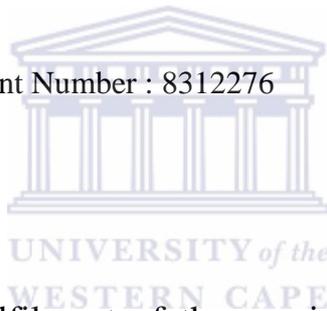


**EVALUATION OF A BULLYING PREVENTION PROGRAMME AT  
SELECTED SCHOOLS IN THE WESTERN CAPE PROVINCE –  
THE OLWEUS APPROACH**

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November 2015

Student Number : 8312276



A thesis submitted in fulfilment of the requirements for the degree of  
Doctorate in Psychology in the Faculty of Community and Health  
Sciences, University of the Western Cape.

**Principal Supervisor:      Professor Pamela Naidoo**

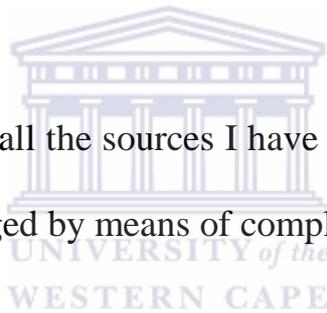
**Co-Supervisor:              Professor Kelvin Mwaba**

## **DECLARATION**

I, declare that

**EVALUATION OF A BULLYING PREVENTION PROGRAMME AT  
SELECTED SCHOOLS IN THE WESTERN CAPE – THE OLWEUS  
APPROACH,**

is my own work and that all the sources I have used or quoted, have been indicated and acknowledged by means of complete references.



**Signed.....**

**Brenda Marian Frederica Matthews**

**November 2015**

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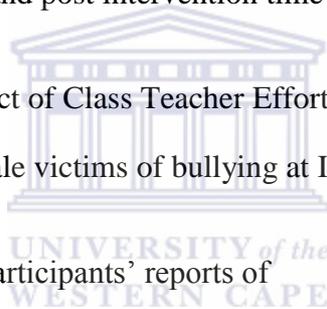
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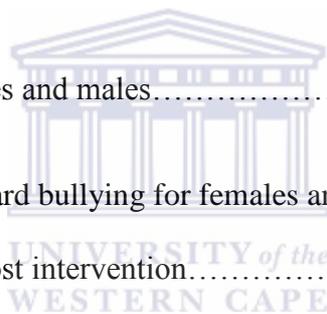


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**Appendix C:** Olweus Bully/Victim Questionnaire (OB/VQ)



## **KEYWORDS / PHRASES**

Primary schools

Violence

Bullying

Victim

Olweus bullying prevention Intervention programme

School policies

Community

Teachers / Educators

Parents

Individual



## ABSTRACT

The study aimed to pilot-test the effectiveness of the Olweus Bullying Prevention Intervention Programme (OBPP) at two selected primary schools in the Western Cape; and to compare the differences in reported incidents of bullying between the control schools (CSs) and intervention schools (ISs), after the OBPP intervention. On the basis of these aims, the stated objectives were to measure bullying behaviour for pre-test and post-test comparisons with the CSs after the implementation of the OBPP at the ISs; and to investigate the effectiveness of the OBPP by comparing the ISs and CSs for programme targets. Three main hypotheses were formulated and tested, including: (1) There is no statistically significant difference in the mean rank of learners' exposure to various types of bullying, characteristics (grade level and gender) of the perpetrator, locations of where the bullying occurred, disclosure of the bullying incident, participants' and peers' feelings of support, reactions and attitudes when experiencing or witnessing a bullying incident, parents' and teachers' reactions and efforts to support and protect victims and participants' reports of satisfactory schooling environments at the ISs and CSs before and after intervention; (2) There is no statistically significant difference in mean rank of learners' exposure to various types of bullying, characteristics (grade level and gender) of the perpetrator, locations of where the bullying occurred, disclosure of the bullying incident, participants' and peers' feelings of support, reactions and attitudes when experiencing or witnessing a bullying incident, parents' and teachers' reactions and efforts to support and protect victims and participants' reports of satisfactory schooling environments between females' and males' reports before and after intervention; (3) There is no statistically significant difference in mean rank of learners' exposure to various types of bullying, characteristics (grade level and gender) of the perpetrator, locations of where the

bullying occurred , disclosure of the bullying incident, participants' and peers' feelings of support, reactions and attitudes when experiencing or witnessing a bullying incident, parents' and teachers' reactions and efforts to support and protect victims and participants' reports of satisfactory schooling environments between females' and males' at the ISs and CSs before and after intervention.

In order to provide the relevant theoretical orientations to the study, the Olweus Approach, served as a framework for investigating the prevalence and extent of bullying in the selected schools, while Bronfenbrenner's Ecological theoretical framework was used to inform the study. In order to reach these objectives, a quantitative method using a questionnaire to collect data and a quasi-experimental design with intervention (ISs) and control (CSs) groups was used. The following are the main findings in terms of tested hypotheses: Firstly, there is a positive statistically significant difference concerning the CSs variables that include peer support toward bullying (school 2 and 4) where females represented higher mean ranks than males at school 2 and males were represented by higher mean ranks compared to females for school 4. Furthermore, for the variables peer attitudes toward bullying (school 4) and reported satisfactory schooling environments (school 4), more females than males attested for both. This suggests a favourable effect without the intervention. Furthermore, there is a statistically significant difference concerning the ISs variables that include characteristics (grade level and gender) of the perpetrator (school 1), disclosure of the bullying incident (school 1), peer reaction and attitudes toward bullying (school 1), parents' and teachers' reactions and efforts to support and protect victims against bullying (school 1 & 3), class teacher efforts to support and protect victims of bullying (school 1) as well as reported satisfactory schooling environments ( school 1). Secondly, it is noteworthy that for all the variables that presented

statistically significant differences between females and males at baseline and follow up for the ISs – on average more females compared to males attested to this. Finally, statistically significant differences in terms of overall positive improvements i.e. N=200 that reported been bullied at baseline, was highlighted at only one of the ISs (school 1). Variables in this regard, included exposure to various types of bullying, characteristics (grade and level) of the perpetrator, disclosure of the bullying and reports of having a satisfactory schooling environment and noteworthy is that more males than females attested to be exposed to various types of bullying. These findings confirmed that the implementation of the OBPP has shown to be an effective programme at instilling an anti-bullying culture in terms of the named variables.

The study therefore recommends, among others, that schools address existing bullying behaviour and prevent further bullying by building and enhancing existing connections between itself and the community which it serves; that the staff as a whole sets the standards of advocating an anti-bullying culture; and that teacher training colleges and universities offer the guidelines of the OBPP as a part of the students' curriculum requirements.

# CHAPTER 1

## INTRODUCTION

### 1.1. Introduction and Background

Despite the number of reported violent incidents in schools, both locally and globally, over the past decade, bullying as a facet of school violence is often overlooked (Nickerson & Martens, 2008; Booth, Van Hasselt & Vecchi, 2011, Klein, 2012, Ncontsa & Shumba, 2013). The Institute for Education Sciences (IES) in the United States, conducted a study across 30 countries worldwide, and found that South Africa was categorised as last in school safety (cited from a report on the Progress in International Reading Literacy Study, PIRLS, 2006).

Findings confirming the negative effect of bullying on the well-being of the children have been well documented over the last couple of decades. Since a significant, approximately 50% of learners have reported facing the effects of being victims of bullying, members of schooling communities sense the urgency to counteract bullying (Olweus, et.al., 2012; Limber, Olweus et.al., 2013). In this regard, adults especially identify how essential it is for South African schools to respond with greater emphasis in terms of offering a safer environment to all learners, teaching and non-teaching staff at primary and secondary educational institutions (Burton, 2008).

In the context of South Africa, it appears that the schooling system operates on limited resources. Therefore, there is some concern of the national and provincial school education department administrators, educators and parents about the effects of bullying behaviours within the school setting. This is the reason why it is hoped that school staff and communities need to effectively address the issue of bullying at

schools. In light of this argument, this study sought to find the efficacy of the implementation of the Olweus Bullying Prevention Program (OBPP) to learners in the fourth through seventh grades. The assumption of the study was that teachers, other adults at school, learners and parents would gain a better understanding of the contextual variables concerning bullying and that the findings of the study would be a key input into policy decisions that will strengthen teaching and non-teaching staff, parents and learner's roles in preventing bullying.

#### 1.1.1. Bullying behaviour and violence: Two overlapping concepts

The concepts of 'bullying behaviour' and 'violence' are often used interchangeably and are broadly perceived to be similar (IRIN 2008; Klein, 2012; Limber, Olweus, et.al., 2012; Limber, Olweus et.al., 2013). However, for the purpose of this study, I will adopt the following definition of 'bullying behaviour', whether direct or indirect:

*“Repetitive aggressive or ‘malicious’ action towards an individual by one or more persons”* (Olweus, et.al., 2012: p12).

Definitions of 'violence', on the other hand, vary and often conflict (Benbenishty & Astor, 2005; Nickerson & Martens, 2008; Booth, Van Hasselt & Vecchi, 2011). These researchers commonly use the terms 'aggression' and 'violence' interchangeably, even though 'aggression' is an augmented expression which takes into account 'the whole range of assertive, intrusive, or attacking behaviours'. Violence is thus better defined as a secondary or subsidiary component of aggression (Benbenishty & Astor, 2005; Nickerson & Martens, 2008; Booth, Van Hasselt & Vecchi, 2011, Klein, 2012; Ncontsa & Shumba, 2013). The World Health Organisation defines violence as:

*“The intentional use of physical force or power, threatened or actual, against oneself, another person, a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation”* (Krug, Dahlberg, Mercy, Zwi & Lozano, 2002, p5).

In this study, while I intend to explore the prevalence of repeated verbal, physical and/or psychological bullying of learners at the selected schools, I am aware that such behaviour could also be seen as isolated acts of violence, as is evident in the following narrower definition of violence: *“... the intentional use [of ] physical force to inflict harm on another person”* (Tate et al., 1995, p778). In this regard, both research and extensive media coverage confirm the escalation of violence, particularly in schools, throughout South Africa (Dawes, Long, Alexander, & Ward, 2006; Leoschut & Burton, 2006; National School Violence study, 2012; IRIN, 2008; Liang, Flisher & Lombard, 2007, Burton, 2008, Nickerson & Martens, 2008, Booth, Van Hasselt & Vecchi, 2011, Klein, 2012; Ncontsa & Shumba, 2013 ).

The Centre for Justice and Crime Prevention (Burton, 2008) noted that, in the four-month period from June to September 2006, 23 different incidents of school violence across South Africa were reported in the media. The situation was no different in 2007. In the week leading up to 31 May 2007, seven violent incidents were reported. Of these, three were fatal. The media called it ‘SA’s week of bloody school violence’ (iafrica.com, 31 May 2007). Other headlines, such as ‘Pupil violence makes war zones of schools’ (Sunday Times, 4 June 2007) and ‘Pandor tackles school’s violence’ (Cape Argus, 6 June 2007), addressed the concern expressed by the National Department of Education on violence in schools. The then MEC of Education for the Western Cape, Cameron Dugmore, emphasized that more work needed to be done to teach pupils to

respect one another, and announced the intention to plan a comprehensive audit of safety at schools. In September 2008, President Jacob Zuma called for an improvement in education and a tightening of laws to prevent pupils from bringing guns to school. Two months later, he urged educators to teach children to fear God and to enforce prayers at schools. The relevance of these appeals was underlined by other incidents, involving teachers when a school principal was shot dead in her office as teachers worked just down the corridor (Cape Times, 25 August 2009). More recently, the Cape Times, (August, 2014) reported about a high school learner at a school in Mitchell's Plain who committed suicide following a series of bullying incidences by his peers.

A particularly troubling aspect of bullying behaviours is that of sexual assault in schools. A Human Rights Watch Report (2001) on sexual violence against girls in South African schools found that sexual abuse and harassment by both teachers and other learners was a widespread type of bullying behaviours in schools. The report noted that the Government's failure to ensure the safety and well-being of girl pupils represented not only a physical violation but also a violation of their right to education. This was compounded by the failure of many schools to act on complaints of sexual abuse (Cape Times, April, 2009). It is evident that acts of violence, including bullying, have become persistent and are a serious problem in South African schools (Neser, 2005, 2006; National School Violence study, 2012; IRIN, 2008; Liang, Flisher & Lombard, 2007, Burton, 2008, Nickerson, et.al., 2008, Booth, Van Hasselt & Vecchi, 2011, Klein, 2012; Ncontsa & Shumba, 2013 ).

Insights from the research suggest that bullying transcends cultural, social and economic boundaries, threatening both the lives of school learners and their future career paths (Olweus & Limber, 2002; Olweus et al. 2007; Olweus, et.al., 2012;

Limber, Olweus et.al., 2013). Yet the definition of bullying is unambiguous, since it is not always possible to distinguish physical bullying from physical violence. Therefore, the purpose of violence appears primarily to inflict physical harm, and/or obtain some benefit from the victim(s), who may or may not be known to the perpetrator(s).

Research findings on both violence and bullying indicate that perpetrators attack when they believe the victim or victims to be weaker than they are. Many researchers (Rigby, 2004; Neser, 2005, 2006; De Wet, 2005; Smokowski & Kopasz, 2005, Olweus & Limber, 2002; Olweus et al. 2007, 2012; Limber, Olweus et.al., 2013) refer to the definition by Olweus, which holds that the most important component is an 'imbalance of strength' (Olweus, 1993). However, Taki (2001), in his comparative study on violence and bullying in Japan, postulates that this factor is not sufficient to identify bullying clearly, since it distinguishes bullying from fighting between learners with equal power, but not from violence. An 'imbalance of strength' is usually present in any violent act, but in itself fails to distinguish bullying from other forms of violence.

On the other hand, Taki (2001), in agreement with other researchers (Whitney et.al., 1994; Pepler, Craig, et.al., 1994; Olweus, 2005; Schroeder, Messing, et.al., 2011; Olweus, 1991, 2005; Boulton & Underwood, 1992; Salmivalli et al., 1998; Olweus & Limber 2010b; Limber, Olweus, et.al. 2013) in a further study done in Japan, found that, as in the Western nations, perpetrators of bullying usually intend to inflict mental/emotional anguish, even when they use physical force. The victim of bullying therefore experiences not only direct harm but also mental suffering (Taki, 2001). A number of studies on bullying behaviour reason that it is exactly this mental/emotional harm which typically originates from group processes and interactions, and that this type of damage is often harder for victims to accept than the actual direct injury.

There is growing evidence that bullies and victims usually know each other well (Olweus, 2005; Schroeder, Messing, et.al., 2011; Olweus, 1991, 2005; Boulton & Underwood, 1992; Salmivalli et al., 1998; Olweus & Limber 2010b; Limber, Olweus, et.al. 2013). Bullies often exploit group situations, because they know that victims can be more easily shamed and mentally harmed in a group setting. This kind of exposure includes picking on them publicly, so that other members in the group are drawn into the act of victimisation, for example, by actively excluding them from the group or by spreading malicious rumours about them.

This phenomenon further gives rise to victims under-reporting experiences such as gender and race discrimination, sexual harassment, gang related activities, drug and alcohol abuse and the regular occurrence of violence in the homes of learners (Van der Merwe & Dawes, 2007; De Wet, 2005; Nesor, Ladikos & Prinsloo, 2004; Nesor et al., 2004; Nesor, 2005, 2006; National School Violence study, 2012; IRIN, 2008; Liang, Flisher & Lombard, 2007; Burton, 2008; Nickerson et.al., 2008, Booth, Van Hasselt & Vecchi, 2011, Klein, 2012; Ncontsa & Shumba, 2013 ). According to Eliasov and Frank (2001), Dawes, Long, Alexander and Ward (2006) and also the Evaluating and Monitoring Department of the DoE the reasons for under-reporting may include the fear of stigma, fear of not being believed, fear of being blamed which in turn intimidates learners into silence, intimidation by school bullies who are abusers and also the inability of most learners to have access to an approachable adult (2009).

In the light of the above, the following sections offer a framework for this research. Elliot, (2002); Olweus, (2005); Schroeder, Messing, et.al., (2011); Olweus, (1991, 2005); Boulton and Underwood, (1992); Salmivalli et al., (1998); Olweus and Limber (2010b); Limber, Olweus, et.al. (2013), speak of the general consensus among

researchers about the specific individual dispositions, contextual conditions (that is, family, school, community, and peer group), and interaction dynamics which lead to bullying behaviour. In addition, the long-term negative impacts upon both victims and bullies, which increase and maintain the likelihood of such behaviour, will be explored.

A number of researchers agree that victims of bullying display particular ‘symptoms’ of vulnerability (Boulton & Underwood, (1992); Salmivalli et al.,(1998); Rigby, (1996, 2002, 2004); Elliot, Olweus, Limber & Mihalic (2002); Neser, (2005, 2006); De Wet, (2003, 2005); Smokowski & Kopasz, (2005); Olweus, (1991, 2005); Schroeder, Messing, et.al., (2011); Boulton & Underwood, (1992); Salmivalli et al.,(1998); Olweus & Limber (2010b); Limber, Olweus, et.al. (2013). These include whether they dress differently from their peer group, are inadequate in some way, or lack a valued ability. They may also be persecuted because of their personalities, their family background, or because they have a disability (Rigby, 2002, 2004; Smith, et al. 2003; Olweus & Limber, 2002, 2010b, 2013). Lee (2011) postulates that if little or nothing is done about the bullying, the role of the victim will be reinforced, resulting in a further downward spiral of self-esteem, in feelings of inadequacy and a general self-perception of being a failure.

A study conducted by Neser (2004) in public schools in South Africa, showed that approximately 50 percent of one particular school’s population reported being concerned about bullying at the school. This was especially relevant since studies on the long-term negative effects of bullying, both locally and globally, show that, due to the characteristic unhindered repetitive acts of anti-social behaviour displayed by bullies, they are more likely to appear before courts for delinquent behaviour at an early age. They are also more likely to engage in harsher forms of criminal behaviour in the

broader society, and as adults to become involved in further violent behaviour, including in marital relationships (Olweus, 1986, 1993, Richter, 2001; Olweus & Limber, 2002; Olweus, Limber, et al. 2007, 2010b, 2013). For the purpose of this study, the term ‘anti-social’ will be used to cover the entire range of contra-normative behaviours which occur during childhood, ranging from the problems of the deviant child to those which arise during adolescence, from smoking, fighting, and stealing, to violent behavioural expressions such as aggravated assault.

## **1.2. Problem statement**

The high prevalence of violence at primary, secondary and tertiary institutions is widely documented, both locally (De Wet, 2003, 2005; Nesor, Ladikos & Prinsloo, 2004; Nesor et al., 2004; Nesor, 2005, 2006; Burton, 2008; Nickerson et.al., 2008; Booth, Van Hasselt & Vecchi, 2011; Klein, 2012; Ncontsa & Shumba, 2013 ) and worldwide (Olweus, 1986, 1993; Rigby, 2002, 2004; Smith, 2003; Lee, 2011; Olweus & Limber et. al., 2007, 2010b, 2012). Studies on the relevance of violence-prevention interventions in South African schools have found that children who experience physical and emotional stress are not only inclined to poor academic performance, below average development of social skills, reduced internalisation of moral values, and a diminished ability to display empathy towards others, but are also prone to act on temptation, are more likely to involve themselves in destructive and disorderly behaviour, and more often than not become adults who replicate the pattern of violence (Liang, Flisher & Lombard, 2008; Burton, 2008; Nickerson et.al., 2008; Booth, Van Hasselt & Vecchi, 2011; Klein, 2012; Ncontsa & Shumba, 2013).

Since children spend more time at school than anywhere else outside of their own homes, it would seem that schools could play a vital role in breaking the entrenched

patterns of violence (Flisher, 2007; Pinheiro, 2006; National School Violence study, 2012; IRIN, 2008; Liang, Flisher & Lombard, 2007; Burton, 2008; Nickerson et.al., 2008; Booth, Van Hasselt & Vecchi, 2011; Klein, 2012; Ncontsa & Shumba, 2013). It is clear that violence-prevention initiatives would be best suited to implementation in schools. However, in the context of South Africa, it appears that although anti-bullying programmes have been used, the situation has not improved; and this can be due to a lack of evidence regarding the effectiveness of programmes aimed at bullying prevention strategies.

The goal of the study is not only to drastically reduce bullying at schools, but it would also positively contribute to research that intentionally leads to improving the lives of individuals, teachers, families, communities and society affected by bullying behaviours. To this end, promoting positive and strengthening learner engagement, as well as instilling and sustaining a bullying preventative culture in schools is one of the benefits the present thesis would strive to achieve. Furthermore, the thesis will also attempt to contribute to develop an appropriate best practice intervention as it has aimed to pilot test the Olweus Bullying prevention programme at two selected primary schools in the Western Cape. Therefore, having recognized that a huge gap exists between research and the implementation of an effective best practice anti-bullying intervention, the Child and Youth Research and Training Programme unit (CYRTP) at the University of the Western Cape (UWC) in 2007 conducted intervention research. This aimed to provide a framework for investigating an intervention that could both help these organizations understand the problem and assist in the prevention of bullying in schools.

While various intervention programmes have been implemented in South Africa, many interventions have not been rigorously tested to establish their efficacy. A further cause for concern for the researcher is the likelihood that a violent incident may be the result of a long-term series of periodic acts of bullying. Thus the act of bullying should not be considered normative, but could be a marker for more serious attacks.

In light of the preceding argument, the study proposes to pilot the implementation of the Olweus Bullying Prevention Programme (OBPP) and to measure its efficacy in two selected primary schools in urban areas of the Western Cape.

### **1.3. Aims and objectives**

The aims of the study are as follows:

(1) To pilot-test the effectiveness of the Olweus Bullying Prevention Intervention Programme (OBPP) at two selected primary schools in the Western Cape using two control schools as a comparative measure.

(2) To compare the pre and post intervention measures of the reported incidents of exposure to various types of bullying, characteristics (grade level and gender) of the perpetrators, location of where the bullying occurred, disclosure of the bullying incident, peer support, reactions and attitudes toward bullying, parent and teachers reactions and effort in terms of supporting and protecting victims of bullying and reports of satisfactory schooling environments between the ISs and CSs pre- and post-intervention time periods.

The objective in relation to the first aim is:

a) To measure bullying behaviour before and after implementing the OBPP.

The objectives in relation to the second aim are:

- b) To measure bullying behaviour of age-equivalent groups, before July, 2007, and after July, 2009, for pre-test and post-test comparisons with the control schools after the implementation of the OBPP at the pilot schools.
- c) To investigate the effectiveness of the OBPP by comparing the ISs and CSs for programme targets, such as reduced learner-reported prevalence of victimisation, improved support, reactions and attitudes of learners towards bullying, perceptions of others' readiness to intervene., and perceptions of safety, support and school engagement.

#### **1.4. Organization of the study**

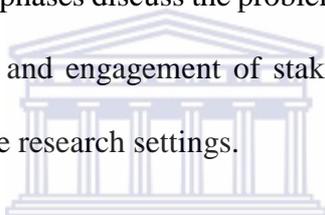
Chapter 1, **INTRODUCTION** introduces the study and describes the background to the problem. It highlights the need for the research and introduces two overall aims. To this end, specific objectives that will lead to the evaluation of the bullying behaviour model, before and after implementation, are identified in this chapter.

Chapter 2, **THEORETICAL OVERVIEW** includes the conceptualization of bullying behaviour, presents the Olweus approach of bullying prevention in schools and provides an overview of the ecological theory. Furthermore it also introduces the link between the ecological theory and the Olweus Bullying Prevention Programme as a framework for analysis.

Chapter 3, **LITERATURE REVIEW** explores and examines potentially problematic practical concepts related to the research on bullying and the intervention strategies, implemented both internationally and in South Africa. Journal articles, books, policy

documents, reviews, theses, conference presentations and various published and unpublished works were utilized.

Chapter 4, **METHODS** outlines the ethical aspects related to the investigation and includes the first two phases of the intervention research (IR) methodology, in respect of procedures, application and the interpretation of the findings before intervention. Processes and techniques which were involved in examining and assessing the school system in relation to supporting a bully/victim culture will specifically be reviewed here. The chapter also outlines the characteristics of the target population and explains how the field-work methods and instruments were organized for data collection to take place before intervention. The phases discuss the problem analysis and project planning procedures, the identification and engagement of stakeholders, as well as obtaining entry into and support from the research settings.



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Chapter 5, **PRESENTATION OF THE RESULTS** provides the statistical findings to various aspects about bullying in terms of the base-line time period results, follow-up time period results and lastly, the intervention effect presentations of the results. Each of these time periods include the presentations of the main variables and sub-variables Types of bullying, Characteristics of the perpetrator, Location, Disclosure, Peer Social Support: Peer support, peer reactions, peer attitudes; Adult intervention: adult reactions, class teacher efforts; School satisfaction.

Chapter 6, **DISCUSSION, CONCLUSION AND RECOMMENDATIONS** discusses the results according to variables and sub-variables that include, types of bullying, characteristics of the perpetrator, location, disclosure, peer social support: peer support, peer reactions, peer attitudes, Adult interventions: adult reactions and class teacher efforts and lastly, school satisfaction. Findings related to the frequency,

duration, certain types and also peer and adult support with regard to reporting are also interpreted. Overall, the discussion reflects awareness, the conclusion and limitations of the study followed by recommendations regarding the extent to which the research aims and objectives were met.



## CHAPTER 2

### THEORETICAL OVERVIEW

#### 2.1. Introduction

The previous chapter emphasised the rapid increase of bullying behaviour in schools and recognizes the urgency of implementing a bullying prevention programme at the majority of schools. In this regard, Bluestein (2001, p3) very aptly describes the social context of many educational institutions as follows:

*“we sacrifice safety when we fail to notice a child in distress or ignore the hurtful behaviour of one student to another, when we use tests or grades to punish, when we ignore academic needs in favour of curricular mandates. Emotional safety is undermined by sarcasm, impatience and contempt by teachers who yell or humiliate.”*

Notwithstanding these enormous macro-and micro environmental challenges that individual children need to deal with, schools and education systems still represent much hope for the people of South Africa since these institutions present the most likelihood for healing and reconstruction to transpire, especially because: (i) of the nature of the relationships that may be promoted there; (ii) schools are in many cases found to be establishments from where young people that will make a positive contribution to society may be discovered and shaped; (iii) school premises are the locations where learners spend the most time per day; (iv) schools may be the place where many children may for the very first time in their lives be fostering worthwhile relationships with adults outside their immediate family; (v) relationships with positive connections help a child mature and develop successfully both cognitively and emotionally (cited in Bronfenbrenner, 1995, 2005).

These encompass the direct interaction of the individual within the family and also at the schoolwide- and classroom level with the teachers and peers. Further indirect interaction, for example the relationship exists between the family and school. These interactive experiences of various sets of individuals appear to revolve through the life of the child at any given time of development.

This chapter will be divided into four sections. Firstly, it conceptualizes bullying behaviour, secondly it introduces the components of the Olweus Bullying Prevention Programme (OBPP), thirdly the ecological theory with its contextual (micro-, meso-, macro- and exo-systems) influences on development is used as a framework within which to organize, analyse and interpret the data representations of the variables. Considerations of this nature included types of bullying, characteristics of the perpetrator, common locations of bullying, disclosure of the incident/s, the level of peer social support, the degree adult intervention or lack thereof and also the extent of learners' general satisfaction with their schools. Lastly the link between the ecological theory and the OBPP approach to bullying will be outlined. The researcher takes cognisance of the fact that the ecological theory has undergone many name changes in order to accommodate the latest reflections regarding the developments of the theory. At present this theory is referred to as the Person-Process-Context-Time model. While the latest version of the theory was applied in the current study, the term 'ecological theoretical framework' was utilized for the purposes of this study.

## **2.2. Conceptualising Bullying Behaviour**

In most recent years, the issue of the prevalence of violently aggressive behaviour has so severely traumatised the South African public. Media articles such as 'Boy filmed attacking classmate', Western Cape, March, 29, 2011; 'South Africa's most violent

neighbourhoods’, Western Cape, September, 20, 2013; ‘Shots fired near Cape Town school’, Western Cape, February, 24, 2014; ‘Anarchy, chaos on the streets of SA’, Gauteng, April, 19, 2015; ‘Cops not best answer to school violence’, Kwazulu Natal, August, 5, 2015 - show that crime in the streets is a primary concern of the average citizen. Although the literature of this research will not cover the presence and extent of gang related violence in certain schooling and residential communities, drug and alcohol use, and the use of illegal weapons in schools; the researcher takes cognisance of all these contributing factors that may reverberate through our classrooms and playgrounds (Du Plessis, 2008). De Wet (2003, p89) lists them as “poverty, neglect, ineffective parenting, dysfunctional family life, high density housing in townships and informal settlements, diverse racial, ethnic or tribal composition, organized crime, as well as childhood exposure to violence, crime, and the abuse of alcohol and drugs”. In this regard, Valley,et.al.(2002) said that when a country experiences general and drastic socio-economic and political change, as in the case of South Africa, research shows that the worldwide trend is for these changes frequently to be reflected in risk behaviour resulting in teaching being a daunting task that De Wet (2003) warns may result in the collapse in the learning culture (Barbarin, & Richter, 2001; Valley,et.al. 2002; De Wet, 2003; Amoateng et al. 2006; Bray et.al., 2010).

One of the problems with bullying behaviours at schools is that learners and in many cases also their families are not served or adequately followed up. Bluestein (2001) goes further to share comments from educators that translate to teachers not really caring whether children agreed with them or not, as long as the children respected them and worked with them else they would face severe reprimand, insinuating that a close, pleasant bond between adult and child will prevent any possibility of adult authority, tutoring success or mutual respect. Notwithstanding efforts by authorities of the

Education Department, the situation is worsened when educators remark that many other professionals who should be involved in the area of teaching, for example, child welfare services, health and safety, religious organisations, school institutions and so forth appear to work in isolation. Not surprisingly, therefore, many children are lost to the streets.

In the face of these problems, the response from the South African society has remained largely inadequate to address the needs of abused victims of bullying and violence. In these terms, Flisher (2007), in his editorial note on the urgency and relevance of violence-prevention interventions in South African schools, draws on studies (Finkelhor & Dziuba-Leatherman, 1994; Canter & Canter, 1997; Crawage, 2005) whose findings reflect that children and youth who experience physical and emotional stress through being exposed to violence, may be more inclined to suffer from psychological distress and long-term physical or mental ill-health. Yet, according to Burton (2008), Smit (2010), Ncontsa and Shumba (2013), it would appear that not enough has been done to prevent repeated bullying behaviour and violent incidents at schools.

Considering all of the above serious consequences for education, it is also a known fact that many schools have safe and positive learning environments despite their size, geographic location, socio-economic influences and student composition. This realization led to the decision to implement the OBPP at two schools in the Western Cape in an attempt to manage repeated bullying more effectively. It is expected that the implementation of the programme may well contribute to the decline of extreme violent incidences in schools.

In defining bullying as a repetitive aggressive action towards an individual by one or more persons (Olweus, et.al., 2012; Limber, Olweus et.al., 2013), it is agreed that it generally involves aggressive behaviour in which there is an imbalance of power between aggressor and victim. Moreover, the aggressive acts are deliberate and repeated (Farrington, 1993; Olweus, 1993, 2012; Smith & Sharp, 1994; Olweus et.al., 2012; Schroeder, et.al., 2011; Limber et. al., 2013). Distinctions are commonly drawn between ways in which the bullying is conducted, for example, physically, verbally or indirectly i.e. by exclusion of an individual. These authors amongst many others maintain that in differentiating between aggressive acts which can occur between people of equal power and aggressive acts which involve a power imbalance, bullying is commonly viewed as a moral issue, working on the assumption that abuse of power is especially reprehensible (Farrington, 1993; Olweus, 1993; Smith & Sharp, 1994; Rigby, 2002b; Schroeder, et.al., 2011; Olweus, et.al., 2012; Limber et. al., 2013). Finally, it is generally recognised that bullying can be viewed along a continuum of seriousness, with most bullying acts being of low severity, as in occasional unpleasant teasing, and some much less commonly perpetrated are of extreme severity, as in continual physical assaults and/or total exclusion over an extended period (Farrington, 1993; Olweus, 1993, 2012; Smith & Sharp, 1994; Rigby, 2002b; Schroeder, et.al., 2011).

In Chapter 1 bullying in schools is recognised and described as a severe and growing problem in South Africa, and it is noted that various unhindered acts of bullying or oppressive behaviour toward the same person often go by without a murmur of protest. However one should not overlook the fact that to one person, some observed behaviour may seem oppressive while to another, the same behaviour may seem merited or justified, and not bullying at all. Many oppressors feel quite justified in their behaviour.

For example many employers and even some teachers, not to mention parents and other authoritative figures, continue to oppress others often without realising that they are doing so. This research is therefore based on the assertion that the current schooling system in South Africa does not guard learners effectively enough against bullying and that this alone, represents a violation of the basic human rights of children.

While cognisant of the fact that (i) bullying has a direct negative impact on learners, educators, school property, the community, and the educational system but that (ii) it is unlikely that childhood bullying will completely be eliminated, there is still reason to believe that with the co-operation of communities, agencies, schools, counsellors, educators and learners the problems can be significantly reduced (Oliver et.al., 1994; Olweus, 1995, 1998, 2005, 2012; Espelage & Holt, 2001; Nickerson et.al., 2008; Bowllan, 2011; Limber, et al. 2013;).

The present study not only strives to provide a basis for explanation of possible risk factors but also attempts to provide further insight that could possibly assist learners, educators and parents to develop, strengthen and maintain effective partnerships that generate the will and the ability to act against bullying. In this regard, perspectives that were afforded a great deal of support by the current study is that of the ecological theory which focuses on the individual interacting and influenced by other individuals and groups of individuals on the micro systems, meso systems, exo systems levels and so forth. Notably, all these levels represent relationships and interactions of the individual with systems that are mostly beyond the control of the child/learner. For example, the family, peers, school and community. As evidenced above, violent behaviour, and bullying in particular, occurs within a social context that according to many studies further unfolds, when larger social settings influence the interactions among individuals

(Olweus, 1995, 1998, 2005; Fagan & Wilkenson, 1998; Geffner et al., 2001; Gale et al., 2004; Goodman, 2006; Olweus et al., 2012; Limber et al., 2013).

Notwithstanding the fact that for learners, support and opportunity are available in the community, at schools, within peer and family groups and at individual levels but considering the definite increase in terms of bullying and extreme violent incidents, it would appear that the support services are by no means adequate for meeting learners' needs for safety.

### **2.3. The Olweus Approach as a framework for investigating the prevalence and extent of Bullying in 2 selected schools**

During the year 1983, three adolescent males in northern Norway were reported to have committed suicide, apparently as a consequence of severe bullying by peers. Dan Olweus, (1993a) who had been researching bullying behaviour at the time, and had developed a bullying prevention programme at the University of Bergen in Norway was then approached by the Ministry of Education to do intense further large-scale research on bully/victim problems in the country and thereafter to implement a refined, expanded and evaluated OBPP at schools across the country for the prevention of delinquency and violence among children and youth.

The program was successfully implemented in other countries such as the United States, the United Kingdom and Germany. During the 1990s, Professor Olweus worked closely with a few colleagues in the United States, notably Dr. Sue Limber and Dr. Gary Melton at Clemson University in South Carolina. This was to implement and evaluate the program in the United States of America. An account of the findings is briefly outlined in Chapter 6 .

The OBPP is documented as a multilevel, multi-component school-based program that was specifically designed to prevent or reduce bullying behaviour in elementary, middle, and junior high schools, meaning students / learners ranging from the ages of six to fifteen years old (Olweus, 1986). In the eighteen month process of intervention, the program tries to restructure the existing school setting so as to minimize pro-bullying opportunities and reinforcements. The efforts of the school staff is largely responsible for introducing and implementing the program that advocates working toward improving peer relationships that would result in a safer and positive environment for all learners to learn and develop to their full potential. Although the anti-bullying programme is for the most part particularly essential to diminish the suffering of the victims, it is also required to anticipate and counteract these tendencies for the sake of the aggressive learners. Reports show that even while implementing the program, bullies are much more likely than other learners to increase their antisocial activities (Hallford, Borntreger & Davis, 2006; Olweus & Limber, 2010b; Limber, Olweus et.al., 2012, 2013).

Olweus (1993) likens ‘negative actions’ to the act of deliberately causing or the attempt to cause harm upon another person. According to Olweus and colleagues, negative actions can be brought about in a range of ways which could comprise of physical contact, verbal actions, dirty gestures, exclusion or refusing to conform with someone else’s wishes (1993, 2007). A commonly used definition of a bullied person is provided by Olweus (1993, p9) : “*A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself*”.

According to this definition, Olweus, et al. (2007, 2012) substantiates that the act of bullying is three-pronged:

***(i) Bullying is an intentional and negative act***

This transpires when someone purposely inflicts harm, injury or distress upon another through physical actions, words or even indirectly through for example, excluding a person from a group or activity. Olweus holds that it is imperative to identify that bullying may occur without any noticeable provocation on the part of the person who is being bullied. (Olweus, et al. 2007, 2012).

***(ii) Bullying is usually repeated behaviour***

Notwithstanding the “repeated and over time” experience of the action, it would be wrong to exclude once-off hurtful behaviour. The objective in recognising repeated acts is mainly meant to safe-guard non-serious actions that are directed at another person at any one time. With the findings of his original investigations already, Olweus cautioned researchers against the distinction between actual bullying and the acts of joking or teasing during the day-to-day social interactions among peers that exist, even though the fine-line connecting the two often seem to be somewhat unclear. Repeated occurrences of playful and of a relatively playful nature cannot be deemed bullying (Olweus, 1993, 2007; Olweus et.al., 2012).

On the other hand Olweus et al.(2007) warn adults that the once-off professed incident may very well be part of a series of efforts of bullying behaviour events. Furthermore it should also be borne in mind that learners or individuals who bully others may be masters at covering up their behaviour toward others. In addition learners who are being bullied are sometimes either too humiliated to report the incident or possibly of the

opinion that they won't get the essential help from adults, anyway. Olweus advocates that while bullying does occur repeatedly and over time, it is not wise to wait for a pattern to surface, before intervening (2007).

***(iii) Bullying involves a power imbalance***

From the "difficulty defending him/herself" viewpoint, the actual imbalance in power may be depicted in a range of ways, which could include: the bullied person may be or perceive him/herself to be physically or emotionally weaker than the learner or number of learners who are doing the bullying. Another component of imbalance, according to Olweus (1993), is when the "source" of the negative actions is hard to identify or to meet head-on, for example in the cases of social exclusion from a group, spiteful rumours via mysterious notes or verbal ways (Olweus et al. 2007).

Furthermore, the OBPP is designed for learners/ students in foundation-, intermediate- and senior phase primary schools. All learners and educators at the school need to actively participate in most aspects of the program, while learners identified as bullying others or as targets of bullying receive additional individual interventions.

