

**THE TASK AND ROLE OF THE SCHOOL MANAGEMENT TEAM IN THE
CONTROL AND MANAGEMENT OF BULLYING IN SCHOOLS IN THE
TSHWANE WEST DISTRICT OF THE GAUTENG PROVINCE**

By

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DECLARATION

I, Alpheus Motlalepula Sebola, declare that, **The task and role of the School Management Team in the control and management of bullying in schools in the Tshwane West district of the Gauteng Province** is my own work that it has never been submitted for any degree in any other university and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

Signed

Alpheus Motlalepula Sebola

Date

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ABSTRACT

The purpose of this study was to explore the experiences and practices of School Management Teams (SMTs) in the control and management of school bullying in the Tshwane West District of the Gauteng Province. This study came out of a global concern about the security and safety of learners in schools. While there is substantial international and national literature on violence in schools, South Africa continues to experience high levels of violence in schools more than ever before and this in the Tshwane West District is no exception.

In this study, a mixed method approach was undertaken to explore the experiences and practices of SMTs in the controlling and managing of bullying in the Tshwane West District. The questionnaires and focus group interviews were used as research tools for data gathering to unpack the experiences of the SMTs.

Key words: Violence, Bullying, School Management Teams, School Governing Bodies, Discipline

ABBREVIATIONS

COLT	Culture of Teaching and Learning
DBE	Department of Basic Education
DoE	Department of Education
EFA	Education For All
ELRC	Education and Labour Relation Council
HOD	Head of Department
HSRC	Human Science Research Council
HIV/AIDS	Human Immune Virus/ Acquired Immune Disease Syndrome
HRD	Human Resource Development
IMPE	The Integral Model Peace Education
ICPC	International Centre or the Prevention of Crime
MDGs	Millennium Development Goals
NCPC	National Crime Prevention Council
NCPDJJD	North Caroline, the Department of Juvenile and Justice and Delinquency
PSIP	The Police School Involvement Program
RSA	The Republic of South Africa
SACE	South African Council For Educator
SGB	School Governing Body
SIR	School Improvement Research
SMT	School Management Teams
SRO	School Resource Officers
UN	The United Nations
UK	The United Kingdom

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENTS	ii
ABSTRACT	iii
ABBREVIATIONS	iv
TABLE OF CONTENTS.....	i
LIST OF TABLES	vi
LIST OF FIGURES	vii
CHAPTER 1	1
INTRODUCTION AND BACKGROUND	1
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT.....	3
1.3 AIMS AND OBJECTIVES OF THE STUDY	4
1.4 THE RATIONALE.....	5
1.5 RESEARCH METHODOLOGY	6
1.6 LIMITATIONS OF THE STUDY	7
1.7 SIGNIFICANCE OF THE STUDY	8
1.8 CONCEPT CLARIFICATION.....	8
1.8.1 Aggressive behaviour	8
1.8.2 Bullying	9
1.8.3 Bully	9
1.8.4 Cyber bullying	9
1.8.5 Discipline.....	9
1.8.6 Governing body	10
1.8.7 Isolation	10
1.8.8 Learner.....	10
1.8.9 Safe school.....	10
1.8.10 School violence.....	10
1.8.11 Safety	10
1.8.12 Suspension	11
1.8.13 Social bullying	11
1.8.14 Social withdrawal	11
1.8.15 Verbal Bullying	11
1.8.16 Violence.....	11
1.9 THE CHAPTER DIVISION.....	12

1.10	CHAPTER SUMMARY.....	13
	CHAPTER 2	14
	LITERATURE REVIEW	14
2.1	INTRODUCTION AND OVERVIEW	14
2.2	THEORETICAL FRAMEWORK FOR SCHOOL BULLYING	15
2.2.1.	INTRODUCTION	15
2.3	SYSTEMS THEORY	16
2.3.1	School as a safe environment for teaching and learning	16
2.3.2	Community violence v/s school management	17
2.3.3	The role of the church in violence prevention	18
2.3.4	The State v/s school bullying.....	19
2.4	SCHOOLS AS MICROCOSMS	20
2.5	SOCIAL MEDIA AS A TOOL FOR PROMOTING VIOLENCE IN SCHOOL.....	21
2.5.1	Learner exposure to social media at home	22
2.5.2	Learner exposure to internet in schools	23
2.5.3	School safety.....	24
2.5.4	Emerging trends and challenges in school bullying	25
2.5.5	Cell phones bullying in schools	28
2.5.6	Cyber bully victim	31
2.5.6.1	Parent supervision.....	31
2.5.6.2	Educator supervision	32
2.5.7	Implication of school bullying in relation to MDGs and EFA	33
2.5.7.1	Learners' right to a safe environment.....	35
2.5.7.2	Bullying and learner discipline.....	36
2.5.7.3	Implication on academic achievement.....	37
2.5.8	Bullying verses Absenteeism and dropouts	39
2.5.9	Monitoring of learner absenteeism in bullying.....	42
2.5.10	The role of School Governing Body in learner absenteeism and bullying prevention.....	43
2.5.10.1	Reasons for learner absenteeism in school	43
2.5.10.2	Socio-economic for learner absenteeism	44
2.5.10.3	Violence in schools: learner absenteeism	44
2.5.10.4	Late coming and dropout	45

2.5.11	Bullying as a social problem.....	46
2.5.11.1	Playground: bullying as social issue.....	48
2.5.11.2	Anti-bullying strategy program: Australia.....	51
2.5.11.3	Bullying prevention strategies in North Carolina.....	51
2.5.11.4	The impact of social bullying on a learner.....	52
2.5.12	Values education: a framework for dealing with bullying.....	53
2.5.12.1	Respect as a value in education.....	55
2.5.13	Transformational Leadership.....	57
2.5.13.1	The power of school-community partnership in transformational leadership.....	58
2.5.13.2	School-Community partnership: bullying prevention and learner acquisition of survival skills.....	61
2.5.13.3	Implementation and effectiveness transformational leadership in bullying in bullying prevention.....	65
2.5.13.4	School–Celebrity awareness campaign in bullying prevention.....	66
2.5.13.5	Peer led programmes and transformational leadership.....	69
2.5.13.6	Australian peer led program in bullying prevention.....	71
2.5.13.7	Educator’s role in bullying prevention: transformational leadership.....	71
2.6	CHAPTER SUMMARY.....	72
	CHAPTER 3.....	74
	RESEARCH METHODOLOGY AND RESEARCH DESIGN.....	74
3.1.	INTRODUCTION.....	74
3.2.	RESEARCH DESIGN.....	75
3.3.	RESEARCH METHODOLOGY.....	76
3.3.1.	The mixed method approach.....	76
3.4	POPULATION.....	81
3.5	SAMPLING.....	82
3.6	DATA COLLECTION.....	87
3.6.1.	Questionnaire.....	89
3.6.2.	Pilot testing.....	91
3.6.3.	Interviews.....	93
3.6.4.	Focus group interviews.....	94
3.6.5.	Limitations of focus groups.....	97

3.6.6.	Observation.....	99
3.7.	ETHICAL CONSIDERATIONS.....	101
3.7.1.	Informed consent	102
3.7.2.	Privacy	103
3.7.3.	Anonymity	104
3.7.4.	Confidentiality	105
3.8.	VALIDITY AND RELIABILITY.....	106
3.8.1.	Validity	106
3.8.2.	Reliability	108
3.8.3.	Integration of categories and their properties	109
3.8.4.	Delimiting construction	110
3.8.5.	The role of the researcher	110
3.9	DATA ANALYSIS.....	111
3.9.1.	Procedures for data analysis	111
3.9.2.	Coding and categorising of data	112
3.10	LIMITATIONS OF THE STUDY	113
3.11	CHAPTER SUMMARY.....	114
CHAPTER 4		115
DATA ANALYSIS AND INTERPRETATION		115
4.1	INTRODUCTION	115
4.2	INTERVIEW ANALYSIS	116
4.2.1	INTERVIEWS WITH THE SCHOOL MANAGEMENT TEAMS	116
4.3	QUESTIONNAIRE ANALYSIS	130
4.3.1	Reliability test.....	131
4.4	PIE CHARTS AND BAR GRAPHS	153
4.5	DISCUSSION OF THE FINAL RESULTS	173
4.6	CHAPTER SUMMARY.....	175
CHAPTER 5		176
CONCLUSION AND RECOMMENDATIONS		176
5.1	INTRODUCTION	176
5.2	SUMMARY OF THE STUDY.....	176
5.2.1	The main research question	177
5.2.2	Research sub-questions.....	177
5.2.3	Sub-research 1	177
5.2.4	Sub-research 2	178
5.2.5	Sub-research 3	179

5.3	RECOMMENDATIONS OF THE STUDY.....	182
5.3.1	Recommendations to district	183
5.3.2	Recommendations to School Management Teams.....	183
5.3.3	Recommendations to parents	184
5.3.4	Recommendations for further research.....	185
5.4	CONCLUSION.....	186
	REFERENCES	187
	APPENDICES	197
	APPENDIX A	198
	APPENDIX B	200
	APPENDIX C	201
	APPENDIX E	203
	APPENDIX F	205
	APPENDIX G	206
	APPENDIX H	214

LIST OF TABLES

Table 1: A sample for primary schools	86
Table 2: A sample for secondary schools	86
Table 3: Gender and positions	87
Table 4: Gender.....	131
Table 5: Qualifications.....	132
Table 6: Teaching experience	132
Table 7: Post level.....	133
Table 8: Phase teaching	133
Table 9: School Management experience	133
Table 10: Type of school and number of respondents.....	134
Table 11: Perceptions on implementation.....	134
Table 12: SMT receives support from SGB	135
Table 13: Educators receive support from SMT.....	135
Table 14: District support SMT	136
Table 15: SMT initiates activities	136
Table 16: Principal supervises	137
Table 17: Educators are engaged in safety policies	137
Table 18: School organises workshops.....	138
Table 19: Knowledge on safety policies	138
Table 20: SMT and educators clear about goal	139
Table 21: Disciplinary committee.....	139
Table 22: Developmental workshops.....	140
Table 23: Controls and manage bullying	140
Table 24: Helps to monitor learner attendance	141
Table 25: Improves school community relationship.....	141
Table 26: Contributes to SMT knowledge in controlling bullying.....	142
Table 27: Resources and skills.....	142
Table 28: Learner code of conduct	143
Table 29: Classroom policies.....	143
Table 30: ELRC documents.....	144
Table 31: Safety policies.....	144
Table 32: Gender v/s Qualification.....	145

Table 33: Gender v/s Number of Workshops	145
Table 34: Gender v/s Teaching Experience	146
Table 35: Gender v/s Post-level.....	146
Table 36: Gender v/s School Management Experience	147
Table 37: Gender v/s Number of Workshops	148
Table 38: Qualification v/s Teaching Experience.....	148
Table 39: Qualification v/s Post-level.....	149
Table 40: Qualification v/s School Management Experience.....	150
Table 41: Post-level v/s School Management Experience.....	150
Table 42: Post-level v/s Number of Workshops	151
Table 44: Efficient and effectiveness of school rules	162
Table 45: Type of School.....	164
Table 46: District support	166
Table 47: Perceptions management and implantation	168
Table 48: Challenges in implementation	170
Table 49: Recommendation	171

LIST OF FIGURES

Figure 1: Mixing the two types of data... timing, implementation and priority.....	80
Figure 2: Pie chart showing gender	153
Figure 3: Pie chart showing highest qualification.....	154
Figure 4: Bar chart showing teaching experience.....	155
Figure 5: Pie chart showing post-level.....	156
Figure 6: Pie chart showing phase currently teaching	157
Figure 7: Bar chart showing school management experience	158
Figure 8: Bar chart showing school location	159
Figure 9: Pie chart showing school type	160
Figure 10: Pie chart showing number of workshops attended.....	160
Figure 11: Bar chart showing language used in school meeting sessions.	161
Figure 12: Efficiency and effectiveness of school rules	163
Figure 13: District support.....	167
Figure 14: Perceptions and implementations.....	169

Figure 15: Challenges and implementation 170
Figure 16: Recommendations 172

CHAPTER 1

INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION

Recent press conference on school violence conducted by the Safety and Security at the Educational Institutions in 2010 indicates that, safety and security around the country's educational institutions still remain a major concern (www.asmcomm.co.za). The press conference further indicates that educational institutions are faced with challenges of learners' use of drugs, bullying, sexual harassment and anti-social behaviour. Hence, this study has been prompted by spate of violence that is taking place in most South African schools. Bullying, as one of the most prevalent form of violence and a threat to learner safety in schools, still remains a global challenge even today and perceived to be an important social problem in many different countries (David, Tishkina & Harris, 2010:10). Bullying poses a serious management and leadership challenge to schools while threatening learners' right to education (section 29) and a safe environment (section 24). In addition, Whitted and Dupper (2005:167) perceive bullying as the most prevalent form of low-level violence, and if left unchecked, it can lead to a more serious form of violence.

Drawing from an overview by Smokowski and Kopasz's research study (2005:101), bullying affects one in three children in United States schools hence Burton and O'Toole (2011:8) view bullying as an ongoing issue of international concern despite attempts in many countries to deal with it. South Africa, like many other countries in the world, is also experiencing and battling very serious bullying incidents in schools which need to be managed properly and dealt with in accordance with the policies on safety in schools. According to Burton (2008:37), South African learners are victimised at a rate of 160 per 1000 which is a figure that is higher than, for example, that of the United States as given in paragraph one, where the latest statistical data yields a rate of 57 learners per 1000 who fall victim to comparative form of school violence. Burton (2008:15) further emphasises that 15% of all learners between grades 3 and 12 have experienced violence in some form while attending school.

According to Act 108 of the Constitution of the republic of South Africa (1996), schools are places of teaching and learning. Teaching and learning should take place in an environment that is not harmful to the wellbeing of the learner. School Management Teams (SMTs) and educators have the duty to ensure that the learning environment is both safe and happy. This is further emphasised by section 28 of the Constitution of the Republic of South Africa (Act 108 of 1996) where it states that every child has the right to be protected from maltreatment, neglect, abuse or degradation. Chapter 2 of The Bill of Rights, section 12 and 24 once more clearly indicates that everyone has the right to be free of all forms of violence in a safe environment.” It remains to be seen how School Management Teams and educators manage violence in order to maintain the culture of teaching and learning.

Bullying is defined as an aggressive behaviour that is persistent, intentional, and involves an imbalance of power or strength (21st Century Bullying, 2008) or see NCPCs website, www.ncpc.org. According to De Wet (2006:62), bullying can be defined as an intentional, repeated, systematic hurtful act, words or other behaviour by an individual or individuals against another individual or individuals. Furthermore, De Wet (2003:169) explains bullying as a premeditated, continuous, malicious and belittling tyranny. Similarly, Sullivan and Cleary (2004:7) and Garrett (2003:11) concur that bullying is generally characterised by an intention or desire to hurt the victim repeatedly. In addition, Coloroso (2005:49) defines bullying as a conscious, wilful and deliberately hostile activity that can be verbal, physical or relational in which children get pleasure from another child’s pain. Bullying is a multi-dimensional construct and it occurs when one experiences repeated attacks over time, by one or more individuals who systematically abuse their power (Totten & Quigley, 2003:4).

Although bullying is associated with aggressive behaviour, recent researches on bullying reveal “Cyber bullying” as the most common and prevalent type of bullying in schools nowadays (www.ncpc.org). Cyber bullying is a covert bullying that involves the use of mobile phones or the internet. Perpetrators in cyber-bullying make anonymous malicious comments or threats tease and engage in gossip through online chat rooms such as “Facebook” and “Twitter” or they use e-mails or mobile phones to intimidate others (Shariff, 2004:223). Cyber bullying is defined as the use of internet, cell phones or other devices to send or post text or images intended or embarrass other persons (Hinduja & Patchin, 2008:1).

Exactly like traditional bullying, cyber-bullying poses a new management and leadership challenge for School Management Teams (SMTs) and educators because it is more difficult to detect than direct physical bullying since mobile messages can remain anonymous (Hinduja & Patchin, 2008:1).

1.2 PROBLEM STATEMENT

The problem of safety management in the Tshwane West District schools creates a feeling of unsafe environment not only to the learners, but also to educators and non-teaching staff. As a result, this could lead to poor school attendance by learners who do not feel safe at all. The purpose of this research study is to explore what School Management Teams and educators do to manage violence in school in order to maintain discipline and restore the culture of teaching and learning. According to the recent research study by Nicola, Moore, Eliana and Broadbent (2008:VII), the Millennium Development Goal (MDG) on Education for All (Goal 2) has received widespread international attention, but only recently has the threat posed to its achievement by school-based violence. As a member of the United Nations, South Africa is subject to the moral suasion of the Universal Declaration of Human Rights (Du Plessis Conley & Looek, 2008:11). Until the 2006 United Nations study on violence against children, the problem of school-based violence remained largely invisible, for a number of reasons: one being that: “The schools have been typically viewed as “Safe places for children” (Nicola *et al.* (2008:VII). Nicola *et al.* (2008:VII) further state that: “The United Nations study reveals that a high incidence of violence against children occurs at or around school and other educational facilities.”

Keeping with the international trend, locally section 8 of the South African Schools Act 84 of 1996 compels School Governing Bodies (SGBs) to decide on matters of school policy and discipline. The principals as mandated by section 16(3) of the South African Schools Act 84 of 1996 is responsible for the day-to-day running of school and has to deal with the professional matters of the schools. Section 20 (d) of SASA 84 of 1996 further maintains that “SGBs must adopt a code of conduct for after consultation with learners, parents and educators and also promote the best interest of the schools and strive to ensure their development through the provision of quality education”.

The South African Schools Act No 84 remains silent on what in particular should the School Management Teams and educators do in managing bullying incidents including cyber-bullying which poses a management and leadership challenge.

Lack of discipline in South African schools creates an environment that can become violent and unsafe for both educators and learners. Teaching and learning cannot be effective in an unsafe environment and as a result of this, order and discipline are necessary in our schools. In Tshwane West District of the Gauteng Department of Education, different discipline strategies need to be explored to provide School Management Teams and educators with the necessary skills to manage discipline in schools. Discipline problems including the use of electronic devices such as cell phones and internet need to be addressed at an early stage to prevent violence from escalating. The central and guiding question is as follows:

Is the management of school discipline in Tshwane West District schools perceived by educators as adequate to create a safe, secure and disciplined school environment where learners' right to education could be protected, served and fulfilled?

In line with the central question, the guiding research sub-questions are:

- What support is provided to schools by the relevant authorities to combat school violence and address its physical, mental and psychological consequences?
- What are educators' perceptions of what needs to be done to restore a positive discipline in schools?
- To what extent is efficient and effective implementation of school rules and code of conduct in eliminating school violence?
- What disciplinary approaches are employed in the selected schools and how successful are they perceived in protecting the victims and creating a safe learning environment for all learners?

1.3 AIMS AND OBJECTIVES OF THE STUDY

This research aims to examine the role of discipline in creating a safe school environment and combating violence in Tshwane West District. The research further seeks to develop an understanding of how schools manage and control discipline problems in the Tshwane West

district and provide guidelines and recommendations pertaining to the effective involvement of educators, learners and School Governing Bodies (SGBs) in successfully maintaining a disciplined, purposeful and bully-free school environment. The objectives for this study are

- to explore the support provided to schools by the relevant authorities to combat school violence and address its physical, mental and psychological consequences.
- to investigate the educators' perceptions of what needs to be done to restore a positive discipline in schools.
- to reflect on the efficiency and effectiveness of implementation of school rules and code of conduct in eliminating school violence.
- to explore disciplinary approaches employed in the selected schools and how successful are they perceived in protecting the victims and creating a safe learning environment for all learners.

1.4 THE RATIONALE

The rationale behind this study is to provide a synthesis of the research to explore how SMTs and educators control and manage bullying incidents. Bullying is one of the highly researched topics in the world. However; gaps still exist in the literature regarding the role and task of the SMTs in the control and management of bullying in schools to ensure the safety of everyone. In terms of section 8 of the South African Schools Act 84 of 1996, the SGBs in conjunction with the principal play a vital role in prevention of bullying at school, yet, they receive very little support or training in effectively controlling and managing bullying behaviour. Insufficient training in dealing with bullying in schools results in SMTs being reluctant to intervene when they witness bullying incidents. Hence, in some schools bullying and victimization are often considered personal problems of individuals rather than a collective response (Juvonen, Graham & Schuster 2003:1231-1237). The study will further determine the seriousness of cyber bullying in Tshwane West District and what schools are doing to control the use of electronic devices like cell phones and internet by the learners.

According to Rigby (1996:24) and Sturdy (1999:17), the principal's leadership style and level of commitment in conjunction with the attitudes and beliefs of parents, play a key role in reducing violence. In line with Rigby (1996:24) and Sturdy (1999:17), Harris & Petrie

(2002:4) indicate that schools that are dedicated to eliminate bullying develop an understanding that disciplining the bully is enough to eliminate this behaviour. Hence, they further recommend that educators must understand and identify negative effects of bullying on the overall school climate and communicate the importance of acts of bullying to the entire school campus.

In bullying prevention, the Children's Care Act 38 of 2005 is viewed by some researchers as a significant achievement in law reform which takes South Africa into a new era of child care and protection at school. A number of South African schools are faced with discipline management challenges wherein educators need to develop the necessary skills in order to implement policies on safety in schools as a way to manage bullying incidents. Amongst other challenges schools are faced with is the use of electronic devices by some learners to bully others. The SMTs, educators, the Department of Basic Education (DBE) and other relevant authorities or stakeholders have to come up with effective strategies to ensure that schools remain places where educators and learners can safely engage in teaching and learning. Although discipline, safety and security are global problems, Bray (2005:134) and Squelch (2008:2) maintain that "no effective teaching and learning can take place without discipline". According to Gass (2003:1), research on school discipline indicates that schools are plagued by violence, crime and disruptive classrooms. Educators have the responsibility of maintaining discipline in their schools and respective classes while the districts and the DBE have the duty to support schools.

1.5 RESEARCH METHODOLOGY

This chapter dealt with the research design and methodologies for the study. The chapter fully described and explained the mixed method as well as the research techniques for data collection. The researcher discussed in detail the research instruments and how they will be used. Furthermore, the chapter discussed the population and sampling procedures for the prospective participants in this study. The validity and reliability of the study were also fully outlined. In conclusion, the chapter outlined ethical considerations of the study which guaranteed the protection and safety of all prospective participants in this study

Research methodology encompasses the complete research process, the research approaches, procedures and data collection or sampling used (McMillan & Schumacher, 2001:74). The

aim of the research methodology is to understand the process and not the product of scientific inquiry (Cohen & Manion, 1994:39). In order to describe how some School Management Teams (SMTs) and educators manage bullying in schools, retrospectively in some primary and a secondary school in Tshwane West District of the Gauteng Department Education, this study will follow the mixed method approach. A detailed account of the research methodology employed in this study appears in chapter three.

1.6 LIMITATIONS OF THE STUDY

Even though the picture painted by research findings could be found to be true in some schools in South Africa, statistically the study will not be generalisable since it focuses on schools in the Tshwane West District of the Gauteng Province only. Limitations refer to an aspect of a study which the researcher knows may negatively affect the results or generalizability of the results, but over which he or she has no control (Gay & Airasian, 2000:625). Based on Gay and Airasian (2000:625), this study will be limited to only 32 purposefully sampled schools comprising 23 primary schools and 09 secondary schools in the Tshwane West District of the Gauteng Province. The purposive sampling of the schools was on the basis of the schools' track records of bullying cases already experienced. The study concentrated on the experiences of the School Management Teams (SMTs) in the control and management of bullying in schools. In this research study, the main limitation of the study lies in the number of participants (schools). Some educators may not be willing to participate in this study and as such the study might fail to expose data discrepancies that might occur in a comparative study case.

McMillan and Schumacher (2001:23-24) point out that, institutions such as a school is a public enterprise and is influenced by external environments. So, the institutions and the structure of the schools change and programmes are added or phased out. In addition, Merriam (1998:20) concurs that the human instrument is as fallible as other research instrument. The researcher as human instrument is limited by being human, mistakes are made, opportunities are missed and personal bias may interfere. The unique contextual setting of the participant as well as his or her emotional state with regard to his or her experience of violence might contrast with that of teachers from different contrast (McMillan & Schumacher, 2001:23). Lack of skills on the side of the researcher could also be an inhibiting factor. Time could be one of the most inhibiting factors since the researcher in this study is an

educator and is required to work like other educators and comply with the working hours a day. This could result in my research dragging for a longer time than expected while losing interest in this study at the same time.

1.7 SIGNIFICANCE OF THE STUDY

The study will contribute new ideas on how SMTs and educators should manage bullying in South African schools. The study may equip SMTs, educators and members of the SGBs with the new approaches to eliminate violence in schools. Most importantly, this study will assist the upcoming researchers to refine their ideas with regard to the management of school violence by both SMTs and educators. This research study is about enhancing SMTs and educators' leadership qualities. The study will establish the knowledge and skills required by the SMTs and educators in managing bullying incidence. Most importantly, the study aims to offer advice on implementation of code of conduct and other relevant disciplinary strategies or programmes provided to schools by the Ministry of Education mainly for prevention and management of school violence

1.8 CONCEPT CLARIFICATION

It is pivotal to explicate concepts in the study as they may bear diverse meaning for different people, and as a result, may lose their connotative meaning. The concepts clarified below are critical to an understanding of the discourse in this study. More detailed explanations are provided in relevant sections of the study.

1.8.1 Aggressive behaviour

Uys and Middleton (2004: 747) define aggressive behaviour as a forceful goal-directed action that may include verbal or physical aggression. It is the behaviour that is motivated by emotions such as rage, hostility and anger. Collins, Onwuegbuzie & Sutton, (2005:17) define aggressive behaviour as being hostile, belligerent, destructive, offensive and pugnacious. For the purpose of this study, aggressive behaviour implies being physically aggressive to others.

1.8.2 Bullying

Coloroso (2005:49) defines bullying as a conscious, wilful and deliberately hostile activity that can be verbal, physical or relational- in which children get pleasure from another child's pain. Similarly, De Wet (2006:67) defines bullying as intentional, repeated, systematic hurtful acts, words or other behaviour by an individual against another individual or individuals while according to Sullivan and Cleary (2004:3) bullying involves aggressive behaviour which implies the forceful attacking of people over a period of time. It is abusive and based on the imbalances of power. For the purpose of this study, bullying will mean an activity that occurs when a weaker person is being hurt, intimidated or persecuted by a stronger person.

1.8.3 Bully

A bully is a person who intimidates or persecutes those who are weaker (Soane & Stevens, 2004:184).

1.8.4 Cyber bullying

Hinduja and Patchin (2008:131) define cyber bullying as the use of internet, cell phones or other devices to send or post text or images intended to hurt or embarrass other person. Robin, Kowalski, Limber, Patricia and Agatson (2008:218) define cyber-bullying as the use of e-mails, instant messages, chat rooms, and other digital systems with the intention to hurt and cause discomfort in other people. For the purpose of this study, cyber-bullying will imply sending of malicious messages to others using cell phones, internet and video game system intended to hurt and embarrass other people.

1.8.5 Discipline

This refers a to a positive behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control in learners (Joubert, 2005:2).

1.8.6 Governing body

This means a governing body contemplated in section 16(1) Education Labour Relation Council, 2003: B-4).

1.8.7 Isolation

This refers to segregation seclusion and to detach one-self from the group (Collins *et al*, 2004:413).

1.8.8 Learner

This means any person receiving education or obliged to receive education in terms of the South African Schools Act 84 of 1996 (Joubert, 2002:16).

1.8.9 Safe school

Stevens, Bisno and Chambera (2005:14) define safe school as a place where learners can learn and teachers can teach in a warm and welcoming environment, free of intimidation and fear of violence. For Duke (2002: xvii) safe school is a secure and disciplined environment where school business transpires without disruptions or disturbance. For the purpose of this study, safe school will imply a violent free school environment in which everyone from the school principal, educators, learners and non-teaching staff is safe from all forms of intimidations and harassments.

1.8.10 School violence

This is the exercise of power over others in school related settings by some individuals, agency or social process (Hagan, 2000:5).

1.8.11 Safety

This is defined as freedom from danger, harm or loss, and the close companion term **security** is defined as freedom from anxiety or apprehension of danger or risk (Gale, Gutierrez & Megan, and 2004:259).

1.8.12 Suspension

This is defined as the temporary refusal by a school governing body to admit a learner to a school and /its hostel, while expulsion is the permanent removal of a learner from school or hostel (Oosthuizen, Wolhulter & Du Toit, 2003:82).

1.8.13 Social bullying

This means being excluded from the society, ignored and talked about (Espelange, Bosworth & Simon, 2000:1).

1.8.14 Social withdrawal

This refers to social inhibition, social shyness, reticence, and social isolation which are terms conjuring up images of an individual who spends time alone, not interacting with others (Rubin, Coyne & Princeton, 1987:187). For the purpose of this study, social withdrawal implies being side-lined and not appreciated by some peers and members of the society.

1.8.15 Verbal Bullying

This includes name-calling, threatening gestures, stalking behaviour and malicious phone calls to the adolescent's house, repeatedly hiding someone's belongings, leaving people out of desired activities and spreading rumours about someone (Rigby, 2002: 20).

1.8.16 Violence

De Wet (2003:90) refers to violence as the intentional use of physical force or power threatened or actual against oneself, another person or a group or community, that either results in or has a high likelihood of resulting in injury, death and psychological harm. In addition, Corsin (1999:402) defines violence as the expression of hostility and rage through physical force directed against a person or persons. It is aggression in its most unacceptable form, and for the purpose of this study, violence means involving physical force intended to hurt, damage, or kill someone or something.

1.9 THE CHAPTER DIVISION

This section clearly presents the layout of all the chapters contained in this study as well as their findings for the sake of logical presentation of data. All chapters are intertwined as the information in one chapter leads to the other.

Chapter One

Chapter One will outline the background context or introduction on learner discipline, safety and security in schools. The main research question as well as the sub-research questions will be presented in this study. The rationale for conducting this research study will further be discussed in detailed form. Furthermore, the chapter will give a brief summary of the statement of purpose for the study. In conclusion, this chapter will clarify the concepts related to the research topic.

Chapter Two

Chapter Two will focus on the literature review to find out what other authors have already researched about the topic. Different literature on school safety, learner discipline and bullying will be reviewed to enable the researcher to identify gaps and to justify if there is a need to conduct this type of study.

Chapter Three

Chapter three will focus more on the research methodologies that will be employed in this study and data collection. The mixed method approach which encompasses both qualitative and quantitative approaches will be discussed in full. Furthermore, the chapter will discuss in detail the data collection techniques and the way in which data will be analysed. The data collection techniques will include both the questionnaires and interviews. In addition, the chapter will discuss in full the validity and reliability of this study. In closing, Chapter Three discusses the ethical considerations to ensure the protection of the rights and safety of the prospective participants in this study.

Chapter Four

Chapter Four will present detailed discussion of the data analysis and the findings of the study. The chapter will further present a discussion on the way in which the SMTs manage and control school bullying. This will include the way in which anti-bullying policies are implemented and whether they influence change learner behaviour or not.

Chapter Five

Chapter Five will give a brief summary of the findings and it will most importantly provide some conclusions and recommendations drawn from the study. Limitation for additional research will also be discussed to help to improve implementation of anti-bullying policies with regard to school safety and learner discipline.

1.10 CHAPTER SUMMARY

This chapter dealt with an introductory overview and the background context or information on learner behaviour, safety and security in schools. The main and sub-research questions were formulated and presented in this chapter. In addition, this chapter presented the problem statement, the aims and objectives of the study. Furthermore, the chapter discussed the research methodologies as well as the data collection techniques. The significance of this study was also discussed in nutshell. In conclusion, the chapter presented an overview of the ethical considerations and clarified the key concepts for the study. The next chapter will review the literature underpinning this study and in particular address the central issue in terms of the SMTs experiences in the implementation of anti-bullying policies in schools.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION AND OVERVIEW

Political change in South Africa since the end of the apartheid has placed the country on a new trajectory of hope in which human rights are replacing racial and sexual discrimination (Chopra, Lawn, Sanders, Barron, Abdool & Karim (2009:1). Schools are responsible for the effective education of their students, and creating an environment in which students and teachers are safe, is an important component of the education process (Miller & Chandler, 2005:502). So, when exploring school violence, especially bullying within the school context, it is imperative to consider the phenomenon in a broader societal context and how it impacts on learners' lives as well as their academic performance. Most importantly, it should be noted that as South Africans, we live in a country that was highly tormented by violence which started as political struggles which later turned into violence.

De Wet (2003:90) defines violence as the intentional use of physical force of power, threatened or actual against oneself, another person or against a group or community that either results in or has a high likelihood of resulting in injury, death and physical harm. De Wet (2003:89) further indicates that school violence, especially bullying is not a new phenomenon in our schools today, and that it has been prevalent even in the 17th century where French schools were faced with sword and fist fights, unrest and attacks on educators.

Bullying is defined as a repeated exposure of a student to negative action which is described as intentional attempt or infliction of injury or discomforts by one person (Olweus, 1994:403-406). De Wet (2003:28) further more points out that bullying is no longer an isolated incident because it is happening all over South Africa and other international countries such as Australia, North America, Europe and Nordic countries. Growing Well (2002:7) further concurs that as a phenomenon, bullying in schools has existed for as long as schools have been providing education. The prevalence of school violence in South Africa, especially bullying, continues to threaten teaching and learning as well as learners' right to basic

education. Even though the dawn of the new democracy in 1994 created a platform for a change in our societies, bullying still remains rife in most South African schools.

This chapter will provide the reader with literature concerning school bullying. The literature review will focus mainly on school safety, emerging trends and challenges in school bullying, the implication of school bullying on learner attendance and academic achievement, learner absenteeism and drop outs, bullying as a social problem and values in education as a framework for dealing with bullying challenges with the intention of sampling current information and gaining insight into the research questions.

2.2 THEORETICAL FRAMEWORK FOR SCHOOL BULLYING

2.2.1. INTRODUCTION

The study investigates the spate of violence (bullying) that is taking place in most of the South African schools. According to Neuman (as cited in Seedat, Bhana & Kanjee 2001:144), theory refers the process of inquiry that goes beyond surface illusions to uncover the real structures in the material world in order to help people change conditions and build a better world for themselves. In line with Neuman (1997:74), McMillan & Schumacher (1991:7) define theory as a set of interrelated constructs and propositions that specify relations among variables to explain and predict a phenomenon. In addition, the Oxford Dictionary (1533) further defines theory as a formal set of ideas to discover why something happens or exists.

Given the history of the South African violence prior the first election in 1994, it should be noted with great concern that even today, school violence (bullying) is still one form of violence that makes school environments unsafe not only for learners but educators and the non-teaching staff. When violence occurs in schools educators, especially SMTs are often blamed because of their integral part as school managers. This is not an exception in the Tshwane West District of the Gauteng Province.

So, when exploring school bullying, more specifically the experience of the School Management Teams (SMTs) within the school context, it is vital to consider this phenomenon in a broader social context since it does not begin or even take place at school only. Some literature studies on violence in schools reveal that bullying can take place anywhere, for

example, at school playgrounds and in the community at large. This theoretical framework focuses on systems theory in relation to bullying, schools as microcosms and social media as a tool for promoting violence.

2.3 SYSTEMS THEORY

System theory refers to the fact that schools do not operate as separate entities, but are connected to communities, churches and the state. Moreover, each entity has role to play in the development and protection of learners hence some media reports that the prevalence of violent behaviour in most South African Schools have emerged as a major concern not only for schools, but education districts, churches, community and the state at large. Some media reports further indicate that violent behaviour is perpetuated by lack of proper discipline in schools. Hence, it creates unsafe and unhealthy school environments that are not conducive to teaching and learning. The high levels of bullying incidents among learners in schools impact negatively on their safety and Tshwane West District is not an exception.

Since bullying is a worldwide problem in the school environment (Olweus, 1993:1), the researcher in this study is of the idea that if bullying is properly managed from a school-community partnership, it could yield better results and minimise its effects on teaching and learning. According to Gusttard (1992:1), schools have the responsibility to create an environment that is safe for all learners. Therefore, it takes school-community partnership to eradicate bullying in schools since educators alone cannot.

2.3.1 School as a safe environment for teaching and learning

Despite our efforts to implement Learner Code of Conduct and all alternatives to corporal punishment in schools, a study conducted by South Africa Violence Prevention Model and Action Plan (2009:22) indicates that South Africa still has the highest rates of school violence in the world. In terms of section 24 the Constitution of the Republic of South Africa Act 108 of 1996, schools are supposed to be safe places where teaching and learning take place without fear or intimidation. According to Duke (2002:Xvii), a safe school is a secure and disciplined environment where the school business (teaching and learning) transpires without disturbance. In support of Duke (2002:Xvii), Squelch (as cited in Oosthuizen 2005:1), posits

that order cannot prevail in an unsafe school. Therefore, the school-community relationship plays a prominent role in creating a sound and safe school environment.

In this study, it has come to the attention of the researcher that sometimes if not in most cases, the behaviour of learners in schools is directed and channelled by the behaviour of the community in which it operates. Hence, some schools find it difficult to manage bullying incidents. Violence in the society impacts negatively on the day-to-day running of the school. For instance, in the school where this study is taking place, the majority of cases that are reported are family-related. Hence, a 'schools communities' perspective is used as framework for variation in levels of student bonding to school (Totten & Quigley, 2003:5). Since the school is the centre where learners from different family backgrounds converge for education, it is noted with great concern that the relationship between bullying and school engagement in literacy is affected by individual, family, peer group and the community environment (Totten & Quigley, 2003:18a).

In bullying prevention in schools, Hawkes (2011:64) posits that violence in schools is perpetuated by lack of teaching of positive values in our schools and the community as a whole. According to Hawkes (2011:64), the introduction of values-based education in schools empowers learners to develop holistically, nurturing a secure sense of self, respect for self and others and supports the raising of academic standards. This is because it is based on the soundest principles of pedagogy, educational philosophy, brain research and common sense (Hawkes, 2011:66). Hawkes (2011:66) further defines Values Education as a way of conceptualising education that places the search for meaning and purpose at the heart of the educational process.

2.3.2 Community violence v/s school management

According to the Oxford Dictionary (292), the concept community refers to the people who live in a particular area. In line with the Oxford Dictionary (292), Hook (2004:15) further explains community as a sense of coherence that enables people to make sense of their actions, `social interaction and thought processes. A community comprises families whose behaviour (whether positive or negative) impact on the day-to-day running of the school. In addition, Totten & Quigley (2003:18) maintain that the vast majority of the cases in relation to school violence are as a result of the family. Totten & Quigley (2003:18) further point out

that the seeds of bullying behaviour and victimisation are planted at home. Most importantly, Totten and Quigley (2003:18) attribute majority of violent behaviour cases on ineffective, parenting, parent-child conflict and sibling conflict. In line with Totten and Quigley (2003:18), some research studies indicate that children who are exposed to family abuse where they are being beaten as a normal way of punishment and even witness the fight between parents, tend to internalise that behaviour as a normal way of solving problems (South Africa Violence Prevention Model and Action Plan, 2009:22). Affirming this (Setiloane, 1991:62, McPartland & McDill, 1977:79), point out that violence is a learned behaviour. The Times (5 August, 2013:17) further posits that the way you speak to your children becomes the way they speak to themselves when making decisions or reviewing their behaviour.

- In relation to violence in schools, Totten and Quigley (2003:18) further indicate that in the majority of violent behaviour cases that are reported in schools, it is found that some parents do not model compliance and constructive problem solving but instead, they support the aggressive and coercive behaviour of their children. Some research studies on violence in schools indicate that children learn violent behaviour from their families and the community in general. Since parents are the first primary teachers of their own children, Hawkes (2011:64) is of the opinion that if parents can embrace and teach values-based education to their children at home, that will encourage adults to model values and to give time for reflective practices that empowers individuals to be effective learners and good citizens. Violence in the community impact negatively on the church and thus affect school-church relationship in managing learner behaviour because too often violence (bullying) is overlooked and young people see their elders, including community and government leaders, bullying, so they think it is acceptable behaviour (Anderson, 2011:3).

2.3.3 The role of the church in violence prevention

A church is defined as a building where people go and worship (Oxford dictionary:251). Churches like any other community organisations do suffer the consequences of community violence. The role of the church in violence prevention is to mould children spiritually by encouraging positive behaviour as a way to counter violence not only in the community but also at schools. The influence of the church in the community enables individuals, families,

schools and communities to provide protective factors which mitigate the risk of violence.

Totten and Quigley (2003:24) further posits that students exposed to favourable church culture one marked by warm and caring social atmosphere tend to develop a strong social sense of school membership based on the feeling of support and acceptance from class mates and teachers.

2.3.4 The State v/s school bullying

According to the South African government, the Constitution Act 108 of 1996 is the supreme law in the country and remains the main reason why people behave in an orderly way because of laws. In managing and controlling violent behaviour and any crime related incidence, the State through its police force and law suits punishes people who break the laws.

In violence prevention in schools, the State provides anti-social behaviour policies such as Learner Code of Conduct and anti-bullying policies to schools, and further provides support to schools through the Department of Basic Education (DBE) and district offices. The aim of the State in providing policies to schools is to protect all learners, educators and the non-teaching staff against violent behaviour as required by chapter 2 of the Bill of Rights which enshrines the rights of all people in our country and affirms the democratic values of human dignity, equality and freedom.

According to section 7(2) of the Constitution of the Republic of South Africa, the State has the obligation to respect, protect, promote and fulfil the right in the Bill of Rights. In violence prevention, the State provides schools with anti-violence policies such as the South African Schools Act of 84 of 1996 which contains Learner Code of Conduct aimed at establishing a disciplined and purposeful school environment.

Even though the South African Schools Act 84 of 1996 is silent about the impact of crime and violence in schools, in terms of the Constitution (section 8 of SASA), it does however, place the responsibility of promoting and maintaining a culture of teaching and learning on the principal, educators and the School Governing Bodies (Mestry, Van der Merwe & Squelch, 2006:46-49). Due to high levels of violence in schools, the Department of Basic Education through districts provides information and training techniques on how to manage and control bullying in school.

2.4 SCHOOLS AS MICROCOSMS

A school is defined as a place where children go to be educated (Oxford Dictionary: 1306). In line with the definition of a school, the concept microcosm is further defined as a thing, a place or group that has all features and qualities of something larger (Oxford Dictionary: 927). Schools in nature accommodate learners from different family backgrounds and upbringings that constitute learner behaviour.

School violence (bullying in particular) cannot be divorced from the social environment of the learners because schools and homes are interlinked and that the activities in the community (whether positive or negative) always have an impact on the school. Schools, as microcosms of the society, have a huge role to play in instilling positive discipline in the education of the learners through proper implementation of Code of Conduct for learners and the teaching of values-based education.

