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APPROVAL FORM

The undersigned certify that they have read and recommended to the Midlands State University, for acceptance a Research Project entitled: An investigation into prevalence of verbal harassment among students of Gokwe North District with particular reference to Chireya zone, submitted by Nyokoto Charles [R14103G] in partial fulfillment of the requirements for the Bachelor of Education Management and Leadership Degree..

Supervisor   ....   Date............................

Programme Coordinator   ....   Date.........................

Chairperson   ....   Date.........................

DECLARATION FORM

I, Nyokoto Charles do hereby declare that the work contained in this dissertation is entirely a product of my original work with only the exception of quotations or references which have been attributed to their sources. I further declare that this project has never been previously submitted and is being submitted in partial fulfillment of the Bachelor of Education Management and Leadership Degree.

Signature: ………………………………..   Date: ……………………

DEDICATION

This project is dedicated to my beloved wife, Chiwara Prisca and my son Blessed and Faith my daughter for the love, care, encouragement and moral support that they provided to me during the course of my studies.

ACKNOWLEDGEMENT

ABSTRACT

This study was carried out to explore the prevalence of verbal harassment among students of Gokwe North District with particular reference to Chireya zone. The researcher used a descriptive survey design in this research. The research was based on a sample of twenty-four student who participated in a focus group discussion, thirty-five teachers who answered questionnaires and from these thirty-five teachers, eight class teachers responded to an interview and these participants were drawn from four randomly selected rural day secondary schools in Gokwe North's Chireya zone. All the participants were selected using the simple random and stratified random sampling. The main findings of the study were that verbal harassment is prevalent among students of Gokwe North Chireya zone. The study revealed different forms of verbal harassment whose perpetrators students themselves and teachers, and these are scolding, threatening, name calling, making nasty comments, whistling, spreading malicious runours and discriminating comments. It was also concluded from the findings that the contributory factors to verbal harassment in the area studied were family background, poverty, gender gap, lack of adequate resources, disability, lack of guidance and counseling, identity crisis, culture differences, spreading of malicious rumous, jealousy and ignorance. It was also concluded in the study that verbal harassment made victims feel uncomfortable, humiliated, unloved, offended, disappointed, angry, harsh, can head to hatrage for life, leads to school absenteeism, affects class participation, concentrations, performance, increase dropout and children lost trust in the teacher. Basing on the findings, the study recommended schools to be conducive and friendly enough so that information regarding verbal harassment is reported to them, put in place systems that will protect learners who report cases of verbal harassment and, purchase sufficient furniture for the students. Schools should have a set of rules and regulations that guide all actions, and schools should take guidance and counseling as a subject seriously.

Contents

LIST OF TABLES

1.0   Introduction

Although much has been said through international conventions and other national legal framework, verbal harassment in and around school remain a phenomenon and a subject of discussion in Zimbabwe, Africa and the whole world. The purpose of this study is to investigate the prevalence of verbal-sexual harassment among secondary students of Chireya Zone in Gokwe North District of Zimbabwe. Therefore in this chapter, the researcher provides the background information relating to verbal harassment and identifies gaps in knowledge. This chapter shall also state the objectives to this study which are to match with research questions. The statement of the problem shall also be stated to give clarity of the study by identifying the beneficiaries of the study and how they are to benefit from the study. The researcher shall define the boundaries of the study under "Delimitations". Potential shortcomings known as limitations in research shall be outlined in the chapter, giving also possible measures to minimize the shortcomings. Finally, key terms shall be defined academically and contextually and then the summary of the chapter at the end.

1.1   Background to the study

Evidence from the literature shows that, verbal harassment is an under-researched topic, but existing study reveals that verbal harassment is a significant and a prevalent problem. Swart and Bredekamp (2009) say verbal harassment is a serious problem for students at all educational

levels. They go on to say students in elementary and secondary schools, as well as vocational schools, apprenticeship programmes, colleges and universities can be victims of verbal harassment. It is important to acknowledge that schools are probably the most dangerous places for children and that few violence cases against children particularly verbal harassment takes place outside of school (UNICEF, 2010).

According to Troope-Gordon (2010) pupils in American schools have reported receiving verbal slurs due to their appearance, weight or size, while others reported not going to school as a result of being harassed by peers. In another study in America the American Association of University Women (AAUW) (2014) say verbal harassment, through sexual comments, jokes, gestures or looks are one of the most frequent harassment experienced in schools especially in secondary schools. In a study conducted in a Swedish city in 2014, boys reported experiencing insults and threats to a greater extent, whereas girls more frequently, experienced sexualized name calling, specifically "whore". In a Census at schools conducted in New Zealand 2015, in which 18392 students from 391 schools took part, a total of 36% strongly agreed or agreed that verbal harassment was a problem among students at their school, followed by Cyberbullying (University of Aukland New Zealand, 2015).

