

**MIDLANDS STATE UNIVERSITY**

**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS MANAGEMENT AND  
CURRICULUM STUDIES**



INTERROGATING THE EFFECTS OF BULLYING AMONGST EARLY CHILDHOOD  
EDUCATION LEARNERS, CASE OF CHIKURUBI PRISON PRIMARY SCHOOL IN  
EPWORTH/ MABVUKU/ TAFARA DISTRICT (EPMAFARA)

BY

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## **DECLARATION**

I Metha Portia N. hereby declare that this research project is the result of my own investigation and research, except to the extent indicated in the Acknowledgements, References and Acknowledged sources in the body of the report and that it has not been submitted in part or in full for any other degree to any other university.

## **ABSTRACT**

The researcher carried out a study on how parents were involved in their children's academic learning through homework with grade one learners at Nhamburiko Government School in Mabelreign-Warren Park District. The study will assist the researcher, parents and teachers to know the views of parents regarding homework. The reviewed literature answered the research questions in the order they were presented. The researcher used qualitative research design which enabled her to use questionnaires and interviews to collect data. Data presentation was done through the use of themes. The analysis, interpretations and discussions deriving from the data were subsequently carried out. The sample for the study was made up of nine parents of grade one green. The findings of the study revealed that parents participated in their children's homework even though some had challenges with the new curriculum and did not have the required text books. The researcher recommended that the school should engage parents in children's homework through workshops. The school was also recommended to partner with corporate world in order to get assistance for purchasing new curriculum text books and materials to use.

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## **DEDICATION**

This project is a special dedication to my loving husband, Fungayi Jani, my lovely children Mayibongwe Jani and Marvellous Jani.

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# CHAPTER I

## THE PROBLEM AND ITS CONTEXT

### 1.0 Introduction

The basis of this chapter was to provide information on the background of the study, statement of the problem, research questions, significance of the study, delimitations of the study, limitations, assumptions, as well as definition of key terms as they were stated in the research study. A summary was also drawn at the end of this chapter. According to a recent research done by Saracho (2017) bullying is a serious problem that affects the young children's well being and some educators find it difficult to manage bullying in the classroom. The researcher interrogated bullying amongst Early Childhood learners and why it has become a cause of concern in Zimbabwe's infants educational level.

### 1.1 Background of the study

Bullying has been recognised as a cause of concern globally, regionally and at local level. As such Moyo (2012) observes that it has become the norm to anticipate the occurrence of bullying at varying degrees of severity. Research carried out by Helgeland (2017) suggests that bullying does occur at kindergarten level, prompting a need for educational authorities to deal with bullying at earliest levels. According to Helegeland (2017) the extent of bullying in Norway and other Scandinavian countries for example, in Finland is estimated to be about twelve percent which is a minimum percentage reflecting the effectiveness of the Anti Bullying laws in Norway. The United nations Educational, Scientific and Cultural Organisation (UNESCO) (2016) states that Finland emphasises investment in teachers and the overall school climate, stressing the importance of equipping teachers to take steps in preventing and stopping bullying within the school setting. Norway law makers have taken action to prevent bullying and protect children through laws and policies.

UNESCO (2016), points out that in 2004 Korea established the anti-school violence and bullying law on the prevention of and counter measure against violence in its schools. The purpose of the law is to protect the human rights of students and raise the students as healthy members of the society. According to a research by Eduarda (2014) done in the Korean schools, 60% of the population support the anti-violence school law.

The severance of the incident of bullying has seen states/countries coming up with policies on bullying. United Nations Educational, Scientific, and Cultural Organization (2016) points out that in Australia the National Safe Schools Framework (NSSF) was developed in 2008 to promote the national approach to combating bullying and violence in schools. NSSF is legislated under the schools assistance Act 2004. According to World Health Organisation (2016) in Australia a program called ‘bullying no way’ aims to help prevent and reduce cyber bullying through an educational website for Australian school communities and the public. It provides online curricula and other resources to support schools with bullying prevention work and cyber safety resources and information for children, parents and teachers. Rigby and Johnson (2017) of the University of South Australia carried out a study on the prevalence and effectiveness of anti bullying strategies in Australian schools. Data was collected in six states/territories from 1688 students, 25 schools, 167 parents and 451 teachers. Each of the 25 schools consulted had an anti bullying policy but 50 % of students and 30% of parents were unaware that their school had such a policy. This was because there were no discussions about the policy done to conscientize the people. Findings were also that the prevalence of bullying in schools has reduced in recent years. This reflects that there is compliance on the anti bullying policy in the Australian schools.

United Nations Educational Scientific and Cultural Organisation (UNESCO) (2006) states that in Sweden, the 2009 Discrimination Act and Education Act prohibit any forms of discrimination and bullying in schools. The Swedish Education Act along with the Swedish

Discrimination Act strives to protect children and students from discrimination and degrading treatment amongst students. In essence, the principals of pre schools and adult education programs are responsible for enforcing prohibitions against discrimination and degrading behaviour and for promoting equal treatment. In 2006 Sweden appointed its first child and school representative who is tasked with providing information about the discrimination act, helping schools to prevent bullying, overseeing schools efforts and representing students who have been bullied. The representative is part of Swedish Schools Inspectorate, the government agency tasked with schools inspections. All students have access to a school doctor, nurse, psychologist and school welfare officer at no cost.

Henriksson (2015) adds that the new Swedish Education Act of 2011 contains basic principles and provisions for compulsory and further education, preschool, preschool year, out of school care and adult education. It promotes greater oversight, freedom of choice and student safety and security as well as safe and friendly environments for students. According to UNESCO (2006) the Education Act states that schools have an obligation to investigate and report all incidents of bullying and to have an annual plan to prevent and address it. The Act also prohibits reprisals against those who report incidents of bullying and the right to damages if a school does not comply with the regulations. A research by Henriksson (2015) studied bullying in Europe and North America. Data was gathered for a 2009-2010 World Health Organisation survey in which children aged between four to six and eleven to twelve were interviewed on their experiences on bullying, the findings were that less than twenty Swedish school children experienced bullying, making it a country with the least number of people bullied. The findings showed that the Swedish comply with the anti bullying laws of their country resulting in the low incident of bullying in schools.

The challenge of bullying has also been observed in various African countries as well as making the incident a cross country issue in all nations and communities. Laas and Boezaart

(2014) carried out a research on bullying and they found out that in South Africa countless children are subjected to bullying at schools and a myriad of South African constitutional rights were being infringed upon when bullying occurs, and the problem was escalating. Laas (2012) points out that the South African government came up with, the Children's Act 38 of 2005 which aims at providing structures and means for monitoring and promoting physical, emotional, psychological and social wellbeing for children as well as eradicate bullying in schools. A study by UNISA (2012) with a sample of three thousand three hundred and seventy one learners, one thousand one hundred and fifty eight learners had been victims of bullying, 53% being emotional bullying and being more prevalent, 38,4% being victimized physically and 16% socially, 2,8% victims of verbal bullying. The UNISA (2012) argues that due to the anti bullying laws in South Africa there has been a significant decline in the rate at which bullying prevailed.

In a similar move to address the incident of bullying, Wood (2015) highlights that the Zambia Civic Education Association (ZCSA) works to promote and protect children's rights through civic education. Through this child participation programme, it supports children's rights clubs that empower children by raising their awareness on their rights. According to United Nations (2016) action to address school violence and bullying is also an essential component of other international conventions and commitments, including the Convention on the Rights of the Child, which obliges states to ensure that children are protected from violence and ensures their protection.

In 2006 a baseline study by the United Nations on the formation of Child Rights Clubs (CRCs) was done in Zambian schools. This was done to ascertain the feasibility and sustainability of forming CRCs in schools. The major objective of the study was to collect baseline information on children's rights issues from central Copper belt and Lusaka provinces of Zambia. The findings of the study showed that in every school visited, there was

a facilitator whose role was to facilitate the activities of the clubs. The findings also showed that there was a high level of participation of children in CRCs clubs. Research by Wakunuma (2008) studied violence in schools as part of the Plan Zambia/plan Norway, NORAD Funded Child Survival project. The study was carried out in four districts of four different provinces namely Chadza in Eastern province, Chibombo in Central province, Mansa in Luapula province, and Mazabuka in Southern province. The findings of the research revealed that laws and policies show how the system in some ways falls short of ensuring protection of children from violence to a maximum extent possible. The study also observed that poor enforcement of bullying laws for example, reporting on bullying remains limited for fear of reprisal. The study also showed that bullying go unnoticed because it is considered a socialisation issue by the pupils and school authorities don't feel quickened to deal with it until the situation gets out of hand and becomes disruptive to school undertakings.

The Global status report on research done by the United Nations (2016) points out that in Ghana , bullying was identified as compromising children's safety in school. To tackle it, guidance and counselling for teachers was done, a toolkit has been developed for families and communities, and the participation of children has been developed.

The Zimbabwean schools have not been spared from this rife incident of bullying. The Herald (2014) argues that bullying is every parent's biggest fear in Zimbabwe. There are 77.7% cases of bullying in schools and sadly at times school authorities actually sweep them under the carpet. According to UNICEF baseline survey (2014) in Zimbabwe 33% of females and 9% of males reported experiencing bullying. Bullying is wrong and harmful so there should be ways put in place that can be used to regulate such kind of behaviour. Any forceful or coercive and potentially damaging practise is bullying and should stop. Although Zimbabwe is also governed by the convention on the rights of the child, Phiri (2014) states

that in Zimbabwe bullying issues are of concern since there is no legislation to regulate bullying issues in schools. It is on this account on the non existence of laws concerning bullying in schools that the researcher set out to interrogate bullying at Early Childhood Education and establish the importance of the Zimbabwe government to have school policies governing bullying in schools in order to end the incident of bullying in both the primary and secondary schools.

## **1.2 Statement of the problem**

In Zimbabwe Early childhood Educators are faced with challenges on how to curb bullying since there is no policy put in place concerning bullying in schools. According to Phiri (2014) bullying has to be eradicated at the early ages of learners through the use of anti bullying policies, because if not dealt with it may be difficult to deal with it at a later stage. According to Coltart (2009) a recent study reveals that there are alarmingly high levels of bullying taking place within our schools. This shows that bullying affect the Zimbabwean schools to a greater extent. Instead of bullying taking place in schools, there should be development of anti bullying clubs and awareness campaigns on bullying as well as formulating intervention models on bullying at school level. Therefore, there is need for the Zimbabwe government to put in place anti bullying policies in schools.

## **1.3 Purpose of the study**

The purpose of this study was to interrogate the effects of bullying amongst Early Childhood learners at Chikurubi Prison Primary school which is in Epworth /Mabvuku/ Tafara (EPMAFARA) district in Harare Metropolitan Province.

## **1.4 Research questions**

### **1.4.1 Central research question**

What are the effects of bullying amongst ECE learners at Chikurubi Prison Primary School in EPMAFARA district?

### **1.4.2 Sub research questions**

1.4.2.1 What is the meaning of bullying?

1.4.2.2 How do ECE learners exhibit bullying?

1.4.2.3 What factors contribute towards ECE learners bullying tendencies?

1.4.2.4 How does bullying compare between males and females at ECE level?

1.4.2.5 To what extent does bullying affect ECE learners?

1.4.2.6 What strategies can be implemented to mitigate against bullying in schools?

## **1.5 Significance of the study**

The importance of this study was an attempt to bring to light the existence of bullying at Early Childhood Education (ECE) level in order to come up with possible strategies to curb bullying in the school. The findings of the study are anticipated that they will assist the government to realise the need to come up with anti-bullying policies in schools that will help eradicate bullying. This perceived significance is supported by Fekkes (2006) who argues that anti bullying school policies have positive effects in dealing with bullying. The research will also give parents and teachers an insight on how to deal with bullying. The study will be beneficiary to school authorities as they will stand guarded by the recommendations which outline how to mitigate against bullying amongst ECE learners.

This research has faith that the results of the study will impact on reduction of bullying as it will stand guided by Rigby (2002) whose research indicates that early intervention is the most effective approach as aggressive and passive patterns of behaviour can be well established by the age of eight. Critical periods for intervention also occur when new bullying behaviours emerge. The study will also help the teachers to come up with relevant teaching strategies that help minimize bullying. The learners are not left out as far as benefiting was concerned since they will be able to understand the need for cooperative play and the dangers of bullying at any given time, this proposed strategies will ensure attitude change amongst the ECE learners.

### **1.6 Delimitations of the study**

The research was carried out at Chikurubi Prison Primary School which is located in the Chikurubi maximum prison complex. The research involved the twelve ECE classes comprising of thirty learners altogether, five learners from each class from ECE A up to Grade two, ten ECE teachers, the teacher in charge, the deputy head as well as the school head. Education officers were not involved in this study because the research findings were only to be confined to Chikurubi Prison Primary School. A mixed method research design was used to carry out this research.

### **1.7 Limitations**

The study was carried out at one school in the district of Epworth/ Mabvuku/ Tafara (EPMAFARA) and this meant that the findings were not to be generalised to other schools in the same district. Time frame was also a limitation to the study because of the deadline to submit the project which was quickly approaching before the researcher had collected data that had to be analysed before the deadline. The data analysis needed ample time to be collected, analyzed and interpreted. The research only focused on ECE grades leaving out other grade levels.



## **1.8 Assumptions**

The researcher assumed that the school administration, teachers, Early Childhood Education learners as well as the parents would be supportive in carrying out this research and that they would give the required information. The researcher also assumed that bullying takes place at ECE and that all the learners in one way or the other have been bullies, bullied or have been bystanders when bullying took place, such that generation of data was assured would follow a smooth flow.

## **1.9 Definition of terms:**

The following terms were used in the research and were defined as follows.

### **1.9.1 Bullying**

According to Eaton (2010) bullying is aggressive behaviour that is intentional and that involves an imbalance of power or strength and is typically repeated over time. Bullying is repeated aggression, verbal, psychological or physical, conducted by an individual or group against another (Dublin, 2001). Therefore, in relation to this research bullying will refer to repeated verbal physical, social or psychological behaviour that is harmful and involves the use of power by an individual or groups towards one or more persons amongst ECE learners at Chikurubi Prison Primary School in Harare.

### **1.9.2 Early Childhood Education**

Lewis (2017) states that the term Early Childhood Education (ECE) is a term that refers to educational programs and strategies geared towards children from birth to the age of eight. This time period is widely considered the most vulnerable and crucial stage of a person's life. According to Wood (2015) ECE is a branch of education theory which relates to the teaching of young children (formally and informally) up until the age of about eight. Therefore, in

relation to this research ECE will refer to learners who are aged between three to eight years, that is, from ECE class A up to grade two. The concept will be studied in relation to the occurrence of the incident of bullying amongst learners.

### **1.9.3 Behaviour**

According to Bergner (2011) behaviour is a response of an individual or group to an action, environment, person or stimulus. It is the way in which one acts or conducts one self, especially towards others. Davis (2015) defines behaviour as the range of actions and mannerisms made by individuals in conjunction with themselves or their environment, which includes the other systems or organisms around as well as the physical environment. Therefore, behaviour can be defined as the way one acts in various situations in relation to the environment surrounding him or her.

### **1.9.4 Research**

Nicholson (2011) defines research as a careful and systematic investigation in some field of knowledge, undertaken to establish facts or principles. According to Clarke and Clarke (2017) research can be defined as a careful and systematic, and objective investigation conducted to obtain valid facts, draw conclusions and established principles regarding and identifiable problem in some field of knowledge. Therefore a research is a systematic investigation with an objective done to obtain actual facts and come up with relevant conclusions.

### **1.9.5 Attitude**

Cunningham (2009) defines attitude as a favourable or unfavourable evaluative reaction toward something or someone, exhibited in one's beliefs, feelings, or intended behaviour. Attitude is affective feelings or emotions that something evokes. Jain (2017) says attitude is

relatively lasting clusters of feelings. From the above definitions attitude can be defined as the way one feels about someone or something or a particular opinion or feeling.

### **1.10 Chapter Summary**

The researcher sought to probe into the problem of bullying since it is a growing phenomenon that has both long and short term effects on the ECE learners. The research also looked on the benefits of this study to various stakeholders within the ECE School set up. This chapter looked at the boundaries of the study (delimitations) and the constraints the researcher faced during the course of the study. The chapter also looked at the definition of key terms that were used in the research. The next chapter focuses on the review of related literature.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter draw the link between the research topic and other related studies done by different authorities on bullying, causes of bullying behaviour, strategies on preventing bullying behaviour, gendered nature of bullying and forms of bullying behaviour. For a clearer articulation of this literature, the study will draw from the Global, Regional, and Local examples of researches that have dealt with the challenge of bullying in primary schools amongst ECE learners.

#### **2.1 CONCEPTUALIZING BULLYING**

##### **2.1.1. Understanding the concept bullying**

According to Hymel and Swearer (2013) bullying is an intentional act and conscious desire to hurt, threaten and frighten someone. A child who has bully tendencies is said to intentionally harm the victim. It is not generally considered a random act not a single incident. Rather, a child is repeatedly picked on by another child or is the target of harassment from a whole group of children with such bullying tendencies. Saracho (2017) is of the view that bullying is a serious problem that affects the young children's well being and some Early Childhood Educators usually find it difficult to manage bullying in the classroom. Preschool is the first environment outside the home setting where children encounter difficulties when they socially interact with their peers so they tend to experience bullying experiences from and to their peers.

David, Lonsing, Velibar and Bobo (2016) carried out a research to see if bullying exists in pre schools so as to prove their assumption that bullying prevails in pre schools. A total of

fourteen parents and eighty one preschool workers participated in a survey regarding their perspectives towards the existence of bullying in pre schools, interpretations of bullying, the roles of bullies and victims and gender differences. Their finding suggested that responses from participants suggests that bullying does occur in preschool. The interrogation of the effects of bullying amongst ECE learners at Chikurubi Prison Primary school sought to establish the incident of bullying in Zimbabwean schools particularly at Chikurubi Prison Primary school.

### **2.1.2 The incident and occurrence of bullying**

Baldry and Farrington (2000) says bullying is when a person is picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing. Olweus(2011)postulates that bullying behaviours are those behaviours which are repeated over time by an individual or a group and which are intentionally hurtful in a direct or indirect manner against a person who has difficulty defending him or herself.

### **2.1.3 Peer bullying**

The other finding showed that bullying resulted from peer influence, modelling and socialisation. 54% of peers spent their time reinforcing bullies by passively watching and 21% actively modelled bullies while only 25% reported bullying. Espelage and Asidao (2001) concluded the student's opinion on why children harass each other, identify perpetrators of bullying and how adults intervene and their thoughts on what should be done about the problem. The research findings were that the element of power is an integral component of bullying as bullying behaviours are more systematic and self initiated as learners who bully carefully selects their victims and create encounters in which they can control others.

Another research by Helgeland and Ingrid (2017) suggests that bullying does occur in the kindergarten and that the extent of bullying in Norway and other Scandinavian countries for example, in Finland it is estimated to be about twelve percent. Helgeland and Ingrid (2017) used a qualitative approach and individual interviews and focus group interviews with thirty one children five year olds in four different kindergartens. They also used observations of four to five year olds in the same kindergartens with one hundred and forty two in total. Results of the research showed that the children describe bullying as doing or saying something mean. For example, they cited an incident where a student named Grace (not real name) had visited the zoo and when she came back she started calling her friends with animal names and this made them unhappy. This research will sought to probe if name calling in relation to animals, objects or other people at ECE does not go well with the learners.

. Dublin (2001) is of the view that bullying is a behavioural problem which affects the lives of thousands of school children and their families. According to Olweus (1996) a child is subjected to bullying when he or she is being exposed, repeatedly and over time, to abuse or harassment by one or more students. The goal of the bully is to gain power over and dominate other individuals. As such this study endeavoured to bring out the attributes of children with bullying behaviours proffering suggestions or recommendations on how the ECE learners can be counselled to desist from such behaviour.

