



FACULTY OF EDUCATION

**DEPARTMENT OF EDUCATION FOUNDATIONS, MANAGEMENT
AND CURRICULUM STUDIES**

**MANAGEMENT OF BULLYING BEHAVIOUR AMONG ECE
LEARNERS**

BY

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A dissertation submitted to Midlands State University to the Departmental of Applied Education in partial fulfilment of the Bachelor of Education Degree in Early Childhood Education.

MIDLANDS STATE UNIVERSITY

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2018

MIDLANDS STATE UNIVERSITY



APPROVAL FORM

MIDLANDS STATE UNIVERSITY

The undersigned strongly certify that they have read and made recommendations to the Midlands State University for acceptance of a research project entitled: Management of bullying behaviour among ECE learners. The project was submitted in partial fulfilments of the Bachelor of Education Degree in Early Childhood Education.

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Education

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Declaration

I Dube Judith Midlands State University registration number R175865F declare that this research is my original work and affirms that it has not been submitted to any other University in support of an application for a degree or any other qualification. All the materials used in this study have been fully acknowledged and cited accordingly in the study and this is shown in the reference and appendices at the end of the research study.

.....

Student's signature

.....

Date

Dedication

This research is dedicated to my lovely girls Thabo Sihluzo, Tamia Sibanda and my better half Sibanda Ishmael who gave me much support during my studies at Midlands State University. I wish them the best in their endeavours.

Acknowledgements

Firstly my profound gratitude goes to my supervisor Mr S. Shoko for his professional guidance; tolerance and understanding that made the study a success. Secondly I would like to express my sincere gratitude to the Provincial Education Director of Matabeleland North Province Mr J Mpofu for granting me the permission to carry out this research study in Nyama East Cluster schools in Umguza District. Thirdly I would like to acknowledge heads and teachers of the schools in which the study was conducted for their maximum cooperation and hospitality. I wish to also acknowledge my workmate Lindiwe Ndebele, my colleagues Sibusisiwe Sibanda, Oteng Ndebele, Yvonne Ncube and the late Thando Moyo for their unconditional love and support .May the Almighty God continue to bless and favour you in a special way. Lastly to my family members who stood by me when the journey was at peek I really thank you inertly.

Abstract

The research study investigated on the management of bullying behaviour among early childhood education learners. The design which was adopted for the study was the descriptive survey. The sample of the study comprised of 32 participants who included 12 teachers and 20 learners. A simple random sampling technique was used where by four out of ten schools in Nyama East Cluster of Umguza District in Matabeleland North Province were involved in the study. Questionnaires and interviews were used to collect data and the data collected was presented in form of pie charts, graphs and tables and the data collected was analysed as well.

The study revealed that bullying behaviour is a serious behaviour that needs to be uprooted at an early stage as it can cause great harm if it grows among ECE learners. The findings showed that the home and the school should work together to mould a child especially at ECE level. The parents and teachers should be good role models as ECE learners are good imitators of behaviour. From the collected data learners felt they could handle bullies on their own as they did not report the behaviour to the school administrators and at home. The findings also showed that those learners who came from broken homes and those who came from homes with poor parenting styles where children are neglected tend to be bullies. Conclusions for this research study were drawn and the recommendations were made and some of these recommendations suggest that the Ministry of Primary and Secondary Education and other stakeholders should work hand in glove in managing bullying behaviour among ECE learners.

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CHAPTER ONE

1.0 INTRODUCTION

The chapter presented the background of the study, statement of the problem, research sub questions, purpose of the study, delimitations and limitations of the study, definition of terms and a summary.

1.1 BACKGROUND TO THE STUDY

Bulling is a behaviour that is in the form of emotional or physical abuse. It comprises of name calling, yelling and getting others to hurt someone and so on. They are precursors to bullying which include making mean faces, saying threatening things, grabbing objects, pushing others aside, falsely accusing others or refusing to play with other children. It is a behaviour that can be overlooked or grow unnoticed as the care giver assumes that early childhood learners are innocent souls. If left unchecked the practise of bullying and victimization persist into adolescence and even grow into adulthood resulting in having adults who do not have good morals and values in the community and the society at large. This bullying behaviour has been identified by the researcher at Sibanda Primary school (pseudonym) being a serious problem through some reports given by the bullied learners, parents and teachers hence the researcher wanted to find out the causes of this behaviour and come up with strategies on how to minimise or manage the behaviour especially at E.C.E level. The reports were brought to the teacher in charge at the school almost on daily basis and as some parents threatened to pull their children out of school and other learners were always absent from school due to the fear of being bullied.

According to the research which was carried out by Sithembile, Emily Chili in South Africa in 2013 the researcher highlighted that educators are acquainted with the problem of managing bullying behaviour but they need to acknowledge that bullying is a problem

and take some drastic steps to reduce it .She cited Bradshaw et al (2007) who state that vast majority of learners feel that the schools are not doing enough to prevent bullying , whereas most educators believe that their prevention efforts are adequate .She goes on to say that learners feel that the educators interventions worsens the behaviour . This was supported by Knowles (2001) who says when educators intervene in the bullying problem the situation become worse. Therefore the researcher viewed that the traditional way of punishing unwanted behaviour through corporal punishment worsens the bullying behaviour but modern strategies such as Guidance and Counselling may be engaged to minimise or manage the bullying behaviour.

Another research which was carried out by Alfred, Campion Ncube et al in 2014 at Nkayi South Circuit in Zimbabwe in Primary Schools viewed that the elementary students who were bullied attended less frequently and were more likely to drop out than other students. Lawrence et al (2004) argued that bullying in early childhood may be a critical risk factor for the development of future problems with violence and delinquency. A closer look at the above studies reviewed above showed that the research was not covered in Umguza District where the researcher carried out her research. The first researcher also focused on learners who were at secondary level where as in this study the focus was on learners who are at ECE level.

1.2 STATEMENT OF THE PROBLEM

As stated in the background to this study the researcher was seized with the problem of bullying among ECE learners at school. Here worries were made worse by the fact that

there are no clear cut strategies born and of systematic research to effectively manage the problem.

1.3 PURPOSE OF THE STUDY

The main purpose of carrying out this research was to strategize how bullying behaviour can be managed at early childhood education level in Nyama East Cluster in Umguza District schools. The researcher had noted that bullying is one of the deviant behaviours among E.C.E learners. It was also observed by the researcher that learners who come to school when they are above six years and those who come from abusive families tend to be bullies.

1.4 RESEARCH QUESTIONS

MAIN RESEARCH QUESTION

How can bullying behaviour be managed among E.C.E learners at Nyama East Cluster in Umguza District schools?

1.5 SUB QUESTIONS

1. What causes bullying behaviour among E.C.E learners?
2. How does bullying behaviour manifest its self in ECE learners?
3. How can bullying behaviour be managed at E.C.E level?