Moreso, in Israel, in March 2016, 47% of boys admitted they had shouted out a woman or girl in a sexual manner, 34% said they had done this more than once (WHO, 2016). Other evidence to prove that verbal harassment is actually a feature in schools comes from a study conducted by the United Nations Entity for Gender Equality and the Empowerment of Women (2013) in Egypt in which they published a report showing verbal harassment having the second-highest rate

experienced by girls with 95,5% of girls reporting cases. Research by the Australia Institute in 2015 found that 87% of girls were verbally or physically attacked while walking down the street. In a study conducted in Kosovo in 2016 by Kosovo Women's Network, the most prevailed form of verbal harassment is having someone make unwelcome sexual comments, jokes or gestures to or about them, including while walking down the street (Kosovo Women Network, 2016).

In other studies from around the world including Africa, South Asia and Latin America, studies have documented that substantial proportions of girls report experiencing verbal harassment and abuse on the way to and from school as well as on school and University premises, including classrooms, lavatories and dormitories by peers and by teachers (WHO, 2012). For example, in a study among primary schools in the Machinga district of Malawi, school girls reported experiencing various types of verbal harassment and abuse at school, including sexual comments (7,8%) (WHO, 2012).

Swart and Bredekamp (2009) studied non-physical forms of harassment among primary school girls in South Africa and they concluded that social exclusion and spreading malicious rumours about some body were the most common forms of verbal harassment among primary schools in that country. Rosette (2009) indicated that in Botswana, 68% of the verbal harassment which has been experienced by girls in the secondary schools happened in their junior year, 18% in senior years, and 14% in primary school years.

While Zimbabwe has a number of legal frameworks against any form of harassment, the SADC Gender Protcol Barometer (2013) clearly states that 68% of females have experienced some form

of harassment in their lifetime (Mashangwa, 2014). Harassment against girls in Zimbabwean schools is also on the increase and this has marred the efforts that the government is making towards the attainment of the Millenium Development Goals (Mashangwa, 2014). Machakanja, Leach and Mandoga (2009) found that in a school in Zimbabwe, 47% of girls experienced verbal sexual harassment from male teachers and students.

The Zimbabwean of 14 October, 2009 reported that verbal harassment among students was a characteristic of most Zimbabwean schools. The same paper went on to point out that verbal harassment among secondary schools students was considered as a trivial issue among some societies in Zimbabwe, as it is sometimes perceived as a form of socialization.

Evidence from above mentioned previous researches conducted in Zimbabwe, Africa and globally by other researchers clearly bears testimony to the prevalence of verbal harassment in schools. However, there is limited data on verbal harassment in the context of education in Zimbabwe particularly in the study setting. This study, therefore seeks to investigate the prevalence of verbal harassment amongst students in secondary schools of Chireya Zone in Gokwe North District of Zimbabwe.

1.2   Statement of the Problem

Schools are not friendly places as we expect them to be. Verbal harassment is more common in schools than one might think because many students are scared or too embarrassed to report any form of abuse or sexual harassment. Despite being the most common form of abuse, verbal harassment is generally not taken seriously as other types because there is no visible proof, thus

this study shall investigate the prevalence of verbal harassment among secondary students of Chireya Zone in Gokwe North District of Zimbabwe.

1.3   Objectives to the study

This study aims to:

- Determine the prevalence of verbal harassment in Chireya Zone of Gokwe North District.

- Identify the factors causing verbal harassment among students.

- Determine the impact of verbal harassment on students.

- Establish the strategies that can be used to reduce verbal harassment.

1.4   Research Questions

- What is the prevalence of verbal harassment among students in Chireya Zone of Gokwe North District?

- What are the factors causing verbal harassment among students?/

- What are the impacts of verbal harassment on students?

- What strategies can be applied to reduce verbal harassment?

1.5   Significance of the study

First and foremost, this study shall be an eye-opener on the prevalence of verbal harassment among students in Gokwe North District, to the researcher himself, teachers, and heads of school in the district as well as students and parents who are residents of Gokwe North District. This

study will also help teachers, heads of schools and parents to be aware of the impact of verbal harassment on the students, as well as the strategies that can be employed by students teachers and parents to reduce or even to stop verbal harassment among students.

1.6   Delimitations

The research was conducted in Gokwe North District of Zimbabwe simply because the researcher is working as a full-time teacher in Gokwe North District, thus it was an advantage to the researcher as the study was conducted after normal school hours. The study involved selected samples of schools in the zone of Chireya on reasons of practicality basing on the fact that the researcher has little time to conduct the research since he is a full-time teacher, thus it was impractical to study the whole population. The researcher used results got from the sample to generalize to the whole population. The scope of the researcher is limited only to the prevalence of verbal harassment among students in secondary schools simply because it is a subject of interest and the researchers want to improve standards in the professional field by revealing certain findings.

1.7   Limitations

During the study the researcher encountered some obstacles that inconvenienced him. It was a long process to gain access into schools as an approval was needed from the Permanent Secretary of Ministry of Primary and Secondary Education, Provincial Education Officer and District Education Officer. This forced the researcher to change his schedule for the data collection until the approval was granted. During the actual data collection the researcher faced transport challenges to move from one school to another and had to travel twelve kilometers on

foot as they are poor road networks connecting the schools. The researcher could have got enough time to conduct focus groups discussions and to interview class teachers if not because of this. The researcher also struggled in getting the funds for data collection. These limitations affected validity by delaying the researcher in completing his research. The researcher had to work tirelessly to meet the deadlines for the project submission.

