to be alert to its signs and having clearly stated policies for dealing with it” (Rogers, 2000:181). An additional distinguishing factor between low and high bullying schools is the kinds of discipline that is practiced at the schools. Effective means of addressing bullying is necessary and it should include educating both the victims and the bully such that it becomes a learning experience for both.

3.4.1 The effectiveness of whole-school development as an intervention strategy

MacDonald (2004) suggests the application of whole-school development. Smith, Schneider, Smith & Ananiadou (2004: page unknown) discussed in their research report based on the effectiveness of whole-school anti-bullying programs the following:

“ [the] whole-school approach has led to important reductions in bullying in a number of cases, but the results are simply too inconsistent to justify adoption of these procedures to the exclusion of others. The widespread enthusiasm for the whole-school approach, and its enactment into law in some jurisdictions, can be based only on the perceived urgent need to intervene and on the few studies indicating success. The dramatic success of the Olweus programme in Norway has not been replicated elsewhere. There are a few instances of significant improvement following programme implementation, though not nearly as striking, and there are many non-significant findings and some results opposite to the expected direction”.

Smith and associate researchers move on further to provide possible explanations for the lack of consistency pertaining to the comparison of the effectiveness of whole-school anti-bullying programs by suggesting that “one possibility is that Olweus’ impressive success relates to the high quality of Scandinavian schools, which have small classes and well trained teachers, together with the well ingrained Scandinavian tradition of state intervention in matters of social welfare. The success of this programme may also be related in part to its historical context, perhaps making it a unique and un-replicable case. The programme was introduced into schools on a national scale in the wake of several highly publicised suicides that were linked publicly to bullying. It seems plausible that this could have increased the seriousness and urgency with which school officials and

students invested in the initiative, which subsequently had a positive effect on the programme outcomes.

Their research concludes with the suggestion that “whole-school anti-bullying interventions should be continued until they are further evaluated. This recommendation is based not on solid evidence that the programmes work, but rather on the logical links between programmes and theories about the origins of bullying and because in some instances they have been effective. There is no evidence that other forms of intervention are superior to the whole-school approach in dealing with bully-victim problems” (Smith et al., 2004: page unknown).

Using the above comments in the South African context does create some concern specifically pertaining to the unfavourable conditions at schools. It is public knowledge within South Africa that teachers are over worked and feel stressed at school. There are large numbers of learners within a class thus enhancing the teacher’s responsibility. It is further evident through media and personal reports by teachers that most state funded schools do not have adequate resources and facilities and school management teams have been left with the responsibility of generating funds for the school. The result of this has lead to greater demands on the teachers thus leaving them with no time to engage in any other activity regardless of the need for it at school. Additionally South African schools and communities are confronted with the large number of children who have lost their parents to the AIDS pandemic, thus leaving young children to head their households. Schools carry the burden of the consequences of these socio-economic conditions, which does not leave much time for them to address other matters.

Recognising the present situation of South African schools the question arises whether schools would be ready and accommodating to facilitate a whole-school anti-bullying programme bearing in mind that teachers are left with very limited time. The issue is not about the willingness of teachers to develop such a programme, but is about the limitation of time and resources at schools. Although South African researchers have recommended a whole-school approach, the reality is whether the school would recognise bullying as a great barrier in comparison to the other challenges that they are confronted with based on the harsh socio-economic conditions prevalent.

Conversely, based on my personal experience as a teacher and interacting with teachers there is an obvious need from teachers to be exposed to suggestions and alternatives when dealing with barriers. Therefore the whole-school approach suggests a process that serves to address not only bullying but other barriers as well that in turn would empower teachers to deal with challenges.

Rogers (2000:181) comments that “developing a whole-school approach to bullying will take time, effort, education, attitude change and behaviour change by all members of the school community”. This comment is re-iterated by Dovey (2005:11) who states that “it takes time and effort to bring about attitudinal and behavioural change but a concerted whole-school approach does make a difference in reducing bullying problems at schools”. Vorster (2002) provides the following guidelines for developing an anti-bullying intervention programme within a whole-school approach: “It is important that educators and other role players should recognise that an anti-bullying policy is needed in schools to reduce bullying” (De Wet, 2006:71). These guidelines have directed my research extensively in term of the approach and method.

3.5 BULLYING IN SOUTH AFRICAN SCHOOLS: GUIDELINES FOR DEVELOPING AN ANTI-BULLYING INTERVENTION PROGRAMME (2002)

Vorster’s programme is based on addressing bullying at schools. In her dissertation Vorster clearly explains the concept of bullying and the various types of bullying that can occur. She further explains the possible consequences of bullying at school and at home. Vorster applied the Eco-systemic perspective, whole-school development and inclusion as part of her paradigmatic perspective thus influencing the approach she followed. The research carried out by Vorster (2002) first explored the use of other intervention strategies that have been applied in other countries to address bullying. Then she reviewed the educators’ experiences of bullying in a specific South African School and lastly developed guidelines for planning and implementing an intervention programme aimed at addressing bullying at schools. Her guidelines are similar to the approach

applied by Olweus in Norway in the 1970's. The Olweus Bullying Prevention programme was the first comprehensive whole-school intervention implemented on a large scale and systematically evaluated (Smith et al., 2004:1).

Vorster reviewed each system in her research and proposed that the application of a whole-school development approach may be useful in effectively addressing bullying at schools. The programme includes the process of identifying a school that experiences bullying as a barrier. Thereafter a group of educators and learners should be identified to participate in the research. Information letters and statements of consent should be handed out and upon receipt the participants may proceed. A meeting with the educators is necessary in order to clarify the concept of bullying. Thereafter a questionnaire is handed to the learners to gain an understanding of their experiences of bullying. Followed by the questionnaire a discussion with the learners is conducted in order to hear about their opinions pertaining to bullying. The above steps are carried out in order to create an awareness of bullying at the school.

Followed by the awareness stage an anti-bullying committee is selected comprising of learners and educators. This committee is responsible for developing an anti-bullying policy through conducting an analysis of the school's strengths and limitations and a review of every system at the school. Once the policy is drawn up it is handed to the management of the school who may be regarded as a sub-committee of the anti-bullying committee of the school. Once the policy is approved it is implemented at the school.

Using the discussion of whole-school development, the definition of bullying and its consequences and the description of Vorster's programme consider the following diagram that aims to guide your understanding of the integration of these concepts in the research:

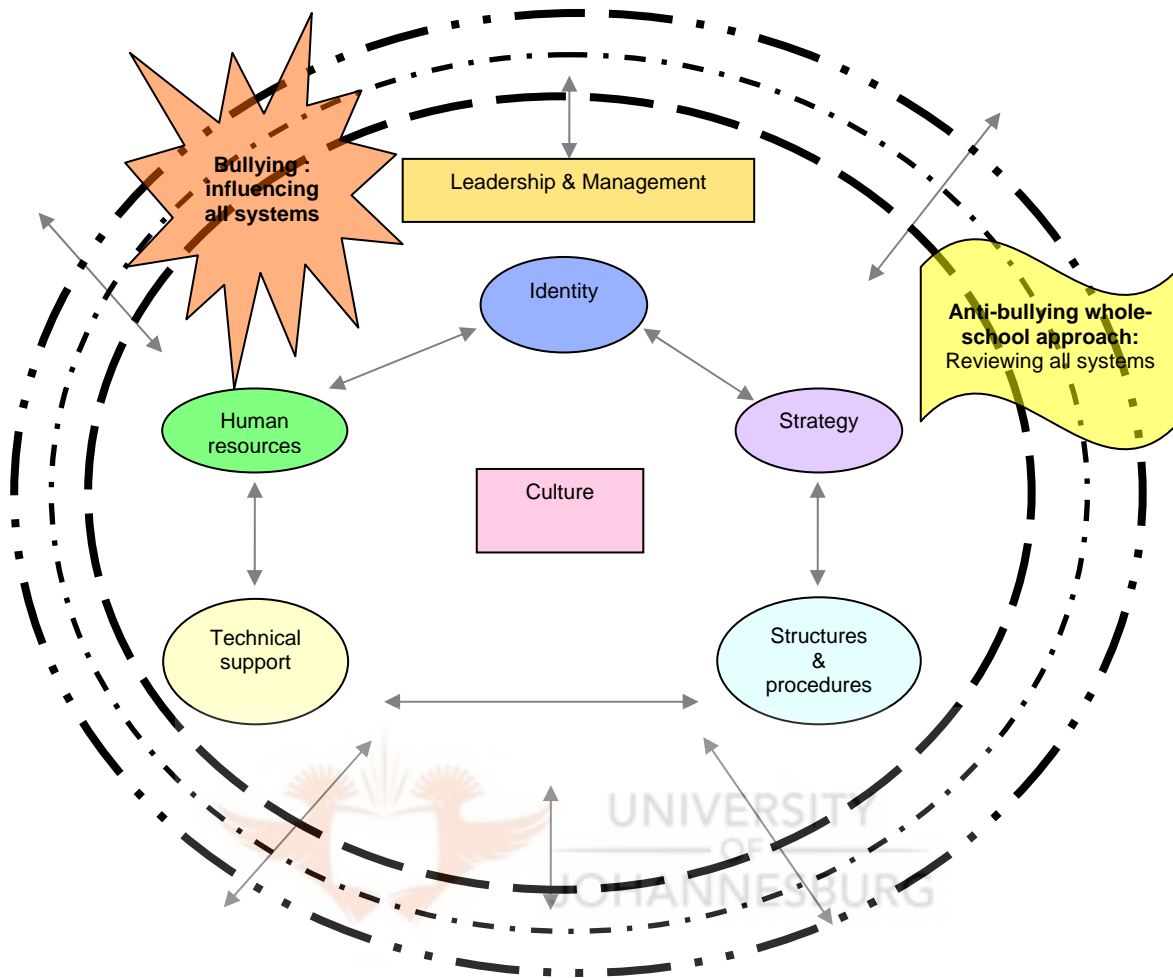


Figure 3.4: Whole-school development and the impact of bullying and the process of a whole-school approach (Adapted from Donald et al., 2004:146)

Figure 3.4 illustrates that whole-school development identifies all systems within the school. It then moves on to address every system and recognises the interdependence of each system upon the other. Therefore the application of this approach implies that every system is reviewed and addressed in order to effectively deal with barriers like bullying. Bullying is a barrier that impacts on every system either directly or non-directly. The implementation of anti-bullying whole-school approach recognises bullying as a barrier and thereafter applies the whole approach by creating an awareness of bullying and thereafter reviewing every system and introducing guidelines that will support every system and the school in addressing bullying.

3.6 CONCLUSION

Whole-school development aims at improving education. In developing countries the notion of whole-school development is inter related to two ideas, namely: educational decentralisation and educational change as management. These ideas clearly relate to South Africa in terms of moving education to the people and allowing communities to take ownership and responsibility for their education. It further empowers people and motivates them to take part in developing healthy communities. Whole-school development therefore is a vehicle for empowering every person such that they can feel confident and recognised as unique. This is parallel to the policy of inclusion.

The policy of inclusion encourages the recognition and respect of diversity. It embraces each person as unique and highlights the importance of human rights. The process of building an inclusive school is initiated through the recognition of all possible barriers that individuals may experience.

Barriers are defined as factors that hinder a learner's process of learning. Barriers range from internal to external. Internal barriers are found within the individual and could be physical impairments or psychological challenges. External barriers refer to those factors like an alcoholic parent or poverty; those factors which hinder an individual's process of progressing. Bullying is referred to as a barrier that induces internal and external disturbances for the individual.

An inclusive school addresses all barriers and structures the school in terms of every system such that each person is recognised and respected regardless of the barriers that he or she may be experiencing. The aim of building an inclusive school is to develop healthy individuals who are respected and encouraged to be the best that they can be. Inclusive schools also seek methods for effective intervention when attempting to address barriers to learning and development.

There are a limited number of intervention strategies in South Africa that aim to address bullying from a whole-school development approach. The available approaches are

collective, general approaches and the successes of these efforts are not recorded. The application of whole-school development as an intervention towards addressing bullying at schools has been suggested by MacDonald and Swart (2004) and Vorster (2002). Vorster (2002) has researched the implementation of specific guidelines to develop an anti-bullying programme at schools.

Her guidelines have been discussed and this research seeks to support a school in developing these guidelines and record the experiences of the teachers around this process.



CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 INTRODUCTION

In Chapter 3 bullying and the consequences of bullying were explored. The whole-school approach and its application towards developing anti-bullying guidelines were discussed. In this chapter the process of collecting the data and the findings of the data are discussed. The context of the school is explicated to allow the reader to share the researcher's vision. The reports and findings are elaborated upon according to the five stages of data collection as illustrated in Chapter 2. The five stages are: the findings of the initial focus-group interview pertaining to the clarification of the definition of bullying; the process of conducting the questionnaire and the findings of the questionnaire; the follow-up discussion with the teachers; the process of developing the guidelines and the actual set of guidelines; and lastly, findings from the final focus-group interview followed by a discussion of the findings. Before each of these stages, the context under which that process of data collection occurred is described.

4.2 THE SCHOOL: CONTEXT

Cherry school¹ is a state school situated in the midst of a residential area. The outside appearance of the school indicates that it is well maintained with a neat garden. The school car park is clearly marked allocating parking for all teachers within the school. The entrance of the school is manned by a permanent security guard. The guard holds the remote for the electronic school gates and is able to restrict unwanted entry into the school.

The physical structure of the school is well maintained. It consists of two sets of double-storey buildings and one single-storey unit. The children's play grounds surround these buildings. Allocated areas for specific sporting facilities are clearly marked to support

¹ Cherry School is a pseudonym used to protect the identity of the school at which this research was conducted.

learners and teachers. Signs on the walls indicate that learning is in progress, notifying visitors to be quiet. The school is adjacent to a large community park and is fenced off with barbed wire at the top of the fence. The children use this park, and also the transport drivers who drop off and collect the learners. A learner scholar patrol team supported by a teacher ensures that learners cross the road safely in the morning and in the afternoon.

Permanent cleaning staff ensure that the school is kept clean and tidy. Their responsibilities include keeping the school grounds and the pathways tidy and cleaning the classrooms after school.

Standing on the veranda overlooking the school during class a buzz of learning permeates, and is imminent in the school. The noise associated with group activities and teachers delivering their lessons can be heard from the office block.

The reception area of the school is laced with certificates of achievement reflecting the school's successes and participation in various activities in and around the community. The principal's office is on the top floor of the reception area. Anybody wishing to see him reports to his secretary first. Visitors may only enter his office once the secretary has notified him.

The principal is a warm and friendly person who carefully addresses each person and the learner's needs when they approach him. Trophies that reflect the school's achievements and mementos that have been issued to learners and community members in acknowledgement of their efforts decorate his office. The principal was keen to hear about the research project and for his teachers to become involved in the process. He chose to first discuss the research with his teachers, and based on the outcome would make a decision. It is apparent that he attempts to apply a democratic approach when making decisions pertaining to the school.

After explaining the process of the research the principal admitted to the limited parental involvement at the school and stressed that it was a tedious task to get the parents to the

school. He shared the information letter and statement of consent with the teachers and thereafter confirmed the school's participation in the research.

Data was collected in five stages. A detailed discussion of this process, as well as the findings, follows.

4.3 DATA-COLLECTION PROCESS AND FINDINGS

4.3.1 STAGE 1: Focus-group meeting One -Clarifying the concept of bullying

4.3.1.1 Focus-group meeting: context

At the time of meeting the teachers had already read all the forwarded documentation and were aware of the research. Three Grade 7 teachers were present on the day of the initial interview which was scheduled to take place in the staffroom after school. The staffroom is spacious, with large tables in the centre of the room and chairs placed along the walls of the room. This layout creates space for the large number of teachers on the staff. The staffroom is clean and tidy with no indication of teachers' belongings. Evidently all teachers had packed their belongings away or they were in their classrooms. The staffroom is situated on the ground floor of the office block, at the end of the staircase in the corner, clearly indicating that it is the teachers' private area. It is enclosed with a glass door that seems to be ajar most of the day. During the interview the staffroom door was closed. Outside the staffroom is a public telephone that is accessible to learners as well as staff members.

Participating Grade 7 teachers in this research included a Mathematics-, a Technology- and a Life Orientation teacher. The teachers were eager to be part of the interview and we sat around ready to begin the discussion.

The aim of this focus-group interview was to clarify the teachers' definition and their perceptions of bullying.

4.3.1.2 Focus-group interview (See Appendix 3)

A. Teachers' definition of bullying

The interview started with a request for the teachers to share their **definitions of bullying**. All three teachers acknowledged that bullying involved the physical harm inflicted by bigger children upon smaller children. They moved onto elaborate that reference to size meant that the bigger children were bigger in physique and not necessarily by age. The teachers reported that these bigger children intimidate the smaller children by posing feeble threats that would coerce the smaller children to succumb to their requests. They further ventured into saying that the bullies were selective of their victims. This meant that they would carefully *push their weight²* around with children who they identified as passive and who seemed reluctant and afraid to respond.

In summary, the teachers initially defined bullying as act of intimidation by bigger children upon smaller children with the intention of getting what they wanted.

Upon pursuit of the discussion the one teacher chose to differ and expressed that whilst bullying involved intimidation it did not rely on physical size. He said *I wouldn't necessarily say it is dependent on size, there are circumstances that involve blackmail, it can be the smallest person but you know if they did something wrong in class or you have something that the other one wanted, then you have the upper hand*. The other teachers regarded this comment light heartedly and commented to the effect that such events of blackmail occur in the movies.

Further exploration of the definition of bullying – with the introduction of the concept of the emotional element as part of bullying – seemed to be a challenging element to sell to the teachers. Initially they disagreed with the idea of emotional torment being regarded as bullying, but confirmed that bullying was about having power over another person. The following statement is quoted to confirm one teacher's perception of bullying: *I think bullying is a case of having power over another human being*. The teachers strongly

² Teachers' reported speech is depicted in blue italicised print.

challenged the notion of considering intentional ignoring of a child by other children under the banner of emotional bullying. They perceived the situation in which a child is ignored or left out from an activity as insignificant and did not think that children would be affected by it.

The teachers' perception is that the child is not sensitive towards such acts carried out by its peers: *I would assume that after some time the child will get over it.* They considered the idea that if the child is not affected by such harsh intentional acts of being ignored by its peers, then this should not be considered as bullying. This hinted at the way in which the child perceives the situation, therefore, should the child feel the event is hurtful and experience some form of emotional pain, then the act would be considered as bullying. *If that person has to be ignored and it does not bother that person I don't see that as bullying.* This comment reiterates the teacher's opinion that the way in which certain acts are perceived, or rather received, by the victim will determine whether those aggressive and hurtful acts qualify as bullying.

Upon reflecting one of the teachers responded by applying the developmental perspective and considered the developmental phase in which the child could be in. The statement *But then like you said, children are not as strong-minded as adults* clearly indicates that the way in which adults perceive a situation is not the way in which children perceive the situation. The element of peer pressure and the need to fit in was recognised as coercion for children to follow their peers. In turn they may conform to their peers whilst those being singled out are hurt and feel the emotional pain or physical pain based on the nature of bullying.

The idea of bullies being headstrong about their threats was debated in the discussion. One of the teachers remarked: *I would say that uhh, if someone bullies you I don't think their intention is to harm you ... their intention is to get something from you, it's like a threat without actually doing anything.* The teacher did not feel that the bully would actually carry out a physical act of harm. The debate pursued the notion that ignoring was

not a form of bullying, as it did not involve a sense of power of one over the other. This raised the question pertaining to the methods in which power is demonstrated.

In discussion the choice of ignoring a child as a form of bullying lead to the explanation that power may be exercised when other children are influenced by *a ring leader* who requests that the group do not include a specific child. The idea of ignoring a child was not regarded as bullying, however the element of verbal abuse was regarded as bullying because it is a method of hurting another person.

The debate included verbal bullying but clearly lead to the teachers agreeing that intention was a vital aspect of differentiating certain acts from bullying. The teachers felt that when the bully intentionally carries out an act to hurt another child, then it may be regarded as bullying. The intention could rest in the fact that the bully may threaten to physically harm another child on a conscious level. The teachers felt that learners may intentionally choose to threaten their victims, however they felt that bullies did not intentionally plan to harm their victims.

The teachers further expressed that children should be made aware of acts that can be classified as bullying because *they are not realising that I am also bullying that person*. Identifying certain acts as bullying and explaining to learners the impact such acts can have on others would facilitate the comprehension of bullying and may prevent learners from bullying. This point reiterated the need for awareness about bullying, confirmed through my question: “Do you think that there is a need for an awareness?” This yielded the response *Ja, we do*.

This point was challenged by another teacher who felt that children are aware of the nature of their acts and realise that they engage in harmful acts, however they just don't call it bullying. This teacher felt that within the school context bullying was synonymous with other terms like getting into fights and interfering with others: *Bullying is just a term*. He felt that children are aware and plan their actions with the intentions of hurting

other children by saying that *they know what they doing, there's a reason they're doing it.*

It was apparent that the teachers differed in opinion with regard to the way that teachers perceived the children's development. The next teacher expressed that some children threaten their potential victims with the intention of getting something materialistic from the victim and not to intentionally physically hurt the victim.

The following comment indicates that all the teachers concurred that children carefully select their victims according to those who are reluctant to confront the bully and who they don't expect a reaction from: *I would think that if I am a bully and I would bully Mr. S and every time he listens to me and gives me what I want and one day he stands up to me, I'll be stumped ...* They select the type of child that is afraid to decline their requests and are afraid to challenge the bully.

The discussion reverted back to the point of whether bullying includes an act that a person carries out with the intention of getting something from another person. The teachers were eager to clarify this because they felt that if it was considered as bullying then maybe they were participating in bullying. They felt this way because of the manner in which they relate to the learners in the class by giving the following instructions: *I expect you to move here and I expect you to sit here or else, do you understand what I am saying?* They admitted that they threaten children in order to get the learners to comply with their requests. However, they felt that their intentions are based on the progress of the children. Lee (2004:10) refers to this type of threat as "educator bullying".

This in turn lead to reviewing the *intention* when carrying out certain acts that may be perceived as bullying. According to the teachers, bullying is forcing someone to do something that is against his or her will, and the bully's intention is to gain personal satisfaction. The teachers clearly expressed that their intentions behind threatening children with detention was purely to the benefit of the learners, they therefore used this as a distinguishing factor between what they do in the classroom and bullying. In relation

to this, bullying was defined, according to the school context, as physically, emotionally or verbally carrying out certain acts that hurt or cause harm to other children with the intention of exercising and attempting to gain personal satisfaction from such acts.

The discussion then moved on as to **whether bullying was evident in the school**. According to the teachers, *it probably happens, in fact I'm pretty sure it happens, but most of it as well as all over crime that you see over the country is not reported*. Due to the limited number of cases that are reported the teachers perceived that bullying was not a major problem at the school. In terms of monitoring children's behaviour to ensure that bullying does not occur, the teachers admitted that they go on playground duty: *A teacher is at a particular point where he can keep an eye on that certain area but who's to say what's happening around the block*. It is thus implicit that they cannot monitor every space at school and that bullying may occur when the teachers are not visible.

The teachers emphasised that they have made attempts of **creating an awareness of bullying** at school through discussions during assemblies. They furthermore felt that their perception of bullying at that time and their new perceptions of bullying differed. For this reason some of the behaviours that they witness or that are reported are classified as bullying. The discussion then turned to a request from teachers for suggestions as to how they could make learners understand the definition of bullying and the emotional element of bullying. Suggestions such as role-play and teaching learners to develop empathy may be initiatives to get learners to understand the impact of bullying.

The discussion also explored the **circumstances of the bully**. The teachers acknowledged that some children who resort to bullying experience emotional challenges that either stem from their family- or socio-economic position. They viewed some of the learners' bullying as an aggressive reaction in response to their personal experience. The explanation for children bullying rests in possible domestic violence, imitating elder sibling's behaviour and also a lack of awareness in terms of appropriate behaviour. This is related to possible parenting styles in which children are not taught about boundaries or how to conduct themselves.

It was concluded that bullying is a continuous problem at the school and that the teachers were prepared to address this barrier. They further concluded that bullying can only be defined according to the context in which it is applied and they were satisfied with their definition of bullying according to their and the children's perception of bullying.

4.3.2 STAGE 2: Learners' questionnaire

4.3.2.1 *Learners' questionnaire: Context*

The purpose of this questionnaire was to establish the prevalence of bullying in the school. The questionnaire was conducted with the Grade 7 class during the first lesson of the day. The classroom is situated on the second floor of the senior block and is the second door away from the stairway. The teacher's name and the grade is printed on paper and pasted on the door of the classroom.