1.6 SIGNIFICANCE OF THE STUDY

The study will benefit the researcher, parents and guardians and also the teachers and administrators in schools on how to manage the bullying behaviour among ECE learners so that they can be moulded into good future citizens who have good morals and be acceptable in the community and the society at large .It will also help the above named groups of people to diagnose and identify bullying behaviour at the early stage and manage it.

1.7 DELIMITATIONS OF THE STUDY

The study aimed at focusing in four out of ten primary schools in Nyama East Cluster of Umguza District in Matabeleland North Province. That is Sibanda, Dube, Ncube and Moyo Primary Schools (pseudonym). These schools had the highest enrolments and hence the researcher had a variety of views from the teachers. The researcher dealt with ECD A, ECDB, grade one and two teachers. Learners from grade one and two classes were also involved in the study. The researcher used questionnaires with the teachers because all of them were able to read and write as they are qualified professionals. The children were interviewed one on one and the researcher translated her questions for the learners to answer. Only learners from Sibanda Primary school were interviewed because learners from other schools would have given unreal information as they would be afraid to talk to a stranger and the findings would be biased. 20 learners were randomly selected and interviewed by the teachers in grade one and two.

1.8 LIMITATIONS OF THE STUDY

The research was carried out in Nyama East Cluster which is one of the nine clusters in Umguza district and also focused on rural schools only. Therefore it did not reflect on the urban schools where bullying could also be taking place at ECE level. The learners involved were also immature thereby not being able to answer some sensitive questions which needed them to give their opinions. This limitation was solved by giving learners questions with guided answers. Not every learner was interviewed in the study but the selected few from Sibanda primary school were involved to give the general findings on what causes bullying behaviour, how it manifests and how to manage it. The teachers involved were also from the four cluster schools of Nyama East who were teaching the ECE learners there by leaving out the junior teachers and learners.

1.9 ASSUMPTIONS

The researcher assumed that the participants concerned did not give biased information needed to carry out this research. They was cooperation from the participants and the information obtained gave a true reflection of how serious the bullying behaviour was among ECE learners so as to map an effective way forward to manage the behaviour.

1.10 DEFINITION OF TERMS

Early Childhood Education- It is the training or impacting of skills and knowledge to children from zero to eight years with the aim of developing them holistically that is physically, intellectually, socially and emotionally.

Bulling-It is an unacceptable doing of actions or words to cause discomfort or injury to another individual.

Behaviour- It is actions and attitudes displayed by an individual.

1.11 SUMMARY

The chapter presented the background to study, statement of the problem, research questions, significance of the study, delimitation and limitations of the study, assumptions as well as definition of the terms were given. The next chapter will review the literature about bullying behaviour.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Chapter two is going to review literature on the management of bullying behaviour among ECE learners. Focus will be on highlighting the causes of bullying behaviour, how bullying behaviour manifest itself in ECE learners and also trying to come up with strategies on how to control the bullying behaviour.

2.1 CAUSES OF BULLYING BEHAVIOUR AMONG ECE LEARNERS.

According to a study which was carried out by Sullivan in 2001 he noted that most of the learners who are victims of bullying come from families under stress, marriage breakup, illness and larger families can create tension for the learner. As young children enter early childhood education they bring along many experiences from home. These experiences and other factors such as family background, media and age contribute to the behaviour that is found in their classroom. The family is the first socialising agent of the child. Therefore it is a contributing factor to the behaviour of the child. In some families children experience violence, physical abuse and the use of vague language. These family experiences may lead to the bullying behaviour at the ECE level of the child. For example if a child is always beaten at home he or she would find a way of quenching his or her anger by beating others or playing aggressively at school.

McFarlane et al (2003) postulates that children imitate and learn the attitudes and behaviours modelled by their parents. This means that children are good imitators of the behaviours that they encounter from adults. Violent children usually come from violent homes, where parents model violence as a means of resolving conflicts and handling stress. Dewi et al (2014) state that the greatest influence on the behaviour of children is their interaction with parents.

Tahirovic (2015) also alludes that the parent-child interaction and parenting styles determine the level of a child's emotional development, sense of security, capacity for self control and confidence. Field (2007) also states that learners learn to bully from the role models at home and at school. She goes on to say that learners are trained by unhappy, dysfunctional or broken families where love, acceptance and respect are either disguised or conditional and members tend to be bullies themselves. Therefore the family is a catalyst that models the behaviour and character of a child. Poor family relationship can make the child develop aggressive behaviour. For example some children come from homes where they are neither valued nor loved. Children's unmet needs may be a source of one's behaviour. These poor parenting styles lead to aggression in children and the parents tend to have difficulty managing the behaviour. Children learn some behaviour through coping from adults and their peers.

The other factor that contribute to the bullying behaviour is media .Media experiences such as watching films and movies from the television that glorify violence and playing video games that reward violent behaviour .For example boxing, wrestling, action films mould learners to be aggressive. Roberts (2006) states that aggression of bullies is learnt through modelling from home environment, media or the large society such as behaviours are more likely to continue into adulthood. They tend to practice these behaviours that they would have watched in the television with their peers as they play. McLeod (2011) also states that behaviour is learnt through observation and imitation. Thus children are fond of imitating what they see and experience.

Age is also a contributing factor to bullying behaviour. In relation to the Ministry of Primary and Secondary Education Instrument 1 of 2006. It is a requirement for every child to attend ECD classes before enrolling to grade one. This leads to some children coming to school when they are above six years due to different reasons such as the distance from home to

school which is experienced by some learners who stay in the rural areas, poverty and disabilities. These children would be older than their peers and are usually labelled or given names by their peers. As such they may develop aggressive behaviour to defend themselves from stigma and discrimination and being looked down upon. For example they may threaten, intimidate and bully other learners at school

2.2 HOW CAN BULLING BEHAVIOUR MANIFEST ITSELF IN ECE LEARNERS?

According to a study which was carried out by Hartely in 2013 he discovered that aggressive children are less attentive in class which results in poor performance academically. Some learners are gifted but due to not taking their work seriously they tend not to perform well academically. Sharia (2015) alludes that bullying is a serious problem in academic settings in all parts of the world. Meaning it has a negative impact on academic performance. Alison (2016) conveys that bullying is a global problem that affect emotional, social and physical wellbeing of school age children worldwide.

Shafqat in his study which was carried out in 2015 also states that bullying is a wide spread issue that affect school going children in many parts of their lives such as psychologically, educationally and professionally. Bullying behaviour affects the teaching and learning process of both the bully and the one who is being bullied in different ways. When bullying occurs the children watching become bystanders to bullying. Bystanders learn about the bullying from observing behaviours of the children who are victims. Often bullying is intentionally displayed in front of others to get their attention. The bystanders who laugh or join in the bullying are at risk of becoming bullies themselves.

Bullied children feel fear and are weak and this result in having low self esteem and confidence at school. These learners who are bullied may also not pay attention to their studies and even not want to attend school. Hence they miss lessons and do not enjoy activities when they are at school. Komishi et al (2010) state that bullying affects negatively academic achievement. Skrzpiec (2008) also says that learners who are bullied have some serious difficulties in concentrating and paying attention in class. Glew et al (2005) view that bullying prevents concentration and subsequent academic achievement since bullying victims lose interest in learning as their attention is distracted from learning.

