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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS, PRIMARY EDUCATION
AND PEDAGOGY**

PROJECT TOPIC

**Bullying Amongst Early Childhood Development Learners: The Case of Mckeurtan Primary
School in Reigate District of Bulawayo**

BY

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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Declaration

I Roslyne Chingono registration number R1916022H do hereby declare that this piece of art is my original work. It has not been submitted for any degree or any examination prior at any university. The sources used have been fully acknowledged by complete references. This project is submitted in partial fulfilment of the bachelor of education in Early Childhood Education in the Department of Educational Foundations and Primary Education.

Signature.....

Date.....

Dedication

This work is dedicated to my husband, Robert and our children Glenda, Russell and Heidi.

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All researchers know how dependent they are on the support of others in their research. This researcher would like to acknowledge everyone who, in one way or another helped to make the research project possible.

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ABSTRACT

The purpose of this research study was to explore was to explore the concept of bullying in Early Childhood Education at Mckeurtain Primary School in Reigate District. A theoretical framework Bronfrenbrenner's Ecological Theory guided and informed the research study. A mixed methods approach and a case study design was employed. Questionnaires, interviews and observations were used to collect data. The participants included 3 Administrators, 123 Parents and 8 ECD teachers. The findings of the study revealed that there bullying amongst ECD learners. The children`s family background and exposure to media violence are the major contributory factors causing bullying amongst ECD learners. Furthermore, the findings revealed that fear was another effect of bullying amongst ECD learners. The school adopted school based strategies and classroom based to reduce bullying amongst ECD learners. The findings revealed that teachers used discussion with the child and the administrators resorted to guidance and counselling with the parent and the child. The research recommends the need to sensitise learners on the effects of bullying starting ECD level. Parents should be directly involved in the development of anti-bullying polices. Guidance and counselling services to be effectively used in schools and government should formulate anti-bullying policies that should be adopted by all schools

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Acronyms

ECD Early Childhood Development

ECE Early Childhood Education

CHAPTER ONE

BACKGROUND AND CONTEXT

1.0 Introduction

The main focus of this research study was to explore the prevalence of bullying amongst Early Childhood Education learners at Mckeurtan Primary School in the Reigate District. This chapter seeks to unpack the background of the study, the significance of the study, statement of the problem, research objectives, research questions, the research assumptions, delimitations and limitations of the study and definition of terms.

1.1 Background to the study

Bullying is a pervasive problem in all schools around the world. It can begin at an early age of preschool and can continue throughout high school (Harlin, 2008). Therefore, the first childhood development years are vital for kids to develop skills that change them to create relationships and learn to scale back aggressive behaviors like bullying (Harnish et al 2004). In a study by Kirves and Sajaniemi (2012:385), they stressed that children`s bullying experiences are different according to individuals and their age groups. Bullying includes verbal attacks, physical behaviors and relational/social aggression up to the foremost recent types of attacks through the net and new technologies mentioned as cyberbullying (Monks & Smith, 2006; Olweus, 1993; Smith, 2014).

According to Repo (2015), peer relations play an important role in a child`s growth and development. This results in shared experiences of success, learning, joy and fellowship while at the same time conflicts may arise which if not resolved can endanger a child`s balanced development leading to bullying. Therefore, the children who are bullies have increased antisocial behavior later in life such as substance abuse and criminal acts. Alison (2016) declared that bullying is taken into account as a worldwide drawback that affects the emotional, social, and physical well-being of school-age kids worldwide. Sassu (2014), bullying results in decreased academic achievement, depression and anxiety in children.

Shafqat (2015:45) argued that bullying in schools happens in any place either within the school building or around the school building and should occur in bathrooms, school buses and through looking ahead to school buses, and in categories that will need cluster work or when school activities. A national survey within us of America by Finkelhor et al. (2009), disclosed that that 20.4% of children between the ages of two and five years old experienced physical bullying at some point in their lifetime than emotional bullying. In a 1990 South African study of 1073 grade 1 and 2 pupils, researchers found that 38% of the pupils reported being bullied by peers (Richter et al., 2000). Similarly, varied studies have indicated that bullying makes schools be unsafe places for learners and contributes to the assumption that some schools don't seem to be safe any longer (Maliki et al., 2009). Bullying includes verbal attacks, physical behaviours and relational/social aggression up to the foremost recent styles of attacks through cyberspace and new technologies expressed as cyberbullying (Monks & Smith, 2006; Olweus, 1993; Smith, 2014).

The effects of bullying in school may result in permanent damage to the child's social, physical and emotional development. In the same vein Menesin and Salmivatti (2017:247), noted that bullying brings negative health consequences on both the bullies and the victims. Rigby (2003), ascertained that bullied youngsters and adolescents suffer from low vanity, depression, anxiety and even dangerous thoughts. On the other hand, have either an accumulated risk for anti-social and criminal behaviour or an accumulated risk of bullying others as an adult. The victims of being bullied suffer educationally because of absence, emotional and social, Therefore, the youngsters' bullies have accumulated delinquent behaviour later in life like substance misuse, criminal acts and are socially excluded later in life.

The children who are victims of being bullied suffer educationally due to absenteeism, emotional consequences, physical consequences like bedwetting and cliff-hanging (Vorster, 2002). The bullies may suffer serious offences in life such as criminal charges. Being the victim of a bully at an early age (five to seven years) contributes to failure throughout the first years of schooling. Therefore, hindrance and intervention programmes meshed toward reducing status problems throughout childhood have to be compelled to target bullying as an important risk issue as early as gettable (Arsenault et al., 2006).

A study by Farrington and Ttofi (2009) terminated those intervention ways in bullying are terribly effective and have semiconductor to a median decrease of 20-23% for bullying others and 17-20% for being bullied. Humphrey (2013), argues that intervention programs developed thus far are created for elementary-aged schools and older and they have been tested effective whereas, the ways is also tough for early childhood learners to understand. This analysis seeks to ascertain the intervention ways which will be effectively utilised in infancy development learners.

As per an analysis by Kirves and Sajaniemi (2012), there's abundant analysis on bullying at college and within the work, however, few studies are created on under-school-age kids. Previous research on bullying has focused more on the middle age childhood age 8 to 12 years while research on preschool age and kindergarten 3-6 years has been rare (Alaska and Sulwiler-Helfenfinger, 2012). However, researchers have recently shown that the origins of bullying exist in early childhood and preventive practices ought to specifically be developed inside educational institution environments (Vlachou, Botosoglou, & Andreou, 2013; Lee, Smith, & Monks, 2011; Monks, 2011; Monks & Smith, 2010; Alsaker & Nagele, 2008). According to Harnish (2004), aggressive behaviour is common in young children. This is indicated as well in a study by Kirves and Sajaniemi (2012) in which 12.6% of the children aged 3 to 6 in daycare were involved in bullying.

In the Zimbabwean context studies done by Gudyanga, Mudihlwa, and Wadesango, (2014), Magwa and Ndlovu (2016) among others, focused on the effects of bullying in higher grades whereas, there is very little research on early childhood development learners. Observations by the man of science indicate that infancy learners typically show signs of forgetfulness, opt to pay time on their own and power imbalances throughout leisure time. In this regard, early childhood teachers ought to implement bullying prevention ways to form a secure and fascinating learning atmosphere for infancy learners. The research seeks to establish the prevalence of bullying amongst early childhood learners and come up with intervention strategies that can be used to curb this behaviour at the early stages of children`s life.

1.2 Statement of the Problem

Bullying is a global phenomenon that has affected the lives of individuals from school-going age to adults. Though bullying is commonly thought of as a drag for middle and high school learners, this kind of artful and harmful behaviour of power imbalance, forgetfulness and introvert behaviour has been

discovered in kids aged because the focus of this research is to assess bullying amongst infancy learners in, a school setting. There has been growing research on bullying in the middle age childhood age 8 to 12 years while research on preschool age and kindergarten 3-6 years has been rare (Alaska and Sulwiller-Helfenfinger, 2012). This research seeks to establish the prevalence of bullying amongst early childhood development learners.

1.3 Major Research Question

To explore the concept of bullying in Early Childhood Education, the following research question was formulated.

- What is the extent of bullying amongst Early Childhood Education learners?

1.3.1 Sub Research Questions

1. What are the factors that contribute to bullying amongst early childhood development learners at Mckeurtan Primary School?
2. What are the effects of bullying amongst early childhood development learners at Mckeurtan Primary School?
3. What are the intervention strategies that can be used to mitigate bullying practices amongst early childhood development learners at Mckeurtan Primary School?

1.4 Research Objectives

1. To examine factors that contributes to bullying amongst early childhood development learners at Mckeurtan Primary School.
2. To find out the effects of bullying amongst early childhood development learners at Mckeurtan Primary School.
3. To establish the intervention strategies that can be used to mitigate bullying practices amongst early childhood development learners at Mckeurtan Primary School.

1.5 Significance of the Study

The study is important to both the educators and the parents. The findings of this study are anticipated to help educators with in-depth knowledge on how to deal with the problem of bullying and its consequences on early childhood learners. The parents will be able to identify if their child is a victim or

a bully and thereby deal with the problem with the help of the educators. It is important for the effective use of anti-bullying policy implementation from early childhood learners.

1.6 Theoretical framework

This research was informed by Bronfenbrenner 1995. As the focus of this research project is to assess bullying amongst early childhood learners in, a school setting, and the way to handle it once things arise the speculation enabled the researcher to know the conception of bullying.

Bronfenbrenner's ecological systems theory states that the setting within which the kid is observed is of great worth as a result of it contributes for the most part to the approach a toddler behaves in class. The interactions between the kids and their setting work to develop pro-social and delinquent behaviours. Consistent with Bronfenbrenner (1979), a child is an indivisible part of the social network comprised of the four completely different systems that are:

- a) Microsystem (a child's relationship with one system, for example, the home, classroom or playground);
- b) Mesosystem (a child's relationship with different systems such as school and home);
- c) Ecosystem (child's involvement with influences from the opposite contexts like the school space anti-bullying policy or potential involvement within the school system) and
- d) Macrosystem (a child's conception or influences of cultural mores, like social attitudes towards bullying behaviours).

The anti-social behaviour manifests itself in early childhood and at one stage results in inevitable reactions from the setting within the ulterior stage. Poor parental discipline finally ends up in child conduct problems that end in poor rejection, an academic failure that pulls the individual to deviant peer groups (Patterson, Reid and Dishion, 1992). According to the World Health Organization (2021) children who witness aggressive behaviours within the home experience, inconsistent feelings of safety and love have an opportunity of changing into bullies once they enter school. An understanding of the children's environment helps in the knowledge of how the bully-victim cycle takes place The theory provides an overview of the child's development, behaviours associated and recommends that intervention is important during the early stages of development.

1.7 Delimitation of the Study

The research was conducted at Mckeurtan Primary School which is located in the Reigate District in the Bulawayo Metropolitan Province. The research involved parents and teachers of Early Childhood Development A up to ECD B, the teacher in charge and the school head.

1.8 Limitation of the Study

The study was carried out at one school in the district of Reigate and this meant that the findings were not to be generalised to other schools in the same district. The research was also affected by the COVID 19 pandemic regulations of lockdown which derailed progress as the school terms were disrupted. The research only focused on ECD A and ECD B early childhood development classes to counter the research limitations.

1.9 Definition of key terms

Aggressive Behaviour- is the potential harm of action and the intentionality of the act. Kirves and Sajaniemi (2012)

Bullying- Olweus (1993) an individual is bullied once he/she is exposed, repeatedly and over time, to negative actions on the part of one or a lot

Early Childhood Development (ECD)/Early Childhood Education (ECE) - ECE may be a branch of education theory that relates to the teaching of young youngsters (formally and informally) up till the age of eight Wood (2015).

Learners- In an ordinary context, the term, 'learner' generally refers to an individual receiving education. . Within the current context, the terms kid, learner, and educational institution are going to be used synonymously through the rest of the text and refer specifically to learners during their primary school setting.

1.10 Summary

In chapter one, the study was introduced by outlining the background and significance of the study. The statement of the problem, major research question, objectives of the study, delimitation and limitations

of the study were also given in this chapter. . The chapter made public the key terms of the study. The subsequent chapter can discuss the literature associated with this study. The theories offer a summary of the child`s development, behaviours associated and intervention strategies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The conceptual framework chosen by the researcher to explore bullying amongst early childhood learners is derived from ecological system theory by Bronfenbrenner. The theories provide an overview of the child's development, behaviours associated and recommends that intervention is important during the early stages of development.

2.1 Concept of bullying

Olweus, (1993: 48), Olweus, (1993: 48), outlined bullying as aggressive, intentional acts disburbed by a gaggle or associate. Salmivalli (2003), views bullying as an associated imbalance of power between the victims and therefore bully, wherever the victim cannot defend himself or herself against negative actions targeted against her or him. Thus bullying involves a dynamic interaction between the offender and the victim, the bully can increase in power, and also the victim loses power. As a result, it's hard for the victim to reply or to subsume the matter (Menesini et al., 2012; Swearer & Hymel, 2015).

The bully may even be larger, tougher, physically stronger, be further modern or authoritative. Bullying behaviour is seen as a revenant event, obtaining a never-ending cycle, the cycle starts with taunting, followed by testing, threatening, and intimidation, which can cause violence (Rademeyer, 2008). Thus, bullying could be a development that feeds itself and lies within the abuse of power and includes four phases during which bullying behaviours tend to emerge, the particular harassment between the bully and victim, disapproval psychological injury or hurt and thus the implications throughout that the individual isolates and withdraws himself or herself (Vaillancourt, Hymel and Maxwell, 2007; Lam and Liu, 2007).