Espelage, Bosworth, and Simon (2008) point out that new bullying behaviours emerges across all education levels and interventions at each level are needed to ensure that emerging behaviours are addressed before they become ingrained. Research by Espelage et al (2008) in a survey of students aged four to fourteen in sixteen Toronto kindergarten schools to grade eight had findings showing that 15 % of students reported being bullied, others more than once or twice during the term. Another study of children aged four to eleven found out that bullying in schools occurred quite regularly and 9% of bullies reported bullying others every

week. These studies concluded that bullying is happening in Canadian students and like in any other country in the world bullying is at rates and frequencies that cannot be ignored.

## **2.2. Components of bullying**

### **2.2.1. Physical and psychological components**

According to Cohn and Canter (2003) bullying has two key components namely physical or psychological intimidation occurring repeatedly over time and power imbalance. Bullies engage in hurtful behaviour against those who cannot defend themselves because of size or strength, or because the victim is out numbered or less psychologically resilient. Therefore, bullying is the process of intimidating or mistreating somebody weaker or in a more vulnerable situation. Research has highlighted that bullying is made up of two major elements namely repetition and power. These elements are shown by the possession of power by an individual over the other. In support the research by Smokowski and Kopasz (2005) states that this notion of power imbalance often the perpetrators use bullying as a means to establish dominance or maintain status.

## **2.3 Forms of bullying**

Child (2007) argues that bullying takes many forms, but generally consists of direct physical action (For example, hitting, tripping, pushing, nipping, stealing belongings) direct verbal abuse (For example, aggressively demanding something, name calling, incessantly taunting and poking fun) and indirect verbal abuse (For example, spreading rumours). In support Kamen (2007) says there are three main types of bullying which are physical (hitting, kicking, taking belongings), verbal ( name calling, insulting, making offensive remarks) and indirect (spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, and sending malicious electronic mails and text messages on mobile phones. Olweus (2011) points out that bullying can be divided into a number of

categories. The types include direct bullying, indirect bullying, sexual bullying, cyber bullying, as well as racial and religious discrimination. According to an article by Yang (2012) in the *European Journal of Developmental Psychology* titled *The Extent to which bully victims in comparison to pure bullies and pure victims are perpetrators and targets of verbal, physical, and incident bullying*. The study sample included nineteen thousand eight hundred and sixty nine students from grade one up to grade eight. The findings revealed that bully victims perpetrated significantly more physical and verbal bullying than pure bullies. They also tended to score higher than bullies but not in indirect bullying. This research intended on addressing the importance of including bullying as a topic in the ECE syllabi.

### **2.3.1 Verbal bullying**

This is when a person uses words to hurt someone's feelings. For example, teasing or name calling, making fool of someone (Baldry and Farrington, 2000). Kamen (2007) adds that verbal bullying is common among girls. Boys experience more physical violence than girls. Research by Daljevic (2014) in the *Blog of Early Childhood Education* titled *verbal bullying in schools in the United States elementary schools* shows that verbal bullying is the most common type of violence in schools. The research brought out an incident observed by the researcher where a student named Luka (not real name) was very young and had a disability. During one visit to a kindergarten in which there was no group for children with special needs, the kids immediately started pointing fingers at him and made inappropriate jokes.

More and Hillary (2012) in the *Irish Journal of psychology* titled *bullying in Dublin Schools* carried a study to discover the nature of incidence of bullying in Dublin primary schools. Seven hundred and eighty three children (two hundred and eighty five boys and four hundred and ninety eight girls) in four national schools of Dublin were interviewed about their experiences of being bullied and bullying others. The most common types that were reported were verbal bullying, physical bullying and rejection. The study also found out that overall



10.5% of the children reported they were involved in serious verbal bullying either as the bully or the victim. These figures indicated an incidence that is twice as high as in other North European countries.

More and Hillary (2012) add that verbal bullying can leave children feeling angry, frightened and powerless. If children are unable to share their feelings with someone else, verbal bullying can leave them emotionally bruised and physically exhausted. Verbal bullying can affect someone in emotional and psychological ways. This type of bullying can lead to low self esteem, as well as depression and other problems. It can aggravate problems that a victim can reach a point where the victim is depressed. Research by Borgart (2014) in the journal of paediatrics titled *Bullying has Lingering Effects on Children's Mental Health in Los Angeles, Houston and Birmingham*, amongst four thousand and three hundred students. The research findings were that 30 % of the students had been bullied. Most frequent forms of bullying identified were kicking and pushing. The findings also showed that bullying' emotional scars remain long after the teasing and taunting stopped given that the participants showed emotions to what had happened to them in the previous years. A child who had been bullied in distant past had lasting psychological wounds and their mental health scores declined over time. Wylie and Hopkins (2006) are of the view that verbal bullying is the most common form of bullying and includes name calling, insults, teasing, intimidation and racist remarks. Snow (2014) did a research from which data showed that 14.6% of children ages 2-5 had been teased (verbally bullied). This research verified whether verbal bullying is influenced by the environment in which the ECE learners live.

### **2.3.2 Physical bullying**

This form of bullying is often the easiest to identify it often involves some sort of physical act like hitting, shoving, kicking, destroying property or stealing property (Gordon, 2013). Espelage, Mebane and Adams (2004) propounds that physical bullying is when a person uses

their body intentionally to cause harm. This involves hitting, pinching, shoving, pushing, poking, grabbing another person's body or even taking another child's toy or personal belonging. Studies of bullying note that there are short and long term consequences of physical bullying on both perpetrators and victims of bullying. They posit that learners who are chronic victims of bullying experience more psychological and physical problems compared to their peers who are not prone to bullying. Research by Fullchange and Furlong (2016) in SAGE journals titled *Effects of Bullying and Victimization from a Complete Mental Health Perspective*, was done in California by conducting a Healthy Kids Survey which was administered to fourteen thousand learners. The findings were that chronically victimized students may as adults be at increased risk for depression, poor self esteem and other mental health problems. In support one longitudinal study by Kirves and Sajaniemi (2012) discovered that the bodies of bullied children may develop a chronic state of inflammation between the physical state and how often the children felt they were being bullied.

Espelage and Holt (2001) states that some bullies attack their targets physically, which can mean anything from shoving or tripping to pushing, hitting or even sexual assaults. Dublin (2011) adds that physical bullying is often written off as 'horseplay', 'pretend', or 'just a game' when challenged. In a research by Storey and Slaby (2013) cited in their book titled *Eyes on Bullying in Early Childhood*, there was an incident where a five year old named Vicky waited for all her friends to get their lunch and sit at the table. She then asked them to raise their hands if they liked chocolate. She raised her hand and everyone followed. Next she said "raise your hand if you like spaghetti" she raised her hand and once again everyone else did. Finally she said "raise your hand if you like Carmen", she did not raise her hand and neither did any of the other girls at the table. Carmen was seated near the end, and he began to cry. While children can and do rough play, in this case of bullying be aware that these

'games' can be a precursor to vicious physical assaults. Both boys and girls indulge in physical bullying, boys perhaps more so as they have a greater tendency towards physical aggression.

According to a research done by Vlachou, Botsoglou, and Andreou (2013) The research studied the prevalence rates of bullying in preschool children using multi method approach. One hundred and sixty seven participants were preschool children aged between four and six years and eight classroom teachers. Measures were four forms of bullying namely, verbal, physical, relational bullying and spreading rumours. Data was collected through peer nominations, self and teacher reports and natural observations. Findings were that the frequencies of bullying episodes varied greatly according to source of information and also that the forms of bullying were physical bullying (that is hitting, pushing, pulling, punching or forcibly taking objects), verbal bullying ) that is, antagonistic teasing, mean names, verbal threats of harm or insult not expressed at friendship status, that is shut up! Chicken!

According to Wylie and Hopkins (2006) a research by Afroz, Jan, Hwain and Shafqut (2015) in the journal of education and practice titled Bullying in Elementary Schools, was done to understand the nature of bullying and 10 teachers and 40 students were constituted as sample of the study. Simple random sampling technique was used to select respondents and restricted response questionnaire was used as research tool for the collection of data about prejudice based bullying in schools. Findings of the study highlighted the nature and various causes of bullying and also that physical bullying includes any physical act, which results in hurting or injuring the target. Examples include kicking, hitting and punching. Taking something that belongs to someone else and destroying it, is also considered a type of physical bullying. Boys tend to engage more in physical bullying than girls. The researcher investigated on whether physical bullying is caused by inborn traits at ECE level.

### **2.3.3 Relational aggression**

This is another form of bullying. Baldry and Farrington (2000) say this type of bullying is insidious and uses relationships to control or hurt other person. Some common tactics of relational aggression including, excluding or ostracizing other people, talking behind another person's back, spreading rumours and lies, participating in gossip. Relational aggression is especially hurtful because it deprives the children of the opportunity to form meaningful connections with their peers- something which is especially important during the twee and teen years.

Research done by Kirves and Sajaniemi (2012) studied the prevalence of bullying in early educational settings in Finnish kindergartens, the focus was on whether bullying in kindergartens differs from school bullying and what forms of bullying takes place among preschool learners. Two kinds of data were collected for the study .The research findings indicated that systematic bullying does occur among under school age children. Interviews showed that bullying among preschool children appears to be rather similar phenomenon to that of school bullying. According to the study 12.6% of children aged three to six years in day care were involved in bullying in one way or the other. Most common form of bullying was exclusion from peer relationships. Children also talked about bullying as an everyday phenomenon and its context varied only slightly from adult school.

- **Strategies to mitigate against relational bullying**

Dailey, Frey, Andy and Walker (2015) did a research on the development, prevention and intervention strategies to address Relational Aggression in Early Childhood School Settings. The study was done across urban, suburban and rural schools along with various ethnic, racial and socio economic groups. it targeted specific groups at risk of developing Relational Aggression such as girls and their findings indicated that girls are most likely to use name

calling, teasing, rumours, rejection and taking personal belongings. Based on these findings girls do seem to relational aggression more than boys

Wylie and Hopkins (2006) go on to say that this type of bullying is carried out behind the target's back but in the presence of others. It is designed to harm the target's social reputation and or cause humiliation through isolating or ostracizing, spreading lies and rumours about the target, making humiliating facial or physical gestures and menacing looks, playing nasty jokes meant to embarrass and humiliate. A study by Risser (2013) in the journal of psychology in schools examined the relative and combined associations among Relational Aggression in ECE learners and children's academic performance. The study included 1,067 children (50% males) and the findings showed that for girls Relational Aggression was negatively associated with school performance while statistically controlling for both victimization of overt Aggression as compared to boys. The findings also showed that relational bullying include hurtful mimicking and teasing as well as encouraging others to ignore or socially exclude the target child.

#### **2.4 The gendered nature of bullying amongst ECE learners**

According to Story and Slaby (2013) both boys and girls engage in a wide variety of bullying related behaviours by about the age of three. For boys it is more common to deliver and receive direct forms of physical and verbal aggression related to issues of power and dominance. Story and Slab (2013) add that girls in contrast, often begin to deliver and receive more sophisticated, subtle and indirect forms of relational bullying associated with patterns of affiliation and exclusion. For example, girls begin to manipulate relationships, exclude classmates, spread rumours, tell secrets and threaten not to play if their demands are not met. Research done by Tullon (1995) in the Australian journal of Education titled gender differences and bullying showed that bullying prevails more in both boys and girls. Research done by Silva, Pereira and Oliver in the journal of environment research and public health

titled 'The involvement of girls and boys in bullying: An analysis of gender differences. The study aimed to identify the prevalence of bullying in a group of students and analyze the data regarding the gender of those involved in violence'. The findings were that boys and girls are both victims and aggressors there are significant differences in involvement in bullying between genders and the roles played.

A research done by Snow (2014) revealed that even as young as four years, there are sex differences in nature of bullying, with boys more likely than girls to use physical aggression in their bullying. This research will interrogate whether gender differences between learners has a correlation with a form of bullying they engage in and also if biological make up of learners contributes to bullying.

## **2.5 Factors contributing towards bullying**

### **2.5.1 Socialization**

Baldry and Farrington (2000) states that family, peer and school contexts can exert positive or negative influences on bullying involvement. With respect to the family context, bullies often report that their parents are authoritarian, condone fighting back, use physical punishment, lack warmth and display indifference to their children. Troy and Scroufe (1987) adds that children who have insecure, anxious-avoidant, or anxious resistant attachments when eighteen months old are more likely than children with secure attachments to become involved in bullying at the ages four and five. Marini (2006) is of the view that specifically children whose parents are not active participants in their lives and do not exhibit care or concern for them are more likely to feel insecurely attached. This is proved by a research done by Wood (2016) that a large number of bullies come from homes where there is little affection and openness. They may often witness their parents being aggressive towards friends, siblings or other members of the family. This research will intend to cover on the

knowledge gap of why teachers at ECE level tend to ignore on the causes of bullying and if awareness campaign on bullying can eradicate bullying in ECE learners.

Parents transmit to their children their feelings of guilt and anxiety as well as their fears surrounding day care or school itself. Their ambiguity is confusing to their children and causes them to worry. Olweus (1993) views that the above statement as the cause for problem behaviour. According to Kamen (2007) other contributing factors that can affect children's behaviour include environmental, social or emotional factors such as bereavement, divorce or separation of parents, moving house, changing school as well as negative experiences in previous settings. Dublin (2001) adds that children who bully their peers regularly are more likely than their non bullying peers to live in homes where there is a lack of warmth and involvement on the part of the parents. The parents may be overly-permissive or lack supervision from parents as well as harsh physical discipline. The parents may also be a model of bullying behaviour. Zirpoli (2009) says bullying may be common among children who come from abusive homes or where physical punishment is employed. Children frequently model behaviour observed within their home environment including abusive behaviour exhibited by parents to each other or towards each other. Research by Rajendron, Khushmand and Halperin(2010) in the journal of Child Psychology and Psychiatry examined on whether parenting at age four - five years was associated with changes in bullying over the next four years among children. One hundred and sixty two children from New York Metropolitan area were prospectively studied over six annual assessment points between preschool and nine years of age. Parenting was assessed by one hundred and ninety six observations of the parent and teachers rated child bullying. Findings revealed that children with poor parenting were more likely to bully while children receiving more parent support for child autonomy at the age of four - five years showed a significantly greater decline in bullying than those with little support for autonomy.

Research by Soderstron, Asa and Arnica (2017) in the journal of international research and development titled preschool work against bullying and degrading treatment, experiences from an action learning project. The research studied bullying among nine Swedish preschools. Results of the study showed that the preschools by identifying challenges and actions anchored in the local context, hit the target. Findings also revealed that preschoolers who observed violence at home were engaged in bullying more as compared to those who do not witness violence. This research sought to find out the extent at which ECE learners imitate their role model's behaviour.

### **2.5.2 Social status**

This is another cause of bullying .According to Jvonen, Graham, and Schuster (2003) two main reasons people are bullied are because of appearance and social status. Bullies pick on the people they think do not fit in, may be because of how they look, how they act. For example, children who are shy and withdrawn. Holt and Espelage (2005) add that bullies bully others because of their race or religion or because the bullies think that their target may be gay or lesbian. Dublin (2001) argues that other common reasons for bullying may include physical attributes such as hair colour, weight, or even the fact that someone wears glasses and jealousy. Intelligent and gifted students are quiet often picked on as well. It is also important to remember that children and young people can be bullied for no apparent reason. The study by researchers at Simon Fraser University in British Columbia, Canada found out that bullies had the lowest levels of depression, the highest levels of self esteem and the highest social status. Their results also showed that bullies exist across socioeconomic groups and were more likely to come from middle or lower socioeconomic backgrounds. This research will establish if there is a relationship between social status of learners and bullying at ECE level.



### **2.5.3 Teacher Competency in dealing with bullying**

Tremblay in Nieer (2003) states that teachers are also said to be contributors to bullying behaviour. Poorly trained and poorly compensated, suffering from morale, and required to work with groups that are too large may never be able to teach children basic lessons in activity resulting in children bullying others. Havik (2017) research findings revealed that bully victimization was significantly associated with weak teacher instructional support. Findings by Havik (2017) also underscored the importance of classroom interaction and peer relations for bullying prevention and intervention, in particular the need to create positive relationships between teachers and students in the classroom.

According to Snow (2014) bullying thrives in schools where faculty and staff do not address bullying, where there is no policy against bullying, and where there is little supervision of students, especially during lunch, bathroom breaks and recess. Research done by Boulton (1997) showed that teachers viewed a wide range of behaviours as bullying , but significantly more agreed that some items like threatening people were bullying. Results of the research also showed that teachers expressed generally negative attitudes towards bullying and bullies, and were generally sympathetic towards victims, although sympathy diminished with increased length of service. Boulton (1997) adds that the teachers regardless of length of service were not confident in their ability to deal with bullying hence the negative attitude. They advocated for more training in dealing with bullying. This research will intend to consider the teacher's views about aspects of bullying when it comes to dealing with it. Another research done in Turkey by DeOrnellas and Spurgin (2017) highlighted the importance to increase the teacher's awareness and knowledge about all types of bullying, their consequences, and intervention skills to lessen their negative attitudes towards bullying behaviours.

## **2.6 Effects of bullying**

One of the most painful aspects of bullying is that it is relentless. Helgeland and Ingrid (2017) found out that exclusion from play is what all children fear the most. The study showed that one to two children in each kindergarten are systematically excluded from play and these children are overlooked by both other children and the adults in the kindergarten. For example, they also made an observation where a student named Shaquilla told her friends to stay away from another student named Penny because ‘Penny is not cool’. Now whenever Penny wanted to play with Shaquilla (not real name) or one of her friends, they said “no we are too busy.” Penny felt left out and did not know why they do not play with her. Given such an experience by a young child the current study sought to establish the effects of bullying on the victim learners at ECE level.

Research by Borgart in the Australian Journal of Education titled Long and short term effects of bullying studied four thousand two hundred and ninety seven children from three urban locales in Birmingham and Alaban using twenty five contiguous school districts in Los Angels Carlifornia, and also one of the largest school districts in Houston, Texas. The study was interested in the cumulative effects of bullying on an individual. Findings were that children who were bullied experienced negative physical health compared to non involved peers and that bullied children had sleeping problems and were depressed in most cases. There is also evidence of gender differences in the physical effects of being bullied as posited by Kowalski and Limber (2013) whose research examined the relationship between experiences with bullying in rural Pennsylvania. Their findings were that girls who were bullied reported more anxiety and overall health problems than boys who were bullied. Bullied students were more likely to feel disconnected from school and had lower academic outcomes, including lower attendance. This research aimed at identifying the most perceived effects of bullying at ECE level.

### **2.6.1 The effects of bullying on the victim**

According to Dublin (2001) the victim usually develops fear of being bullied. This fear leads to higher rates of absence and truancy. Victims also develop a loss of self esteem, depression and isolation. As students and later as adults victims may be hesitant to take social, emotional and vocational risks. Baldry and Farrington (2000) state that if bullying persist, victims occasionally feel compelled to take drastic measures such as vengeance in forms of fighting back, weapon carrying or even suicide. Zirpoli (2009) is of the view that victims are more likely to grow up being socially anxious and insecure, displaying more symptoms of depression than those who were not victimized as children. Grades may suffer and development as attention is drawn away from learning. Broffenbreinner cited in Lewis (2017) says the very nature of the bullied child may change as part of the effects of bullying, he or she may toughen up, which means often being less sensitive to others. Some of the children who are bullied even become bullies themselves. Other children get less aggressive and withdrawn from their peers and family.