1.8   Definition of key terms

(a) Harassment is the abusing, insulting, or otherwise harming an individual on a regular basis, it is a word that describes any kind of ongoing torment (Vocabulary.com dictionary). At school, harassment is often known as bullying. With reference to this study harassment shall refer to the abusing and insulting of students by other students and teachers on a regular basis.

(b) Verbal harassment is described as a negative defining statement told to the victim or about the victim (Evans, 2010). With reference to this study verbal harassment shall refer to any negative defining statement told to the students or about the students by other students and teachers.

(c) Verbal sexual harassment refers to demeaning comments that are directed in a sexual manner, such as whistling, or to bully a person, including giving a person a derogating name (The Harassment Law.com). In this context verbal sexual harassment shall refer to any negative defining statement directed in a sexual manner to a student(s) by other students and teachers.

(d) Prevalence is a word that comes from the Latin word "praevalere", meaning "condition of being wide spread." The word is often used to describe a phenomenon that is widespread in a

community (Mashangwa, 2014). For this study, the word prevalence shall refer to the widespread of verbal sexual violence among students.

1.9   Summary

To sum up, this chapter has clearly unpack the background information relating to verbal harassment among students, identified gaps in knowledge from researches that has been conducted by previous researchers in the field. This chapter has also provided with empirical evidence through previous studies and reports from the mass media that verbal harassment is really a problem in Zimbabwe and globally. Objectives to be achieved in this study have also been stated, matching with research questions respectively. The research problem for this study has also been clarified under statement of the problem. This chapter has also discussed on significance of the study, identifying beneficiaries of the study as being the researcher himself, teachers, heads of schools and parents of Gokwe North District. Moreso, the boundaries for the study has been clearly defined under delimitations. Finally, some key terms for this study has been clearly explained and defined.

CHAPTER 2

LITERATURE REVIEW

2.1   Introduction

In this chapter, a literature review was done to examine what other previous researchers have written about the phenomenon of verbal harassment. The literature review is inline with the following research questions: What is the prevalence of verbal harassment among students internationally, regionally as well as nationally?, What are the factors causing verbal harassment among students?, What are the impacts of verbal harassment on students? and what are the strategies that can be applied to reduce verbal harassment? The research question was answered using findings from previous studies of the same subject i.e. internationally regionally and nationally. Moreso, the researcher will do some evaluations of these findings by these previous researchers. Finally, on the theoretical framework, the researcher used the theory of "Social Learning" by Bandura, (1977) to explain how verbal harassment can be perpetuated from one generation to the next and the summary of the chapter at the end.

2.2   Empirical findings

2.2.1   What is the prevalence of verbal harassment globally?

Evidence from the literature shows that verbal harassment is an under-researched topic as alluded by Swart and Bredekamp, (2009), but existing studies reveals that verbal harassment is a serious problem for students at all educational levels. The above scholars goes on to explain that

students in elementary and secondary schools, as well as vocational schools, apprenticeship programmes, colleges and universities can be victims of verbal harassment.

In a study that was conducted in the United Kingdom through interview between August 2009 and March 2010, the National Union Students discovered that female students experienced a range of unwanted behaviour during their time as a student, ranging from everyday verbal and non-verbal harassment to serious episodes of physical and sexual assaults. Over two thirds of respondents (68%) have experienced some kind of verbal harassment in and around their institution. Examples of the types of verbal harassment prevalent or faced by students includes making sexual comments, wolf whistling, catcalling, making sexual noises, and being shouted at from cars.

One of the weaknesses of this study is that, the researchers (National Union Students) relied only on a single source of information. They only used an interview in collecting data from the respondents; as such they might be some bias. Most scholars advocate for triangulation method when collecting data in research.

In another research conducted in Ethiopia in Woldiya High School (2015) by Berhet et al (2015), to assess the prevalence of sexual harassment of female students and associated factors, the researchers noted that 52 female students (16,6%) were verbally harassed by teachers, 47 female students (15%) were verbally harassed by family members; 59 female students (16,6%) were verbally harassed by male students, and 41 female students (31,1%) were verbally harassed by community members.

This is comparable with a study conducted in Swaziland High Schools in 2009 by the WHO which revealed that the problem was prevalent (33,2%) at the age of 18 years old. Similar study conducted in Malawi female high schools by WHO (2011) between ages 14-21 showed that the problem was prevalent (42,2%). The study showed that sexual comments were a common form of verbal harassment consistent with the findings from the study conducted in Ethiopia at Woldiya High School.

The data were collected using structured self-administered questionnaire, which becomes a limitation to the study. Respondents were limited in giving answers pertaining to the topic. The researchers were supposed to have used open ended questions and employ triangular method in order to get detailed information.

