

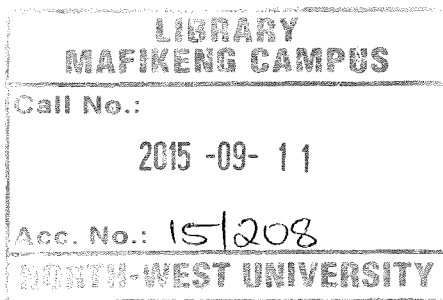
**EXTENT AND NATURE OF PERCEIVED VICTIMIZATION AND
PERPETRATION OF SEXUAL BULLYING AMONGST ADOLESCENT
LEARNERS IN MAHIKENG LOCAL MUNICIPALITY**

KGOMOTSO MOTLHAGA

21020140

Dissertation (article format) submitted in partial fulfilment of the requirements for the degree
in Masters of Social Sciences in Research Psychology of the North West University

(Mafikeng Campus)



Supervisor: Prof ES Idemudia

Co-Supervisors: Dr Oluyinka Ojedokun/Dr P.Erasmus

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DECLARATION

I, Kgomotso Motlhaga, declare that this article for Masters Degree in Research Psychology at the North West University hereby submitted, is my own work, and has not previously been submitted by me for a degree at this or any other University. All the design and execution in this study is my own and all materials contained herein have been duly acknowledged.

Motlhaga, K

Signature.....

Date.....19 MARCH 2015.....

DEDICATION

The researcher would like to dedicate this study to the Almighty God, my beloved mother (Miss S.N. Motlhaga), my two beautiful daughters (Lethabo and Reabetswe Motlhaga), my fiancé (Tshepo Mokwatsi), friends and my Alma Mater, the North-West University, Mahikeng Campus.

ACKNOWLEDGEMENTS

The researcher wishes to express her deepest gratitude to the special people who have extended their assistance to her for the success of this study:

To: Prof ES Idemudia, for his advice and guidance, for sharing his expertise, and mostly for believing in me.

To: Dr Oluyinka, Ojedokun for his patience and guidance, and for sharing his expertise and knowledge..

The Almighty God, who is the source of life and strength of knowledge and wisdom.

Ms Patricia Kolobe, Dr A. Verburg and Mr S. Boshomane, for their genuine apprehension, encouragement, patience and guidance; their expertise and knowledge were generously shared;

My beloved Mother for her untiring love and support;

The Lord and Saviour Jesus Christ, this piece of work was heartily offered.

SUMMARY

The researcher's aim of the study was to explore the extent and nature of perceived victimization and perpetration of sexual bullying amongst adolescents within secondary schools in the Mahikeng Local Municipality. The study was anchored on four (4) objectives, (1) to obtain empirical data on the extent of perceived victimization and perpetration of sexual bullying amongst adolescent learners in secondary schools in the Mahikeng Local Municipality; (2) to obtain empirical data on the nature of perceived victimization and perpetration of sexual bullying amongst adolescent learners in secondary schools in the Mahikeng Local Municipality; (3) to investigate whether low and high self-esteem adolescent learners differ on perception of victimization of sexual bullying behaviour and (4) to investigate whether low and high self-esteem adolescent learners differ in the perception of perpetration of sexual bullying.

Data for the study was collected through a questionnaire that measures the variables of interest. Three hundred and sixty six (366) participants that comprised males (178) and females (188) within the age range of 14-19 years ($SD= 1.22$) randomly selected from grades 9 to 10 from schools in Mahikeng Local Municipality, North –West Province, South Africa participated in the study.

The results show that more learners 236 (64.5%) experienced low sexual bullying perpetration and low sexual bullying victimization 204 (55.7%), while the rest of the learners seem to have experienced high sexual bullying victimization, 162 (44.3%) and high sexual bullying perpetration 130 (35.5%). It was noted from the results that majority of learners yearly did not experience the perceived victimization and perpetration of sexual bullying at school.

There were no significant results for victimization of learners with high self-esteem and low self-esteem as compared, $P < .26$ compared to the perpetration of learners with high and low self-esteem as there was no significant difference for them.

In conclusion, it was noted that given the overlap among bullying and self-esteem, future studies should address the link among these forms of aggression so that prevention programmes can be enhanced to address adolescents' anti-sexual bullying behaviour. There is need to develop secondary and tertiary programmes, not just primary prevention programmes. Policies in school districts need to be reviewed and amended explicitly with regard to all forms of bullying and harassment including harassment related to gender. School district Policies must be clear in terms of implementation, both their reporting, and response mechanisms and they must be aligned with South African school laws.

PREFACE

Article format

For the purpose of this dissertation, as part of the requirements for a professional master's degree, the article format, as described by General Regulation A.7.5.1.b of the North West University, was chosen.

Selected Journal

The targeted journal for submission of the current manuscript is Journal of Social Sciences (JSS). For the purpose of examination, Tables will be included in the text.

Letter of consent

The letter of consent from the co-authors, in which they grant permission that the manuscript "EXTENT AND NATURE OF VICTIMIZATION AND PERPETRATION OF SEXUAL BULLYING AMONGST ADOLESCENT LEARNERS IN MAHIKENG LOCAL MUNICIPALITY" may be submitted for purposes of thesis, is attached.

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In this thesis, page numbering is from the first page to the last. For submission to the above mentioned journal, the manuscript is numbered according to the requirements of JSS. Hence, all pages are numbered consecutively. *The reference section also follows the requirements of JSS.*

LETTER OF CONSENT

I, the undersigned, hereby give consent that Kgomotso Motlhaga may submit the manuscript entitled "EXTENT AND NATURE OF VICTIMIZATION AND PERPETRATION OF SEXUAL BULLYING AMONGST ADOLESCENT LEARNERS IN MAHIKENG LOCAL MUNICIPALITY," for the purpose of a thesis in fulfilment for the Masters of Research degree in Psychology.

.....

Prof ES Idemudia

Supervisor

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Thesis/ Dissertation: Bhasin Veena 1981. Ecological Influences on the Socio Cultural System of the Gaddis of Bharmour Sub-Tehsil, Chamba District, Himachal Pradesh. Ph. D. Thesis, Unpublished. Dehli: University of Delhi.

Work “in press”: Bhasin Veena 2004. Economic pursuits and strategies of survival among Damor of Rajasthan. *J Hum Ecol*, (in press).

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MANUSCRIPT

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Abstract

Objectives: The specific objectives of the study are identified as follows: (1) to obtain empirical data on the extent of perceived victimization and perpetration of sexual bullying amongst adolescent learners in secondary schools in the Mahikeng Local municipality; (2) to obtain empirical data on the nature of perceived victimization and perpetration of sexual bullying amongst adolescent learners in secondary schools in the Mahikeng Local Municipality; (3) to investigate whether low and high self-esteem adolescent learners differ on perception of victimization of sexual bullying behaviour and (4) to investigate whether low and high self-esteem adolescent learners differ with perception of perpetration of sexual bullying. **Method:** Data was collected from three hundred and sixty six (366) student participants randomly selected. Age of participants ranged from 14 to 19 years (SD= 1.22). Results were analysed using descriptive analysis to test hypothesis one and two, while a t-test was used to test hypothesis three and four. **Results:** The results showed that more learners experienced low sexual bullying perpetration 236 (64.5%) and low sexual bullying victimization 204 (55.7%), while the rest of the learners seem to have experienced high sexual bullying victimization 162 (44.3%) and high sexual bullying perpetration 130 (35.5%). **Recommendations:** Policies in school districts need to be reviewed and amended explicitly with regard to all forms of bullying and harassment including harassment related to gender. School district Policies must be clear in terms of implementation, both their reporting, and response mechanisms and they must be aligned with South African school laws. Other preventive measures in line with the results of the study were made.

Key words: Nature/Victimization/Perpetration/Sexual bullying/Adolescents learners/Mahikeng Local Municipality

Introduction and problem statement

According to James (2010), bullying among youth and adolescents is a global problem based on large-scale studies of bullying around the world. It is a wide-reaching problem which can lead to harmful results with regard to a conducive environment for both learning and teaching rights of learners and teachers. Bullying is mostly an underestimated problem in schools and is often over-looked as children merely being spiteful and naughty with other children (Squelch, 2000). According to DiMarco and Newman (2013), bullying starts when one child asks another child to stop a specific behaviour once, or if, the first child demonstrates that he/she is upset and the child who does the teasing behaviour does not stop and repeats this behaviour for a second time.

Train (1995) believes that bullying is a persistent problem amongst children and adolescents today, and that bullies can be found anywhere and it is a real health hazard on school children. The key element of bullying is that, it creates an endless variety of patterns with regard to harassment and abuse through the physical, verbal and psychological intimidation which occurs repeatedly over time regardless of it being direct or indirect (Olweus, 1994). The rise of bullying in secondary schools reflects a serious breakdown of discipline in secondary schools and the decay of social and moral values amongst secondary students as well as the shocking failure of the national secondary education system (Yahaya, 2011).

There is a great deal of documented evidence through which we are able to understand clearly how children feel when they are being traumatised by a bully. Herbert and Wetmore (1999), describe bullying as a loss of personal safety and well-being. Maslow's

hierarchy of needs explains how pupils' academic motivation can be sabotaged if they are experiencing harassment at school. Coloroso (2008) believes that once a child shows anguish and apprehension, or does not respond assertively, they change both emotionally and physically.