### **2.6.2 Effects of bullying on bystanders**

Bystanders are not an exception when it comes to effects of bullying. Newman (2001) speculates that bystanders may be afraid to associate with the victim because they fear retribution or becoming victimized themselves. The bystanders also fear to be labeled "snitches" or "sellouts" if they report on a bullying incident. Baldry and Farrington (2000) point out that bystanders may experience feelings of guilt or helplessness because they did not stand up to a bully on behalf of their friend or classmate. They may be drawn into being perpetrators of bullying by group pressure and end up feeling unsafe, unable to take action or lose control.

### **2.6.3 Effects of bullying on bullies**

Jvonen (2003) propounds that those who bully others also suffer. They are more likely to drop out of school and tend to develop violent tendencies. Espelage and Holt (2005) say bullies are at risk of problems too since bullying is violence that often leads to more violent behaviour as the bully grows up. Espelage and Holt (2005) argue that it is estimated that one out of four school bullies will have a criminal record by the time they are thirty. According to Zirpoli (2009) some bullies end up being rejected by their peers and lose friends as they grow older. Bullies may also fail in school and not have the career or relationship success that other people enjoy.

Hawker and Boulton(2000) point out that effects of bullying can be serious for both the bullies and the victims and are at long term risk for a series of negative consequences. Jvonen (2003) states that it is not surprising that children begin to manifest effects of bullying in a variety of symptoms. These include higher absenteeism which makes logical sense for children trying to avoid a negative environment. There is also risk of developing long term mental health issues which greatly increases as self esteem is regularly assaulted.

### **2.7 Strategies to deal with bullying**

There are different ways of regulating bullying behaviour. Some of these include physical punishment, token system, contingency management, praise as reinforcement and time out. Morrison (1995) says guidance is another way of dealing with bullying behaviour. Troy and Scroufe (1987) suggests that the caregiver should act on bullying reports immediately, assure victims that their reports will be followed up and appropriate action will be taken. This study aimed at finding out how well bullying can be regulated at Early Childhood Education level by all the stake holders, that is the learners, teachers, community and the school administration.

### **2.7.1 Reinforcing discipline amongst learners**

According to Franke (2011) discipline is setting boundaries for learners in order to curb disruptive behaviours. Teachers should create boundaries for students that make classroom a safe, positive and happy place. A discipline plan focuses on behaviour and not academic performance. Galvisky (2014) points out that schools have the responsibility to create safe, respectful places for learners. Schools must move away from punishment and towards positive discipline. According to Franke (2011) Ferndale Elementary School in Humboldt Country, California has adopted a novel approach to student bullying. Taking punishment off the table has changed how their students respond when bullying occurs. A solution team was trained and makes students feel comfortable talking to adults and students about bullying. Research by Repo and Sajaniemi (2015) titled prevention of bullying in early educational settings pedagogical and organisational factors related to bullying in the Journal of European ECE research. The research suggested that bullying behaviour begins at an early age (three-six) years and that preventive practices should target early education settings as an arena for bullying. The study aimed at finding what kind of organisational and pedagogical practices used in kindergartens were related to bullying and the prevention of bullying. Data was collected in the city of Vantaa and the findings of the study indicated that three factors explained 20% of bullying. The use of methods of discipline showed that employing strict discipline methods helped in decrease of bullying behaviour. This current research intended to establish the effectiveness of using discipline rather than punitive measures.

### **2.7.2 Positive reinforcement on good behaviour.**

Through this system reinforcement is advocated. The sooner reinforcement follows the desired behaviour the better (Olweus, 1993). According to Morrison (2005) this method works particularly when building new skills or shaping new behaviour. Tokens such as

plastic discs, buttons, trading stamps, or beans which the child may later trade for an activity. Jvonen et al (2003) states that if the bullies perform appropriately and exhibits professional specified behaviour they should receive a token. This may work well with some children who like to perform different activities. The researcher will intend to fill the knowledge gap on whether the Token system will be of relevance to the ECE learners when it comes to dealing with bullying. Filcheck and Cheryl (2004) in the journal of Early and Intensive Behaviour Intervention did a research on the use of the token system. The research was done at a selected preschool in Philadelphia and the findings were that token economies are promising interventions to manage disruptive behaviour in the classroom. Another research was done by Allen (2014) in the journal of social and behavioural sciences. The research examined the strategies of Early Childhood teachers in Greece for managing behaviour problems in the classroom and then to design and implement a program for further teacher's training. The sample consisted of 74 Early Childhood teachers who were divided into four groups according to their years of service. A questionnaire with 20 types of problematic behaviours and 24 management practices was used. Teachers were asked which one of those behaviours they have addressed and which strategies they have implemented for each type of behaviour. The research findings showed statistical significant differences among the groups regarding teacher's practices and most teachers used the token economies to manage behaviour disruptions in classrooms.

Praise is the other most frequent method of rewarding or reinforcing children's behaviour. Morrison (2005) states that it is either general or specific. Praise is more effective because it describes the behaviour we want to build. The child has no doubt that he or she is being praise and what he or she is being praised . For example, the caregiver should praise a bully for behaving well when he or she was playing in the outdoor play centre or any other centre with other children. Zirpoli (2009) adds that children should be praised for appropriate

behaviour. This research will probe into different forms of praise that can be used at ECE level in order to eradicate bullying.

Filcheck and Cheryl (2004) in the journal of Early and Intensive Behaviour Intervention did a research on the use of the token system. The research was done at a selected preschool in Philadelphia and the findings were that token economies are promising interventions to manage disruptive behaviour in the classroom.

### **.2.7.3 Guidance and Counselling**

According to Morrison (1995) a common approach to behaviour management is “talking to and reasoning”. He contradicts himself saying as children do not often understand abstract reasoning; the approach does not generally have the desired effect. The child is likely to behave in the same way or worse, which often leads to a trap of punishment. According to Jvonen et al (2003) an effective way to deal with bullying is to confront the bullies in private. Challenging the bullies in public may be just what they are seeking. Parents of both parties should be notified immediately. In some cases victims and aggressors should be referred to counselling when appropriate. Jvonen et al (2003) adds that buddy system for victims should also be created. Cohn and Canter (2003) suggests that bullies should be provided with self esteem training since research suggests that most bullies do not lack self esteem. Therefore, providing them with self esteem training may be a misdirected approach. The research sought to see if school based policies in Zimbabwe can help deal with bullies.

The teacher should be the counsellor for bullying behaviour. Zirpoli (2009) suggests that teachers should provide classroom lessons about bullying behaviour. Teachers should develop a classroom action plan to ensure that students know what to do when they observe a bully or victim confrontation (Newman et al, 2001). Dublin (2001) postulates that teachers should introduce and enforce classroom rules against bullying, hold regular classroom

meetings with the students to discuss bullying, and meet with the parents to discuss bullying as well as encourage their participation. There are immediate consequences for aggressive behaviour and immediate rewards for inclusive behaviour. This study will seek to see what action teachers take when bullying occurs at ECE level.

#### **2.7.4 Encouraging cooperative play amongst learners.**

Parents, school and other adults can help young children develop skills for getting along with others in age appropriate ways. According to Zirpoli (2009) modelling positive ways to make friends can help children get along with others very well. For example, practise pleasant ways that children can ask others to join in play and take turns in games. Zirpoli (2009) goes on to say that older children should also be coached to help reinforce these behaviours as well. Young children should also be made to understand what behaviours are friendly. Bandura (1977) is of the view that modelling positive ways help children as children learn different behaviours in their environment through imitation.

Helping young children learn consequences of certain actions in terms they can understand is another way to help children get along with others well. For example, say “if you do not share, other children may not want to play with you”. Hawker and Boulton (2000) says children should be encouraged to tell an adult if they are treated in a way that makes them feel uncomfortable, upset or unhappy or if they witness other children being harmed. Newman, Murray, and Lussier (2001) point out that clear rules for behaviour should be set and children’s interactions should be carefully monitored. Caregivers should quickly step in to stop aggressive behaviour or redirect it before it occurs. Newman et al (2001) adds that there should also be use of age appropriate consequences for aggressive behaviour. Young children should be encouraged to say, “I am sorry” whenever they hurt a peer, even accidentally. The apology should also be paired with an action. For example, young children



could help rebuild a knocked over block structure or replace a torn paper or crayons with new ones. This research will establish if parental involvement can assist in helping learners get along with others at ECE level.

### **2.7.5 Anti bullying intervention plan**

This is another strategy to deal with bullying in schools and has positive outcomes in terms of reducing bullying incidents in schools. Fekkes (2006) carried out a study to evaluate the effects of an anti bullying school intervention in elementary schools. The study was done on a two year follow up randomized intervention group and control group. The study was conducted on forty seven elementary schools in the Netherlands and three thousand eight hundred and sixteen children were used. The findings of the study showed that the number of the bullied children decreased by 25% in the intervention group compared to the control group. The study concluded that an anti bullying policy can reduce bullying incidences in schools and to keep bullying at consistently low level schools must continue anti bullying measures every year.

### **2.8 Summary**

This chapter discussed what bullying is, factors contributing towards bullying with reference to other authorities. Components of bullying as well as strategies proffered to deal with bullying behaviour will also be discussed. Literature in this chapter revealed that there is need to intervene where bullying behaviour is portrayed because bullying behaviour has both long term and short term consequences that can affect a child in the present and future life. The next chapter will focus on the research methodology.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter will focus on the research methodology that is going to be used to carry out this study. According to Greene (2008) research methodology is a systematic way of gathering information from a selected population so as to get an in depth understanding of the problem at hand. The mixed method research method will be used and would help in generalising facts obtained from the selected population. The chapter will examine the tools that will be used to collect data as well as the sampling procedures that will be used and how, why the method was used. Defining of various methods used in the research and stating of their advantages and disadvantages will also be done.

#### 3.1 Research design

Saunders, Lewis and Thornhill (2007) define a research design as a systematic collection and interpretation of data with a purpose of finding out things. Creswell (2013) also agree that besides being systematic research design accomplish the purpose of the study and also creates an empirical test to support or refute a claim. The researcher used both quantitative and qualitative research to carry out the study. The advantage of the mixed method research design was that it allowed the researcher to gather information, summarise, present and interpret for the purpose of clarification and also in order to answer the questions, who, why and how. The importance of using both quantitative and qualitative research in this study assisted the researcher to benefit from both strengths and weaknesses of both research methods. The researcher also used the mixed method research to analyse feedback that was in the form of numbers and words since the research instruments used required participants to provide information that was in qualitative and quantitative form. According to Turner,

Onweugbuzie and Johnson (2007) the goal of using mixed research methods is to gain from the strengths and weaknesses of different research methods. The mixed research methods combine both quantitative and qualitative research in view points, data collection and analysis, and inferences. This study used the mixed research method in order to analyse the collected data that was in words (qualitative) and that was in figures (quantitative) in a systematic way using graphs, pie charts and tables. This research design also allowed the researcher to understand the research problem better as compared to using each method on its own.

### **3.2 Population**

According to Best and Khan (1998) population is defined as any group of individual that have one or more characteristics in common that are of interest to the researcher. Fraenkel and Wallan (2006), state that population is a group of people and that it is a group of interest to the researcher. The population was from Chikurubi prison primary school in Epworth Mabvuku Tafara District (EPMAFARA) from which a sample frame was drawn using the ECE classes from each level. According to Bryman (2012) a sample frame is a list of all elements in a population from which a probability sample is drawn. The study comprised of fifteen teachers, sixty learners, and six school administrators. The total population comprised of eighty one participants. From this population a sample of thirty learners, ten teachers and three school administrators was selected. These people were selected because they would provide specific information required and because it was easy for the researcher to access them since they were at the same workplace with the researcher. The learners enabled the researcher to observe bullying incidences as well as ask them questions concerning the prevalence of bullying. The school administrators provided specific information on their opinion concerning bullying. As for the teachers, they were experts in the ECE field and were

able to provide specific information on how they viewed bullying and the ways they used to eradicate bullying in the ECE environment.

### **3.3 Sampling**

According to Wilkins (1970:60) a sample refers to a point taken from a whole and it involves a part which is to be observed of the whole. Manion (2007) adds that a sample is a subset of a population where data serving as the basis of generalisation is obtained. Wallen (2009) defines a sample as any group from which information is obtained. This means a sample is a group selected from the population. Stratified random sampling was used by the researcher because it is a type of sampling technique which involves dividing the population into homogenous sub groups and a random selection of members is done. A sample of thirty learners was selected to represent the rest of the population and it was drawn from each ECE level, that is from ECE A up to grade 2. The learners were selected through stratified random sampling. It assured that certain sub groups in the population were represented in the sample in their correct proportions. The importance of sampling the learners was to help the researcher manage a smaller group instead of sampling the whole population and to save time. The purposeful sampling was used to select ten teachers and the school administrators because they were able to provide the researcher with relevant information being sought. It also helped the researcher make inferences based upon the sample views about the population. The main advantage with stratified random sampling was how it captured key population characteristics in the sample. According to Agresti and Finlay (2008) stratified random sampling is a probabilistic sampling option so there will be probability that all the population will be represented in the population and that equal numbers of both sexes will have a chance to be selected in the sample.

### **3.4 Research instruments**

Research instruments are tools that are used by the researcher to collect information from the sampled population. In this study the researcher made use of the interview guide, the questionnaires and the observation guide to collect the research data. In order to ensure reliability and validity of the research data, the triangulation principle was adopted because it allowed the researcher to use several means to examine the bullying phenomena, that is methods, data sources and researchers.

### **3.5 Interviews**

According to Druckman (2005) an interview is a face to face interaction between two people namely the interviewer, who asks questions, and the interviewee, who provides answers to the questions. The main purpose of an interview in this research was to get qualitative information from the respondents. The researcher interviewed the teacher in charge, the deputy head and the school head so as to get information on their opinion on bullying and how they deal with it in the school. According to Chikoko and Mhloyi(1995) an interview is an exchange of views between two or more people on a topic of interest. It is a one on one directed conversation with an individual using a series of questions designed to elicit extended responses (Aldridge and Levine, 2001). The researcher made use of an open and close ended interview. Individual interviews were used to get information from teachers, school head, deputy head and the Teacher in Charge. As purported by Carspecken (1996) interview schedules should be sufficiently open ended to enable the contents to be re ordered, digressions and expansions made, new avenues to be included and further probing to be undertaken. The researcher used semi structured interviews because they involve both structure and flexibility, allowing purposive interview to be conducted. May (2001) states that semi structured interviews allows for discourse that could be of value to discussions later on. Information on bullying was probed through the use of individual interviews to the

administrators which are the school Head, Deputy Head and the Teacher in Charge. Demographic and thematic data was collected through interviews.

### **3.5.1 Advantages of the interview method**

May (2001) points out that, as the researcher discusses with the interviewee, the researcher will be in a position to make follow ups which lead to obtaining more data and clarification of certain facts. Using the interview method the respondent exhaust all the information which he/she thinks is of paramount importance to the research. The interviewer has access to observe the interviewee reactions expression and gestures which may help in making conclusions especially towards a learner's attitude towards bullying. . May (2001) adds that this method gives immediate responses from the interviewee which have to be answered as for the interview to progress. Interview method also does not limit the answer of the interviewee to be set responses like questionnaires. According to Wallen (2009) validity in interviews include honesty, richness of responses, and depth of responses and commitment of the interviewee. Therefore, the other advantage of interviews is that they are recommended for high response rate and also giving the researcher a chance to read beyond words. In this research the interviews allowed the researcher to probe information from the school administrators on a face to face encounter and this helped the researcher to read the seriousness of bullying from the facial gestures of the interviewee.

### **3.5.2 Disadvantages of the interview method**

Swetnam and Swetnam (2009) argue that the interview method has no set questions and usually not predetermined framework for recorded answers. It is a tough task to gather information using interview method. For it involves making opportunities and sometimes people delay and do not turn up. The respondents have to answer questions and the agreed time with the interviewer and pressures for finding conducive time for appointments. May

(2011) is of the view that when using the interview method answering of questions may be also to please the interviewer or to meet demands of the research therefore leading to false results. This method of interviewing is also time consuming on the part of the researcher when comparing it to counterpart design questionnaires. Wallen (2009) states that interviews are prone to bias between the researcher and the interviewee. The researcher is aware of these shortfalls and that is the reason why she will use the questionnaires to back up the interviews. In this study there were instances where the researcher realised that the school administrators answered in a way that aimed to please the researcher.

### **3.6 Questionnaire**

In this research data was collected from the teachers and the Schools Development Committee (SDC) through the use of questionnaires. According to Bryman (2012) a questionnaire consists of a set of questions for answers. They are data collection instruments that aim at acquiring information relevant for answering research questions. The respondent reads the questions, interprets what is expected and then writes the answers for themselves. Best and Kahn (2006) are of the view that a questionnaire is used when factual information is required or when interviewed for opinions rather than facts are desired. Although there are different types of questionnaires the researcher opted for a semi structured questionnaire. A semi structured questionnaire comprises of a mixture of closed and open ended questions. According to Druckman (2005) a semi structured questionnaire enables a mixture of both qualitative and quantitative data to be gathered. This linked with the mixed research design to be used by the researcher to analyse gathered information on bullying. Anonymity was guaranteed to the respondents since they were not required to write their names on the questionnaires. The semi structured questionnaire was used to collect data from the teachers only. The researcher used both open and close ended questions on the questionnaires. This type of questionnaire was used because it saved time for the researcher

in collecting her data and had ample time to sort it. The questionnaire also allowed the respondents to give their independent responses freely. The researcher designed a questionnaire to gather information about the research questions. A total of 17 questions were designed starting with the easy questions and ending with the difficult ones while avoiding ambiguous questions at all cost.

### **3.6.1 The advantages of the questionnaire method**

According to Swetnam and Swetnam (2009) a questionnaire enables the researcher to identify the interest as well as information concerning bullying confidentially of respondents is retained, thereby allowing the flexibility of answering questions without being shy or disturbed, through the use of questionnaires collection of data is easily processed since yes / no and the use of a tick can be used to answer questions. Druckman (2005) points out that a questionnaire is a very popular choice as research instrument because it is used to collect a large amount of data that is easily recorded and analysed at a relatively low cost.

### **3.6.2 Disadvantages of the questionnaire method**

May (2001) postulates that the questionnaire method limits the answer of the respondent to certain responses given that is either tick or give the response on the given space thereby limiting the response of the respondent. Some of the information is retained due lack of space. This method also has setbacks because the respondent may fail to return the questionnaires on time. Bryman (2012) criticises questionnaires for being researcher biased because the responses by the participants are restricted to given alternatives and that they are only meant for literate respondents.

## **3.7 Observations**

In order to verify some of the data collected through questionnaires and interviews the researcher used of observation. For example, data on the factors contributing to bullying. The



researcher observed the ECE learners to interrogate the prevalence of bullying and verify if data collected through questionnaires linked with the learner's behaviour. Through observations the researcher intended to see if there was a link between the behaviour portrayed by the learners and the information collected concerning bullying. According to Wallen (2005) an observation allows for insight into the process rather than getting research information about teaching and learning out of context. The researcher observed the selected learners on study during free play, toilet routine, dismissal and break time. An observation schedule was used to record behaviour portrayed by the ECE learners during play. Johnson and Christensen (2004) define an observation as watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest. Essa (2011) says observation is a way of gathering data by watching behaviour, events or noting physical characteristics in their natural settings. In a naturalistic observation the researcher goes wherever the behaviour occurs, that is at the play grounds, during toilet routine, in the classroom or when learners are going home or coming to school. In this study the researcher took the role of a complete observer. That is, learners were not aware that they were being observed. The researcher also made use of an observation guide and schedule to record the findings on the bullying incidents portrayed by the learners.