Another research conducted in Zimbabwe in Manicaland province by Machakanja (2009) to assess the prevalence of verbal harassment among secondary students, the researcher discovered that during lessons boys used sexually explicit language and drawings and showed condoms to embarrass girls. It was also noted that boys proposed girls by sending love letters and if they turned them down, they would issue threats, shout obscenities and sometimes beat the girl.

In Zimbabwe again, Magwa (2014) conducted a study in Masvingo Province to assess the prevalence of verbal harassment. The study consisted of all teachers and head teachers in the district. Data was gathered using two major instruments namely questionnaire and interview guide. Results revealed that 50 out of 60 participants (83,3%) asserted that some teachers verbally harassed students in schools. Only 10 out of 60 (16,7%) did not view teachers as

possible perpetrators of verbal harassment. In the study again more than 50% of the participants cited teasing, humiliation, verbal bullying and ridicule of girls by boys as a major problem for girls at schools.

Gordon (1993) as cited in Mutehwe et al, (2012) reported that sexual and verbal harassment of girls in Zimbabwe's co-educational secondary schools was common. This harassment occurred both within and outside the classroom [often on their way to schools]. The study revealed that teachers often collude with male pupils in the verbal harassment of girls in the classroom.

One of the weaknesses of the three researchers above is of their sample sizes. Sample sizes were relatively small and larger group sizes might have revealed more significant differences on the results got. Future research should attempt to collect data from a larger and diverse population to increase generalization of the findings.

2.2.2   What are the factors causing verbal harassment among students?

According to Magwa (2014) child verbal harassment does not just happen, but there are contributing factors to any forms of harassment of children.

It is very important to note that the causes of verbal harassment in general are similar to that of school-related gender based violence. According to the Human Rights Bulletin Number 68 English (2011), verbal harassment arises from social, cultural and religious practices that subordinate one another especially women. In Sudan, as in many other African societies, it is considered acceptable for the rich to control the poor, parents to control children through

violence means and threat of violence, hence considered normal and even commendable for both adults and children to use similar attitudes and methods in school settings. By being victims, perpetrators and witnesses of violence children learn that violence is an acceptable way for the strong and aggressive to get what they want from the comparatively weak, passive or peaceful (Abagi, 2003).

Ozigi and Canlan (1979) as cited by Oyetubo and Olaiya (2009) presented six likely causes of verbal harassment in schools as per research they carried out in Nigeria, which are: (a) the idea of democracy with its emphasis on the rights and freedom of the individual; (b) the generation gap in ideas, beliefs and values about the nature of man, life and society; (c) the influence of media [i.e. the newspaper, the radio, and television], (d) the failure of the adults, both in society and at school to set standards of good behaviours for young men and women to follow, (e) the failure of many homes to provide basic and essential moral training in the upbringing of the children and the failure of parents to set good examples and poverty.

Age is another contributing factor causing verbal harassment for instance a report from Djibout indicates that 50% of verbal sexual harassment cases reported involved victims aged 11 to 19 years (UNICEF, 2008 cited in Kwebu, 2016). In similar study to ascertain the fact that age is a factor in the verbal harassment cases is in Cote D'vore, where a sample of 147 students, 56% of the cases of verbal harassment against students were reported by students aged 13 to 18 years (Higonet, 2007 cited in Kwebu, 2016). It is clear from the twos studies that the age of a student is a facilitating factor for any perpetrator who wishes to engage in verbal harassment in any educational institution or in any agency.

Another critical factor that promotes verbal harassment in schools among students is the sex (boy/girl), as asserted by Monongwa (2010). The gender concept is therefore focused on socially constructed differences between boys and girls based on shared expectations and norms within a society. A review showed that verbal harassment is perpetrated against both girls and boys in Sub-Saharan African, although, in general, girls are more at risk (Pitches, 2005 and Loler, 2014 as cited in Kwenda, 2016). For example, the Global School Based Health Survey Data from Namibia, Swaziland, Uganda, Zambia and Zimbabwe shared that odds of having been exposed to forms of verbal harassment were greater among girls than boys in (Brown, et al, 2009).

Raj (2015) conducted a study in Masvingo town of Zimbabwe on factors causing verbal harassment and discovered that perpetrators of verbal harassment came from families with low parental monitoring and involvement as well as inconsistent and harsh disciplines. The study also revealed that some forms of harassment including verbal harassment were prevalent in high conflict schools and informal relations. Jones, Moore and Breadbent (2008) assertion that power relations between elders and juniors that flourish in the home also exist in the school environment is consistence with the findings of this study. Both school heads and teachers pointed out that teachers exploited their power and verbally abused students. It was observed from the study that children imitate more than 60% of teacher's behaviour, including the way they speak.

Mutekwe (2012) conducted a study in Zimbabwean schools in Masvingo Province investigating the factors contributing to verbal harassment and discovered that distance from the school was a

really a factor among others contributing to verbal harassment. It was noted that students coming from distant areas were highly verbally harassed by their teachers because of being late to school.

