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DECLARATION

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DEDICATION

This project is a special dedication to my loving husband, Joseph Mareza, my lovely children Angeline, Joel and Jason Mareza. I wish them the best in their endeavours.

ABBREVIATIONS

CRCs - Child Rights Clubs

CRC- Convention on the Rights of the Child

MSU - Midlands State University

NSSF - National Safe Schools Framework

UNESCO - United Nations Educational, Scientific and Cultural Organisation

UNICEF- United Nations Children Emergency Fund

UNISA- University of South Africa

ZCSA - Zambia Civic Education Association

ABSTRACT

This research project investigated the causes and effects of bullying in primary schools. The study focused on government primary schools in the in Harare. The types and forms of bullying were unearthed. Causes and effects of bullying were unpanelled in a way that made it feasible to suggest and recommend measures of reducing the prevalence and effects of bullying. The study endeavoured to answer research questions using a case study research design with a sample size of five schools. A semi-structured questionnaire, interviews and observations were employed in the collection of data and a 100% response rate was obtained. The data was analysed through the using the assistance of tables, bar graphs, figures, and percentages. The study revealed that bullying ignites fear in children, especially where the vice had been found to be existing. It was concluded at the end of study that forms of bullying were determined by gender. Boys were found to be more exposed to physical bullying whilst their girl counterparts were mostly affected by indirect bullying such as social, emotional and psychological attacks. The absence of teachers, who act as guardians at the school environment, was concluded to increase bullying incidences. Some of the general effects of bullying were found to include truancy from school, psychological effects such as anger and sadness, as well as loss of concentration. Pupils were able to suggest strategies that could be used to combat bullying. The study recommended that teachers and other school staff should increase visibility in high risk areas such as corridors and playgrounds.

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CHAPTER 1: THE PROBLEM

1.0 INTRODUCTION

When children are sent to schools, it is the parents' hope that school authorities will take on the role of parents as 'loco parentis'. This includes ensuring that all children are protected from all forms of harm, including abuse and bullying. It is for this reason that this study focuses on bullying in primary schools. The study proposal begins with a brief description of bullying in the Mbare Hatfield District in the Harare Province. This chapter introduced the reader to the concept of bullying as espoused by the study. The chapter outlined the background to the study, the problem statement, research questions, and objectives of the study, purpose, assumptions as well as the research delimitations, limitations and finally a summary. The concept of bullying had been introduced, though notable examination followed in the coming chapter II where relevant literature was reviewed.

1.1 Background of the study

Bullying is an old-age phenomenon which Hagerdon (2002), advise that it has been in existence since the infancy of humanity. Elinoff, Chafouleas and Sassu (2004), defines school bullying as generally the long-standing physical and/or psychological abuse of a student who is unable to defend himself or herself by either an individual or group of other students. The referred authors further assert that the victim typically cannot defend himself or herself because of an asymmetric power relationship between him or her and the bully. The bully, according to the three authors, may be older, physically stronger, or is part of a bullying gang. Bullying is thus an intentional action to injure or cause discomfort to others. Examples of such behaviour include physical assault, verbal insults, ostracisation and spreading of malicious rumours.

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 primary 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 preschools 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 13 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 nonexistence of laws concerning bullying in schools that the researcher set out to interrogate bullying at Primary 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 problem

Bullying is a problem that affects all learners, be it bullies, victims, and witnesses. Bullying can include verbal, physical attack, threats or psychological abuse, mockery and criticism, abusive

behaviour and facial expressions. The general view of bullying as a common phenomenon in schools had not assisted the society to tackle the vice. Conversely, negative events such as suicides and unpalatable incidents continue to be part of the school environments in Zimbabwe. What triggered the researcher are numerous cases of bullying going around in schools. In the United Kingdom for example, it is assumed that bullying has been a problem which affects almost all schools (Elliot, 2002). Some children have even gone to the extent of committing suicide. Recently in Government High School in Chinio district one of the boy students of class 7th, was sent to jail on account of killing another student who was bullying the aggressor, *The Express Tribune* (2011). A girl (student) was continuously bullied by two girls. She was abused and was teased by irritating calls. Moreover, she was put in isolation from social peer group by spreading malicious false rumours against her. As a result, she said goodbye to her school.

Various cases were published in the print media during the period 2014 to 2017 reporting on cases of bullying at school environments. For instance, in Shoniwa's article (2014), bullying and harassment have long been burning topics among students in schools across Zimbabwe. From the apparently "innocent" teasing which occurs in infant schools up to the more physical "gededza" initiation rituals at senior secondary schools, the fact remains that intimidation of school children may affect the victims for years after the occurrence has happened. The reporter goes on to report on Camilla — not her real name (10), says that she had to move from a private elite school in Harare when she became a victim of bullying. Bullying is defined as the use of force, threat, or coercion to abuse, intimidate or impose domination over others. In Camilla's case her tormentors were more subtle. They just ostracised her and made sure that she was completely ostracised from all school and social activities that were not directly under the control of a teacher, "No one would talk to me. If we were on the hockey field no one would pass the ball to me for the duration of the game. I would find out that everyone else was going to a classmate's party and I was the only not invited. No one ever said anything nasty to me, so I could not report anything. But I was miserable and I ended asking my parents to move me to another school," Camilla says. She decided not to share what had happened but she said she had clashed with a girl who was very dominant in class and everyone else just took sides against her.

On another case, in Amlambo's article, in the *Newsday* reported on 26 February 2015 that a pupil at Ellis Robin School was stripped of his shorts by prefects a punishment for some misdemeanour in the presence of other pupils. Also Nqobile Tshili's article reported that a form two pupil committed suicide after choking a fellow student to death. A victim of provocative bullying, as reported in the *Nehanda Radion* dated 28 February 2019, committed suicide. The preceding press reports sent a shock

to both the school authorities and guardians as to how bullying could be mitigated or eradicated from the school society.

The bullying problem thus ignited the conduction of this study to discover the impact of bullying which needless to say were wholly negative. 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

This study intends to discover the impact of bullying to school pupils with the aim of crafting mechanisms to mitigate the menace. The appreciation of the impact ignited the school authorities and parents/guardians to view bullying as a serious threat to the school environment and children in general.

1.4 RESEARCH OBJECTIVES

The research was guided by four objectives which were as follows:

- i. To explore the types and forms of bullying in primary schools
- ii. To investigate the causes of bullying on children.
- iii. Examine the effects of bullying.
- iv. To suggest measures or strategies that can be used to mitigate or reduce bullying

1.5 MAIN RESEARCH QUESTION

What are the main causes and effects of bullying in primary schools in the Mbare Hatfield District?

1.5.1 RESEARCH QUESTIONS

Five questions were formulated in line with the study objectives. These were:

- i. What are the forms of bullying at schools?
- ii. What are the causes of bullying?
- iii. What are the effects of bullying?
- iv. What measures can be implemented to reduce bullying at schools?

1.6 SIGNIFICANCE OF THE STUDY

The significance of the research is based on the relevance of the topic, which is considered to be the most important for most groups. In addition, it will let those involved know how to deal with bullying and its obvious consequences for school achievement. It also lets victims know how to avoid bullying.

The study was conducted to benefit various stakeholders with regard to the school as a society and pupils as both perpetrators and victims of bullying.

1.6.1 LEARNERS

Learners will be discouraged from supporting bullying behaviour. This will help learners to prevent this practice among other learners.

1.6.2 School heads and teachers

This study will assist school authorities to draw robust bullying interventions that will comprehensively deal with the bullying vice. There will also be an improvement in dealing with bullies by school authorities for example punishment or correction or guiding and counselling. Speak openly about it for example at school assemblies to raise awareness among learners. Reduce bullying among learners through constant reminders by the school to reinforce them. Make the staff aware of their loop holes in supervising pupils at break and lunch so as to reduce incidences of bullying.

1.6.3 The Parents

The study will impact a sense of duty to parents as they socialise their children in a responsible manner. This will allow them to implement some strategies for the development of their children.

1.6.4 The District

To the district, it will be an imperative for it to know the characteristics of children in the community. This will enable it to further adopt precautionary measures or remedies to forestall on the unfavourable behaviour of its pupils. In addition, it will also make them change its ways of handling social issues like quarrels so that pupils will learn from their mistakes as Towl (2007) says that pupils learn through observing others.

1.6.5 The Researcher

By conducting this research, the investigator appreciated bullying as a concept, its impact and measures that addresses the issue in schools.

1.6.6 Midlands State University (MSU) Future researchers

The study became part of the university's contribution towards the academic body of knowledge which can be referred to in future researches. Future researchers to benefit because findings of this research will serve as a good source of accurate and useful information for them as it will give them a starting point.

1.7 DELIMITATIONS OF THE STUDY

The delimitations of the study include physical and theoretical boundaries and are considered as steps in which the research is responsible. This shows where the subject is focused.

1.7.1 Physical Delimitations

The study aims to look at the causes of bullying in the Mbare-Hatfield District where only thirty (30) students will form a sample of the study. Ten facilitators (10) will take part in the study. The researcher will use five government primary schools from which the population will be selected. The researcher used nearby schools so as to come up with valued and accessible information which was used as guide to the causes and effects of bullying in Mbare Hatfield District. The findings were thus generalised to all schools in Zimbabwe.

1.7.2 Theoretical delimitations

The aim of this study was to investigate how learners have been bullied, the causes and effects of the bullying. Strategies to bullying were also identified to generate a grounded theory of bullying at primary schools. The study was conducted at five government primary schools in the Mbare-District in Harare. These schools have the highest enrolments and hence the researcher had a variety of views from the teachers. Distribution of research instruments and collection of data was therefore centralised to promote convenience to the researcher. The findings were thus generalised to all schools in Zimbabwe.

1.8 LIMITATIONS OF THE STUDY

With regard to Creswell (2003), shortcomings or challenges that may hinder research are referred to as limitations. One of the drawbacks to this study was that few literatures about bullying were available for referrals due to lack of documented researches. Online searches and print media analysis were therefore utilised to mitigate the limitation. In certain instances, sensitivity of cases of bullying made disclosure of information a hard task as participants were reluctant to release data. However, assurance that all acquired data would be handled confidently and anonymously was pledged to encourage provision of relevant and factual information. Some of the learners involved were also immature thereby not being able to answer some sensitive questions which needed them to give their opinions. This limitation was solved by giving learners questions with guided answers.

Also, it is ethical for government officials to withhold information which is regarded as official secrecy. This is a challenge that will be encountered in this study as facilitators will be bounded by the Official Secrecy Act. The researcher is likely to face cost challenges in relation to the high inflation rate in the country. Visiting schools involved in the study will be a major challenge for the researcher on the cost of travel and mobile phone communication. Another challenge that is being considered is the Covid 19 pandemic as all schools were closed. The researcher is likely to make limited discussions and movement in schools.

1.9 ASSUMPTIONS

The study was based on five assumptions, namely:

- i.** The researcher also thinks that some of the learners will become emotional during the interview because bullying is a sensitive topic that can arouse emotions. Interviewees do not know the causes of bullying.
- ii.** The researcher also thinks that the research will help parents, learners, school principals or heads, facilitators, future researchers and the community with the causes and effects of bullying in academic performance and try to find solutions and remedies to the problem among primary school learners.
 - i.** The sample population of five government primary schools in Mbare-Hatfield District would wholly represent the school population in Zimbabwe.

1.10 DEFINITION OF KEY TERMS

1. Bullying

Bullying is defined as “repeated acts of unprovoked aggression that are damaging psychologically or physically for the victim, and where the strength of the aggressor/s and the victim is unequal”. Lines (2008) Bullying refers to the repeated negative actions of one or more students against another. It can include taunting, teasing and other forms of verbal abuse, physical violence and other harmful actions, and can also be expressed through new technologies – cyberbullying, for example.

2. Bully

Hagerdon(2002) states that a bully is a person who is cruel to others, especially those who are weaker or have less power.

3. Victim

An unfortunate person who suffers from a disaster or other adverse circumstances. A character who is conquered or manipulated by a villain Bessell, (2011). A victim can therefore be defined as anyone who is harmed by another.

4. School

A school, according to Ezewu (2018), is a social organisation and unit of interaction of personalities such as learners, facilitators, the school head, the deputy head, parents and the entire community. Click (2010), states that is where the policy is put into practice A school can therefore be defined as a

place where knowledge, norms, values and unhu are imparted to learners under the guidance of facilitators, heads, deputy heads and others.

1.11 Organization of the study

This chapter provided a general introduction to this research. The literature review was discussed in chapter 2. Chapter 3 reflects the research methodology which the study employed to gather data. The data was presented, interpreted and analysed in chapter 4 before recommendations and conclusions were drawn in chapter 5.