### **.3.7.1 Advantages of observation method**

According to Bryan (2012) observation method has a strong reality and validity is exposed. It produces true results when an ambush survey is carried out. Through observation the teacher gets the opportunity to observe the children's true behaviours as they are being observed. Swetman and Swetman (2009) points out that an observation is the simplest method of data collection that does not require technical knowledge. It is useful for forming hypothesis through observing a phenomenon continuously because the researcher may get well acquainted with the observed. Through observation there is greater accuracy since the

researcher can directly check the accuracy from the observed and can also apply various devices to test the reliability of their behaviour (Druckman, 2005).

### **3.7.2 Disadvantages of observation method**

May (2001) states that observation is time consuming. The researcher was required to pay much attention to and visit the selected individuals using this method. Children feel uneasy and may panic when they realise that they are being observed. Some of the teachers may feel lowered as they could give their opinions or perform up to standard. Observation method is also prone to Hawthorne effect whereby there is change in behaviour or performance by participants due to the fact that they become aware that they are being observed. According to Bryan (2012) since social phenomena cannot be controlled or used for laboratory experiments, generalisations made by an observation are not very reliable.

### **3.8 Data collection procedures**

The researcher asked for permission to carry out the research in the form of letter writing. The letter was addressed to the Head office, Provincial office, District Office, the school Head who in turn was expected to grant the researcher permission to carry out the research at the school Chikurubi Primary school with the support of the rest of the administration staff. The letter to seek permission was obtained from Midlands State University, at the Faculty of Education. The researcher visited the targeted population after being granted permission to carry out the research. Objectives of the study were explained as well as ethical principles of the research. Assurance was given to the participants that information obtained was to be used for academic purposes only. Interviews, observations and issuing of questionnaires were only done after the researcher had secured consent from the participants. Confidentiality was guaranteed by the use of anonymous questionnaires. The researcher personally distributed the questionnaires in order to make sure that they get to the intended people.

Personal follow ups were done to ensure that all questionnaires were completed and returned. Follow up questions were also asked to ECE learners on bullying experiences.

### **3.9 Pilot study**

Given (2008) defines a pilot study as a small scale implementation of a larger study. It lasts for a short amount of time and usually involves a smaller number of participants, sites or organisations. A pilot study was conducted at Chikurubi Prison primary School in two of the ECE classes by administering questionnaires and asking the teachers to read and see if there are ambiguities that the researcher would have overlooked. The aim of the pilot study was to test the validity and reliability as well as appropriateness of the research tools that were used in the research. Necessary amendments were done before venturing into the actual data collection exercise. It was necessary for the researcher to conduct a pilot study because it helped her conclude whether the research topic was worth researching on and to pick on the possible limitations to the study. The researcher was also able to evaluate whether there was need to improve on the research design prior to performance of a full scale research.

### **3.10 Data analysis plan**

Data collected from the respondents through questionnaires, interviews and observation was recorded, organised and summarised in the form of frequency tables, pie charts and graphs. Data was presented in both quantitative and qualitative form. This was done in order to analyse collected information as well as communicate the value of the findings from each research instrument. This was also in order to enable decision making. Descriptive survey was used in order get participant's views and opinion and beliefs on bullying.

### **3.11 Ethical considerations**

The researcher first asked for permission to carry out the research from the responsible authorities, that is from the, Ministry of Education, EPMAFARA district offices, the school

Head and from Midlands state University. The researcher also asked for permission from the learner's parents to involve them in the research through verbal consent. According to Cohen and Manion (2011) people should not be forced to participate in a study, one has to respect their choice and should not use any means, either direct or indirect, to force them to participate. Therefore, the researcher did not force the participants to take part against their will. The researcher also allowed participants to withdraw from the study when they deemed it necessary adhering to the ethical considerations on withdrawal of participants. The researcher protected the participants by maintaining anonymity in the research instruments by not requiring the participants to write their names on the questionnaires. Informed consent form was also provided to the participants so that they were aware of the purpose of the study and how they were participating in the study. The researcher provided the informed consent form in order to make it clear that the participants agreed to participate on their own will without being forced by the researcher.

### **3.12 Summary**

The chapter focused on outlining the research methodology, data collection procedures to be used in the research. The population, sample and sampling techniques were also outlined in this chapter. The next chapter that follows will focus on data analysis and presentation.

## Chapter IV

### Data presentation analysis and interpretation

#### 4.0 Introduction

Methodology used in this research was explained in detail in the previous chapter. This chapter will focus on analysing and interpreting data which was collected through the interviews with the school administrators, learners' follow up questions and questionnaires completed by the ECE teachers of Chikurubi Prison Primary School. The data will be presented in form of graphs and tables, then it will be analysed and interpreted. It is also presented thematically and data will first be presented, analysed and interpreted respectively.

#### 4.1 Demographic data from respondents

**Table 1.1 Teachers demographic data**

<b>GENDER</b>	<b>NUMBER</b>	<b>PERCENTAGE%</b>
<b>Females</b>	10	77%
<b>Males</b>	3	23%
<b>Total</b>	13	100%

**Table1.2 Learners demographic data**

<b>GENDER</b>	<b>NUMBER</b>	<b>PERCENTAGE %</b>
<b>GIRLS</b>	15	50
<b>BOYS</b>	15	50
<b>TOATAL</b>	30	100

#### 4.2 Data from questionnaires and interviews

Data was collected from ten ECE teachers using questionnaires. A total of ten participants responded to the questionnaires and the response rate was 100%. One (10%) of the respondents was a male (n=1) and nine (90%) were females (n=9.) A total of three participants were interviewed by the researcher. Two interviewees (66%) were males. One (33%) of the interviewees was a female. Thirty ECE learners comprising of 50 % (n=15) boys and 50% (n=15) girls were observed and answered follow up questions on bullying by the researcher. Responses will be analysed according to the questions asked. The tables above presents gender of respondents and the percentages in correspondence to the number of the respondents.

**Table 1.3 Age of ECE teachers and school Administrators (n=13)**

AGE	NUMBER	PERCENTAGE %
25 YEARS AND BELOW	0	0
26-35	3	23
35-45	7	53.8
45-55	1	7.6
ABOVE 55	2	15.3
TOTAL	13	100

The above table shows the age of the respondents. Three (23%) teachers were between the ages twenty six to thirty five and seven (53.8%) of the teachers were between the ages of 35-45. The above presentation also shows that 7.6% of the respondents is aged between 45-55 and two (15.3%) of the respondents are over fifty five years. The representation generally reveals that majority of the respondents are mature in terms of age.

**Table 1.4 Profile of respondents: ECE teachers**

<b>QUALIFICATION</b>	<b>NUMBER</b>	<b>PERCENTAGE%</b>
<b>CERTIFICATE</b>	1	7.6
<b>DIPLOMA</b>	8	61.5
<b>DEGREE</b>	4	30.7
<b>DOCTORATE</b>	0	0
<b>TOTAL</b>	13	100

The above data presented in figure 4 shows that one (7.6%) respondent has a professional qualification of a certificate in ECE and the other four (30.7%) holds a degree in ECE while the rest of the respondents (61.5%) have a diploma in ECE. None (0%) of the respondents has a doctorate.

**Table 1.5 Teacher experience in teaching infants (n=10)**

<b>EXPERIENCE (YEARS)</b>	<b>NUMBER</b>	<b>PERCENTAGE</b>
<b>0-3</b>	1	10
<b>6-10</b>	5	50
<b>11-15</b>	1	10
<b>16-20</b>	1	10
<b>OVER 20</b>	2	20
<b>TOTAL</b>	10	100

The above figure shows that 20% of the ECE teachers have been in the teaching field for over twenty years and five (50%) of the teachers were between six to ten years of experience. 10% of the teachers has a working experience between sixteen to twenty years. Only one teacher (10%) does not have much experience in the ECE field. Generally this implies that the teachers are experienced in the ECE field and are knowledgeable with a variety of behaviours among ECE learners including bullying.

### **4.3 Emerging themes**

Thematic data was collected from questionnaires that were administered to ten ECE teachers and from interview responds by the school administrators. These administrators comprised of the Teacher In Charge (T.I.C), the Deputy Head, and the School Head.

#### **4.3.1 Teacher's knowledge on the concept bullying.**

##### **(i) Teachers defining bullying.**

Three out of ten respondents defined bullying as beating of others, intimidation as well as misusing one's authority over others who are weaker for the purpose of instilling physical and emotional pain. The Deputy Head emphasized that bullying is an act of using power or strength by a stronger person to instill fear or pain to a weaker person. On the other hand the respondents were of the view that verbal, physical, and emotional act that infringe the interest of another person. In agreement the Teacher In Charge concurred arguing that bullying was abuse of other children which is either verbal, physical, and emotional and that it can cause some long term and short term effects to a child causing a child to be withdrawn. Bullying was also said to be beating, intimidating and taking advantage of a weaker person, saying unacceptable words that cause emotional stress to others. All of the above definitions reflect

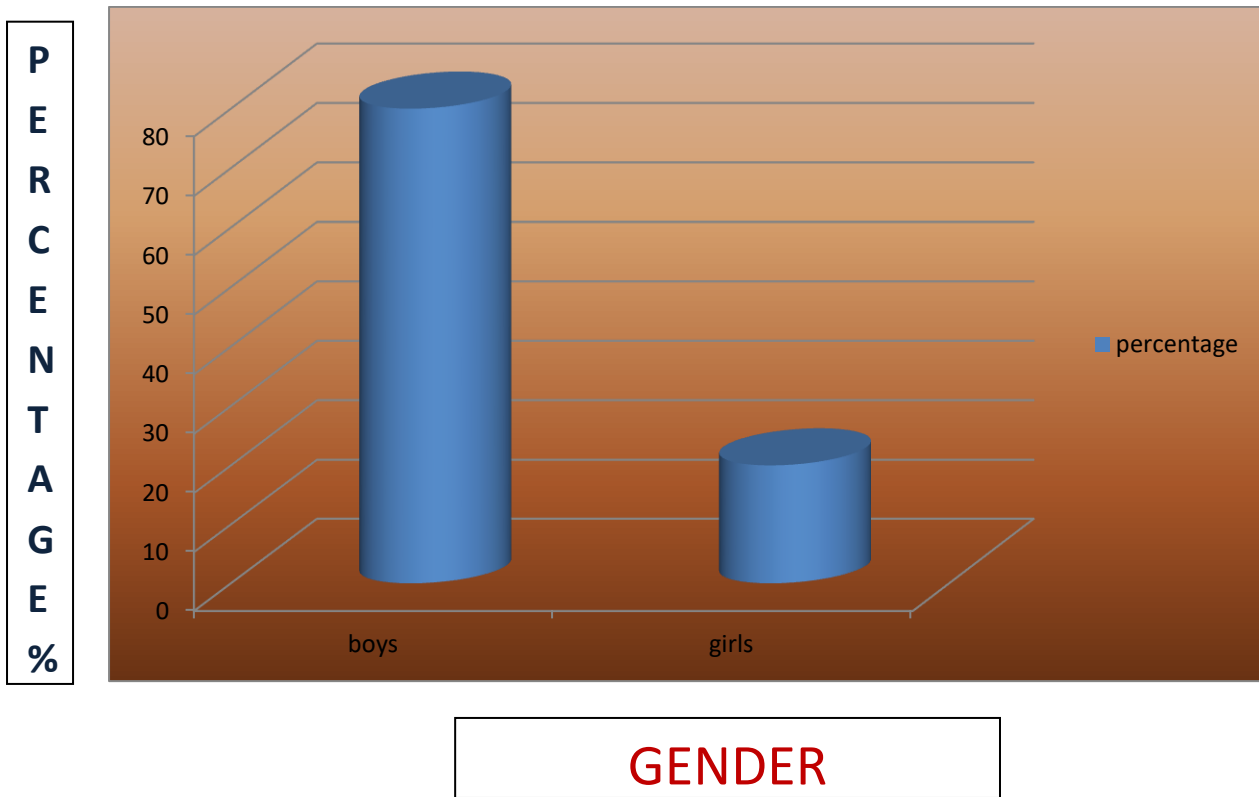


that the respondents were aware of what bullying is. Hymel and Swearer (2013) agree that bullying is an intentional act that is aggressive and deliberately hurtful.

Majority of the respondents revealed that bullying was perpetrated by both boys and girls. 80% of the boys were more involved in bullying than girls because of their biological make up. The respondents also said boys were bullies because of the way they were socialized since it is believed that boys were more powerful than girls and girls are usually passive than boys. 20% of the respondents viewed that girls were more bully than girls because girls are intimidators by nature. The Teacher In Charge responded saying bullying is experienced from ECE level up to grade seven and that it is done by both genders in the school. In agreement Story and Slaby (2013) points out that both boys and girls engage in a wide variety of bullying related behaviours by about the age of three. For boys it is more common to deliver and receive direct forms of physical and verbal aggression related to issues of power and dominance. The Deputy head responded that bullying has been mainly done by boys of the higher grades particularly grade sevens. In support the School head said that bullying was reported being perpetuated by boys in most cases.

### 4.3.2 Rate of reporting bullying incidents by gender

FIG1.1 Rate of reported cases in relation to gender



The above presentation shows that bullying incidents by boys is frequently reported as compared to girls. 80% of boys were reported to be bully while twenty percent were girls who were bullies. The Deputy Head's interview response also revealed that boys' cases are frequently reported compared to girls. This links to literature where research done by Snow (2014) revealed that even as young as four years, there are sex differences in nature of bullying, with boys more likely than girls to use physical aggression in their bullying.

#### (ii) Teacher's view on learners bullying tendencies.

The Deputy Head went on to say that this is usually done by learners of both sexes, that is by both boys and girls. From the above responses it shows that the school administrators at Chikurubi Prison Primary School were aware of the fact that both boys and girls were

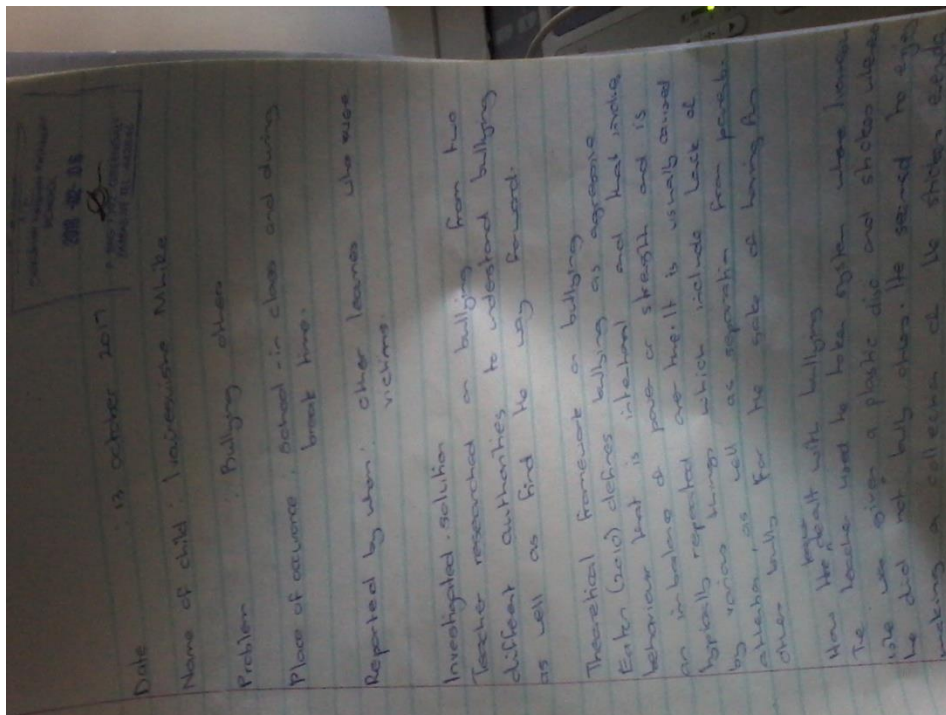
capable of perpetrating bullying and that the intensity of bullying was in parts due to bystander behaviour.. The above views relates to the findings of the study by Tullon (1995) in the Australian journal of Education titled gender differences and bullying showed that bullying prevails more in both boys and girls.

**(iii) Teachers encountering bullying amongst learners.**

In response to the question which asked the respondents if they have encountered bullying incidents amongst their learners, all (100%) of the respondents revealed that they have encountered bullying situations at ECE especially amongst their learners at classroom level. Two (20%) of the respondents stated that they have had to deal with the incident of bullying on a daily basis. 80% of the respondents have had to deal with bullying at intervals and not on a daily basis, but not exceeding three days without having to deal with bullying incidents. This was in tandem with the response of ECE learners when they were responding to follow up questions that were asked by the researcher. Twenty eight (93.3%) of the learners said they experienced bullying in school almost on a daily basis. One of the learners in ECE B said, "there is a boy called Dennis (not his real name) who always beat others and take our food during break time. He is in grade two". Two of the learners (6.6%) said they sometimes experience bullying from their peers. This shows that bullying exist at ECE level at Chikurubi Prison Primary School. The above findings relates with literature on the existence of bullying incidents at ECE level as revealed by David, Lonsing, Velibar and Bobo (2016), who carried out a research to see if bullying exists in pre schools so as to prove their assumption that bullying prevails in pre schools. Their findings suggested that responses from participants suggests that bullying does occur in preschool.

### 4.3.3 Sample Reports on Reported Bullying

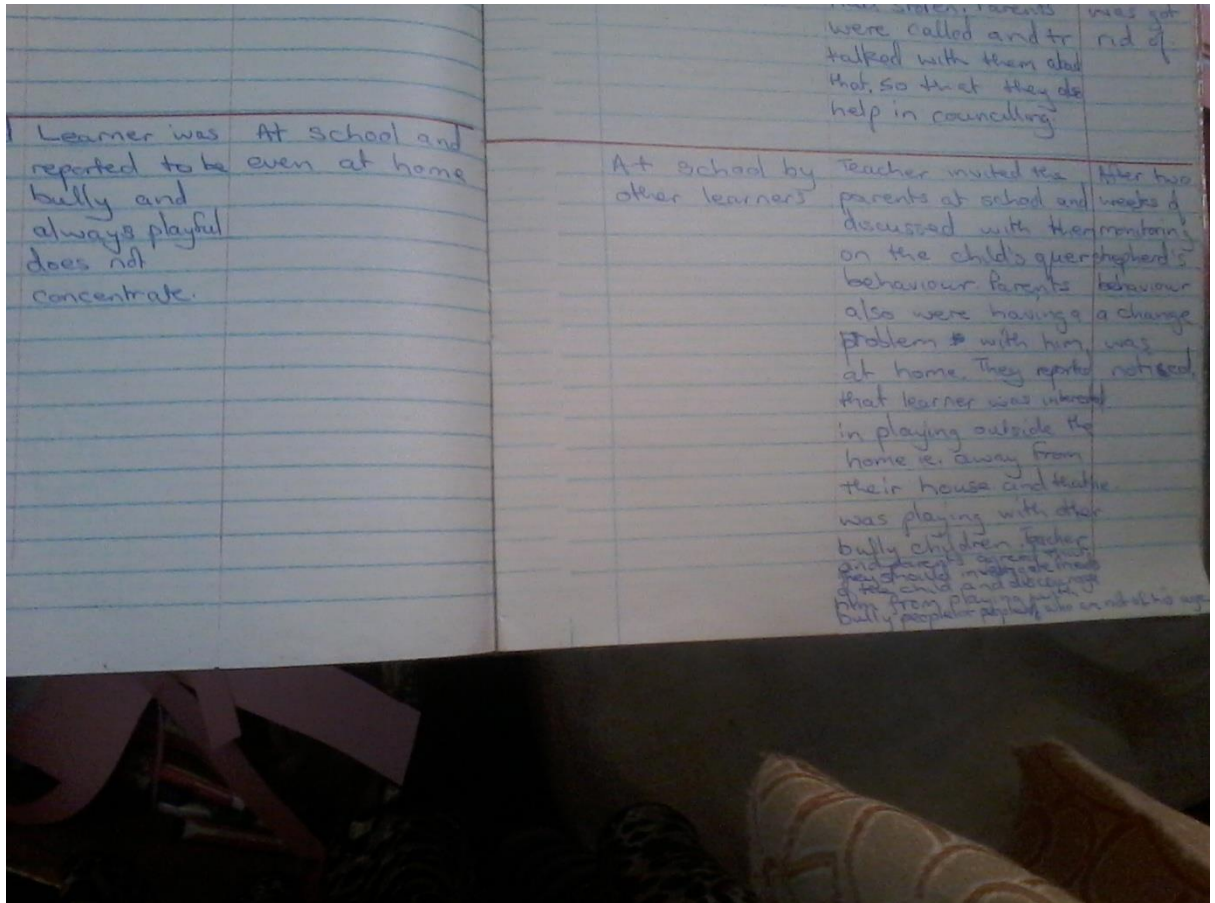
#### (i) Report on bullying.