Findings from the research also revealed that poverty was a contributing factor. It was observed that students from families of low economic status were highly verbally harassed by teachers than students from economically well off families. Children who came to school dirty and hungry received teasing and derogatory comments both from teachers and students.

Another factor which Mutekwe (2012) discovered being contributing to verbal harassment among students in Masvingo province was environment. Respondents noted that children's violent behaviour originated in the home where violent is modeled by adults unskilled in conflict resolution. Many studies of the cause of school related violence indicate the part played by the environment perpetuating verbal harassment. Tim and Eskel (2011) emphasize the importance of contextualizing bullying in schools within violent communities and political environments. In their in-depth study involving key persons such as relatives, teachers and other school personnel in the social ecological environment of the bullies, the researchers found only not violence perpetrated in the home can lead to violent in schools, but also that some teachers believe in using violence in the classroom.

2.2.3 What are the impacts of verbal harassment on students?

Some literatures have revealed that school violence is a serious problem which affects children's performance in schools and at home (Abraham, 2003 as cited in Bonke 2010). School-related

violence of which verbal harassment is one of those, directly disturb the psychological feelings and social capacity of the children which all these influence the child personality and degree of participation in the community, schools of family (Bonke, 2010). The EFA Global Monitoring Report, 2015) is of the same view when it says verbal harassment undermines children's ability to participate in a safe environment conducive for learning.

In a study conducted in USA by the American Academy of Pediatrics' Health Children Organization (2010), it was discovered that ridiculing, disrespecting relentless criticism or calling children names interfered with their ability to function in society. It was also discovered in the study that victims of verbal harassment felt fear to the teacher (abuser) and also lead to distrust the abuser even when he/she was behaving in a kind, loving or compassionate way, as the student was not sure of how long it will also and knew it won't last.

In another study conducted in Botswana (Humpreys, 2008) found that teachers' habitual use of verbal harassment affected students' classroom participation, thus limiting their opportunity to learn. Both girls and boys, but particularly girls explained how they feared verbal humiliation and how it presented them from answering or asking questions in class. In Ethiopia, school related violence caused loss of concentration in class and overall worse school performance for affected girls (B and M. Development Consultant PLC, 2008). In Ghana and Botswana, Dumie et al, (2005) found that intimidation and verbal harassment caused poor classroom concentration and academic performance for girls. In Northern Zambia, a survey of 50 schools, students revealed that school-related violence led to depression and suicidal thoughts.

In a study conducted in Zimbabwe by Mugwa (2014) a case focusing on Masvingo district, the results of the focus group interviews held with sixth form girl participants showed that ten respondents (50%) were of the opinion that verbal harassment of girls in the schools studied accounts for a larger number of the high school drop-out rate for girls. The study also revealed that a number of girl interviewee (75%) cited teasing, humiliation, verbal harassment and assaults and the unnecessary ridicule of girls by boys as a major impediment to girls' education and carrier aspirations. It was also revealed in the study that girls became shy in the class, those who will have been proposed making them unparticipatory in the class and other school activities.

The findings are also consistent with the findings by Machakanja (2009) in Manicaland Province of Zimbabwe whose study revealed that verbal harassment has an impact on the educational attainment of learners. The research indicated that poor academic performance was common amongst students who were verbally harassed. The study also revealed that verbal harassment does impact emotionally on victims. The emotional impact noted included depressing, stress, and feelings of betrayal.

Sample sizes for these studies were relatively small thereby being a limitation. Larger group sizes might have revealed more significant differences on the results obtained. Future research should attempt to collect data from a larger and diverse population to increase generalisability of the findings. Moreso, self reports made by the participating teachers may not be dependable.

2.2.4   What are the strategies that can be applied to reduce verbal harassment?

Many researches are being carried out in many countries in an effort to come out with strategies that can be used to reduce verbal harassment in schools, colleges and universities.

The USA Department of Health and Human Services (2011) conducted a research in USA on strategies that can be used to minimize verbal violence in schools. It was established in the research that teachers should have open communication. Communication is the key to building rapport. When teachers have open communication with their students, their students will feel more open to air out their problems including some forms of harassment like verbal harassment (Mahoney, 2012). As such schools need to have adequate reporting systems (Michael, 2005).

The study also revealed that teachers should engage parents. Keeping parents informed about their children's grades, friends, behaviour, and even attitudes in school is an important tool when addressing behaviours. According to Mahoney (2007), if parents and teachers work together they can provide a consistent approach to introduce more productive and appropriate replacement behaviours.

This study also revealed that teachers should know state law. It was established that staff members should be familiar with their state laws and regulations regarding some forms of harassment. It was also established in this study that teachers should monitor hot spots. There are certain places where bullying and forms of harassment occurs most, and these are often areas where adults are not present – areas like hallways, bathrooms and playgrounds. In the study it

was discovered that 47,2% of harassment occurred in hallway or stairwell and 33,6% of verbal violence happened in the classroom and 20% of verbal violence occurred in school playgrounds (Mahoney, 2012).

It was also established in this study by the USA Department of Health and Human Services (2011) that teachers should reward positive behaviour as a strategy to reduce verbal violence in schools among students.