Bullying can have future damaging consequences like fear to go to school, attendance of classes, and extremely slow/ no educational progress, which in turn can lead to being a drop-out and even loss of lives (Townsend, Flisher, Chikobvu, Lombard & King, 2008). Bullying can be categorised into many forms, like; physical bullying, verbal bullying, emotional bullying, cyber bullying, and sexual bullying (Sevenster, 2012). However, sexual bullying amongst adolescent learners was the focus of this study.

Sexual bullying is defined by the UK Equality Act (2010) as a form of sex discrimination and, which includes unwanted sexual misconduct of the individual involved. According to the UK Equality Act (2010), sexual bullying can range from personal/ bodily closeness, indicative comments, unpleasant invitation to insistently tied language and, unwanted exposure to/of sexually indicative or humiliating pictures in the school environment. According to James (2010), sexual bullying involves spreading gossip or rumours of a sexual nature, passing remarks, gestures, and certain behaviour with the intention to cause harm and intimidate others. Sexual bullying, mainly focuses on physical appearance and sexual orientation (James, 2010). The NSPCC in London defines sexual bullying as a type of bullying behaviour, being physical, verbal or psychological, which is focused on an individual' sexuality.

The UK Equality Act (2010) highlights that; sexual bullying occurs when any or such behaviour creates an intimidating, aggressive or insulting environment for studying. Any form of behaviour whether intended or not, which comes across to another individual as being viewed/made indefensibly to feel like a sex object regardless of the situation, is legally liable for offence (Equality Act, 2010).

According to the South African Schools Act (No. 84 of 1996), all governing bodies in school are authorised to work together with learners, their parents and teachers to establish a code of conduct which will reflect the school's dedication to excellence in the learning process. Despite this Act, high prevalence of bullying of various types has been reported amongst learners in South Africa. For example, bullying has been reported to be as high as 52% in Grade 8 learners in Cape Town (Townsend *et al.*, 2008), 36.3% amongst both Grade 8 and 11 learners in Durban (Liang, Flisher & Lombard, 2008) and 16.5% amongst Eastern Cape' rural high school learners (Mlisa, Ward, Flisher & Lombard, 2008). Recent South African studies by Townsend *et al.*, (2008) and Liang et al., (2008) concluded within schools situated in Cape Town and Durban, that bully-victims have established similar tendencies of substance abuse, destructive and life hazarders behaviours, they are rebellious, and have high suicidal tendencies, female bully-victims from Cape Town were more likely to be school drop outs as compared to their male counterparts (Townsend *et al.*, 2008).

Amongst the little research done in South Africa regarding victims and perpetrators of bullying, findings from surveys of two learner self-reports demonstrated that amongst South African learners, bullying is a persistent problem. According to Nesor, Ovens, Van der Merwe, Morodi and Ladikos (2003), a research project conducted in Gauteng during the 2002 school year found that, 60.9% of the 207 participants indicated that they were bullied. Based

on the findings of the First South African National Youth Risk Behaviour Survey, 49.3% of Free State secondary school learners that, during the month before the survey was conducted, they had been bullied (Department of Health, 2002). It is this high prevalence of bullying and sexual bullying amongst learners in South Africa that raises the concern of the researcher to investigate the extent and nature of victimization and perpetration of sexual bullying amongst adolescent learners in the Mahikeng Local Municipality.

Sexual bullying amongst adolescents in schools is a global concern as demonstrated by worldwide statistics (James, 2010). During the 1970s when bullying research was first conducted by Olweus in Norway (Olweus, 1994), it was discovered worldwide that, within the past ten to twenty years, school bullying had become problematic in most schools (Collins, McAleavy & Adamson, 2004; Furniss, 2000; Limper, 1998; Olweus, 1994). Although little research has been conducted on bullying in South Africa, it is clear from the preceding paragraph that, there are many publications on bullying worldwide (Neser et al., 2003). According to the literature search by Booyens (2003; Olivier (2003; Smit (2003; Bezuidenhout (2002; Vorster (2002), this interest developed and increased during the beginning of the 21st century in South Africa and the focus of the publications has mainly been on experiences and perspectives of learners and establishing anti-bullying programmes. Nkosi (2003), highlighted the existence of little research being conducted on the extent and nature of sexual bullying in South African schools.

For several years now, a number and variety of high profile bullying cases have been brought to the attention of the media, for example the following incidents have been reported;

- According to Sapa (2012), on the 23 November 2012 (News24: 2012-11-20 22:30) an 18 year old learner was charged with murdering fellow school pupil at Boksburg where in which he was allegedly bullied and called names because of his dark complexion. The teenager allegedly stole his mother's gun from a safe and took it with him to school where he shot the bully learner in the head.
- According to Yahaya (2011), on March 28 2008 (The Citizen), the South African nation was shocked by the death of a form 4 student resulting from alleged bullying by his seniors in a religious secondary school toilet.
- Based on research done by Yahaya (2011), a provincial tabloid reported that, since the year 2008, deaths and injuries resulting from bullying in schools involved over 35 cases being reported but on the low conservative side.

In addition, previous studies on sexual bullying behaviour amongst adolescent learners have been devoted to investigating the phenomenon from the perspective of either victims or perpetrators, but few studies, if any, in South Africa, have investigated the same person as the perpetrator and victim of sexual bullying. This creates a gap in the literature; the aim of this study is to fill this gap empirically.

Nature of sexual bullying victimization and perpetration

Young, Heath, Ashbaker and Smith (2008), highlighted the common characteristics amongst victims of sexual bullying as: having adjustment problems to their environment, difficulty forming interpersonal relations with others, being socially secluded, lacks confidence and self-belief, often anxious, experiencing episodes of depression and isolation,

poor self-perception, being bodily smaller and weaker than their peers, and the belief that they could not have power over their surroundings (Perren, 2005).

According to Zirpoli (2008), victims of sexual bullying have the following identified behaviour patterns: faking sickness due to fear of their unpleasant school environment, bunking classes, isolating themselves from any school activity, experiencing depression and nightmares and carrying weapons to school.

According to Guerra, Williams and Sadak (2011), three factors that contribute to learners becoming susceptible to victimization include lack of social skill, difficulty in establishing interpersonal relation and being aware of/understanding social cues in a productive manner (Young *et al.*, 2008). Socially unskilled learners are usually isolated by others and don't have friends but they attract school bullies. According to Guerra *et al.*, (2011), new learners in schools mostly take time to make friends and this result in them being targeted by bullies as they do not have any supporting network during such attacks on them.

The character of being non-confrontational contributes highly to victimization, as well as failure to be assertive either physically, verbally or even psychologically may result in ongoing intimidating behaviour of the bully towards that particular learner, that is, learners belonging to non-confrontational groups may also be viewed by aggressive bullies as potential victims (Young *et al.*, 2008). Due to common non-assertive reactions like being emotional, not standing your ground, begging for lenient treatment and avoiding situations (i.e., crying, giving in to demands, asking for lenient treatment and avoidance) often attract repeated incidents because bullies turn to take advantage and engage in their coercive actions as they are reinforced by these responses (Guerra *et al.*, 2011).

Blessing (2013) reveals that many bullies think rather highly of themselves and do not believe the rules apply to them. According to Young *et al.* (2008), bullies enjoy the rush they get when picking on or dominating someone who is smaller or weaker than them. They use their supposed power to obtain goods or favours from other children, such as money or homework. Turkel (2007) on the other hand, found that bullies lack empathy i.e. lack of understanding for other people's feelings regarding particular circumstances and they have a very difficult time understanding how other children feel, even if they have been victims of bullying themselves (Blessing, 2013).

According to Schmidt (2013), there are four types of bullies, the Imitative/Impulsive bully, secondary bully, unintentional bully, and serial bully, i.e., (1) Imitative/Impulsive bullies may be depressed or suffer from low self-esteem, and they tend to be manipulative and easily influenced by the group mentality (Schmidt, 2013); (2) In terms of unintentional bullies, Young *et al.* (2008) found that, they are generally the easiest to redirect as the person may be under stress or undergoing changes; once the stress is removed, she returns to his/her old ways, and may make amends and learn from his/her experience so he/she can act in an appropriate manner if the same or similar situation arises again; (3) The serial bully is manipulative and persistent; such bullies are deceptive and skilled liars, and they are able to twist facts to make themselves look like they are the victim and get out of impending trouble Young *et al.* (2008) and lastly, (4) Young *et al.* (2008) found that, the fact that children get rewards and encouragement for bullying behaviours plays a major role in the persistent and on-going tendencies of school bullying i.e. children that get positive reinforcement regarding bullying behaviour, continue with this behaviour towards others as it becomes second nature to them. Furthermore, Veenstra, Lindenburg-Zijlstra, De Winter, Verhulst and Ormel (2007)

argue that, higher status, reputation and control within a particular peer group, is the main motivation behind bullying, it is what drives bullies as it is the human goal to be feared by others and receive a lot of attention for this behaviour.

In a study done by Gonzales (2011), it was found that bullies learn their behaviour from environmental factors like, home, school, community, and personal risk factors. Gonzales (2011) believes that home environment is a major factor in creating bullies and the environment is more likely to be characterised as being hostile, lacking consistent adult control, and being groomed to believe that aggression is a way of solving conflicts, and it is run by adults who model bully behaviour.