The core components of the OBPP (see diagram in Chapter 4, Table 4.1) are implemented at the school, the classroom, and the individual levels. These are illustrated as follows:

Schoolwide intervention

- Administration of the Olweus Bully/Victim Questionnaire about bullying (filled out anonymously by the students)
- Formation of a Bullying Prevention Coordinating Committee

- Staff training
- Development of schoolwide rules against bullying
- Development of a coordinated system of supervision during break sessions

#### Classroom-level intervention

- Regular classroom meetings about bullying and peer relations
- Class parent meetings

#### Individual-level intervention

- Individual meetings with children who bully
- Individual meetings with children who are targets of bullying
- Meetings with parents of children involved



A large body of research backs the assumption that anti-social behaviour especially in children and youth occurs as an outcome of the diverse interaction concerning the individual and his or her social ecology, namely the family, the peers, the school as well as the community (Eliasov & Frank, 2001; Van der Merwe & Dawes, 2007; Limber, Olweus, et.al., 2012; Limber, Olweus, et.al., 2013). In answer to how much bullying exists in today's schools, several studies have been undertaken both internationally (Limber, Olweus, et.al., 2012; Limber, Olweus, et.al., 2013) and locally (Eliasov & Frank, 2001; Barbarin & Richter, 2001; Nesor et al. 2003; Dawes, Long, Alexander, & Ward, 2006; Leoschut & Burton, 2006; Liang, Flischer & Lombard, 2007; Van der Merwe & Dawes, 2007; IRIN, 2008; National School Violence study, 2012) to ascertain the extent of violence, including bullying in schools. The findings of these

studies are in agreement that children experience a diverse range of victimisation in schools. Although individuals are not expected to be “specialists” on the topic of bullying, it is crucial to be familiar with the various faces of bullying, which include many direct (face-to-face confrontations) and indirect (aggressive acts that are more concealed and subtle) forms of bullying:

- being verbally bullied
- being socially excluded or isolated
- being physically bullied
- being bullied through lies and false rumours
- having money or other things taken or damaged
- being threatened or forced to do things
- being called names that has a racial connotation
- being called names that has a sexual connotation
- cyber-bullying (via cell-phone or the inter-net)

Other concepts and expressions that have been used within the extent of bullying are those that engage relational or social bullying. These include categories that involve for example, destructive or aggressive behaviour such as social exclusion, spreading of rumours, as well as the manoeuvring of friendships.

On the basis of Olweus’ large-scale studies as well as other research as mentioned in previous sections, it is a common fact that bullying is a serious problem in countries other than South Africa which include Sweden, Finland, Norway, England, USA,

Canada, Japan, Australia. After the implementation of Olweus' whole school intervention programme (Olweus & Alsaker, 1991; Melton, et al., 1998; O'Moore et al., 2005; Bauer, Lozano, et.al., 2007; Schroeder et al., 2011) show reductions of 50 percent or more in student reports of being bullied and bullying others were reported. Peer and teacher scores of bullying problems have yielded approximately similar results. Moreover, marked reductions in student reports of general antisocial behaviour, such as vandalism, fighting, theft, and truancy was also reflected (Black, 2003; Limber, 2004b; Olweus & Limber et al., 2007, 2012).

Even though variations for all Olweus' studies are reported, in the light of the above findings it should be highlighted that the data from these studies are standard estimates that did not draw attention to the vast variation between different schools that are situated either in the same community or same school district. For example, the likelihood may exist that one school may experience bullying problems at a level two or three times higher than that of another school in the same area (Olweus, 1984; 1989; 1991; 1999; Solberg & Olweus, 2003 in Olweus et al. 2007; Limber et. al., 2014).

According to Olweus, Limber et al. (2007) it should be noted that irrespective of the elevated levels of bullying revealed in the United States findings compared to Norway show that the common tendencies are quite similar. For this reason it is imperative to emphasise that national differences in bullying levels must be interpreted with extreme caution, given that students' responses may be prejudiced by for example cultural differences in their knowledge with the concept of bullying and also the degree of public attention around bullying and legislation.

The Olweus Bullying Prevention Programme stresses the fact that there are no quick fixes attached to programmes implemented in the educational system. Experience has

confirmed that a sustained, integrated project that focuses on one level at a time has more likelihood of a deeper and more lasting impact. For example, having a sub-team of strong teachers in supervisory positions has better potential of being effective at planning, organising, preparing to engage with teaching and training programmes across different levels of the school (Olweus, 1991, 1993, 2000, Newman et al., 2000; Horne et al., 2003; Rock et al., 2005; Garrity et al., 2000, 2004; Dewar, 2008; Olweus & Limber 2010b; Limber et.al., 2013; Limber et.al., 2014).

This intervention programme also ensures that the support complements government effort, by strengthening existing structures and initiatives with the ultimate aim being the holistic well-being of the learner. Also, the effectiveness and comprehensive solution of the programme lies with the well-defined terms of engagement viz. clearly agreed roles and responsibilities of adults and learners. Parties should be confident in their roles within each given team and acknowledge that a lack of co-operation and understanding would lead to derailing the effectiveness of the programme.

Additionally, the model is intended to change the school climate since it is sustained over a long period of time, rather than concentrated in once-off workshops (Olweus, Limber et al. 2007, 2010b). The programme also provides for regular on-site and on-the-spot intervention, supervision and mentoring which can be particularly effective in embedding new learning among teachers (Olweus, Limber et. al., 2007, 2010b).

Considering empirical research findings, it is clear that factors in a child's environment exists that impact upon his or her development and behaviour (Bronfenbrenner, 1986, 1995, 2005). The Ecological Systems Theory was found to be the most suitable framework for examining the effectiveness of the programme in terms of improving the situations of victims and bullies.

## **2.4. Ecological theoretical framework**

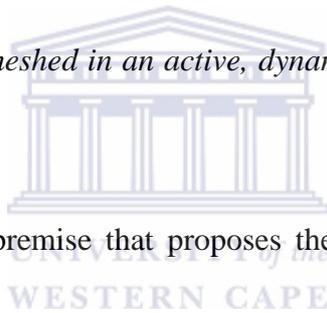
We know about the Ecological theoretical framework from the works of Urie Bronfenbrenner (1974, 1977, 1979, 1994, 1995, 2005; to cite only some), a well-known researcher most noted as one of the world's leading specialists in the field of developmental psychology. This theory attempts to explain the significant context of relationships that have an effect upon a child's knowledge, development and competencies as they are shaped through the type of support, guidance and structure garnered from the society in which they live. However, since the inner biology of the child is noticeably omitted from Bronfenbrenner's ecological theory was developed over decades according to reports dated as from the mid 1970's.

In this regard, the work of authors that include Tudge, Mokrova, Hatfield and Karnik (2008) show that the ecological framework was developed in two phases. The first phase emphasized four types of inter-related systems which involve roles, norms and rules manifested on each of the various levels or layers of the environment that helps to shape the development of the child (Bronfenbrenner, 1974, 1979, 2005). According to Bronfenbrenner, the interactions between these overlapping ecosystems affect a person significantly. The systems consist of a micro-system, meso-system, exo-system, and macro-systems that will be outlined in sections to follow. For most of the 1980's the awareness of processes that occur between the individual and his /her circumstances became an integral part of the theory (Bronfenbrenner, 1986, 1988). The late 1980's therefore marked the start of the second phase of his work (Bronfenbrenner, 1989, 1999).

However, subsequent adherent findings by researchers that include Addison (1992) and Comer, Joyner and Ben-Avie (2004) recognized that more modern development

theories support the notions that both a child's biology and his immediate family/community/ broader societal landscape environments play an integral part in shaping the child's development. Interactions and experiences by the child with the respective ecological systems appears to either positively or negatively stimulate and guide his/her development and hence the ecological systems theory has lately in collaboration with Bronfenbrenner, been retitled as the Person-Process-Context-Time (PPCT) model (Addison,1992; Bronfenbrenner & Evans, 2000; Comer, Joyner & Ben-Avie, 2004; Bronfenbrenner, 2005; Bronfenbrenner & Morris, 2006). This thesis utilizes this advanced form of the theory and refers to it as a "model" in which Bronfenbrenner advocates:

*"models an active person enmeshed in an active, dynamic, social-ecological system."*  
(2005, p.258)



The model is based on the premise that proposes the interrelated components and contexts that entail:

Person: including the biological, cognitive, emotional and behavioural characteristics;

Process: relates to the intertwined active relations of the person within his/her context;

Context: including the system levels namely micro-, meso-, macro-, exo-, and chrono-systems levels;

Time: relates to the person's degree of change within given contexts over time.

Bronfenbrenner in his initial writing already argued that the behaviour of the individual should be studied in the contexts of their homes, their schools and playgrounds. The following descriptions in terms of the micro-, meso-, macro-, exo-, and chrono-systems

levels illustrate the layers of systems that exist within the child's surroundings that has the potential to impact their development and behavioural patterns at any given time. A representation of the model can be found in Table 2.1: p42).

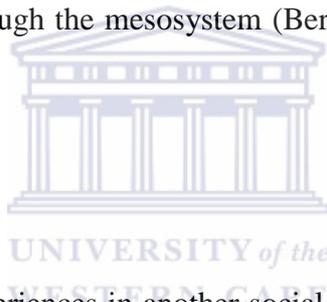
#### Micro-systems level

The microsystem encompasses the family, the classroom, as well as interactions and experiences in the immediate environment of the person. Sources (Paquette & Underwood, 1999; Berk, 2000) postulate that the microsystem forms the layer closest to the child and contains the relationships and interactions that the child experiences by making direct contact with his/her immediate surroundings such as family, classroom, school, neighbourhood, or childcare environments (Swick & Williams, 2006). At the micro systems level, relationships comprise impact both upon the child and away from the child. For example, a child's parents are known to influence the beliefs and behaviour of a child be it negatively or positively; however, the child also affects the behaviour and beliefs of the parent. Bronfenbrenner (1977) labels these bi-directional influences as key to this theory, and thus demonstrates how they take place on all levels of ones surroundings within the same layer and between layers. His applied research proves that even though bi-directional influences are strongest and impact the child most at the microsystem layer, interactions at the macro-, exo- and mesosystems may impact structures on the microsystem.

### Meso-systems level

This particular systems level is often referred to as key to this theory comprising of collective micro-system relationships as described above. This means that this level represents the relationships and interactions between the family, classroom, school or childcare environments, peers and also the broader neighbourhood. These interactions are deemed to revolve through the child's life at any given time of development and thereby also includes the dimensions in which the individual functions.

An example of one of the loops of relationships is represented by the connection between the child's teacher and his/her parents working together to educate and take care of a child, happens through the mesosystem (Berk, 2000; Boemmel & Briscoe, 2001).



### Exo-systems level

The exo-system signifies experiences in another social system that the child does not play an active role in but which has a pressing control over him/her, namely societal influence i.e. a child's parent's workplace. The exo-system layer delineates the larger external factor, which encompasses the mesosystem. Bronfenbrenner (1977) points out that the child does not function directly in this system but the structures in this layer impact the child's development by interacting and changing the child's microsystem (Berk, 2000; Boemmel & Briscoe, 2001). In this instance community-based family resources or the parents' work-place routines are examples of where the child is not directly involved but nevertheless experiences the positive or negative force that is caused by interactive relationships upon his own 'world'.

Also of concern to Bronfenbrenner is the “deficit” model according to which the required level of support to struggling families is determined. According to him government family support policies should have as a prime concern providing more resources to families to enable them to remain together and play a greater part in the lives of their off-springs which will result in children’s improved development (Paquette & Underwood, 1999). A definite sense exists that even the support from the government is not sufficient at offering the most suitable environment conducive to the healthy development of children especially since the ‘deficit’ model for support given by the government firstly requires for struggling families to be declared and labelled as deficient. This give rise to a further downward spiralling phenomenon of events since the model requires that one must be defined incapable or deficient in some way and then almost encourages the deficiencies since the more incapable one is declared the more help you will receive from the government. It was found that this strategy of support does not capture families from poverty instead it persuades them to persist living in such dire circumstances. The conclusion was that where deficiencies are present in a child’s microsystem they cannot be substituted by over compensating for it in another system.

#### Macro-systems level

The macro-system refers to the culture in which the child lives. The macro-system layer may be reflected as the furthest away layer in which children are raised and is deemed the underlying influence to all systems. While not being a specific framework, this layer is comprised of cultural values, customs, and laws according to Berk (2000). Boemmel and Briscoe (2001) also reiterate Bronfenbrenner’s (1974, 1977, 1979) emphasises on the implication of interactions among individuals and purposely highlights the

significance of individuals having a sense of history and cultural connections. The effects of main philosophies defined by the macrosystem have a cascading effect all the way through the connections both inter- and intra all the other layers. For example, if the cultural background of the child's advocates that children are their parents' responsibility, the probability that the specific culture would provide resources in order to help parents with raising their children would be marginal. Bronfenbrenner (1994) highlights that this indirectly would have an effect on the structures in which the parents operate meaning the ability or inability of the parents to perform their parental responsibility toward their child would show either a positive or negative impact upon the child on the micro systemic level.

#### Chrono-systems level

Following studies in collaboration with other researchers, Bronfenbrenner later also added a fifth system, called the chrono-system level which involves the time element and how this relates to the child's environments. This systems level is also commonly seen as referring to the unfolding of the historical context as it transpires throughout the various mentioned systems levels and brings about changes that occur within the fabric of the developing individual. An example of an external element within this system may be the timing of a parent's death. On the other hand, the physiological changes that take place as the child ages could be seen as an internal or environmentally influencing element that could include the history of the family's underlying forces. Berk (2000) found that as children get older, they may react differently to changes in their surroundings and may be better equipped to determine exactly how that change will affect them. Bronfenbrenner, in his former work already suggested that as children tend

to mature over time, their families, relationships, networks, communities and societies in which they find themselves, would too.

It should be noted that in the original versions of the ecological theory, the child's developing personality over time was not taken into consideration at all whereas the contexts of the different systems levels appeared to be amplified. With the acknowledgement of the oversight in terms of the biology, psychology and behaviour of the child the theory was reviewed to encompass these features (Bronfenbrenner, 1995, 2005). As a result, Bronfenbrenner (2005) found that this addition of the child's personality into the theory brought about a two-pronged situation. On the one hand it shows the impact on the control, content and direction of the proximal process and on the other it has the potential to shed light on the resultant behavioural outcome that emerges from the interactions mentioned in the different systems levels of the model. According to Bronfenbrenner (2005) the impacts of these proximal processes fluctuate as (i) the child's personality; (ii) the environmental context; and (iii) the time period during which the process occurred.

For instance, research shows that a dysfunctional family life brings about insecurity and volatility for the child and therefore withholds it from having essential interactions with parents and other important adults in their lives and this situation according to Bronfenbrenner is generally the most destructive force to a child's positive holistic growth (Addison, 1992; Connell, 1994; Bumbarger, 1999; Barbarin & Richter, 2001; Blaser, 2008; Mason, Cheung & Walker, 2009). It is this break down of a child's microsystem that leaves him/her ill-equipped to explore other parts of his/her milieu. In the absence of adequate adult supervision and a lack of love available, children seek for affirmations in inappropriate places and these types of behaviours bring about

problems that will typically manifest in adolescence. Behavioural problems include little self-discipline, no self-direction and increased anti-social behaviour. Bronfenbrenner postulates that primary relationships should comprise of relationships that last a life time such as with parents or siblings and shortages in these relationships cannot be replaced with others (1995, 2005). In respect of substitution relationships Bronfenbrenner (1995, 2005) believes that educators cannot become the child's parents but must work towards supporting primary relationships by creating classroom environments that welcome and nurture families in addition to educating parents about the developmental needs of their children.

When the second phase of the ecological theoretical framework emerged Henderson (1994) was in agreement with Bronfenbrenner that society should nurture attitudes that place great importance in favour of work done on the part of children in all social systems. Namely, with parents, extended family members, teachers, mentors, supervisors at work, legislators according to Henderson (1994).

Acknowledging the dysfunctional states of many children's homes, Henderson (1994) in his work on renewing our social fabric, provides an interesting explanation of Bronfenbrenner's co-founded 'Head Start' programme that was specifically designed to assess learners for school readiness and has served 20 million disadvantaged children and families in the past 40 years in the United States. In this regard, he notes how Bronfenbrenner draws on his own bio-ecological model to present a clear investigation on the dire implications that the theory holds for teaching practices. This perspective is well defined by Bronfenbrenner from the premise and awareness that it is vital for educational institutions to provide opportunities for support towards stable, long-term relationships between learners and their mentors, their parents, and their teachers

respectively. Henderson (1994) goes further to pose the question of whether it is possible for the educational system to make up for these deficiencies that result in the behavioural crises that are frequently observed amongst learners as well as their families. According to Henderson (1994), Bronfenbrenner agrees that technology has transformed society, and despite the fact that we have spent large amounts to safeguard the physical environment from being spoilt by innovative technology, we have used very little or no resources to preserve our societal environment. For example, family life has been forced to be neglected when it comes to the needs of the workplace which even with the help of modern technology demands more contact time on the part of a typical employee – not less.

In Paquette and Ryan's (2001) study, Bronfenbrenner's research efforts in respect of his ecological system theory showed increasing evidence that highlighted the quality and context of a child's environment. The authors suggested that as the child gradually grows and develops, huge concern arises as the environments are likely to become a lot more complex and frequently appear to overshadow the child's physical and cognitive structures. In this regard, they used Bronfenbrenner's theory in striving to answer in what capacity the world that surrounds the child should either help or hinder continued development – given that nature proceeds on a given path.

The framework of the ecological theory provides a good basis to describe the development of children by focusing on the environmental elements and external influences that will benefit the positive outcome of children. Studies on children with behavioural problems have been able to use this theory to their advantage for example the study done by Abrams, Theberge and Karen (2005) that looked at the issue of depression in children used the ecological model quite extensively. Similarly, an

increasing number of educators are compelled to work with learners that have social and emotional needs. With the upswing for mental health demands compared to the drop in services available, school psychologists and counsellors have been seen to play an integral part in family support through counselling and programmes offered. As the ecological model extensively draws from the external influences found in the child's world, therapists and researchers have found it better to include systems such as the child's school, family, community and culture to provide enhanced insights about all the factors that could be contributing to the child's depressive state. Along these lines an improved and appropriate method for intervention may be identified for specific learners who suffer from depression.

Furthermore, Abrams et.al.,(2005) suggest that since teachers and other adults especially counsellors could be better equipped with the necessary insight about the processes that come into play in terms of the five ecological systems levels that have an impact upon the life of the learner. In addition they should not merely focus on factors in the environment that may have caused the depression or aggression symptoms but that they should also look for possible cradles of strength and healing within these systems – albeit in the school or home or in the child's culture or community.

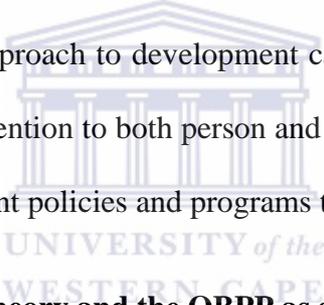
For instance, when learners are undergoing crises with their parents, the child's conduct in class and with friends, his academic performance and so forth should be included in the investigation in order to identify likely areas of aggressive behaviour. Likewise, considering the learner's community can provide insight to additional areas in terms of support for the learner. In addition, systems-level investigations help illuminate aggression that manifest in the lives of several learner's since it gives us opportunities to listen and pay attention to what learners or children are saying instead of just focusing

merely on our technology orientated current state of affairs. Social conditions have also been proven to augment the stress and anxiety of a child and these components have been found to factor out why aggression is increasing in society.

Then too, when one focuses on the impact of the relation between the micro- meso- and exo-systems on the home front in the absence of parental supervision perhaps due to work related issues, the ecological model utilizes all relevant areas that impact on the development of children to determine the source and also the explanation to several of the increasing behavioural and emotional problems encountered at present. In this regard, Warren (2005), investigated the interplay of micro- and exo-systems, through examining the association between habits of television viewing in children in relation to parental mediation. The study used African American families with children between 3 and 5yrs old as a sample population. Surveys were used to monitor the amount of time spent watching television, television mediation, general attitudes towards watching television, and parent involvement was measured. It was found that low income parents use more restrictive methods to limit television watching in their children. Parents having negative attitudes about television were also being more restrictive toward their children's watching habits. In addition, the study found that a parents' work is not a predictor of mediation on television viewing. Parents working long hours do not necessarily mean that children are allowed more television viewing. Thus, the interplay of ones type of employment did not necessarily translate into more television viewing. While this may have been the case among African American families, South African researchers such as Bray et.al, (2010), found that often in households where both parents work long hours due to poverty, they struggle with the burden of having to earn a substantial living while at the same time fostering family relationships. Children are then mainly left unsupervised and many of them find

themselves in situations where they are introduced to pro-social behaviour that could include age restricted television watching, substance abuse and so forth. In this instance the exo-system was found to generate a negative impact on the micro-system.

Given the fact that learners have the potential to become victims of their immediate circumstances authors (Katz & Kahn, 1996; Corcoran & Nichols-Casebolt, 2004; Warren, 2005; Swick & Williams, 2006; Bogg & Finn, 2009) suggest that the emphasis should not solely be on the constant attributes of the object (child or youth) where the adopting of a more systemic intervention approach would be of greater benefit. Findings of studies hold that the prime concern of the ecological theory is that of the interdependence and interconnectedness of all those involved, on all levels. A more holistic, socially integrated approach to development can, hopefully, help to gain the advantage of incorporating attention to both person and context. The ecological model helps in developing government policies and programs that can benefit our society.



## **2.5. Linking the Ecological theory and the OBPP as a Framework for Analysis for this study**

The social context in the case of this study is the school setting. The project team included the author of this study. In collaboration with the Safe Schools officials of the education districts within which the schools are located, the team recognized that bullying problems exist within these schools and it was with this in mind that support to these schools was offered in the form of implementing an existing bullying prevention programme, according to the Olweus approach. To summarize the ultimate goal of the programme, Dan Olweus emphasizes that: “*the school should be a safe and positive learning environment*” (cited in Blueprints for Violence Prevention, 2002, p23).

When one focuses on understanding the school environment as a whole, it is important to observe the links between the various levels, of the programme namely the school-, the class- and the individual levels because whatever transpires in one level will have an impact upon the other levels. In other words one cannot comprehend the behaviour of the individual, victim or a bully, without grasping the broader arena within which the individual operates and interacts with other individuals. Thus, in the same way that certain environments may be the training ground conducive to learning pro-social behaviour, intimidating and aggressive tactics of bullies could be learnt from their daily experiences within their environments and reinforced through practice. Given the many conditions, the present study examines the processes that surround bullying episodes.

Furthermore, one also has to take cognisance of the societal context of the school suburb, the city, the province and South Africa as a whole regarding the changes and trends, and the effect that these would have upon all the other levels. The ecological theory provides a significant and applicable frame of reference as illustrated in Table 2.1., to guide this study through a multi-systems level lens which includes the micro- and meso systems levels (direct and indirect relationships with and between parents, teachers and peers), the exo-systems level (societal influence), the macro systems level (cultural values, customs and laws) and the chrono systems levels (historical context). Olweus and Limber et.al. (2010b, 2012) in their quest to understand the culture and functioning of the victim and or bully focused on possible risk factors that may have had an impact upon learners bullying others and learners who have been bullied by others as depicted in Table 2.1.

**Table 2.1: Risk factors for Bullying Peers and Being Bullied by Peers**

	Learner Bullying Peers	Being Bullied by Peers
Individual level component	<ul style="list-style-type: none"> <li>• impulsive, hot-headed, dominant personality lacking empathy</li> <li>• difficulty conforming to rules and low frustration tolerance</li> <li>• positive attitudes toward violence</li> <li>• physical strength (boys)</li> <li>• gradually decreasing interest in school (achievement)</li> </ul>	<ul style="list-style-type: none"> <li>• cautious, sensitive, insecure personality</li> <li>• difficulty asserting themselves among peers</li> <li>• physical weakness (boys)</li> </ul>
Family level component	<ul style="list-style-type: none"> <li>• lack of parental warmth and involvement</li> <li>• overly-permissive parenting</li> <li>• harsh discipline/physical punishment</li> <li>• lack of parental supervision</li> </ul>	<ul style="list-style-type: none"> <li>• over-protection by parents (possibly)</li> </ul>
Peer level component	<ul style="list-style-type: none"> <li>• friends/peers with positive attitudes towards violence</li> <li>• exposure to models of bullying</li> </ul>	<ul style="list-style-type: none"> <li>• lack of close friends</li> </ul>
School level component	<ul style="list-style-type: none"> <li>• lack of supervision during breaks</li> <li>• indifferent or accepting teacher attitudes toward bullying</li> <li>• indifferent or accepting learner attitudes toward bullying</li> </ul>	<ul style="list-style-type: none"> <li>• lack of supervision during breaks</li> <li>• indifferent or accepting teacher attitudes toward bullying</li> <li>• indifferent or accepting learner attitudes toward bullying</li> <li>• presence of aggressive learners in same or slightly higher grade</li> </ul>

Basic model adopted from Blueprints For Violence Prevention: Elliot, Olweus, Limber & Mihalic (2002: p24)

Since the purpose of this study is to evaluate the efficacy of the programme through assessing the extent of relationships and interactions of the victim/bully involved in a bullying situation pre- and post-intervention; the ecological theory framework was found to be most effective at highlighting patterns and norms on the part of victims, bullies and bystanders in school settings. Experiences of significant improvements due to intervention effort were noted for each of the individual intervention schools and also the intervention schools as a group to reduce existing problems, to prevent the development of new bully/victim problems and to achieve better peer relations.

In this regard, the developmental behavioural patterns that form the actions of bullies and the experiences of victims on the one hand as well as what teachers and other adults including parents are doing in terms of intervention strategies at coping with the bullying problem are investigated. The degree to which the existing patterns either impede or produce change from before to after the implementation can be deemed as either assisting or impeding the efficacy of the OBPP.

It is essential to note that physical and emotional well-being of children and youth should not be deemed as solely the responsibility of the individual but also the responsibility of the society in which individuals find themselves. The previously discussed theoretical perspective namely, the ecological theory was found to be useful in forming a basis suitable to the context of the study.

For example, a view that bullying can be explained through consideration of the characteristics, both physical and psychological, of children who become involved in bully/victim problems has strengths. It can be shown that the relevant characteristics of those who bully others and/or are themselves bullied, can often be reliably identified, so appropriate educational programmes can be devised and treatments applied to meet

their social and psychological needs and/or discourage antisocial behaviour. This approach does not, however, shed light on bullying behaviour which has socio-cultural determinants requiring an understanding of developmental changes. Nor does it take into account the influence of the overall school ethos, group membership and peer pressures.

However, in the light of the relevant theory as outlined above, there is a need to use a holistic approach wherein the structural socio-political context is seen to not only impact the psychosocial well-being but also the quality of life for children. Educational interventions that are more likely to be effective would therefore have to form part of this holistic approach which takes into account the overall needs of the individual and that of the school - including the home and the community.

## **2.6. Conclusion**

In this chapter bullying behaviour was conceptualized and the Olweus Bullying Prevention Programme was introduced. It discussed Olweus' definition of bullying and outlined the core components of the programme that were to be implemented at the schools. Furthermore, the types of bullying were listed, followed by a summary of the degree of change that the implementation of the programme brought about in other international studies. Since the conceptual framework of the OBPP places focus on the interactions and relationships between the individual (learner) at family, school, community and society levels throughout his/her development – the study draws on the ecological theoretical framework with a description of all the systems levels by describing the micro-, meso-, exo-, macro-, and chrono-systems levels. Thereafter the link between the ecological theoretical framework was expounded on in terms of how it fitted into the process of assessing the efficacy of the OBPP.

The next chapter will explore the literature on studies that examined the different risk and protective contexts associated with the perspective that recognizes that some children are more likely than others to be involved in bully/victim problems as a consequence of the kind of character they have developed. These contexts are discussed within the systems levels of the ecological theoretical framework, as perceived in terms of the impacts that society, community, family and the school have upon the life of the child within the South African context.



## CHAPTER 3

### LITERATURE REVIEW

#### 3.1. Introduction

Violent behaviour and more specifically bullying is a complex behaviour that needs to be understood as behaviour patterns that emerge out of individual dispositions. For the context of this study bullying behaviour is viewed against a backdrop of social contexts within which it is highly likely to be the norm and in most cases rewarded (Elliot, et al., 2002). This chapter reviews literature that is relevant to this study. Following the theoretical and conceptual frameworks, the literature presented in this study pertains to the following themes as a framework to help understand the underlying causes of violence in schools and more specifically to investigate the efficacy of the implementation of a 'turn around' programme such as the OBPP. The chapter outlines and discusses concepts that include: contributing factors to bullying behaviours in terms of developmental pathways towards bullying behaviour, bullying as an outcome of power imbalances, environmental factors that may result in bullying behaviour, protective factors for victims and bullies, establishing that bullying is a violation of Human Rights, children and youth participation as key components, and creating an anti-bullying culture.

#### A. Contributing factors to bullying behaviours

#### 3.2. Developmental pathways toward bullying behaviour

Since the family is a microcosm of society, it is considered the most significant factor in the primary environment of the child. It is within the family institution that the child first interacts, and what he learns (or does not learn) there, is often the model for his future behaviour. Specific mechanisms whereby family members influence one another to perform violent behaviours are modelling, reinforcement and reward. For example,

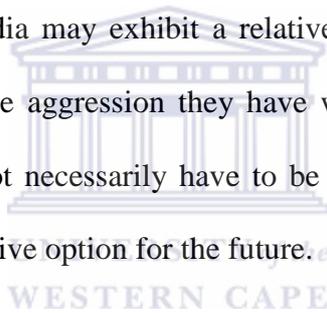
a person is more likely to be in a violent relationship if she or he had been exposed to violence or aggression as a child, either as a witness to inter-parental violence or a victim of child abuse. This perspective presents bullying as beginning in early childhood when children begin to assert themselves at the expense of others and establish their social dominance (Rigby, 1994; Limber, et al., 2012, 2014; Olweus, 1995, 1998, 2005, 2012 ). Children tend at first to do this crudely, by hitting out at others for example, especially those less powerful than themselves, in an attempt to intimidate them. According to Rigby (1997b) amongst others, this view resonates with evolutionary theory, which argues that domination over others has been, and still is, a primary goal, ensuring an individual's survival in a competitive environment and is the means by which the strongest prevail and the existence of the species is prolonged (Limber, et al., 2012; Olweus, 2005, 2012). In this regard, research evidence suggests that, as children develop, they gradually discover and (hopefully) employ less socially reprehensible ways of dominating others (Olweus, 1993; Rigby, 2002b; Schroeder, et.al., 2011; Olweus, 2012). And so, subsequently, less supposed obvious types of bullying such as verbal and other indirect forms become more common than physical bullying (Carney & Merrell, 2001). Nevertheless, it would appear that certain bullies tend to get more pleasure out of repeatedly inflicting bodily harm upon another individual.

Amoateng et al. (2006) and Bray et. al., (2010) found that almost without exception, delinquents are from multi-problem homes where there is a great deal of personal and family disorganisation as well as some economic handicap. The prevalence of violence in a particular society is inextricably linked to high levels of domestic violence. Therefore an understanding of violence in the home lends itself to a better grasp of violence in the wider social context.

At the school level, learners are highly sensitive to cues on how to conduct themselves, often looking to educators for guidance and even a code of conduct that can assist them in their treatment of others and the application of appropriate non-physical sanctions when children are proved to have bullied. Accordingly, Wilczenski et al., (2004) reported that educators play a critical role in influencing the bullying behaviour that occurs in the schools one way or another. The study revealed that the educators may fail, for instance, to intervene appropriately or may ignore the bullying because of the lack of adequate skills and training to deal with it. On the other hand, educators may often fear that intervening in a bullying situation will only cause more harm to the victim (Limber, 2004; O' Moore & Minton, 2005; Olweus, 2005; NCES, 2005; Bauer & Lozano, 2007; Schroeder et.al., 2011; Limber, et.al., 2012; 2013; 2014).

This persistent cycle and developmental view of bullying suggests that bullying is a part of a natural developmental process and its prevalence in a school does not mean that schools are to blame (Rigby, 1997b). However, this perspective recognizes that some children are more likely than others to be involved in bully/victim problems as a consequence of the kind of character they have developed. At the same time, it may motivate some schools to look for ways to expedite a process in which children mature and get 'beyond' bullying. The view that the nature of bullying changes as children become older, moving away from the physical, to more verbal and indirect methods, is not only consistent with research evidence, but may also persuade teachers to become more sensitive to more subtle forms of bullying among older children (Rigby & Bagshaw, 2001, Rigby, 2002b; Eslea & Rees, 2001; Schroeder, et.al., 2011; Olweus, 2012). These can be more devastating than the more direct forms experienced by younger children (Olweus, 2005; NCES, 2005; Bauer & Lozano, 2007; Schroeder et.al., 2011; Limber, Olweus, et.al., 2012, 2013). It also challenges educators to consider

appropriate means to influence children at different stages of development. For example, Stevens et.al. (2000) suggested that imposing inflexible rules of behaviour, followed by sanctions if they are not followed, may be relatively ineffective in addressing bullying among the more senior students. Bandura (1976) reported that television was a definite source of behaviour modelling as it graphically illustrates violence. Although he does not claim that television is the only way in which people acquire behavioural disposition, he has established that the media is an important ingredient in the formative mix. This was corroborated in further studies (Lee, 2011; Allen, 2010; Hansen, et al, 2012; Berkowitz, 2014) that showed that since aggression is a prominent feature of many shows, including commercials, children who experience frequent exposure to the media may exhibit a relatively high incidence of hostility themselves in imitation of the aggression they have witnessed. On the other hand, aggressive behaviour does not necessarily have to be acted out immediately, as the fantasy will keep the act as a live option for the future.



Research has looked at some key factors that sustain the bullying behaviour at schools. In this perspective, reinforcement has always been seen as one of these. Reinforcement describes the process whereby certain behaviours occur at a substantially higher rate as a result of their producing a desired outcome. This means that the observer expects to receive positive reinforcement for the modelled behaviour. In this regard, Bandura (1977, 1986) demonstrated that aggression and bullying tactics are most commonly modelled and reinforced by family members and/or members of the community with whom children have repeated contact (Amoateng et al. 2006; Bray et.al., 2010). This exposure to repeated displays of violence within their environments could lead children to become desensitised to acts of violence (Bandura, 1977, 1986) resulting in apathetic bystander attitudes. The researcher therefore recognises that some children are more

likely than others to be involved in bully/victim problems as a consequence of the kind of character they have developed. Morrison (2007) interestingly added that children who bully others typically feel little or no pride in their school and they are not well integrated into the community. He goes further to say that they mismanage their emotional reactions to the distress they cause by not experiencing appropriate feelings of shame and in fact tend to attribute unworthy characteristics to those they victimize. By contrast, the victims are prone to experiencing too much inappropriate shame.

### **3.3. Bullying as an outcome of power imbalances**

Research studies on bullying have been interested in showing how bullying is an outcome of power imbalances. Contributory factors could be applied to aggression-generating conditions such as the existence of social groups with different levels of power where the focus is typically on differences on gender, race, ethnicity or social class (Amoateng et al. 2006; Bray et.al., 2010; Peguero & Williams, 2011) or again on being less 'abled' and perhaps having different religious affiliations. Research suggests a major emphasis on differences associated with gender on the ground that in patriarchal society, males maintain their dominance and feel justified in bullying females (Olweus, 1993; O' Moore & Minton, 2005; Bauer & Lozano, 2007; Schroeder et. al., 2011; Limber, Olweus, et al., 2012; Limber, Olweus, Breivick & Wang, 2013). Significantly, male bullies carry out their abuse in different ways from female bullies. Various studies (O' Moore, & Minton, 2005; Bauer& Lozano, 2007; Limber, et al., 2013) reported that females tend to channel aggression socially by exclusion and /or spreading rumours rather than physically.

It is sometimes also reported that bullying tends to be associated with racial or ethnic divides. In this regard, it is argued that some ethnic groups are more powerful than

others and seek to dominate them. It has been documented that children from families with high social status may employ this source of power to bully those less privileged (Peguero & Williams, 2011). However, there is not enough evidence that suggests that children from disadvantaged schools are more likely to be bullied than children from advantaged schools (Hong & Espelage, 2012).

### **3.4. Environmental factors that contribute to bullying behaviour**

This perspective suggests that bullying is a response to pressures within the school and community. As mentioned in Chapter 2, bullying is a phenomenon that should be understood within a social context. In the school context, there is first a broad social context consisting of the behaviours and attitudes of members of the entire school community (Bray et.al., 2010; Swearer, Espelage, et.al., 2010, Lee, 2011; Hong & Espelage, 2012). Therefore, individual learners are seen as influenced to a degree by their perceptions of what may be called the school ethos (Rigby, 1997a, Lee, 2011; Peguero & Williams, 2011). Furthermore, the learners are more powerfully influenced by a smaller group of peers with whom they have relatively close association (Lee, 2011; Peguero & Williams, 2011). Such groups are typically formed within the school because of common interests and purposes, and provide support for group members. They may also constitute a threat to outsiders, sometimes to ex-members, whom they may bully.

Amoateng et al. (2006) and Bray et.al. (2010) argue that, situations commonly arise at a school in which children are members of and supported by a group that is in some situations more powerful than an individual or smaller group that they may choose to harass or bully in some way. The motive may be a grievance or imagined grievance, a prejudice or simply a desire to have fun at the expense of another person. Importantly,

the acts of bullying are seen as typically sustained by a connection with the group (which may be described as peer pressure or allegiance to a group) rather than by individual motives such as personal malevolence. This view presupposes that bullying is typically a group phenomenon. Early studies of bullying in Scandinavia adopted the term ‘mobbing’, suggesting that children are bullied by mobs where bullying involves more than one aggressor (De Wet, 2005, 2007; Leoschut & Burton, 2006; Limber, et al., 2012; Olweus, 2012). When asked whether they have bullied others as individuals or as members of a group, about half of the learners admitted to bullying alone while the other half said that they had acted as part of a group (Rigby, 2002b, Olweus, 2005, 2012; Limber, et al., 2012).

However, the degree to which a school’s learners will manifest bully/victim problems is not only dependent upon the level of aggression-generating factors in the community, it is also largely contingent on the strength of the countervailing forces (Bronfenbrenner, 2005) For example, if the caregiver in any given circumstance is generally permissive and “tolerant” toward children that display bullying tendencies without setting clear limits to control aggressive behaviour toward peers, siblings and adults, it is likely that the type of behaviour will escalate (Bronfenbrenner, 2005, 2012). So there is a real risk that the child will consistently become aggressive and hostile toward others.

Olweus (2005, 2012) therefore maintains that the attitudes, routines, and behaviours of educators, learners and parents are decisive factors in preventing and controlling bullying activities, as well as redirecting such behaviours into more socially acceptable channels such as structuring strategies which will assist in standardising human

behaviour regarding well-being, motivation and developing capacities to engage in relationships – as referred to in Chapter 2.

In a study conducted by The Child and Youth Research and Training Programme (CYRTP) at the UWC, children and young people were asked about their situational perceptions and how they thought their needs and rights could be better served (September, et.al. 2005). The results reported indicated that some categories required critical intervention for the benefit of the children. These were protection and safety measures within communities, together with better resources and infrastructure that would meet their own basic needs and those of the community, and the promotion of improved adult-child relationships within their families and school settings. So too, is the quality of family life thought to contribute to the tendency for some children to engage in bullying, since dysfunctional families and oppressive parenting have been implicated in promoting aggressive behaviour in children towards their peers (Bronfenbrenner, 2005; Olweus, 2005, 2012, Blaser, 2008).

