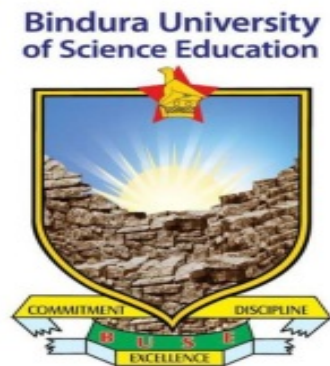


**BINDURA UNIVERSITY OF SCIENCE EDUCATION**

**FACULTY OF SCIENCE EDUCATION**

**BACHELOR OF SCIENCE EDUCATION HONOURS DEGREE IN  
MATHEMATICS**



**STRATEGIES TO MITIGATE BULLYING AMONG LEARNERS IN SECONDARY  
SCHOOL IN MASVINGO DISTRICT**

**BY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
OF THE BACHELOR OF SCIENCE HONORS DEGREE IN MATHEMATICS EDUCATION**

**SUPERVISOR: DOCTOR Z. NDEMO**

**JUNE 2024**

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## DEDICATION

I dedicate this study to my husband Joseph Savo who encouraged and supported me through all circumstances. To my children Lisa, Ashley and Liam who are my source of strength and my motivation. I hope my achievement means something to us all. Thank you for your support.

## ABSTRACT

This study aimed at investigating the strategies that can be implemented to mitigate bullying in secondary schools at Mukonde secondary school in Masvingo district. Prior research has indicated that bullying has become one of the most common forms of violence in schools.

The study employed the qualitative case study research approach which included semi-structured interviews and focus groups with students and teachers which sought to establish the views of teachers and students on ways to mitigate bullying. Purposive sampling was used to select 24 participants from one secondary school. Potential mitigation measures included awareness campaigns, reporting bullying incidents, teaching life skills subjects such as guidance and counselling and developing a code of conduct to guide learners.

Based on the findings on this study, recommendations were formulated to various stakeholders with regard to the bullying phenomenon. The recommendations culminated with suggestions for further studying in related contexts and knowledge.

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# **STRATEGIES TO MITIGATE BULLYING AMONG SECONDARY SCHOOL STUDENTS IN MASVINGO DISTRICT**

## **CHAPTER 1**

### **1.1 Introduction**

The study focused on bullying among students in secondary schools as an issue of concern to learners, teachers, parents and other stakeholders in the education system. According to Bidwell (1997, over the years, the problem of bullying became a serious one in schools, especially in school yards, corridors, classrooms and other various places. Ghazal (2009) is of the view that bullying is a problem that negatively affect the school environment and the students' personal, emotional and behavioral development. Bullying comes in various forms such as physical, verbal, sexual or social (Schuiz et al , 2012). As a result, the causes and forms of bullying as well as mitigation measures should be identified in order to stop this phenomenon which often leads to negative effects on students and their parents. In this chapter, the researcher highlights the background of the study, the statement of the problem, purpose of the study, research questions together with assumptions, significance, delimitations and limitations to the study. The researcher also defines the key terms: bullying, strategies.

### **1.2 Background to the Study**

The researcher observed that bullying incidents in schools are rising everyday globally. Students are bullied when they are repeatedly exposed to aggressive behaviour that causes him or her pain (Alsoufi & Almalikim, 2012). Many studies were carried out over the years in order to identify the forms of bullying as well as mitigation measures to help eliminate it in secondary schools. These researches indicated that there is bullying in secondary schools the world over.

In a study carried out by Gudyanga et al (2014) on the extent of bullying in Chegutu high schools, 64% of the participants agreed that there was bullying in schools. Newspaper articles in Zimbabwe over the years have shown that bullying and aggression in schools is rising. The Chronicle dated 8 August 2015 had a story where form 1 pupils were beaten by form fours and sixes at Milton High school and sustained injuries that resulted in some of them being hospitalized. The Newsday

of January 2013 also published a story indicating there was bully behaviour at Prince Edward high school in Harare which resulted in the death of two learners.

Bullying interferes with social improvement and has the capability of preventing a child's capacity to improve at school. Gordon and Morin (2019) are of the view that bullying may be a major contributory factor in extreme adolescence troubles. Bullying therefore does not build a learner's character and is a devastating experience that need to be addressed by both teachers and parents as well as all other stakeholders. Bakar (2017) posits that bullying is a critical social and psychological problem. Thus the problem of school bullying is among the problems that cause psychological and physical harm for the bullied student thereby disturbing the learning process.s

These studies and reports coupled with the researcher's observations at schools she has worked at prompted the researcher to carry out the study on forms of bullying among secondary school students so as to establish measures to overcome it.

### 1.3 Purpose of study

The study seeks to determine forms of bullying among teenagers in secondary school. It also seeks to identify the different forms or types of bullying that occur in school. The study also seeks to establish possible ways that can be adopted to minimize or eliminate bullying.

### 1.4 Statement of the problem

The researcher's everyday interaction with secondary school pupils together with previous studies carried out on bullying led to the conclusion that bullying is a problem which many children face in schools nowadays. This bullying has a negative impact on student performance sand well being. As such the main research problem of this study revolves around the need to identify strategies to effectively mitigate bullying among secondary school students. Many studentss in Zimbabwean schools today encounter the challenge of being bullied by their peers everyday. According to Allisop and Van Zyl (2017), bullying happens daily in schools particularly on learner-to-learner basis. It is therefore the focus of this study to investigate the forms of bullying among secondary school students and develop strategies to mitigate this bullying in Masvingo district.

### 1.5 Research Questions

This study attempts to answer the following research questions:

- 1) What are the various forms of bullying among secondary school students?
- 2) What mitigation measures can be taken to minimise or eliminate bullying in secondary schools?

#### 1.6 Assumptions of the study

Assumption, according to Cowie and Hornby (2013), refers to a thing accepted as true or sure to happen, before it has happened and has even not yet been approved. Thus an assumption might be referred to as an expectation or hypothesis. In carrying out this study the researcher assumed that there is bullying in secondary schools. The researcher also assumed that both male and female students perpetrate bullying at one point in time and are also exposed to bullying. In addition the researcher assumed that learners and teachers are willing to cooperate so that the research would be done successfully.

#### 1.7 Significance of the study

The significance of this study lies in that it seeks to address school bullying among secondary school learners identifying its forms. It also attempts to identify the ways through which this phenomenon might be excluded from schools.

The findings of this study might help teachers become aware of the forms of bullying thereby allowing them to take disciplinary measures from a better informed position. In addition, teachers work towards providing a conducive learning environment for students. Teachers would also be able to assist students with bullying with such services as counselling.

The research may also help the researcher identify the forms of bullying among teenagers and also provide most possible ways of dealing with it. The researcher is also likely to improve on research skills. Other researchers may also find this study useful in identifying areas that may be a basis for future studies. Further and deeper studies may spring from the findings of this study that is it could be a foundation on which further research can be made.