Crothers and Kolbert (2008) state that, non-disclosure by victims and sustainability of bullying behaviour is reinforced by educators who are either ignorant, not aware or just choose not to intervene as most of the time it all happens in their presence, which gives the impression to learners as approval. Based on the study done by Crothers & Kolbert (2008), it was found that, in an environment where bullying behaviour appears to be accepted because of rewards and encouragement being offered, victims are likely to internalize bullying i.e. believing that bullying is a normal behaviour, and that they are at fault due to their own characteristics.

Extent of sexual bullying victimization and perpetration:

In South Africa, a study conducted by Kotlolo (2012) the existence of sexual bullying in a school in the Mahikeng area was identified. Kotlolo (2012) reported that a teenager killed himself because of the pain that bullying had caused him, and a Grade 10 learner

committed suicide in a school in Soshanguve, a day after he was allegedly attacked by four bullies during school hours. He hanged himself, to avoid going to school and having to face the boys who had bullied him. Four Grade 10 learners allegedly attacked him twice the day before.

According to Clarke (2009) of the Department for Children, Schools and Families, in the UK Government figures on school year 2007/8, it was shown that, due to sexual misconduct, grouping and the use of sexual insulting language, there were 3,450 fixed period exclusions and 120 expulsions from schools in England (Clarke, 2009). Based on the findings by a Beat bullying UK charity, from April 2008 to March 2009, Child Line in England, a total of 156,729 children went for counseling, and of these, 26,134 children brought up bullying as a main concern while 300 were specifically about sexual bullying. According to the Beat bullying UK charity which is trying to stop bullying, it was found that children are being bullied to sell their bodies for protection from the gang culture that enters inner city schools.

Based on a mixed method study (n=2 687) by Guerra et al. (2011), the underlying features of both perpetration and victimization, are gender, age, low self-esteem, non-conducive school environment, and normative attitudes that support bullying. Bullying or peer victimisation (as it is often referred to in South Africa) is fast becoming an ever increasing problem for schools or educators all over. In South Africa, bullying is an increasing problem to the extent that school children have killed each other using knives and guns in Gauteng and Durban secondary schools (Kotlolo, 2012). According to Naong (2007) the decision to ban corporal punishment in schools has led to all kinds of disciplinary problems and harmful consequences that are life threatening to learners in schools.

Young et al (2008) found that though male learners were mostly identified as bullies, both male and female learners were susceptible to sexual bullying victimization. Sexual bullying is when both male and female learners use sexuality or gender as a weapon towards other male and female learners, although it is usually directed mostly at female learners (James, 2010). However, according to the UK Equality Act of 2010, sexual bullying occurs between males and females and even transsexual people, and it often comprises relations between children with backgrounds of different statuses and elements of intimidation.

Self-esteem level of sexual bullying victimization and perpetration:

Adolescents who have low self-esteem and a poor self-perception regularly shut out their peers because they are frightened of sharing their thoughts. Their negative feelings may have evolved through very real traumas such as unbearable loss, sexual abuse, and neglect from a parent or economic difficulties in the family. In some cases high achievers disassociate from their peers to avoid the influence of those who resent their success. Adolescents experience negative physiological symptoms, such as panic attacks and palpitations, brought on by the emotional pain they are suffering, and this can further shatter their self-confidence and threaten their social survival. It seems an anomaly, but is actually a symptom, that some of these girls feel that they deserve to be bullied. Juvonen and Graham (2001) have noted that levels of self-esteem were lower in victims of bullying than amongst perpetrators. These findings were seen to be consistent with those of Rigby (2010), who reported that victims tended to see themselves as less popular than bullies. Further studies by Rigby (2010) as well as O' Moore and Minton (2004) found that poor self-esteem correlated with victimisation.

Fried and Fried (2003) state that, the more self-confident children feel, the less likely they are to succumb to the tactics of a bully. They claim that there are four circumstances where bullying is unlikely to happen. That's when a child has: a) a strong sense of self; b) is comfortable being a friend; c) has at least one good friend who will take care of her in a group; d) has problem-solving skills. Children who are capable, competent, resourceful and resilient are more prone to fend off a potential bully. Adolescents who use positive self-talk often feel good about themselves. Children need people in their lives who offer them encouragement and unconditional love. Corroborating this, Coloroso (2008) agrees that if children lack a strong sense of self and are praise-dependant, they blame themselves for being bullied and are more likely to become more vulnerable to attacks. Negative self-talk is self-defeating and reinforces feelings of helplessness and hopelessness. Children who respond with aggression usually lose the battle and become distressed and frustrated.

MacIntyre (2009) states that; children's self-esteem is the distance between their self-image and their real self. Children build their self-image from a mixture of both genetic inheritance and environmental experiences. MacIntyre (2009) says that positive self-esteem and a healthy, accurate self-image provide adolescent girls with motivation, confidence, friendships and resilience. Generally these teenagers enjoy who they are, can think for themselves and are able to problem-solve. On the other hand, teenagers with low self-esteem and a poor self-perception, feel afraid, frustrated, rejected and are most likely to become a victim of bullying. Orpinas and Horne (2006) concluded that these deficiencies often result in exposure to brutal cycles that perpetuate and solidify a child's position as a victim of peer abuse.

Theoretical Background

Theoretical Framework

Moral development theory (Piaget 1932)

Jean Piaget (1932) is among the first psychologists whose work remains directly related to theories of moral development. Initially his focus was specifically on children's morality, studying the manner in which they play games with the aim of learning more about their beliefs about right and wrong. The theorist asserts that development results from action, i.e. individuals create and recreate their understanding/view of the world as a result of relations with the surroundings.

It is concluded by Piaget that, children start in a stage of moral reasoning that is shaped by a strict devotion to rules, duties and submission to authority, and are later shaped by perspective taking i.e. young children believe wrong is wrong regardless of the reasons/intentions behind, and older children develop towards the ability to consider rules critically, and be considerate of the reasoning behind the use of rules as they indicated an alertness of intention as relevant to the meaning of a particular action. Thus, Piaget viewed moral development of morality as the result of interpersonal relations where in which individuals come up with resolutions deemed fair as he believe that individuals define morality individually based on their struggles to arrive at reasonable solutions.

Kohlberg (1958) agreed with Piaget's (1932) theory of moral development in principle but had interest to add and develop his ideas further. Kohlberg (1958) aimed at discovering the ways in which moral reasoning changed as people grew. He eventually identified three different levels of moral reasoning in which each had two sub stages: (pre-conventional),

conventional, and post-conventional morality). People can only pass through these levels as they are created as the next stage depends on the reasoning obtained from the previous one, and is it not everyone that flows through all the stages by order.

Criticism of Kohlberg's theory comes from Gilligan (1982), who argues that, Kohlberg's reporting on his theory was male bias as most men were at stage 4(Obedience to authority; importance of doing one's duty) while most women were at stage 3 (good intentions; behaving in ways that conform to 'good behaviour').

Gilligan (1982) claims that; Kohlberg's study uses male standards to judge the female participants of his original study. According to Gilligan (1982), Kohlberg's theory ignored the fact that women approach moral problems from an 'ethics of justice' perspective, but are more likely to come from an 'ethics of care' approach, which means some of the essential assumptions of Kohlberg's theory are challenged based on that fact. Kohlberg's theory was carried out by Colby, Kohlberg, Gibbs and Lieberman (1983) who in the span of 27 years had come to the same conclusion as Kohlberg after tested 58 male participants 6 times that stages of moral development are passed through in the same order.

One theory that focuses on moral development that links what a child perceives and understands to the words and behaviour of people caring for her as she grows up i.e. social cognition, and bullying behaviour is Rest's four-component model of morality(Rest, 1983). Rest (1983) used Piaget's (1932) and Kohlberg's (1958) theories of moral development to develop a four-component model of morality that involves four separate aspects of moral understanding.

The strength of learners' relationships of care and commitment with their peers is largely dependent on the family in which they are growing up. Family systems are significantly varied. Fried and Fried (2003) mention that, the composition of parental care, the number of siblings as well as the families' coping with illness/loss, are all variables that could affect children's functioning. Coloroso (2008) and Rigby (2010) have both defined simple frameworks that are theoretically similar in their descriptions of three different types of family discipline strategies, which have an impact on children's personality:

- **The Brick-wall/Authoritarian family** is concerned with obedience and strict adherence to rules. Children are controlled and manipulated and their feelings are often ignored or ridiculed. The parents will often say: "Stop crying," or, "I'll give you something to cry about," and use sarcasm to control behaviour. Furthermore, they encourage competition to 'force' their child to excel. Love and affection are conditional and when children are disobedient, they are ignored. This moulds the child to depend on others for affirmation of their self-worth. This family type can appear to be nurturing to an outsider but this is often only a facade.

- **The Jelly-fish/Permissive/Uninvolved family** lacks structure and a casual atmosphere is apparent. These children are manipulated with bribes, rewards and punishments, and become spoiled or scared. Emotions rule, making it difficult for an individual to develop their own steady, inner voice, but at the same time children learn to bury feelings of sorrow and anger. Some of these parents are entangled in their children's lives and rescue them from adversity, making them more vulnerable to being bullied and more willing to succumb to a dominant personality.

