

General Findings for 2019 Programme

In terms of the Bullying project the questionnaire assessed eight domains of bullying behaviour.

These include:

- Learner's school satisfaction;
- types of bullying behaviour;
- the characteristics of the bully(ies);
- locations of bullying incidents at school and at home;
- disclosure of the bullying;
- peer social support in terms of peer support,
- reactions and attitudes
- questions pertaining to the learner's living conditions.

In this regard, questionnaires have been printed and administered at 9 out of the 10 schools.

Findings following data-analysis yielded results such as most common types of bullying being – repetitive nasty name calling, exclusion, social-media bullying, spreading rumours and physical bullying.

The experiences were equally distributed for boys and girls.

Evidence also suggest that most victims of bullying reside in households that have between 2 to 7 people living with them.

Furthermore, it was found that victims are often bullied within their own social groups; Perpetrators mostly were in the victim's own class in addition to learners reporting that they were "sometimes" bullied by their teachers and also by their parents.

For the questions that dealt with "location of bullying" The most common locations that were reported were on the playground, in the corridors, to and from school and the school toilets; Whilst many learners also stated that they were bullied at home.

With regards to "disclosure" certain of the respondents stated that they were bullied, but they did not tell anyone whereas the most popular responses said that they would inform family members and boy-/girlfriends.

A further concerning finding was that approximately one third of the respondents indicated that they would participate in the bullying should they not like the learner who is being bullied.

There generally seems to be an uncertainty on what to do when assisting a bullied learner.