

THE MICRO-POLITICS OF SCHOOLING IN LESOTHO: BULLYING

BY

DAVID MAKAFANE (200502589)

A dissertation submitted to the Faculty of Education,

National University of Lesotho

In partial fulfilment of the degree of Masters in Education in Management and
Administration

Supervisor: T. Khalanyane

2017

DECLARATION

I declare that MICRO-POLITICS OF SCHOOLING IN LESOTHO: BULLYING is my own work, that it has not been submitted to any university and that all sources that have been used or quoted have been indicated or acknowledged by means of complete reference.

Student's Name Signature Date

Supervisor's Name Signature Date

Head of Department Signature Date

Dean: Signature Date

ACKNOWLEDGEMENT

First, I would like to thank God Almighty for giving me healthy life and providing me with day to day meal that kept me going even when life was difficult. I have true manifestation that He is the Almighty God.

I would like to express my candid appreciation for the unalloyed support, competent assistance and encouragements of my supervisor Mr T. Khalanyane for his valuable support throughout the study.

My gratitude goes to Poloko Mathabelo Makafane for her support throughout the two academic years, looking after my prestigious girl while I was studying, she has shown that she is a real powerful woman and a good role model to our daughter

The guidance received from the Department of Education through Dr Chere-Masopha is beyond recognition. Let me also thank all the lecturers in the Faculty of Education who helped me shape my study through presentations.

I would like to express my heartfelt gratitude to Mr Rantsane Kuleile and Mrs Mateboho Makafane, Thato Putsoa and Makamoho Matlama for their financial assistance while I was pursuing my studies.

Great thanks must be given to Christ the King High School and St. Marys High School for allowing me to conduct this study in their schools.

Credit must also be given to the learners and teachers who participated in this study.

A special word of thanks is due to Ms Malibuseng Sello and Mr Palo Thakaso for their support in printing this document from when it started and their encouragement throughout the duration of the study. May God reward them abundantly.

This section will not be complete without mentioning the inestimable support, encouragement and motivation from my classmates, Mr Masek, Mrs Lethunya, Ms Marajaneng and Ms Lenoela.

Lastly, I would like to express my heartfelt gratitude to Elliot, Leonia, Lerato, Nkhahle, Makuena, Ntsili, Nthati, Elliot and all my friends who have always stood by my side through good and bad times.

To God be the glory

DEDICATION

This dissertation is dedicated to my mother, Mrs Mateboho Martha Makafane for the educational support she has given me despite all the financial constraints I had. This is also devoted to my beautiful wife, Mathabelo Makafane and my little angel Thabelo Makafane. Thabie always remember that education is the thief-proof inheritance. I love you.

TABLE OF CONTENTS

Title Page.....	i
Declaration.....	ii
Acknowledgement.....	iii
Dedication.....	iv
Table of Contents.....	v
Abstract.....	vi

CHAPTER ONE: INTRODUCTION

1.0 Introduction.....	1
1.1 Background of the study.....	1
1.2 Statement of the Problem.....	2
1.3 Research Questions.....	4
1.3.1 Main Research Questions.....	4
1.3.2 Research Questions.....	4
1.4 Rationale of the Study.....	4
1.5 Significance of the Study.....	5

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction.....	6
2.1 Theoretical Framework.....	6
2.1.1 Conflict.....	7
2.1.2 Feminism.....	8
2.1.3 Resistance Theory.....	9
2.1.4 Labelling Theory.....	10
2.2 Forms of Bullying.....	13
2.2.1 Physical Bullying.....	13

2.2.2 Verbal Bullying.....	13
2.2.3 Psychological Bullying.....	14
2.3 Preference of Bullying Around the World.....	14
2.3.1 Bullying in Europe.....	14
2.3.2 Bullying in Africa.....	16
2.3.3 Bullying in Lesotho.....	19
2.4 Consequences of Bullying.....	21
2.5 Conceptual Framework.....	24
2.5.1 Bullying.....	24
2.5.2 Bully.....	25
2.5.3 Human Rights.....	27
2.5.4 School Violence.....	27
2.5.5 Perpetrator.....	28
2.5.6 Victim.....	29
2.5.7 Bystanders.....	29
2.5.8 Victimization.....	30
2.5.9 Micro-politics of Schooling.....	31

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction.....	32
3.1 Epistemological and Ontological Assumptions.....	32
3.1.1 Epistemology.....	32
3.1.2 Ontology.....	32
3.2 Research Design.....	34
3.3 Case Study.....	34
3.4 Pilot Study.....	35
3.5 Data Collection Method.....	35

3.6 Population and Sampling.....	36
3.7 Data Analysis.....	37
3.8 Measures of Trustworthy.....	37
3.8.1 Credibility.....	37
3.8.2 Dependability.....	37
3.8.3 Transferability.....	38
3.8.4 Comparability.....	38
3.9 Ethical Considerations.....	38
3.9.1 The Principle of Do No Harm.....	38
3.9.2 The Researcher Obtain Informed Content.....	39
3.9.3 Privacy and Confidentiality.....	39

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.0 Introduction.....	40
4.1 Demographic Profile of Informants.....	40
4.2 Thematic Analysis and Interpretations of Data.....	40
4.2.1 Perceptions of Bullying.....	40
4.2.1.1 Vulnerability and Power.....	41
4.2.1.2 Identity.....	41
4.2.1.3 Minority.....	43
4.2.1.4 New Arrivals.....	46
4.3 Bullying Experiences.....	47
4.3.1 Forms of Bullying.....	47
4.3.2 Continuous Cultural Process.....	51
4.3.3 Reporting Bullying	52
4.3.4 Self-Esteem.....	54
4.3.5 Revenge.....	57

4.3.6 Bystanders and their roles.....	59
4.4 Ramifications of Bullying.....	61
4.4.1 Depression.....	62
4.4.2 Suicidal Tendencies.....	64
4.4.3 Poor School Performance.....	64
4.5 Measures of Countering Bullying.....	65
4.5.1 Counselling of the Victims.....	66
4.5.2 Punishment of the perpetrators.....	66
4.5.3 Assembly as a Medium of Communication.....	68

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction.....	70
5.1 Summary of Findings of the Study.....	70
5.2 Conclusions.....	71
5.3 Recommendations.....	74
5.4 Areas of further research.....	75
References.....	77

Appendices

Appendix 1 Interview guide for Students.....	86
Appendix 2 Interview guide for Teachers.....	87
Appendix 3 Reseacher’s letter to St Marys High School.....	88
Appendix 4 Reseacher’s letter to Christ The King High School.....	90

ABSTRACT

The study explored the micro-politics of schooling in Lesotho, specifically focusing on bullying. Qualitative research design was adopted to probe for in-depth information about the bullying in schools. The methodology employed was the case approach. The site of the study was two high schools in Roma Valley. The population of the study was all teachers and students in the two high schools in Roma valley, while the sample comprised six teachers and eight students, who were purposively selected.

The study found out that bullying exists not only during school activities, but even during after school activities that learners are involved in. It was also found that bullying has negative consequences to all parties; perpetrators, victims and bystanders. Findings further revealed that the minority members of the society like visually impaired people, physically challenged and students with poor background are more prone to bullying because most of them do not have power to counteract bullies. The study further found that newly arrived students are the ones who are mostly targeted by bullies under the pretext of being taught the culture of the school. The study also found that teachers view bullying as an act of power imbalance where a powerful person takes advantage of a less powerful or vulnerable person. The study also found that cyber bullying is the latest form of bullying which is more harmful than any other forms of bullying. Cyber bullying is practised by most students due to technology that they are exposed to. The study also found that bullying contributes to depression and low self-esteem, which can lead to poor school performance and suicidal tendencies amongst the victims and bystanders. The study therefore recommended that Lesotho government should come up with a policy to eliminate bullying in schools and establish programmes directed at teaching learners attitudes, knowledge and skills which they can use to circumvent bullying.

Keywords: *Bullying, Schools, Lesotho, Bully, Victim, Bystander.*

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This study explored the micro-politics of schooling in Lesotho schools. The focus of study has been on the impact and ramifications of bullying in schools. To achieve this, the chapter outlines background of the study, statement of the problem, research questions which will address the concern of the inquiry and significance of the study.

1.1 Background of the study

The study investigated bullying in the schools in Lesotho. Bullying has been identified as a worldwide problem (Tattum, 1993). Learner safety in a school has become a current academic concern. According to United Nation Charter (2011) children have right to safe and secure environment free of fear, harm and humiliation. Bullying, therefore, violates children's rights to human dignity, privacy, freedom and security. Coloroso (2002) observed that bullying deprives children of their rightful entitlement to go to school in a safe, just, and caring environment. At school, it can prevent students to learn in a harmonious way or sometimes it can lead learners, particularly those who bully, to engage in antisocial or delinquent behaviour such as vandalism, shoplifting, truancy, and drug as a way of proofing their roughness or toughness (Coloroso, 2007). As a result, the absence of bullying in schools can promote a learner friendly and safe school. For example, studies carried out in Africa show that bullying and other forms of violence are real issues of concern in schools. Liang (2007) found out that of 5074 Grade 8 and 11 students surveyed in the educational system in South Africa, 19.3 percent were victims of bullying while Mosia (2015) found that about 40 percent of learners in schools in Lesotho, had once been victims of bullying.

This is testimony that bullying is a worldwide problem in schools and thus regarded as a form of low level violence that can escalate and become physical and even lethal (Olafsen &

Viemero, 2000). Porteus (1999) reiterates that the existence of bullying in schools is a worldwide phenomenon and a problem that can create negative impact for the general school atmosphere and for the rights of students to learn in a safe environment and to learn without fear. As also observed by Liang (2007) some students end up hating school as they do not want to meet the bullies. On the other hand, Jimerson, Swearer and Epspelage (2009) describe bullying as a type of violence that has serious social and health consequences for victims who are repeatedly bullied. Accordingly, these effects can have lifelong negative consequences to the victim, perpetrator and to the bystander. Other scholars, such as Garrett (2003), view bullying as comparable to sexual harassment and as a matter of social justice, and by this nature demanding special attention. The consequences of bullying are far reaching beyond the school environment. This is supported by Coloroso (2007) who points out that in adulthood, bullying is an affront to democracy and to democratic institutions.

Usually, bullying affects both the bully and victim in a negative way. The victims of bullying experience serious and negative consequences such as developing psychological problems, which might even lead to suicide (Paquette & Underwood, 1999). According to Ladd and Ladd (2001), the emotional effect of being a perpetrator or a victim of bullying may stay with people for many years and often determine their self-concepts. The purpose of this study, therefore, was to investigate the impact of bullying and its ramifications in schools in Lesotho.

1.2 Statement of the Problem

Bullying is one of the challenges facing the educational system in Lesotho, as is practised at all levels of education (de Wet, 2007). Even though bullying has been practiced in the schools in Lesotho for a long time, there are very few studies which have investigated this problem. For example, de Wet (2007) has pointed out that because of bullying, Lesotho's education system is now faced with challenges regarding student safety. The study conducted

by Mosia (2015), established that about 40 percent of the respondents had been victims of bullying. The government together with education practitioners like principals, teachers and school administrators are now worried and strive to create more comfortable and safe atmosphere for students to learn harmoniously. For example, it was only two years ago when at Lerotholi Polytechnic two students lost their lives during a ritual in which the newcomers to this institution are ill-treated using various strategies. One of these strategies is to take them to a nearby river where they are said to be baptised or they are asked to search for a long-deceased person - Paramount Chief Lerotholi, after which the institution has been named. Ruthless ill-treatment of new students, which could be viewed as another form of bullying, has been associated with this institution for a long time. Hence, it is now regarded as culture of Lerotholi Polytechnic Institute. The effects of this culture have sometimes led to fatal episodes. As indicated before in this paragraph, in 2014, two dead students' bodies were found along the Mohokare River (Maama in *Lesotho Times*, October 2014). The perpetuation of this culture may be associated with the ignorance towards bullying. It is important that the institution recognises this as bullying and should find ways of stopping and preventing it in order to avoid more students' deaths. Unless the institution's administration and the Government of Lesotho respond quickly to this, it will soon become a norm that every year at least one student joining this institution loses life.

Bullying is also common in secondary schools in Lesotho. Much as few studies have been carried out on bullying very little is known about the types of bullying practiced in the secondary schools in Lesotho, how bullying is perceived, and who is bullying or being bullied. The study, therefore, investigated the impact of bullying and its ramifications in the secondary schools in Lesotho.

1.3 Research Questions

The following are questions which helped in guiding the study, these questions also helped in understanding the impact and effects of bullying in schools in Lesotho.

1.3.1 Main Research question

The main research question of the study was:

What is the impact and ramifications of bullying in schools?

1.3.2 Research Questions

While the research questions addressed the following questions

1. Who are perpetrators?
2. Who are the victims?
3. What are the victims' experiences of bullying?
4. What are the perpetrators experiences of bullying?
5. What are the consequences of bullying?

1.4 Rationale of the study

The researcher was motivated to undertake a study on bullying because there were acts of bullying in one institution in Lesotho in 2014 which formed news headlines, where a number of students lost their lives due to bullying. The researcher felt it imperative to understand bullying and all its forms and therefore to research on this phenomenon. The increasing incidence of school violence particularly bullying has become a primary concern of educational practitioners in Lesotho and across the globe, lately the concern has raised many researcher's interest to do related studies. According John and Carter (2003) it is reported in many different studies around the world and bullying has become common mostly where schools exist.

1.5 Significance of the Study

It is evident that bullying is happening in most if not all schools worldwide (Ladd & Ladd, 2001). The study examined the micro politics of schooling particularly looking at bullying in schools and how teachers and students realise the consequences of bullying which could help in coming up with educational policy that will be responsive to bullying. The study should also enrich educational practitioner's sphere of knowledge concerning the phenomenon of school bullying. Researchers could also take advantage of this study by using it as a reference for further investigation on other forms of bullying.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The review of the literature on bullying was aimed at contributing towards a clearer understanding of the nature and meaning of the problem that has been identified. For many years, bullying was seen as a necessary social evil that socially isolated learners through intentional exclusion from school activities (Sullivan, 2000). Its numerous problems have given concern to educators, parents, and learners; to this effect, something has to be done about it. Whether bullying is direct or indirect, the key issue is that the physical or psychological intimidation occurs repeatedly over time to create an ongoing pattern of harassment and abuse (Batsche & Knoff 1994; Olweus 1993).

A power imbalance is found at the heart of the bullying dynamic. A learner who is stronger, more aggressive, bolder and more confident than average child, typically bullies other learners who are weaker, more timid, who tend not to retaliate, or who act in an assertive manner. Sometimes bullies pick on learners who are disadvantaged, by being, immigrants, or from a cultural minority group (Olweus, 1993).

This chapter therefore looks at theoretical framework which includes theories, forms of bullying, prevalence of bullying around the world and consequences of bullying, types of bullying, effects of bullying and conceptual analysis of key concepts.

2.1 Theoretical Framework

There are several sociological theories which can be used to analyze and understand behaviour of groups in school setting. They range from Conflict theory, Feminism theory, Resistance theory to Labelling theory.

2.1.1 Conflict Theory

There Conflict theory is one of theories that is used by researchers to explain the phenomenon of bullying and its forms.

The conflict perspective views people or society as composed of different groups and interests competing for power and resources (Mooney, Knox & Schacht 2007:2). In the case of bullying in schools, the bully has got more power and privilege unlike the victim who doesn't have all that power. The interest of the bully is to make others feel subjected and inferior by imposing treatment to others, abusing others emotionally and physically and teasing others with intentions to cause harm. The conflict perspective explains various aspects of our social world by looking at which groups have power and benefit from a particular social arrangement. Conflict theories draw attention to power differentials, such as class, gender and race conflict and contrast historically dominant ideologies (Mooney et al, 2007). It is therefore, a micro level analysis of society that sees as an arena of inequality that generates conflict and social change.

Conflict theory operates like factionalists as they are both oriented towards the study of social structures and institutions. There is also a difference between the interchangeable theories as conflict theories see whatever order in the society as steaming from the coercion of some members by those at the top, (Ritzer, 2000:259). Conflict theorists emphasise the role of power in maintaining order in society, which is the ability of a person or group to exercise influence and control over others in producing social order (Mills, 1956). Conflict theory gives great attention to class, race, and gender in society because these are seen as the grounds of the most pertinent and enduring struggles in society.