Following the preceding premises that bullying occurs within a social context, Olweus et.al., (2012), and more recently Limber, et.al., (2013, 2014) maintain that for any bullying prevention programme to succeed, a whole school approach that focuses ultimately on school climate is necessary to effectively reduce all forms of aggression in schools. This means that effective interventions to reduce bullying in schools require co-ordinated and targeted efforts at the individual, classroom, and community levels because certain learning processes may operate to shape bullying on the school playground. Thus, the active involvement of all key stakeholders, including learners, is necessary (Olweus et. al., 2012; Limber, et..al., 2013) as discussed in the next section

which specifically involves behaviours that may influence the persistence or decline of bullying behaviours.

The laudable attempt of the National Education Department (2001, 2013) is well noted for introducing and revising the “Life Orientation” learning area that deals with constitutional principles such as diversity, human rights and gender equity. The framework of this learning area is aligned with the five basic strategies in accordance with the principles of the Ottawa Charter (1986) and WHO (1986) that guarantee the rights and benefits of children in terms of developing personal skills, creating supportive environments, strengthening community action, re-orientating health services and building healthy public policy. According to the researcher a crucial gap between (i) theory and practice and (ii) a barrier to the realisation of children’s rights in South Africa is still being delayed since the country’s authoritative departments appear to be now only (two decades later) “correcting their own wrongs” and once again setting mechanisms and programmes in place to deliver on its original obligations (Save the Children, 2012; UNICEF, 2012; UNESCO, 2012). Of even further concern is the fact that the delivery of the values as entrenched in the Constitution (1996) of SA, according to Act. No. 108, is further impeded through adult ambivalence about children’s safety and security. This is partly due to the majority of teachers and parents not being ready to engage with the knowledge that children are ‘rights’ holders.

Linked to bullying, another aspect that poses serious challenges is the fact that bullying behaviour often goes unreported, perhaps due to none or ineffective intervention methods, which results in fuelling the roles of the bully, the victims and the bystanders. Parents and teachers often disregard bullying behaviour as a serious issue by either thinking that they are able to deal with the incidences or perhaps due to conservative

views. For example, pupils constantly hear from parents and adults that they respect and love - "You should learn to take it", or "You should never sympathise with wimps" (De Wet, Free State University, 2005, p705-725). Furthermore, Klein (2012), in her study on 'School shootings and the crisis of bullying in America's schools' as well as in a study by Ncontsa and Shumba, (2013) on 'The nature, causes and effects of school violence in South African schools', argue that the ambivalent attitudes of adults toward bullying stands to create the impression that bullying is an acceptable behaviour. Thus, a definite sense exists that violence and in particular the violation of rights in the home, the community, the school and amongst peers - all form part of a vicious cycle that negatively impacts upon the actions and reactions of the child as an individual. These rights include those that recognize that bullying is a violation of a child's human rights : 1) the general right to protection against abuse, exploitation and neglect; 2) the right to privacy in the event of taking personal property from the victim; and 3) the right to freedom of association by excluding or isolating an individual from a group (Kochenderfer-Ladd & Skinner, 2000; Burton, 2008; Maphosa & Shumba, 2010; Klein, 2012).

Researchers investigating the reasons behind the violence in schools locate some of these as entrenched in South Africa's apartheid history when institutionalised violence became a way of life. In addition to this, the stresses faced by the masses of post-apartheid South Africa when promised socio-economic prospects were not met, brought about extra aggravation (Simpson, 2001; Vally, Dolombisa & Porteus, 2002; De Wet, 2003, 2005; Burton, 2008; Ncontsa & Shumba, 2013). These authors further contend that the post-apartheid government is still confronted by many social and economic challenges and expectations such as better living conditions that were promised and that would have been delivered immediately. Therefore, in a society in which deep

inequities already existed, this led to further marginalisation, especially for children and youth which are outlined over time, in the following accounts.

In this regard, Eliasov and Frank (2000) found in their study of 20 schools in the Cape Metropolitan area that gangsterism was present in 50 percent of the schools surveyed. In a later study by Vally et al., (2002), they found that the social and economic challenges faced by the democratic government also impacted on the transformation in schools. They further argued that despite the fact that much has changed in the classroom, the seemingly unattractive teaching profession and education system continues to be held back by a lack of resources, poorly qualified and in-service trained teachers, poor or non-existent facilities, large classes and the failure to resolve problems around issues of racial integration (Vally et al., 2002). Nearly a decade after the democratic government was established to represent the people of South Africa, De Wet (2003) reported in her study in Eastern Cape schools, that the causes of violence in schools was mainly due to alcohol and drug abuse, influence of gangs, poverty, breakdown of family life and leniency towards criminals. These socio-economic conditions alluded to above may also play a role in the characteristics of victims of peer aggression. Naser's (2006) findings emphasised that a lack of participation in activities, absence of a strong family bond, a lack of sharing mutual activities with caregivers due to them not being available after school, and parents unwilling to lend support with homework were factors related to peer victimization. In addition, Naser (2006) reported that those learners who have negative feelings about school and were victimized by their peers, displayed poor interpersonal relationships with other learners, had high levels of anxiety and poor self-restraint. This was in agreement with De Wet's (2005) findings that suggests that victims of bullying may have social skills problems,

for example displaying behavioural vulnerability, low-assertiveness, withdrawal and solitary in behaviour.

Thus the socio-economic reality of the broader society has an impact upon what is happening in the school as issues of poverty, unemployment and abuse were found to impact on children in schools; suggesting that schools cannot simply be ignored as they provide a critical “point of access to young people who are both perpetrators and victims of violence” (Simpson, 2001, p2). In this regard, De Wet (2005) cautioned that the foundation for reducing bullying and violence should be grounded in teaching values. This suggested that teaching children the meaning of values helps them to find humanity within themselves so that they can care about others.

This study recognises that when addressing the issue of bullying in schools, it is of utmost importance to work towards creating a school culture which instils tolerance and respect for human rights and to involve the community in the process. To this end a broad-based intervention is required which involves schools, families, communities and other support structures. Of utmost importance though, lies in firstly the awareness of the problem and secondly understanding the act and scope of bullying behaviour.

### **3.5. Bullying behaviour**

#### Children and youth at risk of bullying in South Africa

The significance and realities of children’s lives are set in a mosaic of stark contradictions and therefore constitute the most vulnerable group in contemporary democratic South Africa. Global and local researchers have found that causal and contributory factors for anti-social behaviour, and the relationships between them are complex and that the well-being of children is largely dependent upon the home

environment (Benard & Marshall, 2001; Simpson, 2001; Vally, Dolombisa & Porteus, 2002; De Wet, 2003, 2005; Burton. 2008; Lee, 2011; Hansen et.al., 2012; Hong & Espelage, 2012; Ncontsa & Shumba, 2013) on the ground that risk factors operate and interact on various levels, most commonly at the individual, family and the community level; therefore, impacting on communities and culture to influence the inclination to risk behaviour (Burton. 2008; Ncontsa & Shumba, 2013).

Families are however subjected to wide-ranging social, economic, political and demographic influences which not only combine to put families at risk, but also mediate how they respond to changes. In this regard, some researchers (De Jager, 2004; Parry et al., 2004; Johnson, 2005; September, et.al., 2005; Burton. 2008; Ncontsa & Shumba, 2013) argue that in many instances family life is grossly pressurized in South Africa due to multiple risk factors which include economic factors, the lack of household food security, unemployment, alcohol and drug abuse, communication and relationship problems, family violence and lack of support systems. Furthermore, social catastrophes such as increased access and dependency to drugs such as methamphetamine (“tik”) and alcoholism are destroying increasing numbers of young people’s lives. The United Nations Children’s Fund: South Africa (UNICEF, 2012) report reveals a prevalence of violence and crime among youth with 2 729 young people in custody while awaiting trial or in places of safety or in secure care designed for those who perpetrated serious offences (UNICEF, 2012).

The “Violence against Children in South Africa” manuscript (UNICEF, 2012) research conducted by Richter and Dawes (2008) and Jewkes et.al., (2010), indicates that more than one in four children experience corporal punishment daily, especially within the home context. Other significant findings from the UNICEF (2012) report are the

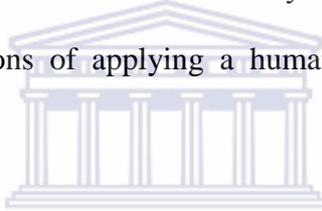
following:(a)Most physically abused children needing hospital treatment are under five years of age ; (b) Perpetrators are typically male and someone known to the child; (c) A fifth of the children in the Western Province between the ages 12 and 17 have been exposed to domestic violence which included crime fuelled by alcohol and/or drug abuse and resulted in female assault, physical child abuse and sexual assault; (d) Exposure to violence in communities is endemic and 68 percent of children aged between 12 and 17 reported having seen someone being intentionally hurt outside of their home (Dawes, Long, Alexander & Ward, 2006; Nesor et.al. (2004).

In the light of these experiences of vulnerability, exclusion and overall risk profiles, it should thus be borne in mind that many vulnerable youth have additional stressors in life, such as not being understood, homelessness or having a substance abuse habit to overcome. It is thus evident that there is a dire need for South African adult society to understand what factors contribute to positive outcomes of children, youth and their families in the face of their adversities (Johnson, 2005; Jansen et. al., 2011). The Youth Development Conceptual Model (Benard & Marshall, 2001) builds on these views and moves from the premise that when young people experience home, peers, school and community environments that are rich in the much needed developmental supports and opportunities, their basic youth needs will be satisfied.

With regard to opportunities and support systems from adult society and the South African government at large, this study recognizes that these systems have been put in place to support the children so as to reduce bullying behaviours. This is the concern of the following section.

## **B. PROTECTIVE FACTORS FOR VICTIMS OF BULLYING**

Society should be acting in the best interest of children and youth and appropriately, the issue of school bullying has risen to occupy a prominent role in the national consciousness of many countries including the UK, western European countries, North America, Australia, New Zealand and Japan. Smith (2000) states that the origin of research into bullying, stems partially from society's increasing awareness of individual rights. Olweus (2001) confirms that the child has the right to feel safe and protected against victimisation or bullying in schools. Following Greene's publication (2003) of his article focusing on "a plea for measure of human rights", Limber and Small's (2003) investigation on "laws and policies to address bullying in schools" have elaborated specifically on the implications of applying a human rights approach to bullying prevention strategies.



The following sections are therefore underpinned by the fact that society has a responsibility towards its children and youth and demonstrates the necessity of an infusion of a human rights framework in order to increase the effectiveness and sustainability of efforts to diminish school-based bullying.

### **3.6. Anti-bullying strategies in schools**

The first comprehensive paper being the World Report on Violence against Children (United Nations, 2006) rightly notes that schools are uniquely placed to break the pattern of violence by fostering respect, equality and non-discrimination toward children. The United Nations Educational Scientific and Cultural Organization (UNESCO) (2007) holds that schools are important spaces where non-violent responses can be promoted and further recommends that human rights education should be part

of the curriculum. This is in order to instil tolerance and respect for human rights both, in and amongst all learners and to contribute to the prevention of abuses and violent behaviour.

The legislations and policies of South Africa recognise the rights of children to be free from all forms of violence. The Constitution of the RSA (Act 84, 1996) also guarantees the right to a safe environment, the National Education Policy Act, advances and protects the right of every person to education and the Education Laws Amendment Act (2007) specifically safeguards learners against educators, as it makes provision for the dismissal of educators if found guilty of sexual abuse or serious assault of learners at school. In obligation to the country's Constitution, the government has since 1994 passed a number of laws that ban corporal punishment. Examples of these are the National Education Policy Act (1996); the South African Schools Act (1996); the Abolition of Corporal Punishment Act 33 of 1997 and the Children's Act of 2005. The South African Schools Act (1996a) advocates a non-discriminatory education system as reflected as follows: "it's the fundamental right of the learner to feel safe and secure in school, to have his/her dignity respected and protected (RSA Act, 1996b).

Furthermore, the National Education Department has introduced as one of its strategies - a Revised National Curriculum Statement (RNCS) (Department of National Education, 2001), which is congruent with UNESCO and the WHO principles that stipulate that education has an important role in realising the aims enshrined within the Constitution (1996). This translates to the fact that the Education system should orchestrate as well as be instrumental to the "development of the potential of each learner as a citizen of a democratic South Africa" (Department of National Education, 2001, 2009).

Notwithstanding all of the above guiding principles, it appears as though many schools are still failing to provide a safe environment for their learners, since gender based violence, sexual abuse, corporal punishment, bullying and gang related violence incidences are increasingly being reported and this in turn creates a crucial barrier to learning (National Youth Lifestyle study, 2009). Reported articles are amongst others “Gangs a risk to Phillipi pupils” involving school girls accused of ‘spying’ for rival gangsters (Cape Argus, April 24, 2015) and “Heideveld Matric pupil attacked after school” (Cape Argus, May 13, 2015).

While many South African anti-violence intervention programmes have been developed and implemented, very few have been scientifically evaluated in terms of effectiveness or feasibility. One of the feasibility studies conducted in South Africa was undertaken by Dr Richard Griggs (2002, 2005), who conducted a review of eight violence-prevention interventions in South African schools in 2002 on behalf of the Open Society Foundation for South Africa (prior to the comprehensive UN study). The interventions, namely St. Mary’s Interactive Learning Experience (SMILE), Bridges, Independent Projects Trust (IPT), Khanya Family Centre, Change Moves, Public Health Programme (PHP), Community Psychological Empowerment Services (COPEs), and Centre for the Study of Violence and Reconciliation (CSVr), are run by non-governmental organisations and all offer unique approaches and strategies to the prevention of violence. These varied, structured strategies include activities such as educator training, community workshops, social competency skills training, peer counselling and trauma support.

Best practice recommendations for future violence-prevention interventions in South African schools made by Griggs (2002, 2005) included the following: the issue of

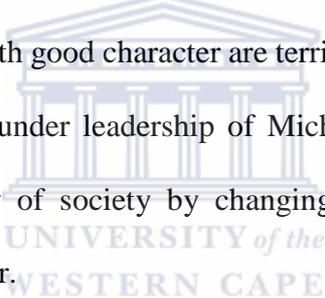
ownership was emphasised; suggesting that appropriate stakeholders take ownership of the processes and outcomes; a number of programmes should ideally be integrated; strategy needs to remain simple, effective and accessible in nature; should make schooling easier and fit job descriptions – providing educators with life skills, learner support materials and appropriate training; feasibility and advantages of clustering schools and / community development projects together should be considered as alternatives; longitudinal action research was also recommended to ensure sustainability.

Other programmes that are deemed to aid violence-prevention interventions and create an environment that encourages positive behaviour are currently in use across districts in the Western Cape of South Africa. These include service providers such as the Trauma Centre programmes for teachers, Resources Aimed at the Prevention of Child Abuse and Neglect (RAPCAN) and also the National Institute for Crime Rehabilitation of Offenders (NICRO). Approaches range from training educators in dealing with positive discipline inside and out of the classroom; teachers handling their own stress; teachers attempting to break the cycle of violence; highlighting the importance of establishing positive connections with caring people; aspects such as the difference that teachers can make by taking an interest in children. To follow are brief outlines of examples of these programmes:

‘Healthwise Programmes’ in schools focus on the value of leisure and they are a cultural adaptation of a school-based risk prevention programme. Wegner, Flisher, Caldwell, Vergnani and Smith (2007, 2011) designed and developed the programme with the aim of reducing risk behaviour among South African adolescents while at the same time promoting positive use of leisure periods. The programme is based on successful

programmes in the United States of America and pilot tested in four South African high schools. The initial attempt to adapt the programme was further modified through an extensive process evaluation. They found that educators were committed to implementing the programme as planned. The adapted HealthWise programme is currently being implemented as a 5-year effectiveness study in nine South African high schools, and it is funded by the US National Institute on Drug Abuse.

‘Character Counts’ focuses on character building and affirming values whereby teachers model positive behaviour and in this way trains the child. The Programme is based on 6 pillars, namely, Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Learners are encouraged to use the acronym ‘T R R F C C’ to help them remember that people with good character are terrific. The programme originates from the Josephson Institute under leadership of Michael Josephson. It is aimed at improving the ethical quality of society by changing personal and organizational decision making and behaviour.

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The ‘Journey’ programme aims at educators being positive and able to access their own goodness through reflective and meditative processes. This encourages educators to listen to children. The challenges reported here appears to be that of (i) the method of keeping the programme sustainable and (ii) the fact that the success of the programme only works where the principal embraces the philosophy.

Among the lessons gained at implementing these programmes at schools, it can be mentioned a commitment and consistency from all is required. Besides, the recognition that the same programme would not be suitable for everyone and that each school’s contextual issues should be taken into account is very important (EMDC Metropole, Behaviour Colloquium, 17 September 2007).

In addition, the Safe Schools Policy (Government of South Africa, 2006) of the Western Cape Education Department (WCED) was introduced and meant to focus on securing the external environment of schools, aid and equip teachers and learners to manage behaviour during conflict, deal with diverse cultures and build partnerships with communities. Furthermore, the policy to address Sexual Violence in Schools also deals with matters of bullying and sexual harassment (Government of South Africa, 2006). In more recent years, Non-Governmental Organizations have implemented programmes that include “Bounce Back” and “Quacker Peace” in schools. In these instances too, no scientific evaluation has occurred to date.

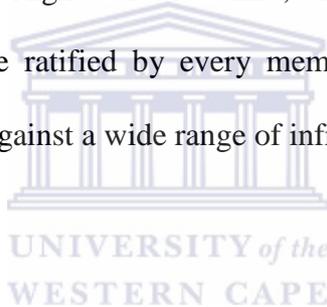
Although the above statements, programmes and policies hold much promise and envisage a holistic climate change that would adopt an across the board hub for life-skills development in most schools; it seems as though important learning areas such as the ‘life orientation’ component is still one where learner positive behaviour outcome still reflects the bottom-end of South Africa’s educational bell curve. The researcher emphasizes that it is exactly this gap between theory and effectively putting best practice interventions into place that this study proposes to address.

### **3.7. Establishing that Bullying is a violation of Human Rights**

In order to adopt a human rights approach to combating bullying, we must first demonstrate that bullying, by its very nature, violates the victim’s fundamental human rights. Of the commitments and corresponding obligations to plans, policies and processes of the United Nations (UNICEF, 2012), the following ratifications swing the tide in the favour of children’s well-being:

1. the customary international law, namely United Nations Convention on the Rights of the Child (UNCRC) (United Nations General Assembly, 1989) in 1995,
2. the inclusion of the rights of children in Section 28 of the Bill of Rights of the Constitution, and
3. the ratification of the African Charter on the Rights and Welfare of the Child (2000), can be regarded as most significant in the South African government's pursuit of guaranteeing children's socio-economic rights and protection from abuse, exploitation, and neglect.

The UN Convention on the Rights of the Child, articulated rights (UN General Assembly, 1989) which were ratified by every member country and incorporated measures to protect children against a wide range of infringements.



These include:

Article 2(2): “all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child’s parents, legal guardians, or family members.”

Article 16(1): “arbitrary or unlawful interference with his or her privacy, family, home or correspondence, [and] to unlawful attacks on his or her honour and reputation.”

Article 19(1): “all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.”

Article 19(2) of the Convention further states that “such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and as appropriate, for judicial involvement” (UN General Assembly, 1989). Finally,

Article 29(2) states that the education of the child shall be directed to “The development of respect for human rights and fundamental freedoms.....”(UN General Assembly, 1989).

While international conventions, treaties, and declarations are aimed specifically at nation states and generally exclude enforcement mechanisms other than through domestic laws that provide sanctions and remedies for non-compliance, they do provide a widely accepted framework for adaptation and interpretation for local organisational structures such as schools.

Lending further credence to government’s commitment are the entrenched rights and needs of children in the development strategies of the government, an Office on the Rights of the Child (ORC) has been established in the Presidency. Furthermore, a secretariat National Programme of Action (NPA) (2001), was established by the Office on the Rights of a Child (ORC) in collaboration with relevant government departments, namely the National Advisory Council and the National Steering Committee for the NPA. Together these departments coordinate, monitor implementation and advise the Presidency on children’s issues, which include raising public awareness, educating the public about children’s rights, as well as ensuring that government departments

mainstream children's issues in their portfolios. In addition a report on the state of the nation's children concerning brief assessments of progress achieved, major constraints faced and lessons learnt is submitted every five years to the UN Expert Committee on the Rights of the Child (UNCRC) (United Nations General Assembly, 1989).

With children's well-being now afforded the highest priority within government, children themselves were elevated to the legal status of right holders which ensure that their rights are recognised, promoted and protected; their participation and contribution encouraged and enabled and their interests safeguarded. On operational level, this holds government ultimately accountable as the principal duty bearer and bound to discharge of its responsibilities at several levels.

### **3.8. Children and youth participation as key components for the development of anti-bullying programmes and initiatives.**

Current debates and children's rights efforts focus on a rights-based perspective with the view that children have the right to be involved in issues affecting them. In this regard September et al. (2005) maintain that the scope, which will also include the social and cultural milieu of the child, and quality of the information provided to report on the situation and well-being of children, should form an important basis for the development of any programmes and initiatives regarding improved service delivery, the reform of structures, the development of child-centred policies as well as the compliance of duty bearers.

September et al. (2005) further argue that although children's rights are as enshrined among the abovementioned human rights principles that are established in the Convention as well as in Article 12 of the CRC which guarantees children participation

rights (UNICEF, 2003, 2012), children and youth are rarely asked how they perceive their own situation and how they think their needs and rights could be better served. According to September, besides satisfying the legal obligation, the advantages of young people's participation, shared decision making and responsibility could enhance their sense of citizenship and the conviction that their inclusion can make a difference within families, schools and communities (September, et al 2005).

The lack of children's participation is a common concern of researchers as they argue that a rights-based approach to child survival needs to take into account the factors and conditions which not only affect the right of the child to survival but also impact on the right to development. For example, lack of access to basic services, such as water, sanitation and health services, as well as exposure to high levels of trauma and violence aggravate the severity of the problem (Theis, 2003; Deutschke & Abrahams, 2006).

While South Africa is applauded for its relatively smooth transition to democracy with its emphasis on social justice and equity, it is evident that the progressive realisation of human rights for all (especially the 'children' of our new democracy) remains a challenge. With the recognition that the country's majority is made up of exactly this youthful population that constitutes approximately 20 million people of the total population (SA Stats, 2011), the expectations of both children and youth in terms of their own participation as citizens as well as the role of the state is bound to be impacted upon differently.

In summary it appears that in order to realise the rights and needs of all children, including marginalised populations - positive and negative aspects and experiences of child development can only over time be reported and monitored by the primary stakeholders who are the children themselves. Bully/victim problems have broad

implications because they really concern some of South Africa's fundamental democratic principles. From a rights-based perspective, every individual should have the right to be spared oppression and repeated humiliation. Society's general attitude toward bully/victim problems, violence and oppression is reflected in communities and inadvertently also schools in the neighbourhoods. According to Olweus et. al. (2010) and Limber et. al., (2013) refraining from dynamically counteracting bully/victim problems in school implies an unstated acceptance of bullying at grassroots level. Among the bullying triggers or aggression-generating factors, poor childhood circumstances in general and certain forms of child-rearing and family problems in particular, are important situations for intervention as will be highlighted in the following section.

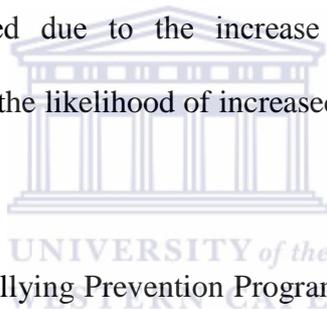
### **3.9. Creating an anti-bullying culture**



Given the fact that this study set out to implement and evaluate a bullying prevention model - it specifically identified mechanisms, programmes and processes that transcend the normative bounds of the teaching process. The quality of the connectedness between the participating learners and the various interactions with adults and peers, in their various environments – provided a wider framework from which to assess and validate work with children.

Literature on interventions with the likelihood of reducing bullying within the context of the school has been extensive (Smokowski & Kopasz, 2005, Olweus et.al., 2010b; Limber et. al., 2013). Interventions for bullying vary on many aspects. Some aim to reduce aggression and violence; while others work from an anger management perspective (Smith, et al, 2003). The effectiveness of each intervention ranges due to the methodological and theoretical differences and each have advantages and

disadvantages (Rigby, 1996, 2004; Smith, et al, 2003; Olweus & Limber, 2010b; Limber et.al., 2013). Due to the differences of methodology employed by each project, comparisons are difficult and most have not been formally evaluated (Smokowski & Kopasz, 2005; Olweus & Limber, 2010b; Limber et. al., 2013). Where evaluations have been conducted, evidence is not conclusive (Smith et al., 2005; Olweus & Limber, 2010b). This section critically assesses and compares some of these interventions. The Olweus Bullying Prevention and the Rogaland intervention formed part of the nationwide intervention campaign (Smith et al, 2003). The Rogaland study had not achieved as positive results as that of Olweus in Bergen, instead it was reported that the Rogaland study reflected an increase in victimisation within schools where the programme was implemented due to the increase in student's awareness and identification of bullying and the likelihood of increased reporting (Smith, et al, 2003; James et al, 2008).



Replication of the Olweus Bullying Prevention Programme within a different context was found not to produce as high results as that reported by the first intervention (Smith, et al, 2003). According to Limber (2004) cited in Smith et al. (2005) this variance was due to the specific context in which the intervention was conducted. Factors that may have contributed to the ineffectiveness of the implemented programme may include the resistance from educators and parents about the seriousness of the bully/victim problem, the use of piecemeal approaches, American schools were larger and more complex than Norwegian schools, inadequate time allocated for the bullying initiative within the school and the use of group treatment/ peer mediation programmes which were found to be ineffective (Limber, 2004 cited in Smith et al., 2005).

The Sheffield Anti-Bullying project was developed for the European context and had a similar design to that of the Olweus Project. This project was implemented within 23 schools, 6500 students between the ages of eight and sixteen years of age (Smith, et al., 2003) which included four comparison schools. One was a primary school and the other three were secondary schools. Two of these schools were found to have fared worse than most project schools and there was no difference found in the remaining two comparison schools. The pre- and post- intervention survey for the Sheffield Anti-Bullying project was administered eighteen months apart. Smith et. al. (2003) reports that victimisation rates was reduced by 14 percent and 7 percent for primary and secondary schools, respectively. Bullying rates reduced by 12 percent for primary as well as secondary schools (Smith et al, 2003).

The SAVE project was implemented in 10 schools to 910 students aged between eight and eighteen (Smith et al, 2003). A complete experimental design was not possible because a pre-test evaluation was not conducted. The post-test intervention was conducted with five of the initial ten schools, four years after the intervention was implemented. Comparison data was collected at three control schools which was not a part of the intervention (Smith et al, 2003). The data obtained from the five schools during post-intervention produced results based on a small population alongside an even smaller comparison group (Smith et al, 2005). Results obtained from this specific project can only be tentatively considered.

According to Smith et al. (2003, 2005), the number of victimised students was reduced by 57 percent and the number of bullying pupils decreased by 16 percent. In comparison to control schools, it was found that schools that received the intervention experienced lower incidence of bullying (Smith et al, 2003, Smith et al, 2005;).

Other notable programmes are Bully busters; No Blame Approach (Maines & Robinson, 1992 cited in Rigby, 2004) as well as the Method of shared concern Programme (Pikas, 1989, 2002).

### **3.10. Conclusion**

For the purpose of this study the Olweus Bullying Prevention Programme is most favoured since it, firstly, is specifically designed to contribute to the organisational culture of the school. Secondly, it is deemed to focus on effective governance, quality management and strategic planning. While the programme finds resonance with the South African Constitution because its effective implementation at all times serves in the best interest of all learners; it also aims to assist schools in taking responsibility for their own development. Of overall importance is that the OBPP provides more effective and efficient teaching and learning strategies where learners, teachers, parents, school governing body officials and ultimately government - can all work together in synergy and view themselves as principal stakeholders in the process (Olweus, 1986; Olweus, Limber, et al., 2007).

## CHAPTER 4

### METHODS

#### 4.1. Introduction

In research, the selection of an appropriate and effective method helps to allow direct investigation of the research questions (McMillan & Schumacher, 2006). This is a key determinant of the quality of any empirical study and the significance of its conclusion. In this chapter, the research design used is presented. A research design indicates the general plan by describing how the study was conducted. This is to suggest that it summarizes the procedure for conducting the study, including when, from whom and under what conditions the data were obtained (McMillan & Schumacher, 2006).

In an attempt to address the various challenges, in terms of bullying behaviour at selected primary schools in the Western Cape, the current study utilized the quantitative design in order to explore how effective the OBPP is as a means to provide a support strategy to learners, teachers and parents in the event of bullying. The selection of this design is most suitable as a controlled measure of assessment for evaluating the existing OBPP programme (Mouton & Marais, 1990; Van Stuijvenberg et. al. 1998) and to answer the research question about the efficacy of this programme through the use of a pre-post intervention procedure.

In this chapter, the research aims and objectives are restated followed by the hypotheses and an overview of the research design, the research setting, the characteristics of the population and the sampling procedures, data collection procedures, data collection tools, and the procedures for analyzing the data.

#### **4.1.1. Research question, aims, objectives, and hypotheses**

##### Research Question

A large number of studies have been conducted in South Africa examining the various types of bullying and reasons for the onset of bullying behaviour (De Wet, 2003, 2005; Dawes, Long, Alexander, & Ward, 2006; Leoschut & Burton, 2006; Liang, Flisher & Lombard, 2007). These studies have examined the attitude towards school-based bullying, the attitudes of educators, learners and parents as well as the prevalence of bullying behaviours.

However, no quantitative evidence exists about the effectiveness of anti-bullying programmes in schools in SA. Hence this study addresses this gap and examines the effectiveness of the OBPP in selected schools in the Western Cape Province, SA. In light of the above scope, this study poses the following research question: How effective is the Olweus Bullying Prevention Programme (OBPP) in selected primary schools in the greater Cape Metropole region of the Western Cape Province?

##### Research Aims and Objectives

The aims of the study as derived from the research question are as follows:

(1) To pilot-test the effectiveness of the Olweus Bullying Prevention Programme (OBPP) at two selected primary schools (ISs: schools 1 & 3) in the Western Cape Province using two control schools (CSs: schools 2 & 4) as a comparative measure.

(2) To compare the pre and post intervention measures of the reported incidents of exposure to various types of bullying, characteristics (grade level and gender) of the perpetrators, location of where the bullying occurred, disclosure of the bullying incident, peer support, reactions and attitudes toward bullying, parent and teachers reactions and effort in terms of supporting and protecting victims of bullying and reports of satisfactory schooling environments between the ISs and CSs pre- and post-intervention time periods.

The following objectives are derived from each of the stated aims:

*The objective in relation to the first aim:*

- (1) To measure bullying behaviours before and after implementing the OBPP based on school and gender.



*The objectives in relation to the second aim are:*

- (a) To measure bullying behaviour of age-equivalent groups, for pre-test and post-test comparisons in the control schools, after the implementation of the OBPP at the pilot schools, thus avoiding the confounding of the learners' ages.
- (b) To investigate the effectiveness of the OBPP by comparing the achievement of the programme targets in the pilot and control schools, such as reduced learner-reported prevalence of victimization, improved attitudes of learners toward bullying, perceptions of others' readiness to intervene, and perceptions of safety, support and school engagement.

## Research hypotheses

The following broad null hypotheses, arising from the research question, were formulated and tested in this study:

- (1) There is no statistically significant difference in the mean rank of learners' exposure to various types of bullying, characteristics (grade level and gender) of the perpetrator, locations of where the bullying occurred, disclosure of the bullying incident, participants' and peers' feelings of support, reactions and attitudes when experiencing or witnessing a bullying incident, parents' and teachers' reactions and efforts to support and protect victims and participants' reports of satisfactory schooling environments at the ISs and CSs before and after intervention;
- (2) There is no statistically significant difference in mean rank of learners' exposure to various types of bullying, characteristics (grade level and gender) of the perpetrator, locations of where the bullying occurred, disclosure of the bullying incident, participants' and peers' feelings of support, reactions and attitudes when experiencing or witnessing a bullying incident, parents' and teachers' reactions and efforts to support and protect victims and participants' reports of satisfactory schooling environments between females' and males' reports before and after intervention;
- (3) There is no statistically significant difference in mean rank of learners' exposure to various types of bullying, characteristics (grade level and gender) of the perpetrator, locations of where the bullying occurred, disclosure of the bullying incident, participants' and peers' feelings of support, reactions and attitudes when experiencing or witnessing a bullying incident, parents' and teachers'

reactions and efforts to support and protect victims and participants' reports of satisfactory schooling environments between females' and males' at the ISs and CSs before and after intervention.

#### **4.2. Research design**

In order to answer the research question and in relation to the aforementioned study aim, a pre-post intervention design was utilized; therefore a quantitative research design using a quasi-experimental plan was used to test the research hypotheses. Referring to McMillan and Schumacher's (2006) argument, the use of the quasi-experimental design is motivated by the fact that this study involves four schools that are used to evaluate the effect of the OBPP in the South African context where an experimental treatment is given to two schools and the control treatment is given to the other two schools. This is to suggest that the adopted design helps to determine the extent to which the OBPP as an anti-bullying programme and intervention has actually met its objectives.



#### **4.3. Research setting**

As previously stated, the present research took place at selected schools in Cape Town, SA. All four schools are located in the Central, North, South and East metropolitan regions or urban areas of the Western Cape. SA has a particular history with areas that are either resource-constrained, middle-income or high income. However, the present study proposes to focus on schools from poor socio-economic areas where there is a high level of unemployment, crime and a range of social problems such as bullying behaviour.

The researcher noted that three out of the four schools involved in this study, had some aspects in common. Noteworthy was that these schools had a proud history of sound

academic achievements and sound discipline. The staff members were dedicated and committed to ensuring the best possible outcomes for their learners despite their lack of resources. The principals and staff over extended themselves to ensure that they acquired the resources to create the best possible environment for the learners although this was a constant battle for them. Although all the schools' sports fields were in dire need of upgrading, the learners were regularly constructively occupied at playing a sport/s of their interest.

As to the context of School 1, - it is noteworthy that this is an English medium school with suitable classroom sizes for the needs of primary school learners. However, it was noted that the majority of classrooms were overcrowded. The school did not have a place of gathering (school hall). This makes addressing the entire parent body at any given time almost impossible. Besides, the sports fields were in dire need of upgrading. The learners were exposed to various risk-related activities in the community. These impacted upon the school routine. The school structure did not offer much protection against risk behaviours from the outside. The crime and violence that was experienced in the community and homes was found to spill over into the school and the classrooms.

As to the context of school 3, it is noteworthy that this school has an interesting history as it is a previously disadvantaged school that is situated in a previously 'middle-class coloured' area. The learner population comprised mostly of 'coloured' learners and some 'Black African' learners. Afrikaans instruction had been gradually phased out of the school. At the time of the study, the school was classified as an English medium school. The majority of the learners did not live in the area surrounding the school but were transported from surrounding areas. In the areas in which these learners lived, there were various levels of poverty, unemployment and resultant drug and alcohol

abuse, crime and violence. The parents of these learners were mostly working-class and some could be classified as middle-class. Furthermore, the school had a place of gathering (school hall) but without a kitchen and ablution facility. The hall was mainly used for learner's assemblies and general parent meetings which took place mainly during the daytime. It is possible that the staff members experience some difficulty in terms of parental support as many of the parents did not live in the area surrounding the school. Another possibility is that the community surrounding the school appeared apathetic as many of them did not have children or grandchildren who attended the school.

School 2 was previously only for white learners and is situated in a low-income community. During the time of the study it was noted that the school served African, coloured and white races who had by then moved into the area. Curriculum instruction was in English and Afrikaans and the class sizes were adequate. Although the allocated state-funding decreased drastically, it appeared that the school structure offered adequate protection from the surrounding environment with mostly enclosed corridors, the school grounds was well maintained, had a school hall, a swimming pool, physical training equipment and also had a well-equipped library and a media centre. According to the teachers, this was not really a violence ridden area except for occasional burglaries, however, learners playing truant was reported.

School 4, during the time of the study was classified as a Combined primary and secondary school which meant that learners as from Gr. R to Gr. 9 were all accommodated on the same premises. It was however noted that break times for the various sets of learner phases were staggered in order to allow for utmost teacher-learner supervision. The school has minimal resources, predominantly 'Xhosa

speaking' learners, parents who are mostly working class, have learners who come from the surrounding areas of the school and have problems related to alcohol, drug abuse, violence and safety. Although the school does not tolerate any kind of risky behaviour on the school premises, the learners belong to a community where there is much exposure to a wide range of risky behaviours. In addition, it is a fact that parents are away from home at work for long hours during the day. It also seems that learners have support at home but in the form of an older sister/s or brother/s, an aunt or grandparent.

Significant is that attempts from national and provincial governments and departments in taking appropriate steps towards violence-free schools are vast. However available data suggests that bullying across the country among South African school children remains quite common. For example, findings on school violence were revealed in recent national study reports by the Centre for Justice and Crime Prevention in Johannesburg and also by the South African Institute of Race Relations (SAIRR) in 2008, that South African schools were regarded as the most dangerous in the world and that learners lived in fear (Eliasov & Frank, 2001). De Wet (2005), following a study done in the Free State argues that a possible cause for this observation may be as a result of the tendency that bullying has been wrongly perceived to be a normal part of growing up (De Wet, 2005).

While du Plessis and Conley (2007) say that school size, racial composition and school setting do not seem to be distinguishing factors; De Wet (2005) as well as Oosthuizen and Van Staden (2007), hold that school related factors such as a pessimistic school culture, failure of teachers as role models, teacher' professional lack of skill, schools filled beyond capacity, deficient managerial organization of the school, and dilapidated, ill-kept physical exterior of the school may intensify learners' tendency to engage in

disruptive behaviour. Further societal factors that are contributory to violence in schools were highlighted to include the moral deterioration of communities, deprived shelter and medical services, the accessibility and poor control of firearms, reduced law enforcement and joblessness (Barbarin & Richter 2001; De Wet, 2003; South African Journal of Education, 2010).

#### **4.4. Population and sampling**

Burns and Grove (2009) define population as a complete set of individuals or items that a researcher wishes to study in a particular category. The population used in this study consisted of learners drawn mainly from poor socio-economic areas, with high levels of unemployment, crime and a range of social problems as listed in the section 4.3.

As to sampling, the study has adopted a purposive sampling as the selection of the four schools was not random but purposive (Borg & Gall, 2009). This is to suggest that the four schools were selected on the basis of the number of bullying incidents reported by the schools to the Safe Schools Help-Line/Call Centre during the year 2007. For matching purposes the four schools with the same socio-economic environment were proposed by the Safe Schools officials for inclusion of the project. Thereafter, the intervention and control schools were “picked out of a hat” before the project implementation.

The sample size was made up out of 1335 learner participants. As inclusion criteria, only Grade 4 to Grade 7 learners; aged between 9 and 16 years old, both males and females were selected as participants because of their appropriate literacy levels and the assumption that these learners were youths who were likely to experience bullying behaviour.

Further criteria for inclusion included integral support from the principals, educators, administrators and the support staff on the school premises, all of whom realized that bullying was prevalent at the schools and was a serious problem. The entire schooling community's commitment, willingness and motivation to reduce the social phenomenon of bullying on a long-term basis were an essential prerequisite for the success of the programme.