#### 1.8 Delimitations

The study will be conducted at only one secondary school in a rural set-up in Masvingo district, Masvingo Province. The research would be confined to only one secondary school in order to help reduce costs and save time for the researcher since the school is where the researcher is based. The population will consist of form 3 and form 4 students only as they are more mature and as such are

in a better position to understand questions and give more meaningful responses. In order to gain more insight into the issue, interviews are going to be carried out during the period focusing on bullying among secondary school students.

### 1.9 Limitations of the study

Studies may suffer from limitations of some sort depending on the uniqueness of traits of the study. Murray and Beglare (2012) define limitation as an act that prevents something from happening in the way it should have happened. Limitations may result from unavoidable influences and situations that the researcher may encounter. This study had the following limitations: The size of the sample was limited since a qualitative approach uses smaller samples and may impact negatively on the generalisation of research findings. Thus research findings of the study might not be a true representation or reflection of forms of bullying in other schools in the district, province or the country at large. The research process is likely to face challenges as far as sufficient funds are concerned in order to cover transport and other related costs due to economic hardships experienced in the nation. As a result the researcher would be forced to fork out funds from family enterprise in order to meet study requirements. Students may not fully respond to all given questions and the researcher may have to do a follow up. The researcher would also have to ensure that all the limitations that emerge during the collection of data are attended to without any delay.

### 1.10 DEFINITION OF TERMS

Bullying according to Neto et al (2004) comprises of all types of intentional and repeated aggression against others with no evident reason causing pain and distress in unequal power relationships. Olweus (1991) defines bullying as the repeated negative actions over time, including hitting, kicking, threatening, saying nasty and unpleasant things and teasing. Bullying can therefore be referred to as acts of intimidation on a weaker person that can be physical or psychological or both.

Strategies refer to multiple standards set forward to decide a plan or a plan that is intended to achieve a particular purpose (Cowie and Hornby, 2013). Thus strategies in this study are ways or measures that can be used to reduce the rate of bullying or eliminate it altogether.

### 1.11 Chapter Summary

This chapter introduced the topic, the background to the study was discussed, the statement of the problem was highlighted, research questions and significance of the study were given. The researcher also highlighted delimitations, limitations and defined key terms. The researcher will review related literature in the next chapter.

## **CHAPTER 2: LITERATURE REVIEW**

### 2.1 Introduction

The previous chapter introduced the study by first giving a contextual background, statement of the problem, research questions and justifying importance. This chapter seeks to put together opinions and findings of early researchers on forms of bullying among secondary school students in order to provide a basis on which the study would be carried out. It entails an analysis of documents containing information related to bullying together with a discussion of findings thereof.

### 2.2 Bullying and forms of bullying

Bullying can happen to anyone at any age and anywhere whether at school, home or even in a workplace. Rigby (2008) defines bullying as the systematic abuse of power in interpersonal relationships. This means bullying occurs when a person is picked over and over again by an individual or group with more power. This implies that there are imbalances in physical and psychological strength between a bully and the victim.(Olweus and Solberg,1998). Fikri & Ali (2015) define bullying as a form of violence, abuse and harm directed from a person or a group of people towards another person while Stanford & Schulz (2002) emphasize that bullying is the frequent exposure of an individual to a negative behaviour from one or more parties with the intention to cause harm on the victim. It can therefore be concluded that the bullying phenomenon is a social and psychological ill whose spread should be limited or eliminated altogether.

Bullying takes several forms. Coloroso (2007) is of the view that bullying can be physical,verbal, relational or cyber. Physical bullying can be most visible and identifiable among other forms of bullying and it entails hitting, kicking, punching,scratching and biting among other things. Verbal bullying is the most common form of bullying used by both boys and girls and this can go unnoticed even if done in front of adults. Naidoo et al (2016) are of the view that verbal bullying can be in form of nicknames, insults, cruel criticism and teasing. Relational bullying also known as social bullying comes in the form of neglect, avoidance and exclusion aimed at undermining a victim's self esteem, alienate or reject a friend. The behaviour can include hidden attitudes as aggressive gazes, glances, sighs and offensive body languages.



The development of technology, internet and social media brought with it the newest form of bullying called cyber bullying. The victim of bullying receives continuous negative messages from the bully either from text messages, on the internet or other social media (Dehue et al, 2009). Cyber bullying can include sending hurtful messages or pictures, calling continuously without stopping but not saying anything (silent calls) as well as creating website that is embarrassing for the victim. The goal of cyber bullying is to socially embarrass or isolate the victim by having information witnessed publicly thereby hurting the victim.

### 2.3 Learning and the impact of bullying on learning

Bullying occurs in various places including in schools and as such impact on the learning process since the school is where learning takes place. According to Santrock (2011), learning is a relatively permanent change in behaviour, knowledge and thinking skills as a result of experience. The free dictionary defines learning as the acquisition of knowledge, or skills through study, experience or being taught. Learning is therefore the process of acquiring new understanding, knowledge, behaviours, skills, values, attitudes and preferences taught in a school.

Moon et al (2011) posits that bullying is a phenomenon that impact on both the physical and psychological health of those who are bullied. School bullying can therefore interfere with student's concentration in their studies, which can lead to failure and eventual drop out (Olweus, 2003). Maslowski (2001) points out that the effectiveness of learning depends on a conducive school climate and as such a school climate where bullying takes place results in disturbed learning.

According to Nansel et al(2000), there is a significant association between bullying involvement and lower self perceived academic achievement.

Rigby (2012) suggests that the family (home) and the school are the principal areas where bullying is common and practiced. Learning usually begins at home and any sort of bullying that occurs at home affects the child through anger, which would be a further threat to academic performance in any learning institution. Bond et al (2009) also stresses poor family cohesion, authoritarian parents, physical abuse and aggressive behaviours as forms of bullying a child can learn from home and end up applying in school which negatively impacts on academic performance.

Fanti (2013) notes that victims of abuse are usually disruptive, aggressive and violent causing harm to everyone in their immediate school environment thereby making studies extremely

difficult. Fanti (2013) further suggests that any problem associated with bullying has a negative impact on students' academic performance. Outcomes of bullying include depression, anxiety and poor educational achievement. Also to note down is that both the victimized and the bully are hyperactive and have attention problem making the learning process difficult or a complete failure.

Rose (2011) notes that children who are bullied are weak, shy and anxious and stay away from school due to victimization and these experiences lead to poor academic performances. Kokkinos (2012) supports this by further pointing out that bullying and victimization are associated with poor academic achievement in school due to their effects on the student. Schwartz et al (2002) also note that individuals frequently involved in bullying and victimization show poor academic performance in school.

However, studies from large samples of students had shown no evidence on whether bullying is a result of poor grades or poor grades are a result of bullying (Olweus, 1998). This is because both bullies and victims perform averagely lower than learners not involved in bullying. It can however be concluded that bullying is a problem that negatively impacts on learning and as such ways to mitigate it should be determined.