The development of conflict gained new vigour with the publication of Dahrendorf's *Class and Class Conflict in Industrial Society* (Mills, 1959). This theory even though is initially influenced by the thought of Karl Marx. Dahrendorf believed that those with power give

orders and those without powers take orders. He distinguishes three broad types of groups that contribute to social conflict which are quasi-groups, interest groups and conflict groups. There is shared common interest for members of these groups. Babbie (2004) asserts that Marx suggested that social behaviour could best be seen as the process of conflict: the attempt to dominate others and to avoid being dominated.

The conflict theory primarily focused on the struggle among economic classes, that is, simple to say that Marx specifically examined the way capitalism produced the oppression of workers by the owners of industry (Babbie, 2004). Therefore, social theory is seen as constructed to respond to the oppression that was observed. Simmel (1918) argues that conflict paradigm proved to be fruitful outside the realm of purely economic analysis. In conflict perspective, inequality is unfair but exist because those in control of a disproportionate share of society's resources actively defend their advantages (Lauer, 1998).

Conflict theory therefore cannot be entirely used by the researcher for this study as it ignores some other important issues. The theory pays much attention to classes of workers and capitalism which is not the case with bullying, of course one can bully the other if he or she got more resources than the victim but there are some cases where bullying occurs because someone is generally feeling bitter that he or she doesn't have enough resources as a result resorts to bullying as a defence mechanism. Conflict theory also overemphasises the importance of power while neglecting the importance of shared values and public consensus in society (Mills, 1959).

2.1.2 Feminism

Feminism is about a struggle to end sexist oppression. It is a struggle to eradicate the ideology of domination that permeates indigenous culture on various levels, (Freeman 2001). In simple definition, feminism is a movement to end sexism, sexist exploration and oppression. The movement is not about being anti-male or anti-masculine. Snitow (1990)

asserts that ‘to end patriarchy, people need to be clear that we are all participants in perpetuating sexism until we change our minds and hearts’.

The important goal of feminist theories is to analyse gender, that is, how gender is constituted experienced and how we think about it. Bullying therefore is not linked to feminism. Meyer 2009 asserts that although females have been described the way patriarchy works, it is also important to stretch our understanding of this problem to include how valorised forms of traditionally masculine behaviour are allowed to be practiced and performed over the devalued forms of traditional notion of femininity. There are some writers who believe that bullying is gender based in the sense that girls are being bullied and harassed more often than boys.

Meyer (2009) asserts that harassment like the sexual one has been described as the way patriarchy works that is men continuing to assert power over women. Even though women are physically not powerful like men, the researcher is certain that bullying does not only happen to women by men, but there is also bullying among women as well as there are also women who bully men. The researcher therefore, finds feminism theory as not completely suitable theory that will help to explain the phenomenon of bullying, the reason being that bullying is not only a gender issue, and it affects all human beings regardless of their gender.

2.1.3 Resistance Theory

Resistance theory proposes that individual actively or passively resists learning as a way of responding to the oppressive school system. According to Bernal & Solorzano (2001) resistance theories demonstrate how individuals negotiate and struggle with structures and create meanings of their own from these interactions. Cullen (2008) asserts that resistance theory is an aspect of political thought, discussing the basis on which the constituted authority may be resisted, by individuals or groups. Resistance theories therefore, will not

fixture in this study as bullies are non-negotiable, once they have made up their minds they never retreat. They normally contravene the structures to fulfil their interests.

2.1.4 Labelling Theory

The labelling theory arose out of the work of Edwin Lamert (1951) and it got extended by the work of Howard Becker (1963) and Lauer (1998). Labelling theory make use of terms like deviance and deviant. Deviance is particular type of behaviour that is not accepted by the society, it violates social norms including enacted rules. Deviance is not particular type of behaviour being defined as deviant, (Becker, 1963). Deviant is simply someone who has been successfully labelled an outsider. According to labelling theory the crucial manner is not the behaviour of the deviant, but the societal reaction (Lamert, 1951). That is the fact that individual is labelled as deviant by others.

Labelling theory is setting standard on how one can behave, the fact that one is labelled as deviant and the effects of the deviant labelled on that particular person can lead to one being a total offender of such label or titled act. Becker (1963) as an early opponent of labelling theory illustrated the negative chain of events resulting from labelling in the criminal context and states that:

To be labelled a criminal on need to only commit a single criminal offense, and this is all the term formally refers to. Yet, the word carries a number of connotations specifying auxiliary traits characteristic of anyone bearing a label. A man who has been convicted of house breaking and thereby labelled criminal is presumed to be a person likely to break into other houses; the police, in rounding up unknown offenders for investigation after a crime has been committed, operate on their premise. Further, he is considered likely to

*commit other kinds of crimes as well, because he has shown himself to be
“without respect for the law” P 84.*

Labelling theory identifies social problems as violation of societal expectations. Lauer (1998) asserts that labelling theory focuses on the process by which individuals are defined and treated as deviants. The theory is concerned with how a deviant identity is imposed on certain individuals, who thereby receive certain negative treatment and perhaps develop a negative image of themselves. According to Kramer (2015) labelling theory thus has significant internal and external effects because when individuals are labelled as deviant, other people treat them like deviants and those individuals are therefore more likely to behave in accordance with the label.

With the above definitions of theories, the researcher finds labelling theory as the suitable theory for this study on micro politics of schooling with particular reference to bullying because it deals with deviants, deviance and deviant behaviour. According to Becker (1963) labelling theory deals with formal and informal labelling and it states that the label of deviant and the stigma that comes with such a label is more a product of society than it is of the individual committing the deviant act. Once a person is labelled a deviant or a bully, he will be denied essential life opportunities because of this stigma, and thus will have a greater propensity to repeat his deviant behaviours. The following assumptions of labelling theory therefore explain how it is related to bullying.

There are number of assumptions to labelling theory (Filstead, 1972). First, the reaction of others is what makes the individual aware that his or her behaviour is defined as deviant not in reference to some universal and absolute moral issues, but only in reference to some universal and absolute moral values, but only to in reference to the reactions of other people

(Lauer, 1998:21). The more reaction people give about a particular person's behaviour is what translates more for that particular individual. According to labelling theory, the crucial matter is not the behaviour of the deviant, but the societal reaction. If the society observes a certain student as a bully, that student may be deviant towards that as he or she is labelled that.

The second assumption of labelling theory is that no behaviour is inherently deviant (Lauer, 1998:22). The kind of behaviour considered deviant varies from one society to another as some cross-cultural studies have illustrated. For instance, what is considered to be bullying by Western countries might not be bullying by Africans or Asians. For what we might consider bullying; for others it has been a norm in certain countries. This assumption relates well with different definition of bullying because people define bullying differently and the way they look at bullying differs.

The last assumption of labelling is that the distinction between deviant and conventional behaviour is vague (Lauer, 1998:22). The deviant behaviour changes with time, place and situation. A certain behaviour which is defined as acceptable at one time may be unacceptable at another time. For instance, in Basotho culture when *Ngoetsi* (bride) arrives at the new family, newlywed women are called in to pinch her, this is done to make her strong future woman but of late that is regarded or described as bullying by some Basotho. It depends on where the person is, and how the environment and culture of that particular society looks at the issue.

Therefore, one becomes extremist bully because he or she is labelled by the society, the society take a big role by determining ones behaviour as bully. Vetstein (2013) argues that there is something discomfoting about labelling children as bully as children change significantly as they develop and grow. So, attaching a label with any permanency is

inherently misguided. Labelling a learner as a bully can actually give him more power to bully others. In contrast to these, some scholars believe that it is part of solving problem if one is labelled as bully because he or she can accept his or her character and rectify to change. At some point, in America it was decided that labelling children as bullies and punishing them was an appropriate response to the problem (Krammer, 2015).

When a person is labelled to be something he or she is in a vulnerable position because anyone can accuse that particular person with the offense committed, for instance a learner who is labelled as bully is vulnerable to be treated differently by his or her teachers, peers, parents than his classmates. Vetstein (2013) adds that this practice can have long-lasting effects on the psyche of the child and may start to behave in accordance with the label and act out even more than before they were labelled.

2.2 Forms of Bullying

Researchers have identified three main forms of bullying behaviour, which are physical, verbal and/or psychological. Under each form researchers have identified specific behaviours or actions, which are not only limited to the behaviours mentioned below.

2.2.1 Physical Bullying

The physical form of bullying behaviour includes: kicking, hitting, punching, biting, pinching; taking personal belongings; demanding money; forcing someone to do something they do not want to; humiliating and damaging property (Squelch, 2002).

2.2.2 Verbal Bullying

The verbal form of bullying behaviour includes: teasing, mocking, taunting, humiliating; verbal threats; name-calling; swearing; threatening and embarrassing gestures; insulting and using abusive comments (Rozen, 2008).

2.2.3 Psychological Bullying

The psychological form of bullying behaviour includes: spreading rumours; exclusion; dominating a person; using intimidation to extort goods from the victim and frightening a person deliberately (Krige, Pettipher, Squelch & Swart, 2000:4 & Squelch, 2002).

2.3 Prevalence of Bullying around the world

Bullying is seen all over around the world even though it is defined differently by different nationalities, the prevalence literature of bullying was sourced from two continents which are Europe and Africa and it was narrowed to the country of study which is Lesotho.

2.3.1 Bullying in Europe

Bullying is a worldwide problem in schools and it is regarded as a form of low level violence that can escalate and become physical and even lethal (Olafsen & Viemero 2000). In Europe numerous studies have been undertaken which show that both primary and high school learners are bullied (Boulton & Smith 1994; Cowie 2000). Ribby (2002) posits that there has been an extraordinary rise in interest in the subject of bullying in the last decade of the twentieth century and that many researchers have tried to better understand this problem.

A significant start was made in the research around schools in the European countries. In Scotland Mellor (1990) carried out surveys and developed materials to counter bullying. In Spain, the study of bullying began later than in other European countries but research in this area has grown rapidly (Ortega & Lera 2010). A recent Study of bullying in Irish Primary and post primary schools found that aggressive behavior was widespread (Minton, 2013). Minton found 36.4% post primary school students had reported that they have been bullied. In America, the Journal of the American Association published a report on bullying as part of violence prevention. The study showed that in a representative sample of over 15 500 students, nearly 30% of the sample reported moderate or frequent involvement in bullying. There are numerous studies which were conducted in the United States on bullying, the other one by Pascoe (2013) suggests that even though it is hard to provide exact figures on bullying

prevalence vary from 10-35 percent of young people. In Sweden, a strong societal interest in the generic phenomenon of bullying or victim problem was first aroused in the 1960's under the designation 'mobbing' and mobbing (Heinemann, 1972; Olweus, 1973). Even though Sweden was one of the first countries to come up with this term in schools, the research shows that the proportion of students who reported bullying in Sweden showed lowest prevalence which is 5.1% for girls and 6.3% for boys (Due, Holstein, Lynch, Diderichsen, Gabhain, Schedt, Currie 2005). The reason for this low prevalence is claimed by Due et al as the result of intervention programmes in Sweden which demonstrated an effect on diminishing bullying within the school environment.

There is great evidence that there is bullying in European countries or Western countries and it is not left unattended. In a study carried out for the Australian Commonwealth Attorney General's Department to see whether the anti-bullying programmes in countries such as Australia, Belgium, Canada, England, Norway, Spain and United States of America were making a difference, Rigby (2012) reviewed thirteen evaluative studies that looked at reducing bullying primarily among young children. Each of these studies have set out to measure changes in the extent of bullying both before and after interventions. Rigby (2002) found that the anti-bullying programmes were similar in many respects in that they included many reforms which were necessary.

Some of the anti-bullying reforms which Rigby (2012) recommended to be implemented in thirteen European countries that were part of his study were; educating school staff about bullying and carrying out survey of the nature and prevalence of bullying and discussing the results. Involving parents and students through discussion and seeking their support. Including bullying in the curriculum through social skills and training and training in conflict resolution. Improving the monitoring of students behaviour around the school and particularly during break time; and encouraging the learners to ask for assistance if they were

being bullied and having plans in place to deal with bullying. From all these reforms, it is evident that bullying is a real issue not only around us but also in developed countries.

2.3.2 Bullying in Africa

There is a concern that there is little literature on bullying in Africa (Jotia & Tjavanga, 2012).

There is an assumption by most writers that Africans do not report bullying as it happens, their argument is that bullying happens a lot especially in schools but it is not reported. Most writers who wrote about bullying have been focusing more on violence in general. Malete (2006) doubts that the developmental challenges facing Africa today especially cyclical violence and civil strife could have promoted research on youth aggression and violence to be widespread. However, he asserts that the anecdotal evidence, including media reports, suggests that the problem is of similar magnitude to that reported in other parts of the world. Moreover, in the context of Botswana, media and police reports as well as reported violence and antisocial behaviours from school are a testimony that violence and aggression are increasing at an alarming rate (Malete, 2006).

In West Africa, there is no isolation to bullying activities, In Ghana there is an evidence of bullying by different researchers. The school based bullying is a global challenge which negatively impacts the health and development of both victims and perpetrators (Owusu, Hart, Oliver & Kang, 2011). In their study in which was based in Ghana, they assert that 7137 students participated, and forty percent of them reported to have been bullied. Their study brings light to how bullying is different just like different grades, that is to say bullying is manifested differently on each grade. A student in grade one does not receive same patterns of bullying with student in grade twelve (Ortega & Lera 2010). They found out that most student in high school have reported to have been bullied unlike students in the lower grade. One of the reasons to this might be maturity; student in the high school might understand definition and forms of bullying than those in primary school (Androuov, 2006)

In Nigeria, there is extensive study on bullying done by Aluede (2009). In her study, she discovered that in Nigeria, even though cases of bullying have been reported in many schools, this deviant act is not always given any desirable attention. She argues that there are no available statistical facts to show the actual number of students that are bullied or victims in Nigerian schools. The lack of statistical facts and documented evidence had made it difficult for us to appreciate the prevalence of bullying behaviour in Nigeria (Umoh, 2008).

On contrary, there are Nigerian researchers who documented evidence of prevalent rate of bullying in Nigeria. Egbochuku's study of 2007 on some Nigerian students in Benin City revealed that almost four in every five participants which is 78 percent reported being bullied while 85 percent of children admitted to bullying others at least once (Egbochuku, 2007). In some what the first ever nation-wide situational analysis survey of school violence in Nigeria conducted by the Federal Ministry of Education in 2007, it was revealed that physical violence and Psychological violence accounted for 85 percent and 50 percent respectively of the bulk of violence against children in schools.

Bullying especially in developing countries has not been studied at length, there are some aspects which are not even dealt with especially the influence of parents on the risk of being bullied (Abdiraham, Fleming & Jacobsen, 2013). Abdiraham et al (2013) came with the study and it was mainly focusing on whether active parenting is associated with reduced peer victimization among middle-school students in Africa. There was data analysis from more than 13000 middle school students in Egypt, Libya, Morocco and Tunisia reported having been bullied in the past month. Abdirahman et al (2013) assert in all four countries boys reported more peer victimisation than girls.

Researchers in northern part of Africa have different light of bullying activities, reasons might be due to their well-off state of living. Wilson, Dunlavy and Berchtold (2013) contend

that bullying in Egypt is significantly associated with being male, truancy and poverty. That is people who are being bullied and bullies are males, and people who are poor tend to be bullied mostly. They further assert that bullying decreased with age, the differences were not statistically significant. The prevalence of bullying differs from countries even among African countries. Bullying prevalence ranges from a low of 3.6 in Macedonia to a high of 34.2 in Egypt (Wilson et al, 2013).

South Africa has got a number of schools reporting bullying incidences. In Cape Town violence is reported to be high especially in the townships. This was argued to be caused by learners' exposure to community violence (Heath and Kaminer, 2004). The study carried out by Heath and Kaminer was adopted and reflected common types of violence in townships and it was discovered that most youth violence behaviour was particularly bullying either outside schools or inside schools. Flisher, Evans, Muller and Lombard (2004) point out that there is an alarming rate to which students are being bullied especially in Cape Peninsula high school where gangsters claimed more lives of more than three percent of students from 2002 to 2004.

In countries like Zambia, studies were also made which included effects and forms of bullying. Nabuzoka (2013) has compared bullying related behaviours of English and Zambian students. Her findings are that students in England generally reported experiencing proportionally more incidents of bullying-related behaviour than Zambian students. The study concludes that there is a need for further exploring whether the same behaviours in each country are understood as bullying. As outlined earlier that other researchers in Africa classify other forms or incidences of bullying as not bullying per say, this shows that there is conclusion that bullying is contextual.