Bullying compromises children's rights, similarly because the right to education is requested by the Convention on the Rights of the child (The United Nations, 1989). It presents special risks for vulnerable youngsters, like youngsters with disabilities; refugees, or kids tormented by migration; kids are excluded; kids belong to a minority cluster, or simply youngsters that disagree with the peer In process bullying in young kids (Repo, 2015), notes that the main focus is on sorts of physical aggression whereas; school-aged kids pay shut attention to relative aggression. Therefore, during this study physical

aggression typically forms a part of the 6year previous definition of bullying. Therefore, in this study physical aggression often forms part of the 6year old definition of bullying.

Consistent with Hanish et al. (2004), bullies among early childhood are those children whose behavior is a lot of oftentimes aggressive than others. Additionally, young children appear to equate bullying with general aggression and consequently read the victim as somebody World Health Organization, whereas being the target of aggression, isn't essentially unable to defend him or herself (Monks, Smith, & Swettenham, 2003). However, Monks et al. (2003), counsel that the term aggressor ought to be used rather than bully among young kids. Young kids focus a lot on sorts of physical aggression in their definitions of bullying, whereas school-aged kids conjointly concentrate on relative aggression (Monks et al., 2003). Saracho (2017), notes that process bullying in babyhood education exploitation the standard definition of bullying makes it tough to tell apart between the initial look of a lot of risky behaviours in young kids and their natural sequence in act risky behaviours. Arsaneault et al. (2006), classified exclusion from groups and games as bullying behaviours in early childhood education. Thus Saracho (2017), argues that in early childhood educational settings it is important to use definitions that are suitable for early childhood education.

2.1.1 Characteristics of bullying

The characteristics of bullying elaborate additional on what bullying encompasses as not all acts of behaviour are termed bullying. Menesini and Salmivalli (2017), noted 3 criteria relevant to outline aggressive behaviour as bullying and these are repetition, deliberation and imbalance of power. This analysis focuses on the imbalance in power, willful behaviour and harmful actions as characteristics of bullying from the definitions given.

2.1.1.1 Imbalance in power

consistent with Olweus (1993), associate imbalance in power between the victim and also the bully is once the victim has an issue in defensive himself or herself and feels helpless against the disagreeable person. The imbalance of power is a defining feature of bullying which distinguishes it from other forms and is typically repeated in multiple bullying incidents involving some individuals over time. However, Papa-Gusho (2015), argues that power imbalances may be context-specific. That is first, the power

imbalances may change over time when the victim gets the means of defending themselves from the bully (Rigby, 2002). Secondly, it would be difficult to sources of power imbalance or evaluate whether power imbalances exist as they appear in multiple forms of power that is coercive power and legitimate power associated with interpersonal relations. Thirdly, the presence of power imbalances indirect or more subtle forms of bullying is subjective as the less powerful individuals may spread rumours about others (Rigby, 2002). In this regard, Lu, Land and Lamb (2015), stress that power imbalances are more relevant to physical bullying as the victims are repeatedly attacked or victimised by another student of greater power.

2.1.1.2 Wilful behaviour

According to Sullivan (2000) and Olweus (1993) definitions of bullying, they noted that bullying involves the desire to hurt others by the bully. There is a wish by the bully to inflict pain and harm another hence; bullying begins. This is called deliberate behaviours as revealed by Krige et al, 2000 in Vorster (2002). The bully wishes to deliberately inflict pain on another and gain satisfaction when hurting the victim while witnessing the victim's discomfort and misery. Vorster (2002), adds that bullying can be separated from two children engaging in a fight in the playground whereas, with bullying the bullying is knowingly, wilfully conscious and causes deliberate harm on another person because of personal satisfaction that he derives from it. Thus, bullies get satisfaction in causing harm.

2.1.1.3 Harmful actions

Another characteristic of bullying derived from the definitions above is the desire to hurt another in a harmful and hurtful way (Rigby, 2003). Becoming angry and wishing to harm someone does not define someone as a bully as he or she would not act on the desire. This is also noted in the definition by Olweus (1993), where the researcher noted that bullying entails negative actions that intentionally inflict injury, hurt or cause discomfort on another person. Vorster (2002), argues that the harmful acts are not only physical but threatening someone is a harmful act that can be used by a bully to another person.

2.2 School bullying

Al-RaqqadAl-Raqqad (2017) defines faculty bullying as a type of violence that harms alternatives and happens at college throughout numerous activities once a student or cluster of scholars uses their strength in symptom alternative people or other teams. School bullying is taken into account as aggressive behaviour that largely sometimes contains no equivalent power between the bully and also the victim and happens again and again over time. There are several sorts of bullying like physical abuse, verbal abuse and threats of non-verbal communication. Shafqat (2015) argued that bullying in schools happens in any place either within the school building or round the faculty building and will occur in bogs, faculty buses and through anticipating faculty buses, and in categories that will need cluster work or once school activities.

School bullying can be a widespread issue that affects learners in many parts of their lives such as; psychologically, educationally and professionally. Sekol and Farrington (2016) found that bullies, compared to non-bullies are cowed before, Bullying at college affects tutorial accomplishment since cowed kids feel worried and weak and at an equivalent time, it affects students' temperament traits and sureness. Thus, such a scenario makes cowed students unable to follow or to concentrate on their study well and even they may don't wish to visit school. Moreover, they miss opportunities to participate in their colloquies or maybe get pleasure from school activities. Students lose concentration after they are attending their categories.

2.3 Prevalence of Bullying in Early Childhood Development

According to Belacchi and Farina (2010), it is significant to consider the prevalence of bullying within preschool and the primary school years because this is a time when children's social competence begins to soar, affecting their abilities to experience an array of emotions. The preschool years are critical in shaping children's future development, especially their social and emotional maturation. Thus, Ireland and Power (2004), highlighted that early childhood educators, may find it beneficial to consider bullying further by specifically identifying types of aggression, which are related to the origin of bullying itself.

In a national survey study, done by Finkelhor in the United States of America the results indicated that children between the ages of 2 to 5years of age experience more physical bullying than emotional bullying. Humphrey (2013), adds that in a preschool classroom bullying is usual more relational. In research, by Helgeland and Ingrid (2017), the study discovered that bullying does occur in kindergarten

in countries like Norway, Scandinavian, Finland and it is estimated to be about twelve per cent. In a survey study by Espelage et al (2008), of scholars aged four to fourteen years in sixteen Toronto preschool colleges, the findings disclosed that V-day of scholars reported being cowed quite once or double throughout the term.

According to Douvlos (2019), the foremost prevailing sorts of bullying in babyhood education settings are physical aggressiveness, social exclusion and rumor spreading. A study, by Rose et al. (2014), observed that physical aggression has been prominent in preschool children from the ages of 2 to 3years. In addition, boys aged 3-4years and girls are equally likely to be victims of bullying and at the same time boys aged 3-4 years old are more likely to be aggressors. Thus, we all know that bullying exists altogether in varieties of colleges and across ages, and these statistics gift the United States of America with proof of a growing downside. Olweus (1993) known 2 main sorts, direct and indirect.

2.4 Forms of bullying

Olweus (1993) identified two main types, direct and indirect. Direct physical bullying includes touching, tripping, pushing, nipping, stealing belongings, direct verbal abuse involves sharply demanding one thing, name-calling, continuously taunting and poke fun and indirect verbal abuse spreading rumours. The bullies aim their negative actions directed at the victim. Indirect bullying is characterised by social isolation, deliberately damaging friendships, extortion and exclusion from teams (Olweus, 1993; Vorster, 2002; Repo, 2015).

2.4.1 Physical bullying

It is physical bullying that involves punching, strangling, suffocating, hair pulling, biting and stabbing (Krige et al. (2002). According to Gale (2019), in physical bullying, the bully attacks the victim or intimidates their victims with the threat of physical violence. Physical bullying is also quite punching and assumes indirect forms like taking possessions, damaging property or faculty work with a read of disempowering. there's a physical manifestation of bullying however no pain. In physical bullying, there's extortion wherever the threat of violence results in the victim abandoning cash or possessions or the threat of violence or gestures and visual communication that's discouraging Papa-Gusho (2015).

2.4.2 Verbal bullying

Verbal bullying is another type of direct bullying that involves the utilization of words to cause hurt to others. It's the foremost common type of bullying because it will have a direct impact, typically before of individuals with little effort on the part of the bully. The bullies mock, shame, and verbally abuse victims inflicting worry or feelings of self-deprecation. Kamen (2007), noted that verbal bullying is a lot common in women and boys expertise a lot of physical bullying. This concurs with the study by Menesini and Salmivalli (2017), who disclosed that boys are a lot of probably to be concerned with physical sorts of mistreatment whereas bullying among women is probably to be either relative or verbal. Analysis by Snow (2014) indicated that fourteen.6% of kids ages 2-5 are verbally abused. This concurs with Daljevic (2014), findings within us elementary colleges that verbal bullying is that the commonest kind of violence in schools.

Vorster (2002) also noted that verbal bullying can include sexual and racial abuse or harassment, where verbal sexual harassment involves unwanted sexual attention that makes the recipient uncomfortable, demeaned and humiliated while racial harassment takes place when a person is teased for belonging to a specific identifiable racial or ethnic group. This concurs, with research by Hillary (2012), the study revealed that the children reported more serious verbal bullying overall.

2.4.3 Social or emotional bullying

Social or emotional bullying the bully initiate or unfold harmful gossip or deliberately exclude others with the intent of harming or destroying the victim's social standing or name (Gale,2019). Social bullying can incorporate deliberate exclusion from social groups or intimidation within the group. Gesture bullying is where the victim can be harmed when placed under severe emotional stress. Exclusion occurs when an individual is isolated from normal desired activities. According to Kirves and Sajarnemi (2012), the most common method of bullying was exclusion from a peer group. It uses power and manipulating social relations within the group. Last but not least Zarzour (2000:24), highlighted that extortion is another form of indirect bullying in which the victims often come to school with sweets, chocolates, chips as part of lunch and money for bus fare and the bully uses physical violence or intimidation to demand payment from the victim.

2.4.4 Cyberbullying

Mcvean (2017), cyber-bullying aggressive acts performed via electronic suggests that with the intent to hurt a victim cannot simply defend him or herself. The acts of aggression in cyber-bullying embrace offensive e-mails or text messages, insults through chat rooms or instant electronic communication, photos or videos on mobile or net, exclusion from social networks or appropriation of others' credentials and identity data. The bullies use electronic media, together with social networks, instant electronic communication, texting messages and email to focus on victims. However, this sort of bullying is a lot common in adolescents.

2.5 Factors contributing to bullying

According to Mwereke (2015), bullying behaviour emanates from a variety of causes and these are aspects of home background, media violent exposure, peer pressure and school climate and environment.

2.5.1 Aspects of home background

Children are smart at imitating what adults do. During this sense, kids learn aggressive behaviour through violence within the family (Crowie et al, 2004). The children are invariably in-tuned with their oldsters from birth until they enter educational institution education. In this regard, regardless of what the oldsters do the kids can do an equivalent. The atmosphere during which the kid is born plays a significant role in the development of aggressive behaviour. As a result of, violence within the family the kids can find themselves lacking positive role models (Cowie et al, 2004 and Tassoni et al, 2002). as a result of kids learn through observation and skill, they have an inclination to find out from those that live around them. Klomek et al. (2015) and Cassidy (2009) confirmed this pattern that a lot of frequent bullying involvement in childhood is a lot powerfully related to adult adversities, family contexts with poor cohesion and high levels of conflicts are joined to bullying.

In terms of family background factors, there's some proof that victims could come back from over-protective or intermeshed families. Kids World Health Organization bully others could come back from families lacking heat, during which violence is common, and discipline inconsistent. during a study done by Soderstron, Asa and Arnica (2017), on bullying among 9 Swedish preschools, the findings disclosed that educational institution learners World Health Organization determined violence reception were engaged in bullying a lot of as compared to those that don't witness violence. Thus, kids World Health

Organization of each bully and victims, or are aggressive victims, could come back from notably troubled or abusive families (Nickerson, Mele & Osborne-Oliver, 2010).

During a study by Humphrey (2013), the respondents indicated that bullying is caused by 2 factors that are initial kids coming back from low social-economic standing and second kids that haven't been schooled applicable social skills. Consistent with Haralambos and Holborn (1995), if a baby was bereft of motherly love throughout the primary seven years, he/she may develop conduct disorders throughout childhood and anti-social disturbance. There's an inclination of such kids to atone for their shortcomings by inflicting pain on others. Within the same vein, O'Moore and Minton (2004) argue that dysfunctional families will contribute to the event of bullying behaviours in kids.

In dysfunctional families, the socialization processes are characterised by inflicting pain on others. What is more, the analysis by the dancer as quoted by Douvlos (2019) disclosed that the shortage of parental support, social and organic process skills and victim kind of bullying was a result of maternal harshness that causes the kids to become bullies. Mwereke (2015), supplementary that heredity and endocrine levels within the anatomy may additionally cause a rise in aggressive behaviour. Kamen (2007), noted that alternative causative factors that may have an effect on children's behaviour embrace sorrow, divorce or separation of oldsters, moving house, dynamical faculty similarly to negative experiences in previous settings.

Rajendron, Khushmand and Halperin (2010), a study in big apple on whether or not parenting kids of the ages four-five years was related to changes in bullying. Parenting was assessed by observations of the parent and academics rated kid bullying. The results disclosed that kids with poor parenting were a lot of probably to bully whereas kids receiving a lot of parent support for youngsters showed a considerably larger decline in bullying behaviour.