1.12 SUMMARY

This chapter introduced the organisation of this paper by outlining the general introduction which reflected the background to this study, the problem statement, the purpose, objectives and questions of the research. The assumptions, delimitations and limitations of the study were also highlighted. The significance of the study to various named stakeholders was also pointed. Lastly, but not least, the organisation of the study was revealed. The next chapter reviewed relevant literature to the discussion of bullying in schools.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.0 Introduction

This is a qualitative study of the causes and effects of bullying in primary schools in Harare in Zimbabwe. Madonna & Murphy (2009) say that bullying is an endemic problem which has devastating effects on learners within the school. Its pervasiveness stems from the fact that bullying hurts everyone around its occurrence, including the bullies, victims of bullying and even bystanders. Bullying is embedded in power relations. It normally happens due to an attempt by learners to forge or maintain particular hierarchical power relations with other learners Morojele (2011). That is why bullying, violence and abuse are experienced in schools and in many different social contexts and in a variety of relationships (Coyne & Monks, 2011). According to Terry, (2010) bullying in our schools continues as part of a complex social and cultural phenomenon. The main purpose of this chapter is to provide a review of literature dealing with bullying in schools. Although the study is aimed at causes and effect of bullying within a school context, the literature review is not confined in schools only, since there is a relationship between the broader social context where learners grow up and spend most of their time and school environment.

The chapter is organised according to the following themes: definition of bullying, exploring bullying in schools, forms of bullying, causes of bullying, the effects of bullying on learners and the strategies for combating bullying in schools. This chapter reviewed relevant literature to the topic investigated. The bullying concept was explored through analysis of relevant theories and models. The chapter closed with a summation of the discussed concepts and theories related to bullying as a social vice.

2.1 Conceptual Framework: Bullying

The conceptual framework provided the definition of bullying as proposed by referred authors. It also provided distinct forms of bullying.

2.1.1 Understanding Bullying in schools

Bullying is defined by literature in many ways. Bosworth (2009) defines bullying as an operationalized way that includes social exclusion and it is also a systematic use of physical or mental violence by one or more people against others. Olweus (2000), cited in De Wet, 2005) defines bullying as the negative actions which could be carried out by physical contact, by words or in other ways, such as by making faces or mean gestures. Olweus (2005) explains that the term bullying has been used when one person picks on, harasses or pesters another person. Bullying is a negative action which is carried out when someone intentionally inflicts or attempts to inflict injury or discomfort upon another person. Olweus (2005) further says that bullying is characterised by an imbalance of

power. Smith (2010) argues as does Olweus (2005), that the features of bullying are that it is repeated and that there is an imbalance of power with the victim in the weaker or more vulnerable position.

Other researchers, for instance, Madonna and Murphy (2009) argue that the negative behaviour does not necessarily have to be repeated to be bullying, one incident may be so upsetting and damaging to the targets that they then live in fear of it being repeated. This abuse of power can be seen throughout the life span from pre-school to older age. This shows that power is an important part of bullying as in many incidents the bully is trying to gain power and control over another student. Sharp and Smith (2014) describe bullying as a form of aggressive behaviour which is usually harmful and deliberate. It is often persistent, sometimes continuing for weeks, months, or even years. Most bullying behaviours are informed by an abuse of power and a desire to intimidate and dominate.

Bullying can take many forms which are; physical (which includes hitting, kicking, taking or damaging belongings), verbal (which includes name calling, insulting, repeated teasing and racist remarks), indirect and direct (Sharp & Smith 2014). Verbal bullying may also include gossip and other spoken remarks that are meant to demean or exclude other learners from certain activities. According to De Wet (2005) examples of indirect form of bullying are threats, spreading rumours or writing hurtful graffiti. Indirect bullying involves purposeful actions that lead to social exclusion or damage to another child's status or reputation in an attempt to get others not to socialise with the victim. Naser et al. (2003) note how all forms of bullying are characterised by some form of emotional abuse as learners who are bullied are mostly terrorised by the incidents of bullying, especially those that involve extorting, defaming and blackmailing. Whitted and Dupper (2005) mention that there are other types of bullying which are racial bullying and sexual bullying. They explain racial bullying as making racial slurs, mocking the victim's culture or making offensive gestures. Sexual bullying includes passing inappropriate notes or jokes, pictures, taunts or starting rumours of sexual nature.

O'Connell, Pepler & Craig (2019) emphasize that bullying involves power differentials. This explains that power plays a major role between victims and perpetrators. According to O'Connell et al. (2019) bullying systematically extends beyond the bully and the victim. It unfolds in the playground setting, in the peer groups, etc. Among the types of bullying mentioned in most of the literature, cyber bullying has also emerged with the internet. Cyber bullying is when a person is harassed, humiliated threatened, or tormented by people using the internet or using cell phones. Cyber bullying includes sending messages or emails for the purpose of humiliating a person sharing someone's secrets in public (Shariff, 2008). According to Greeff & Grobler (2008) bullying is a behaviour that requires two or more participants. Greeff & Grobler (2008) mention that boys are more

likely than girls directly involved in physical bullying. Both boys and girls are also equally involved in direct verbal bullying. Van Der Wal et al. (2003, cited in Greeff and Grobler, 2008) argue that boys tend to be victims of direct forms of bullying and girls are more likely to be victims of indirect bullying. This might be associated with the manner in which boys and girls are socialised within the context where the dominant discourses of masculinities include aggression, physical prowess and competitive behaviour (Morojele, 2011). Whereas girls are socialised to be soft, neat and less aggressive (Bhana, 2012; Morojele, 2012), which might explain why they are likely to experience indirect forms of bullying Richter, Palmary and De Wet (2009), Grobler (2008), and Nesor, Ovens, Ladikos and Olivier (2001a) claim that, in both genders, the most frequent type of bullying reported is teasing, name calling, beating and kicking.

2.1.2 Exploring bullying in schools

The Convention on the Rights of the Child (CRC) which was adopted and ratified by the United Nations and Zimbabwe in 1989 and 1990 respectively seeks to promote full and harmonious development of children in an atmosphere of happiness, love, understanding and in the spirit of peace, dignity, tolerance, freedom and solidarity. The convention further imposes the state to protect children against all forms of abuse. Needless to mention, bullying in all its forms cannot be divorced from abuse of children, whether by peers or adults.

Dunne et al (2010) opines that school bullying is a global challenge across all cultures which call for protection of children against harm. The team of authors estimates that 246 children and adolescents experience bullying in some form every year. 10% to 65% of the bullied victims were related to children. The 2016 UNICEF Report on Violence against children opinion poll reveals that two-thirds of children respondents from a population of 100 000 in eighteen countries reported that they had been victims to bullying. Similarly, Mullis et al (2012) engaged 300 000 students from both developed and developing countries and 50% reported being victims of bullying within school setups.

Self-report data indicated that 8 to 9 % of elementary school children are bullied once or more times per week. (Omoniyi, 2013). In Zimbabwe, Zindi (2014) conducted a research which discloses that 16% of the sampled boarding school pupils were bullied more than once. The Zindi study was an eye opener to what could be transpiring in Zimbabwe schools.

2.2 THEORETICAL FRAMEWORK

This section deals with the theoretical framework which is employed in the study. The study identified the power of domination which is Foucault's theory of power and the cycle of socialisation which is Young's (2010) five faces of oppression and Harro's (2020) theory of socialisation. Foucault

(2013) defines power as means to make someone do what you want him or her to do. De Wet (2015) mentions that bullying is characterised by an imbalance of power. Twemlow and Sacco (2013) explain that the power struggles are the root of violent conflicts which begins from kindergarten, throughout lifecycle and extending into the field of work. Power among children in school affects the safety and the freedom of children in schools. Bullies in most cases feel that they are stronger than their victims and they are powerful. Domhoff (2015) describes power as the dimension that leads to bullies, rival gangs, enforced corporations, hierarchy, ruling classes and wars among national states. This indicates that where people have power they exercise it in an unacceptable manner towards their counterparts.

Gender is also related to bullying. Gender socialisation and construction of gender identification contributes to bullying in schools. Penning (2019) emphasizes that bullying is part of boys developing power-based social relationships. Boys are socialised that they must be strong and must have power to dominate in all situations. Bosworth (2019) indicates that boys bully more than girls because they think they are more powerful than girls. Ma, Stewen & Ma (2011) explain that power includes both domination and subordination. Penning (2019) in her thesis considers how bullying is embedded in power. Power is also a defining feature of Young's theory (2010) and Harro's theory (2020) of the cycle of socialisation. Young (2010) points out that oppression signifies unequal social relations of power. Oppression comprises of five faces which are exploitation, marginalisation, powerlessness, violence and cultural imperialism. When bullying occurs victims are marginalised and powerless. Bullying actions are associated with violence and exploitation. During bullying, sometimes other people's cultures are undermined.

Another common factor which results from powerlessness is depression. Victims are depressed after discovering that they are dominated by bullies and they are powerless. Once victims discover that they are bullied they often withdraw from school to distance themselves from powerful bullies. Due to their powerlessness they feel inferior and resort not to participate in some school activities. All bullies believe that they have power over victims. One has to go deeper and investigate the effects of this power imbalance which exists in schools among learners. Once effects of this are identified it would be easier to develop strategies to address the problem and to minimise or even to eradicate it from schools.

2.2 Empirical review

2.2.1 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.

2.2.1.1 Direct bullying (Physical Bullying)

As adopted from Oliveira et al (2015), bullying can be direct or physical. According to Boulton (2002) direct bullying is bullying carried face to face in other words an open attack that may include pushing, kicking and fighting. Similarly, Woods and Wolke (2004) explain that direct bullying includes direct aggressive acts such as hitting, kicking, pinching, pushing or shoving.

The Centre of Disease and Control (2013) posits that physical bullying is any unwanted physical contact between the bully and the victim. Askew (2004) postulates that physical bullying involves real bodily contact between the bully and the victim for the express purpose of intimidation. This may include beating, kicking, punching, scratching the victim until he/she is unable to retaliate. Unlike other forms of bullying physical bullying often leaves an ambiguous trail of tangible evidence against the bully. 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 (2015) 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 or direct bullying is experienced by boys or girls more and its frequency.

2.2.2.2 Indirect bullying (Verbal and Social Bullying)

The second form of bullying is proposed by Pepler and Craig (2015) who postulates that indirect bullying occurs in situations where there is no direct confrontation between the aggressor and the victim. The author refers to this as social exclusion. Acts that were categorised as forms of indirect bullying include setting up others to look foolish, damaging friendships and treating others as inferior on the basis of gender, nationality or culture.

Social bullying is an example of indirect bullying. Kridge (2001) asserts that psychological bullying is bullying that causes damage to the victim's psyche or emotional well-being. This is also known as emotional bullying. This form of bullying is classified under indirect bullying as it is not direct to the victim but directly linked.

Verbal bullying is also another example of indirect bullying. According to the CDC (2013) verbal bullying is any slanderous statement or acquisition that cause the victim endues emotional distress. Askew (2012) portrays that verbal bullying is saying or writing mean things. It may include directing foul language at the target. Askew (2004) says that girls use verbal bullying as well as social exclusion techniques to dominate other and show superiority and power. For example, teasing or name calling, making fool of someone (Baldry and Farrington, 2000). 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 25 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, social 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 highest form of bullying and its frequency in the environment in which the primary learners learn.

2.2.2 CAUSES OF BULLYING

Bullying can be a result of a variety of factors though it is difficult to ascertain which particular factor is responsible for a particular form of bullying. The making of bully-victim is based on a variety of causes such as family influences, being a prior victim of a bully, school failure, peer rejection and school climate/environment Cowie, Boardman, Dawkins & Jennifer (2004).

2.2.2.1 Socialization

Baldry and Farrington (2010) 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 (2017) 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. 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 (2013) 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 (2011) 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 pre-schoolers 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 primary learners imitate their role model's behaviour.

2.2.2.2 Social status

This is another cause of bullying. According to Jvonen, Graham, and Schuster (2013) 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 (2015) 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 (2011) 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 statuses of learners and bullying at primary level.

2.2.2.3 Teacher Competency in dealing with bullying

Tremblay in Nieer (2013) 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 (2017) showed that teachers viewed a wide range of behaviours as bullying, but significantly more agreed that some items like threatening people were 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 (2017) 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 teachers' awareness and knowledge about all types of bullying, their consequences, and intervention skills to lessen their negative attitudes towards bullying behaviours.

2.2.2.4 PRIOR VICTIM OF BULLYING

One would say that experience is the best teacher. Like most of the things in life, learning different things comes through experience. However, there are some children who learn through the hard way by being victims of bullying themselves (Espelage et al., 2004). The intriguing thing is that the bully who was the prior victim of abuse is that he/she will chose to hurt others in exactly the same way he/she was hurt. In this sense, one who has been bullied is likely to bully others since he/she will take aggressive behaviour as a way of life.

2.2.3 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 school are systematically excluded from play and these children are overlooked by both other children and the adults in the school. 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 student the current study sought to establish the causes and effects of bullying on the victim learners in primary schools.

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 Angeles 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 primary level.

2.2.3.1 The effects of bullying on the victim

According to Dublin (2011) 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 (2013) 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 (2019) 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 (2009) 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.