There are further studies which are done in South Africa whereby the study was not limited to South Africa only, it is documented that in the southern Africa National Youth Risk Behavior Survey carried by Reddy (2003) of grade 8 to 11 learners, 41% of them said that they had been bullied. Around 22% of the students felt unsafe on their way to and from school and 32% felt unsafe at school. In the six months preceding the survey, just over 19% of the students reported that they had been in a physical fight involving punching or hitting on the school property.

There was also record study of South African National Youth Risk Behavior in 2010 and results shows that 36.3% of the student surveyed reported that they had been bullied in the previous month. The highest levels of bullying were reported in the Free State province in South Africa which is 44%. Around 22% of students felt unsafe on their way to and from school and 27% felt unsafe at school. In the six months preceding the survey just over 21% of the students reported that they had been in a physical fight involving punching or hitting on the school premises.

2.3.3 Bullying in Lesotho

There is not much literature in this country on bullying. De Wet (2007) who wrote extensively about bullying in Lesotho takes it as a form of violence encompassing both the physical and mental components. De Wet study was based on Lesotho secondary school learners who had been victims and witnesses of school violence. The findings of the study show that 20.2% of the learners witnessed bullying while 14.7 educators were also victims of bullying in the school setting. This is a class indication that bullying in Lesotho does not only occur to students only but even to the teachers, principals and school administrators.

There is also extensive study of bullying by Mosia (2015) in Lesotho schools, which shows that there is lot of violence which is associated to bullying in Lesotho schools. According to Mosia (2015) bullying happens in all levels of education in Lesotho, he cited Khanyela

(2012) where by two first year students were killed at Lerotholi Polytechnic and the other two students were killed by senior students during an annual initiation rite.

Mosia (2015) asserts that teachers and students' responses in his study shows that bullying occurs at different rates of frequency and teachers' responses may reflect low levels of reports brought to their attention. I think the reason might be the same in those African countries whereby students think reporting bullying to their teachers would make them inferior or weak. Mosia (2015) claims that students in Lesotho experience all kinds of bullying even though electronic or cyber bullying seems to be at high level that other forms of bullying. He further asserts that bullying is a serious problem because 40% of respondents have been victims of bullying while 14.4% of respondents have admitted to bully others.

Furthermore, Dube and de Wet carried out study in Lesotho where they were looking at role of teachers in bullying in schools where both teachers and students were involved in the study in one of the local schools. Dube and De Wet (2006:71) assert that teachers and learners who took part in the study were in agreement that bullying is a reality in the lives of learners at Dichaba School in Lesotho. Their study revealed that learners who responded affirm that 20 percent of teachers yell at learners to stop, while sixteen percent of learners will stand and watch or ignore the incident of bullying. There are also thirty-two percent of respondents who indicated that teachers helped the victims of bullying. This further manifest that there is bullying in Lesotho schools.

There is also study carried out but Osidiho (2009) where he was exploring bullying in public schools in Lesotho. In his study, he provided data which reveal experiences of peer victimisation among learners in Lesotho public schools. Osidiho (2009) asserts that more than half, 52 percent to be precise of the whole sample agreed that they had been bullied by other learners at school and statistically significant differences of various levels were

observed in terms of gender, age, grades and geographical location of the learners. There is more detailed evidence where other learners heard others calling hurtful names, kicked, pushed etc. he provided impact of the bullying where learners indicated that they felt sad and wanted to withdraw from school.

2.4 Consequences of bullying

Bullying is generally perceived by many writers as negative and harmful to both bully and victim, Newell & Owen (2008) assert that bullied children endure a great deal of misery and often suffer physical, emotional, social and educational consequences. It is clear that when it comes to physical one might be hurt and he or she might live with seen body scars for most if not for the rest of his or her life. The social part would be a case where someone might withdraw from people thinking that all human beings are bullies. The educational consequences involve one who might drop out of school (Schwart, 2002).

Of particular concern has been the proof that frequent bullying among children has negative impact on victims' school achievement. This issue has been examined through a large scale study of bullying in USA by Nansel, Overpeck, Pilla, Ruan, Simon, Scheidt, (2010). They found from the observation of 15,000 students in grade 6-10 that there is a significant association between bullying involvement and lower self-perceived academic achievement. In addition to this, Schwartz et al. (2002) notes that those who are frequently involved in bullying show poor academic performance in school. However, studies from a large sample of students in Scandinavian countries have shown no evidence to understand aggressive behavior as a consequence of poor grades at school. Rather, it was found that both bullies and victims had somewhat lower than average marks than children who are not involved in bullying activities (Olweus, 1978).

The extensive study of Banks (2007) found that victims of bullying lose self-esteem, feel shame, suffer anxiety and come to dislike school and play truant to avoid victimisation.

Those who remain in school often develop concentration problems and learning difficulties, which further increase their disaffection. Others react aggressively, sometimes bullying other classmates in an effort to regain status. The most devastating consequence of all is that victims of bullying suffer from increased stress and psychological problems and are more likely to attempt suicide.

Bullying ramifications vary from physical to psychological, Frederick and Le Menestrel (2016) assert that physical consequences of bullying can be immediate, such as physical injury, or they can involve long-term effects, such as headaches, sleep disturbances or somatisation. On the other side Hager and Leadbeater (2016) say that there are also long term physical consequences which can be difficult to identify and link with the past bullying behaviour being the result of other causes such as anxiety or other adverse childhood events that can also have physical effects into adulthood.

The consequences of bullying to the bully can go beyond biology whereby one's body can have certain sensitivities. Knack, Gomez, and Jensen-Campbell (2011) posited that bullying results in meaningful biological alternations that may result in changes in one's sensitivity to pain responses. One may be over sensitive or less sensitive to pain as he or she may be psychologically traumatised. McEwen and McEwen (2015) assert that psychological and physical stressors, such bullying, activate the stress system centred on the hypothalamic-pituitary-adrenal (HPA) axis. They further postulate that the role of HPA and other hormones is to promote adaptation and survival, but chronically elevated hormones.

The consequences of bullying do not only affect victims of bullying but children who are bullies also suffer from severe problems. They too are more likely to experience anxiety and depression and are at a higher risk of suicide and self-harm (Salmon, 1998, Rugby 2000) According to Berne (1996) bullies have difficulty forming satisfactory relationships, are anti-

social and usually solve conflict in an aggressive manner. Furthermore, Fried and Fried (1996) state that bullies are more likely to abuse their children and spouses or partners using harsher physical discipline.

Furthermore, there is no clear consensus, unlike the consequences for victims, which can enlighten us on how bullies experience the consequences of what they have been doing, upon themselves. However, there have been findings that show some possible consequences for those who bully. Olweus (2003) has found that during his studies in Norwegian schools those who had been identified as bullies in school were four times more likely to come before the court as a consequence of delinquency. From longer studies in the United Kingdom, it has also been shown that those who had been identified as bullies at school were more likely than others to have children who behaved aggressively (Farrington, 1993).

Bullying is a worldwide problem that adversely impact on school climate and have negative lifelong consequences for students (Rigby, 2002; Banks, 2007).

According to Gil (2012), bullying like other manifestations of violence, is seen as events 'due mainly to personality traits of perpetrators, rather than as moments of historic, vicious circles of violence initiated by, and rooted in, social-structural violence.

Rigby (2003:585-586) identifies and categorized the possible consequences and negative health conditions of those involved in bullying as follows:

- Low self-psychological well-being

This includes states of mind that are generally considered unpleasant, such as general unhappiness, low self-esteem, and feelings of anger and sadness.

- Poor social adjustment

This normally includes feeling of aversion toward one's social environment by expressing dislike, loneliness and isolation in one's environment.

- Psychological distress

This is considered to be more serious than the first two categories and includes high levels of anxiety, depression, and even suicidal thinking.

However, there are still people who believe that bullying somehow is needed to some extent to instil or strengthen the student. According to Krige, Pettipher, Squelch and Swart (2000:4), for many, bullying is “just part of growing up”, it “strengthens” a child's character and is a “rite of passage”.

2.5 Conceptual Framework

There are a number of concepts that are used in this study, therefore it is important to have a common understanding on what they mean in relation to the study. These concepts are explained before exploring the literature related to the phenomenon of bullying in schools.

2.5.1 Bullying

Bullying is repeated attack - physical, psychological, social, or verbal by those in a position of power on those who are powerless to resist, with the intention of causing distress for their own gain or gratification” (Ross, 2003:). Among the first scholars who came up with the definition of bullying there are Owens (1993 & 2007) who defines bullying as the aggressive behaviour by an individual or group of children aimed at harming another child or group of children, which is systematically repeated. There is inequality between the bully and the victim(s) in terms of strength, power or numerical supremacy and this particular characteristic seem to be the most important in defining an aggressive act as bullying (Bauman, 2008).

Bullying is reported to be all too familiar experience for most children even for adults. According to Lingren (1997) in the United States of America there are about one in seven school children which is about five million kids has been either a bully or a victim. Even though in some African countries bullying is taken or is dismissed as a way of growing up, but in actual fact is a form of aggressive and violent behaviour. Sudermann, Jaffe & Schieck (1996) assert that bullying perpetrators tend to become aggressive adults who stand a much higher chance than average of obtaining multiple criminal convictions.

Among all childhood conflicts bullying is unique as it involves the more powerful party over the less powerful party as it involves one who dominates. The desire to intimidate or dominate distinguishes bullying from other more common childhood conflicts, such as fighting to be first in the line or fighting over the football at recess, in these situations both the children are upset and angry but a balance of power exists (Entenman, Murnen & Hendricks, 2001). Students can fight over the ball but that is not considered as bullying because a balance of power exists between fighters and the behaviour is not repeated.

Bullying takes many forms and it is a repeated act, it can be physical, verbal or cyber as long as it keeps on going that is when we can say it is bullying. According to Entenman et al (2001) bullying refers to a conscious and wilful act of aggression or manipulation by one or more people against another person or more people. It should be clear that the person who is being bullied has got less power than the perpetrator. Most scholars like Olweus (1991), Sharp and Smith (1994) put more emphasis that there is power imbalance. It is any kind of ongoing physical or verbal mistreatment where there is an imbalance of power or a desire to intimidate and dominate.

2.5.2 Bully

Olivier, Oaks & Hoover (1994) indicated that bullies are very often children who have been bullied or abused. Sometimes they are children experiencing life situations that they cannot

cope with, experiences that leave them feeling helpless and out of control. They may be children with poor social skills, who do not fit in, or who do not meet the expectations of their family or school. They bully to feel competent, successful, to control someone else, and to get some relief from their own feelings of powerlessness (Olivier et al, 1994). The student who is a bully may select from his or her group of classmates or a potentially vulnerable student to target for bullying.

There are several myths associated with bullies as some writers like Andershed (2001); Daniels (2012) and Klewin, Tillmann and Weingart (2003) spend most of their literature on the bully, it is therefore difficult to identify bullies because of those several myths surrounding bullying which is discussed briefly before to understand stance of bully. Kriendler (1996) states that one myth surrounding bullying is that it is widely believed that bullies have got low self-esteem. However, Olweus (1991) agrees differently that some bullies tend to score very high on self-esteem measures, and compared with other children, they suffer from other anxiety and insecurity.

Another myth is that most bullies are boys, but Kriedler (1996) argues that girls bully as often as boys but with different kind. The boys mostly use physical form of bullying while girls use either verbal or even cyber form of bullying. According to Entenman et al, (2001) girls use more verbal and psychological techniques such as verbal harassment, exclusion from activities, name-calling and initiation of rumours. Girls are also said to be bullies in sort of their groups. Much of boys bullying is done on one by one-by-one while girls bullying is more often in a group setting (Kriedler, 1996).

The other myth is that bullies fail at school as they are always paying attention to the victims on how they can make their victims look miserable. Kriedler (1996) argues that although it is widely believed that bullies fail or are frustrated in school, many do quite well academically.

Lastly some studies believe that there are links between bullying and the family, that bullying can be passed from one generation to the other (Sullivan, 2000). Bullies tend to have more family problems than other children, problems like being physically or emotionally abused, or being disciplined with inconsistency at home (Viadero, 1997).

2.5.3 Human rights

Human rights are commonly understood as being those rights which are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status (UN, 2014).

2.5.4 School violence

Coming up with one definition of school violence is very complex since this aspect of behaviour has been studied from many different approaches, and each of those focuses on specific part. Estevez (2008) assert that violence is used in many occasions as a synonym for aggression even in prestigious publications. In all types of violence there is a common on which is found in school, and it is a kind of violence that includes different parties like kids and adults and it takes place in schools.

Furlong and Morrison (2002) define school violence as a multifaceted construct that involves both criminal acts and aggression in schools, which inhibits development and learning, as well as harming the school's climate. Rabrenovic (2004) comments that school violence may consist of anything from antisocial behaviour, to bullying, to criminal behaviour, including theft, assault, and even murder which may occur in classrooms, the hallway, the school yard or on school buses. Some scholars like Kann, McManus and Harris (2016) and Simon (2014) assert that there is no clear definition as to what constitutes school violence because violence is too broad, however Klewin, Tillman & Waggoner (2003) argue that the academic debate

on violence in schools is, to a large extent concentrated on three clearly distinguishable categories of behaviour by learners:

- Physical compulsion and physical injury - this involves conflict between two or more individuals in which at least one side uses physical means to cause intentional harm, or at least threatens such harm, to the other side. In these cases, the harm itself is also physical in nature: the spectrum ranges from a slap in the face or a box on the ears, through broken bones to life-threatening injuries and even killing (De Wet, 2007).
- Verbal aggression and mental cruelty - this category involves the marginalisation or degradation of an individual by the use of insults, humiliation, or emotional blackmail.
- Bullying - this term refers to a special variation of violence, encompassing both the physical and mental components. De Wet (2007) asserts that it involves a victim/perpetrator relationship, in which the weaker individual is regularly taunted and oppressed. Therefore, it means that bullying by no means encompasses all acts of violence in school: an outburst of aggression by a learner cannot be classified as bullying, and fighting between two students of approximately equal strength can also not be classified as bullying either.

2.5.5 Perpetrator

A perpetrator is a person who has been determined to have caused or knowingly allowed the maltreatment of another person, which is mostly someone with less power (Teten & Ball 2009). In this context, perpetrator is a person responsible for carrying out bullying behaviours.

2.5.6 Victim

A victim is someone who, individually or collectively, has suffered harm; harm includes physical or mental injury, emotional suffering, financial loss, or substantial impairment of fundamental rights, through acts or omissions that are in violation of criminal laws operating in a specific country (United Nations, 1992). The victims of bullying will be defined in this context as learners who have suffered mentally, physically and emotionally because of victimisation from their fellow peers.

Being a victim typically begins in the second grade, but the likelihood of being bullied decreases each year because bullies in elementary school are more likely to pick on young children (DeHaan, 1997). The victims are unfamiliar of the surrounding that is why arriving students at the school or students in lower grade are victims in most cases. The victims are vulnerable as they do not know how to react to bullies. DeHaan (1997) asserts that victims are usually warned by bullies not to tell anyone, making it difficult for them to talk with parents and teachers. Just like bullies' victims are just likely to be girls or boys, every person of any gender can be a victim of bullying.

2.5.7 Bystanders

A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else, they can either be part of the problem or part of the solution (Teten & Ball 2009). A bystander who is part of the problem is someone who is hurtful, that is someone who watches while bullying is taking place and he or she encourages the bully to continue. A bystander who is part of the solution is someone who may report the bullying incident to authorities.

There is no way bullying can be divorced from the victim as well as a bystander. A bystander is more likely to be there during bullying. According to Sullivan (2000) bullying involves three parties: the bully, the victim and the onlooker or bystander. The bullies get the power to bully others from the public; performing for the audience makes them feel fulfilled. A bystander, whether directly involved or present only passively, is therefore part of the dynamic (Sullivan, 2000). During bullying some learners intervene by stopping the bully, while other intervene by consoling the victim while others may intervene either by reporting bullying anonymously or openly to the school administration.

Viadero (1997) asserts that even though the bystanders do not initiate bullying, they do play an important role. They are aware of what is going on and they may unwittingly encourage the bully by laughing, passing comments or even singing and not helping the victim. Some bystanders may be afraid to get involved, not know what to do, or be coerced by the bully not to tell. According to Sudermann (1996) bystanders as well as victims and bullies may also be affected negatively by witnessing the act of bullying and suffer long or short-term effects.

