

Parents' preferences on the content of a school bullying programme

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PREFACE

This dissertation is written in accordance with the Manual for Higher Degrees Studies of the North-West University (2020). This dissertation comprises of three separate sections. Section A contains an introduction to the research study. Section B contains the literature overview and the article that is to be submitted for publication, entitled: Parents' preferences on the content of a school bullying programme. While in Section C the conclusions and recommendations of this study are outlined.

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DECLARATION

SOLEMN DECLARATION BY STUDENT

I, Wilhelmina Margaretha Roodt, declare herewith that the dissertation entitled: ***Parents' preferences on the content of a school bullying programme***, which I herewith submit, as my original work, to the North-West University, is in compliance/partial compliance with the requirements set for the degree, Social Work Master's degree in the field of Child protection. I am the author of this work, and text-editing has been conducted in accordance with all requirements and has not been submitted to any other university prior to this submission. All the necessary references and citations have been provided in the text, where applicable and a complete and an extensive reference list have been attached.

Signature:  Date: 2/12/2020

ABSTRACT

Research studies involving parents' insight on content elements of school bullying programmes were identified as minimal, therefore this study aimed at addressing that limitation in research. This was done by obtaining parents' preferences on the content elements that are to be included in a potential 3D-bullying programme (including parents, educators, and learners), at five schools. This would shed light into the specific needs of different school environments in communities with varying socio-economic circumstances to promote the development of context-specific school bullying prevention programmes.

Aim of the study: To determine by means of a cross-sectional survey the preferences of parents regarding the content elements that should be included in a potential 3D-bullying programme.

Methodology: This study followed a quantitative research approach and a quantitative-descriptive (survey) design. With the aim of obtaining information regarding the parent dimension of the bullying phenomenon, by having them respond to a questionnaire containing possible content elements of a potential 3D-bullying programme. Furthermore, a randomized cross-sectional survey design was utilized for this study that will act as a needs assessment research phase dealing with the development of a 3D-bullying programme, based upon the social group work intervention method in social work. This design was utilized as it is ideal for collecting facts and opinions regarding actions, attitudes, perceptions, and expectations regarding a 3D-bullying programme from respondents (parents) at a certain point in time. This data was analysed utilizing IBM SPSS v26, and comprised of a descriptive analysis to describe the characteristics of the sample by calculating frequencies and percentages, means and standard deviations. Secondly, an inferential analysis was conducted of the questionnaire in the form of an explanatory factor analysis (EFA) to determine the latent constructs underlying questions of the questionnaire. The Kaiser-Meyer-Olkin test (KMO) and the Bartlett test of Sphericity were used to determine the adequacy of the item correlation matrix, upon which the factor analysis was based. A reliability analysis was conducted by means of Cronbach's Alpha, to determine the construct's internal

consistence. Further analysis was carried out by means of t-tests and ANOVA, for determining whether the answers on the constructs differed between different groups (i.e. age, home language, etc.). Additionally, *p*-values are reported for the sake of completeness, with the significance level set at $\alpha = 0.05$. Furthermore, Cohen's effect sizes were reported following the guidelines of; 0.2 smaller effect, 0.5 medium effect, and 0.8 large effect. Lastly, the survey was analysed by means of the seven steps indicated by Creswell and Plano Clark (2013:213-214), including; 1) data reduction, 2) data display, 3) data transformation, 4) data correlation, 5) data consolidation, 6) data comparison and 7) data integration. Data collected by an open-ended question at the end of the survey was transcribed to identify corresponding themes that emerged.

Findings: The key findings of this study could be useful for developing a three-dimensional social group work school bullying programme that include parents, educators, and children to address bullying in primary schools.

Key terms: Parents' preferences, content elements, bully phenomenon, bully prevention, bully interventions, 3D-bullying programme.

OPSOMMING

Navorsingstudies wat ouers betrek vir hul insig oor die inhoudselemente van voorkomingsprogramme vir skoolboelies, is as minimaal geïdentifiseer, daarom is hierdie studie daarop gemik om die beperking in navorsing aan te spreek. Dit is gedoen deur ouers se voorkeure te verkry van die inhoudelike elemente wat ingesluit gaan word in 'n moontlike 3D-boelie program (vir ouers, onderwysers en leerders), in vyf skole. Dit sal die spesifieke behoeftes van verskillende skoolomgewings uitlig in gemeenskappe met verskillende sosio-ekonomiese omstandighede om die ontwikkeling van konteks-spesifieke skoolboelie programme te bevorder.

Doel van die studie: Om deur middel van 'n deursnit-opname die voorkeure van ouers te bepaal in verband met watter inhoudelike elemente ingesluit moet word in 'n potensiële 3D-boelie program vir ouers, onderwysers en leerders.

Metodologie: Hierdie studie het 'n kwantitatiewe navorsingsbenadering en 'n kwantitatiewe beskrywende (opname) ontwerp gevolg. Met die doel om inligting te bekom rakende die ouer se dimensie van die boelie fenomeen, deurdat hulle 'n vraelys beantwoord wat moontlike inhoudelike elemente van 'n 3D-boelie program bevat. Verder was 'n deursnit-opname ontwerp gebruik vir hierdie studie wat sal dien as 'n behoeftebepaling navorsingsfase vir die ontwikkeling van 'n 3D-boelie program, wat gebaseer is op die maatskaplike groepwerk intervensie metode in maatskaplike werk. Hierdie ontwerp was gebruik omdat dit ideaal is vir die insameling van feite en opinies rondom aksies, houdings, persepsies en verwagtinge rakende 'n 3D-boelie program vanaf respondente (ouers) op 'n sekere punt in tyd. Hierdie data was geanaliseer deur middel van IBM SPSS v26, en bestaan uit 'n beskrywende analise om die kenmerke van die steekproef te beskryf deur frekwensies en persentasies, gemiddelde en standaardafwykings te bereken. 'n Afleidende analise van die vraelys is gedoen in die vorm van 'n verduidelikingsfaktor analise (EFA) om die latente konstrakte te bepaal wat onderliggend is tot die vrae van die vraelys. Die Kaiser-Meyer-Olkin toets (KMO) en die Bartlett toets van Sferiteit is gebruik om die geldigheid van die item korrelasie matriks te bepaal, waarop die faktoranalise gebaseer is. 'n

Betroubaarheidsanalise is gedoen deur middel van Cronbach se Alpha om die konstruksie interne betroubaarheid te bepaal. Verdere analises is onderneem deur middel van t-toetse en ANOVA om te bepaal of die antwoorde op die verskillende konstruksie verskil tussen verskillende groepe (bv. ouderdom, huistaal, ens.). Addisioneel, is *p*-waardes gerapporteer vir omvattendheid, met die belangrikheidsvlak gestel op $\alpha = 0.05$. Verder is Cohen se effek groottes gerapporteer deur die riglyne te volg van; 0.2 kleiner effek, 0.5 medium effek, en 0.8 groot effek. Laastens is die vrae geanaliseer deur middel van die sewe stappe van Cresswell en Plano Clark (2013:213-214), wat die volgende insluit; 1) datavermindering, 2) datavertoning, 3) datatransformasie, 4) datakorrelasie, 5) datakonsolidasie, 6) datavergelyking en 7) data-integrasie. Data ingewin deur die oop-vraag aan die einde van die vrae is getranskribeer om ooreenstemmende temas te identifiseer.

Bevindinge: Die sleutelbevindinge van hierdie studie kan gebruik word vir die ontwikkeling van 'n drie-dimensionele maatskaplike groepwerk skoolboelie program wat ouers, onderwysers en kinders insluit om sodoende boeliegedrag aan te spreek in laerskole.

Sleuteltermes: Ouers se voorkeure, inhoud elemente, boeliefenomeen, boelievoorkoming, boelie-intervensies, 3D-boelie program.

ABBREVIATIONS

DoE	Department of Education
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Virus
NSW	New South Wales
EFA	Explanatory Factor Analysis
KMO	Kaiser-Meyer-Olkin Sample adequacy measure
SD	Standard deviation
SPSS	Statistical package for Social Sciences
NWU	North-West University
3D	Three dimensional

SECTION DIVISION OUTLINE

SECTION A: INTRODUCTION AND LITERATURE OVERVIEW

Part 1: INTRODUCTION AND ORIENTATION TO THE RESEARCH STUDY

Introduction, problem statement, contribution of the study, research question, aim of the study, defining key concepts, theoretical foundation, methodology, ethical considerations.

Part 2: BULLYING, EFFECTIVE INTERVENTIONS AND PARENT INVOLVEMENT: A LITERATURE OVERVIEW

Introduction, the bullying phenomenon, conceptualizing bullying, different types of bullying, the impact of bullying, the different role-players, causes of bullying, bully interventions, bullying and child protection and conclusion.

SECTION B: ARTICLE

ARTICLE: PARENTS' PREFERENCES ON THE CONTENT OF A SCHOOL BULLYING PROGRAMME.

Abstract, key words, introduction and problem statement, contribution of the study, research question, research methodology, research findings, discussion, limitations, conclusion, and recommendations.

SECTION C: EVALUATION, CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

Evaluation, conclusion, limitations of the study and recommendations for future research.

SECTION D: REFERENCES AND ANNEXURES

References and annexures.

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SECTION A: INTRODUCTION AND LITERATURE OVERVIEW

PART 1: INTRODUCTION AND ORIENTATION TO THE RESEARCH STUDY

PART 2: LITERATURE OVERVIEW

SECTION A (PART 1): INTRODUCTION AND ORIENTATION TO THE RESEARCH STUDY

1.1. INTRODUCTION

There seems to be a lack of studies that involve parents to obtain their insight on what elements should form part of the content of a potential three-dimensional school bullying programme. This study will obtain information that could be utilized in a potential intervention research study that will aim at developing a potential three-dimensional school bullying programme. This potential programme is three dimensional in the sense that it is intended to focus on three dimensions, namely students, educators, and parents. This programme is to be a prevention programme that will be based on the social group work intervention method in the field of social work. The social group work method has been proven in literature to be most successful in work with children in primary schools. This programme will be catered to the parents of primary school students. Parents' general involvement has been limited in many programmes that aim at addressing the phenomenon of bullying. A holistic and whole-school approach (i.e., a three-dimensional approach) has been recommended in many programmes to address bullying. In this study, this programme will be referred to as a 3D bullying programme. The study focused on the parent dimension and obtained their insights on the content that is to be included in such a bullying programme. The study therefore aimed at determining the content of the parent dimension of a 3D bullying programme by obtaining information on what parents regard the content elements to be included in such a bullying prevention programme by means of a cross-sectional survey as a data gathering method.

1.2. PROBLEM STATEMENT

From a literature overview, it seemed that limited research has been conducted into the perspectives of parents on bullying interventions that could contribute to a new dimension of the bullying phenomenon (Neser et al., 2004, p. 28). Furthermore, Axford et al. (2017, p. 242) found that programmes tended to exclude a parenting education and support element, even though

negative parenting behaviour has been associated with children being bullied or bullying others. This inclusion of parents may be important, as parents are responsible for modelling relationship skills and attitudes for creating positive situations in which children interact (Pepler & Craig, 2014), and parents are among the most important people in the life of a child (Van Niejenhuis et al., 2019, p. 1). This particularly motivates the inclusion of parents in programmes aimed at addressing the bullying phenomenon.

This inclusion of parents is further motivated by a study which indicated that educators in the Free State perceived that it is most effective to address bullying when parents are involved, by informing them when their children are bullying others and having them maintain strict discipline at home (Brown, 2014, p. 20; Van Niejenhuis et al., 2019, p. 1). Notar and Padgett (2013, p. 296) concluded from their study that adults are the foundation for addressing bullying and instrumental in writing the programme, supplying training, administering the programme and strengthening the positive attitudes of learners towards addressing bullying.

Therefore, working collaboratively with all parents is viewed as essential to develop plans of safety, to support the development of their child's skills, as well as promote social inclusion within the school and the community (Pepler & Craig, 2014). If parents are included in bullying prevention programmes, the bully interventions might be more effective (Harcourt et al., 2014, p. 375; Pepler & Craig, 2014). However, the effectiveness of these programmes will depend on the extent of parents' commitment to address and reduce the occurrence of bullying in schools (Juan et al., 2018, p. 8), and the effectiveness of the chosen programme elements to address bullying in specific age groups. In light of this, it has been determined that younger children seemed to benefit more from social skills interventions in relation to older children, who seemed to benefit more from whole-school and curriculum interventions (Protogerou & Flisher, 2012, p. 126). These findings suggest that bullying intervention programmes should be age specific (Protogerou & Flisher, 2012, p. 126).

Literature on how parents have been involved previously in such programmes indicated that some focused on family therapy to reduce the use of aggression in homes and improve their communication techniques (Brown, 2014, pp. 20, 23). An Australian study determined that parents were mostly involved in bullying interventions through actions such as: 1) receiving information about bullying from the school; 2) being invited to a meeting at the school with other parents to discuss bullying; and 3) attending meetings at school with other parents (Rigby & Johnson, 2016, p. 50). This study showed that parents' expectations of the school included: 1) being advised on what to do; 2) to contact the parents of the bully; 3) for the bully to apologise; 4) the imposing of sanctions; and 5) the inviting of the student to provide support (Rigby & Johnson, 2016, p. 54).

Furthermore, literature suggests that psycho-social information and interventions should be utilized to address the bullying phenomenon through group interventions in which the group processes are modified to nurture cooperative activities between all the individuals involved in bullying (i.e., learners, educators, parents, etc.) to reduce bias and enhance friendship (Protogerou & Flisher, 2012, p. 128). This is supported by a study of the Friendly Schools Friendly Family programme by Cross et al. in 2011, which indicated that capacity building (empowerment focused) group work interventions for parents had a meaningful and positive impact on bullying among primary school learners (Department of Education and Training, 2015, p. 71). This implies that group work interventions for parents are essential and promising to reduce the occurrence of school bullying (Department of Education and Training, 2015, p. 71).

Based on the above-mentioned, the study focused on the parent dimension of a potential 3D bullying programme (focusing on three dimensions; incl. learners, educators, and parents), to determine their preferences of what content elements should be included in such a programme if it is developed. The potential 3D bullying programme will be based upon the social group work intervention method (Nicholas et al., 2010, pp. 120-131; Toseland & Rivas, 2014, p. 2).

1.3. CONTRIBUTION OF THE STUDY

After a broad variety of literature and studies on parents' perceptions of their role in bullying programmes, their perspectives on how bullying should be addressed in schools, the current effectiveness of bullying programmes and the elements that contribute most significantly to the success of bullying programmes, reviewed limited studies were identified that focused on providing parents with the opportunity to contribute to or affect the content elements that will be included in an anti-bullying programme in Primary schools. Therefore, there seemed to be a fundamental gap in research and literature aiming at providing parents with the opportunity to engage with, influence and contribute to establishing the content elements that should be included in a bullying programme that includes students, educators, and parents. As a result, this cross-sectional study focused on establishing which elements are identified by parents to be significant in addressing the phenomenon of bullying in primary schools. The study not only provides insight into parent's views on what should be included in such programmes but contributes to the study field of social work and research on addressing the bullying phenomenon in South Africa. Furthermore, it provides insight into how parents from different contexts perceive what should be included in such programmes. The results of this study could inform the development of future social group work bullying programmes.

1.4. RESEARCH QUESTION

What are parents' preferences on what elements should be included in the content of a potential 3D-bullying programme?

1.5. AIM OF THE STUDY

To determine by means of a cross-sectional survey the preferences of parents regarding the content elements that should be included in a potential 3D-bullying programme for parents, educators, and students.

1.6. DEFINING KEY CONCEPTS

1.6.1. Bullying

Bullying in literature is generally referred to as unfair, aggressive behaviour or acts (that are intent on causing harm, injury or discomfort) to a student that is at some form of a disadvantage (due to a power imbalance), over a persistent period of time, leaving the targeted student feeling powerless, degraded or humiliated (Australian Institute of Professional Counsellors, 2011, p. 10; Brown, 2014, p. 8; Farrington et al., 2008, p. 5; Hlophe et al., 2017, p. 1; Laas, 2012, p. 21; Limber et al., 2018, p. 57; Meinck et al., 2015, p. 3; Memoh, 2013, pp. 20-30; Naser et al., 2003, p. 129; Pepler & Craig, 2014, p. 1; Rawlings & Stoddard, 2019; UNESCO, 2017, p. 10). While in the latest Multilingual Social Work Dictionary, bullying is described as a) *“abusive, insulting or intimidating behaviour that is persistent and offensive and makes the victim feel threatened and vulnerable”*, b) *“behaviour by an individual or group that intentionally hurts others on a physical or emotional basis, usually over an extended period”*, and c) *“the use of strength or status to intimidate, injure or humiliate another person of perceived lesser strength or status”* (Weyers, 2020, p. 18). As the previous definition is currently the most utilized definition, and the way these two definitions are alike, the first definition will be utilized in this study.

Bullying can directly or indirectly cause physical, emotional, social or psychological harm (Australian Institute of Professional Counsellors, 2011; Due et al., 2009, p. 907; Farrington & Ttofi, 2010, p. 4; Laas, 2012, p. 22; Limber et al., 2018, p. 57; Meinck et al., 2015, p. 3; Memoh, 2013, p. 30; Protogerou & Flisher, 2012, p. 119). There are three different types of bullying that are commonly identified by researchers; these include physical or direct bullying (overt bullying), indirect bullying (covert bullying), and online or cyber-bullying (NSW Department of Education, 2017, p. 3; Rawlings & Stoddard, 2019, p. 1).

1.6.2. Violence

The World Health Organization (WHO, 2002, p. 5; WHO, 2014, p. 2) defined violence as *“the intentional use of physical force or power, threatened or actual, against oneself, another person,*

or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation". While violence is defined by in the Oxford Advanced American Dictionary (2020) as *"behaviour that is intended to hurt or kill someone"*. According to the Multilingual Social Work Dictionary, violence can be defined as *"(s)evere and intense exercise of force and power, usually resulting in injury or destruction"* (Weyers, 2020, p. 164).

1.6.3. Child

The concept, "Child", according to the Children's Act 38 of 2005 (a1), refers to *"a person under the age of 18"*.

1.6.4. Learner

According to the South African Schools Act 84 of 1996, a learner refers to *"any person receiving education or obliged to receive education in terms of this Act"*. In this study, the terms "learner" and "student" will be utilized interchangeably but will refer to the same definition.

1.6.5. Educator

According to the Employment of Educators Act 76 of 1998, the term educator refers to *"any person, who teaches, educates or trains other persons or who provides professional educational services"* (Department of Basic Education, 2010, p. 42). While the South African Schools Act 84 (1)(1) of 1996 defines an educator as *"any person, excluding a person who is appointed to exclusively perform extracurricular duties, who teaches educates or trains other persons or who provides professional educational services"* (South African Schools Act 84 of 1996, p. B-4).

1.6.6. Parent/Primary caregiver

The South African Schools Act 84 of 1996 defines "parent" as meaning:

- a) the parent or guardian of a learner;*
- b) the person legally entitled to custody of a learner; or*

- c) *the person who undertakes to fulfil the obligations of a person referred to in paragraphs (a) and (b) towards the learner's education at school".*

According to the Children's Act 38 of 2005 (a1), a parent is described as: persons that are *"in relation to the child"*, including *"the adoptive parent of a child"*, while excluding: *"the biological father of a child conceived through the rape of or incest with the child's mother; any person who is biologically related to a child by reason only of being a gamete donor for purposes of artificial fertilization; and a parent whose parental responsibilities and rights in respect of a child have been terminated"*.

However, due to the effects of the HIV/AIDS pandemic in South Africa, it is deemed necessary to refer to a parent and/or caregiver, as many children are orphaned by this pandemic, and therefore reside in alternative care.

In child protection social work, a caregiver is described as follows in the Multilingual Social Work Dictionary (Weyers, 2020, p. 20):

"Any person other than a parent or guardian, who factually cares for a child, which includes:

- a) a foster parent.*
- b) a person who cares for a child with the implied or expressed consent of a parent or guardian of the child.*
- c) a person who cares for a child while the child is in temporary safe care.*
- d) the person at the head of a child and youth-care centre where a child has been placed.*
- e) the person at the head of a shelter.*
- f) a child and youth-care worker who cares for a child, where that child is without appropriate family care in the community, and*
- g) the child at the head of a child-headed household (Children's Act no. 38 of 2005: Art. 1)".*

1.6.7. Social group work

Social group work can be defined as: *“goal-directed activities with small treatment and task groups aiming to meet socio-emotional needs and complete tasks”* (Toseland & Rivas, 2014, p. 11).

Social group work can further be defined, according to the Multilingual Social Work Dictionary as

“the method of working with people in groups for skills development, personal growth through self-reflection, the enhancement of social functioning, the achievement of socially desirable goals and/or the accomplishment of tasks”.

and as

“A professional method of social work that involves small treatment and task groups and that is aimed at meeting psychosocial needs and/or accomplishing tasks through the use of purposeful group experiences” (Weyers, 2020, p. 73).

1.6.8. Programme

The term programme refers, *“as a generic practice, to a relatively permanent service designed to meet the ongoing client needs”* (Weyers, 2020, p. 117). Since social work programmes are ideally catered to the ongoing needs of their clients (or the target system), the same must be done when a programme is developed for addressing bullying. Therefore, for the purpose of this study, the term programme can refer either to a prevention programme, an intervention programme or a combination of the two, depending on the context in which the term is used and the needs that are to be addressed by that programme.

1.6.9. Socio-economic status

Socio-economic status refers to the social standing or class of individuals or groups and is often measured by combining education, income, and occupation. By examining the socio-economic status of an individual or community it often reveals inequities in access to resources as well as issues relating to privilege, power, and control (American Psychological Association, 2020).

1.7. THEORETICAL FOUNDATION

1.7.1. Systems theory and eco-systemic perspective

From a systems theory and eco-systemic perspective, bullying is viewed as a phenomenon caused by the influence of the connections and relationships between individuals, families, groups, communities and the political, social and cultural environments in which it occurs (Harcourt et al., 2015, p. 1; Teater, 2014, p. 26). This is illustrated in the results of a large-scale study conducted on the bullying phenomenon in 35 countries, which concluded that various environmental, social, economic and cultural aspects can contribute to this phenomenon (Due et al., 2009, p. 913; Harcourt et al., 2015, p. 1). From a systems theory perspective, it is evident that this phenomenon can be addressed successfully once all the influential (or contributing) factors have been addressed. These factors include addressing bullying not only by focusing on the individuals directly involved in the bullying behaviour, but also the indirect contributors to bullying that lie within the family and the broader community. The importance of involving the broader community in efforts to address bullying behaviour is confirmed by parents of primary school learners (Harcourt et al., 2015, p. 10).

1.7.2. Social construction theoretical perspective

From a social-construction theoretical perspective, the reality is socially defined and refers to the subjective experience of everyday life and how the world is understood, instead of the objective reality of the natural world (Andrews, 2012, p. 40). This theory is applicable to this phenomenon, as it is evident that bullying is socially constructed, being influenced by historically and culturally specific meanings, depending on the context from which it is viewed and the social and economic situation/status (Brown, 2014, p. 22). Furthermore, this theory is particularly applicable to the context of South Africa, having a history of violence that could have contributed to the increased aggressive behaviour among learners, as exposure to aggression and violence could lead to the demonstration of similar behaviour towards others, including learners, parents and educators (Brown, 2014, p. 22). It is on this theoretical perspective that the idea of a three-dimensional

bullying programme is based, that would be applicable to the context of the school in which it is being executed.