In another study conducted by Olaiya (2009) in North Africa in Nigeria, the study that sought to investigate strategies that can be employed for reducing indiscipline acts among students, it was established by the study that schools should have clear rules/guides. According to Deaukee (2010) one of the most basic and common part of any traditional discipline system is the setting of rules. Everton, Emmer and Worsham (2000) explained that a rule identifies general expectations or standards for behaviour and added that giving the student a clear set of expectations for what is appropriate will be a major start towards establishing a positive classroom and school environment that would be devoid of unruly behaviour from students. Clements and Sova (2000) as cited by Deaukee (2010) further added that rules are the foundation for school conduct or behaviour. It is important that students understand exactly what behaviours are acceptable in school and which ones are not and this is communicated through clear guidelines and rules.

The study also recommended for modeling behaviour as a strategy to minimize verbal violence in schools among students. Johnson (2000) claimed that teachers are not always modeling

positive behaviours. She stressed that part of the role of the teacher is to model the behaviours of positive self-concepts and respect for others and to establish importance of academic achievement. Her view is also shared by Field and Fields (2006) who claims that teacher and parental examples are productive methods of guidance and discipline. Mendler and Curwin (2008) further stated that students learn both morals and immoral based on what they see than what they hear.

The research also indicated that creating a supportive school climate is the most crucial step in preventing harassment. A school can have policies and procedures, but these alone will not prevent harassment and indiscipline. Teachers should provide a safe and welcome environment for all students.

In Zimbabwe, in a study conducted by Magwa (2014) in Masvingo province to assess the prevalence of verbal violence in schools among students, the study come up with the following strategies to minimize the problem: The study established that teachers need to have training in verbal violence issues, such as knowing the effects on survivors consequences for harassing learners, and how to report cases of verbal harassment. These findings concur with study by Mathews (2011) who found low level of pre-service teacher training with 76,6% of tertiary teachers education programmes not addressing child protection.

It was also established in the same study that all teachers should be aware of policies that guide them on their responsibility on students. They should as remarked by one participant be told in

no uncertain terms that child verbal harassment is a criminal offence and when committed this should call for immediate dismissal of the teacher from the job.

The study findings also revealed that in order to reduce verbal abuse by teachers the students themselves need to be empowered on verbal harassment prevention.

The weakness of this study among others is that it only catered for verbal harassment by teachers to students and silent on verbal harassment among students themselves. The researcher recommends future researchers to bridge the gap.

In another study conducted in Makonde District of Mashonaland West Province by Dhura (2013) on similar topic, the study revealed that schools should actively engage in counseling students thus it is of paramount importance to ensure that the dormant Guidance and Counseling lessons are actually running as prescribed on the timetable.

The study also established that staff development workshops should be held at the school so that they are taught about ways of maintaining discipline such as rewarding good behaviour.

The study also recommended that schools should employ professional counselors to teach guidance and counseling informing the learners of the dangers of engaging in some forms of verbal harassment.

2.3   Theoretical Framework

Social Learning Theory – Bandura 1977.

The Social Learning Theory (Bandura, 1977) offers a rationale for the continuation of verbal harassment from one generation to the next and may be an explanation for the prevalence of verbal harassment in society. Considering Social Learning Theory in terms of the family has led many researchers to theorize that berhaviour such as verbal abuse may be learned through role models such as parents (Spilalne, 2000 cited in Roth, 2009). The Social Learning Theory suggests that violence is learned through behaviour and can be triggered by stress, alcohol abuse and money (Wareham, 2009). Children learn behaviour starting at an early age in life from their parents. Infact, parents and guardians have the greatest impact on children's behaviour, attitude and relationships (Warenham et al, 2009 online).

The concept of Social Learning Theory says humans learn from observation, from the people and environment around them. When children witness violent behaviour (Murrel et al, 2007). According to Baker and Cunning, (2007) online,, children are very observant and even when one think they are not paying attention, they are absorbing everything in. According to Warenharm et al (2011) online violent relationships in the home teach children the following ideas:

- Violent and threats makes an individual to get what he wants;

- Men are in charge and get to control women;

- People who love you can also hurt you.

Bandura (1977) and in Roth (2009) hypothetised that a great deal of human behaviour is developed and shaped through observing and modeling the behaviours, attitudes and emotional reactions of others.

With the "Bob Doll experiment", Bandura included an adult who was tasked to act aggressively towards a "Bob Doll" while the children were watching him. Later, Bandura asked the children to play inside the room with the "Bob Doll". He found that these children imitated the aggressive behaviour towards the doll, which they had observed earlier. According to Bandura, leaning by observation involves four separate processes which are attention, retention, reproduction and motivation.

Individuals must be paying attention to the model in order to learn something new. The more interesting the model is, the more likely one is to pay full attention and learn. Thus, children would identify with their parents and to emotionally involved with them if they are being verbally harassed or witnessing harassment, so they would likely to pay attention (Roth, 2009).