2.5.8 Victimization

This is a concept which is used mostly to define politics of bullying. This concept sheds light on how bullying behaviour occurs and who are most likely to be involved in bullying (both bullies and victim). Many findings have increasingly proposed that bullying invariably implies an imbalance of power in which the victim is relatively weaker than the perpetrator (Olweus and Solberg, 1998; Farrington, 1993). Bullying does not occur when there is conflict between people of equal or similar power. This distinction is very important because “the effects of being repeatedly threatened by a more powerful person or group are likely to differ

from the effects of being threatened or attacked by someone of equal power” (Rigby, 2003:584). Thus, ordinary violent aggression behaviour is apparently different from bullying behaviour, particularly in relation to the effects of the outcome to the victims.

2.5.9 Micro politics of schooling

The micro-politics of schooling are such small politics that occur in the school, to which attention is not paid. In school, there are many politics being the one that are macro which are the ones with more weight and there is the micro, which are the one that have weight like the macro-politics. The much attention is given to macro-politics of is schooling. According to Hargreaves (1967) schools have tended to concentrate their attention with some success, on what can be called the technical aspect of schooling – grouping practices, pastoral care, and the curriculum- or focused on conflict between pupils and teachers in the classroom.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The chapter sets out principles of the research design of the study, and discusses research procedures that were followed. It starts with epistemology and ontological assumptions. It deals with methodology which encompasses instrumentation, data collection techniques, population and sampling, data analysis, measures of trustworthiness of the study and ethical considerations.

3.1 Epistemological and Ontological assumptions

3.1.1 Epistemology

The foundations on which researchers work are called epistemology and ontology positions. Richards (2013) asserts that they are not always spelt out and are rather implicit than explicit, but show themselves in the matter of methodology and approach. These are essential to research as they shape the approach to theory and the methods utilized, they are grounded deeply in the researcher's beliefs about the world (Marsh & Furlong, 2002). Ontology assumption gives rise to the epistemological assumptions, these in turn give rise to the methodological considerations, and these in turn give rise to the issues of instrumentation and data collection (Hitchcock & Hughes, 1995).

3.1.2 Ontology

Ontology is a particular theory about the nature of being or the kinds of things that have existence. Richard 2013 regards ontology as the science or theory of being. It concerns the question of how the world is built. On bullying it might be, the nature of society where we might acquire knowledge about bullying. The basic distinction that can be made is that there is real world that is independent from our knowledge and upon these foundations life is built or there is no real world but world is socially constructed and hence dependent from a particular time or culture (Mouton, 1996).

Epistemology is the theory of knowledge. Mouton (1996) asserts that epistemological dimension addresses the question of what constitutes knowledge. It is not only our understanding of knowledge but also how we validate our knowledge (Richards, 2013). Ones' epistemological position reflects the view of what we can know about the world and how we can know it. With epistemology, also observation is never objective but always reflected by the social constructions of reality. The instance may be that we already know that bullying is taking place in schools but how do we interpret it, how do we validate that knowledge.

The epistemology of the known of the subject proposed does not stem from pure speculation, but from an attempt to approach, with the theoretical- methodological contributions of the three mentioned coexisting paradigms, the study of the bullying in schools.

3.2 Research Design

The aim of the research was to investigate the impact and ramifications of bullying in schools. The research design that was employed in this study was the qualitative approach. Biggam (2008) holds that qualitative research involves studying things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meaning people bring to them. Green and Sailkind (2014) assert that the general purpose of qualitative research methods is to examine human behaviour in the social, cultural and political contexts in which they occur. The researcher will employ qualitative study which will correspond to ontological and epistemological positions of the world, that is only socially constructed and all knowledge that we can have about it is subject to interpretation, relativist use interviews focus groups and other qualitative methods to get an in-depth sight into a field with rich of description not attainable by qualitative research. The aim is to find out bullying as social behaviour. While the richness of information cannot be disputed, qualitative researchers have to face the problem that their work is hard to measure in terms of reliability, validity and

generalisability (Lunt & Livingstone, 1996). The study explored bullying as behaviour influenced by social, cultural and political environment in schools and outside schools.

3.3 Case Study

The researcher carried out case study, which Mouton (2008) asserts that it is used to gain in depth understanding replete with meaning rather than conformation. The case study which was used in this study use questions such as “how”, “why”, “when” and “what”, and it helped to enable the researcher to gain holistic and meaningful characteristics of real life events. Leedy and Ormrod (2005) argue that sometimes research focus on the single case, perhaps because its unique or exceptional qualities can promote understanding of inform practice for similar situations. Cohen, Manion and Morrison (2007) assert that case studies involve looking at a case or phenomenon at its real-life context by employing many types of data. This method was found to be significant in this study because it helped the researcher to study impact and ramifications of bullying in schools in real life setting and allowed researcher to make generalisation about an instance.

3.4 Pilot Study

Bless and Higson-Smith (2000) define pilot study as a small study conducted prior to a large piece of research to determine whether the methodology, sampling, instruments, and analysis are adequate and appropriate. The pilot study was carried out at one school at Roma valley other than the schools which data was collected. For the pilot study three teachers and four selected students and the semi-structured interview schedule was designed for teachers and students. The purpose of this pilot study was to test the clarity and validity of the questions so that unclear questions would be revisited. This was necessary as there were some errors which were eliminated. The most common errors in doing research are that no piloting or pretesting is done (Mouton, 2001).

3.5 Data Collection Method

Throughout the process of conducting a qualitative study, investigators continually make decisions; choose among alternatives, exercise judgement. Once the Research problem has been identified, the researcher must decide what information will be needed to address the problem and how best to obtain that information (Merriam, 1998).

Qualitative researchers collect data using different kinds of methods and techniques, which include participation in the setting (case), direct observations, in-depth interviews and an analysis of document and materials (Green and Silkind, 2014). For the purpose of this study data was collected through the use of semi-structured interviews and direct observations.

The semi-structured interviews most likely used technique for obtaining information from participants, gather information that will reveal impact and ramifications of bullying.

The researcher gained additional data through face to face interviews. Interviews are common means of collecting data. The common form of interview is the person-to-person encounter in which one person elicits information from another (Dexter, 1970). Interviews are perfect when collecting data which has to do with feelings, thoughts and intentions as they are not observable. The researcher will not be able to observe behaviour that is associated with bullying that took place sometime ago; the researcher can also not observe how people have organised the world and the meaning they attach to bullying. Therefore, the researcher will have to ask people about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective (Patton, 1990).

3.6 Population and Sampling

Population is defined by Green and Salkind (2014) as a group of those potential participants to whom researcher wants to generalize the results of the study. Seaberg (1988) attests that a sample is a total set of objects, events, or persons, where such a sample comprises the subject

of the study. There are some important reasons for the use of samples in research work. The main reason for sampling is feasibility, feasibility saves time and costs since it is difficult to identify, contact, and study the entire relevant population (Sarantakos, 2000).

In this study, the population was therefore teachers and students of both Christ the King High School and St Marys High School in Roma Valley. The study used purposive sampling where the researcher interviewed six teachers and eight students which was six teachers and four students per school. Neuman (2001) defines purposive sampling as, “a type of non-random sample in which the researcher utilizes a wide range of methods to locate all possible cases of highly specific and difficult to reach data.” Purposive sampling is significant in this study because it will enable the researcher to obtain reliable information in a relaxed atmosphere where he will feel at ease during the interview.

3.7 Data Analysis

Data was first coded and then grouped thematically. That is, the data collected was categorized into relevant themes which were informed by the following research questions:

1. What are the perpetrators experience of bullying?
2. What are the victims of bullying?
3. Who are the victims?
4. Who are the perpetrators?
5. What are the observable consequences of bullying?

3.8 Measures of Trustworthy

Graneheim & Lundman (2004) assert that, research findings should be as trustworthy as possible and every research study should be evaluated in relation to the procedures used to generate the findings. To ensure this trustworthiness, the following measures were taken into consideration: credibility, dependability, transferability and conformability.

3.8.1 Credibility

According to Lincoln and Guba (1985) ensuring credibility is one of the most important factors in establishing trustworthiness. This seeks to ensure that the results of the research reflect the experience of participants or the context in a believable way. Graneheim & Lundman (2004) assert that credibility deals with the focus of the research and to refer to confidence in how well data and process analysis address the intended focus. They go on to say the first question concerning credibility arises when making a decision about the focus of the study, selection of context, participants and approach to gathering data. Credibility also involves selection of the most appropriate method for data collection and the amount of data is also very important, and to ensure credibility, participants should recognize the reported research findings as their own experience (Streubert & Carpenter, 2003).

3.8.2 Dependability

Dependability is an extent to which the instrument used in data collection yields the same results on repeated trial (Shenton, 2004) In order to address the dependability issue more directly, the processes within the study should be reported in detail, thereby enabling a future researcher to repeat the work, if necessarily to gain results. Dependability seeks to ensure the degree in which data changes over time and alterations made in the researcher's decision during the analysis process.

3.8.3 Transferability

Transferability is the extent to which the findings can be transferred to other settings or groups (Pilot & Hungler, 1999). For one to ensure transferability, it is important to give a clear and distinct description of the culture and context, selection and characteristics of participants, data collection and process of analysis. Transferability can also be enhanced by a rich and vigorous presentation of the finding together with the appropriate quotations.

3.8.4 Conformability

Conformability is the extent to which the researcher admits his or her own predispositions, (Miles & Huberman 1994). The role of conformability must be emphasised to reduce the

effect of investigator bias. To ensure conformability as the measure of trustworthiness in research, the research findings should be the results of the informants' experiences and ideas not the researcher's preferences. Triangulation can also be used to enhance conformability since it helps the effects of the researcher's business.

3.9 Ethical Considerations

As the research involved human beings as informants it was important that the following ethical principles were followed and considered. As "Qualitative researchers are guests in the private spaces of the world. Their manners should be good and their code of ethics strict" (Willig, 2000:79).

3.9.1 The principle of do no harm

The researcher ensured the informants that I will not cause physical discomfort, emotional stress, humiliation or embarrassment.

The researcher made it clear and an arrangement that if participants would be affected or any negative emotions would evoke through participating in the interview a school principal or teacher would be prepared to counsel the affected learners.

3.9.2 The researcher obtains informed consent

The researcher was aware what the research project entails and consents to make use of the information for which has been receive consent. A letter of consent was given to all participants who volunteer to take part in the study. Information was only used if consent is given.

3.9.3 Privacy and Confidentiality

All participants who took part in the study did so voluntarily. A letter of consent will ensure that all participants remain anonymous and may withdraw from the study at any time without penalty. There was a letter also which was written to obtain permission from parents to involve their children in the study and explains the benefits of the study.

All ethical considerations were met, sources of data were kept anonymous, counselling for participants were considered where necessary and participation was voluntary at all times.

3.10 Delimitation or Scope of the Study

The primary concern of this study covered impact and ramifications of bullying. The consequences were studied in align with only two schools which are in Roma valley. The reason why the researcher selected Christ the King High School is because of masculinity which the researcher thought would bring interesting element. St Marys also as a girls' school brought different element of results like on the forms of bullying.

CHAPTER FOUR: DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.0 Introduction

The chapter deals with the analysis and interpretation of data collected on micro-politics of schooling focusing particularly on bullying. The chapter starts by outlining demographic characteristics of informants, followed by the thematic analysis and interpretation of data. The themes that came out of data analysis are as follows; perceptions of bullying. Next, the chapter looks at the experiences of bullying in schools, then ramifications of bullying in schools and lastly the chapter considers the measures which are used to counter bullying in schools. The data is collected from the in-depth interviews which will be compared with the literature that was reviewed.

4.1 Demographic profile of informants

In total, there were fourteen informants. They comprised of six teachers and eight students. Out of six teachers four of them were males while three of them were females. The teacher's ages ranged from 35 to 48 years, while their teaching experience ranged from 5 to 16 years. All the teachers were of the rank of Senior Teacher. With regard to students out of a total of eight; five males and three females, and their ages ranged from 14 to 20 years. Their grades ranged from form B to form E, five students were staying in the boarding school while three of them were day's scholars. Some of the students joined that particular interviewed schools from form A while some joined in form D coming from other school.

4.2 Thematic analysis and interpretation of data

4.2.1 Perceptions of bullying

When informants were asked what they think bullying is, most of them brought up the issue of power, they said bullying is when a powerful party intimidates the less powerful party. This explanation or definition is supported by Farrington on reviewed literature when he says, Bullying is repeated oppression of a less powerful person, physical or psychological, by a more powerful person (Farrington 1993). The informants' definition of bullying brought

aggression with many components: intent to harm, repetition, to discriminate and a power imbalance between the bully and the target or the victim. They said bullying is distinguished from conflict in the sense that in bullying there is a more powerful party. The victim therefore is the vulnerable party.

4.2.1.1 Vulnerability and Power

Power and vulnerability go hand in hand because the power takes a bully stance while the vulnerability represents the victim stance, so one cannot divorce the other while talking about the other aspect. There were several interview questions which were asked to the respondents by the researcher and the following sub-themes were constructed to go deeper in to the issue of vulnerability and power: Identity, Minority, and school new arrivals.

4.2.1.2 Identity

When asked who are commonly bullied in the school, students and a teacher indicated that people mostly bullied are homosexuals and students who have different physical features from others. The issue of identity seemed to be also cause of bullying because students will start first by teasing someone about his or her identity and if that particular person doesn't like it that is when they will press more buttons. Informants stressed that gays, lesbians and people with queer sexuality are more prone to being bullied. This is how one student responded in their words;

They are mostly new comers like those who arrive in form A and form D and people who do not have enough power to fight for themselves. Sometimes people who are different from others like fat people, gays and poor people (S. 3).

Student four responded thus on the same question;

Form A's and sissy people. Sissy people are those who look like girls, like those who are like homosexuals, you know homosexuals are people who have soft spot

and those people cannot even fight for themselves, they are too sweet and cannot even tell bullies to stop what they are doing (S.4).

While teacher four gave the following response;

I think students who are sweet or have homosexuality features are the one to be bullied (T.4).

Rivers (2011) indicated in literature review homosexuals are at risk of being victims of bullying, and more evidence is found that victims of bullying are more prone to depressive tendencies when compared to other groups. This therefore means Homosexuals are more vulnerable groups in schools because they are an unacceptable group in the communities. Some people, if not most people do not understand how a person can claim to be attracted to the person of the same sex. The society is also frustrated by this, and as a result they project this frustration to the victims. Therefore, it becomes worse when it happens among students who are not sensitive about hurting words.

The informants seemed to be putting blame on the victims that they are not living expected life, one respondent brought up the issue of religion that victims are being bullied because they are not religious with their identity. The social construction seems to be playing a big role on bullying because people like to put other people in their own boxes and if they do not fit then they take them as evil. The issue of Christianity and homosexuality can be traced centuries back and it is clear that homosexuals do not have place in the Christianity, therefore it is discovered through this study that some people are bullied because they are homosexuals, and that informants believe that homosexuals are not Christians, it is confirmed by Rivers (2011) that homosexuality is evil and not normal. This is how teacher four put it in their words.

You know, students who are commonly bullied are powerless one, when I talk about powerless students I refer to those who are little bit different from others, that is those who are gays and maybe lesbians who are ungodly because other students will start to tease them on how they look and later they will tell them that they are going to marry them. So in short I would say such people who are like that are the ones who are commonly bullied because of how they are identified (T. 5).

The informants outlined that the most vulnerable people are those who are powerless. There are bullies who are more powerful and victims who are less powerful, they are labelled by the society according to the part they play in bullying, this therefore confirms with the theory in the literature review that bullying happens because some are given such power to be bullies. Becker 1993 affirms that bullying deviant is simply someone who has been successfully labelled an outsider. The informants referred to bullies as though they are people who are outside community with is actually labelling them.

4.2.1.3 Minority

Informants added that most people who are commonly bullied are the minorities in the school environment. They said they likely to isolate themselves and like to spend their time alone not socialising with other students, as a result they are easily picked because they are distinctive. They were asked why they think they are bullied. This is how one student responded it verbatim:

The less privileged, those who are poor can easily be bullied in school (S 5).

Teacher seven put it this way in their words;

They are bullied because they are poor, so as a result some students like to make fun of them on the kind of shoes they will be putting on and kind of food they will be eating, last year one guy who was my classmate was belittled by other students because he brought eggs to school as his lunch, when he opened his lunch box and broke his egg to prepare to eat, he found out that it was seruoa (rotten egg). Then other students started laughing at him calling him all sorts of names like sebolu, sewerage etc. This made it hard for him to cope at the school and he never came back this year (looking emotional). Yes, it's real a boring situation because he couldn't afford better meals (T. 7).