#### 2.4 Causes of bullying

Many studies have been carried out to highlight possible causes of bullying. Roland & Insoe (2001) argue that bullying is commonly regarded as an aspect of aggression. Olweus (2010) describes bullies as having an aggressive personality pattern, aggressive not only to victims at school but in many other contexts. Fandrem et al (2009) suggested that bullying behaviour might be associated to some forms of aggression while Rigby (2008) argues that bullying should not be tied to any form of aggression. However, one might argue that since the personality is aggressive then chances are that bullying will occur.

Moon et al (2008) suggested that the causes of bullying can be explained by the low self-control theory, differential association theory as well as the general strain theory. Lack of self-control leads to aggressive behaviour (Gottfredson & Hirschi, 1990). They are of the view that low self control results in individuals likely seeking immediate gratification, be physically active, be insensitive to others thereby hurting others. As such low self control might be a cause of bullying and aggressive behaviour.

According to Rigby (2003), students are influenced by a smaller group of peers with whom they associate with. Thus if a child associates with friends who exhibit anti-social, bullying and aggressive behaviour, they easily learn or imitate the same. The social learning theory by Bandura (1977) identified three conditions that influence the likelihood of imitation. His view is that children imitate a model if the model is powerful enough, when the model is rewarded rather than punished for bad behaviour as well as if they share similar characteristics with the model. According to Craig & Pepler (1995), perpetrators of bullying are hardly punished and as a result peers are influenced by bullies to become involved in bullying as active participants.

Furthermore, Agnew (2001) posits that strain and stress experienced by an individual can manifest itself in negative emotions such as anger, anxiety and depression which in turn may lead to aggressive behaviour. In a study with diverse samples (Olweus, 1993), youth experience of physical punishment, maltreatment and rejection by parents, peers and teachers significantly lead to bullying and aggression. In addition, according to Bosworth et al (1999) anger has a significant effect on bullying hence might be a cause of it.

Sugihart (2009) is of the view that bullying and aggressive behaviour is caused by poor family relationships or backgrounds, exposure to media influence and peer pressure. Some characteristics in the family setup might lead to bullying and aggressive behaviour. These include a family environment where there is no care or affection as well as permissive parenting with very few rules limiting behaviour or punishment for bad behaviour. Conflicts between parents and disharmony in families may all affect a child's mental being thereby resulting in aggressive or bullying behaviour ( Sanders and Phye, 2004). According to Coloroso(2007), watching violence on television shows and other media may lead to teenagers behaving aggressively and opt to use aggression to solve problems.

## 2.5 Consequences of bullying

Bullying and aggressive behaviour have many possible negative consequences for all those involved in bullying (Rigby,2003). These include low psychological well being such as low self esteem, feelings of anger and sadness, poor social adjustment and psychological distress ie high levels of anxiety, depression and suicidal thinking.

In addition, according to the findings of Olweus (2003), those who bully others in school were four times more likely to commit juvenile delinquency and aggressive behaviour. Salmon et al (1998) also suggested that learners who bully others habitually experience higher levels of depression and suicidal thoughts. Rigby (2000) questions whether this is a result of guilt or shame or rather other reasons.

Frequent bullying and aggressive behaviour among learners also negatively affects academic achievement or performance. Nansel et al (2000) found out that there is a significant association between bullying involvement and lower academic grades for both bullies and victims of bullying. Thus children frequently involved in bullying show generally poor academic performance.

## 2.6 Measures to minimize or mitigate bullying

Studies carried out over the years brought about possible ways that may be adopted to reduce or eliminate bullying. These include creating awareness and understanding of bullying and its impact on all stakeholders in the school that is teachers, students, policy makers and parents in order for them to understand what bullying is and its effects on those involved (Haidarrotur, 2017). Fekkes et al (2005) are of the notion that in efforts to reduce bullying, bullies awareness on the incorrectness of their acts might be considered. In addition, according to Ma (2002), schools may ensure measurement of school disciplinary rules, guidelines and reinforcement on part of school staff. Anti- bullying programs that put into consideration social, economic and cultural characteristics might also be adopted. This would help students develop, monitor and reinforce an anti bullying policy thereby reducing acts of bullying. According to Fekkes et al (2005), another way of dealing with bullying and aggression is training using drama to deal with aggression as well as the introduction of peer support groups. Houston et al (2009) suggested that peer support systems aide with relationship problems such as rejection, isolation and social exclusion thereby aiding with prevention of bullying. However, the implementation of these and other possible ways of dealing with bullying depends on the nature, causes and degree of bullying in the school.

## 2.7 Related Studies

Alraqqad et al (2017) carried out a study on the effect of school bullying on students' academic achievement from teachers' perspectives in Jordanian schools and the results showed that school bullying exists in all schools, whether public or private. The bullying phenomenon also affects

students' academic achievement, be them bullies or victims. The sample of the study included 200 teachers from various schools.

The study by Bilmahi (2017) investigated mitigation methods for teenagers' bullying from teachers' and supervisors' perspectives on a sample of 120 teachers and supervisors. The results indicated that some of the most successful methods to mitigate bullying was to help students become self-independent, which in turn increases self-confidence as well as creating a competitive spirit in students.

In a similar study by Gholi (2018) to identify reasons for students' bullying behaviour and modification methods from male and female teachers' perspectives, on a random sample of 84 male and female teachers from intermediate schools. The results from the study indicated various reasons for bullying and these include, self, familial, social environment and media.

A study by Nembahe (2021) aimed at investigating strategies that could be used to mitigate bullying among primary school students comprised of 28 participants including teachers, learners, and principals from various schools. Burton (2012) also conducted a study in Lesotho examining how bullying could be mitigated in schools. Results indicated similar strategies including involving social workers for counselling as well as school ethics.

## 2.8 Chapter Summary

This chapter focused on the review of related literature where the researcher analysed what other researchers have written on the topic. The majority of researchers pointed out that bullying is a result of factors such as family background, peer pressure, exposure to media violence among other causes. The studies also highlighted physical, verbal, relational and cyber bullying as the most common forms of bullying that occur in secondary schools. In the next chapter the researcher would present methodology used in carrying out the research.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter presents the research methodology, which encompassed research paradigm, research approach, research design, population of study, sampling, as well as data collection instruments. Data collection which was done through the use of semi-structured interviews and focus groups were also discussed in this study. This chapter ended with data analysis procedures and a presentation of ethical issues which were considered by the researcher in the study.

### **3.2 Research Paradigm**

The study was an interpretivist one and was conducted to determine the perceptions of teachers and learners on strategies to mitigate bullying among learners at secondary school in Masvingo district. Angen (2000) argues that interpretive approach rely heavily on naturalistic methods such as interviews, observations and analysis of existing texts. These methods ensure an adequate dialogue between the researchers and those whom they interact with in order to collaboratively construct a meaningful reality. Therefore, these perceptions were measured through an interview that was designed by the researcher after analysis of the interview responses. Also

The interpretive paradigm helps researchers to be able to explore human thought and action within social and organizational contexts as it allows them to have better understanding into information systems phenomena (Klein and Myers, 1999). Interpretive paradigm is much influenced by hermeneutic and phenomenological basis as the research and the researcher's learning process continually iterate (Carroll & Swatman, 2000). Researchers are guided by the initial interpretation or understanding of the phenomenon and it will continuously be changed through further exploration of the literature and especially through investigation and interaction with the studied context (Klein & Myers, 1999). The overall discoveries throughout the process are valuable and could be reflected by the researchers at the end of their journey.