1.8. METHODOLOGY

1.8.1. Literature overview

A literature overview was conducted into: 1) school bullying prevention programmes that are developed and implemented globally; 2) research conducted into obtaining information regarding parents' perceptions, attitudes, opinions and expectations regarding interventions to address bullying as well as the bullying phenomenon itself; and 3) systematic reviews of bullying prevention programmes to evaluate its effectiveness, and what programme elements or characteristics have been connected to the most successful bullying prevention programmes. This literature overview provided the foundation upon which this study was built, as a need was identified from this literature overview, which entails that limited research has been conducted which include parents in the process of developing a school bullying prevention programme that aims to include them in the intervention. Therefore, this study aimed at addressing that limitation by obtaining parents' preferences on the content of a school bullying prevention programme that is yet to be developed and could ideally be context specific.

Additionally, this literature overview informed the development of the questionnaire that was utilized to obtain the insight of parents regarding their preferences of the content elements that are to be included in a school bullying prevention programme. The list of content elements that is listed in the questionnaire includes topics and content identified as important in literature, by social work academic and practice professionals and by researchers who conducted similar research. All these sources were consulted to promote and ensure evidence-based practice, as it will combine the expertise of the practitioner, best research evidence and client attributes or values (Rubin & Babbie, 2016, p. 26; Grinnell & Unrau, 2018, p. 250).

1.8.2. Research approach design

A quantitative research approach and a quantitative-descriptive (survey) design were utilized for conducting this research study (De Vos et al., 2011, p. 156). This study is descriptive, as it aimed at documenting one of three dimensions (i.e., parents, educators, and learners) of the bullying phenomenon, namely, the parents (Rubin & Babbie; 2016, p. 61; Bhattacharjee, 2012, p. 6). Furthermore, this study followed a randomized cross-sectional survey design as it is a useful design to utilize for a needs assessment phase of research dealing with the development of a school bullying prevention programme (De Vos et al., 2011, pp. 156-157). This design is chosen as it is ideal for gathering the facts and opinions of respondents concerning their actions, attitudes, perceptions and expectations of a 3D-bullying programme, at a certain point in time (Bhattacharjee, 2012, p. 39; Tripodi, 1983, p. 126). This research study was carried out in two phases (i.e., a preparation phase and an implementation phase) and consisted of interrelated steps. Additionally, two data gathering strategies were utilized, which included an electronic survey and a paper-based survey.

1.8.3. Sampling, sample size and motivation

This study was motivated by the efforts of a local organization, FAMSA, who's director Dr. K. van der Berg, identified twenty primary schools in Potchefstroom during 2019, that would benefit from their assistance in addressing the bullying phenomenon (Annexure A). However, for the use of this study, only five schools were approached. Based on this expressed need and a willingness to support this intervention by means of research, the sub-population that was targeted by this study are those parents of five primary school learners in the JB Marks Local Municipal area that FAMSA identified. To provide more information about this municipal area and context, the following statistics are discussed.

In the JB Marks Local Municipality the highest level of education of many of its inhabitants are matric (JB Marks Local Municipality, 2020, p. 36). Furthermore, most of the population is identified as black African or white (JB Marks Local Municipality, 2020, p. 33). In terms of age, the largest

age group lies between the ages of 20 and 24 (JB Marks Local Municipality, 2020, p. 33). Followed by children between the ages of 5 to 9 (JB Marks Local Municipality, 2020, p. 33). Therefore, this population mostly consists of people between the ages of 0 to 29 (JB Marks Local Municipality, 2020, p. 36). The average household size was reported as 3.4 individuals per household in 2019 (Department of Cooperative Governance and Traditional affairs, 2020, p. 9).

In terms of the number of schools, the Department of Cooperative Governance and Traditional affairs (2020, p. 48), report that there were only 1556 schools and 28 232 educators in the Dr. Kenneth Kuanda District municipality, in 2017. This district municipality comprises of three local municipalities, i.e. Matlosana, JB Marks, and Maquassi Hills (Department of Cooperative Governance and Traditional affairs, 2020, p. 5). While the North West Education Department (2019, p. 51), reported that there were 1486 primary and secondary schools located in the North West province. With an amount of 83 0146 learners and 27 053 educators (North West Education Department, 2019, p. 51).

These schools were approached purposively by the researcher, based on their need for intervention and the fact that they reside within the area of the targeted population. Therefore, the schools were sampled utilizing a purposive sampling method (Tripody, 1983, p. 126). However, the population sample was sampled utilizing an all-inclusive sampling technique to sample the parents of the learners in five purposively selected schools. This method was most suitable for this study, as it supported the targeting of a particular sample group for a specific purpose of obtained information about the preferences of parents regarding the content of a 3D-bullying programme. In terms of the broader FAMSA project, the 3D-programme will be pilot implemented in these schools firstly, after which the programme will be rolled out to other schools in the target community.

Since the research is conducted partially in support of the FAMSA pilot group of identified schools, the sample of the schools targeted was the five schools that FAMSA identified for intervention. The names of these five schools will be kept anonymous for ethical purposes, as per request from

FAMSA. Each school consists of about 500 learners and this translates to about 1000 parents per school (with no accurate numbers available). An all-inclusive sampling strategy was utilized given the fact that this sub-population consisted of about 5000 (with no accurate estimations available). Tripodi (1983, p. 127) suggested that a minimum sample of 100 people should be drawn for a cross-sectional survey study (Young, 2016, p. 9). The respondents were recruited through the schools by providing them with a link to the survey, which they then distributed to the parents of the primary school learners. The researcher continued sampling until over a hundred respondents participated in this study by completing the online survey in full. No sampling calculation will be utilized in this study.

1.8.4. Data collection

1.8.4.1. Data collection method

The data collection method from this design that was utilized in this study is the randomised cross-sectional survey (De Vos et al., 2011). The information that was gathered mainly focused on determining what content elements parents indicated as being of importance in a 3D-Bullying Programme (Tripodi, 1983, p. 126). The data was collected by means of an online survey questionnaire (Annexure F). Two methods were recommended for collecting the data, the one being electronically (Plan A) and the other being paper based (Plan B). An independent person would have been responsible for having the consent forms signed, the questionnaires completed and collecting the questionnaires afterwards if Plan B is implemented. The researcher would have aided in collecting the paper-based questionnaires, especially when a large group of respondents has completed the questionnaire (e.g., 100 respondents). This was however not necessary, as enough responses were obtained through the electronic data collection method.

1.8.4.2. Validity and reliability

As the researcher found no tool in literature that measures what the proposed study aims to measure, a self-developed measurement tool (or survey) was preferred (Annexure F). The survey questionnaire was compiled by the researcher and a fellow researcher, under the supervision of

the study supervisor. The content of this tool was based upon and informed by literature on bullying prevention, social work theory and interventions (Masilo, 2018; Nocentini et al., 2019; Protogerou & Flisher, 2012; Rawlings & Stoddard, 2019) and on social work practice experience. The NWU Statistical Consultation Services was consulted to ensure that the questionnaire (measure/survey) had sufficient face validity.

a) Validity

Validity is defined as the extent to which a measure really measures what it intends to measure and how well it is measured (Foxcroft & Roodt, 2013, p. 58; Rubin & Babbie, 2016, p. 233; Sürücü & Maslaçi, 2020, p. 2696). According to Sürücü and Maslaçi (2020, p. 2696), validity is determined through expressive and suitable interpretations of the data gathered with the measurement after it has been analyzed. The validity of this measure (survey) was established by focusing on the two types of validity, namely face validity and content validity (Foxcroft & Roodt, 2013, p. 59-60).

- **Face validity**

Face validity determines whether the measure looks valid to test-takers (Foxcroft & Roodt, 2013, p. 58). The questionnaire is pre-developed, and it was approved by an expert at the Consultation services of the North-West University, after determining the validity of the questionnaire at face value (Ellis, 2019; Foxcroft & Roodt, 2013, p. 58). After this evaluation, the necessary adjustments were made and the NWU Statistical Consultation Services was utilised for assistance in improving the validity of the measurement tool.

- **Content validity**

Content validity is concerned with determining whether the content of the measure covers a representative sample of the aspect to be measured (Foxcroft & Roodt, 2013, p. 58). Therefore, content validity ensures that the scale used is useful containing content abilities that serve the goal of the measurement (Sürücü & Maslaçi, 2020, p. 2698). For the study, the content validity was evaluated by the researcher and the supervisor to review and evaluate the measure to determine whether it is indeed representative of all the elements that could be used or applied in

a 3D-Bullying programme. Since the study utilized a cross-sectional survey design, is of descriptive nature and aims to gain general information, no further validation efforts will be conducted.

- **Construct validity**

Construct validity refers to the extent to which a measure measures the theoretical construct or trait it is meant to measure (Foxcroft & Roodt, 2013, p. 60). In essence construct validity is utilized for establishing the logical relationship between the different variables (Sürücü & Maslaçi, 2020, p. 2701). The construct validity of the survey utilized in this study was determined by conducting an exploratory factor analysis (EFA) (Field, 2013, p. 1923).

- b) Reliability**

Reliability refers to the measurement's stability and its consistency over a period of time (Sürücü & Maslaçi, 2020, p. 2707). A reliability analysis was conducted by the NWU statistical services by means of Cronbach's Alpha to determine the internal consistency of the constructs in the survey (Sürücü, & Maslaçi, 2020, p. 2707).

1.8.4.3. Completion of the survey

The online survey questionnaire of Plan A is completed electronically by the respondents in the comfort of their homes, after they have clicked the informed consent button that appears before the questionnaire can be completed online. However, as the online survey gathered enough data, a paper-based survey was not utilized. The results of this survey were analysed and interpreted by the NWU Statistical Consultation Services.

1.8.5. Data analysis

The NWU Statistical Consultation Services conducted the data analysis by utilizing IBM SPSS v26 (Arbuckle, 2017, p. 1). The analysis comprised of a descriptive analysis that calculated frequencies and percentages, means and standard deviations, to describe the characteristics of the sample. Secondly, an inferential analysis of the questionnaire was performed in the form of

an exploratory factor analysis (EFA) to determine the latent constructs underlying questions in the questionnaire. Principal component analysis with an oblimin rotation was performed. Only factors with an Eigenvalue larger than one was retained. The Kaiser-Meyer-Olkin test (KMO) and the Bartlett test of Sphericity were used to establish the adequacy of the item correlation matrix, upon which factor analysis was based. A reliability analysis was conducted by means of Cronbach's Alpha to determine the internal consistency of the constructs. Further analysis was carried out by means of t-tests and ANOVA, for determining whether the answers on the constructs differed between different groups (i.e., age, home language, etc.). *p*-values were reported for the sake of completeness and the significance level was set at $\alpha = 0.05$. Effect sizes were also reported and interpreted using the following guideline values: Cohen's *d*: |0.2| small effect, |0.5| medium effect and > |0.8| large effect. In the case of correlations, the following guideline values were used: |0.1| small effect, |0.3| medium effect and >|0.5| large effect. The emerging dominant theme was identified in the answers to the narrative open-ended question at the end of the survey. Furthermore, this survey was analysed by means of the seven steps highlighted by Creswell and Plano Clark (2013, p. 213-214). These include: 1) data reduction; 2) data display; 3) data transformation; 4) data correlation; 5) data consolidation; 6) data comparison; and 7) data integration (Creswell & Plano Clark, 2013, p. 213-214). Data collected by an open-ended question at the end of the survey was transcribed to identify corresponding themes that emerged.

1.8.6. Data interpretation

The researcher consulted the NWU Statistical Consultation Services to ensure that the results of the study are interpreted in the correct manner (Annexure G: Declaration by NWU statistical consultation services). The results gathered from the data analysis are discussed in the article under Section B, which highlights the research findings in detail.

1.9. ETHICAL CONSIDERATIONS

1.9.1. Legal authorization

The necessary ethical approval for conducting this study was obtained from the North-West University's Faculty of Health Sciences Ethics Offices for Research, Training and Support, as it met all ethical requirements (Annexure B).

1.9.2. Goodwill permission/consent

The necessary consent was obtained from the North-West Department of Education for conducting this study (Annexure C). Additionally, goodwill permission was obtained from the five schools that participated in this study (Annexure D: goodwill permission letter – example).

1.9.3. Avoidance of harm

Due to the COVID-19 pandemic, all physical contact with respondents was avoided. Plan B was therefore not implemented for collecting data from the respondents and everything was done online. If the survey questions caused any emotional distress, a contact number of LifeLine was added to the survey for emotional support.

1.9.4. Voluntary participation and informed consent forms

Each school signed a goodwill permission letter for this study to be conducted at their school and for the recruitment of participants at their school. When the respondents pressed the link to the online survey, they were directed to the informed consent form, which needed to be accepted before they could proceed to complete the survey (Annexure E).

1.9.5. Privacy, anonymity, and confidentiality

The online survey questionnaire (Plan A), was completed electronically by the respondents in the comfort of their homes, after they have clicked the informed consent button that appears before they can be directed to the survey. The online survey answers were directly sent to the NWU statistical services to be analysed after more than a hundred responses were obtained. No

identifiable information other than some biographical details were obtained, with the sole purpose of being capable of arguing that parents from the same community context would identify similar content elements as significant for addressing bullying in their child's school. This was significant, as it would have indicated that school bullying prevention programmes should be catered to address the different needs expressed by parents of children in different socio-economic contexts. Each questionnaire would have had a pre-assigned participant code/number (indicated at the top or the bottom) of the survey/questionnaire. This would ensure that no names are indicated on a questionnaire and that the data were gathered in an organized fashion. Complete confidentiality would be ensured in terms of the questionnaires, as no identifiable information would be asked in the completion of the questionnaire. The research results are stored in a locked cabinet and all electronic data are stored on a password protected computer/laptop situated at the research entity of the school of behavioural science, COMPRES, at the North-West University on the Potchefstroom Campus. These data are to be stored for a period of five years, after which the data will be destroyed in accordance with ethical regulations.

1.9.6. Possible costs, incentives, reimbursement, risks, and benefits

1) Possible costs for respondents

Regarding costs for Plan A and Plan B, the possible costs for Plan A, were the +/- 7 minutes it took to complete the survey online at home. Furthermore, a limited amount of Wi-Fi/data costs were attached to this option, however it would be very little. Therefore, no reimbursements were provided for data/Wi-Fi usage.

2) Incentive or reimbursement

In terms of incentives and reimbursements, no incentives or reimbursement were required as the study held low cost for the respondents and the inconvenience to respondents were minimal.

3) Possible risks

The respondents ran the possible risk of being judged for participating in the study (the researcher could only ensure that participation stayed anonymous in terms of the data that were gathered). However, the researcher had no control over the level of confidentiality that was maintained by the respondents themselves.

4) Possible benefits

This study held no direct benefits for respondents, however some indirect benefits were identified. These include, firstly, that the information which the respondents provided will inform (in the long term) the development of a 3D-Bullying programme that will include parents in social group work interventions. Secondly, they are provided with the opportunity to be part of the process of developing a 3D-Bullying programme that might prove to be more effective in addressing the bullying phenomenon in their school, and many similar schools in future.

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SECTION A (PART 2): BULLYING, EFFECTIVE INTERVENTIONS AND PARENT INVOLVEMENT: A LITERATURE OVERVIEW

2.1. INTRODUCTION

Globally, bullying among primary school learners is as much a problem as bullying among high school learners (Due et al., 2009; Rigby & Johnson, 2016; UNESCO, 2017, p. 22). In South Africa, the prevalence of bullying among primary school learners has been reported to be equally high and widespread (Boyce et al., 2014, p. 6; De Wet, 2016, p. 50; Laas & Boezaart, 2014, p. 2674; Laas, 2012, p. 2; Masilo, 2018, p. 51; Memoh, 2013, p. 5; Woudstra, 2015, p. 26). Limited statistics are available on primary school learners, irrespective of high school learners, indicating a possible need for research on and interventions at the primary school level. The broadening body of research on bullying indicates that the most effective interventions of addressing this phenomenon of bullying are school-based interventions that follow a holistic, whole-school approach and cover educational content that promotes, the development of children's social and emotional competence and appropriate ways for responding to bullying. It also needs to provide appropriate support and professional development to educators and other staff of the school and ensure a systematic programme implementation and its evaluation (New South Wales (NSW) Department of Education, 2017, p. 2). This is especially applicable to interventions aimed at addressing bullying between primary school learners, as they tend to respond better to social and emotional skills developing programmes (Protogerou & Flisher, 2012, p. 126).

This literature overview aims at outlining the context and background against which a quantitative cross-sectional study will be conducted to determine the preferences on the content of a three-dimensional bully prevention programme. Therefore, various aspects of literature will be reviewed to determine the need for involving parents in bullying interventions and for determining what elements are recommended by researchers as fundamental to the success of future bullying interventions. To achieve this, the following three topics will be covered: 1) The bullying phenomenon (i.e. conceptualizing bullying, different types of bullying, the impact of bullying, the

different role-players, as well as the causes of bullying); 2) Bully interventions (i.e. preventative versus responsive interventions, types of bully interventions, the developmental stage of primary school learners, effective bully interventions, future bully interventions); and 3) Bullying and child protection will be discussed.

2.2. THE BULLYING PHENOMENON

The intensity of violence (including bullying) in South African schools is a disconcerting fact, as it has led to the deaths of both learners and educators (Louw & Louw, 2014, p. 298). Bullying, as a form of violence (De Wet, 2009, p. 54), is among the causes of such deaths as it a result of the severity in which it often causes emotional and psycho-social distress (Brown, 2014, p. 16). Furthermore, bullying could negatively impact the child's school achievement, as it could impede a child's ability to focus during class, lead to under-performance, or cause regular school absenteeism (Brown, 2014, p. 17). Therefore, the bullying phenomenon will be discussed in this section, addressing topics such as: 1) conceptualizing bullying; 2) the different types of bullying; 3) the impact of bullying; 4) different bullying role-players; and 5) the causes of bullying. In describing the bullying phenomenon, the first aspect to discuss is how bullying is conceptualized.

2.2.1. CONCEPTUALIZING BULLYING

Before the bullying phenomenon is to be understood, it is important to understand how bullying is defined, as it influences the approaches that are taken to address it. Currently, there is no internationally recognized term for defining bullying by encompassing all its aspects (Cantone et al., 2015, p. 73). However, many researchers utilize the definition of bullying proposed by Olweus (1997, p. 496), stating that:

“a student (learner) is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions (intended to cause harm) on the part of one or more other students (learners) ...” (in the presence of) “an imbalance of strength (power)” (Harcourt et al., 2015, p. 4; Juan et al., 2018, S2; Protogerou & Flisher, 2012, p. 119; Rawlings & Stoddard, 2019, p. 1).

In this definition Olweus (1997, p. 496) noted three criteria for identifying bullying, namely that: a) “it is aggressive behaviour or intentional harm doing”; b) “which is carried out repeatedly and over time”; and c) “in an interpersonal relationship characterized by an imbalance of power”. Regarding this definition, it is important to note that in the South African context the term “student” refers to a person that has completed school until grade 12 and is attending university or college level studies, while the term “learner” refers to school-going children. Therefore, the term learner will be utilized for the extent of this literature overview.

Additionally, Volk et al. (2014, p. 327) proposed an updated definition grounded in a unifying theory encompassing ecological and evolutionary context, which states that bullying is “goal-directed behaviour that harms another individual within the context of a power imbalance” [sic]. This updated definition is fashioned to consider aspects such as technological and related social advances by explicitly accommodating the probable once-off occurrence of cyber-bullying, which could hold long-term negative outcomes for the victim and prove difficult to determine whether a power imbalance is present between the anonymous perpetrator and the victim (Volk et al., 2014, p. 336-339).

Even though consensus has not been reached on how bullying can best be defined, the majority of researchers agree that bullying includes personality factors, group dynamics, recurrence, intentionality, and the presence of a power imbalance (Olweus, 1997, p. 496; Protogerou & Flisher, 2012, p. 119). However, based upon these two and various other similar definitions of bullying, the following definition was constructed for defining bullying in this literature overview: Bullying is any unfair, aggressive behaviour or acts aimed at causing discomfort, harm, or injury against another learner over an extended period, where there is a clear imbalance of power, leaving that learner feeling helpless, degraded or humiliated (Harcourt et al., 2015, p. 4; Protogerou & Flisher, 2012, p. 119; Rawlings & Stoddard, 2019, p. 1; Volk et al., 2014, p. 328).

2.2.2. DIFFERENT TYPES OF BULLYING

Three forms of bullying are generally identified, including: a) direct (physical or verbal) bullying; b) indirect (hidden) bullying; and c) cyber (online) bullying (Gordon, 2018, p. 2; NSW Department of Education, 2017, p. 3; Rawlings & Stoddard 2019, p. 1). According to Rawlings and Stoddard (2019, p. 1), direct bullying refers to physically aggressive acts such as shoving, kicking, hitting, punching, and pushing. It also includes verbal aggression such as harmful taunting, sexual comments, and teasing (Rawlings & Stoddard, 2019, p. 1; Xu et al., 2020, p. 2). This is in correspondence with Protogerou and Flisher (2012, p. 119), stating that direct bullying (i.e., verbal and physical) includes physically hitting, punching, and kicking someone, verbally threatening, spitting, insulting, and taking one's belongings.

Whereas indirect bullying (also referred to as covert, psychological, relational, and reputational bullying) refers to social exclusion or isolation, mockery, gossiping and spreading rumours (aimed at manipulating social networks) (Harcourt et al., 2015, p. 4; Protogerou & Flisher, 2012, p. 119; Rawlings & Stoddard, 2019, p. 1; Xu et al., 2020, p. 2). Cyber-bullying could take on the form of online name-calling, sending threatening messages (i.e., via WhatsApp, email, chatrooms, etc.) or viruses, hacking and posting private pictures and recordings or videos online without consent (Brown, 2014, p. 10; Protogerou & Flisher, 2012, p. 119; Rawlings & Stoddard, 2019, p. 1). Although different forms of bullying exist, they all have similar long-term effects on the targeted learner and the learner responsible.

2.2.3. THE IMPACT OF BULLYING

Throughout the literature it has been demonstrated that bullying holds severe short- and long-term effects for all parties involved (Farrington & Ttofi, 2009, p. 4; NSW Department of Education, 2017, p. 3; Rawlings & Stoddard, 2019, p. 2). These potential negative effects of being bullied include that schools are viewed as unsafe or dangerous, poor academic performance and school attendance for learners, as well as psychological distress, depression or even suicide (Laas & Boezaart, 2014, p. 2667; NSW Department of Education, 2017, p. 3; Rawlings & Stoddard, 2019,

p. 2; Xu et al., 2020, p. 1). Long-term bully perpetration could lead to depression, adult criminality, law-breaking, substance dependency, joblessness, child abuse, as well as domestic violence if left unattended (NSW Department of Education, 2017, p. 3; Protogerou & Flisher, 2012, p. 122; Rawlings & Stoddard, 2019, p. 2; Xu et al., 2020, p. 1). As the effects of bullying can be linked to different role-players involved in bullying, these will now be discussed.