Poverty is still a discomfoting problem in Lesotho. Learners who are poor face the most difficult time in schools as they feel isolated. Poverty is already a shameful thing that one cannot easily open up about it if one is a victim. One can relate how difficult it is for a victim of bullying to be mocked for the kind of a pair of shoes he or she put on, that can hinder learning because that particular child will spend most of his time thinking how he can overcome bullying. Respondents said minority groups face a difficult time in school as they are not easily accepted.

According to UNESCO (2005), poverty often determines whether a child can attend school or not. Due to the financial burden, parents are often pressed to provide even necessities in life, other things like uniform may be torn out for poor students. Poor living condition, undernourishment, lack of proper housing and unemployment have a negative impact like bullying on learners. The 21st century has set technology standard for our students and if students fail to reach that set standard, that is when they are being gossiped and being called all kinds of names which is verbal bullying verbal bullying.

From the interviews, poverty was identified as one of the reasons of bullying. There was one student who brought boiled eggs to school and he was not aware that those eggs were not fresh, that can happen to anyone but since he was identified poor learner, other learners could easily identify him and some started calling him kinds of names which symbolises rotten eggs. This tension escalated until such student's self-esteem was killed, respondent said such student never came back to school the following year and the reason was that he felt like school was no longer conducive place for him.

Since minorities are people who are less in numbers, they lack power even to make any campaign or to let their voices be heard about bullying. The informants said the fact that they lack power to show that they too are human beings, happen to be the most targeted group in the school setting. According to Bauman (2008) the weakness of victims also contributes markedly to the imbalance in power. In any analysis that of imbalances that precede bullying one may include a low capacity to reward or coerce others, an absence of legitimate power, little relevant expertise, being generally uninformed, and being the kind of person with whom few, if any, wish to identify with.

There was also concern by the informants with people with disability or special needs that they are also bullied in school, learners with special needs are at risk of being bullied at the same time they are also more at risk of taking part in bullying others (Mishna 2003). Learners may have certain particular features that make them targets of bullying, and they may lack protection to either speak for themselves or resist bullying. This also incorporate labelling theory used in literature review because people with disability are labelled, people with sexual imbalance are labelled. Vetstein (2013) assert and confirms that something discomforting about labelling children as bully as children change significantly as they develop and grow, so attaching a label with any permanency is inherently misguided. There is respondent who said on the other side some learners with disability may be the one with

behavioural problems since they know teachers have got soft spot for them. Adolescents with autism spectrum disorder have been found to be at higher victimisation risk, especially when they misinterpret social situations (Roekel, Scholte and Didden, 2009).

4.2.1.4 New Arrivals

New arrivals are mostly in form A and Form D, there is a common tendency of ill-treating those who are arriving at school. For some schools, it's something that lasts for days while in some schools such treatment lasts for months. Informants said the most group of people who are being bullied are the new one to the school because they are not familiar with the school culture and other politics. This is confirmed on the literature review by Lesotho Times 2014 where newly arriving first years at Lerotholi Polytechnic were killed in a cultural way of treating them. Respondents were asked who are commonly bullied in the school and why are they bullied. This is how student one and eight put it in verbatim:

They are bullied because they are powerless and they are also bullied because they are unfamiliar with this environment. Most of people who are bullied are form A's. They go through bullying as a way of making them to understand our culture and adhere to it (T. 1).

Mostly are people who are not from Roma and those who are arriving at the school but it can also happen to anyone at anytime (S. 8).

This is how teacher one put it in their words:

New comers especially form D's from other schools because there is an element that they were attending schools with girls, then these old students will instruct the new one to sweep the class and when they refuse then they will start uttering inappropriate comments and even assault them (T. 1).

From respondents' answers, bullying starts first as chores, like what each and every student is supposed to do like sweeping classroom or removing garbage. From what one would think are normal chores then bullies will take advantage and bully others in line with school policies so that they can hide behind them. Respondents said the reason why bullies in school would do this is because they do not want to be seen as guilty in case bullying is reported, for victims it is difficult to report bullying activities especially when one is new at the school. For some students who are new at the school do not know what is meant by bullying activities as they think it's a normal way of life in tertiary schools.

4.3 Bullying Experiences

Experiences of bullying among students and teachers were asked and the following themes emerged: there were different forms which were reported, continuous cultural process, reporting bullying, self-esteem and bullying.

4.3.1 Forms of Bullying

There are at most three types of bullying namely physical, verbal and cyber bullying. Across gender, the most frequent type of bullying reported is teasing and name calling, followed by hitting and kicking and other threats (Stephen & Smith 1989). Teasing and name calling are verbal forms of bullying while hitting and kicking are classified under physical bullying. In this study respondents said it in a different way, they still recognised all those three forms of bullying and admitted that they are existing in those three schools, but there was different analysis by many respondents on which one is the most dangerous one They recognised cyber bullying as the most hurting type of bullying.

The researcher found that out the boys are more generally violent and destructive in their bullying behaviour than girls, making greater use of physical bullying than girls. There was a 20 year old boy respondent was who admitted that he sometimes even uses some weapons as

a form of security especially when he goes for sports functions outside school, this is how student three put it in verbatim:

I got suspended for two weeks because I was carrying a knife to Setsoto Stadium on sports day, the reason I was carrying that knife was to secure myself from other boys who are not my classmates (S. 3).

On the other side girls seemed to use indirect and subtle forms of bullying and harassment, like spreading of rumours, malicious gossip, manipulation of friendship which may include depriving one person from her best friend, this is confirmed by literature review where Balddry (1998) found out that most common types of bullying for girls were name-calling, teasing, rumours, ejection, and taking of personal belongings.

Respondents said they are familiar with all kinds of bullying and some who were victims of these forms of bullying reported cyber bullying as one of the most awful type of bullying because even people who are far away can see when a victim is being bullied and they also take part as by-standers. In two questions which were related firstly what types of bullying have been reported to the school and what do you think are the most harmful types of bullying that the students have committed, these were the responses from student two and three.

Three of the (T. 2).

Cyber bullying is actually one of the dangerous form of bullying because these students keep it as an evidence to show other students, even the victim can keep it as a form of message and that can keep on hurting others (T. 2).

This is how teacher three and six put it in their words when they were asked two questions:

Physical, Verbal and Cyber bullying (T. 3).

Verbal can turn into joke but cyber bullying is the most dangerous one because it even involves people outside school (T. 3).

All of them have been reported here at school with different degree (T. 6)

I think to me Cyber bullying is the most dangerous and hurtful form of bullying because as you know this kids of today like to use social media to attack others (T. 6).

This issue arose again under the section of perpetrators of bullying where this time around it was student's respondents which gave inside of how they were bullied and Cyber bullying became dominant out of other types of bullying. The informants were asked two questions which were related, the first one asked how did one get involved in bullying activities and the other one needed informants to explain in depth how they got involved in bullying activities. Student four and six responses in verbatim

I have only been bullied and never bullied anyone (S 4).

Facebook status which was wrongly misinterpreted, which was not directed to anyone, the second time was when we had an argument with my school mate in a taxi and he then called students from St. Josephs who assaulted me and insulted me.....Probed on Facebook Status....I posted an update on Facebook talking about people who misbehave and uses drugs at school, the status was not directed to anyone, it was just a general statement whereby I was weighing my views that it is not a good thing,

unfortunately people came to me on Monday and started bullying me saying I think I am better, calling me all sorts of things, one even slapped me saying I am the one who is reporting him to teachers(S. 4).

Teacher six responded this way in their words:

Last time was when some other students discussed about me on their whatsApp group that I am lesbian, they called me a man, someone sent me screenshot (Evidence) of what they said about me and then when I arrived at school I attacked them one by one like I eagle, I hit them hard because I knew they wouldn't report me to the headmistress (S. 6).

The respondents made their voice heard that cyber bullying is the most dangerous type of bullying as it stays longer with the victim. Cyber bullying is extremely damaging type of interpersonal violence present in schools throughout different countries and regions (Zych, 2015). The cyber bullying seems to be one of the most common and popular type of bullying of late due to technology, students are exposed to cellular phones and internet and since they spend most of their time on social media, they happen to misuse the mode of communication by bullying others on social medias. The nature of bullying is also changing with an increase in cyber bullying, the use of communication technology including chat-rooms, mobile phones and emails to bully (Patchin & Hinduja, 2006).

Cyber bullying occurs in cyber space and some people might not understand how that can have negative impact on someone's life. This problem should not be trivialized since it has been linked to real-world consequences and research has found out that cyber bullying is associated with negative emotions such as sadness, anger, frustration, embarrassment, or fear (Hinduja and Patchin, 2007). The respondent's argument that cyber bullying the most dangerous one is supported by many authors who see it continuous threat that even escalate

to personality problem. According to Aseltine (2000) all emotions like low self-esteem, suicidal ideation has been correlated with delinquency and interpersonal violence among youth.

The informants have indicated that there are also still types of bullying, the physical time of bullying is even manifested outside school where the other students meet with others during sports show, there is a serious violence which informants said it includes even knives and gun, these is concern for teachers' respondents as they said they have tried all mechanisms to eradicate bullying in schools but there is no success. Girl informants do not have much of physical bullying but it starts as verbal bullying and it becomes hot to extend that it leads to cyber bullying which respondents said it is the most dangerous time of bullying.

4.3.2 Continuous Cultural Process

For most participants bullying seems to be continuous cultural processes, they do not see bullying as something that can come to an end because they are told it has been happening. They do not see how schooling can be defined without bullying, for them bullying is embedded in school regardless of whether is in class, boarding houses or play grounds. They indicated that bullying mostly takes place in the playground, this is confirmed by literature review on reports from Swedish students who indicated that bullying and other forms of peer harassment typically take place in the playground. In a question of why do you think students are bulled in schools, teacher two and teacher five responded like this in their own words:

*Culture, it's what has been happening and even those who come in form
A without that element they then copy it and make it then pass it to the
next generation (T 2).*

Culture in boarding school, I also went through it (T 5).

While student four and student one put it like this in verbatim:

Culture, that how it has always happened (S 4).

It's something that has been happening in our society and some people cannot even see that it's wrong (S 1).

Most informants said there is bullying in school because of culture, they argued that culture is playing vital role for bullying to take place, they outlined that bullying is continuing because it feels like culture, some respondents said sometimes they receive bullying but they quickly forget about it as they think it might be the way people are supposed to be treated. This is confirmed by Taten and Bakk (2009) that student become bullies as a result of cultural patterns and social processes in school. This culture is passed even to first coming students in the school where they are told not to tell anyone about bullying activities.

The fact that informants said that bullying is a cultural, process also relates to labelling theory which is used in this study as the theory that explains bullying. Culture plays an important role on how one is treated by society. According to Kramer (2015) labelling theory thus has significant internal and external effects because when individuals are labelled as deviant, other people treat them like deviants and those individuals are therefore more likely to behave in accordance with the label. In Bullying people as well as respondents clarified that bullying is cultural process in their schools because those who bullied also turn to bully the others as a way of compensating. Such people who were bullied are labelled as victims and they later became perpetrators through labelling.

4.3.3 Reporting bullying

The informants said they there was no need for them to report bullying because sometimes teachers mediate and they don't follow up on whether the bully did not go back to victim to

continue repeat bullying activities, while some said if they report it they are making things even more worse, this is how student four and six put it in their own words:

I was afraid to report them because it was going to be worse if I reported it, (S 4).

I cried and told my mum when I got home but I asked her not to tell Headmistress because those would bully me more if they got punished, (S 6).

Informants who were students said it is already difficult to report bullying and then after that there is a high possibility that whatever they reported might not be taken into consideration, as a result they keep it to themselves and burry the bitterness, even those who witness other bullying others they feel bad about it and they said they do not report it because they also fear for their lives as the bullies might attack them. Student one in verbatim:

I keep quiet and watch them because I always fear that if I have to say anything to teachers, they might turn back to me and start bullying me again, (S 1).

Their concern is that some teachers do nothing to stop bullying activities. The perception among students is that there is no point in telling teachers about bullying has also been found in other studies (Lloyd & Stead, 2001; Oliver & Candappa, 2007; Thomson & Gunter, 2008).

The victims also develop the secrecy because they do not want to be taken as weak. The informants said if one reports bullying it shows that he is not fit to attend boys school where bullying is not supposed to be reported. In their ethnographic study, MacDonald and Swart (2004) identified a prevalent culture of secrecy at school (Do not tell) that contributed to the ongoing cycle of bullying. There is one informant who said that there is no need for him to

report bullying because it is part of school and even teacher do tell them how bullying has always been happening in their years, so the culture of the school cannot divorce bullying.

While student five put it like this in their words:

There is no need to report bullying because even teacher tell us that they were once teachers in this school and bullying has been in existence, so I think reporting it is a waste of time, (S. 5).

When asked about any awareness on reporting, respondents said there is awareness on types of bullying and there is no awareness on how they can report bullying without any victimisation. They fear that sometimes other teachers dismiss them and tell them to be real men when they report bullying, this is supported in the literature by Garpelin (2004) who revealed that victims did not report their situation to teachers or other adults for many reasons, the first one being the fear of being viewed as squealer and the other reason was the conviction that the teachers would act in a way that would make their situation as a victim worse.

4.3.4 Self-esteem

Bullying has been found as a source of low self-esteem for many students in this study, as confirmed by Banks (2007) who found out that victims of bullying lose self-esteem, feel shame, suffer anxiety and come to dislike school and play truant to avoid victimisation. One respondent said ever since she became victim of bullying that when she became valueless and she could not face people or even make any debate with other students because she feels like she is useless member of the community. The freedom that she is supposed to feel at school is no longer in order. This is how student four put it in their words:

It is wrong thing because it makes others feel sad, it hurt others and some students don't feel free at school, I am also one of them who do not feel free at school, my self-esteem has deteriorated, (S 4).

According to Solberg and Olweus (2003), children who are bullied are more likely to suffer from disorder such as depression. Learner who have low self-esteem do not see any hope, like one respondent said they do not see their positive attributes or the good life. The bullied learners do not feel positive and as result they do not view themselves as worthy or good enough. The also came the issue of suicidal and it is clear that when a learner feels the desire or questions his or her ability to take her own life through suicide, it is because her self-esteem has suffered significantly.

Informants said when one is bullied verbally or on social media which is cyber bullying, whatever the bully says the victim takes it as real, the more the bully taunts a victim, the more his or her self-esteem suffers and the more the victim begins to believe that what the bully says it's true. One respondent said he is no longer trust herself as they keep on telling her that she is ugly. This is confirmed by Smith and Brain 2000, that a child who is bullied enough can lose any sort of self-esteem or confidence she ever had. Student eight and student four in verbatim on how bullying contributes to low self-esteem for victims said;

Bullying is a bad thing; it makes others to have low self-esteem, (S 8).

It is bad, I am victim of it (he cried). I was locked in the classroom by one person and he was beating me saying that I said funny things about him on Facebook, I just wrote on Facebook that other students like to eat other people's food at school. Ever since that incident I feel like I have got low self-esteem, sometimes I even hate to log on to my Facebook, (S. 4).

Informants on this issue also contributed in two different ways, there are respondents who said bullying contribute to low self-esteem and the same time other said people who bully others have got low self-esteem as a result they are bullying others as a form of looking for attention. They said as way of complimenting that that bully others, Unnever, Dewey and Cornell (2004) assert that bully's hurtful behaviour has more to do with the emotion of shame and less to do with their self-esteem. Shame has to do with how one thinks of himself or herself and it results from not living to one's own personal standards. The researcher asked respondents about their perceptions on why some people bully others in the school. This is how student four responded:

People bully others because they are seeking for attention, they know that if they bully others, teachers will always send them to staff room so that they can stand in front of the assembly and they can be easily recognised by others (S. 5).

They bully others because they are angry students who do not have love so they just want recognition because their self-esteem is low, (T. 4).

While teacher three put it like this:

For us here it is because it's one gender so the one who comes first thinks he owns the place, it is sort of a culture and the other thing is low self-esteem because most of them stay in the boarding school and there is no parental attention (T. 3).

The fact that bullies are given attention either by standing in front during assembly every week or their names being called loudly, that is the cause of bullying said the informants. When teachers mediate bully and victim he or she takes more time addressing the bully, this

therefore says students who are seeking attention can bully other as a form of calling attention that he or she needs to be recognised. Tim (2004) coined the term “serial bully” to describe the character he realised was behind the majority of cases that came to his attention when he ran UK National Workplace Bully Advice Line. He observed that when one person arrives at workplace the bully will bully that person as a way of calling for attention, bully will keep on doing that to almost every new staff member.