### **3.3 Research Approach**

The study adopted the qualitative approach. Qualitative research is defined as a market research method that focuses on obtaining data through open-ended and conversational communication (Cleland, 2017). A qualitative “approach” is a general way of thinking about conducting qualitative research. It describes, either explicitly or implicitly, the purpose of the qualitative research, the role of the researcher(s), the stages of research, and the method of data analysis. Qualitative research is based on the disciplines of social sciences like psychology, sociology, and anthropology. Therefore, the qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses. The interviewer/researcher also tries to understand their motivation and feelings. Understanding how your audience makes decisions can help derive conclusions in market research.

Since the purpose of the researcher’s study was to collect data to generate new information or a new model on strategies to mitigate bullying, the researcher used inductive approach which was in consistency with the qualitative approach that made sense of the generated data (Creswell, 2009). Since the qualitative research is raw inductive in nature, it allowed research findings to materialise from common themes obtained from data. According to Bryman (2008), qualitative research emphasises words rather than numbers. This means that it emphasises the quality and the depth of data, not the amount of information, as in quantitative approach (Nieuwenhuis, 2007). The ways in which bullying can be minimized or mitigated provided the researcher with rich information, which in turn allowed the researcher to make thick descriptions of data. It allowed the researcher to develop an understanding of the phenomenon under study by interacting and observing participants in their natural context. Qualitative research involves an interpretive, naturalistic approach to the world. This means that the researcher explored how secondary school teachers and learners perceived strategies that can be implemented to mitigate bullying in secondary school. The researcher strived to make sense of, or to understand what was happening in terms of the problem under study. The use of semi- structured interviews, and in collecting data from secondary school teachers in their natural setting aided the researcher to understand their views of and actions.

Devers (1999) asserts that, qualitative research seeks to tell the story of a particular group’s experiences in their own words, and is therefore focused on narrative (while quantitative research

focuses on numbers). The logic of qualitative research can be challenging for researchers more accustomed (as most of us are) to the traditional deductive approach. Unlike quantitative research, in which researchers state specific hypotheses and then collect data to empirically test them, most qualitative research employs an inductive approach in which the researcher first collects data and then attempts to derive explanations from the data. As such, qualitative research tends to be more exploratory in nature, seeking to provide insight into how individuals (or organizations, groups, etc.) understand aspects of their worlds.

The qualitative approach has its own strengths and limitations. The researcher used the qualitative approach because it determines the position of the phenomenon as it happens at the time of study (Cohen et al, 2002). Creswell (2012) supports this notion when he states that in a qualitative study, narrative description of events as they are happening are used, thus making them context bound. Since qualitative research is context bound, the researcher had to be context sensitive.

The fact that the researcher was the primary instrument that collected and analysed data had its advantages. The researcher interviewed participants and observed them in such a way as to ensure that the researcher obtained enough data for data saturation to be reached. Moreover, the researcher's interaction with the participants in their contexts assisted them to develop confidence in the researcher and provide relevant information to the study. Using open-ended research questions, the researcher immersed herself in the data and in turn the researcher understood the participants' views, attitudes, values and the experience on how to minimize and /or mitigate bullying in the secondary school environment. The qualitative approach therefore, was suitable for the study in that it allowed the researcher to carry out an in-depth study on strategies to minimize and/or mitigate bullying according to secondary school teachers and learners' perceptions.

The qualitative approach also has its own limitations. The main limitation is that being the primary instrument, the researcher collected and analysed data from the participants, therefore personal bias was inherent (Denzin and Lincoln, 2011). The researcher overcame this limitation by being objective and capturing exactly what was said and done by participants.

Qualitative research was therefore, appropriate for this study because using this approach may help the researcher to come up with enough evidence concerning the views of teachers and learners



on ways/strategies to mitigate/minimize bullying in secondary schools. As interviews and focus groups are used, qualitative approach become the most suitable approach to adopt for the study.

### **3.4 Research Design**

The study employs the case study design. Basically case study is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. Whilst it will not answer a question completely, it will give some indications and allow further elaboration and hypothesis creation on a subject. The case study approach is particularly useful to employ when there is a need to obtain an in-depth appreciation of an issue, event or phenomenon of interest in its natural real-life context. According to Yin (2009), case studies can be used to explain, describe or explore events or phenomenon in the everyday contexts in which they occur. These can for example help to understand and explain casual links and pathways resulting from a new policy initiative or service development.

The case study research design is also useful for testing whether scientific theories and models actually work in the real world. You may come out with a great computer model for describing how the ecosystem of a rock pool works but it is only by trying it out on a real life pool that you can see if it is a realistic simulation. For psychologists, anthropologists and social scientists they have been regarded as a valid method of research for many years. Scientists are sometimes guilty of becoming bogged down in the general picture and it is sometimes important to understand specific cases and ensure a more holistic approach to research.

There are several advantages of case study research and these include: Ability to see a relationship between phenomena, context, and people as well as flexibility to collect data through various means (Yin, 2009). It also gives the ability to capture the context and lived reality of participants. Flexibility to be used at various points in a research project, including pilot research. Ability to explore deeper causes of phenomena. Ease of explaining results to a non-specialist audience. Case study research is highly adaptable to the needs of the researcher and the nature of the research question. For example, data can be collected through interviews, focus groups, questionnaires, documents, direct observation. Therefore, the researcher chose the case study because it helps to come up with a fully researched study since one is looking at the in-depth of the situation rather

than a sweeping statistical survey. In this study the researcher carried out a case study at one secondary in a rural setup .

### **3.5 Population of the Study**

The population of the study were teachers and learners at Mukonde secondary school in Masvingo district in the academic year 2024. The population was targeted based on them being teachers at the the school. The researcher believed that through their experiences, these teachers could provide more justified responses to the interview questions. In addition, learners were considered a primary focus of the study because some of them might have first hand information on incidents of bullying thereby providing meaning information for the researcher.

### **3.6 Sampling**

Sampling is used to choose a part of the population for a study. In this study purposive sampling was used. were chosen based on their location. In this case the researcher selected form three and four learners from the selected secondary school in Masvingo District. The researcher chose the form three and four as they are mature enough to understand and respond to the questions. From the form three and four only 10 learners were selected from each form and four teachers were also selected from the school. The researcher assumed that the group of learners selected can help the researcher to come up with enough evidence concerning the strategies to mitigate bullying at secondary school.