2.2.4. THE DIFFERENT ROLE-PLAYERS

The most commonly identified role-players are: a) the bully perpetrators (i.e., learners that bully others); b) the victims of bullying (i.e., learners that are bullied); c) the bully perpetrating victims (i.e., learners that are bullied but also bully others); and d) the bully bystanders (i.e., learners that witness the bullying take place) (Protogerou & Flisher, 2012, pp. 121-122). However, additional role-players could be parents, as a lot of influential factors stem from parenting and home circumstances, wherein parents play the main part. However, parents are often being subjected to aggressive behaviour at home from their children as a result of them being exposed to violence and aggression, and sometimes they are even blamed for the behaviour (Brown, 2014, p. 22). Protogerou and Flisher (2012, p. 121) indicated that bully perpetrators are often characterized as having a hot temper, being irritable, impulsive, and domineering. While learners that are bullied are often passive, anxious, very sensitive, compliant, guarded, quiet, lack self-confidence, and have a low self-esteem and few friends (Protogerou & Flisher, 2012, p. 122). However, learners that are bully perpetrating-victims are characterized as confrontational and feeling inferior to others (Protogerou & Flisher, 2012, p. 122). These bully perpetrating victims' behaviours can be motivated by lacking social skills, demonstrating ADHD behaviour, and violating social norms (Protogerou & Flisher, 2012, p. 122).

Although it seems as if these different role-players are only acting out their inherent nature, other aspects have been linked to their behaviour. For example, bully perpetration has been associated with either being exposed to or growing up in an environment in which aggression is tolerated or even utilized for disciplinary purposes (i.e., corporal punishment), or having parents characterized

as cold and indifferent, demonstrating contradictory affection and setting unclear boundaries (Protogerou & Flisher, 2012, p. 122). Additionally, Brown (2014, p. 11) noted that their home circumstances could be characterized as more violent and less affectionate with low levels of parental monitoring. Whereas learners, who are frequently bullied, are linked with growing up in protective families in which independence and self-assertion are undervalued (Protogerou & Flisher, 2012, p. 122). This is, however, connected to the causal factors of bullying proposed by research.

In addition, there are other indirect role-players of bullying, commonly referred to as bystanders (children that witness bullying). According to Knauf et al. (2018, pp. 2, 10), there is a considerable number of learners witnessing bullying who could prove useful if included in interventions for addressing bullying, as they are known to influence the frequency to which bullying takes place. Other possible indirect role-players, based upon the abovementioned, are parents, as home circumstances and parenting styles have been identified as important influential aspects that contribute to a child becoming a victim or a bully-perpetrator. Following this section, the causes of bullying will be discussed.

2.2.5. CAUSES OF BULLYING

Even though it has been difficult to determine the exact causes of bullying (Brown, 2014, p. 16), various causal factors have been proposed by researchers to contribute to the occurrence of the bullying phenomenon. These could include social, developmental, socio-economic circumstances, as well as mixed causal factors. These will each now be discussed.

1) A social approach and the socio-ecological perspective

Various studies are based on a social approach viewing bullying as a group process that involves learners, teachers, and parents (or caregivers) in a mutually influencing system (Cantone et al., 2015, p. 74). This is similar to viewing bullying from a social-ecological perspective, which suggests that bullying is best understood when the context is extended beyond the environment of the school to include parents and families (Harcourt et al., 2015, p. 4). Accordingly, international

research demonstrates the significant role parents and families play as part of the social-ecological network of bully influences (Harcourt et al., 2015, p. 4).

This is supported by Crothers and Kolbert (2008, p. 133), who stated that learners can interpret the absence of adult intervention in bullying behaviour as a form of approval, which could maintain or support bullying and/or the non-disclosure thereof (Protogerou & Flisher, 2012, p. 120). Additionally, a study conducted in South Africa of 1050 learners, demonstrated that witnessing domestic violence was a significant risk factor for children developing aggressive behaviour and bullying peers (Xu et al., 2020, p. 11). Indicating how significantly a child's home environment can influence their behaviour, it also supports the social learning theory, according to Salehi et al. (2016, p. 6), as it explains the relationship between the aggressiveness of parents' and children's bullying behaviour. Louw and Louw (2014, p. 298) indicated that bullying sometimes occurs as a result of parents or caregivers never teaching their children values, such as not hurting others, or made them aware of how damaging some behaviour can be to others. Whereas in other studies it is indicated that bullying has a natural curve during a child's development (Cantone et al., 2015, p. 74).

2) A natural developmental curve

According to Louw and Louw (2014, p. 297), bullying is sometimes not reported, as some parents and educators believe that it is part of growing up and that it is healthy for children to dominate others. Similarly, other studies indicate that bullying has a natural developmental curve, illustrating a rise in bullying behaviour during the transition from primary to secondary school (i.e., Grades 7 to 8) (Cantone et al., 2015, p. 74; NSW Department of Education, 2017, p. 3). During this period, learners are at a higher risk of becoming the victims of bullying and social isolation or exclusion (Cantone et al., 2015, p. 74). This suggests a need for interventions to consider age differences and to be tailored to address age-specific needs (Protogerou & Flisher, 2012, p. 126). While these focus on bullying being a natural order of selection, other studies focus on the socio-economic circumstances that could contribute to bullying behaviour.

3) Socio-economic status

Other studies propose that the Socio-Economic Status (SES) of communities is capable of predicting the extent and intensity of the present bullying behaviour or bullying victimization experiences, as it seems connected to the probability of being bullied or victimized (Cantone et al., 2015, p. 74). This corresponds to a study conducted by Xu et al. (2020, p. 17), which highlighted the importance of considering the ethnic and contextual differences between schools and how it would influence interventions, as they should be tailored to serving the needs of different communities and contexts. An example of how a child's socio-economic status could contribute towards being bullied, is where a child is bullied while living in a household influenced by HIV (Louw & Louw, 2014, p. 256). The importance of considering socio-economic differences between communities is further highlighted by a study conducted in 2017, which indicated how socio-economic characteristics affect academic achievement, levels of exposure to violence and bullying, school attendance, and having to repeat grades (Romero et al., 2018, p. 32). This indicates a need to consider the socio-economic status of communities during the development of interventions aimed at addressing bullying. However, based on the above, it could be suggested that a perplexing phenomenon such as bullying does not have a singular cause, but a mixture of causal factors, which could explain the difficulties addressing it.

4) A mixture of causal factors

In support of the socio-ecological perspective, Brown (2014, p. 16) stated that some parenting styles and lacking parental supervision could be linked to higher likelihoods of bullying behaviour in learners. Additionally, supporting the proposed influence of socio-economic status on bullying, factors such as poverty, low school results, low levels of social skills, pressure from peers to belong to groups, child abuse, family violence, social media violence, as well as deteriorating social morals have been reportedly linked with bullying behaviour (Brown, 2014, p. 16). This is especially applicable to the South African context, which provides unique and diverse aspects determining how bullying behaviour is influenced by families and communities (Brown, 2014,

p. 16), as there is a high prevalence of domestic violence and child abuse in this context (Meinck et al., 2015, p. 3).

The abovementioned indicates that bullying could be viewed as the result of both a unique mixture of internal (i.e., inherent personality traits and temperament characteristics, lacking social skills, etc.) and external influences (i.e., social, environmental, and contextual aspects, parenting practices, poverty, child abuse, domestic violence, community acceptance of violence and aggression, etc.) (Brown, 2014, p. 16; Meinck et al., 2015, p. 3; Protogerou & Flisher, 2012, pp. 122-126). The influence of parenting practices has been supported by a meta-analysis of Lereya et al. (2013, p. 14), who concluded that negative parenting behaviour is related to moderate increases in the risk of becoming a bully perpetrator or a victim of bullying.

This corresponds with Masilo (2018, S1), stating that bullying could result from behaviour that is learned from within the home environment and from witnessing or experiencing domestic violence at home. Therefore, it can be concluded that bullying in essence cannot be addressed by interventions that focus solely on adjusting the school environment and on the individual child, but by addressing contributing factors of bullying from within the peer group context wherein bullying takes place, the social-cognitive processes involved (Protogerou & Flisher, 2012, pp. 122, 126) as well as the family aspects contributing to the behaviour. This and various other aspects that could promote the effectiveness of interventions aimed at addressing bullying will now be discussed.

2.3. BULLY INTERVENTIONS

In this section various aspects regarding interventions to address bullying will be discussed, including: 1) prevention vs. a responsive approach to bullying intervention; 2) the different types of interventions; 3) the developmental stage of primary school children; 4) the effectiveness of bullying interventions; 5) content elements that promote effectiveness; 6) recommendations for the success of future interventions; and 7) bullying and child protection.

2.3.1. Preventative versus responsive approaches

Interventions aimed at addressing bullying will either follow a preventative or a responsive approach (NSW Department of Education, 2017, p. 4). A preventative approach aims at preventing bullying from taking place in the first place, i.e. whole-school interventions; anti-bullying policies; significant school environment prevention; developing a culture of bullying reporting; parent/caregiver partnerships; anti-bullying content in classrooms; social and emotional learning; promoting preventative bystander behaviour; professional development; as well as support for educators and systematic implementations and evaluations (NSW Department of Education, 2017, pp. 4-10). According to Mitchell (2018, p. 5), the overall purpose of such interventions entails a) positively modifying the school climate, b) reducing aggressive behaviour, c) and promoting shared and constructive problem solving which include learners and adults (i.e., parents/caregivers and educators). In terms of primary schools, it is evident that an increasing number of preventative interventions have been improved to be utilized (Rawlings & Stoddard, 2019, p. 2).

Contrariwise, responsive approaches aim to determine the procedure that is to be followed after the bullying has occurred, i.e., direct sanctions/punishments; mediation; support groups; and the Pikas method of shared concern (NSW Department of Education, 2017, pp. 4-12). For those that find these two approaches equally appealing, these two approaches can be combined for addressing bullying. In the following section the different types of bully interventions will be discussed, which utilizes either one or both approaches for addressing bullying.

2.3.2. Types of bully interventions

Various school-based bully intervention programmes have been implemented worldwide. These interventions utilized different approaches to combat bullying, for example the Positive Behaviour Intervention Supports (PBIS) approach and the Social and Emotional Learning (SEL) approach (Gordon, 2018, p. 7). The Positive Behavioural Intervention Support approach is, according to Mitchell (2018, p. 7), a systematic, comprehensive, and pro-active approach that aims at

improving the climate of the school and facilitate behavioural changes in a framework context which supports the process of bullying prevention. While the Social and Emotional Learning (SEL) approach, also according to Mitchell (2018, p. 7), aims at enhancing the overall climate of the school by promoting the development of the social and emotional skills of educators and learners alike.

In South Africa, the School Safety Framework proposes that a school-wide approach is utilized, which entails three main components, including establishing a positive ethos and environment, involving caregivers and communities, and curriculum development, following a responsive approach (Department of Basic Education, 2012, p. 3). This approach encompasses elements such as having clear school rules and consequences, fair procedures, involve all community members (caregivers, educates, principals, and administrators), and creating supportive teaching and learning environments (Department of Basic Education, 2012, p. 3).

Masilo (2018, S4-S5) suggests in a literature review that a social work approach must be followed within South African schools, including interventions methods such as casework (to address personal and social problems with a focus on behavioural change), group work (for providing the necessary socialization, support and education), and community work (for reaching larger numbers of community members). Masilo (2018, S5) further recommends that the group work method include interventions such as support groups (to help learners deal with stressful home circumstances by enhancing their coping abilities) and educational groups (for parents and learners to become more educated about bullying).

Additionally, five types of bullying interventions have been identified in a review of 26 effective bullying prevention programmes in 2007 (Gordon, 2018, p. 11), and in a study of international reviews of anti-bullying school interventions conducted by Protogerou and Flisher (2012, pp. 123-124). These include a) curriculum, b) multi-disciplinary/whole-school, c) social skills training, d) mentoring, and e) social worker support (Gordon, 2018, p. 11; Protogerou & Flisher, 2012, pp. 123-124).

a) Curriculum-based interventions

Curriculum-based interventions include anti-bullying lectures, presentations, discussions, written curriculum, and videotapes (Protogerou & Flisher, 2012, pp. 123-124). These interventions have proven to be less successful in reducing bullying among younger children but tended to benefit older learners more (Protogerou & Flisher, 2012, pp. 123-124, 126).

b) Whole-school interventions

A whole-school intervention entails various combined methods implemented at all school levels (incl. teacher training, anti-bullying rules, etc.) (Protogerou & Flisher, 2012, p. 124). These interventions have been more successful in reducing bullying among older children than younger children (Protogerou & Flisher, 2012, pp. 124, 126).

c) Social skills training interventions

Social skills training interventions which include group activities (i.e., learning to be effective listeners and speakers, friendship building, self-knowledge and empathy improvement, conflict resolution, and the improvement of social norms and attitudes), have proven to be more effective in primary schools (Protogerou & Flisher, 2012, pp. 124, 126).

d) Mentoring interventions

Mentoring interventions emphasize relationship building, self-esteem enhancement, goal setting, and academic-related assistance, and revealed lower bullying involvement reports and improvements in students' self-esteem levels and connections with peers, educators, and parents (Protogerou & Flisher, 2012, p. 124).

e) Social worker supported interventions

Lastly, social worker supported interventions showed great promise, as there was a reduction in the amount of bullying taking place in primary schools. However, an increase in its occurrence in high schools remains (Protogerou & Flisher, 2012, p. 124).

From this summary of the different types of bully interventions, it was evident that some were more successful in addressing bullying in lower grades (i.e., social skills programmes and social worker support), while others were more successful in higher grades (i.e., curriculum interventions and whole-school interventions) (Protogerou & Flisher, 2012, p. 126). This corresponds with an earlier study by Farrington and Ttofi (2010, p. 83) which also supported age-specific interventions, as they found that disciplinary (punitive) methods were proven to be more effective for dealing with bullying among younger children (grade 4), while non-punitive methods were more effective when working with grade 6 learners. In the next section the developmental stages of primary school learners will be discussed, as age and therefore the developmental stage of a child is important to consider in the process of developing interventions for addressing bullying.

2.3.3. The developmental stage of primary school learners

As mentioned earlier, it is important to reflect on the developmental stage of a child if one is to develop age-specific interventions (Protogerou & Flisher, 2012, p. 126). According to Louw and Louw (2014, p. 239), primary school-aged children fall within the developmental stages of middle childhood (6 to 12 years). According to Piaget's theory on a child's cognitive development, these children fall under the concrete operational phase (7 to 11 years), in which they begin utilizing their thought processes for solving problems and start reasoning (Louw & Louw, 2014, p. 243). Regarding the psycho-social development theory of Erickson, these children fall under the psycho-social stage of Industry versus Inferiority, which includes the developmental task of learning basic skills and working with others (Louw & Louw, 2014, p. 22). This is precisely why bullying interventions are necessary at this stage of development already, so that it can facilitate them to learn how to collaborate with their peers in order to achieve their tasks successfully without using conflict, and therefore reach their optimal development before going to high school. Considering the abovementioned, the bullying phenomenon needs to be taken seriously and addressed effectively, as it is hindering children from achieving age-specific developmental tasks that are significant to their optimal development for becoming stable, optimally functioning adults

in all areas of development, including cognitive, emotional, physical, psychological and social development. Another aspect to consider here is the caregivers of these children, as they can influence a child's development meaningfully.

2.3.4. The context of the caregivers of primary school learners

The majority of children in South Africa have caregivers that do not fall under the developmental stage of early adulthood, as they often die due to chronic illnesses such as HIV/AIDS (Oliphant et al., 2007, p. 140; Patel et al., 2017, p. 455). These children are then either cared for by their grandparents, other family members or siblings, or otherwise taken in by Child and Youth Care Centres. This could affect the success of bullying interventions in South Africa, as it could be difficult to establish collaborative action from families affected by poor socio-economic circumstances (incl. poverty, HIV/AIDS, joblessness, single-parenthood, child-headed households, etc.). They might not have the time, energy, or resources to actively be involved in such interventions and provide their full support. Therefore, there seems to be a need for determining what the parents or primary caregivers of children in primary school find significant to be included in bullying interventions to promote their sense of responsibility, ownership, and collaboration in such efforts in the future. However, before this can be done, a thorough overview must be obtained of what contributes to effective bullying interventions, which will be discussed in the following section.

2.3.4. Effective bullying interventions

According to the Department of Basic Education of South Africa (2012, p. 3), a whole-school approach is recommended, as it includes learners, educators, principals, the management team of the school, the governing bodies of the school, as well as the parents or caregivers of the learners. In a systematic review, the NSW Department of Education (2017, p. 3) indicated that bullying interventions can be effective in addressing bullying, however, the findings of researchers are mixed, indicating the complexity of this phenomenon. This is evident in the most comprehensive meta-analysis of anti-bullying programmes conducted by Ttofi and Farrington

(2011, p. 27), who found that interventions had an average of 20% to 23% effectiveness in reducing bullying behaviour, while the effectiveness of reducing victimization stood at 17% to 20% (NSW Department of Education, 2017, p. 3). This is disconcerting, as it indicates that bullying prevention programmes to date have not been highly successful in addressing bullying.

However, some of the most successful and evidence-based programmes to date include 1) the Olweus Bullying Prevention Program (Norway), i.e. a whole-school, classroom individual and community focussed programme; 2) the Sheffield Anti-Bullying Project (England), i.e. a whole-school, curriculum, learner, parent, teacher and community focused intervention; 3) SAVE project – Seville Anti-bullying in school project (Spain), i.e. a whole-school, ecological perspective, learner, teacher, family and community inclusive intervention; 4) KiVa Anti-Bullying Program (Finland), i.e. a preventative and responsive intervention for learners and teachers that include classroom lessons, a computer game, posters; etc.; 5) Friendly Schools (Australia), i.e. a whole-school; prevention, social and emotional skills and resilience improving intervention; 6) KidsMatter for early-childhood services or primary school learners; and MindMatters (for secondary school learners) (Australia), i.e. an age specific tailored programme focusing on teaching social and emotional skills, engaging families and developing support networks (NSW Department of Education, 2017, p. 13-15). This is an indication that promising results are presented by some studies regarding the successes which can be achieved.

Accordingly, some studies revealed useful insight regarding the various challenges that need to be considered by researchers conducting future research. To provide an example, Protogerou and Flisher (2012, p. 124) indicated that social skills or behaviour modification programmes implemented in three schools targeting male learners did not succeed in addressing bullying. However, researchers stated that the lack of success was due to: a) problems with conceptualizing bullying behaviour; b) the impact of the socio-economic environment (or context), and c) the time-focused approach of the project (Protogerou & Flisher, 2012, p. 124). This is useful as it suggests that the socio-economic environment in which bullying occurs must be considered.

Another study conducted by Huddleston et al. (2011, p. 321) demonstrated a promising intervention model that had high levels of acceptability, integrity, and efficacy, namely the PCSIM model. This model involved a carefully planned and implemented psycho-educational intervention, which engaged multiple role-players (incl. school personnel, parent, and a bully perpetrator) to promote effectiveness (Huddleston et al., 2011, p. 321). The content of this intervention included: 1) exploring the learners' characteristics and collect significant background information, 2) increasing the awareness of positive feelings, likes, and self-awareness of culturally valued competencies, 3) the identification of safe and unsafe areas and people and policies which promote those two types of areas, 4) the identification of supportive, stressful, and ambivalent relationships at school, within their families, and in the community, and develop methods of improving, maintaining or coping with significant relationships, 5) expanding the empathetic reasoning ability of learners, 6) challenging beliefs regarding empathy, 7) learn and master pro-social methods for expressing negative emotions, and 8) learning and utilizing a five-step problem-solving model to apply within bully situations (Huddleston et al., 2011, p. 319).

Although these show promising intervention models in the countries named above, according to Salehi et al. (2016, p. 2), there are barely any studies focusing on bullying by primary school learners and how they react towards bullying in Iran. This seems to be true for South Africa as well, as little to no literature can be found on bullying in primary schools in South Africa. Conclusively, regarding the South African context, a literature review conducted by Protogerou and Flisher (2012, p. 125) revealed only one South African anti-bullying intervention, which was implemented at three schools only targeting male learners. This intervention applied a social or behavioural skills modification programme, which was based upon peer- and self-reports. However, it did not succeed in decreasing bullying in a statistically significant manner (Protogerou & Flisher, 2012, p. 125). Various other literature reviews were consulted, with the majority not having any reference to South African programmes that have been successfully implemented and evaluated for research purposes. This indicates a possible gap in the literature on anti-bullying

programmes in the South African context. In the next section recommendations for future bullying interventions are discussed.

2.3.5. Future bullying interventions

From the above-mentioned, it is evident that researchers are increasingly exploring bullying from a socio-ecological perspective (Kolbert et al., 2014, p. 3). This has led to researchers viewing parent involvement as a significant aspect in preventing bullying in schools (Kolbert et al., 2014), as it forms part of a whole-school approach that is present in the abovementioned list of interventions.

From the literature on bullying interventions, multiple other studies and systematic reviews (Cantone et al., 2015; Farrington & Ttofi, 2010; Patton et al., 2017; Rawlings & Stoddard, 2019; Vivolo-Kantor et al., 2016), a variety of elements can be extracted which has reportedly promoted the effectiveness and success of bullying interventions. These recommendations by researchers could be utilized in developing a three-dimensional bully prevention program aimed at including learners, parents and educators in an equally distributed implementation of a social group work intervention.

Some of these recommendations include: 1) utilizing a holistic, whole-school approach; 2) including educational and supportive content for developing social and emotional competencies and teach educators how to respond appropriately to bullying behaviour; 3) providing support and professional development to educators regarding maintaining a positive school climate; and 4) systematic programme implementation and evaluation (NSW Department of Education, 2017, p. 4). Additionally, according to Farrington and Ttofi (2009, p. 323), the most significant programme elements that can be associated with decreased victimization include videos, disciplinary methods, working with peers, meetings with parents, and cooperative groupwork.

Multiple sources of literature and researchers recommended the following as relevant to programme effectiveness:

- a) A whole school approach targeting social norms and values (Gordon, 2018, p. 6; NSW Department of Education, 2017, p. 16);
- b) A context-specific approach tailoring interventions to contexts with different social, political, and economic statuses, presenting different needs (NSW Department of Education, 2017, p. 16; Rawlings & Stoddard, 2019, p. 20);
- c) Include content such as social, emotional, and behavioural skills (especially for primary school interventions); inspire constructive bystander behaviour, as well as developmental or age-appropriate methods for addressing bullying (Gordon, 2018, p. 10; NSW Department of Education, 2017, p. 16; Protogerou & Flisher, 2012, p. 126);
- d) Appropriate leadership and management to support those responsible for implementation, to ensure reliable and consistent programme implementation and sufficient time for achieving goals (NSW Department of Education, 2017, p. 16; Protogerou & Flisher, 2012, p. 128; Rawlings & Stoddard, 2019, p. 20);
- e) Systematic assessments and evaluations for ensuring sustainability and making necessary adjustments during implementation (NSW Department of Education, 2017, p. 16; Protogerou & Flisher, 2012, p. 128);
- f) Considering developmental or age differences and focusing especially on grades 7 to 8 or previous grades to prevent bullying behaviour from peaking during that age group (Rawlings & Stoddard, 2019, p. 19);
- g) Appropriate training for those responsible for programme implementation, i.e., parents, educators, social workers, etc., (Rawlings & Stoddard, 2019, p. 20);
- h) Policies where focus groups must be held with community stakeholders (Rawlings & Stoddard, 2019, p. 20);

- i) Parent participation and peer involvement for modelling healthy relationship skills and attitudes, problem-solving skills, and conflict resolution (Gordon, 2018, p. 6; Rawlings & Stoddard, 2019, p. 19);
- j) Utilize group work interventions for modifying group processes in order to cultivate cooperative activities between all involved (i.e., learners, educators, parents, etc.) (Department of Education and Training, 2015, p. 71; Protogerou & Flisher, 2012, p. 128).