2.2.3.2 Effects of bullying on bystanders

Bystanders are not an exception when it comes to effects of bullying. Newman (2011) 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 labelled "snitches" or "sell-outs" if they report on a bullying incident. Baldry (2013) 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.

2.2.3.3 Effects of bullying on bullies

Jvonen (2013) 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 (2015) 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 (2015) 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 (2017) 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.

2.3 Strategies to deal with bullying

There are different ways of regulating bullying behaviour. Some of these include physical punishment, guidance and counselling, token system, contingency management, praise as reinforcement and time out. Morrison (2015) says guidance is another way of dealing with bullying behaviour. Troy and Scroufe (2017) 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 Primary Education level by all the stake holders, that is the learners, teachers, community and the school administration.

2.3.1 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. Research by Repo and Sajaniemi (2015) titled prevention of bullying in early educational 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.

2.3.2 Positive reinforcement on good behaviour.

Through this system reinforcement is advocated. The sooner reinforcement follows the desired behaviour the better Olweus (2003). 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 primary learners when it comes to dealing with bullying.

Praise is the other most frequent method of rewarding or reinforcing children's behaviour. Morrison (2006) 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 praised and what he or she is being praised for. 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 primary level in order to eradicate bullying.

2.3.3 Guidance and Counselling

According to Morrison (2006) a common approach to behaviour management is “talking to and reasoning”. On the other hand, 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 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 primary level.

2.5.4 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.

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 primary level.

2.3.4 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 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.

2.5 Gap analysis

The explored theoretical framework reflected the examination of bullying in the perspective of either American or European societies. One can argue that societies are differentiated by a number of factors such as geographic location, culture and rule of law amongst others. In the same notion, factors that may be considered in the analysis of bullying may differ from a European or American society to an African setting in Zimbabwe. Zindi (2014) navigated on bullying in Zimbabwe’s boarding schools. However, the analysis did not disclose evidence whether boarding schools and day schools such as the case studied school share the same factors relevant to the bullying vice. Ignited by this vacuum, this investigation attempted to cover the gap by conducting a research which closely examined bullying from a Zimbabwean Primary Schools perspective. The filling of this gap enabled the drawing of relevant solutions to cure bullying in Zimbabwe Primary schools as opposed to a theoretical approach previously based on researches conducted in developed countries.

CHAPTER SUMMARY

This chapter presented the examined conceptual and theoretical framework relevant to the subject investigated. The advanced theories enabled the proposition of empirical evidence on the subject of bullying in schools. Effects as well as strategies proffered to deal with bullying were espoused as part of review of literature. Literature in this chapter revealed that there is need to intervene were 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. Further, the vacuum discovered in this review of

literature led to a gap analysis which justified the conduction of this investigation. The next chapter will focus on the research methodology.

CHAPTER 3: Research Methodology

3.0 INTRODUCTION

The previous chapter presented the review of relevant literature. This chapter of the study highlights the methodology techniques that were employed during the conduction of the study. The chapter highlighted on the research designs and attention was also given to the target population, sample size and the sampling procedures. It also focused on as the data gathering instruments used in the research. Each of these items will be dealt with sufficiently to bring out their appropriateness and effectiveness to the study. Ethical considerations to be taken on board data presentation and data analysis were also indicated. Lastly, the chapter summarised the concepts that were presented in the research methodology.

3.1 Research Methodology

Flick (2009) defines research methodology as the specific procedures or techniques used to identify, select process and analyse information about a topic. Combe (2010) also defines research methodology as a set of methods and principles which are used to carry out research. Cohen, Manion and Morrison (2011) define research methodology as a way of obtaining, organising and analysing data. Equipped with the above definitions, this researcher will define research methodology as a process of gathering appropriate data, organising and synthesising the data which will be relevant to a given study.

This study adopted a qualitative approach to obtain data in order to explore the phenomenon of causes and effects of bullying in Primary schools. The qualitative approach helps the researcher to understand the phenomenon deeper and it goes beyond the measurement to seek and to understand the case (Piekkarie & Welch, 2004). According to Cohen, Manion & Morrison (2007) a qualitative approach is suitable for obtaining data from a small number of respondents. In this study, the researcher selected eight primary schools in the Mbare- Hatfield District as participants to participate in the study in order to acquire rich data. McMillan & Schumacher (2006) posit that qualitative researchers collect data by interacting with selected people in their setting. In this study the researcher interacted with participants in their schools which is the environment or setting where they spend most of their time. Qualitative approach methodology is concerned with understanding the processes and the social and cultural contexts which underlie various behavioural patterns, and is mostly concerned with exploring the “why” questions of the research (Maree, 2010). This was relevant for this study because the researcher wanted to find out why bullying occurs in the school.

Maree (2010) also says qualitative research is an enquiry process of understanding where a researcher develops a complex holistic picture of words and detailed view of informants. Cohen, Manion & Morrison (2000) and Moulton, Barbie, Payze, Vorster, Boshoff & Prozesky (2001) argue that qualitative study involves understanding meaning that people construct and how they make sense of their world and the experiences they have in the world. A qualitative approach helps the researcher to find out and to understand how human beings interpret a phenomenon in order to get a deeper essence of the phenomenon (Denzin & Lincoln, 2005). The researcher in this study interpreted what learners articulated about bullying. The detailed views of participants were understood and presented.

While quantitative research presents statistical results represented by numerical or statistical data, qualitative research presents data as descriptive narration with words and attempts to understand phenomena in “natural settings”. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret phenomena in terms of the meanings people bring to them.” (Denzin and Lincoln, 2000). The researcher chose the qualitative methodology because bullying is a case which needs to be studied in schools and strategies to mitigate it must be looked into. Bell (2005) clarifies that a qualitative study approach provides an opportunity for the problem to be studied in depth.

3.2 RESEARCH DESIGN

In order to achieve the research objectives a research design needs to be followed as it is the guiding blueprint (Chiromo, 2006)). Creswell (2013) defines research design as overall plan of action, structure and strategy of investigation conceived to obtain answers to the research questions and to

control variance. Therefore a research design is viewed as a probing technique that establishes information relating to a problem in the area of study in order to come up with solutions to rectify the identified research problem. It is also a plan that describes how, when and where data is collected and analysed. For the purpose of the research, the researcher is to use the case study research design.

Piekkarie et al. (2004) and Macmillan (2002) mention that case studies have a potential to deepen understanding of the research phenomenon. Experiences and effects of bullying in the school are cases to be understood and to be exposed. Maree (2010) explains that the case study methodology strives towards comprehensive understanding of how participants make meaning of the phenomenon under study. The researcher wanted to find out how learners experience bullying and its effects and their understanding of bullying. The researcher also intended to find out the factors which perpetuate incidents of bullying in the school.

Qualitative case study methodology provides tools for researchers to study complex phenomena within their context and when this approach is applied correctly it becomes a valuable method for the researcher to develop theory, to evaluate programmes and to develop interventions (Baxter & Jack, 2008). Maree (2010) explains that the case study opens the possibility of giving a voice to the powerless and voiceless children or marginalised groups. I (the researcher) believe that in this study, learners were able to voice out their feelings about bullying. The study was also viewed as a tool of exposing how powerless children experience and view bullying. The researcher also hoped that the study was going to create an awareness of developing more intervention programmes.

Maree (2010) clarifies that qualitative case study methodology includes interpretive, positivist or critical paradigms. The researcher used the interpretive paradigm and the data collected was qualitatively interpreted and analysed. This assisted in data understanding. Baxter and Jack (2008) argue that when the researcher is determined that the study will use a qualitative case study approach; the researcher must also consider the type of case to be used. Yin (2003) categorises case studies as exploratory, explanatory or descriptive. Yin (2003) clarifies that descriptive case study is used to describe an intervention or phenomenon and the real life context in which it occurs. Participants were asked to describe the phenomenon of bullying in their lives and they also described where it occurs. The researcher realised bullying as a case which needs to be described and interpreted.

Denzin & Lincoln (2005) view a case study as a phenomenon that takes place in a bounded setting. Further, Patton (2002) describes a case study as useful because it investigates a phenomenon in depth. Learners' experiences of bullying in a co-educational school formed a case to be studied in this study. Participants also discussed what they think could be done to attend to bullying in the school. Yin (2003) also stresses that qualitative descriptive case study methodology is a method which is based on

intense inspection of an individual or an event. Therefore the researcher chose this design as it establishes causes and effects as its strength also events and situations are allowed to speak for themselves. DeVos et al (2012) postulate that a case study enables data to be collected in numerous forms and the data will be considered as valid and reliable. For example as learners play the researcher can observe behaviour and start analysing what causes that behaviour in a learner or individual.

3.3 POPULATION

Shumbayawonda (2011) defines a research population as a group which the researcher is interested in gaining information and drawing conclusions. Creswell (2011) defines it as the collection of all elements from which a sample is to be drawn. Best and Khan (2013) further assert that population is, “any group of individuals that have one or more characteristics in common that are of interest to the researcher.” Therefore a population is the entire number of people within a target group who assist the researcher in the research so as to come up with a general view of his or her findings about the researched problem or issue. In this study the population will consist of learners from the five primary schools in the Mbare Hatfield District who live in more or less the same community Hatfield and Mbare. Among this population there will be the pupils who face the problem of bullying which drew the attention of the researcher. It can be inferred that the primary schools in Mbare Hatfield District were a suitable population to support the research topic. This was satisfied by the fact that all the pupils share some characteristics that can be related to school environments and specifically the bullying vice which was hypothesised by this study as common in schools.

3.4 SAMPLE

Bryman (2012) defined a sample as a part of a large population which has been selected to be a representative of a large sample of population chosen for observation, study and analysis. In an almost similar view, Wallen (2009) defines a sample as any group from which information is obtained. Thus a sample is a group of people chosen from the population for the purpose of gathering information on a phenomena being researched on. It is not always practical to study the whole population. Konthari (2007) states that, the main advantage of sampling is that it save time and effort for the researcher by generalising the finding for the entire set. In this research the researcher made use of a sample of thirty learners and ten facilitators per each of the five primary schools.

3.5 SAMPLING PROCEDURE

(Shumbayawonda 2011), defines sampling procedure as a process or technique of choosing a sub-group from a population to participate in the study. People who have the same characteristics are

selected in such a way that certain groupings are represented relative to their numbers. Cohen, Manion & Morrison (2011) state that there are two methods of sampling, which are probability and non-probability methods. In probability sampling, each element of the population has a known likelihood of being selected into the sample. On the other end, under non-probability sampling, elements of the population do not have known probability of being selected into the sample. Examples of probability sampling include simple random sampling, stratified sampling, cluster sampling, and multi-stage sampling. Non-probability sampling techniques include snowball sampling, quota sampling, purposive, expert and convenience sampling. In this research the researcher will use non-probability sampling which will be purposive sampling.

According to Patton (2002) purposive sampling is a non-probability sampling method in which the researcher selects population elements basing on judgement and intended objectives or what the researcher believes are the true representatives of the population in the study. This shows that purposive sampling targets a particular group of people. Purposive sampling will be used to choose the thirty pupils to work with because the pupils that will be selected are the ones that exhibit most the characteristics of a bully and victim. The researcher will involve ten qualified facilitators in the research because they spend most of the time with learners at school and observe them as they display different kinds of behaviours. The teachers are the guardians and parents of learners when they are in and out of school hence they also play a pivotal role in moulding the behaviour of the learners. This sample was purposively selected to ensure that only those who are facing significant challenges in bullying are key respondents.

3.6 INSTRUMENTS FOR DATA COLLECTION

Data collection procedures are devices that can be used to obtain data corresponding to the characteristics of the subjects under study (Chiromo 2009). The researcher will employ methods such as observation, interviews and questionnaires in obtaining necessary information to use in this study.

3.6.1 INTERVIEWS

This research study also adopted interviews as a data gathering instrument. Farrant (2010) defined an interview as an art of acquiring information from someone verbally. This is done on face to face bases or using other technological communication devices like telephone which allows exchange of verbal information. . Fraenkel and Wallen (2005) suggest that interviewing is the most significant method of data collection that qualitative researcher make use of. The researcher opted for this data gathering tool as well because it allowed her to have direct contact with respondents hence get reliable and

correct information. The facilitators were the ones interviewed so as to get information on their opinion on bullying and how they deal with it in the school.

The researcher has also the opportunity to rephrase some of the questions in ways that are best understood by the respondents. Also the fact that a similar set of questions based on research questions are posed to each interviewee justifies the reliability and validity of the research instrument. 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 facilitators on a face to face encounter and this helped the researcher to read the seriousness of bullying from the facial gestures of the interviewee.