#### **4.5. Implementation of the OBPP as an Intervention**

Intervention research is especially appropriate for studies which are motivated by practical needs. Intervention research primarily encompasses an interactive, dynamic process of knowledge development (KD) and the application and / or use of knowledge (KU) (Rothman & Thomas, 1994; Neuman, 2000). Furthermore, intervention research holds the possibility of developing and designing (D&D) innovative approaches of action and research in the social and environmental framework of the problem (Rothman & Thomas, 1994; Neuman, 2000).

In light of the preceding argument, Rothman and Thomas (1994) describe levels of development which outline occurrences where (i) intervention programmes relevant to the problem are not known to operate elsewhere, (ii) a small number of sample solutions exist but are not well structured for intervention purposes, and (iii) borrowing occurs where many well-packaged innovations exist.

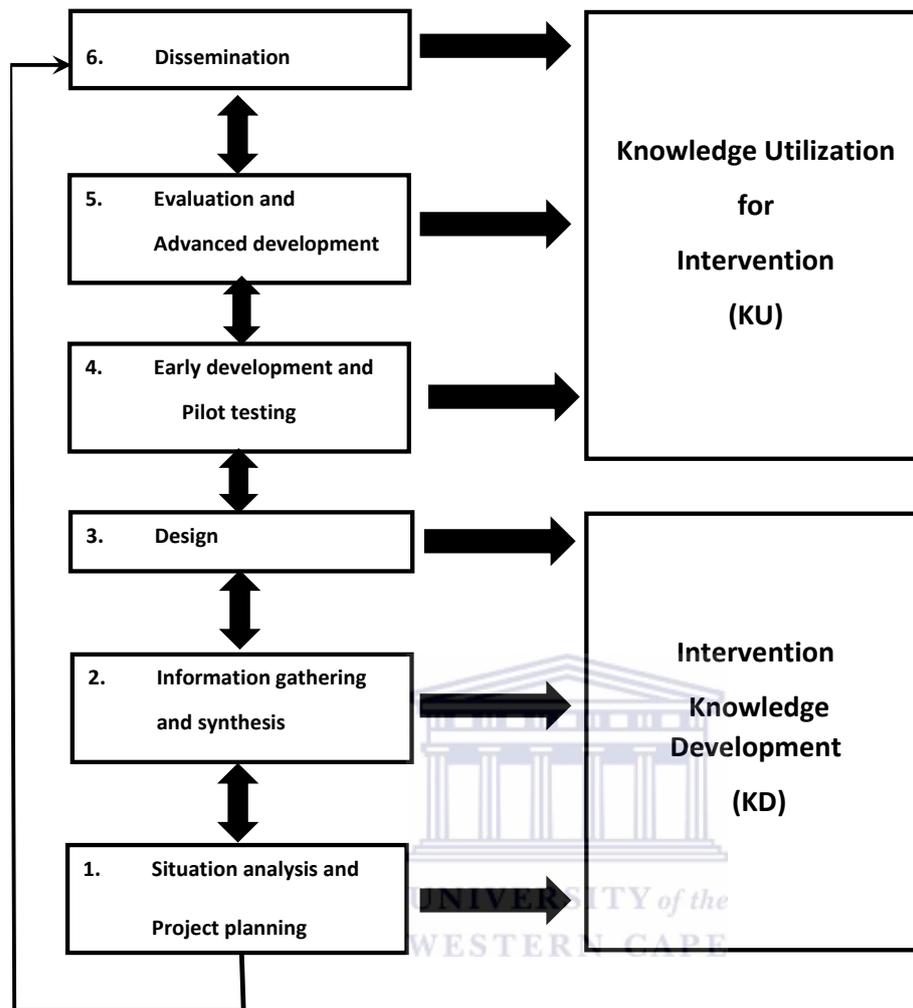
This study makes use of pilot testing one such established package, namely the Olweus Bullying Prevention Programme, with the intention of measuring its efficacy. Although IR design comprises KD, KU and D&D components, this study excluded the D&D framework, since the study's aims are firstly to implement an existing bullying

prevention model and secondly to evaluate its efficacy. For these aims to be effectively executed, the KD and KU components of IR proved to be sufficient.

Rothman and Thomas (1994), and Neuman (2000) report that components could be conducted independently, sequentially, or interrelatedly, in the sense that KU could be related to a specific KD activity and/or preceded by a related KD effort. For example, mixed method design information or data gleaned in the KD process via literature reviews of previous studies, focus group interviews with collaborators and learner participant questionnaires, could be integrated and used to build up subject matter and develop further inquiries into possible trends of bullying and victimization.

Variations of the components KD and KU are outlined in the application of Phases 1-6 of the study. Activities distinguishing the two components are (a) KD: the phases of (i) problem analysis and project planning (situation analysis), (ii) information gathering and synthesis (assessment) and (iii) design, and (b) KU: phases (iv) early development and pilot testing, (v) evaluation, and (vi) the dissemination of the research results. As represented in Fig. 4.1. to follow:

**Fig.4.1 Phases and facets of intervention research**



Basic Model Adapted from Rothman & Thomas, 1994, p28

Here, too, it is significant that, although the abovementioned phases and components are performed in sequence, there is considerable overlap and interdependency between the phases, since many activities or competencies associated with each phase continue after the next phase has begun, or, as was found in some cases, one procedure may be reliant on the achievement of another (Rothman & Thomas, 1994; September, Beerwinkel & Jacobson, 2000).

The following are the aforementioned phases as applied to this study. It is worth mentioning that the first three phases relate to knowledge development while the next three phases relate to knowledge utilisation (Rothman & Thomas, 1994).

#### **4.5.1. Phase One: Problem analysis and project planning**

**(January, 2007 to April, 2007)**

At the outset of this phase, the problem of bullying was designated and responses from sources of relevant general knowledge were identified and integrated. This phase therefore also included objectives such as identifying and involving partners, gaining entry to and cooperation from the study setting, identifying concerns of the population, and finally setting goals and objectives.

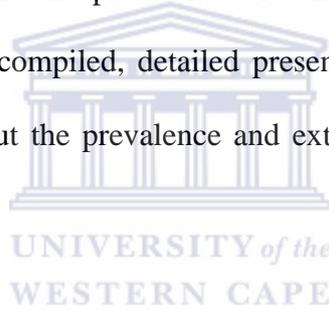
For the 'Child and Youth Research and Training Programme (CYRTP) of the University of the Western Cape (UWC, Project registration and ethical clearance: no. 09/1/23), the core strategy of the first phase was to engage stakeholders to ensure their participation in the intervention process. Discussions with stakeholders, such as the Western Cape Education Department (WCED) Safe Schools Division (SSD), highlighted the need for further inquiry, for which the department then facilitated entry, initial liaison and cooperation from the school principals [See Appendix A].

#### **4.5.2. Phase Two: Information gathering and synthesis (March-November, 2007)**

In keeping with the research design, the key objectives of this phase were the acquisition and development of knowledge. The integration of this information was utilized to expand the perspectives of the present status of bullying and victimization in the Western Cape schools. The following were undertaken during this phase: a theoretical overview as outlined and explained in Chapter two, and a literature review

that included the intervention strategy study of the OBPP as detailed in Chapter three. While all this took place, regular contact was made to sustain collaborative relationships with school representatives by involving them in discussion about the programme, in planning the project, and in assessing their school's bullying situation through conducting the OBVQ. To further the KD process, coordinators were trained to oversee the implementation process at each of the schools.

The strategy study of the intervention programme covered the three important systemic levels prescribed by Olweus - those of the school, the class, and the individual. A core intervention at school level was the quantitative process of data collection, which used the OBVQ to assess the nature and prevalence of bullying at each school. After the findings of the survey were compiled, detailed presentations were held at the pilot schools, informing them about the prevalence and extent of bullying at each of the schools.



#### **4.5.3. Phase Three: Design**

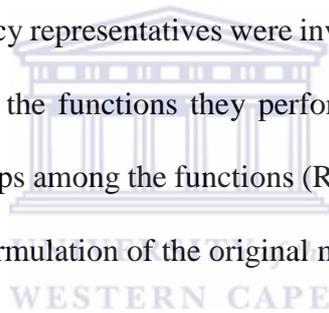
Rothman and Thomas (1994, p165), view design as the ground on which analysis stands. While various formulations of the IR process may demarcate boundaries around particular stages and provide an order to various steps, Rothman and Thomas (1994) report that these formulations should not be rigid. Although the purposive objectives, selection of information sources, and gathering and processing of information are included in the area of design, they are assigned to prior phases in the IR framework. It is evident from these initial observations that the first three phases are highly interdependent. In the scope of this study, the design consisted of the selection of the research site, research participants, the use of the OBVQ and other considerations relating to the ethical issues.

#### **4.5.4. Phase Four: Early development and pilot testing**

**(January, 2008 to July, 2009)**

For this study, the design thus far involved a dynamic interactive process. All this information was then used as a foundation upon which to build the work. The role players at each selected school site, as well as those of the WCED, ensured cooperation and integration on all levels.

Initial information gathering included the comprehensive retrieval and synthesis of existing research in terms of the prevalence of bullying and the prevention strategies globally and locally, including at the selected school sites. Concurrently principals, staff, case managers and agency representatives were involved in intensive focus group sessions, relating bullying to the functions they performed, the sequencing of these functions, and interrelationships among the functions (Rothman & Thomas, 1994). See Table 4.1. for the working formulation of the original model.





<p><b>Strategic Area 2</b> These activities are conducted as an integrated part of the curriculum in support of learners at the <b>classroom level component</b> :</p>	<p>(i) Support the development of an action plan on children's particular vulnerabilities through introducing anti-bullying rules. (ii) Introduce weekly class meetings that would support the provision of emotional skills development, namely responsibility; decision making; empathy; self-awareness; cooperation; communication; etc. as well as teach values such as caring, sharing, respect, trust, tolerance, acceptance, etc. (iii) As ongoing activities: key-actors (teachers) begin to circulate parent info.; hold parent meetings; intervene in bullying situations with individual follow-up. (iv) Hold first classroom-level parent meeting. (v) <b>INVOLVE PARENTS.</b></p>	<p>(i) &amp; (ii) to instill and maintain positive classroom management. Strategies should support, develop and at all times promote the message that <b>bullying is not acceptable.</b> (iii) (iv) (v) Phase/Grade Meetings for teachers will facilitate anecdotal feedback to BPCC from staff, learners, <b>parents</b> and others. Feedback to be structured around changes/needs and should ensure the fine-tuning of efforts/planning initiatives.</p>
<p><b>Strategic area 3:</b> Activities are intended to highlight the need to handle situations on the <b>individual level component</b> -sensitively.</p>	<p>(i) Train all adults at school how to deal with bullying incidents on an individual level, inside and outside the classroom: either observed/following up afterwards. (ii) Sensitively talking to learner; find out specific info, while still providing emotional support. (iii) Also talk to learner who bullied. (iv) Contact parents if need be.</p>	<p>(i)-(iv) Helps learners as well as <b>parents</b> understand the issues of bullying. Establishing a strong partnership against bullying. Ensures that all adults at school consistently use non-physical, non-hostile negative consequences when rules are broken.</p>

*In terms of the above matrix, expected outputs for the three strategic areas are outlined in the first column, the planned results in relation to the description of activities are stipulated in columns two and three, and are referred to according to corresponding numerals (i), (ii), (iii), and so forth.*

Phase 4 utilized the knowledge acquired from Phase 2 and highlighted general prerequisites, such as adult behaviour, awareness and involvement, as crucial to the success of the programme. It was expected that staff members would be more inclined to initiate countermeasures once they had realized the scope of the bullying behaviour involved, and also how many of the learners in their school were directly involved in bully/victim problems. In Phase 4, the educators were shown how these problems affected learners.

The task then was to pilot-test the OBPP model as an intervention design, to examine its viability and utility as a practical tool in the South African context. It was intended that this would result in the refining and detailing of the intervention, leading to a subsequent outcome evaluation. The discussion to follow will set forth and detail the early development process on the three different levels, the school level, the classroom level and the individual level. These are represented in Table 4.1: p85.

The School level component:

The general staff training day at each of the schools provided an opportunity for programme consultants and school personnel to review the results of the survey, discuss elements of the Olweus Bullying Prevention Programme, and make specific plans for implementing the programme during the upcoming school year. The final core component of this level was that of increasing educator supervision of learners in locations where bullying at school occurred most frequently. This was implemented after Survey 1 had identified particular “hot spots” within the school, which commonly included the playground and classroom, during both the educator’s presence in and absence from the class.

With the review of the survey results on the various staff training days, it became evident that both schools found themselves in a situation that was characterized by violence and instability. This appeared to be augmented by the complex patterns linked to family situations and socio-economic conditions.

The Classroom level component:

An OBPP research study has shown that educators who systematically used class meetings in their anti-bullying work obtained larger reductions of bullying one year

after introduction of the OBPP, as compared to those who used class meetings to a lesser degree or not at all.

Core objectives for educators in holding classroom meetings included recognizing the purposes of such meetings; the steps to be taken to organize and lead the meetings; what should be discussed in the meetings; additional meeting topics; and evaluating the progress of the meetings.

*The purpose of the classroom meetings included the following:*

1. To teach children what bullying is, the meaning of the four anti-bullying rules, different ways of reacting when bullying occurs, and to build a commitment among learners to follow these rules.
2. To help learners discover more about themselves and their feelings and reactions, and those of their peers, and to provide them with opportunities to express their personal opinions in a relatively safe and supportive environment.
3. To build a sense of community and belonging, and to help develop a set of norms about bullying and other important issues that are shared by a majority of the learners in the class.
4. To help the educator learn more about the classroom culture, power struggles, relationships among classmates, and what goes on in the group (i.e the “inner life” of the class). This helps the educator to identify bullying relationships and discover bullying tendencies at an early stage, before problems are fully developed.

5. To provide a forum for dealing with bullying problems in the classroom, and, more generally, to discuss possible solutions to other problems in the classroom.
6. To provide a forum for discussing and following up on decisions regarding individual interventions.

*Steps that were taken to organize and lead class meetings:*

The role of the educator was to be more of a facilitator than a teacher. Through guiding the discussion, using probing and open-ended questions, the educator would ensure that the discussion goals were met.

*Guidelines for class meeting discussions:*

Core programme interventions at the classroom level included ongoing qualitative methods of data collection in establishing and enforcing specific rules against bullying, as well as holding regular classroom meetings with learners to discuss various aspects of bullying and related antisocial behaviours, and adherence to agreed-upon classroom rules. Besides creating opportunities during which positive values and skills, such as respect, love, acceptance, rights and responsibilities, were shared and taught, these meetings were also used to engage learners in a variety of activities (e.g. role playing, writing, and small-group discussions), through which they gained a better appreciation of the harm caused by bullying and learnt strategies to combat it.

The Individual level component

Additional core facets of the programme involved interventions with individual bullies (or small groups of bullies), victims, and their parents, both to ensure that bullying

behaviours ceased and that victims, as well as learners who had admitted to bullying others, received the necessary support to avoid future bullying.

In this regard it was essential that school staff acted appropriately when having to resolve a bullying incident, when dealing with suspected bullying amongst learners, or when they were notified of a bullying crisis.

The Olweus model advocates that all school staff be trained in intervention practices. Excellent opportunities to encourage and support the effective use of intervention procedures were found in the general staff training sessions, as well as in the regular staff discussion group forums.

Olweus et al. (2007, 2012, Limber et.al. 2013) encourage teachers who have a more personal bond with learners to become involved and to deal with disciplinary procedures for bullying on a daily basis. The BPCCC of each school needed to set up clear procedures about when and how bullying occurrences would be dealt with by these particular members of the staff.

To deal with circumstances where staff detected bullying that called for an on-the-spot breaking up of an incident, all adults in the school, including playground supervisors, office support staff, classroom teachers, substitute teachers, taxi drivers, and in one case also Bambanani (security) officers, were trained and empowered to take the following steps to intervene and to protect the learner(s) who is/are bullied, while at the same time empowering the bystanders:

Step 1: Stop the bullying.

Step 2: Support the learner who has been bullied.

Step 3: To the bullying learner(s): Name the bullying behaviour and refer to the four anti-bullying rules.

Step 4: Empower the bystanders with appreciation if they were supportive of the learner(s) who was/were bullied or with information about how to act in the future.

Step 5: Impose immediate and appropriate consequences for the learner(s) who did the bullying.

Step 6: Take steps to make sure the bullied learner will be protected from future bullying.

Not every bullying incident required a follow-up session, but in cases where the extent of the bullying had a severe impact on the bullied learner, follow-up meetings were scheduled with each of the individual learners involved in the incident. Securing adequate reliable information about the bullying relationships between the learners involved was an important factor.

During the period January-July 2009, the researcher, the coordinating committees and each staff-member worked with learners for a minimum of six months on a weekly schedule.

#### **4.5.5. Phase Five: Evaluation**

Early evaluation is a crucial component of intervention research. It has the core function of continuously assessing the programme to examine how and why it either worked or did not work (Rothman & Thomas, 1994). This phase included collecting and analysing data.

Generally, the OBPP is built around a limited set of key principles and findings, derived chiefly from research on development and modification of problem behaviours, particularly aggressive behaviour.

Concerns were typically dealt with through process evaluation and monitoring as suggested by Honnard and Wolkon (1985, p105) who articulate the IR task as follows: *“Process evaluations examine what happens during treatment....[and] the extent to which accepted [prescribed] case management practices are used.”* Rossi and Freeman (1989, p170) refer more generally to *“measuring the degree of congruence between a plan for providing services and treatments (programme elements) and the ways they are actually provided.”*

In respect of the interventions at the school, class, and individual levels, the principles described above were translated into a number of specific measures, or interventions, since taking action at all these levels was vital to counteracting bully/victim situations. In this way, learners were exposed to consistent messages, from different persons and sources and in different contexts, regarding the schools' attitudes toward bullying.

There were three aspects to pilot work in the management of the project. One was the standard operational testing in a pilot implementation. A small number of case managers in the institutional facility were trained to use the model and employed it experimentally with the normal staff at the school on all three levels, namely, the school, the classroom, and the individual level.

A further facet of the model testing was supplemental and may be referred to as cognitive testing. Field focus group discussions were performed with a sample of case managers who originally participated in Phases 1 and 2 of the project. During these

sessions, they were asked to indicate whether and to what extent the implementation of the model represented practice as reflected in their own experience, compared to how it was conveyed at the onset of the study. This procedure was intended to constitute a conceptual reality check by facilitators and practitioners about the exactness of the model.

The third area of focus for model testing was the administering of questionnaires, both before and after the implementation of the pilot study. This was to investigate the comparison of reported incidents of bullying between baseline and follow up. In order to evaluate the programme's effects, several measures were used at both time points (Base-line and Follow-up), including: (a) questions regarding the frequency with which learners had been bullied or had bullied other learners during a particular year/grade, learners' attitudes towards bullying, as well as educator responses to bullying incidents; (b) questions which, in classroom-aggregated form, could be used as peer rating variables about the level of bully/victim problems in the classroom; (c) a self-report section about learners' participation in various antisocial behaviours (both at school and outside school; see Olweus, 1989; 2007, 2012); (d) a four-dimensional measure of classroom climate; and (e) learners' ratings of the educator reactions on bully/victim problems in the class.

The particulars of the overall methodology will be detailed in the chapters to follow.

#### **4.5.6. Phase Six: Dissemination of the research results**

We expect, at the completion of this study, to disseminate the comprehensive research report, including the pilot-tested programme and recommendations, to the WCED, to participating schools and other stakeholders, to the UWC, and to Clemson University (USA). We also expect to conduct feedback meetings and conference calls.

It is worth mentioning that the first five abovementioned phases formed the core processes of the intervention research methodology and were applied as the general framework of the research procedures. Of particular significance was that, although the phases were performed in sequence, considerable overlapping between them was expected, since many activities associated with one phase continued after the next phase had commenced.

#### **4.6. Ethical statement**

Ethical approval (no. 09/1/23)) for the research project was obtained from the Ethics Committee of the University of the Western Cape. This study had to comply with all the requirements of confidentiality, and with the understanding that the learners could withdraw from the study at any time without explanation.

Ethical considerations and commitment accompanied the research process, especially since dealing with the partners necessitated a number of requirements. These involved gaining entry into and cooperation from all relevant committees and authorities, including the WCED's relevant directorate, the Safe Schools Division, as well as with international collaborators, adult staff at the schools, governing body officials, parents and learners (See Appendix A). All these were consulted and the principles guiding the study were discussed and accepted in advance. The researcher ensured that, as the study evolved, it remained open to suggestions from all the above-mentioned role players. They were involved as partners in all the stages of the research process, through workshops and at frequent feedback sessions, where their points of view were considered and their enquiries addressed.

The cooperation and consent from the Bullying Prevention Coordinating Committees (BPCC) at the selected school sites were sought and obtained. Ongoing coordination of the schools' efforts was guided by these committees, which included the school administrators, teachers' representatives from each grade, a guidance counsellor and /or an itinerant or school-based mental health professional, as well as parents.

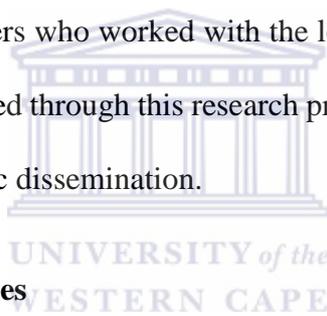
On the days when the surveys were conducted, participants were informed of the nature and purpose of the study in the language of their choice. Although the children were not capable of actual consent, ethical considerations included informing parents and learners of the project and obtaining informed consent and assent from parents. Even where parents gave consent, learners could refuse to take part in the study (See Appendix C). All the learners were informed that participation in the study was voluntary. All the respondents in this research were protected by the South African Constitution (Act no. 108 of 1996) Therefore the researcher endeavoured to uphold the learners' basic human rights and respected their human dignity at all times. The learners were also told of their right to withdraw from the survey at any time (Macmillan & Schumacher, 2001; Babbie & Mouton, 2001; Burns & Gove, 2009; Anderson, 1982). In addition, they were advised that their wishes would be respected if they did not feel comfortable or if they did not want to answer a specific question. Sensitivity to the privacy rights of the children and their families was respected and adhered to. The right to confidentiality was assured to all participants. Alderson and Morrow (2004) hold that guarantees of confidentiality and anonymity given to research participants must be honoured, unless there are clear and overriding reasons to do otherwise, for example in cases of the abuse of children. In this event, the researcher would encourage the child to talk to adults who could help, or otherwise agree that the researcher could talk to these significant adults.

All potential benefits, as well as possible harm associated with the project, were discussed and agreed upon by all, and were reiterated during the intervention process. When harm (for instance, a threat to the safety of a child) seemed possible, the researcher ensured that auxiliary core components of the programme were drawn in. These involved both ‘on-the-spot’ and ‘follow-up’ interventions with individual (or small groups of) learners who had bullied others, their victims, and their parents. The aim was to ensure that bullying ceased, and that the victims, as well as the learners who admitted to bullying them, received the necessary protection, support and counselling in order to avoid future bullying behaviour.

Meetings with parents to foster their active involvement were considered highly desirable, both at the classroom and the school levels. Key questions to be discussed included ways in which schools and parents, both separately and in combination, could reduce and prevent the development of bully/victim problems. More specifically, aspects were explored about how parents could contribute to realizing the goals implied in the BPP. This was discussed in addition to the rights and responsibilities of the school to the parents regarding these issues. Previous studies reinforced the need for improved school/parent relations.

After data analysis, the researcher reiterated the right to confidentiality of all the participants. No names were used in any of the documentation. The schools were referred to as Schools 1, 2, 3 and 4. All the schools received feedback from the research findings, both singly and collectively, after Surveys 1 and 2 (Schools 1, 2, 3 and 4). Participants were also assured that specific steps would be taken to ensure that no distress, anxiety, embarrassment or loss of self-esteem would be caused them as a result of the study.

Risk was reduced by ensuring that learners who felt worried or upset about the research would be afforded the opportunity to talk to an educator with whom they felt comfortable, either before or after taking the survey, if they so wished. Where it was evident that a learner (the victim as well as the learner/s who admitted to bullying him or her) required professional counselling, educators would uphold and respect the learner's right to mental and psychological integrity by referring him or her to the relevant registered professional. Experts such as school mental health professionals, guidance counsellors, and social workers served important functions as planners and coordinators, in counselling and consulting with the school, and in handling more serious cases. A follow-through of such a referral was ensured. Throughout the programme, all the practitioners who worked with the learners were suitably qualified or trained. Information acquired through this research project would be shared with the participants prior to any public dissemination.



#### **4.7. Data collection techniques**

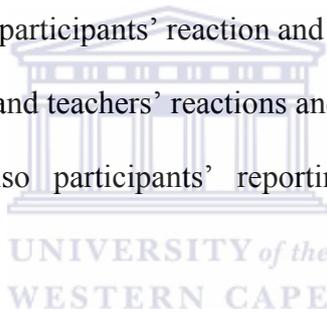
Leedy (2005) holds that the selection of data collection techniques depends on the conceptual framework, research question and sampling criteria. In this regard, Glesne and Peshkin (1992) recommend that researchers ensure that the chosen techniques are likely to elicit the desired data, in order to form a clear perception of the phenomenon in question.

The quantitative method of data collection via questionnaires was used. This served to investigate bullying prevalence and behavioural problems. The study included the administration of the The Olweus Bully/Victim Questionnaire (OBVQ) before and after the implementation of the programme.

#### **4.7.1. The Olweus Bully/Victim Questionnaire (OBVQ)**

The main objective of the Olweus Bully/Victim Questionnaire was to acquire facts and opinions about the experiences of participants who were knowledgeable of bullying behaviour in their schools.

The OBVQ was administered during June/July, 2007, and again eight months after the implementation of the programme, in July/August, 2009. The questionnaire assessed eight domains of bullying behaviour; including participants' exposure to various types of bullying, characteristics (gender and grade level) of the perpetrator, location of where the bullying took place, disclosure of the bullying incident, participants' feelings of peer support against bullying, participants' reaction and attitudes when experiencing or witnessing bullying, parents' and teachers' reactions and efforts to support and protect victims of bullying and also participants' reporting of satisfactory schooling environments.



It is worth mentioning that the study used a group administered questionnaire as the participants comprised large groups of learners who attended the four primary schools to whom the questionnaire was administered in sessions at one school per day.

Quantitative information gathering, in the form of a two-group pre-post intervention survey, was conducted during July/August, 2007, and again during July/August, 2009, using the standardized, validated, multiple-choice OBVQ, administered to Grade 4 to Grade 7 learners at all four schools (See Appendix C).

As to the design of the OBVQ, it should be reminded that it measures participation in bullying and victimization activities among learners. However, the OBVQ used in this study is a revised version of an earlier instrument developed by Olweus. It has been

used in countries worldwide, including Britain, the USA, Canada, Spain, the Netherlands, Finland, Japan, and Australia (Kyriades, Kaloyirou & Lindsay, 2006), to gather evidence on the prevalence of different forms of bullying and also generally to assess and monitor bullying and victimization amongst learners.

Analyses on the internal consistency (reliability), the test-retest reliability and the validity of the revised Olweus BVQ on large representative samples are generally quite good. Olweus, in Smith et. al., (1999) holds that:

*“ With regard to the validity of self-reports on variables related to bully/victim problems, it may be mentioned that composites of 3-5 self report items on being bullied or bullying and attacking others, respectively, correlated in the .40-.60 range (Pearson correlations) with reliable peer ratings on related dimensions (Smith et.al., p32).”*

In preparation for the baseline survey to be conducted, the original questionnaire was translated into Afrikaans and Xhosa and administered in these languages where required. All the administrators were trained accordingly so that there was uniformity in the presentation of the survey. Before being used for the primary study, the questionnaire underwent extensive focus group discussion and field-tests to clarify and refine the wording of the questions and gauge their appropriateness for primary school learners. This was done to assess its level of comprehension, its ease of completion, and the time it took to be completed. The time taken for the learners to complete the questionnaire ranged from 1 hour, 15 minutes, to 1 hour, 30 minutes. A 10-20 minute discussion preceded the main section of the questionnaire. This served to familiarize learners with the questionnaire, the filling-in process, and the explanation and scope of bullying behaviour. However, it is worth adding here that the original questionnaire did not change on the basis of the “theatre testing”. Since the participants were not

familiar with the questionnaire, administrators read out the questions to the participants and they provided explanations where necessary.

For the evaluation purposes of the current study, however, the main variables including Types of bullying, Characteristics of the Perpetrator, Location, Disclosure, Peer Social Support, Adult interventions and School satisfaction were examined. In this regard, the reliability measures for Cronbach are discussed next followed by a description of each variable and sub-variable and also which items from the OBV/Q constitute the component.

#### **4.7.2. Reliability**

The reliability allows to ensure that: (1) the instrument could be re-tested and having the same results; (2) there is internal consistence (coherence) between different items (Pallant, 2005, 2010). According to Pallant (2005, 2010), the reliability is measured with Cronbach's alpha with the acceptable range of 0.7-1. This means that the items are to a large extent measuring the same construct and that the total score is a good measure of that construct.

In computing the reliability indices in this study (see Table 4.2.) it appears that Cronbach Alpha reliability scores on participants' exposure to various types of bullying' is acceptable at a high of 0.86 and 0.82, respectively, for base-line and follow-up surveys. Similarly the reliability scores measuring the characteristics (grade level and gender) of the perpetrators were also acceptable and high at 0.78 – 0.83. Furthermore, the Cronbach Alpha reliability coefficient for Location of where the bullying occurred is acceptable though only moderately high. This is to suggest that characteristics of the perpetrators more often than not, were found to be selective of

whom they would bully. In terms of the Cronbach Alpha reliability for measures of the disclosure of the bullying incident reached an average reliability score of 0.73 for base-line and 0.71 for follow-up time period. The variable, peer social support comprised sub-variables that represent participants' feelings of peer support, reactions and attitudes towards bullying. This was accepted as a moderately reliable scale of 0.50 for base-line and 0.60 for follow-up (Pallant, 2010). Similarly, the Adult intervention variable was made up out parents' and teachers' reactions and efforts to support and protect victims of bullying. In this regard, Cronbach alpha reliability was accepted at 0.76 for base-line and 0.82 for follow up time periods.



**Table 4.2. : Cronbach' Alpha reliability**

Variables	No. of items	Cronbach alpha		Comment
		Base-line	Follow-up	
Exposure to various types of bullying	9	0.86	0.82	Acceptable
Characteristics (grade level and gender) of the Perpetrator	4	0.78	0.83	Acceptable
Location of where the bullying occurred	11	0.70	0.71	Acceptable
Disclosure of the bullying incident	6	0.73	0.71	Acceptable
Peer social support, reactions and attitudes toward bullying	6	0.50	0.60	Acceptable
Adult Interventions: parents' and teachers' reactions and efforts to combat bullying	5	0.76	0.82	Acceptable

#### **4.7.3 Description of the variables and sub-variables of the OBV/Q**

The variables of the OBVQ included (a) types of bullying (participants' exposure to various types of bullying); (b) Characteristics ( grade level and gender) of the perpetrator ; (c) Location (where on the school premises the bullying incidents occurred); (d) Disclosure (whom did the participants confide in when they were bullied); (e) Peer social support (participants' and peers' feelings of support, reactions and attitudes when experiencing or witnessing a bullying incident); (f) Adult interventions (parents' and teachers' reactions and efforts to support and protect victims of bullying) and (g) School satisfaction (School climate of likable schooling environment, safety and protection toward all learners). The variable (e) Peer support was further made up out of sub-variables that included (i) Peer Support from their peers when experiencing bullying, (ii) peer reactions when experiencing bullying and (iii) peer attitudes in the event of a bullying incident. The Adult interventions variable, on the other hand, was constituted of two sub-variables that involve (i) adult reactions: parents' and teachers' reactions in support of protecting the victims of bullying and (ii) class teacher efforts to support and protect victims of bullying.

In terms of items included in the OBVQ, the following items related to (a) Types of bullying: Q5 – Q13, (b) Characteristics of the perpetrator: Q14 – Q17, (c) Location: Q8a - k, (d) Disclosure: Q19a - f, (e) Peer social support: Q3, Q21, Q23, Q36 – Q38, (f) Adult Interventions: Q20, Q22, Q34, Q35, Q39 and (g) School satisfaction: Q1. The specific questions included in each section can be found in the questionnaire in Appendix C.

As to the procedure of administration of the questionnaire, it should be mentioned that the researcher, two intern students, together with the project leader, consulted with

stakeholders, in particular the Western Cape Education Department (WCED) Safe Schools Division, which highlighted the need for further inquiry into bullying in the schools (WCED, 2008). The department facilitated entry, initial liaison and co-operation from the school principals.

To standardize the procedure, it was decided not to involve the principals or the educators in the administration of the questionnaire, since it was directly associated with bullying and victimization experiences occurring on the school premises. In this way, the learners were less likely to regard the questionnaire with suspicion. Furthermore, the validity of the responses was enhanced because there was no possibility of the school staff having access to the learners' responses. At one school, however, teachers were advised to swap classes in order to administer the questionnaire. This was because neither the researcher nor the assistants spoke Xhosa, the teaching medium of the school. In this case, both the researcher and the research assistants were very visible in the classes, personally collecting and sealing the completed questionnaires in envelopes in the presence of the learners. It should also be noted that the researcher instructed these teachers in how to administer the questionnaire during a session prior to the actual survey. At other schools, educators were present, but this was only to maintain the level of discipline in the classrooms and the halls. Besides the learners, the only people involved in the completion of the questionnaire were the researcher and the research assistants.

At the beginning of each surveying session, the purpose of the study was clearly explained to the learners by the researcher or the research assistants. This was done in order to procure informed consent. Learners were reminded that their participation in the study was voluntary and that they retained the right to withdraw at any time. They

were assured that any information provided would be treated in strict confidence, and were informed about the ways in which the results would be made available to all the role players. Anonymity was ensured by having the learners complete the questionnaires, but omitting their names or any other identifying information on the answer sheets.

The next step was to give detailed instructions as to how the questionnaire should be filled in. These instructions were also available on the cover of the questionnaire. The questionnaire was completed item by item, with the researcher or the research assistant leading and reading out the questions to the participants.

The OBVQ form was completed independently. Learners were encouraged to work individually, quietly, honestly, and as quickly as possible. Three 30-minute class periods were used to administer the questionnaire. It took the majority of the learners approximately 1 hour, 15 minutes to complete the questionnaire independently and anonymously.

It was realized that the questionnaire might have aroused some emotions. The learners were invited to contact the researcher or principal advisor telephonically to discuss questions or to indicate any counselling and/or psychotherapy needs. A clinical psychologist in the area was made available for consultation.

#### **4.8. Data analysis**

As described above, the investigation employed a quantitative research design based on the analysis of participants' responses to the questionnaire. After the data were collected, the data screening was a continual process, and it served to guarantee that in each sequential stage the focus was on the most applicable information.

The data analysis process involved both descriptive and inferential measures. The descriptive measures involved the description of the characteristics of the sample at baseline and follow up for school and gender and the association between schools and bullying at baseline and follow up. It is worth mentioning that in order to describe the sample of learners who participated in the study, the number of learners per school (and their percentage) was computed along with the number of learners (and their percentage) who consented to participated in the study.

On the other hand, the association between bullying and school and bullying and gender at both baseline and follow up was investigated by using the chi-square test that helped to test the null hypothesis  $H_0$ : “There is no association between school/gender and bullying”. Therefore, the result of the chi-square test helps to decide whether or not there is an association between school/gender and bullying; more specifically to decide whether or not there is a likelihood of learners to display bullying behaviour tendencies is related to the specific schooling environment and/or gender. On the other hand, the inferential measures served to present an interpretation of the data in terms of female and male participants’ reports regarding participants’ exposure to various types of bullying, characteristics (grade level and gender) of the perpetrator, location (common areas that bullying would occur), disclosure (whom would victims confide in), peer support toward bullying, own and peer reactions and attitudes toward bullying, parents’ and teachers’ reactions towards victims of bullying, class teacher efforts to support and protect victims of bullying and participants’ reporting of satisfactory schooling environments that were found at the two groups (ISs and CSs) of schools at baseline and follow up. Therefore, the intervention effect between ISs and CSs for these variables were investigated by comparing the mean ranks for the ISs and the CSs at both baseline and follow up assessment. Associated measures for comparison included

the Mann-Whitney value, the Z and p-values that helped to decide whether or not there is a statistically significant difference between the ISs and CSs at baseline and at follow up.

In preparation for analysis, data were captured on a spreadsheet using the Word Excel programme. The data were recoded from the question responses into meaningful prevalence variables. It was then imported into the Statistical Package for the Social Sciences (SPSS), (Pallant, 2010) version to 10.0, which was used for the analysis of the quantitative data.

#### **4.9. Conclusion**

This chapter served to introduce and give an overview of the IR method adopted for the study. The aims were (1) To pilot-test the effectiveness of the Olweus Bullying Prevention Programme (OBPP) at two selected primary schools in the Western Cape Province, SA; and (2) To compare the intervention measures of the reported incidents of exposure to various types of bullying, characteristics (grade level and gender) of the perpetrators, location of where the bullying occurred, disclosure of the bullying incident, peer support, reactions and attitudes toward bullying, parent and teachers reactions and effort in terms of supporting and protecting victims of bullying and reports of satisfactory schooling environments between the ISs and CSs pre- and post-intervention time periods.

The background to the IR methodology was described, and the reasons why it was found to be particularly suitable were discussed, while the core concepts of IR pertaining to the relevant objectives were highlighted. The research framework was effectively delineated by the five phases of the methodology, namely problem analysis

and project planning, information gathering and synthesis, design, early development and pilot testing, and evaluation. A brief outline of the analysis of the data was given.

The next chapter presents the results from the analysis of the data.



## CHAPTER 5

### RESULTS

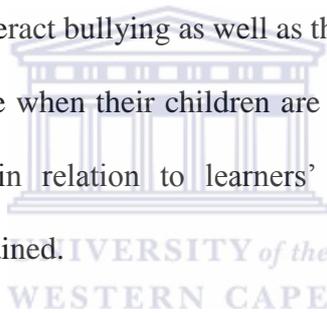
#### 5.1. Introduction

The results are presented by using descriptive, bivariate and multivariate analysis in order to assess the efficacy of the OBPP. Measurements of the revised variables, in terms of participants' exposure to various types of bullying, characteristics (gender and grade level) of the perpetrator and duration of the bullying, locations where the bullying occurred, disclosure of the bullying incident(s), participants' feelings of peer support against bullying, participants' reaction and attitudes when experiencing or witnessing bullying, parents' and teachers' reactions and efforts to support and protect victims as well as participants' reporting satisfactory schooling environments of the OBVQ were utilized to compare base-line to follow up assessments with regards to schools and gender.

More specifically, the chapter presents the findings of bullying behaviour tendencies as revealed at all four schools for baseline, before the implementation of the OBPP, and again at follow up assessment, after the intervention. The investigation considered two categories of schools, namely, two intervention schools (ISs including schools 1 and 3) and two control schools (CSs including schools 2 and 4) that were surveyed at baseline and at follow up. The results presented are based on a sample size of 398 learners between grades four and seven.