By conducting this literature review and consulting various sources, it was discovered that little to no studies have been conducted into parents' perspectives of what should be included in a school bullying programme that targets learners, educators, and parents in an equal equivalent in primary schools. This type of research could promote the development of ownership and a sense of mutual responsibility among parents for addressing the bullying phenomenon, which affects their children daily. Therefore, research should be undertaken to acquire the preferences of parents from different socio-economic contexts, regarding what they deem to be necessary for their communities and their child's school for addressing bullying. In the next section, the link between Child Protection will be outlined within the South African context.

2.4. BULLYING AND CHILD PROTECTION

Based on the above, it is clear that the bullying phenomenon could be linked with the Child Protection System of South Africa, as the majority of children in South Africa are viewed as being vulnerable and in need of care and protection (Department of Social Development, 2017, p. 47). This could include children being bullied at school, as some of them can already be identified as being vulnerable, i.e. children with HIV/AIDS, poverty-stricken children, etc. With the child protection field being a fairly new area of development (Save the Children, 2009, p. 2), it is the responsibility of this field to address matters such as bullying, as it could be classified as a child protection risk factor due to the possible severe short- and long-term effects it holds for children, especially within the South African context.

According to Toros et al. (2014, p. 297), child protection workers generally interpret the best interests of children within the context of considering a child's developmental needs, child-parent relationship, the personal characteristics of the parents, relationships between parents, as well as a stable growth supporting environment, and the child's best possibilities in their specific circumstances. In terms of the bullying phenomenon and the various abovementioned recommendations made by various researchers about bullying interventions, these elements have already been considered for addressing bullying, which suggests that bullying could be viewed as a child protection matter which needs to be addressed by the child protection social workers in collaboration with school social workers, if they are already established.

This corresponds with Masilo (2018, S2), who highlighted a clear need for social workers being established in South African schools. This needs to be done for addressing child protection matters such as school violence (i.e., bullying), as it leads to suicides under learners in some cases, even among primary school learners. This would promote the application of Section 2 of the Children's Act 38 of 2005, which gives effect to a child's constitutional rights of being protected against maltreatment, abuse and neglect, and also provides for the promotion of the best interests of the child in Section 7 of this Act (Children's Act 38 of 2005). In light of this, bullying can be viewed as a form of abuse or maltreatment by peers in the South African school context.

As bullying can be classified as a form of violence, especially in the context of South Africa, it can therefore be said that the recommendations of Van Niekerk and Makoe (2014, p. 42) where researchers and practitioners in child protection, child health and development, must work collaboratively in strengthening the prevention initiatives against violence (i.e., bullying) against children, by developing indigenous knowledge and practice on effective prevention interventions of bullying against children in South Africa will be invaluable. Therefore, a study that aims at obtaining the preferences of the parents of primary school learners regarding the content which they identify as essential could contribute to and promote the development of the indigenous body of knowledge that is significant to addressing a phenomenon such as bullying.

2.5. CONCLUSION

In conclusion, bullying is a major problem globally and nationally, and needs to be addressed as soon as possible. Various interventions (e.g. OBPP, Social and Emotional Learning, etc.) have been proposed and implemented to address bullying, with varying levels of success, as some are deemed more successful than others in the long term. In South Africa, bullying should be viewed as having significance in the Child Protection field, as it annually leads to the death of many children. In this process of reviewing a broad variety of literature and studies involving parents of children being bullied or bullying others, no studies were identified where the aim was to provide parents with the opportunity of contributing to or affect the content of a school bullying programme in primary schools in South Africa. Based on the abovementioned, there seems to be a lack of literature that could report on how parents could contribute towards the development of an intervention aimed at preventing bullying, which is tailored to be context specific. This literature overview therefore demonstrated a clear need for research to be conducted to determine parents' preferences on the content of a three-dimensional school bullying programme for parents, educators and learners, and to contribute a new dimension to the bullying phenomenon.

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SECTION B: ARTICLE

PARENTS' PREFERENCES ON THE CONTENT OF A SCHOOL BULLYING PROGRAMME

ARTICLE: PARENTS' PREFERENCES ON THE CONTENT OF A SCHOOL BULLYING PROGRAMME

Wilhelmina Margaretha Roodt

ABSTRACT

Bullying is a major issue with severe short- and long-term effects (i.e., distress, suicide, etc.) on children globally and nationally. Therefore, this study focused on content elements viewed as significant for bully prevention by parents ($N=132$). A quantitative approach and a descriptive and randomized cross-sectional survey design were followed. Through an online survey for data collection, the most applicable content elements were determined. Findings provided clarity on content elements with highest and lowest levels of applicability. An open-ended question obtained additional content recommendations, i.e., responsible cell phone usage; educator bullying; counselling and therapy; and objective and consistent programme implementation.

KEY WORDS

Child protection, bullying, parent involvement, three dimensional interventions, primary schools, social work.

3.1. INTRODUCTION AND PROBLEM STATEMENT

Bullying is a global phenomenon affecting millions of learners daily (Due et al., 2009; Laas & Boezaart, 2014, p. 2667; UNESCO, 2017, p. 22), from pre-school age until adolescence (Rapee et al., 2020, p. 193), often resulting in severe short- and long-term physical, emotional or psychological negative effects (Harcourt et al., 2015, p. 4; Laas & Boezaart, 2014, p. 2667). The probable negative effects for learners being bullied and those doing the bullying could include depression, increased stress or anxiety, suicide, personality disorders, addiction to substances, or criminal offending (Harcourt et al., 2015, p. 4). Bullying can be defined as unfair, aggressive behaviour or acts aimed at causing discomfort, harm, or injury against another learner over an extended period, where there is a clear imbalance of power, leaving that learner feeling helpless,

degraded or humiliated (Harcourt et al., 2015, p. 4; Juan et al., 2018, S2; Olweus, 1997, p. 496; Protogerou & Flisher, 2012, p. 119; Rawlings & Stoddard, 2019, p. 1; Volk et al., 2014, p. 328). However, statistics on the prevalence of bullying globally and nationally vary to a great extent; it is meaningless to include statistics as bullying is already a well-known problem in primary schools and high schools alike (Boyes et al., 2014, p. 6; De Wet, 2016, p. 50; Due et al., 2009; Laas & Boezaart, 2014, p. 2674; Masilo, 2018, p. 51; Memoh, 2013, p. 5; Rigby & Johnson, 2016; UNESCO, 2017, p. 22; Woudstra, 2015, p. 26).

Furthermore, different forms of bullying have developed, together with technological advances, to include; 1) direct (physical/verbal), 2) indirect (covert/hidden) and 3) cyber/online-bullying (Gordon, 2018, p. 2; New South Wales Department of Education, 2017, p. 3; Rawlings & Stoddard, 2019, p. 1; Xu et al., 2020, p. 2). Bullying, from a child protection viewpoint, is viewed as an infringement upon the rights of a child to human dignity, privacy, freedom, and security with significant physical, emotional, social and educational consequences (Brown, 2014, p. 16; Laas & Boezaart, 2014, p. 2670), making it a matter of concern to the social work field of child protection in South Africa.

Bullying and school violence in South Africa have been connected to a unique combination of individual risk factors (i.e., personality, personal characteristics, etc.), home circumstances (i.e., negative or punitive parenting behaviour, parenting style, domestic violence, substance abuse, etc.) and communities' socio-economic context (i.e., poverty, violence, HIV/AIDS, substance abuse, etc.) (Cantone et al., 2015, p. 74; Lereya et al., 2013, p. 14; Louw & Louw, 2014, p. 298; Salehi et al., 2016, p. 6; Xu et al., 2020, p. 17). Therefore, in the South African context, bullying should be viewed from a social-ecological systems perspective whereby bullying is viewed as an intricate social phenomenon that is influenced by a mixture of internal and external causal factors on all levels of society (Harcourt et al., 2015, p. 4). This supports the recommendation by Cluver et al. (2020, p. 1), for addressing violence against children in South Africa by combining social education programmes and economic strengthening skills for parenting. Based on this, it is only

practical that interventions include learners' families from a very young age (Lereya et al., 2013, p. 1).

From a study conducted by Farrington and Ttofi (2010, p. 73-77), the following elements were identified in approximately 44 anti-bullying programmes, of which only those applicable to the study are listed:

- a) a whole-school policy;
- b) rules for classrooms;
- c) conferences at school;
- d) syllabus content;
- e) management in classrooms;
- f) group work that is cooperative in nature;
- g) individually working with children that bully and children being bullied;
- h) engaging peers for addressing bullying;
- i) information shared with educators and parents;
- j) continues and better playground supervision or monitoring;
- k) disciplinary methods or assigning negative consequences or sanctions to bully behaviour;
- l) restorative justice (i.e., support groups for children involved in bullying);
- m) school courts for addressing bullying;
- n) training for educators;
- o) training or gatherings for parents; and
- p) simulated reality computer games or videos.

From this list, it seems like most programmes include both preventative approaches (i.e., training, information sharing, syllabus content, playground monitoring, group work, etc.) and responsive approaches (i.e., restorative justice, sanctions, working with bullies and victims, etc.) for addressing bullying. This contradicts a statement by the NSW Department of Education (2017, p. 4) that either a preventative or a responsive approach is followed. Therefore, the utilization of

a combination of preventative and responsive approaches is possible and should be implemented if it would improve programmes' success and effectiveness in addressing bullying.

Until now, a fair amount has been learned regarding bullying from interventions utilized in schools around the world (Rigby & Johnson, 2016, p. 1). A few of the most successful interventions are: 1) the Olweus Bullying Prevention Programme (Norway) – a multi-level programme for individuals, schools, classrooms, and communities; 2) the Friendly Schools programme (Australia) – targeting the whole-school, families, learners and teachers (e.g. role modelling, skills training, etc.); 3) the S.S. GRIN programme (USA) – a social skills group intervention (i.e., extensive social skills training); and 4) the KiVa programme (Finland) – targeting learners, parents and educators (Farrington & Ttofi, 2010, p. 23-56). Many of these interventions ensured that all the parties involved in the bullying phenomenon are included, especially the parents.

In terms of parent involvement, literature on bullying only revealed limited research into the perspectives of parents regarding how, in their opinion, bullying should be addressed, and they are often excluded from such interventions even if they are some of the most influential people in a child's life (Axford, et al., 2017, p. 242; Neser et al., 2004, p. 28; Van Niejenhuis et al., 2019, p. 1). Some even view parent involvement as fundamental to addressing bullying and that they can prove useful during the development of interventions (Brown, 2014, p. 20; Harcourt et al., 2014, p. 375; Notar & Padgett, 2013, p. 296; Van Niejenhuis et al., 2019, p. 1). However, parents' commitment to address bullying also indicates the effectiveness of these programmes to reduce the occurrence of bullying in school (Juan et al., 2018, p. 8). Furthermore, it has been indicated that some interventions have provided more promising results among primary school children (i.e., social skills, KiVa), rather than high school children (i.e., curriculum-based interventions) (Green et al., 2019, p. 8; Rigby, 2016, p. 13; Protogerou & Flisher, 2012, p. 126), indicating that the type of intervention also determines the extent to which bullying is addressed.

Based on literature (Brown, 2014, pp. 20, 23; Rigby & Johnson, 2016, p. 50; Van Niejenhuis et al., 2019, p. 2), various examples of ways in which parents have been involved in interventions

to address bullying include the following: a) Family therapy, for reducing the utilization of aggression and establish healthy communication skills; b) Enabling parents to establish a group, for securing mutual trust, values, and mutuality as well as involvement with all learners of the school; c) Organised events, for parents to come together and discuss aspects such bullying; d) Interactions between parents and educators, for strengthening their relationship; and e) Newsletters, to keep parents informed – i.e. about bullying. However, a study conducted by Rigby and Johnson (2016, p. 54), indicated that parents expected the following from schools; a) being informed on what to do; b) establish contact with the parents of the bully; c) having the bully apologise; d) imposing sanctions (i.e., negative consequences for bullying others); and e) having the learner provided with the necessary support (i.e., therapy, counselling or support groups). Furthermore, it is recommended that psycho-social interventions are utilized whereby group processes are adjusted for nurturing activities that promote cooperation between the group members (i.e., learners, parents and educators) for addressing bullying (Protogerou & Flisher, 2012, p. 128).

In line with this, the Friendly Schools Friendly Family programme targeted parents with group work interventions, focusing on capacity building and empowerment, and had a significantly positive and meaningful effect on bullying in primary schools (Department of Education and Training, 2015, p. 71). This indicates that group work interventions (for parents) show promise to reduce the occurrence of bullying in schools (Department of Education and Training, 2015, p. 71). This is supported by Masilo (2018, S4-S7), who argued that social work intervention methods, such as case work (i.e., individual engagement with learners that bully and are bullied), group work (i.e., socialization groups, support groups and educational groups) and community work (i.e., school community) should be utilized if bullying is to be addressed effectively in South Africa.

From the abovementioned it was concluded that there is a need for the development of a group work programme based on the principles of the social work field, to provide transparent and equal information to all the role-players in the bullying phenomenon by promoting three-dimensional cooperation between parents, educators, and learners. Considering this, the current study

focused on the parent dimension of a potential 3D bullying programme (for learners, parents, and educators), to obtain their preferences of what content should be included in a future 3D-bully prevention programme. This potential 3D bullying programme would be grounded on the social group work intervention method (Nicholas et al., 2010, pp. 120-131; Toseland & Rivas, 2014, p. 2).

3.2. CONTRIBUTION OF THE STUDY

This study aims to contribute towards promoting the development of evidence-based programmes for preventing bullying in South African schools. The results of this study would inform the developmental process of a future three-dimensional school bullying prevention programme for primary school learners, their parents, and educators, especially regarding its content.

3.3. RESEARCH QUESTION

This study was informed by the following research question:

What are parents' preferences on what elements should be included in the content of a potential 3D-bullying programme?

3.4. AIM OF THE STUDY

To determine by means of a cross-sectional survey the preferences of parents regarding the content elements that should be included in a potential 3D-bullying programme for parents, educators, and learners.

3.5. RESEARCH METHODOLOGY

3.5.1. Research approach and design

A quantitative approach and a quantitative-descriptive survey design were followed in this study (De Vos et al., 2011, p. 156), with the main objective of obtaining information regarding the parents' views on how best to address bullying in their child's school. This was done by having

parents complete a self-developed online questionnaire listing probable content elements of a potential 3D-bullying programme. Additionally, a randomized cross-sectional survey design was used as this study acts as a need's assessment research phase for the development of a 3D-bullying programme, grounded in the social work intervention method of group work (De Vos et al., 2011, p. 156-157). This design was used, as it is ideal for gathering facts or views of respondents (i.e., parents) on behaviours, feelings, opinions, or expectations of a 3D-bullying programme at a certain stage in time (Bhattacharjee, 2012, p. 39; Tripodi, 1983, p. 126).

3.5.2. Questionnaire development

The researcher initially conducted a literature search for an existing measurement that would be effective in collecting the necessary data for achieving the aim of this study. As this search delivered no suitable measurements, a measurement needed to be developed. To develop this questionnaire, the following process was followed.

Firstly, the researcher consulted literature on the causes of bullying (i.e., Cluver et al., 2020; Cantone et al., 2015; Harcourt et al., 2015; Meinck et al., 2013; Salehi et al., 2016; Xu et al., 2020), bullying interventions and the effectiveness of interventions utilized for addressing or combating bullying (i.e., Brown, 2014; Farrington & Ttofi, 2010; Limber et al., 2018; NSW Department of Education, 2017; Rigby & Johnson, 2016; Van Niejenhuis et al., 2019). From this overview of literature, a list was compiled of possible content that could be included in a school bullying programme targeting parents, learners, and educators to an equal equivalent. These possible content elements were chosen with the aim of the study in mind. This list was then submitted to the study leader for review, after which it was adjusted and submitted to a Statistical consultant at the North West University for her expert opinion on the items listed in the questionnaire. This corresponds with the first few steps or guidelines Cabrera-Nguyen (2010, pp. 99-100), identified for reporting the findings of the stages of measurement development.

1. Defining the target construct,
2. Justification for the need for the measurement,
3. Indicating submission of the initial list of items for review by an expert,
4. Reporting of the name and version of the statistical analysis software utilized,
5. Identification and justification for the sampling methods and framework utilized,
6. Discussion of the relevant data preparation and screening procedures followed,
7. Provision of all dates of data collection,
8. Avoidance of utilizing principal component analysis by utilizing Explanatory Factor analysis (EFA) to assess underlying factor structure and refine the item list, followed by a Confirmatory Factor Analysis (CFA),
9. Reporting the EFA results,
10. Reporting the CFA results,
11. Describing the matrix that was analysed,
12. Reporting the missing data amounts and explanations on how it was handled,
13. Comparing the CFA model with competing and alternative models (i.e., four-factor model vs. two-factor model),
14. Including your measurement (items and response options) in an annexure,
15. Reporting the methodological limitations that may have been encountered and impacted the findings,
16. Discuss directions for future research to be conducted.

By looking at these guidelines, the majority was implemented in this study, and is discussed under various following topics in this document. In terms of the layout of the questionnaire, Young (2016, p. 10), indicated that a questionnaire is more likely to be completed if it has an uncluttered layout, a balanced overall length, and a clear presentation. It was further recommended by Young (2016, p. 11), that a questionnaire generally consists of the following:

- a. The title (to give a clear picture of the topic)
- b. A general information section (to indicate the purpose of the research, confidentiality, voluntary participation, informed consent, etc.)
- c. Instructions of guidelines (clear and simple)
- d. Questionnaire items (that are clearly separated from instructions)
- e. Additional information (i.e., researcher's contact information)

If this list is considered the questionnaire that was completed by the respondents did meet all these standards (Annexure E and Annexure F). Annexure E contains the information in the informed consent form, that was included in the beginning of the online survey. While Annexure F, contains the questionnaire information and items. In the next section the data collection process will be discussed in more detail.

3.5.3. Data collection

A randomized cross-sectional survey design was utilized for data collection (De Vos et al., 2011, 156). The data that was obtained focused primarily upon determining what parents' preferences are regarding the content elements that are significant to a 3D-Bullying programme (Tripodi, 1983, p. 126). An online questionnaire was utilized for data collection (Annexure F). Initially, two methods were recommended for data collection, an online survey (Plan A) and a paper-based survey (Plan B). However, due to COVID-19 restrictions, Plan B could not be implemented to ensure the safety of the respondents and the researcher. For implementing Plan B, an independent person was identified for being present during the signing of the informed consent

forms. But due to the COVID-19 pandemic, such services were no longer needed. As a result, only online recruitment could be carried out, and only an online survey could be utilized for collecting enough data (i.e., a hundred complete responses).

The researcher initially recruited five schools telephonically. The school principals or any other person appointed at each school then acted as the mediator depending on the school's preference. The mediators assisted the researcher with obtaining the goodwill permission letters from the school. They were provided by the researcher with an example of a goodwill permission letter with all the relevant information already included, that needed to be signed by the school principal. The school could adjust the letter as they found necessary. They were also provided with any additional information regarding the research study their school required.

Upon receiving all the goodwill permission letters, an advertisement containing the link to the online survey was sent to each participating school for distribution to the parents of the children attending their primary school. The mediator of each school was then responsible for sending out these advertisements and later a reminder to the parents. This was done to ensure complete anonymity by not utilising the personal email addresses of the parents. The parents could then complete the questionnaire (approximately 7 minutes long), at a place and time most suitable to them.

Before the respondents could view the questionnaire, they were first prompted with an electronic version of the full informed consent form. The researcher's contact details were imbedded in the informed consent form, to enable respondents to contact the researcher if they had any questions or experienced any difficulties to complete the survey. Only upon accepting the terms in the informed consent form and consenting to voluntarily participate, they were able to proceed to complete the questionnaire. Even after parents agreed to participate, they could still at any time decide to stop participating.

As a result, all incomplete questionnaires were considered as invalid. The data obtained was completely anonymous, no email addresses could be viewed by the researcher as all the data was only available in the form of statistics. After data collection, a total of 132 respondents had

completed the online questionnaire in full, therefore given consent and voluntarily participated in the study. After enough data was collected (more than 100 responses obtained) the researcher downloaded the raw data from the survey development software in excel format and sent it directly to the Statistical Consultation Services of the NWU for data analysis to be conducted. No identifying particulars was visible in the raw data, and therefore it was completely anonymous and could be handled by the researcher and a statistical consultant from the North West University.

3.5.4. Data analysis

IBM SPSS v26 was utilized for data analysis (Arbuckle, 2017, p. 1). The analysis comprised of descriptive and inferential statistics. The former describing the characteristics of the sample by calculating frequencies and percentages, means and standard deviations, and the latter for conducting an explanatory factor analysis (EFA) of the questionnaire to determine the latent constructs underlying questions of the questionnaire. The Kaiser-Meyer-Olkin test (KMO) and the Bartlett test of Sphericity were then utilized for determining the item correlation matrix adequacy in which the factor analysis was grounded. Moreover, a reliability analysis was conducted by means of Cronbach's Alpha for determining the internal consistency of the construct. Additional analysis was conducted, namely t-tests and ANOVA, to determine whether the answers on the constructs differ between different groups (i.e., age, home language, etc.). Additionally, *p*-values were reported for the sake of completeness, with the significance level of $\alpha = 0.05$. Furthermore, Cohen's *d* effect sizes were reported following the guideline values of Cohen's *d*: |0.2| small effect, |0.5| medium effect and > |0.8| large effect (Cohen, 1992). In the case of correlations, the following guideline values were used: |0.1| small effect, |0.3| medium effect and >|0.5| large effect. Last of all, the survey was analysed utilizing the seven steps indicated by Creswell and Plano Clark (2013, p. 213-214), namely: a) data reduction, b) data display, c) data transformation, d) data correlation, e) data consolidation, f) data comparison and g) data integration. Data collected by means of the qualitative question at the end of the survey was transcribed to identify corresponding themes that emerged.

3.5.4. Validity and reliability of the questionnaire

Valid and reliable measures are crucial for the advancement of research in social work and social work practice that is evidence based (Cabrera-Nguyen, 2010, p. 99). Therefore, the following was done to ensure the validity and reliability of the measurement that was utilized.

a) Validity

Validity refers to the degree to which a measure truly measures what is intended to be measured and how sound it is measured (Foxcroft & Roodt, 2013, p. 58; Rubin & Babbie, 2016, p. 233; Sürücü & Maslaçi, 2020, p. 2696). This is done by establishing interpretations that are both meaningful and appropriate in terms of the analysed data after it has been gathered by means of a measurement (Sürücü and Maslaçi, 2020, p. 2696). This survey's (measure's) validity was determined by face validity and content validity (Foxcroft & Roodt, 2013, p. 59-60).

- *Face validity*

Whether a measure is viewed as valid to test-takers is determined by face validity (Foxcroft & Roodt, 2013, p. 58). The face validity of this self-developed questionnaire was determined by an expert of the Statistical Consultation Services of the North-West University at face value (Ellis, 2019; Foxcroft & Roodt, 2013, p. 58). After this evaluation, the necessary adjustments were made, and the measure was approved. The Statistical Consultation Services of the North-West University was utilised for improving the validity of the measurement tool.