The door was ajar and as I peeped in I saw the learners seated in their allocated places while the teacher moved around the class announcing their homework and the requirements of the day. I knocked on the door and the teacher approached the door and asked me to come in. Upon entering the class, it is evident that the classroom is used for mathematics lessons, with a number of posters illustrating mathematical concepts on the walls.

The teacher's desk is at the front right hand corner of the classroom and the chalkboard at the front of the room. The learners are arranged in groups of two, facing the front of the classroom. Their desks are arranged in an orderly manner with each learner allocated to a desk and chair.

All the learners were neatly attired in their school uniform. It was apparent that learners were notified of the research through the information letters that the teacher distributed and their teacher informed them of my presence on that day. Upon entering, the teacher requested the class to greet, and standing up, they responded in a chorus-like manner and

said “*Good morning, madam*”. I greeted them back and requested them to sit. The expected buzz of the chattering among them became audible and the teacher demanded silence. He then introduced me and asked that I continue whilst he chose to sit at his desk and continue with his work.

I introduced myself as a master’s student from University of Johannesburg. I informed them about the nature of my degree and the fact that I am an intern educational psychologist. I then responded to a few learners’ questions pertaining to the nature of responsibilities as an educational psychologist and the type of qualification required. Thereafter I introduced the research process and referred to the information letter that the learners were given a week before. I explained the ethical code and that I was not in position to include the learners whose parents did not approve their participation in the research as well as those who did not return the consent slips. I explained that it was to their benefit to continue with their work.

I presented the response slips that the learners had returned and called out the names of thirty-eight learners whose parents agreed for them to participate. I requested that they sit at the back of the classroom so that I could work with them, simultaneously allowing the remainder of the class to continue with their class work.

A few minutes later after the movement around the class I explained the process of handing out a questionnaire (Refer to Appendix 3). I stated that they did not have to write their names on the questionnaires and that all information would be regarded with the highest level of confidentiality. Once each learner received a questionnaire, I read through the questionnaire with the learners and thereafter asked if all of them understood what it is that they needed to do. Most of them felt that the instructions were simple and were confident to complete the questionnaire on their own. There were a few learners who were reluctant and requested that I facilitate them as they went through the questionnaire. The result was that I read each question and explained what they needed in terms of marking yes or no and waited for them to respond. I read through every question

and ensured that every learner understood what the question meant by constantly walking around and asking them if they were coping.

Some of the learners completed the questionnaire quickly and continued with their class work whilst others pondered over the questions and, being young people, they sat and stared out of the classroom biting on the tips of their pens. Some learners had to be refocused by calling out to them and asking that they try and complete the questionnaire. After half an hour all the learners had completed the questionnaire and were busy chatting among themselves. I called for their attention and after some help from the teacher we managed to settle the learners such that they were attending to me. I concluded the session by thanking them for their time and assured them that I would return later in the day to provide them with feedback pertaining to the questionnaire. I greeted them and left the classroom.

Questionnaire

The questionnaire was handed out to a Grade 7 class in an attempt to ascertain their definition and experience of bullying. The findings of this questionnaire are discussed below. The nature of this research implies the application of qualitative measures, therefore the findings are discussed as such (Refer to appendix 4).

4.3.2.2 Findings from the questionnaire

This questionnaire confirmed that bullying was evident at the school. The learners admitted to being victims of bullying whilst others admitted to witnessing bullying. The frequency of being bullied varied between twice a year, and often. Most learners admitted to witnessing bullying, while a limited number of learners admitted to bullying other children.

The nature of bullying varied from being called hurtful names to being teased in an unkind way. The remainder of the options regarding being pushed around or being physically beaten up was not reported as experiences.

The effects of being bullied ranged from learners feeling angry to feeling sad and ashamed. It was interesting to note that a few reported that they were not affected by being bullied. Most learners felt worse about themselves considering that they were bullied.

Some of the learners chose to cope with being bullied by feeling stressful whilst others chose to stay at home. In relation to feeling stressful other learners experienced headaches.

Those learners who witnessed bullying felt upset and others felt angry. Most learners stated that once learners reported bullying things got better whilst others felt that the bullying stopped. A limited number of learners chose to report to the teachers.

Based on the findings of this questionnaire it was important to provide feedback to the learners.

4.3.3 STAGE 3: Feedback to learners and teachers

4.3.3.1 *Feedback to learners: context*

The learners were in the same classroom as they were in the morning. As I approached the classroom after the second break the learners were standing in two lines, one for the boys and the other for girls, waiting to be instructed to enter the classroom. The teacher then asked that they enter and sit down quietly. Some of the top windows were open but the teacher chose to shut the door to avoid the outside noise from other learners who were waiting for their teachers near the classrooms.

Contrary to the morning's session where the questionnaire was completed, I requested that the learners who were not participating in the research should not be included in the same classroom during the feedback session. The reason for this was that some learners may have wanted to contribute to the conversation when their parents requested that they should not be part of the research.

It was 12:30 in the afternoon and the learners were not as attentive as in the morning. This is understandable as they were probably tired and it was fairly warm thus making it difficult to concentrate. Additionally, the feedback session was conducted just after their second break, during which they were probably very active and ate quite a bit of sugar thus making it difficult for them to sit quietly and pay attention. The learners required a few minutes to gather themselves before they were ready. They all sat around the same area of the classroom making it easier for me to address them. They appeared to be eager to hear the feedback. Upon providing the feedback all the learners were interactive and responded to my comments with a great deal of interest.

4.3.3.2 *Feedback to the learners*

The learners were astonished that other learners in their class admitted that they were bullied. There was not much response pertaining to the frequency of bullying. The children identified one specific child as a bully and were calling out this child's name. It had to be clarified that the feedback was about discussing and creating awareness, not specifically about picking on certain children.

A. *Witnessing bullying*

Most children admitted that they had witnessed other children being bullied almost everyday, usually bigger children bullying younger children. The learners reported that incidents of bullying occurred during and after school, such as *a boy smacking a girl because she was going to the toilet.*

Upon further exploration of the bullies they did not notice groups or gangs of bullies, but recognised individuals as bullies. Their perceptions of those who bully were people who have no respect and feelings for others. They reported that teasing occurs daily within the class. For example, *If your father is dead then they carry on teasing you and they don't care.* They reported that most children tell tales about one another, i.e. tell lies about one to another, thus causing trouble.

B. Effects of bullying

Some victims reported that as a consequence of bullying they felt 'bad' about themselves to the extent that one learner stated the following: *I want to kill myself*. They don't feel good and worry about other learners looking and talking about them, therefore they choose not to come to school. Some of them feel worthless and inadequate because they were bullied and they could not stand up for themselves.

Most children reported that they felt stressed about being bullied, others experienced headaches and others experienced difficulty in sleeping. This information took some of the children by surprise because they were not aware of the depth of distress that bullying could cause. Some children choose not to come to school for fear of being mocked at by witnesses to the bullying and they fear that the bully might hurt them again.

They are aware that bullying is much more than physical harm, that it is also emotional hurt. Most children are angry and upset by witnessing bullying but choose not to report it. They explained that they are afraid to report incidents because they are identified as the complainant. Often the bully will lie, denying his or her actions and cause trouble for the complainant. Furthermore, they fear that the bully may turn on them. They feel it is better to keep quiet to protect themselves. Most report and share it with their friends.

C. Exploring intervention strategies

In an attempt to explore intervention strategies it appeared that on the one hand learners felt the need for a programme that would effectively deal with bullying and teach bullies how to socialise respectfully with others. The programme should also teach victims how to be assertive, so that they can stand up for themselves. Most learners felt that they would report bullying only if the school implements such a programme. On the other hand, some learners felt that bullies should be punished.

The teacher contradicted and said that the learners do report when they are bullied. He added that they have the process of a disciplinary hearing and thereafter suspend children.

Based on the findings of the questionnaire and the feedback provided to the learners it was vital to share this information with the teachers in a feedback session.

4.3.3.3 *Feedback to teachers: context*

The feedback session was scheduled for an afternoon after the learners were dismissed. We met in one of the teacher's classroom at 14:00. The body language and the teacher's facial expressions revealed that they were tired and were quite eager to get home. They seemed disinterested in pursuing the feedback and guideline development.

We waited outside the class and the school maintenance worker was in the classroom tidying up and preparing the classroom for the next day, placing the chairs on top of the desks. The room is used for art lessons and technical drawing. The resources for the learners were placed along the sides of the room and the desks were arranged in the centre of the room.

One of the three teachers could not remain for the entire session and managed to present herself only briefly. The other two were then eager to address the programme in an attempt to complete in time to allow them to leave school early.

4.3.3.4 *Feedback to teachers*

The process of providing feedback to the teachers along with developing the guidelines overlapped, therefore the feedback will be discussed here. The feedback must however be considered in conjunction with the development of the guidelines.

The teachers were surprised at the report that learners were experiencing bullying as a problem. They were interested in the fact that learners had been bullied on more than one occasion and that most of them had witnessed others being bullied. The teachers were curious about the reluctance of the learners to report these incidents of bullying to them. Based on their reluctance, they reported that they were not in a position to address this

barrier because they were not aware of these incidents. They further reported that if they were aware of bullying they could then explore strategies to effectively address it.

In an attempt to address bullying the teachers explained the discipline code that had been introduced at the school. The discipline code entails detention sessions for learners after school based on the severity of their misdemeanours. It also included disciplinary hearings with a limited period of suspension. The teachers assumed that the bullying was taking place in their absence and once again reiterated that they could not be in more than one place at a time. They appreciated the findings of the questionnaire and were motivated to find suitable methods of addressing bullying at their school.

4.3.4 STAGE 4: Development of guidelines and S.W.O.T analysis

4.3.4.1 Development of guidelines: context

Please note that the feedback and the development of the guidelines took place on the same day during the same session, therefore the description provided for the feedback applies to the guideline development.

4.3.4.2 Development of guidelines

Based on the feedback received from the questionnaire and the feedback given to the learners and teachers, the process of developing anti-bullying guidelines seemed vital. The teachers were eager to explore alternatives after realising that learners were experiencing bullying as a serious barrier at school.

A. SWOT Analysis

The school had already conducted a SWOT analysis and from this, as a team, the principal and teachers developed a school improvement plan. As part of the school improvement plan, discipline is listed as one of the areas that needed to be addressed specifically in terms of improving the learner's behaviour and attitudes. As part of the strategy to address the discipline matter at school, the school has developed a code of conduct that categorises the possible misdemeanours into three different levels.

Thereafter the consequences of the misdemeanour are established on the level or category into which the behaviour fits. For example, not completing homework is a level-1 offence and after three warnings the learner qualifies for detention. The parents are notified in writing that their child would be in detention class after school as a result of his or her behaviour.

Behaviours such as bullying is categorised as a level-2 offence. This means that after three offences the learner qualifies for a disciplinary hearing. At such a hearing the principal, the head of the school-based support team, the teacher, parents and the learner are present.

The process of developing the guidelines started off with another SWOT analysis of the school. This process appeared to be quite stressful for the teachers, perhaps due to the time of the day in which we were working. I encouraged participation by providing a few examples of what such an analysis entails. This helped the teachers to form a better idea of the purpose of this SWOT analysis after which they participated with enthusiasm in the process. An intensive discussion followed during which each element of the school was reviewed. The outcome of the SWOT analysis is depicted in table 4.1 below.

Table 4.1: Outcome of the SWOT analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <input type="checkbox"/> Availability of resources <input type="checkbox"/> Large number of teachers on staff <input type="checkbox"/> Additional time in terms of weekly registration time <input type="checkbox"/> Weekly assemblies <input type="checkbox"/> Community support in terms of fund raising <input type="checkbox"/> Existing code of conduct 	<ul style="list-style-type: none"> <input type="checkbox"/> Lack of community involvement in terms of administrative and support services <input type="checkbox"/> Lack of parental involvement <input type="checkbox"/> Discipline <input type="checkbox"/> Measures not taken seriously
Opportunities	Threats

B. Social skills programme

Based on the above recognition of the school's potential the teachers explored various strategies that could be applied to address bullying. The common theme that continuously surfaced was the application of the existing code of conduct. Therefore all the teachers agreed upon applying the code of conduct in terms of the consequences of bullying (i.e. a disciplinary hearing). There was a need to recognise the learners' request for a programme to support them, and the bullies, in terms of developing into more mature young people with social responsibility and compassion for other people.

Reviewing the learners' feedback it was evident that punishment was not the only solution for addressing bullying. The teachers further acknowledged (based on the initial interview) that often learners engage in bullying based on an unhealthy social and home background, hence resorting to violent behaviour. Bearing this in mind, it was unanimously decided that an additional intervention is required – an intervention that would holistically address such learners and also address the core of the problem.