The interview method has also its own pros which results in undesirable outcomes to the gathered data. The interview method often imposes on respondents hence tend to force them to respond in ways which they assume the researcher want (Henning, 2006). This bring it to become subjective in nature and the data collected will definitely be false representation of what really transpires on the ground hence the research will be based upon false data. 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 used the questionnaires and observations to back up the interviews. In this study there were instances where the researcher realised that the school facilitators answered in a way that aimed to please the researcher

3.6.2 Questionnaires

Questionnaires consist of preset questions which can be open or closed ended (Haralambos and Holborn, 2010). Similarly, Leedy (2010) put it as a form prepared to solicit responses to certain questions in a written form from respondents. This implies that questionnaires can be used to collect data from a large number of respondents over a relatively short period of time provided that they are (the respondents) literate to comprehend the questions. Questionnaires consist of preset questions which can be open or closed ended (Haralambos and Holborn, 2010). In this research, the researcher used a questionnaire that has both closed questions which are straight forward and open ended questions which give freedom to respond to the issue at hand more widely. The questionnaire gives assurance to participants of confidentiality and participants can respond realistically. Leedy (2010) noted that questionnaires save time. Questionnaires can also be used to guide and control respondents so that they have no room for digressing from the subject under discussion.

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 learners only. 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 seven sections were designed while avoiding ambiguous questions at all cost. 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.

Although questionnaires are regarded as a reliable method of data collection, they also carry with them some shortcomings. 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. Best and Khan (2013) also have the sentiment that questionnaires offer fixed alternative answers which unduly restricts the respondents' choice of the most appropriate answer. The questionnaires could force respondents to leave out information that could be of importance to the research especially with the closed ended type which demand 'yes' or 'no' an answer. If the questionnaires are not clear, false data will be collected hence distorting the whole process. However, the questionnaires used for this research, when tried in the pilot study, reaped the desired data.

3.6.1 OBSERVATION METHOD

Schumacher and McMilan (2006) posit that observation includes taking cognizance of verbal and non-verbal behaviour. Hagerdon (2012) postulates that observation is a method of gathering data without direct questioning. Therefore, observation is a research technique in which the behaviour of research subject is watched and recorded without direct contact or interaction. 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 learners to interrogate the prevalence of bullying and verify if data collected through questionnaires linked with the learners' behaviour. Through observations the researcher intended to explore the types and forms of bullying in schools and to examine the relationship between bullying and the resultant behaviour of victims.

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 observed the selected learners 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.

Observation method is highly dependable as chances of any distortion are rather slim and negligible. However, observation method is 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.

3.7 DATA COLLECTION PROCEDURE

For any study to be successfully carried out there is need for communication. 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 heads of primary schools in the Mbare-Hatfield District who in turn were expected to grant the researcher permission to carry out the research at the schools 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, questionnaires and observations were only done after the researcher had secured consent from the participants. Confidentiality was guaranteed by the use of anonymity. The researcher personally did the interviews, distribution of questionnaires and observed the participants in order to make sure that the information is valid and reliable.

3.7.1 Collecting data using a questionnaire

Explaining the purpose of the research was done to all members who were participating in the research before distribution and collection of the questionnaire. Distribution of the questionnaires was done by hand and collected by hand immediately after completion. Foddy (2013), posits that hand posted questionnaires can be accounted for easily than posted ones. It gives the researcher assurance that no questionnaire is misplaced. Hand posted questionnaires are directly handed to respondents and respondents are asked to return questionnaires in person to the researcher on an agreed date, place and time. Willis (2004) asserts that hand posting questionnaires give assurance of confidentiality to the respondents. The respondents responded without fear of victimization of the information they were given on the questionnaire because they had the assurance that the information was between them and the researcher and also there was no any personal information required by the researcher. Choga and Njaya (2011) say that response rate can be increased if questionnaire is delivered by hand. It is

possible to get one hundred percent response from the respondents because no excuses are there that the questionnaires were not seen by participants. Therefore delivering questionnaires in person yield maximum results because there is assurance that the questionnaires will reach the intended destination and this researcher had to stick to hand delivery and collection of the questionnaires so as to make sure that her work was done in time.

3.7.2 Collecting data using an interview

Interviews are demanding and need someone to be in their good state of mind hence the researcher had to set appointments with the teachers during their free time to avoid disruption of their daily activities. Notes were taken down as Arksey and Knight (2019) say that taking notes in an interview help the researcher collect more complete and accurate information. During the interview, the researcher had to take down notes as well as to record so as to make sure that all points to be used for analysis were on record. During an interview a participant can use various ways of communication. Holloway (2008) noted that non- verbal communication is very important during an interview because it can bring out information which cannot be communicated verbally. Nonverbal communication can be noted during an interview and can be recorded and used effectively during data analysis. Also by jotting down notes, the participants' identity is kept as confidential regardless of having a face to face encounter. Oppenheim (2010) says that anonymity in research is an ethical consideration which should not be ignored. There is need for respondents to remain anonymous throughout the research. And this can was achieved as no names were written only responses were recorded. However unnecessary information on the research was left out, facts only were taken down.

Annum (2014) further postulates that structured interviews are formal because sets of questions are posed to each interviewee and the responses are recorded on a standardised schedule. The interviewer made use of structured interviews whereby she followed a set pattern which required her to adhere as much as possible to the order of questions on the interview guide. An establishment of good interviewer-interviewee rapport is very essential. Interviews are also chosen as a result of their flexibility and their room for probing to get more relevant information. This explains why the researcher opted to use them in the study. The fact that a similar set of questions based on research questions are posed to each interviewee justifies the reliability and validity of the research instrument (structured interviews). In other words, this type of research instrument is easy to standardize.

3.7.3 Collecting of data using observation

In this study, the researcher conducted school observations and a naturalistic approach was used. According to Spradley (2016) a naturalistic observation is a research method in which people or other subjects are observed in their natural setting. Thus in the research the natural settings of the

learners' were the play grounds, during toilet routine, in the classroom or when learners are going home or coming to school. The researcher intended to gain insights into the relationship between bullying and the resultant behaviour of victims and to explore the types and forms of bullying in schools. As a non-participant observer, the researcher had a chance to observe the interactions of the students freely without influencing them.

Merriam (2002) argues that observations are the major means of collecting data in qualitative research. She further says they offer a first-hand account of the situation under study and when combined with interviews and questionnaires, allow for a holistic interpretation of the phenomenon being investigated. Observations assisted the researcher to answer the research questions. The advantage of observation was that it assisted the researcher to actually see what the learners were doing rather than what they said they were doing.

The observations took two weeks, the longer the researcher stayed in the classroom, the more she became part of the environment. During the observations an observation guide was used. Having an observation guide criteria assisted the researcher to focus on aspects that were intended to be investigated. These observation data was coded, transcribed and integrated to the themes emerged from interviews and questionnaires.

3.8 VALIDITY AND RELIABILITY ISSUES

Ericson and Kavalein (2008: 291) assert that validity guarantees that a report or description is correct. Reliability is related to the consistency in research findings, whereby another researcher can replicate a study and come up with similar findings. This implies that where the same investigations were to be conducted by another, the findings ought to be identical. Thus a pilot testing was used to test the validity and reliability as well as appropriateness of the research tools that were used in the research.

3.8.1 Pilot Testing

A pilot test was conducted in order to test the design, methods or instruments prior to carrying out the research (Cohen et al 2011). This involved conducting a preliminary test of data collection tools and procedures to identify and eliminate problems, allowing the study to take corrective changes and adjustments before the actual collecting of data from the target population was carried out (Feldman 2009).

It was important that the pilot test be done on a different population from the one which was going to be used in the actual research. The researcher therefore moved to another clutter for pilot testing and all the three research instruments proved to be viable. The pilot test provided the research with revision of instruments and data collection procedures which ensured that appropriate questions were

being asked to the rightful subjects in terms of age, cognitive level and so on. It was also 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.

3.8 Data Management Plan

Data management refers to the activities that are concerned with the collection, organisation, documentation, and sharing of data (Holdren 2013). Data management is continuous, iterative, and embedded throughout the course of a research project. Well thought data management practices make the research process more efficient, facilitate collaboration, and help prevent the loss of data (Lowndes et al. 2017). Effective data management is also important as it is used to establish the accessibility of data after a project's conclusion, which is increasingly required by data stakeholders including research funding agencies and scholarly publishers. In this study the researcher will collect data through the use of observation, interviews and document analysis.

One of the most critical components of data management is data security. To ensure anonymity, participants were assigned an identification number that was entered on all completed data collection instruments. The instruments were stored in a locked file box until they were analysed and transferred to the project office. In the project office, instruments were stored in locked file cabinets accessible only to research supervisor and examiners panel. Backup copies of all data files were created on a regular basis as an additional security strategy. Electronic copies were also made by scanning the documents and stored on google drive.

In the research, data will not be publicly available after research due to legal reasons and ethical reasons which are privacy of respondents and confidential data. Possible access to these forms of data and its storage and processing will be in line with the privacy requirements of the Midlands State University.

3.9 DATA ANALYSIS

Data analysis involves extrapolating what was observed, listened to and understood prior to and during data collection period so that one can make sense of what one has learned (Peshkin, 2002). In support Meriam (2008) describe data analysis as a process of obtaining sense from information collected during the study. Data analysis was done by the researcher using the assistance of tables, bar graphs, pie charts, figures, and percentages basing the analysis on various responses given by the respondents on bullying behaviours and the academic performance among the enlisted learners. The researchers' major aim in analysing the data was to identify forms of bullying and the kind of trauma which is experienced by learners. The researcher studied data in a way that similarities and

differences were identified and categorised. These were summarized and arranged and results were developed into themes. Data from open ended questions was analysed using thematic content analysis which locates major themes and their patterns in qualitative data. First, the data was divided into categories. Secondly, themes with decipherable will be located. The themes were given names, and then quantified in percentage form.

3.6 ETHICAL CONSIDERATIONS

Gravetter and Forzano (2003) define research ethics as the responsibility of researchers to be honest and respectful to all individuals who are participating in the study. The study deals with a potentially sensitive emotional topic and the researcher had to practice confidentiality.

3.6.1 Right to Informed consent

Informant consent is voluntary agreement to participate in research (Welman and Kruger, 2005) hence the participant should do so voluntarily after getting information on what they are getting themselves into. Chiromo (2006) also says that the subjects must be informed about the researcher before they decide to take part in the research and defined this as informed consent. The researcher gave the participants the basic information of the research study which include purpose of research as well as the procedures to be undergone, and the potential risks and benefits of participation so that they can choose to participate or turn down the offer. Participation was therefore done willingly.

3.6.2 Confidentiality

Confidentiality is another important research ethics in which the subjects should be assured that their responses would be treated in the strictest of confidence. According to Shumbayawonda, (2011) Confidentiality is the protection of personal information. The researchers have a duty to keep the participant's information confidential by making sure that no one has access to the data except a few research assistants. The researcher has to protect identity of research subjects so that identities cannot be revealed in the research findings. The questionnaires issued had no names and the researcher gave guarantee to participants that the information they gave will not be disclosed to anyone who is outside the research project. After completion the researcher collected the questionnaires in person. The researcher came up with a box and respondents threw their completed questionnaires in the closed box through a small hole. This helped make it impossible for the researcher to attach a name to a questionnaire and confidentiality was afforded on the information from individuals.

3.6.3 Privacy

Haralambos and Holborn (2010) and Cohen et al (2011) postulates that privacy is linked to anonymity and confidentiality and humans have the right to privacy. The researcher tried by all means to make sure that right is observed through making sure that all the instruments used to gather data, do not require names were written. Human subjects have the right to privacy, the right to choose the extent to which and manner in which they will share or withhold information which they feel may impinge on their privacy (Chiromo 2006) hence there is no need for the researcher to put participants in situations where they feel that their sense of privacy is tempered with.

3.6.4 Freedom to discontinue

Participants indicating a desire to terminate must be allowed to do so without pressure (Holloway and Wheeler 2002). The participant's right to withdraw must not be violated by the researcher. The researcher treated participants who quit the same as those who do not. The researcher also informed the participants that if they feel they no longer want to participate they have a right to withdraw without interrogations.

3.6.5 Right to anonymity

Anonymity in research means that at no time will the researcher or anyone associated with the research know the identity of the participants (Flick, Kardorff and Steinke, 2004). The researcher made sure that the information collected from participants did not contain any identifiable information it is anonymized. Shumbayawonda (2011) asserts that when information is anonymized, even the researcher will not be able to link data to participants regardless of being the researcher and knowing the participants personally. The researcher also made sure that the questionnaires completed by respondents do not contain any name or link with the participants. All responses were placed in a closed box and the researcher collected the responses in person. The researcher planned to open the box after collecting all the questionnaires from the participants. The researcher did not ask for names even on observations and interviews, she only be took notes of the responses from the participants.

3.6.6 Debriefing

Makore-Rukuni, (2001), debriefing is the procedure that is conducted in psychological research with human subjects after an experiment or study has been concluded. The purpose of the debriefing session is to provide information about the results of the study, what the next steps are, to answer any queries and most importantly to thank the participants. It also provides an opportunity for the participant to give feedback to the researcher. The researcher intends to do a debriefing session with all her participants thanking them for taking their time to participate in the study.