Since learners in schools are from different family backgrounds (some from disciplined families and ill-disciplined or violent families), it is difficult for schools alone to influence change in learners' behaviour without the interference of the community. Violent behaviour in the society impacts negatively on the behaviour of the learners in schools. According to Totten and Quigley (2003:18), exposure to ineffective parenting, conflict between parents and parent-child conflict results in the development of aggression in boys and which in the long run escalates to schools.

Totten and Quigley (2003:18) further point out that peer group problems in the school can interact and feed off individuals and family factors. The effect of peer pressure in the school results in less confident learners adopting violent behaviour as a way of life. Hence, discipline needs to be maintained in the education of the learner. According to Oosthuizen *et al.* (2003:471), educators are held responsible in their in loco parental status to create a sound disciplinary environment conducive to teaching and learning.

In maintaining discipline in schools as microcosms of the society need to influence change in the perception and behaviour of the learner through the implementation of proper and sound classroom policies. According to the School Improvement Research (SIR) (2005:20), the classroom policy is of utmost importance in transforming learner behaviour. In line with the

School Improvement Research (2005), Kounin, (1976:74) points out that good discipline starts with the teacher.

In a diverse society like South Africa which comes from a historic violent era, it is important for educators to be aware of the cultural differences which may directly influence the effectiveness of disciplinary measures in bullying. In addition, Astor, Meyer, Benbenishty, Marachi & Rosemond (1999a) emphasise that the most important and effective violence prevention is the presence of teachers who are familiar with students and are willing to intervene in a bullying accident.

Since learners in schools are from different family backgrounds with different behaviour adopted from their families. Rigby and Johnson (2006:425-440) posit that in bullying prevention, teachers can employ the classroom-level interactions which are focused at developing more sympathetic attitudes toward victims. They further indicate that the classroom-level intervention can be done by holding regular classroom meetings which will increase learners' knowledge to intervention because designing a strategy to curtail bullying in the school needs a whole school-community approach.

2.5 SOCIAL MEDIA AS A TOOL FOR PROMOTING VIOLENCE IN SCHOOL

Social media is the main way that large numbers of people receive information and entertainment and this includes:-television, newspaper and internet (Oxford Dictionary: 1398). Although school violence is not a new phenomenon in research, and is believed to be perpetrated by learner behaviour, some research studies on violence in schools indicate that in recent spate of violence in schools social media is believed to be at the core. Hence, schools alone find it hard to control and manage bullying because access to social media is everywhere. The understanding and managing of learner behaviour has become a challenge to most South Africa schools as a result of free access to social media by some learners.

The research study conducted by the Western Cape Department of Education (2007:2) on learner discipline and school management indicate that, more than ever before, teachers are faced with critical problems in their classrooms and are confronted with unacceptable behaviour and threatening situations on a daily basis. Free access to social media such as

Facebook, Twitter and Internet by learners has exposed them to cyber-bullying which is directly associated with traditional bullying (Hinduja & Patchin, 2008:17).

2.5.1 Learner exposure to social media at home

For years, cell phones have been regarded as luxury technology items through which people could interact with one another for various reasons. In recent years, cell phones have become part of our everyday social interaction not only in South Africa but globally. A research study conducted by Kreutzer (2008:11) of the University of Cape Town indicates that most teenagers between ages of 15 and 21 have got cell phones and access to internet. As a consequence, the rapid rise of cell phones in South African schools, most learners are exposed to cyber-bullying which follows them on line wherever they are (home or school).

Since individual homes and the community in general do not have code of conduct to control and manage learners' access to internet like schools do, most teenagers are exposed to cyber-bullying through cell phones and computers especially in the absence of parent supervision. Free access to cell phones at home exposes teenagers to different types bullying ranging from verbal, written, physical and social. Teenagers tease, mock and swear at one another through internet, SMSs, Facebook and Twitter, and this is often blamed on parents for lack of supervision by some researchers. Research on the use of cell phones in schools further indicates that most teenagers use cell phones and Internet to reveal personal information and manipulate others with a view to humiliate (www.connectsafely.org). The introduction of cell phones and access to Internet in schools exposes learners to cyber-bullying which ultimately follows them to their homes.

According to www.wirekids.org cyber-bullying is when a child, preteen or teen is tormented, threatened, humiliated and embarrassed or otherwise targeted by another child, preteen or teen using the internet, interactive and digital technologies or mobile phones. Research on the role of social media in the society indicates a huge relationship between schools and the community in which they function because most often community politics impact on the school negatively or positively depending on the situation. Although learner behaviour problems have for years been a major concern for teachers, administrators and parents, social media such as "Facebook", "Twitter" and the use of SMSs in particular have recently been

found to be the perpetrators of most violence among learners in schools and the community in general.

According to the studies conducted by U.S Department of Justice (2003:16) on the role of social media on violence, it has been found that all negative public comments about certain events in community fuel violence among members of the same community and further escalates to schools. In addition to the role of social media on violence as noted studies by the U.S Department of Justice, Science Daily Apr, 22, 2008, further notes that to uncover the relationships between social bullying and loneliness, depression and anxiety, researchers surveyed college undergraduates between the ages of 18 and 25 and asked them to recall their experiences from high school and most the social media.

2.5.2 Learner exposure to internet in schools

For many young people, schools are the safest places in which learners spend time. However, the schools of today are faced with many challenges which are associated with providing safe, secure and caring environments for students (Centre for the Prevention of Social Violence, 2009:10). In terms of section 8 of the South African Schools Act 84 of 1996, schools have to adopt a Code of Conduct for learners and render pastoral duties to ensure the safety of every learner as required by section 14 (b) of the Policy on Learner Attendance (2010:11) and Education Law. However, cyber-bullying in modern technology is exposing learners to danger while posing a new challenge to educators in relation to learner supervision.

If we do not educate our children against the dangers of the cyber world, we are failing as educators - and as an education system. What is the use of teaching children to read and write and count, but allowing them to be consumed by depravity” (The Mail & Guardian, 2011:4)

The above citation captures the basis of the adoption of Code of Conduct for learners in South African schools in relation to learner safety within the school environment. The citation further brings to the attention of educators the importance of classroom policies, computer lab rules and pastoral duties in relation to learner safety against any form of violence (particularly cyber bullying) that may occur within the school environment. Although schools have begun to learn how to prevent bullying, the new technology (cyber-

bullying) has given children new ways to bully others without using any physical power (Anderson, 2011:3).

Since most schools in the Gauteng Province have computer labs, most learners have got free access to internet and others use this opportunity to bully fellow school mates by sending malicious and damaging information about them. In controlling and managing learner access to internet in schools, Skinner (as cited in Mail and Guardian, 2011:4) posits that the principal is responsible for establishing and enforcing policies to contend with cases of cyber-bullying and sexting in the school. Moreover, classroom teachers have an even greater responsibility, since they are dealing more directly with learners who may be affected by these practices because lack of supervision on access to the internet in schools perpetrate cyber-bullying among learners (www.connectsafely.org).

2.5.3 School safety

School safety and order are essential conditions for learning but represent a relatively new field of study, stimulated in large part by repeated episodes of school violence that have generated considerable public concern and triggered substantial changes in school discipline and security practices over the past two decades (Dewey, Cornell & Matthew, 2010:7).

Since the dawn of the new democracy in 1994, school safety in South Africa continues to be a priority for educators, parents and the public (www.asmcomm.co.za). In addition to the above statement, the Constitution of RSA Act 108 of 1996 points out that a number of South African schools are faced with discipline, safety and security challenges. Whitted and Dupper (2005:47) further indicate that one form of violence that makes schools unsafe is bullying.

In terms of the Constitution of the Republic of South Africa, Act 108 of 1996, schools are supposed to be places where effective teaching and learning can take place in an environment that is safe for learners, educators and non-teaching staff. Bray (2005:134) argues that no effective teaching and learning can take place without discipline.

Even though the SASA 84 of 1996 is silent about the impact of crime and violence in the schools, it does however place the responsibility of promoting and maintaining a culture of teaching and learning on the principal, educators and the SGBs (Mestery *et al.* 2006:46-59). According to SASA 84 of 1996, the Act itself legislates the establishment of school

governing bodies to adopt a code of conduct for learners which according to the section 8 (2) should be aimed at establishing a disciplined and purposeful school environment.

In bullying management, the South African Schools Act 84 of 1996, further requires each school to include in their code of conduct the disciplinary programme that involves all stakeholders. Joubert and Squelch (2005:60) stipulate that one of the most serious problems with bullying is that educators and parents often do not spot bullying and that sometimes they brush it aside by turning a blind eye. According to SASA 84 of 1996, the SGB has the legal duty to ensure the safety of everyone in the schools. Since educators act in loco parentis while at school, the Education Law requires them to take responsibility of the safety of learners at school.

Baily and Ross (2001:8) argue that in some school districts the United States make it clear that some educators could face potential liability for variety of reasons such as the violation of students' Constitutional rights and also variety of civil right claims when violence occur in schools.

2.5.4 Emerging trends and challenges in school bullying

The Constitution of the Republic of South Africa Act 108 of 1996 as enshrined in chapter 2 of the Bill of Right, stipulates that everyone has the right to education which the state must make progressively available and accessible (Burton, 2003:B-37). The Constitution stipulates that everyone has dignity and the right to have their dignity respected and promoted. According to the section 20 (1) (a), the SGBs are expected to promote and protect these important rights (Burton, 2003: B-12).

School bullying is perceived to be an important social problem in many countries (Farrington & Ttofi, 2009:9). Most studies on bullying around the world reveal bullying as abusive and based on the imbalances of power. In South Africa, it is evident that schools are faced with many and various barriers to teaching and learning and school bullying still remains one of the top barriers in the country. In primary and high schools, bullying is so prevalent that it does not only occur on the playgrounds, but also in the classrooms. Even though there are strategies put in place to eradicate bullying, it looks like violence in both primary and high schools is on the high. According to the South African Police Service Protection Unit report

(2013-2014), young people under the age of 18 are responsible for 47 % of violence against youth.

According to the (No Bully on line), bullying could be found in every school and it has been perceived as part of the way people interact with each other in society. Section 24 of the Constitution of the Republic of South Africa Act 108 of 1996 guarantees everyone the right to an environment that is not harmful to their health or well-being while section 20 (a) the South African Schools Act 84 of 1996, (SASA) places responsibility on parents to promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners. It is therefore the Constitutional right of every learner to enjoy education in harmonious and care-free environment.

Many studies on bullying agree that bullying takes place in different forms. For example, Beanie (2000:56) identifies verbal bullying as one that involves teasing, mocking and taunting of a learner by another learner. Squelch and Swart (2000:2) identify name calling, like calling another person a teacher's pet as another form of bullying. Noll (2001:34) identifies abusive comments and uttering of insults as one form of bullying aimed at making fun, unhappy or feeling hurt. According to Nieuwenhuis in (Neser *et al.* 2003:28; Behr, 2000:48; Smit, 2003:27; Van Niekerk, 1993:35 ; Weaver, 2001:24) bullying can be divided in to the following:-

- **Physical bullying** which includes punching, poking, strangling, kicking hair pulling, beating biting, tripping, excessive tickling, violent assault or direct vandalism.
- **Verbal bullying** which includes name calling, persistent teasing, ridicule, taunts, gossip, threats, vulgar language and racist remarks.
- **Relational bullying** which occurs when the victim is deliberately excluded from activities such as those taking place during break times (games meeting, social clubs) or sport or social events after school hours.
- **Emotional bullying** also referred to as psychological bullying which includes terrorising, extorting, defaming, humiliation, blackmailing, manipulating friendship, ostracizing and peer pressure.

- **Sexual and gender related bullying** which includes many of the above as well as sexual propositioning, sexual harassment and abusive involving, involving physical contact and sexual assault.
- **Systematic bullying**

A systematic bully is the worst kind. They pick a victim and work on them over a long period, enjoying the power they build over them as they destroy their victim's self-esteem.

The above mentioned types of bullying have been extremely common in South African schools and still remain a challenge to the country as a whole. According to Sullivan and Cleary (2004:3), bullying involves aggressive behaviour which implies forceful attacking of people over a period of time and it is based on the imbalance of power. According to Barone (1997:88), supported by Besag (1995:45), bullying amongst learners occurs in various ways, namely, verbal, physical or psychological. Maree (as cited in Nieuwenhuis, 2007:218) further indicates that the carrying of guns and other weapons to school is another form of instigating violence. Bullying in schools has in the past taken several forms including carrying of knives and guns to schools. Although this type of behaviour looks and sounds very old, it is still prevalent in our schools even today where learners still carry dangerous weapons to and from school.

Traditionally, this is almost how bullying used to emerge and pose some challenges to teaching and learning until recently when another form of bullying emerged. Due to dramatic increase in research on violence, school bullying has recently taken a new form. Recent studies on violence in schools reveal “cyber bullying” as one of the most common prevalent form of violence in schools today. According to Robin (as cited in Blackwell, 2008:218), cyber-bullying has become more prevalent through the use of e-mails, instant messages, chatrooms and other digital messaging systems. Similarly, an article on the 21st century on bullying in ‘Crueller Than Ever’ concurs with Robin (2008:1) that cyber-bullying uses internet, cell phones, or other devices to send or post text messages intended to hurt or embarrass another person. This type of bullying brings with it a unique challenge in the management of school violence. Most South African schools like many in the world out there are faced with cyber-bullying as a new form of violence which follows learners online. Cyber-bullying, unlike the traditional bullying where aggression and physical power would be involved, it does not need the physical power, but only electronic devices (Hinduja & Patchin, 2008:24).

Sharrif and Hoff (2007:76) define cyber-bullying as a psychologically devastating form of social cruelty among the adolescence. This social media has now become the most powerful tool of instigating violence among learners whereby some learners bully others without any physical power.

2.5.5 Cell phones bullying in schools

According to Shaw (2004:6), the growing popularity of internet among adolescence as well as young children has presented a new challenge for schools and police. The introduction of new technological devices in schools, especially cell phones and computers have now posed a new challenge to the Department of Education (DoE) and schools in prevention of school violence. According to the report on National Crime Prevention Council (2004), cyber-bullying to some victims can be more damaging than physical bullying because:-

- It can happen in the comfort of their home and take away their feelings of safety.
- It can be an extension of physical bullying leaving them feeling there is no way out.
- It can be anonymous. They may not have idea who is responsible for bullying.
- It can feel harsher. People turn to be crueller online than they are face-to-face.
- Messages can be forwarded to websites for everyone on the internet to see.
- It can be far reaching. Things posted online are visible to the world 24 hours a day, seven days a week.

Cyber-bullying is more difficult to detect than physical bullying since it is conducted in a virtual environment (Hinduja & Patchin, 2008:17). Cyber-bullying as a new form of violence in schools today is a serious concern to parents, educators and DBE in South Africa and unless something is done about it, there will be no effective teaching and learning taking place because of this threat. Constitutionally, learners have the right to learn in an environment that is safe and conducive to teaching. Section 12(1) (c) of the Constitution stipulates that everyone has the right to be free from all forms of violence from either public or private sources. This places the duty on every school to create an environment that is conducive to teaching and learning as a way to protect the above-mentioned rights. According to Prinsloo (2005:8), the purpose of any school is to ensure that effective teaching takes place in an orderly environment.

The main challenge in prevention of cyber-bullying now lies with educators in terms of their *in loco parentis* status as well as the SGBs in terms of the powers vested on them in accordance with section 8 (1) of the South African Schools Act 84 of 1996 (SASA) where it stipulates that, a Governing Body of a public school must adopt a code of conduct for learners after consultation with learners, parents and educators of the school. In addition to this, section 8(2) under the Code of Conduct further stipulates that the code of conduct must be aimed at establishing a disciplined and purposeful environment. What makes cyber-bullying even more challenging is the fact that it takes place electronically and cannot be easily verified whether malicious messages sent to other learners took place within the school premises or not (Robin, 2008:1) and this makes it difficult for educators to maintain discipline in schools. Stewards (2004:8) maintain that, discipline has become a major problem and source of stress to educators. So, failure to create and maintain a disciplined school environment could result into both bullying and cyber-bullying becoming more rife and violent.

Cyber-bullying is difficult to deal with because bullies usually deny having done it because of lack of tangible evidence from witnesses (Krige *et al.* 2000:49). This is because according to Sharrif and Hoff (2007:80), cyber space provides a borderless playground that empowers some students to harass, isolate, insult, exclude and threaten classmates. Sharrif and Hoff (2007:80) further indicate that, the internet, unlike the school day, is open and available around the clock - empowering infinite number of students to join in the abuse.

While it is not uncommon to hear in the media that there is now an epidemic of cyber-bullying, the reality is that scholarly research suggests that traditional bullying still occurs more frequently than cyber-bullying among the youth, and that youth themselves view traditional bullying as a greater threat than cyber-bullying (Kowalski, Limber & Agatston, 2008:123).

Interesting new research presented at the 2010 International Bullying Prevention Association Conference by psychologists Olweus and Limber (2010:2) stipulates that majority of youth who are targeted by cyber-bullying have also experienced traditional bullying. In contrary to Krige *et al.* (2000:49), Kowalski *et al.* (2008:218) maintain that “cyber-bullying, exactly like traditional bullying in schools can be prevented.” Furthermore, Kowalski *et al.* (2008:218) maintain that the similarities between cyber-bullying and traditional bullying should help

direct educators and parents to apply what they know to be “best practice” in bullying prevention and adapt them in the following ways to address cyber-bullying:-

- **Assess Cyber Bullying** – Effective bullying prevention programmes begin with an assessment of the problem. Schools need to incorporate assessment of electronic aggression into their efforts to assess bullying at the local school level. However, a key to effective assessment is to adequately define cyber-bullying. Such assessment can look at gender and grade level trends, as well as the medium and site (on campus /off campus) where most electronic aggression is occurring.
- **Develop Clear Policies** – Policies should address on-campus and off-campus acts that have or could have a substantial disruption on student learning or safety.
- **Provide staff training** – Just as we need training of staff to adequately address bullying behaviour and encourage positive bystander behaviour (and at a broader sense “citizenship”) we need to incorporate staff training on preventing and responding to cyber-bullying as well as the broader topic of encouraging positive digital citizenship.
- **Spend Class Time on the Topic of Cyber Bullying and Positive Digital Citizenship-** Even youth in our focus groups (Kowalski *et al.* 2008:218) suggested that students be introduced to these topics at a young age and that it be discussed in the classroom. Classroom discussions should be part of the regularly held discussions on bullying and cover such topics as (a) defining cyber-bullying (b) school policies and rules regarding cyber-bullying(c) how to report cyber-bullying behaviour (d) how to best respond to cyber-bullying behaviour (e) the bystander’s role as it applies to cyber-bullying.
- **Teach Students Online “Netiquette, Safe Use of Social Media, and How to Monitor Their Online Reputation** – These skills are vital as technology is increasingly being incorporated into most career paths. These lessons can be infused throughout the curriculum where appropriate. Discussions can take place when using technology in the classroom as well as when addressing career and college guidance.
- **Train and Utilise Student Mentors** – Effective prevention programming includes incorporating youth leadership – particularly to address school climate issues. Making use of student leadership sends a strong message to other youth and also recognizes that the peer group often has more legitimacy than the teacher in addressing social issues.

- **Parent/Community/School Partnerships** – Everyone has a role to play in encouraging positive digital citizenship. Schools need to partner with parents and community organisations in making sure that we provide a consistent message about the responsible and ethical use of technology.

2.5.6 Cyber bully victim

Although cyber-bullying is not an uncommon occurrence among teens between 13 and 15 years of age, most teens still fall victims to cyber-bullying (Harisinteractive as cited in the www.ncpc.org/media). According to the Harisinteractive research study on National Crime Prevention Council (NCPC) (2007:1) 43% of teens report that they have experienced some form of cyber-bullying. In addition, the Harisinteractive research study (2007:2) further reveal that, over half of cyber-bully victims report feeling angry (56%), and one third report feeling hurt (33%) while 32% report feeling embarrassed and one in eight reports collected feeling scared (13 %).

Blumenfeld (as cited in Kowalski, Limber and Agatston, 2008:13) report that cyber-bullying victims suffer psychological scars that last throughout their lives. According to the research study presented by the National Crime Prevention Council (2011) (NCPC), cyber-bully victims suffer low self-esteem which impact on their academic performance (also see: www.connectsafely.org). The National Crime Prevention Council (2011) further indicates that cyber-bully victims lose interest in school and later drop in grades.

2.5.6.1 Parent supervision

The internet has become popular communication for teens around the world and cell phones are an important communication system for this age group (Harisinteractive, 2008, also see: <http://www.ncpc.org/media>). Although parents are generally reported to be vigilant about protecting their children from the content of certain specific websites, many schools and parents report that cyber-bullying is on the increase in South Africa and protecting our children against it is no longer optional (www.ncpc.org/media, retrieved in 2010). Most importantly, Anderson (2011:1) maintains that parents need to supervise their children and learn what their teens are doing online and track their online behaviour. Anderson (2011:1) further maintains that cyber-bullying prevention remains a school-community effort and everyone from teacher to parent has a role to play in condoning “cyber-ethics” to teens. In

cyber bullying prevention, Anderson (2011:1) as reported in the National Crime Prevention Council is of the opinion that, in their supervision parents should:

- talk with teens about some of the risks and benefits posed by internet.
- visit websites that teens frequent.
- speak to teens about how to react if cyber bullied.
- let teens know that they should never disclose their personal information.
- let teens know that engaging in cyber bullying is unacceptable.
- communicate online rules and responsibilities to teens and enforce rules with tangible consequences.

In an attempt to prevent violence, sexual assault, guns and gangs in South African schools, Shaw (2004:6) in her study reveals that the Department of Basic Education has introduced the Tirisano Programme of Action work towards an intervention strategy to address youth violence in schools. According to the DoE (2002a), “Tirisano” is defined as working together towards an intervention strategy to address youth violence in schools. The Tirisano Programme of Action (as cited in Shaw, 2004:6) argues that it is necessary to intervene in a comprehensive and sustainable on three levels that include among else:

- Address the system underlying youth violence to shift risk factors;
- Eliminate the spaces where violence occur; and
- Increase the proactive factors that prevent the occurrence of crime.

Educators need the interference of parents in prevention of cyber-bullying in schools. The South African Schools Act 84 of 1996 places the duty on parents to see to it that their children attend school and that they have a voice in the democratic structures of the school to serve the best interests of the child (Nieuwenhuis, 2007:115).

2.5.6.2 Educator supervision

According to Oosthuizen *et al.* (2003:471), educators in their in loco parentis status and the authority vested in them are held responsible for the creation of an environment conducive to teaching and learning. Cotton (as cited in School Improvement Research (SIR), 2005:85) highlights that classroom discipline is of utmost importance in transforming learners’ behaviour. In maintaining good classroom discipline, Kounin (as cited on

<http://www.nwrel.org>, retrieved in 2010) maintains that “good classroom discipline starts with the teacher.” In addition, Burton (2003:37) agrees that schools must maintain a high standard of professional ethics. In maintaining good classroom discipline, Burton (2003:38) further asserts that classroom policies must be formulated and that learners be involved in the formulation process.

Anderson (2011:3) maintains that formulation of classroom policy forms an integral part in learner discipline. In managing cyber-bullying in schools, educators need to establish acceptable internet use rules and anti-cyber bullying policies (Hinduja & Patchin, 2008:17, Anderson, 2012:6). Anderson (2012:6) further stipulates that in teaching “cyber-ethics”, educators must:

- request the youth to sign an Internet safety pledge promising not to cyber bully.
- educate parents on the importance of the creating internet rules at home.
- talk to and educate students educate students on the issue of cyber bullying.
- let students know where they can turn to when cyber bullied.

2.5.7 Implication of school bullying in relation to MDGs and EFA

According to Batsche and Knoff (1994:165-174), Fonagy, Twemlow, Vernberg, Sacco and Little (2005:317-325), a growing body of research over the past 15 years has shown that both bullies and victims are at risk for short-term and long-term adjustment difficulties such as academic problems. Hence, bullying is perceived to be a serious problem that causes great distress among school aged children and creates difficulty in their ability to concentrate on their studies. Studies by Olweus (as cited in Viadero, 1997:21) contend that the trauma bullies inflict on other students stays with the victims long afterward, often leading to a long life time of unhappy school memories and sometimes depression. Susan, Espilage, Vaillancourt and Hymel (2012:141) concur that, bullying has serious implications for children who are bullied victimised by bullies and for those who perpetrate bullying. School bullying is by far the most prevalent threat to the attainment of The Millennium Development Goals (MDGs) which provides a framework for the entire UN to work together toward a common end, and this includes achieving Education For All (EFA) which is universally agreed. The MDGs remain a collective and global focus through which countries have to

advocate for a change in terms of education, health, poverty, service delivery and Human Resource Development (HRD).

According to (www.wikipedia.org/wiki/Education_for_all), in 2000, the International communities met at the World Forum in Dakar, Senegal agreed on the framework for action re-affirming their commitment to achieving Education for All by 2015 as part of poverty reduction and literacy improvement. They identified six measurable goals aimed at meeting the learning needs of all children. The six measurable goals included amongst else:

- Expanding early childhood care education;
- Promoting learning and life skills for young people and adults;
- Reduction of adult illiteracy; and
- Improving the quality of education.

South Africa, like the other 163 countries, committed itself to expanding and improving comprehensive childhood care and education, especially for the most vulnerable and disadvantaged children as one of the MDGs and ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life programmes. The main challenge now facing the country in attaining its MDG is the prevalence of school bullying which continues to threaten learners' right to education. According to O'Toole and Burton (2002:24), bullying is an on-going issue of international concern with serious consequences for students. The learners' right to education as set out in section 29 (1) (a) of the Constitution of the Republic of South Africa Act 108 of 1996 continues to suffer and almost makes it impossible for the country to achieve this important MDG. Thro (2006:66) echoes the same sentiment that it is doubtful that any child may reasonably be expected to succeed in life if he/she is denied the opportunity of education. Furthermore, Thro (2006:66) maintains that the opportunity to pursue an education, especially quality education is meaningless unless the student is able to pursue his /her educational right in an environment that is both safe and secure. Substantial increase in school bullying undermines the potential of South Africa to attain the MDGs.

2.5.7.1 Learners' right to a safe environment

In terms of section 24 of the Constitution, everyone has the right to an environment that is not harmful to his or her health and well-being. This means that learners have a constitutional right to receive education in a safe school environment. Therefore, it is the role of every school to protect learners' rights to education and promote a positive school climate to allow teaching and learning to flow without disturbance. South Africa's commitment on the expansion of provision of early childhood development through provision of the Reception Grade to all 5 year old by 2015 as set out in the 2002 EFA report will be meaningless unless learners are protected against this violent behaviour.

The school climate still remains a huge MDG challenge for attainment of EFA because education cannot proceed well in an environment that is not safe for everyone. It is already indicated in Chapter one that schools are supposed to be a safe place where effective teaching and learning should take place without fear. Section 8(2) of SASA compels the SGBs to establish a disciplined and purposeful environment dedicated to the improvements of the quality of the learning process, and this is one way through which EFA will be achieved. In addition to this, Suzan *et al.* (2010:38) point out that a school climate is an important consideration in understanding school bullying because adult supervision decreases as students move from elementary to middle and secondary schools. Drawing from this statement, Oosthuizen (as cited in Nieuwenhuis, 2007:215) points out that educators in a school have the legal duty in terms of the common law principle (*in loco parentis*) to ensure the safety of learners in their care. Oosthuizen (1998:209) further maintains that educators as persons of *in loco parentis* are vested with special status that empowers them to act authoritatively in terms of the law.

Maithufi (as cited again in Nieuwenhuis, 2007:215) elucidates that educators *in loco parentis* have the duty to look after the physical and mental well-being of learners as well as to discipline learners. The promotion of a positive school climate by both educators and SGBs would assist not only South Africa, but the entire United Nations since the MDGs represent human needs and basic rights that are supposed to be enjoyed by every individual around the world. Ban Ki- moon (as cited in the Millennium Development Report, 2010:10) agrees that the MDGs represent human needs and basic rights that every individual around the world should be able to enjoy freedom from extreme poverty and hunger, quality education,

productive and decent employment, good health and shelter where environmental sustainability is a priority.

2.5.7.2 Bullying and learner discipline

Although South Africa does not have a robust history of rights litigations like the United States (US), section 12 and 24 of the Constitution provides that everyone has to be protected from all forms of violence and to an environment that is not harmful to their health or well-being. Discipline is recognised as an important component of successful and effective school which leads to a positive school environment (Brand *et al.* 2003:4). The Millennium Development Goal on EFA cannot be realised without discipline. To achieve EFA, Varham (2004:3) maintains that every educator and learner in a school has the right to physical, emotional and cultural safety. This includes among else protection of the universal right to education by educating the youth to develop respect for all since corporal punishment is prohibited in terms of section 10 of the Constitution.

1. A learner cannot bully another learner and a teacher cannot physically discipline a learner as this could result in school avoidance by some learners (Brand *et al.* 2003:4). Furthermore, De Wet *et al.* (as cited in Nieuwenhuis, 2007:220) maintain that physical punishment may teach the learner that hitting someone is an acceptable way of expressing anger and solving problems when it is exercised outside of the loving parental relations. In line with Nieuwenhuis (2007:220), Dawes and Higson Smith (2004:28) indicate that learners imitate what they see their role models do and consequently do not learn creative ways of solving problems. Bullying and physical discipline in South African schools do not only threaten learners' safety to an environment, but also push them away from school while making it too difficult for the country to realise its MDGs (Brand *et al.* 2003:4). A positive school discipline remains an important aspect in ensuring that the learning needs of all young people and adults are met through equitable access to learning and life skills programmes as set out in Education For All.

2.5.7.3 Implication on academic achievement

A recent progress in International Reading Literacy Study reveals that there is a positive relationship between school safety and reading achievement and overall school performance (www.asmcomm.co.za). Varham (as cited in the Press Conference at Safety and Security Educational Institutions held in Holiday Inn, Sandton, (South Africa) in 2010), indicates that effective educational and social developments of learners at educational institutions is closely linked to their physical and emotional safety. Although some, but not all studies demonstrate links between involvement in bullying and poor academic performance as Susan *et al.* (2010:38) indicate that bullying still affects the academic performance of the school. The School Resource Guide (2011:2) also maintains that bullying negatively impacts on the academic, emotional and psychological well-being of the students.

The School Resource Guide (2011:2) further stipulates that “learners who are emotionally and psychologically not fit tend not to do well in their classes because of their mental status.” In addition, Totten and Quigley (2003:4) argue that the social environment of the school may be the contributing factor in the development of student mental health problems. They further maintain that exposure to bullying behaviour at school is likely to exacerbate problems among students already predisposed to emotional difficulties. Totten and Quigley (2003:5) further stipulate that lower literacy and poor academic achievement among victimised students are attributed to their elevated symptoms of anxiety and depression.

Drawing on Totten and Quigley (2003:21), Osborne (2004:16) points out that teaching and learning cannot be effective in schools that are highly affected by bullying incidents where both learners and educators live in fear. Hawker and Bouton (2000:441-445) and McDougall *et al.* (2009:60) also emphasise that victimisation by peers is linked to illness, school avoidance, poor academic performance, increased fear and anxiety, suicidal ideation as well as long-term internalising difficulties including low self-esteem, anxiety and depression.

Drawing on McDougall *et al.* (2009:60), Beran (2008:44-66) concludes that pre-adolescents who are bullied are at some risk for demonstrating poor academic achievement, although this increases substantially if the child also receives little support from parents and is already disengaged from school. Among early adolescents, Beran (2008:44-66) concludes that the

effect of peer harassment on academic achievement is not a direct one, and peer harassment becomes one of several factors contributing to poor academic performance.

In relation to safety and poor academic results in schools, Totten and Quigley (2003:21) in their research study in Canada present that school safety and mental health are closely related and that the presence of aggressive students in the same or slightly higher grade, lack of supervision during breaks and time before and after school, indifferent or pro-bullying attitudes of teachers and students, and uneven, inconsistent of application of rules contribute to an unsafe school environment. Totten and Quigley (2003:21) further report that poor mental health increases with the perception of unsafe school environment and that students who report feeling unsafe at school have lower self-esteem as compared to students who say they are safe at school because according to their research, low self-worth is associated with poor physical and mental health outcomes and poor school and personal achievement.

Drawing on Totten and Quigley (2003: 21) and the history of violence in South Africa, the researcher in the study is of the opinion that South Africa's commitment to the achievement of the EFA's goal on improving the quality of education for all is in a precarious situation because of bullying incidents. According to the SASA 84 of 1996 the SGB is responsible for the effective implementation of policies on safety including the Code of Conduct for Learners and bullying Prevention Policies and Policy on Learner Attendance of May (2010). With the introduction of EFA and the MDGs, the challenge lies with educators and the SGBs to create a safe learning environment so that all learners can be able achieve optimally in schools.

Therefore, it is imperative for schools to develop in themselves the Culture of Teaching and Learning (COLT) by promoting good behaviour among learners in order to achieve good results as well as universal primary education as set out in EFA. Susan *et al.* (2010:38) further maintain that the link between peer victimisation and achievement are complicated at individual level, and yet researchers show that school-based bullying prevention efforts can positively enhance school performance and achievement.

According to the research study conducted by Fonagy *et al.* (2005:317-325), elementary students who attend school where a bullying and violence prevention programme is in place for two years or more have a higher achievement than a matched comparison group of students in control schools that do not have the bullying prevention programme. Thus, the

challenge for educators is to create a safe learning environment so that all students can achieve optimally in schools. Constitutionally, it is the learner's right to receive education in a safe school environment as stipulated in section 24. Thus, the school governing bodies of public schools have a major role to ensure that the learners' right to a safe environment is upheld (Nieuwenhuis, 2007:216).

2.5.8 Bullying verses Absenteeism and dropouts

According to Weidman, Goga, Macun and Barry (2007:65), a learner is considered absent when he or she has not reported at school for the entire day. Furthermore, Weidman *et al.* (2007:65) distinguish between full absenteeism and partial absenteeism pointing out that full absenteeism is when the learner is absent for the entire school day and partial absenteeism is when the learner is absent for part of the school day. According to the policy on learner attendance, a learner is deemed to be absent from school when the learner is not present in the class or not participating in the school activity when the register is marked (Government Gazette, Vol. 539, 2010:11).

According to the study conducted by Weidman, *et al.* (2007:21) on learner absenteeism, it is reported that in South Africa absenteeism varies between approximately 5% and 15% on average. Weidman *et al.* (2007:21) report that on average 5% of learner absenteeism was recorded in and 2.2% in Limpopo. Drawing on the number of studies conducted on learner absenteeism, the Department of Education (DoE) (2010) introduced a policy on learner attendance to monitor and control learner absenteeism in schools. Section 3(1) of the SASA 84 of 1996 compels parents to ensure that their learners attend school. In terms of section 8 (1) the SGB adopts a code of conduct for learners to ensure their attendance and good behaviour in school. Learner absenteeism in school has been noted with great concern by both parents and educators. Thus, the DBE is of the view that it must regulate the protection of both learners and educators in case the legal actions are instituted against the school as result of a mishap to a learner. The learner attendance register could be of important before the court (Government Gazette, Vol. 539, 2010:10).

Even though SASA Act 86 of 1996 is silent about the impact of crime and violence in schools, it does however place the responsibility of promoting and maintaining a culture of

teaching and learning on the principal, educators and the SGBs (Mystery *et al.* 2006:46). In addition, The Bill of Rights affords learners the right to freedom and security of the person which includes, the right to be free from all forms of violence either public or private source, not to be tortured in any way, and not to be treated or punished in a cruel, inhuman or degrading way. The protection of these rights by the principal, educators and SGBs would ensure learners' presence in schools because no learner wants to live or even attend school in a place that is not safe for them as Garreth (2003:13) points out that bullying has long-lasting consequences and that a bullied learner can commit suicide or drop out of school. Farrington *et al.* (2009:5) emphasise that school bullying has short-term and long-term effects on children's psychological and mental health.

McAdams and Lambie (2003:187) report that school bullying has negative effects on learners' performance because most studies on this phenomenon reveal that bullying is secretive and difficult to detect since victims often feel trapped and afraid to report bullying incidents. According to Thompkins (2000:7), learners believe that if they retaliate against an act of aggression that is committed by one gang, they will have to deal with the entire gang. Therefore, they refuse to report gang activities at their school. In addition, Adair *et al.* (2000:207) stipulate that victims are reluctant to tell anyone about bullying because parts of the bullying dynamics are of imbalances between the bully and victim. Furthermore, Adair *et al.* (2000: 207-210) maintain that victims think they will be singled out even more or do not think teachers will help or do anything to stop bullying or do not want to worry their parents, and feel they are somehow to blame. Drawing from this statement, Nieuwenhuis (2007:217) adds that school bullying goes beyond the school environment and follow learners everywhere. Echoing the idea is Byrne (1994:64) where he maintains that bullying does not happen and ends around the school premises, it extends to local shops and on the way to and from school.

Once learners do not report bullying incidents, they tend to develop low self-esteem, isolate themselves from the rest of the learners and live in fear. Mayhew (2004:117-134) points out that the consequences of bullying may manifest through sickness, stress-related illnesses and absence. Echoing the same sentiment is Davis (2001:1) where he points out that youth who are cyber bullied may feel helpless, unprotected and start absenting themselves from school or even dropping out completely. School bullying brings with it a terrorising fear factor

which traumatises teachers, learners and parents. Hence, Oosthuizen (2003a) is of the opinion that due to the extent of discipline problems, teachers are in dire need for help. According to Segoe and Mokgosi (2006:5), threats, intimidation and harassment engender fear and result in absenteeism of both teachers and learners. Consequently, learner absenteeism from school as a result of school bullying may subsequently lead to a total withdrawal or drop out.

Drawing on this statement, the Manifesto on Values, Education and Democracy concurs with Segoe and Mokgosi (2006:5) and further stipulates that, schools have to promote, respect and protect learners' right to human dignity as set out in section 10 of the Constitution because at the end of the day everyone wants to have a feeling of being wanted and appreciated, and that each person's contribution is valued (Nieuwenhuis, 2007:221). In a Harvard education letter cited in Cotton (1990:3), many educators and learners are said to be gravely concerned about disorder and danger in the school environment. Learners live in fear not knowing who will wait for them at the school gate or even attack them during break and this makes learners feel nervous. This is because the targets of bullying endure severe symptoms of psychological stress which include amongst else anxiety, depression, irritability, apathy, avoidance reaction, concentration problem, depression, fear reactions, flashbacks and insomnia (Zapf, 1996a & Gilioli *et al.* 2003:43)

Drawing on Zapf (1996a & Gilioli *et al.* 2003:43), Powell (2009:11) further points out that once learners do not feel safe and secure at school, this could result in psychological harm and hamper on their academic achievement. The right to education as set out in section 29 of the Constitution of the Republic of South Africa Act 108 of 1996 must be respected and promoted to enable teaching and learning to take place without any fear or danger because it is every learner's Constitutional right to enjoy education in a harmonious and carefree environment. Learners at school rely on educators for protection and safety since educators are parents while at school. What leads learners to absenteeism and dropouts is the fact that they are exposed to severe bullying incidents and cannot resist and even protect themselves against the bullies.

Ngwenya and Manuela (2002:10-11) report that many learners, especially those at boarding schools, experience humiliating and brutal treatment that form part of the so-called initiation practice. They further point out that the newcomers are often called "freshers" by the senior learners or students-referred to as the "old guard" – and subjected to all kinds of unlawful treatment including running around aimlessly and being hit with a sjambok to being forced to

have sexual intercourse with one another. As a result, the learners' right to human dignity as contained in the Constitution is tarnished by this type of behaviour. Hence, absenteeism and withdrawal by some learners are inevitable. Most importantly, Oosthuizen (2003:471) indicates that teacher burn out and disinterest among young people to pursue teaching career directly results from the violence experienced in schools.

2.5.9 Monitoring of learner absenteeism in bullying

Monitoring of learner absenteeism and record keeping plays a pivotal role in the protection of learners, educators and school in the case of the unexpected atrocities. According to the policy on learner attendance, the school and the community led by the principal have the responsibility for promoting and monitoring of school in order to give learners the best chance of benefiting from their school experience (Government Gazette, Vol. 539, 2010:12).

According to the policy on learner attendance (Government Gazette, Vol, 539, 2010:16 &17), schools have been provided with variety of instruments to monitor learner attendance. According to Weidman *et al.* (2007:10), most schools indicate that there are class registers which are implemented by class teachers and period registers which are monitored by teachers during their period. Moseki (2004:25) mentions that schools are required to record the attendance of learners in class registers on daily basis and that, schools at liberty to device additional measures for keeping and monitoring learner attendance.

In addition to Weidman *et al.* (2007:10) and Moseki (2004:25) the policy on learner attendance further recommend schools to use daily class attendance register, daily period attendance register, summary register by grade and school quarterly return, and that the quarterly returns on learner attendance be compiled, signed, and submitted to the district (Government Gazette, Vol,539, 2010: 20). An educator is required to make follow up if the learner is absent from school for three consecutive days without explanation (Government Gazette, Vol. 539, 2010: 17).

2.5.10 The role of School Governing Body in learner absenteeism and bullying prevention

The Constitution of the Republic of South Africa Act 108 of 1996, posits that, schools are places of teaching and learning. Therefore, teaching and learning should happen in an environment that is not harmful to the well-being of learners thus the institutional governance at school is governed by SASA which requires SGBs to adopt a code of conduct for learners. Moreover, a code of conduct is essential in managing the legal aspects of discipline and intervention thereof in schools.

According to the policy on learner attendance (Government Gazette, Vol, 539, 2010:13), SGBs need to ensure punctuality and regular attendance of school by learners. The policy on learner attendance maintains that SGBs must take active interest of attendance of learners at school. In addition, Pepler *et al.* (2003:55-79) argue that the code of conduct should include and mention anti-harassment and bullying principle procedures. Pepler *et al.* (2003:55-79) further avert that the aim of anti-bullying policy is to promote positive interpersonal relations between members of the school community and specifically to prevent bullying and harassment at school. Pepler *et al.* (2003:55-79) conclude that the policy adopted by the SGB must be seen applying not only to students, but involving the school staff as part of the discipline. In monitoring learner attendance in schools, the policy on learner attendance stipulates that, the SGB may request from the principal quarterly on report learner attendance as measure to monitor and maintain discipline schools.

2.5.10.1 Reasons for learner absenteeism in school

Learners stay away from school for a variety of reasons including transport, lack of parental care, bullying and poverty among other things. In their literature review, Weidman *et al.* (2007:9) state that reasons for learner absenteeism in schools vary from learner to learner. Furthermore, Weidman *et al.* (2007:9) point out that there are reasons for absenteeism associated with socio-economic factors and reasons associated with personal factors (illness, age, learning difficulty).

Weidman *et al.* (2007:9) point out that, the reasons for learner absenteeism point back at the predominance of socio-economic factors in the country. According to the policy on learner attendance, a learner can stay away from school for reasons including poverty in the

community which is set to be the main cause (Government Gazette, Vol, 539, 2010:8). The policy on learner attendance (Government Gazette, Vol., 539, 2010: 8) makes mention of the following reasons as valid reasons for learner absenteeism in school:

- Study leave taken by a grade 12 learner;
- Physical or psychological illness;
- Giving birth;
- Religious or cultural observances;
- Death in the family;
- Suspension; and
- Acts of nature.