- **The Back-bone/Authoritative family** creates a balance between growth and discipline. Independence is celebrated and a sense of self is nurtured. Children, who learn to say 'no', are open to other viewpoints and are confident enough to voice opinions that they know will be heard. They learn to love themselves and have empathy for others. The back-bone family is consistent, fair and firm and the children have no need to control others or subjugate themselves to a bully. They are motivated to be all they can be.

Rest's four-component model of morality (Rest, 1983)

Moral sensitivity and Moral judgment components focus on social cognition capabilities of the individual i.e. one's ability to recognize a morally related problem and consider various possible moral resolutions which require social skills needed for processing during that situation and mostly to obtain the ability to understand and foresee feelings and intended behaviours of others (Rest, 1983). Moral motivation and Moral character, however, address the behavioural component of morality which can be directly related to bullying behaviour. Based on the assessment of the social situation and consideration of all possible responses to the situation, he or she may or may not commit to the response or make a cognitive decision to respond in a violent way (Rest, 2012).

Although Sutton (2001) an attempt to incorporate moral behaviour into the study of bullying may prove to be worthwhile regardless of his initial argument against such. More investigation is needed in terms of understanding the choice of children to resort to bullying behaviour and while others choose not to, and mostly to understand the role played by an individual's sense of 'right' and 'wrong' in a bullying situation.

To fully explain the concept, bullying and its connection to moral development, Rest's model will have to be used as he focuses on: understanding the individual's moral development and how they process social information i.e. the ability to read feelings and emotions of others and why others choose to respond the way they do during similar situations of bullying which are morally related hence further research is essential.

Theoretical perspective

Bowlby's Attachment theory (1969)

Attachment is a shared emotional closeness to another person. John Bowlby was the first attachment theorist, describing attachment as a "lasting psychological bond amongst human beings (Bowlby, 1969)". According to Bowlby (1969) there are four attachment styles: safe haven, secure base, proximity maintenance, and separation distress in which Ainsworth (1978) developed further more upon Bowlby's original work. Her "Strange Situation" study revealed the reflective effects of attachment related to behaviour. Ainsworth (1978) came up with three major styles of attachment :secure attachment, ambivalent-insecure attachment, and avoidant-insecure attachment while later after that, based upon their own research, Main and Solomon (1986) added a fourth attachment style called disorganized-insecure attachment.

Bowlby (1969) believed that the first experiences of a child with their caregiver are the most crucial as they have a great impact on the outcome of the child's view and behaviour throughout and about life. According to Bowlby (1969), attachment also serves as the glue that keeps the bond between the infant and its mother for purposes of ensuring and improving the child's chances of survival. Ainsworth (1978) believed that attachment styles also have an impact on the type of person the child becomes later in life.

The central theme of attachment theory is, establishing a sense of trust and security for the child to explore the world with confidence through the availability and dependable response by the mother to the child's needs. In later research, Main and Hesse (1990) argued that, inconsistent or partially dependable responses of the parents to their child's needs and failure to establish trust and consistent response to needs results in disorganized attachment style which entails feelings of confusion in the child's life.

Erikson's stages of psychosocial development

Erikson (1950) is the first theorist of the eight stages of psychosocial development, Richard (1983) contributed and supported the theory, and later in 2003, Eileen and Lynn (2003) also contributed and supported Erikson's theory in which full and healthy development of humans is determined by passing through all these stages. Erikson's theory characterises an individual that passed through the eight life stages as one that has fulfilled a purpose of establishing and developing his/her biological and socio-cultural forces. The main focus of the researcher's study is the stage of fidelity which focuses on Identity verses. Role Confusion (Adolescence, 13-19 years) as it deals with adolescents in schools, and it is a stage that is very crucial in one's life. Later in a stage of Adolescence, the child's sense of sexual identity is being developed through the changeover to adulthood.

Erikson (1963) highlighted the view that, during the adolescent stage, adolescents are to experience some role confusion in terms of who they are, and what is their role/ position is in society and eventually this results in them experimenting with all sort of behaviour to figure out their true self and where they fit in society. According to Eileen and Lynn (2003), this turning point in their life is viewed as an eye-opener as to who they are,

who they have become and who society expects one to be/become i.e. this is a stage where one will have to decide based on what they have currently been exposed to or regardless of their background as to which behaviour is right and which behaviour is wrong.

Based on research by Eileen and Lynn (2003), adolescents operate on the super-ego identity in which, they obtained a particular/unique personality that has been groomed and nurtured from home and their surrounding society. Eileen and Lynn (2003) view the super-ego as our directive of what is right and what is wrong, as it provides guiding principles for making judgments.

Erikson proposed that, most adolescents ultimately attain a sense of who they are and where they want their lives to go in future (Erikson, 1963). Youth is a very essential time as there are physical changes that are complementary to teens, the ability to search and understand one's own intentions of others develops i.e. the ability to read the intentions of others, in a bullying situation will determine whether one becomes the bully, or the victim, then unexpectedly sharpens alertness of the roles that society plays later life.

All these three theories are inter-twined in the sense that, in terms of moral development theory, a child is taught the difference between what is right and wrong which she will implement throughout her life using the attachment theory, and Erikson's stage of fidelity which focuses on Identity vs. Role Confusion during the Adolescent years to decide which route to take. Adolescents during this time have to re-establish restrictions for themselves regardless of being in an open potentially aggressive world i.e. based on their background and what they have learned, observed and what they have been exposed to in

growing up, they need to decide to either stick to their moral values or compromise them in a bullying situation (Richard, 1983).

In summary, Coloroso (2008) believes it is within the family structure that children build self-confidence and are able to see the cause of bullying and not blame themselves.

When a family is free of abuse and oppression, it can be the place where we share our deepest secrets and stand the most exposed; a place where we learn to feel distinct without being 'better', and where we can make sacrifices for others, without losing ourselves (Coloroso 2008, p.100).

Dr Alice Miller cited in Coloroso (2008) emphasising that; someone who was groomed to feel free and strong throughout their childhood does not have/develop the need to humiliate another person. Many children who are subjected to bullying are weakened by the experience.

Aim of study

To explore the extent and nature of perceived victimization and perpetration of sexual bullying amongst adolescents within secondary schools in the Mahikeng Local Municipality.

Objectives of the study

The objectives of the study are identified as follows:

1. To obtain empirical data on the extent of perceived sexual bullying victimization and perpetration amongst adolescent learners in secondary schools in the Mahikeng Local Municipality.

2. To obtain empirical data on the nature of perceived sexual bullying victimization and perpetration amongst adolescent learners in secondary schools in the Mahikeng Local Municipality.
3. To investigate whether low and high self-esteem adolescent learners differ on perceived sexual bullying perpetration.
4. To investigate whether low and high self-esteem adolescent learners differ on perceived sexual bullying victimization.

Significance of the study

The researcher's study is important because it has both practical and theoretical significance as it seeks to extend and bring insight in terms of more knowledge of the subject at hand. Practically, the outcome of this study is expected to contribute to measures which may reduce bullying in schools in the rural areas of South Africa. The findings of the study will help schools in establishing school policies/conduct that will cater for the right to a conducive and productive school environment and improve the effectiveness and implementation of developed prevention and intervention approaches in South African schools.

Theoretically this study will encourage other researchers to do similar studies within their particular school environment and most probably include more variables that could be behaviorally problematic to study about.

Hypotheses

- Adolescent learners will report higher incidents on the extent of perceived sexual bullying victimization and perpetration.
- Adolescent learners will report higher incidents on the nature of perceived sexual bullying victimization and perpetration.
- There will be a significant difference on perception of sexual bullying victimization between low and high self-esteem adolescent learners.
- There will be a significant difference on the perception of sexual bullying perpetration between low and high self-esteem adolescent learners.

Research method

Design: Cross-sectional Survey

The study used the quantitative research approach. All statistical analyses were done by means of frequencies and cross-tabulations using the t-test for high and low self-esteem as one of the independent variables.

Research Participants

The researcher used both simple random sampling and stratified sampling where in which, simple random sampling is a probability sampling technique wherein each member of the population has an equal chance of being selected as subject. The entire process of sampling is done in a single step with each subject selected independently of the other members of the

population. In terms of Stratified sampling is a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata.

Simple random sampling was used to gather a sample of 366 respondents for the study where the researcher knows the population of the school and that each pupil who is within the age of 14 and 19 years has a specifiable probability of being selected. Simple random sampling technique was applied in selecting participants by use of “yes” and “no” table. Stratified sampling was followed on the first selection of the schools and later the selection of grades and classes which were clustered. All learners were from grade 9 to 12 from five different schools at Ngaka Modiri Molema District in the North-West Province Learners came from multiracial groups, i.e., blacks, whites, Asians, Indians and coloureds.

Instrument and Psychometric Properties

Perceived extent and nature of sexual bullying. These were measured using a scale developed by the Department of Psychology (North West University, Mafikeng Campus, South Africa in 2011). The scale measures how often, if at all, are the following things (Made sexual comments, jokes, gestures or looks) been done to you by another learner. The response format is on a 4-point format of 1= Never, 2 = 1-2 times, 3 = 3-5times, 4 = 6+ times. The score of individuals is obtained by summing the scores for the eight (8) items. The high score indicates high extent of bullying.