After careful consideration and debate it was agreed that the school would introduce a social skills programme. The purpose of this programme would be to teach the bullies essential social and life skills and to address their emotional needs. All the teachers agreed with the learners' request that the social skills programme should also support the victims of bullying. The means of support should include teaching them assertiveness, developing a healthy self-esteem and coping with the trauma of being bullied.

In recognition of the requirements of the programme, the teachers acknowledged that they were not adequately trained to develop and implement such a programme for the learners as it would require counselling skills and detailed knowledge of the psychology behind the functioning of such children. They agreed that there was a need to invite a trained professional with basic understanding of developing and implementing such a programme.

Through discussion the teachers considered approaching a non-governmental organisation that could address bullying. I provided feedback pertaining to certain organisations that develop and train people to use their life skills programmes. Additionally, an alternative to finding a non-governmental organisation was to seek for an educational psychologist or a senior educational psychology student who would have sufficient training to launch such a programme.

In the event of accessing such a person the question arose as to whether such a task would be conducted on a voluntary basis or would the school have to pay. There was consensus that very few people would want to spend so much time and not get paid unless it was an individual who was financially secure. Based on the teachers' background knowledge, they doubted the chances of finding a volunteer in the community. Instead they considered the idea of paying someone to develop and implement the programme.

The idea of paying an individual meant accessing the funds to provide a salary. According to the teachers the school reviewed their annual budget and they felt that the money could be obtained from this budget. It was then agreed that a social skills programme would be introduced at the school. The finer logistics pertaining to the venue and time for the programme was then considered.

After much consideration it was agreed that the learners who qualified for this programme would have to compromise some other activity as both learners and teachers have quite a busy schedule. All agreed that learners who qualified for the programme should attend on Thursday afternoons during the sport programme. In turn, this meant that there would be a large venue available with all resources required, since all teachers and learners would be out on the sports field. Based on this discussion all the teachers agreed that the guidelines should be formalised, written up and shared with the rest of the staff, thus representing a formal school document.

C. Development of guidelines

The results of the discussion and the guidelines that the teachers agreed upon when addressing bullying are explicated in table 4.2 below. This set of guidelines reflects the application of the school's code of conduct and elaborates and distinguishes bullying from other misdemeanours.

Upon sharing these guidelines with the principal, his facial expression and feedback indicated that he was impressed. He pointed out that these guidelines were practical and realistic with regard to the school context. He added that the guidelines would then be an addition to the school's code of conduct.

Table 4.2: Set of anti-bullying guidelines

Anti-Bullying Guidelines
<p style="text-align: center;">➤ CREATING AN AWARENESS OF BULLYING</p> <ul style="list-style-type: none">• Assembly discussions and presentations should address the definitions and consequences of bullying.• The curriculum may be adjusted such that specific lessons can be conducted during Life Orientation lessons or during the registration time. This time can be used to create an awareness of bullying and to teach learners how to deal with bullying.• The prefects may take the responsibility of hosting an annual anti-bullying campaign. <p style="text-align: center;">➤ REPORTING BULLYING</p> <ul style="list-style-type: none">▪ Learners should be given the opportunity to write a note to the teacher or be able to approach the teacher to report bullying.▪ Teachers should make themselves visible and should be present on the playgrounds during break and between classes so that learners have the opportunity to approach them. <p style="text-align: center;">➤ ADDRESSING BULLYING</p> <ul style="list-style-type: none">• In the event of bullying being reported the teacher should call the bully and the victim individually. This should be done in order to clarify the nature, extent and sequence of events that have been reported as bullying.

- The case should be treated with care ensuring that other learners are not disturbed by the event.
- The bully's actions should be recorded on the behaviour management sheets.
- After recording, the bully's parents should be notified about their child's behaviour through a letter or a telephone call.
- The bully then qualifies for detention according to the code of conduct.

The bully should be enrolled for a social skills programme that will be conducted during the weekly sports programme thus reducing the bully's privileges and in turn educating him or her about appropriate behaviour and social interaction skills. .

This marked an end to the research process. A reflective interview however was still required as an attempt to understand the teachers' experiences throughout this process.

4.3.5 STAGE 5: Reflective interview

4.3.5.1 *Reflective interview: context*

The interview took place at 7:45 a.m. during the registration time. According to the principal it was the learners' time therefore he allowed one teacher at a time to reduce possible disruption. Additionally, he delegated another teacher to substitute in the absence of the teacher participating in the interview. The teachers were informed in advance with regard to the purpose interview to afford them time to gather their thoughts on the research process.

The interview took place in the staffroom when all the other teachers had left to attend to their classes. The tea lady was present, but she was in the background preparing for the day ahead. She shut the inter-leading door to avoid disturbing us during the interview. We sat around in a circle with the tape in the middle to ensure that the interview was recorded. The staffroom door was closed to avoid disturbance. It was a bright morning, the second last day before the end of the term. The teachers were tired though excited about the break ahead.

4.3.5.2 *Focus group interview two: Reflection*

This interview was conducted to firstly provide the teachers with the opportunity to reflect on the research process, and secondly, to explore the effectiveness of whole-school development in supporting the teachers during the process of developing the set of anti-bullying guidelines.

The interview took place with two out of the three teachers who were part of the process. During the interview it was apparent that both teachers experienced the research process as positive and felt that it supported them and the school in terms of development. The teachers reflected upon the research process in terms of their personal development and then in terms of their professional development.

According to the teachers their personal development was enhanced by realising the variations in definitions of bullying. At first they perceived bullying to be a physical, harmful act carried by one person upon another. After discussion according to focus group interview one, both reported that the discussion was informative and provided them with a different perspective pertaining to bullying. They both admitted that the discussion based on defining bullying made them realise that the manner in which people perceive or understand concepts influences the manner in which people address such concepts. Upon reflecting on their manner of addressing bullying it became evident that they did not perceive bullying to have such serious, traumatic impact upon the victims, nor did they realise that bullying could pose as a learning barrier, hence their informal method of addressing bullying.

The research process was a method of creating awareness to the teachers and school management that bullying was a much more serious problem than they perceived it to be. The following quote from one of the teachers adequately explains the effectiveness of the research in terms of creating awareness: *The whole survey findings were quite interesting, I mean there we were thinking that it was not such a problem at the school and the survey showed different results. Just knowing that it is happening at school and its not being reported already creates room for concern.*

The most important learning experience for the teachers was the realisation of the emotional form of bullying children through ignoring and the emotional impact of the physical acts of bullying. For example they admitted that they were not aware that when children were bullied that the emotional trauma could pose as a learning barrier or resort in other inappropriate behaviour.

The acknowledgement and recognition that bullying was a big problem at the school pursued the teachers to continue being part of the process and perhaps altered their attitudes towards the research. The process of applying whole-school development in terms of addressing bullying as a barrier at school was, according to the one teacher, *a good idea*. According to the teachers, whole-school development facilitated the equal distribution of responsibility with regards to addressing bullying. The teachers expressed that they did not feel overwhelmed with the sole responsibility of dealing with bullying. The process of implementing the whole-school development was interesting to the teachers and it allowed them to take ownership of the process, thus making them feel worthy.

According to the teachers, the process of collaboratively developing guidelines was highly appreciated because they felt that they had the opportunity to contextualise the guidelines and make it appropriate for their school. They felt that it was unlike the Education Department that distributes circulars with guidelines that should be implemented without reviewing the context of the school. One of the teachers admitted that occasionally it took the teachers some time to understand those official documents before they could implement it, and at times they felt that it would not be realistic.

On a professional level of growth the teachers felt that they learned how to work together effectively to develop guidelines for their school. It further supported their knowledge pertaining to the realisation of the possible barriers at their school. The most valuable element that they felt they received from this research was the process of identifying a barrier and exploring and developing guidelines on how to address these barriers.

Based on the depth of knowledge that they received, the teachers believed that these guidelines would definitely be used in the future and that they would be in a position to adjust the guidelines according to the needs of the school. At the end of the process the teachers were quite enthusiastic to share the guidelines with the staff and to ensure that it is incorporated with the official code of conduct at the school.

4.4 SUMMARY

The data-collection phase involved five stages.

- The first stage was an interview with the grade seven teachers in an attempt to explore and clarify their definition of bullying.
- The second phase involved conducting a questionnaire with the learners in order to establish the prevalence of bullying at the school.
- The third stage was a feedback session with the learners to clarify and further explore the findings of the questionnaire. The second part of this stage was providing feedback to the teachers with regard to the findings of the questionnaire and from the feedback of the learners.
- The fourth stage involved the process of conducting a S.W.O.T analysis and identifying the school's potential for growth. Further this stage extended towards utilising the information from the analysis in order to develop guidelines that would support the school when addressing bullying as a barrier at the school.
- The fifth and final stage required an interview with the teachers to provide them with the opportunity to reflect on the entire process.

The process of data collection lead to the teachers' reviewing their definition of bullying to an extent that they recognised that the manner in which people perceive an action determines the manner in which they react towards it. Bearing this in mind the teachers acknowledged that they did see bullying as a big problem at the school and therefore did not take such stringent measures to address it. The findings from the learners' questionnaire and the feedback created awareness to the teachers about the prevalence of bullying at the school. Based on these findings the teachers were determined to review

the methods of addressing bullying and participated in drawing up the guidelines that the school could use to address bullying as a barrier.

The guidelines explored the process of addressing bullying through exploring if both the bully and the learner being bullied perceived the act as bullying. Thereafter the guidelines included the protocol that should be applied by every teacher when dealing with a case of bullying. This included that the teacher should ensure that he or she fully understands what occurred between the learners to ensure that it was a case of bullying, thereafter the bully qualifies for a detention class in which the teacher must notify the parent through a letter. Following this the bully and the learner who was bullied qualify for a social skills programme that the learners requested. This programme should include teaching bullies how to behave and socialise in an appropriate manner and it should the learners who were bullied life skills like assertiveness. The development of this programme according to the teachers required a trained professional who should come to the school to conduct the programme. The principal approved these guidelines and the teachers were prepared to share them with the staff, and furthermore to include the guidelines in the school's code of conduct.

The process of allowing the teachers to reflect allowed them to express how good they felt about being part of a process that involved them and their school contrary to just being given guidelines and asked to implement. They admitted that the research process involved a process of personal and professional development.

CHAPTER FIVE

DISCUSSION OF THEMES AND RECOMMENDATIONS

5.1 INTRODUCTION

The entire research process supported by various sources in literature explored bullying thereafter the research methods and the findings were discussed. In this chapter I explore the answer to the research question by identifying the themes that emerged from the data analysis. The elicited themes were the process of defining bullying which lead to the process of creating an awareness with regard to the prevalence of bullying. Thereafter the themes of ownership in terms of the research design and process that allowed the teachers to facilitate the process and made them feel empowered. Lastly the role of the researcher in this research will be discussed. The limitations and future recommendations will then be discussed.

The following themes emerged in response to the research question:

How does whole-school development support the development of anti-bullying guidelines for Grade 7s?

5.2 THEMES

The research process yielded the following themes: (1) Defining bullying; (2) Whole School Development and Action Research providing a sense of ownership; (3) Role of the researcher.

5.2.1 Defining Bullying

The initial interview sparked the process of constructivism when the teachers admitted that they did not perceive bullying in the same light as some of the literature that I had quoted namely Olweus' definition. Olweus (1994:9) defines bullying as the repeated exposure of a student to a negative action, which is described as intentional or attempted infliction of injury or discomfort by one person on another. It can range from

psychological harming, such as teasing, threatening or ridiculing, to physical contact, such as punching or kicking a person. The definition of bullying extends to the point of ignoring a person intentionally. Olweus further states that bullying can be direct which is carried out face to face or indirect which is more subtle and usually involves a third party. (Lee, 2004:10)

The teachers were challenged by the idea of relating psychological harm specifically emotional abuse as bullying. During the interview whilst sharing this definition with the teachers the process of social constructivism was taking place. Social constructivism is the shaping and constructing of knowledge in different social contexts. Russian theorists, such as Vygotsky (1978) and Bakhtin (1981) maintain that knowledge is a social construction which is developed and learned through social interaction. (Donald, Lazarus & Lolwana, 2004:100) This process of social constructivism was evident in the manner in which the teachers reviewed their definition and at the end agreed that bullying did have an emotional element and that aspects like intentionally ignoring a child was equivalent to a form of bullying.