The above report was extracted from the teacher's action research record book. Espelage, Mebane and Adams (2004) propounds that physical bullying is when a person uses their body intentionally to cause harm. This involves hitting, pinching, shoving, pushing, poking, grabbing another person's body or even taking another child's toy or personal belonging. The above literature relates with the above report on bullying as there is evidence of bullying amongst ECE learners at Chikurubi prison primary. Basing on the above report the researcher concluded that bullying was being mitigated through various strategies and that it was being reported by the learners. The researcher also summarised that the token system is effective in dealing with behavioural problems such as bullying amongst ECE learners. However, the report did not specify the form of bullying that was being perpetrated by the bully. This report links to the current study as it is in tandem with the objectives of the study that

sought to identify the effective strategies that can be used to deal with bullying amongst ECE learners.

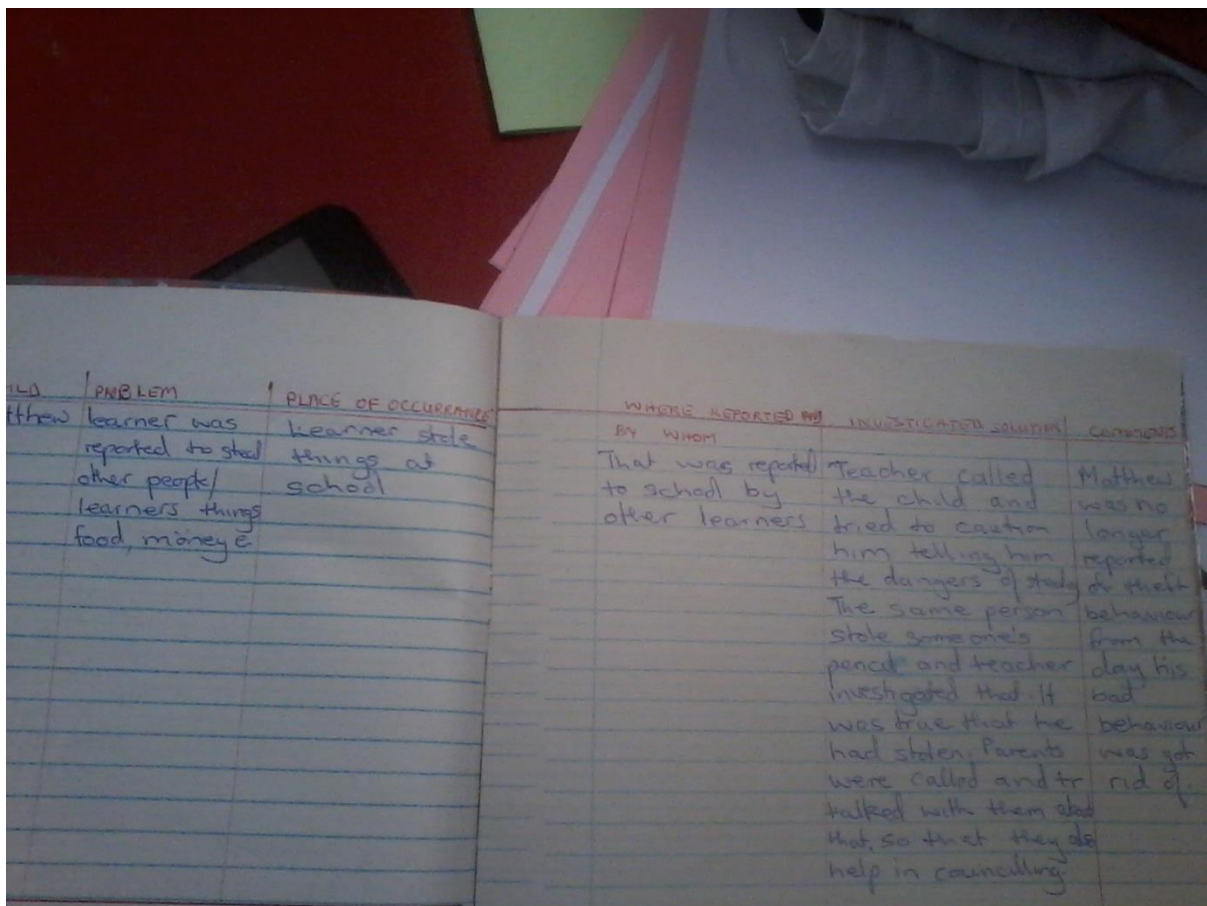
**(ii) Incident on bullying.**



The above report extracted from the T.I.C's behavioural problems record book reveals that bullying incidence were being reported at Chikurubi Prison Primary school by the bystanders. There is also evidence that there was parental involvement in dealing with bullying incidence in the school. The report also showed that the bully engaged in bullying due to imitation of other bullies the learner played with at home. This concurred with literature where research by Soderstron, Asa and Arnica (2017) studied bullying among nine Swedish preschools and the results of the study showed that preschoolers who observed violence at home were engaged in bullying more as compared to those who do not witness violence. This related to

the research as it sought to find out the extent at which ECE learners imitated their role model's behaviour and the impact of imitation on the perpetration of bullying by ECE learners.

**(iii) An incident of physical bullying.**

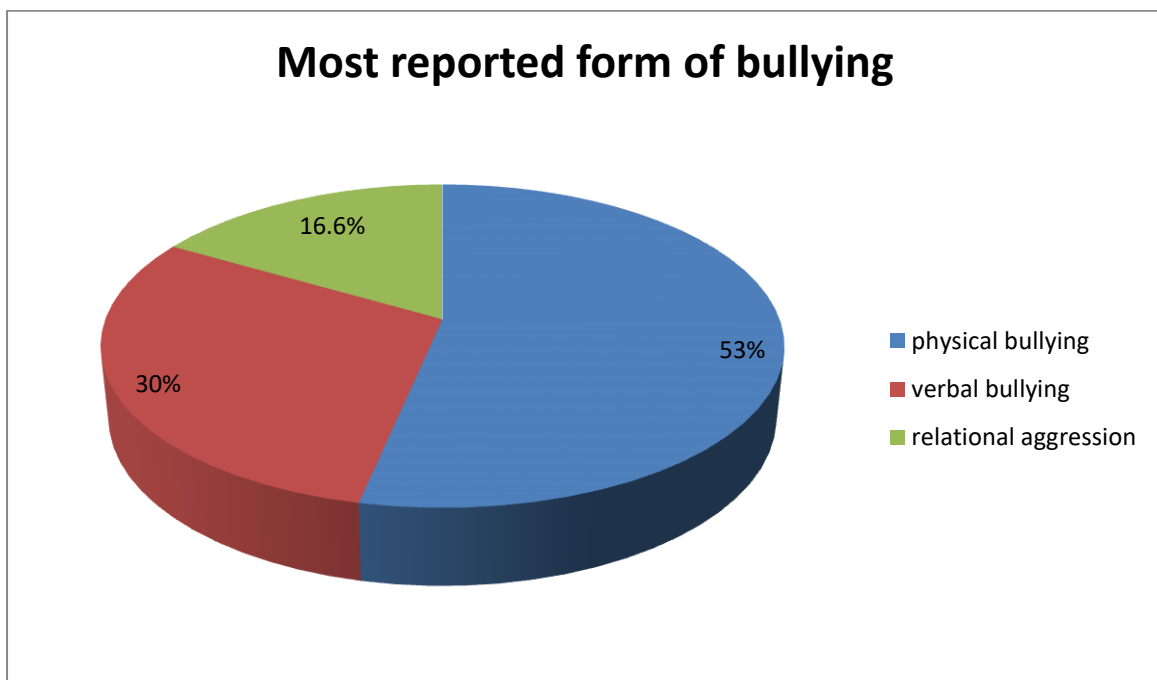


The above report was extracted from the T.I.C's behavioural problems record book. According to Gordon (2013) physical bullying is often the easiest to identify as it often involves some sort of physical act like hitting, shoving, kicking, destroying property or stealing property. The above report showed that physical bullying existed amongst the ECE learners and that incidence of bullying were reported by other learners (bystanders) instead of the victims themselves. The report revealed that the learner stole others belongings and this is supported by the quoted literature above. The report also showed that the perpetrator was reprimanded and counselling was also employed as a way of curbing bullying. Parents were

also called in to deal with the matter at hand. The idea of counselling is in tandem with literature review where Zirpoli (2009) suggests that the teacher should be the counsellor for bullying behaviour and that teachers should provide classroom lessons about bullying behaviour. Teachers should develop a classroom action plan to ensure that students know what to do when they observe a bully or victim confrontation. The above report links with current study as it endeavours to find the appropriate strategies of dealing with bullying at ECE.

#### 4.3.4 Reported forms of bullying.

**FIG1. 2** Pie chart shows forms of bullying identified by teachers as reported by victims.



According to an article by Yang (2012) in the European Journal of Developmental Psychology titled The Extent to which bully victims in comparison to pure bullies and pure victims are perpetrators and targets of verbal, physical, and incident bullying. The findings revealed that bully victims perpetrated significantly more physical and verbal bullying than other forms of bullying. Another research study by More and Hillary (2012) in the Irish



Journal of psychology titled bullying in Dublin Schools revealed that the most common types that were reported were physical bullying, followed by verbal bullying and lastly rejection. This links with the above data which reveals that physical bullying is the most reported form of bullying at 53% followed by verbal bullying at 30% and lastly relational aggression at 16.6%. According to the respondents physical bullying was the mostly reported form of bullying. 53% of the respondents said their learners always reported that others were beating them, kicking or pinching them.

The observer realised incidents where there was a girl who used to steal others belongings. The learners' bags were kept in a shade outside the classroom. This girl would ask for permission to go to the toilet and diverted her route to the bags where she would steal others snacks. This links to literature by Gordon (2013) who says physical bullying is often the easiest to identify it often involves some sort of physical act like hitting, shoving, kicking, destroying property or stealing property. This affected other learners' concentration in class thinking of their food in bags being stolen. The researcher then made private investigations to see the reason why this young girl stole others food and it came to attention that she came from a child headed family and that physiological needs were lacking.

Verbal bullying was also reported but to a lesser extent as compared to physical bullying. One (10%) of the respondents said relational aggression was never reported. The results from the observations and learners follow up questions also showed that physical bullying is the most perpetuated form of bullying as compared to other forms of bullying. This shows that physical bullying is the most prevailing form of bullying at ECE level. In agreement the Teacher In Charge said that the reported incidents were those of other learners beating others. The ECE learners said that bullies also insult them using vulgar words as well as intimidate them using hurtful words. One of the learners said, 'one of the bullies once told me that I am a son of a witch'.



#### **4.3.5 Witnessing the incident of bullying**

- **Response from observation**

Data was also collected through observations. The researcher observed ten incidents where bullying was being portrayed by ECE learners in ECEA, and ECEB. Findings of the observations made by the researcher showed that Physical bullying was the worst form of bullying that was frequently portrayed by the ECE learners at a rate of 53.3%, followed by verbal bullying at 30% and lastly relational aggression at 16.6%.

- (i) **Observations on learners' interactions: Relational aggression**

- **Discrimination**

Despite the fact that this form of bullying was not reported by the learners, the researcher observed ECE learners tendencies to discriminate against individuals they perceived not to fit in with their groups. This observation was in line with views from literature by Baldry and Farrington (2000) where the duo observed bullying through using relations to control and abuse others. The art of exclusion or discrimination amongst ECE learners was observed. One girl Sharon (not real name) was discriminated against for allegedly smelling urine. The researcher observed that, the accusations were leveled by one individual who was perceived to be the group leader and as such all the other members of the group followed suit. The observations are related to findings by Wylie and Hopkins (2006) who concluded that this form of bullying was targeted on spreading rumors, humiliating others, and embarrassing them.

The second incident on discrimination was observed during snack time, where a young boy (Evans, not real name) refused to share a queen cake and as a result, fellow learners were advised by a girl called Dadiso (not real name) not to play with him because of his stinginess.

It was also observed that learners who brought less fancy food to school were often sidelined by others for being poor. A grouping system was observed with those perceived for being well up, playing on their own while a few from the less privileged families played on their own.

One (10%) of the respondents said that economic status of the learners also contributed to bullying. For example, learners from high socio economic background tend to isolate those from a low socio economic status during play and this would be relational aggression. On the other hand, those from a low socio economic background may physically bully those from high socio background. For example, beating them if they refuse to give them food, snatching their belongings or even isolate them. In addition the School head also said that lack of physiological needs like food causes learners to bully others in order for them to retrieve food. According to Jvonen, Graham, and Schuster (2003) two main reasons people are bullied are because of appearance and social status. The study by researchers at Simon Fraser University in British Columbia, Canada found out that bullies had the lowest levels of depression, the highest levels of self esteem and the highest social status. Their results also showed that bullies exist across socioeconomic groups and were more likely to come from middle or lower socioeconomic backgrounds. The above findings are in relation with this study as the researcher observed that learners from poor families were more prone to relational aggression as they were sidelined by their peers because of their socio economic status

- **Stealing from other learners**

The researcher also observed the occurrence of physical bullying amongst ECE learners. 53% of ECE learners perpetuated physical bullying. The children used to beat others, kick, push, pinch as well as steal others belongings. Taking something that belongs to someone else and

destroying it, is also considered a type of physical bullying. The above findings are in conjunction with the research findings of a study carried out by Afroz, Jan, Hwain and Shafqut (2015) in the journal of education and practice titled *Bullying in Elementary Schools*. Findings of the study highlighted the nature and various causes of bullying and also that physical bullying includes any physical act, which results in hurting or injuring the target.

- **Response on the incidents of verbal bullying: use of hurtful words towards others.**

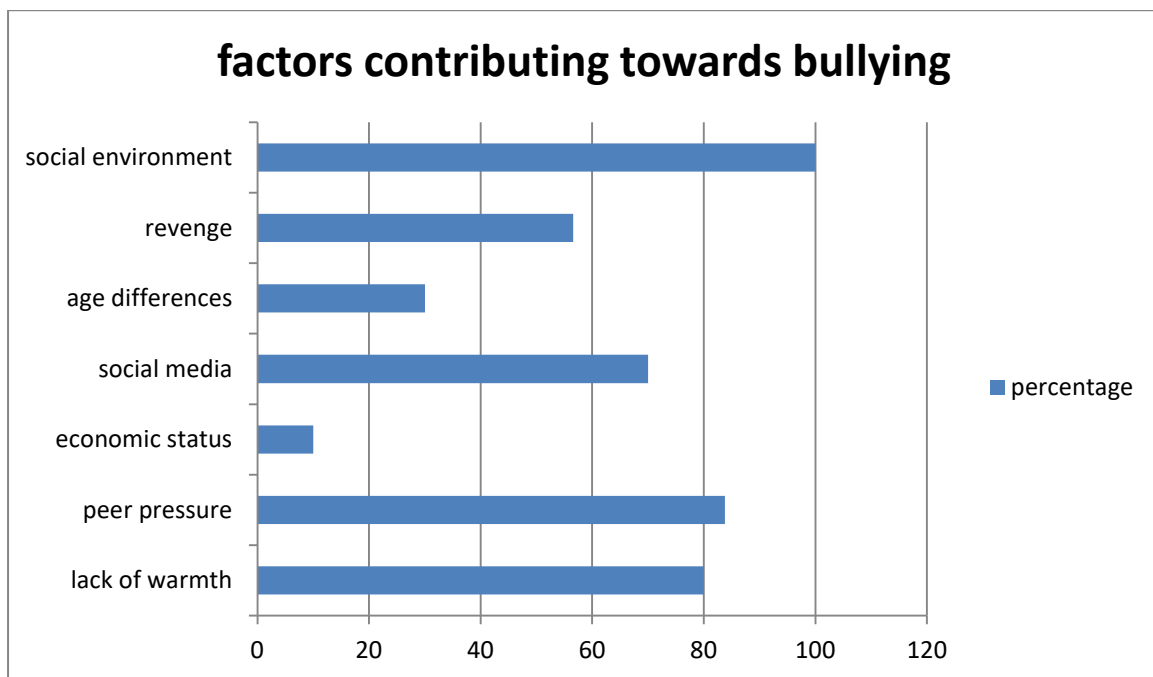
Under this form of bullying the researcher observed children bullying each other through the use of hurtful words. The researcher observed an ECE learner who was bullied verbally because of his disability. The young boy used his knees to move. There was a grade two group which called itself "ma ganger (gangsters)". They used to bully this young boy especially during break time insulting him and commanding him to move faster or else they were going to pull or kick him. The perpetrators scolded him saying "*nodasaka chakaremara*" (that's why you are disabled). Verbal bullying was also reported but to a lesser extent as compared to physical bullying. One (10%) of the respondents said relational aggression was never reported. The ECE learners said that bullies also insult them using vulgar words as well as intimidate them using hurtful words. One of the learners said, 'one of the bullies once told me that I am a son of a witch'.

Verbal bullying also applied to girls, the researcher observed a bullying incident where ECE B learners used to call one of their classmates 'Dofu' (dull) because she was perceived as a slow learner. The impact of such name calling resulted in withdrawal and lack of participation were learners became evidently shy. The research findings are in line with literature from Snow (2014) whose study also highlighted the incident of bullying and the

extent to which it impacted negatively on learners' participation in class and ultimately their poor academic performances.

#### 4.3.6 Factors that contribute towards bullying

**FIG 1.3 Different factors identified as contributing towards the incident of bullying.**



According to Baldry and Farrington (2000) family, peer and school contexts can exert positive or negative influences on bullying involvement. With respect to the family context, bullies often report that their parents are authoritarian, condone fighting back, use physical punishment, lack warmth and display indifference to their children. In addition Kamen (2007) points out that other contributing factors that can affect children's behaviour include environmental, social or emotional factors such as bereavement, divorce or separation of parents, moving house, changing school as well as negative experiences in previous settings.

In response to a question which asked on factors that contributed to bullying the respondents said that the major factors contributing towards bullying were as follows:

**(i) Lack of warmth and attention contributing to bullying**

Eighty (80%) of the respondents stated that lack of warmth from parents and teachers contributed to the bullying of learners. This research findings are in consistence with the research findings by Rajendron, Khushmand and Halperin(2010) in the journal of Child Psychology and , who examined on whether parenting at age four - five years was associated with changes in bullying over the next four years among children. Findings revealed that children with poor parenting were more likely to bully other while children receiving more parent support for child autonomy at the age of four - five years showed a significantly greater decline in bullying than those with little support and attention. According to Sharp and Smith (2001) lack of attention and warmth contributes to bullying behavior in children. For example, parents who spend less time with their children lead them to go to any lengths to get attention. This negative attention seeking behavior is typically carried to the ECE centre in form of bullying.