The seven variables included sub-variables of bullying in terms of (a) Types of bullying (Participants' exposure to various types of bullying), (b) Characteristics of the perpetrator (the gender and grade level of the perpetrators as well as the duration of the

bullying) ;(c) Location (where the bullying incident takes place), (d) Disclosure (whom did the participants confide in when they were bullied), (e) Peer social support (participants' and peers' feelings of protection, reactions and attitudes when experiencing or witnessing a bullying incident), (f) Adult reactions (parents' and teachers' reactions and efforts to support and protect victims); and (g) School satisfaction (school climate of likable schooling environment, safety and protection toward all learners). Furthermore, learners' perceptions of the effectiveness of the intervention in terms of the extent to which adults in their immediate environment react when they were bullied. The results also indicate the extent to which learners feel protected by teachers and other adults at school due to their perceived effort to counteract bullying as well as the home-school contact and the intervention of adults at home when their children are being bullied by others. Base-line and follow-up results in relation to learners' satisfaction with the school environment were also ascertained.



The following three main hypotheses were tested in this study: (1) There is no statistically significant difference in the mean ranks of types of bullying, characteristics of the perpetrator, location, disclosure, peer support, peer reactions, peer attitudes, adult reactions, class teacher efforts and school satisfaction pre-and post intervention - based on schools, (2) There is no statistically significant difference in the mean ranks of types of bullying, characteristics of the perpetrator, location, disclosure, peer support, peer reactions, peer attitudes, adult reactions, class teacher efforts and school satisfaction pre- and post intervention - based on gender. (3) There is no statistically significant difference in the mean ranks of types of bullying, characteristics of the perpetrator, location, disclosure, peer support, peer reactions, peer attitudes, adult reactions, class

teacher efforts and school satisfaction pre- and post intervention - based on school and gender.

## 5.2. Characteristics of the sample

### 5.2.1. Recruitment of participants

The study was conducted in four schools that included males and females between the ages of nine (9) to fourteen (14) years. Table 5.1 reveals that 1335 learners were initially recruited.

### 5.2.2. Response rate

As to the response rate, it should be mentioned that of the 1335 participants, only 848 (63.5%) learners agreed to participate in the baseline survey of the primary project (see Table 5.1). According to the statistics displayed in this table, the school with the highest response rate of learners was school 1, with n=245 (68.8%), closely followed by school 2, n=269 (68.6%), and school 3, n=244 (62.5%). School 4 showed a markedly lower response rate with n=90 (45.7%). However, the overall percentage of participating learners per school was approximately 60%.

**Table 5.1 : Sample size distribution across the four (4) schools**

School	School 1	School 2	School 3	School 4	Total
Number of learners	356	392	390	197	1335
Learners consent to Participate	245	269	244	90	848
Response Rate	68.8	68.6	62.5	45.7	63.5

For the purposes of this study, it is worth mentioning that the questionnaires for the same grade 4 and 5 consenting learners  $n=422$ , who completed the survey at all four schools during 2007 were used in 2009 for grade 6 and 7 to complete the follow up survey following. This was in order to ensure that the responses for most of the same learners would be nested in both data sets after 18 months of the programme intervention.

Data from the following questionnaires were excluded using researcher discretion prior to data analysis:

- (a) Non-response to gender,
- (b) Missing data for certain questions.
- (c) “Contradictory” situations, resulting in a degree of inconsistency in responses, for example, for sections in which learners reported that “it never happened to him/her in the last couple of months” but selected options for the type(s) of bullying experienced (q5-13) and that it happened as frequently as “2 or 3 weeks” or more. However, the questionnaires with sporadic missing answers for a single section were retained and recorded as “missing data” for the relevant questions. Thus according to the above criteria, the final population and sample size dropped to  $n=398$

Table 5.2 presents the number and percentage of learners who completed the questionnaire for ISs (schools 1 and 3) and CSs (schools 2 and 4). The base-line time-period is presented as grades 4 and 5 alongside the follow-up time-period presented as grade 6 and 7.

According to the data presented in Table 5.2 the overall frequency of respondents for base-line, n=398 learners comprised of grade 4, (49%) and grade 5 (51.0%) female and male learners. On the other hand, at follow up assessment, the overall frequency of respondents for base-line, n=398 learners comprised of grade 6 (49.3%) and grade 7 (50.7%) learners.

In terms of the “intervention” and “control” clusters the data show that grade 4 learners comprised of, n=130 (32.7%) intervention school (ISs), respondents while, n=65 (16.3%) were from the control schools (CSs). Grade 5 learners were presented as, n=112 (28.1%) ISs respondents whereas, n=91(23.0%) were from CS. Grade 6, was represented by, n=132 (33.2%) ISs and n=64 (16.1%) CSs while grade 7 yielded, n=111 respondents from (27.9%) ISs and n= 91 (22.8%) from CSs .

With regards to gender, the base-line time-period (gr 4 and 5) survey comprised of, n=230 (57.8%) females and, n=168 (42.2%) males; suggesting that the response rate for females was higher than males. The data also show that slightly more Grade 5 learners, n=203 that constituted n=120 (30.2%) females and n=83 (20.9%) males participated in the base-line survey compared to Grade 4 learners, n=195.

Furthermore, for the follow-up survey, there were n=196 learners; with more females, n=101 (25.3%) than n=95 (24.0%) males from grade 6; while for Grade 7, there were n=202, with more females, n=104 (26.1%) than male n=98 (24.6%).

Reasons for the slightly higher or lower frequencies in responses between baseline and follow up may be attributed to:

- (i) The ISs that amended their anti-bullying policies in accordance with the OBPP in terms of the enrolment of new learners. In this regard, the learners and parents by choice consented to participating in the OBV/Q.
- (ii) Between 2007 and 2009, female and male learners either dropped out of school or were not promoted. Thus the progress of the study at follow up time period did not find them two grades higher.
- (iii) Similarly there were also learners who consented in Gr. 6 (2007) but who only reached Gr. 7 (2009).

### **5.3. Bullying and associated factors**

In this section the association between bullying and variables such as schools and gender were analyzed at baseline and follow up. For evaluation purposes, a bivariate analysis for school and gender was conducted to measure the efficacy of the OBPP against each of the variables of the OBV/Q. These variables include participants' exposure to various types of bullying, characteristics (gender and grade level) of the perpetrator and duration of the bullying, locations where the bullying occurred, disclosure of the bullying incident(s), participants' feelings of peer support against bullying, participants' reaction and attitudes when experiencing or witnessing bullying, parents' and teachers' reactions and efforts to support and protect victims as well as participants' reporting satisfactory schooling environments .

#### **5.3.1 Association between schools and bullying at baseline and follow up**

The data presented in Table 5.3 show that at baseline assessment 66(47.5%) learners for school 1, 49(47.6%) for school 3, 44(42,7%) for school 2 , and 39(73.6%) for

**Table 5.2 : Characteristics of the sample at baseline (2007) and follow up (2009) for school and gender N =398**

Grades	BASE-LINE (2007)				TOTAL	FOLLOW-UP (2009)				TOTAL
	Grade 4		Grade 5			Grade 6		Grade 7		
Gender	Females n(%)	Males n(%)	Females n(%)	Males n(%)	n(%)	Females n(%)	Males n(%)	Females n(%)	Males n(%)	n(%)
<b>INTERVENTION SCHOOLS (IS)</b>										
School 1	47 (12.0)	32 (8.0)	41 (10.0)	19 (5.0)	139 (35.0)	41(10.0)	39(10.0)	36(9.0)	23(6.0)	139(35.0)
School 3	24 (6.0)	27 (7.0)	36 (9.0)	16 (4.0)	103 (26.0)	25(6.0)	27(7.0)	23(6.0)	29(7.3)	104(26.1)
<b>CONTROL SCHOOLS (CS)</b>										
School 2	26 (6.5)	16 (4.0)	27 (7.0)	34 (8.5)	103 (26.0)	28(7.0)	14(3.5)	35(8.8)	26(6.5)	103(26.0)
School 4	13 (3.3)	10 (2.5)	16 (4.0)	14 (3.5)	53 (13.3)	15(3.7)	7(1.8)	17(4.3)	13(3.3)	52(13.1)
<b>Base-line/ Follow-up Totals</b>	<b>110(27.6)</b>	<b>85 (21.3)</b>	<b>120 (30.2)</b>	<b>83 (20.9)</b>	<b>398(100.0)</b>	<b>101(25.3)</b>	<b>95(24.0)</b>	<b>104(26.1)</b>	<b>98(24.6)</b>	<b>398(100.0)</b>

school 4 said that they were ‘not bullied’ compared to 73(52.5%) for school 1,54(52.4%) for school 3,59(57.3%) for school 2, and 14(26.4%) learners who said that they were bullied. On the other hand, the same table shows that, at follow up assessment, while 99(71.2%) for school 1, 99(95.2%) for school 3, 70 (68.0%) for school 2, and 37 (71.2%) for school 4 learners said that they were ‘not bullied’; 40 (28.8%) for school 1, 5 (4.8%) for school 3, 33 (32.0%) for school 2, and 15(28.8%) learners from school 4 said that they were bullied at their schools.

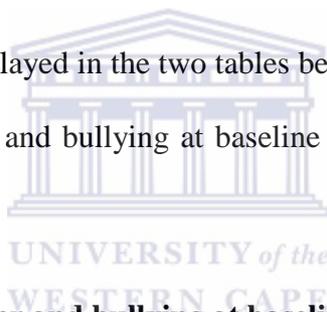
**Table 5.3: Descriptive Association between schools and bullying at baseline and follow up**

		Schools								Total	
		IS				CS					
		1		3		2		4			
		n	%	n	%	N	%	n	%	n	%
Baseline	Not bullied	66	47.5	49	47.6	44	42.7	39	73.6	198	49.7
	Being bullied	73	52.5	54	52.4	59	57.3	14	26.4	200	50.3
	Total	139	100	103	100	103	100	53	100	398	100
Follow-up	Not bullied	99	71.2	99	95.2	70	68.0	37	71.2	305	76.6
	Being bullied	40	28.8	5	4.8	33	32.0	15	28.8	93	23.4
	Total	139	100	104	100	103	100	52	100	398	100

The association between schools and bullying was further investigated by using the chi-square test that helped to test the null hypothesis which stated that Ho: “There is no association between schools and bullying”.

The results of the chi-square test in Table 5.4 indicate that Chi-square value = 14.56; the df = 3 and the p-value = 0.002 (at a 0.05 level of significance) at baseline assessment. This suggests that there is an association between school and bullying; more specifically the likelihood of learners to display bullying behaviour tendencies is related to the specific schooling environment of protection and safety toward all learners. At follow up assessment, the Chi-square value = 27.474; the df = 3 with a p-value = 0.000 and a level of significance 0.05 suggests a positive association between school and bullying ; therefore the null hypothesis is rejected. The association between schools and bullying was further investigated by using the chi-square test that helped to test the null hypothesis which stated that Ho: “There is no association between schools and bullying”.

In sum, according to the data displayed in the two tables below, it can be concluded that there is an association between school and bullying at baseline and follow up; therefore, the null hypothesis is rejected.



### **5.3.2. Association between gender and bullying at baseline and follow up**

The data in Table 5.4 show no real gender difference and bullying for baseline and follow up. At the baseline assessment similar percentages of males (50.6%) and females, (50.0%) reported ‘being bullied’ “two or three times a month” or more, in the past couple of months.

**Table 5.4. Association between schools and bullying at baseline and follow up**

BASELINE (2007)						
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	14.562a	3	.002	.002		
Likelihood Ratio	15.052	3	.002	.002		
Fisher's Exact Test	14.799			.000		
Linear-by-Linear Association	6.190b	1	.013	.013	.007	.002
N of Valid Cases	398					
FOLLOW UP (2009)						
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	27.474 <sup>b</sup>	3	.000	.000		
Likelihood Ratio	34.142	3	.000	.000		
Fisher's Exact Test	33.299			.000		
Linear-by-Linear Association	5.661 <sup>c</sup>	1	.017	.018	.010	.003
N of Valid Cases	398					

For the same time period, the data reveal that similar percentages of females, (50.0%) and males, (49.4%) reported not being bullied. On the other hand, at the follow up assessment, the data also show fairly similar percentages for males, (24.7%) and females, (22.3%) reported 'being bullied' "two or three times a month" or more, in the past couple of months; and that for the same time period also fairly similar percentages of females, (77.7%) and males, (75.3%) reported not being bullied.

**Table 5.5. Descriptive association between gender and bullying at baseline and follow up**

		Females		Males		Total	
		N	%	n	%	n	%
Baseline	Not bullied	115	50.0	83	49.4	198	49.7
	Being bullied	115	50.0	85	50.6	200	50.3
	Total	230	100	168	100	398	100
Follow-up	Not bullied	171	77.8	134	75.3	305	76.6
	Being bullied	49	22.3	44	24.7	93	23.4
	Total	220	100	178	100	398	100

The Chi-square test was applied and the null-hypothesis tested was: “There is no association between gender and bullying at school, in the last couple of months”.

Table 5.6 shows that, at the baseline assessment, Chi-square = 0.014; the df = 1 and the p-value = 0.907. Therefore, there is no association between gender and bullying. The null hypothesis was accepted. The likelihood of displaying bullying behaviour is not related to any specific gender. The same table shows that, at follow up assessment Chi-square = 0.329; the df = 1 and the p-value = 0.566 which indicates that there is no association between gender and bullying. Therefore, the null hypothesis was accepted and that the displaying bullying behaviour is not related to any specific gender.

**Table 5.6. Association between gender and bullying at baseline and follow up**

BASELINE						
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	0.014	1	0.907	.919	.494	
Likelihood Ratio	0.014	1	0.907	.919	.494	
Fisher's Exact Test						
Linear-by-Linear Association	0.014	1				
N of Valid Cases	398					
FOLLOW UP						
	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)	Point Probability
Pearson Chi-Square	.329a	1	.566	.634	.324	
Likelihood Ratio	.328	1	.567	.634	.324	
Fisher's Exact Test						
Linear-by-Linear Association	.328c	1	.567	.634	.324	.080
N of Valid Cases	398					

In light of the preceding statistics from the association between bullying and school and gender, the following conclusions are noteworthy:

(1) Almost the same number of learners reported that they were bullied  $n=200$  (50.3) compared to those who said they were not bullied  $n=198$ (49.7) across the four (4) schools at baseline. On the contrary, after the intervention at follow up assessment, the majority of learners said that they were not bullied  $n=305$ (76.6) compared to those who reported being bullied  $n=93$ (23.4).

(2) As to the association between bullying and gender at baseline assessment, the data reveal the same proportion between females who said they were not bullied  $n=115$ (50) and those who said they were bullied  $n=115$ (50). In addition, data revealed that, at baseline, almost the same proportion of males reported not to be bullied  $n=83$ (49.4) compared to those who reported to be bullied  $n=85$ (50.6). On the contrary, after the intervention in follow up assessment, the majority of females and males said they were not bullied  $n=171$ (77.8) and  $134$ (75.3) respectively.

(3) By applying the Chi-square test, the data show an association between bullying and school at both baseline and follow up assessment. The results of the Phi test and Cramer's V test show that such an association between bullying and school exist. This is to suggest that bullying behaviours can be associated to specific school environment. On the other hand, the results of Chi-square test indicate that there is no association between bullying and gender at both baseline and follow up assessment. This is to suggest that bullying behaviours cannot be gender specific.

The following sections present an interpretation of the data at baseline and follow up, firstly, in terms of the groups of schools 1 and 3 (ISs) compared to schools 2 and 4 (CSs), secondly in terms of gender; and thirdly based on school and gender the intervention effect regarding participants' exposure to various types of bullying, characteristics (grade level and gender) of

the perpetrator, location of the bullying incident, disclosure of the bullying experience, peer support toward bullying, own and peer reactions toward bullying, own and peer attitudes toward bullying, parents' and teachers' reactions in terms of supporting and protecting the victims of bullying, class teacher efforts in trying to combat bullying and participants' responses about being satisfied with their schooling environment is assessed. Lastly, the statistics also help to know if at the ISs, there is a statistically significant difference between the average mean ranks of bullied females and males for School 1 and School 3 on the one hand; and if at the CSs, there is a statistically significant difference between the average mean ranks of bullied females and males for School 2 and School 4; on the other hand. This is referred to as the post intervention effect which was calculated only out the N=200 who reported being bullied at baseline - for each variable and sub variable.

#### **5.4. Types of bullying: Participants' exposure to various types of bullying**

##### **5.4.1. Types of bullying at the ISs and CSs: Pre and post intervention time periods**

The hypothesis tested was:

- 'There is no statistically significant differences in the mean rank of types of bullying at the ISs & CSs at pre and post – intervention time periods.

The data shows that no statistically significant differences were found between ISs and CSs at baseline and at follow up. At baseline assessment, the mean rank for ISs,  $\bar{x} = 103.04$  and CS,  $\bar{x} = 96.08$  with  $Z = -0.820$  and  $p\text{-value} = 0.412$ . On the other hand, at follow up assessment, the mean ranks for ISs is 200.43 and CSs is 198.05 with  $Z = -0.202$  and  $p\text{-value} = 0.840$ .

In summary, it can be concluded that the null hypothesis is accepted. This means that in terms of the comparison between ISs and CSs at baseline and follow up there was no significant decrease in types of bullying.

The following section presents the intervention effect related to the types of bullying based on gender in terms of the comparison between baseline and follow up.

#### **5.4.2. Types of bullying for females and males: Pre and post intervention time periods**

The hypothesis tested was:

- ‘There is no statistically significant difference in mean rank of the types of bullying for females and males at pre and post intervention time periods’.

The data represents no statistically significant difference between females and males at both baseline and follow up time periods. At baseline period, the average mean ranks for females  $\bar{x} = 104.19$  and for males  $\bar{x} = 95.51$  with  $Z = -1.051$  and  $p\text{-value} = 0.293$ . On the other hand, at follow up time period, the mean ranks for females and males were  $\bar{x} = 199.52$  and  $\bar{x} = 199.48$  respectively with  $Z = -.003$  and  $p\text{-value} = 0.998$ . Therefore, it can be concluded that the null hypothesis is accepted; suggesting that before and after the intervention, there was no significant decrease in the frequencies that females and males reported experiencing one or more types of bullying.

#### **5.4.3. Types of bullying for females and males at the ISs and CSs: Pre and post intervention time periods**

The hypothesis tested was:

- There is no statistically significant differences in mean rank of types of bullying for females and males at the ISs and CSs before and after intervention.

The data show that there is no statistically significant difference between females and males at both baseline and follow up time periods for IS. More specifically, at baseline period, the average mean ranks of school 1 were for females  $\bar{x} = 35.80$  and for males  $\bar{x} = 39.61$  with  $Z = -0.714$  and  $p\text{-value} = 0.475$ ; while for School 3 the average mean ranks for females  $\bar{x} = 27.30$  and for males  $\bar{x} = 27.80$  with  $Z = -0.115$  and  $p\text{-value} = 0.908$ . On the other hand, at follow up line period, the average mean ranks for females and males were  $\bar{x} = 68.07$  and  $\bar{x} = 72.40$  respectively with  $Z = -0.631$  and  $p\text{-value} = .528$  for school 1; while for School 3 the average mean ranks for females and males  $\bar{x} = 50.28$  and  $\bar{x} = 54.40$  respectively with  $Z = -0.712$  and  $p\text{-value} = .476$ .

Concerning the CSs, the data indicates a statistically significant difference between females and males only at baseline as represented by school 2 scores. For school 4, however, there is no statistically significant differences at baseline neither at follow up. More specifically, at baseline, the average mean ranks in School 2 for females  $\bar{x} = 35.71$  and for males  $\bar{x} = 25.50$  is displayed with  $Z = -2.271$  and  $p\text{-value} = 0.023$  at a 5% significance level. This indicates that there were more females than males who reported experiencing one or more types of bullying. On the other hand, the average mean ranks for school 4 were presented as females  $\bar{x} = 8.07$  and  $\bar{x} = 6.93$  for males with  $Z = -0.517$  and  $p\text{-value} = .605$  which indicates no statistically significant difference. On the other hand, at follow up level, the data reveals that there is no statistically significant difference for school 2 since the average mean ranks for females and males indicate  $\bar{x} = 53.32$  and  $\bar{x} = 49.93$  respectively with  $Z = -0.564$  and  $p\text{-value} = .573$ . Similarly, there is no statistically significant difference for school 4 as the average mean ranks for females and males are  $\bar{x} = 26.11$  and  $\bar{x} = 27.13$  respectively; with  $Z = -0.241$  and  $p\text{-value} = .809$ .

#### 5.4.4. Post intervention effect for types of bullying at ISs and CSs for females and males

The results presented in Table 5.7, show one statistically significant difference amongst females and males in terms of types of bullying at post intervention that was found at only one of the ISs (school 1). However, for the rest of the schools there is no statistically significant difference after intervention.

More specifically, at the IS, there is a statistically significant difference between bullied females and males for school 1 as the average mean ranks for bullied females is  $\bar{x} = 15.74$  and bullied males is  $\bar{x} = 24.81$ ; with  $Z = -2.461$  and  $p\text{-value} = 0.014$  at a 5% significance level. However, for school 3, there is no statistically significant differences for types of bullying as the average mean ranks for females is  $\bar{x} = 2.50$  and  $\bar{x} = 3.13$  for males, with  $Z = -.373$  and  $p\text{-value} = 0.709$ .

On the other hand, at CSs, the same table shows that there is no statistically significant difference between the average mean ranks for female and male bullied participants at schools 2 and 4 post intervention. The average mean ranks for School 2 for females  $\bar{x} = 17.86$  and for males  $\bar{x} = 15.27$  with  $Z = -.728$  and  $p\text{-value} = 0.467$  whereas for school 4 the average mean ranks for females  $\bar{x} = 9.21$  and for males  $\bar{x} = 6.94$  with  $Z = -1.038$  and  $p\text{-value} = 0.299$ .

**Table 5.7 Post Intervention effect for learners' exposure to various types of bullying at ISs for females and males N=200**

School	Time period	Gender	Mean Rank	Mann-Whitney	Z	P-value	Decision
IS							
School 1	Follow up	Females	15.74	109.000	-2.461**	.014	Significant
		Males	24.81				
School 3	Follow up	Females	2.50	.500	-.373	.709	Not Significant
		Males	3.13				

\*\*\*: means that the results are statistically significant at level of 0.01 = 1%; \*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

To summarize, when the schools were grouped as ISs and CSs at baseline and follow up, no statistically significant differences were found for both groups of schools. Furthermore, no statistically significant differences were found in terms of gender at baseline and follow up time periods for exposure to various the types of bullying. In addition, when school and gender correlations were calculated, the only statistically significant difference at a 5% level was shown for one of the ISs (School 1).

In light of the aforementioned results, it can be concluded that the intervention had a favourable impact on the variable exposure to various types of bullying at school 1. In this regard the average mean rank for types of bullying at baseline decreased after the implementation of the OBPP. Interestingly though, is the fact that on average more males than females attest to experiencing one or more types of bullying at this school.

**5.5. Characteristics of the perpetrator: The gender and grade level of the perpetrators as well as the duration of the bullying**

**5.5.1. Characteristics of the perpetrator at ISs and CSs: Pre and post intervention time periods**

The hypothesis tested was:

- ‘There is no statistically significant difference in mean rank of the characteristics of the perpetrator at the ISs and CSs at pre and post-intervention time periods.

The data presents that a statistically difference was found between ISs and CSs at baseline but not at follow up. At baseline time period, the average mean rank for ISs and CSs for characteristics of the perpetrator was  $\bar{x} = 213.81$  and  $\bar{x} = 177.30$  respectively; with  $Z = -3.105$  and  $p\text{-value} = 0.002$  at 5% significance level. On the other hand, at follow up time period, there is no statistically significant difference between ISs and CSs since the average mean ranks of ISs  $\bar{x} = 203.07$  and of CSs  $\bar{x} = 193.90$  with  $Z = -0.789$  and  $p\text{-value} = 0.430$ .

In light of the preceding results, it can be concluded that at baseline, there were more learners at the two ISs than at the two CSs who identified classes where the perpetrators came from, whether they were males or females, whether they operated as individuals or groups as well as over how much time they were bullied.

**5.5.2. Characteristics of the perpetrator for females and males: Pre and post intervention time periods**

The hypothesis tested was:

‘There is no statistically significant difference in mean rank of the characteristics of the perpetrator for females and males pre and post intervention time periods.

The data displayed in Table 5.8, show statistically significant differences between females and males at both baseline and follow up. At baseline level, the average mean ranks of females  $\bar{x} = 189.74$  and males  $\bar{x} = 212.86$  with,  $Z = -1.989$ . On the other hand, the average mean ranks of females,  $\bar{x} = 208.74$  and males  $\bar{x} = 188.08$  with  $Z = -1.812$  and  $p$  –value 0.070 at 10% significance level.

**Table 5.8: Characteristics (grade level and gender) of the perpetrator for females and males: Pre and post intervention**

Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	Females	189.74	17076.000	-1.989**	0.047	Significant
	Males	212.86				
Follow up	Females	208.74	17547.500	-1.812*	.070	Significant
	Males	188.08				

\*\*\*: means that the results are statistically significant at level of 0.01 = 1%; \*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

At baseline, an average of more males than females reported positively in terms of which class the perpetrator(s) was/were from, the gender of the perpetrator, the number of learners who had bullied him/her and also the duration of the bullying. On the other hand, at follow up, there were more females than males who attested positively to the aforementioned characteristics of the perpetrator.

### 5.5.3. Characteristics of the perpetrator for females and males at the ISs and CSs: Pre and post intervention time periods

The hypothesis tested was :

‘There is no statistically significant difference in mean ranks of characteristics of the perpetrator for females and males at the ISs and CSs pre and post intervention time periods.

The data in Table 5.9, show statistically significant differences for school 1 between females and males at both baseline and follow up. However, there is no statistically significant difference for school 3 nor for the two CSs.

Concerning the ISs, at baseline time period, the average mean ranks for females  $\bar{x} = 35.80$  and males  $\bar{x} = 39.61$  with  $Z = -1.730$  and  $p\text{-value} = 0.084$  at 10% significance level. However, for School 3, there is no statistically significant difference between gender since the average mean ranks for females  $\bar{x} = 27.30$  and males  $\bar{x} = 27.80$  with  $Z = -.649$  and  $p\text{-value} = .517$ . On the other hand, at follow up time period, there is a statistically significant difference between females and males for school 1 since the average mean rank of females,  $\bar{x} = 77.34$  and males,  $\bar{x} = 60.88$  were displayed with  $Z = -2.409$  and  $p\text{-value} = .016$  at a 5% level. However, there is no statistically significant difference between females and males for school 3 as the average mean rank for females  $\bar{x} = 49.75$  and males,  $\bar{x} = 54.86$  with  $Z = -.911$  and  $p\text{-value} = .362$ .

Concerning the CSs, the data presents that, at baseline assessment, for school 2, the average mean ranks for females  $\bar{x} = 48.58$  and for males  $\bar{x} = 55.62$  with  $Z = -1.202$  and  $p\text{-value} = .229$ ; whereas for school 4, the average mean ranks for females  $\bar{x} = 26.24$  and for males  $\bar{x} = 27.92$  with  $Z = -.402$  and  $p\text{-value} = .688$ . On the other hand, at follow up time period and for school 2, the average mean ranks for females  $\bar{x} = 54.05$  and males  $\bar{x} = 48.78$  with  $Z = -.884$  and  $p\text{-value} = .377$ ; while for school 4 it is for females  $\bar{x} = 25.66$  and males  $\bar{x} = 27.85$  with  $Z = -.529$  and  $p\text{-value} = .597$ .

**Table 5.9: Characteristics (grade level and gender) of the perpetrator for females**

**and males at the ISs : Pre and post intervention**

School	Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
<b>IS</b>							
<b>School 1</b>	<b>Baseline</b>	<b>Females</b>	<b>35.80</b>	<b>1850.500</b>	<b>-1.730 *</b>	<b>.084</b>	<b>Significant</b>
		<b>Males</b>	<b>39.61</b>				
	<b>Follow up</b>	<b>Females</b>	<b>77.34</b>	<b>1821.500</b>	<b>-2.409 **</b>	<b>.016</b>	
		<b>Males</b>	<b>60.88</b>				
<b>School 3</b>	<b>Baseline</b>	<b>Females</b>	<b>27.30</b>	<b>1193.500</b>	<b>-.649</b>	<b>.517</b>	<b>Not Significant</b>
		<b>Males</b>	<b>27.80</b>				
	<b>Follow up</b>	<b>Females</b>	<b>49.75</b>	<b>1212.000</b>	<b>-.911</b>	<b>.362</b>	
		<b>Males</b>	<b>54.86</b>				

\*\*\*: means that the results are statistically significant at level of 0.01 = 1%; \*\*: means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

In light of the preceding results, there is evidence to support that since statistically significant differences were found at both time periods, the hypothesis in terms of characteristics of the perpetrator is rejected at both baseline and follow up for school 1 of the IS. More specifically, for school 1 and at baseline, there were more males than females who reported positively in terms of which classes their perpetrators were from, whether the perpetrators were female or male, the number of learners who participated in the bullying and also the duration of the bullying. On the other hand, for the same school at follow up, there were more females than males who attested to the defined characteristics of the perpetrator. Therefore, it can be concluded that the intervention had a favourable impact upon females and males in terms of characteristics of the perpetrator at school 1. However, the data in the same table show no

statistically significant differences between the mean ranks of gender for the other ISs (school 3) and for the two CSs school at both baseline and follow up time periods.

#### **5.5.4. : Post-intervention effect for the Characteristics of the perpetrator at ISs and CSs for females and males**

The statistics displayed in Table 5.10, signal one statistically significant difference between females and males in terms of the characteristics of the perpetrator at post intervention for school 1; whereas no statistically significant differences were found for the other three schools.

Concerning the IS, at baseline time period, there is a statistically significant difference between females and males post intervention for school 1 since the average mean ranks for females  $\bar{x} = 23.97$  and for males  $\bar{x} = 17.36$  with  $Z = -1.793$  and  $p\text{-value} = .073$  at a 10% significance level. However, for school 3, there is no statistically significant difference between females  $\bar{x} = 3.00$  and males  $\bar{x} = 3.00$ ; with  $Z = -.373$  and  $p\text{-value} = 0.709$ .

Concerning the CS, the data at baseline assessment reveal no statistically significant difference between female and males the average mean ranks for School 2 for females  $\bar{x} = 17.07$  and for males  $\bar{x} = 16.86$  with  $Z = -.058$  and  $p\text{-value} = 0.954$  whereas for school 4 the average mean ranks for females  $\bar{x} = 9.57$  and for males  $\bar{x} = 6.63$  with  $Z = -1.288$  and  $p\text{-value} = 0.198$  according to the data in Table 5.13.

**Table 5.10. Post Intervention effect of Characteristics (grade level and gender) of the Perpetrator at ISs for females and males N=200**

School	Time period	Gender	Mean Rank	Mann-Whitney	Z	P-value	Decision
IS							
School 1	Follow up	Females	23.97	133.500	-1.793*	.073	Significant
		Males	17.36				
School 3	Follow up	Females	3.00	2.000	.000	1.000	Not Significant
		Males	3.00				

\*\*\*: means that the results are statistically significant at level of 0.01 = 1%; \*\*: means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

To summarize, when school and gender correlations were calculated, the only statistically significant difference was revealed for school 1, at 10% and 5% levels for baseline and follow up time periods, respectively. In this regard, the average mean rank for males was higher than for females at the baseline time period whereas at follow up, the reverse was true.

Finally, when findings of the intervention effect were calculated only out of those who reported being bullied, the correlation between school and gender was indicated as a 10% level statistically significant difference only at school 1 in terms of the characteristics of the perpetrator. The average mean rank for bullied females was higher than that of females in this regard.

On the basis of the preceding comments, it may be concluded that the intervention had a favourable impact on the gender and grade level of the perpetrators of the bullying at school 1 only.

## 5.6. Location: where bullying incidents take place

### 5.6.1. Location of bullying at ISs and CSs: Pre and post intervention time periods

The hypothesis tested was:

- ‘There is no statistically significant differences in mean rank of location at the ISs and CSs at pre-and post- intervention time periods.’

In this regard, statistically significant differences between ISs and CSs at baseline; but no statistically significant difference between ISs and CSs at follow up time period.

At baseline assessment, the average mean rank for ISs and CSs was  $\bar{x} = 211.98$  and  $\bar{x} = 180.15$ , respectively, with  $Z = -4.064$  and  $p\text{-value} = 0.000$  at 1% significant level. So, the null hypothesis which states that ‘There is no statistically significant difference in the mean rank of ‘location’ before and after intervention based on school, was rejected. On the other hand, at follow up assessment, the data show that there is no statistically significant difference for locations of bullying between the two groups as the average mean ranks for IS,  $\bar{x} = 190.46$  and for CSs  $\bar{x} = 99.98$  with  $Z = -0.831$  and  $p\text{-value} = 0.406$ .

In summary, a statistically significant difference between ISs and CSs evident at baseline with an average mean rank of more ISs participants compared to the average mean ranks of CSs confirming one or more possible places that bullying was bound to happen to them. On the other hand, no statistically significant differences between ISs and CSs was indicated at follow up assessment.

### **5.6.2. Location of bullying for females and males: Pre and post intervention time periods**

Hypothesis tested was:

‘There is no statistically significant difference in mean rank for location of bullying for females and males pre- and post intervention time periods.

The data show a statistically significant difference between females and males at baseline; but not a statistically significant difference at follow up. At baseline assessment, the average mean rank for females  $\bar{x} = 191.74$  and for males  $\bar{x} = 210.13$ ; with  $Z = -2.375$  and  $p\text{-value} = 0.018$  at 5% level. On the other hand, at follow up assessment, the average mean rank for females was  $\bar{x} = 198.61$  and  $\bar{x} = 188.35$  for males with  $Z = -.922$  and  $p\text{-value} = 0.357$ .

In light of the preceding results, at baseline time period, there is a statistically significant difference in location between the average mean ranks of females compared to males during this time. More specifically, there were more females than males who attested to being bullied. On the other hand, no statistically significant difference was found between the average mean ranks of females and males at follow up.

### **5.6.3. Location of bullying for females and males at the ISs and CSs: Pre and post intervention time period**

The data reveal that, concerning the ISs, there is no statistically significant difference between schools 1 and 3 compared to gender in terms of location at baseline and at follow up. More specifically, at baseline assessment, the average mean ranks for females and males are  $\bar{x} = 68.60$  and  $\bar{x} = 72.41$  respectively with  $Z = -1.066$  and  $p\text{-value} = .286$  for school 1; while for school 3 the average mean ranks for females  $\bar{x} = 50.92$  and males,  $\bar{x} = 53.51$ ,  $Z = -.711$  and  $p\text{-value} = .477$ . On the other hand, at follow up time period, the average mean ranks for

females and males are  $\bar{x} = 73.88$  and  $\bar{x} = 65.18$ , respectively, with  $Z = -1.285$  and p-value = .199 at school 1, while at school 3 it is  $\bar{x} = 51.97$  and  $\bar{x} = 52.96$  for females and males respectively; with  $Z = -.181$  and p-value = .857.

Concerning the CSs, the data indicates that, at baseline assessment, there was a statistically significant difference between females and males  $\bar{x} = 47.40$  and  $\bar{x} = 56.88$ , respectively, with  $Z = -2.448$  and p-value .014 for school 2; while for School 4 there was no statistically significant differences. In this regard, the average mean ranks for females and males were presented as  $\bar{x} = 24.88$  and  $\bar{x} = 29.56$ ,  $Z = -1.271$  and p-value = .204. On the other hand, at follow up assessment, there is no statistically significant difference between the average mean ranks of females  $\bar{x} = 47.89$  and males,  $\bar{x} = 48.18$  for school 2 as well as for school 4 where females  $\bar{x} = 23.92$  and males,  $\bar{x} = 26.71$ ,  $Z = -.692$  and p-value = .489.

To summarize, there is no statistically significant differences at either of the ISs and between females and males. This indicates that the intervention did not have an impact upon the component 'Location' when female reports of victimization at certain places at the schools were compared to those of the male counterparts. In terms of the CSs, a statistically significant difference was found only at baseline for school 2 where more males compared to females disclosed to be bullied in certain locations. No significance was found at follow up for the same school. School 4 results showed no statistically significant differences at either of the time periods.

#### **5.6.4. Post-intervention effect for Location of bullying at ISs and CSs for**

##### **females and males**

The data suggests that there is no statistically significant difference in the average mean ranks of schools and gender for Location of bullying. Concerning the ISs, the results indicate that there is no statistically significant difference between the average gender mean ranks of

schools 1 and 3 post intervention. The average mean ranks for school 1 are presented as females  $\bar{x} = 20.24$  and males,  $\bar{x} = 20.74$ ,  $Z = -.137$  and p-value = .891 while average mean ranks for school 3 are displayed as  $\bar{x} = 5.00$  and  $\bar{x} = 2.50$  for females and males, respectively;  $Z = -1.451$  and p-value = .147. As to the CSs, there are no statistically significant differences at any of the two schools since the average mean ranks for school 2 are for females  $\bar{x} = 15.09$  and males,  $\bar{x} = 20.82$ ; with  $Z = -1.638$  and p-value = .101 while average mean ranks for school 4 for females and males are  $\bar{x} = 7.33$  and  $\bar{x} = 6.71$ , respectively, with  $Z = -.291$  and p-value = .771.

To summarize, it can be said that there are no statistically significant differences at either of the ISs nor the CSs for females and males; suggesting that the intervention did not appear to have a favourable impact upon the variable the Location of where the bullying occurred.

## **5.7. Disclosure: whom did the participants confide in when they were bullied**

### **5.7.1. Disclosure of bullying for ISs and CSs: Pre and post intervention time periods**

The hypothesis tested was:

- There is no statistically significant difference in mean rank of disclosure of bullying at ISs and CSs: Pre and post intervention time periods.

The Table 5.11, shows a statistically significant difference for disclosure of bullying at baseline between ISs and CSs while no statistically significant difference was shown between these two groups of schools at follow up.

At baseline assessment, the average mean rank for ISs and CSs was  $\bar{x} = 215.26$  and  $\bar{x} = 175.04$  respectively, with  $Z = -3.555$  and p-value=0.000 at 1% significant level; suggesting a statistically significant difference between ISs and CS. On the other hand, at follow up assessment, the data show no statistically significant difference for disclosure of bullying

between the ISs and CSs since the average mean rank for ISs  $\bar{x} = 192.90$  and for CSs  $\bar{x} = 205.97$  ;with  $Z = -1.178$  and  $p\text{-value} = 0.239$

**Table 5.11: Disclosure of bullying ISs and CSs: Pre and post intervention**

Time period	School groups	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	ISs	215.26	15061.000	-3.555***	0.000	Significant
	CSs	175.04				
Follow up	ISs	192.90	17329.000	-1.178	0.239	Not Significant
	CSs	205.97				

\*\*\*: means that the results are statistically significant at level of 0.01 = 1%; \*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

In light of the preceding results, it can be said that, there were more learners at ISs than CSs at baseline assessment than at follow up time period who disclosed their bullying experience.

### 5.7.2. Disclosure of bullying for females and males: Pre and post intervention time periods

Hypothesis tested was:

- There is no statistically significant difference in mean rank of disclosure of bullying for females and males at pre- and post intervention time periods.

The data reveals that no statistically significant differences were found between females and males average mean ranks at baseline and follow up. At baseline assessment, the average mean rank for females  $\bar{x} = 201.43$  and males  $\bar{x} = 196.86$  , respectively ;  $Z = -0.409$  and  $p\text{-value} = 0.683$ . On the other hand, at follow up assessment, the average mean rank for females ,  $\bar{x} = 205.13$  and males  $\bar{x} = 190.38$  with  $Z = -1.354$  and  $p\text{-value} 0.176$ .