2.5.10.2 Socio-economic for learner absenteeism

In relation to socio-economic for learner absenteeism, Weidman *et al.* (2007:26), blames lack of parental involvement in the education of the learner. Weidman *et al.* (2007:26), further point out that lack of transport, food and teenage pregnancy contribute to learner absenteeism in schools

2.5.10.3 Violence in schools: learner absenteeism

Although schools and districts have policies that address violent behaviour, these policies do not always attend all aspects of discipline. The researchers indicate that violence in school is a major learner discipline problem not only to educators but parents and learners too (Pollack, 2008). The researchers further indicate that the spate of violence in South African schools contributes to a high number of learner absenteeism which also affects the academic performance of the schools (Weidman *et al.* 2007:9). Moreover, Weidman *et al.* (2007:33) note that there is a consensus in the local and international literature that bullying contributes to learner absenteeism.

Pollack (2008:2) points out that to effectively prevent crime and violence, individual schools should know types of criminal acts that occur in their environments and the frequency of those acts. Some researchers indicate that even though most schools have measures put in place to curb absenteeism; some South African schools are still intolerable of the issues of

violence discipline especially where violence is perpetrated by educators. Researchers believe that sexual abuse in schools contributes to learner absenteeism. Sowetan and Daily Sun (2012) reveal a case of sexual abuse by an educator in KwaZulu Natal (KZN) and that on average about 15% of sexual abuse are committed in schools. South African Council for Educators (SACE) prohibits unnecessary physical contact between learners and educators believing that it might contribute to sexual violence. According to the South African Human Rights Commission (2006), male educators coerce girls to have sex with them.

According to Weidman et al. (2007:43), the trauma that bullies inflict on other students stays with them for a long time. Morris Taylor and Wilson (2000:43) are of the opinion that bullying, teasing and swearing hurt and should not be tolerated in schools because they contravene the constitutional rights of everyone on human dignity and the right to have their dignity respected.

2.5.10.4 Late coming and dropout

Chapter 2 of the Bill of Rights enshrines the rights of all people in our country and affirms the democratic values of human right, equality and freedom. The Constitution affirms the right of learners to education, and further emphasises the responsibility to attend and obey school rules. According to section 8 of the SASA No.84 of 1996, the SGBs have the responsibility to monitor the effectiveness of school attendance by learners. According to the DBE, in South Africa late coming is not acceptable in schools and should be discouraged at all times to ensure effective teaching and learning.

Even though some learners blame absenteeism on corporal punishment as reported in the Human Science Research Council, SASA stipulates that no person may administer corporal punishment at a school to a learner. According to the Human Science Research Council (HSRC) (as cited in Weidman *et al.* 2007:33), many learners report that they would rather be absent than to face the severe punishment for late coming. Weidman *et al.* (2007:35) further reveal that some learners drop out of school due to severe physical punishment. Section 12 of the Constitution of the Republic of South Africa stipulates that everyone has the right to be free from all forms of violence, and not to be tortured in any way or treated or punished in a cruel inhuman degrading way.

Mncube and Netshitangani (2014:1-9) report that corporal punishment in schools lead to learner absenteeism and drop out. In addition to Mncube and Netshitangani (2014:1-9), the www.crimeprevention.infl.com further points out that corporal punishment is violence against humanity and it teaches learners that physical assault is the best way to resolve problems. In addition, Parker (2003:6) reports that the more children do not feel safe in their school environment, the more their scholastic achievement is affected. Parker (2006:86) concludes that learners' exposure to violence in schools has some negative consequences to their emotional functioning.

2.5.11 Bullying as a social problem

According to Coloroso (2003:17), social bullying is defined as a relational bullying which consists of systematic diminishment of a bullied child's sense of self. Lee (2004:10) further agrees with Coloroso (2003:17) and defines bullying as one which includes deliberate exclusion from a social group or intimidation within the group. A research on the interrelation among schools, families, peer groups and individuals factors has been slower to evolve in bullying prevention and intervention efforts (Susan, Dorothy, Espelange, Vaillancourt & Hymel, 2010:38).

According to Susan *et al.* (2010:38), bullying is described as a widespread social problem that is often neglected in schools around the world, and one that has serious implications for children who are victimised by bullies and for those who perpetrate bullying. In support of Susan *et al.* (2010:38), Shaw (2004:97) points out that school violence and problem behaviours are increasingly seen as a community and family issue. Hence, the research article by OPPapers.com (2006) describes bullying as a social problem that occurs when different people come in contact with other people since their reactions are almost never the same from person to person.

Bullying as a social problem is concerned with the way the society is organised (Oxford Dictionary:188) and this includes among others, the culture, ethnic groups and political unrest in the society which could turn into violence and later escalate to schools. In addition, O'Moore and Minton (2005:20) further agree that school bullying is undoubtedly caused by variety of factors including individual, cultural and organisational aspects. Erikson and Einarsen (2004:36-46) add that humans have not had tolerance for people who are different to

them. The same thing applies to young people who have never had social interaction with others because they will always have clash of interest which could turn into bullying.

Bullying as a social problem has some negative impact on the smooth running of the school and can consequently disturb teaching and learning and it should somehow be managed not only from the school environment but also in the community (Jones *et al.* 2008:8). Furthermore, Lewis and Oxford (2005:29-47) define bullying as a social problem may influence the target's access to social support and that the target may feel completely isolated and withdraw from social interaction. This poses a challenge not only to schools, but the community. Therefore, bullying should also be managed from the community's point of view as opposed to schools because the two work in partnership.

Lewis and Oxford (2005:29-47) aver that bullying experiences can result in social withdrawal whereby if a friend or family member questions a target's account of experience, or imply that there might be other interpretations, the target may withdraw from the relationship. Zapf *et al.* (1996:215-237) add that since bully target perceive acts of bullying to be degrading and abusive, bullying can lead to a decrease in psychological well-being because the consequences of bullying are the most disturbing for the target as documented in Heames and Harvey (2006:1214-1230). Moreover, Totten and Quigley (2003:4) report that the psychological damage that chronic bullying can cause for student victims includes internalising behavioural problems such as depression and social anxiety. They further maintain that many otherwise well-adjusted students develop symptoms of internalising problems following long-term exposure to bullying behaviour.

Jones *et al.* (2004:24) maintain that bullying as a social problem has often been seen as harmless and even useful to forge personality and rituals among children where adult intervention is not desirable or convenient. In contrary to Jones *et al.* (2004:24), Einarsen (2000: 202-248) believes that young people in the society need to be socially supported in order for them to develop social skills. Einarsen (2000:202-248) further maintains that social support may reduce the effects of bullying on a target and may even present the emotional and psychological effects. Namie (2003:8) adds that continuous bullying may be traumatic and the target may suffer permanent psychological damage.

Drawing on Einarsen study, Stevens and Cloete (1996:8) agree that in order to manage bullying effectively in schools, young people in society need to be taught social life in order

for them to develop social skills so that they can be able to interact with each other for pleasure and do positive things in groups to avoid violence. According to Zapf (1996:215-237), the social interaction among young people contributes to understanding and less violent confrontation among themselves. Zapf (1996:215-237) further contends that the targets of bullying lack social skills competencies because they have low social skills and show inadequate social behaviour. Zapf and Einarsen (2003:70) point out that limited social skills may increase the possibility of them becoming targets. On the other side, Coyne *et al.* (2000:335-350) concur with Zapf and Einarsen (2003:70) that since targets are less group oriented, they may not have the social support that would deter the perpetrator. Matthiesen and Einarsen (2001:467-484) further report that poor social skills may make the target appear vulnerable indicating to a perpetrator the target is a possible scapegoat. Smart and Boden (1996:37) add that when people interact with others they want their status recognised and in so doing they develop good social skills which help them to fight against bullying. They further maintain that it is important for people to know what other people's opinion of them are like with how they view themselves.

Traditionally, bullying has been perceived as a way young people interact with each other until recently when it turned into violence. This is evident in Author Interview article (as cited in Jones *et al.* 2008:25) where some parents accept violence as a normal or harmless phase that children need to go through to develop resilience towards life and still explicitly authorise teachers to beat their children if they misbehave as they (parents) do at home. So, authorisation of teachers by some parents to administer corporal punishment is pure violation of section 10 of SASA no 84 of 1996 which prohibits administration of corporal punishment on learners. Furthermore, corporal punishment remains a threat to the attainment of EFA as it makes learners avoid school classes or even completely dropping out of schools.

2.5.11.1 Playground: bullying as social issue

According to the OP Papers article (2011 Online), majority of bullying happens on the playground when there is minimal supervision and surveillance which not only means that there is more bullying but the bullying is much worse, and it is more likely to be physical, vicious and continuous. Although some researchers believe that playgrounds could be used to promote social interaction among young people, not everyone agree with that. Sandy and Thomas Peters (as cited on TOPICS Online Magazine ©1997-2009) report that bullying

is a huge social problem and that they saw several bullying incidents when they were in middle school. Jin further reports that one group of students bullied anybody during break or lunch time. Sometimes, they even took money from the students they bullied. According to Sandy and Thomas Peters (2009:1), these bullying situations went on for a long time; however, school officials did not know about it because it happened only in isolated places. The victims never tried to tell the teachers because they were afraid the bullies would take revenge.

According to Sandy and Thomas Peters' (2009:1) report, one student told a teacher about a bullying situation within the schools premises and the bullies were suspended for a week, but after they returned to school, the bullies began to bully the student who told the teacher. After that, none of the other students tried to intervene because they were afraid of being the next victims. Most importantly, Sandy and Thomas Peters (2009:1) still indicate that bullying situations are even more serious than when he was a middle school student. Sandy and Thomas Peters (2009:1) points out that, teachers and parents need to know when students are bullied and victims need to tell adults when they are being bullied and they wish bullying situations would vanish completely.

Drawing on Sandy and Thomas Peters' (2009:1) experience of social bullying in Korea, Smith and Sharp (1994), agree that bullying as a social problem has some negative consequences on learners irrespective of where it takes place whether in the classroom or playground, it will always leave a question mark on learners' safety in schools. In social bullying prevention, Kowalski, Limber and Agatston (2008:8) believe that, everyone from parent, community, and school partnerships has a role to play in encouraging positive social citizenship. In so doing, schools will be promoting positive relationship among learners and educators while creating a platform for learners to report bullying incidents at school and also at home.

In relation to Sandy and Thomas Peters' (2009:1) experience of social bullying and one week suspension of the bullies, section 9(1)(a) of the South African Schools Act no 84 of 1996 spells out clearly that subject to this Act and any applicable provincial law, the governing body of a public school may, after a fair hearing suspend a learner from attending school as a correctional measure for a period not longer than one week, but remains silent on how often this suspension should be carried out because bullies come back after serving their suspension to victimise those who reported them. However, SASA does not even spell out

what the protection of victims would be against the bullies. Hence, according to Sandy and Thomas Peters (2009:1), learners choose not to report bullying incidents or report very late after the damage was done,

In contrary to section 8 of SASA on adoption of code of conduct for learners in school violence prevention, Shaw (2004:16) in International Centre for the Prevention of Crime (ICPC) in Victoria in Australia reports that, The Police School Involvement Program (PSIP) involves a pro-active partnership between school communities and police officers whereby police are called School Resource Officers (SROs). Shaw (2004:16) further indicates that, unlike in the US model, their focus is entirely on education and they do not act as law enforcement. According to Shaw (2004:16), the SROs participate in staffroom discussions, camps, playground activities and parents meeting. In addition, Shaw (2004:16) further points out that at the beginning of the year, the SROs consult with whole school community to ensure that it is responsive to their needs and then develop a programme for the school on a collaborative basis, link it with the curriculum, the learning needs of students, the social and welfare approach of the school, and identified concerns in the local communities.

According to Shaw (2004:16) the SROs programme on school violence and crime prevention began in 1999 and employs around 80 police officers, each working with 10 primary or secondary schools across the State whereby each school receives about only one visit a fortnight. The SROs programme aims:

- to reduce the incidence of crime in society;
- to develop a better relationship between the police and youth in community;
- to create in young people an understanding of the police role in the structure of the society;
- to extend the concept of crime prevention into Victorian school system.
- to equip young people with necessary skills to avoid dangerous and threatening situations (Shaw, 2004:16).

The implementation of the SROs in the United States is a different model in crime and violence prevention in schools as compared to South Africa where schools rely mostly on Code of Conduct for Learners, Bullying Prevention Policies, a Policy on Learner Attendance and the so-called “Adopt a Cop” whereby police only show up when they are called and very

often there is no recorded evidence available on their visits, unlike in Idaho where a study of 12 schools reveals that the SROs programme resulted in changes in young people's attitudes and beliefs about the police, and a very positive level of trust and respect. Most importantly, there was equally strong evidence that the programme significantly reduced disciplinary problems, as well as personally and socially dangerous during school hours (Shaw, 2004:10).

2.5.11.2 Anti-bullying strategy program: Australia

For many young people, schools are the safest place in which they spend time. However, the schools of today are faced with many challenges which are associated with providing safe, secure and caring environment (www.nedjjdp.org). Hunt (as cited in Farrington and Ttofi, 2009:58) argues that most researchers are of the opinion that most educators did not receive training on handling of bullying incidence in schools. Hunt (2007:22) reports that anti-bullying intervention programmes aimed at increasing awareness and identification of bullying was introduced to influence behavioural changes in learners. In bullying prevention, Hunt (2007:22) further reports that Australian anti-bullying promotes empathy for targets of bullying and provide students with strategies to cope with bullying.

2.5.11.3 Bullying prevention strategies in North Carolina

According to the www.nedjjdp.org in North Carolina, the Department of Juvenile and Justice and Delinquency (NCDJJDP) uses the three "P" of safety for bullying prevention in schools. According to the NCDJJDP as reported in the www.nedjjdp.org, the first "P" of safety is the "Place", and the "Place" according their websites (www.nedjjdp.org) refers to "the physical security of a school". In addition to the (www.nedjjdp.org), Ritzier (2007:35) further posits that social bullying takes place everywhere including the school ground. The website further reports that the first "P" involves efforts which are directed at making sure the setting of the school is safe and secure. The website further concludes that a mixture of passive and active treatment of the environment is employed to establish and maintain place safety.

According to the www.nedjjdp.org, the second "P" of safety is for "people." According to their website, the Department of Juvenile and Justice and Delinquency 2 (NCDJJDP), "people" refers to "the relationships that exist in school and between school and communities." Field (as cited in Finch, 2007:3) emphasises that bullying prevention is a

school-community efforts and schools alone cannot eliminate bullying. According to the www.nedjjdp.org, the relationships between and among people in a school create the core meaning of school and define its climate.

The third “P” of safety according to the www.nedjjdp.org is for “Purpose”. According to the website, “Purpose” refers to the “academic mission of the school at a critical foundation for academic success.”

In bullying prevention, the Department of Juvenile and Justice and Delinquency (NCDJJDP) is of the opinion that the third “P” of safety combined together allow for a comprehensive approach needed in school safety efforts. Hence, their vision is that every learner will attend a school that is secure; one that is free of fear and conducive to learning.

2.5.11.4 The impact of social bullying on a learner

According to Hallowell (2003:9), the act of school bullying among the youth is not a new phenomenon. It occurred throughout the American history (Hallowell, 2003:9). According to Dempsey in Science Daily (2008), social bullies often target the bully’s social status and relationship by shunning them away, excluding them from the social life activities spreading rumours then threatening them with a physical violence. In relation to in Science daily, the www.shiftingmedia.com reports that social bullying carries in adulthood some cases. According to livescience.com retrieved in 2012, bullying exerts long-term and short-term psychological effects on both bullies and their victims. Social bullying victims experience loneliness, and often suffer humiliation, insecurity and thoughts of suicide.

The study published in Science Daily (2008:7) further reports that social bullying has some consequences that linger into early adulthood. Dempsey in Science Daily (2008:7) reports that about 210 colleges in the University of Florida (UF) have discovered a link between what psychologists call relational victimisation in adolescence and depression anxiety in early adulthood. Dempsey (2008:7) further reports that the memories of social bullying in children continue to be associated with depression and social anxiety even outside high school. Leonard (2008:28) also adds that social bullying can cause a bully’s peer to be afraid to associate with other victim for fear of being bullied themselves. Garrett (2003:75) agrees with Dempsey and concludes that the consequences of social bullying affect the academic and social development of the victim.

2.5.12 Values education: a framework for dealing with bullying

The <http://en.wikipedia.org> defines values education as a term used to name several things, and there is much academic controversy surrounding it. According to the above website, some regard values education as all aspects of the process by which teachers (and other adults) transmit values to pupils. The <http://en.wikipedia.org> views values education as an activity that can take place in any organisation during which people are assisted by others, who may be older, in a position of authority or are more experienced, to make explicit those values underlying their own behaviour, to assess the effectiveness of these values and associated behaviour for their own and others' long-term well-being and to reflect on and acquire other values and behaviour which they recognise as being more effective for long-term well-being of self and others.

According to the <http://en.wikipedia.org> values education is further defined as the process that gives young people an initiation into values, giving knowledge of the rules needed to function in this mode of relating to other people, and to seek the development in the student a grasp of certain underlying principles, together with the ability to apply these rules intelligently, and to have the settled disposition to do so. In addition to the website on values on education, AFRC Briefing No, 11 of 2008 uses the concept values education as an umbrella of concepts that includes moral education and citizenship education.

This means that values education can take place at home, as well as in schools, colleges, universities, offenders' institutions and voluntary youth organisations. Although there has been very little reliable research on the results of values education classes, some researchers report that there are some encouraging preliminary results in violence prevention. For example, Jagtap (2014:1) views values education as inculcating or transmitting a set of values which often come from societal or religious rules or cultural ethics while others see it as a type of Socratic dialogue where people are gradually brought to their own realisation of what is good behaviour for themselves and their community (<http://en.wikipedia.org>). Drawing on this website, the Manifesto on Values, Education and Democracy (2001:18) further adds that promotion of values education in schools is a school-community effort and schools get an opportunity to create safe learning environment in which teaching and learning can take place without violence.

Nixon *et al.* (as cited in Nieuwenhuis, 2007:74) indicates that learning schools are guided and directed in their functioning by the values that they uphold and the policy framework they develop. In addition, Nieuwenhuis (2007:74) further argues that the values of a school are derived from the Constitution of South Africa and the community within which schools operate.

According to Nieuwenhuis (2004:31), values are defined as abstract internalised conceptions of what is important to a person. He further maintains that values direct a person's choice in how he /she will think about and behave in a certain situation. In line with Nieuwenhuis (2004: 31), the Manifesto on Values, Education and Democracy asserts that the community within which schools operate have either positive or negative influence on the day-to day running of the schools and that values need to be taught to all children from both home and school as a way of promoting tolerance amongst children in and outside the school situation.

Values are generally long-term principles that we use to judge the worth of an idea or action since they provide a criteria by which we decide whether something is wrong or right. So, bullying in schools has now become a thorn in most schools around the world. Whitted and Dupper (2005:27) also perceive bullying as the most prevalent form of low-level violence in schools today and that if left unchecked, it could lead to more serious violence. Therefore, it is imperative for schools and community to work together to promote positive discipline amongst learners in order to curb bullying and any other form of violence in schools. According to Msila (2009:53), when community members are called to intervene, they are supposed to intervene and through their teaching of certain African values try to minimise the rate of unbecoming behaviour among learners. This is because of the impact the community has on the school.

In South Africa, it is evident that schools are faced with many barriers to learning and this includes amongst else political unrest and bullying as a social problem which infringe on learner's to education and a safe environment as set out in section 29 and 24 of the Constitution of the Republic of south Africa, Act 108 of 1996. So, to protect learners' right to education and a safe environment, a school-community partnership is a prerequisite in order for schools to function freely and effectively. In support of this statement, Brenes-Castro (2004:79) makes mention of an Integral Model peace of education which embraces certain community principles that jointly express a "spirit of community", a core value for peace. According to Brenes-Castro (as cited in Smile, 2009:53), the Integral Model Peace Education

(IMPE) is based on the postulation that there are universal values that shape a culture of peace. This is because values determine the morals and ethics of our society and most importantly give meaning to life.

In most South African schools, the Concepts of Ubuntu and respect are used to frequently to promote peace and acceptance among learners. According to the Department of Education publication (2001:16), Ubuntu is envisaged as a philosophy that would ensure that there is more diligence and culture of achievement. This would be possible if respect and tolerance could be promoted as a way of maintaining the culture of teaching and learning in schools. Although not scientifically proven, Ubuntu as a value, if well promoted can be used to minimise school bullying and any other forms of violence.

2.5.12.1 Respect as a value in education

As contained in the Manifesto on Values, Education and Democracy (2001:15), respect is a natural human value that is fundamental to interpersonal relationship. It is the value that is cultivated through learning about each other in all our diversity of language, culture and religion. However, teaching and learning cannot be effective in an environment that is not human friendly. Learners need to learn how to accept each other not only in the classroom, but also outside the school premises so that chances of violence between them become even more slimmer to allow education to flow freely without any intimidations.

Lack of respect and tolerance among learners in a school is a huge challenge in prevention of school bullying since some bullying incidents take place secretively and the victims are afraid to report them. According the Teh (2008:47), it is shown so far that bullying is a widespread phenomenon and is a prevalent problem in many societies across the world. Drawing on this statement, the www.connectsafely.org retrieved in 2011, in line with Teh (2008:47), calls for schools around the world to be “agents of social control” by promoting respect among children so that everyone can have a feeling of being appreciated while at and outside the school.

In addition to Teh (2008:47), the South African constitution, guarantees learners’ right to receive education in a peaceful and safe environment and further emphasises the need to promote those rights. In agreement with the constitution of the Republic of South Africa, Thro (2006:66) further stipulates that “quality education cannot be pursued in an environment

that is not both safe and secure.” Learners need to be taught to be tolerant of each other’s cultural diversities so as to advance the core values of justice, tolerance, concern for human dignity and mutual respect (Nieuwenhuis, 2007:221). Supporting Nieuwenhuis (2007:221) is Section 24(a) of the Constitution of the Republic of South Africa which stipulates that everyone has the right to an environment that is not harmful to his/her well-being and to enjoy education in a harmonious and carefree environment which imply that learners should experience safety at school. Section 10 of the Constitution of the Republic of South Africa stipulates that everyone has the right to have his/her dignity respected and promoted.

Drawing on from section of the constitution, Nieuwenhuis (2007:221) further states that a purposeful and disciplined school environment cannot be achieved without respect of human dignity and therefore suggest that education in schools should be imparted in such a way that it prepares the learners to take responsibility for a free society, have a spirit of understanding, peace, tolerance, equality and friendship among all people, ethnic, natural, religious groups and persons of indigenous. Oosthuizen (2003:80) further adds that educators should protect learners through the maintenance of school discipline, because discipline protects the learner against unruly and undisciplined behaviour of his /her learners as well as protecting the learner against his/her waywardness.

In promoting respect as a value in schools, Oosthuizen, Rossouw and De Wet (2004:2) regard good order, discipline safety, harmony and mutual respect as fundamentals for security. In line with Oosthuizen *et al.* (2004:2), and Xaba (2006:566) reports that good indicators of safety in school environment include good discipline, a culture conducive to teaching and learning, professional teacher conduct, and good governance and management practice. Lodge (2008:3) further adds that the success of maintaining good discipline in schools could well be achieved if good and sound school-community partnerships are established for the purpose of managing violence in schools like many other countries do out there. For example, in Australia all key stakeholders in the Australian education context have a strong commitment to values education. This is reflected in both the Adelaide Declaration on the National Goals for Schooling in the Twenty-First Century (1999) and the Melbourne Declaration on Educational Goals for Young Australians (2008) which underline the importance of education in equipping students with values to enable them to face future challenges and to live healthy and satisfying lives

The Australian National framework for value education recognises the values education policies and programmes already in place in education authorities and Australian schools. In addition to Australian National framework, Lodge (2008:3) also recognises that significant history of values education in government and non-government schools drawing on a range of philosophies, beliefs and traditions, and so, within the community at large there is a growing discussion about how their children acquire values and how they make sense of values promoted by the media and their peers. According to Lodge (2008:3), parents, caregivers and families are the primary source of values education for their children, but they expect support from schools in this endeavour. Lodge (2008:3) further maintains that value education in Australia is an essential part of effective schooling.

2.5.13 Transformational Leadership

According to Gupta (2009:1), “transformational leadership is a process of transforming the organisational behaviour, the culture and the individuals, simultaneously transforming the leader himself.” In addition to Gupta’s view point of transformational leadership, Cherry (2012:1) explains transformational leadership as a type of leadership that leads to positive changes in those who follow. Sharing the same sentiment as Gupta and Cherry, Burns (as cited in McCrimmon, 2008:4) explains transforming leadership as a process in which leaders and followers help each other to advance to a higher level of morale and motivation.

In addressing violence in schools, most researchers recommend transformational leadership as one of best strategies that can be employed to transform learners’ behaviour. Most researchers point to the fact that transformational leaders constantly articulate new visions to motivate the organizations, exhibit high passion and confidence in their beliefs, highlight the importance of ethics and values while setting accountable standards in the organization (Burns, 1978:37-39, Cherry, 2008:1, McCrimmon, 2008:4 & Gupta, 2009:1). Gupta (2009:1) further argues that transformational leaders are often charismatic leaders who are able to have an exceptional influence on their followers, compelling them to share the leader’s vision and to take actions beyond their specified responsibilities and that their transformational leadership is a type of leadership that leads to positive changes in those who follow.

2.5.13.1 The power of school-community partnership in transformational leadership

Since bullying is a global problem, researchers believe that the only way to eradicate it is to educate communities around which their schools function as well as training educators to equip them with the knowledge on how to deal with it (Finch, 2007:171). In addition to Finch (2007:171), the [info@ncrel.org website](mailto:info@ncrel.org) views bullying prevention as a community initiative whereby school-community partnerships need to be established in order to create safe schools for all.

Research studies by Bass and Riggio, (2006:XII), McCrimmon, (2008:4) and Cherry, (2012:1) are of the opinion that transformational leadership in schools and communities could be a way to eradicate bullying incidents in both school and community environments because the transforming approach itself creates significant changes in the life of people and organisations. Burns (as cited in the www.wikipedia.org) further agrees that the practice of transformational leadership in prevention of bullying in schools redefines the values and changes expectations and aspirations of people because transformational leaders are idealised in the sense that they are moral exemplar of working toward the benefit of the team or organisation or community. The <http://en.wikipedia.org> further posits that idealised influence is about building confidence and trust and providing a role model that followers seek to emulate (Bono & Judge, 2004:901, Simic, 1998:52, Stone, Russell & Patterson, 2003:3).

Drawing on Finch (2007:171) and Burns (1978:20)'s studies, Riggio (2006:XII) further points out that the application of transformational leadership in school bullying prevention makes transformational leaders viewed by most researchers as idealised leaders who provide a role model for high ethical behaviour, instil pride and gain respect and trust since they are exemplary to their followers. In addition, McCrimmon (2008:4) and Cherry (2008:1) on the school-community partnership in bullying prevention think that the introduction of transformational leadership in schools is of great importance since bullying does not only take place in schools but also at home.

Burns (1978:37-39) and Bass and Riggio (2006:XII) further agree on the introduction of transformational leadership in bullying prevention since it is not based on "give and take" relationship, but on the leader's personality, traits and ability to make a change through

example, articulation of energising vision and changing goals. Gupta (2009:1) concludes that transformational leadership is based on underline concept of bringing about changes for betterment and that is an effective lead to the future. Field (as cited in Finch, 2007:171) study highlights that it is important for parents to regard school-community bullying prevention method as an opportunity to help their children develop resilience and acquire some valuable life skills since many parents discover that their child is being bullied (teased, physically, harassed or cyber bullied and do not know what to do with it.

Even though McCrimmon (2008:4), Cherry (2008:1) and Bass and Riggio (2006:XII) are not explicit in their studies on how parents would be doing in transforming their children's behaviour as a way of preventing bullying in schools. Field (as cited in Finch, 2007:171) believes that parents need to teach their children how the bullying game works so that they can acquire social survival skills at an early age to block the bully.

Field (2007:7) further stipulates that if social survival (commonly known as Secrets of relating) skills are acquired at an early age. Field (2007:7) social survival skills will help learners to deal with bullying and teasing in the future in life as they encounter some difficult or nasty people, some consciously bully while others are oblivious to the impact of their behaviour. Field's (2007:7) secret of relating includes amongst else:-

- Regulate your feelings - Secret 1
- Understand why you are bullied or a bully - Secret 2
- Build your self-esteem - Secret 3
- Become a confident communicator - Secret 4
- Creating your own power pack - Secret 5
- Develop a support network - Secret 6

Finch (2007:171) concludes that once a child decides not to make a bully happy, then she or he can stop the bullying because according to his study, a range of simple skills learnt early, allow a child to block bullies no matter where they are encountered as well as to block his or her own behaviour.

In the light of Finch's (2007:171) study, one has to concur that in order to manage bullying in schools, parents have to partner with educators and be role models to their children by displaying good and acceptable behaviour in the society because often parents want to blame

educators for bullying and learners' aggressive behaviour forgetting that schools have limited resources to deal with bullying and alone schools cannot prevent bullying incidence (Finch, 2007:6). Since bullying is a worldwide phenomenon, Finch (2007:6) argues that without parental involvement, even the best international school programmes cannot reduce the incidence of violence by just 50%. For instance, in Australia, it is more like 15% of schools are able to legally and ethically make a reasonable attempt to deal with bullying, but they are not able to eliminate it.

Drawing on Finch's (2007:6) argument, one has to agree with him because bullying incidents are experienced worldwide despite attempts to deal with it and that schools alone cannot eliminate bullying incidence without the interference of the parents since most educators are not trained on how to deal with bullying incidence. In transforming learners' behaviour, Field (as cited in Finch, 2007:13) study, provides parents and teachers with a most practical and easy road map into the future without bullying to enable them to gain confidence and make a successful journey for their children and school communities because his study reveals that the school years are the time for a child to develop their resilience and to learn these life skills and take them into adulthood. In addition to Field's (2007) view of implementation of transformational leadership in schools, Burns (2007:269-287) and Bass (2006:3) who also reveal in their study that transformational leadership can positively predict a wide variety of performance outcomes including individual, group and organisational variables. Since transforming or shaping of learners' behaviour is a process, both Burns (1978:37-39) and Bass (1985:66-85) in their 30 years of research cited on http://en.wikipedia.org/w/index.php?title=Transformational_leadership&oldid=499601600 "Categories", suggest that transformational leadership should be introduced in four different elements to assist followers to aspire for a positive change and this includes the following elements:

- **Individualised Consideration** – the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team. The followers have a will and aspirations for self-development and have intrinsic motivation for their tasks.

- **Intellectual Stimulation** – The degree to which the leader challenges assumptions, takes risks and solicits followers' ideas. Leaders with this style stimulate and encourage creativity in their followers. They nurture and develop people who think independently. For such a leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks.
- **Inspirational Motivation** – the degree to which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provide the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities.
- **Idealised Influence** – Provides a role model for high ethical behaviour, instils pride, gains respect and trust.

As a development tool in changing followers' behaviour, transformational leadership has already spread in all sectors of western societies, including governmental organisations (Burns, 1978:37-39, Bass, 1985:66-85). For instance, in Finland, the Finnish Defence Forces is using widely Deep Lead Model as basic solution of its leadership training and development. The Deep Lead Model is based on the theory of transformational leadership. In South Africa, the Department of Basic Education, Proudly South African, the Department of Women, Children and People With Disabilities, among others, use “Tirisano” Programmes,” Hlayiseka” (Early Warning), Be Safe Project and “Ubuntu Pledge” Campaign to influence change in learners' behaviour in order to prevent violence and bullying in schools.

2.5.13.2 School-Community partnership: bullying prevention and learner acquisition of survival skills

According to the www.FindLaw, a Thomson Reuters business (2012 online), bullying on school campuses is a growing concern for parents, school, school districts and students. Because of the seriousness of violence in schools, Thomson Reuters business (2012 Online),

posits that schools should be aware of the serious violations of schools rules and violence that may occur as a result of student bullying, and how it may be addressed. In line with Thomson Reuters business (2012), Finch (2007:B85) in his research study maintains that the best cure for a bullied child to survive bullying, to and from school, is to acquire basic life skills to defend himself or herself against the bullies. Finch (2007:B85) further adds that once a child has acquired survival skills, then she or he can stop the bullying. Finch's model to bullying prevention sounds good and different compared to the one used by the United States Department of Education (USED).

A study by Green (2005:237) reveals that a number of school administrators in the U.S. were adopting inadequate "quick fix" solutions to stem the violence in their schools than to seek for a permanent solution. In Green's (2005:237) study further reveals that most schools in the U.S. embarked on suspension and expelling large numbers of disruptive students as a way of reducing violence instead of equipping them with bullying survival skills, promoting safe school environment with the intention of reducing bullying incidences.

Based on Green's (2005:237) study, one can assume that the seriousness of school violence in the U.S. in 2000 could not allow too much parental involvement in violence prevention. Hence, the adoption of "quick fix" solution became the order of the day neglecting other strategies that can be used to promote a safe and caring school environment. One can further point out that the U.S. neglected the fact that, change in bullying prevention is a process that needs to be led in order to transform learners' behaviour and instil in them a culture and sense of belonging through the teaching of values.

Johnson and Johnson (as cited in Morris, Taylor and Wilson, 2000:21) argue that a "quick fix" solution is not the answer to a problem of violence if you want learners to survive bullying. In agreement with Field (2007:7), Johnson and Johnson (1995:10) believe that there is no "quick fix" solution to violence and that violence prevention is a long-term project in which students should be engaged for their 12 years of schooling. Hence, Finch (2007:B85) emphasises the importance of inculcating in learners essential skills to defend themselves against the bullies during their years of studies because bullying has got some negative consequences and can lead to learner withdrawal from school.

In the U.S. Johnson and Johnson (as cited in Morris *et al.* 2000:21) promoted Conflict Resolution Programme as a way of reducing violence in schools and to equip students with

conflict management skills that would assist them to manage and survive bullying tensions even in the future because according to them there is no quick fix solution to violence prevention.

Morris et.al. (2000:21) further report that in violence and bullying prevention strategy, Johnson and Johnson (1995:10) recommend a comprehensive programme for a conflict resolution training of students and school personnel as part of transforming learners' behaviour as well as equipping them with bullying survival skills, and most importantly demanding effective involvement of parents and community since bullying does not only take place at school, but also at home. According to Johnson and Johnson (1995:10), a comprehensive programme in bullying management, is the one that:

- meets nurturing needs.
- creates a corporative environment.
- limits out school time.
- forms partnerships with parents and community.
- provides long-term conflict resolution/peer/mediation training to all students, and
- includes components from violence-prevention-only programmes.

Drawing on Johnson and Johnson's (1995:10) study, Morris *et al.* (2000:21) perceive implementation of a comprehensive programme for violence prevention and training of students and school personnel as a useful approach to bullying prevention, and the researcher cannot agree more, but commend them on parental and community involvement in the implementation of the programme because most schools are not well resourced and alone they cannot eliminate bullying without the interference of the community.

Garrett (2003:93) recognises the importance of adult involvement in the school environment with regard to the problem of bullying as schools have the capacity to make a difference. Lee (2004:53) agrees with Garrett (2003:93) saying parents or adults need to become more aware of the extent of the problem in the school and not to turn away and think it will just go away. Furthermore, Garrett (2003:93) further argues that parents need to become focused and begin to change the situation, and once a school has decided to initiate a system against bullying, it will be a good idea for parents to organise and have a conference day around the problem (Olweus, 1993:69).

Even though parental involvement in bullying prevention is recommended by most researchers, Hackney (2010:9) and Swearer (2010:3) warn that how parents react to the bullying can make it worse or make it better and that parents should realise that bullying is a complex social problem, and the situation may have been developing for some time. Since bullying prevention is not an activity but a process, both Hackney (2010:9) and Swearer (2010:3), emphasise the need to stay collected for the child's sake and that generally, it is important to remain calm, collect the facts, remember there are two sides to every story and then go in with a solution-oriented, problem-solving approach no matter how upsetting that news could be. Hackney (2010:9) and Swearer (2010:3), further concludes that parents can take steps to protect their children before bullying starts, and teach their kids early how to express their emotions and assert themselves in bullying situation.

Drawing from Hackney (2010:9) and Swearer (2010:3, Burton, (2003:B-53) provides that a governing body of the public must adopt a Code of Conduct after consultation with parents and learners in order to curtail bullying incidence in schools. Nieuwenhuis (2007:140) maintains that the school-community links can support the learning climate of school. In discipline maintenance, Nieuwenhuis (2007:140) maintains that the principal and the rest of the educators have to win the trust and respect of the community. In addition, Anderson (2008:14) concurs that parental involvement in learner discipline strengthens the school-community partnership in violence prevention. In managing learner behaviour in schools, section 21 of the Policy on Learner Attendance stipulates that the SGB must take an active interest in the attendance of learners at school. According to Nieuwenhuis (2007:141), parental contributions to learners' education include:

- Promoting the values and norms of the school within the family and parts of the community;
- Showing an interest in the children's education, motivating them to attend regularly, and encouraging them to do tasks set by teachers;
- Helping to discipline learners by ensuring that learners are punctual, well behaved, and take responsibility for their deeds; and
- Attending school functions and meetings.

2.5.13.3 Implementation and effectiveness transformational leadership in bullying in bullying prevention

Unlike the “quick fix” solution that was adopted by the USED in 2000 in bullying prevention, transformational leadership focuses on helping every member of the group to succeed and this can be seen when leaders and followers make each other to advance to a higher level of morale and motivation (Cherry, 2012, Bryant, 2003). Bryant (2003) further adds that the success of transformational leadership has been demonstrated in most studies in diverse range of professional and cultural setting including military, schools and corporation because transformational leader articulates the vision in a clear and appealing manner and explains how to attain the vision, act confidently and optimistically, express confidence in the followers, emphasises values with symbolic actions, lead by example and empowers to achieve the vision. Stone, Russell and Patteras (as cited in Finch, 2007:B85) point out that the effective way to prevent bullying in schools is to educate learners to develop resilience and acquire some life skills to survive bullying and to educate parents and help them understand what happens when children are bullied, the bully game, the causes and damage done. In addition to Field’s (2007:8) view point, one can further point out that transformational leadership can be employed in different ways to influence change in learners’ behaviour in order to prevent bullying incidences in schools. For example, teaching values education to empower learners to be assertive and embrace each other’s culture and to be accountable for their own actions.

Gupta (2009) points out that transformational leader are often charismatic leaders who are able to have an exceptional influence on their followers, compelling them to share the leader’s vision and to take actions beyond their specified responsibilities. Drawing on Gupta’s view point of transformational leaders, one can further add that transformational leaders are strong role models and the followers want to emulate their behaviour and that they are very well respected and deeply trusted by their subordinates.

Educators are role models to their learners and are seen to be playing a key role in bullying prevention not only on the field but also in the classroom. As part of influencing and transforming learners’ behaviour to the betterment of safe school for all, Straker (2012:4) believes that learners should be taught assertive behaviour to enable them to sustain bullying incidences. According to Straker (2012:4) assertive behaviour includes:

- I am equal to others, with the same fundamental rights.
- I am free to think, choose and make decisions for myself.
- I am able to try things, make mistakes, learn and improve.
- I am responsible for my own actions and my responses to other people.
- I do not need permission to take action.
- It is ok to disagree with others. Agreement is not always necessary or possible.

Garrett (2003: 96) further agrees with Stalker (2012:4) on the management of bullying problems and posits that educators should:

- establish rules (involving students) regarding bullying problem.
- create both negative and positive for behaviour displayed in the classroom.
- holding regular classroom meetings which help develop and clarify rule for anti-bullying.
- meeting with parents to inform them on the anti-bullying efforts being made.

2.5.13.4 School–Celebrity awareness campaign in bullying prevention

Most researchers agree that bullying prevention is a school-community effort and that transformational leadership inspires people to change the way they behave and to take greater ownership for their actions. Conversely, Perls (1992:13) believes that individuals should have the capacity to become fully aware of violence and act upon their needs. Perls (1993:13) further points out that awareness forms the basis of knowledge and communication. In bullying prevention, awareness is of primary importance (Serok, 2000:81). Serok (2000:81) further adds that if the child is not aware of the unmet needs, growth in bullying prevention not be able to take place.

In bullying prevention, (Serok, 2000:81) is of the opinion that the child needs to be aware of how bullying affect his thoughts and emotions. Through awareness, an individual can make choices to regulate themselves (Schoeman & Van der Merwe, 1996:30). McCrimmon (2008:101) is of the opinion that paying attention to individuals and helping them meet their needs is of great importance. In raising awareness, McCrimmon (2008:101) concludes that there is no doubt that being able to inspire people and pay attention stimulates them to think differently and pay attention to their needs and how they behave.

In violence prevention, a celebrity-school community led campaign known as “Ubuntu Pledge” was recently launched in Soweto, South of Johannesburg to raise awareness on the danger of violence and bullying in schools and how violence in schools impacts on learners’ lives (BuaNews, 2012:1). Sedibe (Proudly South African CEO) and Surty (Deputy Minister of Basic Education (as cited in BuaNews 2012:1) are of the opinion that all South Africans (community and schools) need to join hands in raising awareness on the danger of violence and bullying in schools to prevent it from taking place since violence undermines people’s rights as entrenched in chapter 2 of the Bill of Rights.

According to BuaNews (2012:1), “Ubuntu Pledge” campaign is the end product of the partnership between Proudly South African, the Department of Basic Education, and the Department of Women, Children and People With Disabilities, and among others celebrities, in the wake of the Soweto girl who was gang raped by a group of youth in April 2012. Ubuntu Pledge campaign is aimed at encouraging learners and teachers across the country to sign the pledge during a countrywide visit as part of violence prevention in communities as well as schools (BuaNews, 2012:1).

In accordance with the bill of Rights, ‘Ubuntu Pledge’ campaign commits individuals to uphold constitutional values including: human dignity, non-racism, and non-sexism because values direct the interpersonal relationships, expectations, beliefs, ideas, thinking and collective ideas of the society since the society is deep rooted in the values from which it feeds (Nieuwenhuis, 2004:14). Very key in the “Ubuntu pledge” campaign is that it fosters the atmosphere of mutual respect both inside and outside the classroom and encourages acceptable behaviour in schools.

Since transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms, the Basic Department of Education, Proudly South African, and the Department of Women, Children and People with Disabilities took the “Ubuntu Pledge” campaign to schools to influence good behaviour and transform learners’ attitude in violence and bullying prevention (BuaNews2012).