It is further explained that the meanings and perceptions that people associate with knowledge is influenced by the social, historical and cultural background that the individual represents. From this we can deduce that the truth for one person may not be the truth for the next person. This was evident during the initial interview in which the teachers re-constructed their definition of bullying after much debate.

5.2.1.1 The Critical Paradigm in Action

It was evident that the context of the school and the way in which they perceive harmful acts are different to the way it may be perceived by other teachers. These teachers' perceptions of bullying were influenced by their background and the context which they represent. This can be correlated with De Wet's (2005) description of the school principal who did not react and address bullying as expected. One can assume based on his statement which is discussed in Chapter 3 that he did not perceive the acts of abuse as

bullying and as being a serious matter and thus did not take stringent measures. The variations in perceptions often lead to what Dovey (2005) refers to as a culture on non-disclosure. In this type of culture children are reluctant to report incidents of bullying because they feel, as one of the learners commented in the feedback session, *What's the point, they don't do anything*. Most of the learners also reported that they chose not to tell the teachers and instead chose to tell their parents or their friends. The choice of not wanting to tell the teachers was justified by the comment, *we might get into trouble*. From this it is evident that when teachers do not perceive specific acts of aggression as bullying they do not react appropriately. Very often learners hear their parents and teachers saying that bullying is a part of growing up. They are often told to stand up for themselves and not be so sensitive (Will & Neufeld, 2002:51). Children perceive that bullying is a part of the developmental phase and they should not stress over it. Having this perception, learners are reluctant in reporting bullying therefore teachers do not perceive that specific acts are acts of bullying and as one teacher commented that *I would assume that the child would get over it*.

When providing feedback to the teachers they acknowledged that at the beginning they did not realise the extent to which bullying was occurring at the school thus they did not regard it with the attention required. From this it is that the process of defining bullying lead to creating an awareness of bullying at the school.

5.2.1.2 *Creating an awareness*

The initial interview was about a process of creating an awareness to the teachers of the various inappropriate behaviour that can be considered as bullying. Lee (2004) discusses the difficulty in defining bullying by presenting a similar situation regarding the variation in perception. The difficulty extends towards whether the victim and the teachers agree to defining the act as bullying as stated by one of the teachers *If that person were to be ignored and if it did not bother him I don't see it as bullying*.

This was the argument that became evident during the interview. The consensus drawn was that certain acts like physical harm ranging from punching and kicking to verbal abuse like teasing to emotional abuse like ignoring and taunting with the intention of exercising power and causing harm to the next person would be considered as bullying. However the confirmation of this behaviour as bullying rests in the consensus that must be reached between the learner and the authority that both parties perceive the behaviour as bullying. The definition agreed upon concurred with the definition presented by most researchers with the common elements of intention, causing harm, and one exercising power over another. In the event that the victim does not perceive an act to be bullying then it does not qualify.

5.2.1.3 *The Prevalence of bullying*

In any context it is important to review the member's definition of important concepts like bullying. On another level the prevalence of bullying was debated among the teachers. They under estimated the prevalence of bullying at the school based on the number of reports of bullying at the school. This was contradicted by the survey and the feedback conducted with the learners who confirmed the reality of bullying at the school. The learners stated that they chose not to report the bullying to the teachers for fear of being attacked by the bully or the likelihood that their complaints would not be considered. Upon feedback to the teachers they were astounded and felt that it was a concern and agreed that teachers needed to find a way to encourage learners to be more forthcoming with such information. The above report confirms Olweus (1999) statement that there is a gap between teachers and learners perceptions of bullying. Learners are reluctant to report incidents of bullying because they believe that some teachers are either unwilling to act, or that their actions are inappropriate and may aggravate the situation (De Wet, 2005). In this case it is evident that the initial stages of the research created an awareness of bullying that Rogers (2000) emphasises upon in his suggestion to addressing bullying through the application of a whole-school approach.

Whilst an awareness was created of the prevalence of bullying at the school, the teachers felt that they attempted to ensure the safety of the learners at all times. The teachers added the large amount of responsibility that they bear does not allow them to be everywhere at all times therefore they rely on learners to report to them. This confirms Lee's (2004) statement that the manner in which bullying is defined and perceived determines the manner in which it is addressed. The teachers at the school did not initially perceive bullying as a serious act of harm and did not realise that bullying was a serious barrier at the school therefore their attitude towards addressing it was far more relaxed. The awareness created from the initial interview and from the findings of the questionnaire made the teachers realise that there was a need to review the entire school's definition of bullying and the manner in which the school addresses such barriers.

Roger (2000) clearly discusses the fact that the manner in which school's address bullying influences the frequency and prevalence of bullying. He stated that the schools which consider bullying incidents seriously, who listen attentively and who provide adequate and effective support to both learners are the schools in which the rate of bullying is reduced. According to De Wet (2005) there should be an awareness as well as an involvement on behalf of the teachers with regard to anti-bullying guidelines and they *should take measures to combat bullying at schools, in class and at the individual level.* Research in Australia, the United Kingdom, Italy and Ireland (Rigby & Bagshaw, 2003, O'Moore, 2000, in De Wet 2005) indicate that learners believe that half of their educators at a primary school level and less than half of the teachers in the high school try to intervene in bullying cases that are reported to them. These findings do not correlate with the research conducted by Collins, McAleavy & Adamson (2004 in De Wet 2005) who report that in Northern Ireland schools, research yielded that despite learners' reluctance to report bullying, there were reports of positive teacher attitudes and interventions at both primary and high schools. From this I would suggest that teachers have a responsibility to acknowledge and address bullying as their behaviour is observed by learners who then decide whether they should report bullying. The teachers at the school realised this on their own accord and realised the need for a collaborative approach in order to find effective methods of addressing bullying.

5.2.2 Whole-School Development And Action Research Provided A Sense Of Ownership

The learners' response pertaining to methods of encouraging them to be more forthcoming with reports of bullying was to introduce an effective method of addressing bullying. They felt that the method that should be introduced should involve a programme that taught both the bully and the victim life skills ranging from respect, appropriate social interaction and assertiveness. Cowie and Olafsson (2000 in Nesor, Van Der Merwe, Morodi, Ladikos, & Prinsloo, 2004) state that learners have the potential to play a helpful role in addressing bullying. Support programs should include teaching learners skills like good listening skills, empathy and problem solving.

The learners further felt that upon reporting bullying they should be protected and should not be presented as the one who reported the bullying. It was evident that learners needed to feel safe before they were going to report any case of bullying. This feeling of uncertainty and fear pertaining to reporting bullying is confirmed by Dovey (2005) who discusses her research findings which indicate that learners are reluctant to report because they are threatened and most of them victims of bullying reported that the bullying got worse after reporting it.

The teachers agreed that the method of addressing bullying should be constructive. It should be an intervention that would address the possible barriers that the learners may be experiencing and enhance holistic development. It was acknowledged and confirmed with literature that at times bullying stems within individuals who do not experience happy and healthy social and domestic conditions resulting in defiant and inappropriate behaviour. Therefore the programme would support addressing barriers and provide necessary life skills.

5.2.2.1 Whole School Development Approach

It is apparent that facilitating the development of the guidelines through whole-school development promoted a backbone of support to the teachers. MacDonald and Swart

(2004), De Wet (2006) and Vorster (2002) suggest the application of whole-school development to address bullying at schools. Rogers (2000) discusses the benefits of adopting the whole-school approach towards addressing behaviour problems by quoting Hamilton (1986, 1989) and Axworthy's (1989) research who indicated that the schools who pursued the whole-school approach reported that the relative stress levels were lower than in control schools. The research further elaborates those teachers at schools adopting the whole-school approach report that disruptive behaviour may be attributed to factors within the school and not merely to outside factors. The teachers at the school then decided to adopt the whole approach, which allowed them to review their school as an organisation with subsystems and in turn realise the school's strengths and limitations.

According to Akyeampong (2005) whole-school development was developed to decentralise education and allow schools to take responsibility, this process shifted the responsibility of discipline from one person to include all systems.

5.2.2.2 *Collaboration*

The process of exploring the school by applying the whole-school development approach allowed the teachers to realise that every system influences the other therefore they did not have to assume the sole responsibility of addressing bullying. They realised that within the whole-school development process every system had a responsibility towards improving the school and addressing barriers. By adopting an approach that acknowledges every person's responsibility and by developing structural reforms and plans, it creates a sense of security for teachers. When there is a sense that *we're in this together*, staff are not left alone to cope. (Rogers, 2001:16) One of the great stressors for teachers is the anxiety created by an unsupportive environment, especially through the lack of support from senior staff. Kahn and Katz (1960) in Rogers (2001) found that supervisors in highly productive working groups were generally seen by employees to be supportive, understanding of their difficulties, concerned about their problems and needs and, most importantly, interested in them as individuals.' In recognition of this the

teachers felt that they were prepared to contribute and share in the process. Their attitudes were one of enthusiasm and ownership.

The entire research process involved the process of collaboration which allowed the teachers to take ownership of the process and make it meaningful to their school. As Cohen and Uphoff in Seedat, Duncan and Lazarus (2001) explain that the purpose of community research should empower members of the community to understand their problem and then to allow them to take action to address their problems resulting in them having to live better lives. In response to this comment in the context of this research, the teachers explored the process of understanding the variations of bullying and thereafter realising the prevalence of bullying at the school, they explored strategies that they felt were possible to address bullying at their school thus allowing them to take ownership of the programme and enhancing the school environment.

5.2.2.3 *Utilising existing resources*

The SWOT Analysis allowed the teachers to take a positive view at the school in terms of the numerous resources that were available to them in an attempt to address bullying. During the analysis there was a realisation that the school had access to a number of resources that could be used to enhance the development of the school. The existing code of conduct was a great asset in terms of methods of addressing bullying. The teachers realised that there were many strategies in place at the school that were not being used appropriately hence the repetition of certain barriers within the school. They used the existing code of conduct and elaborated on it by developing the anti-bullying guidelines just as Dovey (2005:12) commented that “a central feature of an anti-bullying approach should be a clearly stated code of conduct with detailed, consistent and supportive follow through procedures”.

The research process was manageable and possible due to the systems and structures installed at the school from the management down to the learners at the school. It

facilitated a process of awareness in terms of defining bullying, the prevalence of bullying at the school and the strengths and limits of the school.

The point of creating the awareness was necessary as Rogers (2001) stated was like igniting a flame. This flame represented the teachers' need to be pro-active and reconsider the manner in which they addressed bullying.

Allowing the school (teachers) to take charge of the process allowed them to be active in an event that they were very much part of. This inclusion of the school in addressing their barriers allowed them to feel worthy and realise that together they could address their barriers. This process illustrated Cohen and Uphoff's (in Seedat, et al. 2001) definition of participation. It was the involvement of the teachers in decision making in terms of what needed to be done and the manner in which it should be done and with time the teachers and the school will stem to share from the benefits of this approach. This research in turn empowered teachers to recognise their personal potential to perform productively at a personal and professional level.

5.3 THE ROLE OF THE RESEARCHER

Whilst the participants were motivated and felt empowered the researcher's role varied throughout the process. The variations in role are referred to as researcher reflexivity (Macleod in Hook, 2004). At the beginning of this research my role was one of disseminating information. It began with sharing the various definitions of bullying according to the literature in an attempt to support the teachers' process of reconstructing their definitions of bullying. In due course of supporting the process of constructivism I engaged in the process of conscientisation by making the teachers aware of bullying as a barrier at school. Conscientisation is explained by Kelly and Riet (in Seedat et al ;2001) as the process that allows the participants to see their situation and its problems, challenges, and potentials in a different way. In this process the teachers viewed bullying differently and acknowledged the need for an intervention in the way in which they addressed bullying as a barrier.

During this process the teachers viewed me as the expert with information pertaining to bullying and methods of intervention. At times it was a struggle to motivate the teachers to collaborate instead of choosing to be passive recipients of information. This may be due to the fact that teachers have many other responsibilities at hand and perhaps the importance of this research was not shared with them. Kelly and Riet (in Seedat et al 2001) stress that there may be times when the participants do not view the research with the same amount of importance as the researcher. This may be due to other more pressing issues that may require their attention; therefore the researcher needs to be sensitive. This in turn allows the researcher to get a feel of the dynamics of the school situation. By reflecting upon the other important issues that the teachers were coping with it became prevalent that the programme and the guidelines that were going to be developed should be practical and realistic such that it does not impede on the other responsibilities of the teachers.