In summary, one could conclude that the null hypothesis which stipulates that ‘There is no statistically significant difference in the mean rank of disclosure before and after intervention,

based on gender', was accepted. This is to suggest that in terms of the comparison between females and males at baseline and follow up, there was no significant increase in the average mean ranks of females' and males' reports of telling someone in the event of them experiencing bullying.

### **5.7.3. Disclosure of bullying at ISs and CSs for females and males: Pre and post intervention time periods**

The hypothesis tested was:

- 'There is no statistically significant difference in mean rank of disclosure of bullying for females and males at the ISs and CSs pre- and post intervention.

The data in Table 5.12 show that, concerning the IS, there is no statistically significant difference between the average mean ranks of females and males at both baseline and follow up time periods. More specifically, at baseline assessment, the average mean ranks for females  $\bar{x} = 70.72$  and for males  $\bar{x} = 68.76$  with  $Z = -.282$  and  $p\text{-value} = 0.778$  for disclosure of bullying at baseline for school 1; while for school 3 the average mean ranks for females,  $\bar{x} = 53.86$  and males  $\bar{x} = 49.41$ , with  $Z = -.776$  and  $p\text{-value} = .438$ . On the other hand, at follow up time period, the average mean ranks for females at school 1  $\bar{x} = 76.01$  and for males  $\bar{x} = 62.53$ ;  $Z = -2.071$  and  $p\text{-value} .038$  while school 3 results remain of no statistically significant difference with scores for females and males displayed as  $\bar{x} = 52.35$  and  $\bar{x} = 51.71$ ;  $Z = -.120$  and  $p\text{-value} .905$ .

Concerning the CS, the data indicates that, at baseline assessment, for school 2, the average mean ranks for females  $\bar{x} = 52.21$  and for males  $\bar{x} = 51.78$  with  $Z = -.075$  and  $p\text{-value} = .940$ ; while for school 4 the average mean ranks for females  $\bar{x} = 24.72$  and for males  $\bar{x} = 29.75$  with  $Z = -1.612$  and  $p\text{-value} = .107$ . On the other hand, follow up assessment, the average mean ranks at school 2 for females  $\bar{x} = 49.95$  and males  $\bar{x} = 53.90$ ; with  $Z = -.683$  and  $p\text{-value} = .494$  while

for school 4, the average mean ranks for females  $\bar{x} = 26.83$  and males  $\bar{x} = 25.98$ ; with  $Z = -.218$  and  $p\text{-value} = .827$ .

**Table 5.12: Disclosure of bullying at ISs for females and males: Pre and post intervention**

School	Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
<b>IS</b>							
School 1	Baseline	Females	70.72	2181.000	-.282	.778	Not Significant
		Males	68.76				
	Follow up	Females	76.01	1924.000	-2.071**	.038	Significant
		Males	62.53				
School 3	Baseline	Females	53.86	1178.500	-.776	.438	Not Significant
		Males	49.41				
	Follow up	Females	52.35	1299.500	-.120	.905	Not Significant
		Males	51.71				

\*\*\*: means that the results are statistically significant at level of  $0.01 = 1\%$ ; \*\*: means that the results are statistically significant at level of  $0.05 = 5\%$  and \*: means that the results are statistically significant at level of  $0.10 = 10\%$

In light of the above results, it was found that no statistically significant differences between females and males were indicated for disclosure of bullying at ISs nor at CSs at baseline assessment. However, a 5% level of statistically significant difference between the average mean ranks of females and males was noted for one of the ISs (school 1) at follow up. In this regard, an average of more females compared to males reported that they told someone when they were bullied at school.

#### 5.7.4. Post-intervention effect for disclosure of bullying at ISs and CSs for females and males

The data presented in Table 5.13, show that there is one statistically significant difference between the average mean ranks of females and males in terms of disclosure of bullying at post intervention for school 1. However, no statistically significant differences were found for the other three schools. Concerning the IS, the data indicate a statistically significant difference between the average mean ranks of females and males post intervention for school since the average mean ranks for females  $\bar{x} = 24.08$  and for males  $\bar{x} = 17.26$  is displayed with  $Z = -1.871$  and  $p\text{-value} = .061$  at a 10% significance level. However, for school 3, there is no statistically significant difference between females and males at baseline since the average mean ranks for females  $\bar{x} = 3.00$  and  $\bar{x} = 3.00$  for males, with  $Z = -.000$  and  $p\text{-value} = 1.000$ . On the other hand, the CS data suggests no statistically significant difference between the average mean ranks of females compared to males for schools 2 and 4 post intervention. More specifically, for school 2, the average mean ranks for females  $\bar{x} = 16.16$  and for males  $\bar{x} = 18.68$  with  $Z = -.729$  and  $p\text{-value} = 0.466$  whereas for school 4 the average mean ranks for females  $\bar{x} = 6.86$  and for males  $\bar{x} = 9.00$  with  $Z = -.953$  and  $p\text{-value} = .340$ .

**Table 5.13: Post-Intervention effect for disclosure of bullying at ISs for females and males N=200**

School	Time period	Gender	Mean Rank	Mann-Whitney	Z	P-value	Decision
IS							
School 1	Follow up	Females	24.08	131.500	-1.871*	.061	Significant
		Males	17.26				
School 3	Follow up	Females	3.00	2.000	.000	1.000	Not Significant
		Males	3.00				

\*\*\*: means that the results are statistically significant at level of 0.01 = 1%; \*\*: means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

In summary it was found that across the four schools, a statistically significant difference at a 10% significance level was found for disclosure of bullying at only one of the ISs (school 1). In this regard, an average mean rank of more females than males attested to this. In terms of the CS, no statistically significant differences were exposed post intervention.

## **Conclusion**

In summary, when school and gender correlations were calculated, no statistically significant differences were revealed for any of the schools at baseline assessment; however, a 5% level of statistically significant difference was revealed at only one of the ISs (school 1) at follow up. In this regard, the average mean rank for females was higher compared to males.

Finally, when findings of the intervention effect in terms of disclosure were calculated only out of those who reported being bullied, a 10% level statistically significant difference was found but only at school 1. The average mean rank for bullied females was higher than that for males in this regard.

It may be concluded that the intervention had a favourable impact on the component 'disclosure' of bullying at school 1.

## **5.8. Peer Social Support : Participants' and peers' feelings of support, reaction attitudes when experiencing or witnessing bullying**

### **5.8.1. Peer Support**

#### **5.8.1. 1. Peer Support toward bullying for ISs and CSs : Pre- and post-intervention time periods**

The hypothesis tested was:

- ‘There is no statistically significant differences in mean rank of peer support support toward bullying: pre-and post intervention time periods’.

The data suggests that no statistically significant differences were found between ISs and

CSs at baseline and at follow up. At baseline assessment, the mean rank for ISs,

$\bar{x} = 205.57$  and CS,  $\bar{x} = 190.08$  with  $Z = -1.317$  and  $p\text{-value} = 0.188$ . On the other hand at

follow up assessment, the mean ranks for ISs is  $\bar{x} = 204.64$  and CS,  $\bar{x} = 191.44$  with  $Z = -$

$1.122$  and  $p\text{-value} = 0.262$ .

In light of the preceding results, it can be assumed that in terms of peer support, concerning the number of good friends as well as how often other learners come to their rescue when they are being bullied, there was no statistically significant difference between ISs and CSs at both time periods.

#### **5.8.1.2. Peer support toward bullying for females and males: Pre and post intervention time periods**



Hypothesis tested was:

- ‘There is no statistically significant difference in mean rank of peer support toward bullying for females and males pre-and post intervention time periods’.

The data reveal no statistically significant differences between females and males average

mean ranks for peer support toward bullying at both baseline and follow up time periods. At

baseline assessment, the average mean ranks for females  $\bar{x} = 196.63$  and for males

$\bar{x} = 203.43$  with  $Z = -.588$  and  $p\text{-value} = 0.556$ ; whereas at follow up assessment, the average

mean ranks for females is  $\bar{x} = 201.85$  and for males is  $\bar{x} = 195.50$  with  $Z = -.555$  and  $p\text{-value}$

$= 0.579$ .

Therefore, one could conclude that the null hypothesis was accepted; suggesting that in terms of peer support toward learners at baseline and follow up there were no statistically significant differences in the average mean ranks between females and males.

### **5.8.1.3. Peer support toward bullying for females and males at ISs and CS: Pre and post intervention time periods**

The statistics reveal that no statistically significant differences between the mean ranks of schools and gender for Peer Support at ISs at baseline and follow up. On the other hand, while there are no statistically significant differences at baseline at the two CSs, there are statistically significant differences for both schools at the follow up time period.

Concerning the ISs, at baseline time period, the results show that at school 1, the average mean ranks for females is  $\bar{x} = 69.04$  and for males  $\bar{x} = 71.66$  with  $Z = -.375$  and  $p\text{-value} = 0.708$ ; suggesting that there is no statistically significant difference in the average mean ranks of school and gender. At school 3, on the other hand, the average mean ranks for females is  $\bar{x} = 50.33$  and for males is  $\bar{x} = 54.34$ , with  $Z = -.680$  and  $p\text{-value} = .497$ ; suggesting that there is no statistically significant difference in the average mean ranks of school and gender.

At follow up time period, the data suggests no statistically significant difference for school 1 since the average mean ranks of females is  $\bar{x} = 72.49$  and for males is  $\bar{x} = 66.90$ ; with  $Z = -.828$  and  $p\text{-value} = .408$ . In addition, at school 3, there is no statistically significant difference in the mean scores for females  $\bar{x} = 54.27$  and males  $\bar{x} = 50.98$ ; with  $Z = -.566$  and  $p\text{-value} = .571$ .

Concerning the CSs, at baseline time period, the results as reflected in Table 5.14, show that, for school 2, the average mean ranks for females  $\bar{x} = 51.30$  and for males  $\bar{x} = 52.74$  with  $Z = -.247$  and  $p\text{-value} = .805$ ; while for school 4 the average mean ranks for females  $\bar{x} = 25.66$  and for males  $\bar{x} = 28.63$  with  $Z = -.713$  and  $p\text{-value} = .476$ . At follow up, on the other hand, the

average mean ranks for school 2 is  $\bar{x} = 55.99$  for females and  $\bar{x} = 44.54$  for males; with  $Z = -1.942$  and  $p\text{-value} = .052$ . ; while for school 4, the average mean ranks for females  $\bar{x} = 22.69$  and males  $\bar{x} = 32.60$ ; with  $Z = -2.338$  and  $p\text{-value} = .019$  at a 5% significant level – in the absence of the implementation of the OBPP.

**Table 5.14: Peer support toward bullying for females and males at CSs: Pre and post intervention**

School	Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
CS							
School 2	Baseline	Females	51.30	1288.000	-.247	.805	Not Significant
		Males	52.74				
	Follow up	Females	55.99	961.500	-1.942*	.052	Significant
		Males	44.54				
School 4	Baseline	Females	25.66	309.000	-.713	.476	Not Significant
		Males	28.63				
	Follow up	Females	22.69	198.000	-2.338**	.019	Significant
		Males	32.60				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

To summarize, there is no statistically significant difference between the average mean ranks of females and males for disclosure of bullying at ISs nor at CSs at baseline assessment. In addition, while no statistically significant difference was displayed for either of the ISs, at follow up assessment, a 10% level of statistically significant difference between the average mean ranks of females and males was noted for school 2 while a 5% level of significance was shown for school 4. In this regard, an average of more females compared to males reported positively in terms of peer support at school 2 whereas at school 4, an average of more males compared to females said that this was true.

#### 5.8.1.4. Post-intervention effect of Peer support toward bullying at ISs and CSs for females and males

The data reflects no statistically significant difference between the average mean ranks for females and males at any of the schools post intervention.

Concerning the ISs, the average mean ranks for school 1 in terms of peer support for females  $\bar{x} = 21.53$  and males,  $\bar{x} = 19.57$ ,  $Z = -.541$  and p-value = .588; while the average mean ranks for school 3 are  $\bar{x} = 3.00$  and  $\bar{x} = 3.00$  for females and males, respectively; with  $Z = .000$  and p-value = 1.000.

Concerning the CSs, there is no statistically significant difference between the average mean ranks of females and males at any of the two schools. In this regard, the average mean ranks for school 2 are presented as females  $\bar{x} = 18.70$  and males,  $\bar{x} = 13.59$ ;  $Z = -1.463$  and p-value = .143 while average mean ranks for school 4 are presented as females and males  $\bar{x} = 8.07$  and  $\bar{x} = 7.94$ , respectively;  $Z = -.059$  and p-value = .953

The preceding findings reveal that no statistically significant differences at either of the ISs nor the CSs were found between the average mean ranks of bullied females and males when the sub variable, 'peer support' was further examined. The outcome indicates that the intervention did not appear to have a favourable impact upon 'peer support'; especially when the study focussed on only those learners who reported being bullied in certain places on the school premises.

#### Conclusion

To summarize, when school and gender correlations were calculated, no statistically significant differences in terms of peer support was displayed for ISs and CSs at baseline. In this regard, it is noteworthy that while no significances were shown for ISs at follow up assessment,

statistically significant differences were revealed at 10% and 5% levels at both CSs – this in the absence of the implementation of the OBPP.

Finally, when findings of the intervention effect were calculated only out of those who reported being bullied, no statistically significant differences were presented for any of the schools.

One can conclude that the intervention did not have a favourable impact on the sub variable, ‘peer support’ since no statistically significant differences were revealed at the ISs between baseline and follow up assessments.

## **5.8.2. Peer Reactions and Peer Attitudes toward bullying**

### **5.8.2.1. Peer reactions toward bullying at ISs and CSs: Pre and post intervention time periods**

The hypothesis tested was:

- ‘There is no statistically significant differences in mean rank of Peer Reactions at CSs and ISs before and after intervention’.

The data reveals no statistical significances between ISs and CSs at both baseline and follow up. More specifically, at baseline level, the average mean rank for ISs  $\bar{x} = 205.57$  and CSs  $\bar{x} = 190.08$ ; with  $Z = -1.317$  and  $p\text{-value} = 0.188$ . On the other hand, at follow up level, the mean rank for ISs  $\bar{x} = 204.64$  and CSs  $\bar{x} = 191.44$ ;  $Z = -1.122$  and  $p\text{-value} = 0.262$ .

In light of the above results, one could conclude that the null hypothesis which states that ‘There is no statistically significant difference in the average mean ranks of peer reactions before and after intervention, based on school’, was accepted. This means that in terms of the comparison between ISs and CSs at baseline and follow up there was no significant increase

or decrease in peer reactions in terms of whether learners could join in bullying, how they usually react as well as how often they felt afraid of being bullied at school.

**5.8.2.2. Peer reactions toward bullying for females and males: Pre and post intervention time periods**

Hypothesis tested was:

- ‘There is no statistically significant difference in mean rank of peer reactions toward bullying for females and males pre- and post intervention time periods’.

The statistics presented in Table 5.15, show statistically significant differences between females and males at both baseline and follow up. More specifically, at baseline level, there is a statistically significant difference in the average mean ranks of females and males as  $\bar{x} = 221.63$  and  $\bar{x} = 169.20$  respectively; with  $Z = -4.509$  and  $p\text{-value} = 0.000$  at a 10% level. Furthermore, at follow up level, there is a statistically significant difference in the average mean ranks of females,  $\bar{x} = 209.75$  and males  $\bar{x} = 186.83$  with  $Z = -1.986$  and  $p\text{-value} 0.047$ .

**Table 5.15: Own and Peer reactions toward bullying for females and males: Pre and post intervention**

Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	Females	221.63	14230.000	- 4.509*	0.000	Significant
	Males	169.20				
Follow up	Females	209.75	17325.000	- 1.986**	.047	Significant
	Males	186.83				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \*: means that the results are statistically significant at level of 0.10 = 10%

Considering the preceding results, the baseline and follow up scores suggest both females and males reported positively in terms of whether they would join in the bullying, how they usually

react and also whether they felt afraid of being bullied at school. Therefore, it is possible to assume that the intervention had an impact upon sample population of females and males in general.

### **5.8.2.3. Peer reactions toward bullying for females and males at ISs and CSs: Pre and post intervention time periods**

The hypothesis tested was :

- ‘There is no statistically significant difference in mean ranks of Peer Reactions toward bullying for females and males at ISs and CSs pre-and post intervention time periods’.

The data in Table 5.16, show statistically significant differences for both ISs between females and males at baseline while a statistically significant difference was found for only one ISs (school 1) at follow up. Furthermore, the data indicate a statistically significant difference for one of the CSs (school 2) at baseline but no statistically significant difference for the two schools at follow up.

Concerning the ISs, at baseline level, there is a statistically significant difference since the average mean ranks for females is  $\bar{x} = 80.19$  and for males is  $\bar{x} = 52.42$ ; with  $Z = -3.936$  and  $p\text{-value} = 0.000$  at 1% significance level for school 1. Furthermore, for school 3, there a statistically significant difference between the average mean ranks of female  $\bar{x} = 54.70$  and males  $\bar{x} = 50.62$ ; with  $Z = -2.352$  and  $p\text{-value} = .019$ . On the other hand, at follow up level, there is a statistically significant difference between the average mean ranks of females and males at a 10% level for school 1; with  $Z = -2.626$  and  $p\text{-value} = .009$ . In addition, for school 3, there is no statistically significant difference between the average mean ranks of females  $77.99$  and males  $60.07$ ; with  $Z = -.692$  and  $p\text{-value} = .489$ .

Concerning the CSs, at baseline level, the data in the same table show for school 2 a statistically significant difference between the average mean ranks for statistical significant difference between the average mean ranks for females  $\bar{x} = 56.89$  and for males  $\bar{x} = 46.82$  with  $Z = -1.720$  and  $p\text{-value} = .085$ ; while for school 4, there is no statistically significant difference as the average mean ranks for females  $\bar{x} = 28.55$  and for males  $\bar{x} = 25.13$ ; with  $Z = -.813$  and  $p\text{-value} = .416$ . On the other hand, at follow up level, the data in the same table indicate for school 2 the average mean ranks for females and males were  $\bar{x} = 53.48$  and  $\bar{x} = 49.68$  respectively with  $Z = -.632$  and  $p\text{-value} = .527$ ; while for school 4, it is for females and males  $\bar{x} = 26.81$  and  $\bar{x} = 26.00$ , respectively; with  $Z = -.189$  and  $p\text{-value} = .850$ .

**Table 5.16: Own and Peer reactions toward bullying for females and males at ISs : Pre and post intervention**

School	Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
IS							
School 1	Baseline	Females	80.19	1347.500	-3.936***	0.000	Significant
		Males	52.42				
	Follow up	Females	77.99	1771.500	-2.626*	.009	Significant
		Males	60.07				
School 3	Baseline	Females	57.83	940.000	-2.352**	.019	Significant
		Males	43.86				
	Follow up	Females	54.70	1238.500	-.692	.489	Not Significant
		Males	50.62				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

To summarize, results reveal that statistically significant differences at both ISs were found at 1% and 5% levels of significance between the average mean ranks of females and males as well as at a 10% significance level for only one of the CSs (school 2). In all these instances it

was found that the average mean ranks for females was higher compared to males reporting that they did not think they'd be able to join in the bullying, that they don't do anything but they think they should help yet they are still often afraid of being bullied at school. At the follow up assessment, however, a 10% level statistically significant difference was exposed only for one of the ISs (school 1). In this regard, an average mean rank of more females compared to males attested to the abovementioned categories. This indicates that the intervention had an impact upon the component 'Peer Reactions' but only for school 1 since it is the only school that showed a favourable difference at the follow up time of assessment.

#### **5.8.2.4. Post-intervention effect of peer reactions toward bullying at ISs and CSs for females and males**

The statistics suggest no statistically significant differences in the average mean ranks of schools and gender for Peer Reactions toward bullying. More specifically, as to the IS, there is no statistically significant difference in the average gender mean ranks of schools 1 and 3 post intervention. The average mean ranks for school 1 are presented as females  $\bar{x} = 22.87$  and males,  $\bar{x} = 18.36$ ,  $Z = -1.231$  and  $p\text{-value} = .226$  for school 3 they are  $\bar{x} = 2.50$  and  $\bar{x} = 3.13$  for females and male, respectively; with  $Z = -.373$  and  $p\text{-value} = .800$

Furthermore, as to the CSs, there is no statistically significant difference at the two schools. The average mean ranks for school 2 are for females  $\bar{x} = 17.77$  and for males,  $\bar{x} = 15.45$ ; with  $Z = -.652$  and  $p\text{-value} = .514$ ; while for school 4 they are for females and males  $\bar{x} = 6.36$  and  $\bar{x} = 9.44$ , respectively,  $Z = -1.339$  and  $p\text{-value} = .180$ .

In light of the above results, it appears that there is no statistically significant difference at the two ISs and the two CS. Therefore, the intervention did not appear to have a favourable impact upon the component 'Peer Reactions'.

## Conclusion

It may be concluded that the intervention had a favourable impact on the component 'peer reactions' toward bullying at school 1 but only in terms of school and gender yet it may appear that overall the average mean rank of females and males who were bullied at baseline did not attest to an improvement in terms of peer reactions toward bullying.

### 5.8.2.5. Peer Attitudes

#### 5.8.2.5.1. Peer attitudes toward bullying at ISs and CSs: Pre and post intervention time periods

The hypothesis tested was:

- 'There is no statistically significant difference in mean rank of peer attitudes toward bullying at ISs and CSs pre-and post intervention time periods'.

The statistics in Table 5.17, show a statistically significant difference for peer attitudes toward bullying between ISs and CSs at baseline while no statistically significant difference was found at follow up.

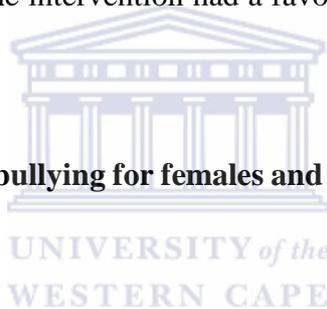
At baseline assessment, there is a statistically significant difference at a 5% level between the ISs and CSs groups since the average mean ranks of ISs,  $\bar{x} = 187.24$  and CSs,  $\bar{x} = 218.52$  for the baseline; with  $Z = -3.351$  and  $p\text{-value} = 0.001$ . On the other hand, at follow up assessment, there is no statistically significant difference between the two groups since the average mean ranks for ISs  $\bar{x} = 197.58$  and CSs  $\bar{x} = 201.22$ , with  $Z = -0.347$  and  $p\text{-value} = 0.728$ .

**Table 5.17: Own and peer attitudes toward bullying at ISs and CSs: Pre and post intervention**

Time period	School groups	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	ISs	187.24	15909.500	-3.351**	0.001	Significant
	CS	218.52				
Follow up	ISs	197.58	18411.500	-0.347	0.728	Not significant
	CS	201.22				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \*: means that the results are statistically significant at level of 0.10 = 10%

In light of the preceding results, it can be assumed that there were less learners at ISs than CSs who reported positively in terms of their attitudes when a bullying incident occurred. Therefore, it is not possible to assume that the intervention had a favourable impact upon Peer Attitudes toward bullying.



**5.8.2.5.2. Peer attitudes toward bullying for females and males: Pre and post intervention time periods**

Hypothesis tested was:

- ‘There is no statistically significant difference in mean rank of peer attitudes toward bullying for females and males pre-and post intervention time periods’.

The data in Table 5.18, show no statistically significant difference between females and males at baseline; however a statistically significant difference was found between genders at follow up.

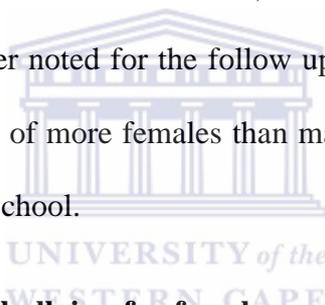
At baseline assessment, the average mean rank for females was  $\bar{x} = 197.74$  and  $\bar{x} = 201.90$  for males with  $Z = -0.451$  and p-value 0.652; while at follow up, the average mean rank for females was  $\bar{x} = 206.91$  and for males  $\bar{x} = 189.27$ ; with  $Z = -1.718$  and p-value = 0.086.

**Table 5.18: Own and peer attitudes toward bullying for females and males: Pre and post intervention**

Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	Females	197.74	18916.000	-0.451	0.652	Not Significant
	Males	201.90				
Follow up	Females	206.91	17759.500	-1.718*	0.086	Significant
	Males	189.27				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* means that the results are statistically significant at level of 0.10 = 10%

In light of the preceding data, one could conclude that while no statically significant difference in the mean rank of peer attitudes before intervention, based on gender existed, a statistically significant difference was however noted for the follow up assessment. More specifically, it was also revealed that an average of more females than males attested positively in terms of their attitudes toward bullying at school.



#### **5.8.2.5.3. Peer attitudes toward bullying for females and males at ISs and CSs: Pre and post intervention time periods**

The data in Table 5.19, show no statistically significant differences for both ISs between females and males at baseline while a statistically significant difference was found for only one ISs (school 1) at follow up. Furthermore, the results show no statistically significant differences for the two CSs at baseline whereas, interestingly, a statistically significant difference was shown for one of the CSs (school 4) at follow up – in the absence of the implementation of the OBPP.

Concerning the ISs, and at baseline assessment, the data show that for school 1, there is no statistically significant difference between the average mean ranks of females  $\bar{x} = 72.60$  and males  $\bar{x} = 65.51$ ; with  $Z = -1.159$  and  $p\text{-value} = 0.246$ . In addition, for school 3, the data in the

same table show no statistically significant difference between the average mean ranks of female  $\bar{x} = 51.14$  and males  $\bar{x} = 53.20$ ; with  $Z = -.426$  and p-value  $.670$ . On the other hand, at follow up assessment, there is, for school 1 a statistically significant difference between the average mean ranks of females,  $\bar{x} = 75.36$  and males  $\bar{x} = 63.34$  with  $Z = -1.941$  and p-value  $.052$  at 10% level. On the contrary, for school 3, the data show no statistically significant difference between the average mean ranks of females  $\bar{x} = 54.81$  and males  $\bar{x} = 49.64$  with  $Z = -1.013$  and p-value  $.311$ .

Concerning the CSs, the results reflect that, at baseline assessment, and for school 2, there is no statistical significant difference between the average mean ranks for females  $\bar{x} = 51.06$  and for males  $\bar{x} = 53.00$  with  $Z = -.499$  and p-value  $.085$ . In addition, for school 4, results show no statistically significant difference displayed with average mean ranks for females  $\bar{x} = 25.55$  and for males  $\bar{x} = 28.75$  with  $Z = -1.105$  and p-value  $.269$ . On the other hand, at follow up assessment, for school 2, there is no statistically significant difference since the average mean ranks for females  $\bar{x} = 50.48$  and males  $\bar{x} = 54.39$  with  $Z = -.725$  and p-value  $.468$  whereas for school 4, there is a statistically significant difference since the average mean ranks for females  $\bar{x} = 28.88$  and males  $\bar{x} = 22.70$ ; with  $Z = -1.720$  and p-value  $.085$ .

**Table 5.19: Own and peer attitudes toward bullying for females and males**

at ISs and CSs: Pre and post intervention

School	Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
<b>IS</b>							
School 1	Baseline	Females	72.60	2015.000	-1.159	.246	Not Significant
		Males	65.51				
	Follow up	Females	75.36	1974.000	-1.941*	.052	Significant
		Males	63.34				
School 3	Baseline	Females	51.14	1238.500	-.426	.670	Not Significant
		Males	53.20				
	Follow up	Females	54.81	1184.000	-1.013	.311	Not Significant
		Males	49.64				
<b>CS</b>							
School 2	Baseline	Females	51.06	1275.000	-.499	.618	Not Significant
		Males	53.00				
	Follow up	Females	50.48	1164.500	-.725	.468	Not Significant
		Males	54.39				
School 4	Baseline	Females	25.55	306.000	-1.105	.269	Not Significant
		Males	28.75				
	Follow up	Females	28.88	244.000	-1.720*	.085	Significant
		Males	22.70				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

To summarize, results reveal that no statistically significant difference in Peer Attitudes towards bullying existed at either of the ISs nor at the CSs at baseline assessment. However, a 10% level of statistically significant difference between the average mean ranks of females and

males existed at one of the ISs (school 1) at follow up assessment. In this regard, it was found that the average mean ranks for females was higher compared to males reporting positively about their feelings and attitudes toward bullying at school. In addition a statistically significant difference was found for one of the CSs (school 4) at follow up assessment where an average of more females compared to males spoke positively in terms of peer attitudes regarding bullying at their school. In light of these comments, it may be assumed that the intervention had a favourable impact upon the sub variable 'Peer Attitudes' at school 1, while it is not clear which aspects contributed to the improved peer attitude at school 4.

#### **5.8.2.5.4. Post-intervention effect of peer attitudes toward bullying at ISs and CSs for females and males**

The results reflect no statistically significant differences in the mean ranks of schools and gender for Peer Attitudes toward bullying.

Concerning the ISs, the data show no statistically significant difference between the average mean ranks of schools 1 and 3 post intervention. The average mean ranks for school 1 are females  $\bar{x} = 20.08$  and males,  $\bar{x} = 20.88$  ;  $Z = -.242$  and  $p\text{-value} = .809$  while for school 3 they are females  $\bar{x} = 4.00$  and males  $\bar{x} = 2.75$  ;with  $Z = -.791$  and  $p\text{-value} = .800$ . On the other hand, concerning the CSs, the results show no statistically significant differences at any of the two schools. The average mean ranks for school 2 are for females  $\bar{x} = 17.52$  and males,  $\bar{x} = 15.95$  ; with  $Z = -.484$  and  $p\text{-value} = .629$ ; while for school 4 they are for females  $\bar{x} = 8.79$  and males  $\bar{x} = 7.31$  , with  $Z = -.722$  and  $p\text{-value} = .470$ .

The results reveal that in terms of Peer Attitudes toward bullying, no statistically significant differences at either of the ISs nor the CSs were found between the average mean ranks of bullied females and males. The outcome indicates that the intervention did not appear to have

a favourable impact upon the sub-variable 'Peer Attitudes toward bullying' - when the study focussed on only those learners who reported being bullied.

## **Conclusion**

To summarize, when school and gender were compared for baseline and follow up times, no statistically significant difference was found at baseline while at follow up assessment, only one of the ISs (school 1) was represented by a statistically significant difference at 10% level. In this case, an average of more males than females reported positively for peer attitudes. One of the CSs (school 4) results also revealed a 10% level statistically significant difference where an average of more males compared to females attested to positive peer attitudes. In terms of the measurement of intervention effect of peer attitudes toward bullying as reported by only those who were bullied, no statistically significant difference between schools and particularly between females and males were noted.

## **5.9. Adult reactions: Parents' and teachers' reactions and efforts to support and protect victims**

### **5.9.1. Adult reactions toward bullying at ISs and CSs: Pre and post intervention time periods**

The hypothesis tested was:

- 'There is no statistically significant differences in the mean rank of adult reactions toward bullying at ISs and CSs pre- and post intervention time periods'.

The Table 5.20, shows a statistically significant difference between ISs and CSs for Adult Reactions toward bullying at both baseline and follow up time periods. More specifically, at baseline time period, the statistics show that the average mean rank for ISs is  $\bar{x} = 222.07$  and

for CSs is  $\bar{x} = 163.37$  with  $Z = -5.072$  and  $p\text{-value} = 0.000$  at a 1% significance level. On the other hand, at follow up assessment, the data show the average mean rank of ISs  $\bar{x} = 216.63$  and for CSs  $\bar{x} = 171.19$ ; with  $Z = -3.926$  and  $p\text{-value} = 0.000$  at a 1% significance level.

**Table 5.20: Adult reactions toward bullying at ISs and CSs: Pre and post intervention**

Time period	School groups	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	ISs	222.07	13239.000	-5.072***	0.000	Significant
	CS	163.37				
Follow up	ISs	216.63	14427.500	-3.926***	0.000	Significant
	CS	171.19				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

In light of the previous statistics, there is evidence to suggest that the average mean ranks of the ISs was higher than that of the CSs at both baseline and follow up; therefore, there were more learners at the ISs compared to the CSs who reported that their parents/guardians contacted the school and that their parents/guardians and teachers spoke to them when they were involved in bullying incidents.

### 5.9.2. Adult reactions toward bullying for females and males: Pre and post intervention time periods

The Hypothesis tested was:

- There is no statistically significant difference in mean rank of Adult Reactions toward bullying for females and males pre-and post intervention time periods’.

The data represented no statistically significant differences in adult reactions toward bullying between females and males at both baseline and follow up. More specifically, at baseline time period, results indicate that the average mean rank for females is  $\bar{x} = 191.74$  and males is

$\bar{x} = 208.90$ , with  $Z = -1.500$  and  $p\text{-value} = 0.134$ . On the other hand, at follow up, the average mean rank for females is  $\bar{x} = 203.32$  and for males is  $\bar{x} = 193.63$ ; with  $Z = -.855$  and  $p\text{-value} = 0.393$ .

In summary, one could conclude that in terms of the comparison between females and males at baseline and follow up, there was no significant difference in the average mean ranks of females' and males' reports of adults reactions toward bullying when children were bullied.

### **5.9.3. Adult reactions toward bullying for females and males at ISs and CSs: Pre and post intervention time periods**

The Hypothesis tested was:

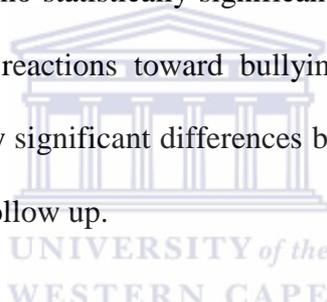
- 'There is no statistically significant difference in mean ranks of adult reactions toward bullying at ISs and CSs for females and males pre- and post intervention time periods'.

Evidence in Table 5.21, show that no statistically significant differences in adult reactions toward bullying were found at both ISs at baseline while statistically significant differences were revealed for both ISs at the follow up time period. However, for the CSs, no statistically significant differences were shown at both baseline and follow up time periods.

Concerning the IS, the results show that at baseline assessment level, the average mean range for School 1 is  $\bar{x} = 67.49$  for females and  $\bar{x} = 74.32$  for males; with  $Z = -.973$  and  $p\text{-value} = .330$ ; while for school 3 it is  $\bar{x} = 47.85$  for females and  $\bar{x} = 56.51$  for females; with  $Z = -1.485$  and  $p\text{-value} = .138$ . On the other hand, at follow up time period, the average mean rank for School 1 is  $\bar{x} = 79.82$  for females  $\bar{x} = 57.80$  and for males; with  $Z = -3.236$  and  $p\text{-value} = .001$ ; while for school 3 it is  $\bar{x} = 47.25$  for females and  $\bar{x} = 57.00$  males; with  $Z = -1.710$  and  $p\text{-value} = .087$ .

Concerning the two CS, the data in the same table show that at baseline time period, there is for school 2 no statistically significant differences between the reports from females  $\bar{x} = 50.49$  and males,  $\bar{x} = 53.60$ ; with  $Z = -.541$  and  $p\text{-value} = .589$  for school 2, while for school 4 there is no statistically significant differences between the reports from females  $\bar{x} = 24.53$  and males  $\bar{x} = 29.98$ ; with  $Z = -1.521$  and  $p\text{-value} = .128$ . On the other hand, at follow up time period, there is no statistically significant difference at both schools since at school 2 the mean ranks for females is  $\bar{x} = 51.66$  and for males,  $\bar{x} = 51.24$ ; with  $Z = -.070$  and  $p\text{-value} = .944$ ; whereas at school 4 it is  $\bar{x} = 25.38$  for females and  $\bar{x} = 28.30$  for males; with  $Z = -.740$  and  $p\text{-value} = .459$ .

To summarize, it was found that no statistically significant differences between females and males were indicated for adult reactions toward bullying at ISs nor at CSs at baseline assessment. However, statistically significant differences between the mean ranks of females and males were noted for ISs at follow up.



**Table 5.21 : Adult reactions toward bullying for females and males at ISs : Pre and post intervention**

School	Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
IS							
School 1	Baseline	Females	67.49	2023.500	-.973	.330	Not Significant
		Males	74.32				
	Follow up	Females	79.82	1630.500	-3.236**	.001	Significant
		Males	57.80				
School 3	Baseline	Females	47.85	1053.000	-1.485	.138	Not Significant
		Males	56.51				
	Follow up	Females	47.25	1092.000	-1.710*	.087	Significant
		Males	57.00				

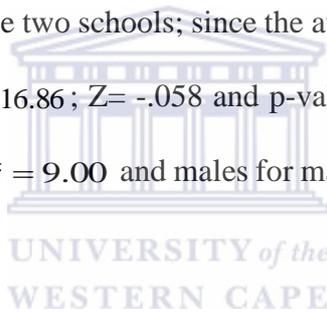
\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

#### **5.9.4. Post-intervention effect of adult reactions toward bullying at ISs and CSs for females and males**

The data reveals no statistically significant differences in the average mean ranks of schools and gender for Adult Reactions toward bullying.

Concerning the two ISs, the results indicate no statistically significant differences between the average mean ranks of schools 1 and 3 post intervention; since it is females  $\bar{x} = 22.24$  and males,  $\bar{x} = 18.93$ ;  $Z = -.904$  and  $p\text{-value} = .376$  for school 1 and  $\bar{x} = 1.50$  for females and  $\bar{x} = 3.38$  for males;  $Z = -1.088$  and  $p\text{-value} = .277$  for school 3.

Concerning the two CSs, on the other hand, the data in the same table show no statistically significant differences at any of the two schools; since the average mean ranks for school 2 are females  $\bar{x} = 17.07$  and males,  $\bar{x} = 16.86$ ;  $Z = -.058$  and  $p\text{-value} = .955$ , while for school 4, the average mean ranks for females  $\bar{x} = 9.00$  and males for males  $\bar{x} = 7.13$ , with  $Z = -.863$  and  $p\text{-value} = .463$ .



On the basis of the preceding results, it can be concluded that the intervention did not appear to have a favourable impact upon the variable Adult Reactions toward bullying.

#### **Conclusion**

Results indicate that when school and gender scores were investigated, no statistically significant differences were found at baseline but statistically significant differences 5% and 10% respective level of significances were noted for both ISs (school 1 and 3) at the follow up assessment. More specifically, a greater proportion of females than males attested to improved Adult Reactions toward bullying at school 1 while more males compared to females said that parents, guardians and teachers reacted positively toward bullying – after the intervention. On the other hand, no statistically significant differences were noted for CSs in this regard. Lastly,

when the study focussed only on those females and males who reported being bullied at the individual schools at baseline, no statistically significant differences were yielded by results after intervention.

### 5.9.5. Class Teacher Efforts to support and protect victims of bullying

#### 5.9.5.1. Class teacher efforts at ISs and CSs: Pre and post intervention time periods

The hypothesis tested was:

- ‘There is no statistically significant differences in mean rank of class teacher efforts to support and protect victims of bullying at ISs and CSs pre-and post intervention time periods’.

The data presented in Table 5.22, show a statistically significant difference between ISs and CSs for Class Teacher Effort at both baseline and follow up time periods.

At baseline time period, the average mean ranks of ISs  $\bar{x} = 271.23$  and CSs  $\bar{x} = 171.99$  ; with  $Z = -3.878$  and  $p\text{-value} = 0.000$  at 1% significance level. On the other hand, at follow up time period, the average mean rank of ISs is  $\bar{x} = 223.95$  and CSs  $\bar{x} = 160.04$  ; with  $Z = -5.468$  and  $p\text{-value} 0.000$  at a 1% significant level.