The bullied learners are mostly isolated or isolate themselves from others as they have fear of being bullied. Brank et al (2012) states that bullied victims are weak and shy. Therefore bullying in social context prevents some individuals from exercising certain activities such as rejecting their friendship and spreading rumours about others and this affects the victims negatively. For example during group activities the victims may not contribute or participate well as they would be ashamed or afraid of the bullies. As a result this hinders their overall performance and they cannot even display their talents when doing co-curriculum activities as they fear victimisation.

2.3 HOW CAN BULLING BEHAVIOUR BE MANAGED AT ECE LEVEL?

According to the study done by Smith et al in 2008 it was established by learners that if they are bullied they must report to the teacher or to a parent. Agaston et al (2007) also state that learners prefer to tell someone else or block bullying themselves, rather than to retaliate. Therefore parents, teachers and guardians should lend an eye to the children when they report a bullying behaviour and also take action so that it can be controlled at an early stage.

Eynon in his study which was carried out in United Kingdom in 2009 also discovered that learners trusted their parents and teachers more than any one. Teachers at school should create an environment which encourages learners to report any form of bullying. ECE learners are very good at imitating what their peers and adults do. The teacher should be a good role model to the learners as well as the family members so that learners can confide in them if they have problems.

Another research that was done by Cassidy, Jackson and Brown in 2009 in Canada showed that the school need to work diligently at fostering the self esteem among learners .To foster this Keith and Martin (2005) are of the view that schools should sponsor workshops designed to educate and enlighten parents and students about the nature of bullying and the different types of bullying behaviour. The whole school approach method was also used by schools in Australia by Wang, Lannoti and Nansel in 2009 when they involved parents, school staff and learners to address the issue of bullying and come up with solutions on how to curb it.

Cassidy in another study which was carried out in 2009 with Jackson and Brown suggested that it is of importance for parents to mould appropriate behaviour at home and in the school. He also suggested that providing opportunities for dialogue among school staff and with learners and parents give a first step towards addressing bullying than scheduling the whole school assembly to outline the consequences. For there to be a change in behaviour they is need for consistence monitoring and strategising of managing the bullying behaviour among the bully and the one being bullied.

2.4 SUMMARY

The chapter presented the review of literature on what causes bullying behaviour among the ECE learners how it the behaviour manifest and how it can be managed.

CHAPTER THREE: RESEARCH METHODOLOGY.

3.0 INTRODUCTION

This chapter covers the research design and methodology. It presents a description of the population and sample, sampling techniques, instruments and methods used to gather data, data collection procedures and data analysis presentation.

3.1 RESEARCH DESIGN

Saunders, Lewis and Thornhill (2007) say research can be defined as the systematic collection and interpreting of data with a clear purpose of making findings. Creswell (2013) defines research design as, the plan of action, structure and strategy of investigation conceived to obtain answers to the research questions and to control variance. Therefore a research design is viewed as a probing technique that establishes information relating to a problem in the area of study in order to come up with solutions to rectify the identified problem. It is also a plan that describes how, when and where data is collected and analysed.

In this study the researcher is going to use a case study. According to Klonski (2013) a case study processor record of research into the development of a particular person or group. Therefore the researcher choose this design as she was be dealing with a group of learners that is the ECE learners to investigate how bullying behaviour manifests in them. A case study establishes causes and effects as its strength. Events and situations are allowed to speak for themselves. For example as learners play the researcher can observe behaviour and start analysing what causes that behaviour in a learner or individual.

3.2 POPULATION AND SAMPLE

3.2.1 POPULATION

Burns and Groove (2003) defines a population as all the elements that meet the criteria for inclusion in the study. Creswell (2011) defines it as the collection of all elements from which a sample is to be drawn. Bryman (20007) also defines a population as the universe of units from where a sample is drawn in an attempt to statistically represent a group of people. Therefore a population is the entire number of people within a target group who assist the researcher in the research so as to come up with a general view of his or her findings about the researched problem or issue. The population in this case was 300 learners and 30 teachers.

3.2.2 SAMPLE

Bryman (2012) defines a sample as a list of the elements in a population from which a probability sample is going to be drawn. William (2006) defines a sample as units from the population of interest so that the population obtained is used to generalise results from the population in which a sample is chosen. The researcher views a sample as the portion of participants who are selected from the population of study. Konthari (2007) states that, the main advantage of sampling is that it save time and effort for the researcher by generalising the finding for the entire set. The researcher will use the sample of 12 teachers and 20 learners. The teachers from the above mentioned schools in the infant department totals to 12. Meaning all the teachers from the selected schools will be involved. The number of learners which is 20 will be taken from grade one and two of Sibanda Primary School as they are familiar with the teacher assume will give correct information on questions asked by the

researcher. Cohen, Manion and Morrison (2007) say in purposeful sampling the researcher selects the participants because they possess particular characteristic of knowledge being sought. In this case the researcher will only consider qualified teachers and because they spend most of the time with learners at school and observe them as they display different kinds of behaviours. The teachers are the guardians and parents of learners when they are in and out of school hence they also play a pivotal role in moulding the behaviour of the learners. The learners would be selected in grade one and two classes because these are the grades where the ECE learners are found and the learners will now display true colours concerning their behaviour at school as they would have spent at least two years at school doing ECD A and B as a result they would be familiar with the school environment.

3.3 RESEARCH INSTRUMENTS

Frankel and Wallen (1996) say an instrument is any device for systematically collecting data such as test, questionnaire and interviews. This means that an instrument is a tool that is used to collect data when carrying out a research. The research instruments which were used in this research were questionnaires and interviews. The questionnaires were given to teachers while learners were interviewed using interview guides.

3.3.1 QUESTIONNAIRES

Weijan (2008) defines a questionnaire as all the techniques of data collection in which each person is asked to respond to the set questions in a predetermined order. Bryman (2012) defines it as a set list of questions that participants provide response to. This entails that questionnaires are data collecting instruments that aim at acquiring answers relevant to

research questions. It is the a document that respondents fill in containing questions or directions for making responses used to obtain data from respondents. I chose the questionnaire for this study because it is usually used by literate respondents as it involves reading and writing and my respondents are capable of using it. Morrison (2011) state that a questionnaire help to control responses as the open ended questions make a follow up on the closed questions for clarity. This means that the questionnaires give guide lines to the respondents to fill in their responses. Anonymity of respondents is guaranteed as names and addresses of respondents are not required Aina (2004). Therefore respondents are confident to fill in the questionnaires truthfully as they are guaranteed confidentiality of their responses. Drunkman (2005) also views questionnaires as the popular choice research instrument because they are used to collect a large amount of data that is easily recorded and analysed at a relatively low cost. Meaning that questionnaires are cheap to administer as the researcher simple distributes them and respondents fill in the relevant information required.