According to Burns (as cited on the www.wikipedia.org the free encyclopaedia retrieved in 2012), transforming leadership is a process that takes place over period of time. According to “Ubuntu Pledge” campaign, celebrities will serve as role models for the youth and take part in school visits and visits will not be a one day off thing because being a role model for

followers inspires them (Bass & Riggio, 2012:9). In addition, Bass (2006:3) further suggests that a leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful “Ubuntu Pledge” campaign uses celebrities to influence change in schools. In terms of “Ubuntu Pledge” campaign learners will be encouraged to:-

- uphold the principles of respect, honesty, integrity and mutual respect for others.
- report all wrongdoings in schools.
- speak against any form of violence in schools.
- not to accept or tolerate any form of abuse.
- not to accept abhorrent crime as a way of life in our country.

Although “Ubuntu Pledge” campaign sounds good and embraced by most schools in the country, one has to point out that, it is silent on how monitoring will be conducted to measure its success and how support will be given to schools that have adopted the campaign. “Ubuntu Pledge” campaign is not clear on the type of punitive measures that will be taken once wrong doings have been reported, but in terms section 9 (1) (a) of the SASA 84 of 1996, a learner could be suspended from attending schools as a correctional measure for a period not longer than a week or even expelled if found guilty of serious misconduct in terms of section 9 (1) (b) or even prosecuted in terms of criminal and civil law (depending on age) since criminal behaviour is not allowed in schools (Squelch, 2000:55).

In support of “Ubuntu Pledge” campaign on bullying prevention Squelch (2000:55) maintains that the school has the legal duty to provide children with safe and secure environment and protect them from deviant behaviour that affects their well-being and fringes on their basic rights to security, human dignity, privacy and education. Nieuwenhuis (2004:203) and Learning guide on Managing Values and Human Rights in Education, 2007). further adds that no real learning can take place in an environment of fear and anxiety where victimisation and crime are rampant.

In bullying prevention, Nieuwenhuis (2004:203) maintains that the rule of law and creation of safe and disciplined school environment should be high priority so that both learners and educators are physically safe and that materials resources are secure and that the

infrastructure is not vandalised. Nieuwenhuis (2004:204) further emphasises that not only must learners be safe from threats outside the school gates, but each other's too because traditionally, South African schools were hierarchical institutions that sought to manage young rigidly through authoritarian discipline. Exactly the same way "Ubuntu Pledge" campaign encourages learners to behave, Nieuwenhuis (2004:204) concurs that accepting the values embodied in the Constitution means accepting that true respect and discipline are impossible without embracing the values associated with openness and rule of law.

Drawing on "Ubuntu Pledge" campaign's transformational leadership approach to bullying prevention in schools and Nieuwenhuis (2004:204) on the issue of teaching, accepting and embracing embodied Constitutional values, one has to agree with them since values determine the morals and ethics of our society and give meaning to life (Nieuwenhuis, 2004:14). "Ubuntu Pledge" campaign uses different role models to influence change in learners' behaviour so that our schools become safer places for teaching and learning (BuaNews, 2012). In addition to "Ubuntu Pledge", the www.wikipedia.org reports that, transformational leadership connects the follower's sense of identity and self to the mission and collective identity of the organisation.

In managing violence and making schools safer places for teaching and learning, enthusiastic celebration by schools celebration of Youth Day (June 16) by schools should be used to teach values and expectations such as appreciation for our liberty and freedom to protect democracy and Constitution and respect others (BuaNews, 2012). Surty (as cited in BuaNews, 2012) further avers that if schools and communities instil the value of "respect", then the whole school climate would be one characterised by mutual respect for all persons and that learners would learn and emulate good behaviour from their elders.

2.5.13.5 Peer led programmes and transformational leadership

Studies have identified the role of peer conflict and peer rejection, victimisation, and threats of violence that produce psychosocial adjustment problems such as depression, anxiety, attentional problems, and social withdrawal, which in turn lead to school avoidance and reduced motivation to engage in learning activities (Dewey, Cornell & Matthew, 2010:11)

A peer is defined as a person who is the same age or has the same social status as you (Oxford Dictionary:1074). According to Barrios *et al.* (2001:26) and Green and Stephens (as cited in Green, 2005) also on (<http://tva.sagepub.com/content/6/3/236> retrieved in 2012), peer led programmes are defined as “the involvement of the students in the establishment or operation of violence prevention, pro-social, or peace-oriented programmes. Although no study has ever revealed that peer mediation reduces aggressive behaviour (Gottenfredson, 2001, NRC & IQM), Totten and Quigley (2003:19) argue and maintain that positive peer relations are strong proactive factors for students since evidence suggest that most students peer networks are organised around hobbies, interests, and other activities shared by friends. In addition to Totten and Quigley’s (2003:19) point of view on peer programs in bullying prevention, Speizer *et al.* (2003) report that peer programmes generally recruit and train groups of young people who in turn serve as role models and source of information and skills development on adolescent sexuality.

As part of transformational leadership aimed at bringing change in the behaviour of learners towards violence and sexual abuse in schools, De Lara (2006:343) maintains that students have a very important contribution to make in the prevention of bullying and other forms of violence. Szyndrowski’s (2005:9) study shows that approximately 3.3 and 25 million children throughout the world experience some form of domestic violence including sexual abuse each year which they ultimately emulate and practice in school they think physical assault is the correct way to resolve problem.

In transforming this kind of attitude, Szyndrowski (2005:9) is of the opinion that peers learn and maintain their relation based on some core modelling, a discipline style that promotes certain behaviours in the child and parent-child relationships whose quality affect the development of emotional regulation process as representational models of relationships and parental behaviour.

Peer intervention in bullying is perceived by some researchers to be of great importance in transforming learners’ behaviour. In addition, Lee (2004: 84) reports that peer involvement in prevention and response to bullying forms a natural part of a school in which children are invited to contribute to decisions at variety of levels from teaching and learning to policy formulation. Since the transformational leader helps to bring about change by making a convincing case for it (Luisser & Achua, 2004:5), Jenson and Dieterich (2007:287) report

that a curricular and modified systemic approach to bullying prevention was used by the Youth Matters programme to promote skills that students could use in order to stay safe at school, cope with bullying, enhance their social skills and improve their peer relationships. Furthermore, Jenson and Dieterich (2007:287) reveal that the curricular was aimed at strengthening peer and addressing critical issues such as differences between teasing and bullying and building empathy surrounding aggression.

2.5.13.6 Australian peer led program in bullying prevention

According to O'Toole (2002), surveys and overviews conducted in the United Kingdom, Europe, Canada, Australia and New Zealand during the past decade have consistently identified bullying as a major problem. O'Toole (2002) further reveals that on average 1 in 6 learners is bullied on a weekly basis. The survey conducted in the United Kingdom (UK) shows that 46 % of UK children are seriously concerned about bullying Roman (2008:8). McDougall and Chilcott (2009:2) further reveal that 1 in 4 children from 4 to 9 years suffer bullying incidences.

In managing bullying in schools, the Australian government in partnership with the Swedish and Malaysia launched a peer led project "DRACON" where students had to dramatise to their peers in a range of different cultures with the aim of transforming learners' behaviour towards one another and resolving intercultural conflict between students (Burton & O'Toole, 2002:24). The drama was used to depict negative consequences of various forms of bullying informing students how they might overcome bullring's adverse effects.

2.5.13.7 Educator's role in bullying prevention: transformational leadership

The effective management of learner behaviour in bullying prevention is the development of effective relationships between children and between children and adults (Western Cape Department of Education, 2007:5). Since educators have not been trained as police officers, psychologists or even security guards to that effect, they too need intervention of other professionals from the community to provide support needed in transforming learners' behaviour. Educators as local celebrities in their communities have to take a lead in shaping learners' behaviour by being exemplary. In transforming and influencing change in learners' behaviour. The South African Council For Educator (SACE) as cited in the Policy Hand Book For Educators (2003: E-17) requires educator to:

- respect the dignity, beliefs and constitutional rights learners and particular children, which include the right to privacy and confidentiality.
- acknowledge the uniqueness, individuality and specific needs of learners.
- strive to enable learners to develop a set of values consistent with the fundamental rights contained in the in the Constitution of South Africa.
- avoid any form of humiliation and refrain from any form of abuse, physical or psychological.
- refrain from improper physical contact with learners.
- refrain from any form of sexual harassment of learners.
- use appropriate language and behaviour in his /her interaction with learners.
- takes reasonable steps to ensure the safety of every learner.
- recognises where, appropriate learners as partners in education.

Geffner *et al.* (2001:183) further suggest that educators need to intervene in the attacks on learners in school and also report violence incidence to principal and parents to successfully combat violence. Similarly, Oosthuizen *et al.* (2003:471) concur that as professionals, educators need to provide learners with a positive protective influence in violence prevention in school. The Department of Education in the Western Cape (2007:5) reports that educators have to teach children to differentiate between acceptable and unacceptable behaviour in school promote discipline and dignity among children. The Department of Education in the Western Cape (2007:5) further highlights that educators have the duty to promote learner-centred class approach where discussion between learners takes place in a focused and orderly manner.

2.6 CHAPTER SUMMARY

This chapter dealt with the literature review from different sources on learner behaviour schools. The chapter highlighted what other scholars have encountered in their studies about bullying behaviour in schools. Even though bullying is global concern, the following emerged as some of the issues for discussion in this study and were fully discussed in this chapter. The trends included among else: the emerging trends and challenges in school

bullying, cyber bullying, the implication of school bullying in relation to the Millennium Development Goals and Education For All, bullying and absenteeism as well as bullying as a social problem. In conclusion, this chapter discussed the theoretical framework on school bullying.

This included among others a system theory, schools as microcosms and social media as a tool for promoting violence in schools. In a nutshell, the chapter presented a literature survey of school governance in a few selected number of countries internationally, nationally and locally. Internationally, the literature study examined the role of the SMTs on the implementation of the anti-bullying policies. In the process of the examination, it was discovered that many countries like Australia, North America and Canada had anti-bullying programmes in place but differed on the implementation part. Locally, it was discovered that most schools have anti-bullying policies but lack adequate training on the implementation part. The next chapter will discuss the research design and methodologies employed in this study.

CHAPTER 3

RESEARCH METHODOLOGY AND RESEARCH DESIGN

3.1. INTRODUCTION

The purpose of this study was to explore School Management Teams (SMTs) and educators' management of bullying in Tshwane West District Schools. Accordingly, the literature study on bullying in schools compiled in Chapter 2 provided a full comprehensive overview of the different types of school violence and their consequences on learners. Based on the history of violence in South African schools, it became very clear to the researcher that bullying is a serious behavioural management problem in most of Tshwane West District schools.

This chapter will describe, explain and justify the research design and research methodology that were considered the most appropriate and relevant in data collection. Data collection instruments such as sample, interviews and questionnaires are fully discussed in this study. Since safety is a problem in most South African schools, the research methodology was influenced by the literature study compiled in chapter 2 as well as the main research question in chapter 1 of this study. The main research question is as follows:

How do School Management Teams (SMTs) and educators manage bullying in schools: A case study in the Tshwane West District?

For the researcher to gain an in-depth understanding of violence in South African schools, the study also addressed the following sub-research questions to support the main research question in data collection:

- *What support is provided to schools by the relevant authorities to combat school violence and address its physical, mental and psychological consequences?*
- *What are educators' perceptions of what needs to be done to restore a positive discipline in schools?*

- *To what extent is the efficient and effectiveness of implementation of school rules and code of conduct in eliminating school violence?*
- *What disciplinary approaches are employed in the selected school and how successful are they perceived in protecting the victims and creating a safe learning environment for all learners?*

Based on the main and sub-research questions as outlined in chapter 1 and also in the introduction of chapter 3 respectively, this study granted the researcher an opportunity to make a short presentation on research design and the research methodology to enable him to decide on relevant research method for data collection.

3.2. RESEARCH DESIGN

According to some researchers, different research studies whether experimental, historical, ethnographical or even descriptive, need a plan or general design to direct the inquiry about the research question (www.wikipedia.org). Creswell (2009:54) defines the research design as “a plan for selection of subjects, research sites and data collection procedures to answer the research questions”. According to Creswell and Plano (2009:5) as well as Hopkins and Antes (1990:12), the research design shows which individuals will be studied and when, where and under which circumstances they will be studied. In this study, the researcher explored the School Management Teams (SMTs) and educators’ management of bullying in Tshwane West District schools.

As noted by Plano (2010:12), the research design in this study focused more on the following important aspect:

- The purpose of the mixed methods approach;
- The interviews and the questionnaires as research instruments for the study; and
- Population sampling and procedures for collecting data and analysis, and discussion on the outcomes of the interviews and questionnaires.

According to www.wikipedia.org research design is described as a “blue print” dealing with at least four problems: which question to study, which data are relevant to the study, what to

collect, and how to analyze the results. While most researchers describe research design as a plan or blue print of inquiry, Mouton as cited in Foché and De Vos (2005:132) describes the research design as “a plan of inquiry that explains how data will be collected” since the goal of the research design is to provide the results that are judged to be credible (Hessie-Biber, 2010b).

Since the research indicates the plan of action and the road map towards attaining and accomplishing the aims and objectives of the research study (www.wikipedia.org), the mixed methods research became instrumental in data collection for this study. Based on the literature study in Chapter 2, the researcher decided to explore the mixed method research design as a means to obtain and gain more insight in management of bullying in Tshwane West District schools.

3.3. RESEARCH METHODOLOGY

3.3.1. The mixed method approach

According to Borkan (2004:4-6), the mixed method approach refers to those studies that integrate one or more qualitative and quantitative techniques for data collection and analysis. Based on an in-depth literature study on bullying in schools as indicated in Chapter 2, this study undertook the mixed method approach since little was known about bullying in Tshwane West District schools. Prior to this study, the researcher was not aware of the impact bullying could have on learners and the academic performance of Tshwane West District schools, and little did the researcher know about bullying management in Tshwane West District schools and the threat bullying was posing to learner safety in schools.

The mixed method approach was explored by the researcher to address the central research question because it encompasses both qualitative and quantitative approaches to provide the researcher with a more complete understanding of the research problem than either approach (Creswell, 2008:265-272). In this study, the researcher further explored the dimensions of this problem (school bullying) to check whether it was too serious to justify further in-depth long-term study (Jansen as cited in Maree, 2007:7).

For the purpose of this study as outlined in the introduction of this chapter (see 3.1), the researcher found the mixed method research design to be appropriate and most relevant to the study because it permits the collection of both qualitative and quantitative data in the same study (Creswell, 2009:173). The advantage of collecting data using both approaches (qualitative and quantitative) is that in qualitative approach only a relatively small-scale studies is involved for in-depth investigation with the aim of understanding social phenomena from participants' understanding using strategies in real life situation (McMillan & Schumacher, 2006:316) while in quantitative approach the aim is to gather information that can be counted or measured in some form or another (Verma & Mallick, 1999:26). Elandson, Harries and Skipper (1993:38) further point out that quantitative approach seeks to reduce data to numbers that represent a single criterion. Given the advantages of both approaches, the researcher selected essentially the mixed method approach as both methods are encompassed and that the mixed method approach would enable him to gain more insight in bullying management in Tshwane West District schools.

The rationale for opting the mixed method approach in this study was also due to the following reasons as noted by Creswell and Plano Clark (2007:S14) that:

- The insufficient argument - either quantitative or qualitative may be insufficient by itself.
- Multiple angles argument - quantitative and qualitative approaches provide different "pictures".
- The more-evidence-the-better argument - combined quantitative and qualitative provides more evidence.
- Community of practice argument - mixed methods may be the preferred approach within a scholarly community.
- Eager-to-learn argument - it is the latest methodology.
- "It's intuitive" argument - it mirrors "real life".

The mixed method approach was used in this study because the researcher might seek to view problems from multiple perspectives to enhance and enrich the meaning of a singular perspective (Meissner, 2010:6). Since the mixed method approach is used by different researchers for different research topics, the researcher in this study used the mixed method as conceptualized by Plano Clark (2010:5) to merge quantitative and qualitative data in order

to develop a complete understanding of the problem (school bullying) and a complementary picture thereof by comparing, validating and even triangulating the results of both methods so as to have one database built on one another.

Creswell (as cited in Education Journal Reports for Thompson Reuters, 2011:8) further defines the mixed method research as “the research in which the investigator collects and analyses data, integrates the findings, and draws the inferences using both qualitative and quantitative approaches in a single study or programme of inquiry.” In addition, Creswell (2004:19) explains the mixed method approach as a “broad, holistic (but general) methodological guide or roadmap that is associated with a particular research motive or analytic interest.”

As noted by Cohen, Manion and Morrison (2000:267) as well as Onwuegbuzie and Combs (2011:9), the goal of research is to collect information that will examine the research question. Thus in this study, the researcher opted for the mixed method research approach because of its suitability for gathering information from a selected sample of educators, Heads of Department (HoDs) and principals as representatives of larger population of primary and secondary schools in Tshwane West District. Conducting the mixed method research for this research study involved collecting, analysing and interpreting quantitative and qualitative data in a single study or series of studies that investigated the same underlying phenomenon (Johnson & Onwuegbuzie, 2004:15). According to Creswell and Tashakkori (2007:4), the mixed method approach means that the researcher gathers information and examines the data, assimilates the information and extracts conclusion using a combination of both qualitative and quantitative methods in the same study.

Pasick (2009:529) further adds that gathering information through the mixed method research is more than simply collecting qualitative data from interviews, or collecting multiple forms of qualitative evidence (for example, observation and interviews) or multiple types of quantitative evidence (for example, surveys and diagnostic tests), but involves the intentional collection both quantitative and qualitative data and the combination of each to answer the research question.

According to Creswell (2009:173), the mixed method has gained increased attention because it is a method that contains elements of both qualitative and quantitative approaches. With the

current acceptance and legitimacy of qualitative research and the long-term use of quantitative research, mixed methods provides a means for combining the strengths of both approaches to best understand research problems (Creswell, 2008:153). Since the researcher wanted to have an in-depth understanding of bullying in Tshwane West District schools, the application of the mixed method research in this study included sampling of participants from the sampled schools in Tshwane West District, the interviews and questionnaires as instruments for data collection.

Since this study used the mixed method approach (that is, qualitative and quantitative), Kumar (2005:12) describes quantitative research as “the approach where everything forming part of process such as objectives, design, sample and questions to be asked of the respondents is pre-determined and is classified as if the researcher wants to quantify the variation in a problem.” Meissner (2010:4) further describes quantitative research as “the mode of inquiry used often for deductive research when the goal is to test theories or hypothesis, gathering descriptive information or examine relationships between variables.”

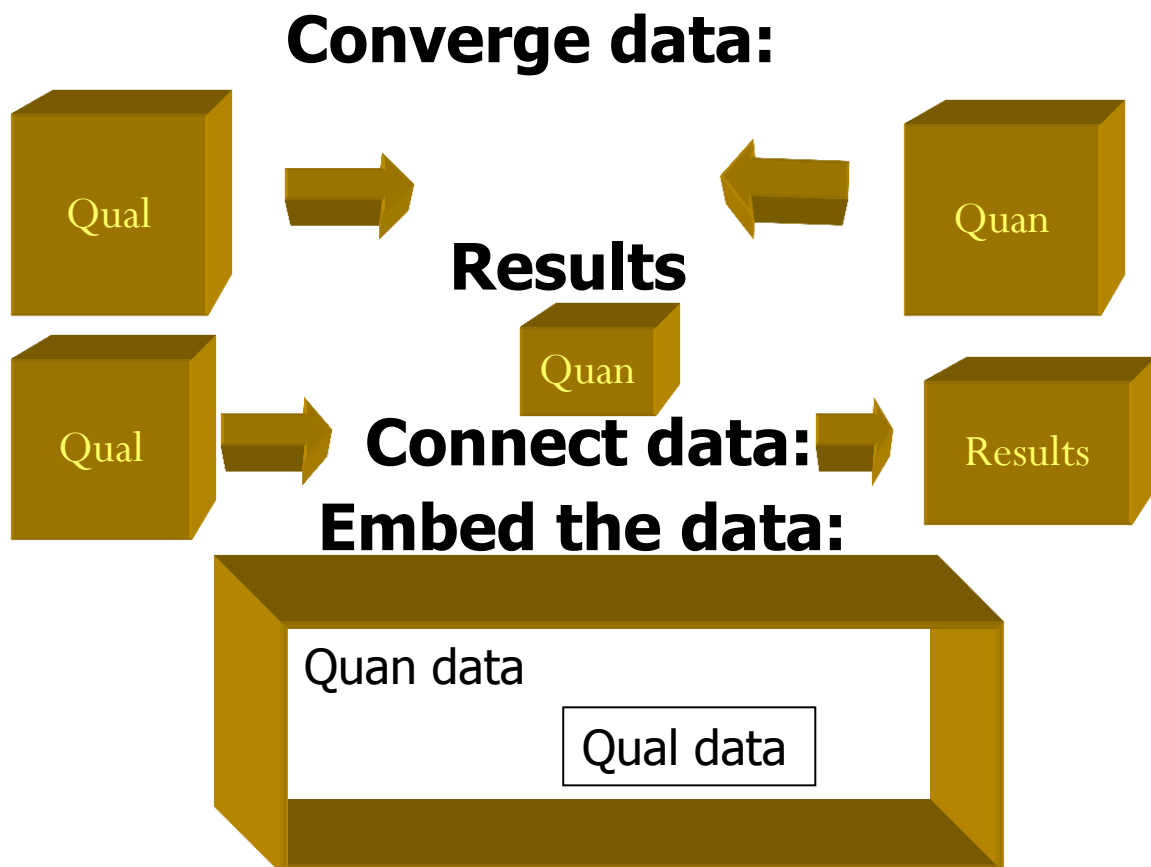
In this study, the researcher employed the mixed research approach because he wanted to find out the number of learners affected by bullying as well as finding out from SMTs and educators how they deal with bullying through interviews. The researcher further used the approach so that researcher could be able to observe and record educators’ facial expression and emotional behaviour when dealing with bullying.

The benefit of employing the mixed method approach is that in the end, the study contains information from data that are merged and results produced help researchers better understand the phenomenon that is studied (<http://www.cynthia-joffrion.biz>) Creswell and Tashakkori (2007:4) adds that the application of the mixed method approach gives the researcher the opportunity to gather information and examine data, assimilates information and extracts conclusion using a combination of both qualitative and quantitative in the same study. In the same breath as echoed by Creswell and Tashakkori (2004:7), the researcher wanted to gain of experience of the setting or context in order to be able to emphasise the voice of participants through quotes.

Based on the nature of the research question in Chapter 1, the literature study in Chapter 2 and the mixed method approach as a mode of inquiry in this study, the following visual

model for data merging as illustrated by Creswell and Plano Clark (2011:68) was employed by the researcher to combine data from two approaches (that is, quantitative and qualitative)

Figure 1: **Mixing the two types of data... timing, implementation and priority**



Converge data: Adapted from Creswell & Clark Plano (2007: S12)

In this study, the researcher integrated data simply because of the basic concept that integration of both quantitative and qualitative data maximises the strengths and minimises the weaknesses of each type of data (Meissner, 2010:5). The converged data in this study consisted of the combination of qualitative data in the form of texts with quantitative data in the form of numeric information. By mixing the datasets, the researcher provides a better understanding of the problem than if either dataset had been used alone (Creswell, 2006:7) see The Converge data model above). According to A Foundation for Primary Care Research Annals of Family Medicine (2004:4-6), mixed methods not only expand the research toolbox,

they also provide the opportunity for synthesis of research traditions and give the investigator additional perspectives and insights that are beyond the scope of any single technique.

In this study, the researcher connected the two datasets by embedding one dataset into another so that one type of data provides a supportive role for the other dataset (Creswell, 2006:7). In addition, Creswell (2006:58) stipulates that, in the process of research, these three forms of mixing-merging, connecting, or embedding-will occur during various stages of the research, such as during data collection, data analysis, or interpretation. Furthermore, Tashakkori and Teddlie (as cited in Maree, 2007:260) highlight that the mixed methods researcher combines quantitative and qualitative strategies within one study, collects both numeric (numbers) data and text (word) data concurrently or in sequence, and choose variables and units of analysis which are most appropriate for addressing the study's purpose and finding answers to the research question.

3.4 POPULATION

According to De Vos, Strydom, Fouche and Delport (2002:198), population refers to a set of entities in which all measures of interests to the researcher are presented. In addition, Davies (2007:55) defines population as a group of animals, people or objects from which the sample will be drawn as well as making reference to those whom the researcher will be writing the report about. According to Gravetter and Fornazo (2003:115), population is defined as “the entire set of individuals of interest to the researcher.” In this study, no educator was forced to participate.

In this study, all schools in Tshwane West District became the population from which researcher had to sample participants. Only six schools were sampled for this study. The selection of the six schools was based on their geographic location and the notion that schools in townships are more disciplined than those in the so-called “informal and semi-formal settlements”. In this study, each school was represented by 15 purposefully selected participants from the entire population. The selection of participants (educators) was based on the experience and post level.

For the purpose of this study, participants were consulted through the SGBs after the researcher has received a written permission from the Gauteng Department of Education (GDE) to enable him to interact with participants from the selected schools in order to gain information-rich about the research phenomenon. Letters requesting permission from participating schools (sampled schools) were sent out to schools for the sake of having a population from which information could be drawn. In accordance with De Vos *et al.* (2002:198), Gravetter and Fornazo (2003:115) further view population as the entire set of objects and events or groups of people which is the object of research about which the researcher wants to determine some characteristics.

3.5 SAMPLING

A sample is defined as “a group of elements drawn from the population which is considered to be representatives of the population and which is studied in order to acquire some knowledge about the entire population” (Bless & Smith, 2000:156). According to Gravetter and Fornazo (2003:115), a sample is defined as “a set of individuals chosen from a particular population as they represent the population in the study.”

For the purpose of this study, the researcher made use of purposive sampling to collect data simply because it allows the researcher to choose cases that illustrate some features in which the researcher is interested (Silverman, 2000:104). In addition, McMillan and Schumacher (1993:378) describe purposive sampling as selecting information-rich cases for in-depth study if one needs to understand something about the cases without desiring to generalise to all such cases. In this research study, principals, HoDs and educators were purposefully selected. According to Struwig and Stead (2001:122), participants in purposive sampling manifest certain characteristics that the researcher is interested in. Maxwell (2008:121) and Gay (1990:101) further indicate that the purpose of sampling is to gain information about the population.

In relation to the purpose of sampling by Gay (1990:101), Descombe (2003:15) notes the following factors to be taken in cognisance when selecting participants for the study:-

- The sample group must be appropriate to the objectives set,

- Sufficient participants be recruited into the available time,
- Available participants be drawn from a setting to which the researcher has access, and
- A sample group should be as good as it can be in terms of sampling quality.

Based on Sercombe's (2003:15) factors, sampling for this study was carefully conducted taking into consideration the above factors. Moreover, the researcher himself was well positioned for data collection since he is an educator in the same area within Tshwane West District where he is an employee.

Principals, HoDs and educators were the most relevant research instruments from which data could be obtained by the researcher. Merriam (1994:61) further maintains that sampling is aimed at discovering, understanding and selecting a sample from which most can be learned. In this study, the researcher wanted to have a clear and in-depth understanding of bullying in Tshwane West District schools.

According to the www.wikipedia.org some researchers define sampling as the process of selecting a number of individuals for the study to an extent that, they represent a larger group from which they were selected. Jones (2002:4) stipulates that the sample size depends on the purpose of the study in terms of what will be useful, what has credibility, and what is possible.

Based on the research question in Chapter 1 and the sample size in Chapter 3, the researcher wants to provide credible results for future use by schools and upcoming researchers in the management of bullying. Creswell (2003:196) maintains that credibility of results is enhanced by clarifying the biasness of the tools for data collection. According to Hesse-Biber (2010:76), credibility is defined as "the extent to which the results approximate reality and are judged to be trustworthy and reasonable."

Since this study seeks to explore School Management Teams (SMTs) and educators' management of bullying in Tshwane West District schools, participants in this study were purposefully selected on the basis of their availability. In addition, purposive sampling was conducted with the aim of selecting all accessible participants who can provide accurate and reliable information regarding the research problem (Grinnell, 1998:251; Struwig & Stead,

2001:111; McMillan & Schumacher, 1993:378). Participants in this study were then selected on the grounds of their availability in accordance with certain specific criteria which included amongst else teaching experience.

Although most bullying incidents are reported in secondary and high schools as per some literature studies on bullying, the researcher has purposefully selected six schools which comprised three primary and schools three secondary schools in Tshwane West District. The three primary schools and three secondary schools were selected simply because not all schools could be studied. Out of the six sampled schools, two secondary schools and one primary school are based in the new settlements and one secondary school and 2 primary schools are based in township. Sampling of only six schools out of the entire population of schools in Tshwane West District was influenced by Davies (2007:53) who maintains that scientific research should necessarily focus on a small part or sample of the greater population. In this study, the researcher wanted to gain an in-depth understanding of bullying in Tshwane West District schools.

As an educator who has had the opportunity to work in both informal settlement and the township, I have realised that learners in the informal settlement tend to be more violent and less disciplined than those in the townships. Sampling was conducted solely to enable the researcher to acquire information rich about bullying prevention in schools.

In this study, sampling was conducted in such a way that, participants comprised 3 educators, 2 Heads of Department and the principal or deputy principal. The total number of participants in this research study was 172 and the researcher is of the opinion that generalization in terms of the outcomes would not be applicable since most schools would feel left out and not represented at all. According to Durrheim and Wassenaar (as cited in Maree, 2007:297), generalisability is defined as “the degree to which generalisation can be made from the total data and context of the study to the wider population and settings.” Maree (2007:297) further explains generalisation as “the way in which the reader is able to take the findings and transfer them into the other contexts.”

For the purpose of this study, generalisation was used since according to Hopkins (as cited in Voce, 2005:6) to generalize from the sample to the population, the sample has to be representative of the population and that when the sample is not representative of the

population, selection bias is a possibility. Even though Gray (2004:89) points out that convenience sampling is not necessarily representative of other schools, in this study, the selected schools were representative of the entire population in the Tshwane West District hence generalization was used in this research study.

In this study, the researcher worked with a small scale of study where information -rich cases got selected to enable the researcher to understand how the SMTs and educators manage and control bullying in Tshwane West District schools and to generalize the outcomes of the study hence only 15 participants per sampled school were purposefully selected to take part in the formal interview (focus group). From the 32 sampled schools, only 12 principals participated in this study. The sampled principals comprised eight males and four females with vast experience teaching.

Although this research study needed more time to gather and synthesize information, coincidentally, it was somehow convenient for the researcher to access the sampled schools since they are almost clustered in the same area where the researcher is employed. Marshall and Rossman (2007:7) view purposive sampling as the accidental sampling merely because elements drawn into this sample may be conveniently situated spatially where the researcher is conducting the research.

Since the purpose of sampling is to gather information about the population (Gay, 1990:101), the researcher in this study went for experience to acquire more insight on bullying so that future recommendations could be tabled down to assist schools in bullying management.

Based on the number of participants after sampling was conducted, the researcher came up with following tables of respondents from the six selected schools (that is, 3 primary and 3 secondary) in Tshwane West District. The sample tables were also based on anonymity as discussed in the ethical considerations in this chapter (see subheading 3.12 below), and schools were named according to letters of alphabets ranging from **A,B,C,D,E** and **F**. Schools **A, B** and **C** are primary and **D, E** and **F** are secondary schools. In drawing these tables, the researcher counted the number of participants from each school especially where live interviews were held and then grouped those numbers according to gender (that is, males and females, see the sample tables below).

Table 1: A sample for primary schools

Primary school participants				Total
Gender		Male	Female	
School	A	2	4	6
School	B	3	3	6
School	C	4	2	6
Total		9	9	18

The above table summarises the total number of prospective participants drawn from the three primary schools and three secondary schools in Tshwane West District. According to the first table (that is, Table 1), the three primary schools comprised nine male educators and nine female educators who were sampled from the selected schools in Tshwane West District. A total of 18 participants were drawn from the three primary schools.

Table 2: A sample for secondary schools

Secondary school participants				Total
Gender		Male	Female	
School	D	4	2	6
School	E	2	4	6
School	F	1	5	6
Total		7	11	18

According to the second table (that is, Table 2) the three secondary schools comprised seven male educators and 11 female educators. In terms of the second table (that is, Table 2) a total of 18 participants was drawn from the three secondary schools in Tshwane West District. Since participants in this study were educators, Heads of Department and principals only.

Table 3: Gender and positions

Gender and positions								
Gender		Male	Female	Position				Total
				PL1	HOD	D. Principal	Principal	
School	A	2	4	2	2	1	1	6
School	B	3	3	3	2	1	0	6
School	C	4	2	3	3	0	0	6
School	D	4	2	4	2	0	0	6
School	E	2	4	3	1	2	0	6
School	F	1	5	3	2	1	0	6
Total		16	20	18	12	5	1	36

Table 3 summarises the total number of (sample) participants in both primary schools and secondary schools in terms of their gender and positions (rank) at schools. According to Table 3, 16 male educators and 20 female educators were sampled for this study. The table further illustrates that out of 36 prospective participants from both primary and secondary schools, 18 participants were post level 1 educators while 12 were post level 2 (HoDs) and 5 being post level 3 and 1 post level 4.

3.6 DATA COLLECTION

According to Lecompton and Preissle (1993:58), data collection is described as any kind of information which can be identified and accumulated by researchers to facilitate answers to their research queries. In support of LeCompte and Preissle (1993:58), Vockel and Asher (1995:37) further define data collection as “the process of gathering information that will be helpful to the researcher.” Even though there are various ways of collecting data, some researchers believe that data collection strategies or techniques depend on the purpose and aims of the study.

In this study, data collection method is distinguished from data collection technique (Patton, 2002:108). According to Voce (2004:1), data collection method refers to the systematic

approach to data collection. Technique refers to the art of asking, listening, and interpreting (Voce, 2004:91). In addition, Krathwohl (1993:58) notes that knowledge about the research questions is obtained from sources including personal experience, traditions, institutions, authorities and science. For the purpose of this study, knowledge about the research question was obtained from the School Management Teams (SMTs) and educators in the sampled schools in Tshwane West District.

In this study, data were collected in three different methods, namely, questionnaires, interviews (focus group interview) and observation. Mouton (as cited in Foché and De Vos 2005:104) further indicates that there are different units of analysis and such includes: individuals, collectives, institutions, social actions and cultural objects which researcher could explore to collect data. Data collection is described by Fraenkel and Wallen (1999:80) as a vital part of research because the conclusions and recommendations of study are based on the outcome of data analysis.

Mertens (1998:285) defines data collection as “a vehicle through which researchers collect information to answer their research questions and defend their conclusion and recommendations on the findings from the research.” In this study, knowledge on management of bullying in school was obtained from the principals, Heads of Departments and educators from the sampled schools. Patton (2002:187) posits that data collection depends on the sample size in relation to the central research question.

Patton (2002:187) further notes that data collection is conducted in variety of ways using different research instruments depending on the purpose and aim of the research study. In this study, School Management Teams (SMTs) and educators became reliable sources from which information on bullying management was drawn since it is assumed they have got first-hand information on bullying because of their *in loco parentis* status. Moreover, SMTs and educators became research instruments for the study. Hence, instruments are defined as any sort of data collecting devices or techniques (Vockell, 1993:22). According to Denzin and Lincoln (1994:19), research instruments are defined as ‘any plan of action that helps the researcher in gathering relevant data.’ By using a variety of sources, the researcher can build on the strengths of each type of data collection while minimising the weaknesses of the single approach (Patton, 2002:84 & Voce, 2005: 293).

So, since this study explored the mixed method research which according to Creswell (2006:10) is set to be 'practical' and allows researchers to explore all methods possible to address the research question, the researcher opted to employ interviews and questionnaires within the context of focus groups and observation to obtain information from participants. Data collection in this research study, clarified the process of gathering information about the experiences of SMTs and educators with regard to bullying and how it is managed in Tshwane West District schools.

Data collection began with questionnaires, interviews and observation being carefully and strategically planned by the researcher to enable him to gain more insight of the research question. The preparation of questionnaires and interviews and observation was basically influenced by the literature study on bullying as compiled in chapter 2 of this study.

3.6.1. Questionnaire

According to Kumar (2005:126), a questionnaire is "a written list of questions, the answers to which are recorded by the respondents." The main objective of a questionnaire is to obtain many facts and opinions from people who are informed about an issue. Prior to focus group interviews, data was collected through questionnaires in this research study. Since this research study was restricted to participants (that is, educators) with three years teaching experience and above, each participant was required to complete a questionnaire after the researcher was granted permission to collect data in each of the sampled schools. The rationale behind completion of questionnaire was for the researcher to be able to quantify the results obtained since questionnaires are mostly used for data collection.

According to De Vos *et al.* (2002:172), a questionnaire is defined as "a set of questions on a form which is completed by respondent in respect of a research project." In this study, the researcher used questionnaire to obtain personal data from participants. The questionnaire for this study was carefully and strategically planned in the sense that it included both closed and open-ended questions to elicit data from participants.

According to Krathwohl (1993:387), questionnaires provide structured responses and they must be carefully developed and pilot-tested to enable the researcher to obtain valid data. Supporting Krathwohl (1993:387) are Van Rensburg, Landman and Bodenstein (1994:504)

who further define questionnaire a set of questions dealing with some topics or set of related topics given to a selected group of individuals for the purpose of gathering data on a problem under consideration.

In planning questionnaire for this study, the following factors as conceptualised by De Vos (2002:176) and Malgas (2003:176) were taken into cognisance by the researcher that:-

- Every question must contain thought;
- Questions must be easy tabulate and interpret;
- Questions be clear and understandable to the respondents; and
- Every question has to relevant to the purpose of the research.

Since this study was aimed at exploring SMTs and educators' management of bullying in schools, a set of twenty carefully compiled closed and open-ended questions was prepared and pilot-tested in six primary schools and six secondary schools to enable the researcher to test whether the questionnaire would be able to achieve what it is intended to do. Only educators with three or more teaching experience were eligible to complete questionnaires because the researcher wanted to gain more information rich about the phenomenon in question to enable him to suggest or even make recommendations for future use by schools and the district.

According to Labovits and Hagdorn (1991:51), a questionnaire is defined as “an instrument consisting of a series of questions that are filled by respondents.” Since the researcher wants to gain an in-depth understanding of bullying in Tshwane West District schools and how it is managed, the <http://en.www.wikipedia.org> further indicates that, the questionnaire may be sent to people thousands of miles away whom the researcher may never see.

In this study, the questionnaire was only distributed to the nearby schools particularly those which were not sampled but being under Tshwane West District for piloting purposes. As De Vos (1998:154) mentions, different studies employ different questionnaires for data collection and that there are various different questionnaires like personal questionnaires, telephone questionnaires and group administered questionnaires. In this study, the researcher explored personal and group administered questionnaires for data collection.

In this study, questionnaires were hand delivered to schools in Tshwane West District by the researcher after permission was to conduct research was granted by the district and sampled schools. De Vos *et al.* (2002:174) further point out that the researcher may deliver questionnaires so that respondents could complete them in their own time. In this study, the researcher made an appointment for collection questionnaires after delivering them to schools and it took the researcher four days to deliver and two weeks more to collect.

As Borgdon (2000:453) and De Vos (2002:307) observe, questionnaires are explored during data collection because they have some objectivity, validity and reliability. For the purpose of this study, group questionnaires were administered on school principals, Heads of Department and educators because they got first-hand information on bullying in school and the fact that they are able to read and understand questions.

Based on the research methodology and proposed instruments for data collection, the researcher finally explored questionnaires, interviews and observation techniques for the main data collection in the sampled schools. The interviews were conducted within the context of focus group to enable researcher to gather information about the research phenomenon. The questionnaires comprised three sections (that is, A, B and C) while focus group interviews comprised only 1 section numbered E as contained in appendices that follow at the end of chapter 5. Since only 32 schools were sampled for this research study, with six schools comprising three primary and three secondary schools targeted for the interviews, the focus group interview was administered 6 times to accommodate all 32 schools in Tshwane West District. All the sampled schools in the Tshwane West District completed the questionnaires which provided the researcher with overall picture of how bullying is managed.

3.6.2. Pilot testing

No matter how good or excellent a questionnaire could sound or look like, it is still important and very much in order for the researcher to check how well it could achieve what it is intended to. Neither the appearance of the questionnaire nor the font used can achieve the purpose of the study, but the quality and relevancy of questions for the study. For the purpose of this study, a pilot study on the questionnaire was conducted prior to the main data collection. As noted by Strydom (2005:205), many researchers often make a mistake of

rushing into the main investigation of the research neglecting pilot study as an important part of the research process. Some studies even highlight that pilot testing of questionnaire assists in question formulation and readjustment or clearing of confusing and interpretation so that research objectives could be realised.

In this study, a questionnaire was pilot-tested by the researcher in ten primary schools and eight of the secondary schools which were not part of the sample to gauge whether it would achieve the purpose of the study or not. The ten primary schools and eight secondary schools where piloting was conducted are under Tshwane West District where the study was conducted.

For the purpose of this study, pilot study was employed by the researcher just to check relevancy of questions asked in relation to the central research question and to establish if questions asked were easy to follow or even interpret. Furthermore, the researcher wanted to test how much time prospective participant in the study would take to complete the questionnaire.

Since this study explored the mixed method for data collection, questionnaires for the pilot study were handed over to the ten primary and eight secondary schools for completion to enable the researcher to gauge or check how long it would take prospective participants to complete them. The participants had only 1hour between 14h00 and 15h00 in which to complete both questionnaires and interviews. Since the interviews were group focused, Simon (as cited in <http://www.tgci.com/publications/99fall/conductfocusgp.thm>) further emphasises that a minimum of one hour is recommended because the process requires some time for opening and closing remarks as well as at least one or two questions.

According to Force and Delport (2005:82), pilot study is perceived as a dress rehearsal for the main investigation. The researcher decided prior to the main data collection to readjust the questionnaire for the reliability and validity of the study in terms of the outcomes. In agreement with the researcher is Strydom (2005:205) who highlights that the researcher may plan the investigation very carefully, but the practical investigation is never known until entered into.

3.6.3. Interviews

Babbie (1993:90) defines interviews as an alternative method of collecting data. This method involves an interviewer asking questions face-to-face or voice-to-voice (telephonic) and recording responses rather than the participants reading questionnaires and answering themselves. According to Voce (2005:19) and Harries (2008:36), events cannot be understood unless one understands how events are perceived by people who participate in them. In order for the researcher to acquire information rich about the phenomenon in question, interviews had to be conducted for this study. Furthermore, Voce (2005:1) maintains that we interview people to find out from them those we cannot directly observe. Since interviews are conducted for the purpose of data collection (Patton, 1990:278) by conducting interviews in this study, the researcher wanted to understand the nature and extent to which bullying takes place in Tshwane West District schools.

Vockell (1993:353) note that interviews are data collection formats in which an interviewer asks respondents questions and records answer from the population rather than questions directly. The researcher opted for interviews as a data collection technique since they involve direct personal contact with the participants asked to answer questions relating to the research problem (Creswell & Plano Clark, 2009:288). Data were collected through completion of questionnaires and interviews with participants in the form of conversation. Interviews are conducted for the purpose of collecting data (Patton, 1990:278).