### **3.7 Data collection tools**

This study is based on data obtained through semi-structured interviews and focus group discussions. The use of these research methods allowed the researcher to engage with participants to unveil how teachers and learners perceive the strategies to mitigate bullying. The advantage of using semi-structured interviews was that they permitted the researcher to generate essential data that could not be gathered from focus groups alone (Silverman, 2006). The researcher also had the opportunity to probe further by asking specific follow up questions to elicit more information (Creswell, 2012), from which she generated more detailed information. Although the researcher used semi-structured interview questions, the researcher knew that they had their own shortcomings. For example, some participants gave unnecessary information and or ended up

digressing. The researcher tried to stick to the interview guide in order to remain focused. Another disadvantage of semi-structured interviews was that participants' answers did not correlate with what she observed in practice. Instead of answering truthfully, the participants answered that which they thought the researcher was expecting (Merriam, 2009). The researcher had to explain to them that she was neither trying to find fault nor was she to judge how good or bad they were in handling incidents of bullying. She explained that the interview would assist her to determine ways they implemented in order to curb bullying.

The researcher was confident that the research methods that she used allowed her to answer the research questions of the study (Creswell, 2009). The two instruments worked together and at the same time validated one another. The different instruments resulted in different data, which enhanced credibility of the data.

### **3.7.1 Interviews**

The researcher used interviews to collect data from the respondents. Gubrium and Holstein (2001), describe interviews as a conversation for gathering information. Interviews were conducted using the one on one session whereby the interviewer and the interviewee have face to face conduct. The interviewer ask questions and the interviewee responds to the questions. Conducting in-depth interviews is one of the most common qualitative research methods. It is a personal interview that is carried out with one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent.

One of the advantages of this method is that it provides a great opportunity to gather precise data about what people believe and what their motivations are (Crawford, 1997). If the researcher is well experienced asking the right questions can help him/her collect meaningful data. If they should need more information the researchers should ask such follow up questions that will help them collect more information.

These interviews can be performed face-to-face or on phone and usually can last between half an hour to two hours or even more. When the in-depth interview is conducted face to face it gives a better opportunity to read the body language of the respondents and match the responses.

In this study the researcher interviewed four teachers and ten learners on their understanding of forms of bullying as well as measures or strategies that can be implemented to minimize and or mitigate bullying.

### **3.7.2 Focus Groups**

A focus group is also one of the commonly used qualitative research methods, used in data collection. A focus group usually includes a limited number of respondents (6-10) from within your target market. The main aim of the focus group is to find answers to the “why” “what” and “how” questions. One advantage of focus groups is, you don’t necessarily need to interact with the group in person. Nowadays focus groups can be sent an online survey on various devices and responses can be collected at the click of a button.

After interviewing the participants separately, a focus group discussion was arranged whereby all the participants came together and held a discussion as a group. This was done using focus group questions (Appendix B). The purpose of this was to collect any information that would have been overlooked during the individual interviews, and also explore further issues that might not have been clear during the individual interviews.

The focus group discussion session was arranged with the help of the Head of School. What necessitated that was the difficulty of assembling the group together at any one time. The Focus group discussion was used to confirm or refute the face to face unstructured conversation information on the teachers’ views. Two focus groups were conducted..

### **3.8 Data Analysis**

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense, recap and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures ‘provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data’.

While data analysis in thematic analysis research can include statistical procedures. Many times analysis becomes an ongoing iterative process where data is continuously collected and analysed almost simultaneously. Researchers generally analyse for patterns in observations through the

entire data collection phase. The form of the analysis is determined by the specific qualitative approach taken (field study, ethnography content analysis, oral history, biography, unobtrusive research) and the form of the data (field notes, documents, audiotape, and videotape). An essential component of ensuring data integrity is the accurate and appropriate analysis of research findings. Improper statistical analysis distort scientific findings, mislead casual readers (Shepard, 2002), and may negatively influence the public perception of research. Integrity issues are just as relevant to analysis of non-statistical data as well.

Data were analysed qualitatively based on analysis of meanings and implications emanating from participants' information. As observed by Gray (2004) qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as leading to chance findings. The data collected was expected to answer questions on how bullying was perceived by teachers and learners, teachers' views on the forms of bullying and to find out the strategies that can be implemented to minimize and or mitigate bullying. Hancock et al. (2010) argue that "analysis of data includes interpretation which involves extracting the meaning of what was said and using it to comment on and contribute to the theory base." The researcher in this study gathered data from interviews and focus group discussions. The researcher integrated data from interviews and focus group discussions to answer different research questions.

Some direct quotes from the participants were included as evidence to the propositions made by the researcher in the study. Direct quotes add authenticity to the argument. Hancock et al, (2010) agree with this reasoning when they noted that "quotations should be presented with a linking commentary and should be selected to illustrate such features as: the strength of the opinion or belief, similarities between respondents, differences between respondents, the breadth of ideas". Therefore, some direct quotations from the interviews and focus group discussions was noticed in the data presentation and analysis.

Reference to previous studies or literature was used to help analyse the data gathered. This was important in establishing what was similar, different or contradictory of what was obtained in other countries or contexts where similar studies were conducted. Patton and Cochran (2002) argue that "a literature search should identify other studies in this area, and other studies on the same topic in different areas...use this information in your analysis to think about what is the same and what is

different. Using literature from other studies helped to strengthen the researcher's arguments in this study to show how different, authentic and relevant the findings of this study are.”

### **3.9 Ethical Considerations**

The researcher took great care to ensure that the ethical standards were adhered to. According to Maree (2007) the privacy of the outcomes of findings of the research and the protection of the participants' identities are an important ethical feature. Before collecting data, the researcher sought an introduction letter from Bindura University of Science Education, department..... addressed to the Head of the selected schools to carry out a research at the schools. Afterwards, the researcher visited selected schools to get permission from the school heads to carry out the study in their schools. The nature and the purpose of the research was explained to the respondents by the researcher. The researcher respected the individual's right to safeguard their personal integrity. The participants were assured of anonymity and confidentiality. In this study, the researcher ensured that participants' right to anonymity was upheld (Lancaster, 2017). It was the researcher's responsibility to keep the participants' anonymity during interviews and when presenting and discussing the data by using pseudonyms for names of schools and participants. During interviews the researcher addressed participants as 'ma'am' or 'sir' to avoid calling them by name. Tedlock (2005) is of the opinion that a participant's anonymity is assured when a participant's responses cannot be suited to that participant. This is in line with Patton (2014) who emphasises that confidentiality means that no one can get hold of participants' data or names in the custody of the researcher, and that no one should be in a position to match or trace generated data to a particular participant. In this study, the researcher assured participants that she would not discuss them with anyone else, which included their supervisors (Henning et al, 2011). The researcher also informed participants that pseudonyms and not their real names would be used on the interview guide in order to uphold their confidentiality. The respondents were allowed to withdraw from the study at any time they wished.

### **3.10 Chapter Summary**

This chapter focused on the research paradigm and research approach that the study employed. The chapter discussed the specific research design, population of the study, sampling procedures, data collection tools and data collection which comprised of semi- structured interviews and focus

group discussions. Also, data analysis procedures and ethical considerations were discussed in this chapter. In the next chapter, data presentation, analysis and interpretation will be presented.