A low level of social competency also appears to be a dominant factor among many perpetrators of bullying, at least according to some anecdotal case stories (Adams, 1992). Informants said lack of self-reflection and lack of self-esteem may be attributes to bullying in schools, when some do not perform well academically they have low self-esteem as a result they become insecure and bitter, which is why they bully others. There respondents said students who do well as school are bullied because bullies have low self-esteem and they such students with kind of names to make them feel bad. This is what student one said in their words:

They are being bullied because they are few people who do the right thing; they are being called names like “setlhapi” because they speak English at school. Other students mock them saying they think they are better (S.1).

4.3.5 Revenge

Informants view bullying activities as a way of revenging by the bully, most school in Lesotho uses the treatment method to newly arriving students and sometimes treatment can be too harsh for one to take it, the same person can re organise himself or herself and start bullying others when he or she is used to environment. Respondent answers said people bully others because they were once bullied by other, so they practice what was practiced to them. On the same previous question of; in your perception, why do you think some people bully

others in the school, there was an issue of revenge from most respondents. This is what student three and student six put it in their words:

It is culture, it has always been done and we do it to other arriving students as a form of revenge because we were also bullied when we were arriving here (S. 3).

Students bully others at school because they want revenge, It might have happened to them in early life maybe in their families and now they want to show others what they went through and that they are now powerful (S. 6).

Teacher five put it like this in verbatim:

I think people bully others in schools especially here because they want revenge, there might have been a lot which happened to student, either societal rejection, family rejection or friends rejection so such victims will bully others because they just want to revenge, this problem will even go outside school where you will see such a victim as violent at community level even after school (T. 5).

The issue of family and community as a source of why do other learners bully others also came up, for respondents some people bring their carried out from their previous lives to the current ones. According to Jung (1960:105) the causal factors of our lives and dynamic of behaviour are affected by the past that is the way one behaves is determined by his or her past experiences. The respondents therefore believe that the bullies are practicing that behaviour because at one stage they were involved as victims.

This study found out that roots of the problem may be partly cultural that is students learn to bully from the actions or inactions of the adults around them. The school culture does not have clear consistence remedy on how they can stop this cultural contraction which every learner things that how things should be done.

4.3.6 Bystanders and their role

A bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else, they can either be part of the problem or part of the solution (Teten & Ball 2009). A bystander who is part of the problem is someone who is hurtful, that is someone who watches while the bullying is taking place and he or she encourages the bully to continue. A bystander who is part of the solution is someone who may report the bullying incident to authorities.

The role of bystander seems to be speed up reaction according to respondents. They said bystander give the bully more power by laughing or passing comments to the victim, in a way or another, respondents explained bystanders as bullies also. If the bully will be bullying a victim physical per say, the bystander will be uttering words and which some of them are insults to the victim, therefore that particular victim will be receiving two forms of bullying by two different people. The interview question which was asked by the researcher was what one thinks about someone who watches while others are being bullied. These are how student four, five and eight put it in their words:

They are the most dangerous people because they are perpetrators, they even laugh when someone is bullying the other (S. 4).

It is not good thing but sometimes we watch because we don't want to be witnesses in the office, when we ask bullies to stop with their tendencies, by the time they are being called to the office to be mediated we then end

up being witnesses and as a result when the bully gets punishment we also get one. Therefore, we normally watch bullying like that and pass (S. 5).

They are as bad as bullies because they even comment on WhatsApp groups by laughing if someone is bullying someone (S. 8).

Teachers' responses about the consequences the bystanders face after bullying is reported shows that bystanders also contribute a lot to bullying activities. Teachers' respondents mostly clarified that they punish bystanders if they get the information that they were available when one was being bullied, this therefore says one cannot be punished if he or she is not guilty nor took certain part in speeding up the reaction. Students one and three put it like this in their words:

We also punish them if we are informed that they were part of bullying activities (T. 1).

If there is someone who support the bully, then they also face same punishment with the bully (T. 3)

This is how teacher six responded:

We look at the possibilities or the role she played for one to be bullied and we offer same punishment of slightly lenient one from the bully (T. 6).

The researcher discovered that bystanders are as bad as bullies and that is why they even get the same punishment. They are not passive as they witness bullying and they also take a role, and some are even more active than bullies. Klewin, Tillmann and Weingart (2003) assert that bystander justify their acts that its natural to be curious about unusual events; that they

may be good reason for not getting involved in other people's business, such as fear of getting hurt and that they are doing no harm. From this study, it is clear that bystander contribute to bullying acts in one way or another.

4.4 Ramifications of bullying

Victims of bullying typically are very sad learners who suffer from fear, anxiety, and low self-esteem because of bullying, they may try to avoid school or drop out of school, or avoid social interaction with their peers in an effort to escape bullying, and some victims are so distressed that they commit, or attempt to commit suicide. There were several instances of bullied boys committing suicide in Norway in the early 1980's. These tragic events mobilised that country to begin a nation-wide anti-bullying programme (Oweus, 1993).

Informants said there are negative results of bullying and some of them unfortunately were the victim of such sour ramifications, the researcher decides to break up these ramifications in four sub-heading to as to go in depth of the discussion. The studies of bullying suggest that there are short and long-term for both the perpetrator and the victims of violence and bullying (Limber & Nation, 1998). The interview question which was asked by the researcher went like this: How do you feel when you are being bulled

Dropout is any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school (Bonneau, 2007). Dropout in schools is a major problem that has called for attention by school stakeholders. Wise 2012:18 holds a view that high school dropout has been a crisis in the whole world and it seems to be continuously increasing. The researcher found out that bullying is playing vital role in school dropout of learners who fear for their lives.

Informants said bullying lead to school dropouts while others said they actually withdraw from school for some days as they didn't find it to be conducive place for learning. Anything

that makes a student to withdraw from school set a bad precedence for the coming generation, one of the central finding of this study is that the respondents felt like school was hostile place where people do not take care of others' feelings. The issue of giving excuses for not going to school emerged when the respondent said she had to lie to her mother for not going to school. This is how student one put it:

I felt bad and I stopped coming to school for two days and I said to my mum I wasn't feeling good in the intestine (S. 8).

The fact that a learner can lie about the sickness shows how serious is bullying is, schools are supposed to be friendly environment where one can learn without any intimidation or victimisation, but respondents said they were feeling safer outside school especially when they are at home. It is very disturbing because learners spend most of their time at school if they start school around 7.00am am to 4:30pm. It says they spent most of their lives in school environment. Teasing and bullying at high school level is a noteworthy problem that is associated with the most serious negative outcome-failure to graduate (Daniels, 2012). Student one and three also in verbatim:

I feel sad and sometimes I feel like I could withdraw from school, It also makes me feel depressed to extent that I look at the world as not safe place for me (S. 1).

I feel bored, I feel like I can go to home. In school there is no much bullying but in the boarding there is a lot of it (S. 3).

4.4.1 Depression

Depression is a state of feeling sad, anger and anxiety. According to Lembeck (2010) depression is a psychoneurotic or psychotic disorder marked especially by sadness, inactivity,

difficulty in thinking and concentration, a significant increase or decrease in appetite and time spent sleeping, feelings of dejection and hopelessness, and sometimes suicidal tendencies.

Form this definition it's understandable that a person who is depressed can either drop out of school due to withdrawal caused by bullying, commit suicide or perform badly at school.

There are some responses which indicate that informants felt depressed when they were being bullied. Due to stress that the victim undergoes every minute trying to find ways in which she/he can overcome or avoid bullying, they end up being depressed. This is supported by Kaltiala-Heino, Rimpela, Marttunen, Rimpela, and Rantanen (1999) who have observed an increase of depression and suicidal ideation among victims and bullies among adolescents in Finland. The respondents who were victims of bullying said they did not feel safe and they felt like they did not belong to school, this how student five and student six put it in their words:

It is actually one of the saddest things in life, I feel very sad when someone is bullying me to extend that I wish I can withdraw from school.

It also makes me feel depressed to extend that I can commit suicide (S. 5)

I felt sad, I felt isolated, and I felt like I was not a human being like others (S. 6)

The respondents said they had experienced bullying some years back but they still felt depressed whenever they thought about it. The bullies too acknowledged that whenever they thought about how they used to bully others they became depressed. In contrary to Garret in CNN (2014) when he says bullying causes problems only in the short term, in this study the researcher discovered that even after when people were transitioning into adulthood, they still have some emotional marks as a result of bullying that happened a decade ago.

4.4.2 Suicidal tendencies

The above ramifications of bullying like low self-esteem, depression and poor school performance all come before suicidal ideation. A learner may decide to commit suicide as a result of bullying. This is confirmed by Sourander (2016) who asserts that previous studies in bullying have found a link between bullying and higher risk of mental problems during childhood, such as low self-esteem, poor school performance, depression and increased risk of suicide.

All three kinds of bullying being physical bullying, verbal bullying and cyber bullying have been reported by some informants as a push factor to suicide. This study found out that some of the bullying victims felt that death was better than being bullied. For them bullying already is part of death and its only that it prolong the process of death itself. Respondent's responses show they almost committed suicide as a way of getting away with bullying. This is strengthened by literature review, According to Alexandra and Krans (2015) more than ten thousand students committed suicide in USA as a result of bullying. Student four and five gave testimony to this is by saying:

I feel sad and feel like it would be better if I were dead, (S 4)

It is actually one of the saddest things in life, I feel very sad when someone is bullying me to extend that I wish I can withdraw from school,

I also makes me feel depressed to extend that I can commit suicide, (S 5)

4.4.3 Poor school performance

The informants were further asked on how bullying affect students' performance achievement the teacher's informants said in all cases bullying affect students' performance negatively. Some cited reasons like some students do not feel free and takes most of his or her time thinking of how he can overcome bullying, some said bullied student withdraw from class groups as a result they miss lots of group work, the reason why a victim would spend

time outside school was tabled by respondents as time the victim will be dodging away from the bully. When asked how bullying affect student performances this is how teacher three, five and six put it in their own words:

It has got negative impact because student focus more on the enemy time than school work, (T 3)

It affects student performance badly to extend that other students fail and they are expelled from the school (T 5)

The student academic life deteriorates and performance also deteriorates, (T 6).

Out of the two schools on which the research was conducted, there is imbalance of results from Examination Council of Lesotho, the other school with high prevalence of bullying has actually poor results than the other school with low prevalence of bullying. The findings therefore predict that bullying might be the reason for such school's performance. Cornell (2011) confirms that schools with high level of reported bullying had lower passing rates by an average of 3% to 6% across the tests, when compared with schools with less reported bullying.

4.5 Measures of Countering Bullying

Since almost all informants stipulated that bullying is a bad exercise, it is also confirmed by Andershed, Kerr and Stattin (2001) as a type of aggressive behaviour. The researcher then formulated interview questions on how the school minimizes bullying incidences, and the direct interview question to teachers was whether they have programmes for minimising or dealing with bullying problems. It is important to note that the researcher discovered through respondents answer that there is a lot that is being done to eradicate this problem even though it still continues.

The researcher discovered that many school-based intervention programs have been done and some have been implemented in an attempt to reduce bullying. These have been targeted on bullies, victims, bystanders. Many programs seem to have been based on common sense ideas about what might reduce bullying rather than on empirically-supported theories of why learners bully others. The following are the programs that are employed by those two schools to encounter bullying.

4.5.1 Counselling of Victims

There is disciplinary committee which is made up of teachers and even school prefects on each school, the teachers responsibilities are to mediate to actually find the root of the problem for both side of the victim and the bully. When they have found the root of the problem on how it enrolled, there are those who focus on the victim to try to assist with the counselling support. This according to teachers is not only one day exercise but they make follow ups to see if the victim is coming to terms. The interview question based on the consequences victims face after bullying is reported on them, this is how teacher two and teacher five put it in verbatim:

We comfort them, try to talk to them so that they can feel better and inform them of the punishment we gave to bullies, (T 2).

We mediate both two sides and then there will be team which is assigned to counsel the victim, (T 5).

4.5.2 Punishment of the perpetrators

The teachers informants said they use punishment as a mechanism to tackle those who have committed bullying offences, they said that there is no set standard on how students are punished, it is each teacher's discretion on how he or she can punish the students, punishment of bullies can come in the form of whipping, they can be assigned to clean school environment, they can be suspended from school for some days and parents will be called or

they can be expelled from school for the rest of their life. The issue most stressed is that on each punishment there is a clear communication, that is, they let student know why and how he or she will be punished. In case the bullying activities done are just way too much, a parent will be called and all procedures will be discussed. The question asked was what consequences bullies face after bullying is reported, and this is how teacher two and teacher six put it in their own words:

They get punishment and can be sending home if matters are worse, (T 2).

They get punished and get warnings which go up to three times, for the fourth time we expel student, before we expel or suspend that student we communicate together with student's parents the offences and the judgement, (T 6).

The informants outlined that the school does not have clear policy on how offenders of bullying can be punished depending on what they did, the researcher discovered that there is inconsistency on the punishment because teachers discretion differs, for instance one teacher may suspend a learner for two weeks for punching another learner on the face while the other teacher might use corporal punishment to such a learner. The research also discovered that corporal punishment was the quickest remedy that teachers uses without involving parents, and they said they find it the best way to work with learners, this is in contrary to Molotsana (2001) when he says the constructive nature brought us to the awareness that, spanking is generally unhelpful as well as abusive to students.

The research also discovered that bullying can also be done by teachers to students, there are students who tabled that some teachers punish them for no good reason and they think it is because they have personal interest or it is because they use punishment in the form of

bullying. Respondents said teachers also use their power in a wrong way to infringe pain. According to Kotzie (2002) teachers have been beneficiary of corporal punishment in this sense and have always used their power to induce pain in learners. Student three's response in verbatim:

I have also been bullied by one teacher which I can't name him, he just called me to the office and whipped me without any cause, he even told me that he has a right to whip me anytime. My feeling is that he had his own family frustrations and he wanted to project that on me, (S 3).

This research has discovered how teachers bully students behind the measure of punishment, teachers calls students to staffrooms as if they are going to mediate bullies with the victims only to find out that they only they just want to expose victims and bullies to other teachers so that they can gossip about them, which is the other form and level of bullying. These has deprived students from reporting bullying because they say teachers are just interested to gossip than to solve bullying problems.

4.5.3 Assembly as a medium of communication

There seems to be a uniform culture for all schools to have an assembly where all students meet daily every morning. The respondents said assembly is used as a medium of communication to aware students on how bullying and violence at large is not allowed in schools. It is also through this meeting that some of students who bullied others are brought before the assembly and warned. The interview question which was asked was, do you have any programs for minimising or dealing with bullying problems, and this is how four and teacher seven put it in their own words:

Almost every day principal talks about it on assembly, most students who are bullied are those who stay at the boarding, (T 7).

Normally we address the bullying and school related violence in the classrooms, sports associations and assembly. We tell students how bad and unallowed bullying is, (T 4).

Teachers use effective way of keeping bullying within limits, stopping it, or preventing it altogether by communicating with students collectively, through this communication, it is where they are given rules, they are empowered of their rights to harmonious school environment, where bullies are told that they are not supposed to behave in an odd way. These does not only end in assembly but teachers said they also talk about it in classrooms, the researcher discovered that there are sometimes when bullying is included in debate as a form of advocating for the victims to come forward and report

CHAPTER 5:SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the findings of the study, conclusions drawn recommendations made in line with the findings and areas for further research.

5.1 Summary Findings of the study

The study aimed at exploring the micro-politics of schooling particularly bullying in schools in Lesotho. The research questions posed by the study were to gather who are the perpetrators of bullying and the victims of bullying, to find out the victim experiences of bullying and the perpetrators experiences of bullying, finally to find out the consequences of bullying in schools. In order to respond to these questions, the researcher carried out the study where the population was the teachers and students of two schools in Roma valley. The sample was 6 teachers and 8 students only. The utilized instrument in this study was interviews that were asked by the researcher to these two schools. From data collected and analysed; the findings of the study are thus:

- Teachers view bullying as a power imbalance where the powerful person takes advantage of the less powerful or vulnerable person.
- Teacher and students acknowledge the existence of bullying in schools in all its forms being physical, verbal and cyber.
- Cyber bullying is the most common type of bullying in schools of late because almost all students have joined social media in numbers.
- Teachers and students think that homosexuals, poor people, visually impaired, physically challenged, are the most groups of people who are prone to bullying in schools
- Teachers and students said that the new arriving students in the school are the one who are mostly targeted in bullying as a way of being taught culture.
- Bullying is a continuous process, it takes a lot of time and victims of bullying are ashamed to report it.