2.5.2 Media violence exposure

In this current wave of technological advancement, kids learn an excellent deal from completely different gadgets particularly for those living in cities. The children are exposed to these gadgets both in

their homes and also in places where they pay entrance fees to watch video games and movies (Mwereke, 2015). For example, video games that contain wrestling or boxing may affect those who watch them especially children of tender age. That is children who are more exposed to aggressive tendencies watch more violent television shows. In this regard, the children who watched more television are likely to be bullies and this decreases cognitive stimulation (Splite (2005).

According to Humphrey (2013), children who are exposed to watching and learning from television that exposes good guys can use violence to beat bad guys and then the good guys become heroes and spiderman they tend to attack others violently. Therefore, children may learn bullying-related behaviours by watching television and movies that glorify violence and by playing violent video games that reward violent behaviour. A longitudinal study of pre-schoolers by Zimmerman et al. (2005), as cited by, Harlin (2008), found a link between television viewing at age 4 and later bullying when these children were ages 6 to 11. A study by Magwa and Ndlovu (2016), the study revealed that some children bully others due to the influence of the media such as some television programmes like wrestling, and some video games.

2.5.3 School Climate environment

According to Mwereke (2015), once addressing bullying behaviour, wherever bullies are being tolerated, bullying behaviours tend to continue and prosper, and once it's non-tolerance towards bullies, aggressive behaviours are going to be curtailed to an excellent extent. Carpenter and Ferguson (2014), highlighted that kids World Health Organization learns through expertise that there are not any serious consequences for bullies in colleges can still abuse them. This concurs with Suckling and Temple (2000), that bullying in colleges is often caused by poor leadership designs, management practices, lack of supervising and preventive measures. Thus, Mugove (2017), adds that establishments that have strict rules and shut supervising of activities that children are going to be doing are probably to possess fewer cases of bullying than wherever children are left unattended for long periods. faculty factors could operate through faculty climate, faculty policies and anti-bullying strategies; with some analysis highlight the role of pupil relationships with academics (Troop-Gordon & Quenelle, 2010).

2.5.5 Peer Pressure

Olweus (1993) noted that bullying is seen as a gaggle development. at intervals, the varsity surroundings, the cluster|coevals|contemporaries|generation} can typically bully another group or individual for reasons which can be real or notional or just to own fun. In line with Magwa and Ndlovu (2016), peer pressure contributes to the event of bullies. In their study, they established that eighty-four of bullying behaviours occur at intervals in peer context. This is often additionally in line with the observation by Phillip (2000), who noted that peer pressure plays a key role in promoting anti-social behaviour. Repo (2015) noted that peer group is characterized by power imbalance that follows the group dynamic nature of bullying. The man of science more adds that peer rejection can be a risk issue that might result in bullying. It will increase relative victimization in babyhood which feeling regulation talent predicts decreases in peer rejection and physical victimization.

2.6 Effects of bullying

According to Rivara and Menestel (2016), bullying behaviour may be a major problem among school-age kids and adolescents. It has short and long effects on the victim, the bully and the stander present during the bullying. According to Rigby (2003), there are four classes of negative health conditions that may be identified:

1. Low psychological well-being. This includes states of mind that are usually thought of unpleasant however not acutely distressing, like general unhappiness, low shallowness, and feelings of anger and unhappiness.
2. Poor social adjustment. This unremarkably includes feelings of aversion toward one's social surroundings, evident through expressed dislike for college or work, manifest loneliness, isolation, and absence.
3. Psychological distress. this is often thought of additional serious than the primary two classes and includes high levels of hysteria, depression and self-destructive thinking.
4. Physical unhealthiness. Here, there are clear signs of physical disorder, evident in medically diagnosed sickness. neurotic symptoms are enclosed during this class.

2.6.1 Emotional consequences

Bullying causes severe emotional consequences for those who are bullied such as, reducing self-esteem depression, anxiety, and self-destructive thoughts of its victims (Vorster, 2015; Rigby 2003)). On the victim, bullying makes the young children insecure and this has a mental and emotional impact as the child is isolated, angry and withdrawn. In distinction, bullies are each in danger of skyrocketing their anti-social and criminal behaviour or continued to be bullies as adults. Young children are each aggressive victims and bullies appear to become socially rejected later in life (Sourander et al. 2009).

Baldry and Farrington (2000) state that if bullying persists, victims sometimes feel compelled to require forceful measures like retribution within the varieties of fighting back, weapon carrying or maybe suicide. additionally, Zirpoli (2009), notes that the victims are additional probably to age being socially anxious and insecure, displaying additional symptoms of depression than those that weren't ill-used as kids. Baldry and Farrington (2000) illustrate that bystanders could expertise feelings of guilt or helplessness as a result of they failed to get on their feet to a bully on behalf of their friend or class fellow. they will be drawn into being perpetrators of bullying by cluster pressure and find themselves feeling unsafe, unable to require action or lose management.

According to Repo (2015), children who bully others have an increased risk of antisocial behaviour later in life, such as substance abuse and criminal acts, they are at a higher risk of marginalization. They tend to develop antisocial behaviour. However, Copeland et al. as cited by Repo (2015), revealed that men who had been bully-victims in their childhood pose more suicidal risk later in life, and the equivalent group of women had a higher prevalence of agoraphobia.

2.6.2 Educational Consequences

Children who are bullied may often avoid school in many ways, that is, they can start complaining of headaches and stomach pains. The child in this case stimulates symptoms to ensure they stay at home on the day. Absenteeism often results in academic failure (Vorster, 2015). The bullies may tend to struggle academically and have problems in resolving interpersonal conflicts (Rivara and Menestrel (2017). Grades could suffer and develop as attention is drawn off from learning. Jvonen (2003), propounded that those that bully others are additional probably to drop out of faculty and have a tendency to develop

violent tendencies. Bullies may additionally fail in class and not have the career or relationship success that people fancy.

2.6.3 Physical consequences

Bullying leads to physical consequences which include bed-wetting, nail-biting and loss of appetite. Children being bullied can experience psychosomatic symptoms related to stress. Menesini and Salmivalli (2017), bullying brings negative health consequences for each of the bullies and also the victims and it will hurt the bystanders still. Thus Rivara and Menestrel (2017), noted that the physical consequences can be immediate that is injury, long term effects such as headaches and sleepless disorders. In addition, bullying will trigger psychological state issues in victims United Nations agency failed to antecedently have any. The young kids aged 5–7 years more matured, United Nations agency are the victims of bullies, tend to be maladjusted throughout their early college years (Arseneault et al. 2006, Kirves and Sajaniemi 2012).

2.7 Intervention strategies

In light-weight of the on top of effects of bullying, there's a desire for early intervention to strengthen children's psychological, social and physical safety, and a secure learning setting for growth and development. Most of the preventive actions against bullying ought to be started reception before a toddler enters school (Pearce and Thompson, 1998). The parents have a serious role to play in their children`s lives in order that they'll slot in social circles outside the family, For, example, by teaching them a way to manage their aggressive behaviour. Supervision of children is critically in reducing bullying behaviour. However, the amount of oversight varies betting on the kid, helpful methods embody characteristic speculative areas and specific times of the day once bullying is additional probably to occur, use of spot checks, and a few faculties have found that video cameras scale back bullying notwithstanding they're dummies (Pearce and Thompson, 1998).

Intervention strategies can be broken into two categories based on whether the bullying was physical or it was relational. According to Humphrey (2013), physical includes cases of aggression and fighting while relational includes teasing and gossiping or exclusion. In physical intervention, the focus is more

on the bully than the victim and the focus is on communication cause and effect of action. With intervention methods, teachers engage the bully and try to help the child to understand how their words affect the victim.

However, Webster-Stratton & Reid as cited by Douvlos (2019), there are 3 main approaches in preventing and reducing activity issues in educational institution kids and enhancing children's emotional and social competency as a collaboration with educational institution children's folks that strengthens family-school relations, teachers' coaching that empowers and motivates educators to implement consistent intervention programmes, and direct teaching of psychological feature, emotional and social skills.

According to Repo and Sajaniemi (2015) and Rose et al. (2014), raising awareness and training of teachers can help them identify and understand early forms of bullying and learn strategies for prevention and intervention. There is a need for early childhood teachers to focus on the development of social skills and create a positive school context (Rose et al, 2014). In addition, raising students' awareness towards the support of the victimised children and support 'an ethos of peer support can reduce bullying in the school environment (Graig, 2000).

Rivar and Menestrel (2016), argues that the usually used bullying hindrance approaches embody policies concerning acceptable behaviour in faculties and activity interventions to market positive cultural norms. Therefore, given the various things within which bullying will occur and also the many folks concerned, characteristic effective hindrance programmes and policies is difficult and unlikely that the approach can cowl all things. On the website Bullying.gov of us Department of Health and Human Services, they suggested maintaining positive relationships with lecturers, building healthy friendships and avoiding unsupervised areas of the varsity or playground, as a part of bullying hindrance methods.

Humphrey (2013), noted that intervention created to this point is meant for elementary-aged children and older and has been tested effective and will be troublesome for early childhood education learners to understand. The intervention ways of teaching social skills to youngsters WHO bully and positiveness of the cowed youngsters can facilitate if there's conjointly a syllabus at the room level.

According to Repo (2015), a Swiss man of science academic Alsaker has compiled a program of measures for preventing bullying, “The Be-Brox” model, that is powerfully supported coaching educational institution academics. The coaching consists of six steps that are aimed toward orientating educators with bullying as development and with preventive practices associated with it (Alsaker & Nägele, 2008). It was found to be amongst the 19 simplest programs yet because the solely research-based program developed for the educational institution setting (Farrington & Ttofi, 2009).

On the opposite hand, there are varied anti-bullying intervention programs developed for schools over the years; the Finnish KiVa program and Olweus Bullying hindrance Program all told chance the only well-known of these. The models and principles emphasize the importance of “showing heat and positive interest, and involvement with students’ lives, setting firm limits to unacceptable behaviour, the employment of intangible and non-hostile negative consequences once rules are broken and thus the existence of authorities and positive role models” (Olweus & Limber, 2010, 126). For example, Olweus’ program mentions negative consequences that follow from bullying others. However, Olweus doesn't specifically mention what these consequences are but emphasise their non-hostile nature. Therefore, associate-bullying rules for every room ought to be a freelance part of the school’s discipline policy (Olweus & Limber, 2010). In the KiVa program, intervention in bullying things consists of individual and tiny cluster discussions with victims and people who have participated in bullying. These fact-finding discussions are modelled on the dialogue technique created by Pikas yet as on Olweus' recommendations on the character of the dialogue with bullies (Repo,2015).

In the KiVa program, intervention in bullying situations consists of individual and small group discussions with victims and those who have participated in bullying. These investigative discussions are modelled on the dialogue method created by Pikas as well as on Olweus' recommendations on the nature of the dialogue with bullies (Repo,2015).

2.8 Theoretical Framework

This study was privy to Bronfenbrenner's ecological systems theory. The ecological model states that the setting at intervals that the kid is known as is of nice price as a result it contributes largely to the style a nipper behaves at school, Bronfenbrenner 1979 (cited in Olweus, 2010).

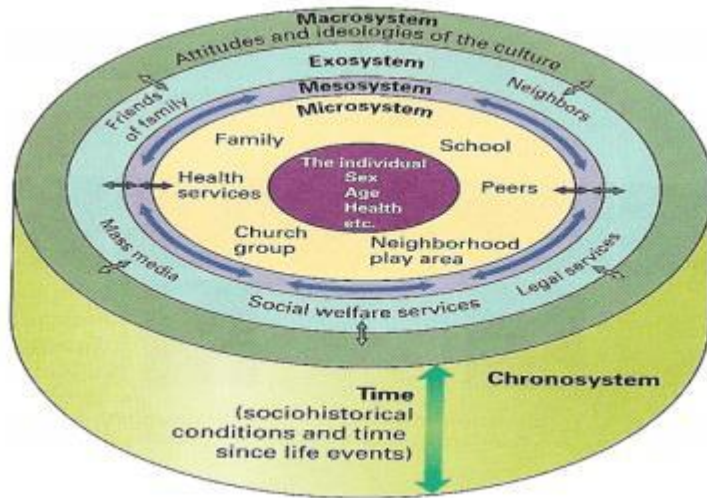


Figure i: Bronfenbrenner's ecological theory

Bronfenbrenner's ecological theory consists of five environmental systems ranging from personal interaction to the influence of wider culture. Bronfenbrenner calls these systems microsystem, mesosystem, ecosystem, macrosystems, and chronosystem.

2.8.1 Microsystem level (the child's immediate environment)

A microsystem may be a setting wherever people pay tons of their time. Some contexts during this system embody families, peer teams, schools, and neighbours. During this microsystem, people move directly with folks, teachers, peers, and others. In line with Bronfenbrenner, students aren't passive recipients of expertise during this setting, however, kids are those that move reciprocally with others and facilitate construct these settings. Bronfenbrenner argued that have is "most powerful in shaping the course of psychological growth" (p. 22). Concerning bullying development, factors regarding the expertise within the family embody parental violence, authoritarian parenting, and parental permissive attitudes toward bullying (Lee, 2010). Mwamwenda (2010) points out that the kid learns and adopts behaviours that they've been exposed to at intervals in the microsystem particularly as a result of they need an immediate influence on them. For instance, if a baby is nurtured in an exceedingly home wherever violence is that the order of the day, the kid is possible to imitate the behaviour which can

translate to high school bullying. Therefore, unsafe surroundings will influence bullying behaviour attributable to inadequate adult oversight or negative social influences.