**Table 5.22: Class teacher efforts to support and protect victims of bullying at ISs and CSs:**

#### Pre and post intervention

Time period	School groups	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	IS	271.23	14584.500	-3.878***	0.000	Significant
	CS	171.99				
Follow up	IS	223.95	12716.000	-5.468***	0.000	Significant
	CS	160.04				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

To summarize, the null hypothesis which states that ‘There is no statistically significant differences in mean rank of Class Teacher efforts pre- and post intervention – based on school’, is rejected. Furthermore, the average mean ranks of the ISs is higher than that of the CSs at the baseline and follow up assessment time periods. Thus it may be assumed that the intervention had a favourable impact at the IS.

**5.9.5.2. Class teacher efforts to support and protect female and male victims of bullying: Pre and post intervention time periods**

The Hypothesis tested was:

- ‘There is no statistically significant difference in mean rank of class teacher efforts for females and males pre-and post intervention time periods’.

The results presented in Table 5.23, show statistically significant differences in class teacher efforts between female and male reports at both baseline and follow up.

At base lime time period, the average mean rank of females is  $\bar{x} = 211.38$  and of males is  $\bar{x} = 183.24$ ; with  $Z = -2.441$  and  $p\text{-value} = 0.047$  at 5% level of significance. At follow up time period, the average mean rank of females is  $\bar{x} = 198.00$  and  $\bar{x} = 200.23$  for males; with  $Z = -.195$  and  $p\text{-value} = 0.002$  at 5% level of significance.

**Table 5.23: Class teacher efforts to support and protect females and males:**

**Pre and post intervention**

Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	Females	211.38	16587.500	-2.441 **	0.015	Significant
	Males	183.24				
Follow up	Females	198.00	19272.000	-.195 **	0.002	Significant
	Males	200.23				

**\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%**

Thus, the hypothesis that stated : ‘There is no statistically significant differences in mean rank of class teacher efforts before and after intervention – based on gender’, is rejected since evidence show that statistically significant differences were found at baseline and at follow up where an average of more females than males reported positively in terms of how often and to what extent teachers and other adults at school try to put a stop to bullying at school. At follow up, however, an average of more males than females attested positively in this regard. It is therefore possible to assume that the intervention had a favourable impact upon the global sample population of females and males in general.

### **5.9.5.3. Class teacher efforts to support and protect females and males at ISs and CSs:**

#### **Pre and post intervention time periods**

The Hypothesis tested was:

- ‘There is no statistically significant difference in mean ranks of class teacher effort to support and protect female and male victims of bullying at the ISs and CSs pre- and post intervention time periods’.

The statistics displayed in Table 5.24, show a statistically significant difference at one ISs (school 3) at baseline while a statistically significant difference was found for the other ISs (school 1) at the follow up time period. For the CSs, however, no statistically significant differences were shown at both baseline and follow up time periods.

Concerning the two ISs, at baseline time period, there is no statistically significant difference at school 1 for class teacher efforts to stop bullying since the average mean for females is  $\bar{x} = 73.20$  for males is  $\bar{x} = 64.47$ ; with  $Z = -1.254$  and  $p\text{-value} = .210$  at a 5% significance level. In contrast, at school 3, there is a statistically significant difference for class teacher efforts to stop bullying since the mean score for females is  $\bar{x} = 56.87$  and for males is  $\bar{x} = 45.21$  with  $Z = -1.983$  and  $p\text{-value} = .047$  at a 5% significance level. On the other hand, at follow up time period, there is a statistically significant difference at a 5% level for school 1 where the mean score for females is  $\bar{x} = 75.45$  for males is  $\bar{x} = 62.21$ ; with  $Z = -1.957$  and  $p\text{-value} = .050$ . In contrast, at school 3, there is no statistically significant difference as the mean rank for males is  $\bar{x} = 51.44$  and for females is  $\bar{x} = 53.41$ ; with  $Z = -.352$  and  $p\text{-value} = .725$ .

Concerning the two CSs schools, at baseline time period, the data reflects that at school 2, there is no statistically significant difference between females and males since the average mean ranks for females  $\bar{x} = 55.12$  and males,  $\bar{x} = 48.69$ ; with  $Z = -1.113$  and  $p\text{-value} = .266$ . In addition, at school 4, there is no statistically significant difference between females and males since the average mean rank for females is  $\bar{x} = 27.52$  and for males is  $\bar{x} = 26.38$ ; with  $Z = -1.113$  and  $p\text{-value} = .266$ . On the other hand, at follow up time period, there is no statistically significant difference in mean ranks noted for class teacher efforts toward bullying at school 2 since the average mean rank for females is  $\bar{x} = 51.52$  and for males is  $\bar{x} = 52.76$ ; with  $Z = -.208$  and  $p\text{-value} = .835$ . In addition, at school 4, there is no statistically significant difference in mean ranks for females  $\bar{x} = 27.30$  and males  $\bar{x} = 25.23$ ; with  $Z = -.484$  and  $p\text{-value} = .628$ .

**Table 5.24: Class teacher efforts to support and protect females and males at ISs:****Pre and post intervention**

School	Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
IS							
School 1	Baseline	Females	73.20	1962.000	-1.254	.210	Not Significant
		Males	64.47				
	Follow up	Females	75.45	1904.000	-1.957**	.050	Significant
		Males	62.21				
School 3	Baseline	Females	56.87	998.000	-1.983**	.047	Significant
		Males	45.21				
	Follow up	Females	51.44	1293.000	-.352	.725	Not Significant
		Males	53.41				

**\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%**

In light of the preceding results, it can be suggested that, while no statistically significance was found between the average mean ranks of females and males for class teacher efforts as reported for school 1 at baseline, a 5% significance level was evident at follow up assessment for the same school. In this regard, an average of more females than males reported positively in terms of class teacher efforts at school 1 after the intervention. On the other hand, where a 5% statistically significant difference was revealed at baseline for school 3, no significance between the average mean ranks of females and males was exposed for the follow up time period. In addition, no statistically significant differences were shown for either of the CSs at baseline nor at follow up.

#### **5.9.5.4. Post-Intervention effect of Class Teacher Effort to support and protect female and male victims of bullying at ISs and CSs**

As to the ISs, the data indicates no statistically significant difference between males and females for schools 1 and 3 post intervention. More specifically, for school 1, the average mean ranks for females is  $\bar{x} = 23.47$  and for males is  $\bar{x} = 17.81$ ; with  $Z = -1.554$  and  $p\text{-value} = .120$ . On the other hand, for school 3, the average mean ranks for females is  $\bar{x} = 4.00$  and for males is  $\bar{x} = 2.75$ ; with  $Z = -.791$  and  $p\text{-value} = .429$ .

Concerning the two CSs, the data reflects no statistically significant differences at the two schools. In addition, the average mean ranks for school 2 are for females  $\bar{x} = 18.30$  and  $\bar{x} = 14.41$  for males; with  $Z = -1.097$  and  $p\text{-value} = .318$  while average mean ranks for school 4 are presented for females and males as  $\bar{x} = 9.21$  and  $\bar{x} = 6.94$ , respectively; with  $Z = -.999$  and  $p\text{-value} = .318$

In sum, it can be stated that no statistically significant differences at either of the ISs nor the CSs were exposed between the average mean ranks of bullied females and males when the component 'Class Teacher Effort' was further investigated in terms of how regularly the teachers intervened and to what extent they did something to try and put a stop to bullying at the school. The outcome indicates that the intervention did not appear to have a favourable impact upon the Class Teacher Efforts as reported by only those females and males who were bullied during the time period running up to baseline assessment.

## Conclusion

In summary, results revealed that when school and gender correlations were calculated, the only statistically significant difference at a 5% level was indicated for school 1, where an average of more females than males reported their teachers and other adults to counteract bullying. However, when results in terms of the post-intervention effect were displayed in terms of responses of only those who reported being bullied, no statistically significant difference was noted.

Therefore, one can conclude that the intervention appeared to have a favourable impact on school 1 where teachers and other adults appeared to be more forthcoming in their attitudes towards instilling anti-bullying values and combatting bullying. However, this cannot be assumed when the results were filtered to only those who reported being bullied at baseline.

### 5.9.6. School Satisfaction: Participants' reports of likeable schooling environment

#### 5.9.6.1. School satisfaction at ISs and CSs: Pre and post intervention time periods

The hypothesis tested was:

- 'There is no statistically significant difference in mean rank of school satisfaction at ISs and CSs pre- and post intervention time periods'.

The statistics displayed in Table 5.25, show no statistically significant difference between ISs and CSs at baseline, but a statistically significant difference at follow up

At baseline time period, the results show that the average mean rank for ISs is  $\bar{x} = 193.20$  and for CSs is  $\bar{x} = 209.28$ ; with  $Z = -1.509$  and  $p\text{-value} = 0.131$ . On the other hand, at follow up assessment, the average mean ranks for ISs is  $\bar{x} = 192.51$  and for CSs is  $\bar{x} = 210.45$ ; with  $Z = -1.648$  and  $p\text{-value} = 0.099$  at 10 % significance level.

**Table 5.25: Participants' reports of likeable schooling environment at ISs and CSs:**

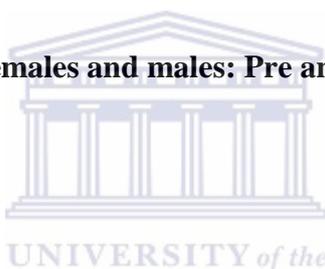
**Pre and post intervention**

Time period	School groups	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	ISs	193.20	17350.500	-1.509	0.131	Not Significant
	CS	209.28				
Follow up	ISs	192.51	17134.500	-1.648*	0.099	Significant
	CSs	210.45				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

One could conclude that the intervention had a favourable impact on the ISs in terms of learners reporting that they liked their school.

**5.9.6.2. School satisfaction for females and males: Pre and post intervention time periods**



Hypothesis tested was:

- ‘There is no statistically significant difference in mean rank of school satisfaction females and males pre- and post intervention time periods’.

The results presented in Table 5.26, show no statistically significant difference between the average mean ranks of females and males at baseline; but a statistically significant difference is noted at follow up.

At baseline time period, the average mean rank for females  $\bar{x} = 205.59$  and for males is  $\bar{x} = 191.16$ ; with  $Z = -1.370$  and  $p\text{-value} = 0.171$ . In contrast, at follow up stage, the average mean rank for females is  $\bar{x} = 214.42$  and for males is  $\bar{x} = 181.06$ ; with  $Z = -3.126$  and  $p\text{-value} = 0.002$ , at 5% level of significance.

**Table 5.26: Participants' reports of likeable schooling environment for females and males:**

**Pre and post intervention**

Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
Baseline	Females	205.59	17919.000	-1.370	0.171	Not Significant
	Males	191.16				
Follow up	Females	214.42	16297.000	-3.126**	0.002	Significant
	Males	181.06				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

In light of the preceding results, one could conclude that an average of more females than males attested positively in terms of their school satisfaction.

**5.9.6.3. School satisfaction for females and males at ISs and CSs: Pre and post intervention time periods**

The data in Table 5.27, show no statistically significant differences for the two ISs between females and males at baseline; but a statistically significant difference was found for only one ISs (school 1) at follow up. Furthermore, there is no statistically significant difference for either of the CSs at baseline whereas a statistically significant difference was also shown for one of the CSs (school 4) at follow up.

Concerning the two ISs, the data show that, at baseline time period, at school 1, the average mean ranks for females and males are  $\bar{x} = 70.20$  and  $\bar{x} = 69.66$  respectively; with  $Z = .089$  and  $p\text{-value} = .929$ . Similarly, at school 3, the average mean ranks of female and males are  $\bar{x} = 52.15$  and  $\bar{x} = 51.79$  respectively; with  $Z = -.064$  and  $p\text{-value} = .949$ . However, at follow up time period, there is a statistically significant difference between the average mean ranks of females and males at a 5% level for school 1 since the average mean rank for females is  $\bar{x} = 78.51$  and for males is  $\bar{x} = 59.43$ ; with  $Z = -3.239$  and  $p\text{-value} = .001$ . In contrast, at school

3, there is no statistically significant difference between the average mean ranks of females  $\bar{x} = 56.69$  and males  $\bar{x} = 48.91$  ; with  $Z = -1.441$  and  $p\text{-value} = .149$ . Concerning the two CSs, the data in the same table show that, at baseline time period, there is no statistically significant difference for school 2, between the average mean ranks for females  $\bar{x} = 55.16$  and for males  $\bar{x} = 48.65$  ; with  $Z = -1.218$  and  $p\text{-value} = .223$ . In addition, for school 4, there is no statistically significant difference between the average mean ranks for females  $\bar{x} = 28.84$  and for males  $\bar{x} = 24.77$  ; with  $Z = -1.273$  and  $p\text{-value} = .203$ . On the other hand, at follow up time period, the table show for school 2 no statistically significant difference between the average mean rank of females  $\bar{x} = 50.86$  and males  $\bar{x} = 53.80$  ; with  $Z = -.524$  and  $p\text{-value} = .600$  at a 5% level of significance; whereas for school 4, there is a statistically significant difference between the mean rank for females  $\bar{x} = 29.84$  and males  $\bar{x} = 21.15$  ;with  $Z = -2.932$  and  $p\text{-value} = .003$  – in the absence of the implementation of the OBPP.

**Table 5.27: Participants’ reports of likeable schooling environment for females and males at ISs : Pre and post intervention**

School	Time period	Gender	Mean rank	Mann-Whitney	Z	P-value	Decision
IS							
School 1	Baseline	Females	70.20	2226.500	-.089	.929	Not Significant
		Males	69.66				
	Follow up	Females	78.51	1731.500	-3.239**	.001	Significant
		Males	59.43				
School 3	Baseline	Females	52.15	1281.000	-.064	.949	Not Significant
		Males	51.79				
	Follow up	Females	56.69	1143.000	-1.441	.149	Not Significant
		Males	48.91				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

In conclusion, results reveal that no statistically significant difference in school satisfaction towards bullying at either of the ISs nor at the CSs at baseline assessment. However, a 10% level of statistically significant difference between the average mean ranks of females and males existed at one of the ISs (school 1) at follow up assessment. In this regard, it was found that the average mean ranks for females was higher than for males who reported positively about school satisfaction. In addition a 5% level statistically significant difference was found for one of the CSs (school 4) at follow up assessment where an average of more females compared to males spoke positively about their school satisfaction. It is possible to assume that the intervention had a favourable impact upon the variable ‘school satisfaction‘ at school 1, while it is not clear which aspects contributed to the improved school satisfaction amongst learners at school 4.

#### **5.9.6.4. Post-Intervention effect of School Satisfaction for females and males at ISs**

The data displayed in Table 5.28, show one statistically significant difference between the average mean ranks of females and males in terms of school satisfaction at post intervention. This was revealed for results representing school 1. However, no further statistically significant differences were found for any of the other schools.

Concerning the two IS, at baseline assessment, there is at school 1 a statistically significant difference between the average mean ranks of females  $\bar{x} = 23.45$  and males  $\bar{x} = 17.83$  post intervention; with  $Z = -1.702$  and  $p\text{-value} = .089$  at a 10% significance level. In contrast, at school 3, there is no statistically significant difference between bullied females  $\bar{x} = 3.00$  and males  $\bar{x} = 3.00$ ; with  $Z = -.000$  and  $p\text{-value} = 1.000$ .

Concerning the two CSs, the data show no statistically significant difference in terms of school satisfaction between the average mean ranks of females and males for schools 2 and 4 post intervention. In this regard, the data show an average mean ranks for School 2 for females

$\bar{x} = 16.50$  and for males  $\bar{x} = 18.00$  with  $Z = -0.450$  and  $p\text{-value} = 0.653$  whereas school 4 results are displayed as for females  $\bar{x} = 9.29$  and for males  $\bar{x} = 6.88$  with  $Z = -1.248$  and  $p\text{-value} = .212$

**Table 5.28: Post-Intervention effect for participants' reports of likeable schooling environment at ISs and CSs for females and males N=200**

School	Time period	Gender	Mean Rank	Mann-Whitney	Z	P-value	Decision
IS							
School 1	Follow up	Females	23.45	143.500	-1.702*	.089	Significant
		Males	17.83				
School 3	Follow up	Females	3.00	2.000	.000	1.000	Not Significant
		Males	3.00				

\*\* : means that the results are statistically significant at level of 0.05 = 5% and \* : means that the results are statistically significant at level of 0.10 = 10%

In conclusion it was found that across the four schools, the only statistically significant difference noted at a 10% level was found for school satisfaction at one of the ISs (school 1). In this regard, an average mean rank of more females than males attested to this. In terms of the CSs, no statistically significant differences were exposed post intervention.

## Conclusion

In summary, school and gender findings exposed, that there was no statistically significant differences at baseline assessment while 5% levels of statistically significant differences for school 1 (ISs) and school 4 (CSs) were found at the follow up assessment. In this regard, the average mean rank for females was higher compared to males at both school 1 and school 4.

Finally, when findings of the post-intervention effect were calculated only out of those who reported being bullied, the correlation between school and gender was indicated as a 10% level statistically significant difference only at school 1 in terms of learners' liking and being

satisfied with their schooling environment. The average mean rank for bullied females was higher than that of males in this regard.

It may be concluded that the intervention had a favourable impact on the variable ‘learners being satisfied with their schooling environment’ at ISs - school 1, since the results for this school showed an improvement in terms of those learners who reported being bullied at the baseline time period of assessment.

### **Conclusion of the results**

In line with the original expected contribution of the thesis, significant findings in the study were related to the efficacy of the OBPP at the selected schools in terms of drastically reducing the frequency of bullying and thereby intentionally improving the lives of individuals, teachers, families and the affected societies.

To summarize, the main findings are as follows: In the broader context of the study, where both females and males were surveyed across all grades, (N=398), there were significant improvements with respect to the “social climate” of the school community, substantial significances in most comparisons between the ISs and CSs were found for the variables and sub- variables that addressed characteristic (grade level and gender) of the perpetrator [See Table 5.10], increased disclosure of the bullying [See Table 5.12], increased peer social support in terms of learners’ peer reactions [See Table 5.15] toward bullying, participants’ own and peers’ attitudes [See Table 5.17] toward bullying and also parents’ and teachers’ reactions [See Table 5.20] and class teachers’ efforts [See Table 5.22] to combat bullying by supporting and protecting the victim of bullying. At the same time there was also an increase in learners’ reporting that they like their schooling environment [See Table 5.27]. Generally reductions were observed for both males and females where more females compared to males attested to this. Also interestingly is that these improvements were only representative of one of the ISs

(school 1) while the findings for ISs (school 3) showed only one improvement and that was in terms of parent' and teachers' reactions and support and protection toward victims of bullying. Significant improvements were also observed for the CSs that include improved peer support toward bullying at CSs (school 2 and 4) and improved own and peer attitudes toward bullying at CSs (school 4) as well as reports of learners liking their schooling environment at CSs (school 4). These findings are indeed interesting since the improvement of the school' "social climate" occurred in the absence of an intervention programme. With the aim of developing an appropriate best practice intervention, these findings will also be taken into consideration.

Furthermore, as one of the main positive post-intervention effects, results also revealed that the program not only reduced the percentage of new victims of bullying at ISs (school 1), more characteristics (grade level and gender) of the perpetrators could be identified at ISs (school 1) and more learners attested to telling someone about their bullying experiences. Similarly, more learners (at school 1) attested to liking their schooling environment.

These most significant results are presented in the Table 5.29.

**Table 5.29: Intervention Effect of the OBPP**

	School and gender at pre-and post intervention N=398		Post-intervention effect of the OBPP N=200
	ISs	CSs	
Exposure to various types of bullying	NS	NS	S Only for school 1; M>F
Characteristics(grade level and gender) of the perpetrator	S (Sch 1); F>M	NS	S Only for school 1; F>M
Location of where the bullying occurred	NS	NS	NS
Disclosure of the bullying incident (s)	S (Sch 1); F>M	NS	S Only for school 1; F>M
Peer support toward bullying	NS	S (Sch 2 & 4) F>M; M>F	NS
Own and Peer reactions & Peer attitudes toward bullying	S (Sch 1); F>M  S (Sch 1); F>M	S (Sch 4); F>M	NS  NS
Adult : Parents' and teachers' reactions toward bullying	S (Sch 1&3); F>M; M>F	NS	NS
Class teacher efforts to support and protect victims of bullying	S (Sch 1); F>M	NS	NS
Learners' liking their schooling environment	S (Sch 1); F>M	S (Sch 4); F>M	S Only for school 1; F>M

The results presented in this chapter represent the learners' responses to the OBV/Q concerning firstly, the entire sample population of learners [n=398] and secondly only the learners who

reported being bullied at baseline assessment [n=200]. According to the responses of the entire sample of participants, it was evident that the implementation of the OBPP was successful at school 1 for the majority of the variables [See Table 5.29] and the researcher reiterates that this may be since school 3 may have had less bullying behaviour problems to fix. In addition this was further highlighted by the representation of responses of only those who reported being bullied. It is evident for school 3 too, that the parents' and teachers' reactions in terms of protecting and securing the safety of the children – improved. Since the study strived to instill and sustain a bullying preventative culture at the ISs, these are indeed huge significant findings for the implementation of a potential best practice Bullying Prevention Intervention programme suitable for the Western Cape context.



## CHAPTER 6

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

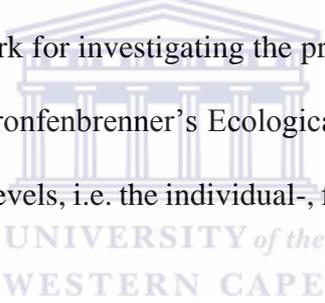
#### 6.1. Introduction

The study aimed to pilot-test the effectiveness of the Olweus Bullying Prevention Intervention Programme (OBPP) at two selected primary schools in the Western Cape; and to compare the differences in reported incidents of bullying between the ISs and CSs, pre-and post intervention. On the basis of these aims, the stated objectives in relation to the first aim were to measure bullying behaviour of age-equivalent groups, before July, 2007, and after July, 2009, for pre-test and post-test comparisons with the control schools; and to investigate the effectiveness of the OBPP by comparing the ISs and CSs for programme targets, such as reduced learner-reported prevalence of victimization, improved participants' perceptions of parental involvement in terms of protection and safety of learners, improved feelings of pro-social peer support, reactions and attitudes when experiencing or witnessing a bullying incident, improved participants' perceptions of class teacher reactions and efforts to support and protect victims of bullying.

This study was important in the context of South Africa where it appears that, although anti-bullying programmes have been used in schools, bullying behaviours have not been eradicated; and this can be due to a lack of evidence regarding the effectiveness of programmes aimed at bullying prevention strategies. This suggests that there may be a huge gap between research and the implementation of an effective best practice anti-bullying intervention. Therefore, the present study has utilized and investigated the efficacy of the OBPP in an attempt to understand the problem and to assist in the prevention of bullying in schools.

In addition, the implementation of the OBPP programme, on the schoolwide-, classroom-, individual- and community level components, suggests that it has the potential to intervene in various contexts or systems that impact on the development of the individual. This study therefore sets out to view the efficacy of the OBPP through the ecological theory lens which includes the micro-systems (family, communities, schools and peers); meso-systems (the interaction between experiences with the microsystems); exo-systems (experiences from another social system in which the individual does not play an active role but which has immediate influence upon the individual) and macro-system (the culture in which the individual lives).

It is with these basic relevant orientations in mind that the Olweus Approach, as listed in points i-iv below, served as the framework for investigating the prevalence and extent of bullying in the two selected schools, while Bronfenbrenner's Ecological theoretical framework was used to inform the study at the various levels, i.e. the individual-, family-, peers- and the school level components.

- 
- (i) The individual level component – through setting clear standards for behaviour, by teaching learners skills of behavioural problem solving, antisocial behaviour refusal and social interaction, encouraging and rewarding pro-social behaviour and involvement;
  - (ii) The family level component – in terms of encouraging parental involvement in their children's education, safety and protection against bullying;
  - (iii) The peer level component – by advocating and encouraging interaction with pro-social peers with the intention of generating feelings of improved peer support, reactions and attitudes towards bullying;

- (iv) The school level – by means of instituting increased adult supervision of school premises that are commonly the locations for bullying; encouraging learners to disclose or tell an adult about the bullying; increased class-teacher efforts to support and protect victims of bullying; creating a likeable schooling environment that is conducive to teaching and learning for children.

In this chapter the results in accordance with the different variables and sub-variables that are explored in the OBV/Q are discussed in a way to tap into these levels.

## **6.2. The Individual level component**

This level comprises issues that concern the participants' exposure to various types of bullying as well as the participants' reports about characteristics (grade and gender) of the perpetrators of the bullying.

Exposure to various types of bullying

In terms of previous research on the evaluation of bullying prevention studies, (Olweus & Alsaker, 1991; Limber, Olweus, et. al., 2012), amongst others found a reduction in anti-social behaviours such as theft, vandalism, truancy, and so forth. On the contrary the Bowllan (2011) study, which was done in an urban/suburban Catholic middle school (USA), - studies that included the Sheffield project (Whitney, Rivers, et.al, 1994) and also the Toronto, Canada study done by Pepler, Craig et.al., (1994) showed an increase in exclusion of learners; meaning that more learners were spending breaktime on their own even after the implementation of the OBPP. In addition, the Canadian study also noted a significance that bullying episodes of learners making comments with racial connotations about other learners, -increased after the implementation of the programme.

In a study done on social groups within a classroom of Japanese culture, a very closed connective structure was found. In this regard, in the event of a certain learner being socially excluded, it may pose a huge challenge for a learner to be able to make new friends. Kanetsuna and Smith (2002) and Morita et al., (1999) suggest that it may be more feasible for the victims to try alternate strategies such as requesting the bullies to stop, or just allowing the bullies to continue with the bullying towards them, or ultimately purposefully trying to modify their own behaviours. Research suggests that when the learner's social reputation has been formed, the reputation of being the victim could possibly be more buoyant to altering the learners' personal feelings. In this respect, research shows that peer-reports of social behaviour and status ratings according to peers are definitely more insistent (Denham & Holt, 1993; Desbiens, Royer, Fortuin, & Bertrand, 1998; Leinerise, Harper, & Howes, 1998).

In the context of the current study and in terms of victims being exposed to various types of bullying that included nasty name calling, exclusion, physical bullying, spreading rumours, theft/damage of belongings, threats, making comments towards another learner that has a racial connotation and making comments towards another learner that has a sexual connotation; no statistically significant difference was found at both groups of schools (ISs and CSs) at baseline and follow up. In addition, no statistically significant differences for types of bullying were found in terms of gender at both baseline and follow up. Furthermore, when school and gender correlations were calculated, again no statistically significant difference was indicated. These findings are in agreement with Hallford, Borntreger and Davis (2006) who found that the likelihood for the lack of behaviour modification at the ISs could be due to the amplification in sensitivity to the variety of behaviours that represented bullying, instead of the definite lack of behaviour change. This is to suggest that while learners were taught on the subject of the range of behaviours that constitute bullying, their expanded clarity may possibly have guided them to recognize more behaviours, which may have then emerged as a lack of decline in

bullying behaviour. Furthermore, the modification in attitudes from before to after the OBPP may suggest a comprehensive cultural change that may require more time to interpret as a definite behaviour change.

**However, the study further offered evidence of a statistically significant difference that occurred at one of the ISs (school 1) between school and gender as a post-intervention effect that was calculated only out of the bullied learners N=200. On average more males than females attested to this. Therefore, one may conclude that the intervention had a significant impact on the variable: exposure to various types of bullying – but only at school 1 of the ISs.**

Characteristics (grade level and gender) of the perpetrator

Previous research found that classmates were implicated as the main offenders followed by other learners at the school (Griffin & Gross, 2003; Limber, et.al., 2012; Olweus et al., 2013). Researchers also found that males reported a higher rate of victimisation than females (Leoschut & Burton, 2006; De Wet, 2005); and that they are also more often the perpetrators than girls (Baldry, 2004; Leoschut & Burton, 2006; Bokhorst et al. 2010). Studies reveal that this may be attributed to the fact that males are expected to act in a rough manner in the hope that they may be better accepted and have a higher social status concerned with power and excitement in the peer group (Boulton & Underwood, 1992; Kochenderfer & Ladd, 1996b; Olweus, 1993; Olweus et.al. 2013).

In light of the results for this study, it was noted that contrary to studies ( Leoschut & Burton, 2006; De Wet, 2005) that fewer females than males admitting to these characteristics (grade level and gender) of the perpetrator at baseline, higher frequencies of females compared to males admitted to victimization and the characteristics of their perpetrators at follow up. A

possible explanation for this may be that at baseline it may have been found that girls engage in more relational types of bullying in which instances the perpetrators are mostly anonymous. The programme may have highlighted the scope of bullying types, the means of identification and awareness of the perpetrators to females may have led to a higher frequency of females reporting about the grade level and gender of their perpetrators at follow up.

**Thus, it may be concluded that the intervention had a favourable impact on the variable ‘characteristics (grade level and gender) of the perpetrator’ but only at one of the ISs (school 1). Noteworthy is that the correlation between only victimized learners per school and gender shows a statistically significant difference for school 1 with the average mean rank for bullied females being higher than that for males N=200.**

The OBPP was implemented at both ISs and was geared to set clear standards of behaviour with regard to learners experiencing and witnessing bullying. Support in terms of developing an action plan at the individual level as set out in strategic area 3 is presented in Table 4.1. p 91, as the individual level component. In this regard, all adults at the schools were trained to deal with bullying incidents inside and outside the classroom in a very sensitive manner, i.e. the class teacher, other teaching and non-teaching staff especially those adults who have a more personal bond with the learner, should become involved with the disciplinary procedures. The programme further advocates that the teacher provides emotional support to the victim as well as the perpetrator/s and contact the parents if needs be.

In terms of the Post intervention effect measure of analysis it would appear that school 3 of the ISs did not fare as well as school 1, in terms of their intervention strategies. This study wishes to put forth evidence that the average mean ranks for learners’ exposure to various types of bullying and therefore the victims’ recognition of characteristics (grade level and gender) of their perpetrators , were for the different assessment time periods always far less at school 3

than at school 1. Hence school 3 may well have succeeded in teaching learners skills of pro-social behaviour and encouraging improved social interaction but the fact that the bullying problem may not have been as pronounced at school 3 should also be a consideration for the programme not being as successful as at school 1.

### **6.3. The Family level component**

This level presents a discussion of the results in terms of parent involvement, teacher involvement as well as parent-teacher interaction in terms of supporting and protecting participants when they have experienced bullying at school.

While this study did not focus on the specific sections of the OBV/Q items in terms of frequencies of learners who bully others, the sub-variable Adult Reactions had the potential to reflect on the perception of the participants who: (a) had been bullied and whether their parents contacted the school, (b) who confessed to bullying others in their reports about whether their teachers and (c) whether their parents/guardians spoke to them about them bullying others.

Adult Reactions: Parents' and teachers' reactions and efforts to support and protect victims

Findings from previous evaluation research show an increase in teachers and adults at school talking to learners about their bullying others (Whitney, Rivers, et.al., 1994; Pepler, Craig, et.al., 1994) while no change was reported for parents talking to their children about bullying others (Pepler, Craig, et.al., 1994; Olweus et.al. 2012). In the context of this study it was found that when school and gender scores were investigated, statistically significant differences were noted for both ISs (school 1 and 3) which were in accordance with previous research (Whitney, Rivers, et.al., 1994; Pepler, Craig, et.al., 1994; Olweus et.al., 2012). Worth mentioning too, is that at the baseline and follow up assessment more females than males reported to be victimized compared to males for school 1 while the reverse was true for school 3. This suggests that

intervention appeared to have a positive impact for the ISs as reported by all the participants' N=398, of the study. Yet, in terms of assessing as a post-intervention effect N=200, not much improvement was gained in terms of parent and teacher interaction and involvement in the child's education, safety and protection against bullying. Thus, results revealed no statistically significant difference for the reports of only those who had been bullied. This finding was in congruence with that of Pepler, Craig, et.al.,(1994) and Schroeder, Messing, et.al. (2011).

According to Bronfenbrenners' ecological theory (2012), this phenomenon could possibly be ascribed to learners witnessing role models who engage in bullying activities in their immediate surroundings. In this regard evidence shows that learning by means of modelling and observation has a huge impact (negatively or positively) upon children and youth owing to the diverse experiences they come across within their day-to-day lives. Therefore it may be said that while the family has the potential to act as a protective buffer that will reduce the risk of anti-social behaviour (for example bullying), in the same way, the family can also function as a unit that has the likelihood of advocating this type of anti-social behaviour.

In the context of this study, the OBPP has as its strategic area 2 [as presented in Table 4.1.p 91] as the classroom level component. Activities are conducted as an integrated part of the curriculum that is aligned to supporting learners at the classroom level. At this level children's particular vulnerabilities are supported through teaching learners what bullying is and the various ways of reacting when bullying occurs. This is done through (a) introducing anti-bullying rules (b) introducing weekly class meetings that would help learners discover more about their own and their peers' feelings and reactions toward bullying and also give them an opportunity to express their own opinions in a relatively safe and supportive environment. Another goal of holding class meetings was also to build a sense of community and belonging within the class and to help the learners of the class to develop a set of norms about bullying

and other relevant issues that are shared by a majority of the class. Emotional skills and values that could be developed may include responsibility, decision making, empathy, self-awareness, co-operation, communication, caring, sharing, respect, trust, tolerance, acceptance, etc. At this level teachers and parents are the key-actors and frequent parent meetings ought to be held in order to prevent or intervene in bullying situations. Of utmost importance is parental involvement. In addition, regular class meetings are encouraged so that teachers can learn more about the classroom culture that exists within the classroom. This may help the teacher to identify bullying relationships at an early stage.

Considering that the overall results reveal sizeable reductions in bullying responses, it is clear that the intervention strategies must have had an impact at both of the ISs at the classroom level. Nevertheless, in terms of the Post intervention effect measure of analysis N=200 it would appear that neither of the ISs were successful at improving the bullying situation as reported by only those who were bullied at baseline. Reasons for this may be that perhaps certain educators used class meetings to a lesser degree or not at all. Another likely reason is that schools may not have encouraged parental involvement enough in terms of taking an interest in their children's education, safety and protection. Parents are not always aware of the fact that their child was involved in bullying at school. It is for this reason that the onus rests upon the staff members to contact the parents about their children being involved in bullying as victims /perpetrators at school. Then too, consideration should be given to the fact that parents - due to work circumstances - may not have been as available to attend meetings at the school concerning their children's progress, let alone bullying tendencies that the child may get involved in.

#### **6.4. The Peer level component**

This level comprises a discussion of results of peer social support in respect of peer support that relates to the number of good friends the learner has and also whether peers try to put a stop to the bullying; own and peers' reactions in terms of how the individual and peers feel and usually react when they see someone being bullied and also own and peers' attitudes that tell about whether they felt that they could join in the bullying and lastly learners were asked whether they felt fearful of being bullied at school.

Peer Social Support: participants' and peers' feelings of support, reactions and attitudes when experiencing or witnessing bullying

In terms of peer intervention, Hawkins et al. (1998) found that the modes of intervention are highly likely aggressive when directed toward the bully and non-aggressive toward the victim. Hawkins et al., (1998) in agreement with Olweus, Limber, and Mihalic, (1999), Olweus, et al., (2007) and Olweus, Limber, et.al., (2013) go further to say that learners' interventions when trying to help a bullied learner should not be hostile or aggressive, since this form of intervention may provoke a counter attack from the bully which in turn may place the intervener at risk of being the next victim. In congruence with Olweus (1991, 1993a, 1997, 2005), Sharpe and Thompson (1994) also advocate that whole school approaches to counteracting bullying should involve the entire school community which include learners, teachers, parents, and non-teaching staff in the development of a bullying prevention policy that consists of procedures and consequences that discourage all forms of aggression. They hold that having a whole school policy in place, learners are aware that adults will monitor and react effectively enough to protect interveners in the event of bullying. In addition, they suggest that whole-school bullying prevention policies should be established at pre-school already and should continue to support learners throughout all phases of the schooling system.

Previous research reveals a decrease in bully/victim problems and reductions in student ratings of bullying among students in the classroom. (Olweus & Alsaker, 1991, Olweus, Limber et.al., 2013). However, significant programme effects were found on perceptions of other learners actively trying to put a stop to bullying incidents (O'Moore & Minton, 2005; Bauer, Lozano, et. al., 2007; Olweus, Limber et.al., 2013).

Contrary to the latter findings, this study suggests no significant improvement for either of the ISs for peer support toward bullying in terms of school and gender correlations while unexpected statistically significant differences were revealed only for the CSs (school 2 and 4) at follow up time of assessment. In this regard, more females than males attest to this for school 2 while the reverse is true for school 4. While possible explanations are also put forth for the success rate in the absence of a programme at school 4, the outcome for the other CSs (school 2) which draws its learners from a mixed race neighbourhood, is surprising. In the opinion of the researcher - the teachers of this school should be applauded for having dealt with all of these barriers amongst the learners through their teachings of neighbours having to connect with neighbours that would transform lives into getting value and peer social support from each other.

A possible explanation in terms of peer support toward bullying at the CSs (school 4) may be that because the school is located in such a high density area and homes are in many cases overly populated - traditionally a high value is placed on family and community life where everyone is referred to as a "brother" and "sister/siesie". In a situation, where classrooms are filled to more than its capacity, perhaps children may fail to single out what would comprise the characteristics of a 'good friend' specifically in their own classroom. Secondly, there may also be the possibility that learners indicate their number of good friends as a reflection of the number of contacts that they may have on their cell phones and other social media. In this

regard, an explanation to having fewer friends may be because this school is located in an impoverished community and attended by generally impoverished learners for whom it is highly unlikely that they would have access to such means of social media.

Previous research that dealt with evaluations of the OBPP found that after implementation there was a reduction in learners' reports that indicated they would join in the bullying (Whitney, River, et al., 1994; Eslea, et al., 1998; Pepler, Craig, et.al., 1994; O'Moore & Minton, 2005; Schroeder, Messing, et.al., 2011). Significant reductions in learners reporting that they would do nothing if they were witnesses to bullying (O'Moore & Minton, 2005; Schroeder, Messing, et.al., 2011) as well as increases in the percentage of learners who indicated they would try to help a bullied learner (Schroeder, Messing, et.al., 2011).

Furthermore, in congruence with the findings for previous research (O'Moore & Minton, 2005; Schroeder, Messing, et.al., 2011) the findings for this study revealed that the intervention had an impact upon peer reactions and peer attitudes only at one of the ISs (school 1) while for the other ISs (school 3) no change in peers' bullying reactions and attitudes were noted when baseline and follow up assessment for females and males N=398 were calculated for the ISs and the CSs. Considering that the OBPP stipulates that the main strategic area of intervention for peer social support is the classroom-level component as outlined according to Olweus' specifications in the previous section. In this instance it could be argued that the intervention may have had more of a positive impact at the ISs (school 3) had the magnitude of the bullying problem at the school been greater at baseline.

However, when the post-intervention effect was investigated for N=200 no significant impact for either of the ISs (school 1 and school 3) for those who were bullied at baseline was represented. Worth mentioning too, is that for one of the CSs (school 4), a reduction in learners' reports in terms of joining in the bullying and increases in the percentage of learners who said

that they would try to help a bullied learner, were reported in the absence of the OBPP. Therefore in the context of this study, it would appear that where the OBPP advocates that learners should be encouraged to interact with pro-social peers with the likelihood of generating feelings of improved peer support, reactions and attitudes toward bullying – the implementation may have failed in its attempts.