Nature of bullying: The Nature of bullying was measured using the scale of three(3)items developed by the Department of Psychology (North West University, Mafikeng Campus, South Africa, 2011).The scale measures how often, if at all, have the following things been

done to you by another learner. The response patterns ranged from 1=Never, 2 =1-2 times, 3 = 3-5 times, 4 = 6+times. Sum the scores for the three items.

Self-esteem: Self-esteem was measured using the scale of ten (10) items (section 39) of the questionnaire developed by the Department of Psychology (North West University, Mafikeng Campus, South Africa, 2011). The scale measures how much you agree or disagree with each statement. The response patterns ranged from strongly agree, Agree, Disagree, or strongly disagree. Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score; the higher the self-esteem.

Questionnaires were thoroughly explained by the researcher. Learners completed the questionnaires anonymously and without any discussion or interpretations. The questionnaires were filled voluntarily by the learners.

Psychometric Properties

- Cronbach's Alpha for sexual bullying (.770)
- Cronbach's Alpha for sexual bullying perpetration (.827)
- Cronbach's Alpha for sexual bullying victimization (.681)
- Cronbach's Alpha for self-esteem (.729)

Procedure

Data was collected from three hundred and sixty six (366) participants randomly selected, using a table of random numbers of 'yes' or 'no' from 5 different schools around the Mahikeng Local Municipality. The Questionnaire was approved by the North- West University ethics committee and approval was sought from Department of Education. After the consent was obtained from the Department of Education and the school authority, days of data collection were communicated to all the schools concerned. On these dates, all learners (grade 9 to 12) from 5 schools in the Mafikeng area were chosen to participate in the study. From 12h00-14h30, administration of the questionnaire took place during regular classes under the supervision of the student psychologist and life orientation teacher due to the sensitivity of the research subject. The questionnaires were thoroughly explained by the researcher. Learners completed the questionnaires anonymously and without any discussion or interpretations. The questionnaires were filled voluntarily by the learners.

Results The first and second hypotheses expected adolescent learners to report higher incidences on the extent and nature of perceived sexual bullying victimization and perpetration, while the third and fourth hypotheses expected significant Differences on Perceived Sexual Bullying Victimization and Perpetration between High and Low Self-esteem Adolescents.

Table 1: Frequencies and Percentages of the Extent of Perceived Sexual Bullying Victimization and Perpetration

Variables	Frequency (%)
Low perception of sexual bullying victimization	204 (55.7%)

High perception of sexual bullying victimization	162 (44.3%)
Low perception of sexual bullying perpetration	236 (64.5%)
High perception of sexual bullying perpetration	130 (35.5%)

Results from (Table 1) above show that more learners experienced low sexual bullying perpetration 236 (64.5%) and low sexual bullying victimization 204 (55.7%). While the rest of the learners seem to have experienced high sexual bullying victimization 162 (44.3%) and high sexual bullying perpetration 130 (35.5%).

The first hypothesis expected adolescent learners to report higher incidence on the extent of perceived sexual bullying victimization and perpetration yet the results revealed that more learners actually reported lower incidences. The first hypothesis is dis-proved as the adolescent learners who reported higher incidence on the extent of perceived sexual bullying victimization and perpetration were not higher as expected though reported on the extent and showed the existence and persistence of sexual bullying victimization and perpetration which need serious awareness and intervention.

Table 2: Frequencies and Percentages of the Nature of Perceived Sexual Bullying Victimization and Perpetration

Variables	Never	1-2 times	3-5 times	6+ times
Sexual made a year	43 (39.1)	122 (33.3)	46 (12.6)	55 (15.0)
Sexual rumours a year	255 (69.7)	75 (20.5)	16 (4.4)	20 (5.5)
Gay a year	276 (75.4)	70 (19.1)	7 (1.9)	13 (3.6)
Sexual touch a year	181 (49.5)	102 (27.9)	47 (12.8)	36 (9.8)

Sexual brush a year	211 (57.7)	96 (26.2)	32 (8.7)	27 (7.4)
Pulled clothing a year	255 (69.7)	87 (23.8)	10 (2.7)	14 (3.8)
Comment last	176 (48.1)	114 (31.1)	32 (8.7)	44 (12.0)
Pornography last	219 (59.8)	101 (27.6)	25 (6.8)	21 (5.7)
Rumours last	251 (68.6)	90 (24.6)	13 (3.6)	12 (3.3)
Gay last	284 (77.6)	67 (18.3)	7 (1.9)	8 (2.2)
Touched last	187 (51.1)	122 (33.3)	34 (9.3)	23 (6.3)
Brushed last	218 (59.6)	97 (26.5)	27 (7.4)	24 (6.6)
Blocked last	219 (59.8)	101 (27.6)	26 (7.1)	20 (5.5)
Forced kiss last	200 (54.6)	101 (27.6)	32 (8.7)	33 (9.0)

It was noted from Table 2 that majority of learners yearly have not experienced the sexual bullying victimization and perpetration at school. However, it was also importantly noted that 33.3% of learners experienced “sexual made” (1-2 times) yearly, versus 12.6% (2-5 times) and 15.0% (6+ times) yearly. Another 27% of learners experienced sexual touching (1-2 times) yearly, versus 12.8% (3-5 times) and 9.8% (6+ times) yearly. About 26.2% of learners experienced sexual brush (1-2 times) yearly, versus 8.7% (3-5 times) and 7.4% (6+ times) yearly.

Moreover, majority of learners did not experience bullying victimization and perpetration in the last years. However, it was noted that 33.3% of learners experienced sexual touches (1-2 times) and 31.1% of learners experienced sexual comments (1-2 times). The second hypothesis expected adolescent learners to report higher incidence on the nature of perceived sexual bullying victimization and perpetration. The results show that, though majority of learners did not experience bullying victimization and perpetration at school in the last years, there were high incidence still noted and reported on the nature of sexual

bullying victimization and perpetration yearly which need serious awareness and intervention. The second hypothesis was partially proven.

Table 3: Results of t-test analyses showing the Differences on Perceived Sexual Bullying Victimization and Perpetration between High and Low Self-esteem Adolescents

Dependent Variables	Self-esteem	N	MEAN	SD	Df	t	P
VICTIMIZATION	Low self-esteem	172	3.2267	3.39948	364	-2.512	.26
	High self-esteem	194	4.1649	3.70738	364	-2.525	
PERPETRATION	Low self-esteem	172	1.4128	2.02570	364	-.904	.61
	High self-esteem	194	1.6289	2.48652	364	-.915	

Results shown in table 3 incidents show that there were no significant results for low self-esteem, $P < .26$. Learners showed high levels of low self-esteem ($X\text{-bar} = 3.23$) and high self-esteem tendencies of victimization ($X\text{-bar} = 4.16$) as compared to perpetration. In addition, there were no significant results for high self-esteem tendencies. The results did not confirm hypotheses 3 and 4.

Discussion and conclusion:

In summary,

The results of the study showed that more learners experienced low sexual bullying perpetration 236 (64.5%) and low sexual bullying victimization 204 (55.7%), while the rest of the learners seem to have experienced high sexual bullying victimization 162 (44.3%) and high sexual bullying perpetration 130 (35.5%).

It was noted from the results that majority of learners had not experienced yearly the sexual bullying and perpetration at school. However, it was noted that 33.3% of learners experienced “sexual made” (1-2 times) yearly, versus 12.6% (2-5 times) and 15.0% (6+ times) yearly. Another 27% of learners experienced sexual touching (1-2 times) yearly, versus 12.8% (3-5 times) and 9.8% (6+ times) yearly. Lastly, 26.2% of learners experienced sexual brush (1-2 times) yearly, versus 8.7% (3-5 times) and 7.4% (6+ times) yearly. Moreover, majority of learners did not experience bullying and perpetration in the last years. However, it was noted that 33.3% of learners’ experienced sexual touches (1-2 times) and 31.1% of learners’ experienced sexual comments (1-2 times). About 27.6% of learners experienced pornography, being forced to kiss and blocked (1-2 times). Lastly, 26.5% of learners were sexually brushed (1-2 times). The results dis-prove the first hypothesis and partially prove the second hypothesis though the existence is still there which proves the need for more education and intervention.

There were no significant results for low self- esteem, $P < .26$. Learners showed high levels of low self-esteem ($X\text{-bar} = 3.23$) and high self-esteem tendencies of victimization ($X\text{-bar} = 4.16$) as compared to perpetration. In addition, there were no significant results for high self-esteem tendencies. The results did not confirm hypotheses 3 and 4.

The findings are partially in line with the literature reviewed for the study. In South Africa, Townsend et al., (2008) refer to bullying as largely an unprovoked, negative, physical or psychological actions perpetrated repeatedly over time between bullies and victims. It is therefore clear from the results that learners experienced sexual bullying and perpetration at least (1-2 times) yearly, which proves that bullying is repeatedly experienced. The most commonly reported behaviours of sexual bullying included jokes, rumours of a sexual nature,

and name-calling (Young et al., 2008). The indirect aggression allows the bully to avoid confronting their victim (Turkel, 2007).