2.8.2 Mesosystem level (relationship between mesosystems)

The second layer of the ecological model is that the mesosystem. In line with Santrock (2004), this method is bothered with the link between the microsystems. It primarily involves the connections between the child`s microsystems consists of relationships and processes that occur between 2 or additional settings that contain those that are developing (for example, the link between home and college, college and work, etc.). In different words, a mesosystem may be a system of microsystems. For instance, the house and also the college ought to establish a positive relationship to market the event of a virtuously upright member of society in an exceeding kid. However, if the varsity and also the home imparts to the kid conflicting lessons, the kid is certain to get confused and within the method could lose the correct path and develop undesirable behaviours which can bring about high school bullying.

2.8.3 Exosystem level (community)

The third layer is remarked because of the exosystem. Donald, Lazarus and Lolwana (2010) noted that the exosystem is formed from the community at massive together with the neighbourhood, the social networks, work-related structures and government agencies. The exosystem involves experiences in an exceedingly social setting within which the kid may be a passive participant nonetheless is affected. for instance, the parents` friends, parents` work, board among others. A child that grows up in an exceedingly home that lacks stability and security could exclaim for attention the incorrect approach. The child could dispose of his frustrations by being violent towards different children at school.

2.8.4 Macrosystem level (culture)

The fourth layer of Bronfenbrenner`s theory is that the macrosystem. Macrosystem may be a broader culture. Culture may be a broad term that has the role of quality and socio-economic factors in child development. Culture is that the widest context within which students and teachers live, together with the values and customs of the community. Borich and Tombari (2003) assert the macrosystem contains the overarching values, ideology, laws and perspective of a selected society. It includes the overall beliefs and values that form up the principles that regulate everybody`s behaviour. though the

establishments of the macrosystem could appear so much aloof from the child`s development, they play a major role. Dullard (2006), reports that the values, norms and beliefs of the broader society, have a robust influence on shaping the behaviour and ultimately the temperament of youngsters. Thus, if a baby is remarked in an exceedingly culture that condones violence as to how of maintaining discipline, then the kid sees no fault in exerting similar aggression towards peers at college. Unconsciously, the child perpetuates school bullying.

2.8.5 Chronosystem Level

The chronosystem level may be a socio-historical condition of kid development. Sprinthall, Sprinthall and Oja (2006), noted that it involves the patterning of environmental events and transitions over the life course still because of the socio-historic events. For instance, the death or the divorce of fogeys could stimulate feelings of helplessness in children. Children with anger problems are probably to interact in bully behaviour to catch up on their feelings of fury.

The 5 systems of the ecological model printed higher than indicating that the kid doesn't develop in an exceedingly void, however, is influenced by numerous factors within the immediate surroundings, society and culture as a full. The speculation is sort of helpful in explaining and understanding however kids develop bullying tendencies.

2.9 Summary

The review started with interrogating the concept of bullying concept, types of bullying and prevalence of bullying in Early Childhood Development. The ecological model as applied to bullying revealed that the environment with which the child has associated plays a significant role in the child`s bullying behaviour. Children that are exposed to violence within the family may be more frustrated that they become violent towards others. The next chapter focuses on the research methodology that was adopted for this study.

CHAPTER THREE

METHODOLOGY

Introduction The previous chapter centred on the literature review that was associated with the study. The literature review highlighted the gap between the available literature and what the researcher aims at looking for. This chapter focuses on the methodology that the researcher used. The most focus of the methodology chapter is to explain the quality, nature and limitations of the research designs, research instruments as well as data collection procedures for this research study.

3.1 Research Approach

This study used a mixed-method research approach which includes quantitative and qualitative designs to obtain data from parents, teachers, a teacher in charge and the school head. In Cresswell (2009) 's view, mixed methods research is an approach to inquiry that combines both qualitative and quantitative forms of research. The mixed-methods approach was used because it provides a lot of complete and comprehensive understanding of the analysis downside from either quantitative or qualitative approaches. The utilization of the mixed-method approach is even as a result of it provides and develops higher and a lot of context-specific instruments just like the questionnaires, interviews, and observations.

The mixed strategies analysis was accustomed to counter the weakness of each qualitative and quantitative analysis strategy. To confirm the responsibility and validity of the analysis knowledge, the triangulation principle was used as a result of it permits the scientist to use many strategies to look at the bullying phenomena. Hanson et al (2005) counsel that victimization the mixed methodology style allowed the scientist to generalise from the sample to a population to achieve a richer, discourse underneath standing of the bullying development under study.

3.2 Research Design

Kothari (2014:31) printed an enquiry design as “the arrangement of conditions for assortment and analysis of knowledge throughout a fashion that aims to combine relevance to the research purpose with economy and procedure”. Grey (2014) adds that the research design describes the aim of the study, the varieties of inquiries to be self-addressed, techniques to be used for assembling information approaches

in choosing samples and the way the information are going to be analysed. It constitutes the blueprint for the gathering, mensuration and analysis of information (Kothari, 2014:31). The design provides out the arrangement during which the analysis is going to be conducted.

To establish bullying amongst early childhood development learners, a case study style was used to conducting the research. Yin (2003) defines a case study as an associate empirical inquiry that investigates up to date development at intervals in its real-life context, significantly once the boundaries between development and context are not clearly printed. The case study approach is extremely useful in things where discourse conditions of the event being studied square measure very important and where the researchers have no management over the events as they unfold. Neale, jock and Boyce (2006:4) state that the primary advantage of a case study is that it provides rather a lot of elaborate information than what's offered through various ways and so the scientist is in a position to gift knowledge collected from various ways to produce a whole study. Certain primary school was used as a case to analyse bullying amongst babyhood development learners at the institution.

3.3 Data Collection

To collect data questionnaires, interviews and observation research instruments were used. Triangulation of the methods of data collection was used to increase the study`s accuracy and validity (Golafshani, 2003). The study employed methodological triangulation which involved questionnaires for the parents of the children in Early Childhood Education, Observation schedule and interviews of the School Head, Teacher In-charge and the teachers of ECD A up to ECD B.

3.4 Population

Cresswell (2006) defines population as a well-defined assortment of people or objects familiar to own similar characteristics. In this case, the population includes 8 early childhood development teachers in ECDA and ECDB, administrator and 179 parents of the children in early childhood classes at Mckeurtan Primary School.

3.4.1 Sampling

According to Mugo (2010), sampling could also be a method of selecting an associate applicable sample that will be representative of a section of a population to stipulate restrictions or characteristics of the whole population. Stratified sampling was accustomed to embodying the oldsters per their kids' categories. Stratified sampling involves choosing subgroups within the population that square measure adequately delineates within the sample (Gall, Gall and Borg, 2003:173). The advantage of victimization stratified sampling is that it will increase the chance of key teams being within the sample whereas additionally guaranteeing random choice. This was used to ensure the representation of learners' parents according to their grades from ECD A to ECD B. The participating teachers and school administrators were purposively selected. The ECD teachers were chosen on the basis that they teach and assess how ECD children interact with one another so they will be well informed on the topic under study. The school administrators were chosen for the study as they are responsible for evaluating ECD teachers, the school administration processes and policy implementation of the entire school.

This study used a sample size of 123 parents calculated using the Raosoft sample size calculator. Raosoft is software used to calculate the sample sizes that reflect the target population as precisely as needed (Raosoft, 2009). The Raosoft sample size calculator was used to establish the confidence level of 95% and the margin of error of 5%. The researcher came with a sample size of 123parents. The sample size was established as follows:

Confidence level 90%

Sampling error 5%

Population size 179

Recommended sample size 123#

The research worked with a sample size of 123 derived from the parents of the children in ECD A and ECD B.

3.5 Instruments

Data were collected in two phases with the first phase focusing on the questionnaires with the parents and the second phase observations and interviews. Cresswell (2006) states that analysis instruments square measure measuring tools designed to get knowledge on a subject of interest in a very study. For

an in-depth and multifaceted study of this nature, the researcher will use questionnaires, interviews, and non-participant observations.

3.5.1 Questionnaire

A semi-structured questionnaire was administered to parents and teachers because they are convenient as they are not time-consuming. As per Kothari (2012), questionnaires permit the scientist to keep up the obscurity of the respondents thereby giving an increase to honest answers which can improve the validity and responsibility of the analysis results. Additionally, Heath et al., (2009:132); Bucknall, (2012) noted that questionnaires give how for researchers to think about employing a massive sample of participants and gain a lot of views than once closing interviews they're less time overwhelming and cheaper to administer than different strategies, however, will be labour intensive to style (Bryman, 2008).

Questionnaires got to be clear and epigrammatic and address the analysis aims (Bryman, 2008). per Heath et al., (2009), if questionnaires square measure poorly designed, as an example, a long or unclear, there's the chance that participants can realize them boring and find themselves giving answers that don't mirror true views of the phenomena being studied. Moreover, self-administered questionnaires have a high risk of low response rates (Bryman, 2008). However, Bucknall (2012) highlighted that using this method can help the researcher to gain a broad view of participants' opinions on a research topic but, as the responses are given are limited, it is more useful when combined with other methods.

3.5.2 Interviews

In the present research, the researcher also used the semi-structured guided interview approach. This type of interviewing strategy is more suitable for obtaining data about a certain topic. The interview involves a direct interaction between the researcher and the participant. This will enable the researcher to probe responses, follow up, clarify and ask the participant to elaborate. The researcher can note the verbal responses as well as the non-verbal responses (De Vos et. al. 2009:292). The semi-structured interview was accustomed gain an in-depth image of the participant's beliefs, feelings and accounts of the subject being mentioned.

Interviews of this nature are especially suitable where issues are complex, controversial or of a personal nature. In the case of the present research, the topic of bullying was sensitive, especially where the

participant was a bully or a victim. Though there was a set of predetermined questions, the researcher was guided by the schedule rather than being dictated by it. The questions that the researcher selected were meaningful and moved from simple to more complex.

3.5.3 Observation

An observation guide was used to observe children`s behaviour during, break time and playtime to establish their behaviour. Perren (2000) states that observation could be the best method for obtaining reliable information on bullying in kindergarten. According to Newsome (2016) nonparticipant observation “is direct observation of the natural phenomena without participating in the subject”. The purpose of research activity does reveal to those being observed. The researcher does not take part in the activities being observed. Observations facilitate to ground the reality and triangulate the problems underneath the study, make sure or challenge different knowledge (Patton 2001). The observations were done concurrently with an interview to minimize disruption classes.

3.6 Validity and Reliability of Research Instruments

According to Kane (2001: 320) validity is essential in ensuring that the tools accurately measure intended variables as well as eliminate possibilities of measuring unnecessary variables Reliability refers to the consistency of an instrument (Bryman, 2001:70). To be credible, the associate instrument should be stable in order that its use will be continual many times with identical results. Validity refers to if an associate indicator or set of indicators that are devised to measure an idea measures that idea (Bryman, 2001:72).

Validity refers to whether an indicator or set of indicators that is devised to gauge a concept measures that concept (Bryman, 2001:72). The researcher self-administered questionnaires, interviews schedules and observation schedules that have been successfully used to investigate bullying in several schools. Interviews were recorded with the permission of the interviewees. This prevented misrepresenting the views of those interviewed. This helped in guaranteeing the credibility of interview data. Research tools and instruments were designed to ensure that they measure the study variables that they intended to measure.

Content and construct validity square measure key in measuring device validity with content validity specializing in ascertaining whether or not the designed analysis tool contains enough inquiries to adequately cowl the total purpose of the study. The scientist ensured content validity by ensuring that the analysis queries square measure unfolds across the known literature review gaps to fill the analysis gap. Also, the queries were aligned to crucial problems around analysis objectives and queries. Construct validity focuses on the development of queries. The scientist created certain that each query was epigrammatic, clear and relevant. Closed queries were extensively utilized to permit respondents to retort to asked queries. Construct and content validity was expedited through meticulous efforts to pre-test the information-gathering tools.

The research instruments were pre-tested to establish whether the research instruments were accurately constructed and whether the respondents could easily understand them. The pre-testing assisted the researcher to assess if the respondents will be able to provide information willing. After pretesting, necessary adjustments were made to the research instruments. Attention was also given to ensure that the research sample size was large and representative enough to allow generalisation of findings to the rest of the Early Childhood learners at Mckeurtan Primary School. The target was to ensure the generalisation of research findings to the study population using a universally acceptable threshold of 95% level of data statistical significance.

3.7 Trustworthiness

Establishing traits ensures the standard of the findings. It will increase the arrogance of the reader that the findings square measure deserves attention (Law, Stewart, Letts, Pollock, old master & Westmorland 1998:8). In qualitative analysis, the subsequent square measure four ways to attain trustworthiness:

3.7.1 Credibility

In their analysis Sinkovics, Penz & Ghauri (2008: 699) suggests that credibility focuses on establishing a match between what the respondents advice those bestowed by the researcher. In this study, credibility was addressed by interviewing the administrators and through observations of ECD learners. This was done to elicit their experience of bullying. Furthermore, the participants were knowledge-rich, as they were carefully selected because of their involvement with ECD learners. The full transcripts of the interview and observation schedules were included at the end of this dissertation. Triangulation of mixed

methods was used to check for consistency of findings generated from different data collection methods (Patton, 2002:661).

To ensure credibility in measurement, methodological and data triangulation was done to ensure that what the study intended to measure comes out through different methods. Triangulation of different multiple methods enabled the researcher to validate evidence gathered from questionnaires, interviews and observation about bullying amongst ECD learners. This ensured validity of the research findings.