## **CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

### **4.1 INTRODUCTION**

This chapter analyses the results that were obtained from interviews with participants, and discusses the findings that have been made based on the collected qualitative data. The qualitative study focused on investigating the strategies that can be implemented to mitigate bullying among secondary school students. To achieve this, the researcher used qualitative methods for collecting and analysing data. As discussed in the methodology chapter, data were gathered from four secondary school teachers and twenty students from one secondary school in Masvingo District in Masvingo Province, Zimbabwe through interviews and focus group discussions.

In order to establish strategies that can be implemented to mitigate bullying, the study was guided by the research questions: 1) what are the forms of bullying among secondary school students? 2. what strategies could be implemented to minimize or mitigate bullying among secondary school students?

### **4.2 FINDINGS FROM INTERVIEWS**

The researcher used semi-structured interviews and focus group discussions as data collection methods to collect data from teachers and learners. Teachers were interviewed separately from learners. Learners who were interviewed as individuals were also interviewed in focus groups in order to fill in gaps left in individual interviews. The researcher used the same interview questions to collect data from teachers and learners. The questions are shown in interview guides attached as Appendices C and D. The focus group interview questions were different in some questions from the semi-structured interview questions and the guide is attached as Appendix E. The

researcher analysed, presented and discussed data obtained from semi-structured interviews and focus group discussions concurrently in order to draw similarities and differences in teachers' and learners' views on strategies to mitigate bullying among secondary school learners in Masvingo District.

In order to protect the identities of participants, the researcher used code names in line with ethical considerations or guidelines.

#### 4.2.1 Coding of Participants

The participants who took part in the study were given code names as given in the table below.

Table 4.1 Code names for participants

Participant	Age	Qualification
A	34 Years	Teacher at selected school
B	38 Years	Teacher at selected school
C	46 Years	Teacher at selected school
D	42 Years	Teacher at selected school
1-20	16-20 Years	Learners at selected school

As indicated in the table above four teachers participated in the study together with twenty learners. Therefore twenty-four participants took part in generating ways to mitigate bullying among secondary school learners.

#### 4.3 Emerging Themes

In order to analyse and present collected data in a more comprehensive way, the researcher used thematic and narrative frameworks. Thus the researcher organised data in terms of the research questions and categorized collected data into themes. Data were presented narratively and in some instances participants' actual words were quoted in order to give undiluted views (Struwig & Stead, 2017). The following themes emerged from the data collection process:



#### 4.3.1 Theme One: Teachers' understanding of what bullying is

The researcher posed a question to teachers on what they understood by the term bullying. The responses showed that the participants had an understanding of the meaning of bullying.

Participant D responded saying, "Bullying is an aggressive behaviour aimed intentionally at causing pain or hurt on a weaker counterpart."

Participant C said, "Bullying are continuous acts intended to make life unpleasant for another person."

Participant A said, "Bullying can be referred to as repeated negative actions such as hitting, kicking directed at an individual who cannot defend him or herself."

The illustrations above showed that the teachers understood what bullying is. Literature also shows that bullying as a process involves power where one party displays might by making their counterpart powerless. Morley (2014) stresses that for the term bullying to be used there should be an imbalance in strength or power. Carney et al (2018) also define bullying as exploitation of imbalanced power. Thus bullying entails two parts where one is weaker than the other in terms of strength.

#### 4.3.2 Theme Two: Teachers' views on forms and causes of bullying

Some general forms of bullying had been identified by teachers during my investigation (interviews). From the responses given by teachers the most common forms of bullying witnessed in secondary school are physical, social, verbal and gestural (Rigby, 2008). Teachers mentioned that physical bullying entails mostly

hitting, pushing, kicking and extorting money as well as removing/hiding someone's belongings, while verbal bullying was mainly attached to calling names and teasing. Gestural bullying consist of cynically or threateningly staring at someone. Also teachers shared that social bullying happens through such actions as spreading rumour about someone, and leaving someone out on purpose.

In his response to the question 'what are the forms of bullying?', Participant B said, "Physical and social bullying are very common among the students and it exists almost on a daily basis...bullying

can also be verbal that is taunting, name calling and teasing, social and physical (hitting,kicking, pushing) which is the most common.”

Teacher D shared almost similar responses that, “The most common type of bullying in this school is physical bullying...and bullying occurs within the school that is in the playgrounds, classrooms, behind classrooms.”

In addition, Teacher C said that, “Physical bullying is the most common although gestures such as threateningly staring at someone is also another form of bullying...it occurs every day, especially when teachers are absent from class and students are idling.”

Gordon and Moron (2019) also indicated other forms of bullying that older children usually practise, which include verbal bullying, cyberbullying and sexual bullying.

From the teachers’ views, it is evident that physical, verbal, social and gestural bullying practices are common in schools and are mainly practiced by students.

In addition causes of bullying behaviour were also established from the study. Personal characteristics such as endorsement of masculine traits/ strength as well inferiority complex and deviant behaviour were some of the characteristics that were identified to result in bullying behaviour.

Teacher A in her response said, “Bullying at school is a result of ill-discipline and deviant bahviour...most learners bully others over stationery or anything.”

Teacher B said, “Some of the things that contribute to bullying in school are anger, drugs and child-headed families.”

Teacher C in his response said, ”Causes of bullying include child-headed family, anger, gender, emotional issues and drug abuse.”

Teacher D said, “One of the causes of bullying is that boys feel they are more powerful than girls and as such girls cannot do anything so they end up bullying girls.”

Teachers B and C shared the same sentiments on what causes bullying behaviour that is anger issues, drugs and child headed family background while teachers A and D shared different perceptions on what causes bullying.

#### 4.3.3 Theme Three: Teachers' views on strategies to mitigate bullying

The theme of strategies to mitigate bullying was also generated from the responses given by teachers. Responses from teachers were analysed and similar phrases coded to give the theme. Teachers were asked to give their views on measures that can be implemented to assist in curbing bullying incidents and as such increase academic performance.

The teachers shared that the school have developed a set of rules and regulations to help minimize cases of bullying. In addition, disciplinary measures have been developed in schools as a way to punish students who practise bullying. Teachers highlighted that school rules and policies are already in place at their school and both teachers and students are aware of the consequences of bullying.

Teacher A mentioned that, “ A set of rules and policies concerning bullying are put in place and are enforced, for example in my school. The rules are made clear to both students and teachers that bullying is not allowed and any bullying behaviour is punishable. ”

Teacher C also explained that, “There are mechanisms that have been put in place to help reduce the number of perpetrators of bullying for instance through school rules and regulations that outlines the consequences of acts of bullying. These range from simple warning, to punishment, suspension and even complete dismissal from school.” Teacher B also shared a similar response and said, “ Most often harsh disciplinary measures are put in place to check this phenomenon. These include summoning parents/ guardians to school, temporary suspension and complete dismissal in very serious cases.”