According to Bandura (1977) , retention of the newly learned behaviour is necessary. Individuals must be able to store new information about the modeled behaviour and reviews it later.

Once one has paid attention to the model and retained the information, the next step is to perform the behaviour one has observed (Warenham, 2009 online).

For reproduction of the behaviour to be successful, individuals need to be properly motivated to imitate the behaviour that has been modeled (Scott, 2009).

According to Bandura (1977), in social learning theory, human behaviour is viewed in terms of a continuous reciprocal interaction between cognitive, behavioural and environment influences.

There is a two way influence between behaviour and the environment (Ruth, 2009). In everyday situations, behaviour, changes environmental conditions and is, in turn, altered by the very conditions it creates. The environment is not a fixed entity that inevitably intrudes upon individuals. Most features of the environment do not operate as an influence until they are activated by appropriate behaviour (parents usually do not praise their children unless they do something praiseworthy).

The aspect of the prospective environment that becomes the actual environment for given individuals consequently depends on how they behave (Bandura, 1989). Through their actions, people produce as well as choose environments whenever they go, whereas those who act in a more good-natured way generate a friendly social setting (Raush, as cited in Bandura, 1986). Behaviour determine which of the many possible environmental influences will be a factor and what forms they will take. Environmental influences, in turn partly determine which forms of behaviour are developed and activated.

2.4   Summary

In this chapter, the researcher has explained how verbal harassment can be perpetuated from one generation to another using the theory of Social Learning Theory by Albert Bandura (1997). This chapter has also addressed the research questions that are in chapter one of this research proposal, using established authorities who had done some investigation on the topic under study. The research questions that have been answered in this chapter are "What is the prevalence of verbal harassment globally?, What are the factors causing verbal harassment among students?. What are the impacts of verbal harassment among students? and What are the

25

strategies that can be applied to reduce verbal harassment in schools among students?. The research has also evaluated some findings by these researchers with reference to the methodologies they employed in their researches.

CHAPTER 3

METHODOLOGY

3.0   Introduction

This study is carried out to investigate the prevalence of verbal harassment among secondary students of Chireya Zone of Gokwe North District in Midlands Province of Zimbabwe. The main focus of this chapter is to outline how the research was carried out, thus this chapter shall address the research design employed in this study, research instruments used, data collection procedures, research ethics and ways of analyzing the data collected as well as the summary of the chapter at the end.

3.1   Research Design

According to Punch (2009) a design is all the issues involved in planning and executing a research project. In this research the researcher used a descriptive survey design to investigate the prevalence of verbal harassment among secondary students of Chireya zone in Gokwe North District. A survey is a research technique in which data are gathered by asking questions of respondents (Fin and Jacobson, 2008). Bog and Gall (2009) define a descriptive survey as a

method of research design which describes what we see; it involves studying a limited number of cases with a view of drawing conclusions that cover the generality of the population under review.

This study is qualitative in nature. Denzin and Lincoln (2009) describes qualitative research as involving "….an interpretive naturalistic approach to the world. This means qualitative researches study things in their natural settings, attempting to make sense of or interpret phenomena interms of the meanings people bring to" (p.3). Qualitative research is used to explore and understand people's beliefs, experiences, attitudes behaviour and interactions (Jacobson, et al, 2009). This study, employed qualitative research design to explore and understand the prevalence of verbal harassment among students in Chireya zone of Gokwe North District.

Denzin and Lincoln (2009) say in qualitative research, the researcher goes to the real world and talk to the people, interact with them aiming to understand what is important to them and how they perceive the world. The scholar goes on to say qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem. This means the research describes an event in its context. Some common qualitative methods include focus group interview, individual interviews and participation/observations (Wyse, 2011). However, for this study, focus group interview, individual interview and questionnaires were used to collect data and are to be discussed in detail under "Research Instruments".

A descriptive survey was chosen for this study for the following reasons:

- it is appropriate for the research objectives of this study as the aim of the study is not to infer cause and effect but to describe the nature of the research topic (Brink and Wood, 1989:139).

- A survey has a high representativeness (Chikoko, 1995). Surveys provide a high level of general capability in representing large population. Due to the usual huge number of people who answer survey, the data being gathered possess a better description of the relative characteristic of the general population involved in the study.

- Surveys are also excellent vehicles for the measurement of attitudes an orientations prevalent in a large population (Chikoko and Mhloyi, 1995). As such for this study, it is the appropriate research design to investigate the prevalence of verbal harassment among students, taking into consideration the size of the sample and the type of data to be sought which is very sensitive.

- Survey research is probably the best method which is available to us in collecting original data for purposes of describing a population large enough to observe directly.

3.2   Population

Punch (2009:359) defines a population as, "the target group, usually, about whom we want to develop knowledge, but which we cannot study directly …" Popoola (2011:2) defines population as "the totality of the items or objects under the universe of study". In this study the population was secondary students, and teachers of Chireya zone of Gokwe North District. The zone consists of seven secondary schools.