3.7.2 Transferability

Transferring the findings of qualitative analysis involves the researcher having to sit down with the initial theoretical framework to point out however knowledge assortment and analysis was radio-controlled by ideas and models. Therefore the findings will either be transferred or not. Thus the findings can either be transferred or not. Another way of ensuring transferability is to use more than one data gathering method (De Vos et.al. 2009:346). In the case of the present research, data were collected using individual interviews and observation. Direct quotes from the individual interviews were included in this research study. This makes it possible for other researchers to decide if the transfer is possible or not.

3.7.3 Dependability

Guba and Lincoln (1994) note that reliability refers to if identical findings are going to be consistent if an identical study was to be replicated, with identical participants, at intervals identical context. Thus, for a probing study to be trustworthy there should be the steadiness of the results over time. The researcher must justify clearly however the information is going to be processed and analysed. Throughout the interview method with the school administrators, the researcher verified with the participants the accuracy of what they same.

3.7.4 Conformity

To ensure sound judgement the findings should be confirmed by another. So an analysis of the research rests strictly on the information and not on some characteristic of the scientist (De Vos et.al. 2009:347). During this research study, the researcher had to re-read the transcripts to examine for themes that will

make sure the researcher's findings. Participants were additionally questioned on whether or not they united with the researcher's conclusion on however they felt concerning bullying.

3.8 Data Presentation and Analysis

Data analysis consists of examining, categorising, tabulating recombining the proof to deal with the initial propositions of a study (Yin 2003). An important element of guaranteeing knowledge integrity is that the correct and applicable analysis of analysis findings. Qualitative knowledge was transcribed and analysed victimization the content analysis methodology whereas quantitative knowledge was analysed victimization descriptive statistics and displayed within the sort of frequency tables, pie charts and graphs. The research data was presented, analysed and interpreted using both text and descriptive statistics. Descriptive statistics were used for the analysis and presentation of quantitative data with the aid of graphs and charts. Laerd (2012) defines descriptive statistics as procedures used to organize, summarize, and visualize quantitative data such that patterns merge from the data. Descriptive statistics enabled the researcher to present data in a more meaningful way, which allows for simpler interpretation.

Qualitative analysis was accustomed remodel the information into findings. This involves reducing an outsized quantity of raw info, finding out what's vital and necessary info, trying to find patterns and making a framework for the essence of what the information reveals. Knowledge analysis additional brings order, structure and assuming to the mass of collected knowledge (De Vos et. al. 2009:333). The information was analysed victimization open writing. Throughout open writing, the information is dampened into separate elements, that square measure closely examined for similarities and variations. The phenomena are then labelled. Once this is achieved then concepts that pertain to the same phenomenon are grouped under that phenomenon (De Vos et. al.2009: 341-342). The audiotapes were transcribed verbally by the researcher. No additions or omissions were made. Additional notes were taken during the session.

As Leedy (1993:318) points out, knowledge is bestowed in terms of the matter. The mass of knowledge should then be statute, organized and separated into segments that ought to then correspond to a specific section of the matter to be studied. This will then be exhibited in a logical sequence. Initially, categories

and themes will have to be generated; thereafter a coding system will be applied to the data. Once these emerge the researcher will still search for alternative explanations for the patterns that emerge before making a final report (De Vos et. al. 2009:338-339). Coding qualitative data involves the researcher grouping similar concepts together. The data with main themes was scrutinised allow the researcher to further examine relationships between the patterns of behaviour of ECD learners.

3.8 Ethical Issues

Anyone aiming to undertake analysis, or is concerned in the research must be responsive to the final agreements concerning what's correct and improper in research (Babbie, 2004). In perceptive ethical ethics, the scientist ensured that the rights of respondents weren't desecrated. Bullying is very sensitive and warrants loads of privacy. For this reason, the scientist took extreme care in addressing moral problems that relate to the study.

3.8.1 Approval to Carry Out the Study

Permission was sought from the Provincial Director in the Ministry of Primary and Secondary Education.

3.8.2 Protecting Privacy and Confidentiality

Before endeavouring this analysis, the scientist helps the respondents concerning the intentions and objectives of closing this research. Necessary steps were being taken to tell the respondents concerning their right to not participate in any section of the analysis if they thus would like. The researcher protected the obscurity of the research participants and therefore the confidentiality of their disclosures unless they consented to the discharge of non-public info through the utilisation of pseudo names (Cresswell, 2013:174). Therefore, respondents were asked to stay anonymous to guard their privacy. Moreover, the researcher assured the respondents that the responses that they supply throughout the study won't have any negative impact on them presently or within the future. The researcher ensured that the information was command with strict privacy and for instructional functions solely.

4.8.3 Informed Consent

Denscombe (2002:138) states that consent is wherever voluntary consent of the human subject is crucial. therefore getting consent implies that each one doable or adequate info for one reaching the goal of the

analysis, the procedures, doable benefits, disadvantages, dangers to that the topics may be exposed and credibility of the researcher should initial incline to potential subjects, during this case, the oldsters, academics and therefore the faculty directors. Consent was wanted from the parents, teachers and school administrators who were willing to participate in the study. The scientist asked the would-be participants if they're willing to unleash the knowledge required by the scientist. They were told that they're liberated to withhold any info or be at liberty to 'walk out of the analysis at any given purpose in time if they thus wanted.

3.9 Summary

The chapter focused on the methodology that was used for the study. The research study adopted a mixed methodology research paradigm and used the case study research design. The chapter details the use of the case study research design and its justification for investigating bullying in Early Childhood Development at Mckeurtain Primary School. The detailed processes and the methods of conducting the semi-questionnaire structured interviews, and observation methods were described. The final sections of this chapter describe the data collection and analysis procedures, together with the ethical considerations for data collection. The next chapter looks at data analysis and presentation of findings.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, AND DISCUSSION

4.0 Introduction

This chapter represents data presentation, analysis, and interpretation of research findings on bullying amongst early childhood learners. The research used mixed methods which allowed the use of both quantitative and qualitative research instruments. Quantitative findings from the parents and teachers were presented together with qualitative results from the school administration to relate the results and come up with a coherent conclusion. Quantitative data was collected using closed and open-ended questionnaires and it was analysed using descriptive statistics. Qualitative data was collected from interviews with the administrators and the observations conducted on the learners. Data is presented in themes guided by the research objectives which were outlined in Chapter one. The data presented seeks to answer the following:

- Factors that contribute to bullying amongst early childhood development learners
- Effects of bullying amongst early childhood development learners.
- Intervention strategies that can be used to mitigate bullying practices amongst early childhood development learners.

There were 69 parents, 8 ECD teachers, and 3 administrators who participated in this research study. The researcher used P, A, and T as participant`s pseudonyms.

4.1 Presentation of Bio-data Results

4.1.1 Parents

The respondents indicated the gender and the age range of their children in Early Childhood Education. The respondent's children`s gender is shown in table 1 and table 2 below:

Table 1: Gender of Child represented by the parent

Gender	Number	Percentage
Male	35	51%
Female	34	49%
Total	69	100%

Data in Table 1 indicated that 51% of the participating parents were for male learners whereas, 49% of the participating parents were for female learners. The information above may suggest that bullying is more common amongst ECD male learners as represented by the parents who participated in the study.

Table 2 Age Range of the Children

Age Range	Number	Percentage
3-4 Years	31	45%
5-6 Years	38	55%
Total	69	100%

Data in table 2 above indicates that (55%) of the participating parents were from the ages 3-4years and 45% were from the ages 5-6 years. This information may suggest that there more ECD learners within the category 5-6years who might be involved in bullying or are being bullied at school.

4.1.2 Teachers

Data was collected from Eight ECD teachers who participated in the study by responding to a questionnaire.

Table 3: Gender of the Respondents

Gender	Number	Percentage
Female	7	87.5%
Male	1	12.5%
Total	8	100%

Data from table 4 above indicated that 87.5% were female while 12.5% represented male teachers. The observation in this gender scenario is that female teacher dominates early childhood development education than males.

Table 4: Age Range of the Respondents

Age Range	Number	Percentage
21-30		
31-40	1	12.5%
41 and above	7	87.5%
Total	8	100%

Data from table 4 above on the age range of the respondents indicated that 87.5% are in the age range of 40 and above and 12.5% are in the range 31-40years. This information indicates that mature people dominate in early childhood development.

Table 5: Professional Qualifications of the Teachers

Professional Qualification	Number	Percentage
National Certificate		
National Diploma	7	87.5%
Bachelors	1	12.5%
Masters		
PHD		
Total	8	100%

Data from Table 5 above on the professional qualifications of the respondents indicates that 87.5% of the participating respondents have a National Diploma whereas 12.5% had a Bachelor of Science Degree. This information indicates that the respondents had knowledge of ECD learners and they are qualified to handle bullying incidences among the learners.

4.1.2 School administrators

Table 6: Gender of School administrators

Gender	Number	Percentage
Male	-	
Female	3	100%
Total	3	100%

The school administrators were represented by three females (100%).

4.2 Findings

4.2.1 Findings of question one: What are the factors that contribute to bullying amongst early childhood development learners at Mckeurtan Primary School?

Findings for establishing the concept of bullying were derived from questionnaires and interviews with the parents, teachers, and school administrators. The findings on the concept of bullying amongst ECD learners indicated that bullying involves intimidation of the weaker learners by stronger learners causing physical and emotional harm. The responses were derived from A-administrators, P-Parents, and T-Teachers.

A1-Bullying is the mistreatment of the learners by other learners leading to physical, emotional harm, and sometimes even sexual harassment.

A2- It's a situation whereby a learner harasses other learners

A3- Bullying is using strength or power to hurt the weaker pupils especially at school.

T1- Bullying is using the strength or power to hurt the weaker pupils especially at school

T2- Abuse of one person through hurting or frightening them.

T3- A behaviour that is not welcome in society.

T4- It is the mistreating of other learners by their peers.

P1- it is an act of intimidation by a weaker person repeatedly through hitting, slapping, punching, kicking, or tearing other children`s books.

P2- It is the mistreatment of children by other learners or classmates.

P3- Forcing one`s will on others, being abusive of others using force or threats.

P36-Pushing and kicking another learner.

P43- It is a wrong behaviour that inflicts harm on another child physically. From the information provided in the findings bullying involves hurting, harassing, wrong behaviour that is not acceptable, taking advantage of a weaker learner, and in the process causing emotional and physical harm.

To establish whether bullying is there at Mckeurtain Primary School the school administrators and the teachers were asked whether they have received bullying reports from the Early Childhood Learners. The findings from the respondents revealed that the majority of the learners 62.5% reported bullying incidences daily, 12.5% seldom reported, 12.5% monthly, and 12.5% weekly. This information indicates that bullying is prevalent at the school as most of the learners report being bullied. Chart 1 below indicates the findings from the respondents:

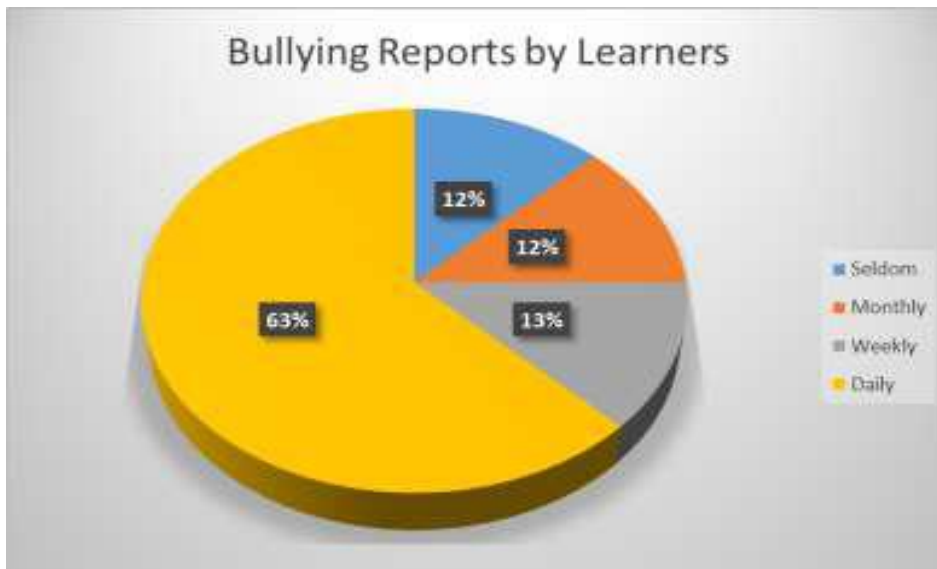


Figure ii Bullying Reports by Learners

The administrators also revealed that they had experiences of bullying amongst Early Childhood learners. Many reports have been received on bullying amongst these learners. Their responses from the interviews held were:

A1- Very prevalent in ECD in the form of physical harm through beatings, social isolation, insulting and jeering.

A2 -Yes we have received many of them

A3 -Yes several times

The findings from the observations held on the ECD learners during their break time, free play, and toilet routine revealed that the learners showed bullying tendencies and they also reported these incidences to their teachers. This information concurs with other respondents that acts of bullying are being carried out by ECD learners at Mckeurtain Primary School,

To establish whether the parents are aware that their children are being bullied at school parents were asked if their children showed any signs of being bullied from school. The findings indicated that 64% of their children had signs whereas, 36% did not have any signs. This information may suggest that more children are being bullied as reflected by the signs whereas those without signs might have been bullied but do not have signs owing to the type of bullying they have been subjected to or were not bullied. The table below indicates the findings from the respondents:



Figure iii Parents with Children showing signs of bullying

Furthermore, the researcher asked the teachers and the administrators about the factors

that cause bullying amongst ECD learners at Mckeurtain Primary school.