- *Content validity*

Content validity is concerned with whether the measure's content covers a representative sample of the aspects to be measured (Foxcroft & Roodt, 2013, p. 58). To clarify, content validity ensures that the measurement scale is useful and contains content capabilities that aids the purpose of the measurement (Sürücü & Maslaçi, 2020, p. 2698). The content validity of this study was evaluated by the researcher and supervisor for reviewing and evaluating whether the measure is

indeed representative of all the elements that could be used or applied in a 3D-Bullying programme.

- *Construct validity*

Construct validity refers to the extent to which a measure measures the theoretical construct or trait it is meant to measure (Foxcroft & Roodt, 2013, p. 60). This type of validity is used for determining the logical relationship between variables (Sürücü & Maslaçi, 2020, p. 2701). The construct validity of the survey utilized in this study was determined by conducting an exploratory factor analysis (EFA) (Field, 2013, p. 1923).

b) Reliability

The term reliability refers to the stability of a measurement and the consistency by which it measures over time (Sürücü & Maslaçi, 2020, p. 2707). A reliability analysis was conducted by means of Cronbach's Alpha to confirm the internal consistency of the constructs (i.e., content elements) (Sürücü & Maslaçi, 2020, p. 2707). The results of this analysis are presented at the end of the research findings section.

3.6. RESEARCH FINDINGS

3.6.1. Questionnaire findings

The questionnaire was distributed to five different primary schools situated in Potchefstroom in the North West province in South Africa. After data collection, a total of 132 respondents ($N=132$), completed the online survey successfully.

The first section of the questionnaire gathered some demographic information, while the second section of the survey sought to obtain an indication of how significant various content elements are, rated on a Likert-scale with four options (i.e., 1-not applicable, 2-somewhat applicable, 3-applicable, and 4-highly applicable).

Lastly, the third section asked for additional suggestions with an open-ended question (i.e., If you felt that there was anything left out from the content list, please indicate what you feel should be

added to the content of a 3D-bullying programme that will be most applicable to the community you live in). Adding an open-ended question to a quantitative study can be considered as a standard practice (Claassen, 2015; Terblanché, 2016).

Data collected from the first and second sections was initially analysed utilizing a descriptive analysis for calculating frequencies, percentages, means, and standard deviations. The results of this analysis will now be illustrated and discussed.

3.6.2. Descriptive statistics

Section 1: Demographic information

This section consisted of a total of nine demographic questions. The results from the descriptive analysis will now be illustrated:

1) Age distribution

Table 1: Age distribution

Age distribution		
	Frequency	Valid percentage
18 or younger	1	0,8
26 – 30	6	4,5
31 – 40	60	45,5
41 – 49	61	46,2
50 or older	4	3,0
Total	132	100,0

In the table above it can be observed that the largest groups of respondents were between the ages of 31 and 40 (45,5%) and 41 and 49 (46,2%), while 4,5% of respondents were between the ages of 26 and 30 years and 3% of respondents were 50 years or older. Lastly, just one respondent was 18 or younger.

2) Gender distribution

Table 2: Gender distribution

Gender distribution		
	Frequency	Valid percentage
Male	20	15,3
Female	111	84,7
Total	131	100,0

The majority of respondents were female (84,7%), with only twenty respondents being male (15,3%). According to the latest estimates by the Department of Statistics South Africa (2020, p. 9), the male to female ratio is practically even, with approximately 29 million male residents and 30 million female residents. This is an indication that in this study male residents in South Africa have been greatly underrepresented.

3) Home language distribution

Table 3: Home language distribution

Home language distribution		
	Frequency	Valid percentage
Afrikaans	118	90,1
English	7	5,3
Setswana	3	2,3
Other	3	2,3
Total	132	100,0

The largest group of respondents were Afrikaans speaking (90,1%), while English was the second most spoken language at 5,3%. 2,3% of respondents indicated Setswana as their home language, and 2,3% of respondents indicated that another language was their home language.

4) Race distribution

From the question stating, *"How would you best describe yourself?"* the following results were obtained.

Table 4: Race distribution

Race distribution		
	Frequency	Valid percentage
Black	4	3,1
Coloured	4	3,1
White	115	88,5
Other	7	5,4
Total	130	100,0

In the table above it is illustrated that a total of 115 (88,5%) respondents described themselves as white, while 5,4% of respondents indicated other, and 3,1% of respondents indicated that they identify themselves as either coloured or black, respectively. According to the Department of Statistics South Africa (2020, p. 9), approximately 80% of the South African population consists of black African citizens, with the second largest represented population group being coloured citizens (8,8%), and the white population group representing 7,8% of the population.

However, this representation of population groups is not reflected in the results of this study, which could be since the paper-based survey was not utilized for data collection due to the COVID-19 pandemic. This limited access to the survey to only electronic devices upon which the survey could be completed.

5) Relationship status distribution

Regarding relationship status, the following results were obtained:

Table 5: Relationship status distribution

Relationship status distribution		
	Frequency	Valid percentage
Single	4	3,0
Married	116	87,9
Divorced	9	6,8
Co-habiting	2	1,5
Widowed	1	0,8
Total	132	100,0

116 respondents indicated they are married, while only 9 respondents indicated that they are divorced, with only 4 respondents reporting to be single and 2 respondents reporting to be co-habiting. However, only one respondent indicated that they were widowed.

6) Education level distribution

Table 6: Educational level distribution

Educational level distribution		
	Frequency	Valid percentage
Secondary school	5	3,8
Matric	18	13,7
College	12	9,2
University	96	73,3
Total	131	100,0

From a total of 131 responses, 96 (73,3%) respondents indicated that their highest level of education was attending university, while 18 (13,7%) respondents indicated that Matric is their highest educational level and 12 (9,2%) respondents indicated college as their highest level of education. Only 5 (3,8%) respondents indicated secondary school as their highest level of education.

7) Number of children in primary school

Table 7: Number of children in primary school

Number of children in primary school		
	Frequency	Valid percentage
1	87	65,9
2	45	34,1
Total	132	100,0

Most respondents indicated having only one child in primary school, with a number of 87 respondents making out 65,9% of the total of 132 responses, while 45 (34,1%) respondents indicated that they have two children in primary school.

8) Youngest child in primary school

Table 8: Youngest child in primary school

Youngest child in primary school		
	Frequency	Valid percentage
6 years old	17	13,1
7 years old	23	17,7
8 years old	26	20,0
9 years old	17	13,1
10 years old	16	12,3
11 years old	14	10,8
12 years old	14	10,8
13 years old	3	2,3
Total	132	100,0

From this table it is evident that the majority (20%) of the respondent's youngest child in primary school is eight years old, with the second largest group (17,7%) of children being 7 years of age. The smallest group of respondents (2,3%) indicated having a child of 13 years old in primary school.

9) Bullying prevalence

Table 9: Bully prevalence rate

Bully prevalence rate		
	Frequency	Valid percentage
Yes	84	63,6
No	30	22,7
Don't know	18	13,6
Total	132	100,0

Of a sample of 132 parents, 63,6% (84 parents) reported that their child has been bullied, while 22,7% of respondents reported that their child has not been bullied. Furthermore, 13,6% of respondents indicated that they did not know if their children were bullied.

Section 2: Content elements of a 3D-bullying programme

In Table 10 the results of the online survey are presented. The aspect to discuss in this section is the response of frequency percentages, the mean values, and the standard deviations, obtained from a descriptive analysis of the data collected.

Firstly, in this table below it is illustrated what percentage of respondents rated the items according to the four possible responses provided. Secondly, it is clear by considering the mean values that most items were rated between answer 3 (applicable) and 4 (highly applicable). With the mean totals ranging between 3,02 (lowest) and 3,79 (highest). The item that was rated least applicable by respondents is the item of “dealing with substance abuse”. While the item; “Tips for dealing with children that bully” was rated ‘highly applicable’ by most respondents, with the second and third most rated ‘highly applicable’ items being “Tips for dealing with children being bullied” and “How to address bullying at school”. Overall, the respondents viewed each item as having some level of importance, as all items were rated according to the mean as applicable to address bullying.

Thirdly, in terms of the standard deviations, the largest standard deviation value was 1,02 (item 20), corresponding with the item rated according to the mean value as the least applicable item in the list of items. Whereas the lowest standard deviation value was 0,43 (item 6), corresponding with the item rated as applicable by most respondents. This indicates a possible need to exclude the item with the highest standard deviation, as it could prove to be less applicable for addressing bullying in the primary schools that participated in the study.

Table 10: Descriptive statistics on the content elements of a bully prevention programme

Possible answers		Frequency				Missing	Mean (X)	Standard deviation (SD)
		1. Not applicable	2. Somewhat applicable	3. Applicable	4. Highly applicable			
Item	Item description	Percentage (%)						
Q1	Signs of bullying	3,0	4,5	32,6	59,8	0	3,49	0,73
Q2	What motivates bullying behaviour	3,0	4,5	47,7	44,7	0	3,34	0,71
Q3	How to prevent bullying at school	0	3,0	26,5	70,5	0	3,67	0,53
Q4	How to address bullying at school	0	3,0	23,5	73,5	0	3,70	0,52
Q5	Tips for dealing with children being bullied	0	3,1	22,9	74,0	1	3,71	0,52
Q6	Tips for dealing with children that bully	0	0,8	19,7	79,5	0	3,79	0,43
Q7	Tips for bystanders of bullying	0,8	2,3	28	68,9	0	3,65	0,57
Q8	How to deal with children with behavioural problems	1,5	4,5	36,4	57,6	0	3,50	0,66
Q9	How to deal with conflict	0	7,6	32,6	59,8	0	3,52	0,64
Q10	Positive discipline methods	3,0	5,3	33,3	58,3	0	3,47	0,74
Q11	How to improve a child's self-esteem	1,5	5,3	30,3	62,9	0	3,55	0,67
Q12	How to demonstrate empathy	0	0,8	8,3	33,3	0	3,48	0,68
Q13	Healthy relationships with children/peers	0,8	6,1	39,4	53,8	0	3,46	0,65
Q14	Developmental needs of children in primary schools	2,3	12,1	28,8	56,8	0	3,40	0,79
Q15	Parenting that prevents bullying behaviour	1,5	3,8	31,1	63,6	0	3,57	0,64
Q16	Bullying prevention techniques for parents	0	3,8	25,0	71,2	0	3,67	0,55
Q17	Emotional intelligence for parents	1,5	6,1	34,1	58,3	0	3,49	0,68
Q18	Emotional intelligence for educators	1,5	6,1	29,5	62,9	0	3,54	0,68
Q19	Emotional intelligence for children	1,5	6,8	28,0	63,6	0	3,54	0,69
Q20	Dealing with substance abuse	9,8	21,2	26,5	42,4	0	3,02	1,02
Q21	Dealing with cyber bullying	1,5	8,3	25,8	64,4	0	3,53	0,71
Q22	How to deal with emotional problems in children	0	3,8	39,4	56,8	0	3,53	0,57
Q23	Personality aspects that affect bullying behaviour	0	6,8	37,1	56,1	0	3,49	0,62
Q24	How to model anti-bullying behaviour	0	4,5	34,8	60,6	0	3,56	0,58
Q25	How to raise a resilient child	0,8	6,8	31,1	61,4	0	3,53	0,66
Q26	How to report bullying	0	1,5	28,2	70,2	1	3,69	0,50
Q27	Developing good morals and values in a child	2,3	6,1	28,2	63,4	1	3,53	0,72

In the next section the results of the Exploratory Factor Analysis (EFA) will be presented.

3.6.3. Explanatory Factor Analysis (EFA) results:

Due to the nature of this study, it was deemed necessary to conduct an exploratory factor analysis. However, firstly the validity of the data was determined by conducting the Kaiser-Meyer-Olkin and Bartlett's tests. The results of the Kaiser-Meyer-Olkin and Bartlett's tests indicated that it would be possible to conduct an EFA analysis.

With the Kaiser-Meyer-Olkin measure of sample adequacy measuring at 0,842 ($> 0,7$), and the p -value of the Bartlett's test of sphericity measuring at $< 0,0001$ ($< 0,05$), there is enough correlation between the questionnaire items for conducting an Exploratory Factor Analysis (EFA) (Field, 2013, pp. 1975-1978). Furthermore, the total variance explained retaining five factors was 62,92%, which is above the recommended 50%. Therefore, this survey was suitable for conducting an Explanatory Factor Analysis (EFA).

From the Explanatory Factor Analysis (EFA) that was conducted, the items in the survey were divided into five separate factors. The underlying theme of each of these factors were then utilized for describing each factor sufficiently. The five factors (factors) that emerged from this analysis, include:

- 1) preventative measures,
- 2) responsive measures,
- 3) protective factors (emotional intelligence, self-esteem, and resilience),
- 4) general guidelines (for addressing bullying), and
- 5) risk factors (bully-related behaviour).

Tables 11 and 12 provide an outline of the results of this analysis.

a) Total variance

From the exploratory factor analysis an acceptable cumulative variance was obtained with a value of 62,92%, which is explained by the factors obtained through the EFA. In the table below, the results obtained from the exploratory factor analysis (EFA), in terms of the total variance values will be presented.

Table 11: Item factors total variance explained

Factor	Initial Eigenvalues			Extraction sums of squared loadings			Rotation sums of squared loadings ^a
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total
1	9,914	36,719	36,719	9,914	36,719	36,719	7,199
2	2,299	8,514	45,233	2,299	8,514	45,233	4,307
3	1,920	7,110	52,343	1,920	7,110	52,343	6,157
4	1,655	6,131	58,474	1,655	6,131	58,474	1,775
5	1,200	4,444	62,918	1,200	4,444	62,918	5,764

Table 12: Pattern Matrix^a for content elements of a bullying prevention programme

Content elements (items) of a three-dimensional bullying prevention programme						
Item	Factors					Communalities
	1. Preventative measures	2. Responsive measures	3. Protective factors	4. General guidelines	5. Risk factors	
Q14	0,822					0,702
Q13	0,797					0,736
Q11	0,691					0,557
Q12	0,542					0,487
Q20		0,857				0,693
Q23		0,712				0,709
Q24		0,709				0,597
Q19		0,691				0,644
Q37		0,573				0,488
Q18		0,523				0,607
Q22		0,484				0,627
Q21		0,418				0,628
Q36		0,325				0,490
Q27			-0,941			0,849
Q28			-0,912			0,789
Q29			-0,801			0,690
Q35			-0,305			0,441
Q15				-0,438		0,670
Q17				-0,393		0,582
Q26				0,544		0,680
Q25				0,518		0,689
Q16				-0,429		0,628
Q31					0,866	0,631
Q33					0,659	0,655
Q32					0,607	0,631
Q34					0,566	0,572
Q30					0,477	0,503

i) Factor 1: Preventative measures

The items that were grouped under Factor 1 was Q14, Q13, Q11 and Q12. This factor relates to the “preventative measures” that can be found in literature on bullying prevention. Items Q14 and Q13 had factor values higher than 0,7, while items Q11 and Q12 had factor values below 0,7. Furthermore, the calculated communalities were all above 0,3.

ii) Factor 2: Responsive measures

Under this factor, the following items were grouped as they relate to “responsive measures”; Q20, Q23, Q24, Q19, Q37, Q18, Q22, Q21, Q36. Items Q20, Q23, Q24, Q19 and Q37 were all above 0,5, while items Q18, Q22, Q21, and 36 all had values below 0,5. The values of the calculated communalities of these items were all above 0,3.

iii) Factor 3: Protective factors

This factor contains items such as Q27, Q28, Q29 and Q35. Items Q27, Q28, and Q29 are all under -0,8, while the value of item Q35 was below -0,4. These items were grouped together because they relate to the “protective factors” that can be utilized in bullying prevention programmes for preventing and addressing bullying. The calculated communalities of these items are all above 0,3.

iv) Factor 4: General guidelines

The items that were grouped under the factor of “general guidelines”, due to relation, include Q15, Q17, Q26, Q25, and Q16. Items Q15, Q26, Q25 and Q16 had values above 0,4. However, item Q17 had a value below 0,3.

v) Factor 5: Risk factors

Under risk factors, items such as Q31, Q33, Q32, Q34 and Q30 were grouped because they relate to “risk factors”. Items Q31, Q33, Q32 and Q34 all had values above 0,5, while item Q30 had a value below 0,5. The calculated communalities of these items were all above 0,3.

3.6.4. Reliability analysis

Reliability refers to the consistency of a survey or questionnaire to reflect the construct it set out to measure (Field, 2013, p. 2030; Foxcroft & Roodt, 2013, p. 48). For a questionnaire to be reliable, its Cronbach's alpha value should be higher than 0,7 (Foxcroft & Roodt, 2013, p. 54). The following table presents the results of the reliability analysis.

Table 13: Reliability indicators

Factor	Cronbach's alpha	Mean inter-item correlation	Mean	Standard deviation
1 Preventative measures	0,770	0,479	3,55	0,48
2 Responsive measures	0,883	0,461	3,51	0,48
3 Protective factors	0,825	0,538	3,52	0,55
4 General guidelines	0,722	0,356	3,68	0,38
5 Risk factors	0,770	0,439	3,43	0,52

In Table 13, all the Cronbach's alpha coefficient values are above 0,7, indicating that the self-developed four-point Likert-scale measurement that was utilized for data collection was reliable. Furthermore, this illustrates that the items in the Likert-scale were formulated in a manner that was clearly understood by the respondents. The inter-item correlation values are all above 0,3, which is favourable, as it indicates that all items correlate well with the general scale (Field, 2013, p. 2047). This supports the previous indication that the questionnaire items are reliable. From this it can be concluded that the questionnaire did in fact measure what was intended to be measured. In the next section the results from the t-test and ANOVA test will be outlined and discussed

3.6.5. Comparison of factors between demographic groups

In this section, the values of the Cohen's effect size will be reported of the t-test and ANOVA results. The Cohen's d effect size interpretation guideline (Cohen, 1992, pp. 155-159) is as follows:

Table 14: Cohen's guiding values for interpretation

Cohen's d effect size	Interpretation
d $\approx$ 0,2	Small difference
d $\approx$ 0,5	Medium difference
d $\approx$ 0,8	Big difference

- **Age**

In the following table, the results of the independent sample t-test are indicated, i.e., the mean, standard deviation value, the Cohen's effect size and the *p*-values for the recorded age.

Table 15: Age factor comparison

Factor	Age recoded	N	Mean	Std. deviation	Cohen's d effect size	<i>p</i> -value
Preventative measures	31-40 years old	60	3,52	0,5	0,21	0,198
	41-49 years old	61	3,62	0,4		
Responsive measures	31-40 years old	60	3,52	0,45	0,06	0,720
	41-49 years old	61	3,48	0,54		
Protective factors	31-40 years old	60	3,51	0,59	0,01	0,938
	41-49 years old	61	3,52	0,53		
General guidelines	31-40 years old	60	3,63	0,40	0,22	0,203
	41-49 years old	61	3,72	0,35		
Risk factors	31-40 years old	60	3,44	0,53	0,08	0,657
	41-49 years old	61	3,39	0,54		

According to Cohen's guidelines, it is clear in this table that there was no difference with a Cohen's d effect size of nearly 0 among Factors 2, 3 and 5, while a small difference is evident in Factors 1 and 4, with d-values of 0,21 for age among Factor 1 and 0,22 for age among Factor 4 items.

The mean values were all between option 3 “Applicable” and 4 “Highly applicable”. In the last column there are no *p*-values below 0,05 from the independent sample test, indicating no statistically significant difference between the two age groups of 31 to 40 and 41 to 49.

- **Home language**

In the next table, the outcome of the independent sample t-test is indicated, i.e., the mean, standard deviation value, Cohen’s effect size and the *p*-values for the item of home language is illustrated.

Table 16: Home language factor comparison

Factor	Language recoded	N	Mean	Std. deviation	Cohen's d effect size	<i>p</i> -value
Preventative measures	Afrikaans	118	3,59	0,44	0,41	0,175
	Other	13	3,29	0,74		
Responsive measures	Afrikaans	118	3,51	0,50	0,05	0,818
	Other	13	3,54	0,37		
Protective factors	Afrikaans	118	3,54	0,55	0,27	0,373
	Other	13	3,39	0,59		
General guidelines	Afrikaans	118	3,68	0,38	0,12	0,661
	Other	13	3,72	0,34		
Risk factors	Afrikaans	118	3,44	0,51	0,22	0,455
	Other	13	3,31	0,60		

The “other” option of language recorded was derived from combining all the other categories into one category. In the table below (Table 16) it is evident that according to the Cohen’s d effect size values, there was no difference between the two groups for Factor 2, and small differences for Factors 3, 4 and 5, with values of nearly 0,2. There was a medium difference between the two groups of Afrikaans and Other for Factor 1, with a Cohen’s effect size value of 0,41, which is nearly 0,5. The standard deviation values were all above 0,3, with Factor 1 illustrating a standard deviation under the item of other of 0,73489. Furthermore, none of the *p*-values were below 0,05, indicating no significant difference between the two groups of Afrikaans and other. The mean

values of the Afrikaans group were all close to a value of 4, while the other language group had a mean closer to 3.

- **Education level**

Under this section the ANOVA test results are presented under in terms of their *p*-value.

Table 17: Educational level factor comparison

Factor	Educational level recorded	N	Mean	Std. deviation	<i>p</i> -values	Cohen's d effect size		
						School	College	University
Preventative measures	School	18	3,5	0,41	0,69		0,11	0,13
	College	12	3,48	0,46				0,23
	University	96	3,59	0,46				
	Total	126	3,57	0,45				
Responsive measures	School	18	3,59	0,48	0,74		0,21	0,19
	College	12	3,48	0,51				0,02
	University	96	3,49	0,48				
	Total	126	3,51	0,48				
Protective factors	School	18	3,64	0,44	0,62		0,22	0,24
	College	12	3,54	0,40				0,07
	University	96	3,50	0,58				
	Total	126	3,53	0,54				
General guidelines	School	18	3,70	0,38	0,10		0,61	0,01
	College	12	3,47	0,37				0,64
	University	96	3,70	0,35				
	Total	126	3,68	0,36				
Risk factors	School	18	3,48	0,59	0,61		0,07	0,16
	College	12	3,52	0,57				0,23
	University	96	3,39	0,51				
	Total	126	3,41	0,52				

From this table it is clear that according to the values of Cohen's d effect size (Cohen, 1992), there were no statistically meaningful differences in Factors 1, 2, 3 and 5, as all their values were far below 0,5. However, with a value of 0,64 and 0,61 at Factor 4, it could be argued that there were medium practical or meaningful differences between the groups in terms of the factor of

general guidelines. In terms of the p -values, there were no statistically significant differences, as all the p -values were far beyond the value of 0,05. In the next section the responses to the question at the end of the survey will be presented and discussed.

3.6.6. Findings of the open-ended question

Open-ended questions refer to questions posed for the purpose of obtaining respondents' answers to the question (Ruben & Babbie, 2016, p. 158). This section reports on the findings of the following open-ended question posed at the end of the online survey:

- If you felt that there was anything left out from the content list, please indicate what you feel should be added to the content of a 3D-bullying programme that will be most applicable to the community you live in.