3.8 SUMMARY

An exploration of research methodology and research design that guided this study was made in this chapter. The research approach and process that was followed by data gathering was discussed. The researcher employed the mixed qualitative method research approach. The study intended to use a case study design as the interview, observation and questionnaires methods of collecting data and these were justified. In addition, the research subjects, that is, population, sample and sampling techniques were highlighted and justified. The chapter discussed the data management, data analysis and ethical considerations on the final stage that will be looked at during the process of gathering data. The next chapter will focus on the data presentation, analysis and discussion.

CHAPTER 4: DATA PRESENTATION, DISCUSSION AND ANALYSIS

4.1 INTRODUCTION

The main purpose of this chapter is to present data, interpret, describe and analyse the findings of the study using evidence that has been gathered during the exercise of data collection. In this research,

data collection is mainly focused on the causes and effects of bullying in government primary schools in the Mbare-Hatfield District. At the end of data collection period five government schools from the Mbare Hatfield District took part in the survey indicating a 100% cooperation and response rate. All the findings are presented by statistical descriptions like table of frequencies, bar graphs as well as percentages. The data is first put into logical and meaningful categories before being analysed and interpreted. This is done by transcribing the respondents' questionnaires, interviews and observations. Research questions are used to guide the presentation of data so that it becomes meaningful. Data is then analysed using the thematic analysis method.

4.2 Data Presentation and Analysis

The Chapter was divided into major sections based on the research objectives and the research questions such as:

- Forms of bullying
- Factors which cause the bullying of pupils.
- Effects of bullying on the academic performance of pupils in primary school
- Strategies used to mitigate bullying behaviours.

4.3 Demographic Details from respondents

Table 1.1 distribution by gender

Gender	Facilitators	Learners
Female	7 (70%)	15 (50%)
Male	3 (30%)	15 (30%)
Totals	10 (100%)	30 (100%)

Source: Primary Data

Data was collected from fifteen learners using questionnaires. A total of ten participants responded to the questionnaires and the response rate was 100%. Six (60%) of the respondents were males (n=6) and four (40%) were females (n=4). A total of three participants were interviewed by the researcher. Twenty learners comprising of 50 % (n=10) boys and 50% (n=10) girls were observed bullying by the researcher. School facilitators were interviewed and three interviewees (30%) were males. Seven (70%) of the interviewees were females. Responses will be analysed according to the questions asked. The table shows that the number of pupils used was adequate in representation considering the

balance in gender. Even though the facilitators were dominantly female teachers it is justifiable since teaching profession seem to have more women than men. There is evidence that the number of learners was taken as the proposed population of the study. The learners and facilitators were responsive to the instruments used in gathering information.

Table 1.2 Distribution by Grade

Gender	Facilitators	Learners
ECD – Grade 2	3 (30%)	8 (26.67%)
Grade 3 – Grade 5	5 (50%)	15 (50%)
Grade 6 – Grade 7	2 (20%)	7 (23.33%)
Totals	10 (100%)	30 (100%)

Source: Primary Data

Table 1.2 showed that the most dominating grade was Grade 3 to Grade 5 in both responses from Facilitators and Learners with the total of 5 (50%) and 15 (50%) respectively, followed by ECD to Grade 1 with a total of 3 (30%) for facilitators and 8 (26.67%) for learners and finally Grade 6 to Grade 7 distributed as facilitators with respondents of 2 (20%) and learners of 7 (23.33%).

Table 1.3 Distribution by qualification

QUALIFICATION	NUMBER	PERCENTAGE %
Certificate	1	10
Diploma	2	20
Undergraduate	5	50
Postgraduate	2	20
Doctorate	0	0
Total	10	100

Source: Primary Data

The above data presented in table 1.3 shows that one (10%) respondent has a professional qualification of a certificate in Education and two (20%) have a diploma in Education. The other eight

holds a degree in Education and at Undergraduate level they were five (50%) and Postgraduate level two (20%). None (0%) of the respondents has a doctorate.

Table 1.4 Distribution by Facilitators' experience

Experience (years)	Number	Percentage %
0-5	1	10
6-10	5	50
11-15	1	10
16-20	1	10
Over 20 years	2	20
Total	10	100

Source: Primary Data

The above figure shows that 20% of the facilitators have been in the teaching field for over twenty years and 10% of the teachers has a working experience between sixteen to twenty years. Five (50%) of the teachers were between six to ten years of experience. Only one teacher (10%) does not have much experience in the Education field. Generally, this implies that the teachers are experienced in the Education field and are knowledgeable with a variety of behaviours among learners including bullying. Hence the assumption is that the data collected can be viewed as not biased

4.4 Forms of Bullying

This section presented data which reflects the frequency and nature of bullying incidences at government primary school in the Hatfield-Mbare District. The nature of bullying was categorised on the basis of their differences.

4.4.1 Physical Bullying at School

Figure 1 showed that most pupils, fifty-two percent had been physically bullied once or twice in the district under study. Thirty-three percent indicated having been physically bullied every week. A further nine point three percent of the pupils have been bullied many times, whereas data indicated that five point three percent of participants cannot indicate whether or not they have been physically bullied.

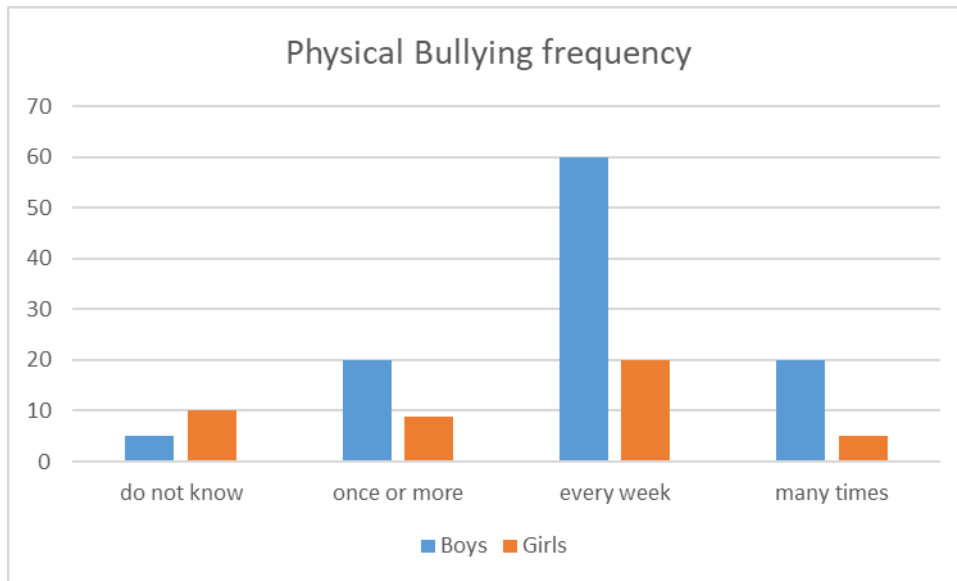


Figure 1: Physical bullying of pupils at school

Source: Primary Data

4.4.2 Social Bullying at School

Figure 2 suggests that social bullying was more prevalent than physical bullying. The graph indicates that fifty-four percent of the pupils suffered some social bullying on weekly basis whereas physical bullying occurred less frequently and was indicated at thirty-three percent.

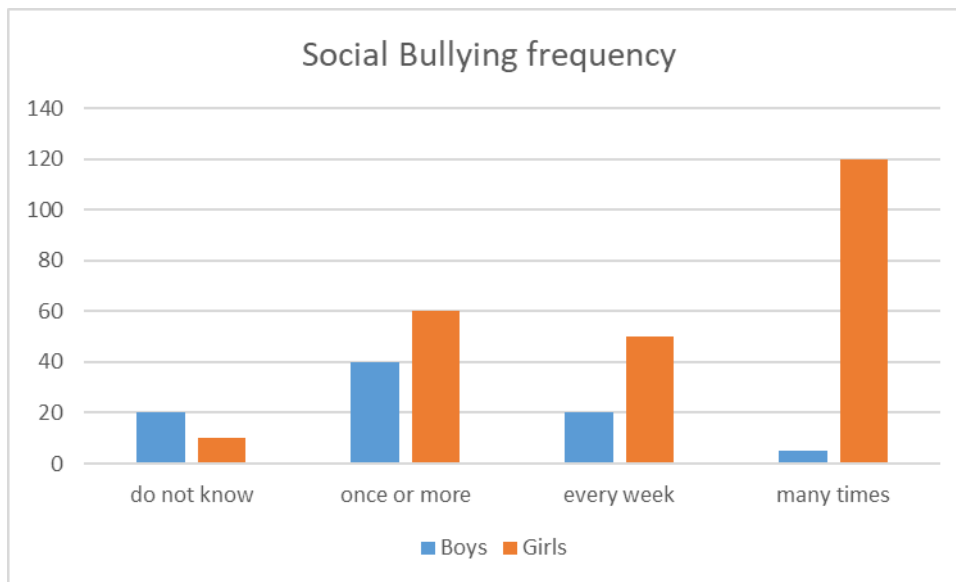


Figure 2: Social bullying incidences measured on frequencies

Source: Primary Data

Findings also indicated that girls were more prone to suffer social bullying than their counterparts as indicated by fifty percent and twenty percent, respectively.

4.4.3 Verbal Bullying of learners in the Mbare-Hatfield District

Figure 3 indicated that, overall, the majority of the pupils had been verbally bullied once or twice in the district understudied as indicated by thirty-seven point three percent. Thirty-two percent of the pupils were found to have been bullied on weekly basis. Twenty-one percent indicated that they had suffered bullying many times. Fourteen percent reported that they have never been verbally abused at all.

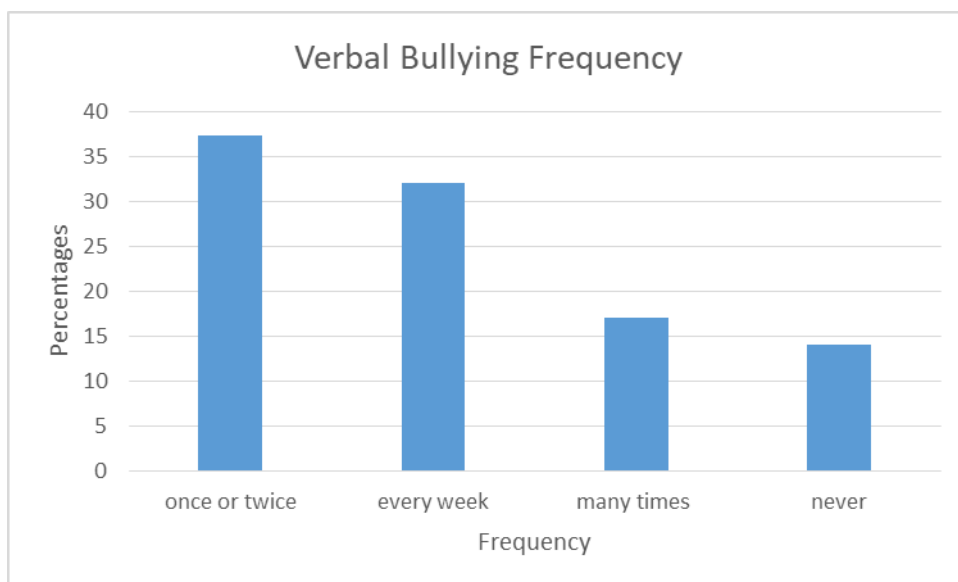


Figure 3: Frequency of bullying of learners

Source: Primary Data

4.4.4 Reported forms of bullying

This data was collected from the interviews conducted to the facilitators.

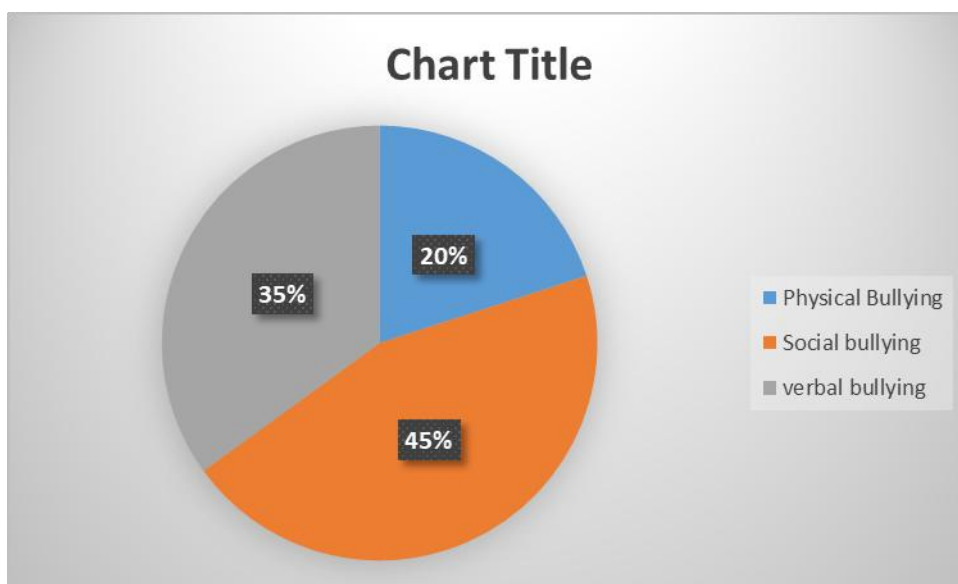


Fig 4 Observations made on forms of bullying.