On the factors contributing to bullying the respondents indicated that Social background 37.5% played a major role in bullying, peer pressure and big body 25% and media 12.5%. This indicates that social background is the major contributory factor to bullying. The administrators indicated that bullying was caused by the home environment as a result of poverty, media (Television) exposure, irresponsible parenting, peer pressure, big body, and weak school policing. The responses were:

A1- Home environment, Social media that they watch stronger and taking food from the weaker ones.

A2- Bully environment at home, irresponsible parenting, growing up African traits, exposure to social media, lack of close monitoring, and also weak school policies on bullying.

A3- It could be due to home background.

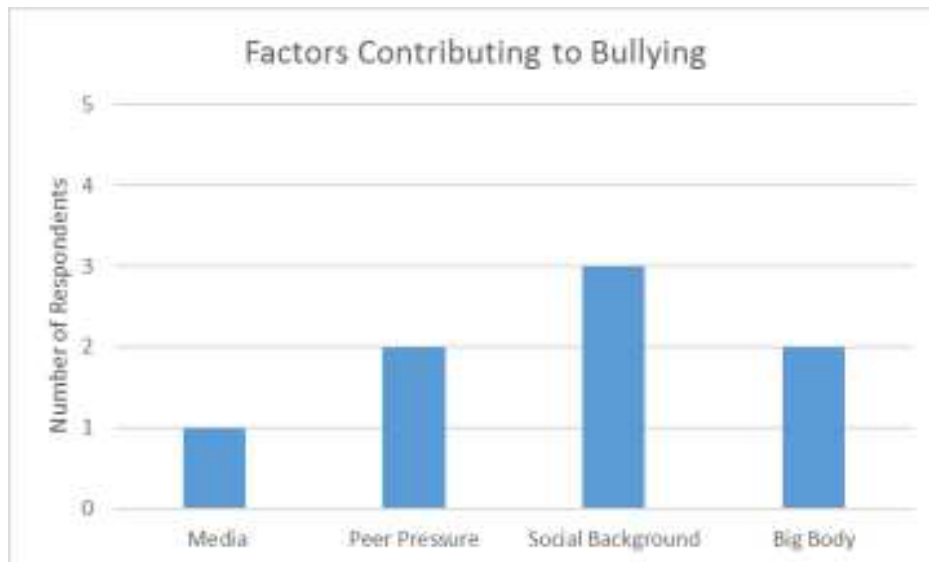


Figure iv: Factors contributing to bullying

From the observations held during break time, free play, and toilet routine, the findings revealed the causes of bullying as mostly poverty, jealousy of the victim, big body, ICT

clever and egocentrism. The information from the findings indicated that bullying in early childhood learners at Mckeurtan Primary School is caused mostly by home background and the environment in which the is socialized .

4.2.1 Discussions of question one which says: What are the factors that contribute to bullying amongst early childhood development learners at Mckeurtan Primary School?

The findings on the definition of bullying amongst ECD learners indicated that bullying involves the intimidation of other learners repeatedly using power to cause harm to the weaker learner repeatedly. This may lead to emotional and physical harm. The bullying tendencies include hitting, pushing, punching, kicking, and tearing other children`s books. This behaviour is condoned by society and the school. From experience with ECD learners, it shows that they are more involved in pushing, hitting, jeering, punching, and in fewer cases use abusive language on others Olweus (1994), highlighted that when defining bullying there are three characteristics involved and these are causing harm, use power imbalance and repeatedly over a weaker person. However, Saracho (2017) notes that process bullying in time of life education mistreatment the standard definition of bullying makes it tough to differentiate between the initial look of additional risky behaviours in youngsters and their natural sequence in act risky behaviours. Sweetenham (2003) argues that in young youngsters, the term aggressor ought to be used rather than a bully.

Findings to establish if there were bullying incidences reported amongst ECD learners at Mckeurtan Primary School indicated that they were reports of many reports made daily. However, some children rarely report any bullying incidences to the teachers. This can be as a result of being able to deal with the bully or from fear of further bullying. This was confirmed by the number of parents who had observed signs of bullying from their children. The observations carried out confirmed the bullying tendencies during break time, playtime, and toilet routine. ECD learners usually report acts of bullying daily as and when it occurs. Sometimes others do not report but they resort to crying. A study by Sajaniemi (2012), Repo (2015) Bullock (2002:131), concur with the results that bullying does occur among early childhood learners, it is an everyday occurrence they face often occurs in the playground.

The research findings on the factors that contribute to bullying amongst the ECD learners indicated that bullying was caused by home background, social media, irresponsible parenting, peer pressure, big body, and weak school policing. Social background is linked to the home environment of poverty, irresponsible parenting that is the negligence of the child, and being overprotective. So failure to meet the needs of the child by the parents can also lead to bullying. Maslow's (1943) hierarchy of wants demands that basic wants should be met before youngsters will concentrate on learning. Children commonly have issue that specialise in learning, several time of life programs offer breakfast, snacks, and lunches. Some children with huge bodies tend to require advantage of those with weak to indicate their power.

The children from poor families may become jealous of others and become bullies or those from well-up families take advantage of the poor. Family plays a major role in the socialization of the child. From the observations of the children in ECD bullying is usually copied behaviour from the home environment. Furthermore, the findings established that having a big body was another least factor that contributed to bullying amongst the ECD learners. In a study by Tanrikulu (2020), the participants did not regard being strong and well-built as a distinctive of a preschool bully or victim. This means that early childhood bullying is not limited to physical bullying and also having a big body is not the sole reason for bullying others or a protecting factor from being bullied.

Peer pressure from others to conform to the behaviour and the desire to fit in results perpetrates bullying among the learners. Findings indicated that peer pressure contributes to bullying and has a significant impact on the learners. The peer groups provide the bullies with social support and bullies tend to be friends with other bullies. Therefore the more friends a learner has the more likely they become bullies (Marsh, 2018). Media violence is another key finding in which children imitate what they watch on television, video games, and cartoons. Most of the language used in films and social media is abusive and children tend to imitate the language used. Children who observe violent movies on television, social media, and video games are more aggressive than others. In most cases when a hero is considered to be someone who beats others children copy the hero. Thus, Anderson et al. (2007), concurs by noting that there is a

relationship between exposure to media violence and aggressive behaviour. Carroll (2014) posits that children who watch television are more aggressive. High exposure to media violence is a risk factor that increases aggression amongst children. Parents should, therefore, monitor content viewed by their children, discuss the pros and cons of media, and co-view with their children so that they control the media content that the children watch (Ostrov, Gentile & Crick, 2006).

Bronfenbrenner (1994) students don't seem to be passive recipients of expertise during this setting, however, youngsters' square measure people that move reciprocally with others and facilitate construct these settings. Bronfenbrenner (1994) more, argued that have is that the most powerful tool in shaping the course of psychological growth. this is often in line with Mwamwenda (2010), points out that the kid learns and adopts behaviours that they're exposed to among the microsystem particularly as a result of they need an on the spot influence on them. Scott and Campbell (2006) noted that bullying will be caused by ill-usage of the kid, force, and low maternal heat. These square measures are coupled to the child`s social background. Armitage (2021), adds that physical look as a result

4.3.1 Findings from research question 2: What are the effects of bullying amongst early childhood development learners at Mckeurtan Primary School?

The parents, teachers, and administrators were asked about the forms of bullying they encountered within the school. The findings from the respondents indicated that on 62.5% of incidences physical bullying occurred many times, 25% every week, and 12.5% once or twice.

The respondents were asked on the occurrences of emotional/social bullying 37.5% many times, 25% every week, 25%, don't know and 12.5% once or twice Never 12.5%. The results show that most of the learners are emotional/ socially bullied many times. The graph below indicates the responses from the teachers:

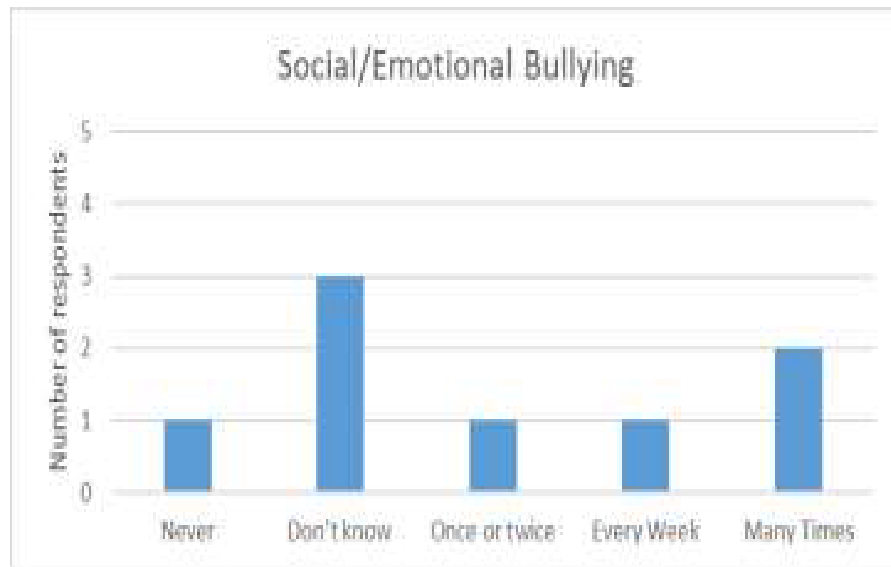


Figure v: Emotional / Social Bullying

The respondents were also asked on the occurrence of verbal bullying and the findings revealed that 75% many times, 12.5% every week and 12.5% once or twice. The information reveals that verbal bullying is common among ECD learners at Mckeurtain Primary School.

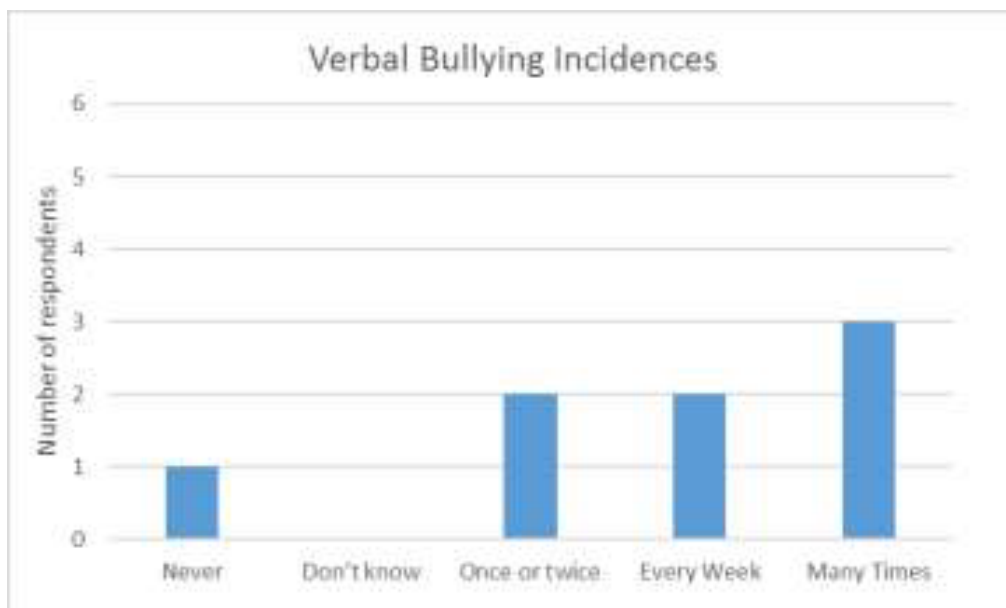


Figure vi: Verbal Bullying

From the information given the findings revealed that physical social and verbal forms of bullying are more common at Mckeurtan Primary as they have occurred many times amongst the ECD learners. However, physical bullying was the most frequent form of bullying amongst ECD learners.

The findings from the interviews held with the administrators indicated that physical (beating, kicking, and punching) was the most frequent form whereas emotional (isolating others) and Verbal (name-calling) were less common forms amongst ECD learners. The administrators responded that:

A1 Physical, emotional and psychosocial abuse.

A2 Taking other learners' food and belongings, name-calling, and beating.

A3 Physical which includes pinching, kicking, beating, Emotional labelling, and name-calling.

The observations held on ECD learners during break time, free play, and toilet routine indicated that the learners were involved in physical, name-calling, pushing hurting, isolating, and emotional forms of bullying. The information from the findings indicates that physical and verbal abuse is more common in ECD learners.