Due to the fact that 44 respondents responded to this question, it was deemed necessary to analyse the responses by conducting a qualitative thematic analysis through coding (Rubin & Babbie, 2016, p. 362) (Annexure I: Transcription of open-ended question feedback). From this analysis, various themes emerged, which are illustrated in the following table:

Table 18: Themes and subthemes

Main Theme	Subthemes
THEME 1: CYBER-BULLYING	1. What is cyber-bullying? 2. Preventing cyber-bullying
THEME 2: ORIGIN OF BULLYING	1. Home circumstances 2. Community 3. Culture
THEME 3: RECOMMENDATIONS	1. School 2. Educators 3. Parents 4. Learners
THEME 4: COUNSELLING AND THERAPY	1. Victims 2. Bullies 3. Origin of behaviour
THEME 5: SYSTEM FAILURES	1. Schools 2. Programmes 3. Reporting

From a quick observation of this table, some of these themes and subthemes in fact relate to the items discussed in the previous section. These will be highlighted in the following discussion.

THEME 1: CYBER-BULLYING

Children have recently begun utilizing technology with damaging intentions towards others (Brown, 2014, p. 43; Hinduja & Patchin, 2019, p. 2). Cyber-bullying refers to intentional and constant harm perpetrated with computers, cell phones, and other electronic devices (Hinduja & Patchin, 2019, p. 2; Mong, 2020, p. 21). Cyber-bullying has been highlighted by three respondents as being a significant aspect, which corresponds with item Q21 “Dealing with cyber-bullying” of the survey in Table 10. The following two subthemes can be addressed under item Q21 of the content elements of a potential 3D-bullying programme.

Subtheme 1: What is cyber-bullying?

This sub-theme came from the following statement:

“How to teach your child what cyber-bullying is.”

Subtheme 2: Preventing cyber-bullying

This subtheme was derived from the statement:

“How to teach children about cyber-bullying.”

Another respondent indicated a need for this topic to be addressed, especially appropriate cell phone usage. This is supported by Hinduja and Patchin (2019, p. 6), illustrating the importance of educating the school on the responsible use of electronic devices.

THEME 2: ORIGIN OF BULLYING

The origin of bullying has been researched thoroughly, yet no definitive cause can be isolated (Brown, 2014, p. 16). To name a few of the probable causes of bullying: individual personal characteristics, parenting styles or negative parenting, financial insecurity or poverty, poor academic performance, pressure from peers, child abuse, domestic violence, as well as media

and community or society's morals (Brown, 2014, p. 16). Therefore, the origin of bullying can be viewed from a socio-ecological approach (Rawlings & Stoddard, 2019, p. 2). Considering this, the respondents highlighted corresponding causes that need to be addressed. The first being home circumstances.

Subtheme 1: Home circumstances

In terms of this subtheme, the following was stated:

"I think that parents need to be trained to realize that bullying often reflects that something is lacking and that such behaviour is demonstrated to get attention, etc. ... However, there is a fine line, and I think that parents play a significant role in how bullies and victims are created". [translated, see Annexure I].

This statement corresponds with literature, arguing that parenting styles or negative parenting contributes towards the development of bullying behaviour (Brown, 2014, p. 16). This subtheme can be classified under various items listed in the survey, such as item Q2: "What motivates bullying behaviour"; Q8: "How to deal with children with behavioural problems"; Q9: "How to deal with conflict"; Q10: "Positive discipline methods"; and Q15: "Parenting that prevents bullying behaviour" (Table 10). Furthermore, the community was reported to contribute towards bullying behaviour.

Subtheme 2: Community

In relation to this subtheme, the following statement was made:

"Community dynamics that contribute to bullying and how to encourage a culture of safeguarding learners as a community."

This statement demonstrates a need for addressing the various dynamics and factors in the community surrounding a school, and then establishing a culture of safeguarding children from bullying. This subtheme will be covered in the potential 3D-bullying prevention programme by targeting a broader spectrum including parents, educators, and learners in an equal capacity.

Subtheme 3: Culture

Under this subtheme, the following statement was made.

“I would like to add that bullying behaviour has to do with cultural tendencies ...”

[translated, see Annexure H]

This subtheme corresponds to some extent with item Q27: “Developing good morals and values in a child”, as this is the first step in developing a community abiding by good morals and values. This corresponds with the findings of a study by Lee and Ju (2019, p. 18), indicating a need to emphasize social and moral education. It is also supported by the findings of a study conducted by Brown (2014, p. 53), whereby the topic of *bullying and social values* was illustrated as an important theme to consider. The next theme is recommendations.

THEME 3: RECOMMENDATIONS

Rawlings and Stoddard (2019, p. 20), concluded from a systematic review that prevention strategies for addressing bullying should be implemented from several points of intervention, such as school-wide programmes, lessons in curriculums, professional teacher development, individual interventions for learners, and education/training for families and communities. Most of these elements came forward in recommendations by respondents. This corresponds with Rigby (2017, p. 2), noting that dynamic collaboration between all stakeholder, i.e., school staff, learners, and parents, are significant in obtaining optimal results.

Subtheme 1: School

Under this subtheme, statements such as the following were made:

“Guidelines for schools to address bullying. How to protect children against bullying at school, after it has come to light. Or how to keep bullies from bullying further”.

[translated, see Annexure I].

As bullying mostly takes place at school, schools are responsible for leading the implementation of anti-bullying strategies for addressing bullying (Van Niejenhuis et al., 2019, p. 1). This motivates why seven respondents made the following recommendations for dealing with bullying at school:

- Quick response from the school;
- Protect children from being bullied at school;
- Having a set of guidelines for dealing with bullying;
- Preventing bullies from bullying again;
- Parent involvement in responding to bullying;
- Teaching children not to stay quiet;
- Continues supervision of children on school grounds;
- Neutral or objective individuals should address bullying behaviour;
- Arrange supportive gatherings between parents of children that bully and are bullied to make peace;
- Addressing reported bullying; and
- Implementing Christian education for establishing healthy relationships and behaviour.

The fact that the parents felt the need to indicate these topics in the 3D-bullying programme is supported by the findings of a study conducted by Brown et al., (2013, p. 513), stating that parents expect schools to go past the reporting to investigate the event and notify parents of how safety will be ensured in the future. The elements arising from this subtheme aligns with items in the survey, such as item Q3: “How to prevent bullying at school”; Q4: “How to address bullying at school”, and Q26: “How to report bullying” (Table 10), as these items are not only to be presented to parents, but also to educators and learners.

Subtheme 2: Educators

According to Van Niejenhuis et al. (2019, p. 1), educators play a significant role in addressing bullying from within the classroom and the school. This motivates the following statement:

“Educators need to learn how their behaviour can often be viewed as bullying behaviour”. [translated, see Annexure I].

Additionally, two respondents mentioned similar aspects to be considered, such as educators should be objective while dealing with bullying and provide feedback to parents regarding bullying behaviour. This is supported by Rawling and Stoddard (2019, p. 20), who noted that the development and provision of support to educators are among the factors present in programmes that seemed to be most effective to address bullying and bullying-related behaviour. These aspects could, however, be linked with items in the survey such as Q13: “Healthy relationships with children/peers”; Q9: “How to deal with bullying”; and Q4: “How to address bullying at school”.

Another aspect that came to light from statements made by respondents are bullying by educators, whereby five respondents made similar statements regarding educators, such as:

“Bully behaviour does not only occur between learners, but sometimes from educators or parents”. [translated, see Annexure I].

These elements are supported by a study conducted by Burriss and Snead (2018, p. 46), to determine whether it is a myth or a reality that teachers bully learners. While the findings of this study provided limited evidence of educator bullying, researchers were not convinced (Burriss & Snead, 2018, p. 46). This aspect could be covered under the survey item (in Table 10) of Q17: “Emotional intelligence for parents”; and Q18: “Emotional intelligence for educators”, as these items could provide parents and educators with the opportunity to learn how to demonstrate behaviour that is not damaging to learners. A study conducted by Brown (2014, p. 45) brought to light that bullying at school sometimes took on the form of educators bullying learners and learners bullying educators.

Subtheme 3: Parents

A study by Lee and Ju (2019, p. 23) indicated a need for parents to be trained on effective and productive ways for dealing with bullying. This corresponds with the statements by respondents, such as:

“Parents should learn to help children that are bullied and bully others”.

A similar statement was made by another respondent. These statements correspond with items Q5: “Tips for dealing with children being bullied”, and Q6; “Tips for dealing with children that bully”. This is supported by the findings of a study by Lee and Ju (2019, p. 23), indicating that affectionate parenting styles teach children necessary coping skills. Another respondent indicated that parents should be provided with information on and a procedure on how to report bullying anonymously.

Subtheme 4: Learners

Under this subtheme, statements were made such as:

“What consequences a bully should be confronted with, when caught bullying others. These should be explained to children clearly and consistently when a child does not exhibit appropriate behaviour at school. When children realize that there are consequences for inappropriate behaviour, they will be more attentive to their behaviour and think twice before bullying”. [translated, see Annexure I].

Additionally, 8 respondents made similar statements, highlighting the following aspects regarding learners, that they should:

- Be comfortable with telling adults about bullying;
- Distinguish between bullying behaviour and normal behaviour;
- Not be categorized as victims or bullies;
- Know that bullying has negative consequences;
- Learn what is acceptable and unacceptable behaviour towards others; and
- Learn how to cope with bullying, other than committing suicide.

These aspects could be linked with survey items in Table 10, such as Q26: “How to report bullying”; Q9: “How to deal with conflict”; Q12: “How to demonstrate empathy”; Q6: “Tips for dealing with children that bully”; Q13: “Healthy relationships with children/peers”; and Q25: “How

to raise a resilient child”. The next theme that was identified illustrates a need for professional assistance in addressing the root and aftermath of bullying, i.e., counselling and therapy.

THEME 4: COUNSELLING AND THERAPY

Powell and Ladd (2010, p. 189) recommended family therapy for addressing bullying (Brown, 2014, p. 20). They further demonstrated that the root of behaviour needs to be addressed if bullying is to be addressed effectively (Powell & Ladd, 2010, p. 189). The inclusion of therapy is, furthermore, demonstrated by Farrington and Ttofi (2010, p. 46), by stating that school-based mental health professionals need to be involved in assisting with children who are regularly involved with bullying.

Subtheme 1: Victims and Subtheme 2: Bullies

The following statement was made by a respondent regarding the two subthemes.

“Counselling for victims and bullies to outroot probable cause”.

These two subthemes can be linked with a third subtheme i.e., origin of behaviour, for which counselling, and therapy are viewed as significant for addressing the aftereffects and origin of bullying.

Subtheme 3: Origin of behaviour

Respondents made statements such as:

“Children that are as often as three times, reported by other learners to bully others, should be evaluated and complete sessions with a school psychologist. This needs to be done to identify the motivation for the behaviour for that child to receive the necessary therapy”. [translated, see Annexure I].

This statement corresponds with statements made by two other respondents. These three subthemes could be classified under survey items such as Q2: “What motivates bullying behaviour”; Q4: “How to address bullying at school”; Q8: “How to deal with children with behavioural problems”; Q11: “How to improve a child’s self-esteem”; Q19: “Emotional intelligence

for children”; Q22: “How to deal with emotional problems in children”; and Q23: “Personality aspects that affect bullying behaviour”.

THEME 5: SYSTEM FAILURES

The findings of a study conducted by Lee and Ju (2019, p. 16) showed that parents indicated a gap in systems or facilities to provide the necessary assistance for dealing with bullying, and that the interventions have limited long-lasting effects.

Subtheme 1: Schools

Statements such as the following were made by respondents regarding schools’ current effectiveness to address bullying:

“Programmes such as this are good, however I don’t know if it really helps. The success is dependent upon the management of the school, and in my opinion most schools preach against bullying but when it happens, they tend to cover it up, especially when children’s parents are involved with the schools’ management”.

[translated, see Annexure I].

Two additional similar statements were made by respondents. The aspect of objectively and consistently dealing with bullying occurrence could in fact be added to the survey items, as it does not directly relate to any of the survey items in Table 10. However, it could be addressed under Q4: “Dealing with bullying at school”.

Subtheme 2: Programmes

Two respondents made statements regarding programmes, such as:

“I feel that providing guidelines at parent gatherings are not helping, as the right parents aren’t there to listen”.

And

“... and the person being bullied feels as if the network meant to protect him is failing”.

These two statements could only be linked with items Q3: “How to prevent bullying at school” and Q4: “How to address bullying at school”. However, these two items do not directly address the aspects presented by these two statements, as it has to do with methods for dealing with bullying that has been experienced by parents as being ineffective. The topic of ineffective implementation methods or ineffective methods for addressing bullying could be added as a subtopic under survey items such as Q3 and Q4.

Subtheme 3: Reporting

A total of four respondents made statements regarding the reporting of bullying, each of which were along the lines of the following statement:

“Steps for parents to report bullying at the school and if necessary, steps for taking it further”. [translated, see Annexure I].

These statements could be linked with survey items such as item Q26: “How to report bullying”; and Q4: “How to address bullying at school”. These statements correspond with Brown et al., (2013, p. 513), stating that parents believe that their children would continue to be bullied even if they follow the correct reporting procedure; however, it could prove helpful to keep parents informed of the correct reporting procedure. This corresponds with a statement made by Harcourt et al. (2015, p. 12), that useful guidelines could include concrete reporting procedures for bullying events.

From the discussion above, the following aspects might need to be added to the survey items:

- a) responsible use of electronic devices and appropriate cell phone usage;
- b) bullying by educators;
- c) counselling and therapy for addressing the root cause and provide support to both children bullying and being bullied;

- d) objectiveness and consistency during programme implementation; and
- e) discontinuing the use of ineffective methods.

3.7. DISCUSSION

This study aimed to determine by means of a cross-sectional survey the preferences of parents regarding the content elements that should be included in a potential 3D-bullying programme for parents, educators, and learners. A self-developed online survey (Cronbach's alpha value > 0,7) (see Table 13) was developed, with a total of 132 respondents completing the survey in full, from a total of approximately 300 respondents that started to complete the survey from five different schools representing different population groups.

From the descriptive statistics of the demographic information obtained, it was clear that the majority of respondents were between the ages of 31 to 40 (45,5%) and 41 to 49 (46,2%) (see Table 1); female (84,7%) (see Table 2); with Afrikaans reported as their home language (90,1%) (see Table 3) and described themselves as being white (88,5%) (see Table 4). The majority of these respondents also indicated that they were married (87,9%) (see Table 5), with their highest educational level being university (73,3%) (see Table 6). Furthermore, 65,9% of these respondents reported having one child attending primary school (see Table 7), of which 17,7% were reported to be 7 years old and 20% eight years old (see Table 8). Lastly, 63,6% of respondents indicated that their children have been bullied (see Table 9). From these statistics, it is clear that the statistics of this study are not representative of the majority of population groups in the South African context, as the latest statistics from the Department of Statistics South Africa (2020, p. 9), state that approximately 80% of the population of South African is described as being black African citizens, while only 8,8% of the population is described as coloured, and only 7,8% of the population is described as white.

From the second section of the survey the descriptive statistics in Table 10 indicated that respondents rated most items in the four-point Likert-scale as being applicable (3) or highly applicable (4). The lowest mean total was 3,02 (corresponding with item Q20 – Dealing with

substance abuse), while the highest mean total was 3,79 (corresponding with item Q6 – Tips for dealing with children that bully). The top five items highest and lowest rated by respondents in terms of applicability for inclusion in a potential 3D-bullying prevention programme are listed in the following table, based on their mean rating totals:

Table 19: Highest and lowest rated items

	Highest rated items	Mean		Lowest rated items	Mean
1	Q6: Tips for dealing with children that bully.	3,79	1	Q20: Dealing with substance abuse.	3,02
2	Q5: Tips for dealing with children being bullied.	3,71	2	Q2: What motivates bullying behaviour.	3,34
3	Q4: How to address bullying at school.	3,70	3	Q14: Developmental needs of children in primary school.	3,40
4	Q26: How to report bullying.	3,69	4	Q13: Healthy relationships with children/peers.	3,69
5	Q16 Bullying prevention techniques for parents.	3,67	5	Q10: Positive discipline methods.	3,69

From the two lists in the table above, the highest and the lowest rated items in terms of applicability are illustrated. By observing these items, it seems like respondents prefer that a more responsive approach is taken to address bullying in primary schools, while the more prevention-oriented items are considered by many respondents as being less applicable. This contradicts current research regarding the type of methods and approaches that are viewed as being more significant for addressing bullying in primary schools, such as for example social development (i.e., Social and Emotional Learning) (Rigby, 2016, p. 12-13). While more responsive methods such as 'disciplinary consequences', are seemingly viewed as less effective strategies (Rigby, 2016, p. 13). Items rated as most applicable, aligns with the results of a study by Rigby (2016, p. 14) indicating that additional training and guidelines for addressing bullying is a necessity.

The conduction of an Explanatory Factor Analysis was possible, due to the Kaiser-Meyer-Olkin measure, measuring a sample adequacy of 0,84 ($> 0,7$), and Bartlett's test of sphericity had a p -value smaller than 0,0001 ($< 0,05$), indicating appropriate amounts of correlation between survey

items (Field, 2013, pp. 1975-1978). From the Explanatory Factor Analysis (EFA), the items in the survey could be categorized under five factors, i.e., preventative measures, responsive measures, protective factors, general guidelines, and risk factors (see Table 12).

Various themes were identified from the single open-ended question, indicating a need to tend to aspects such as cyber-bullying, the origin of bullying, recommendations, counselling, and system failures (see Annexure H: Transcription of open-ended question feedback). By comparing the feedback of these questions after qualitative coding was done, it was concluded that additional items such as responsible cell phone usage (Mong, 2020, p. 129), educator bullying (Burriss & Snead, 2018, p. 46), counselling and therapy (Lee & Ju, 2019, p. 16), objective and consistent programme implementation (Farrington & Ttofi, 2010, pp. 33, 35, 46; Gordon, 2018, p. 12), and terminating ineffective methods (Rigby, 2016, p. 13) were needed in the programme.

The majority of the feedback obtained from respondents to the open-ended question corresponded with the findings of a study conducted by Harcourt et al. (2015, pp. 10-11), whereby parents indicated a need for schools to inform them about bullying, act more swiftly and in collaboration with them to address bullying cases, and have clear processes and guidelines for addressing and reporting bullying. However, the greatest amount of feedback in fact supported the inclusion of the various items already listed in Table 10 for being tended to in a potential 3D-bullying programme for parents, learners, and educators. What was however interesting, was that under these open-ended question respondents referred to aspects related to the survey items rated least applicable for addressing bullying. This in a sense is contradictory to the results in Table 10.

To conclude, the research question that informed this study was in fact answered, as it could be determined from all the data obtained which items were viewed by respondents (i.e., parents of five primary schools) to be applicable to a three-dimensional bullying programme.

3.8. LIMITATIONS

From the previous sections, it is clear that the study results are not representative of all the population groups of South Africa, as most respondents were female, married, Afrikaans speaking, and identified themselves as white. However, equal opportunity was provided to the different population groups involved with the five selected primary schools in different community contexts situated in Potchefstroom. Furthermore, similar numbers of respondents could not be obtained from each school, which impedes the extent to which the findings of the study can be generalized as each school is not equally represented. Lastly, the paper-based data collection method was not utilized, which could have led to the exclusion of some individuals in communities who do not have the necessary resources to complete an online questionnaire.

3.9. CONCLUSION

This study provided useful insight into what parents perceive to be the necessary content of a potential 3D-bullying prevention programme. Additionally, the 27 survey items could be compacted into five broad factors (i.e., responsive measures, preventative measures, protective factors, general guidelines, and risk factors) by means of an Explanatory Factor Analysis. The measurement utilized for data collection was determined to be reliable, with a reliability value higher than 0,7. Therefore, it could be utilized in future research. Additional elements that need to be covered in the potential programme, based on the open-ended question, include responsible and appropriate cell phone use; educator bullying; therapy and counselling; consistent, and objective programme implementation; and the termination of unsuccessful strategies currently utilized by schools. The results of the study can only be contextually generalized due to a small sample size and lacking representation of different population groups. However, this could also have been caused by the type of sampling method that was utilized. The outcome of this study could lay the foundation for future research aimed at developing a context specific three-dimensional programme based on social group work for parents, educators, and learners in a school environment.

3.10. RECOMMENDATIONS

From the results of this study, it can be recommended that:

- Additional items obtained from the open-ended question that were not represented in the items listed in the survey, should be added to the list of items. These include:
 - a) responsible and appropriate use of electronic devices;
 - b) educator bullying;
 - c) therapy and counselling;
 - d) consistent and objective programme implementation; and
 - e) phasing out ineffective strategies.
- This study and its findings can be utilized for developing a 3D-bullying prevention programme for learners, educators, and parents, at PhD level.
- The survey can be refined and utilized in future studies, and to expand the population sample to be representative of all the different population groups residing in South Africa. This would promote the development of a programme that caters to the different community contexts present in South Africa.
- More quantitative studies must be conducted in the field of social work and child protection.
- Evidence-based interventions must be developed to address the context specific needs of schools in South Africa.
- Additionally, more research could be conducted into educator bullying in order to determine its origin and prevention strategies for addressing it.

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SECTION C: EVALUATION, CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

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4.1. EVALUATION

The aim of this study was to determine which content elements the parents of primary school learners would prefer to be included in a school bullying programme that targets parents, educators, and learners in an equal regard. This study was not intended to develop such a programme, but to provide insight into what parents perceive to be significant in terms of the content of such a programme. The results of this study succeeded in providing insight into what parents perceive should be included in a social group work intervention for address bullying in primary schools their children attend. Furthermore, it shed light on additional aspects that could also be covered or attended to in such a programme if it were to be developed in the future. Additionally, this study provided a questionnaire or measurement that can be refined and adjusted to be utilised in other studies. Furthermore, this study succeeded in providing parents of primary school learners with the opportunity to contribute towards the future development of a social group work programme that would address bullying within primary schools.

4.2. CONCLUSION

In South Africa there is a great need for developing bully prevention programmes that are supportive of parent or caregiver involvement. Considering the various challenges schools are currently facing in terms of addressing bullying and the promotion of parent involvement, evidence-based programmes need to be developed to guide the collaborative action between all role-players who form part of the bullying phenomenon. In this article, the researchers outlined, analysed, interpreted, and discussed data to determine the outcome of a quantitative online survey with 132 respondents from five different primary schools in Potchefstroom. Respondents received a link to the online survey, imbedded in an advertisement from their children's primary school, which they could complete for contributing to the process of determining what content elements would be most applicable according to them for addressing bullying.

The aim of this study was to determine the preferences of parents regarding the content elements that should be included in a potential three-dimensional bullying programme for parents, educators, and learners. This was done by means of a cross-sectional survey. Items rated according to ranking, from most applicable to least applicable; tips for dealing with children that bully; tips for dealing with children being bullied; how to address bullying at school; how to report bullying and bullying prevention techniques for parents. While the items according to ranking, from most not-applicable to least not-applicable; dealing with substance abuse; what motivates bullying behaviour; developmental needs of children in primary school; healthy relationships with children / peers; and positive discipline methods. These findings indicated that parents prefer proactive or responsive measures for dealing with bullying and view preventative strategies as less applicable, even though literature on bullying suggests that more preventative approaches are taken.