However the questionnaires have some disadvantages. Bryman (2012) states that questionnaires create room for cheating by respondents. Some respondents may just tick without reading the questions. Therefore the respondents will be given at some days to go through the questionnaires and not hurried so that they have enough time to complete them. Poppola (2012) argues that, the questions may not be easily comprehensible to individuals who are illiterate and thus restricted to only educated respondents. Meaning that in some cases respondents may fail to interpret the data hence giving wrong information which results in invalid data. Hence the researcher only dealt with qualified ECE teachers and did not involve Para Professionals. The questionnaires may also get lost on the way to or from the respondent. To cab this disadvantage the researcher personally delivered and collected the questionnaires and also made sure that all of them were collected from the respondents. From the above stated disadvantages none of them were encountered by the researcher.

3.3.2 INTERVIEWS

Druckman (2005) defines an interview as a face to face interaction between two people the interviewer who asks questions and the interviewee who provides responses to the questions. There are three types of interviews that is structured, semi structured and unstructured. The researcher will use the structured type of interview. According to Bynam (2012) interviews are crucial in getting the facial and body language in collection of data which makes it reliable as data collection techniques. David and Sutton (2004) also confirm that interviews involve asking people questions but are equally about listening carefully to the answers given. Since interviews involve a one on one conversation.

The researcher used interviews with the learners to gather information because most ECE learners are unable to read and answer questions correctly on their own. Learners talk freely when engaged to interviews as the researcher should first establish a relationship before carrying out the interview. The interview enabled the interviewer to ask each respondent the same questions in the same way .With structured interviews the data can be easily analysed. Also the questions to be asked were set in advance with possible answers given on the document.

3.4 DATA COLLECTION PROCEDURE

For any study to be successfully carried out there is need for communication. The researcher visited the different schools personally to collect data through the use of questionnaires from ECE teachers. The researcher asked for permission from the school administrators to go and collect from other schools and also to interview the learners at Sibanda Primary School.

3.5 ETHICAL CONSIDERATIONS

The researcher wrote a letter to the Provincial Education Director of Matabeleland North Province to seek permission to carry out the research in Umguza District Schools .The province gave the researcher a clearance letter so as to collect data freely in the district without being victimised by some school administrators.

There are various aspects relating to ethical considerations, depending on the nature of the research study. For this research the researcher seeks to address several ethical aspects which include informed consent and cooperation of correspondence as well as assess and acceptance in schools sampled for data collection. Participants will not be forced to participate against their will. Conhen and Marrion (2011) state that when people choose not to participate in the study respect their choice and do not use any means, either direct or indirect to participate. Therefore the researcher gave participants assurance that whatever information was collected will be confidential and used only for the purpose of the research.

However the researcher faced some challenges with the ECE learners when she was carrying out the interviews. Firstly the language which was used had to be interpreted to mother language so that the learners could give meaningful responses. Secondly the researcher had to ask the teacher who taught grade ones to interview the learners on her behalf as learners seemed to be shy and afraid of answering some asked questions.

3.6 DATA ANALYSIS PLAN

Bertraman (2003) says once data has been collected, it is organised into categories and when organising data collected, some steps need to be followed. The researcher used quantitative data analysis. The data from questionnaires was summarised in graphs and pie charts and

given as percentages in relation to frequency response types under the relevant theme as it is easy to compare data following themes based on the research sub questions.

3.7 SUMMARY

The chapter covered the research design, population and sample, research instruments were highlighted and discussed why they were chosen and data collection procedures as well as data analysis plan was given. The next chapter will concentrate on data presentation, analysis and discussions.

CHAPTER FOUR

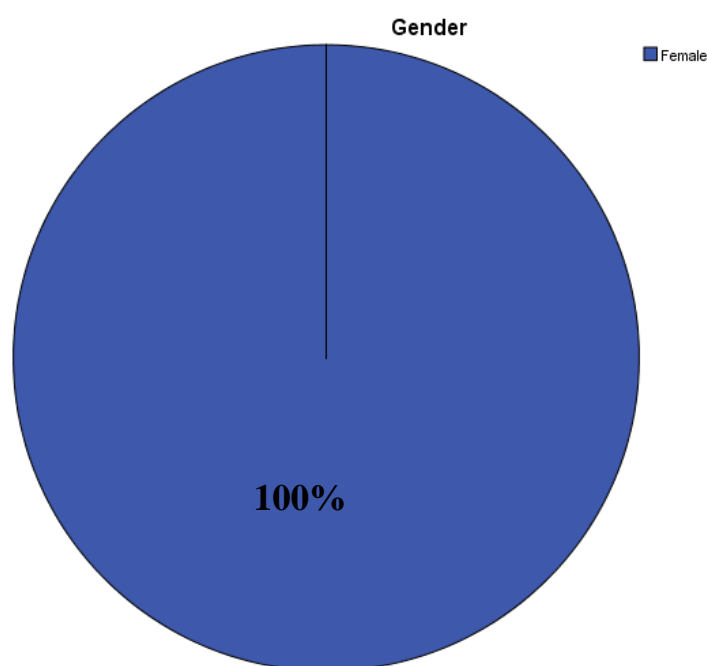
DATA ANALYSIS AND PRESENTATION

4.0 INTRODUCTION

This chapter presents the results from the analysis of data on management of bullying behaviour among ECE learners at Nyama East Cluster in Umuza district schools of Matabeleland North Province in Zimbabwe. The results of the analysis were analysed and presented in line with the research questions.

4.1 BIBLIOGRAPHY DATA FOR TEACHERS

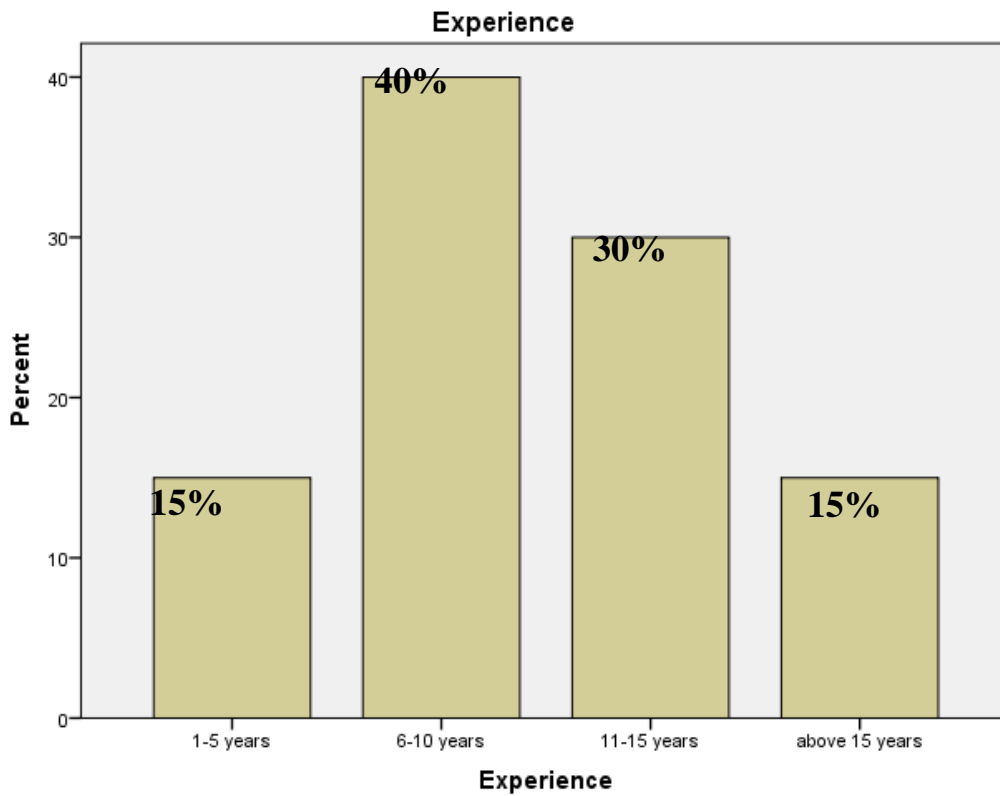
Figure 1: Gender for ECE teachers who were respondents in the study