The teachers, administrators, and parents were asked about the effects of bullying on ECD learners. The respondents from the participating parents indicated that the most common effects of bullying were fear with 39%, Isolation 22%, Poor academic performance 13%, Absenteeism 12%, victim bullying 7%, and 7% did not know the effects of bullying. Figure 5 below indicate that:

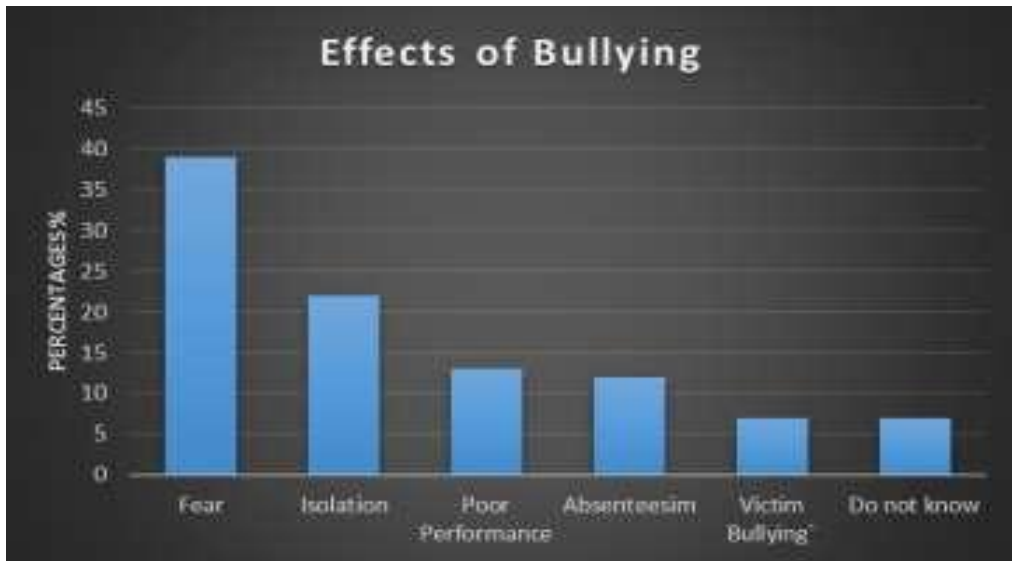


Figure vii: Effects of Bullying

Furthermore, responses from the interviews indicated that the effects of bullying include lack of interest in attending school, poor performance in activities, physical scars, reported nightmares, easily wets and soiling, lack of confidence, and withdrawal on the part of the victim. The responses from the interviews were:

A1- Subdued behaviours by victims, lack of interest in attending school, poor performance on all activities, physical scars, reported nightmares, easily soils and wets. Basically lack of confidence.

A2- Children become stressed and end up not coming to school. Loose self-confidence, they become timid.

A3- Withdrawal on the part of the victim.

From the information on the findings, the results indicated that fear; isolation, poor performance, and absenteeism were the most common effects of bullying amongst early childhood learners. Some children easily soil and wet and they lack confidence.

4.3.2 Discussion from research question 2: What are the effects of bullying amongst early childhood development learners at Mckeurtan Primary School?

Findings from the data collected on the forms of bullying that are prevalent amongst early childhood education learners. The results indicated that physical bullying in the form of

pushing, hitting, punching, and kicking was more common amongst the learners followed by verbal bullying includes as name-calling, laughing at someone, teasing, threatening, and using bad language, and last but not least social bullying. Experience has shown that verbal bullying is less common amongst ECD learners owing to linguistic development so some children resort to physical bullying to express themselves. Thus, young children in most instances use their bodies to solve their difference and claim what they want. Jenkins, Mulvey, and Floress (2017) confirms by noting that children with poor social language skills may not engage in certain verbally aggressive behaviours.

Iraklis (2020), noted that physical and verbal bullying is more common amongst young children. Physical bullying often results in injuries. Bjorkvist (2001) highlighted those young children resort to physical bullying because they have not yet developed verbal or social skills needed to obtain what they want. This is consistent with research findings by Juliano, Werner, and Cassidy (2006), who revealed that relational aggressive behaviours require high use of language skills whereas young children have low language development skills. Armitage and Perrine (2021), further adds that physical bullying is more dominant in low- income countries. This is relevant to the current study as it has been done in a low country and the results confirm that physical bullying is more common. From the findings, the results indicated that early childhood learners are involved in taking food and belongings of other learners. Studies by Tanrikulu (2020), confirm that damaging another learner's personal belongings was the least frequent amongst early childhood bullying behaviours.

Findings on the effects of bullying amongst early childhood learners indicated that most of the children that bullying instils fear tend to isolate themselves from others. The children display poor performance in all school activities and are always absent from school. Refusing to attend school results in a missing education as the child is frightened to attend classes. However, some parents indicated that they were not aware of the effects of bullying on their children. This could be because they have never encountered any bullying incidences on their children. Furthermore, the findings also highlighted physical scars, reported nightmares, easily wets and soiling, and lack of confidence on the part of the victim. Bullying leads to physical consequences which include bed-wetting, nail-biting, and loss of appetite (Menesini and Salmivalli, 2017).

Experience and observations on the effects of bullying show that children who are victims of bullying always isolate themselves, they are not confident and even fear to ask for permission to go to the toilet. They tend to be more absent from school as result end up performing badly in most school activities. Rigby (2003) also observed that bullying negatively affects the lives of the bullies and victims from childhood to adolescence. Murphy (2009) added that children who are victims of bullying tend to be passive in social situations; they cannot start a conversation nor reach out to others. Kim, Catalano, Haggerty, & Abbott (2011), noted a variety of negative consequences among bullies, which include loss of confidence, inadequate coping skills, academic difficulties, and trouble with emotional regulation.

Kumpulainen et al (1999), noted that absenteeism and feelings of isolation are common among the victims of bullying in schools. Children miss school because they fear being bullied (Maliki et al., 2009). It is also important to note that bullying increases fear and withdrawal (Morrison, 2006). According to Ma, Stewin, and Mah (2001), children who are bullied often display high levels of fear than those who are not bullied.

4.4.1 Findings from research question 3: What are the intervention strategies that can

be used to mitigate bullying practices amongst early childhood development learners at Mckeurtan Primary School?

The researcher further asked the parents what advice they would give their children if they were bullied. The respondents gave a variety of advice but the most frequent one was reported to the teacher 36%. They also recommended that they would tell the child tell the parent 26%, avoid the bully 19%, Fight back 16%, and other 3%. This information suggests that parents are emphasizing what the teachers are teaching the children at school. Figure below indicates the responses:



Figure viii Advice if Child is being bullied

The respondents were asked about the strategies employed to reduce bullying within the school. The participating teachers indicated that they held discussions with the child, they try reinforcing good behavior on the child and encouraging cooperative play amongst learners. The information from the findings suggests that the teachers try to understand the child and make them understand that their behavior is wrong. However, they did not resolve to isolate the child or punishment.

Furthermore, the parents were asked to rate the bullying strategies that were used for

reducing bullying amongst ECD learners. The respondents indicated that the strategies used by the school were excellent 41%, Good 33%, poor 16%, and average 10%. This may suggest that most parents are confident with the strategies used by the school to reduce bullying. The graph below indicates the findings:

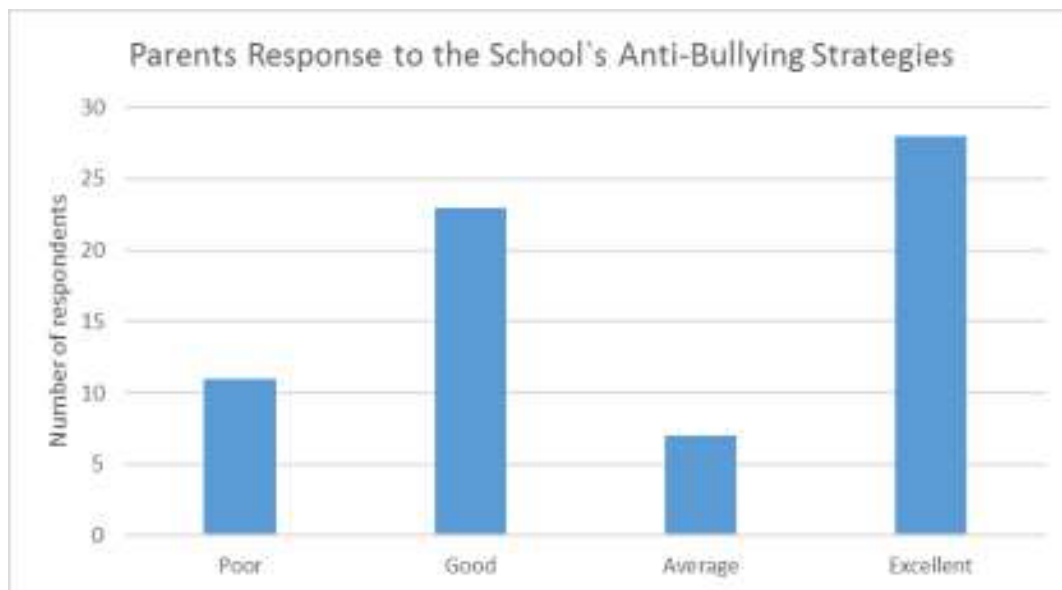


Figure ix: Parents response to Anti-Bullying Strategies by the School

The school administrators were asked about the strategies they have put in place to reduce bullying within the school. The respondents indicated that they have used guidance and counselling, talked to parents with children who are bullying others, a school prefect monitoring system to guard school grounds, school policy on zero tolerance to bullying, counselling of bullies and their parents, and suspension in most extreme cases. The administrators highlighted that:

A1- Inviting pupils' parents for dialogue.

A2- school prefect monitoring system to guard school grounds. School policy on zero tolerance to bullying victims and bullies. Counselling of bullies and their parents. Suspension in extreme cases.

A3- Guidance and counselling when children are taught to respect themselves and others. Talked to parents who have children who are bullying others.

From the information provided by the respondents, it is clear that Mckeurtan Primary School has bullying intervention strategies that are effective to some extent in reducing bullying within the school.

The administrators and teachers were asked to make further recommendations that could help in reducing bullying in schools. The administrators recommended that:

A1 Moral lessons should be the order of the day for character bullying. ECD learners should always have assistant teachers.

A2 Good values can be learned at home not at school only. Parents to find time to talk to their children not that they should learn from TVs. Churches must play also their roles in instilling good morals in the young ones.

A3 Strong school policy. Engaging local leadership and church leaders. SDC policy on bullying. Parental symposium on proper responsible parenting.

The above information from the findings indicates that there is a need for more strategies to curb bullying in schools.

Furthermore, the teachers were asked if there was a need for government to formulate anti-bullying policies in schools. All the respondents indicated that it was necessary because:

T1 Bullying affects learning and the development of the child. T2 So that incidences of suicide are avoided.

T3 It will reduce absenteeism.

T4 To create a safe environment for all learners for effective learning to take place. T5 to instil discipline within the school.

This may mean that ECD teachers require government support above the school to reduce bullying incidences amongst the learners.

4.4.2 Discussions of question three which says: What are the intervention strategies that can be used to mitigate bullying practices amongst early childhood development learners at Mckeurtan Primary School?

The findings revealed that most parents with children who showed signs of bullying have advised their children to talk to the teacher when they are bullied at school. Other parents recommended that they would advise the child to tell the parent, avoid the bully and fight back. However, some parents have indicated that they encouraged their children to fight back when they are bullied. In a study by Cooper and Nickson (2013), most parents discouraged their children from fighting back while others supported fighting back as appropriate. Furthermore, Cooper and Nickson (2013) reported that parents were most likely to tell their child to get help from the teacher and the parent if they are bullied. This confirms findings by Stives (2021), that parents play a key role in how bullying is handled and supportive parents reduce their children's likelihood of being both a perpetrator and victim of bullying. When the children tell the teacher about the bullying at school it would show that the parent respects the school system and assists in reinforcing the strategies. Similarly, Cooper and Nickerson (2012), point out that the children should first seek help from an adult, ignore the child who bullied them, retaliate, or promoting pro-social behaviour.

Findings from the study indicated that the school has various measures in place to curb bullying incidences. The findings indicated that the school involves prefects in monitoring the playgrounds. Cunningham et al (1997), observed that including pupils in the intervention programs of bullying helps to reduce bullying around the school playground areas. However, the respondents felt that there is more that needs to be done to

curb bullying. Ma, Stewin, and Mah (2001) highlighted that some of the strategies to combat bullying in the school include developing a student code of conduct, providing counselling services for the bully and the victims, involving parents in the intervention process, hold regular discussions with the child and teach cooperation amongst the children. Roberts and Coursol (1996), confirm the findings that counselling for the bully and the victim is essential as it has a long-term effect.

The findings established that the school had school-based intervention and classroom based strategies to reduce bullying were investigated in the study. The findings of bullying strategies used at Mckeurtan Primary School indicated that the majority of the parents appreciated the strategies used to reduce bullying within the school. However, the participants recommended further measures to curb bullying and these include the continuous teaching of moral values among ECD learners, involvement of the church, parents to have more time with their children, and also creation of a strong zero-tolerance policy on anti- bullying. Thus, Smokowski and Kopasz (2005), add that the bullies must be aware of the school policies on bullying and be accountable for the consequences of going against these policies.

Previous studies by Ferrington and Ttofi (2010), have also highlighted the need for school administrators to develop anti-bullying policies and also ensure effective response by all staff members to bullying incidences within the school. On the other hand, Shetgiri (2013) argues that zero-tolerance policies in schools are ineffective in reducing bullying. In addition, the findings also indicated the involvement of parents as another strategy of dealing with bullying amongst the ECD learners at Mckeurtan Primary School. A study by Roberts and Coursol (1996), confirms that the involvement of parents is important as it ensures the child's attendance at school especially when the child does not want to attend school. The parent should be aware of the challenges faced by the child at school.

Another finding on strategies employed to reduce bullying within the class involves reinforcement of good behaviour on the child. Peisner (1992), revealed that the teacher`s actions and reactions convey messages to children about proper behaviour in certain

situations. The findings revealed that in extreme cases the school may suspend the bully as an intervention strategy to curb bullying. However, Shetgiri (2013), argued that suspension may result in the increase of future suspension or drop out rather than decreasing bullying. However, isolation from the peer group can have jeopardising consequences on well-being. Furthermore, the findings also highlighted the need for more interventions strategies within the school and also the involvement of higher offices like the government to come up with anti-bullying policies at the national level as this will help in enforcing disciplinary measures within the school.

Given Bronfenbrenner's ecological theory (1979), the school serves both the microsystem and the mesosystems for the ECD learners. That is at the microsystem the school serves as a community in which the learners participate and interact directly with others. At the mesosystems, the school seeks to bring together microsystems such as peer groups, families, and neighborhood influences. The findings on strategies to support effective bullying interventions should include multiple systems of the children`s lives given the nature of bullying tendencies. Ttofi and Ferrington (2011), posits that the involvement of parents in bullying interventions is key to effective bullying interventions because they have an impact on the child`s mesosystems through the creation of interaction between the home and the school which are important environments in a child`s life.