Furthermore, the findings of the open-ended question supported the inclusion of various survey items and suggested that additional items were to be added; such as guidelines for responsible and appropriate use of technological devices; preventing and addressing educator bullying; therapy and counselling for learners bullied and bullying others; and guidelines on objective and consistent programme implementation. These findings supported literature on parents' expectations of schools regarding the occurrence of bullying. However, the study results further emphasized the importance of a population sample being representative of all the population groups present in the target area, even though equal opportunity was provided for everyone to participate in the study and respond to the survey.

This study provided the foundation for future research aimed at developing programmes for addressing bullying in primary schools which cater to the context-specific needs of the different socio-economic backgrounds located in South African communities. Additionally, a reliable survey was developed, which could be refined and utilized in future studies with similar goals, as an explanatory factor analysis was conducted for compacting the items in the four-point Likert scale in the survey.

Lastly, the study findings contributed towards the development of evidence-based programmes for preventing bullying in South Africa, by informing the developmental process of a potential three-dimensional bullying prevention programme for the parents, learners and educators of primary schools in Potchefstroom situated in the North West province of South Africa.

4.3. LIMITATIONS OF THE STUDY

The limitations that were relevant to this study include the following:

- The study's findings are not representative of all the different population groups encountered in the South African context, as the majority of respondents identified themselves as white, even though equal opportunity to complete the survey was given to the different population groups involved with the five selected primary schools in different community contexts situated in Potchefstroom.
- A small number of male respondents indicated that the male population group of South Africa was greatly underrepresented, therefore future studies should attempt to include a more equally distributed sample size for male and female respondents.
- Difficulty to obtain similar numbers of respondents from each primary school impeded the extent to which the findings of the study could be generalized to the entire population group, as each school is not represented in equal measure. However, this could have resulted from the sampling technique utilized in this study.
- The completion of paper-based data collection methods could not be utilized, due to the COVID-19 pandemic. This could have led to the exclusion of some individuals in communities not having the necessary resources to complete an online questionnaire.

4.4. RECOMMENDATIONS FOR FUTURE RESEARCH

From the results of this study, the following recommendations can be made for future research:

- From the open-ended question, the following items could be added to the four-point Likert scale items:

- a. responsible and appropriate use of electronic devices;
 - b. educator bullying;
 - c. therapy and counselling;
 - d. consistent, and objective programme implementation; and
 - e. phasing out ineffective strategies.
- That the study findings are utilized for developing a 3D-bullying prevention programme for learners, educators, and parents for South African schools.
 - That the survey is refined and utilized in future studies aiming to achieve similar goals.
 - To expand the population sample to represent all the different population groups of South Africa for developing a programme that addresses the different needs of communities in South Africa.
 - That more quantitative studies are conducted in the field of social work and child protection, for promoting valid and reliable programmes for enhancing evidence-based practice.
 - That research is conducted into the nature, origin and extent of educator bullying in order to determine which strategies could be implemented for preventing or addressing educator bullying.

SECTION D: REFERENCES AND ANNEXURES

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SECTION D: ANNEXURES

ANNEXURE A: FAMSA REQUEST TO CONDUCT SOCIAL WORK RESEARCH



4 Singenstraat
Potchefstroom
2531
Tel : 018 293 2172 / 3
Fax : 018 297 1816 / 086 531 9574
E mail: getch@famsa.org.za
Web : <https://www.famsa-potchefstroom.org.za>

PO Box 8874
Potchefstroom
2531

RESEARCH REQUEST / CONSENT LETTER

25 September 2019

Enquiries: Director FAMSA Potchefstroom

Dr. Karen van der Berg

**RE: REQUEST FOR RESEARCH FOR IMPROVING CURRENT BULLYING PROGRAMMES: FAMSA POTCHEFSTROOM:
[RESEARCH BY NORTH WEST UNIVERSITY: STUDENT WILLEMEN ROODT]**

1. Earlier this year it came under our attention that there has been an increase in the amount of bully-related cases at our organization, particularly in primary schools in Potchefstroom.
2. The prevalence of bullying has increased significantly in schools in the JB Marks Area as well as in the Dr. Kenneth Kaunda District. Currently FAMSA is addressing bullying in 20 schools, but still have a challenge involving the parents of these learners more.
3. Therefore, we have identified a need for research to be conducted, that will aim at determining parent's preferences of what should be included or covered in a social group work program for learners and for the parents of these learners, as it would be beneficial for our organization and the focus will be only on five (5) schools for the research purposes.
4. It is anticipated that we would, with the results of such research, be capable of improve our efforts to address bullying in schools, if we were provided with information on what would be more suitable to be included in the bullying programs in schools and programs focus on involving the parents (representative of particular socio-economic contexts).

Kind Regards

Dr. Karen van der Berg

Director: FAMSA Potchefstroom

ANNEXURE B: HREC APPROVAL



Private Bag X1590, Potchefstroom
South Africa 2520

Tel: 086 016 9698
Web: <http://www.nwu.ac.za/>

North-West University Health Research Ethics
Committee (NWU-HREC)

Tel: 018 290-1206
Email: Ethics.HREC@nwu.ac.za (for human
studies)

30 September 2020

ETHICS APPROVAL LETTER OF STUDY

Based on approval by the North-West University Health Research Ethics Committee (NWU-HREC) on 30/09/2020, the NWU-HREC hereby approves your study as indicated below. This implies that the NWU-HREC grants its permission that, provided the general and specific conditions specified below are met and pending any other authorisation that may be necessary, the study may be initiated, using the ethics number below.

Study title: Parents' preferences on the content of a school bullying programme

Principal Investigator/Study Supervisor/Researcher: Prof M Ubbink

Student: WM Roodt - 25029002

Ethics number:

N	W	U	-	0	0	3	3	4	-	2	0	-	A	1
Institution				Study Number					Year			Status		

Status: S = Submission; R = Re-Submission; P = Provisional Authorisation;
A = Authorisation

Application Type: Single study

Commencement date: 30/09/2020

Risk:

Minimal

Expiry date: 30/09/2021

Approval of the study is provided for a year, after which continuation of the study is dependent on receipt and review of an annual monitoring report and the concomitant issuing of a letter of continuation. A monitoring report is due at the end of September annually until completion.

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, the following general terms and conditions will apply:

- The principal investigator/study supervisor/researcher must report in the prescribed format to the NWU-HREC:
 - annually on the monitoring of the study, whereby a letter of continuation will be provided annually, and upon completion of the study; and
 - without any delay in case of any adverse event or incident (or any matter that interrupts sound ethical principles) during the course of the study.
- The approval applies strictly to the proposal as stipulated in the application form. Should any amendments to the proposal be deemed necessary during the course of the study, the principal investigator/study supervisor/researcher must apply for approval of these amendments at the NWU-HREC, prior to implementation. Should there be any deviations from the study proposal without the necessary approval of such amendments, the ethics approval is immediately and automatically forfeited.
- Annually a number of studies may be randomly selected for active monitoring.
- The date of approval indicates the first date that the study may be started.
- In the interest of ethical responsibility, the NWU-HREC reserves the right to:
 - request access to any information or data at any time during the course or after completion of the study;

- to ask further questions, seek additional information, require further modification or monitor the conduct of your research or the informed consent process;
- withdraw or postpone approval if:
 - any unethical principles or practices of the study are revealed or suspected;
 - it becomes apparent that any relevant information was withheld from the NWU-HREC or that information has been false or misrepresented;
 - submission of the annual monitoring report, the required amendments, or reporting of adverse events or incidents was not done in a timely manner and accurately; and/or
 - new institutional rules, national legislation or international conventions deem it necessary;
- NWU-HREC can be contacted for further information via Ethics-HRECApply@nwu.ac.za or 019 299 1205

Special conditions of the research approval due to the COVID-19 pandemic:

Please note: Due to the nature of Plan A of the study i.e. (electronic completion of a survey instrument amongst parents), this study will be able to proceed during the current alert level according to the strategy as indicated in Plan A of the study, following receipt of this approval letter. No additional COVID-19 restrictions have been placed on the study except that the researcher must ensure that before proceeding with the study that all research team members have reviewed the North-West University COVID-19 Occupational Health and Safety Standard Operating Procedure. It must, however, be noted that if the researchers are planning to implement Plan B, they will have to obtain permission from the NWU-HREC for permission to proceed. In order for it to proceed, the researcher will have to apply to the appropriate REC using the appropriate template to request that the study can resume, once the appropriate alert level is reached. If the researcher has not implemented a COVID-19 research risk assessment and management analysis and amended the study accordingly, they will first have to amend their study, before they can apply for their research to continue (as setup according to the attached document entitled "COVID-19 research risk assessment and management approach" (Prof Mirrie Greeff, 29 June 2020)). Once the alert level is appropriate for the study to proceed, the researcher should:

- a. Send the completed template with the required amendments, as made as specified under 8.4 in the SOP for the research ethics approval application process (2.2.4_SOP_Ethics_1.4) to Ethics-HRECApply@nwu.ac.za.
- b. Name the email, to which you attach the document that you send, with a specific subject line indicating that it is a request to continue a research study e.g. "Continuation request (COVID-19): NWU-XXXX-XX-XX".
- c. Contact the Head of the Ethics Office, Prof Wayne Towers at 072 149 2960 or wayne.towers@nwu.ac.za and the Chairperson, Prof Petra Bester at 082 266 3587 or petra.bester@nwu.ac.za, at least before you plan to submit the application for review, so that we can timeously appoint appropriate reviewers and proactively manage the process of the review of your amendment.

The review of this request will be handled via the expedited process. If successful, the researcher will receive a letter indicating that amendments were approved and the study can proceed. Please note that if it is determined that the researcher has proceeded with the research, without first amending a study and obtaining the appropriate permission, they will be seen to have either have violated good research practice or been non-compliant and the necessary steps will be taken.

Special in process conditions of the research for approval (if applicable):

- a. Please provide the NWU-HREC with copies of the goodwill permission letters from the governing bodies and the principals of the schools to be included in the study, indicating that the study can proceed.

As the study progresses the aforementioned conditions should be submitted to Ethics-HRECProcess@nwu.ac.za with a cover letter with a specific subject title indicating "Outstanding documents for approval: NWU-XXXX-XX-XX". The letter should include the title of the approved study, the names of the researchers involved, that the documents are being submitted as part of the conditions of the approval set by the NWU-HREC, the nature of the document i.e. which condition is being fulfilled and any further explanation to clarify the submission.

The e-mail, to which you attach the documents that you send, should have a specific subject line indicating the nature of the submission e.g. "Outstanding documents for approval: NWU-XXXX-XX-XX". The e-mail should indicate the nature of the document being sent. This submission will be handled via the expedited process.

The NWU-HREC would like to remain at your service and wishes you well with your study. Please do not hesitate to contact the NWU-HREC for any further enquiries or requests for assistance.

Yours sincerely,



Digitally signed by Petra Bester
DN: cn=Petra Bester, o=NWU, ou=Faculty of Health
Sciences,
email=petra.bester@nwu.ac.za,
c=ZA
Date: 2020.10.02 09:47:02 +0200

Chairperson NWU-HREC

Current details: (23239522) G:\My Drive\9. Research and Postgraduate Education\9.1.5.4 Templates\9.1.5.4.2_NWU-HREC_EAL.docm
20 August 2019
File Reference: 9.1.5.4.2

ANNEXURE C: CONSENT FROM THE DEPARTMENT OF EDUCATION TO CONDUCT RESEARCH



Education and Sport Development

Department of Education and Sport Development
Departement van Onderwys en Sportontwikkeling
Lefapha la Thuto le Tihabololo ya Metsihamoko

NORTH WEST PROVINCE

Teemane Building, 8 G.R. Tlou Street,
Potchefstroom

Private Bag 11255, Potchefstroom 2520

Tel: (018) 299-8264 / Fax: 294-8234

e-mail: bmonale@nwpg.gov.za

Office Manager: Linda Nelson - Tel: (018) 299-8264

e-mail: L.Nelson@nwpg.gov.za

OFFICE OF THE DISTRICT DIRECTOR Dr KENNETH KAUNDA DISTRICT

Enquiry: P Tyatya: 018 299 8264

Tel: (018) 299 8264 / e-mail: ptyatya@nwpg.gov.za

20 August 2020

To: North West University
Faculty of Education

Attention: Willemien Roodt

From: Mr. B. Monale
District Director

PERMISSION TO CONDUCT RESEARCH: "PARENTS' PREFERENCES ON THE CONTENT OF A SCHOOL BULLYING PROGRAMME".

Reference is made to your emailed correspondence to the Department of Education dated 05 August 2020, regarding the fore-going matter. The content is noted and accordingly, approval is hereby granted to you to conduct research under the topic **"Parents' Preferences on the Content of a School Bullying Programme"**.

Your research is intended to target the parents of primary school children in the Potchefstroom area in the North West Province.

Please take note that the research process must conform to the following provisions:

- That the onus to contact your target schools around the J.B. Marks Sub-district in Potchefstroom and to identify suitable parents for purposes of the research remains with you.
- That participation in the project will remain voluntary for its entire duration.
- That should need to arise to go to any school for this purpose, the general functionality of schools should not be compromised by research itself, considering that interviews will in instances be conducted with Learners.
- That the outcomes of your research will be shared with the NW Department of Education, or its proxy, upon request.
- That the principle of confidentiality will be observed in its strictest terms in relation to information sourced from the campaign.
- That you take reasonable steps to comply with COVID 19 safety and preventative measures in the course of you undertaking the research project.

With our Best Wishes

Mr. B. Monale
District Director: Dr. Kenneth Kaunda District



"Towards Excellence in Education and Sport Development"

ANNEXURE D: GOODWILL PERMISSION LETTER (SCHOOLS)

GOODWILL PERMISSION

14 October 2020

██████████ Primary School

██

██

Potchefstroom

2530

TEL: ████████████████████

To whom it may concern,

RE: GOODWILL PERMISSION FOR CONDUCTING RESEARCH

Research is to be conducted by a Masters Degree social work student, Ms. Willemien Roodt at our primary school, which aims at obtaining parents' preferences on the content of a school bullying programme, with the intention of promoting the development of a three dimensional social group work school bullying programme. This study will entail an online survey being completed by the parents of the primary school children attending our school. We acknowledge that all the necessary Ethical consent has been obtained from the NWU ethics committee (HREC) and the Department of Education for conducting this research study.

I / We, ████████████████████ herewith give goodwill permission to Ms. Wilhelmina Margaretha Roodt, to conduct research titled: ***Parents' preferences on the content of***

a school bullying programme, at our school, [REDACTED] Primary School during the course of the year 2020 / 2021.

We understand that the research will entail the following:

- An online questionnaire is to be completed by at least 20 parents of the children attending our school.
- The assistance of the school for obtaining a random set of parents to complete the survey, and spreading the results of the study to the parents of their school.
- No face-to-face contact will be necessary between the researcher or independent person and participants for conducting this research, as per current COVID-19 regulations.
- The study holds minimal risk for participants.
- The survey responses will be handled completely anonymous and confidential as per ethical regulations.
- The school will be provided with a summary of the results, which could inform current and future bully prevention efforts at their school.

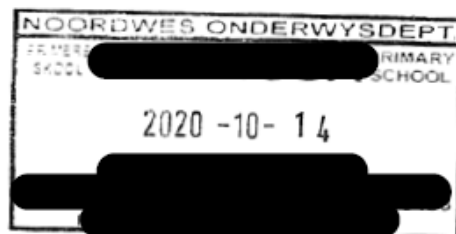
Sincerely,

Signature:

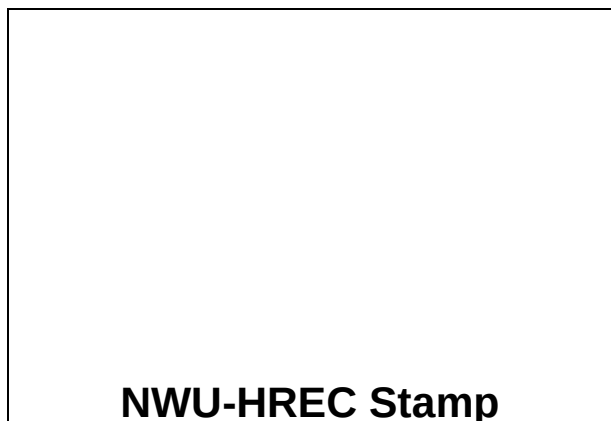


Date:

2020.10.14



ANNEXURE E: INFORMED CONSENT FORM (RESPONDENTS)



INFORMED CONSENT DOCUMENTATION FOR SURVEY PARTICIPANTS (PARENTS OF PRIMARY SCHOOL LEARNERS)

TITLE OF THE RESEARCH STUDY: Parents' preferences on the content of a school bullying prevention programme

ETHICS REFERENCE NUMBER: NWU-00334-20-S1

PRINCIPAL INVESTIGATOR: Prof Marie Ubbink

POSTGRADUATE STUDENT: Ms Willemien Roodt

ADDRESS: 11 Hoffman Street, Potchefstroom, 2520

CONTACT NUMBER: 018 299 1235

You are invited to take part in a research study that forms part of a master's degree. Please take some time to read the information presented here that will explain the details of this study. Please ask the researcher, or person explaining the research to you, about any part of this study that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research involves and how you might be affected. Furthermore, your participation is

entirely voluntary, and you are free to say no to participation. If you say no, it will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you agree to take part now.

This study has been approved by the NWU Health Research Ethics Committee (HREC) of the Faculty of Health Sciences of the North-West University (NWU-00334-20-S1) and will be conducted according to the ethics guidelines and principles of Ethics in Health Research: Principles, Processes and Structures (Department of Health, 2015) and other international ethics guidelines applicable to this study. It might be necessary for members of the research ethics committee or other designated persons to inspect the research records.

What is this research study about?

- *We plan to determine parents' preferences for topics to be included in a three-dimensional school bullying programme for parents, teachers and learners.*
- *This study will be conducted in primary schools in the Potchefstroom area by experienced health researchers trained in quantitative research. This study will have 100 participants or more.*

Why have you been invited to participate?

- *You have been invited to be part of this research because you are a parent of a child or children who is/are currently attending a primary school in the Potchefstroom area, which places you in a unique position to provide insight into what should be included in a bullying programme to address bullying in your child's or children's school.*
- *You will unfortunately not be able to take part in this research if your child or children is/are not attending a primary school in the Potchefstroom area.*

What will be expected of you?

- *You will be expected to complete an online or printed questionnaire of three to four pages at home on your own device, at a school event on a computer, or by completing it by hand. The questionnaire will take approximately 15 minutes to complete and it consists of three sections. In Section A, you will be asked to indicate a few biographical details (e.g. age, home language, etc.). In Section B, you will be asked to rate how important 25 identified topics are for addressing bullying in your child's school that should be included in an anti-bullying programme. In Section C, you are given the opportunity to make suggestions for alternative or additional topics that you think may have been left out in Section B but would*

be important in order to address bullying in your community. If you complete the printed questionnaire, you will be asked to sign a consent form in the presence of a witness.

Will you gain anything from taking part in this research?

- There will be no direct gains for you if you take part in the study.
- The indirect gains of this study are that you will be involved in a long-term, community-specific research study which aims to inform the development of a school bullying programme for schools in the Potchefstroom area.

Are there risks involved if you take part in this research and what will be done to prevent them?

- The risks that this study poses to you are very limited, since you are only expected to complete a questionnaire and no personal or identifying information will be gathered.
- If you feel distressed at any stage, you can ask for the independent person's assistance and they will give you the contact number of someone you can call for emotional support or who will direct you to someone who will be able to assist you.
- In joining this study, there are more gains than risks for you.

How will we protect your confidentiality and who will see your answers?

- *The anonymity of your answers will be protected by not obtaining any personal information and by keeping your printed informed consent forms separate from your printed questionnaire you have completed. Your privacy will be respected by providing you with the decision to complete the questionnaire either on your own device at home or in a private setting at your child's school (online or on paper). Your answers will be kept confidential by ensuring that no identifying information is indicated on a questionnaire and that no one can link your name to the questionnaire you have completed. Only the researchers and the NWU consultation services will be able to look at your answers. The data will be kept safe by locking hard copies in cupboards in the researcher's office, and electronic data will be protected by a password. The data will be stored for a period of five years after which it will be destroyed.*

What will happen to the findings of this study?

- *The findings will only be used for this study and can only be used in future studies, for developing a school bullying programme that can be adjusted to fit a particular community or school. However, before this can happen, permission for conducting further studies*

using this information will need to be obtained, and the studies must be approved by the HREC.

How will you know about the results of this study?

- *We will give you the results of the research when the final article has been finalised by the end of 2020.*
- *You will be informed of any relevant new findings via email or through your child's school.*

Will you be paid to take part in this study, and will there be any costs for you?

- *This study is funded by the researcher.*
- *No, you will not be paid to take part in the study because it will only take a few minutes to complete online or paper based.*
- *You will not have travel expenses and will not to be refunded for travelling.*
- *Refreshments will be served if you complete the questionnaire at a school event.*
- *There will therefore be no costs involved if you take part in this study.*

Is there anything else that you should know or do?

- You can contact the researcher, Ms Willemien Roodt, at 072 602 5953 or wm.roodt123@gmail.com if you have any further questions or any problems.
- You can also contact the NWU Health Research Ethics Committee via Mrs Carolien van Zyl at 018 299 1206 or carolien.vanzyl@nwu.ac.za if you have any concerns about the research that were not answered, or if you have complaints about the research.
- You will receive a copy of this information and consent form for personal use.

Declaration by the participant

By signing below I, ..., agree to take part in the research study entitled "Parents' preferences on the content of a school bullying prevention programme."

I declare that:

- I have read this information, or it was explained to me by a trusted person in a language in which I am fluent and comfortable.
- The research was clearly explained to me.
- I have had a chance to ask questions to both the person obtaining my consent and the researcher, and all my questions have been answered.
- I understand that taking part in this study is voluntary and that I am under no pressure to take part.
- I may choose to leave the study at any time and this will not disadvantage me in any way.
- I may be asked to leave the study before it is concluded if the researcher deems that it is in my best interest, or if I do not follow the agreed study plan.

Signed at (*place*) on (*date*) 20....

Signature of participant

Signature of witness

Declaration by the person obtaining consent

I (*name*), ..., declare that:

- I have explained the information in this document to
- clearly and in detail;
- I did/did not use an interpreter;
- I encouraged the participant to ask questions and took adequate time to answer them;
- I am satisfied that the participant adequately understood all aspects of the research discussed above; and
- I gave the participant time to discuss it with others if he/she wished to do so.

Signed at (*place*) on (*date*) 20....

Signature of person obtaining consent

Declaration by the researcher

I (*name*), ..., declare that:

- I have explained the information in this document to **or** I had it explained by Ingrid Naudé who is trained for this purpose;
- I did/did not use an interpreter;
- I was available in case the participant wanted to ask any further questions;
- The informed consent was obtained by an independent person;
- I am satisfied that the participant adequately understood all aspects of the research described above; and
- I am satisfied that the participant had time to discuss it with others if they wished to do so.

Signed at (*place*) on (*date*) 20....

Signature of researcher

ANNEXURE F: SURVEY QUESTIONNAIRE (ENGLISH AND AFRIKAANS)

A 3D-Bullying Programme: Parent Questionnaire

EXPLANATION OF STUDY

This study aims to gather information about the preferred content elements according to parents of children in different primary schools and in different community contexts. This information will be used in a school-based group work bullying programme. A three-dimensional social group work programme has been recommended and will be developed from the information gathered by this study. This programme is three-dimensional as it will target parents, educators and learners simultaneously with the same information.