When focusing on the ecological theory, a reasonably high frequency of bystanders forcefully supporting the bully can easily be understood once cognisance is taken of the fact that the playground and classroom as bullying arenas are perfectly suitable for modelling (Bandura, 1977). In terms of the theory, the bully becomes a powerful character since they have been conditioned that teachers and peers seldom intervene while certain of the peers in fact share in the bully's prestige and authority by becoming partners in crime. A consideration may be that the angle of the questions of the OBV/Q may possibly have extracted the learner's response to his/her own sense of right and wrong, what the bullying prevention policy advocated or what the learner thought the most appropriate means of intervention would be.

It would appear that for the context of this study, the implementation of the OBPP succeeded in its aim at only one of the ISs (school 1) where N=398. Considering the peer level of the ecological systems lens against the backdrop of the classroom-level component of the OBPP which advocates that teachers should instil and maintain positive classroom management that will at all times promote the messages that bullying is not acceptable; possible explanations for 'no change' in the bullying situation at the ISs may be highlighted when teachers were perhaps not acquainted enough with types of victims at the outset where emphasis was placed on types of bullies. According to Olweus (1994, p1179) there appear to be altered dynamics when dealing with a bullying relationship, Olweus interestingly points at the dimension that involves the provocative victim since these victims tend to ".....demonstrate a "combination" of both

anxious and aggressive reaction patterns...behave(ing) in ways that may cause irritation and tension around them”.

For example, Olweus found that this type of victim may be annoying to all other learners, (not just bullies). This results in the provocative victim being less likely to form friendships with another child, but that the children in the so-called friend circle may tend to tolerate this particular child. In turn, the absence of friendships or social support bonds, for the provocative victim may be at greater risk for severe psychological and social complications as opposed to other victims who are more likely to have the shielding factor of at least one friendship. The current study therefore raises the question whether the larger proportion of the sample population are not perhaps provocative victims who pendulum between experiences of being the victim/bully according to learnt actions that they have witnessed from their role models - witnessed at various levels of their environments. These may include teachers, parents, siblings and friends around their schools, homes and broader community, fictional movies on television, media coverage about actors and singers and so forth ?

While the study of O’ Conell, Pepler and Craig (1999) shows evidence that a relatively small proportion of learners intervene when witnessing a bullying incident they put forth a possible reason saying that learners who simply reported that they watch the bullying, will often contend that they “aren’t doing anything”. In these researchers’ observations, it was revealed that 54% of peers actually encouraged bullying desensitizing themselves to the episode and thus not reaching out and supporting the victim. Furthermore, they argue that this is a positive message for the bully, in that their aggressive behaviour is perceived to appeal to attentive peer onlookers who include a voiceless majority. In this regard, Hazler (1996) explains that the innocent bystanders of school bullying incidents are those who are aware that what is happening is wrong but do not know what the extent of their roles should be, what the degree

of their emotional reactions should be, and also what their responsibilities in terms of appropriate actions should be (Olweus, 1997, 2005; Olweus, Limber, & Mihalic, 1999; Olweus, et al., 2007; Olweus, Limber, et.al., 2013).

### **6.5. The School level component**

This level encompasses variables that include locations of bullying on the school premises, class teacher efforts with regard to supporting and protecting victims of bullying, disclosure which refers to the extent to which participants confide in somebody when they are bullied and also participants' reporting of satisfactory i.e. supportive and protective schooling environments.

Location of bullying on the school premises

Baldry and Farrington (1999) found that most of the bullying took place in the classroom, with lesser amounts in the corridors or playground. On their part, O'Connell, Pepler and Craig (1999) reported that peers play central roles in the processes that unfold during intervals, and in the classroom where the majority of bullying episodes take place. The analyses for the current study allowed the researcher to consider the various directions of influence present during bullying episodes.

For this study, there is no evidence that the OBPP had a positive impact on intervention in terms of bullying locations on the school premises at the ISs. While increased adult supervision in many of the common bullying areas of the school were dealt with according to the school-level component of the OBPP it may be concluded that, since the findings revealed a general reduction in learners' exposure to various types of bullying, a non-significant change came to the fore.

## Class Teacher Efforts to support and protect victims

Research reflects that positive intervention efforts of class teachers were reported by learners in terms of how much the teacher has done to counteract bullying (Olweus, 1991; Pepler, Craig, et.al., 1994; Olweus & Limber, 2010b, Limber, Olweus, et.al., 2012). Similarly, in the Californian study, Pagliocca and colleagues (2007) as well as the Pennsylvania study (Schroeder, Messing, et.al., 2011) point out significant findings about learners' perceptions that their teachers do try to counteract bullying.

However, for the Washington study, Bauer and colleagues (2007) revealed that learners' perceptions of the efforts of teachers or other adults at school to intervene were not proven as statistically significant. The authors explain that the efficacy of the implementation of the programme may be due to factors associated with "*culture, race, and the influence of the family /home environment*" (p.273). In addition, the UK study revealed that there was no difference in the perception of learners that teachers actually try to stop bullying, no overall difference in anti-bullying efforts made by the schools, although one school appeared to show some degree of a relationship between effort and the effectiveness of the OBPP (Whitney, River, et.al (1994) and Eslea (1998).

## Disclosure of the bullying

Findings in terms of telling someone about a bullying incident are mixed. While Rigby and Bagshaw (2003) believe that learners are in favour of telling someone, especially educators, other researchers have indicated that a large proportion of learners who are bullied do not confide in teachers (Carney & Merrell, 2001; Bauer, Lozano, et.al., 2007; Bowllan, 2011). In this regard, O'Moore and Minton (2005) found that it is highly possible that core programmes advocating peer support (Cowie, 2000; Cowie & Wallace, 2000), made disclosure a lot easier.

Previous research have found that older learners, especially boys ,are unlikely to tell about the bullying incidents (Boulton & Underwood, 1992; Whitney & Smith, 1993; Rivers & Smith, 1994; O'Moore et al., 1997; Melton et al.,1998). Therefore, in the South African context, De Wet (1997) argues that it is essential that teachers and other adults at school realize that many learners who are victimized do not deem teachers' means of dealing with bully/victim problems to be adequate or satisfactory. In this regard, Rigby and Bagshaw (2003), as well as Glover et al. (2000), emphasize that teacher intervention guard against making matters worse for the victim. This may require that teachers change their strategies. One promising strategy, as proposed by Rigby and Bagshaw (2003) is that an anti-bullying team of learners, who are prepared to cooperate with teachers in counteracting bullying, is established to lend support and credibility to the efforts of teachers and other adults at the school. In this manner the communication blocks that exist between teachers and learners may be broken down which is really a prerequisite for any intervention programme to be effective. Furthermore, research also suggests that learners are more likely to report direct bullying to teachers and parents/guardians as compared to indirect bullying (Rivers & Smith, 1994; Camodeca et al., 2002).

The Sheffield study revealed that a larger percentage of learners were reporting to adults whether it be at school or at home (Whitney, Rivers, et.al., 1994). This is consistent with a study by Eslea et.al., (1998) who found that there was little/no change in disclosure at home/at school. or a study by Pepler, Craig, et.al., (1994) who reported that there was no difference in disclosure of bullying in the period between the before baseline and follow-up times of assessments.

Although teachers believe differently, it is apparent that reluctance to tell an adult at school may be since nothing was done about a previous experience. If this, however, is the case, it amplifies the importance of learners observing incidents of bullying that are being dealt with

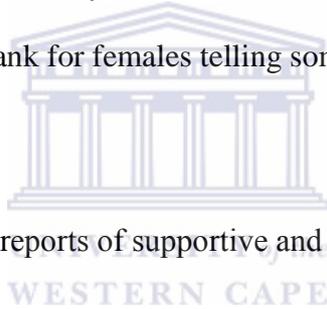
effectively. Similar to this is the Sheffield project (see Eslea & Smith, 1998; Smith et al., 1999; Smith & Sharpe, 1994; O'Moore & Minton, 2005). In this regard, Eslea and Smith (1998) argue that the implementation of a bullying prevention programme firstly raises teacher vigilance; therefore learners have less of a need to tell about bullying incidents and secondly, it increases learners' assertiveness when bullying occurs. Thus they believe that the decrease in disclosure rate "is not the indictment it at first seems" (Elsea & Smith, 1998, p217). For this reason the OBPP has a clear-cut bullying prevention policy that supplies teachers and learners with agreed upon means of detecting, reporting as well as handling bullying incidents. In this way learners are made to feel more confident in terms of disclosing bullying behaviour to teachers and other adults at the school. Elsea and Smith (1998) say that, if this is not the case, learners will always be reluctant to tell about a bullying situation.

According to Bluestein (2001) and Bokhorst et.al. (2010) teachers should acknowledge that they are not powerless when faced with a bullying situation. Instead, they should be perceived as the leaders and ambassadors of their classrooms and the school overall, since their goal should not merely be to enforce instructions, but also to effectively deal with conflicts between learners thus promoting healthy relationships. In this regard, they argue , that teachers should realize that they find themselves in a pivotal position to have a positive impact on the social development of their learners (Bluestein, 2001 & Bokhorst et.al. 2010).

Evidence by Glover et. al., (2000) shows that victims of bullying prefer to tell their best friends first, with the second being the parents/guardians. It is for this reason that learners should perform an active role in counteracting bullying. Glover et. al. (2000), further argue that the majority of learners might be anti-bullying and in fact want to come to the aide of the victims, but the reality of the playground and classroom culture is not conducive for them to play the helpful role, therefore they opt to be silent bystanders. A common scenario of this is when

bystanders reported that they told their friends at school, but that they weren't prepared to take any action because they felt fearful that the bully/ies might target them. Similarly it was reported that the bystanders said nothing, just laughed. In these cases the apathy only serves to be perceived as bullying being OK. The OBPP advocates the importance of empowering learners to support victims as well as bullies with assertion but still in a manner that is non-aggressive. It is indeed disturbing to note that only a minority of the participants who were bullied reported that they told a teacher (s) about the bullying incident.

Findings for the current study reveal that while it was expected that a positive change in disclosure of bullying N=398, would be reported for both ISs, a statistically significant difference was revealed for results at only one of the ISs (school 1) pre-and post-intervention. In this regard, the average mean rank for females telling someone about experiencing bullying was higher compared to males.



School Satisfaction: Participants' reports of supportive and protective schooling environment

Olweus' study (1991, 2005 ) as well as Olweus and Limber, et.al., (2010b) and Limber, Olweus, et al., (2012, 2013) reflect that significant improvements in the social climate of the classroom is reflected in participants' reports of school satisfaction in terms of school life, improved order and discipline as well as improved positive social relationships.

To summarize the school level component in the context of this study, the presentation of the results show that, with the exception of the most common locations of the school premises where the bullying occurred; the intervention results confirm the findings of previous research ( Bowllan, 2011; Limber, Olweus, et.al. 2012) that the implementation of the OBPP had a favourable impact upon Disclosure of bullying, Class Teacher effort in terms of combatting

bullying, and establishing a protective and supportive schooling environment - but at only one of the ISs (school 1) where N=398.

An explanation in terms of the non-significant responses in this regard at school, may be that the principal, class teachers and other adults at the school generally put in more effort and showed more commitment and understanding of the programme. In this regard the staff may have focused more on developing knowledge about, portraying positive attitudes and establishing new skills for intervention utilizing the OBPP. A possibility is also that the principal, class teachers and other adults at the school genuinely put in extra effort to show more warmth, positive interest and involvement toward learners in that they placed limits to unacceptable behaviour through recognizing their functions as authorities and positive role models which are sorely needed by the learners of the school.

Then too, it could be argued that the principals and teachers at school 3 had in fact put in all the extra effort to make the implementation of the programme a success but they may have had fewer bullying problems to deal with during the intervention and therefore results at follow up revealed no significance in terms of class teacher effort.

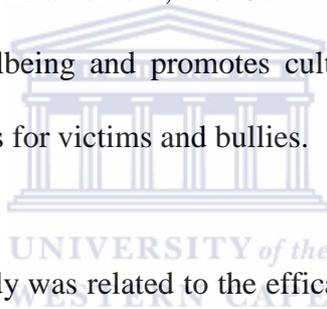
However, when focussing on the post intervention effect with N=200, no significant findings for the ISs were revealed for further findings that include that of class teacher efforts in terms of support and protection, while the catchment of bullied learners N=200 reported results that confirm that more females were prone to confide in others when they are bullied than their male counterparts. In addition, bullied learners of school 1 also attested to the fact that they felt satisfied with their schooling environment in terms of being protected against bullying.

## 6.6. CONCLUSION

While the reductions in bullying activities and improvement in anti-bullying attitudes may not have been as pronounced for school 3 as one may desire; the higher average gains of the ISs when compared to the CSs were easily ascertained. In this regard, the percentage of increase in mean rank scores for the two ISs were mostly higher, on average, than the general progress levels increase for the CSs with the exception of the contrary situation reflected for peer support. The outcome in terms of peer support assumes that perhaps adults should merely guide young learners in dealing with learners' own inherent feelings and attitudes of tolerance and acceptance of others.

Considering that it is not possible to attribute differences solely to the introduction of the OBPP, it does, however, suggest some level of correlation between the introduction of the programme and an improved anti-bullying culture at the ISs. The limited time period (18months) covered by the study may have possibly limited the results seen in the percentage of increase. Given that the ISs had just begun addressing the issue of bullying, one may expect that over time further reductions in bullying activities may become evident and greater experiences in terms of learners, parents/guardians and teachers addressing the bullying problems at the ISs may have followed had the researcher gone back to the school sites for a second and third follow-up before the time of production of the dissertation. This confirms the findings of the Norway project and many others done according to the OBPP framework (Olweus & Alsaker, 1991; Olweus, 2005; Melton et.al., 1998; Whitney, et.al., 1994; Eslea, 1998; O'Moore & Minton, 2005; Limber, Olweus, et.al., 2012, 2013) which reflects that the fidelity of the programme implementation may lead to augmented programme outcomes and secondly, that the programme effects may possibly have been larger if the programmes had been in place for a longer period of time (Melton, Limber, et.al.,1998).

This study provides a critical contribution to the literature related to intervention regarding those learners who are bullied and those who bully others. An in-depth description of a promising intervention model (OBPP) is presented. The quantitative research design of data collection for analysis was utilized and the data gleaned from the study could contribute to the database on acceptability, integrity and efficacy of the OBPP by providing a rich description of the cultural and contextual variables that may influence the outcomes of the intervention at the ISs. In addition, implications for policy and practice related to the treatment for those being bullied and those bullying others are discussed for future research. Furthermore the study was also distinctive because it used the IR design to implement and evaluate the intervention. Based on the Ecological – development framework, the OBPP addresses individual and cultural factors related to emotional wellbeing and promotes cultural competence using culturally valued resources and coping skills for victims and bullies.



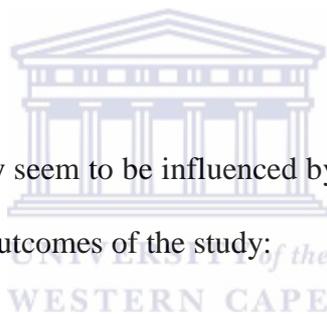
An important finding for this study was related to the efficacy of this intervention as a whole school intervention approach. Based on prior literature and utilizing the baseline data, the intervention was designed to reduce bullying behaviours and symptoms associated with The IS schools, gender and bullying. Predicted reductions in schools and bullying were partially confirmed with quantitative findings. For most of the behaviours relating to bullying and safety at schools, the above-documented information provides a framework within which gaps could be identified and recommendations could be made in terms of the schools' ability to provide support to enhance the well-being of their learners.

Overall, the results highlight that while learners at all of the schools are always at risk of being bullied at school, at home as well as in the community, the results for this study present

evidence that learners should receive much more support from adults and teachers at school so that all learners will feel protected and cared for by the adults they come into contact with. In turn, this support has the potential to instil inner strengths that will allow learners at schools to have increased favourable outcomes even though they are exposed to multiple adversities in their day-to-day lives. It therefore stands to reason that all schools should be understood as dynamic institutions in the process of becoming bullying preventative sites. To this end, the researcher, in collaboration with the University of the Western Cape and the Western Cape Education Department remained committed to the original aim of the study; that is to considerably alleviate bullying in schools through raising awareness that bullying is unacceptable behaviour amongst adults and learners.

#### 6.7. Limitations

The results presented in this study seem to be influenced by the following considerations that the researcher believes limit the outcomes of the study:



The degree of commitment to the OBPP varied from one teacher to the next.

Although most of the teachers rigidly followed the implementation of the plan that was developed by their school's Olweus co-ordinating committee, there were several teachers who were passive in their attempts.

It is difficult to attribute any of the positive significant differences in bullying behaviour solely to the introduction of the OBPP especially since the CSs also showed significant positive changes in various areas of the implementation. This may even have been as a result of teachers' awareness about the scope of bullying in addition to media reports about violence in schools as a result of repeated bullying.

Traction between the stakeholders appeared to be lost after the programme was successfully launched at both of the ISs. Perhaps the same attitude of concern and awareness that led to the collaboration between the stakeholders at the start, may also have had more of a positive effect on the outcome of the OBPP.

Other variables beyond the researcher's control, such as parental involvement and teacher commitment, may have had either a positive or a negative influence on the part of victims/bullies.

Another significant limitation would be the difference in socio-economic level of the ISs compared to the CSs. Even though the schools were matched as closely as possible (as is the case in a quasi-experimental experiment) the four schools had noteworthy differences. For example, the varying socio-economic levels of the participants; the sample size of one of the CSs was considerably smaller than those of either of the ISs; the racial composition of the two ISs compared to the two CSs was not as narrowly matched as the researcher would have wished. This was completely outside the control of the researcher to match socio-economic levels of the participants since the participants had an equal chance of being assigned to the ISs as to the CS.

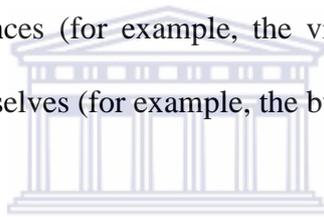
The possibility that the learners who were absent on the day of the survey administration, could be the learners who are more likely to be those who are bullied by peers.

While challenges in respect of the American Olweus Bully/Victim questionnaire were minimal, translations into the three official languages necessary for the survey, were slightly cumbersome. Having said this, it should be noted that the administrative processes were done in the home language of each of the participants.

Other factors that may have contributed to the ineffectiveness of the implemented programme may include the resistance from teachers and parents about the seriousness of the bully/victim problem as well as inadequate time allocated towards the bullying initiative within the school.

Another limitation may be the issue of accommodating dyslexic learners and/or those with poor reading /writing skills was a challenge due to human resource factors and time limitations. No provision was therefore made for learners to respond orally.

Self-reporting may not at all times be truthful answers that would reflect actual behaviour in terms of disclosing sensitive information about themselves. This may be because they may be ignorant of victimization incidences (for example, the victim) or perhaps just wanting to portrait a good image about themselves (for example, the bully).



The following general recommendations are provided in the belief that they will contribute towards improving the school climate in respect of changing the norms around bullying behaviour, restructuring the schooling environment and ensuring the elimination of bullying behaviour.

## 6.8. RECOMMENDATIONS

In view of the study findings, the following recommendations are proposed:

Although reports show evidence of parental involvement, schools should address existing bullying behaviour and prevent further bullying by building and enhancing existing relationships between itself and the community which it serves thereby encouraging community involvement in school activities.

The principal's support for the process is very important.

The staff as a whole should commit to the vision and principles of becoming a bullying prevention school in that the school should set the standard of advocating an anti-bullying culture, in order to ensure that the community gets uplifted in this regard.

A detailed bullying prevention policy should be developed and should form part of the learners' Code of Conduct. Specific sanctions should be put in place for anyone who transgresses. In addition to that, systems should be put in place to support and protect the victims. All stakeholders should take ownership of this policy – the community at large, but more specifically, the school community.

It should be essential for teacher training colleges and universities to offer the guidelines of the OBPP as a part of the students' curriculum requirements.

Priorities for prevention with regard to victims of bullying and those who bully others should be included in life skills education, with a specific focus on violence and safety issues.

It should be a priority for all taxi-drivers (especially in the case of school 3) to be skilled at dealing with bullying incidences that may happen during transportation. In addition substitute parent-teachers who come in to 'class-sit' should be trained according to the schools' bullying prevention policies.

Given the time lapse between the project implementation and the production of the thesis, future efforts should be designed to include further input over time (for e.g. a 2<sup>nd</sup> and a 3<sup>rd</sup> follow up assessment) and to use these data for recursive revision of intervention plans.

Future research should include a greater emphasis on the input of teachers and parents, particularly since teachers and parents can have different views, while also having great potential to influence children in a positive way.

School-based school counsellors and school psychologists who are uniquely qualified should be encouraged to collaborate with bullying interventionists to enhance culture-specific interventions for bullies in schools. This will assist with on-going data collection.

Since only the wealthy schools have school-based counsellors and psychologists, district-based psychologists and social workers should be invited to deal with specific bullying problems.

Based on information gained from the OBPP inspired intervention – the emerging model should also be extended to older students at high schools, training colleges and universities.

While it may not be possible to prevent the learners from being exposed to bullying behaviour in the various communities that they come from, it may be possible to provide them with the support and coping skills to make the right choices when confronted with bullying situations wherever they may find themselves.

The implementation of the OBPP provides us with effective ways to address the needs of learners and educators in dealing with bullying behaviour at the school. It is therefore recommended that the emerging bullying prevention model be conducted at every school in the Western Cape.

Incidents of bullying, whether the child was the perpetrator or the victim, should be noted in the Pupil Identification file for future reference and especially when deviant behavioural patterns are observed.

The School Development Team (SDT) should include an anti-bullying strategy in the school's action plan. This should be revised at regular intervals and adapted to accommodate and/or address gaps in policy.



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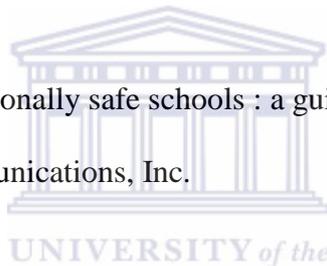


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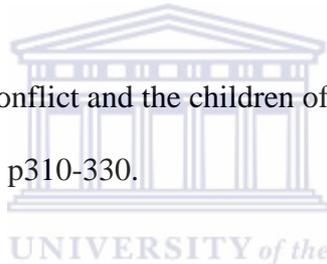
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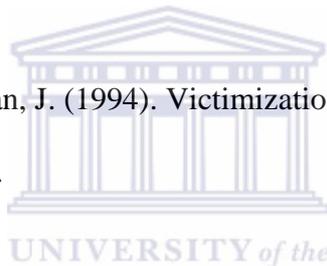
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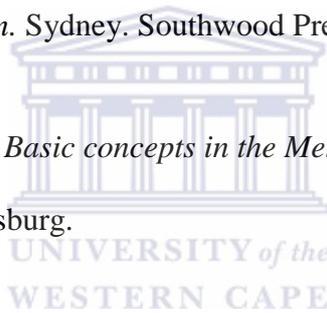
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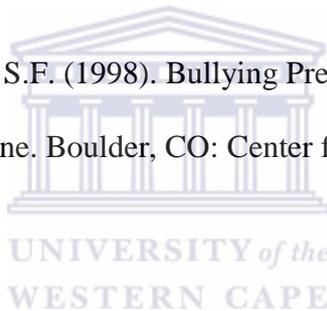
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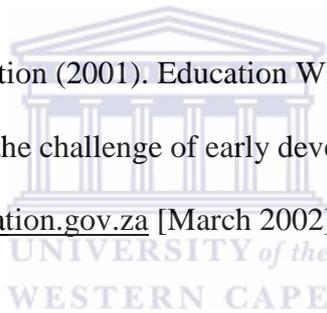
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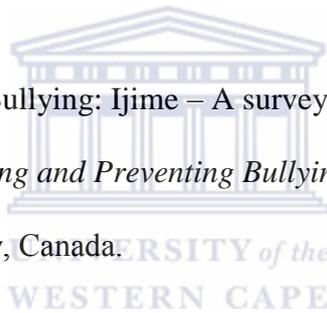
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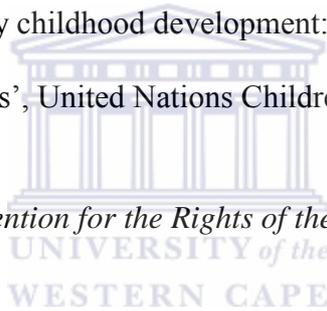
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APPENDIX A

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Reference      20070516-0069  
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Wes-Kaap Onderwysdepartement

Western Cape Education Department

ISebe leMfundo leNtshona Koloni

Ms Brenda Matthews  
Child and Youth Training and Research Programme  
University of the Western Cape  
Private Bag X17  
BELLVILLE  
7535

Dear Ms B. Matthews

**RESEARCH PROPOSAL: THE DEVELOPMENT AND PILOT TESTING OF AN ANTI-BULLYING INTERVENTION PROGRAMME FOR SELECTED SCHOOLS IN THE WESTERN CAPE.**

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **1<sup>st</sup> June 2007 to 30<sup>th</sup> September 2010**.
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr R. Cornelissen at the contact numbers above quoting the reference number.
8. A photocopy of this letter is submitted to the Principal where the intended research is to be conducted.
9. Your research will be limited to the following schools: **Bridgeville Primary, Erica Primary, West Bank No. 1 Primary, Woodville Primary, De Waveren Primary and Sakumlandela Primary.**
10. A brief summary of the content, findings and recommendations is provided to the Director: Education Research.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:

**The Director: Education Research  
Western Cape Education Department  
Private Bag X9114  
CAPE TOWN  
8000**

We wish you success in your research.

Kind regards.

for: **HEAD: EDUCATION**  
**DATE: 23<sup>rd</sup> May 2007**

MELD ASSEBLIEF VERWYSINGSNOMMERS IN ALLE KORRESPONDENSIE / PLEASE QUOTE REFERENCE NUMBERS IN ALL CORRESPONDENCE /  
NCEDA UBHALE IINOMBOLO ZESALATHISO KUYO YONKE IMBALELWANO

GRAND CENTRAL TOWERS, LAER-PARLEMENTSTRAAT, PRIVAATSAK X9114, KAAPSTAD 8000  
GRAND CENTRAL TOWERS, LOWER PARLIAMENT STREET, PRIVATE BAG X9114, CAPE TOWN 8000

WEB: <http://wced.wcape.gov.za>

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# APPENDIX B

## UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa  
Tel: +27 21-959, Fax: 27 21-959

### CONSENT FORM

**Title of Research Project:**

The study has been described to me in language that I understand and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not negatively affect me in any way.

**Participant's name**.....

**Participant's signature**.....

**Witness**.....

**Date**.....



Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact the study coordinator:

**Study Coordinator's Name:**

**University of the Western Cape**

**Private Bag X17, Belville 7535**

**Telephone: (021)959-**

**Cell:**

**Fax: (021)959-**

**Email:**

**APPENDIX B**

**Please complete this form and return it to the school as soon as possible.**

**CONSENT FORM**

**To be completed by a parent or guardian**

Name of Parent: \_\_\_\_\_

Name of Child: \_\_\_\_\_

Gender of Child: \_\_\_\_\_

Child Date of Birth: \_\_\_\_\_

Today's Date: \_\_\_\_\_

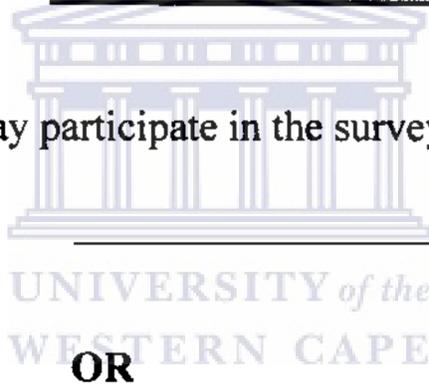
Daytime contact Number: \_\_\_\_\_

School: \_\_\_\_\_

**Please tick the relevant box**

**YES**, my child may participate in the survey.

Signature \_\_\_\_\_



**OR**

**NO**, my child may **NOT** participate in the survey.

Signature \_\_\_\_\_

If you are willing to allow your child to participate, please explain it to him/her and ask him/her to sign below.

**To be completed by the learner**

Name of Child: \_\_\_\_\_

**YES**, I want to take part in the survey.

Signature \_\_\_\_\_

# Questionnaire for Learners

**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Grade and class, e.g. 4b:** \_\_\_\_\_

Please place an X in the boxes below for your grade and for the letter which denotes your classroom (A or B or C etc.)



<b>GRADE</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>LETTER</b>	<input type="checkbox"/>			

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

- |                            |   |
|----------------------------|---|
| 1. How do you like school? | <input type="checkbox"/> I dislike school very much.        |
|                            | <input type="checkbox"/> I dislike school.                  |
|                            | <input type="checkbox"/> I neither like nor dislike school. |
|                            | <input type="checkbox"/> I like school very much.           |
|                            | <input type="checkbox"/> I like school.                     |

Answer the question by marking an **X** in the box next to the answer that best describes how you feel about school. If you really dislike school, mark an **X** in the box next to “I dislike school very much”. If you really like school, put an **X** in the box next to “I like school very much”, and so on. Only mark one of the boxes. Try to keep the mark inside of the box. Now put an **X** in the box next to the answer that best describes how you feel about school.

If you mark the wrong box, you can change your answer like this: make the wrong box completely black:  Then put an **X** in the box where you want your answer to be. Don't put your name on this booklet. No one will know how you have answered these questions. But it is important that you answer carefully and how you really feel. Sometimes it is hard to decide what to answer. Then just answer how you think it is. If you have questions, raise your hand.

Most of the questions are about **your life in school in the past couple of months, that is, the period from start of school at the beginning of the year until now**. So when you answer, you should think of how it has been during the past 2 or 3 months and not **only how it is just now**.

Now you can answer the next question:

2. Are you a boy or a girl?  boy  
 girl

3. How many good friends do you have in your class or classes?
- none  
 I have one god friend in my class/es.  
 I have 2 or 3 good friends in my class/es.  
 I have 4 or 5 good friends in my class/es.  
 I have 6 or more good friends in my class/es.

## ABOUT BEING BULLIED BY OTHER LEARNERS



Here are some questions about being bullied by other learners. First we define or explain the word bullying. We say a learner is bullied when another learner, or many other learners:

- Say nasty and hurtful things or make fun of him or her or call him or her nasty and hurtful names
- Completely ignore or exclude him or her from their group of friends or leave him or her out of things on purpose.
- Hit, kick, push, shove around, or lock him or her inside a room,
- Tell lies or spread stories that are not true about him or her or send nasty notes and try to make other learners dislike him or her
- And other hurtful things like that.

When we talk about bullying, these things happen repeatedly, and it is difficult for the student being bullied to defend himself or herself. We also call it bullying, when a student is teased repeatedly in a nasty and hurtful way.

But we don't call it bullying when the teasing is done in a friendly and playful way. Also, it is not bullying when two learners of about equal strength or power argue or fight.

4	How often have you been bullied at school during the last couple of months?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month. <input type="checkbox"/> about once a week. <input type="checkbox"/> many times a week.
---	---	---

**Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.**

5	I was called nasty names, was made fun of, or teased in a hurtful way.	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month. <input type="checkbox"/> about once a week. <input type="checkbox"/> many times a week.
---	--	---

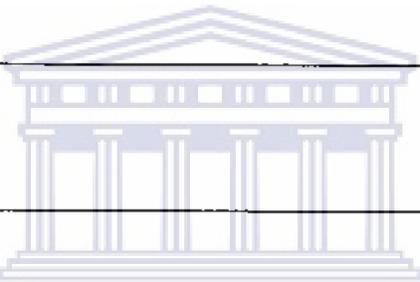
6	Other learners left me out of things on purpose, left me out from their group of friends, or completely ignored me.	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month. <input type="checkbox"/> about once a week. <input type="checkbox"/> many times a week.
---	---	---

7	I was hit, kicked, pushed, shoved around or locked indoors.	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month. <input type="checkbox"/> about once a week. <input type="checkbox"/> many times a week.
---	---	---

**Have you been bullied at school in the past couple of months in one or more of the following ways? Please answer all questions.**

8.	Other learners told lies or stories about me that are not true and tried to make others dislike me	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
9.	I had money or other things taken away from me or had my things broken	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
10.	I was threatened or forced to do things I didn't want to do	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
11.	I was bullied with nasty names or comments about my colour	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
12.	I was bullied with nasty names, comments, or signs with a sexual meaning	<input type="checkbox"/> it hasn't happened to me in the past couple of months <input type="checkbox"/> only once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week

<p>13. I was bullied in another way</p>	<p> <input type="checkbox"/> it hasn't happened to me in the past couple of months  <input type="checkbox"/> only once or twice  <input type="checkbox"/> 2 or 3 times a month  <input type="checkbox"/> about once a week  <input type="checkbox"/> many times a week         </p> <p>In this case, please write in what way: _____</p> <p>_____</p>
---	---



<p>14. <u>In which class(es)</u> is the learner or learners who bully you?</p>	<p> <input type="checkbox"/> I haven't been bullied at school in the past couple of months  <input type="checkbox"/> in my class  <input type="checkbox"/> in a different class but same grade (year)  <input type="checkbox"/> in a higher grade  <input type="checkbox"/> in a lower grade  <input type="checkbox"/> in different grades         </p>
<p>15. Have you been bullied by <u>boys</u> or <u>girls</u>?</p>	<p> <input type="checkbox"/> I haven't been bullied at school in the past couple of months  <input type="checkbox"/> mainly by 1 girl  <input type="checkbox"/> by many girls  <input type="checkbox"/> mainly by 1 boy  <input type="checkbox"/> by many boys  <input type="checkbox"/> by both boys and girls         </p>



**Have you been bullied**

18c. in class (with teacher present)?

- no  
 yes

18d. in the classroom (with teacher absent)?

- no  
 yes

18e. in the toilets?

- no  
 yes

18f. in the parking area, while waiting for your lift?

- no  
 yes

18g. in the tuckshop/bread line?

- no  
 yes

18h. on the way to and from school?

- no  
 yes

18i. at the bus stop?

- no  
 yes

18j. on the bus/ taxi/train?

- no  
 yes

18k. somewhere else in school?

- no  
 yes

In this case, please write where: \_\_\_\_\_

19. Have you told anyone that you have been bullied at school in the past couple of months?
- I haven't been bullied at school in the past couple of months
  - I have been bullied but **I have not told anyone**
  - I have been bullied and **I have told somebody about it**

**Have you told (that you have been bullied)**

- 19a. your class teacher?
- no
  - yes

- 19b. another adult at school (a different teacher, the principal, secretary, parent volunteers, Bambanani volunteers, school caretaker)?
- no
  - yes



- 19c. your parent(s)/guardian(s)/someone else that looks after you/ the after care teacher?
- no
  - yes

- 19d. your brother(s) or sister(s)?
- no
  - yes

- 19e. your friend(s)?
- no
  - yes

- 19f. somebody else (peer mediators/ prefects)?
- no
  - yes

In this case, please write who: \_\_\_\_\_

20.	How often do <u>the teachers or other adults at school</u> try to put a stop to it when a learner is being bullied at school?	<input type="checkbox"/> never <input type="checkbox"/> once in a while <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> always
21.	How often do <u>other learners</u> try to put a stop to it when a learner is being bullied at school?	<input type="checkbox"/> never <input type="checkbox"/> once in a while <input type="checkbox"/> sometimes <input type="checkbox"/> often <input type="checkbox"/> always
22.	Has <u>any adult at home</u> contacted the school to try to stop your being bullied at school in the past couple of months?	<input type="checkbox"/> I haven't been bullied at school in the past couple of months <input type="checkbox"/> no, they haven't contacted the school <input type="checkbox"/> yes, they have contacted the school once <input type="checkbox"/> yes, they have contacted the school many times
23.	When you see a learner your age being bullied at school, what do you <u>feel or think</u> ?	<input type="checkbox"/> that is what he or she deserves <input type="checkbox"/> I don't feel much <input type="checkbox"/> I feel a bit sorry for him or her <input type="checkbox"/> I feel sorry for him or her and want to help him or her

**ABOUT BULLYING OTHER LEARNERS**

24.	How often have you <u>taken part in bullying another student(s)</u> at school the past couple of months?	<input type="checkbox"/> I haven't bullied another student(s) at school in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
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**Have you bullied another student(s) at school in the past couple of months in one or more of the following ways? Please answer all questions.**

25.	I called another student(s) nasty names, made fun of or teased him or her in a hurtful way	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
26.	I kept him or her out of things on purpose, left him or her out from my group of friends or completely ignored him or her	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
27.	I hit, kicked, pushed and shoved him or her around or locked him or her indoors	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
28.	I told stories about him or her which are not true and tried to make others dislike him or her	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
29.	I took money or other things from him or her or broke his or her things	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
30.	I threatened or forced him or her to do things he or she didn't want to do	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week

31.	I bullied him or her with nasty names or comments about his or her colour	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
32.	I bullied him or her with nasty names, comments, or signs with a sexual meaning	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week
33.	I bullied him or her in another way	<input type="checkbox"/> it hasn't happened in the past couple of months <input type="checkbox"/> it has only happened once or twice <input type="checkbox"/> 2 or 3 times a month <input type="checkbox"/> about once a week <input type="checkbox"/> many times a week  In this case, please write in what way: _____ _____
34.	Has <u>your class teacher</u> or <u>any other teacher</u> talked with you about your bullying other learners at school in the past couple of months?	<input type="checkbox"/> I haven't bullied other student(s) at school in the past couple of months <input type="checkbox"/> no, they haven't talked with me about it <input type="checkbox"/> yes, they have talked with me about it once <input type="checkbox"/> yes, they have talked with me about it many times
35.	Has <u>any adult at home</u> talked with you about your bullying other learners at school in the past couple of months?	<input type="checkbox"/> I haven't bullied other student(s) at school in the past couple of months <input type="checkbox"/> no, they haven't talked with me about it <input type="checkbox"/> yes, they have talked with me about it once <input type="checkbox"/> yes, they have talked with me about it many times

36.	Do you think you could join in bullying a learner whom you didn't like?	<input type="checkbox"/> yes <input type="checkbox"/> yes, maybe <input type="checkbox"/> I don't know <input type="checkbox"/> no, I don't think so <input type="checkbox"/> no <input type="checkbox"/> definitely no
37.	What do you do if you see or understand that a learner your age is being bullied by other learners?	<input type="checkbox"/> I have never noticed that learners my age have been bullied <input type="checkbox"/> I take part in the bullying <input type="checkbox"/> I don't do anything, but I think that bullying is OK <input type="checkbox"/> I just watch what goes on <input type="checkbox"/> I don't do anything, but I think I should help the bullied learner <input type="checkbox"/> I try to help the bullied learner in one way or another
38.	How often are you <u>afraid of being bullied</u> by other learners in your school?	<input type="checkbox"/> never <input type="checkbox"/> seldom <input type="checkbox"/> sometimes <input type="checkbox"/> fairly often <input type="checkbox"/> often <input type="checkbox"/> very often
39.	How much do think <u>your class teacher</u> has done to <u>stop bullying</u> in the past couple of months?	<input type="checkbox"/> nothing <input type="checkbox"/> fairly little <input type="checkbox"/> somewhat <input type="checkbox"/> a lot <input type="checkbox"/> much