During the process of collaborating in an attempt to develop the anti-bullying guidelines, there was a feeling of equality among all seated in the room. This allowed me to change my role as a collaborative participant who felt part of the group. There were times when I had to extract myself and adopt the lens of the objective researcher in an attempt to understand where the process was going. It was challenging to alternate between the various roles however it was necessary. Upon reflection it is evident that the researcher in participatory research needs to be flexible and the role differs according to the needs of the community. Initially I was perceived as the expert and the bearer of all information. Thereafter my role shifted to being a facilitator by managing the process and outlining the steps in the research process. Thereafter it changed to being a collaborator in the process of developing the guidelines. My role shifted back to being the researcher who was responsible for compiling the document. Ultimately I became a network source to the school when they realised the various partnerships that we could form in order to develop and support the school.

5.4 LIMITATIONS

The research process was interesting and exciting because it shifted attitudes and empowered people however there were a few limitations to the research. They are as follows:

The timing of the research in terms of it being conducted from the beginning of the year in an attempt to fully explore the impact of the whole-school approach. In relation to time the times agreed upon to meet with the teachers were not always appropriate and posed a possible challenge. At times the teachers were tired and not very motivated to continue with the research. For the researcher it was equally challenging to amend her diary and re-schedule appointments to be at the school. It was evident that the number of various roles that the teachers assume does not leave any additional time for any extra activity including participating in research.

5.5 RECOMMENDATIONS

In light of these limitations the following recommendations are made:

- The research should be introduced at the beginning of the year at the school to allow a longer period of time for observation.
- Research involving phase three and four of the broader action research cycle should be explored for an in depth discussion pertaining to the effectiveness of a whole-school approach to bullying.
- The nature of this research should be conducted in a number of schools to discuss various findings and thus contributing to the discussion of the effectiveness of whole school development as an intervention towards addressing bullying at schools.

5.6 CONCLUSION

During the research process of data gathering and analysis a number of themes emerged. The dominant themes that constantly emerged were the theme of defining bullying and the importance of defining it. The definition of bullying influences the attitudes and

intervention strategies applied towards addressing bullying. Teachers and learners were provided with the opportunity to share their definition of bullying. During this process of defining bullying the teachers reviewed and socially constructed their definition of bullying. This in turn allowed them to review the methods that they applied towards addressing bullying. In turn they acknowledged that they needed to develop guidelines to support the intervention process of bullying.

The process of defining and developing the anti-bullying guidelines led to the teachers reviewing all the systems at the school. This was the adoption of the whole-school approach which highlighted to the teachers that they were not solely responsible for the bullying at the school, and it was a systemic responsibility that all at the school and involved with the school should share. This was a motivating and relieving factor for the teachers. They valued the research process that allowed them to collaborate and be active in the process of developing the guidelines. It made them feel worthy and they were proud to share their work with the rest of the staff.

As the researcher it was a dynamic process that allowed me to share in the school's process of developing the policy and facilitate the teachers' processes of defining bullying. The entire process demanded that as a researcher I needed to be flexible and have the ability to shift from the expert with all the information to the collaborator who was willing to explore for new ideas. My role also shifted to being an objective observer, which was challenging because of the intensive role adopted at the time of collaborating. It was important to be the objective observer and sometimes take the passive role so that the teachers did not constantly seek my support thus avoiding a sense of dependency.

In response to the research question I would say that whole-school development supported the Grade 7s by creating an awareness of the variations in perception pertaining to bullying. It further created awareness with regard to the consequences of bullying and the importance of effectively addressing it. In terms of the teachers Whole-school development allowed the teachers to realise that bullying was systemic problem and that it could only be effectively addressed through a systemic approach. This in turn

infiltrated a sense of relief so that they as teachers were not the sole bearers of the responsibility to address bullying. Whole-school development facilitated new partnerships between the school and me as an educational psychologist.



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APPENDICES

APPENDIX 1A

FACULTY OF EDUCATION Department of Educational Psychology

03 August 2006

INFORMATION LETTER

Dear Principal

I am a final year master's student under the direction of Mrs. H. Dunbar-Krige in the department of Educational Psychology at the University of Johannesburg. I am conducting a research inquiry to explore and describe the whole school development process regarding the development of an anti-bullying intervention guideline for Grade 7 at a primary school in Gauteng. A subsidiary aim of my research is to make recommendations for future development of anti-bullying intervention guidelines.

I am requesting permission to ask the Grade 7 teachers to participate on a regular basis for approximately six months of the year. Their participation in this inquiry is voluntary and they may choose not to participate in the inquiry or to withdraw from the inquiry at any time. The results of the research inquiry may be published but the names of the participants and the school will not be made public.

If you have any questions concerning the research inquiry please call me at or Mrs. H. Dunbar-Krige at ...

Sincerely

Miss F. Adam

H. Dunbar-Krige

FACULTY OF EDUCATION
Department of Educational Psychology

INFORMED CONSENT STATEMENT

TITLE OF INQUIRY:

Grade 7 educators' experiences of the development of an anti-bullying intervention guideline at a primary school in Gauteng.

INTRODUCTION

The Department of Educational Psychology at the University of Johannesburg supports the practice of protection for human participants in research. The following information is provided for you to decide whether you wish to participate in the present inquiry. You may refuse to sign this form and not participate in this inquiry, and even if you do agree to participate, you are free to withdraw at any time.

Permission to conduct this research will be obtained from the Gauteng Department of Education.

PURPOSE OF THE INQUIRY

According to my interactions with other teachers, bullying has been a disciplinary problem which creeps into most schools. Research conducted in the international and the South African arena (De Wet, 2005:82) bullying is a serious problem. Whilst the government and educationists are trying to build inclusive and health promoting schools, bullying has developed into an external barrier that contributes to fear and anxiety amongst the victims. Pepler and Craig (in Dovey (2005:11) state that bullying is the responsibility of all members of a school community and that there should be a systemic and multi-level focus that goes beyond the child who bullies and the victim, to include learners, staff, governing bodies, parents and, where appropriate, the broader community. A whole school approach does make a difference in reducing bullying problems in schools (Dovey, 2005:11). There is a direct correlation between the time and quality of effort spent in developing, implementing, maintaining and monitoring a whole school approach and the reduction of problematic behaviour.

According to many researchers, namely De Wet (2005:88), Dovey (2005) and Mac Donald (2004:51), there is a limited amount of research done on developing anti-bullying policies in South African schools. Vorster (2002), in her research has designed guidelines for the development of an anti-bullying intervention guideline at schools and the purpose of my research is to use these guidelines to describe the experiences of the participants. A subsidiary aim of my research is to make recommendations for future development of anti-bullying intervention guidelines.

PROCEDURES

I have selected participatory action research as my research design. Participatory action research is a collaborative research process involving the school community as a participant. The school and researcher identify a problem, then collect and analyse information, thereafter acting upon the problem in order to find solutions. This form of research will allow you as a school to take ownership of the research and provide you with the opportunity to explore solutions or alternatives when addressing bullying as a problem at your school. As a participant of this research you will be involved in all levels of decision-making with regard to what should be done and how it should be done. You will also be involved in implementation of the project, in sharing the benefits of this research and in its evaluation. As part of the research process, you - the grade seven teachers - will be required to participate in a focus group interview. Your assistance will be required in administering a questionnaire with the grade seven learners. You will be required to do the following:

- plan and facilitate a meeting with Grade 7 educators in order to discuss the findings of the interviews and the questionnaires;
- arrange a meeting with all Grade 7 learners, in which I shall discuss the findings of the questionnaire;
- participate in drawing up an anti-bullying intervention guideline at the school.;
- as a final step in this inquiry process, take part in a focus group interview allowing you to reflect upon your experiences during this process. Please note that the interviews will be tape recorded for the purpose of creating transcriptions as well as data collation. Please also note that all tapes used in the interview will only be used by me and my supervisor (if necessary), and all tapes shall be stored in a locked cabinet.

•

INCONVENIENCES

During this research process you may be required to use your free time at school, and participate in meetings which may be scheduled after hours. In terms of the research process you may have to do a small amount of additional administrative work in terms of the school's policy development. There are no further risks anticipated.

BENEFITS

As a participatory research project, the entire process will be exploring your school's need to effectively address bullying. The research is part of an intervention aimed at supporting the management of the school, educators and learners in tackling a serious barrier to learning.

NON-PAYMENT TO PARTICIPANTS

Please note that participation in this research is entirely voluntary and that participants will not be remunerated for participation.

PARTICIPANT CONFIDENTIALITY

The school's name, as well as your own, will not be associated in any way with the information collected or with the research findings from this inquiry. I, as the researcher, will use a pseudonym instead of your name or the school's name. As the researcher I will not share any information about you, unless required by law or unless you give written permission. Permission granted on this date to use and disclose information remains in effect indefinitely. By signing this form you give permission for the use and disclosure of your information for purposes of this inquiry at any time in the future.

REFUSAL TO SIGN CONSENT AND AUTHORISATION

You are not required to sign this Consent and Authorisation form and you may refuse to do so without any harm.

CANCELLING THIS CONSENT AND AUTHORISATION

You may withdraw your consent to participate in this inquiry at any time. You also have the right to cancel your permission to use and disclose information collected about you, in writing, at any time, by sending your written request to: Fatima Adam at ...com

If you cancel permission to use your information, I will stop collecting additional information about you. However, the researcher may use and disclose information that was gathered before receiving your cancellation.

QUESTIONS ABOUT PARTICIPATION

If you have any questions about the procedures you may direct them to me or my supervisor, contact details of whom are listed at the end of the consent form.

PARTICIPANT CERTIFICATION

I have read this consent and authorisation form. I have had the opportunity to ask, and I have received answers to, any questions I had regarding this inquiry. I understand that if I have any additional questions about my rights as a research participant, I may call Fatima at ... or write to [@hotmail.com](mailto:fatima@hotmail.com).

I agree to take part in this inquiry as a research participant. By my signature I affirm that I am at least 18 years old and that I have received a copy of this Consent and Authorisation form.

Participant's Name

Date

Participant's Signature

Researcher Contact Information:

Miss Fatima Adam

Contact no:

E-Mail: [@hotmail.com](mailto:fatimaadam@hotmail.com)

Supervisor:

Mrs. H. Dunbar-Krige

Contact No: (011)



APPENDIX 1B

FACULTY OF EDUCATION Department of Educational Psychology

Letter to all parents/ guardians of a minor in Grade 7

Thursday, 03 August 2006

Dear Parents

My name is Fatima Adam and I am a final year master's student at the University of Johannesburg. I am sending this letter to all parents or guardians of Grade 7 learners to explain why I would like your child/ren to participate in this research project. According to research in South Africa, bullying has been identified as a serious problem. There is a need for more information regarding the possible effective methods for addressing bullying at schools. I am researching the process of developing an anti-bullying intervention guideline at your school, specifically with the grade seven educators, however the research process also requires the participation of the grade seven learners. As part of the research I would also like to explore and describe the whole school development process regarding the development of an anti-bullying intervention guideline for grade seven at a primary school in Gauteng. A subsidiary aim of my research is to provide recommendations for future development of anti-bullying intervention guidelines.

With your permission, I would like to ask your child to:

Complete a questionnaire about bullying.

Participate in a discussion that is aimed at creating an awareness of bullying.

Your child's (ward's) participation in this study is completely voluntary and will not affect his/ her grades in any way. Your child may quit this study at any time by simply writing a note or letter (with his/ her name) saying "stop" or "I do not wish to participate". The inquiry will be conducted for approximately six months at the school. All additional meetings will be arranged after school or during breaks to ensure that your child does not miss out on any school time. The only risk that I have identified is that your child may have to spend some of his/ her free time engaging in this process. Your child will not receive any compensation for his/ her participation. To protect your child's (ward's) confidentiality, your child's name will not appear on the questionnaire or in the final report produced after the research process. The confidential documents and information acquired during this process will not be shared with anyone, unless required by law. The findings of the questionnaire, observation notes and interviews will be maintained by me, Fatima Adam (student researcher) and Mrs. H. Dunbar-Krige. If you have any questions about this study or would like to receive a final copy of this report please contact me at ...

This letter will serve as a consent form for your child's (ward's) participation and will be kept in the Educational Psychology Department at the University of Johannesburg. If you have any questions about this study, please call Mrs. H. Dunbar-Krige, the supervisor of this research. Please have your child return this form to his/ her form teacher by

Yours Sincerely
Fatima Adam



FACULTY OF EDUCATION
Department of Educational Psychology

STATEMENT OF CONSENT

I have read the above consent form. The nature, demands, risks and benefits of the project have been explained to me. I am aware that I have the opportunity to ask questions about this research. I understand that I may withdraw my consent and discontinue my child's (ward's) participation at any time without penalty. In signing this form, I am not waiving any legal claims, rights, or remedies.