However, some teachers are of the perception that despite the implementation of school rules and regulations, the number of perpetrators of bullying is still not reducing. They perceive that the rules and policies are not that effective as they do not prevent some students from bullying. For

instance, Teacher D explained that, “The school authorities do try to punish students who bully others to serve as a warning to other students, but bullying cases are brought up everyday...I think they should implement a rule that states dismissal for every bully because after being given a warning, punished or suspended the perpetrator of bullying goes back and bully others again and the cycle continues.”

Teachers also cited the involvement of stakeholders such as parents, the community, social workers, pastors ,police in efforts to mitigate bullying in secondary schools. They are of the perception that these stakeholders might help through having campaigns where they give speeches, entertainment and other different activities so that students become more aware of bullying practices, the consequences and that they should report bullying incidents if they experience or witness one. Teacher B said that,” On top of school rules and policies implemented by the school, campaigns composed of pastors, traditional leaders, policemen, social workers might also be introduced ...This will enable them to come to school and help learners through speeches and entertainment and all other activities to raise awareness that bullying is not good, must not happen and have to be prevented from taking place.”

The teachers also highlighted that involving parents in seeking ways to mitigate bullying in schools might also be a significant move. Sybil (2012) noted that parents know their children’s weaknesses. Thus holding meetings with parents might also help school authorities establish more effective ways to mitigate bullying.

#### 4.3.4 Theme Four: Learners’ understanding of bullying

In a bid to establish the strategies to mitigate bullying in secondary school, the researcher first tried to establish whether learners understood the meaning of bullying. When asked their understanding on the concept of bullying, learners gave the following responses:

Learner 3 said, “ I understand that bullying is when someone tries to hit or kick me or take my things when I have done nothing.”

Learner 7 said, “Bullying is to force someone to do something and it happens when one or more other learners take advantage of their power or strength to hurt others.”

Learner 12 also said that, “I think that bullying is when someone tries to mistreat you or forces you to do something that you do not want to do.”

Learners showed the same understanding of the term bullying that is hitting or taking someone’s belongings without their permission using force. These are bad habits that are not permissible in a school environment as it might affect other learners’ performance. Most learners also explained the meaning of bullying in terms of how they have experienced it, referring to acts of bullying like kicking, hitting and displaying physical violence. From the explanations above, the researcher concluded that participants understood what bullying is. They also explained bullying as a phenomenon that happens between two or among a group of learners. Their narratives also highlighted actions of bullying to include teasing, insulting and violent actions. Clarke and Braun(2016) noted that bullying comprised of direct behaviours such as threatening and stealing initiated by one or more learners against a victim. Bullying as a repeated action of aggression and oppression inflicts psychological and physical harm to the less powerful counterpart.

#### 4.3.5 Theme Five: Learners’ views on causes and forms of bullying

The learners also responded to the question, “what are the causes of bullying in your school?” in various ways and suggested different causes of bullying in school.

Learner 4 stated that, “Bullying is caused by learners who are jealous of others...if a learner has good things other learners want but do not have and can not get, they end up trying to take those things to be their own.”

Learner 18 said, “Bullies are just troublesome learners and can’t control their anger and emotions.

Morojele (2013) pointed out that tendencies such as isolation, lower self-esteem, insecurity, depression and stress might influence one to develop bullying tendencies in school.

Learner 1 explained that, “Bullying occurs when one or a group of learners take advantage of their power to hurt or harm others verbally, physically, socially, or emotionally.”

Learner 6 stated that, “Bullies insult, calls you funny names, hits or kicks you for no good reason.’

The illustrations above shows that learners are aware of the forms of bullying that happens in school mainly physical and verbal.

#### 4.3.6 Theme Six: Learners' views on strategies to mitigate bullying

When learners were asked their views on strategies to mitigate or minimize bullying, most of them had no idea on what measures were implemented in their school. Most of the participants in focus groups concurred to the view that there should indeed be ways through which bullying should be eliminated since it was not a good experience.

Only three participants explained that there are rules and a code of conduct that spells out the dos and don'ts for students.

Learner 11 said, "I think that the school rules and regulations are a way to help reduce bullying in the school since some bullying behaviours are identified to be punished."

Learner 19 stated that, "The code of conduct shows students what is expected of them and which behaviours should not be done in school."

#### 4.4 CHAPTER SUMMARY

This chapter presented data obtained using focus groups and semi-structured interviews aimed at gathering data from 24 purposefully sampled participants. The selected comprised of learners and teachers who among them had witnessed, experienced or read reports pertaining to bullying. The data analysis was done through thematic data analysis method where themes were developed during interpretation of developed data. In addition, a discussion of as well as sampled participants' responses were given and explained. In the forthcoming chapter, summary of findings, conclusions and recommendations are outlined.

## **CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

This chapter presents the summary, conclusions to the study based on the findings from chapter four as well as the recommendations based on the results of this study. The researcher firstly presents the implications of the findings of the study and conclusions drawn from them. The researcher then highlight the contributions of this study and finally gives recommendations.

### **5.2 SUMMARY OF THE STUDY**

In order to determine strategies to mitigate bullying among secondary school learners, the study was guided by the following research questions:

- 1) What are the forms of bullying among secondary school students?
- 2) What mitigation strategies can be implemented to mitigate bullying among secondary school students?

The main research findings were presented according to these research questions. A qualitative research design was used in this study. The sample consisted of four secondary school teachers and twenty secondary school learners purposively selected from one school. Semi-structured interviews and focus group interviews were used to gather data from the sample.

### 5.2.1 What are the forms of bullying among secondary school students?

According to the findings of the study, the forms of bullying include physical, social, emotional, verbal and cyberbullying. Physical bullying entails kicking, hitting, pushing, punching and taking someone's belongings while social bullying entails isolating or avoiding someone. Verbal bullying involves such actions as name calling, teasing and taunting whereas cyberbullying is when bullying messages become electronic.

### 5.2.2 What mitigation strategies can be implemented to mitigate bullying among secondary school students?

The following strategies can be used to effectively mitigate bullying among secondary school learners; inviting social workers and other stakeholders to schools to motivate and speak to learners about the different forms of bullying and the impact of it on other people. Learners would also be taught to report bullying incidents to both parents and teachers. Teaching life skills subjects such as Guidance and Counselling in schools will help inculcate positive values that counteract bullying. Furthermore, learners' code of conduct should be developed so as to guide learners on how to behave in school.

## 5.3 CONCLUSIONS

Bullying is a global phenomenon rather than a local one. The implementation of successful measures might aid in the prevention of negative bullying behaviours which may in turn reduce consequences for both the bully and the victim. The literature review and the investigation showed that there is need for collective effort from the school, parents, community and other stakeholders to reduce bullying in secondary schools through the implementation of various programmes.

The study was mainly an interpretive analysis of data rather than numbers and therefore used interpretive paradigm and qualitative research method. A qualitative approach comprising of semi-structured and focus group interviews was used as data collection instruments. One can conclude that bullying is prevalent in schools.