The above pie-chart illustrates the distribution of the sample respondents according to gender. There were 12 teachers involved and all of them were females in the ECE department from

the sampled school. This implies that most ECE centers are manned by females. The administrators that are the Teacher in Charge in most centers and the teachers are females. The disciplinary action taken by teachers at ECE level can be viewed as not firm since women are considered to be soft with children. Therefore the researcher feels that there is need to incorporate males in the ECE centers as they are viewed to be very strict and most ECE learners obey male figures than female figures hence bullying behavior may be managed better at ECE centers.

Figure 2: Years of teaching experience for teachers who were involved in the study.

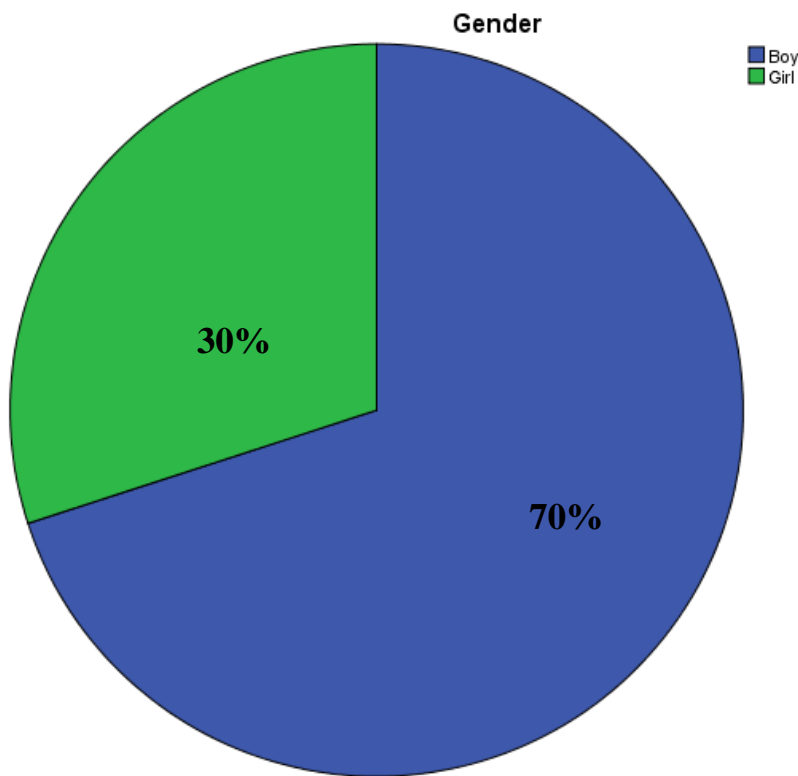


The bar-chart highlights the years of experience of the respondents. This distribution was according to teaching experience of teachers. Those who had 1-5 years experience made up

15% of the respondents, while the majority made up of 40% had 6-10 years experience. Those who had 11-15 years experience were made up of 30% while those with more than 15 years experience were 15% of the respondents, indicated by the bar-chart above. Since more teachers had 6-10 years experience with learners the teachers had some expose and witness to many kinds of bullying behavior among ECE learners hence the assumption is that the data collected can be viewed as not biased.

4.2 BIBLIOGRAPHY DATA FOR LEANERS

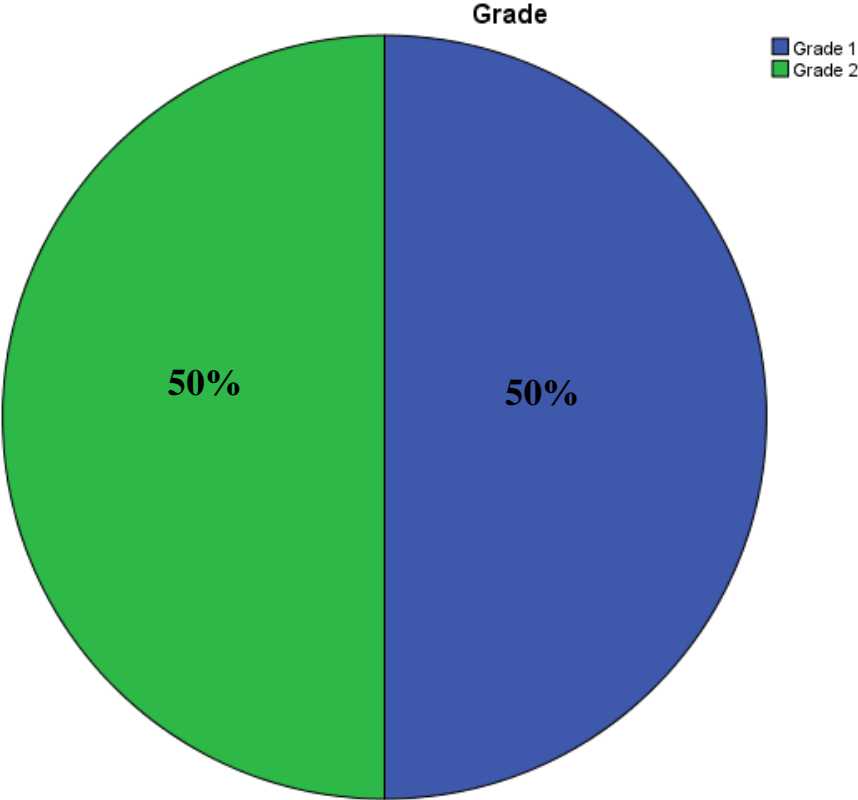
Figure 3: Gender for learners who participated in the study.



The above pie-chart illustrates the distribution of the learners sample respondents according to gender. The majority of the respondents that is 70% were boys while the girls were 30%.