Since some researchers refer to interviews as a conversation with an aim, (Hopkins, 2002:224), Kahn and Cannel (1960:160) further state that we use interviews to refer to a specialised pattern of verbal interaction initiated for a specific purpose and focused on some specific area with consequent elimination of extraneous materials. Even though some researchers perceive interviews as time consuming and expensive, for the purpose of this study, the researcher relied much on interviews for information gathering because of their advantages as noted by Bell (2005:157) that:-

- Interviews can yield more rich in-depth knowledge;
- Interviews are adaptable, and allow interviewers to follow-up ideas that probe responses and investigate feelings and emotions; and

- In interviews, gestures, facial expressions could be observed since they contribute significantly to the interview process.

After observing the above interview advantages as noted by Bell (2005:157), the researcher in this study probed prospective participants to elaborate further in their responses and also to clarify facts where the researcher or interviewer did not understand well. Since some researchers argue that interviews are time consuming and that they are expensive, the researcher in this study explored the focus group interviews (see: Paragraph 3.10 in this chapter) for gathering information as well as time saving.

Based on the research question in Chapter One, the research methodology in this chapter (that is, Chapter3) and the methods of data collection for this research study, the researcher then explored the focus group interviews wherein interviewees were encouraged to talk without straining orders.

3.6.4. Focus group interviews

According to Blank (2007:1) and McNamara (2009:99), a focus group is basically a way to reach out to your potential users for feedback and comment. As noted by Blank (2007:1), organisations generally use focus groups in planning, marketing, or evaluation, either to improve some specific product or service or, more globally, during the development of strategic plans or mission statements. Patton (1990:241), Creswell and Plano Clark (2009d) and Onwuegbuzie (2004:15) further maintain that focus group interviews are generally used to obtain background information about a topic of interest. In this study, focus group interviews were explored for the purpose of generating new ideas on managing learner discipline in Tshwane West District schools.

In addressing the central research question, the researcher in this study explored the focus group interview session as noted in Blank (2007:4-13) simply because they (focus-group) concentrate on:

- gathering opinions, beliefs, and attitudes about issues of interest to your organisation.
- they test your assumptions.

- encouraging a discussion about a particular topic.
- building excitement from spontaneous combination of participants' comments.
- providing an opportunity to learn more about a topic or issues.

The focus group in this study enabled the researcher to merge both qualitatively and quantitatively collected data into one complete unit because of the nature of the research methodology explored (mixed methods). In this study, focus group was regarded as a complementary technique to individual interviews (Patton, 2002:7). McNamara (2009:99) further points out that for the focus group questions to be effective; they should be open-ended and move from the general to the specific.

Different tools for data collection have been identified for this study. Creswell and Plano Clark (2011:4) emphasise the importance of timing in data collection when exploring the mixed method research. In order for the researcher to save time in data collection, Creswell and Plano Clark (2011:4) further maintain that qualitative and quantitative data should be timed so that they are collected concurrently or roughly at the same time. Onwuegbuzie and Leech (2006:483) further maintain that in data collection, the mixed method research question necessitate that both quantitative data and qualitative data be collected and analysed either concurrently, sequentially, or iteratively before the question is addressed.

According to Krueger (1998:18), focus group is defined as “a carefully planned discussion designed to obtain a perception of a defined area of interest in a permissive and non-threatening environment.” For the purpose of this study, the focus group refers to “a discussion on a specific topic with a small group of people (that is, 6-10) with similar backgrounds who participate in a discussion for 1-2 hours” (Voce, 2005:224). This study focused more on educators as the most relevant and suitable instruments for data collection with the objective being to get high quality data in a social context where people can consider their own views in the context of the views of others (Voce, 2005:87, Gallagher & Perez-Prado, 2003:19, Hopkins, 2000:59, Best & Khan, 1993:184). Purposefully selected principals and educators were then asked to complete the survey and then interviewed about their perception of bullying management in Tshwane West District schools since the overall mixed method approach is concurrent in nature (Onwuegbuzie & Leech, 2003: 483).

In this study, focus group interviews were conducted with principals, Heads of Department and educators, all under one roof. The focus group interviews were conducted to facilitate discussions and assess perspective of person being interviewed. Patton (as cited in Voce, 2005:6) further highlights that focus groups are conducted to get a variety of perspectives and increase confidence in whatever patterns emerge since in a focus group, participants get to hear each other's responses and make additional comments beyond their original responses as they hear what other people have to say.

According to Trochim (2009:17) focus group interviews enable participants to discuss their interpretations of the world they live in and also how they regard situations from their points of view. In addition, Babbie (2007:4) further argues that, in focus interviews, people express their perceptions of the world as they interpret it and not as it is in reality. Hopkins (2000:2) and Voce (2005 223–241) note that, in a focus group, participants do not need to agree with each other, and no consensus needs to be reached. The focus group interviews as noted by Patton (1990) are essential in the evaluation process during a programme, at the end of the programme or even months after completion of the programme to gather perceptions on the outcomes of the programme.

Tracy, Lutgen-Sandvik and Alberts (2006:1214) further point out that in the social sciences and urban planning, focus groups allow interviewers to study people in a more natural setting than a one-to-one interview. In combination with participant observation, focus group can be used for gaining access to various cultural and social groups, selecting sites to study, sampling of such sites, and raising unexpected issues for exploration (www.wikipedia.org). According to Tracy, Lutgen-Sandvik and Alberts (2006:243), the main advantage of focus group interviews is their fairly low cost compared to surveys, as one can get results relatively quickly and increase the sample size of a report by talking with several people at once.

For the researcher to gather valuable information about the research phenomenon, Voce (2005:223–241) points out that in focus group interview, participants do not need to agree with each other. In addition, no consensus needs to be reached nor is it necessary for people to disagree because the focus group is a collective rather than an individualistic research method. According to Voce (2005:25), Creswell (2009:191) and Onwuegbuzie and Combs (2010:357), the focus group has emerged as a collaborative and empowering approach to research conducted under the critical paradigm, offering vulnerable people the opportunity to

find their voices as they build up confidence and a sense of safety and camaraderie from being part of the focus group. Moreover, Lindlof and Taylor (2002:182) are of the opinion that group discussion produces data and insights that would be less accessible without interaction found in a group setting—listening to others’ verbalised experiences stimulates memories, ideas, and experiences in participants. This is also known as the group effect where group members engage in “a kind of ‘chaining’ or ‘cascading’ effect; talk links to, or tumbles out of, the topics and expressions preceding it” (Lindlof & Taylor, 2002:182).

Even though some researchers recommend focus-group interview for data collection as it brings the researcher and subject together, Rushkoff (as cited in Voce, 2005:223–241) argues that focus-group interviews are often useless and frequently cause more trouble than they are intended to solve. Burgess (as cited in Van Wyk, 1993:134) further argues that focus-group interviews can compromise as little as three participants for data collection.

Against the ideas of Rushkoff (2002:24) on focus group interviews, Burgess (1990:123) argues that focus-group interviews can compromise as little as three participants for data collection. The focus group in this study compromised as little as six educators inclusive of the two HoDs and one principal for data collection and this enabled the researcher to gather valuable data on management of school bullying in Tshwane West District schools.

According to Voce (2005:223-241) and Rushkoff (2002:24), some researchers argue that focus-group interviews are often useless and frequently cause more trouble and normally compromise as little as three participants (Voce, 2005:223-241) and Rushkoff (2002:24). In the same breath as Voce (2005:223-241) and Rushkoff (2002:24), the researcher took into cognisance the limitations of the focus group as discussed below when conducting the interviews to avoid more trouble. The researcher grouped post level 1 educators together to allow free discussion when interacting with one another while the HoDs and principals (SMTs) were also grouped together.

3.6.5. Limitations of focus groups

When conducting research, it is always advisable to consider that each method of data collection has its own advantages and disadvantages that could somehow hamper the validity and reliability of the study. In this study, the researcher took into account the following

limitations of focus-group interviews as conceptualised by Patton (2002:386) and Maree (2007:91) in preparation for data collection:

- The number of questions that can be asked is greatly restricted in the group setting.
- The available response time for each individual is constrained by having to hear from everyone. “A rule of thumb”: with eight people and one hour for the focus group discussion aim to ask no more than 10 major questions.
- Facilitating a focus group requires considerable group process skill beyond simply asking questions. The moderator must manage the discussion so that one or two people do not dominate it, and enable those that are less verbal to share their views.
- Those who realise that their view is a minority perspective may not be inclined to speak up and risk negative reactions.
- Focus groups work best when people in the group, though sharing similar background, are strangers to each other. The dynamics are quite different and more complex when participants have prior established relationships.
- Controversial and highly personal issues are poor topics for focus groups.
- Confidentiality cannot be assured in focus groups.
- The focus group is beneficial for identification of major themes, but not so much for the micro-analysis of subtle differences.
- Focus groups have the disadvantage of taking place outside the natural setting where social interactions normally occur.
- Focus group samples are typically very small and may not be representative.
- Participants must be able to congregate in the same place at same time which is particularly difficult if the potential participants live in geographically isolated regions.
- The information collected maybe biased through group access process since there could be a domination of discussion by some outspoken individuals.

In the light of the limitations of the focus group interview and “A rule of thumb” as indicated in bullet 2 in the above paragraph, the researcher decided to embark on 10 focus interview questions for all principals, Heads of Department and educators since the available response time for each individual is constrained by having to hear from each group (that is, educators,

HoDs and principals). Accordingly, the researcher in this study also took into account the fact that facilitating a focus group requires considerable group process skill beyond simply asking questions (Voce, 2005:25). In addition to Voce (2005:25), Rushkoff, Douglas and Collins (2005:31) further highlight that a focus group is an interview conducted by a trained moderator among a small group of respondents. They also add that the interview is conducted in an unstructured and natural way where respondents are free to give views from any aspect.

Since the power of the group resides in it being focused (Patton, 2002:388), the researcher explored the focus group as a collective method of data collection in all the six sampled schools in Tshwane West District rather than an individualistic research method. According to Voce (2005:25), Creswell (2009:191) and Onwuegbuzie and Combs (2010:357), the focus group has emerged as a collaborative and empowering approach to research conducted under the critical paradigm, offering vulnerable people the opportunity to find their voices as they build up confidence and a sense of safety and camaraderie from being part of the focus group.

For the purpose of this study, the researcher developed more disciplined and rigorous interview techniques based on the fact that focus group interviews normally run between 1-2 hours. In this study, the researcher had only a month to conduct focus group interview (that is, 14h00-15h00) and had to respect prospective participants' knock off time (that is, 15h00) in most schools. The focus group interview questions in this study comprised only appendix **E** as indicated in the appendices towards the end of this study. In counteracting the limitations of the focus group interview, the researcher then grouped prospective participants according to their ranks so that they can discuss freely with their peers. The researcher also encouraged maximum participation to get everyone's voice during discussion. The researcher maintained discipline during the interviews in managing time and avoiding a situation where only one or two persons dominated the discussions.

3.6.6. Observation

According to Maree (2007:83), observation is defined as “the systematic process of recording the behavioural patterns of participants, objects and occurrences without necessarily questioning or communicating with them.” Since this study employed the focus group interview for data collection from prospective participant, the researcher was well positioned

to record activities observed during the study. For the purpose of this study, direct observation of participants was followed by the researcher to enable him to get general feeling of what was happening in all sampled schools in Tshwane West District.

Best and Khan (1993:151) assert that direct observation is defined as a method in which the researcher observes records, events, tasks and duties while something is happening. Furthermore, Maree (2007:84) points out that observation is an everyday activity where we do not only use our five senses (seeing, hearing, touching smelling and tasting), but also our intuition to gather bits of data. In this research, the researcher observed agreements and disagreements during focus interview.

In conducting observation interview, the researcher took into account the following advantages of direct observation as conceptualised by Khan (1993:499) when collecting data:

- Describe the setting, in order to understand and capture the context.
- Provide a first-hand account of the setting (as opposed to having it described second-hand).
- Capture things that would normally be taken for granted by someone who is routinely exposed to the setting.
- Observe what people may be unwilling to talk about in the interview.
- Confirm the perceptions reported by interviewees.
- Provide the researcher with first-hand knowledge of the setting during the analysis and interpretation stage. The impressions and the feelings of the observer become part of the data; the observer takes in information and forms impressions that go beyond what can be fully recorded in even the most detailed field notes.

In this study, observation took place while the interviews were actually taking place in all the sampled schools in Tshwane West District. The researcher carefully observed the reactions of prospective participants when discussing the phenomenon in question (bullying). During the research interviews, the researcher took notes of participants' facial expression, tone of the voices and general body language with the intention of harnessing some of the contextual factors that were not verbalised on the day and for the purpose of analysing the responses in a more detailed manner. Henning (2004:126) further adds that while interviews are being conducted, the researcher takes notes making 'Meta-notes' about how the interviews develop

structurally. For the purpose of this study, 'Meta-notes' is defined as a short piece of writing helping the researcher to remember how interviews were conducted (Oxford Dictionary: 925). The field notes as noted by Babbie (2005:293) recorded both what happened as well as what was thought to have happened during the research interviews. In addition, the researcher used focus observation sheet for data gathering and data analysis as indicated in Appendix F towards the end of this study.

3.7. ETHICAL CONSIDERATIONS

According to the <http://en.wikipedia.org>, ethics refer to "a specific behaviour or manner that is regulated by an individual or group of people or community." McMillan and Schumacher (1993:182), echo the same idea as <http://en.wikipedia.org> that, ethics are generally considered to deal with the belief about what is right or wrong, proper or improper, good or bad. Struwig and Stead (2007:66) further indicate that in a study, ethics provide researchers with a code of moral guidelines on how to conduct research in a morally acceptable way. In this study, the researcher followed the code of ethics as instructed by Unisa College of Education's Ethics Committee. In accordance with ethical considerations, the researcher obtained a written permission from the Gauteng Department of Education (GDE) before conducting the interviews. Furthermore, the researcher further obtained a written permission from the principals of the purposefully selected schools in Tshwane West District.

The Helsinki Declaration of (as cited in Maree, 2007:298) stipulates that it is imperative to obtain clearance from the ethics committee when human or animal subjects are involved in any kind of research of an empirical nature. In the same breath, Maree (2007:298) maintains that students must obtain permission from education departments before conducting any form of research or whatsoever.

The rationale behind obtaining ethical clearance before the study is that, in terms of ethical issues, the researcher is responsible for conducting research in an ethical manner, and that it is the responsibility of the researcher to ensure that ethical standards are adhered to (McMillan & Schumacher, 2001:396). According to Maree (2007:298) it is essential that throughout the research process, the researcher follows and abides by ethical clearance.

Drawing on Leedy and Ormrod (2001), Maree (2007:298) further emphasises that the researcher should at all times ensure that participants are not exposed to any undue physical or psychological harm, hence the researcher in this study, undertook ethical measures as guided and contained in Elias (1994:277-281).

Based on the definition of ethics in this study, the researcher took into account issues of professional ethics and observed all protocols to avoid unnecessary confrontations and legal actions by all prospective participants. The SMTs and educators of the purposefully selected schools were then informed of the purpose of the research and that the results would be available to their schools. Most importantly, some researchers point out that the researcher has the responsibility when conducting human research to conform to morally acceptable code conduct as predetermined by the scientific community (McMillan, 2002:238). Struwig and Stead (2001:66) further highlight that research ethics provide researchers with moral guidelines on how to conduct research in a morally acceptable way.

After obtaining a written approval from the Gauteng Department of Education and Tshwane West District, the researcher applied for permission in the sampled schools requesting to conduct research which among other things included interviews and distribution of questionnaires.

Since most professions have a code of conduct that is followed by the members (Babbie, 2007:62). The researcher had the duty and responsibility to abide by code of conduct of all sampled schools in Tshwane West District as required by the professional ethics when conducting a study. The following ethical considerations were taken into account before data collection:

3.7.1. Informed consent

Before the main data were collected, all participants were made aware of the aims of the research. The researcher gave prospective participants of this study description of all features of the study that might reasonably influence their willingness to participate (Christian & Johnson, 2008:109). This was done to enable the researcher to obtain a verbal informed consent from the volunteers before implementing the questionnaire (Maree, 2007:298). In addition, the researcher wanted to ascertain whether or not volunteers would be available and

willing to participate in the research interviews so that could be prepared and presented with a letter of consent in which the research process is described.

According to Strydom (1998:25), informed consent implies communicating accurately all possible information about the research to the potential participants to enable them to make an informed choice whether to participate or not. As noted by Kvale (1996:112), informed consent involves voluntary participation of the participant with his right to withdraw from the study any time. In addition, participants were given details about purpose, procedures, risks and benefits of the study before data collection. Strydom (as cited in Maree, 2007:298) also emphasises that anyone involved in research needs to be aware of the general agreements about what is proper and improper in scientific research. As part of the package for a permission to conduct research, the researcher fully explained the purpose of the research and instruments that would be used (that is, questionnaires, focus observation sheet and tape recorders).

The researcher further explained in the application letter that the study would never in any way disturb the smooth running of the school since it will be conducted between 14h00 and 15h00 when there is no contact between educators and learners. In support of the researcher, the "<http://www.mapnp.org/library/evaluatn/focusgrp.htm#anchor911239>" further stipulates that because a focus group will last for little more than one or two hours, the researcher will only have time for four to seven questions.

This study was aimed at exploring School Management Teams and educators' management of bullying in Tshwane West District schools. All participants were adults who after carefully going through the contents of the application were able to give their own consent that allowed the researcher to use information gathered for the research purposes.

3.7.2. Privacy

The right to privacy as contained in section 14 of the Constitution of the Republic of South Africa Act 108 of 1996 and confidentiality as contained in professional ethics are two ethical issues that are critical in this study (Bryman, 2009:31). In addition, the researcher respected the rights and dignity of all prospective participants. The researcher explained to all

prospective participants that participation in the study was completely voluntary and that they could withdraw from taking part any time soon.

In terms of section 14 (d) of the Constitution of the Republic of South Africa Act 108 of 1996, the right to privacy includes among else the right not have the privacy of their communication infringed. Singleton *et al.* (as cited in De Vos, 1998:27) define the right to privacy as “the individual’s right to when, where, to whom and to what extent his or her attitude, beliefs and behaviour would be revealed.” Therefore, the researcher made it clear that participants can withdraw their participation any time they felt like.

The researcher, in terms of section 14 on the right to privacy as contained in the Constitution of the Republic of South Africa, and also in accordance with ethical issues, respected prospective participants’ right to anonymity in this study. Similarly, Bless and Smith (2001:100) concur that anonymity may be of great importance in studies where employees are asked not to reveal or make statements about their employer, their working conditions or 1 where someone reveals personal addiction to drugs.

The researcher assured all participants that whatever transpired during the study would be dealt with privately and that no one would have access to the information. Upon giving prospective participants assurance on privacy, the researcher further challenged for clarity seeking questions to clear the air because nowadays we live in the world where people’s right to privacy is forever invaded by media for no apparent reason.

3.7.3. Anonymity

For the purpose of this study, all potential participants were assured that information disseminated during the study would be kept and strictly dealt with privately and confidentially even after the study. All prospective participants were also assured confidentiality that their names and those of the institutions would not be revealed to anybody.

(Hopkins, 2000:18) contends that anonymity refers to “the identity of a prospective participant and that of the institution being kept secret.” In accordance with ethical consideration, participants in this study were assured that under no circumstances would their

identity or any particulars be revealed irrespective of this been unequivocally promised or not. For the benefit of school, the researcher promised to offer the participating schools a copy of the results after completion of the study.

3.7.4. Confidentiality

After announcing to the educators that this study was going to be conducted on the basis of anonymity, and that their names would not mentioned or published anywhere, educators felt free to participate in the study because they were guaranteed of no harm emotionally, physically and otherwise. As required by professional ethics, the researcher made it clear in the application letter that, no questionnaire would bear the name or names of any prospective or that of the institution where research is conducted.

Since the researcher employed questionnaires, focus observation sheets and tape recorder for data collection, he also assured the participants all information obtained will be held confidentially and be used for data analysis only. McMillan and Schumacher (1993:574) maintain that information obtained about the subjects must be held confidential unless otherwise agreed upon through a written consent. Struwig and Stead (2001:69) concur with McMillan and Schumacher (1993:574) when they maintain that the researcher is expected to respect the confidentiality of participants involved in his or her study. The announcement on confidentiality of participants (educators, HoDs and principals) to participate in the study was made without any fear.

During the study, the researcher kept on reminding himself of the professional ethics to avoid any possible misconduct by the University's research committee as well as legal actions by participating schools and prospective participants. In observing ethical considerations during the study, the following guidelines as conceptualised by Mouton (2002: 244) were adhered to by the researcher:

- Participants know exactly what institution the researcher represents.
- All participants are told of what the research is about, what the benefits of the research will be, and who will benefit from the research study.

- Participant should sign a letter of approval indicating that they give consent for the information they disclose to be used as data for the research study.

3.8. VALIDITY AND RELIABILITY

3.8.1. Validity

For Delpont (2005:160), validity refers to “an instrument which actually measures the concept which it is supposed to measure.” In support of Delpont (2005:160), Gomm (2004:152) and La Follet (2007:78) further refers to validity as “a relationship of accuracy between responses and the reality the responses were intended to capture.” In this study, the researcher wanted to understand tactics and skills the SMTs and educators employ in managing bullying in Tshwane West District schools by comparing data obtained from the sampled schools since the aim of validity is to produce results that are deemed to be trustworthy or credible by the researcher (<http://en.www.wikipedia.org>). In support of the latter, Lisa (2003:597-607) also maintains that validity in qualitative research refers to whether the findings of a study are true and certain---“true” in the sense that research findings accurately reflect the situation, and “certain” in the sense that research findings are supported by the evidence.

In this study, the researcher pilot-tested 100 questionnaires in 12 schools comprising six primary schools and six secondary schools. The researcher wanted to vary if the questionnaire will yield almost same results if conducted in another institution. In this study, validity was measured by sharing the results of the questionnaires administered in 12 different schools.

Since most researchers report that validity determines what a test measures what it is supposed to measure, the researcher in this study worked with a smaller number of educators (that is, six educators inclusive of SMTs) in each of the of the purposefully sampled schools, and it became much easier for him to compare the results obtained from the sampled schools and the 12 other schools (that is, not purposefully sampled schools) where a questionnaire was pilot-tested for validity purposes. In support of the researcher, Hammersley (1990:78) describes validity as the extent to which findings can be credible or trustworthy.

To enhance the validity of the questionnaire for this study, the researcher after piloting the questionnaire evaluated the outcomes, compared, reformulated some questions, restructured and moderated the questionnaire to minimise threats to validity so that appropriate selection of instrument for gathering data for this type of study could be done (Cohen *et al.* 2002:117). In minimising threats to the validity of the questionnaire for this study, the researcher firstly took into account the following threats to validity as conceptualised by Maree (2007:218) when developing a questionnaire:-

- The reliability of the instrument- if the instrument is not reliable, it cannot be valid.
- Some respondents may turn to agree or say 'yes' to all questions.
- Social desirability (the respondents answer in such a manner they think is expected).
- Item bias (some groups systematically score higher or lower than others due to external factors such as language or cultural difference) cultural differences occur frequently since the meaning of item is not the same for different cultures, and gender bias is very common.

After carefully considering the above threats to validity as suggested in Maree (2007:218), the researcher then enhanced the validity of the questionnaire by using straight forward questions to enable prospective participants to understand the questionnaire in the same way. Silverman (as cited in Cohen *et al.*, 2002:121) further indicates that it is important that each interviewee understands the questions in the same way in order to enhance the reliability of the interview. In this study, questions were strategically planned and standardised in such a way that they minimised invalidity as noted by Cohen *et al.* (2002:117). In addition, the prospective participants, after receiving the questionnaires, were then encouraged by the researcher to feel free to contribute any other relevant or positive information during the research interview.

3.8.2. Reliability

As Niemann (2000:203) writes, reliability is associated with stability, accuracy, and consistency over repeatability of the study. In support of Niemann (2000:203), (Cohen *et al.* 2000:117, De Vos *et al.* 2002:168) further mention that reliability is a how well the instrument measures. According to McMillan (2001:3) and Foster (2005:75), reliability is referred to as “the consistency of measurements implying, the extent to which the results are similar over different forms the same instrument.” In this study, reliability depended much on the validity of the results produced during data collection. The more consistent the results or findings were during piloting of the questionnaires in the 12 schools (that is, six primary schools and six secondary schools) and also in the six purposefully sampled schools, the more reliable they were found by the researcher because the purpose of the measurement is get an accurate estimate of a particular attribute (Foster, 2005:13). As noted by Tashakkori and Teddlie (2003:706), reliability refers to the degree to which collected data meet the standards of quality to be considered valid and reliable.

In this study, the researcher enhanced the reliability of the interview by recording each session of the interview in the six sampled schools in order to justify the accuracy of the data collected since reliability is associated with stability, accuracy, consistency over and repeatability of the research (Niemann, 2000:203). In addition, Delport (2005:165) further agrees with Niemann (2000:203) when he points out that reliability of measuring instrument is how stable and consistent it is. In this study, consistency was measured looking at the outcomes of the interviews in each of the six sampled schools in Tshwane West District. Consistency of the questionnaire in this research study was based on the closeness of results from which the interview sessions where held or conducted in each of the six sampled schools, and the more interview results were close to each during comparison, the more consistent the questionnaire became.

Since reliability depends on the validity of each the research instrument,, the researcher relied heavily on tactics of Babbie and Mouton (2001:178) and McMillan and Schumacher (2010: 330) to ensure dependability (reliability) of the research instrument. The researcher’s tactics in ensuring dependability (reliability) of the research instrument in this study included among else the following aspects as conceptualised by Babbie and Mouton (2000:178 and McMillan and Schumacher (2010:330) :-

- **The lengthy period of time**

A lengthy period of time in this study was spent by the researcher conducting fieldwork. This enabled the researcher to gain a thorough understanding of the circumstances and also gave him an opportunity to establish a relationship of trust with participants through comparison and refining of ideas.

- **Field research**

During data collection process, interviews were conducted in a natural setting that gave the researcher an opportunity to carefully observe participants' reactions and experience of the research phenomenon. All raw data collected in the form of field notes during the study as well as life stories were stored for audit trail purposes and kept available for cross checking and interpretation. For the purpose of this research study, the field notes and reports included the exact language as used by participants.

- **Mechanically recorded data**

During the interviews, a tape recorder was used after consent was given by the interviewees for coding and re-coding narratives (Guba & Lincoln 1985:301). Moreover, the use of tape recorder enabled the researcher to prepare transcripts of the interviews as well as availing recorded interviews (narratives) to capture and observe emerging themes and trends for interpretation purposes. The researcher in the light of Brown (2004:16-21) then classified similar trends together into units which were then coded to the following:

3.8.3. Integration of categories and their properties

The researcher after categorising captured trends and themes compared the units to ensure that they were classified and integrated within categories that best described and matched their properties.

3.8.4. Delimiting construction

For the reliability of the research instrument, the themes or categories of the results obtained during the study were then examined over and over again by the researcher to check trends that could be clubbed together order to limit the number of categories to be in line with the questionnaire items. The examination of themes or categories over a certain period of time helped the researcher to continually control data collection and findings in order to ensure the reliability of the study. According to Struwig and Stead (2001:124) supported by Holloway and Wheeler (2002:255), reliability exists when information can be traced back to the fundamental sources by the researcher.

3.8.5. The role of the researcher

Based on the central research question as indicated in chapter 1 of this study, as well as the literature study compiled in chapter 2, the researcher's role in this study was to explore and provide answers to the main and sub-research questions that might help to improve education for all (EFA) as required by the Millennium Development Goals (MDGs). According to McMillan and Schumacher (2001:145) the researcher's role in a study include amongst else: being a complete observer and an insider observer. In this study, the researcher fully participated through facilitation of interviews and also observed prospective participants reaction towards questions. In addition, Wimmer and Dominick (as cited in Maree, 2007:296) argue that the role of the researcher entails being an active participant as interviewer and this includes- the researcher forming a vital part of the data.

The researcher served as a key factor in designing and developing research instruments for data collection on bullying management in Tshwane West District. The researcher's pilot-tested the questionnaires in 12 schools that were not purposefully sampled for interviews. The researcher also took it upon himself to ensure that, the intention of the study as required by code of ethics was clarified to address in any confusion that might arise during the study. Although the researcher in this study had a big role of clarifying the aims and objectives of the study as discussed in the ethical considerations in this chapter, he still refrained from acting as an expert on bullying and instead, considered prospective participants as information-rich experts regarding bullying.

The researcher honestly explained the purpose of the study to the prospective schools and participants that, data obtained from them would only be published for research purposes and their names and that of their institutions would remain anonymous. This was done to clear the all preconceived ideas about the study and to allow interviewees to speak freely and confidently as possible.

The researcher was responsible for the protection of prospective participants' right to privacy as well as respecting their confidentiality in accordance with ethical considerations throughout the study. In protecting prospective participants' right to privacy, the questionnaires administered in this study were prepared on the bases of anonymity and data obtained were only used for research purposes and not to be judgemental in any way. In support of the researcher, De Vos (1998:330) further points out that, strategies to maintain confidentiality are critical to reducing the risk of harm related to embarrassment and administration to those studied. Lastly, the researcher had a role to ensure that no lesson was disturbed by the study.

3.9 DATA ANALYSIS

According to Schumacher (2002:195) and Merriam (1999:178), data analysis is defined as the process of making sense and meaning from data that constitute the findings of the study. For the purpose of this study, data analysis was done simultaneously with data collection. According to Rubin and Rubin (1995:226), data analysis takes place while the interview is under way. In line with Rubin and Rubin (1995:226), McMillan and Schumacher (2001:599) further posit that data analysis begins as soon as the first data is gathered and runs parallel with data collection. Since this study involved the principals, Heads of Departments (HoDs) and educators, data collected was analysed on the basis of information collected from the above potential research participants in relation to the outcomes of the questionnaires, interviews and focus group observation sheets employed by the researcher with the aim of gaining understanding of the situation and process being investigated (Creswell, 2002:132).

3.9.1. Procedures for data analysis

According to Cohen *et al.* (2005:147), data analysis commences during data collection processes. Since this study employed the mixed method approach for information gathering,

the researcher followed the mixed method analysis for data analysis. According to Onwuegbuzie and Combs (2010:277) the mixed method analysis involves the use of both qualitative and quantitative analytical techniques within the same framework which is guided by either priori or posterior.

For the purpose of this study, the researcher preferred the mixed methods research analysis. According to Creswell (2008:7), the mixed methods definition permits viewing mixed methods as a broad umbrella term encompassing perspectives that see it as a research method of data collection and analysis, a methodology that spans the process of research from philosophical assumptions to interpretations, a philosophy of research, and a set of procedures used within existing research designs such as case studies, experiments, and narrative projects. According to the Oxford Dictionary (1154), 'priori means in order of sequence, so that you can deal with most important first'.

Onwuegbuzie and Combs (2010:277) further posit that mixed analysis involve the analysis of one or both data types (i.e. quantitative data or qualitative data; or quantitative data and qualitative data), which occur either concurrently (that is, in no chronological order), or sequentially in two phases (in which the qualitative analysis phase precedes the quantitative analysis phase or vice versa, and findings from the initial analysis phase inform the subsequent phase) or more than two phases (that is, iteratively). In line with Onwuegbuzie and Combs (2010:277), Cohen *et al.* (2005:147) point out that early analysis of data reduces the problem of data overload by selecting significant features for future use.

Since both questionnaires and interviews were administered for data collection with questionnaires preceding interviews, the researcher concurrently analysed both qualitative and quantitative data in no chronological order because according to Creswell (2008) the use of both qualitative and quantitative approach provide a more complete understanding of the research problem than either approach alone.

3.9.2. Coding and categorising of data

As McMillan and Schumacher (2001:269) write, coding is defined as "the process of dividing data into patterns by using classification system." Some studies maintain that data analysis starts by coding each incident in to as many categories as possible which are further put or

placed into existing units. In this study, the researcher identified patterns and themes from the collected data. The identified patterns and themes were then categorised into units after conclusions were drawn. The researcher decided on the units that would be utilised for the analysis since data analysis is a process that require an analyst to capture it in writing (Saldana, 2009:122). Marshall and Rossman (1989:114) further add that data collection and analysis must form a continuous process in the qualitative research design.

In compiling the mixed method data analysis for this study, the researcher started by analysing raw data from the collected questionnaires, reviewing interview that was mechanically captured through a tape recorder, and comparing the field notes to identify and report issues that made the main themes or categories in terms of the research question. The researcher after carefully deciding on which units to use for analysis in this study, merged, connected and embedded both qualitatively and quantitatively collected data into one complete unit with the aim of comparing, validating and even triangulating results (Creswell & Plano Clark, 2007:174). The researcher's aim of categorising issues was to bring order, structure and meaning to the mass of time consuming and fascinating process (Johnson & Onwuegbuzie, 2004:17).

3.10 LIMITATIONS OF THE STUDY

Even though study was a good and new experience to the researcher, it was somehow limited to only 32 purposefully sampled schools in Tshwane West District in Gauteng Province. The 32 sampled schools comprised 23 primary schools and 9 secondary schools of which 23 schools (i.e. 13 primary schools are based in the informal settlements while the other 10 primary schools are in the township. The secondary school comprised only three in the informal settlements with the other three schools with the remaining six in the township.

The study was limited to 32 schools only due to time constraints and the fact that the researcher is an educator too and he understood how inconvenient it could be holding educators at school for more than an hour after their normal working hours had expired. For the purpose of this study, the researcher sampled the nearest schools to save travelling distance and contact time with prospective participants. Only schools that were easy to reach and had given consent had the opportunity to participate in this study. Hence, such a small sample was chosen. Due to a large sample, the results will be generalising since most schools in Tshwane West district were completely represented. Throughout the research process, the

researcher took into account the fact that, in some days things did not go as planned due a high number of memorial services taking place in some schools and educators had to attend those memorial services.

3.11 CHAPTER SUMMARY

Chapter 3 dealt with the research design and methodologies for the study. The chapter fully described and explained the mixed method as well as the research techniques for data collection. The chapter further discussed in detail the research instruments for this study and how they will be used. Furthermore, the chapter discussed the population and sampling procedures for the prospective participants in this study. The validity and reliability of the study were also fully outlined. In conclusion, the chapter outlined ethical considerations of the study which guaranteed the protection and safety of all prospective participants in this study. The next chapter will analyse data and present the findings before recommendations for further studies are made.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In chapter 2 of this research, an overview of learner behaviour (bullying) in schools was fully discussed from different literature studies internationally, nationally and locally to explore the experiences of the School Management Teams (SMTs) in the control and management of bullying in schools. Chapter 3 further explained in detail the research design, methodology, data collection techniques as well as the ethical considerations to enable the researcher to gather more information on the management and control of school bullying by SMTs and the educators in the Tshwane West District in Gauteng Province, South Africa.

The main purpose of Chapter 4 was to analyse, categorise and to interpret data collected from the completed questionnaires by the educators as well as interviews with the SMTs in the sampled schools. It is in this chapter where data analysis and interpretations are presented. The purpose of analysing data was to find meaning. Hence the www.oira.syr.edu defines data analysis and interpretation as “the process of assigning meaning to the collected information and determining the conclusions, significance, and implications of the findings.” Creswell (2002:132) further indicates that after data are collected, the information gathered is analysed with the aim to gain a new understanding of the situation and the process being investigated. Data analysis was done systematically and organised in such a manner that the overall patterns became very clear. In this regard, the researcher saw it necessary to present direct quotations from participants’ responses and to protect their identity and that of their schools.

To uphold or protect the issues of confidentiality and anonymity as outlined in Chapter 3 of this study, the schools were identified as school **A, B, C, D, E** and **F** during the interviews to allow participants the freedom to express themselves without fear. In support of the researcher on the issues of confidentiality in this study, De Vos (1998:330) further emphasises that strategies to maintain confidentiality are critical to reducing the risk of harm

related to embarrassment and administration or legal punishment to those studies. Various research techniques were employed for data collection and these included among others, the interviews, questionnaires and observation sheets as explained in Chapter 3 of this study.

Conducting the interviews was very vital for the researcher to explore the SMTs' in-depth views regarding their management and control of school bullying. According to Harries (2008:36), events cannot be understood unless one understands how these events are perceived and interpreted by those who participate in them. In this study, the SMTs and educators are the people who work with learners and they are also exposed to first-hand information on bullying in schools.

For the purpose of generalisation on the final outcomes of this study, 32 schools in the Tshwane West District in Gauteng Province were selected and 15 participants inclusive of both SMT members and educators were selected in each school. The sampled schools included twenty-three primary schools and nine secondary schools. Of the twenty three primary schools, only nine of them were in the formal settlements while the other thirteen were in the township. Only three secondary schools were in the informal settlement while nine schools were in the township.

In analysing data, the researcher decided to use the categorising strategy which involved coding of data and this was done in two sections. Appendix E dealt with interviews for the SMT members while appendix G concentrated specifically on the questionnaires. In short, this chapter presents data collected via both interviews and questionnaires as already explained in chapter 3.

4.2 INTERVIEW ANALYSIS

4.2.1 INTERVIEWS WITH THE SCHOOL MANAGEMENT TEAMS

The researcher is an educator and did not want to disturb or disrupt the smooth running of the school as indicated in chapter 3, GDE approval letter to conduct research in school as well as the district approval letter were always made available before conducting research. As a result, the interviews took place between 14h30 – 15h30 pm when the teacher-learner contact sessions were over. The interviews took place in two different places being the staffrooms

and the classrooms depending on the events of the day in those schools. Due to different school activities, in some schools the interviews took place with four or even three out of six SMTs members who took part in the interview process.

For the purpose of this study, the focus group interview technique was conducted with the SMTs for data gathering. This type of data collecting technique enabled the researcher to understand how the SMTs manage and control learner behaviour in schools because there was no a particular order of answering questions. The interview method allowed every participant to interject where possible. The responses for each question asked in the interviews were classified under each question to enable the researcher to categorise information according to the themes and units as discussed in Chapter 3 (see: par: 7.8.2: coding and categorising of data). To understand these interviews better, the researcher distinguished between the respondents or interviewees by naming them HoD 1 and 2 depending on the number that participated in the study. This means that HoD1, HoD2, Deputy Principal 1, Deputy Principal 2, Principal 1 and Principal 2 in participating schools. (See: Q17.1 downwards). All participants were at liberty to express their views and below is how the interviews went:-

Q17.1 In what form does bullying take place in your school?

HoD1 in School A said: “Bullying takes place in different forms in our school but, the most prevalent and reported one is emotional bullying where learners swear, mock and insult each other.” He further added that learners go to an extent of swearing and insulting each other’s parents and this ultimately leads to a physical war.

In addition to HoD 1 in School A, Principal 1 said: “I have thus recorded quite a number of physical and emotional abuse and I am also involving parents in these cases to help heal the situation.” He went on to say: “We have decided as a school to involve prefects to assist in identifying the perpetrators so that we can deal with them.”

Interjecting Principal 1 was HoD 2 in School A, who said: “I am experiencing a lot physical bullying in my class and I am being emotionally affected this type of behaviour because is it so frustrating.” She further said: “Quite surprisingly, day in, day out you find the same perpetrators and same culprits and there is nothing serious they are fighting.”

HoD1 in School B did not have a different opinion when she said: “In our school we experience almost all types of bullying ranging from physical, emotional, psychological and sexual abuse which is the most sensitive of them all.” “We are a middle school and our boys are physically matured to an extent that they can take advantage of girls.” She added. “At times boys just fight girls and it’s difficult to separate them.” She said.

“I have already invited parents to intervene in quite a number of physical bullying among learners in our school” Added the Deputy Principal 1 at School B. “ Much as we try our best to bring this bullying behaviour under control, I think I need to acknowledge that yes indeed we experience almost all forms of bullying in this school.” He echoed.

Adding to the first two speakers in School B, was HoD 2 who said: “I can’t agree more with my colleagues but, I want to say this to you that, I am also experiencing an emotional abuse from some of the naughty boys in my class maybe because I have a small physic and that I am a lady.” “Our learners do not only abuse fellow learners, they do turn to educators too and even threaten to shoot them.” she said.

HoD1 at School C said: “Look, eh! We experience almost all forms bullying, but the most reported is emotional abuse. We have got a feeding scheme here at school, and some learners would finish their own ration and go further to take away from vulnerable young ones. We don’t have too much of physical bullying in our school.” she concluded.

Deputy Principal 1 at School C said: “Yes I agree, we don’t have too much physical bullying in our school maybe because we are not overcrowded like other schools. We only deal with emotional bullying than any other form of bullying but it is easy to control.” He said.

HoD 2 at School C said: “Much as I agree with my colleagues, I think have already dealt with about four cases of emotional cases which came as a result of learners insulting each other and one of physical abuse. Otherwise there isn’t much to report on bullying cases in our school.” she added.

HOD1 at School D said: “We do have all forms of bullying taking place in our school, physical, emotional, you name them.” This is a high school remember! You must always

expect the unexpected from these learners.” He added. “Look! There is quite a lot of physical bullying here. Fridays are the worst because learners would even wait for each other at the school gate. We have already reported few cases of sexual violence to the police and as I speak now I could be a victim of circumstances for reporting those cases.” He said.

HoD 2 at School D said in addition to her colleague: “Girls fight for boys and boys fight for girls in turn.” Our learners suffer emotionally, physically, mentally and sexually, maybe this is because of the geographical location of our school.” Do you see how shacks are here?” She asked.

Principal 1 at School E said: “We got cases of physical and emotional bullying that have been recorded so far. Otherwise I can say we are a blessed school because it’s not in many times that we have such like cases. Maybe the unfortunate part is that, the day experiences those cases we find them severe.” He added.

HoD 1 at School E added that “I think in short we experience physical and emotional cases of abuse. I guess this could be because of the intervention strategies that we have as a school.” She added.

HOD 2 at School E said: “I think my words have been stolen, but just to add on what two colleagues have already said, I can yes we do encounter incidents of physical and emotional abuse but quite fortunately, these cases are very rare in our school.” She said.

HoD1 at School F said: “There are various forms of bullying that we are encountering, and they range from physical, emotional and psychological. We just have got few cases of assault that we have recorded so far.” He said.

Principal 1 at School F said: “Yes, it is true. We are experiencing different types bullying but indeed we thus far few cases of physical assault have been recorded.”

From all the responses given in terms question 17.1, the researcher has detected one important aspect that all school agree to be experiencing bullying in one way or another and that they are concerned about this bullying in their schools.

Q17.2 How then, do you as a school manage bullying? Please explain

HoD 1 at School said: “Although bullying prevention is a difficult thing to do, we have a lock book in which serious bullying incidents are recorded. We also use code of conduct for learner to discourage ant-social behaviour among learners.”

Adding to HoD 1 at School A, HoD 2 at same school said: “We encourage all educators to establish classroom policies with their learners and also encourage learners to adhere to those rules. We also engage class monitors and prefects in discouraging bad behaviour in school.”