## 5.4 RECOMMENDATIONS



The study aimed at identifying strategies through which bullying can be reduced or eliminated in secondary schools and specific findings were reached. The following recommendations are put forward based on the study's research questions, findings and literature review:

- Teachers should take action against learners who bully others and encourage healthy relations among learners regardless of their differences.
- Parents should be encouraged to take part in their children's education and behaviour at home as well as get their children to attend church regularly as it helps mould behaviour.
- There should be a clear bullying policy that explains how perpetrators of bullying would be handled.
- Schools should invite experts from different departments such as psychologists, police officers and social workers to guide learners.
- There is need for the Ministry of Education to hold workshops that would capacitate schools with necessary skills and resources for proper implementation of disciplinary procedures to prevent bullying incidents in schools.

### 5.5 Prospects for future studies

The research focused on mitigation of bullying in secondary schools and the findings and analysed data provided a knowledge basis from which to inform suggestions regarding further research for other scholars. A number of knowledge gaps were left unsatisfied by this study with regard to the bullying phenomenon in secondary schools. Therefore the following are presented as possible research focus areas/ topics for future studies:

- 1) The impact of bullying on learners' academic performance.
- 2) The role of education stakeholders in preventing bullying in schools.

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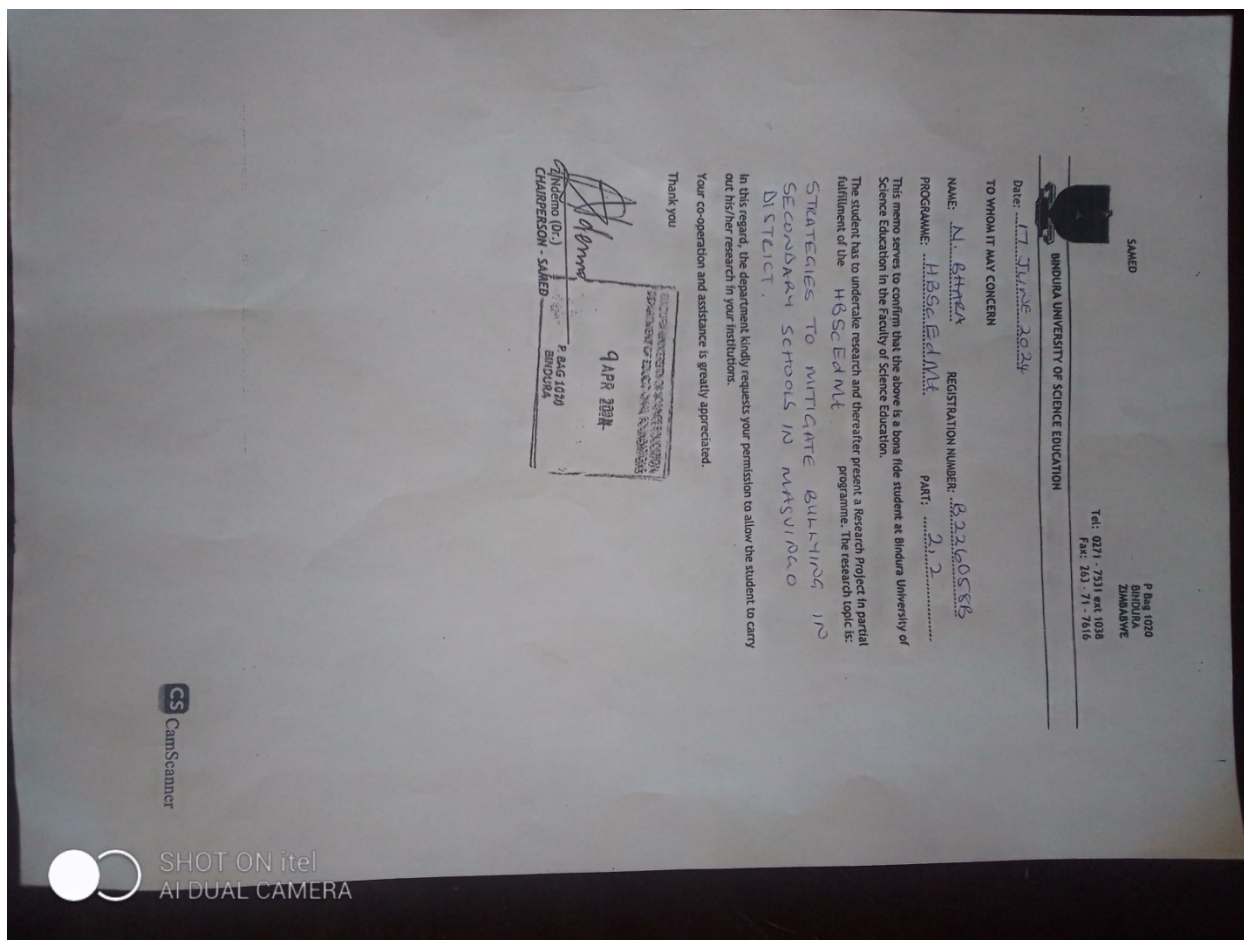
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Appendix A: Request for permission to carry out a research



## Appendix B: Letter of permission to carry out study



Mukonde Sec School  
P. Bag. 9057  
Masvingo

19 June 2024

TO WHOM IT MAY CONCERN  
BINDURA UNIVERSITY OF SCIE EDUC

RE: PERMISSION FOR BHARA N' REG  
B226058B TO CARRY OUT RESEARCH  
AT MUKONDE SEC SCHOOL.

Permission has been granted to  
Bhara N Reg B226058B to conduct  
research at this school.

Thank you

*S. Chudeko*

S. Chudeko  
0776343491

THE HEAD  
MUKONDE SECONDARY SCHOOL

19 JUN 2024

P BAG 9057  
MASVINGO



Appendix C: Semi-structured interview guide for teachers.

TITLE: Strategies to effectively mitigate bullying among secondary school learners

- 1) What do you understand by the term bullying?
- 2) What are your views on the causes and forms of bullying in your school?
- 3) Who are the perpetrators of bullying in your school?
- 4) How do you solve incidents of bullying in your school?
- 5) Which strategies can be used to mitigate bullying behaviour in your school?

Appendix D: Interview guide questions for learners.

- 1) What do you understand from the word bullying?
- 2) What are your views on the causes of bullying?
- 3) What are your views on the forms of bullying?
- 4) How do teachers react towards incidents of bullying?
- 5) What do you think should be done to minimize or eliminate incidents of bullying in your school?

Appendix E: Focus group questions for learners.

- 1) What do you understand by the concept of bullying?
- 2) Did you ever experience bullying in your school?
- 3) Which are the places within your school where bullying takes place?
- 4) Why do you think bullying takes place in those places?
- 5) What factors do you think cause bullying in your school?
- 6) Who are usually the perpetrators of bullying in your school?
- 7) Who are usually the victims of bullying in your school?
- 8) Could you narrate a story where you
  - a) Witnessed a bullying incident in your school
  - b) Were told about a bullying incident within your school
- 9) Explain what you feel should be done to reduce or eliminate incidents of bullying in your school.