Fig 4 shows that there are three common forms of bullying among learners. As was observed, 20% of the respondents mentioned that physical bullying is common among learners who are physically strong and those who are physically weak in Mbare-Hatfield District. The observer observed that physical bullying involves pushing, hitting and kicking others and this is in line with Askew (2014) definition of physical bullying. Interviews and questionnaires made on forms of bullying also helped in the compilation of data. Askew (2014) postulates that physical bullying involves real bodily contact between the bully and the victim for the express purpose of intimidation. This may include beating, kicking, punching, scratching the victim until he and she is unable to retaliate

As shown on the fig above, 35% of the respondents mentioned verbal bullying. The respondents mentioned that physical bullying is barred much by school policies that the perpetrators are highly active in verbal bullying. Data gathered from the observations on bullying indicate that verbal bullying involves calling other pupils by names and this corresponds with the CDC definition of verbal bullying. According to CDC (2013) verbal bullying is any slanderous statement or acquisition that cause the victim endues emotional distress

45 % of respondents as indicated by Fig 4 showed that there is high rate of social bullying among those who are physically strong and those who are physically weak and the young and the old learners. As was noted from the observations, there are cases related to social bullying among these learners. There is also evidence that the learners suffer much in link to their backgrounds. Questionnaire and interviews made indicated that social bullying is teasing somebody. This corresponds with Kridge's definition of emotional abuse. Kridge (2001) asserts that psychological bullying is bullying that causes damage to the victim's psyche or emotional well-being. Most of the data was collected when the researcher was researching on forms of bullying faced by learners and forms of bullying reported to the facilitators.

4.5 Causes of Bullying

This section outlined the precipitating factors that participants believed were drivers to bullying behaviour as well as being exposed to the bullies.

The majority of the participants indicated that they perceived bullies to be taking advantage of being bigger and stronger than their victims as indicated by forty percent each by both male and female respondents. Twenty and thirty-seven percent of male and female participants, respectively, believed the bullies were driven by fun to attack their victims.

The two minor reasons for engaging into bullying such as impressing peers and retaliation were indicated to contribute as perceived by both boys (eight and thirteen percent) and girls (ten and eighteen percent) respectively.

4.5.1 The bullies

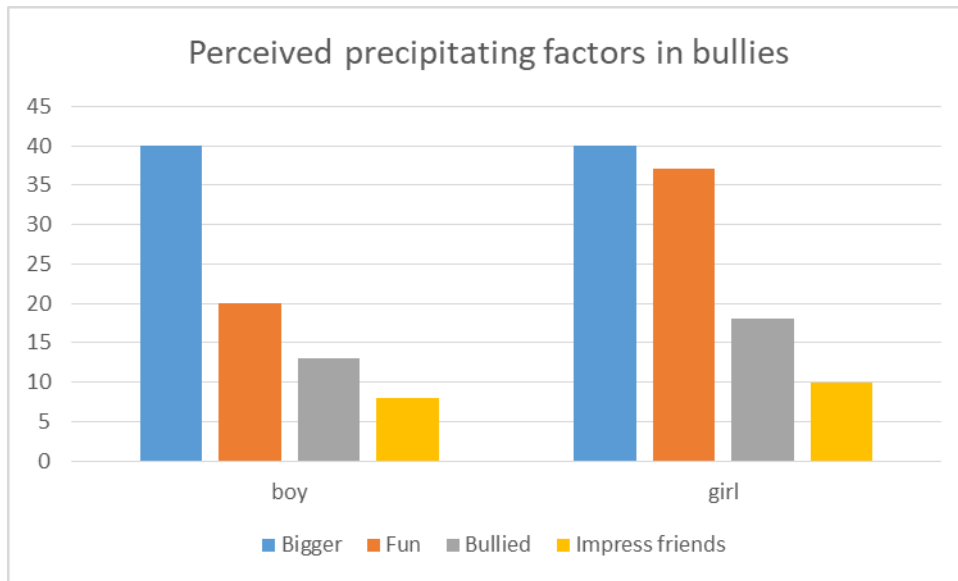


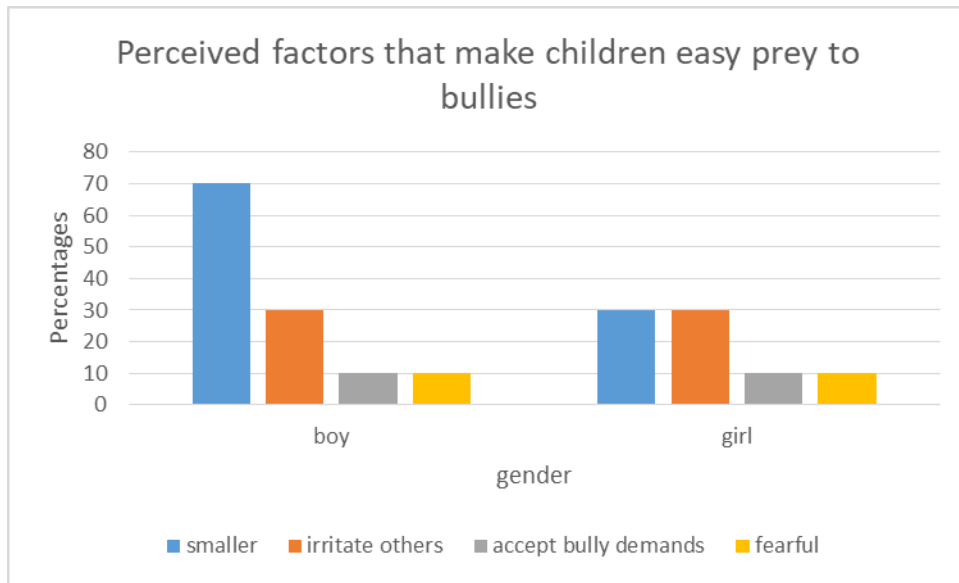
Figure 5 graphically represented the data obtained about the driving factors on bullies.

Source: Primary Data

4.5.2 Factors that cause children to be victims of bullying

The data obtained indicated converse factors to the predisposition factors in bullies. These characters expose or make victims of bullying easy prey. Figure 6 gave a graphic representation of the data.

Being irritating and smaller than the bullying aggressors were the two major reasons cited by participants as indicated by boys (seventy and thirty percent) and girls (thirty percentage both) respectively. Fear and failure to accept bullies' demands were the least perceived factors that expose bullying victims as indicated by ten percent perception by both genders.



Source: Primary Data

Fig 6: Factors that make children easy prey to bullies

4.6: Locations and Time of Bullying

This section reflected the times and locations which participants viewed that bullying incidence were more likely to take place. The data was gathered from the observation and the questionnaires and was categorised to first indicate the times before locations were indicated next.

4.6.1 Times of Bullying

The data indicated that forty-six percent of children reported that bullying occur after school. Twenty-four point seven and twenty-four percent indicated that bullying occurs during break times and between classes, respectively. No participant pointed out bullying during classes and trips.

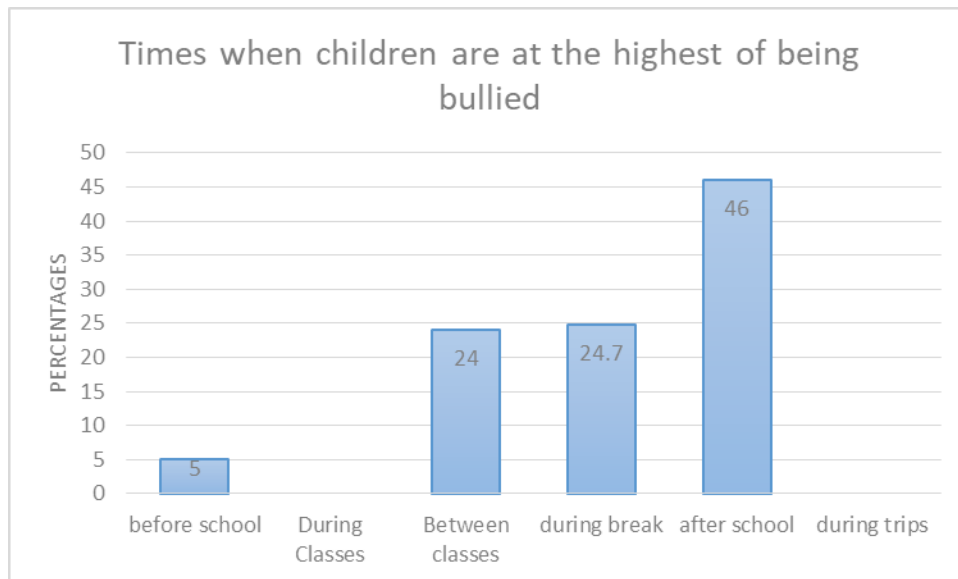


Fig 7: Times of bullying

4.6.2 Locations of Bullying

Figure 8 showed the places which participants indicated and viewed to be likely bullying incident scenes. Places identified were toilets, corridors, and areas around the school as well as playgrounds and the classrooms. Thirty-three percent of participants indicated the toilets as the black spot of bullying. The corridors were pointed by twenty-two percent. The areas around the school as well as the playgrounds were equally indicated to be places of bullying by eighteen percent of participants. The classroom was the least indicated place as reported by ten percent participants.

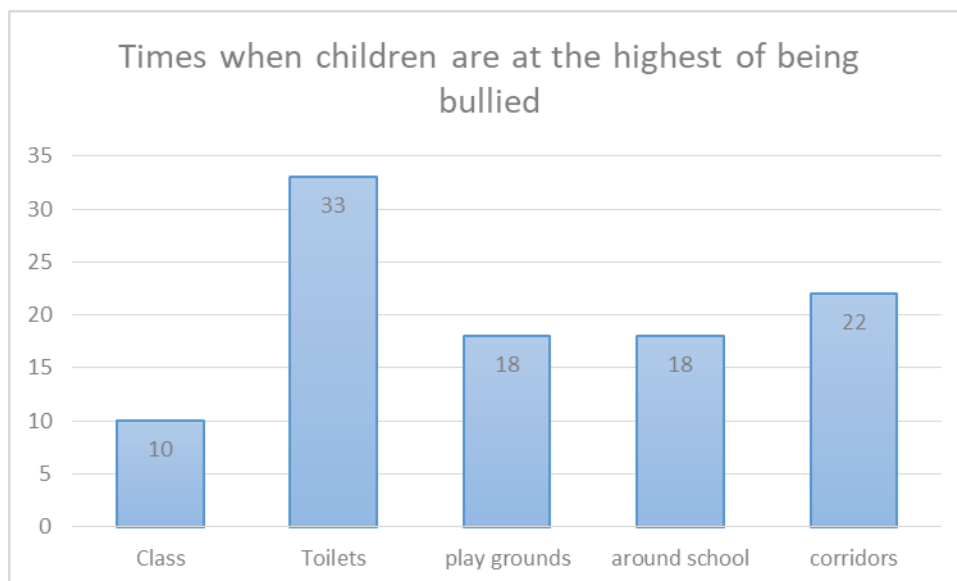


Fig 8: locations of bullying

Source: Primary Data

4.7 Effects of bullying on children

The questionnaire and interview instrument had given an open ended question which sought to canvass from participants the effect of bullying to their schooling. Psychological effects, loss of concentration in class and skipping school were the major effects highlighted by respondents.

Forty-nine percent of boys and fifty-eight percent of the girls' participants indicated that they would skip school to avoid bullying. Thirty one percent of the girls experienced psychological effects more to boys with twenty-one point three percent. Loss of concentration in class affected boys more with thirty percent while girls had nine percent of the participants. This data was graphically presented by figure 9 below.