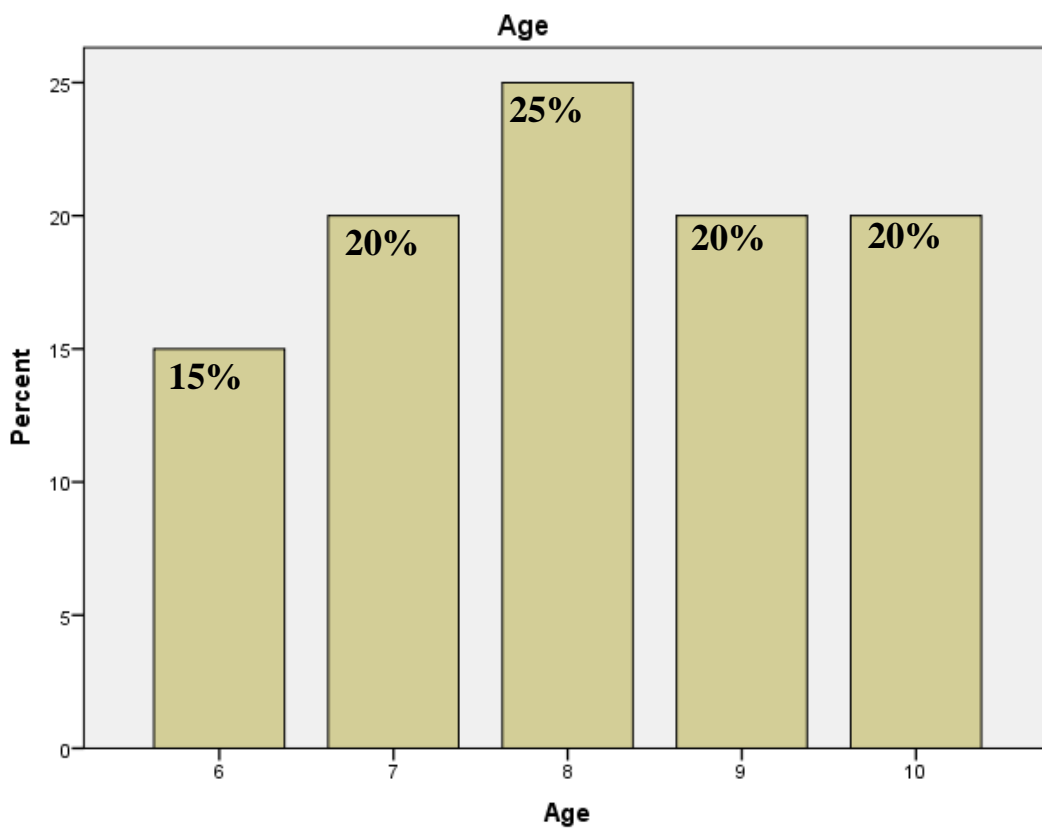
The interpretation of the given data assumes that most learners who are bullies tend to be boys. This is so because boys at ECE level like to engage in physical games which involve muscular activities and they always want to be heroes. On the other hand girls are viewed as the weaker sex and prefer games which are soft hence they portray bullying behavior which involves psychological bullying such as name calling and this does not contribute much to the manifestation of bullying behavior.

Figure 4: Distribution of learners by grades who were respondents to the study.



The pie-chart above shows the distribution of the learners sample respondents according to their grades. The learners were equally distributed of which 50% were grade 1 and 50% grade 2. These learners were among the targeted pollution hence their contribution assisted the researcher in carrying out her research study.

Figure 5: Distribution of learners by age who took part in the study.



The bar-chart above then highlights the age in years of the respondents. The distribution was according to age. Those who were 6 years made up 15% of the respondents, while those who were 7, 9 and 10 years of age made up 20%. Those who were 8 years made up 25% as indicated by the bar-chart. Part of the learners who were aged 8 years were found in the grade

one class. These learners were overage for the grade and were also identified as bullies and this showed that age is a contributing factor to the bullying behavior. There were also 4 learners who were aged 10years in grade 2 class who were also identified as bullies.

4.3 RESEARCH QUESTIONS:

The analysis of the data for the research questions was done between teachers and learners. The research questions were addressed using the descriptive statistics. The researcher used the mean response value to determine the response interpretation of the teachers and the learners. The mean gave the general average response by teachers and learners to each particular question while.

Table 1: The mean values of interpretation for the teachers

Value	Range	Response
1	1.00-1.50	Strongly Disagree
2	1.51-2.50	Disagree
3	2.51-3.50	Neutral
4	3.51-4.50	Agree
5	4.51-5.00	Strongly Agree

If the mean value is within the range 1.00-1.50 it indicates that the general response to that particular question has value 1, thus the response is they strongly disagreed. For range 1.51-2.50 the general response value is 2 hence they disagreed. The rest follow as stated in the above table.

Table 2: The mean values of interpretation for the learners;

Value	Range of values	Interpretation
1	1.00-1.50	No
2	1.51-2.00	Yes

If the mean value is within the range 1.00-1.50, this mean that the learners on average responded **no** to the question, hence it indicates that the subject in question is a *challenge*. If the values are in the range 1.51-2.00 then this means that the teachers responded **yes**, it indicates that the subject in question is *not a challenge*.

The column with the heading N just serves the purpose of the numerical value of the sample which was used. In the study 32 respondents comprising of 12 teachers and 20 learners gave the results of the descriptive statistics analysis in the following tables.

4.3.1 WHAT CAUSES BULLYING BEHAVIOUR AMONG ECE LEARNERS?

Table 3. What causes bullying behavior among ECE learners? Responses by teachers.

	N	Mean
1) Being from a broken home	12	4.65
2) Being from a monogamous family	12	2.30
3) Being from a polygamous family	12	3.05
4) Copying parents' aggressive behavior	12	4.75
5) Watching violent films	12	4.65
6) Teachers' poor classroom management	12	2.35
7) Students' Retaliation for being bullied in the past	12	4.00
8) Students' Feeling older than others	12	3.70
9) Students' Feeling stronger than others	12	4.15

The above descriptive statistics table addresses the first research question of What causes bullying behaviour among E.C.E learners as responded by the teachers. For the statements that being from a broken home, watching violent films and copying parents aggressive behavior,

the teachers on average *strongly agreed* to these as causes of bullying behavior, shown by their mean values 4.65 and 4.75 respectively.

On students' retaliation for being bullied in the past, students feeling older than others and students feeling stronger than others, the teachers generally agreed that these are also causes of bullying behavior as indicated by the mean values 4.00, 3.70 and 4.15 which lie in the *agreed* range of values.

On the other hand, for being from a polygamous family as a cause the teachers were *neutral* on it as shown by the mean value 3.05, and for being from a monogamous family and teachers poor classroom management they generally *disagreed* to these as causes of bullying behavior shown by their mean response values 2.30 and 2.35 respectively.

From the data analyzed it was concluded that teachers believed that bullying behavior can be caused by being from a broken home, watching violent films imitating parents aggressive behavior, learners retaliation for being bullied in the past, students feeling older than others. The behavior cannot be caused by being from a monogamous family and by poor management of learners by teachers.

Table 4: What causes bullying behavior among ECE learners? Responses by learners.