An article from Citizen Newspaper (2008) reported a number of true confessions about bullying activities in secondary schools. One former student of a secondary school reported that the senior students used to bully the juniors all the time. Bullying used to happen more or less a few days in a week, if not every day, depending on the seniors. Although all students knew about these late night bullying sessions, everyone, including the victims, accepted activities as part of the culture; they never reported it to the wardens or teachers, as they wanted it to remain a matter between students. Even though the school conducted late night spot checks at least once a week on the dormitories, the activities went undetected as the seniors somehow either knew when the spot checks would take place or started their activities later.

Newspaper headlines such as the above often cause shock among parents, educators and children worldwide. The severity of the incidents has generated speculation and concern that the prevalence of victimisation has increased. The Charter of Human Rights in South Africa (RSA, 1996: Act 108 of 1996) section 28 clearly states that, every child has the right to be protected from maltreatment, neglect, abuse or degradation, everybody has inherent dignity and the right to have their dignity respected and protected, and every learner has the right to non-violence and the freedom and security of a person. Regardless of these rights, the problem of bullying in South African schools still persists, hence, the motivation for the present study.

In conclusion, the first and second hypotheses expected adolescent learners to report higher incidence on the extent and nature of perceived sexual bullying victimization and perpetration, while the third and fourth hypotheses expected significant Differences on Perceived Sexual Bullying Victimization and Perpetration between High and Low Self-esteem Adolescents.

The first hypothesis is dis-proved as adolescent learners who reported higher incidence on the extent of perceived sexual bullying victimization and perpetration were not higher as expected though they reported on the extent and showed the existence and persistence of sexual bullying victimization and perpetration which need serious awareness and intervention. The second hypothesis was partially proven as the results show that, though majority of learners did not experience bullying victimization and perpetration at school in the last years, there were higher incidence still noted and reported on the nature of sexual bullying victimization and perpetration yearly which need serious awareness and intervention. Results from Table 3 show no significant results for low self- esteem, $P < .26$. Learners showed high levels of low self-esteem ($X\text{-bar} = 3.23$) and high self-esteem tendencies of victimization ($X\text{-bar} = 4.16$) as compared to perpetration. In addition, there were no significant results for high self-esteem tendencies. The results did not confirm hypotheses 3 and 4. The findings are partially in line with the literature reviewed in the study, it is clear from the results that learners experienced sexual bullying and perpetration at least (1-2 times) yearly, which proves that bullying, is repeatedly experienced. An article from Citizen Newspaper (2008) reported a number of true confessions about bullying activities in secondary schools, and newspaper headlines such as the above cause shock in parents,

educators and children worldwide. The severity of the incidents has generated speculation and concern that the prevalence of victimization has increased.

Based on the above, it is therefore clear that there is a high need for education on the matter at hand and intervention strategies need to be established and implemented in schools and the communities at large as some occurrences were reported outside the school.

Recommendations:

- Given the overlap among bullying and self- esteem, future studies should address the link among these forms of aggression so that prevention programmes can be enhanced to address adolescents' anti- sexual bullying behaviour. There is the need to develop secondary and tertiary programmes, not just primary prevention programmes.
- Policies in school districts need to be reviewed and amended explicitly with regard to all forms of bullying and harassments, including harassment forms of gender. School districts policies must be clear in terms of their implementation, both their reporting, and response mechanisms and they must be aligned with South African school laws.
- Educating staff, learners and parents with regard to policy revision is an essential step for successful implementation.
- Stress all modes of communication to be valued and utilized in the school with all constituents and integrate them into the curriculum, this can help learners become more respectful and considerate of others. There is need to give kids life and social skills, not just knowledge about bullying.

- Recognize that learners are also witnessing and involved in violence in their homes. It is important that alternatives to violence and for solving problems and conflicts be given to them.

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ANNEXURE A
(QUESTIONNAIRE)

INSTRUCTIONS

In this survey you will be asked to respond to questions and statements about 'bullies' and 'bullying'.

Questionnaire on bullying Please tick the correct box with a X – Question 2 and 3 write the number						<i>OFFICIAL USE</i>
1.	GENDER:	<i>Male</i>	<input type="checkbox"/>	<i>Female</i>	<input type="checkbox"/>	
2.	AGE (<i>Just write your age in years</i>)				<input type="text"/>	
3.	GRADE (<i>Just write the grade</i>)				<input type="text"/>	
4	RACE					
	<i>Black</i>					<input type="checkbox"/>
	<i>White</i>					<input type="checkbox"/>
	<i>Asian</i>					<input type="checkbox"/>
	<i>Coloured</i>					<input type="checkbox"/>
	<i>Indian</i>					<input type="checkbox"/>
5	How well do you do in your schoolwork? You average for all your subjects.					
	<i>Mostly (0-29%)</i>					<input type="checkbox"/>
	<i>Mostly (30-39%)</i>					<input type="checkbox"/>
	<i>Mostly (40-49%)</i>					<input type="checkbox"/>
	<i>Mostly (50-59%)</i>					<input type="checkbox"/>
	<i>Mostly (60-69%)</i>					<input type="checkbox"/>
	<i>Mostly (70-79%)</i>					<input type="checkbox"/>
	<i>Mostly (80-89%)</i>					<input type="checkbox"/>
	<i>Mostly (90-99%)</i>					<input type="checkbox"/>
6.	YOUR FAMILY –					
	I live with both my parents					<input type="checkbox"/>
	My parents are divorced/separated, I live with my mom					<input type="checkbox"/>
	My parents are divorced/separated, I live with my dad					<input type="checkbox"/>
	I live with my guardian					<input type="checkbox"/>
	My father passed away					<input type="checkbox"/>
	My mother passed away					<input type="checkbox"/>
						<input type="checkbox"/>

HAS THIS EVER BEEN DONE TO YOU

7. Have you ever experienced any of the following behaviours listed below during the past year?

		Never happened	Rarely happened	Sometimes happened	Often happened	Always happened	<i>OFFICIAL USE</i>
A	Called me names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
B	Made fun of me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
C	Said they will do bad things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	to me						
D	Played jokes on me						
E	Won't let me be part of their group						
F	Broke my things						
G	Attacked me						
H	Nobody would talk to me						
I	Wrote bad things about me						
J	Said mean things behind my back						
K	Pushed or shoved me						
l	Other ways you were bullied?						

*OFFICIAL
USE*

8. How many times have you experienced these behaviours?

	One or more times a day	<input type="checkbox"/>
	One or more times a week	<input type="checkbox"/>
	One or more times a month	<input type="checkbox"/>
		<input type="checkbox"/>

*OFFICIAL
USE*

9. Where did you experience these behaviours listed in question no 7?

	In the classroom	<input type="checkbox"/>
	Before school	<input type="checkbox"/>
	After school	<input type="checkbox"/>
	Sporting events	<input type="checkbox"/>
	Bathroom	<input type="checkbox"/>
	Hallway	<input type="checkbox"/>
	Telephone	<input type="checkbox"/>
	Text message	<input type="checkbox"/>
	Facebook	<input type="checkbox"/>
	On your way to school	<input type="checkbox"/>

10. Who did this to you most often (tick all that are true)

*OFFICIAL
USE*

	Older boys		
	Older girls		
	Boys in my grade		
	Girls in my grade		
	Someone who is strong		
	Someone who is powerful		
	Someone who has many friends		
	Younger boys		
	Younger girls		
	Someone who is an adult		
	Someone who is popular		
	Someone who is smart		
	Someone I didn't know		

11. How much of a problem was the behaviour for you?

		Never a problem	Rarely a problem	Sometimes a problem	Often a problem	Always a problem	<i>OFFICIAL USE</i>
a	Made me feel sick						
b	I couldn't make friends						
c	Made me feel bad or sad						
d	Made it difficult to learn at school						
e	Didn't come to school						
f	I had problems with my family						
g	Other						

12. Why do you think you were treated in that way?(tick all that are true)

*OFFICIAL
USE*

	They think my face looks funny		
	They think I'm fat		
	They think I'm skinny		
	They think I look too old		
	They think I look too young		
	They think I am a wimp / weakling		
	They think my friends are weird		

	I'm sick a lot		
	I'm disabled		
	I get good grades		
	I get bad grades		
	Where I live		
	The clothes I wear		
	The color of my skin		
	The country I'm from		
	I am different		
	The church I go to		
	My parents		
	My family		
	My family is poor		
	My family has a lot of money		
	Someone in my family has a disability		
	I am too tall		
	I am too short		
	I get angry a lot		
	I cry a lot		
	I can't get along with other people		
	They say I'm gay		
	The way I talk		
	Other - describe		

13. Did the teachers and school staff know about the incidents that happened to you?

*OFFICIAL
USE*

	Yes		
	No		
	I don't know		

14. Did your parents know about the incidents that happened to you?

*OFFICIAL
USE*

	Yes		
	No		
	I don't know		

HAVE YOU EVER SEEN IT BEING DONE TO OTHERS

15. Have you seen someone else being treated likewise in this school year?

*OFFICIAL
USE*

	Yes		
--	-----	--	--

No		
----	--	--

*OFFICIAL
USE*

16. If YES – how often did you see the student being treated as such?

One or more times a day		
One or more times a week		
One or more times a month		

*OFFICIAL
USE*

17. Where did these incidents take place?

In the classroom		
Before school		
After school		
Sporting events		
Bathroom		
Hallway		
Telephone		
Text message		
Facebook		
On your way to school		

18. Which of the treatments listed below did these students experience?

		Never happened	Rarely happened	Sometimes happened	Often happened	Always happened	<i>OFFICIAL USE</i>
a	Called them names						
b	Made fun of them						
c	Said they will do bad things to them						
d	Played jokes on them						
e	Won't let them be part of their group						
f	Broke their things						
g	Attacked them						
h	Nobody would talk to them						
i	Wrote bad things about them						
j	Said mean things behind their back						
k	Pushed or shoved						

	them						
1	Other ways they were bullied?						