- Teachers and students reported that bullying contribute to depression and low self esteem, which can contribute to poor school performance and also lead to suicidal.
- Victims of bullying mostly became bullies as a way of revenging or to compensate.
- Teachers and students think that bystanders are the most dangerous and influential parties of bullying. Their role in bullying is the speed up reaction.
- Punishment of bullying perpetrators is sometimes abused by teachers when they want to bully students.
- Assembly which is used as a medium of bullying can also be form of discrimination and embarrassment of victims as well as perpetrators.

5.2 Conclusions

Based on the above findings the study draws the following conclusions, that:

From the findings, it can be deduced that indeed bullying exists not only in schools but even on after school activities that learners are involved in. It can also be formally settled that identity of a person can be used by bullies as a bridge to bullying activities. There is also acknowledgement that students are arriving at school for the first time are the one who happen to be victims of bullying. Out of these findings it can also be deduced that the minority members of the society like visually impaired people, physically challenged and students with poor background are the one who are more prone to bullying activities as most of them do not have power to encounter bullying.

The results here show that there are bullying activities like teasing, calling names, hitting, kicking, threads and Facebook or WhatsApp intimidations. These therefore confirms that three forms of bullying namely physical, verbal and cyber bullying are found in schools in Lesotho. Out of these findings it has been discovered that cyber bullying is the common type of bullying in schools of late, the reason being students are now on social media to communicate, socialise and to be informed by the latest. The teachers have also said bullying in schools is a continuous since it has been happening and there is no way it can stop since

they also went through it (teachers). The finding portrayed again that teachers do influence bullying in one way or another and that is negative influence.

The findings depict that there are various reasons for bullying. Reasons such as revenge is one of the main one by the respondents, they said people do bully because at one stage they have been bullied by the family member, community member, school mate or even at societies. The victim later falls into a bully to revenge or compensate what he or she has been going through. From the finding it is deduced that some students become bullies as a result of compensating his or her low self-esteem, some students do bully others as a way of calling attention so that they can be recognised by either other students or teachers.

The findings depict that bystanders are aware of negative consequences of bullying even though they still encourage and give a bully more energy and power. These findings also show that bystanders normally get almost same punishment with the perpetrators because they also bite big steak as well.

The findings portray that there are only negative impacts and ramifications of bullying. There are numerous ramifications but there are those which stand up to the worst ones like school dropouts, students do dropout of school because they do not want to face bullying activities, some miss school for days as a result of running away from the bully. It is through these findings that some students even have to lie to their parents and teachers if they missed school. The findings further outlined that bullying in schools also causes depression for the victim, the depression that is caused by bullying can easily lead to poor school performance. Some students have poor grades as a result of bullying because they do not concentrate in class as they take most of their time thinking of their bully and how bystanders are going to laugh at them.

From the findings, it can also be deduced that bullying can take life of someone in two ways, it can either be by suicidal or violence that lead to death of the other student. It is through these findings that one student said he carries away a knife as a form of security, it is clear and forward how dangerous knife is and how many lives it has caused. The second way on how life can be taken by bullying is through suicide, some students reported how they almost committed suicide after they were bullied, and reason being they were ashamed to face their peers and how their self-worth was emptied.

The results here show that there are several measures which schools administration takes to encounter bullying like counselling the victim. These findings deduced that teachers focus only on the victims of bullying only ignoring that even bullies also need counselling so that the root of their actions can be found in order to eliminate bullying in schools. These findings also show that there is also another way of encountering bullying which is through punishment. Punishment of bullying is not standard; it depends on each teacher's discretion on how he can punish perpetrator and bystander. These therefore creates unbalanced and unfair punishment as it depends on the teachers mood on how a learner can be punished, it is also through these findings that some teachers also became students bullies using punishment as a scapegoat for bullying students.

From the findings, it can also be deduced that assembly is used by school administrations of both schools as awareness for bullying. These findings have brought up dissatisfaction on the students that, at assembly is where teachers use that platform to humiliate and discriminate them as well as bully other students while they use tough and improper language while trying to talk to students. These findings also spell out that some teachers take advantages of some students to embarrass them. On the other hand the study has found that teachers use assembly to make other students how bullying is a bad kind of violence that is not supposed to be tried or experienced by anyone.

5.3 Recommendations

On the basis of findings of the study it is recommended that: Firstly, Lesotho government should come up with policy to regulate bullying in schools. Article 28(a) of Lesotho constitution screed about violence and opposes it. The constitution is silent about violence in schools, the ministry of education is silent about bullying activities in school, the researcher therefore recommends that there should be a clear school policy which will advocate for victims, which will assist on the counselling of the perpetrators and victims and which will also make bystanders aware that they are subjected to perpetrators if they do not take responsibilities if they see bullying activities.

Secondly, it can also be recommended that schools establish programmes directed at teaching learners attitudes, knowledge and skills to reduce their involvement in bullying. The ministry of education has already introduced subject that can address this problem and it is called Life Skills but the subject is not taught in all schools and on the taught school, it is not compulsory. It is therefore recommended that subject be compulsory in all schools and should have end of level objectives which include bullying and violence in schools at large. The researcher also recommends that the programme should start as early as in primary so that students have clear understanding on definition of bullying.

Thirdly, empowerment of minority students in the school, so that they can have stance and report bullying activities without any fear. These should also include parental involvement so that it can make a possible consistent response between school and home to the issue of bullying.

Fourthly, schools should have their own policy on the issue of punishment for the offenders of bullying so that they can apply almost same punishment to block the students believe that

punishment is not consistent and some get lighter punishment because they are affiliated to teachers:

- There should be an anonymous suggestion box placed in the school or even anonymous website where students especially bystanders can report bullying to teachers without fearing their lives because victims have secrecy tendency to report bullying. Teachers should visit the suggestion box almost every week, whatever tip they got from the box there should be thorough investigations so that measures can be taken without any favour or prejudice.
- It is also recommended that there should be survey carried out by the ministry of education across the country because this study was only done in two schools. The survey should look at general bullying so that ministry can come up with solutions to this problem.
- There should be policy on the use of social media, the researcher is aware that every learners is advised to have a tablet or at least cellular phone so that they can use them for their school work. The students also use the gadgets for social media where some of them end up misusing them to make offences such as cyber bullying.

5.4 Areas of further research

The conclusions and recommendations drawn are based on the data collected from teachers and students in two schools in Roma valley. In future, the research done should be in other districts to see if the same findings will be attained. Again, a research study should be on impacts of teacher bullying on students and effects of teacher bullying on students and teachers relationship. Other issues like how bullying changes ones character were also mentioned during data collection, they can be explored further.

Studies have been conducted on school bullying but only concentrating on students bullying either looking at effects of bullying, reasons for bullying and prevalence of bullying in Lesotho schools. The example of such studies are of Mosia (2015) and Dube and de Wet (2012). Mosia (2005) looked at prevalence of bullying in Lesotho schools and asserts that teachers are very important in monitoring and controlling student's behaviour while they can also unwittingly reinforce aggression by the manner in which they react to students who are either perpetrators or victim of aggression.

Dube and de Wet (2012) also voice out that teachers play important role in the lives of learners, both as educational instructors and learners second hands. Both these studies talk of how important teachers are on bullying activities, the researcher therefore believes that there should be study on bullying of teachers by students because it was voiced out that there are teachers who have also been bullied by students.

REFERENCES

- American Heritage Dictionary of the English Language. (2006). 4th edition. Edited by editors of The American Heritage Dictionaries. By Houghton Mifflin Company.
- Agreement, L. J. (2012). School bullies and education in Botswana: Impact on other students and academic performance. *Academic Research International*, 2(1).
- Aluede, O. (2006). Bullying in Schools: A form of child abuse in schools. *Educated Research Quartely*, 48-63.
- Babbie, E. (2004). *The practice of Social Research* (10th ed.). Thomson: Chapman University.
- Ball, S. J. (1986). *The Micro-politics of the school*. New York: Methuen. New York: Hodder& Stoughton.
- Banks, R. (2007). Bullying in Schools: Case of Miderfort Girls school, New York: Eric Digest.
- Bauman, S. (2008). The Role of Elementary School Counselors in Reducing School Bullying. *The Elementary School Journal*, 108(5): University of Chigago
- Batsche, G. M., & Knoff, H. M. (1994). Schools and their victims: Understanding a pervasive problem in the schools. *School Psychology Review*, 23(2), 165-174.
- Becker, H. S. (1963). *Outsiders: Studies in the Sociology of Deviance*. The Free Press of Glencoe: New York.
- Biggam, J. (2008). *Succeeding with your Master's Dissertation: A step-by-step handbook*. Open University Press: McGraw-Hill.
- Bless, C., & Higson-Smith. (2000). *Fundamentals of social research methods*. Cape Town: Juta.
- Boulton, M. J., & Underwood, K. (1992). Bully/Victim problems among Middle School Children. *British Journal of Educational Psychology*, 62, 73-87.
- Borg, M. (1999). The extent and nature of bullying among primary and secondary school children. *Educational Research*, 41, 137-153.
- Candappa, C. (2007). *Tackling Bullying: Listening to the Views of Children and Young People*. Thomas Coram Research Unit. University of London
- Carter, C. (2003). Schools Ethos and the Construction of Masculine Identity: do schools create, condone and sustain aggression? *Educational Review*, 54 (1) 2736.
- Charmaz, K. (2000). Grounded Theory: Objective and Constructivist methods. In N. Denzin, & Y. Lincoln, *Handbook of qualitative researc* (pp. 509-533). CA: Sage: Thousand Oaks.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. London: Routledge Taylor & Francis Group.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. New York: Routledge.
- Coloroso, B. (2007, April 25). *The bully, the bullied and the bystander: Wreaking the cycle of violence*. Retrieved from <http://www.ctvnews.com/content/publish/popups/tagged/articles/coloroso.htm>.
- Craig, W. M., & Pepler, D. J. (2000). Observations of bullying in the playground and in the classroom. *School Psychology International*, 21, 22-36.

- traditions*. Thousand Oaks, CA: Sage.
- CNN.com, 20 August 2014. *Study: Bullying rampant in U.S. middle schools*. Available at: <http://cnn.com/US/9908/20/bullies/>. Accessed on: 25 October 2016
- DeHaan, L. (1997). *Bullies*. New York: Wiley & Sons.
- Department of Education. (2012). *Preventing bullying: a manual for schools and communities*. Washington, D.C:
- Dexter, L.A. (1970) in Merriam, S. 1998. *Qualitative Research and Case Study Applications in Education*. Jossey-Bass Publishers.
- De Wet, C. (2007). School Violence in Lesotho: The perceptions, and observations of a group of Learners. *South African Journal of Education*, 1.
- Dube, N. & De Wet, C. (2012). The role of teachers in bullying in Lesotho: a case study. *South African Journal*. 13(2):64-74
- Due, J., Holstein, J., Lynch, J., Diderichsen, R., & Scheidt, G. N. (2005). Bullying and Symptoms among school-aged children: International Comparative cross sectional study in 28 Countries. *Educational Research*, 15(2), 446-521.
- Education Act. Lesotho Ministry of Education and Training. 2010.
- Egbochuku, E. O. (2007). Bullying in Nigerian Schools: Prevalence study and implications for counselling. *Journal of Social Sciences*, 68-99.
- Entenman, J. Murnen, T & Hendricks, C (2001). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher* 59(4)
- Espelage, D., Bosworth, K., & Simon, L. (1999). Interviews with middle school students: Bullying victimization and contextual factors. *American Psychological Association*, 107-133.
- Estevez, E. J. (2008). Violence and Victimization at School in Adolescence. *Educational Research*, 79-115.
- Farrington, P. (1993). *Bullying in Schools – and What to do About It*. London: Jessica Kingsley Publishers.
- Farrington, D.P. & Ttofi, M.M. (2008). Reintegrative Shaming Theory, Moral Emotions and Bullying. *Aggressive Behavior*, 34, 352 – 368.
- Fisher, R., & Urey, W. (1991). *Getting to Yes: Negotiating Agreements Without Giving In*. (2nd, Ed.) New York: Penguin Books.
- Frederick, R., & Le Menestrel, S. (2016) *Preventing Bullying Through Science, Policy, and Practice: Committee on the Biological and Psychosocial Effects of Peer Victimization*. Washington: DC. The National Academic Press
- Fried, S. & Fried, P. 1996. *Bullies and Victims. Helping your Child through the Schoolyard Battlefield*. New York: Evans and Company, Inc.
- Furlong M & Morrison G (2002). The school in school violence: definition and facts. *Journal of Emotional & Behavioral Disorders*, 8:71-81.

- Gall, M. D., Borg, W. R., & Gall, J. P. (1996). *Educational research: An introduction* (6th ed.). White Plains, NY: Longman.
- Garrett, A. G. (2003). *Bullying in American Schools: Causes, Prevention, Interventions*. Jefferson, N C: McFarland.
- Garpelin A. (2004). Accepted or rejected in school. *European Educational Research Journal* 3: 729–742.
- Gay, L. R., & Airasian, P. (2003). *Educational research: Competencies for analysis and application* (7th ed.). Upper Saddle River, Nj: Merrill/Prentice Hall.
- Gebremedhin, T. G., & Tweeten, L. G. (1994). *Research methods and communication in the social sciences*. Westport, CT: Praeger.
- Gil, D.G. (2002) Bullying: A New Research Enterprise. *Contemporary Justice Review*, 5 (1), 69-73.
- Glesne, C. &. (1992). *Becoming qualitative researcher: An introduction*. White Plains, NY: Longman.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researcher: An introduction*. White Plains, NY: Longman.
- Graham.S, & Juvonen.J. (2004). Ethnicity, peer harassment, and adjustment in middle School: An exploratory study. *Journal of Early Adolescent*,, 173-199.
- Graneheim, U., & Lundman, B. (2004). Quantitative Content Analysis in Nursing Research: Concepts, Procedures and Measures to achieve trustworthiness. *Medical Research*, 24, 105-112.
- Green, B., & Salkind, S. (2014). *Research Methodology for the Economic and Management Sciences*. Cape Town: Pearson.
- Green, R. Collingwood, A. & Ross, A. (2010). *Characteristics of Bullying Victims in Schools*. London: National Centre for Social Research (for the Department for Education).
- Gregory, M. 2001. *Bullying leaves emotional scars*. *The Town Talk Online*. Available at: www.thetowntalk.com. Accessed on: November 11, 2016.
- Guba, E., & Lincoln, Y. S. (1988). Do inquiry paradigms imply inquiry methodologies. In D. Fettrman, *Qualitative approaches to evaluation in education* (pp. 89-115). New York: Praeger.
- Hamburg, M. A. (1998). Youth Violence is a public health concern. In D. S. Elliot, B. A. Hamburg, & W. K.R, *Violence in American Schools* (pp. 31-44). Cambridge: Cambridge University.
- Hager, A.D., & Leadbeater, B.J. (2016). The longitudinal effects of peer victimization on physical health from adolescence to young adulthood. *Journal of Adolescent Health*, 58(3), 330-336.
- Hargreaves, A. (1998) The Emotional Practice of Teaching. *Teacher and Teacher Education*, 14(8), 835-854.
- Harris.S, Petrie.G, & Willoughby.W. (2002). Bullying among 9th Graders: an exploratory study. *National Association of Secondary School Principals*, 86, 630.