	N	Mean
1) Do you stay with both your parents	20	1.60
2) Do your family members always fight	20	1.65
3) Do you always Watch action films	20	1.80
4) Do you enjoy action films	20	1.80

5) Do you like your Teacher	20	1.60
6) When someone hits you, do you hit them back	20	1.90
7) Do you Feel too old in your class	20	1.30
8) Are you stronger than others	20	1.80

The above descriptive statistics table addressed the first research question of What causes bullying behaviour among E.C.E learners as responded by the learners identified as bullies. This was so as to study some factors which may be the causes of why bully learners bully others. For the statements that Do you stay with both of your parents, Do you always watch action films, Do you enjoy action films, Do you like your teacher, When someone hits you, do you hit them back and Are you stronger than others for all these statements the learners on average responded *yes* as shown by their mean values 1.60, 1.65, 1.80 and 1.90 respectively. This then indicated that the traits of bullying result from the family members always fighting hence the child takes up that trait, also since they indicated that they watch action films and enjoy them this too has a strong bearing, as they end up feeling stronger than others and intern they are always violent hence these are causes of bullying behavior among these E.C.E learners.

On the other hand, for the question if they feel too old in their class the general average response was *no* as shown by the mean value 1.3 thus indicating that these learners may not really be influenced by their age to be bullies.

4.3.2 HOW DOES BULLYING BEHAVIOUR MANIFEST AMONG ECE LEARNERS?

Table 5: How can bullying behavior manifest among ECE learners? Responses by teachers.

	N	Mean
1) Physical bullying between children (e.g., hitting, pushing)	12	4.60
2) verbal bullying between children (e.g., swearing, comments related to racism, name calling)	12	4.65
3) psychological bullying between children (e.g., exclusion of a child from the team, spreading of negative rumors)	12	3.75
4) sending threatening or even offensive messages among the children	12	3.80

The above descriptive statistics table address the second research question of How does bullying behaviour manifest its self in ECE learners as responded by the teachers. For the statements that physical bullying between children (e.g., hitting, pushing), and verbal bullying between children (e.g., swearing, comments related to racism, name calling), the

teachers on average *strongly agreed* to these as ways in which bullying behavior manifests itself in E.C.E learners as shown by their mean values 4.60 and 4.65 respectively. For the other remaining statements of through psychological bullying between children (e.g., exclusion of a child from the team, spreading of negative rumors) and sending threatening or even offensive messages among the children the teachers generally *agreed* as shown by the mean values 3.75 and 3.80 respectively.

From the above responses given by teachers bullying behavior manifest strongly in E.C.E learners through physical bullying for example hitting and pushing each other intentionally and through verbal bullying such as swearing and name calling. It can also be manifested to a lesser extend through psychological bullying which involves name calling, exclusion of a child from others and occasionally through threatening and use of offensive messages among others.

Table 6: How does bullying behavior manifest among ECE learners? Responses by learners.

	N	Mean
1) Are you afraid of anyone?	20	1.25
2) Do you often feel lonely?	20	1.65
3) Are you happy at school and at home?	20	1.35
4) Do you feel confident about yourself?	20	1.50

The above descriptive statistics table addressed the second research question of How bullying behaviour manifest its self in ECE learners as responded by learners identified as bullies. This was so as to investigate some factors which prove how bullying behaviour manifests itself in ECE learners. For the statements that Are you afraid of anyone, Are you happy at school and at home and Do you feel confident about yourself, for all these the learners on average responded *no* as shown by their mean values 1.25, 1.35 and 1.50 respectively. This indicate that possibly the learners are not afraid of anyone as they show self-reliance of their so-called power which they believe they possess and not being happy at home and at school shows they are generally grumpy and always angry. They also indicated that they are not confident about themselves this may be resulting from something they don't like about their physical appearance hence they try to cover that by picking on others instead. Hence these are ways in which bullying behavior manifests itself in the learners.

On the other hand, when they responded to the question do you feel lonely by indicating with a general response of *yes* as shown by the mean value 1.65 they admitted that something was bothering them in terms of loneliness hence this is another way in which bullying behavior gets to manifest itself in ECE learners.

In brief the responses entail that bullying behavior can manifest in ECE learners through not being afraid of anyone, not being happy and not being confident in themselves. Learners not being afraid of anyone show self reliance of their so called power which they believe they possess, also not being happy at home and at school shows they are generally grumpy and always angry. They also indicated that they are not confident about themselves and this may be resulting from something they don't like about their appearance hence they try to cover up by picking on others thereby bullying behavior manifests.

4.3.3 HOW CAN BULLYING BEHAVIOUR BE MANAGED AT ECE LEVEL?

Table 7: How can bullying behavior be managed at ECE level? Responses by teachers.

	N	Mean
1) Organize/participate in a seminar for bullying students	12	3.95
2) Participate in working groups for the development of the school's social context,	12	3.60
3) Form a behavior code for his/her class (after exchanging ideas with the students),	12	4.50
4) Organize common activities with positive character (i.e. both bullies and bullied work to build the stage for the school play).	12	3.60
5) Discuss with each bully and each victim.	12	3.35
6) Discuss with the parents of the bullies and the victims.	12	4.60

The above descriptive statistics table addressed the third research question of How can bullying behaviour be managed at E.C.E level as responded by the teachers. For the statements that they should discuss with the parents of the bullies and the victims, the teachers on

average *strongly agreed* to this as a bullying management strategy, shown by their mean value 4.60 indicating that they feel this is the most important managing method. On Organize/participate in a seminar for bullying students, Participate in working groups for the development of the school's social context, Form a behavior code for his/her class (after exchanging ideas with the learners) and Organize common activities with positive character (i.e. both bullies and bullied work to build the stage for the school play), the teachers generally *agreed* that these are bullying behavior management methods as well, indicated by the means values 3.95, 3.60 and 4.50 which lie in the *agreed* range of values.

On the other hand, for Discussing with each bully and each victim as a management method the teachers were *neutral* on it as shown by the mean value 3.35, possibly the teachers don't felt it is an outright management method which may or may not be effective when done.

Ultimately it can be concluded that bullying behavior can be managed through having discussions with the parents of the bullies and victims because behavior is best molded at home as it is the first socializing agent of a child. The behavior of bullying as viewed by teachers can also be managed through engaging learners into seminars, organizing common activities with positive characters for both bullies and the bullied so as to work to build the stage for the school play. Whereas talking to the bully and the victim does not help in managing the bullying behavior.

Table 8: How can bullying behavior be managed at ECE level? Responses by learners.

	N	Mean
1)Report to school authority/counselor	20	1.15
2) Bullying the person back	20	1.90
3) Running away from school for many days	20	1.00
4) Telling their parents	20	1.15
5) Avoiding the person	20	1.50

The above descriptive statistics table addressed the third research question of How bullying behaviour can be managed at E.C.E level as responded by the learners identified as bullies. This question aims at mapping out the ideal management methods to engage when faced with this challenge (bullying). For the statements: report to school authority/counselor, running away from school for many days, telling their parents and avoiding the person, the learners on average responded *no* as shown by their mean values 1.15, 1.00, and 1.50 respectively. This indicated that possibly they felt they was no need to report or runaway since they could handle the situation on their own. Learners also suggested that they wouldn't avoid the person but instead they would retaliate back.