Instructions:

- In this questionnaire you are asked to indicate which content elements you feel are applicable to your child's school or to your community.
- Please be honest and provide an accurate representation of your view.
- Your response is completely anonymous.
- Please be assured that these details cannot be used to make your identity known.
- If the completion of this questionnaire causes you any distress, feel free to contact Lifeline at 018 462 7838 for the necessary support.

This questionnaire is divided into three sections, namely A, B and C.

SECTION A: BIOGRAPHICAL DETAILS

SECTION B: CONTENT ELEMENTS

SECTION C: ADDITIONAL SUGGESTIONS

Please turn the page to view the questionnaire.

A 3D-Bullying Programme: Parent Questionnaire

SECTION A: BIOGRAPHICAL DETAILS

REF. NO/CODE: 01

1. Age:

18 or younger	19–25	26–30	31–40	41–49	50 or older
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2. Gender:

1. Male	2. Female	3. Unspecified
---------	-----------	----------------

3. Home language:

1. Afrikaans	2. English	3. Setswana	4. Other
--------------	------------	-------------	----------

4. How would you best describe yourself?

1. Black	2. Coloured	3. White	4. Other
----------	-------------	----------	----------

5. Your current relationship status:

1. Single	2. Married	3. Divorced	4. Co-habiting	5. Widowed
-----------	------------	-------------	----------------	------------

6. Your highest level of education:

1. Primary school	2. Secondary school	3. Matric	4. College	5. University
-------------------	---------------------	-----------	------------	---------------

7. Number of children you have in primary school (mark the applicable block with an x):

1	2	3	4 or more
---	---	---	-----------

8. Age of your youngest child in primary school:

6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	----	----	----	----	----	----	----

9. Has your child ever been bullied? (Where bullying is defined according to the definition below.)

Bullying is unfair and aggressive behaviour or acts that aim to cause discomfort, harm or injury against another learner where there is a clear imbalance of power (e.g., size, age, physical strength, health, etc.) over an extended period of time, which leaves the learner feeling helpless, degraded or humiliated.

1. Yes	2. No	3. Don't know
--------	-------	---------------

SECTION B: CONTENT ELEMENTS

Please mark (with an) the applicability of content elements that you, as a parent, feel needs to be covered in a 3D-bullying group work programme for parents, educators, and learners. Group work in social work refers to ‘goal-directed activity with small treatment and task groups aimed at meeting socio-emotional needs and accomplishing tasks’ (Toseland & Rivas, 2014).

Section B: Topics to be included in content of a 3D-bullying group work programme				
Content elements	Four-point Likert scale			
	Not applicable	Somewhat applicable	Applicable	Highly applicable
1. Signs of bullying	1	2	3	4
2. What motivates bullying behaviour	1	2	3	4
3. How to prevent bullying at school	1	2	3	4
4. How to address bullying at school	1	2	3	4
5. Tips for dealing with children being bullied	1	2	3	4
6. Tips for dealing with children that bully	1	2	3	4
7. Tips for bystanders of bullying	1	2	3	4
8. How to deal with children with behavioural problems	1	2	3	4
9. How to deal with conflict	1	2	3	4
10. Positive discipline methods	1	2	3	4
11. How to improve a child's self-esteem	1	2	3	4
12. How to demonstrate empathy	1	2	3	4
13. Healthy relationships with children/peers	1	2	3	4
14. Developmental needs of children in primary schools	1	2	3	4

15. Parenting that prevents bullying behaviour	1	2	3	4
16. Bullying prevention techniques for parents	1	2	3	4
17. Emotional intelligence for parents	1	2	3	4
18. Emotional intelligence for educators	1	2	3	4
19. Emotional intelligence for children	1	2	3	4
20. Dealing with substance abuse	1	2	3	4
21. Dealing with cyber bullying	1	2	3	4
22. How to deal with emotional problems in children	1	2	3	4
23. Personality aspects that affect bullying behaviour	1	2	3	4
24. How to model anti-bullying behaviour	1	2	3	4
25. How to raise a resilient child	1	2	3	4
26. How to report bullying	1	2	3	4
27. Developing good morals and values in a child	1	2	3	4
Score total (for office use only)				

SECTION C: ADDITIONAL SUGGESTIONS

If you felt that there was anything left out from the content list, please indicate what you feel should be added to the content of a 3D-bullying programme that will be most applicable to the community you live in.

- Afrikaans questionnaire follows -

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'n 3D-boelieprogram: Vraelys vir ouers

VERDUIDELIKING VAN DIE STUDIE

Hierdie studie beoog om inligting in te win in verband met watter inhoud ouers van verskillende laerskole en verskillende gemeenskapskontekste verkies. Hierdie inligting sal dan gebruik word vir 'n skoolgebaseerde groepwerkboelieprogram. 'n Driedimensionele maatskaplike groepwerkprogram is voorgestel en sal ontwikkel word op grond van die inligting wat in hierdie studie ingewin is. Die program is driedimensioneel aangesien dit ouers, onderwysers en leerders gelyktydig van dieselfde inligting sal voorsien.

Instruksies:

- In hierdie vraelys word u gevra om aan te dui watter inhoudselemente na u mening van toepassing is op u kind se skool of u gemeenskap.
- Wees asseblief eerlik en beskryf u mening akkuraat.
- U respons is heeltemal anoniem.
- U kan verseker wees dat hierdie besonderhede nie gebruik kan word om u identiteit bekend te maak nie.
- Indien hierdie vraelys u op enige wyse ontstel, kontak asseblief Lifeline by 018 462 7838 vir die nodige bystand.

Hierdie vraelys is in drie afdelings verdeel, naamlik A, B en C.

AFDELING A: BIOGRAFIESE BESONDERHEDE

AFDELING B: INHOUDSELEMENTE

AFDELING C: BYKOMENDE VOORSTELLE

Blaai asseblief om vir die vraelys.

'n 3D-BOELIEPROGRAM: VRAELYS VIR OUERS

Afdeling A: Biografiese besonderhede

VERW. NR/KODE: 01

1. Ouderdom:

18 jaar of jonger	19–25	26–30	31–40	41–49	50 jaar of ouer
-------------------	-------	-------	-------	-------	-----------------

2. Geslag:

1. Manlik	2. Vroulik	3. Nie gespesifiseer
-----------	------------	----------------------

3. Huistaal:

1. Afrikaans	2. Engels	3. Setswana	4. Ander
--------------	-----------	-------------	----------

4. Hoe sou u uself beskryf?

1. Swart	2. Kleurling	3. Wit	4. Ander
----------	--------------	--------	----------

5. Huidige huwelikstatus:

6. Ongetroud	7. Getroud	8. Geskei	9. Woon saam	10. Weduwee/wewenaar
--------------	------------	-----------	--------------	----------------------

6. U hoogste vlak van opvoeding is:

1. Laerskool	2. Hoërskool	3. Matriek	4. Kollege	5. Universiteit
--------------	--------------	------------	------------	-----------------

7. Hoeveel van u kinders woon tans laerskool by? Merk die relevante blokkie met 'n x.

1	2	3	4 of meer
---	---	---	-----------

8. Ouderdom van u jongste kind in die laerskool:

6	7	8	9	10	11	12	13	14	15	16
---	---	---	---	----	----	----	----	----	----	----

9. Is u kind al ooit geboelie? (Waar boelie die onderstaande betekenis het).

Boeliegedrag is onregverdige of aggressiewe gedrag of dade teen 'n ander leerder met die doel om ongemak, skade of beserings te veroorsaak waar daar 'n duidelike ongelyke verspreiding van mag is (bv. grootte, ouderdom, fisieke krag, gesondheid, ens.) oor 'n verlengde tydperk wat die leerder hulpeloos of verneder laat voel).

1. Ja	2. Nee	3. Ek weet nie
-------	--------	----------------

AFDELING B: INHOUDSELEMENTE

Merk (met 'n x) asseblief die toepaslike elemente wat u as ouer meen aandag moet geniet in 'n maatskaplikegroepwerk-3D-boelieprogram vir ouers, onderwysers en leerders. In maatskaplike werk verwys groepwerk na “doelgerigte aktiwiteite met klein behandelings- en taakgroepe met die oog op die bevrediging van sosio-emosionele behoeftes en die uitvoer van take” (Toseland & Rivas, 2014).

Afdeling B: Onderwerpe om in te sluit by die inhoud van 'n 3D-groepwerkboelieprogram				
Inhoudselemente	Vierpunt-Likertskaal			
	Nie van toepassing nie	Gedeeltelik van toepassing	Van toepassing	Besonder toepaslik
28. Tekens van boeliegedrag	1	2	3	4
29. Wat motiveer boeliegedrag	1	2	3	4
30. Hoe om boeliegedrag by die skool te voorkom	1	2	3	4
31. Hoe om boeliegedrag by die skool te bekamp	1	2	3	4
32. Wenke om kinders wat geboelie word te hanteer	1	2	3	4
33. Wenke om kinders wat ander boelie te hanteer	1	2	3	4
34. Wenke vir bystanders tydens boeliegedrag	1	2	3	4
35. Hoe om kinders met gedragsafwykings te hanteer	1	2	3	4
36. Hoe om konflik te hanteer	1	2	3	4
37. Metodes vir positiewe dissiplinering	1	2	3	4

38. Hoe om 'n kind se selfbeeld te verbeter	1	2	3	4
39. Hoe om empatie te demonstreer	1	2	3	4
40. Gesonde verhoudings met kinders/portuurgroep	1	2	3	4
41. Die ontwikkelingsbehoefte van laerskoolkinders	1	2	3	4
42. Ouerskapstyle wat boeliegedrag voorkom	1	2	3	4
43. Strategieë vir ouers om boeliegedrag te voorkom	1	2	3	4
44. Emosionele intelligensie vir ouers	1	2	3	4
45. Emosionele intelligensie vir onderwysers	1	2	3	4
46. Emosionele intelligensie vir kinders	1	2	3	4
47. Hoe om middelmisbruik te hanteer	1	2	3	4
48. Hoe om kuberafknouery te hanteer	1	2	3	4
49. Hoe om kinders se emosionele probleme te hanteer	1	2	3	4
50. Persoonlikheidsaspekte wat boeliegedrag beïnvloed	1	2	3	4
51. Hoe om antiboeliegedrag uit te beeld	1	2	3	4
52. Hoe om 'n veerkragtige kind groot te maak	1	2	3	4
53. Hoe om boeliegedrag aan te meld	1	2	3	4

54. Die ontwikkeling van goeie sedes en waardes in kinders	1	2	3	4
Totale telling (slegs vir kantoorgebruik)				

AFDELING C: BYKOMENDE VOORSTELLE

Indien u voel dat enigiets uitgelaat is op die inhoudslys, dui asseblief aan wat na u mening by die inhoud van 'n 3D-boelieprogram ingesluit moet word wat die relevantste sal wees vir die gemeenskap waarin u woon.

Verwysings

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ANNEXURE G: DECLARATION BY THE NWU STATISTICAL CONSULTATION SERVICES



Private Bag X1290, Potchefstroom
South Africa 2520
Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>
Statistical Consultation Services
Tel: 018 299-2552
Web: <http://www.nwu.ac.za>
Email: Marike.cockeran@nwu.ac.za

14 December 2020

Re: Dissertation W Roodt

Hereby the undersigned, Dr Marike Cockeran of the Statistical Consultation Services of the North-West University, declares that she analysed the data of the above-mentioned student. However, any opinions, findings or recommendations contained in this dissertation are those of the author, and the Statistical Consultation Services of the North-West University does not accept responsibility for the statistical correctness of the data reported.

Yours sincerely

Marike
Cockeran

Digitally signed by Marike Cockeran
DN: cn=Marike Cockeran, o=North-West
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ANNEXURE H: DECLARATION BY LANGUAGE EDITOR

This certificate declares that the thesis with the title **Parents' preferences on the content of a school bullying programme**, by **W.M. Roodt**, was edited by:

Ann-Lize Grewar

BA in Language and Literature Studies

BA Hons in Translation Studies

SATI-membership number: 1002647

SATI Accreditation: APSInterp Afr-Eng

Chairperson of SATI North-West Chapter

Professional Editor's Guild membership number BOS008

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Signed on 08/12/2020

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Disclaimer: The editor cannot take responsibility for any changes made after the signed date on this certificate. It remains the responsibility of the client to incorporate all reasonable changes and/or comments as suggested by the editor. The editor can only take responsibility for quality work within reasonable request with regards to timeous delivery of the manuscript from the client, i.e. at least five (5) working days for a manuscript length of 80 pages.

Date of receipt: 02/12/2020

Date of delivery: 08/12/2020

ANNEXURE I: TRANSCRIPTION OF OPEN-ENDED QUESTION FEEDBACK

Main theme	Sub-theme	Extracted text
1. Cyber-bullying (topic related to topic 4.3 Recommendations for parents)	1. What is cyber-bullying? 2. Preventing cyber-bullying	1. What is cyber-bullying? R2: "What measures can parents take to help prevent cyber-bullying. How to teach your child what cyber-bullying is." 2. Preventing cyber-bullying R4: "How can parents help to prevent cyber bullying. How to teach children about cyber bullying." R128: "Volgens my ondervinding vind baie boelie d.m.v. selfone plaas. 'n Gespot by die skool sal bv. op die foon aanhou in die middag. Ek sal baie graag wil sien dat skole 'n kundige kry om te praat oor selfoon 'etiket' want alle ouers doen dit ongelukkig nie self nie. Bv. om te vra voor jy foto's deel van ander of om nie 'n grap oor 'n persoon met hulle naam by op jou status te plaas nie. Kinders wat fone kry moet geleer word wat is aanvaarbaar en nie, want hulle besef nie die omvang van een foto of grap nie."
2. Origin of bullying (related to topic 6 Therapy)	1. Home circumstances 2. Community 3. Culture	1. Home circumstances R49: "Ek dink ook ouers moet opgelei word om te besef dat boelie gedrag baie keer 'n reflektoring is van iets wat by 'n boelie se huis tekort skiet en hulle dit op 'n ander plek uithaal om aandag te kry, etc..." Maar dit is 'n fyn lyn en ek dink ouers speel die een van die grootste rolle tov hoe 'boelies' en 'victims' geskep word." 2. Community R9: "Community dynamics that contribute to bullying and how to encourage a culture of safeguarding learners as a community." 3. Culture R58: "Ek sou wou byvoeg dat boelie-gedrag ook te make het met kulturele neigings t.o.v. die tradisionele rolverdelings tussen vroue en mans. Bv. die 'manlike' rugby-spelers en seuntjies wat saam met hulle pappas jag of ander 'manlike dinge' doen, vind 'n magsgevoel in hul ontwikkelende 'manlikheid' en om hul ouers na te boots. Deel van hierdie nabootsing is chauvinisme en meerderwaardigheid (teenoor hul eie kultuurgenote, maar ook rassisme). Dit kan dan lei tot minder gebalanseerde en diskriminerende aggressie teenoor dogtertjies - omdat hulle nie seuntjies is nie - en ander seuntjies wat nie soos hulle is nie."
3. Recommendations (Related to topic 2. Educators, topic 1. Cyber)	1. School 2. Educators 3. Parents 4. Learners	1. School R13: "Riglyne vir skool om boelies te hanteer. Hoe om kinders by die skool te beskerm teen boelies na dit

bullying, topic 5 System failure and topic 6 problematic behaviour 4. Counselling and Therapy and topic 3 Origin of bullying)		aan die lig gekom het. Of hoe gemaak om die boelie te weerhou van verder afknouery." R20: "Vinnige reaksie van Skool en betrokkenheid van ouers van kind/ers wat boelie sonder dat kind/ers verder by die huis gestraf te word"... Baie kinders wat geboelie word bly stil uit vrees- en ouers kom dit te laat of nooit agter nie. Kinders behoort geleer te word dat om stil te bly die swakker keuse is en vir seker nie die 'cool' keuse nie. Dit geld veral ook waar hulle bewus is van klasmaats wat geboelie word. Om stil te bly is om medepligtig te wees." R34: "Daar moet regtig ten alle tye voldoende toesig wees op die gronde tydens pouse en voor die skool begin." R38: "Neutrale persoon/e wat geen belang by skool het aan te stel om boeliegedrag by skole te hanteer... Ander persone is daagliks by mekaar betrokke hetsy ouers, leerders en onderwysers. Skool liggaam Kan wel nodig inligting deurgee en ouers bymekaar Kom om beide partye (persoon wat geboelie word en boelie) te ondersteun." R59: "Die hantering van die skool as dit aangemelt word." R70: "Geleentheid gebied dat beide partye vrede kan maak (Boelie die ander een in die oë kan kyk en jammer sê en die ander een hom/haar in die oë kyk en kan vergewe), hande neem en mekaar se verskille respekteer." R76: "Die rol van Christelike opvoeding tuis en by die skool in gesonde verhoudings en gedrag." 2. Educators: R12: "Onderwysers moet aandag gee aan sulke situasies en buddy-buddy stelsel tussen ouers en onderwysers moet nie eers ter sprake wees in sulke situasies nie." R21: "Hoe onderwysers terug voer aan ouers kan Gee oor boelies wat aangemeld is." R22: "Onderwysers moet self ook leer watter gedrag wat hul uitvoer is emosionele boeliegedrag teenoor kinders." R54: "In die laerskool is die grootste boelies die onderwysers en die status quo"...."Onderwysers bevoordeel slim of sportiewe kinders en kinders meet dan weer op hulle beurt die maatjies aan die standaard wat die onderwysers daar stel... Laerskoolonderwysers se lae emosionele intelligensie moet aangespreek word, want in baie gevalle is die woorde waarmee kinders verbaal afgeknou word direk afkomstig deur woorde wat onderwysers op in die klaskamers gebruik word." R64: "Boeliegedrag kom nie net tussen kinders voor nie, maar ook soms van 'n onderwyser of ouer." R101: "Wat van onderwysers wat boelie?"
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		R115: "Ek sou graag wou sien, hoe daar gekyk word na boelie gedrag van 'n onderwyser teenoor 'n kind - omdat dit nie net leerders is wat mekaar boelie nie, maar in sekere gevalle onderwysers wat kinders boelie." R122: "Ek voel dat by baie skole onderwysers ook in 'n mate kinders boelie. As n kind nie 'n sport kind is nie, word hul partykeer deur sport onderwysers anders behandel". 3. Parents: R15: "Ouers moet leer om kinders te help of hulle boelie of geboelie word." R53: "My biggest issue is how to help my child cope with bullying." R119: "Waar en hoe meld ek boelie gedrag annoniem aan." 4. Learners: R12: "Kinders moet gemaklik voel om met iemand daaroor te praat sou dit nie met die ouers wees nie." R49: "Kinders moet ook wel leer om nie oor sensitief te wees is alles nie, die lewe is maar 'n harde plek en nie alles is noodwendig boelie gedrag nie. Almal kan nie van almal hou nie en almal kan nie altyd maats wees met almal nie." ... "En mens moet ook probeer wegdoen van die 'victim mentality' - want dit is in my mening ook amper nog 'n vorm van 'boelie'." R54: "Laerskoolonderwysers se lae emosionele intelligensie moet aangespreek word, want in baie gevalle is die woorde waarmee kinders verbaal afgeknou word direk afkomstig deur woorde wat onderwysers op in die klaskamers gebruik word." R62: "Watter gevolge sal 'n boelie moet verduur wanneer hy/sy 'n ander kind boelie. Daar moet duidelik en pertinent aan kinders verduidelik word wat gaan met jou gebeur indien jy nie die korrekte en aanvaarbare gedrag toon by jou skool nie. As kinders agterkom daar is gevolge vir onaanvaarbare gedrag, sal hul meer op hul hoede wees en tweekeer dink as wanneer hulle weet absoluut niks sal met my gebeur indien ek 'n ander boelie nie." R80: "Kinders moet bewus wees dat boeliegedrag van erens af kom, maar dit beteken nie dit maak dit reg nie." R91: "Kinders moet bewus wees van gevolge van boelie gedrag. Huidiglik kom boelies skotvry daarvan af en word die kind wat geboelie is gesien as 'n nuus aandraer en klikkie bek. Die navorsingsuitslae moet asb. aan ouers bekend gemaak word." R109: "Gedrag het gevolge. Kinders moet geleer word dat hulle gedrag verskillende gevolge het (bv. Dat die kind wat geboelie word eendag gaan terugslaan of dat die kind wat geboelie word selfmoord kan oorweeg of dat 'n boelie geskors sal word)."
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		R119: "Leer kinders om te beseef hulle word geboelie eerder as om hul eie lewe te neem. Leer kinders dat daar mense is wat na jou sal luister."
4. Counselling and Therapy (Related to topic 3 Origin of bullying)	1. Victims 2. Bullies 3. Origin of behaviour	Sub-topic 1 and 2: R82: "Counselling for victims and bullies to outroot probable cause". 3. Origin of behaviour: R86: "Kinders wat gereeld (>3maal) as boelie gerapporteer word deur ander kinders, moet ge-evalueer word en sessies voltooi met 'n skool sielkundige. Sodat die rede vir gedrag geïdentifiseer kan word en die kind die nodige terapie kan ontvang." R64: "Die identifisering van die bron van boelie is dus ook belangrik." R20: "Terapie behoort in ernstige gevalle as voorvereiste vir verdere skool toegang as voorwaarde gestel te word- indien hulpbronne 'n probleem is, is daar staatsinstansies om by aan te klop"
5. System failures (Related to topic 2. Educators and topic 4.1 and 4.2 Recommendation for school and educators)	1. Schools 2. Programmes 3. Reporting	1. Schools R122: "Ook sekere skole laat toe dat sekere ouers meer invloed by die skool het as ander and hierdie ouers se kinders word baie keer meer erken as die 'wallflower'." R54: "Gaan na enige rugbywedstryd op laerskool en kyk die hope reserves wat saamgevat word. Vra hulle ouers hoeveel trane afgegee word omdat dit net die wen is wat tel by die skool en nie inklusiwiteit nie. Dis boeliegedrag van onderwysers." R28: "Programme soos die is wel goed en gaaf maar weet nie of dit regtig help nie. Die sukses hang redelik van die skool se bestuur af en my indruk is dat meeste skoolbestuur vreeslik preek teen boelie maar indien dit gebeur hulle dit redelik toe smeer, veral as die boelie kind se ouer êrens betrokke is in die bestuur." 2. Programmes R122: "Ek voel dat om vir ouers riglyne by ouer aande te gee, glad nie help nie. In meeste gevalle is dit nie die regte ouers wat daar is om te luister nie." R38: "...En persoon wat geboelie word voel hy word gefaal in die netwerk wat hom moet beskerm." 3. Reporting R86: "Kinders wat gereeld (>3maal) as boelie gerapporteer word deur ander kinders..." R80: "...die probleem is dit word gerapporteer - selfs aan die hoof, maar niks verder gebeur nie, want nie die hoof en die ander ouers sien dit raak nie. SO as jy daardie brug kan oorkom dat almal dit raak sien en

		erken en gaan kyk waar dit vandaan kom - kan ons dalk stop sit aan boelie." R63: "Stappe vir ouers om boeliery te rapporteer by die skool en verder te neem indien nodig." R50: "Ondervinding met die huidige program dui aan dat boelies die stelsel misbruik om die kinders wat geboelie word as boelies aan te meld en so die fokus van hulself te verskuif en ook die program te gebruik om net verder te boelie. Dus moet hierdie aspek ook iewers aangespreek word om dit te verhoed."
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