19. Who did these to them most often (tick all that are true)		OFFICIAL USE	
	Older boys		
	Older girls		
	Boys in their grade		
	Girls in their grade		
	Someone who is strong		
	Someone who is powerful		
	Someone who has many friends		
	Younger boys		
	Younger girls		
	Someone who is an adult		
	Someone who is popular		
	Someone who is smart		
	Someone I didn't know		

20. How did seeing these incidents affect you?

		Never a problem	Rarely a problem	Sometimes a problem	Often a problem	Always a problem	OFFICIAL USE
a	Made it difficult to learn at school						
b	Didn't come to school						
c	I had problems with my family						
d	Other						

21. Why do you think they were such treated? (tick all that are true)		OFFICIAL USE	
	They think their faces look funny		
	They think he/she is fat		
	They think he/she is skinny		
	They think he/she looks too old		
	They think he/she looks too young		
	They think he/she is a wimp / weakling		

	They think their friends are weird		
	He/she is sick a lot		
	He/she is disabled		
	He/she gets good grades		
	He/she gets bad grades		
	Where they live		
	The clothes they wear		
	The color of their skin		
	The country they are from		
	He/she is different		
	The church they go to		
	Their parents		
	Their family		
	His/her family is poor		
	His/her family has a lot of money		
	Someone in their family has a disability		
	He/she is too tall		
	He/she is too short		
	He/she gets angry a lot		
	He/she cries a lot		
	He/she can't get along with other people		
	They say he/she is gay/lesbian		
	The way he/she talks		
	Other - describe		

22. Did the teachers and school staff know about the incidents that happened to them?

*OFFICIAL
USE*

	Yes		
	No		
	I don't know		

23. Did you ever do any of the following to a person? (tick how often it happened)

		Never happened	Rarely happened	Sometimes happened	Often happened	Always happened	<i>OFFICIAL USE</i>
a	Called them names						
b	Made fun of them						
c	Said you will do bad things to them						
d	Played jokes on them						
e	Won't let them be part of your group						

f	Broke their things						
g	Attacked them						
h	Nobody would talk to them						
i	Wrote bad things about them						
j	Said mean things behind their back						
k	Pushed or shoved them						
l	Other ways they were bullied?						

24. If YES – how often have did you do it to someone else?		<i>OFFICIAL USE</i>
<input type="checkbox"/>	One or more times a day	
<input type="checkbox"/>	One or more times a week	
<input type="checkbox"/>	One or more times a month	
<input type="checkbox"/>		

25. Where did you do it to them?		<i>OFFICIAL USE</i>
<input type="checkbox"/>	In the classroom	
<input type="checkbox"/>	Before school	
<input type="checkbox"/>	After school	
<input type="checkbox"/>	Sporting events	
<input type="checkbox"/>	Bathroom	
<input type="checkbox"/>	Hallway	
<input type="checkbox"/>	Telephone	
<input type="checkbox"/>	Text message	
<input type="checkbox"/>	Facebook	
<input type="checkbox"/>	On your way to school	
<input type="checkbox"/>		

26. Who did you do the behaviours listed in question 22 to? (tick all that are true)		<i>OFFICIAL USE</i>
<input type="checkbox"/>	Older boys	

	Older girls		
	Boys in my grade		
	Girls in my grade		
	Someone who is strong		
	Someone who is powerful		
	Someone who has many friends		
	Younger boys		
	Younger girls		
	Someone who is an adult		
	Someone who is popular		
	Someone who is smart		
	Someone I didn't know		

27. How did you feel about the behaviour?

		Never a problem	Rarely a problem	Sometimes a problem	Often a problem	Always a problem	<i>OFFICIAL USE</i>
a	Made it difficult to learn at school						
b	Didn't come to school						
c	I had problems with my family						
d	Other						

28. Why did you behave in such a manner?

OFFICIAL USE

	I think his/her face looks funny		
	I think he/she is fat		
	I think he/she is skinny		
	I think he/she looks too old		
	I think he/she looks too young		
	I think he/she is a wimp / weakling		
	I think his/her friends are weird		
	He/she is sick a lot		
	He/she is disabled		
	He/she gets good grades		
	He/she gets bad grades		

	Where he/she lives		
	The clothes he/she wears		
	The colour of his/her skin		
	The country he/she is from		
	He/she is different		
	The church he/she goes to		
	His/her parents		
	His/her family		
	His/her family is poor		
	His/her family has a lot of money		
	Someone in his/her family has a disability		
	He/she is too tall		
	He/she is too short		
	He/she gets angry a lot		
	He/she cries a lot		
	He/she can't get along with other people		
	I think he/she is gay/lesbian		
	The way he/she talks		
	Other – describe		

*OFFICIAL
USE*

29. Did the teachers and school staff know about your behaviour?

	Yes		
	No		
	I don't know		

30. How much do you agree with each sentence?

		Totally false	Sort of false	Both true and false	Sort of true	Totally true	<i>OFFICIAL USE</i>
a	Most people who get bullied ask for it						
b	Bullying is a problem in our school						

c	Bullying is a problem in all schools						
d	Bullies are popular						
e	I don't like bullies						
f	Bullying is good for wimpy learners						
g	I am afraid of the bullies at my school						
H	Bullies hurt kids emotionally						
I	I would be friends with a bully						
J	I can understand why someone would bully other kids						
K	I think bullies should be punished						
L	Bullies don't mean to hurt anybody						
M	Bullies make people feel bad						
N	I feel sorry for learners who get bullied						
O	Being bullied is no big deal						
P	Bullies were once bullied themselves						

31. Do you think that schools should worry about these kinds of behaviours listed in question 22?

OFFICIAL USE

	Yes		
	No		
	I don't know		

32. A list of reasons why people say they have done the types of behaviours are the follow. Do the following reasons describe why you did these towards someone in the past year during school-related times?

		Yes	no	<i>OFFICIAL USE</i>
a	It's just part of school life; a lot of people do it; it is no big deal			

b	I wanted that person to think I had some power over them			
c	I wanted something from that person			
d	My friends encouraged me / "pushed" me into doing it			
e	I thought the person liked it			
f	I wanted a date with the person			

33. During the last year, how often, if at all, has anyone (this includes students, teachers, other school employees, or anyone else) done the following things to you.

		Never	1-2 times	3-5 times	6+ times	OFFICIAL USE
a	Made sexual comments, jokes, gestures or looks					
b	Spread sexual rumours about you?					
c	Said you were gay or lesbian					
d	Touched, grabbed or pinched you in a sexual way					
e	Intentionally brushed against you in a sexual way					
f	Pulled your clothing up or down					

34. Please indicate with an X the perpetrator of these behaviours as mentioned in 35.

		Yes	no	OFFICIAL USE
a	A student			
b	A former student			
c	A teacher			
d	A teacher's aide			
e	A principal			
f	A counsellor			
g	A coach			
h	A substitute teacher			
i	Another school employee			
j	Someone else			
k				

35. Where did these incidents take place?

		Yes	no	OFFICIAL

				<i>USE</i>
a	In a classroom			
b	In the hall			
c	In the gym or playing field			
d	At the tuck shop			
e	In the locker area			
f	In the bathroom			
g	In the parking lot			
h	Outside the school			
i	On a school trip			
j	At a school organised function			
k				

36. During the last year, how often, if at all, have the following things been done to you by another student/s, teacher/s, other school employees, or anyone else?

		Never	1-2 times	3-5 times	6+ times	<i>OFFICIAL USE</i>
a	Someone made sexual comments, jokes, gestures or looks					
b	Showed, gave, or left you sexual pictures, pornography, illustrations, messages, or notes with a sexual connotation					
c	Spread sexual rumours about you?					
d	Said you were gay or lesbian					
e	Touched, grabbed or pinched you in a sexual way					
f	Intentionally brushed against you in a sexual way					
g	Blocked your way or cornered you in a sexual way					
h	Forced you to kiss him/her					

37. How often, if at all, have YOU done the following things to somebody else (this includes students, teachers, other school employees, or anyone else) in the last school year.

		Never	1-2 times	3-5 times	6+ times	OFFICIAL USE
a	Said they were gay or lesbian					
b	Touched, grabbed or pinched him/her in a sexual way					
c	Intentionally brushed against him/her in a sexual way					

Cyber bullying is when someone repeatedly makes fun of another person online or repeatedly picks on another person through email or text message or when someone posts something online about another person that they don't like.

38. In the last 30 days have you experienced the following?

		Never	Once or twice	A few times	Many times	Every day	OFFICIAL USE
a	Have you received an email from someone you know that made you really mad						
b	Have you received an email from someone you didn't know that made you really mad? (This does not include 'spam' mail).						
c	Has someone posted something on your MY SPACE page that made you upset or uncomfortable						
d	Has someone posted something on another web page that made you upset or uncomfortable						
e	Have you received an sms or instant message that made you upset or uncomfortable						
f	Have your parents talked to you about being safe on the computer						
g	Have you been bullied or picked on by another person while online						
h	Have you been afraid to go on the computer						
i	Has anyone posted anything about you online that you didn't want others to see						
j	Has anyone e-mailed or text messaged you and asked questions about sex that						

made you uncomfortable						
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39. Please tick one answer for each statement to indicate how much you agree or disagree with each statement.