On the other hand, for the statement which states if the learners who were bullied would bully the other child back the general average response was *yes* as shown by the mean value 1.90 thus showing that these learners felt the best way to manage the situation was through violence and retaliation. Hence confirming that as to managing bullying behavior, the bullies themselves believe that they can handle situations themselves through means which are usually violent.

The results drawn from the above analyzed data showed that learners in ECE level disputed that bullying behavior can be managed through reporting to the school authority, running away from school for some days, telling their parents and avoiding the person bullying them. Sullivan (2001) also acknowledges this when he points out that in the face of unfair and excessive bullying the learners tend not to report that they are being bullied because this is related to intimidation and fear of retaliation. Sullivan also goes on to say that the level of reporting the bullying incidents is low because learners believe that bullying occurs no matter what and nothing can be done about it, they believe that if they report the bullies may retaliate. Therefore they suggested that they could manage the behavior by bullying back the bully.

4.5 DISCUSSION OF FINDINGS

After analyzing the data which was collected the researcher noted that teachers strongly agreed that being from a broken home, watching violent films and copying parent's aggressive behavior can cause bullying behavior among ECE learners. The teachers also agreed that learner's retaliation for being bullies in the past. Feeling old than others and feeling stronger than others can also cause bullying behavior while they disagreed that bullying behavior can be caused by being from a monogamous family and poor classroom management by teachers. According to learners they disputed that feeling older than others in class can cause bullying behavior while they agreed that watching action films, not staying with both parents and feeling stronger than others can cause bullying behavior among other factors. Teachers strongly agreed that physical bullying among learners and verbal bullying contribute in the manifestation of bullying behavior while they also agreed that psychological threats and sending threatening or even offensive messages to a lesser extent contribute to manifestation of bullying behavior. On the other hand learners who are bullies agreed that

feeling lonely contribute to manifestation of bullying behavior while being afraid of anyone, not happy at school and at home and feeling confident about themselves does not contribute to manifestation of bullying behavior. Lastly on the management of bullying behavior the teachers perceived that it was ideal to discuss with the parents of the bullies and also the victims, organize or participate in seminars for bullying learners, organize some common activities with positive characters for both bullies and the bullied as they work to build the stage for the school play. Learners were also of the views that bullying behavior can be managed through bullying back the person who would have bullied them and not avoid the bully, report to their parents, run away from school or even report to their teacher or the school administrators.

4.6 SUMMARY

This chapter focused on data presentation, analysing and the discussion of the findings on management of bullying in Nyama East Cluster schools. The next chapter will highlight the conclusions and recommendations of this study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the summary of the study, the conclusions arrived at and the recommendations offered on the research question raised in the introductory part of the research.

5.1 SUMMARY

The study was to investigate the management of bullying behaviour among ECE learners at Nyama East Cluster in Umguza District schools of Matabeleland North Province in Zimbabwe. The main purpose to carry out this research was to discover the main causes of bullying behaviour among the ECE learners as accounted by the teachers and the learners themselves as well as to find out how bullying behaviour manifests itself among ECE learners, then ultimately to strategize how bullying behaviour can be managed at early childhood education level. The study focused on identifying the causes and manifestation while finding out some strategies and methodologies that could be used to eliminate some of the challenges of bullying behaviour among the ECE learners. This was done under the guidance of the following research questions:

1. What causes bullying behaviour among E.C.E learners?
2. How does bullying behaviour manifest its self in ECE learners?
3. How can bullying behaviour be managed at E.C.E level?

Some limitations such as the age of learners, their maturity and sample size were uncouncted and some specific measures were employed to curb these limitations. The delimitations to the study which involved dealing with learners from Sibanda primary school were also incurred.

The target population of this research included 300 people from the Nyama East Cluster, Umguza District schools. These included learners, teachers, and administrators. The researcher chose simple random sampling method as it is considered to be a fair technique of choosing a sample from the entire population. Out of all the teachers and students in the four schools, the researcher worked with 12 teachers and 20 students giving a total of 32 respondents. A self-constructed questionnaire for the teachers and a simplified interview guide for learners were used to investigate the management of bullying behaviour among ECE learners.

The data was then analysed using descriptive statistics. The analysed data was also presented using pie charts, bar graphs and tables. This data gave responses to the research sub questions of the research study by both teaches and learners also giving their opinions on how best to handle bullying behaviour among ECE learners. From the collected data teachers disagreed that poor classroom management and monogamous families can cause bullying behaviour while they agreed that learners who come from broken homes and watching violent films can cause bullying behaviour. However learners did not report bullies to the school administrators and parents or ran away but felt they could handle the situation encounter on their own as a result the behaviour of bullying may grow among ECE learners.

5.2 CONCLUSIONS

The researcher identified the causes of bullying behaviour as attributed mostly from home. Possibly for being from a broken home where learners do not know peace and there is always fighting, especially if it is done by the parents. The child copies that aggressive behavior and adopts it as a life style. The other factor was watching violent films as indicated by teachers as the cause for learners to become bullies. Learners follow what their main characters from the films will be doing as a result they end up feeling stronger than others and intern they would be violent hence this causes bullying behavior among the E.C.E learners.

Another establishment by the researcher was that some causes of bullying behavior emanate from learners' retaliation for being bullied in the past and when they attempt to revenge or get over that inferiority they then become bullies themselves. Another cause is when the learners are feeling older than others and want to be respected. If they are not respected they can demand the respect by way of bullying the younger children.

It was also ascertained that bullying behavior manifest in different ways such as physical bullying between children for example hitting, pushing, through verbal bullying between children for example swearing, comments related to racism, name calling and also through psychological bullying between learners through exclusion of a child from the team, spreading of negative rumors and sending threatening or even offensive messages among the learners.

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5.3 RECOMMENDATIONS

The following recommendations were based on the research findings:

For management of bullying behaviour the following strategies can be employed: -

1. The school administrators, counselors and teachers to discuss with the parents of the bullies and the victims.

2. The school administrators and learners to organize or participate in seminars for bullying learners.
3. The learners to participate in working groups for the development of the school's social context such as clubs.
4. The school administrators and teachers to form a behavior code for their classes (after exchanging ideas with the learners)
5. Teachers to organize activities with positive character (i.e. both bullies and bullied learners to work together to build the stage for the school play)

Recommendations for further study:

1. Study on similar topics could be carried out to establish other management methods and strategies of bullying behaviour among ECE learners. Different research designs can also be used by future researchers.
2. Other factors can be explored to account for other causes of bullying behaviour and other ways of dealing with those causes.
3. Also further study can be done to establish other means in which bullying behaviour can manifest and how best to identify these before it is fully manifested in the child