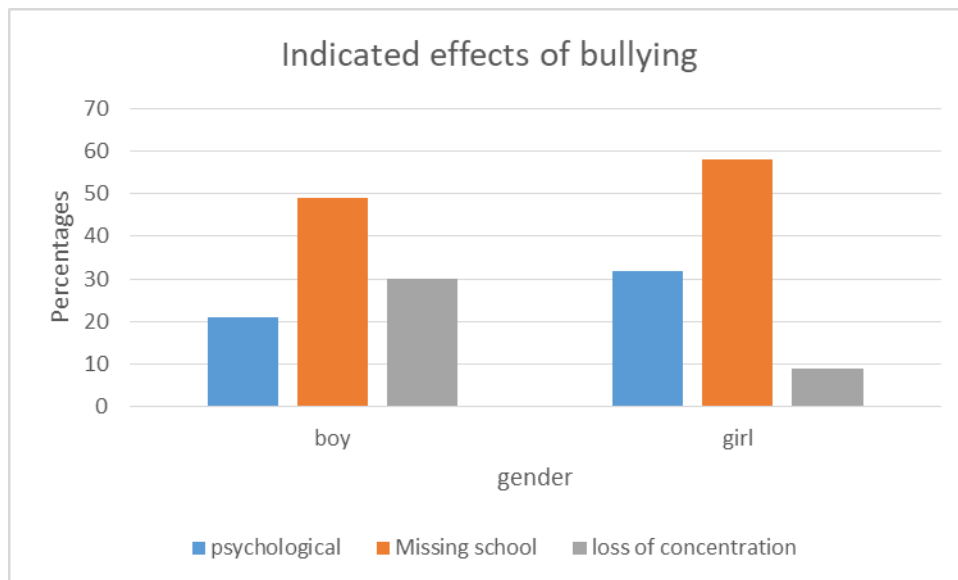


Fig 9: Effects of bullying

Source: Primary Data

The data also indicated that more girls as indicated by fifty seven point one percent against forty-eight point eight percent miss school as a result of bullying. On the other end, boys experience loss of concentration in class more than girls. Hawker and Boulton(2000) point out that effects of bullying may be extreme for each the bullies and the victims and are at long time risk for a chain of poor outcomes. Jvonen (2003) states that it is not always surprising that kids begin to evident effects of bullying in a ramification of signs a

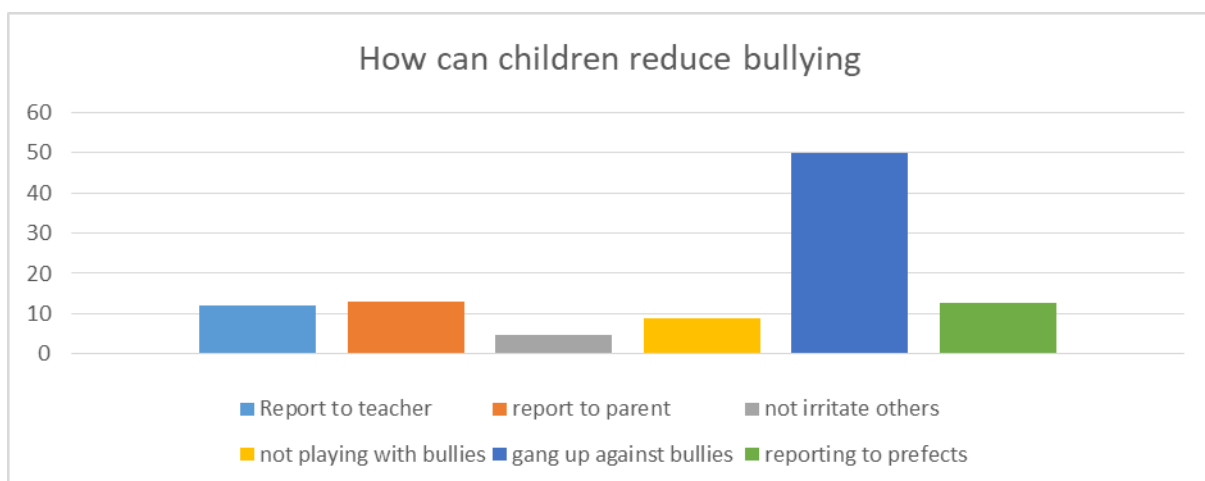
symptoms. Those consist of increase in absenteeism which makes logical feel for pupils seeking to avoid a bad environment. There is also hazard of growing long time intellectual fitness issues which greatly will increase as self-worth is frequently assaulted.

4.8 Measures to Reduce Bullying

This section presented that data that was obtained by the questionnaire instrument which sought to be informed of how student, prefects and teachers can prevent bullying. The questionnaire further required participants to indicate whom they talk to in case one has been bullied.

4.8.1 How children can help in the prevention of bullying

Figure 10 showed that most of the children as indicated by fifty percent suggest that bullying can be mitigated by ganging up against the bullies. Twelve point seven percent proposed that reporting the bullies to prefects and teachers would help. Nine percent of participants suggested that the most effective measure against bullies was not playing with bullies. The minority of the participant, as indicated by four point seven percent, felt that bullying could be prevented through not irritating other children.



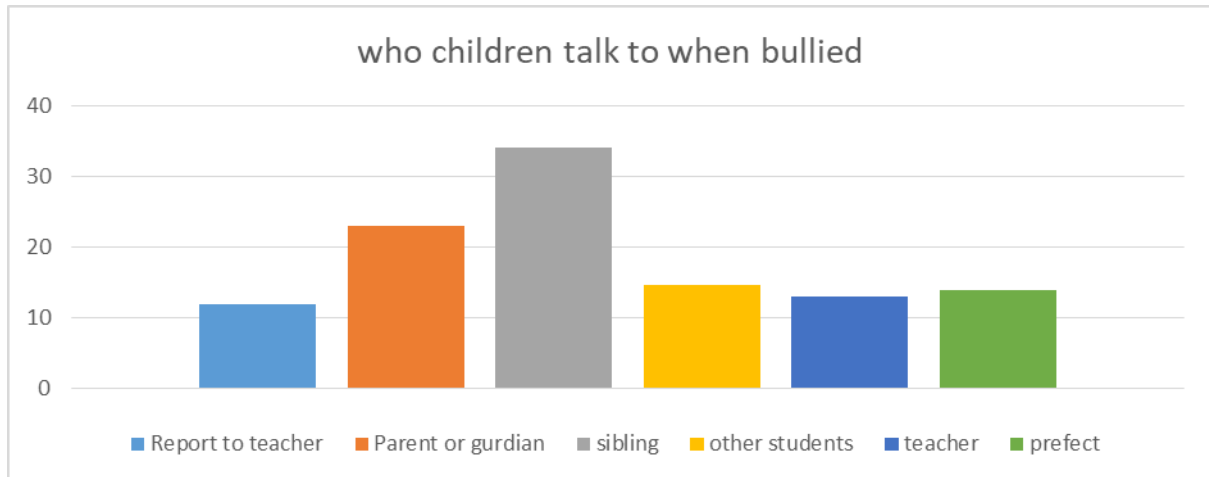
Source: Primary Data

Fig 10: Measures to reduce bullying

4.8.3 Who children can talk to when bullied

Children were asked whom they talk to when they experience bullying as part of the strategies of curtailing the practice of school bullying (see Figure 11, below). Most of the pupils indicated that they talk to a sibling (thirty-four percent), followed by parent or guardian (twenty-three percent), prefect (fourteen percent), and another student (fourteen

point seven percent). None of the children said they could talk to a counsellor or an administrator).



Source: Primary data

Fig 11: Respondents indication on whom they talk to in case of experiencing bullying incidents.

4.9 Strategies can be used in ending bullying

The question was answered basing on the responses given by respondents in as much as the strategies are concerned. Respondents indicated that there are several ways in which bullying can be ended. This informs that there is need to have policies, there is need to consult parents, the children need counselling, there is need for peer responsibility among others. The graph below shows statistical analysis of the data collected.

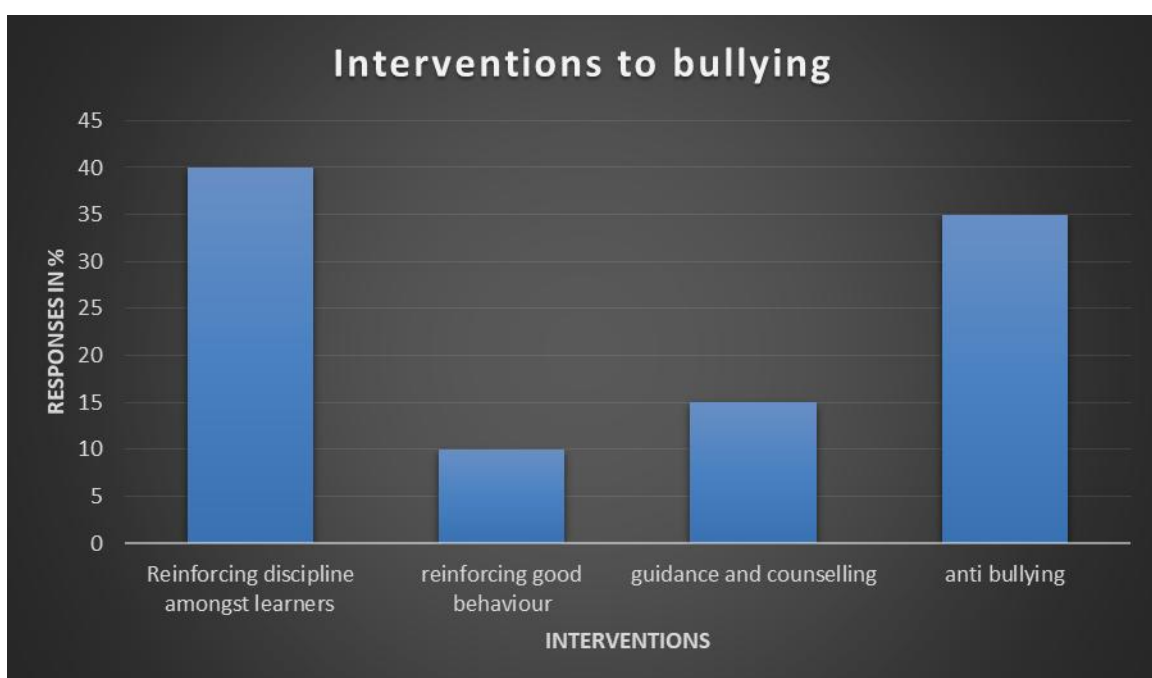


Fig 12. Interventions to end bullying.

Fig 12 shows that 15% of the responses support the intervention strategy of guidance and counselling. Counselling was seen to be one which is needed in the schools to help ending bullying. Learners were seen to be in need of counselling as they come from different backgrounds and they have different emotions. The schools should have guidance and counselling sessions which address the issues relating to bullying.

There is 10% evidence that there is need for reinforcing good behaviour and peer responsibility. The perpetrators were seen to be needing responsibilities in the school. Such was said to mould their behaviour as they will be challenged to lead by example in schools. There were suggestions that they need to be given leadership roles where they will be prefects of class monitors and they will have to be guided in their execution of duties so as to mould their behaviours.

40% of the respondents showed that there is need to have disciplinary system in the school based on a policy framework. The framework should help learners to adopt the needs of the school. They have to be guided by policy. There are very effective policies which can be used to end bullying. This means that school rules play a very crucial role in ending bullying. Learners should know that bullying is not tolerated in the school.

Finally, the respondents showed that there is 35% evidence to the effectiveness of collaborative approach to anti-bullying as parents and all other school stakeholders will work together to end bullying. There is need to consult parents in the teaching of learners. The parents should be engaged in school counselling sessions. They get to understand what is expected of learners.

4.10 Discussion of findings

Table 1.1 in sub section 4.3. focused on gender of the respondents. According to Hoover and Oliver (2011) there are voluminous female teachers since females are believed to have motherly love as well that traditionally women are the ones who spend most of the time with children. Males are few possibly because most of them are impatient with children and traditionally they believe that children ought to be raised by females instead of males. This likewise entails that teaching is deemed to be a feminised profession. The researcher concluded that there are more female teachers in order to fulfil gender progressive laws that sought to address the concern of gender imbalances in work places.

All the forms of bullying that were examined in the review of literature, which are, physical, social and verbal were reported by the children at the school. Part 4.4 detailed the data graphically on figure 1 to figure 4. This relates to literature as Child (2007) claims that bullying takes various forms and commonly consists of direct physical action (For example, hitting, tripping, pushing, nipping, stealing belongings) verbal abuse (For example, aggressively demanding something, name calling, incessantly taunting and poking fun) and indirect verbal abuse (name calling). In support Kamen (2007) articulates that there are three core forms of bullying which are physical (hitting, kicking, taking belongings), verbal (name calling, insulting, making offensive remarks) and social (spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours).

The findings reflected coherence with studies by, Pepler and Craig (2019) who opined that boys were more likely to be physically bullied than girls. The argentic stereotypes attached to boys such as “strong,” “confident”, and “boys do not cry” suggestively lead to boys’ inclination to aggressive acts, and to silently persevere when bullied, hence perpetuating a cycle of bullying (Lindburg, 2014). The smaller and perceived weaker pupils fall prey to the bigger and perceived stronger pupils who exploit their physical power to their advantage.

Figure 2 depicted that social bullying was the most prevalent forms of bullying. It was mostly notable on girls who were bullied through gossip, insults and social exclusion. Previous research by Pepler and Craig (2019) coheres with this finding by espousing that girls are more likely to be victims of indirect forms of bullying which excludes or sets them up in a social circle. The usual locations and times of bullying also seem to compound the lack of safety the victims feel.

Findings presented on part 4.6 indicated that most bullying incidents occur in places where teachers and other school staff are likely to be absent. Such places were identified as toilets,

corridors, areas around the school, and playgrounds. Similarly, the time frames which were indicated by respondents as likely periods of aggression reflected absence of authorities or guardians. These times were before school, between classes, after school, and during breaks. This could be interpreted to mean that bullies exploit the absence of guardians to attack their prey.