STATEMENT	Strongly agree	Agree	Disagree	Strongly disagree	OFFICIAL USE
1 I feel that I am a person of worth, at least on an equal plane with others					
2 I feel that I have a number of good qualities					
3 All in all, I am inclined to feel that I am a failure					
4 I am able to do things as well as most other people					
5 I feel I do not have much to be proud of					
6 I take a positive attitude toward myself					
7 On the whole, I am satisfied with myself					
8 I wish I could have more respect for myself					
9 I certainly feel useless at times					
10 At times I think I am no good at all					

40. Please tick one answer for each statement to indicate how much you agree or disagree with each statement.

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	OFFICIAL USE
1	My friend's emotions don't affect me much						
2	After being with a friend who is sad about something, I usually feel sad						
3	I can understand my friend's happiness when he/she does well at something						
4	I get frightened when I watch characters in a good scary movie						
5	I get caught up in other people's feelings easily						
6	I find it hard to know when my friends are frightened						
7	I don't become sad when I see other people crying						
8	Other people's feelings don't bother me at all						
9	When someone is feeling 'down' I can usually understand how they feel						
10	I can usually work out when my friends are scared						
11	I often become sad when watching sad things on TV or in films						
12	I can often understand how people are feeling even before they tell me						
13	Seeing a person who has been angered has no effects on my feelings						
14	I can usually work out when people are cheerful						
15	I tend to feel scared when I am with friends who are afraid						
16	I can usually realize quickly when a friend is angry						
17	I often get swept up in my friend's feelings						
18	My friend's unhappiness doesn't make me feel anything						
19	I am not usually aware of my						

	friend's feelings						
20	I have trouble figuring out when my friends are happy						

41. using the 5 point scale shown below, indicate how uncharacteristic or characteristic each of the following statements is in describing you. Place your rating in the box to the right of the statement.

1 = extremely uncharacteristic of me

2 = somewhat uncharacteristic of me

3 = neither uncharacteristic nor characteristic of me

4 = somewhat characteristic of me

5 = extremely characteristic of me

	Statement	1 Extremely uncharac- teristic of me	2 Somewhat uncharac- teristic of me	3 Neither charac- teristic nor uncharac- teristic of me	4 Somewhat charac- teristic of me	5 Extremely charac- teristic of me	OFFICIAL USE
1.	Some of my friends think I am a hothead						
2.	If I have to resort to violence to protect my rights, I will.						
3.	When people are especially nice to me, I wonder what they want.						
4.	I tell my friends openly when I disagree with them.						
5.	I have become so mad that I have broken things.						
6.	I can't help getting into arguments when people disagree with me.						
7.	I wonder why sometimes I feel so bitter about things.						
8.	Once in a while, I can't control the urge to strike another person.						
9.*	I am an even-tempered person.						
10.	I am suspicious of overly friendly strangers.						
11.	I have threatened people I know.						
12.	I flare up quickly but get over it quickly.						
13.	Given enough provocation, I may hit another person.						
14.	When people annoy me, I may tell them what I think of them.						
15.	I am sometimes eaten up with jealousy.						

16.*	I can think of no good reason for ever hitting a person.						
17.	At times I feel I have gotten a raw deal out of life.						
18.	I have trouble controlling my temper.						
19.	When frustrated, I let my irritation show.						
20.	I sometimes feel that people are laughing at me behind my back.						
21.	I often find myself disagreeing with people.						
22.	If somebody hits me, I hit back.						
23.	I sometimes feel like a powder keg ready to explode.						
24.	Other people always seem to get the breaks.						
25.	There are people who pushed me so far that we came to blows.						
26	I know that 'friends' talk about me behind by back						
27	My friends say that I'm somewhat argumentative						
28	Sometimes I fly off the handle for no good reason						
29	I get into fights a little more than the average person						

42. Please answer each question by ticking YES or NO. There are no right or wrong answers, and no trick questions. Work quickly and don't think too long about the exact meaning of the questions. PLEASE REMEMBER TO ANSWER EACH QUESTION.

		YES	NO	OFFICIAL USE
1	Do you have many different hobbies?			
2	Do you stop to think things over before doing anything?			
3	Does your mood often go up and down?			
4	Have you ever taken the praise for something you knew someone else had really done?			
5	Do you take much notice of what people think?			
6	Are you a talkative person?			
7	Would being in debt worry you?			
8	Do you ever feel 'just miserable' for no reason?			
9	Do you give money to charities?			
10	Were you ever greedy by helping yourself to more than your share of anything?			

11	Are you rather lively?			
12	Would it upset you a lot to see a child or an animal suffer?			
13	Do you often worry about things you should not have done or said?			
14	Do you dislike people who don't know how to behave themselves?			
15	If you say you will do something, do you always keep your promise no matter how inconvenient it might be?			
16	Can you usually let yourself go and enjoy yourself at a lively party?			
17	Are you an irritable person?			
18	Should people always respect the law?			
19	Have you ever blamed someone for doing something you knew was really your fault?			
20	Do you enjoy meeting new people?			
21	Are good manners important?			
22	Are your feelings easily hurt?			
23	Are <i>all</i> your habits good and desirable ones?			
24	Do you tend to keep in the background on social occasions?			
25	Would you take drugs which may have strange or dangerous effects?			
26	Do you often feel 'fed-up'?			
27	Have you ever taken anything (even a pin or button) that belonged to someone else?			
28	Do you like going out a lot?			
29	Do you prefer to go your own way rather than act by the rules?			
30	Do you enjoy hurting people you love?			
31	Are you troubled about feelings of guilt?			
32	Do you sometimes talk about things you know nothing about?			
33	Do you prefer reading to meeting people?			
34	Do you have enemies that want to hurt you?			
35	Would you call yourself a nervous person?			
36	Do you have many friends?			
37	Do you enjoy making practical jokes that can sometimes really hurt people?			
38	Are you a worrier? Do you easily worry about things?			
39	As a child did you do as you were told immediately and without moaning?			
40	Would you call yourself 'happy-go-lucky'?			
41	Do good manners and cleanliness matter much to you?			
42	Have you often gone against your parents' wishes?			
43	Do you worry about awful things that might happen?			
44	Have you ever broken or lost something belonging to someone else?			
45	Do you usually take the initiative in making new friends?			
46	Would you call yourself tense or 'highly strung'?			
47	Are you mostly quiet when you are with other people?			
48	Do you think marriage is old-fashioned and should be done away with?			
49	Do you sometimes boast a little?			

50	Are you more easy-going about right and wrong than most people?			
51	Can you easily get some life into a rather dull party?			
52	Do you worry about your health?			
53	Have you ever said anything bad or nasty about anyone?			
54	Do you enjoy co-operating with others?			
55	Do you like telling jokes and funny stories to your friends?			
56	Do most things taste the same to you?			
57	As a child were you ever cheeky to your parents?			
58	Do you like mixing with people?			
59	Does it worry you if you know there are mistakes in your work?			
60	Do you suffer from sleeplessness?			
61	Have people said that you sometimes act too rashly?			
62	Do you always wash before a meal?			
63	Do you always have a 'ready answer' when people talk to you?			
64	Do you like to arrive at appointments in plenty of time?			
65	Have you ever felt listless and tired for no reason?			
66	Have you ever cheated at a game?			
67	Do you like doing things in which you have to act quickly?			
68	Is (or was) your mother a good woman?			
69	Do you often make decisions on the spur of the moment?			
70	Do you often feel life is very dull?			
71	Have you ever taken advantage of someone			
72	Do you often take on more activities than you have time for?			
73	Are there several people who keep trying to avoid you?			
74	Do you worry a lot about your looks?			
75	Do you think people spend too much time safeguarding their future with savings and insurance?			
76	Have you ever wished that you were dead?			
77	Would you dodge paying taxes if you were sure you could never be found out?			
78	Can you get a party going?			
79	Do you try not to be rude to people?			
80	Do you worry too long after an embarrassing experience?			
81	Do you generally 'look before you leap'?			
82	Have you ever insisted on having your own way?			
83	Do you suffer from nerves?			
84	Do you often feel lonely?			
85	Can you on the whole trust people to tell the truth?			
86	Do you always practice what you preach?			
87	Are you easily hurt when people find fault with you or the work you do?			
88	Is it better to follow 'society's rules' than go your own way?			
89	Have you ever been late for an appointment or school?			
90	Do you like plenty of excitement around you?			
91	Would you like other people to be afraid of you?			

92	Are you sometimes bubbling over with energy and sometimes very sluggish?			
93	Do you sometimes put off until tomorrow what you ought to do today?			
94	Do other people think of you as being very lively?			
95	Do people tell you a lot of lies?			
96	Do you believe one has special duties to one's family?			
97	Are you touchy about some things?			
98	Are you always waiting to admit it when you have made a mistake?			
99	Would you feel sorry for an animal caught in a trap?			
100	When your temper rises, do you find it difficult to control?			

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