**(ii) Peer pressure contributing towards bullying.**

One of the teachers explained that children have a tendency to imitate what their peers do and deliberately do it for the sake of pleasing their peers or belonging to their peer group. In addition the Deputy Head said the major factor is learners influencing each other to show their superiority or belongingness to a friend's group, this may be attributed by peer pressure as some learners have been influenced by peers to engage in such bullying acts. ECE learners who responded to interviews also pointed out that bullying is due to peer pressure. One of the learners said. "Those who bully others do it because their friends would be doing it as well and some bully others because their friends would have asked them to do so". The rest of the

learners could not explain why they become victims of bullying. Related literature reviewed by Espelage and Asidiao (2001) in sync with the study showed that bullying resulted from peer influence, modelling and socialisation. The findings showed that peers spent their time reinforcing bullies by passively watching while other learners actively modelled bullies. Holt and Espelage (2005) state that students should seek adult help as soon as they are bullied. Their research examined the association between peer dynamics and bullying among learners. With respect to peer affiliation and bullying, 75% of bullies nominated fellow bullies as friends, suggesting that bullies associate with bullies.

### **(iii) Views on social environment versus bullying behaviour**

Home background was identified as contributing factor towards the incidents of bullying amongst ECE learners. All (100%) of the respondents said bullies adopt the kind of behavior that they see being portrayed at home by their parents, guardians and siblings. Interviewed learners pointed out that they had seen parents or siblings beating others and that they too wanted to do the same to those they did not like. One (10%) of the administrators argued that ill treatment by parents, guardians or siblings at home may cause the learners to adopt such kind of behavior and exert it on others. The interviewed administrators agreed that abusive homes also contributed to bullying. This is proved by a research done by Wood (2016) which found out that a large number of bullies came from homes where there is little affection and openness. They may often witness their parents being aggressive towards friends, siblings or other members of the family.

The researcher identified 60% of the learners who were bully who revealed that they were often beaten and scolded at home. The T. I. C also emphasized that the contributing factors towards bullying were due to ill treatment from home, school and by other children in the community. For example, Children from child headed families lack parental guidance and

attention or those who are orphans and live with step parents are ill treated and tend to ill treat others as well. This relates to literature where Marini (2006) is of the view that specifically children whose parents are not active participants in their lives and do not exhibit care or concern for them are more likely to feel insecurely attached.

At school when the teachers always use corporal punishment the learners end up thinking that beating is a way to resolve a dispute or to make someone do something the right way. The above findings relates to research by Rajendron, Khushmand and Halperin(2010) who found out that children with poor parenting were more likely to bully while children receiving more parent support for child autonomy at the age of four - five Another research by Soderstron, Asa and Arnica (2017) revealed that pre scholars who observed violence at home were engaged in bullying more as compared to those who do not witness violence.

#### **(iv) The influence of social media**

Seven (70%) of the teacher respondents also said that social media also contributed to bullying amongst ECE learners because learners are exposed to movies that are based on violence. For example, a cartoon where a hero is considered to be someone who beats others, this would then lead the young children to imitate such behavior with the aim of becoming heroes. Social media also allow learners to be bullies as they would imitate the language being used. For example, the learners imitate the language used in dramas or films they watch on television. In most cases the language used in movies and films is abusive, arrogant and vulgar. 60% of the interviewed learners revealed that the vulgar language and violence they perpetrated they would have watched or heard on television or in their parents or siblings phones Research by Soderstron, Asa and Arnica (2017) in the journal of international research found out that preschoolers who observed violence at home were engaged in bullying more as compared to those who do not witness violence. at home.

**(v) Gender differences: Masculinities versus Femininities.**

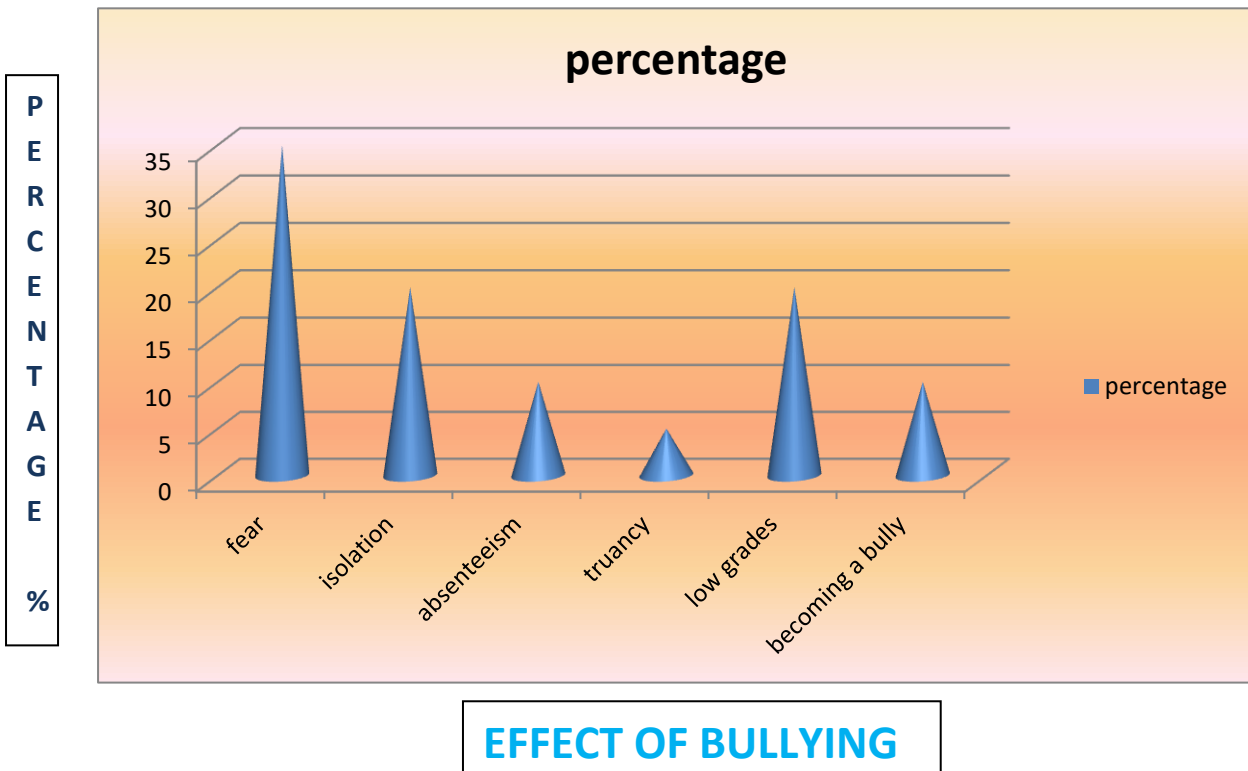
Gender differences was also highlighted by four (40%) of the respondents. It was revealed that boys tend to use their masculinity power and strength to bully girls and in turn girls tend to bully boys verbally rather than physically in most cases. According to Story and Slaby (2013) both boys and girls engage in a wide variety of bullying related behaviours by about the age of three. For boys it is more common to deliver and receive direct forms of physical and verbal aggression related to issues of power and dominance. Research done by Tullon (1995) in the Australian journal of Education titled gender differences and bullying showed that bullying prevails more in both boys and girls. Research done by Silva, Pereira and Oliver in the journal of environment research and public health titled The involvement of girls and boys in bullying found out that boys and girls are both victims and aggressors there are significant differences in involvement in bullying between genders and the roles played.

**(vi) Using revenge to settle scores.**

56.6% of the learners revealed that they engage in bullying as a way of revenging perceived injustices. Data gathered from the T.I.C also stated that learners become bullies as a result of them being bullied by others. As a way of revenge the tendency has emerged to be imitation, especially the young learners when they are continuously being bullied by the older learners. The Deputy Head also opined that revenge as a result of having been bullied earlier contributed to emerging to bullying. The research findings are also in line with the findings by Zirpoli (2009) who supports the above responses by the interviewees' saying that children model behaviour within their environment including abusive behaviour and that the reason why children become aggressive is because of the abusive environment they are exposed to. Bandura in Lewis (2017) says children learn through imitation of behaviour displayed in their environment.



**FIG1.4 Effect of bullying mostly experienced by ECE learners as perceived by the teachers(n=10).**



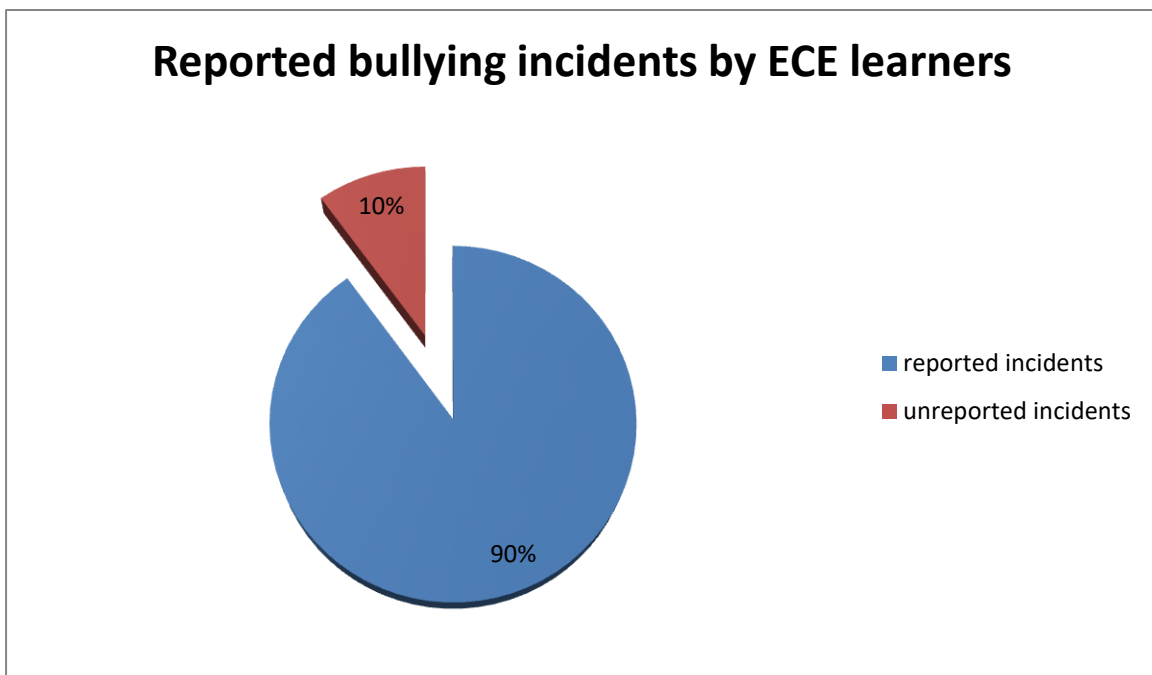
35% of the respondents said fear was the most perceived effect of bullying. The respondents said learners who are bullied develop fear of being intimidated or victimized by the bullies. One of the respondents revealed that fear is the main cause of absenteeism and truancy by the victims of bullying. 10% of the respondents said absenteeism was another effect of bullying that is highly perceived by the learners. Two of the respondents posited that most learners in their classrooms refuse to come to school as a result of being bullied. 20 % of the respondents said bullying affected the learner’s performance because of poor concentration and attention in class. They said that learners who are bullied are usually emotionally stressed and this caused their grades to decline. Isolation was another effect at 20% , truancy at 5% and becoming a bully was identified by one (10%) of the respondents Hawker and Boulton(2000) point out that effects of bullying can be serious for both the bullies and the victims and are at long term risk for a series of negative consequences. Jvonen (2003) states that it is not

surprising that children begin to manifest effects of bullying in a variety of symptoms. These include higher absenteeism which makes logical sense for children trying to avoid a negative environment. There is also risk of developing long term mental health issues which greatly increases as self esteem is regularly assaulted.

#### 4.3.7 Trends of reporting bullying by the ECE learners.

The responds by the ECE learners when they were asked if they reported bullying incidents showed that most of the learners reported to the teachers. Below is a diagram that shows the percentage of the learners who reported bullying and those who di not report. The reason for not reporting was that the respondents were afraid of being bullied even more.

**FIG1. 5 Reaction to bullying incidents**



The above pie chart reveals that those who reported bullying constitute (90%) of the ECE learners while those who did report constituted (10%). Observations by the researcher also confirmed that ECE learners reported bullying incidents as soon as they happened. Below are

captions of reported bullying incidents in the School head's grievances record book at Chikurubi Prison Primary School.

#### 4.3.8 School based reports on bullying incidents: The Black Book

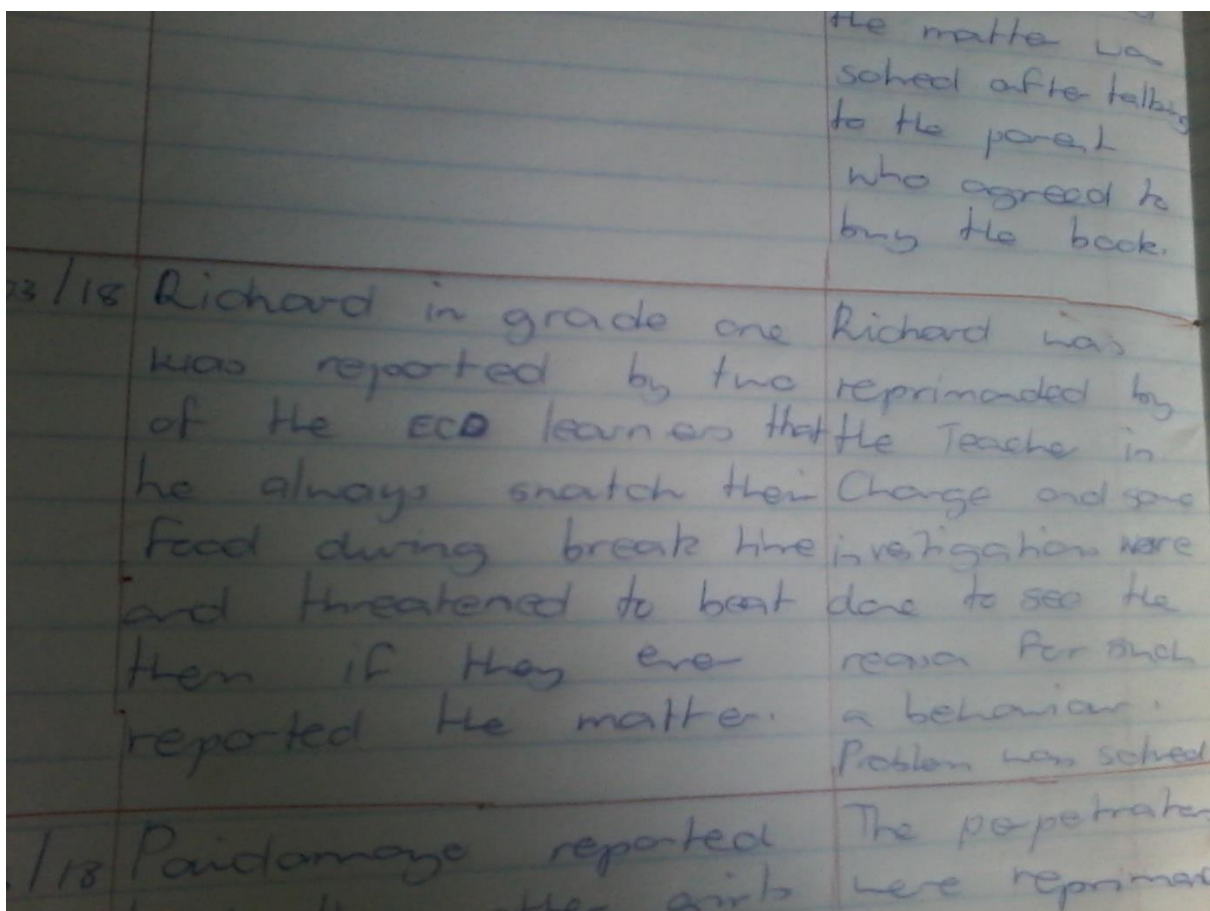
##### (i) Report on physical bullying from the school black book

DATE	OFFENCE	SOLUTION
	Complained that her son lost a tooth after a head on with another child.	
2/03/17	A parent (ECD) complained about another (ECD) child who threw her daughter's shoe in the toilet.	The parents were called, explained to and finally the matter was resolved amicably.
10/4/17	A parent complained about Shown Mubaiwa, Jimmy Katsanda Elizabeth Chekerwa	

The above report was extracted from the school head's grievances record book at Chikurubi Prison Primary school. The report showed that physical bullying existed at ECE level as it evidences physical bullying where there is destruction of property by the bully. A research by Afroz, Jan, Hwain and Shafqut (2015) in the journal of education and practice titled Bullying

in Elementary Schools found out that physical bullying includes any physical act, which results in hurting or injuring the target. Examples include kicking, hitting and punching. According to Wylie and Hopkins (2006), taking something that belongs to someone else and destroying it, is also considered a type of physical bullying.

### Report on physical bullying from the school black book



The above caption from the school head's grievances book showed that victims of bullying were scared to report bullying incidents as they were threatened by the bullies. According to Dublin (2001) the victim usually develop fear of being bullied. This fear leads to higher rates of absence and truancy. Victims also develop a loss of self esteem, depression and isolation. As students and later as adults victims may be hesitant to take social, emotional and

vocational risks The report also indicated that further investigations were being done to find the root cause of bullying behaviours by the school administrators. It also showed that physical bullying was the form of bullying that was highly perpetrated by the ECE learners.

**Report on physical bullying from the school black book.**

DATE	CASE REPORTED	SOLUTION
7/01/18	Nelly from Eco B Green reported that Ivainesuishe parties were called from the same class always stone and pinch her from the fly over on their way home.	Parents of both parties were called in following the incident that continues to happen after learner was reprimanded. Case was solved.
10/01/18	Ruterdo in 5 Yellow was reported by a parent	Ruterdo was asked to bring it back

The above captions shows evidence that bullying incidents are reported and are dealt with as indicated by the school head in sub section 4.3.11 that parents are involved in dealing with bullying matters. This parental involvement is advocated for by the statutory instrument 106 of 2005. As stated in the research findings by Soderstron, Asa and Arnica (2017) in the journal of international research and development that the preschools by identifying challenges and actions anchored in the local context, hit the target. Findings also revealed that preschoolers who observed violence at home were engaged in bullying more as compared to

those who do not witness violence. Therefore, this means that there is need to involve the parents so that they can adjust their behaviours at home where there is need.

#### **4.3.9 Strategies for reducing the incidents of bullying in school**

##### **Theme 1: Counseling**

In response eight (80%) of the respondents outlined that counseling the bullies and teaching them good morals could help reduce bullying incidents, the teacher was identified as responsible for both the victims and perpetrators. This relates to literature where Zirpoli (2009) suggests that teachers should provide classroom lessons about bullying behaviour. Teachers should develop a classroom action plan to ensure that students know what to do when they observe a bully or victim confrontation. According to Troy and Scroufe (1987) immediate action when bullying behaviour is observed should be taken. Dublin (2001) postulates that teachers should introduce and enforce classroom rules against bullying, hold regular classroom meetings with the students to discuss bullying, and meet with the parents to discuss bullying as well as encourage their participation. The T.I.C also added that guidance and counseling should be offered to the victims, bystanders and perpetrators as soon as bullying incidents occurs. Parents and guardians should also be called in and be made aware of the effects of portraying negative behaviours like fighting and insults in front of their children. According to the school head the school offers counseling by an assigned teacher in the event that a bullying incident has occurred.