- Harwell, M. R., & Gatti, G. G. (2001). Rescaling ordinal data to interval data in educational research. *Review of Educational Research, 71*, 105-131.
- Haskins, L., & Jeffrey, K. (1990). *Understanding qualitative history*. New York: McGraw-Hill.
- Heinemann, P. (1972). Mobbing: Gruppvald blant barn og voksne (Bullying: Group violence among children and adults). Stockholm: Natur och Kultur
- Howe, K., & Eisenhardt, M. (1990). Standards for qualitative and quantitative research: Prolegomenon. *Educational Researcher, 19*(4), 2-9.
- Hoyle, E. (1986). *The Politics Of School Management*. London: Hodder & Stoughton.
- Hudson, L., & Ozanne, J. (1998). Alternative way of seeking knowledge in consumer. *Research Journal of consumer, 2*(5), 67-92.
- Hussain, M., Elyas, T., & Naseef, O. A. (2013). Research paradigms: A slippery slope for fresh researcher. *Life Science Journal, 321-3666*.
- Jimerson, S. R., Swearer, S. R., and Espelage D.L (2010), *Handbook of Bullying in Schools. An International Perspective*, New York & London, Routledge.
- Jodia, L & Tjaanga. H. (2012). School Bullies and Education in Botswana: Impact on other Students and Academic Performance. *Academic Research International. 2* (1).
- Johnson, B. (2001). Towards a new classification of non experimental qualitative research. *Educational Researcher, 30*(2), 3-13.
- Jung, C. G. (1948). The phenomenology of the spirit in fairy tales. *The Archetypes and the Collective Unconscious, 9*(Part 1), 207-254.
- Kaltiala-Heino, R., Rimpelä, M., Rantanen, P., and Rimpelä, A. (2000). Bullying at school: An indicator of adolescents at risk for mental disorders. *Journal of Adolescence, 23*, 671-674
- Keith, S. &. (2005). Cyber-bullying: Creating a culture of Respect in a cyber world. *Reclaiming Children and Youth, 13*(4), 224-228.
- Kerlinger, F. N. (1986). *Foundations of behavioral research*. Fortworth: Harcourt.
- Khanyela, M. (2012). Fokothi deaths spark outrage. *Public Eye*. February 10.
- Klewin G, Tillmann K & Weingart G (2003). Violence in school. In: Heitmeyer W & Hagan J (eds). *International Handbook of Violence Research*. Dordrecht: Kluwer Academic Publishers
- Knack, J.M., Gomez, H.L., and Jensen-Campbell, L.A. (2011). Bullying and its long-term health implications. In G. MacDonald and L.A, Jensen-Campbell (Eds.), *Social Pain: Neuropsychological and Health Implications of Loss and Exclusion* (pp. 215-236). Washington, DC: American Psychological Association.
- Kramer, B. J. (2015). Preparing social workers for the inevitable: A preliminary investigation of a course on death, grief, and loss. *Journal of Social Work Education, 34*(2), 211-227.
- Krathwohl, D. R. (1993). *Methods of education and social science research: An integrated approach*. White Plains, NY : Longman.

- Krige, H, Pettipher, R, Squelch, J & Swart, E. (2000). A Teacher's and Parents Guide to Bullying. *Department of Educational Sciences*.401-449. Rand Afrikaans University. Auckland Park.
- Ladd, B., & Ladd, G. J. (2001). Variations in peer victimization – relations to children's maladjustment. In J. & Juvonen, *Peer Harassment in School – the plight of the vulnerable and victimized*. (pp. 25-48). New York: Guilford.
- Lauer, R. (1998). *Social Problems and the Quality of life*. New York: McGraw-Hill.
- Leckie, B. (2005). Girls, Bullying Behaviours and Peer Relationships: The Double Edged Sword of Exclusion and Rejection. *Educational Research*, 277-292.
- Leedy, P. D. (1989). *Practical Research Planning and Design* (4th ed.). New York: Macmillan.
- Leedy, P. D. (2005). *Practical Research: Planning and Design* (8th ed.). University of New Hampshire: Pearson.
- Lingren, H. (1997). "Bullying"—How to stop it. Retrieved September 30, 2016, from <http://www.ianr.unl.edu/pubs/family/nf309.htm>
- Lincoln, Y. S. & Guba, E. G. (1986) But is it rigorous? Trustworthiness and authenticity in naturalistic inquiry. In D. D. Williams (ed.) *Naturalistic Evaluation*. San Francisco, CA: JosseyBass, 73–84.
- Lloyd G, Stead J. (2001). 'The boys and girls not calling me names and the teachers to believe me': name calling and the experiences of travellers in school. *Children & Society* 15: 361–374.
- MacDonald, H. & Swart, E. (2004). The culture of bullying at a primary school. *Education as Change* 8: 33–55.
- Maama, M. (2010). "Form A student fatally stabbed.". *Lesotho Times*. November 11
- Malete, L. (2006). 'Aggressive and antisocial behaviours among secondary school students in Botswana', The influence of family and school based factors. New Delhi: Thousand Oaks.
- Maxwell, A., Enslin, P. & Maxwell, T. (2004) Educating for peace in the midst of violence: a South African experience. *Journal of Peace Education*, 1(1), 103-121.
- McEwen, B.S., and McEwen, C.A. (2015). Social, psychological, and physiological reactions to stress. In R.A. Scott, S.M. Kosslyn, and N. Pinkerton (Eds.), *Emerging Trends in the Social and Behavioural Sciences: An Interdisciplinary, Searchable, and Linkable Resource* (pp. 1-15). New York: J. Wiley.
- Merriam, S. (1998). *Qualitative Research and Case Study Applications in education*. New York: Jossey-Bass Publishers.
- Meyer, N. (2009). An analysis of the limitations of a behavioral programme for bullying boys from a sub-economic environment. *Southern African Journal of Child and Adolescent Mental Health*, 12 (1), 59-69.
- Miles, M.B & Huberman M.A (1993). *Qualitative data analysis: an expanded sourcebook*, 2nd ed. California: Sage.
- Mishna F. 2004. A qualitative study of bullying from multiple perspectives. *Children & Schools* 26:234–247.

- Mosia, P. A. (2015). The prevalence of bullying at high schools in Lesotho: Perspectives of Teachers and Students. *Africa Education Review*, 12(2), 161-179.
- Morita, Y., & Olweus, D. J. (1999). *The nature of School Bullying: Across-national perspective*. London: Rutledge.
- Mouton, J. (1996). *Understanding Social Research*. South Africa: J.L van Schaik.
- Mouton, J. (2001). *How to succeed in your Master's and doctoral studies: A South African guide and resource book*. Pretoria: J L Van Schaik.
- Mouton, J. (2008). Basic concepts in the methodology of the social services. 5th Ed. Pretoria: HSRC Publishers.
- Nabuzoka, D. (2013) Experiences of bullying-related behaviours by English and Zambian pupils: a comparative study, 45(1), 95-109.
- Neuman, L. (2000). *Social Research Methods: Qualitative and Quantitative Approaches* (4th ed.). USA: Allyn and Becon.
- Neuman, W. (2001). *Social Research Methods*. Boston: Pearson.
- Newell, P. & Owen, S. (2008). The Global Campaign to end Violence in Schools. Learn without Fear. Working: Plan.
- Ngakane, M., Muthukrishna, N., & Ngcobo, J. (2012). "Experiencing violence in schools: Voices of learners in the Lesotho context.". *Anthropologist*, 14(1), 39–48.
- Olafsen, R.N. & Viemerö, V. (2000) Bully/Victim Problems and Coping With Stress in School Among 10- to 12-Year-Old Pupils in Åland, Finland. *Aggressive Behavior*, 26 (1), 57-65
- Oliver, R., Oaks, I N & Hoover, J H. (1994). Family issues and interventions in bully and victim relationships. *The School Counselor*, 41: 199-202.
- Olweus, D. (1978). *Agression in the school: bullies and whipping boys*. Washington.: Hemisphere Publication.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge,: MA: Blackwell.
- Olweus, D. (2005). Bullying/victim problems among School Children: Basic facts and effects of school based intervention program,. In D. a. Pepler, *The developmental treatment of childhood aggression*. Hillsdale: N J Erlbaum.
- Ortega, R. & Lera, M.J. (2000) The Seville Anti-Bullying in School Project. *Aggressive Behavior*, 26 (1), 113-123
- Owusu.A, Hart., & Oliver, B. K. (1998). The Association between Bullying and Psychological Health Among Senior High School Student in Ghana, West Africa. *American School Health Association.*, 661-682.
- Pascoe C. J. (2013). Notes on a Sociology of Bullying: Young men's homophobia as a gender socialisation. *A Journal in GLBTQ Worldmaking*. Michigan State University Press
- Patton,M.Q.(1990)*Qualitative Evaluationand Research Methods* (second edition).London:Sage.
- Peterson, G. J., Pietrzak, D., & Speaker, K. M. (1998). The enemy within: A national study on school-related violence and prevention. *Urban Education*, 33, 331-359.
- Paquette K. & Underwood, H. (1999). Relationships of children involved in bully/victim problems at school. (Vol. 2, pp. 184–212). London: Sage.

- Porteus, K. (1999) Framework Document: Toward An Intervention Strategy Addressing Youth Violence in South Africa. Johannesburg: Centre for Health Policy, University of the Witwatersrand.
- Reddy, M. (2003). Evaluating risk for targeted violence in schools: Comparing risk assessment, threat assessment, and other approaches. *Psychology in the school*, 38(2): 157-172.
- Rigby, K. (1997). *Bullying in schools and what to do about it*. London: Jessica Kingsley.
- Rigby, K. (2008). *Children and bullying. how parents and educators can reduce bullying at school*. . USA: Blackwell Publishing.
- Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48, 583-590.
- Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48, 583-590.
- Rivers, I. (2001). Recollections of bullying at school and their longterm implications for lesbians, gay men and bisexuals. *Crisis*, 24, 169-175.
- Rivers, I., & Smith, P. K. (1994). Types of bullying behaviour and their correlates. *Aggressive Behaviour*, 20, 359-368.
- Roekel, E. van, R. H. J. Scholte, and R. Didden (2009), “Bullying among adolescents with autism spectrum disorders: prevalence and perception”, *Journal of Autism and Developmental Disorders*, 40, pp. 63-73.
- Ross, P N. (2003). *Arresting Violence: A resource guide for schools and their communities*. Toronto: Ontario Public School Teachers’ Federation.
- Rozen, Y. (2008). *School Wide Behavioural Intervention for Tackling Bullying*. Israel.
- Sailkind, L (2014). *Research Methodology For The Economic and Management Sciences*. Capetown: Pearson
- Salmon, G. (1998). Bullying in school: Self-reported anxiety and self-esteem in secondary school children. *BMJ*. 317, 924-5. In Rigby, K. (2003). Consequences of bullying in school. *Can J Psychiatry*, 48, 583-590.
- Sarantakos, S. (2000). *Social Research* (2 ed.). London: Palgrave.
- Sarantakos, S. (2000). *Social Research*. London: Palgrave.
- Schwartz, D. (2002). Subtypes of victims and aggressors in children’s peer groups. *Journal of Abnormal Child Psychology*, 28, 181–192
- Seaberg, J. R. (1988). Utilizing Sampling Procedures. In R. M. Grinnell, *Social work research and evaluation*. (3rd ed., pp. 88-126). Itasca, IL: Peacock.
- Sharp, S. & Smith, P.K. eds, 1994. *Tackling Bullying in your School: A Practical Handbook for Teachers*. Routledge, London
- Shenton, K.S (2004). Strategies for ensuring trustworthiness in qualitative research projects, *Education for Information Journal*, 22, 63–75
- Smith, P.K. & Brain, P. (2000) Bullying in Schools: Lessons From Two Decades of Research. *Aggressive Behavior*. 26 (1), 1-9.
- Strauss, F., Schatzman, R., Butcher, G., & Sabshin, J. (1981). *Qualitative Research and Case Study Applications in education*. New York: Jossey-Bass Publishers.
- Sudermann, M, Jaffe, P & Schiek, E. (1996). *A school-Based Anti-Violence Program*. London: London Family Court Clinic.

- Sullivan, K. (2000). *The anti-bullying handbook*. New York: Oxford University Press.
- Squelch, J. (2002). *Taking Bullying Seriously*. Department of Educational Sciences. Rand Afrikaans University. Auckland Park.
- Tattum, D. &. (1993). *Countering Bullying. Initiatives by Schools and Local Authorities*. Staffordshire: Trentham Books Limited.
- Tattum, D. (1993). *Understanding and Managing Bulling*. Oxford: Heinemann School Management .
- Thomson, L. & Gunter, P. (2002). Young People, Social Change and the Negotiation of Moral Authority. *Children & Society* 16, 103–115.
- Ttofi, M.M. & Farrington, D.P. (2008). Reintegrative Shaming Theory, Moral Emotions and Bullying. *Aggressive Behavior*, 34, 352 – 368.
- Umoh M M. (2008). Perceptions of sex education for young people in Lesotho. *Culture, Health & Sexuality*, 7(2): 129-143
- US Department of Education (2012). *Preventing bullying: a manual for schools and communities*. Washington, D.C
- UNICEF (2015) *Life Skills: Child Friendly Schools*. Accessed from www.unicef.org/lifeskills, 20 September 2017.
- United Nations, (2014). *Human Rights: Childdrens rights in this erra*. New York.: United Nations.
- United Nations, (2015). *Compendium of United Nations Standards and norms in Crime Prevention and Criminal Justice*. New York.: United Nations.
- United Nations (2011). *Concluding observations of the Committee on the Right of the Child, Lesotho, U.N.Doc. CRC/C/15/Add*. Accessed on: 27 October 2016.
- United Nations Educational Scientific and Cultural Organisation (2015) Operational guidelines for the implementation of the World Heritage Convention. World Heritage Centre: UNESCO.
- Viadero, D. (1997). Bullies beware. *Education Week*, 16, 19–21.
- Wellington, S. (2015). The Role of Labelling in Education: A Focus. *Global Journal of Advanced Reseach*, 9(2), 1419-1424.
- Willig, C. (2001). A Discourse-Dynamic Approach to the Study of Subjectivity in Health Psychology. *Theory and Psychology*. 10 (4: 547-70).
- Wilson, K & Dunlay. T & Betchtold, J. (2013). Correlates of bullying and victimization among intermediate students in the Midwestern USA. *School Psychology International*, 21 (1): 65-78.
- Yin, R. (2009). *Case Study: Research Design and Methods* (3rd ed.). London: Sage Publications.

Appendix 3:

National University of Lesotho

P 0 Roma

Roma 180

20th February 2017

The Principal

Dear Madam

RE: REQUEST FOR PERMISSION TO COLLECT DATA IN YOUR SCHOOL

My name is David Makafane. I am a postgraduate student in the Faculty of Education at National University of Lesotho. For my thesis, I am investigating bullying and how it influences learning in schools in Lesotho. This is because bullying is a worldwide phenomenon which threatens modern education as it discourages, particularly victims to attend school. The findings of this study will be useful to all stakeholders of education in Lesotho which include, teachers, parents, school principals and Ministry of Education.

For this study, I have chosen your school as one of those that I can collect data from. I am therefore asking for permission to collect data from your school in March 2017.

The information which I will collect from your school will strictly be used for academic purposes which contribute to the fulfilment of Master's degree in Educational Management and Administration. If you permit, I will inform those I am intending to investigate about this study and they will be recruited for voluntary participation. The information obtained from these participants will be treated as confidential and under no circumstances will it or their identity be revealed without their permission. Participants will be also free to withdraw from this study at any time during or after data had been collected.

I have successfully presented the proposal of this study before the Faculty of Education where research ethics concerning this study were considered. My proposal has been approved and I have been allowed to continue to data collection stage.

Please feel free to contact my supervisor should further information be required on the project.

Your co-operation in this regard will be highly valued

Yours Sincerely

David Makafane

Email: dtmakafane@gmail.com

Cell: +266 58944419

Supervisor

Mr T Khalanyane

Department of EDF, Faculty of Education

National University of Lesotho

P0 Roma 180

Email : T.Khalanyane@nul.ls/khalanyanet@gmail.com

Cell: +226 58913474

Office: 52213889

Appendix 4:

National University of Lesotho

P 0 Roma

Roma 180

20th February 2017

The Principal

Dear Sir

RE: REQUEST FOR PERMISSION TO COLLECT DATA IN YOUR SCHOOL

My name is David Makafane. I am a postgraduate student in the Faculty of Education at National University of Lesotho. For my thesis, I am investigating bullying and how it influences learning in schools in Lesotho. This is because bullying is a worldwide phenomenon which threatens modern education as it discourages, particularly victims to attend school. The findings of this study will be useful to all stakeholders of education in Lesotho which include, teachers, parents, school principals and Ministry of Education.

For this study, I have chosen your school as one of those that I can collect data from. I am therefore asking for permission to collect data from your school in March 2017.

The information which I will collect from your school will strictly be used for academic purposes which contribute to the fulfilment of Master's degree in Educational Management and Administration. If you permit, I will inform those I am intending to investigate about this study and they will be recruited for voluntary participation. The information obtained from these participants will be treated as confidential and under no circumstances will it or their identity be revealed without their permission. Participants will be also free to withdraw from this study at any time during or after data had been collected.

I have successfully presented the proposal of this study before the Faculty of Education where research ethics concerning this study were considered. My proposal has been approved and I have been allowed to continue to data collection stage.

Please feel free to contact my supervisor should further information be required on the project.

Your co-operation in this regard will be highly valued

Yours Sincerely

.....

David Makafane

Email: dtmakafane@gmail.com

Cell: +266 58944419

Supervisor

Mr T Khalanyane

Department of EDF, Faculty of Education

National University of Lesotho

P0 Roma 180

Email: T.Khalanyane@nul.ls/khalanyanet@gmail.com

Cell: +226 58913474

Office: 52213889