This study noted as presented in part 4.7 that pupils at the understudied schools were affected by bullying as categorised into psychological effects, skipping school and loss of concentration in class. Missing school was the most indicated effect of bullying (figure 9), followed by psychological effects. It was therefore inferred that bullying could be one of the major sources of school absence by pupils who suffer in silence.

The participants' indication that ganging up against the bullies can cure the vice as presented on part 4.8 explains the perpetuation of the bullying circle at school. Literature review is in tandem with revenge as purported by Baldry and Farrington (2010) who states that if bullying persist, victims occasionally feel compelled to take radical measures like as vengeance in forms of fighting back, weapon carrying or even suicide. Involving parents, prefects, teachers and the police were also suggestions with a fair share of indications as reflected on figure 10. This finding was persuasive to assert that bullying can be prevented somehow by involving an authoritative hand. The victims' inclination to talk to their siblings, guardian, prefect and other pupils in order of rating of responses suggested possible stakeholders in the prevention and cure of the bullying vice (figure 11) These contact persons can persuasively be considered as stakeholders who could be equipped with mechanisms on how to mitigate the effects of bullying as well as advising authorities of the existence of the bullying activities within school environs.

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

Chapter Summary

This chapter presented the data from the research instrument which was graphically presented. Interpretation and analysis was then done to relate the data to this study. The participants demographic data was initially reflected before participants' responses were categorised into major areas according to the research questions. These areas enlightened on forms of bullying, factors that predispose bullies, location and times of bullying, effects of bullying and lastly, but not least the proposed measures to reduce bullying. The findings were then discussed to give meaning and draw a base for the next chapter which focused on research summary, conclusion and recommendations

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter closed the study document by highlighting the summary of the research and the findings. The summary of major findings had been unveiled before conclusions were drawn.

These conclusions led to the crafting of recommendations. Lastly, but not least, an area for further study was indicated.

5.2 Summary

The study was focused on investigating the causes and effects of bullying in primary government schools in the Mbare- Hatfield District in Harare. Five primary government schools were sampled from the total district population. The study objectives were to identify the types and forms of bullying, to investigate the causes and effects of bullying and finally to suggest measures to reduce bullying. A theoretical framework was examined based on previous literature and authorities. The previous and authoritative writings assisted in the circumspection of the topic understudied. A descriptive research design was employed to gather data through the questionnaire, interviews and observation instruments. The questionnaires were distributed to pupils and interviews were conducted to the facilitators during breaks and with assistance and total cooperation of school administration.

The research findings reflected the types of bullying in a Zimbabwean primary school environment and how pupils feel about bullying. The dispositional and precipitating factors of bullying were also outlined so that measures to contain the vice could be drawn from an informed view. Ultimately, the findings were interpreted to draw conclusions and recommendations.

5.3 Summary of major findings

Bullying was found to be inherent in school environments. Both boys and girls had been bullied, albeit mostly physical to boys and socially to girls. Gender was thus noted to be a significant factor in the impact of bullying. It was also found that victims of bullying can suffer in silence. Talking to siblings was viewed to be an effective channel which can be embraced by the adoption of a multi- stakeholders approach in the management and control of bullying in schools. Precipitating and dispositional factors were revealed by findings. The bullies, backed by precipitating factors, take advantage that they are bigger and stronger. The aggressions impress their peers whilst they enjoy fun. Conversely, the victims were dispositional by being smaller and weaker hence accepting bullies' demands and subjected to fear. Bullying was found to occur during categorised times and on particular locations. These times had been indicated as before school, between classes, during breaks and after school. The locations were the toilets, corridors, playgrounds and school surroundings. The proposed measures to mitigate bullying include increasing prefects' role as pupils' monitors. The

teachers were urged to intensify their guardianship role by punishment and engagement of parents and police where necessary. Ganging up to fight or avenge bullies was found to potentially perpetuate bullying circles. The study also reflected that the three major negative effects of bullying in Zimbabwe schools were psychological disturbance, missing school and lack of concentration. There is need to have policies to end bullying which include anti-bullying, consult parents, the children need counselling, there is need for peer responsibility among others

5.4 Conclusions

The summation of major findings led to the conclusion that bullying always occur during absence of guardianship. This was reflected by locations and times of bullying where the aggressors take advantage of absence of teachers or other school authorities. The victims would be exposed by their weakness and absence of protectors. Secondly, an increase in school withdrawal or noted loss of concentration on school work, as well as psychological stress should be viewed as a signal to school authorities and parents/ guardians that there might be some bullying vice which need to be investigated. The final conclusion drawn from the study was that informal talk, such as with siblings or friends, can be an effective devise to monitor and control bullying in schools.

5.5 Recommendations

The study findings and conclusions enabled the drawing of the following recommendations:

- i. Improving and increasing teachers or school authorities' visibility in risky places such as corridors and playgrounds to monitor and control bullying in schools.
- ii. Establishment of a multi-stakeholders network as an effective mechanism to manage bullying in schools such as involving the police, parents, civic organisations and other relevant institutions.
- iii. Adopting an educational approach whereby the bigger and stronger are taught to take pride in the protection and non-abuse of the weaker.
- iv. School authorities should embrace management of bullying as well as exhibiting concerted effort to weed out bullying in schools.

5.6 Area for further study

Findings and conclusions on the study of impact of bullying in schools suggested the need to explore deeper on Zimbabwe's education policy and bullying in schools. The suggested area of study would examine the government policy on education and weighs it against bullying in schools. The findings should lead to the drafting of appropriate national guidelines on the management and eradication of bullying in schools.

APPENDIX

INFORMED CONSENT DOCUMENT: Introductory letter requesting permission to carry out research

RESEARCH PROJECT ON THE CAUSES AND EFFECTS OF BULLYING IN PRIMARY SCHOOLS IN THE MBARE-HATFIELD DISTRICT, HARARE

Dear Principal

My name is Linda Chitsike and I am a student at the Midlands State University pursuing a Bachelor’s Degree in Education Management and Leadership. I humbly request your consent to conduct my research study on a topic “the causes and effects of bullying in primary schools in the Mbare-Hatfield District, Harare” at your school which is My student number is R194617W and my National ID number is 63-979044 N47

The aim of my study is to investigate how learners understand and make meaning of bullying. I also want to investigate strategies which could be used to eliminate bullying in schools and the effects of bullying on learners’ academic and social lives as well as factors that perpetuate bullying in schools.

I will interview, use questionnaires and observe issues relating to bullying in schools with learners and the facilitators only. These discussions will take place during and after school and notes will be taken and when necessary tape recorder will be used. There is no level of possible danger that I think would be involved in my study. There are also no benefits from participating in the study. I will ensure confidentiality and anonymity of the participants by using disguised and coded names in the report. Participation in the study is voluntary and participants are free to withdraw from the study at any time.

For more information about my study, you may contact my supervisor, Professor W. Samkange on his email samkange@staff.msu.ac.zw.

DECLARATION

I _____(full name of the principal) hereby confirms that I understand the contents of this document and the nature of this research project and will consent to allow the researcher to conduct the study in my school. I understand that learners are at liberty to withdraw from the study at any time

SIGNATURE _____

Informed Consent to Participate in a Research Study

Title of Research Project: THE CAUSES AND EFFECTS OF BULLYING IN PRIMARY SCHOOLS IN THE MBARE-HATFIELD DISTRICT, HARARE

Name of Researcher: Linda Chitsike

Phone Number: 0772 366 387

Purpose

Linda Chitsike is conducting a research on the causes and effects of bullying in primary schools in the Mbare-Hatfield District, Harare. You were purposively selected as a participant to this research and it is expected that your participation will enable this research to guide policy formulators and teachers to improve on eradicating bullying in primary schools. It will also assist the school to formulate its own anti bullying policy.

Procedures

The research will make use of questionnaires and will ensure confidentiality and anonymity of the participants by using disguised and coded names in the report. Completed questionnaires will be collected and examined in anonymity. This study will also make use of interviews and observations. This might involve audio recording of the interview and observation with the researcher during the process. Neither your name nor any other identifying information will be associated with the audio recording or the transcript. Only the researcher and supervisor will be able to listen to the recordings. If the audio recording is declined by the participants, notes will be hand taken.

The tapes will be transcribed by the researcher and erased once the transcriptions are checked for accuracy. Transcripts of your interview may be reproduced in whole or in part for use in presentations or written products that result from this study. Neither your name nor any other identifying information such as your voice or picture will be used in presentations or in written products resulting from the study.

Risks

Since bullying in primary is sensitive topic, participants might feel discomfort and if you feel uncomfortable in any way during the research session, you have the right to decline to answer any question or to end the interview. Also due to the Covid-19 Pandemic, social distancing will be practiced to avoid risk of passing on of the virus.

Confidentiality

The records from this study will be kept as confidential as possible. No individual identities will be used in any reports or publications resulting from the study. All questionnaire, tape recordings from the interviews and observations will be given codes and stored separately from any names or other direct identification of participants. Only research personnel will have access to the files and only those with an essential need to see names or other identifying information will have access to that particular file.

Benefits of participation

There will be no direct benefit to you from participating in this research study. The anticipated benefit of your participation in this study is it will assist school authorities to draw robust bullying interventions that will comprehensively deal with the bullying vice. Future researchers will as well benefit because findings of this research will serve as a good source of accurate and useful information for them as it will give them a starting point.

Voluntary participation

Your decision whether or not to participate in this study is voluntary and will not affect your relationship with the school. If you choose to participate in this study, you can withdraw your consent and discontinue participation at any time without prejudice.

Questions

If you have any questions about the study, please contact my supervisor Professor W. Samkange on his email samkange@staff.msu.ac.zw. You can also contact Midland State University at infoandpr@staff.msu.ac.zw with any questions about the rights of research participants or research related concerns.

Consent

You are making a decision whether or not to participate in a research study. Your signature below indicates that you have decided to participate in the study after reading all of the information above, you understand the information in this form, have had any questions answered and have received a copy of this form for you to keep.

Signature _____ Date _____

Research Participant

Signature _____ Date _____

Researcher

APPENDICES

QUESTIONNAIRE

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.

Please note that your participation in this study is very confidential and your name should not appear in any part of this questionnaire. This research is purely for academic purposes only and your cooperation is greatly appreciated.

Thank you.

Section A: Demographic Details

Age

Gender

Male

Female

Grade

SECTION B: Bullying Incidences

Have you been bullied by another student at school... (Bullying meaning a repeated act, or continuous act of one of the following):

1. *Physically*

Examples: hit, pushed, shoved, slapped, or beaten up, had property stolen.

Not once

Once or twice

Every week

Many times

Do not know

Additional comments

--

2. *Verbally*

Examples: called names, teased hurtfully, insulted, humiliated.

Not once

Once or twice

Every week

Many times

Do not know

Additional comments

--

3. *Socially*

Examples: excluded from group, made to look dumb by someone, gossiped about, rumours.

Not once

Once or twice

Every week

Many times

Do not know

Additional comments

4. Gender

Examples: Left out because you are a boy or girl.

Not once

Once or twice

Every week

Many times

Do not know

Additional comments

SECTION C: Characteristics of Bullies and Bullied Children

Why do you think some children are bullies?

I do not know	
They are bigger and stronger	
They think it is fun	

They have been bullied themselves	
They want to impress their friends	

Other reasons: _____

Why do you think some children are bullied?

I do not know	
They are smaller and weaker	
They irritate others	
They accept the demands of bullies	
They are afraid of fighting back	

Other reasons: _____

SECTION D: Locations and Times of Bullying:

Where have you been bullied most times?

When are you most likely to be bullied?

Before school

During Classes

Between classes

During break periods

--

After school

--

On trips

--

SECTION E: Effects of Bullying

How does bullying affect you?

--

How often have you stayed away from school in order to avoid being bullied?

Not Once	
Once or twice	
Every week	
Many times	
Do not know	

SECTION F: Measures of Curbing Bullying

How can students prevent bullying at school?

--

How can prefects prevent bullying at school?

How can teachers prevent bullying at school?

How can parents prevent bullying at school?

Who do you talk to when someone bullies you at school?

Parent	
Guardian	
Brother or sister	
Counsellor	
Teacher	
Administrator	
Prefect	
Other students	

The End, Thank you!

APPENDIX 2
OBSERVATION SCHEDULE FOR LEARNERS

Grade	Date and time	School name	Place of event	Form of bullying depicted	Comment

OBSERVATION GUIDE

BACKGROUND

The researcher chose the observation method because it produces true results as participants will be portraying their true behaviour 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 learners from the eight primary school in the Mbare- Hatfield District. The participants will be observed in a rotational manner, which 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 in primary schools. The purpose will also be to observe the forms of bullying that prevail among primary 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 Facilitators.

PART A: DEMOGRAPHIC DATA

Indicate with a tick

1. Gender

Female	
Male	

2. What is your age?

25 years and below	
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26-35 years	
36-45 years	
46-55 years	
Over 55 years old	

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 behaviours 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?

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