##### **Theme 2: Disciplinary plan: Positive and Negative reinforcement**

Five (50%) of the respondents advocated for a disciplinary plan to be put in place at school where those who bully others should face the consequences of such kind of behavior. For example, by grounding bullies from doing activities that they like most. One of the

respondents also said in order to regulate bullying there is need to come up with awareness campaigns at school as well as discourage bullying during assemblies at school. The respondent also added that learners should be encouraged to report bullying as soon as it happens. In responding to follow up questions for ECE learners 90% of the ECE learners said they reported bullying to their teachers and said that the bullies are reprimanded by the teachers and despite the teachers reprimands they always continue bullying others. One of the learners said they do not report bullying because the bullies threaten them that if they report they would bully them even more. The ECE learners advocated for punishing the bullies as a way of stopping them from beating others. One of the ECE learners said, “the teachers should beat the bullies so that they also feel the pain they inflict on others”. Sixty (60%) of the respondents were of the view that the bullies should be given a leadership role and rewards for good behaviour should also be employed so as to change the bullies' behaviour. This response relates to reinforcing good behaviour as suggested by Morrison (2003) who says this method works particularly when building new skills or shaping new behaviour. Tokens such as plastic discs, buttons, trading stamps, or beans which the child may later trade for an activity. Jvonen et al (2003) states that if the bullies perform appropriately and exhibits professional specified behaviour they should receive a token. This may work well with some children who like to perform different activities, amongst ECE learners at Chikurubi Prison Primary.

### **Theme 3: Cooperative play**

Respondents advocated for a need to encourage the learners to engage in cooperative play as a way to curb bullying amongst the ECE learners. This would help the learners to develop a sense of belonging as well as develop social skills. Parents, school and other adults can help young children develop skills for getting along with others in age appropriate ways. This links with literature where Zirpoli (2009) states that modelling positive ways to make friends

can help children get along with others very well. For example, practise pleasant ways that children can ask others to join in play and take turns in games.

#### **Theme 4: Parental involvement**

Parents of the bullies and victims are called in their school to discuss the behaviour of their child and work together to find the best way in which the bully can be helped. This idea of calling parents is supported by Jvonen (2003) who suggests that parents of both parties should be called immediately and victims and aggressors should be referred to counseling when appropriate. The above responses reflected that some measures were being put in place by the school administrators in order to eradicate bullying in the school.

#### **Theme 5: Implementation of anti- Bullying policy in the school.**

According to the respondents, there is need for the implementation of the anti-bullying laws in the schools in order to regulate bullying incidencies amongst the ECE learners. These laws would help in the proper channels to be followed when dealing with bullying in the school. This is in tandem with research findings done by Fekkes (2006) which showed that the number of the bullied children decreased due to an anti bullying policy that also reduced bullying incidences in schools.

##### **4.3.12 Enforcing the implementation of the anti-Bullying Policy.**

In response to the question if there is need for the enforcement of anti bullying policies in school, eighty (80%) of the respondents saw it necessary for the schools enforcing anti bullying policies in schools as this would help the schools to follow up a proper channel when dealing with bullying incidents. One of the respondents said the policy would also assist the education stakeholders to see the seriousness of bullying and the need to deal with it as soon as it emerges. The other respondent among the eight also said once there is an anti

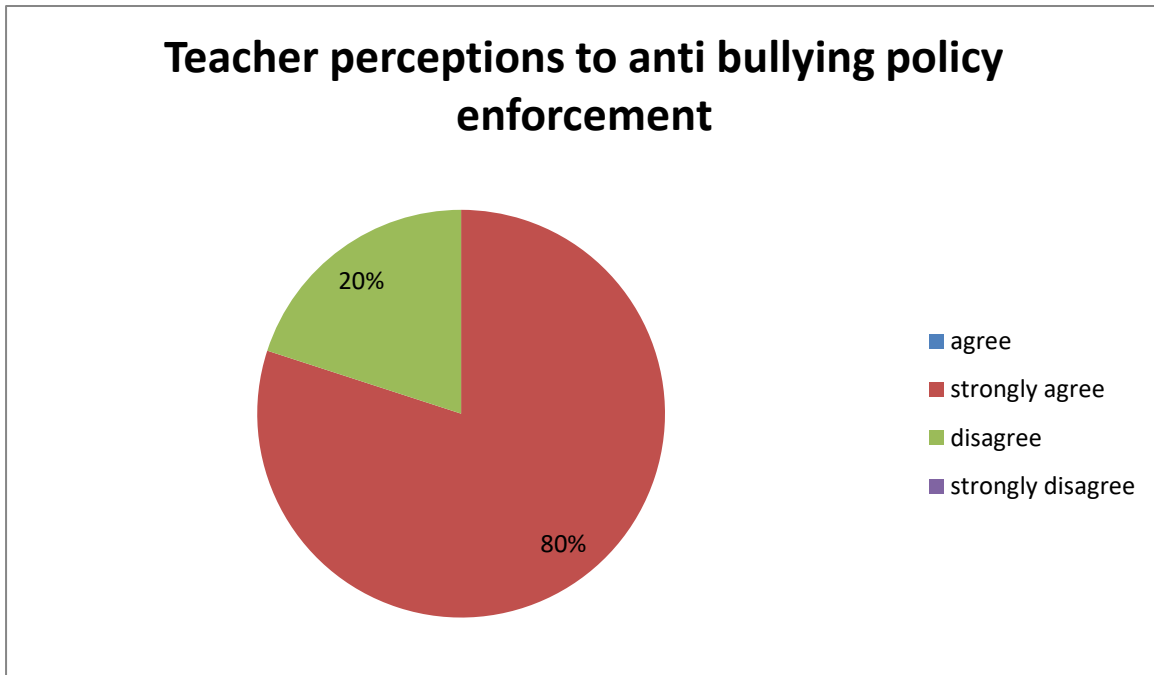


bullying policy put in place, the curriculum planners might as well come up with bullying topics across all grade levels included in the syllabi. The respondents revealed that an anti bullying policy would govern the manner in which bullies are dealt with. For example, disciplining bullies rather than punishing them. From the above responses it shows that there is need for the government to enforce anti bullying policies in schools in order to eradicate the bullying phenomena. Two (20%) of the respondents were against the enforcement of anti bullying policies by the government.

One of the two respondents said it was not necessary but instead schools should be in loco-parentice for proper upbringing of children as they normally live what they learn and learn what they live. Therefore, this response implies that teachers should be role models of learners and should shape up the learners behaviour by reinforcing positive behaviour and discourage negative behaviour so that the learners are able to fit properly into the society. The other respondent was of the view that if bullying is properly managed by the teacher in cooperation with the learner's parents the child would change with time. This relates to literature by Morrison (2005) who suggests that the reinforcement method works particularly when building new skills or shaping new behaviour. Tokens such as plastic discs, buttons, trading stamps, or beans which the child may later trade for an activity.

Majority of the respondents (70%) saw it necessary for the formulation of anti bullying policies to be the most appropriate way of controlling bullying in schools. 10% of the respondents supported the idea of guidance and counseling to control bullying while 20% of the respondents chose encouraging cooperative play as the most appropriate way. One respondent viewed awareness campaigns as less appropriate. According to Fekkes (2006) an anti bullying policy can reduce bullying incidences in schools and to keep bullying at consistently low level schools must continue anti bullying measures every year.

**FIG1.6 Teachers perceptions towards the enforcement of anti bullying policies by the government of Zimbabwe**



From the above presentation 80% of the respondents strongly agreed to the formulation of anti bullying policies as shown in the above pie chart. Twenty percent of the respondents disagreed to the formulation of the anti bullying policies.

#### **4.3.10 Assisting the vulnerable learners in the school.**

The T.I.C said that the school identifies vulnerable children in the school. For example, those from a low socio economic background are assisted with physiological needs such as food, clothes through the intervention of donors like Mavambo. The school has also launched a feeding program which caters for learners at ECE level in order to accommodate those from a low socio economic background. This has seen an improvement in reducing bullying as the learners no longer snatch food from each other. The Deputy Head responded saying the learners have been addressed at assemblies to report any bullying incidents in an out of school premises. Teachers have also been alerted to be on the lookout for any cases of

bullying in their classes and to deal with it immediately. Prefects have also been allocated a duty to observe and report bullying incidents especially during break time.

#### **4.3.11 Bullying perceived as cancerous in the school situation**

Only one (10%) of the respondents added that if bullying is not properly monitored can be a cancer that can result in bringing up real social-malcontents hence there is need for those who are in constant touch with the children to be well informed on how they deal with bullying amongst children. Research by Espelage et al (2008) in a survey of students aged four to fourteen in sixteen Toronto kindergarten schools to grade eight had findings showing that bullying in schools occurred quite regularly and 9% of bullies reported bullying others every week. The study concluded that bullying is happening in Canadian students and like in any other country in the world bullying is at rates and frequencies that cannot be ignored.

#### **4.3.12 Places where bullying occurs in the school**

In response to the follow up questions (90%) of the learners said bullying took place in the classroom, during break time as well as during the toilet routine especially in the absence of the teachers and prefects. 10 (%) of the ECE learners posited that bullies usually target them on their way to and from school.

#### **4.4 Discussion of the findings.**

Table 1.1 in sub section 4.2. Focused on gender of the respondents. As identified by Hoover and Oliver (2011) there are many female teachers at ECE level because females are believed to have motherly love and traditionally women are the ones who spend most of the time with children. Males are few probably because most of them are impatient with children and traditionally they believe that children should be raised by females instead of males. This also implies that ECE teaching is deemed to be a feminised profession. The researcher concluded

that there are more female teachers at ECE in order to fulfil gender progressive laws that sought to address the issue of gender imbalances in work places.

Table 1. 2 showed the age of the respondents.. The representation generally reveals that majority of the respondents are mature in terms of age. These ages also show that ECD teachers are of an older age and that entails that they are mature enough to handle learners. This is because older people are patient with young children and they know how to deal and treat them in such a way that they feel cared for. Old aged teachers are also experienced especially with young children.

Respondents had a professional qualification of a certificate in ECE, while there is also others who had a degree in ECE while the rest of the respondents held a diploma in ECE. Those with degrees in ECE shows that teachers are willing to pursue their education in ECE in order to know more concerning ECE as well as improve the standards and their efficiency at ECE level.

The research found out that fear was the most perceived effect of bullying and that it leads to other effects such as absenteeism, truancy and withdrawal from school. This shows that intimidation of victim learners by the bully learners have negative consequences. Therefore, this implies that there is need for the teachers to eradicate bullying in ways that help stop bullying in the school rather than just reprimanding the bullies. According to Dublin (2001) the victims usually develop fear of being bullied. This fear leads to higher rates of absence and truancy. Victims also develop a loss of self esteem, depression and isolation. As students and later as adults victims may be hesitant to take social, emotional and vocational risks.

Responses given in sub section 4.3.1 showed that respondents had knowledge on the concept and were able to define bullying as well as give relevant examples that related to bullying. The responses showed that bullying mainly focused on beating of others, intimidating others.

These findings were related to Hymel and Swearer (2013) whose views were that bullying is an intentional act that is aggressive and deliberately hurtful, views that were also supported by Baldry and Farrington (2000) who said bullying is when a person is picked on over and over again by an individual or group with more power, either in terms of physical strength or social standing. From the responses the researcher concludes that bullies take advantage of power imbalance between the bully and the victim. This means that perpetrators of bullying take advantage of weaker victims. In support the research by Smokowski and Kopasz (2005) states that this notion of power imbalance often the perpetrators use bullying as a means to establish dominance or maintain status.

Encounters of bullying incidents at classroom level were indicated to be rife. The response by the school administrators' also showed that bullying incidents does occur at Chikurubi Primary school because they admitted that they do have reports of bullying being filed in their offices. The ECE learners also highlighted that they experience bullying. Supporting the views by David, Lonsing, Velibar and Bobo(2016) on the prevalence of bullying amongst ECE learners. The researcher suggests that there is need to eradicate bullying at ECE since it is better to deal with it while the learners are still young than to deal with it when they are old, or as this might pose challenges. The extracts of bullying incidents in the teacher's record books also revealed that various forms of bullying were taking place at ECE. This relates to literature as Child (2007) argues that bullying takes many forms, but generally consists of direct physical action (For example, hitting, tripping, pushing, nipping, stealing belongings) direct verbal abuse (For example, aggressively demanding something, name calling, incessantly taunting and poking fun) and indirect verbal abuse (For example, spreading rumours). In support Kamen (2007) says there are three main types of bullying which are physical (hitting, kicking, taking belongings), verbal (name calling, insulting,

making offensive remarks) and indirect (spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours).

Physical bullying was identified as the most reported form of bullying followed by verbal bullying and lastly relational aggression. The results from the observations and learners follow up questions also showed that physical bullying was the most perpetuated form of bullying as compared to other forms of bullying. These findings are in accordance with Gordon (2013)'s opinion on physical bullying as a form of bullying that is often the easiest to identify it often involves some sort of physical act like hitting, shoving, kicking, destroying property or stealing property and this shows the reason why most ECE learners engaged in physical bullying. This literature was in relation with the observations made by the researcher where physical bullying was the frequently observed form of bullying. The findings has been supported by Vlachou, Botsoglou, and Andreou (2013) who argued that the frequencies of bullying episodes varied greatly according to source of information and also that the forms of bullying frequently observed were physical bullying (that is hitting, pushing, pulling, punching or forcibly taking objects). These findings of the research by Vlachou et al (2013) implied that as ECE teachers there is need to monitor children's play in order to prevent them from engaging in vicious physical assaults as they play.

Sub section 4.3.4 focused on the factors that contributed towards bullying. The research findings were that various factors contributed towards bullying and these included lack of warmth and attention and this has been supported by Sharp and Smith (2001) who gives example, parents who spend less time with their children lead them to go to any lengths to get attention. This negative attention seeking behavior is typically carried to the ECE centre in form of bullying. Peer pressure was another contributing factor highlighted by the respondents. According to the researcher peer pressure has an impact on behavior change of an individual be it positively or negatively. One of the respondents explained that children

have a tendency to imitate what their peers do and deliberately do it for the sake of pleasing their peers or belonging to their peer group. This links with the research findings by Espelage and Asidiao (2001) which concluded that bullying resulted from peer influence, modelling and socialisation.

Home background was another contributing factor stated by the respondents. The view was that bullying tendencies are influenced by the social environment in which an individual lives. Findings have been supported by Baldry and Farrington (2000) who states that family, peer and school contexts can exert positive or negative influences on bullying involvement. With respect to the family context, bullies often report that their parents are authoritarian, condone fighting back, use physical punishment, lack warmth and display indifference to their children. As such it means that warmth of parenting and the degree of affection a child receives in their early life is linked to bullying behaviour. Also children who are actively discouraged from aggressive behaviour will be less likely to show this behaviour in future. Bowes (2009) purports that children's living environments also contribute to bullying behaviour. More than half of children who are bullies are likely to come from homes where stability and nurturing are absent. In support the researcher states that children, who have unstable home lives, for example, may take out their frustration and aggression on other children and, in turn, may promote children's display of aggression towards other peers.

Social Media contributed to bullying amongst ECE learners because learners are exposed to movies that are based on violence. For example, a cartoon where a hero is considered to be someone who beats others, this would then lead the young children to imitate such behavior with the aim of becoming heroes. Social media also allow learners to be bullies as they would imitate the language being used. For example, the learners imitate the language used in dramas or films they watch on television. In most cases the language used in movies and films is abusive, arrogant and vulgar. This implies that lack of modelling of good behaviour

through social media may cause a child to imitate such a behaviour and end up bullying others. For example, if such a child is exposed to bullying behaviours on television.

According to the research findings economic status also contributed to bullying by ECE learners.. For example, learners from high socio economic background tend to isolate those from a low socio economic status during play and this would be relational aggression. On the other hand, those from a low socio economic background may physically bully those from high socio background. For example, beating them if they refuse to give them food, snatching their belongings or even isolate them. Findings are supported by Jvonen, Graham, and Schuster (2003) two main reasons people are bullied are because of appearance and social status.

Age difference was also stated by three of the respondents. The respondents said that older learners take advantage of the younger learners and tend to bully them. This shows that the aspect of power imbalance is also alleviated by the fact that a bully may be older than the victim. This means that there is need for the school administrators to put it into consideration to separate play areas between upper grades and lower grades especially during break time in order to reduce the incidences of bullying based on age differences. Age difference was also stated by three respondents (30%). The respondents said that older learners take advantage of the younger learners and tend to bully them. The older learners also tend to control the younger learners and take charge of them especially during break time. In response to the follow up questions 10% of the ECE learners said the main reason why others bully them is because they are older than them. One of the ECEB learners said, " they beat us and take our food because they are older than us especially the grade ones and twos". This is in tandem with literature review on a study by Espelage and Asidao (2001) whose research findings were that the element of power is an integral component of bullying as bullying behaviours



are more systematic and self initiated as learners who bully carefully selects their victims and create encounters in which they can control others.

The respondents also said gender differences contributed towards bullying amongst learners. It was revealed that boys tend to use their biological power and strength to bully girls and in turn girls tend to bully boys verbally rather than physically in most cases. The findings have been reinforced by Story and Slaby (2013) who argue that both boys and girls engage in a wide variety of bullying related behaviours. For boys it is more common to deliver and receive direct forms of physical and verbal aggression related to issues of power and dominance. This research concludes that the reason boys are the most perpetrators of bullying is because of the way they are socialized. It is of importance to note from the above incidents was the gendered nature of discriminatory incidences where the adoption of perpetuation of discrimination was mainly done by the girls compared to boys. The aspect of the gendered nature of bullying therefore, relates to the literature by Dailey, Frey, Andy and Walker (2015) who observed that girls most often used name calling, rejected others as well as teasing more than boys.

Revenge was also highlighted by the respondents as a contributing factor towards bullying. The respondents indicated that victims tend to turn in to bullies as a way of revenge. There is also need for guidance and counseling of victims of bullying in order to discourage them from engaging in bullying and speculating to them the dangers of retaliating bullying. Literature review is in tandem with revenge as purported by Baldry and Farrington (2000) who state that if bullying persist , victims occasionally feel compelled to take drastic measures such as vengeance in forms of fighting back, weapon carrying or even suicide.

Findings were that bullying does have both long and short term effects on the victims, bystanders as well as the bullies themselves. This links with literature where Hawker and

Boulton(2000) point out that effects of bullying can be serious for both the bullies and the victims and are at long term risk for a series of negative consequences. Jvonen (2003) states that it is not surprising that children begin to manifest effects of bullying in a variety of symptoms. These include higher absenteeism which makes logical sense for children trying to avoid a negative environment. There is also risk of developing long term mental health issues which greatly increases as self esteem is regularly assaulted. 60% of the learners said bullying causes them to abscond from school as it instills fear in them. Nine of the teachers also said that bullying causes learners academic performance to decline. The researcher also found out that bullying was the main cause of truancy and absenteeism amongst the ECE learners as evidenced by the responses from the interviews done with the school administrators and the ECE learners. This fear leads to higher rates of absence and truancy. Victims of bullying were observed to have a loss of self esteem, depression and isolation. The findings also concludes that bullying leads to absenteeism, truancy and withdrawal by the ECE learners.