4.5 Summary

The chapter discussed the major findings on bullying amongst early childhood education learners at Mckeurtain Primary School through the use of questionnaires, interviews, and observations. The findings and the data analysis revealed the definition of bullying as it relates to ECD learners. Physical bullying incidences were more frequent amongst the learners than verbal and social bullying forms. The findings indicated bullying was observed during playtime, toilet routine, and break time. These bullying tendencies were caused by social background. The findings established that fear, isolation, poor academic performance and absenteeism were the results of bullying amongst ECD learners. The findings also established that the strategies used at Mckeurtan Primary were effective to some extent and there was a need to consider more strategies and that higher authorities

at the government level should be involved. The next chapter gives a summary of the research, summary of the findings, conclusions, and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter summarises the whole research project, made conclusions from major findings as well as giving recommendations that arise from the findings.

5.1 Summary

The main thrust of the study was to explore the concept of bullying in Early Childhood Education at Mckeurtan Primary School in Reigate District.

In chapter one, the research focused on the background of the study, statement of the problem, major research question, sub research question, objectives of the study, significance of the study, conceptual framework, limitations of the study, delimitations of the study definition of terms as well as the summary.

In chapter two the research addresses previous researches on the concept of bullying amongst the ECD learners, types of bullying, factors that contribute to bullying amongst ECD which were carried out in the whole of Africa and other parts of the world, its impact on ECD learners. Also, relevant sources were examined in this chapter about the strategies that are used to reduce bullying.

In chapter three the study focused on the research approach which is a mixed-method in nature and used a case study design. Chapter three also looked at research methodology where the researcher described the population, the sample, and the research instruments that were used to collect data. The merits and demerits of the research methods were also outlined. In this research study, the population comprised Parents, ECD teachers, and the school administrators at Mckeurtan Primary School in the Reigate District. Purposive sampling was used and the sample

consisted of 8 ECE teachers and three Administrators who volunteered to participate in this research study. Stratified random sampling was used to select the parents of the children in ECD grades. The last part of this chapter constituted validity, reliability, trustworthiness, ethical considerations, data procedures, and data analysis procedures.

In chapter four the study focused on presenting and analysing data collected. Data was collected through questionnaires, individual interviews, and observations. The study found out that bullying was prevalent amongst the ECD learners and physical bullying was more common than verbal bullying. Further, data collected revealed that ECD teachers and the school administrators were aware of the bullying owing to the reports they have received from the learners at Mckeurtan Primary School. The data indicated the factors that caused bullying at ECD which include family background, media exposure, peer pressure, and big body. The major effects of bullying are fear of isolation and poor performance in all activities. Lastly, the data collected revealed the strategies that are used to reduce bullying at ECD level classroom-based discussion that involves discussions with the child, encouraging cooperative play, and reinforcing good behaviour amongst ECD learners. School-based intervention strategies revealed were guidance and counselling with parents and the child, school grounds monitoring by prefects, and zero tolerance on bullying.

5.2 Conclusions

This paragraph deals with research question 1 which reads: What are the factors that contribute to bullying amongst early childhood development learners at Mckeurtan Primary School? It can be concluded that family background and media violence play a major role in causing bullying among ECD learners, therefore there should be more parent-child interactions so that parents guide their children in their early developmental stages and monitor what the children watch on media including video games so that they help reduce aggressive behaviours amongst ECD learners.

This paragraph deals with research question 2 which reads: What are the effects of bullying amongst early childhood development learners at Mckeurtan Primary School? Conclusions made

on this research question are that bullying effects may result in negative effects in adulthood, hence there is a need to deal with bullying at an early age.

This paragraph deals with research question 3: What are the intervention strategies that can be used to mitigate bullying practices amongst early childhood development learners at Mckeurtan Primary School? It can be concluded that there is a need for more intensive strategies and also a national policy on bullying that should be effected in all schools and the school administrators should ensure that the policies are implemented within the school.

5.3 Recommendations

Basing on the conclusions, the following recommendations were made:

- It is recommended that there is a need to sensitise learners on the effects of bullying starting ECD level at Mckeurtan Primary School in the Reigate District.
- It is recommended that parents should be directly involved in the development of anti-bullying policies. This can only be successful through holding more parental educational programs. Stakeholders such as the Ministry of Education, donor community, and many more may work together in the crafting of these policies.
- It is recommended that guidance and counselling services be effectively used in schools.
- It is recommended that government should formulate anti-bullying policies that should be adopted by all schools.

5.4 Recommendations for Further Study

Recommendation for further is that there is a need to carry out such a level of research on a larger scale. This implies covering more ECD learners in primary schools as the results indicated a high prevalence of bullying. This might be a nationwide problem that needs to be addressed at the national level.

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APPENDIX 1

QUESTIONNAIRE FOR TEACHERS

My name is CHINGONO ROSLYNE. I am an undergraduate at Midlands State University carrying out a study that seeks to investigate “Bullying amongst Early Childhood Development (ECD) learners at Mckeurtan Primary School in the Reigate District”. It is expected that this research will guide policy formulators and teachers to improve on eradicating bullying at ECD. It will also assist the school to formulate its own anti bullying policy. I would like to emphasise that your participation in this study is voluntary and that all efforts will be made to protect your identity and to keep the information provided confidentially. You have been selected purposively for this research and your response to this study will enable the achievement of the above objectives.

Instructions to complete the questionnaire.

1. Do not write your name on the questionnaire.
2. Tick the most appropriate answer.
3. Where there are open ended questions please write your views in the spaces provided.

SECTION A: DEMOGRAPHIC CHARACTERISTICS / BACKGROUND DATA

	Data	Coding categories		Tick
1	Gender	1.	Male	
		2.	Female	
2	Age	1	48	
3	Qualifications	1.	Certificate	
			Diploma	
			Bachelor's degree	
			Master's degree	

			PhD	
4	Work Experience	1	1-5Years	
		2	5-10Years	
		3	10Years and above	

SECTION B THEMATIC DATA

1. What do you understand of the term bullying?

.....

.....

.....

2. How often do you receive bullying reports from the children?

Never	Seldom	Monthly	Weekly	Daily

3. How often have you encountered these forms of bullying?

4.1 Verbal

- Not once
- Once or twice
- every week
- Many times
- Don't' know

4.2 Physical

- Not once
- Once or twice
- Every week []
- Many times []
- Don't' know []

4.3 Social or Emotional

- Not once []
- Once or twice []
- Every week []
- Many times []
- Don't know []

4. In your own opinion what are the causes of bullying amongst ECE learners?

.....

5. Which of the following effects of bullying is prevalent amongst ECD learners?

Effects	
Absenteeism	
Fear	
Poor Academic Performance	
Victim Bullying	
Isolation	

6. What strategy do you use most to reduce bullying in your class?

Discussions with the child	
Cooperative play among learners	
Reinforcing good behaviour	
Isolating the child	
Punishment	

7. Any further recommendations?

.....

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX 2

QUESTIONNAIRE FOR PARENTS

My name is ROSLYNE CHINGONO I am an undergraduate at Midlands State University carrying out a study that seeks to investigate “Bullying amongst Early Childhood Development (ECD) learners at Mckeurtan Primary School in the Reigate District”. It is expected that this research will guide policy formulators and teachers to improve on eradicating bullying at ECD. It will also assist the school to formulate its own anti bullying policy. I would like to emphasise that your participation in this study is voluntary and that all efforts will be made to protect your identity and to keep the information provided confidentially. You have been selected purposively for this research and your response to this study will enable the achievement of the above objectives.

Instructions to complete the questionnaire.

1. Do not write your name on the questionnaire.
2. Tick the most appropriate answer.
3. Where there are open ended questions please write your views in the spaces provided.

SECTION A: DEMOGRAPHIC DATA OF THE CHILD

1. Class

ECD A []

ECD B []

2. Gender

Male []

Female []

3. Age

SECTION B: THEMATIC DATA

1. What do you understand by the concept of bullying?

.....
.....

2. Does your child show signs of being bullied?

YES []

NO []

3. What have you done as a parent?

.....
.....
.....

4. Have you reported the issue to the school?

YES []

NO []

5. How would describe the way the school handled your report?

Excellent []

Very good []

Good []

Poor []

6. What have been the effects of the bullying?

Effects	
Absenteeism	
Fear	
Poor Academic Performance	
Victim Bullying	
Isolation	

7. Do you agree that the government should formulate anti bullying policies in schools

YES []

NO []

8. Please rate bullying strategies available at Mckeurtain Primary School

Coding				
	Poor	Good	Average	Excellent
Discussions with the child				
Punishment				
Excluding the child from other children				
Confiscating				

9. What do you recommend the school should do to curb bullying?

.....

.....

.....

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE
APPENDIX 4

INTERVIEW GUIDE FOR THE ADMINISTRATORS

PART A DEMOGRAPHIC DATA

1. Gender

Male [] Female []

2 What is your age?

25 years and below	
26-35 years	
36-45years	
45-55years	
Over 55 years	

3.Work Experience

Year	
0-5	
6-10	
11-15	
16-20	
Over 20	

4. What is your highest professional qualification?

Certificate	
Diploma	
Undergraduate	
Postgraduate	
Masters	
Doctorate	

PART B THEMATIC DATA

1. What is your understanding of bullying?
2. Have you received any bullying experiences amongst Early Childhood Education learners?
3. Which forms of bullying are most prevalent amongst Early Childhood Learners in your school?
4. What are the contributory factors leading to bullying?
5. What effects of bullying have you observed in Early Childhood Education?
6. What intervention strategies have you put in place to reduce bullying within the school?
7. What are your recommendations?

APPENDIX 3

OBSERVATION GUIDE

BACKGROUND

The aim of the observation guide is to observe the learners as they interact with each other to gather information on bullying and the forms of bullying. The participants were observed during break time, free play time, toilet routine as well as in the classroom. The participants were observed in a rotational manner that is each grade level at a time.

PURPOSE OF THE OBSERVATION

To verify some of the data collected through questionnaires and interviews. The purpose of the observation guide was to observe the forms of bullying phenomenon as it occurred in real life settings.

WHAT WILL BE OBSERVED

- Evidence of bullying
- Frequency of bullying
- Forms of bullying
- Causes of bullying
- Any reports on bullying.



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

Telephone: (263) 54 60404/60337/60667/60450
Fax: (263) 54 60233/60311

11 June 2021

TO WHOM IT MAY CONCERN

The bearer CHINGONO ROSLYNE Reg Number R1916022H is a B.E.C.E student at this University. She has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your co-operation and assistance is greatly appreciated.

Thank you

A handwritten signature in black ink, appearing to read "E Muguwe".

.....
Dr E Muguwe
(Chairperson – Educational Foundations and Primary Education)



Mckeurtan Primary School

P O Box 779

Bulawayo

The Provincial Education Director

Bulawayo Metropolitan Province

P O Box 555

Bulawayo.

11 June 2021

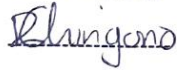
RE: REQUEST FOR PERMISSION TO CARRY OUT A REASERCH IN REIGATE DISTRICT OF BULAWAYO.

I, Chingono Roslyne, a student midlands state university studying for a bachelors' Degree in early childhood education kindly request for permission to carry out an educational research on: Bullying amongst Early Childhood Education Learners at Mckeurtan Primary School in Reigate District of Bulawayo.

I wish to carry out the research from June 2021 – August 2021

Your cooperation will be highly appreciated.

Yours faithfully



Chingono Roslyne

Cell# 0773702177

Reg #R 19916022H

Supervisor: Dr E Gudyanga

Contact # 0715848669



all communications should be addressed to
The Provincial Education Director
Telephone: 09-69511
Telegraphic: "SCHOLASTIC"
Telex: 50531 MPSEM ZW
Fax: 09-77027



REF. 3961080 W
Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P O Box 555
Bulawayo
Zimbabwe

11 June 2021

Roslyne Chingono
MIDLANDS STATE UNIVERSITY

**RE: PERMISSION TO CARRY OUT A RESEARCH ON: BULLYING
AMONGST EARLY CHILDHOOD EDUCATION LEARNERS: A CASE
STUDY OF MACKEURTAN PRIMARY: REIGATE DISTRICT:
BULAWAYO METROPOLITAN PROVINCE**

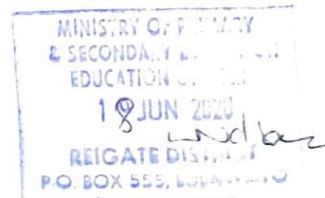
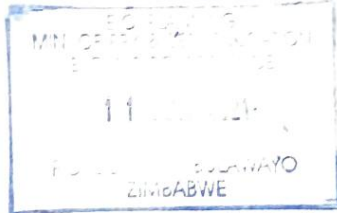
With reference to your application to carry out a research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Province, permission is hereby granted. However, you should liaise with the District Schools Inspector for the concerned districts and Heads of the Institutions/Schools for clearance before carrying out your research.

It will also be appreciated if you could supply the Bulawayo Metropolitan Province with a **final copy** of your research which may contain information useful to the development of education in the Province.


T. SITHOLE

**A/ Schools Inspector – Strategic Policy Planning, Research
and Statistics**

For: PROVINCIAL EDUCATION DIRECTOR



2:47 PM

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Bullying amongst early
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Mckeurtan primary school in
Reigate District By Rosylne
Chinqono

3% match (student papers from 06-Aug-