Inclosing, Principal 1 at School A said: “We do have different mechanism in dealing with bullying behaviour in our school. We issue out learner code of conduct at the beginning of the year, we involve parents in bullying incidence and we also have adopted a cop who as a school.” Finally, we do suspend serious perpetrators of bullying.” He said.

HoD 1 at School B said: “We record incidents of bullying and engage perpetrators and victims, we involve parents and we also apply code of conduct for learners in consultation with the district. We also use classroom policies to speak against all forms of bullying.”

Deputy Principal 1 at School B said in addition: “All serious bullying cases are being recorded and punished for in terms of code of conduct for learners. We involve the police in severe cases in consultation with SGB, and we encourage learners to be vigilant of any ill behaviour in school.”

HoD 2 closed by saying: “Nobody is above the law and in severe cases they just use the adopted cops to do their work, but for simple cases we use our disciplinary committee to solve such cases.”

HoD 1 at School C said: “We do apply code of for conduct learners as adopted by parents, and we also involve parents in the disciplinary processes of bad behaviour. We do organise activities that encourage positive spirit among learners, but in severe cases we have no option but to use adopted cops.” She added.

Adding to HoD 1 at School C, Principal 1 in that school said: “We depend on code of conduct for learners as well as cooperation from the parents.” “We do suspend learners in severe cases in consultation with the district. We also rely on classroom policies even though they are being violated sometimes.” He said.

At School D, HoD1 said: “We apply code of conduct for learners and also engage the school disciplinary committee to resolve bullying cases. We organise anti-bullying activities; have invited some motivational speakers to encourage good behaviour among them. We also implement classroom policies as a way to instil good discipline in learners.” He added.

HoD 2 at School D said: “We do involve the disciplinary committee as well as SGB members and the parents of both the victims and perpetrators.”

Principal 1 at School E said: “We engage our disciplinary committee to resolve issues of misconduct. We also make use of code of conduct for learners and involve the SGB as school-community liaison officers.” He said: “We record and report serious cases to police.”

HoD 1 at School E said: “Serious and severe cases are reported police and district.” We render anti-bullying activities to instil good discipline, we involve parents, and both victims and perpetrators.” She said.

HoD 1 at School F said: “We apply code of conduct for learners as adopted parents in terms of section 20(1) (d) of the SASA 84, of 1996. We further rely on classroom policies and parental involvement in the disciplinary processes of bad behaviour.” He added.

In closing, Principal 1 at School F said: “Nothing is better than implementation of code of conduct for learners because we have prohibited from administering corporal in terms of section 10 of SASA, 84 of 1996. We involve parents to take action against their own kids, we work learners, we involve police and we make use of the district.” She said.

Of interest in this study is that, from all the responses given in terms question 17.2, the researcher has noted that most schools have got code of conduct for learners and majority of them have established disciplinary committees to take care of ill behaviour schools. The

difference could be the application part when it comes to those policies. Very interesting in this study is that almost all schools share common vision regarding disciplinary procedures.

Q17.3 Since corporal punishment has been abolished in terms of section 10 of SASA how then do you, as a school deal with reported and repeated incidences of bullying by the same perpetrators?

HoD1 at School A said: “For repeated and reported incidences of bullying, we simply engage parents of the perpetrators, SGB and apply code of conduct for learners as required in terms of the law.”

Deputy Principal1 at School A said: “We implement the code of conduct the fullest in cases of repeated and reported incidences. Of course, we will always involve parents in the disciplinary processes.” He added.

HoD 2 at School A closed by saying: “Alone as educators we cannot achieve the vision and mission of the school, we rely on parental involvement in the discipline of their own kids. We use code of conduct to the latter and we also use the police, this is only way.” He added

HoD 1 at School B said: “We involve the parents, report this cases to the district and we also effectively apply code of conduct for learners. What more can we do? Our hands are tied up; let the law deal with them.”

Deputy Principal1 at School B said: “Hey! We are tired man, what more can we do? We just apply code of conduct in consultation with parents because any action other than this could result in misconduct, so we also need protection here.”

HoD 2 at School B said in closing: “With our hands tied up, it is the code of conduct that will deal with reported and repeated incidences of bullying.”

HoD 1 at School C said: “We only rely on code of conduct for learners because anything we do or say to a learner is corporal punishment in terms of SACE and you will be fired from work. Lastly, we involve the parents and the district because we do not have powers.” She added.

Deputy Principal 1 at School C: “For repeated incidence of bullying, we involve the parents, we report to district and we apply policy, this is all I can say.

HoD 2 at School C said: “Code of conduct for learners is the only way to go or else you in for it. No code of conduct no punishment.” She said.

HoD 1 at School D replied: “Application of anything other than code of conduct, you are out. Apply code of conduct or leave. Teaching is a very complex job nowadays.” He added.

HoD 2 at School D also said: “If you want to secure your job, apply code of conduct for learners or face the music.”

Principal 1 at School E replied: “For as long as the case is repeating itself, we rely on three things being; parental involvement, the district as well as the code of conduct for learners and nothing more or less.”

HoD 1 at school E could not agree more when she said: “Apply code of conduct or leave the job because anything you say or do to the learner can work against you.”

HoD 2 at school E said: “our policy learner behaviour is clear; we implement the code of conduct to avoid unnecessary confrontation.”

HoD 1 at School F said: “for repeated and reported cases, we have the responsibility to apply the law, and that is the code of conduct for learners, that are it.”

In closing, HoD 2 at School F said: “We involve parents, the district and we apply policy”

Of interest in this Q17.3 is that once schools share common understanding of the application of code of conduct for learners in bullying prevention which is good for the education of a learner. On the contrary, it is sad to hear from these SMTs the kind of frustration and anger that is fuming from their responses. With no doubt I can detect that the almost all the SMTs feel completely disempowered when it comes management and control of learner in school, hence the mass resignation of educators today.

Q17.4 Explain the role of the SGB as well as the District with regard to bullying prevention in your school.

HoD 1 at School A said: “It’s hard to comment on the role of district in bullying prevention in our school because we hardly have workshops in bullying prevention other than to receive circulars instructing us on what to do. Maybe is because I am newly employed in this position. I am just five years old in this position and maybe one day I will receive training on bullying prevention. As for the SGB I think we have the support, we communicate learner problems to them, and they liaise with parents on behalf of staff. They are also visibly in our school.”

HoD 2 at School A said: “We do receive documents on bullying prevention but, there are no workshops on implementation part of those policies. I guess it is not enough to receive a document that is too silent to you. I appreciate the fact that they sometimes attend to some of the cases we report to them on learner behaviour, otherwise more support is from the SGB. They are forever at our doorstep when we need them.”

Principal 1 at School A replied: “There is no adequate support from the district other than to send documents on learner behaviour in school. I only have attended one workshop on bullying in the last four years. The SGB is liaising with the community on behalf staff and they regularly visit the school.

HoD 1 at School B said: “I am not sure if there is any support from the district. Quite often we meet with the district on curricular issues and when they come charge our educators, but not bullying prevention. The SGB is very supportive; they communicate to learners they visit school quite often; and they adopt a code of conduct for learners.”

Deputy Principal 1 at School B also said: “The district sends documents on learner behaviour but there is no training around that. The SGB adopts a code of conduct for learners, visit school, talk tom learners and accompany learners during excursions.”

HoD 2 at School B said: “There is little coming from the district. We sometimes receive circulars on bullying prevention but, there are no follow-ups on the implementation part those

circulars. The SGB is forever available at school; they support learners in all events and adopt code of conduct for learners.

HoD 1 at School C said: “Often than not we meet with the district on curricular issues. At times we receive circulars on bullying prevention but, there is no training around them. The SGB is just at our door step. They address and support our educators and they intervene a lot in times of bullying in school.”

Deputy Principal 1 at School C said: “At times we receive circulars on learner discipline but we do not get training. The SGB is very supportive of our staff, they visit our school regularly, and they address learners and staff and adopt code of conduct for learners.”

HoD 2 at School C said: “We sometimes receive circulars on learner discipline but that is not enough we need workshops. The SGB is supportive both to the staff and the learners. They visit our school and support the education of the learner, and they assist with supervision of learners during excursions.”

HOD 1 at School D said: “The district provides us with circulars but there is no training especially for the newly promoted SMTs. The SGB adopts a code of conduct for learners and also follow up on its implementation. They accompany and support learners in excursions.”

HoD 2 at School D said: “We get circulars on learner discipline but explanation. The SGB adopts code of conduct for learners, they address and support our staff and they are following on implementation of code of conduct.”

Principal 1 at School E said: “We do attend workshops as principals but they are not enough at all. Otherwise we receive circulars on learner behaviour but there is no clarity on the implementation part. The SGB is forever supportive; they support the education of learner; they address learners on behaviour and they also supervise learners in excursions.”

HoD 1 at School E said: “There isn’t much other than receiving circulars that are in turn silent to us. The SGBs adopts code of conduct for learners and also liaises with the community on behalf of staff.”

HoD 2 at School E said: “We receive circulars with no explanation or follow-up from district. The SGB supports both educators and learners and also accompany and supervise learners in excursions.

HOD 1 at school F said “There isn’t much other than the silent circulars that we sometimes receive. The SGB adopts and helps the school with the implementation of code of conduct for learners.”

HoD 2 at School F said: “We just receive circulars read and implement on our own. The SGB supports educators and learners; pay regular visit to school; and adopt code of conduct for learners.”

From the response given in question 17.4, the researcher has noted with great concern two important aspects. The first one is that there is a common outcry from the interviewees about the inadequate support they receive from the district. This is really alarming. The second concern is lack of training or workshops on bullying prevention. Of interest in study is that almost all schools acknowledge receiving adequate support from their SGBs and this is appreciated by schools and communities around which they function.

Q17.5 in your opinion, as an educator who is in loco-parentis and exposed to first-hand information on bullying, what do you think could be done to curtail bullying incidences in your school?

HoD 1 at School A said: “Empower and support educators to manage schools, cut on learners’ rights, and take drastic measures to perpetrators of violence in school.”

HoD 2 at School A said: “Expel violence perpetrators in schools, open criminal cases for violence perpetrators, minimise learners’ rights, protect and support our educators.”

Principal 1 at School A said: “Arrest perpetrators of violence, Blacklist perpetrators, protect our educators, and expel learners with ill behaviour.

HoD 1 at School B said: “Avail a police or two per school, arrest criminal learners, support educators, organise workshops on bullying prevention.”

Deputy Principal 1 at School B said: “Organise workshops on bullying prevention, support educators, discipline ill behaviour school, and suspend violence perpetrators. Arrange workshops anger management for learners.”

HoD 2 at School B said: “Support educators in bullying prevention, organise workshops on bullying prevention, suspend learners with behaviour.”

HoD 1 at School C said: “Workshop educators on bullying prevention, support educators in implementation of anti-bullying programmes, arrest criminal learners and workshop parents on bullying prevention.”

Deputy Principal 1 at School C said: “We need training on bullying prevention, support implementation of anti-bullying policies, suspend violence perpetrators in schools.

HoD 2 at School C said: “Organise workshops on bullying prevention, suspend learners with ill behaviour in school, involve parents in learner discipline, and adopt a cop.”

HoD 1 at School D said: “We need training on bullying prevention, support on implementation of safety rules and anger management workshop for learner.”

HoD 2 at School D said: “We need protection from the employer, organise workshop on bullying prevention, support educators in implementation of safety policies.”

Principal 1 at School E said: “Empower educators, involve social workers, use police, arrest perpetrators of violence in school.”

HOD 1 at School E said: “We need training on bullying prevention, adopt a cop, support educators in policy implementation.”

HOD 2 at School E said: “Take drastic measures to violence perpetrators, involve parents in learner discipline, arrest criminal learners and support implementation of safety policies for learners.”

HOD 1 at School F said: “Protect our educators, empower our educators in managing schools, support implementation of safety policies in school.”

HoD 2 at School F said: “Involve SGBs in learner discipline empower educators in policy implementation and victims of bullying in schools.”

From the responses given in terms of question 17.5, the researcher has noted with great concern the following issues: which schools need training or workshop on bullying prevention, support in bullying prevention, adopt cop, and protection against bullies in schools.

Q17.6 Explain how “cyber bullying” is managed in your school since learners have got access to cell phones and internet nowadays.

HoD 1, 2 and Principal 1 at School A said: “We have one policy for access to computer lab and we supervise access to computer lab and confiscate cell phones from learners.”

HoD 1, 2 and Deputy Principal 1 at School B said: “We do not allow learner to carry cell phones in school. There is supervision to computer access.”

HoD 1, 2 and Deputy Principal 1 at School C said: “We do not have access to computer lab now but, we discourage carrying of cell phones to schools.”

HoD 1 and 2 at School D said: “We supervise access to computer lab.”

HoD 1, 2 and Principal 1 at School E said: “Learners are not allowed to carry cell phones to school.”

HoD 1 and 2 at School F said: “We supervise access to computer lab and other than that learners are not allowed to bring cell phones to school.”

From the responses given in terms question 17.6, the researcher has noted that almost all the interviewees had one thing in common. They supervise access to computer labs and also confiscate or not allow cell phones in school.

Q17.7 What do you find more challenging in managing bullying in your school?

HoD1 at School A said: “We lack support from the district, non-compliance from learners and insufficient knowledge from the SGB.”

HOD 2 at School A said: “We have a problem of inadequate parental support, we lack training on implementation.”

Principal 1 at School A said: “We lack district support and knowledge on implementation.”

HoD 1 at School B said: “We have got insufficient knowledge on implementation and lack of district support.”

Deputy Principal 1 at School B said: “We lack district support.”

HoD 2 at school B said: “Our problem is support from district and cooperation from some of learners.

HoD 1 at school C said: “Only if we can get support from the district and the DoE, all will be well.”

Deputy Principal 1 at School C said: “Our SGB is not well conversant with SASA and we need support from district.”

HoD 2 at School C said: “We need support from the district.”

HoD 1 at School D said: “We experience non-compliance from some of the learners and parents and other than that, we training on implementation and support from the district.

HoD 2 at School D said: “We need support from the district and the DoE.”

Principal 1 at School E said: “We need more training on SGB as well as support from district.

HoD 1 at School E said: “District support is what we need.”

HoD 2 at School E said: “We more training on SGB well support from parents and district.”

HoD 1 at School F said: “Our challenge is lack of support from the district, some learners as well as some parents.”

HoD 2 at School F said: “Only if both parents and district can give us support, all will be well.”

4.3 QUESTIONNAIRE ANALYSIS

Questionnaire analysis began with the researcher retrieving the questionnaires which were hand delivered to the 32 schools in the Tshwane West District of the Gauteng Province. A total of 171 questionnaires of the 250 distributed were retrieved and submitted to the Statistical Consultant of the Tshwane University of Technology for statistical processing and analysis. The 171 retrieved questionnaires in this study represent a reasonable response rate of 68.4% of the total distribution made. The questionnaire in this study comprised 60 items which were further divided into 4 sections named A, B, C and D. Section A with 10 items contained the biographical information, Section B with 10 items contained the perceptions / views of safety policies, Section C with 35 items contained knowledge on safety policies and Section D with 5 items contained the general questions.

Before doing any statistical analysis of the data you have collected, look closely at the data to determine the best method of organising it (Leedy & Ormrod, 2001:167). Accordingly, the researcher visually scanned the data and reorganised it to be able to spot trends or other anomalies that helped him in his analysis of the data. The table bar graph and pie charts were used to analyse data as indicated below. In this study, data were captured on Epi-Info 7 and analysis was done in STATA 11.

4.3.1 Reliability test

Cronbach alpha technique was used to measure the reliability.

Cronbach's alpha is a test reliability technique that requires only a single test administration to provide a unique estimate of the reliability for a given test. Cronbach's alpha is the average value of the reliability coefficients one would obtain for all possible combinations of items when split into two half-tests.

George and Mallery (2003:231) provide the following rules of thumb:

- > 0.9 – Excellent
- > 0.8 – Good
- > 0.7 – Acceptable
- > 0.6 – Questionable
- > 0.5 – Poor
- < 0.5 – Unacceptable

The tables below summarise the biographical data collected from respondents in terms of the following variables:

Descriptive Statistics

Table 4: Gender

Variable		N	%
Gender	Male	76	44.4
	Female	95	55.6
	Total	171	100.0

This table illustrates gender participation in this study. According to this table, there were more female respondents (55.6%) than males (44.4%) who participated in this study.

Table 5: Qualifications

Qualification	M+2	6	3.7
	M+3	35	21.6
	M+4	87	53.7
	M+5	24	14.8
	Other	10	6.2
	Total	162	100.0

The table indicates that, most respondents (53.7%) had M+3 while the lowest (3.7) was M+2. It is further indicated that, 14.8% of the respondents had M+5 while 6.2% of the respondents did not disclose their qualifications.

Table 6: Teaching experience

Teaching Experience	0-5 years	18	10.7
	6-10 years	34	20.2
	10-15 years	60	35.7
	20 years+	56	33.3
	Total	168	100.0

The table indicates that the respondents' years of teaching ranged between 5 and 20 years. 53.7% of the respondents indicate having between 10 and 15 years of teaching experience. Another majority (33.3% indicate having 20 plus teaching experience.

Table 7: Post level

Post Level	Educator	126	74.1
	HOD	23	13.5
	Deputy Principal	12	7.1
	Principal	9	5.3
	Total	170	100.0

The table suggests that 74, 1% of respondents were post level 1 educators. 13.5% indicated being HoDs while 7.1% were deputy principals. Only a handful 5.3% of the respondents was principals.

Table 8: Phase teaching

Phase Teaching	Foundation	38	22.9
	Intermediate	64	38.6
	Senior Phase	64	38.6
	Total	166	100.0

This table illustrates phases the respondents are teaching in. According to the table, both intermediate and senior phases are evenly matched with the vast majority of 38.6% respondents each. Only 22.9% respondents indicated to be in the foundation phase.

Table 9: School Management experience

School Management Experience	0-5 years	58	37.2
	6-10 years	39	25.0
	11-15 years	29	18.6
	16 years+	30	19.2
	Total	156	100.0

This table illustrates the School management experience of the respondents. 37.2% of the respondents indicate having less than 5 years' experience in school management while a maximum of 19.2% are over 16 years of being in the SMT.

Table 10: Type of school and number of respondents

School type and number of respondents	Primary	110	64.3
	Secondary	48	28.1
	Middle school	13	7.6
	Other	-	-
	Total	171	100.0

This table illustrates type schools and the number of respondents in this study. 64.3% schools are indicated to be primary schools while 28.1% are secondary. Only 7.6% school are indicated as middle schools.

SECTION B: Perceptions/views on school safety policies

(a) Perceptions on implementation of school-safety rules

Table 11: Perceptions on implementation

Variable		N	%
School implementing code of conduct	Disagree	21	12.3
	Not Sure	33	19.3
	Agree	117	68.4
	Total	171	100.0

According to the table, most respondents (68.4%) indicate implementing the code of conduct and anti-bullying policies effectively. The code of conduct helps to minimise anti-social behaviour among learners in school. However, 12.3% of the respondents disagree on implementation on effective implementation of the code of conduct and anti-bullying policies. Only 19.3% of the respondents are indecisive.

Table 12: SMT receives support from SGB

Variable		N	%
SMT receives support from SGB	Disagree	31	18.1
	Not Sure	56	32.8
	Agree	84	49.1
	Total	171	100.0

Since the SMT is also dependent on SGB for control and management of learner behaviour in schools, the majority (49.1%) of the respondents acknowledge receiving support from the SGBs but, 18.3% is totally in disagreement because according to them, the SGBs are pulling back from their responsibilities. Only 32.8% of the respondents are sure whether they are getting support or not.

Table 13: Educators receive support from SMT

Educators receive support from SMT	Disagree	29	17.0
	Not Sure	50	29.2
	Agree	92	53.8
	Total	171	100.0

Although there is just a slight difference between the SMTs and educators in terms of responsibilities when it comes to supervision of learners, 53.8% of the respondents indicate getting support from the SMTs in implementing safety policies in schools. However, 17.0% does not agree to that. It is 29.2% of the respondents who can neither agree nor disagree.

Table 14: District support SMT

District support SMT	Disagree	31	18.1
	Not Sure	71	41.5
	Agree	69	40.4
	Total	171	100.0

Quite surprisingly, there is no a significant difference between the respondents who agree receiving support from the district and those who do not. Of the total respondents, only 40, 4% acknowledge being supported by the district while 41.5% of the respondents are totally uncertain about the status of the district in relation to learner behaviour in their schools. This should be a worrisome issue to the district that they are not doing enough to support their school hence the spate of violence among learners. This low percentage of less than 50% support signals a need for more workshops on management of learner behaviour in schools. Only 18.1% of the respondents are in disagreement.

Table 15: SMT initiates activities

SMT initiates activities	Disagree	27	15.8
	Not Sure	52	30.4
	Agree	92	53.8
	Total	171	100.0

According to the results of the table 53.8% of the respondents indicated that the SMTs are initiating activities to control and manage bullying behaviour in schools. Of the total respondents, only 15.8% of the respondents indicated not seeing any initiative from the SMTs to control learner behaviour schools. In closing, 30.4% of the total respondents were not sure whether the SMTS were initiating activities to stop bullying in schools.

Table 16: Principal supervises

Principal supervises	Disagree	26	15.2
	Not Sure	33	19.3
	Agree	112	65.5
	Total	171	100.0

According to the table 65.5% of the respondent indicated that principals were forever engaged in supervision as part of their pastoral and that pastoral duty time table were being effectively implemented. On the other hand 19.3% of the respondents indicated not being sure whether principals were really supervising on or not. In closing only 15.2% of the respondents was in total disagreement that principals were supervising.

Table 17: Educators are engaged in safety policies

Educators engaged in safety policy	Disagree	32	18.7
	Not Sure	60	35.1
	Agree	79	46.2
	Total	171	100.0

Since bullying prevention is not only the responsibility of the SMTs, about 46.2% of the respondents agree being involved in the implementation of safety policies in schools. This helps to empower educators to intervene in the event of bullying behaviour. However, 18.7%

of the respondents argue that they are being involved in the implementation process while 35.5% of the respondents are not sure.

Table 18: School organises workshops

School organises workshops	Disagree	56	32.8
	Not Sure	51	29.8
	Agree	64	37.4
	Total	171	100.0

There could be confusion around what is meant by internal workshop on learner safety hence only 37.4% of the respondents agree that internal workshops on learner safety are being organised. In contrast, 32.8% of the respondents do not agree. In reality, there is no significance difference between those who agree and those who do not agree. The SMTs have the responsibility in conjunction with the SGB to organise internal workshops on learner safety in schools. Only 29.8% of the respondents are not sure whether schools organises internal workshops or not.

SECTION C: Knowledge on safety policy in schools

(a) Goals of safety policies

Table 19: Knowledge on safety policies

Variable		N	%
Discipline goals clear	Disagree	20	11.7
	Not Sure	33	19.3
	Agree	118	69.0
	Total	171	100.0

According to this table a significant majority of 69.0% respondents agree that discipline goals are clear and measurable but, 11.7% of the respondents disagree with majority maybe because according to them the goals of discipline are not clear or even measurable as expected. Only 19.3% of the respondents are not sure whether discipline goals are clear or not because they do not have adequate knowledge of discipline goals.

Table 20: SMT and educators clear about goal

SMT and educators clear about goals	Disagree	20	11.7
	Not Sure	48	28.1
	Agree	103	60.2
	Total	171	100.0

According to the results of the table, a vast majority of 60.2% respondents agree that discipline goals are clear and that they are able to implement policies on discipline in their respective school. Only 11.7% of the respondents argue that discipline goals are not clear at all and that it is difficult for them to implement policies on discipline. However 28.1% of the respondents neither agrees nor disagrees.

Table 21: Disciplinary committee

Disciplinary committee	Disagree	12	7.0
	Not Sure	44	25.7
	Agree	115	67.3
	Total	171	100.0

An overwhelming 67.3% of the respondents agree that disciplinary committees have been established in their own schools and that those committees are operating accordingly. The functionality of disciplinary committees in schools helps learners to change in their behaviour and view discipline in a positive manner. Contrarily, only 7.0% of the respondents disagree

that there are no disciplinary committees in their own schools. While other respondents disagree, 25.7% of the respondents are uncertain whether disciplinary committees have been established in their schools or not.

Table 22: Developmental workshops

Development workshops	Disagree	53	31.0
	Not Sure	47	27.5
	Agree	71	41.5
	Total	171	100.0

Of the respondent, only 41.5% agree that developmental workshops in learner behaviour are being held to promote good discipline among learners. In disagreement with 41.5% of the respondents is the 31.0% of the respondents who argue that there are no workshops held on learner behaviour in their schools. Only 27.5% of the respondents are uncertain.

(a) Benefits of implementing school safety-policies

Table 23: Controls and manage bullying

Controls & manage bullying	Disagree	5	3.0
	Not Sure	45	26.3
	Agree	121	70.8
	Total	171	100.0

The result of the table indicate that minority of the respondents (3,0%) does not agree that implementation of safety policies helps to control and manage bullying behaviour among learners in schools, but a vast majority of 70.8% respondents agree that implementation of

school safety is the only way to control and manage bullying behaviour in schools. It is only 26.3% of the respondents who can neither agree nor disagree.

Table 24: Helps to monitor learner attendance

Helps to monitor learner attendance	Disagree	5	2.9
	Not Sure	35	20.5
	Agree	131	76.6
	Total	171	100.0

Of the respondents, a vast majority of 76.6% agree that implementation of safety policies in schools helps in monitoring the attendance of learners as required by section 10 of the Policy On Learner Attendance (2010:9). The policy stipulates that a daily record of learner attendance enables a school to monitor learners' absence and take appropriate follow-up action with both parents and learners but in with the majority respondents, a droplet minority of 2.9% respondents argue that they see no changes. May be this could be because some of them do not even record learners' attendance hence the argument. Only 20.5% of the respondents are unsure of the benefits of implementation of safety policies in school.

Table 25: Improves school community relationship

Improves school community	Disagree	7	4.1
	Not Sure	37	21.6
	Agree	127	74.3
	Total	171	100.0

Of interest is the higher response of the respondents for promoting school-community relationship for the benefit of the learners. An overwhelming majority of 74.3% respondents agree that implementation of school safety policies improves school-community relationship as required by section 20(1)(a) and (h) of SASA 84 of 1996 in adopting a code of conduct for

learners as well as supporting the school to achieve its aims and objectives. Only 4.1% of the respondents disagree but hopefully they will be influenced by the majority of the respondents to view things differently. Only 21.6% of the respondents are uncertain.

Table 26: Contributes to SMT knowledge in controlling bullying

Contributes to SMT	Disagree	5	2.9
	Not Sure	49	28.7
	Agree	117	68.4
	Total	171	100.0

According to the table only 2, 9% of the total respondents argue that they cannot see how beneficial is the implementation of school safety policies because in their opinions there is no knowledge gained by the SMTs in controlling learner behaviour, but quite surprisingly, 68.4% of the respondents agree experiencing change and gaining more knowledge in controlling bullying behaviour among learners.

(d) Resources and skills in violence prevention

Table 27: Resources and skills

Variable		N	%
Safety policy in line learner behaviour	Disagree	11	6.4
	Not Sure	51	29.8
	Agree	109	63.7
	Total	171	100.0

About 6.4% of the respondents disagree that, the resources provision of safety policies is in line with learner behaviour while 29.8% of the respondents is sure if provision of safety resources is in line with learner behaviour. Conversely, 63.7% of the respondents agree that

the provision of safety rules is definitely in line with learner behaviour in schools and that this provision could help reduce the amount of aggressive behaviour among learners in schools.

Table 28: Learner code of conduct

Learner issued code of conduct	Disagree	19	11.1
	Not Sure	53	31.0
	Agree	99	57.9
	Total	171	100.0

According to the results of the table 11.1% of the respondents disagree that the code of conduct for learners was being issued out to learners and that it was being effectively implemented by their schools as required by section 20(1) (d) of the SASA 84 of 1996 but amazingly, 57.9% of the respondents indicated that learners were issued with code of conduct from the beginning of the year and that it reduced bullying behaviour among learners. It is only 31.1% of the respondents indicated not being sure whether the code of conduct for learners is being issued out to learners and that it reduces ill-discipline among learners.

Table 29: Classroom policies

Classroom policies established	Disagree	14	8.2
	Not Sure	17	27.5
	Agree	110	64.3
	Total	171	100.0

Classroom policies are being established. According to the table, 8.2% of the respondents disagree that classroom policies are being established hence the state of violence in schools, but contrarily, an overwhelming 64.3% of the respondents agree that classroom policies are

being established to reduce the amount of violence among learners in schools. It is only 27.5% of the respondents who are not sure if classroom policies are being established to help reduce violence behaviour in schools.

Table 30: ELRC documents

ELRC documents can be accessed	Disagree	16	9.4
	Not Sure	54	31.6
	Agree	101	59.1
	Total	171	100.0

A vast majority of 59.1% respondents agree that ELRC documents can be accessed as SACE provides it to individual educators and schools so that they behave and live according to the rules and norms as set out in this important document, but a minority of 9.4% argue that, they have no access to the ELRC documents. Maybe this could be the newly employed respondents with a maximum of less than five years teaching experience. In closing, only 31.6% respondents indicate that they are not sure if indeed they have access to ELRC document or not.

Table 31: Safety policies

Safety policy display positive	Disagree	11	6.4
	Not Sure	52	30.4
	Agree	108	63.2
	Total	171	100.0

According to the table, a minority of 6.4% respondents disagreed that school safety policies displayed positive characteristic towards attainment of good conduct. Contrary to the minority of the respondents, the majority of 63.2% respondents agree that, school safety policies display positive characteristics towards attainment of good conduct.

Table 32: Gender v/s Qualification

QUALIFICATION	SEX		Total
	Male	Female	
	N (%)	N (%)	
M+2	0 (0)	6 (100.0)	6
M+3	16 (45.7)	19 (54.3)	35
M+4	43 (49.4)	44 (50.6)	87
M+5	13 (54.2)	11 (45.8)	24
Other	3 (30.0)	7 (70.0)	10
Total	75 (46.3)	87 (53.7)	162

This table illustrates qualifications according to gender. Since majority of the respondents in this study were females, 53.7% indicates between M+2 and M+5 and they are slightly upper compared to males who are at 46.3% qualification wise ranging between M+3 and M+5. Quite interestingly, there are no males with M+2 in terms of qualifications.

Table 33: Gender v/s Number of Workshops

Number of Workshops	SEX		Total
	Male	Female	
0	24	47	71
1	23	18	41
2	21	13	34
3	6	8	14
4+	1	4	5
Total	75	90	165

This table summarises the number of workshops attended by both male and female educators. The results of the table indicate that 24 male educators out of 75 and 47 female educators out of 90 have never attended a workshop on learner discipline. The table further indicates that 23 male educators out 75 and 18 female educators out of 90 have attended only on workshop.

Table 34: Gender v/s Teaching Experience

TEACHING EXPERIENCE	SEX		Total
	Male	Female	
	N (%)	N (%)	
0-5 years	6 (33.3)	12 (66.7)	18
6-10 years	18	16	34
10-15 years	24	36	60
20 years +	25	31	56
Total	73	95	168

This table illustrates the teaching experience of the respondents in terms of gender. About 33, 3% males indicate having teaching experience of between 0-5 years while 66.7 % females could not agree more. Of the respondents, 18 males indicate having between 6-10 years teaching experience compared to 16 females. A whopping 31 female respondents further indicated having 5-20 years teaching experience in contrast to the 25 male respondents. In conclusion, a total of 73 respondents indicates having between 5 -20 teaching experience compared to the 95 females.

Table 35: Gender v/s Post-level

POST-LEVEL	SEX		Total
	Male	Female	
	N (%)	N (%)	
Educator	51 (40.5)	75 (59.5)	126
HoD	11	12	23
Deputy Principal	6	6	12
Principal	8	1	9
Total	76	94	170

This table shows the gender of the respondents in this study. According to this table, 40, 5% of the respondents were males while females comprised 59.5%. There were 11 male HoDs and 12 female HoDs who participated in this study. The deputy principals were evenly matched with 6 each across the gender. Of the total principal respondents, only 1 was female

and 8 were males. In conclusion, 76 male SMTs participated in this study while females were 94.

Table 36: Gender v/s School Management Experience

SCHOOL MANAGEMENT EXPERIENCE	SEX		Total
	Male	Female	
0-5 years	19	39	58
6-10 years	22	17	39
11-15 years	12	17	29
16 years +	19	11	30
Total	72	84	156

This table illustrates the school management experiences of the respondents in terms of gender. A total of 19 respondents with a maximum of 5 years school management experience in this study were males while females comprised 39 respondents and this could mean less experience in bullying management. In addition, 22 more respondents with 6-10 years were males as compared to 17 female respondents. Another 12 male respondents indicated having 11-15 years of school management experience and this could as well translate to good experience in bullying management in schools while 17 female respondents cannot agree more. A total of 19 male respondents with 16 years and more experience in the management have been recorded while 11 were females. This experience means more knowledge in handling learner behaviour in schools because of the number of workshops attended on discipline. In conclusion, there are 84 female respondents with school management experience ranging between 5 and 16 years as compared to 72 males.

Table 37: Gender v/s Number of Workshops

Number of Workshops	SEX		Total
	Male	Female	
0	24	47	71
1	23	18	41
2	21	13	34
3	6	8	14
4+	1	4	5
Total	75	90	165

This table illustrates a number of workshops attended on bullying management according to gender. Of the total respondents, 24 males and 47 females' respondents indicated not having attended a workshop on bullying prevention in schools. Another 23 males and 18 female's respondents indicate to have attended at least one workshop. Adding to the above, 21 male and 13 female respondents have attended at least two workshops on bullying prevention. There is no significant difference in terms of males (6) and females (8) respondents who have attended a maximum of three workshops each. According to the above table, only one male indicated to have attended four workshops as compared to 4 females. In conclusion, a total of 51 males out of 75 have at least attended a minimum of one workshop.

Table 38: Qualification v/s Teaching Experience

QUALIFICATION	TEACHING EXPERIENCE				Total
	0-5	6-10	11-15	16 -20+	
M+2	1	3	2	0	6
M+3	1	16	11	7	35
M+4	8	12	35	31	86
M+5	1	2	8	11	22
Other	3	1	2	4	10
Total	14	34	58	53	159

Table 38 shows the teaching experience of the respondents and their qualifications in relation to bullying management in schools. A total of 6 respondents with a minimum of M+2 qualifications indicated to be having between 5-15 years teaching experience and this is the group with good experience in bullying management in schools while those with M+3 ranges (35) range between 5-20 teaching experience. Moreover, a whopping 86 number of respondents with a maximum of M+4 qualifications indicated to have been teaching between 5-20 years and that they are experienced in managing learner behaviour in schools. Another total of 22 respondents with a maximum of M+5 indicated to be having between 5-20 years teaching experience and that they have attended few workshops on the control and management of learner behaviour in schools.

Table 39: Qualification v/s Post-level

QUALIFICATION	POST-LEVEL				Total
	Educator	HoD	Deputy Principal	Principal	
M+2	6	0	0	0	6
M+3	32	2	1	0	35
M+4	66	11	6	4	87
M+5	9	7	4	3	23
Other	5	3	1	1	10
Total	118	23	12	8	161

This table indicates the qualifications and post levels of the respondents. According to the table, all respondents with a maximum of M+2 qualifications are on post level 1 and they are experienced in managing learner behaviour in schools while those with M+3, only 2 are HoDs and 1 is the Deputy Principal who also knows how to manage learner behaviour in schools. The remaining 32 with M+3 are post level 1. Furthermore, 66 respondents with M+4 are post level 1 while only 11, are HoDs backed by 6 Deputy Principals and 4 Principals who have got experience in managing bullying in schools. Another 9 respondents with M+5 are ordinary post level 1 teachers while 7 of them are HoDs, 4 Deputy Principals and 3 Principals with sound bullying management experience in schools. The remaining respondents (10) with

unspecified qualifications, 5 of them are post level 1 while 3 are HoDs, 1 Deputy Principal and 1 Principal.

Table 40: Qualification v/s School Management Experience

QUALIFICATION	SCHOOL MANAGEMENT EXPERIENCE				Total
	0-5	6-10	11-15	16+	
M+2	2	2	1	0	5
M+3	12	13	5	3	33
M+4	26	16	18	17	77
M+5	9	5	2	8	24
Other	6	1	2	1	10
Total	55	37	28	29	149

This table display the qualifications of the respondents in relation to their school management experience. According to this table, only 2 respondents with M+ 2 qualifications have a maximum of 5 years school management experience while another 2 have between 6-10 years backed up 1 with 11-15 years of school management experience. This could translate to good management experience in terms of bullying prevention in schools. In addition, 33 more respondents with M+3 qualifications have got their experiences ranging between 5 and 16 years. The table indicates 24 respondents with M+5 qualifications having between 5-16 years plus experience. In closing, 10 unspecified respondents in terms of qualifications have ranging between 5-16 years.

Table 41: Post-level v/s School Management Experience

Post-level	School Management Experience				Total
	0-5	6-10	11-15	16+	
Educator	50	27	20	14	111
HoD	7	10	4	2	23
Deputy Principal	0	2	3	7	12
Principal	0	0	2	7	9
Total	57	39	29	30	155

Table 41 shows the post levels of the respondents and their school management experience. According to the table, there were 111 post level 1 educators and only 50 of them had the management experience of five years maybe because the researcher had targeted educators with a minimum of three years in the teaching fraternity. The school management experience of the other 27 respondents ranged between 6-10 years while those with 11-15 years were just 20 in numbers compared to 14 respondents who had 16 years teaching experience and plus. Out of the 23 respondents, 7 (HoDs) had a maximum of 5 years while 10 more had their experiences ranging from 6-10 years. However, there was no Deputy Principal with less than five years in the school management. At least two Deputy Principals had 6-10 years of school management experience and seven had more than 16 years in the management. There were also no principals with less than 10 years of experience in the management. Only two principals had between 11-15 years while the remaining seven principal respondents had 16 years plus in management.

Table 42: Post-level v/s Number of Workshops

POST-LEVEL	Number of Workshops					Total
	0	1	2	3	4+	
Educator	54	30	26	10	3	123
HoD	11	5	3	2	0	21
Deputy Principal	4	4	2	0	1	11
Principal	1	2	3	2	1	9
Total	70	41	34	14	5	164

This table shows respondents in terms of post levels and the number of workshops attended. The table indicates that out of 123 educators, 54 respondents never had a workshop on bullying prevention in schools and that only 30 respondents had just a single workshop. Of the post level 1 respondents, 26 had attended a workshop on two occasions while 10 attended three times. Furthermore, the table suggests that out of 21 post level 2 respondents, 11 did not have a workshop on bullying prevention in schools. Only five HoDs indicated having attended one workshop while no one has ever attended more than four times. Out of 11 post level 3 educators, four indicated not to have attended while another four indicates to have attended only once. Quite surprisingly, only one post level 3 indicated to have attended on

four occasions. In closing, out of nine post level 4 respondents, only one indicated not to have attended a workshop while another one has attended more than four times.

Table 43: School Management Experience v/s Number of workshops

SCHOOL MANAGEMENT EXPERIENCE	NUMBER OF WORKSHOPS					Total
	0	1	2	3	4+	
0-5	31	13	6	4	2	56
6-10	11	14	11	2	0	38
11-15	9	7	10	3	0	29
16+	8	6	6	5	3	28
Total	59	40	33	14	5	151

This table illustrates the management experiences of the SMTs as well as the number of workshops attended on bullying management schools. According to the table 31 respondents out of 56 particularly those with less than five years in the SMT, indicated not having attended a workshop on bullying management or learner discipline in schools while only 6 respondents out of 56 indicated having attended twice. Of the respondents between 6-10 years management experience only 11 out of 38 indicated not having attended even a single workshop on bullying while 27 others indicated having attended between once and thrice. Another 9 respondents out of 29 with 11-15 years SMT experience indicated not having attended workshops on learner behaviour while 20 indicated having attended between one and thrice. The table further indicated that out of 28 respondents particularly those with 16+ SMT experience, 8 of them have never attended workshops on learner discipline hence bullying prevention remains a huge challenge in most schools. In conclusion, a total number of 59 SMT respondents indicated not having attended a single workshop.

4.4 PIE CHARTS AND BAR GRAPHS

Figure 2: Pie chart showing gender

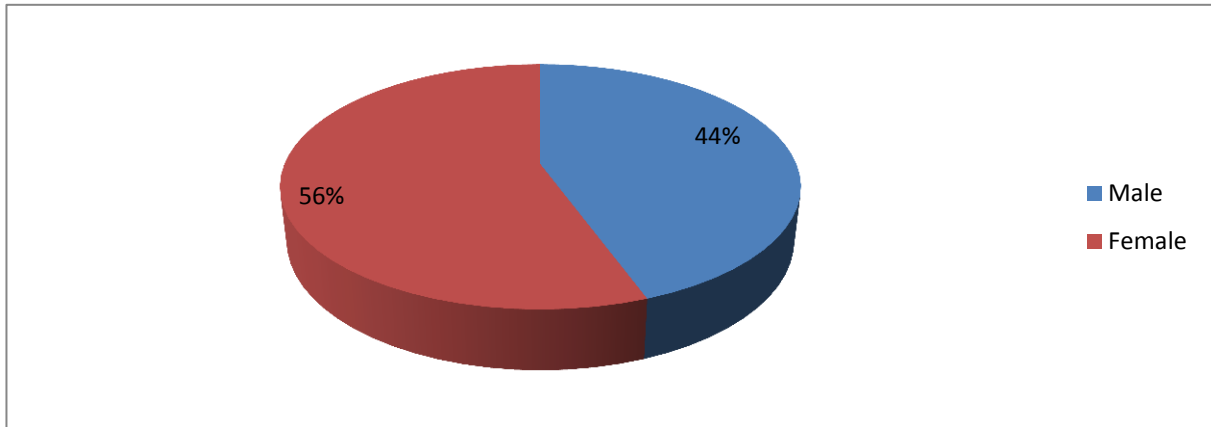


Figure 2 illustrates the gender distributions of the prospective participants in this study. According to this pie chart, there were more females (56%) participants than males who constituted only 44% and this could be the reason why bullying behaviour is so rife in schools because most female educators find it difficult to control learners' behaviour especially the boys in middle and high schools because of their adolescent stage. This percentage could be influenced by fact that there are more female educators than males. A large number of females are from primary schools since the primary schools (23) outnumbered both secondary and middle schools who were only nine combined together.