In support Kamen (2007) states that usually bully victims develop fear of being bullied and tend to be reserved in most cases. The findings were that bullying affects the social domain of the ECE learners since bully victims rarely interacts with other peers and have a tendency to fear generally. The other effect was that the bullies ended up being in isolation since others did not want to play with him or her in fear of being intimidated. According to Dublin (2001) bullying affects bystanders as they may be afraid to associate with the victim in fear of retribution by the bully or becoming victims too. Fear of reporting bullying incidents by the bystanders in order to avoid being labeled "snitch". Baldry and Farrington add that bystanders may experience feelings of guilt or helplessness because they did not stand up to a bully on behalf of their friend or classmate. Some of the learners end up messing themselves in class as a result of fearing to go to the toilet knowing or thinking that the bully would be waiting

for them there. Two (20%) of the respondents also said that truancy amongst the learners is developed as a result of bullying. For example, a learner who is experiencing bullying at school would prefer not to attend school and hide in the bushes in fear of being bullied.

The School Head in addition said bullying also have a long term effect where the learners lack confidence throughout their life because of being bullied. From the above responses from the interviewees it shows that the victim of bullying tend to be withdrawn from others even during play and that the victims display a low self esteem as they feel unworthy as a result of the way they would be treated by the bullies. In agreement Baldry and Farrington (2000) state that victims also develop a loss of self esteem, depression and isolation. Victims may also hesitate to take social, intellectual and vocational risks when they are adults. This implies that bullying has long term effects on individuals. It seems the interviewees were not aware that bullying also has effects on bystanders as well. In support of the above findings literature reviewed that a study by Borgart in the Australian Journal of Education titled Long and short term effects of bullying found that children who were bullied experienced negative physical health compared to non involved peers and that bullied children had sleeping problems and were depressed in most cases. Another study by Kowalski and Limber (2013) whose research examined the relationship between experiences with bullying in rural Pennsylvania. The findings revealed that girls who were bullied reported more anxiety and overall health problems than boys who were bullied. Bullied students were more likely to feel disconnected from school and had lower academic outcomes, including lower attendance.

It was revealed that victims tend to have a lower self esteem and they end up being discouraged to come to school leading to absenteeism. Kamen (2007) states that usually bully victims develop fear of being bullied and tend to be reserved in most cases. This

implies that bullying has effects on individuals. It seems the interviewees were not aware that bullying also has effects on bystanders as well since their responses only concentrated on the bullying effects to the victims. The researcher also found out that effect of bullying can be serious for both the bullies and the victims and are at long term risk for a series of negative consequences. Jvonen (2003) states that it is not surprising that those children begin to manifest effects of bullying in a variety of symptoms. These include higher absenteeism which makes logical sense for children trying to avoid a negative environment. There is also risk of developing long term mental health issues which greatly increases as self esteem is regularly assaulted. Therefore, basing on these research findings on the effects of bullying the research encourages the ECE teachers to be always on guard as far as bullying is concerned. There is also need for quick intervention of emerging bullying incidences in the school. The learners should be encouraged to love one another and engage in cooperative play at all times.

All the cases reflected that victims of bullying reported bullying because they were aware that it was unacceptable behavior. The ECE learners responded that they reported bullying when they were asked if they ever reported it. Reported cases were documented in the grievances book by the school head and the deputy head. This indicated that action was taken concerning bullying incidents in the school. However, there were only three cases of bullying incidents at ECE level documented and this entails that ECE teachers are not notifying the school head with bullying incidents that are taking place considering other respondents who indicated that bullying takes place on a daily basis in their classrooms. This shows that they deal with bullying on a lighter scale, that is they only reprimand the perpetrators and take no further action probably they believe bullying is just a way of socialization or that it is not a serious issue. The researcher also found out that only 10% of the learners did not report bullying due to fear of being further intimidated by the bullies. This is supported by Agatson (2007) who

asserts that victims are afraid of reporting because of fear and loss of privileges from their bully peers. Observations by the researcher also confirmed that ECE learners reported bullying incidents as soon as they happened.

Strategies were identified that can be put in place to deal with bullying, regulated by providing the learners with adequate learning materials like toys , this would prevent the learners from beating each other while scrambling for the toys. This response clearly showed that the respondent was not aware of the major factors that contribute to bullying and how it can be regulated. The findings also highlighted that there is need for the teachers to teach on bullying at classroom level. The other strategy was that of reinforcing good behavior. In relation to literature review Morrison (2005) says this method works particularly when building new skills or shaping new behaviour. Tokens such as plastic discs, buttons, trading stamps, or beans which the child may later trade for an activity. Therefore, the ECE teachers should guide and counsel ECE learners on the effects of bullying by teaching on bullying as a lesson topic.

Respondents advocated for the formulation of anti bullying policies as the most appropriate way to control bullying in schools. This perception by the respondents is also supported by .Fekkes (2006) alludes that an anti bullying policy can reduce bullying incidences in schools and to keep bullying at consistently low level schools must continue anti bullying measures every year. This means that dealing with bullying is not confined to the school premises only but should start with the higher offices that is, starting at government level narrowing down to classroom level.

Responses in sub section 4.3.11 indicated that measures have been put in place to deal with bullying at Chikurubi prison. According to Galvisky (2014) schools have the responsibility to create safe, respectful places for learners. Schools must move away from punishment and

towards positive discipline. The school administrators responded that guidance and counseling is offered to both the victim and the bullying the event of a bullying incident. According to Jvonen et al (2003) an effective way to deal with bullying is to confront the bullies in private. Challenging the bullies in public may be just what they are seeking. Parents of both parties should be notified immediately. In some cases victims and aggressors should be referred to counselling when appropriate. The researcher also found out that parents of the involved parties of a bullying incident were called to school to deal with the matter. Therefore, the researcher adds that there should also be a disciplinary put in place when eradicating the bullying phenomena. According to Franke (2011) discipline is setting boundaries for learners in order to curb disruptive behaviours. Teachers should create boundaries for students that make classroom a safe, positive and happy place. A discipline plan focuses on behaviour and not academic performance.

The responses in sub section 4.3.12 showed that there is need for the government of Zimbabwe to implement anti bullying policies so as to enable the schools deal with bullying issues in a proper channel and in a smooth manner. The respondents revealed that an anti bullying policy would govern the manner in which bullies are dealt with. For example, disciplining bullies rather than punishing them. From the above responses it shows that there is need for the government to enforce anti bullying policies in schools in order to eradicate the bullying phenomena. One of the respondents said it was not necessary but instead schools should be in loco-parentice for proper upbringing of children as they normally live what they learn and learn what they live. Therefore, this response implies that teachers should be role models of learners and should shape up the learners behaviour by reinforcing positive behaviour and discourage negative behaviour so that the learners are able to fit properly into the society.

Figure 1.5 in sub section 4.3.12 indicated that majority of the respondents strongly agreed to the enforcement of anti bullying policies in Zimbabwean schools. This shows that the government should put the issue of bullying into consideration when formulating policies that govern schools in Zimbabwe because bullying is a serious phenomenon that needs intervention as it can affect an individual's present and future life. Saracho (2017) is of the view that bullying is a serious problem that affects the young children's well being

The fact that most respondents in sub section 4.3.13 on the gendered nature of bullying mentioned that boys were the most perpetrators of bullying clearly shows that boys are bullies because of their biological power, that is they are more muscular than girls and also because of the way they were socialized.. The responses entails that boys are the most perpetrators of bullying and that bullying takes place across all grades at Chikurubi Prison Primary School. This implies that bullying should be eradicated at all levels starting from ECE level before it spreads to higher grades as it happens even among younger learners. The findings that bullying is done more by males differs from the findings by Slaby and Storey (2013) that both boys and girls engage in a wide variety of bullying related behaviours by about the age of three.

Figure1. 6 in sub section 4.3.14 indicate that the rate of reported case in relation to gender showed that boy's cases were the most reported. This entails that boys engage in bullying incidents more than girls probably because of their nature of socializing since boys are known to socialize through fighting and intimidation in order to exercise their power.

Research findings were that if bullying is not properly monitored it can become viral and at the end become difficult to handle. This means that perpetrators of bullying should be dealt with accordingly to avoid any further bullying incidents in the school. The researcher concludes that there is need for awareness campaigns on bullying in the school so that the

learners are aware of the effects of bullying. This calls for the need to have in service training and workshops for teachers to impart them with knowledge on how to best deal with bullying incidents. This is supported by DeOrnellas and Spurgin (2017) who highlights the importance to increase the teacher's awareness and knowledge about all types of bullying, their consequences, and intervention skills to lessen their negative attitudes towards bullying behaviours.

ECE learners also pointed out that bullying took place in the classroom, during break time as well as during the toilet routine especially in the absence of the teachers and prefects. The research findings also showed that bullying also happens outside school premises where there is no teacher monitoring, especially when the learners are going home. Olweus (2011) postulates that bullying behaviours are those behaviours which are repeated over time by an individual or a group and which are intentionally hurtful in a direct or indirect manner against a person who has difficulty defending him or her self. Therefore, this implies that there is need for the ECE teachers to encourage the learners to report incidents of bullying whether they took place within or outside the school premises. The teachers should also make use of school prefects or even themselves to make an effort in escorting the learners. For example, during toilet routines or when going back to the classroom from assembly.

## **5.0 Summary**

This chapter focused on analyzing and interpreting data that was collected through questionnaires and interviews. The collected data was presented in the form of tables and graphs. Relevant literature was also quoted in this chapter. The next chapter will focus on the conclusions of the research as well as recommendations to the research.





## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter summarizes the research study and concludes the research study while dwelling on the main findings. Recommendations will focus on the ways that can be employed to deal with bullying at ECE level.

#### 5.1 Summary

The research study focused on interrogating the effects of bullying amongst learners at ECE level. The study was motivated by the prevalence of bullying phenomena amongst ECE learners. The research aimed at developing guidelines on how to curb bullying at ECE level at Chikurubi prison primary school in EPMAFARA district in Harare metropolitan province. The research used forty three participants of which thirty were ECE learners, ten were ECE teachers and three were the school administrators. A mixed methods research design was used that allowed the researcher to gather qualitative and quantitative data at the same time. The study also revealed that there was no anti bullying policies put in place by the government of Zimbabwe and that the teachers were not aware of the procedures to follow in the event of encountering a bullying incident.

Chapter one focused on articulation of the research problem. In chapter two literature was reviewed on bullying and its effects as stated in studies done so far concerning bullying. Furthermore the chapter also highlighted the different factors contributing towards bullying as well as ways of dealing with bullying. The researcher proceeded to focus on the methodology in chapter three. Instruments for data collection based on different research questions were described stating their advantages and disadvantages. The instruments used in this research included the interviews, questionnaires, and observations. The researcher also

came up with an observation schedule and observation guide before observing the participants. Follow up questions for ECE learners were also used to collect data on bullying. The interview was meant for the school administrators while the questionnaires were for the ECE teachers. Chapter four presented, analyzed and interpreted data collected from the participants through research instruments. The data was presented in the form of graphs and pie charts.

## **5.2 Conclusions**

The researcher made conclusions based on the research findings. The conclusions were as follows:

- Generally the research findings clearly showed that bullying does exist at ECE level.
- Findings also showed that there was no anti bullying policy in schools because the teachers strongly advocated for the government to formulate anti bullying policies in schools.
- Further research concluded that bullying does have negative effects on all the stakeholders of bullying, that is the victims, bullies, and bystanders.
- Another conclusion was that bullying is cancerous and should be dealt with as soon as it emerges.

## **5.3 Recommendations**

From the conclusions stated above the researcher recommends that:

- Schools to enforce the anti-Bullying policies in schools.
- Awareness campaigns on bullying should be done at school level in order to reduce bullying incidents.
- Teachers need specific training on ways of dealing with bullying incidents through workshops and in service training courses so that they may be able to

engage in comprehensive monitoring and supervision of school activities at all times.

- School administrators should ensure that bullying does not take place at all in the school by formulating school rules that govern the learner's behaviours.
- Learners should be encouraged to talk about bullying openly as well as report the bullying incidents so as to stop it completely thereby creating a conducive environment in the school.
- Parents and teachers should work together as partners when dealing with bullying.
- There is need for awareness campaigns on bullying in the school and also that there should be policies that help in eradicating bullying in schools.
- There should be constant and open dialogue about bullying within the school system and immediate intervention by staff members in order to eradicate bullying and its inception.
- The ECE learners should seek help as soon as they are bullied as it is of great importance to take immediate action as far as bullying is concerned.
- There is need to teach about bullying during academic lessons as well as provide guidance and counseling to all stakeholders of bullying.
- Teachers should develop a classroom action plan to ensure that students know what to do when they observe a bully or victim confrontation.
- Lastly the researcher recommends that bullying should be taught as a topic in the ECE syllabus.

## **6.0 Summary**

This chapter focused on summarizing the research, drawing out conclusions as well as stating recommendations as far as bullying at ECE level is concerned.

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## APPENDIX 1

### QUESTIONNAIRE FOR TEACHERS

My name is Lucia Bondera. I am an undergraduate at Midlands State University carrying out a study that seeks to interrogate bullying amongst Early Childhood Education (ECE) learners at Chikurubi Prison Primary School in Epworth, Mabvuku, Tafara (EPMAFARA) district. It is expected that this research will guide policy formulators and teachers to improve on eradicating bullying at ECE. It will also assist the school to formulate its own anti bullying policy.

You have been selected purposively for this research and your response to this study will enable the achievement of the above objectives. You are required to answer the following questions and assured that your responses will be strictly kept confidential.

#### Instructions to complete the questionnaire.

1. Do not write your name on the questionnaire.
2. Tick the most appropriate answer.
3. Where there are open ended questions please write your views in the spaces provided.

#### PART A : DEMOGRAPHIC DATA

##### 1. Gender

Female	
Male	

##### 2. What is your age?

25 years and below	
26-35 years	

36-45years	
45-55years	
Over 55 years	

3. Please indicate your working experience.

Year	
0-3	
6-10	
11-15	
16-20	
Over 20	

4. What is your highest professional qualification.

Certificate	
Diploma	
Undergraduate	
Post graduate	
Doctorate	

PART B: THEMATIC DATA

1. What is your understanding of the term bullying?

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2. Have you as a teacher encountered situations of bullying amongst your learners?

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.....

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.....

.....

3. From the table below select the frequency of the reported form of bullying at your school amongst ECE learners?

FORM OF BULLYING

FREQUENCY OF OCCURANCE

	Frequently reported	Less	Never
Physical bullying			
Verbal bullying			
Relational aggression			

4. Can you list down any four factors that you believe contribute towards bullying at your school?

- 1.....  
.....  
.....
- 2.....  
.....  
.....
- 3.....  
.....  
.....
- 4.....  
.....  
.....

5. What have been the effects of bullying amongst your learners who have experienced it?  
Name at least four effects:

- 1.....  
.....  
.....  
.....
- 2.....  
.....  
.....
- 3.....  
.....
- 4.....  
.....  
.....

6. On the table below tick the most perceived effect of bullying.

FORM OF BULLYING.

FREQUENTLY PERCEIVED

	MORE	LESS	NEVER
ABSENTEEISM			
FEAR			
POOR ACADEMIC PERFORMANCE			
TRUANCY			
BECOMING A BULLY			
ISOLATION			

7. Suggest possible ways that can be employed to control the occurrence of bullying at ECE level.

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.....

8. Tick the appropriate box concerning possible ways that can be employed to control bullying. Tick only one way you consider most appropriate or less appropriate.

	Most appropriate	Less appropriate
Formulation of anti bullying policies in schools.		
Awareness campaigns on bullying.		
Guidance and counseling		
Reinforcing good behaviour.		
Encouraging cooperative play amongst learners		
Reinforcing discipline in learners		

9. Is there a need for the government of Zimbabwe to formulate anti bullying policies in schools? If yes or no why?

.....  
.....  
.....  
.....  
.....  
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.....  
.....

.....  
 .....

10. Tick the appropriate box in the table below.

	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE
There is need for the government of Zimbabwe to come up with anti bullying policies in schools.				

11. How does bullying compare between males and females at ECE level?

.....  
 .....  
 .....  
 .....  
 .....

12. Tick the most appropriate response on the table below on the rate of reporting the incidents of bullying by gender.

	FREQUENTLY REPORTED	LESS REPORTED	NEVER
BOYS			
GIRLS			

13. Is there anything else about bullying I did not ask that you want to add?

.....

.....

.....

.....

.....

.....

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE.



## APPENDIX 2

### OBSERVATION SCHEDULE FOR ECE LEARNERS

Learner	Date	Time	Place of event	Form of bullying depicted	Comments

## APPENDIX 3

### OBSERVATION GUIDE

#### BACKGROUND

The researcher chose the observation method because it produces true results as participants will be portraying their true behavior since they will not be aware that they are being observed. The participants will be observed during break time, free play time, toilet routine as well as in the classroom. Participants to be observed will be thirty ECE Learners. The participants will be observed in a rotational manner, that is each grade level at a time.

#### PURPOSE OF THE OBSERVATION

To verify some of the data collected through questionnaires and interviews and also to interrogate the existence of bullying at ECE. The purpose will also be to observe the forms of bullying that prevail among ECE learners.

#### WHAT WILL BE OBSERVED

- How participants are behaving.
- Evidence of bullying tendencies amongst participants.
- Forms of bullying portrayed by the participants.
- The role of bystanders in the occurrence of bullying.
- Do participants report bullying.
- Teacher's reaction towards bullying reports.
- Effects of bullying to the bullies, victims and bystanders.
- Frequency of bullying and the time it prevails more.
- Causes of bullying among the participants.

## APPENDIX 4

### INTERVIEW GUIDE FOR THE ADMINISTRATORS: TEACHER IN CHARGE, DEPUTY HEAD AND THE SCHOOL HEAD.

#### PART A: DEMOGRAPHIC DATA

##### 1. Gender

Female	
Male	

##### 2. What is your age?

25 years and below	
26-35 years	
36-45years	
45-55years	
Over 55 years	

##### 3. Please indicate your working experience.

Year	
0-3	
6-10	
11-15	
16-20	
Over 20	

8. What is your highest professional qualification?

Certificate	
Diploma	
Undergraduate	
Post graduate	
Doctorate	

**PART B: THEMATIC DATA**

1. What is your understanding of the term bullying?
2. Have you ever had experiences/reports of bullying incidents at your school? Yes or No
3. From the above response which particular groups are reported on the incident of bullying?
4. Which forms of bullying have been reported at your office?
5. What could be the factors contributing towards such behaviors amongst your learners?
6. What measures have been put in place to deal with bullying at your school?
7. What have been observed to be the effects of bullying amongst learners at your school?
8. What are your recommendations?

## **APPENDIX 5**

### **FOLLOW UP QUESTIONS FOR ECE LEARNERS**

1. Do you experience bullying in your school?
2. What forms of bullying do you experience?
3. Where does bullying incidents occur in your school?
4. How often does bullying occur?
5. What do you think causes bullying?
6. Do you report bullying and to who?
7. What is action is taken to the bullies?
8. Is bullying good or bad? Why?
9. What do you recommend should be done to stop bullying in your school?

## APPENDIX 6

### INFORMED CONSENT FORM

INSTITUTION : Midlands State University

SUPERVISOR : Ms G. Balance

SCHOOL IN WHICH RESEARCH IS CARRIED OUT : Chikurubi Prison Primary

DISTRICT : Epworth, Mabvuku, Tafara (EPMAFARA)

DURATION OF PARTICIPATION : 4 months

You are kindly asked to participate in the research titled “interrogating the effects of bullying amongst Early Childhood Learners: Case of Chikurubi Prison Primary school. Information you provide will be used for scholarly purposes and kept confidential and you will remain anonymous till the end of the study. Be informed that you are allowed to withdraw from the participation whenever you deem necessary and you are not forced to take part in the research.

Thank you in advance.

I .....agree to take part in the above mentioned research out of my own will and have read and understood the conditions of the consent form.

Signature of participant.....

Date.....

## **APPENDIX 7**

Permission letters from Midlands State University, the Head Office of the Ministry of Primary and Education, Provincial Office of the Ministry of Primary and Education, and also from the EPMAFARA District Office.

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