

An Analysis of the Prevalence and Effects of Bullying At a Remote Rural School in the Eastern Cape Province of South Africa: Lessons for School Principals

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ABSTRACT This paper discusses the prevalence and consequences of bullying at a remote rural secondary school in South Africa. Premised on the qualitative research approach, the study used the case study design to select one school for study. An open ended questionnaire containing questions which sought qualitative narrative responses was completed anonymously by a sample of 31 grade 11 and 12 learners who had anonymously indicated that they had been bullied while at school. For data analysis, common emerging themes were identified from learners' qualitative responses. The study found that bullying was prevalent at the school under study and concludes that bullying affects student performance as students divert their attention from learning to how to avoid being bullied. The paper therefore recommends a holistic approach in dealing with bullying where all stakeholders are involved, that is, teachers, parents, learners and other relevant bodies.