Child's name

Signature of Legal Guardian

Date

I certify that I have explained to the above named individual the nature and purpose, the potential benefits and possible risks associated with participation in this research study. I have answered all questions that have been raised by the parent. These elements of Informed Consent conform to prescribed guidelines and to the University of Johannesburg's policy on the participation of human's in research. I have provided the participant's legal guardian with a copy of this signed consent form.

Student Researcher

Mrs. H. Dunbar-Krige

Date

APPENDIX 1C

FACULTY OF EDUCATION Department of Educational Psychology

LETTER REQUESTING ASSENT FROM GRADE 7 LEARNERS.

Dear Student:

My name is Fatima Adam. I am a master's student at the University of Johannesburg. I am asking you to participate in a project that explores the teacher's experiences about introducing an anti-bullying policy. Bullying can become a serious problem at school and it is the responsibility of the school to do something about it. My project looks at introducing a policy that will attempt to stop bullying or deal with bullying situations and it explores the teachers' experiences when introducing this anti-bullying policy at your school.

I am asking you to complete a questionnaire about bullying that will take you about 15 minutes to complete. You will not be required to write your name on the questionnaire. Thereafter I would like to meet with you and the rest of the group to give you information about the findings of the questionnaire.

Your parents have given permission for you to participate in this study, but you do not have to if you choose. You may quit this study at any time by simply writing on the questionnaire "Stop" or "I do not wish to participate". Your participation in this study will not affect your grades in any way. There are no known risks involved in this study and you will receive nothing for your participation. To protect your confidentiality, the questionnaire will not be shared with anyone unless required by law. These questionnaires will be kept by my teacher Mrs. H. Dunbar-Krige and me. No other people will know if you choose to participate in this project or the answers you provide on the questionnaire.

If you have any questions about this project, please talk to me (Fatima Adam) or your school principal or teacher.

Sincerely yours,
Fatima Adam

I, _____ understand that my parents/ guardian have given permission (said that it's okay) for me to take part in a project done by Fatima Adam. I am taking part because I want to. I have been told that I can stop at any time I want to and nothing will happen to me if I want to stop.

Student's Name

Date

Signature

I have explained to the above individual the nature and purpose, benefits and possible risks associated with participation in this research. I have answered all questions that have been raised and I have provided the participant with a copy of this form.

Fatima Adam
Student Researcher

Date



APPENDIX 2: PERMISSION LETTER FROM THE DEPARTMENT OF EDUCATION



UMnyango Wezemfundo
Department of Education

Lefapha la Thuto
Departement van Onderwys

Date:	15 May 2006
Name of Researcher:	Adam Fatima
Address of Researcher:	10 Gazelle Avenue
	Extension 5
	Lenasia 1820
Telephone Number:	(011) 8543130
Fax Number:	(011) 4893108
Research Topic:	Grade 7 educators' experiences of the development of anti-bullying intervention guidelines at a primary school in Gauteng
Number and type of schools:	1 Primary School
District/s/HO	Johannesburg South

Re: Approval In Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school's and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*

Office of the Senior Manager – Strategic Policy Research & Development
Room 525, 111 Commissioner Street, Johannesburg, 2001 P.O.Box 7710, Johannesburg, 2000
Tel: (011) 355-0488 Fax: (011) 355-0286

4. A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



ALBERT CHANEE
ACTING DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher:	<i>J. H. van der Merwe</i>
Date:	16.05.2006

APPENDIX 3: TRANSCRIPT OF FOCUS GROUP INTERVIEW 1

Focus Group Interview One: 16 August 2006 @ 14:00		
Venue: Park Primary School Staffroom		
Aim: To clarify the definition of bullying applied in this research and the teachers perception of bullying		
Nb: F= Fatima (Interviewer) T1, T2, T3 Grade seven teachers		
<i>Please note that the following are parts of the transcript for interview one.</i>		
Speaker	Direct voice	Notes
F:	Good day and thank you for being here this afternoon.	
T1:	Hello	
T2:	Hi	
T3:	Hello	
T2:	I would say bullying does involve bigger children, bigger I would say in terms of size and not in terms of age, but intimidating other children uhh, maybe for lunch money or maybe during sports by taking their soccer balls or maybe their tennis balls etc, so basically it is to use a colloquialism, throwing their weight around to get their way because those children are smaller in size and they know that they cannot fight back so it is sought of intimidating.	Physically bigger (size) intimidation
F:	Okay, alright. I 'm wondering what you have to say (pointing to T3)	
T3:	I would say bullying is intimidation, I wouldn't necessarily say it is dependent on size, there are circumstances that involve blackmail, it can be the smallest person but you know if they did something wrong in class or you have something that the other one wanted , then you have the upper hand...	Power
T2:	You watch too many soapies..	
	Laughter	
F:	Okay and what if I said that part of a definition of what I have read and not to say that it is necessarily true, is that bullying involves exactly what you have said, but it also involves the emotional aspect of just simply ignoring a person.	
T2:	Sought of like attention seeking?	
F:	Yes, where a group of children could choose not to involve another child and isolate them.	
T2:	Is that a form of bullying?	
F:	Would you think that that is a form of bullying?	
T3:	I wouldn't say so, I think bullying is a case of having power over another human being	Power
F:	Aha	
T3:	It's not like ignoring someone, it is like forcing someone because I say so not because you want to, so if someone is being ignored it may have to involve having power.	
F:	Its interesting that you use the word power, which is a very powerful word and a very strong word that we use when we define bullying. It is a force of power of one person over another person and the perception of bullying in terms of the emotional aspects of when you ignore somebody is that I choose not to involve in what I am doing, hence it is that I am exercising my power over you	Power
T3:	But that would not be so, if that person has to be ignored and it does not bother that person I don't see that as bullying.	
F:	A very valid point you have made indeed, if that person is not	Emotional aspect in

	affected by it then the question arises whether that is bullying. So lets consider the situation where the child is affected lets take the fact that younger people are not as strong minded as adults are. Do you agree with that?	terms of development
T1, t2, t3	(Nod in agreement)	
F	And I'm thinking what choice do children have if twelve, if there are thirteen boys in the class and twelve of them go out to play soccer and they choose to ignore one specific child, to what extent is that child not affected by that?	Peer pressure
T2	To what extent is that child not affected by that?	
F	Yes	
T3:	Well I would assume that after some time the child will get over it.	
T2:	But then Like you said children are not as strong minded as adults, I mean uh, you look at children and some that are extra sensitive and some that are not so sensitive and I would think I mean uh, possibly if people that I thought were my friends and they isolate me and ostracise me and they never involve me in some sought of activity, it would affect me cos, uhh, you start feeling, I thought these people were my friends and suddenly what did I do wrong, so I does affect you emotionally and uhh it is, I think it would be very difficult for a child to say , Aagh, you know they don't want to play with me to hell with them.	Differences in personality Peer pressure
T2	So what are you saying, besides physical harm, I mean obviously it has some emotional involvement, being emotional aspect	Emotional element of bullying
F	Yes, look by ignoring a person are we exactly physically doing something? No , but what are we doing to that person's morale	Physical element
T1	We are hurting that child, so by ignoring the child	
T3	Well like I said, I would assume bullying to be forceful, using power on one person and by ignoring someone there's no power, that's just my personal opinion.	Demonstration of power
F	Of course, no and I respect your opinion	
T1	But how do you ignore that person, that child, lets say you got about seven girls in the class, no about nine in the class, and you want a team of netball which is seven, are you saying these two are bullied?	
F	No, what we saying is if we look at it on asocial level, if you have a group of children that go out to play and you have seven girls and well four of them are very active and domineering and they get to pick sides and they choose out the three remainder they choose two and they say we don't want to choose the third, not because we don't need but because we don't like her	
T2	But in that group don't you get, I mean I would assume the bullying comes in terms of If I got a group of seven, eight what ever and I leave one child out, generally I would think that one person is, so called the ring leader that you know that soughts of persuades the other children maybe bullies them to say listen this person is like this and this person is like that, I don't want you guys to be with him, and something like that would be , maybe that person would then bully the others in that case.	Leader of bullies Groups & peer pressure
T1	Yes	

T2	Bully the others too uhh...	
T1	Yes, not ignoring him	
T2	Not not bullying that particular child	
T1:	Yes not ignoring him, not saying something good about him. Saying something bad about him that person it will be bullying.	Verbal bullying
F	So what you are saying is that when we use verbal names	
T1	Ja	
F	That would also be a definition of bullying, okay, so in , can we go or take it one step closer, when we talk of Intention, to what extent do you think intention plays a role when we talk about bullying	intention
T2	I suppose when we've been speaking about that ignoring thing, ignoring a child because of certain circumstances, I would say that in order for a person to be considered a bully that person would actually have to know that he or she is bullying. Like generally what happens is that children ignore another child for a particular reason they don't , how can I say in their thoughts its not bullying they probably feel , how can I say birds of a feather flock together	Level of consciousness
T3	Ja it's not like I am bullying you by ignoring you	
T2	They not conscious of it, is that what you saying (to T3)	
T3	No what I 'm saying is that a person that is bullying should know that he is bullying a person not because he is ignoring someone he is not going to say that he's bullying someone.	Awareness/ consciousness
F	I hear what you saying, what you saying is that children, they don't think and put it in their head that I'm going to bully you by ignoring you	
T2	Yes that's what I mean	
F	They do it on level , where they ignore a child without realizing that it is bullying and that brings me to the point that fine that they may not know that bullying but they choosing to ignore that person	
T2	But if I look at it, that term bullying it is just a word, because the fact that they doing it they know what they doing , so whether its bullying whether its ostericising or emotional blackmail or whatever the fact is that they know what they doing	Familiarity with definition is contextual
T3	Ja, but what I saying is that when they ignoring a person, uhh whilst they ignoring a person they not realizing that I am also bullying that person	
T2	Ja that's what I'm saying, that bullying is just a term	Bullying synonymous
F	Right	
T2	I didn't know that ignoring could be construed as bullying and I wouldn't expect a child to know that, so bullying is just a term	
F:	Right, of course	
T2	The action it self, they know what they doing, there's a reason they doing it.	Awareness and intention
F	Right so the intention behind it , the intention behind it can we then say we may not call it bullying, okay but can we say certain acts or certain behaviours by children with an intention to harm, either to harm physically, emotionally, psychologically that we can then call or group as bullying.	
T3	I would say that uhh, if someone bullies you I don't think their intention is to harm you, if they want to harm you they would do it. Their intention is to get something from you, it's like a threat without actually doing anything	Threat versus harm
T2	(Interjects) Ja because the person, you very rarely find people standing up to the bully and take action, you know if they threaten physical harm, general I've seen that the person that they are	Threats = power

	threatening tends to comply with what they asking and that person, sorry all I can say is from what we've seen,	
F	That's fine	
T2	Is that that person doesn't really stand up to him because I would think that if I am a bully and I would bully Mr. S and every time he listens to me and gives me what I want and one day he stands up to me, I'll be stumped, I Wouldn't know what to do and I don't think general that the bully would really act on what he's threatened, but like I said it's my opinion.	Threats versus harm
F	Okay, so we not saying that the actual harm is carried out, you saying you don't think they would actually do it, they'll say it right, wit the intention of getting what they want	intention
T2	Hoping that that person that they bullying would actually buy the story that you know if you don't do this I will do this to you	
F	Right, isn't that some kind of harm when you instill a bit of fear in somebody	Harm and fear
T3	It is	
T2	Ja but then if we also do that in class.	Educator bullying
	Laughter	
T2	Does that make us bullies	
T1	Does that make us bullies, that's the thing	
F	Okay so for the purpose of this definition we are going to exclude the teachers from this definition, we going to look at it between peers okay, and then what	
T2	Also when a person like you said among peers when one person sought of uhh,, (pause) exerts their personal power, their will on another child or on another person, uhh, for the purpose of benefiting themselves or for their own personal gain, be it physical, forceful sought of emotional or psychological or whatever term, but for the purpose for the sole purpose of benefiting themselves that's what I would think	Definition of bullying according to context
F	Okay. I'd like to hear from you (Directing at T3) Can you concur with that? Do you agree with that? Is that, you know it needs to fit with you. You need to be happy about it if you going to work with something about that, cause in the event that we refer to bullying we all need to be on the same page with regard to the definition of that,	
T3	Yes I do	
F	So now that we can agree on that we looking at it along a spectrum of physical, emotional kind of possible harm, we looking at intention as an aspect of defining these acts of bullying and we not only looking at it as physically punching or kicking , it includes physical punching or kicking it includes verbal abuse in terms of name calling, harmful teasing like you know children are very creative with their language, it includes uhmm, certain kinds of behaviour that creates a negative feeling with the next child and its classified as bullying when the intention is there , that I want something for myself and I am going to exert force on this person to get what I want, so are we okay with that? On those grounds	
T2	Yes	
F	Is that okay?	
T3	Yes	