Figure 3: Pie chart showing highest qualification

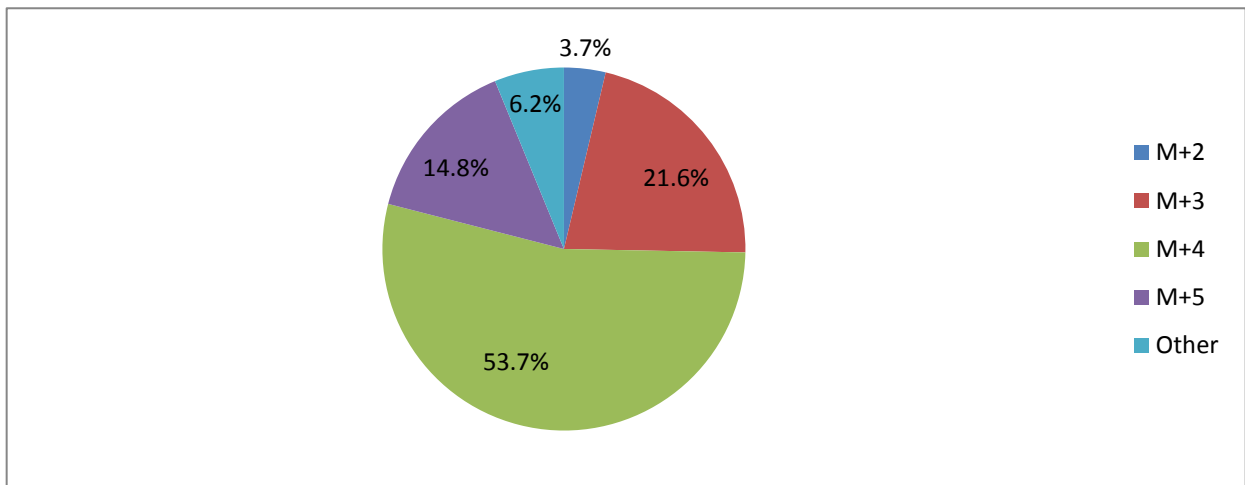


Figure 3 illustrates the professional qualifications of the respondents in this study. The results of the pie charts suggests that only 3.7% of the respondents had M+2 (that is, Matric + 2 year course) which according to the bar chart is the lowest qualification in this study and this could result in lower experience in bullying management, but could be the most experienced in terms of handling learner behaviour. The pie chart further indicated that 21.6% of the respondents had M+3 (that is, Matric + 3 year course) which is the second lowest qualification according to the results of the pie chart. Interestingly, a whopping 53% of the respondents had M+4 (that is, Matric + 4 year course) and this could mean more experience in managing learner behaviour in schools. Only 14% had M+5 (i.e. Matric + 5 year course and this included the HoDs, Deputy Principals and Principals who are better equipped with bullying management skills. In closing, 6.2% of the respondents indicated having other qualifications which were not specified in these results and this could translate less experience in managing learner behaviour in schools

Figure 4: Bar chart showing teaching experience

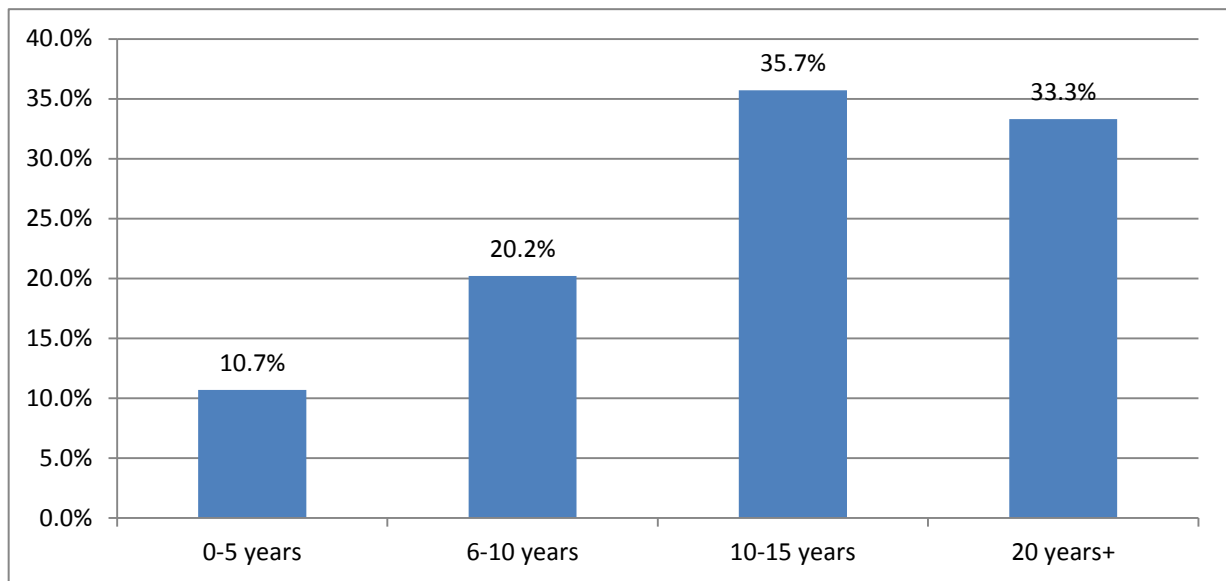


Figure 4 shows the teaching experience of the respondents in this study. Of the respondents, 10.5% indicates having between 0 and 5 years teaching experience which is the lowest experience according to results of the bar chart and could be having less impact in managing bullying behaviour in schools. This percentage could be the result of the fact that the researcher was looking for participants who have been teaching for the past three years and more because experience counts in managing bullying among learners. Another 20.2% of the respondents as shown in the bar chart indicated having between 6-10 years teaching experience and this group could well informed in managing bullying. Quite amazingly, a whopping 35.7% of the respondents indicated having between 10 and 15 years teaching experience. This would assist the researcher in gaining an in-depth understanding of the research phenomenon in question. Adding to the highest percentage of experienced educators, another 33.5% of the respondents indicated having 20 years plus teaching experience which is a plus factor in terms of bullying management experience and this is what the researcher wanted in order to arrive to an informed decision in terms of writing the final recommendations of the study.

Figure 5: Pie chart showing post-level

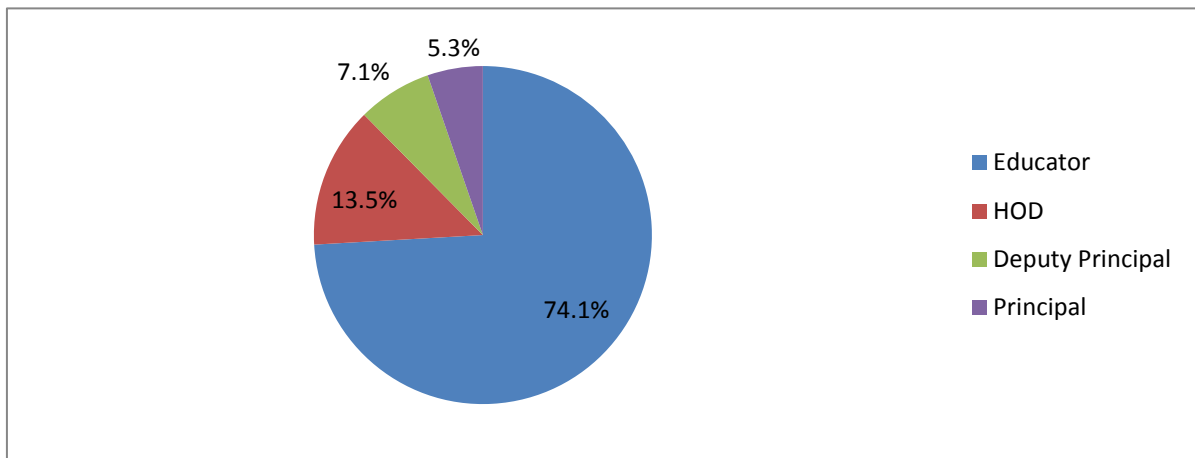


Figure 5 shows the post level distribution of the respondents in this study. The results indicate that there were more educators (74.1%) in this study than the rest of the participants. This is because there are more post level 1 educators in all schools as compared to the School Management Teams. The HoDs comprised only 13.5% of the total respondents and this suggests more experience in terms of controlling and managing learner behaviour in schools. The Deputy Principal comprised only 7.1% of the respondents in terms of post level and this further suggests more experience in handling learner behaviour in schools even though they are just few in number. In closing, 5.3% of the respondents were the principals who most of them have attended workshop on learner discipline in schools.

Figure 6: Pie chart showing phase currently teaching

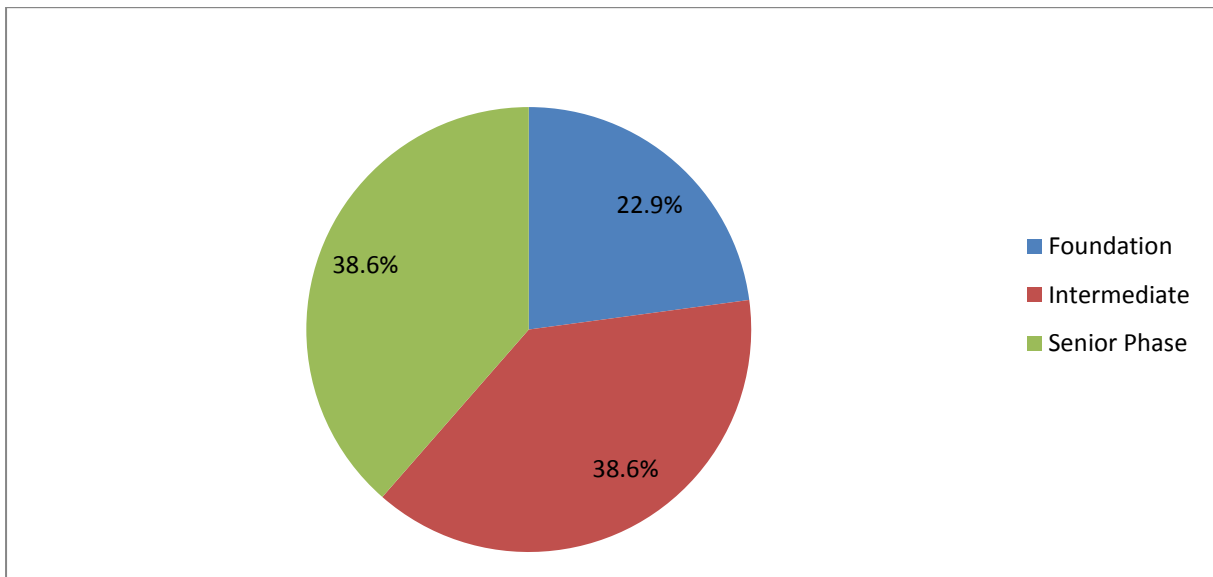


Figure 6 illustrates the phases respondents are teaching in. The results of the pie chart indicate that 22.9% of the respondents are teaching in the foundation phase. This shows that bullying behaviour in schools does not have age restriction, hence a good percentage of respondents from the foundation phase. Quite amazingly, both the intermediate and senior phases are evenly matched percentage wise with 38.6% respondents each. This could possibly be the most frustrating phases in terms of bullying management experiences and hopefully the researcher would gain the necessary experience in terms of the phenomenon in question because the bigger the number of the respondents the more accurate the results become.

Figure 7: Bar chart showing school management experience

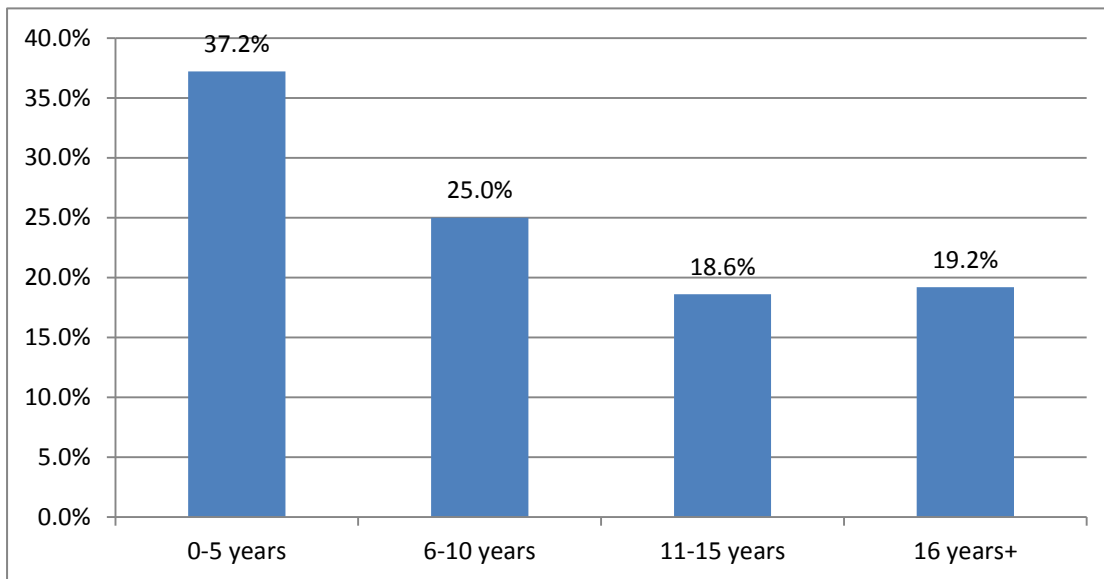


Figure 7 illustrates the management experiences of the SMTs in their current posts and their experiences in terms of bullying management in schools. According to the bar chart, a whopping 37.2% of the respondents indicated having less than five years management experience and this affects their management experiences in bullying prevention. Their management experience ranges from 0-5 years meaning that they are newly appointed in those positions and that they still need workshops on bullying management in schools. The high percentage of first timers in the SMT could have an impact on bullying management because of their experience. Of the total respondents, 25.0% further indicate having been in the SMT for 6-10 years which is much better experience and this is the group that could play a prominent role in curtailing bullying in schools. According to the bar chart, 18.6% of the respondents have been in the SMTs the past 11-15 years and this is the group with bullying management experience. In closing, 19.2% of the entire population indicated to have been in the SMTs for 16 years and more and that their experiences in bullying prevention enable them to make a difference in managing learners' behaviour in schools. .

Figure 8: Bar chart showing school location

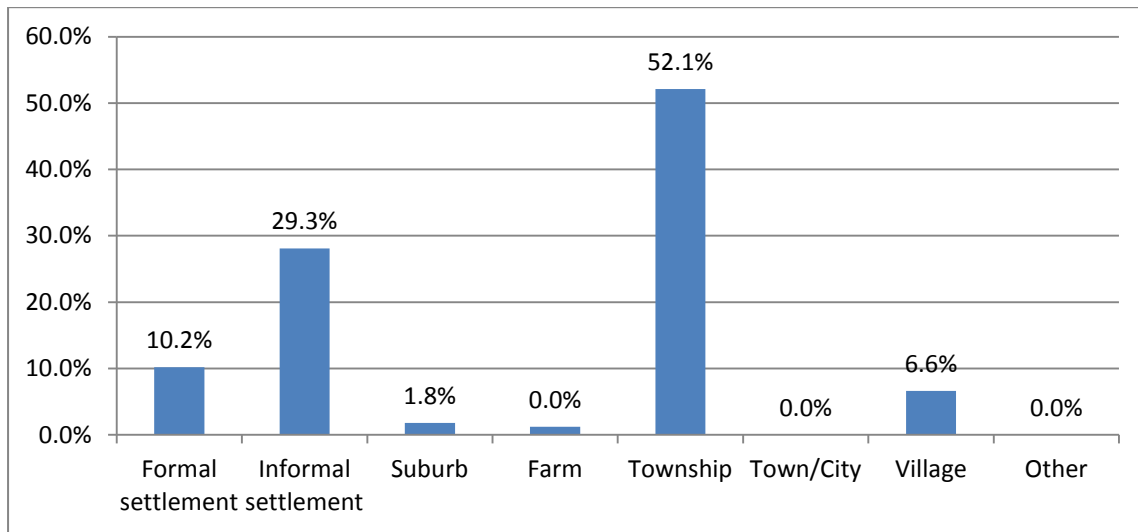


Figure 8 illustrates the geographical location of the sampled schools which participated in this study. According to the results as shown in the bar chart, 10.2% of the sampled schools were in the formal settlements where bullying is also experienced. A further 29.3% of the sampled schools indicated being in the informal settlements and as a result, the researcher was expecting different reactions bullying management experiences from those participants because of the environmental influence. Only 1.8% of the sampled schools indicated being in the suburbs and this could bring a new dimension as suburbs are quieter than the rest of the settlements indicated in this study. A whopping 52.1% of the sampled schools were in the township as compared to the rest of the participants (schools). Nevertheless, there were no participants from the farms and town or city as indicated in the bar chart. In closing, 6.6% indicated being in the village which the researcher stands to differ because there are no villages in Soshanguve. Maybe this was due to pressure under which some respondents found themselves in when responding to questions.

Figure 9: Pie chart showing school type

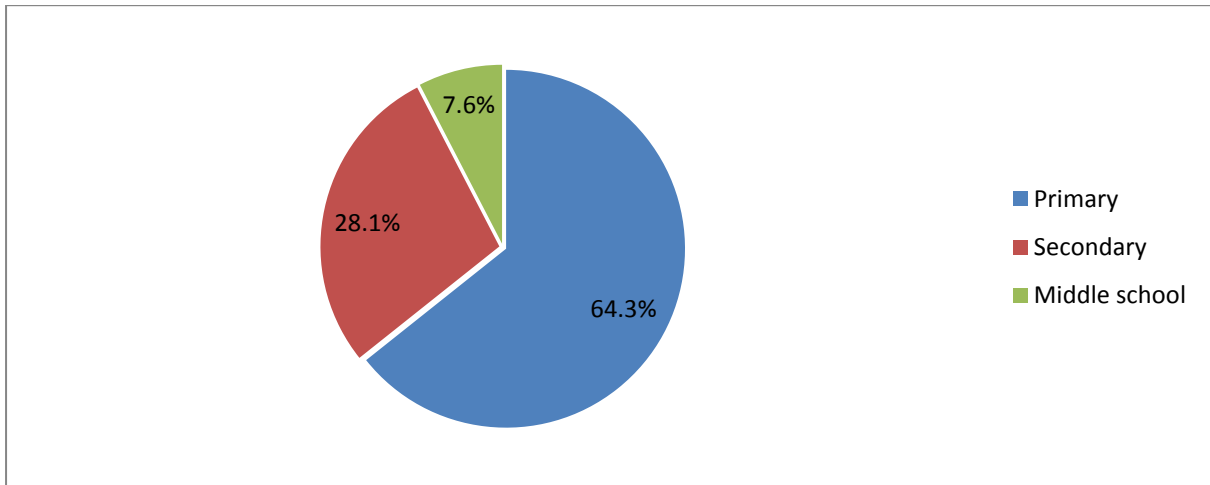


Figure 9 shows the type schools that participated in this study. According to the results of the pie chart, a vast majority (64.3%) were primary schools who were also experiencing difficulties in managing learner behaviour. The primary school percentage (64.3%) completely outnumbered the other types of schools combined together this is where bullying behaviour is rife. Of the total population of schools that participated in this study, 28.1% of them were secondary and most of them are reported to be experiencing more bullying behaviour. In conclusion, only 7.6% of the entire sample was middle schools and who further confirm experiencing bullying behaviour among learners.

Figure 10: Pie chart showing number of workshops attended

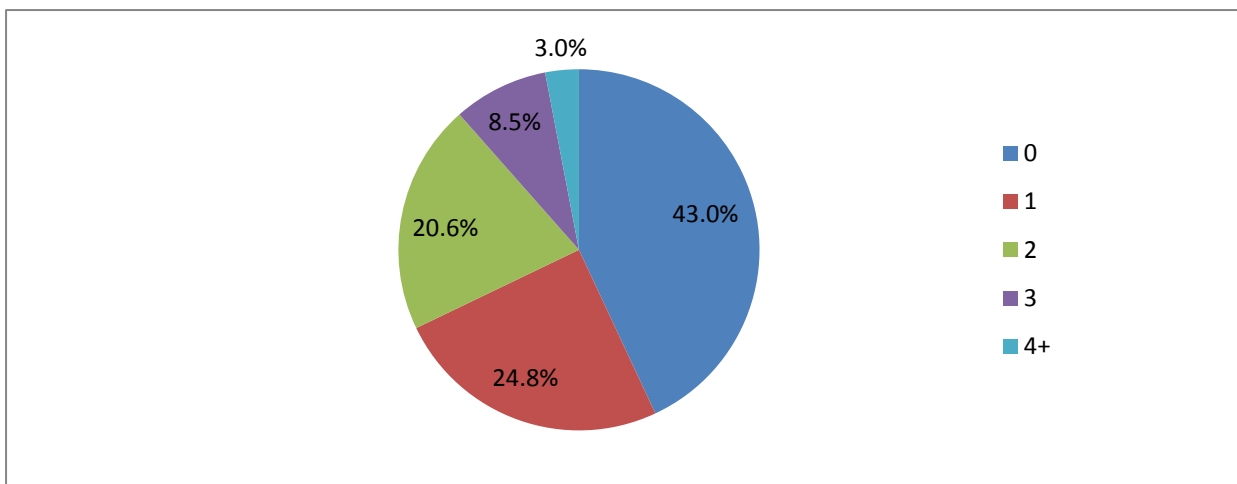


Figure 10 illustrates a number of workshops attended by the respondents on learner behaviour in schools. A vast majority of 43.0% of the SMTs in primary schools indicated not having attended even a single workshop or training on learner behaviour or bullying prevention in schools and this affects their performance in controlling and managing bullying in schools.

Figure 11: Bar chart showing language used in school meeting sessions.

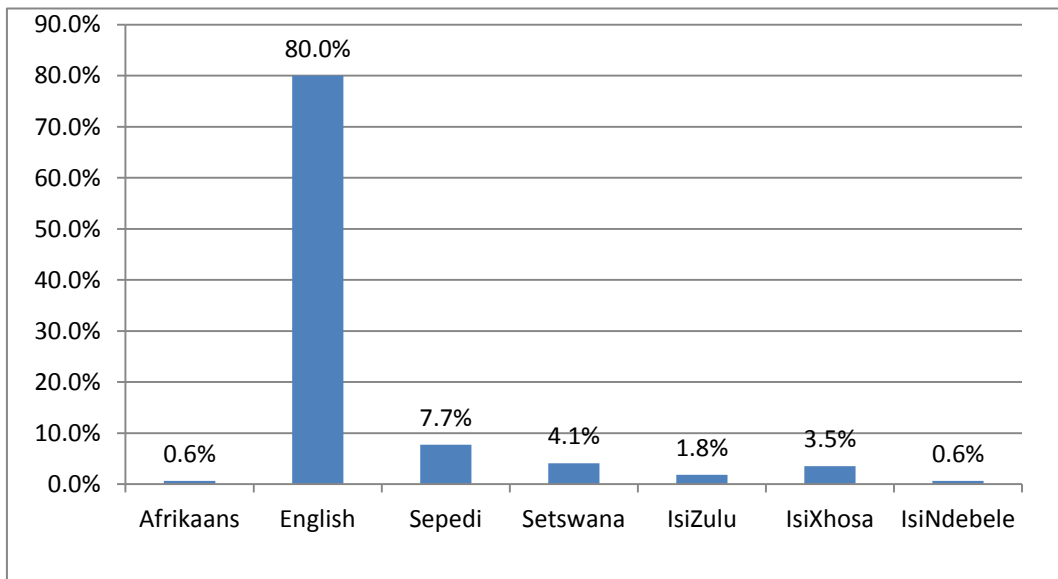


Figure 11 elucidates the language distribution used in school meetings. According to the results as shown in the bar chart, only 0.6% of the participants indicate that they use Afrikaans as a medium of instructions in school meeting. Contrary to the 0.67% who uses Afrikaans as language of communication in their meeting, a vast majority of 80.0% indicated using English to address issues in their meetings and also to convey messages to learners to speak against bullying behaviour in schools.

SECTION D

(a) How efficient and effective are school rules and code of conduct for learners being implemented?

Table 43: Efficient and effectiveness of school rules

	N	%
Well implemented	45	29.2%
Implement at begin of year, no continuation	2	1.3%
Effective in 1st quarter, no continuation	8	5.2%
Implementation, but learners not comply	11	7.1%
Learners/parents issued copy	12	7.8%
Implemented, but not effective	25	16.2%
No implementation	14	9.1%
No effective implementation	34	22.1%
Code of conduct not used	3	1.9%
Total	154	100.0%

Figure 12: Efficiency and effectiveness of school rules

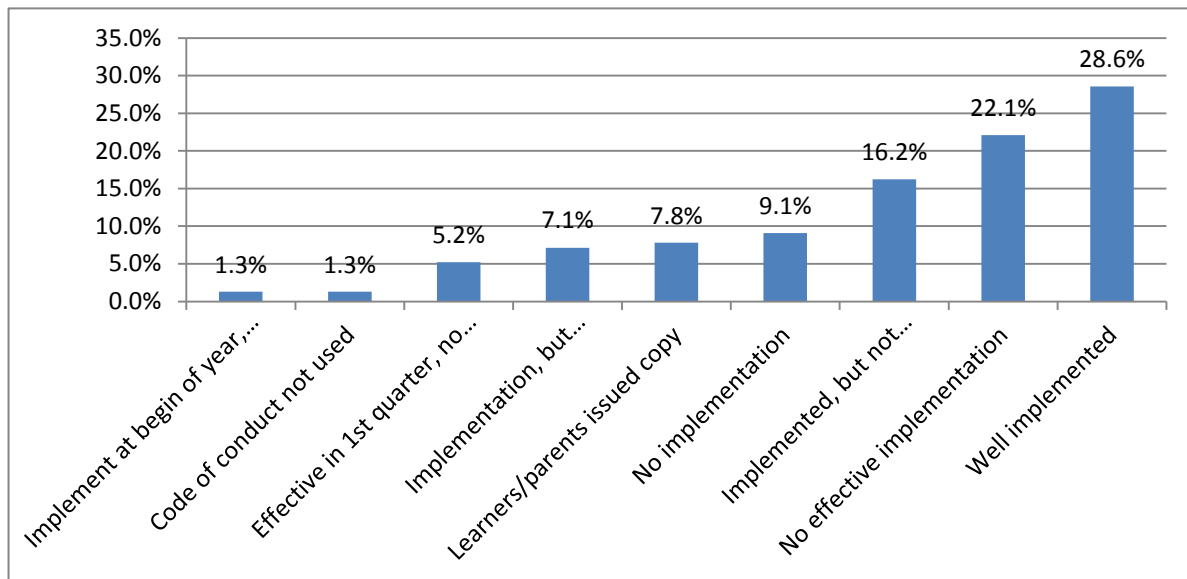


Table 43 and Figure 12 illustrate the effectiveness of the implementation of school rules and code of conduct for learners. The results show that 29.2% of the respondents agree that school rules and code of conduct for learners are effectively and well implemented. Contrary to the 29.2% who are satisfied with the implementation of school rules and code of conduct, 1.3% of the respondents indicated that the latter is only effective at the beginning of the year and that there is no continuation thereafter. In addition to the 1.3% respondents who perceive implementation as being active at the beginning of the year, 5.2% of the respondents further indicated that the implementation of school rules and code of conduct is only visible in the first quarter of the year. Much as some respondents in their rights acknowledge the implementation of code of conduct for learners whether at the beginning of the year or during the first quarter of year, 7.1% indicated that implementation of school rules does take place but learners do not comply.

To make matters worse, 7.8% of the respondents further indicated that learners and parents were issued with copies of school rules and code of conduct. Hence, schools fail to understand reasons for non-compliance from learners' side. Due to mixed feelings the respondents have, 16.2% indicated that implementation is done, but it is not effective as they would have thought. This could be due to non-attendance of school meetings by parents

where important and decisive decisions about learner behaviour are taken and agreed upon. Adding to the non-compliance by some learners, 9.1% of the respondents further indicated that there is completely no implementation of schools rules and code of conduct for learners which translate to the fact that some schools could be putting very less effort to ensure the safety of learners. A whopping 22.1% of the respondents complain about effective implementation of school rules and code of conduct for learners, but they confirm the availability of those documents in their schools. This could be as a result of inadequate knowledge on how to implement those policies hence monitoring, supervision and support are needed from the district. In closing, only 9,1% of the respondents claim that the code of conduct for learners is not used at all but quite surprisingly their schools are running, (how?), that remains to be seen because no one is coming out clear to give us the honest and real story.

Table 44: Type of School

	Primary		Secondary		Middle	
	N	%	N	%	N	%
Well implemented	27	27.8%	13	31.0%	4	30.8%
Implement at begin of year, no continuation	1	1.0%	1	2.4%	0	0.0%
Effective in 1st quarter, no continuation	5	5.2%	3	7.1%	0	0.0%
Implementation, but learners not comply	6	6.2%	4	9.5%	1	7.7%
Learners/parents issued copy	9	9.3%	0	0.0%	3	23.1%
Implemented, but not effective	18	18.6%	4	9.5%	3	23.1%
No implementation	10	10.3%	4	9.5%	0	0.0%
No effective implementation	19	19.6%	13	31.0%	2	15.4%
Code of conduct not used	2	2.1%	0	0.0%	0	0.0%
Total	97	100.0%	42	100.0%	13	100.0%

Table 45 illustrates school types and their responses in terms of the efficient and effective implementation of school rules and the code of conduct of learners. Of the total respondents in primary schools, a vast majority of 27.8% indicated that school rules and code of conduct for learners are effectively implemented while a whopping 31.0% of secondary schools are also in support. Amazingly, 30.8% of middle schools also concurred with both primary and secondary schools. Although these three types of schools agree on implementation of school rules and code of conduct, only 1.0% of the respondents in primary schools reveal that implementation of school rules and code of conduct is only visible at the beginning of the year and that there is no continuation thereafter. This is further emphasised by the secondary respondents (2.4%) while no respondents raised any concerns in the middle schools. In primary schools, 5.2% of the respondents indicate that implementation is effective and visible in the first quarter of the year.

Primary schools are supported by 7.1% of secondary schools while there were no concerns in middle schools. Of the respondents in primary schools, only 6.2% indicated that learners do not comply with school rules and code of conduct. This is further emphasised by 9.5% of secondary school respondents while only 7.7% of middle school respondents share the same sentiments. In addition, the respondents (9.3%) in primary schools indicate that learners are issued with copies of school rules and code of conduct while no respondents confirm that in secondary schools. A massive 23.1% of middle school respondents agree with primary schools on issuing of school rules and code of conduct for learners. In primary schools, 18.6% of the respondents confirm that implementation of school rules and code of conduct does take place but argue that it is not effective. This is further agreed upon by 9.5% of secondary respondents while 23.1% of middle respondents cannot agree more.

In contrast to ineffective implementation of code conduct for learners in primary schools, 10.3% of the respondents further indicate that there is no implementation of code for conduct in their schools. In support of primary schools, 9.5% of secondary respondents further emphasises that there is no implementation of code of conduct for learners. Quite amazingly, no one complained in middle schools. Once more a whopping 19.6% of the respondents complain of no effective implementation of code of conduct for learners. This is further over emphasised by a massive 31.0% of secondary school respondents while 15.4% cannot emphasise more. In closing, 2.1% of the primary school respondents indicate that there is no

implementation of code of conduct at all while 0.0% of both secondary and middle schools is not in agreement with primary school respondents

(b) What support does your school receive from the district in relation to violence?

Table 45: District support

	N	%
Receive support from district	11	7.0%
Documents/policies sent to school	16	10.1%
Training/Workshops	33	20.9%
Receive little support	18	11.4%
No support	58	36.7%
No support, given only to principals	6	3.8%
Not sure	7	4.4%
Social Worker based in school	1	0.6%
Delegation of parents/patrollers	4	2.5%
Adopt a cop be introduced	4	2.5%
Total	158	100.0

Figure 13: District support

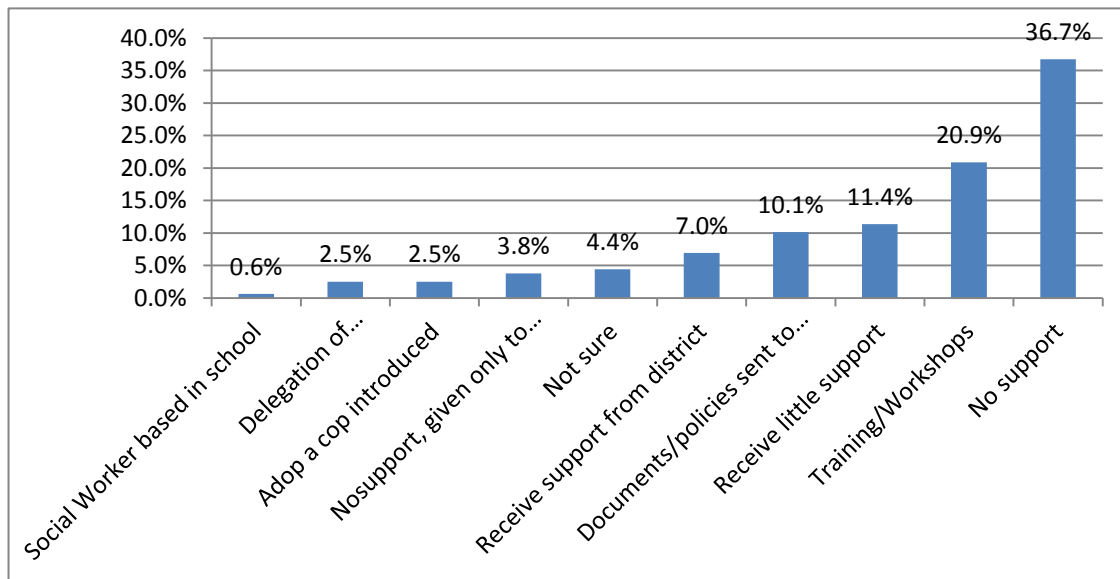


Table 45 and Figure 13 illustrate school support from the district office. Of the total respondents as indicated in the table and bar chart, only 7.0% indicated receiving support from the district office on implementation of school rules and code of conduct for learners. In addition to the 7.0% of the respondents, another 10.1% confirmed receiving support from the district in the form of school rules and code of conduct for learners being forwarded to them for implementation. Another 20.9% of the respondents felt that the support they get from the district was not adequate as they were a bit incapacitated and they therefore felt a need for a workshop or training on capacity building in bullying prevention in schools that they can be able to intervene in the event bullying incidences in school. Quite shocking, a whopping 36.6% of the respondents indicated that they receive no support from the district office, hence the spate of violence in schools today.

While other respondents could be trying their best in implementing the school rules and code of conduct for learners, 3.3% of the respondents from the educators indicate that they receive no support from their principals. Amazingly, of the total respondents, 4.4% are not quite sure if there is support from the district office or not. This could be due to insufficient meetings or workshops the district office organises on learner behaviour in schools or else the 4.4% could be playing ignorance when they are invited to workshops on learner discipline. Since the majority of the respondents (36.6%) indicated that there is no support from the district, 0.6%

of the respondents indicate that there should be school-based social workers in the absence of support from the district as they believe this will help alleviate behaviours of misconduct among learners. Instead of receiving support from the district, the respondents indicate receiving support from the concerned parents.

(c) How do educators in your school perceive the management and implementation of safety rules?

Table 46: Perceptions management and implantation

	N	%
Positive/Supportive	57	41.9%
Not happy/Discouraged	48	35.3%
Ineffective/Insufficient	8	5.9%
Management not giving them a chance	14	10.3%
Safety rules not implemented	8	5.9%
Management lack support	1	0.7%
Total	136	100.0

Figure 14: Perceptions and implementations

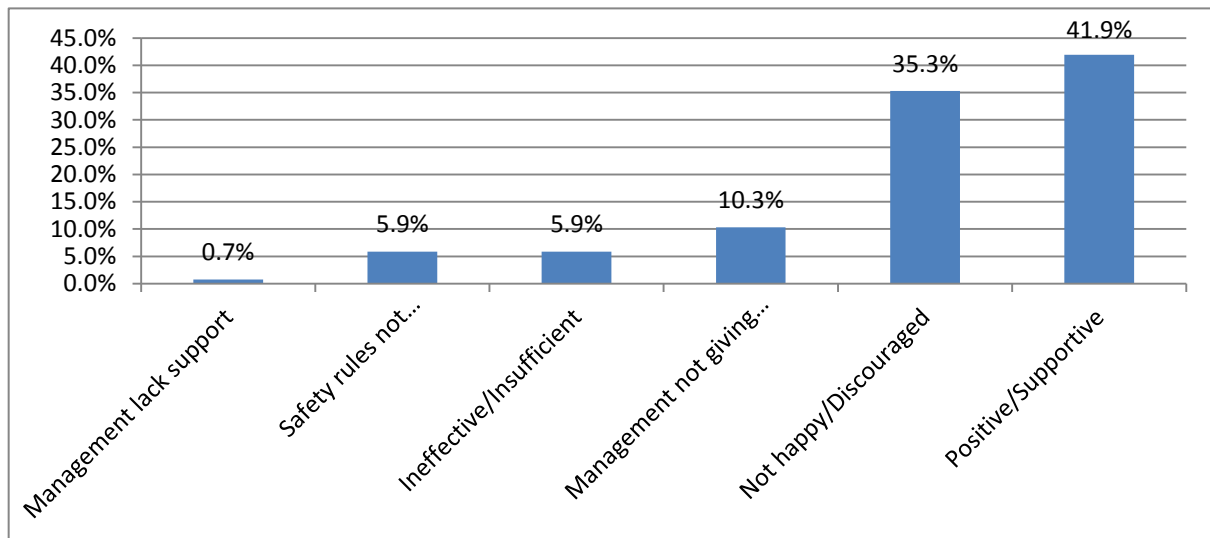


Table 46 and Figure 14 illustrates educators' view of management and implementation of safety rules. A vast majority of 41.9% indicates being supportive of their SMTs on the implementation of safety rules while 35.3% is not happy and feel discouraged with implementation part of safety rules in schools. The 35.3% could be feeling discouraged because they see no changes in learners' behaviour even if there is effective implementation of safety rules for learners in their respective schools. In addition to the discouraged educators, 5.9% of the respondents further indicates that safety rules are implemented in their own schools. In conclusion, 0.7% of the respondents indicates getting no support from their school managers despite attempts to implement safety rules.

(d) What challenges have you experienced in implementing school rules and code of conduct for learners at your school?

Table 47: Challenges in implementation

	N	%
No support from parents	58	37.7%
Educators not giving their all	10	6.5%
Learners do not comply	50	32.5%
Lack of resources	3	1.9%
No implementation of safety rules	12	7.8%
Management ineffective	8	5.2%
No challenges	12	7.8%
No patrollers	1	0.6%
Total	154	100.0

Figure 15: Challenges and implementation

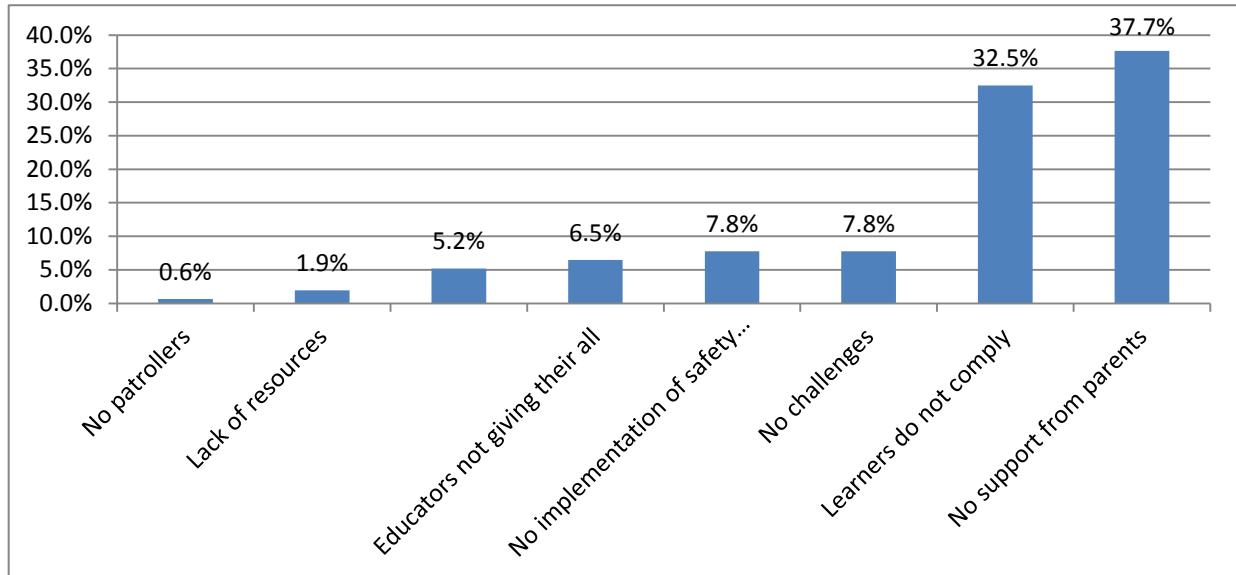


Table 48 and Figure 15 illustrate challenges in implementing school rules and code of conduct for learners. Even though most schools like to effectively engage in implementation of code of conduct for learners, 37.7 % of the respondents indicated having no support from the parents while 6.5 % of the respondents complained that educators were not giving their all in the implementation of safety rules in schools. Most

respondents (32.5%) are concerned about non-compliance from learners side. Only 1.9 % of the respondents view resources as the main reason for non-implementation of safety rules. Of the total respondents 7.8 % indicated that they see no challenges in implementing school rules and code of conduct for learners. In closing, 0.6% of the respondents views lack of school patrollers as one of the main challenges in implementing school rules and code of conduct for learners.

(b) What do you recommend should be done by both the education department and the district to support the SMTs to curtail bullying at your school?

Table 48: Recommendation

	N	%
Involve parents	18	11.2%
Organise workshops	67	41.6%
Harsh sentences to learners	29	18.0%
Involve all stakeholders	12	7.5%
Adopt a cop/patrollers	15	9.3%
Employ Social Worker	11	6.8%
Implement code of conduct	3	1.9%
District monitor code of conduct	6	3.7%
Total	161	100.0

Figure 16: Recommendations

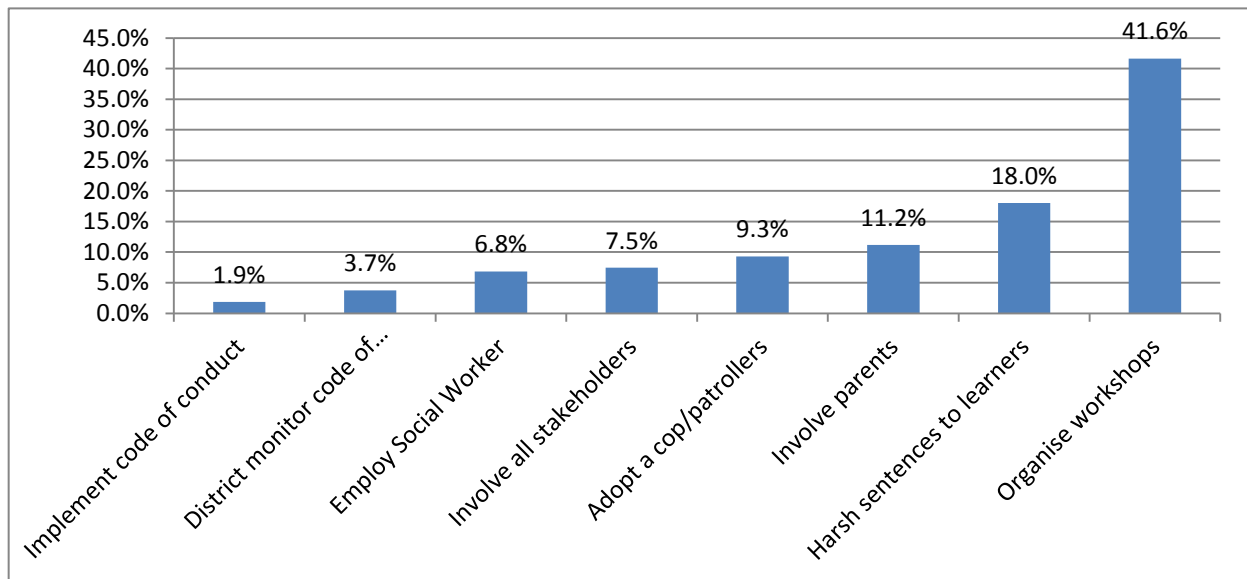


Table 49 and Figure 16 illustrate the recommendations both the DoE and the district should provide to the SMTs. About 11.2% of the respondents recommend parental involvement in the implementation of school rules and code of conduct for learners in order to curtail bullying in schools. Interestingly, a vast majority of 41.6% recommend that more workshops on bullying prevention be organised to capacitate the SMTs as well as educators. This recommendation could be informed by the fact that most SMTs and educators have already indicated lack of support on bullying prevention from the district side. In favour of bullying prevention in schools, 18.0% of the respondents are calling for a harsh sentence to learners who perpetrate violence in schools.