F	Okay, now bearing in mind that definition, do you see that happening in your school? Do you see incidents that happen like that at your school?	
T2	I would think it probably happens, in fact I'm pretty sure it happens but most of it as well as all over crime that you see over the country are not reported	Number of cases reported
F	Right	
T2	There on our playground, okay we've got lets say teachers on duty	
F	Right	
T2	I mean when a teacher is at a particular point he can keep an eye on that certain area but whose to say what's happening around the block or whatever, that a child is bullying another child, so I think yes it is happening and would think with the nature of children that every school will have a bullying problem but the problem is its not reported.	
T3	I would say yes it does happen but they would assume to be bullying would not be the actual definition as they we have discussed it	Bullying is evident
F	Okay. So they don't see it as bullying that what they do	
T2	How would you think they see it (directed at T3)	
T2	The way I look at it will a child in the primary school in the grade seven okay fine you get a grade five child bullying a grade two child, but will they understand the emotional aspect of it, I mean uhh, when we try to explain bullying to a child like mr S said just now, they would that its about physical harm, pushing	Developmental stage of grade 7
F	There can be deep rooted problems which lead to children carry with them, they can be witnesses to violence and aggression at home and come to school and role play	
T1	Ja sometimes they have got brothers, I think we talked about this this week I said because your brother is playing with you like this now you are trying it some one else. So the brother probably he was bullied at school and now he takes it to the other brother at home and then the younger brother brings it here to school and say this is what my brother is doing	Contributing factors to bullying
F	Yes	
T2	Also he may feel that I got no authority at home so maybe I can exert my authority over the younger children	
F	Yes that is one way of looking at it, but sometimes it's just because we want something, I mean personality is like that I have to get what I want	
T2	Yes	
T3	And it's happening in the high schools I saw it on TV the incidents that happen in the toilets	
F	Yes and it might be happening in the high school right now, but don't be surprised when you hear of a grade six child involved in a similar kind of a thing, like you said what they see they want to try (Directed at T1) on their own and the chances are that you are a witness and the school needs to be prepared	School preparation

T1	But sometimes as we are saying they might not know that they are bullying, they might say no I am playing like Rey Mysterio and then the big boy will always push the small ones and we think that they are bullying him only to find that they are playing	Bullying versus playing
F	Okay in order for us to conclude here can we keep to our definition with intention, the subject of harm, physical, emotional psychological harm and that sometimes children don't even realize that are bullying or that they are being bullied and that these kind of cats are evident at the school, so maybe the way we perceive bullying in different contexts is different. If we were to move to another area with children from a different background their perception of bullying would be if somebody just pushed them in the line where here everyday children push one another in the line. Its no big deal; they learn to eventually push back so then is bullying a definition that is defined according to context.	Contextual definition
T2	I s that a question	
F	I am just saying, can we agree on that based on what we have said: intention, some form of harm	
T2	Can be physical	
F	Emotional, yes, Alright. Is there anything else you would like to add.	
T2	No	
T3	No thanks	
T1	No	
F	Thank you for your time.	



APPENDIX 4: QUESTIONNAIRE

This is a research questionnaire which is aimed at finding out more about bullying at your school. Read the questions and select the appropriate answer.

1. Have you been bullied this year?
2. How many times have you been bullied this year?
3. Were you bullied by one child or a group of children?
4. Have you seen anyone else being bullied at school this term?
5. How many times have you seen another child being bullied?
6. Was one child or a group doing the bullying?
7. Have you bullied anyone at school this term?
8. How many times have you bullied someone else?
9. Were you on your own or with a group?

Yes	No	
Once	Twice	Often
One	Group	
Yes	No	
Once	Twice	Often
One	Group	
Yes	No	
Once	Twice	Often
Own	Group	

10. How Often have you been bullied by being:

- 10.1. Called hurtful names
- 10.2. Teased in an unkind way
- 10.3. Kicked and hit
- 10.4. Pushed and shoved around
- 10.5. Threatened with harm
- 10.6. Lied about in a spiteful way
- 10.7. Made to hand over money, lunch or belongings
- 10.8. Excluded from taking part in activities on purpose

Everyday	1or2 Times a week	1 or 2 Times a month	Never

Complete the following questions by circling the most appropriate number. Choose one only.

11. If you have been bullied, how do you feel when you are bullied?

I am not bothered	1
I feel mostly angry	2
I feel mostly sad	3
I feel mostly ashamed	4

12. How did you feel about yourself when you were bullied?

I feel better about myself	1
I feel the same about myself	2
I feel worse about myself	3

13. How has bullying affected you?

I stay at home	1
I get ill	2

I cannot sleep	3
I feel anxious	4
I am afraid to go to school	5
I get headaches	6
I feel stressful	7

14. How do you feel when you see other children being bullied?

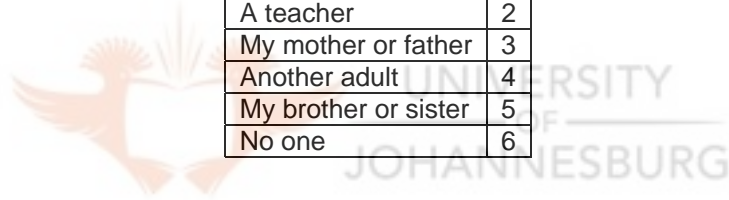
I feel ashamed	1
I feel angry	2
I feel upset	3
It does not bother me	4

15. If you have been bullied, what happened after you told someone?

Things got better	1
Things got worse	2
It stopped for a while	3
Nothing changed	4

16. If you have been bullied, who has tried to help you?

A friend	1
A teacher	2
My mother or father	3
Another adult	4
My brother or sister	5
No one	6



APPENDIX 5: FOCUS GROUP INTERVIEW 2

	Focus Group Interview Two: 18 September 2006 @ 7:45	
	Venue: Park Primary School Staffroom	
	Aim: To provide the teachers with the opportunity to reflect on their experiences during the process.	
	NB: F= Fatima (Interviewer) T1, T2 Grade 7 teachers	
	<i>Please note that the following are parts of the transcript and not the complete one.</i>	
Speaker	Direct voice	Notes
F:	Good morning and thank you for being here.	
T1:	Good morning	
F:	I would like to give you the opportunity this morning to share your experience of this entire process of developing anti-bullying guidelines.	
T1	Well, like I said it was a great experience. I mean at the beginning I was not very keen on conducting this research. But then, uhm... when we explored the definition of bullying it made me realise that there is another way to look at bullying.	<ul style="list-style-type: none"> ➤ Positive Experience ➤ Initial Reluctance ➤ Constructing Definition
F	Right, tell me more.	
T1	Well that whole process of exploring the definition of bullying made me realise how I tend to neglect the emotional element associated with certain behaviour. That conversation that we had that day made me realise that bullying is perceived very differently.	Defining bullying with the emotional element. Different perceptions of bullying =Social constructivism
F	So it sounds that this has been a personal learning experience for you in the way you perceive things.	
T1	Yes definitely, I mean I have never been part of a research project before but this one I enjoyed. If I had the chance I would go back and do it all over again.	Personal growth
F:	Okay, In terms of whole school development what is your opinion?	
T1	Well (pause) I think it's a good thing.	
F:	Do you recall that when we drew up the guidelines we considered every system of the school, the curriculum, the management, teachers and resources etc? And we said that the guidelines should utilise and address all these systems in terms of how each one could support the other in terms of the guidelines.	
T1:	Yes, yes well I think it was a good idea because then we are not showered with all the responsibility.	Distribution of responsibility.
F:	So what you are saying is that the application of whole school development in this context has evenly distributed the responsibility thus not making teachers feel overwhelmed.	
T1	Well that is one way of looking at it, on the other hand others might think that we are lazy and we just want to push the buck onto someone else.	
F:	Well people are entitled to their opinions but what do you	

	think?	
T1	I think that it is fair. I mean this whole process has helped to redefine bullying it has taught about the emotional element and most of all when we thought that bullying was not a big problem you know what I mean just then did we realise that it is actually a big problem in the school.	An awareness of bullying
F	So this process has created an awareness of bullying and the fact that it is prevalent in your school.	
T1	Yes definitely and further more I we explored the process of developing these guidelines. It makes me feel that I have made valuable contribution and I think it will work.	Enhanced confidence: feel worthy
F	If we reviewed your experience on a personal and the n a professional level what can you say about your experiences?	
T1:	Well like I said earlier it was a great experience, I thoroughly learned a lot. On a personal level it made me aware of my perceptions and professionally I realised that we have to be aware and alert but it also made me realise that we have to work together.	Awareness of different perceptions lead to personal growth. Being alert = collaboration
F	Yes of course. Well I would like to give you the opportunity of reflecting on your experience during this research process.	
T2	Oh I thoroughly enjoyed it.	Positive experience
F:	What do you mean when you say that you enjoyed it?	
T2	Well at the beginning I did not see bullying to be a major issue at our school and so I thought that well I don't know if this is going to work. But you know since we started with the initial interview about defining bullying I immediately realised, that hey hang on there's more to this than I thought.	Doubted the research process, therefore dependent on researcher as expert. Defining bullying= awareness
F:	Tell me more	
T2	Well the whole concept of the emotional aspect of bullying was new to me, so firstly that was a learning experience to me. And then the whole survey the findings were quite interesting, I mean there we were thinking that it was not such a problem at the school and the survey showed different results. Just knowing that it is happening at school and its not being reported already creates room for concern.	Awareness of emotional element in bullying. No reports of bullying at school.
F	So you saying that the initial part of this research created awareness to you in terms of highlighting that bullying is a problem at the school.	
T2	Oh and then that whole process of brainstorming and looking at the school as whole unit and then exploring ideas to address this problem, that was interesting.	W.S.D interesting
F:	What was so interesting about it?	
T2	Well firstly you did not just bring a set of documents and suggest that we use it. This process allowed us to explore within the context of the school and see appropriate guidelines uhmmm, if that's what you call it, to suit our school.	Collaboration = positive experience

F	Am I correct in assuming that you appreciated the fact that you could be part of drawing up guidelines that involved your school?	
T2	Of course, I mean its not like those circulars that we get from the department, where they expect us to just follow what they say, without them even coming to check the school. I mean sometimes it takes us long just to figure out what they are saying before we can actually carry it out. This felt right because we know what's going on in the school and we were in apposition to decide what could work or not.	Sense of ownership
F	This process allowed you to gain some form of ownership on behalf of the school pertaining to your issues and you feel that this is more relevant than a circular forwarded from the department.	
T2	Yes, and you know this couldn't have come at a better time because at this time of the year you find the grade seven learners becoming brave and may start bullying the younger children because they are leaving the school soon. So ja at least we have something to address this.	Application of guidelines at the school.
F	What can you say about the future of these guidelines within the context of the school?	
T2	Well like I said these guidelines apply to our school and we seem to experience these kinds of issues, year in and year out so from now we can start applying it and perhaps adjust according to the needs of the school. I was thinking of informing all the teachers on the staff so that as of next year it will be officially part of the discipline code.	Future application of guidelines. Adjust according to needs. Share with staff.
F	I would like to be a part of the meeting in which you share this information with the staff.	
T2	I'll give you a call some time next term when we get back and you can come through.	
F	Is there anything else that you would like to share pertaining to your experience of this process?	
T2	Not really I think that's about it, just one thing though I would like to explore the possibility of an N.G.O coming to the school from next year you know to perhaps launch the life skills part of dealing with the bullying. WE need someone who is trained to work with such children, who are aggressive.	Need for support
F	Well you know there are number of local volunteers in the community that I read about in the paper who provide free life skill courses, and you know I am in a position to initiate and facilitate such a programme. I am a trained educational psychologist in the process of completing my internship.	
T2	Well then that would be perfect. We must keep in touch.	Building networks.
F	WE certainly will. Is there anything more? I don't think so	
T2	No, That's it and anyway I have to run I have a class.	