Since bullying prevention is not the responsibility of the SMTs only, another 7.5% of the respondents recommended the involvement of all the stakeholders ranging from parents, educators, SGBs, district office and the Department of Education. Once more this recommendation could be as a result of lack of support from the district which also lacks support from the DoE. In support of the involvement of all the stakeholders in bullying prevention in schools, 9.3% of the respondents were of the opinion that the “adopt a cop system” or “School patrollers” be implemented and used as a way to manage and control learner behaviour in schools. A further 6.8% recommended that there should be an increase in

Social Workers visibility in schools to assist SMTs, educators and learners to speak against bullying behaviour in schools. Supporting the idea of bringing bullying under control, 1.9% of the respondents are of the view that the code of conduct for learners should be fully implemented in all schools in the Tshwane West District of the Gauteng Province as a way to fight, manage and control bullying in schools. In conclusion, 3.7% is of the idea that in bullying prevention in schools, the district office must monitor and support the SMTs in or schools in the implementation of school rules and code of conduct for learners.

4.5 DISCUSSION OF THE FINAL RESULTS

Even though bullying is a complex issue to manage especially in situations where there is no adequate support from parents and the district, it still remain the responsibility of schools (educators in their in-loco parentis status) to bring it under control to allow effective teaching and learning to take place. In fulfilling this, the results of the findings indicate that, individually and together, principals have got the responsibility to upgrade the learning opportunities of all educators in the system, and educator empowerment is one of learning opportunities (Fullan, 2007:98).

Based on the results of the findings from both the interviews and the questionnaire, it is evident that bullying is truly prevalent in our schools even after the attainment of the new democracy in 1994. From the results of the study, one can deduce that bullying behaviour in the new democracy is moving from bad to worse. Educators feel completely discouraged in handling learner behaviour because of lack support from the district and the DBE. The results of the findings suggest that schools are willing to control and manage this phenomenon but lack support and training on the implementation of safety policies. The results indicate that, without support from the DoE, the district and parents, it will always be difficult for SMTs to win a war against bullying in schools even if they work together with fellow educators. Echoing the same sentiments in this regard is Scott and Walker (2006:50) who indicate that, without the right form of support, teamwork can be as little as a token of democracy.

Based on the attitude of the respondents observed on the days of the interviews, the researcher could detect tiredness, wariness and helplessness from SMTs and educators as a result of lack of protection from the DBE, district and non-compliance from learners. The

frustrations as indicated in interviewees' responses are further worsened by non-commitment from some educators in bullying prevention.

Of interest in these results is that almost all schools interviewed confirm having a code of conduct learners. The unfortunate part of it is that, they lack knowledge on implementation due to lack and inadequate training on bullying prevention. The schools further indicate receiving more support from SGBs in bullying prevention and implementation of safety policies even though the SGBs do not have adequate knowledge of safety policies.

The results suggest a serious need for training of newly appointed SMT members to empower them with the necessary intervention strategies in bullying prevention. The results show that, the district is not doing enough if nothing to actively engage schools in bullying prevention programmes. Contrarily, much as the district is not that supportive of SMTs, the results indicate SMTs having keen interest in acquiring more knowledge on bullying prevention because they believe bullying can be beaten. In support of the SMTs, Orpina, Home and Staniszewski (2003:432) remind us that aggressive behaviour could be prevented and remedied through target and universal programmes.

Since the SMTs indicate receiving support from the SGBs, the results further suggest a need for a strong school-community partnership in bullying prevention because it is recorded in these results that, often than not, the SGBs liaise with communities on behalf of schools and learners and also take initiatives to address staff and learners while supporting victims of bullying on the other side.

The responses from the SMTs in relation to bullying prevention indicate a vacuum left by the district in terms support and further suggest a need for district to recognise the prevalence of learner aggression behaviour in schools and to offer support in policy implementation. The impression that schools alone can deal with aggression is out-dated and it is about time schools got assisted in this regard. The results indicate that most feel disempowered in bullying prevention in schools hence the mass resignation of educators today.

It is further noted from the interviews that educators who take initiatives to bring bullying behaviour under control, normally fall victims to district instead of the necessary receiving support in bullying management. The responses from both the interviews and questionnaires

indicate a need for schools to engage “adopt cop” system as a means to redirect learner behaviour in schools because alone they cannot. It is further suggested that anger management workshops should be conducted for learner rehabilitation purposes.

The data collected from the biographical questions indicate most respondents having attended between zero and two workshops on bullying prevention in schools. It is only a handful of principals who indicate having attended more than two workshops on bullying. Based on the number of workshops attended by SMTs, Hoy and Miskel (2006:292) posit that new team members need to be constantly supported through the scaffolding process until they are confident enough to proceed with their duties. It is further noted from the responses that most newly appointed SMTs have never had even a single workshop on learner behaviour in the last four years of their appointment in those positions hence the poor implementation of safety policies in schools. The results suggest that district officials fail to listen to their schools; hence they find it difficult to promote effective implementation of policies in schools.

Generally, the results show that, lack of district support in safety policy implementation, non-commitment of some educators in policy implementation, defiance of safety policy by learners and insufficient knowledge on implementation of code for learners are the reasons for the high spate of violence in schools. In closing, SMTs recommend the application of the zero tolerance approach among learners in bullying prevention.

4.6 CHAPTER SUMMARY

This chapter dealt with data analysis for the study. The interviews conducted in this study were transcribed and categorised into themes as discussed in chapter three of this study (see par 7.8.2. on coding and categorising of data in chapter 3). Furthermore, the themes were analysed and discussed before presentation of the findings was made. In line with data analysis, this chapter presented the findings of the study. The themes that emerged from data analysis included among else: educator development in bullying prevention, parental involvement in learner discipline, and educator empowerment in bullying prevention.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter 4 of this study, data were analysed and interpreted to enable the researcher to draw conclusion and to make recommendations based on the final outcomes of the findings. The general aim of this study was to explore the experiences of the SMTs and educators on the management and control of school bullying in the Tshwane West District of the Gauteng Province. The interviews and questionnaires and were explored to obtain information from the SMTs and educators in both primary and secondary schools in the Tshwane West District. The research problem in this study was investigated in Chapter 2 through the literature review which was further backed up by Chapter 3 through the administration of questionnaires and interviews. The purpose of this chapter is to provide an overview of the information gathered in this study based on the data collected. The chapter will further present the summary of the findings, recommendations for further research study and the final conclusions regarding the management and control of school bullying in the Tshwane West District of the Gauteng Province.

5.2 SUMMARY OF THE STUDY

This study is divided into five chapters and this section seeks to summarise each of the five chapters. The highlights of the five chapters are briefly summarised below:-

In chapter 1, a full orientation of the background context of the study was discussed. The discussion included formulation of the main research question, sub-research questions, the purpose of the study and the description of the research methodology explored to obtain information. The entire research study was based on the main research question which was backed up by the four sub-research questions. In the end, chapter 1 was concluded by presenting clarification of the concepts related to the research topic and outlining of the division of chapters.

5.2.1 The main research question

Is the management of school discipline in Tshwane West District schools perceived by educators as adequate to create a safe, secure and disciplined school environment where learners' right to education could be protected, served and fulfilled?

The picture elicited by the main research question indicates that, generally the SMTs and educators view the implementation of learner safety rules as a positive development towards violence prevention in schools even though they receive very little support from the parents in effectively implementing those rules. The picture further indicates that despite positive implementation of safety rules in schools, the SMTs and educators acknowledge the gap that exist regarding educator preparation in handling bullying behaviour.

5.2.2 Research sub-questions

- What support is provided to schools by the relevant authorities to combat school violence and address its physical, mental and psychological consequences?
- What are educators' perceptions of what needs to be done to restore a positive discipline in schools?
- To what extent is the efficient and effectiveness of implementation of school rules and code of conduct in eliminating school violence?
- What disciplinary approaches are employed in the selected school and how successful are they perceived in protecting the victims and creating a safe learning environment for all learners?

5.2.3 Sub-research 1

What support is provided to schools by the relevant authorities to combat school violence and address its physical, mental and psychological consequences?

Although dispute is viewed as an important aspect in teaching and learning, most SMT members and educators indicated that, they receive very little support from the district hence they are hesitant to intervene during the reckless behaviour of the learners in schools. The

responses from the SMTs and educators further confirm some views raised in Chapter 3 during implementation of the questionnaires that parental involvement in the education of their children leads to a positive discipline. In support of the SMTs and educators, Sanstrook (1998:34) posits that parental involvement in the educational affairs of their children results into positive pro-social behaviour in the classroom.

In addition, the legal duty of protecting learners against danger arises from the delegation of such legal duty by the parents to the educators or schools. Although the law does not expect educators to foresee the grossly unreasonable misconduct, SMTs and educators have the duty to ensure that the learning environment is both safe and happy.

5.2.4 Sub-research 2

What are educators' perceptions of what needs to be done to restore a positive discipline in schools?

In terms of the data collected and analysed, it emerged from the study that a culture of violence exists in these schools and that most SMTs and educators have insufficient knowledge on the implementation of school safety rules. The inability to manage and control behaviour further emerged as a major threat to learner safety in schools. This research sub-question revealed that most SMTs and educators needed proper and adequate training on implementation of safety rules and code of conduct for learners in schools.

Lack of parental involvement or participation in learner discipline is viewed as a potential threat to learner safety in schools and it emerged in this study that parent visibility in the school should be increased to assist schools to maintain discipline. The visibility of parents in schools is backed up by section 8 of the Constitution on guidelines for consideration of governing bodies in adopting a code of conduct for learners. In restoring a positive discipline in schools, the SMTs and educators perceive the “adopt a cop” strategy in this study as one of the best ways through which violence can be reduced in schools.

In addition Gaustad (1992:1) posits that the perceptions of SMTs and educators on bullying management and intervention should be established to empower SMTs, educators and SGBs to run their schools. In maintaining discipline in schools, Gaustad (1992:1) further

emphasises that schools have two main goals being to create an environment conducive to teaching and learning and secondly, to ensure the safety of learners and educators. In support of both Gaustad (1992:1) and the educators perceptions of what needs to be done to restore positive discipline in schools, Stewards (2004:321) points out that schools are required to implement management system to protect learners from harm including incidents of bullying.

5.2.5 Sub-research 3

To what extent is the efficient and effectiveness of implementation of school rules and code of conduct in eliminating school violence?

Although the law does not continually expect educators to foresee unreasonable misconduct between learners, it is still the legal responsibility of the educators to ensure the safety of learners at school. Geffner *et al.* (2001:813) further mention that educators need to intervene in the attacks of learners in schools. According to Geffner *et al.* (2001:813), it is crucial to report incidents of violence in order to combat violence successfully in schools. Geffner (2001:186) further emphasises that lack of action could lead misbehaving learners to further acts of violence because they see that there are no consequences for their misbehaviours.

It emerged from this study that, dealing with children requires a higher degree of care than is normally the case when professionals deal with adults. If implemented efficiently and effectively, schools rules and code of conduct of learners can eliminate school violence and create a violence-free school climate. In this study, it further emerged that school rules and code of conduct for learners were being effectively implemented but there is insufficient or even lack of support from the parents. Hence, SMTs perceive parental involvement as a crucial development in bullying management. In eliminating school violence, a vast number of schools are in favour of the “adopt a cop” system in violence prevention in schools.

In addition to the “adopt a cop” system, the majority of the SMTs and educators felt a need for staff development initiatives on bullying and intervention to effectively deal with bullying behaviours in schools. According to them, the schools’ rules and code for learners promote learner discipline, reduce violence among learners and improve the quality of teaching and learning if efficiently and effectively implemented. In support of the SMTs, Harries and Petrie (2002:4) state that the important strategy to deal with bullying is to establish

disciplinary practices around bystanders in bullying incidents. It further emerged in this sub-research question that there was a need for anti-bullying programmes to be included in the disciplinary practices for the perpetrators in order to restore positive discipline.

Educators also felt a need to be capacitated on bullying management in order to eliminate misbehaviour among learners. It further appeared from this sub-research question that the ineffectiveness of school rules and code of conduct for learners contributes to school bullying and that the district should more often be supportive of SMTs in implementing safety rules. Due to high escalating incidents of violence and lack of implementation of code of conduct for learners in some schools, most educators felt a need for internal workshop in bullying prevention and to successfully prevent it, Olewus (1993a) posits that principals must create a school environment that is characterised by caring, positive interest, involvement of staff and parents and firm limits regarding unacceptable behaviour.

In addition, most SMTs felt that the efficiency and effectiveness of school rules and code of conduct for learners in bullying prevention could be measured once educators could fully be engaged in the safety policy implementation processes. Hence, training or development on bullying management emerged as a need that needed immediate attention.

It further emerged from this sub-research question that if efficiently and effectively implemented, school rules and code of conduct for learners can promote teacher learner respect, reduces violence among learners, control and manage bullying behaviour and also improve the quality of teaching and learning. Furthermore, it is recorded from this sub-research question that efficient implementation of schools rules and code of conduct for learners enhance classroom and period attendance while encouraging learners to acclimatise to positive discipline.

This study revealed that organisational barrier in the efficient and effective implementation of school rules and code of conduct for learners in bullying prevention should be addressed in the beginning of the year as this would help with the establishment of a collaborative planning group to oversee all aspects of violence reduction and safety prevention (Greene, 2011:237). It is clear from the response of the participants that a code of conduct for learners would provide the DoE with the opportunity to train and empower districts on bullying management and control while districts train and capacitate schools. Accordingly, the three mentioned stakeholders need to work together to efficiently and effectively prevent or reduce

school bullying. Hence, most SMTs felt a need for the establishment of learner representative. In order to successfully prevent bullying in schools both SMTs and educators felt that learners should be issued with code of conduct more than once a year to remind them of their rights and responsibilities.

In chapter 2 of this study, the literature review was undertaken to explore the views and experiences of the SMTs in the control and management of school. The international and local literature studies were explored to determine the extent of the challenges schools are faced with. In the analysis of the global literature studies, especially in North Carolina and Australia where the School Resource Officers (SRO) and the Police School Involvement Program (PSIP) were used for violence prevention, it became very clear bullying management was a worldwide phenomenon. In Chapter 2, the researcher explored the journal articles, constitution, and research report to familiarise himself with the body of knowledge regarding learner behaviour in schools and it was from those studies that the new themes regarding bullying in schools emerged.

The themes that emerged from the literature review included among else theories regarding bullying in schools, emerging trends and challenges in school bullying, which if not properly handled could compromise learner safety at school, the implication of school bullying in relation to MDGs and EFA, absenteeism and dropouts which is perpetrated by high rate of school violence, values education, bullying as a social problem which often starts in community, schools as microcosms, school safety and transformational leadership. The above-mentioned themes were fully discussed in Chapter 2 of this study. Having discussed the above themes in the literature review, the researcher came to a realisation that the aspect of bullying is under-researched in South Africa despite high rates of crime and escalation of violence in most schools and that more needed to be done to combat bullying behaviour.

Chapter 3 of this study mainly focused on the research design and the methodology explored to obtain information from the participants. The mixed method approach was explored in data collection because it encompasses both qualitative and quantitative approach to provide the researcher with more complete understanding of the research problem than either approach (Creswell, 2008).

Based on the mixed method research, data were collected through questionnaires and the focus group interviews which allowed the researcher opportunity to probe in more detail into the responses participants. The focus group interviews were captured on a tape recorder and only to be transcribed thereafter. The main objective of employing the questionnaires was to obtain facts and opinion from the people who are informed about the phenomenon in question.

Chapter 4 of this study mainly concentrated on the analysis and presentation of the findings. The questionnaires and interviews were explored to obtain information from the prospective participants in the Tshwane West District of the Gauteng Province. Live interviews which were recorded on tape were explored to obtain information from the SMTs only.

In chapter 5 more emphasis was on the summary and the findings of the study, recommendations and conclusions. All these were based on the outcomes of the final results of Chapter 4. The mixed method approach which combined both qualitative and quantitative methods was explored to obtain the general feeling of the SMTs in the control and management of school bullying.

In the process of inquiry, study found that most schools had code of conduct for learners and anti-bullying policies but SMTs and educators were still concerned about the implementation part of those in bullying prevention. The study further revealed that bullying in schools is harmful to the learners; the general atmosphere of the school and that bullying itself is a problem that can no longer be ignored and need to be controlled and managed in one way or another.

5.3 RECOMMENDATIONS OF THE STUDY

In this section a number of recommendations are made based on the findings in terms of the main and sub-research questions as outlined in chapter 1 and the conclusions drawn from the literature review in chapter 2. Most importantly, these recommendations will be presented in terms of the framework discussed in chapter 4 of this study.

5.3.1 Recommendations to district

Even though policies on bullying prevention have been put in place by the government and the Department of Education (DoE) for schools to control and manage learner behaviour, the researcher after the presentation of the findings recommends that:

- the District should train School Management Teams twice a year as this will keep SMTs on toes to ensure effective implementation of anti-bullying policies.
- policies and programmes on anti-bullying behaviour should be provided to SMTs for further training of staff members.
- regular visits should be made to schools to monitor and offer support in implementation of anti-bullying policies.
- induction programmes on bullying prevention should be provided for newly appointed SMT members to equip them with bullying prevention skills.
- realistic budget should be put aside for SMT development (workshop) in controlling managing and learner behaviour in schools.
- the district must organise workshops on “Tolerance” for learners with bad behaviour.

5.3.2 Recommendations to School Management Teams

Since the SMTs are the most immediate accounting officers in terms of the day-to-day running of schools, the researcher after presentation of the findings in this study recommends the following in relation to the control and management school bullying, that School Management Teams must:-

- Develop anti-bullying policies in line with that of the DoE to curb or eliminate bullying behaviour in schools.
- train and support educators in anti-bullying policy implementation in order to combat bullying behaviour among learners.
- provide quality leadership and support educators’ initiatives in implementing anti-bullying programmes in schools.
- issue out learner code of conduct and educate the learners to direct their behaviour in schools.

- create a time table on pastoral duties to enable educators to scatter around the school area for supervision purposes during breaks.
- encourage the establishment of Representative Council of Learners (RCL) in middle and secondary schools for violence prevention and peer mediation programmes.
- ensure the establishment and presence of classroom policies that speak against bullying behaviour in schools.
- employ the “Adopt a Cop” strategy to discourage bad behaviour in schools.
- offer support and counselling to the victims of bullying in school.
- encourage healthy partnership between educators and parents in implementation of anti-bullying policies in schools.
- encourage parent visibility in schools to support educators in controlling and managing bullying behaviours.
- establish disciplinary committees that will serve and protect the rights of all within the school premises.
- encourage learners to break the silence on bullying behaviour schools.
- avail a suggestion box for educators, parents and learners to suggest new ways through bullying can be eliminated.

5.3.3 Recommendations to parents

Although bullying is worldwide phenomenon as outlined in chapter 2 of this study, parental involvement in the control and management of learner behaviour in school schools has been found as one of the critical factors leading to acceptable social behaviour in and outside of school environment. Based on this critical factor, the researcher after presentation of the findings further recommends that:

- parents should be involved in the control and management of learner behaviour in schools to enable teaching and learning to take place without fear.
- parents should be fully trained and engaged in the management and disciplinary processes of their parents.
- there should be an increase in parent visibility in schools as this will alleviate bullying behaviour among learners.

- parents should be fully engaged in the education of their children so that they provide guidance to learners' behaviour in schools.
- parents should encourage SMTs to implement safety rules or policies from the beginning of the year till year end.
- parents should encourage SMTs to work on a “reporting system” that will empower learners to break the silence on bullying behaviour.
- parents must ensure the effectiveness of SGBs in bullying prevention.

5.3.4 Recommendations for further research

The purpose of this study was to explore the experiences of the SMTs in the control and management of school bullying in the Tshwane West District of the Gauteng Province. In exploring those experiences, the researcher made use of a bigger sample for the purpose of generalisation since the population was representative of all the schools the Tshwane West District.

- Throughout the study, the researcher discovered that most schools have got school rules and code of conduct for learners and anti-bullying policies but cannot implement them efficiently and effectively for the benefit of everyone because of insufficient knowledge. Since implementation emerged as one major themes in chapter 4 during analysis, the researcher recommended that a similar study be conducted using even a more wider sample of schools from other districts in the Gauteng Province to explore the experiences of the SMTs in the control and management of school.

In expanding this study, the researcher recommended that further studies be conducted on this research topic but more emphasis be put on the experiences of the SMTs and parental involvement in the implementation of the code of conduct for learners and anti-bullying policies in schools. This is because, from the analysis completed in chapter 4, the district does not seem to be much involved in the development of the SMTs in bullying prevention while SMTs do not show interest in developing staff.

5.4 CONCLUSION

The aim of this study was to explore the experiences of the SMTs in the control and management of school bullying. This study began with Chapter 1 discussing the background context to the study, the problem statement, main research and sub-research questions to the study, aims and objectives and the limitations of the study.

In support of Chapter 1, Chapter 2 of this study further presented a detailed literature review on the experiences of the SMTs in the control and management of school bullying. Bullying as a worldwide phenomenon, the different forms through which it takes place, its consequences and the impact on teaching and learning as well as strategies to reduce or curb it were fully discussed from international, national and local perspective because learner behaviour is a major challenge to SMTs.

Since bullying is a worldwide phenomenon, it is clear from the findings made in this study that most SMTs and educators know and understand the importance of bullying prevention programmes in schools but lack experience in dealing with the phenomenon in question due to inadequate (lack of) training by the district officials. According to the findings in chapter 4 and the literature review in chapter 2, there is a strong need for SMTs development in bullying prevention. It further appears from this study that there is no adequate parental involvement in learner discipline. Schools lack support from the district while educators lack support from the SMTs.

Until such time that there is adequate SMTs and educator development on bullying prevention as well as parental involvement in learner discipline, there will be no effective teaching and learning in most schools. Learners and educators will continue to live in fear no matter how hard the study tries to address the phenomenon in question. This study like many others on bullying can play its role in highlighting some key issues or points which ultimately could lead to SMTs and educator development in bullying management but it will never achieve its purpose for as long as the DoE is dragging its feet in supporting the districts and schools. Discipline crisis in schools will continue to rise for as long as parental involvement is invisible. SMTs also need to be supportive of educators in the control and management learner behaviour. In the end, the findings reveal that bullying prevention is all about team work.

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APPENDICES

APPENDIX A



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2014 / 350

GDE RESEARCH APPROVAL LETTER

Date:	10 February 2014
Validity of Research Approval:	10 February to 3 October 2014
Name of Researcher:	Sebola A.M.
Address of Researcher:	555 Block Vv
	Modulane Street
	Soshanguve
	0152
Telephone Number:	012 720 6025 / 076 012 5627 / 079 098 3675
Email address:	amesbola@gmail.com
Research Topic:	The task and role of the School management Team in the control and management of bullying in schools in the Tshwane West District of the Gauteng Province
Number and type of schools:	SIXTEEN PRIMARY AND TWELVE SECONDARY Schools
District/s/HO	Tshwane West

Re: Approval in Respect of Request to Conduct Research

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

*Makhado
2014/02/11*

The following conditions apply to GDE research. The researcher may proceed with the

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

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

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

Kind regards



.....
Dr David Makhado
Director: Education Research and Knowledge Management

DATE: 2014/02/11

2

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 111 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 0506
Email: David.Makhado@gauteng.gov.za
Website: www.education.gpg.gov.za

APPENDIX B

LETTER TO THE DISTRICT MANAGER REQUESTING PERMISSION TO CONDUCT RESEARCH

Enquiries: Sebola A.M.
Cell No: 0760125627
Work tell No: 012 720 6025
Email:amsebola@gmail.com

Kgotlelelelang Primary School
P.O.Box 3
SOSHANGUVE
0152

15 JANUARY 2014

The District Director
Tshwane West
MABOPANE

RE: PERMISSION TO CONDUCT RESEARCH AT PRIMARY AND SECONDARY SCHOOLS IN THE TSHWANE WEST DISTRICT

Dear Madam

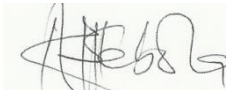
I hereby tender my request for consent to conduct research at primary and secondary schools in the Tshwane West district. I am currently a registered Masters ‘degree student at the University of South Africa (UNISA) and this research study forms part of the requirements for completion of my study.

My research topic is: **The task and role of the School Management Team in the control and management of bullying schools in the Tshwane West district of the Gauteng Province.** This study aims to explore the experiences, roles and tasks of the SMTs in the control of school bullying and to suggest recommendations the SMTs could use in managing learner behaviour. Data will be collected through questionnaires and interviews with the SMT members in the sampled schools. Interviews will be collected after school hours while questionnaires will be completed during lunch time. I intend to collect data during the month of February and April 2014.

Please note that the information collected will serve for no other purpose than that of my academic research study and will be kept highly confidential by the applicant.

Thank you for your corporation in advance

Sebola Alpheus Motlalepula

Signature: 

APPENDIX C



GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

Enq: RL Tlhoale
Tel: 012 725 1357
Ref no: 15/2/1/1/2

TSHWANE WEST DISTRICT

TO: THE PRINCIPALS OF SELECTED SCHOOLS

**FROM: MR MEKWA (MS)
DISTRICT DIRECTOR**

DATE: 17 MARCH 2014

SUBJECT: PERMISSION TO CONDUCT RESEARCH

Please note that AM Sebola has been granted permission by Head Office to conduct research at the attached named schools. The exercise is scheduled for the first quarter of the academic year 2014.

The school principals and SGB members are kindly requested to welcome the researcher.

Research Topic: The task and role of the School Management Team in the control and management of bullying in schools in the Tshwane West District of Gauteng Province.

Please ensure that teaching and learning process is not negatively affected.

A handwritten signature in black ink, appearing to read 'Mekwa'.

**MR MEKWA (MS)
DISTRICT DIRECTOR
TSHWANE WEST**

Making education a societal priority

Office of the Director – Tshwane West District
(Mabopane, Winterveldt, Ga-Rankuwa, Soshanguve, Kameeldrift, Rosslyn, Akasia, Pretoria North, Mountain View, Roseville, Capital Park, Hercules, Pretoria Gardens, Pretoria West, Lotus Gardens)
Private Bag X38, ROSSLYN, 0200 Tel: (012) 725 1300 Fax: (012) 725 1346
mothomone@gmail.com Rachel.Mekwa@gauteng.gov.za Web: www.education.gpg.gov.za

APPENDIX D

Kgotlelelang Primary School

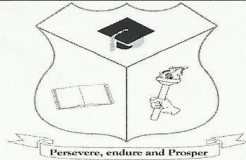
ENQ: DIBAKWANE I.S.

REF: 240788

☎ : (012) 720-6025

Cell: 076 875 5726

E-MAIL: dibakwane1@webmail.co.za



P.O. BOX 3
SOSHANGUVE
0152

25 August 2014

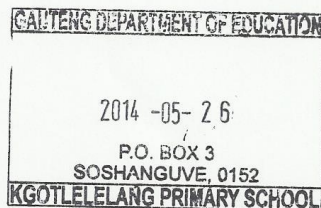
RE: Request to conduct research

Research topic:

The task and role of the School Management Team in the control and management of bullying in schools in the Tshwane West District of Gauteng Province.

Permission is hereby granted to conduct research in the above mentioned school.

Regards



APPENDIX E

17. Focus group interview protocol

FOCUS GROUP INTERVIEW		DATE: TIME:
VENUE: STAFFROOM		SCHOOL:
<p>AIM: To explore collective SMTs and educators' bullying management style in Tshwane West District and to provide schools with the opportunity to reflect on their bullying management style in relation to the code of conduct and anti-bullying policies</p>		
<p>A short welcome speech by the researcher:-</p> <p>Good afternoon ladies and gentlemen! You are all welcome to this interview, and please feel free to participate for your own benefit and that of the school. Remember that this interview is based on anonymity.</p>		
		Notes
17.1	What form(s) does bullying take in your school?	
	.	
17.2	How then, do you as a school manage bullying? Please explain	
17.3	Since corporal punishment has been abolished in terms of section 10 of SASA, how then do you, as a school deal with reported and repeated incidences of bullying by the same perpetrators?	
17.4	Explain the role of the SGB as well as the District with regard to bullying prevention in your school.	

17.5	In your opinion, as an educator who is in loco-parentis and exposed to first-hand information on bullying, what do you think could be done to curtail bullying incidences in your school?	
17.6	Explain how “cyber bullying” is managed in your school since learners have got access to cell phones and internet nowadays.	
17.7	What do you find more challenging in managing bullying in your school?	

Thank you

APPENDIX F

18. Focus group observation checklist

Date:/...../.....

School:

Individual-behavioural characteristics		1	2	3	4	5	6	7	8	9	10
1	Cooperative										
2	Attentive										
3	Dominating										
4	Impulsive answering										
5	Passive participation										
6	Silent										
7	Leading others										
8	Impressionist										
9	Competitive										
10	Disruptive of others										
11	Imitating others										
12	Facial expression										
13	Criticize										
14	Communication etiquette										
15	Respect others										
16	Appreciative of others										

APPENDIX G

COVER PAGE

THE TASK AND ROLE OF THE SCHOOL MANAGEMENT TEAMS IN THE CONTROL AND MANAGEMENT OF BULLYING IN SCHOOLS IN THE TSHWANE WEST DISTRICT OF THE GAUTENG PROVINCE

Dear Sir/Madam

The aim of the questionnaire is to explore the experiences of the School Management Teams and educators in the control and management of school bullying in the Tshwane West district of the Gauteng Province in the sampled schools. The results of the study will be used to improve the School Management Teams' implementation of safety policies in the Tshwane West district.

Your participation in the study will be highly appreciated. Participation in the survey is voluntary and you can withdraw your participation at any given time without any consequences or victimisation. Moreover, the information collected will be treated with confidentiality. Your anonymity and that of your school is fully guaranteed. Please answer all questions honestly. Use blue or black pen. Write legibly where possible.

INFORMATION REGARDING THE QUESTIONNAIRE:

- Kindly respond to all questions.
- Please answer all the sections as fully as possible.
- Please select only one option in the multiple choice questions.
- Section D contains both general and open-ended questions where the respondent can write his/her own point of view.

Thank you for your participation.

EDUCATORS QUESTIONNAIRE FOR SMT

FOR OFFICIAL PURPOSES

Respondent number: (FOR OFFICE USE ONLY)

--	--	--

SECTION A: BIOGRAPHICAL INFORMATION

Kindly complete the requested information by marking the in the appropriate box

1. Gender:

Male	1	<input type="checkbox"/>
Female	2	<input type="checkbox"/>

V1

2. Highest qualification obtained:

M+2	1	<input type="checkbox"/>
M+3	2	<input type="checkbox"/>
M+4	3	<input type="checkbox"/>
M+5	4	<input type="checkbox"/>
other	5	<input type="checkbox"/>

Please specify: _____

V2

3. Teaching experience:

0-5 yrs	1	<input type="checkbox"/>
6-10 yrs	2	<input type="checkbox"/>
10-15 yrs	3	<input type="checkbox"/>
20 yrs +	4	<input type="checkbox"/>

V3

4. Post-Level:

Educator	1	<input type="checkbox"/>
HOD	2	<input type="checkbox"/>
Deputy Principal	3	<input type="checkbox"/>
Principal	4	<input type="checkbox"/>

V4

<p>5. Phase currently teaching:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Foundation</td> <td style="padding: 2px; text-align: center;">1</td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 2px;">Intermediate</td> <td style="padding: 2px; text-align: center;">2</td> <td></td> </tr> <tr> <td style="padding: 2px;">Senior phase</td> <td style="padding: 2px; text-align: center;">3</td> <td></td> </tr> </table>	Foundation	1		Intermediate	2		Senior phase	3		<p>V5</p> <div style="text-align: right; margin-right: 20px;"><input style="width: 20px; height: 20px;" type="checkbox"/></div>																		
Foundation	1																											
Intermediate	2																											
Senior phase	3																											
<p>6. School Management experience:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">0 -5 yrs</td> <td style="padding: 2px; text-align: center;">1</td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 2px;">6 -10 yrs</td> <td style="padding: 2px; text-align: center;">2</td> <td></td> </tr> <tr> <td style="padding: 2px;">11-15 yrs</td> <td style="padding: 2px; text-align: center;">3</td> <td></td> </tr> <tr> <td style="padding: 2px;">16yrs +</td> <td style="padding: 2px; text-align: center;">4</td> <td></td> </tr> </table>	0 -5 yrs	1		6 -10 yrs	2		11-15 yrs	3		16yrs +	4		<p>V6</p> <div style="text-align: right; margin-right: 20px;"><input style="width: 20px; height: 20px;" type="checkbox"/></div>															
0 -5 yrs	1																											
6 -10 yrs	2																											
11-15 yrs	3																											
16yrs +	4																											
<p>7. Geographical location of your school:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Formal settlement</td> <td style="padding: 2px; text-align: center;">1</td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 2px;">Informal settlement</td> <td style="padding: 2px; text-align: center;">2</td> <td></td> </tr> <tr> <td style="padding: 2px;">Suburb</td> <td style="padding: 2px; text-align: center;">3</td> <td></td> </tr> <tr> <td style="padding: 2px;">Farm</td> <td style="padding: 2px; text-align: center;">4</td> <td></td> </tr> <tr> <td style="padding: 2px;">Township</td> <td style="padding: 2px; text-align: center;">5</td> <td></td> </tr> <tr> <td style="padding: 2px;">Town/City</td> <td style="padding: 2px; text-align: center;">6</td> <td></td> </tr> <tr> <td style="padding: 2px;">Village</td> <td style="padding: 2px; text-align: center;">7</td> <td></td> </tr> <tr> <td style="padding: 2px;">Other</td> <td style="padding: 2px; text-align: center;">8</td> <td></td> </tr> <tr> <td colspan="3" style="padding: 2px;">Please specify:</td> </tr> </table>	Formal settlement	1		Informal settlement	2		Suburb	3		Farm	4		Township	5		Town/City	6		Village	7		Other	8		Please specify:			<p>V7</p> <div style="text-align: right; margin-right: 20px;"><input style="width: 20px; height: 20px;" type="checkbox"/></div>
Formal settlement	1																											
Informal settlement	2																											
Suburb	3																											
Farm	4																											
Township	5																											
Town/City	6																											
Village	7																											
Other	8																											
Please specify:																												
<p>8. Type of school currently teaching in:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Primary</td> <td style="padding: 2px; text-align: center;">1</td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 2px;">Secondary</td> <td style="padding: 2px; text-align: center;">2</td> <td></td> </tr> <tr> <td style="padding: 2px;">Middle school</td> <td style="padding: 2px; text-align: center;">3</td> <td></td> </tr> <tr> <td style="padding: 2px;">Other</td> <td style="padding: 2px; text-align: center;">4</td> <td></td> </tr> </table>	Primary	1		Secondary	2		Middle school	3		Other	4		<p>V8</p> <div style="text-align: right; margin-right: 20px;"><input style="width: 20px; height: 20px;" type="checkbox"/></div>															
Primary	1																											
Secondary	2																											
Middle school	3																											
Other	4																											

<p>9. Number of workshops attended on “learner safety and/or discipline” in the last three years:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td style="width: 30px; text-align: center;">0</td><td style="width: 30px; text-align: center;">1</td><td style="width: 30px;"></td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">2</td><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">3</td><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">4+</td><td style="text-align: center;">5</td><td></td></tr> </table>	0	1		2	2		2	3		3	4		4+	5		<p>V9</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: auto; margin-right: auto;"></div>																					
0	1																																				
2	2																																				
2	3																																				
3	4																																				
4+	5																																				
<p>10. Language used in school meeting sessions:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr><td style="width: 30px;">Afrikaans</td><td style="width: 30px; text-align: center;">1</td><td style="width: 30px;"></td><td style="width: 30px;">IsiZulu</td><td style="width: 30px; text-align: center;">7</td><td style="width: 30px;"></td></tr> <tr><td>English</td><td style="text-align: center;">2</td><td></td><td>IsiXhosa</td><td style="text-align: center;">8</td><td></td></tr> <tr><td>Sepedi</td><td style="text-align: center;">3</td><td></td><td>IsiNdebele</td><td style="text-align: center;">9</td><td></td></tr> <tr><td>Setswana</td><td style="text-align: center;">4</td><td></td><td>Tshivenda</td><td style="text-align: center;">10</td><td></td></tr> <tr><td>Sesotho</td><td style="text-align: center;">5</td><td></td><td>Xitsonga</td><td style="text-align: center;">11</td><td></td></tr> <tr><td>SiSwati</td><td style="text-align: center;">6</td><td></td><td>Other</td><td style="text-align: center;">12</td><td></td></tr> </table>	Afrikaans	1		IsiZulu	7		English	2		IsiXhosa	8		Sepedi	3		IsiNdebele	9		Setswana	4		Tshivenda	10		Sesotho	5		Xitsonga	11		SiSwati	6		Other	12		<p>V10</p> <div style="border: 1px solid black; width: 20px; height: 20px; margin-left: auto; margin-right: auto;"></div>
Afrikaans	1		IsiZulu	7																																	
English	2		IsiXhosa	8																																	
Sepedi	3		IsiNdebele	9																																	
Setswana	4		Tshivenda	10																																	
Sesotho	5		Xitsonga	11																																	
SiSwati	6		Other	12																																	

SECTION B: Perceptions/views on school safety policies

Kindly complete the requested information by marking the in the appropriate box

- 1- SD - Strongly disagree
- 2- D - Disagree
- 3- NS - Not sure
- 4- A -Agree
- 5- SA - Strongly agree

(a) Perceptions on implementation of school-safety rules

		1	2	3	4	5		
1	The school is effectively implementing the code of conduct and anti-bullying policies.						V11	
2	The SMT receives support from the SGB in implementation of school rules.						V12	

3	Educators receive support from the SMT in implementing safety rules.						
4	The district is supportive of SMT and brings new approaches in the implementation of learner safety policy.						
5	The SMT initiates activities that improve learner discipline in the school.						
6	Educators are fully engaged in the safety policy implementation process.						
7	The school organises internal workshops on learner safety.						
8	The principal supervises educators' work and keep records of learner misconducts.						
9	Implementation of safety rules provides good leadership goals in the school.						
10	Discipline maintenance achieves high motivation for educators and learners.						

V13

V14

V15

V16

V17

V18

V19

V20

SECTION C: Knowledge on school safety policy

(b) Goals of safety policies in school

		1	2	3	4	5
1	Discipline goals are clear and measureable.					
2	Discipline goals are achievable and realistic.					
3	SMT and educators are clear about the goals.					
4	The SBG is clear about goal expectations.					
5	The safety goals are precise.					
6	There is monitoring of programmes on discipline goals.					
7	The disciplinary committee has been established.					
8	Discipline goals encourage good behaviour.					
9	Monitoring and improvement of safety resources is done continually.					

V21

V22

V23

V24

V25

V26

V27

V28

V29

10	Developmental workshops in learner control are being conducted.							V30	
<i>(c) Benefits of implementing school-safety policies</i>									
		1	2	3	4	5			
1	This encourages and promotes acceptable behaviour.							V31	
2	It promotes teacher learner respect.							V32	
3	It reduces violence among learners							V33	
4	It controls and manages bullying behaviour.							V34	
5	It improves the quality of teaching and learning.							V35	
6	It supports good classroom practice all time.							V36	
7	It helps to monitor learner attendance.							V37	
8	It improves school-community relationship.							V38	
9	It enhances classroom and period attendance.							V39	
10	It contributes to the SMT knowledge in controlling bullying.							V40	
11	It improves learner supervision at breaks.							V42	
12	Learners become more disciplined.							V43	
13	It encourages the availability of classroom policies.							V44	
14	Learners acclimatize to positive discipline.							V45	
15	Educators form part of the decision-making power in violence management.							V46	
<i>(d) Resources and skills in violence prevention</i>									
		1	2	3	4	5			
1	The provision of safety policies is in line with learner behaviour in school.							V47	
2	Learners are being issued the code of conduct.							V48	
3	Classroom policies are being established.							V49	
4	ELRC documents can be accessed.							V50	

5	Effective and efficient use of safety policies is practised.							V51	
6	There is commitment towards school mission and vision.							V52	
7	Learners and parents are clear about school goals.							V53	
8	Safety policies display positive characteristics towards attainment of good conduct.							V54	
9	Learner representatives are being established.							V55	
10	Staff experience benefits of safety policies.							V56	

SECTION D: GENERAL

(a) How efficient and effective are school rules and code of conduct for learners being implemented at your school?

(b) What support does your school receive from the district in relation to violence prevention?

(c) How do educators in your school perceive the management and implementation of safety rules?

(e) What challenges have you experienced in implementing school rules and code of

conduct for learners at your school?
(d) What do you recommend should be done by both the education department and the district to support the SMT to curtail bullying at your school?

THANK YOU

APPENDIX H

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02 January 2015

TO WHOM IT MAY CONCERN

This letter serves to confirm that I have edited and proofread Mr A. M. Sebola's dissertation entitled: **"THE TASK AND ROLE OF THE SCHOOL MANAGEMENT TEAM IN THE CONTROL AND MANAGEMENT OF BULLYING IN SCHOOLS IN THE TSHWANE WEST DISTRICT OF THE GAUTENG PROVINCE."**

I found his work easy and enjoyable to read. Much of my editing basically dealt with obstructionist technical aspects of language which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I also formatted the dissertation. I hope that the work will be found to be of an acceptable standard. I am a member of Professional Editors Group and also a lecturer in the Department of English at the University of South Africa.

Thank you.

Hereunder are my particulars:



Jack Chokwe (Mr)

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Professional
EDITORS
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