3.3   Sample

A sample is a manageable section of a population, but elements of which have common characteristics. Also it refers to any portion of a population selected for the study and on whom information needed for the study is obtained (Awoniyi, Aderantia nd Toyo (2011); Akinade and Owolabi, 2001). Punch (2009) defines it as a smaller group drawn from a population that is actually studied. This means that a sample is a subset of a population under study which is selected for study. The sample was made up of four secondary schools out of seven schools. In each school, there were six students, from form threes and fours, ten teachers and class teachers. All in all, the sample was 40% (students) and 65% (teachers) of the whole population.

3.3.1 Sampling

This refers to the process of selecting a sample. For each group, i.e. learners, teachers and schools, the researcher used the simple random and stratified random sampling technique to come up with his sample. Fraenklin and Wallen (2003) explain that in simple random sampling each and every member of the population has an equal and independent chance of being selected. The researcher used this technique to obtain the sample of students, teachers and schools. The stratified sampling techniques involve identifying subgroups called stratus in the population. Fraenklin and Wallen (2003) define stratified sampling as a process in which certain subgroups or stratus, are selected for the sample in the same proportion as they exist in the population. In this research the stratified sample were boys and girls, male and female teachers in the selected schools. The schools' strata consist of church schools, council schools and satellite schools. The sampling method ensured that all types of schools in the cluster were represented.

The biggest advantage of sampling that has been stratified is that it produces results that are both largely unbiased and accurate. When survey is conducted by via stratified sampling, they often produce data that are more representative of the entire population because of the special attention it pays to the smaller subgroups within the population (Punch, 2009). Moreso, it is the best way to obtain results that reflects the diversity of the population in question.

A simple random sampling was also chosen for the following reasons:

- Random sampling methods provide everyone in the population an equal opportunity of being chosen as a subject.

- Simple random sampling is representative of the population.

- It is totally free from bias and prejudice.

- Because random sampling offers unbiased selection and it is highly representative, it enables researchers to draw clear conclusions from results gotten from the study Fraenklin and Wallen (2003).

3.4   Research Instruments

Research instruments refers to the tools the researcher is going to use to collect data needed to establish the strategic affairs and the problem under investigation (Kwenda, 2003). In this research the researcher used focus group interview for learners, unstructured individual interview for class teachers and Questionnaire for teachers.

3.4.1   Focus Group Interview for students

Focus Groups are small gathering of people called together to deal with certain topic or issues (Harding and Jamie, 2013). Collis, Jill, Hussey and Roger (2013) explain a focus group interview as a form of qualitative research in which a group of people are asked about their perceptions, opinions, beliefs and attitudes towards a topic/subject. The group size usually ranges between 5 and 10 people and is coordinated by a researcher as well as a note taker who takes notes and observers the group interaction (Harding, Jamie, 2013). However, for this study the group size was twenty-four. It usually lasts one or two hours and provides the opportunity for all the respondents to participate and to give their opinions (Wyse, 2011). For this study, each focus group discussion lasted one hour.

The researcher chose to use focus group interview as a research instrument for learners because of the following reasons, as according to Wyse (2011):

- Focus groups are a useful method to investigate complex behaviour as such it is the appropriate research instrument to investigate topics like "prevalence of verbal harassment amongst students". The chances of students in providing with answers to groups to complex topics like this are very high as compared to individual interviews.
- The comments of one participant can generate comments/ideas from other participants. Ideas and opinions can be developed and explored than in individual interviews
- Taking into consideration the respondents (students), focus groups are appropriate research instruments for obtaining preliminary information about beliefs, ideas, opinions, attitudes and behaviours in a community.
- Focus group discussions can be very productive.

- In a short amount of time, a large quantity of information can be collected often more quickly and at lesser cost.

- They also have increased validity as some participants may feel more comfortable being with others as they are used to talking in groups in real life.

It is important to note that the researcher conducted a face to face interview and the research was conducted in a private place to observe research ethics. Face-to-face interview has the following merits according to Pera and VanTonder (2010).

- Allow for more in-depth data collection and comprehensive understanding

- Stimulus material and visual aids can be sued to support the interview.

- Body language and facial expression are more clearly identified and understood.

- Accurate screening. Face-to-face interviews help with more accurate screening. The individual being interviewed is unable to provide false information during screening questions such as gender, age or race.

3.4.2 Unstructured Interview for class teachers

Minichiello et al (1990) defined unstructured interviews as interviews, in which neither the questions nor the answer categories are predetermined. Punch (1998) described unstructured interviews as a way to understand the complex behaviour of people without imposing any priori categorization, which might limit the field of inquiry. The researcher used unstructured interview to collect data from class teaches.

The researcher chose to use unstructured interview to collect data from class teachers because of the following reasons, according to Wyse, (2011):

- Unstructured interviews are good for sensitive topics like the one I am investigating because they are more likely to make respondents feel at ease with the interview.

- The interaction between the participant and the interviewer allows for richer, more valid data. This is because the interviewer can ask follow up questions.

- Ambiguities in an answer can be probed to further understand the meaning of that answer.

- Unstructured interviews can be particularly useful when asking about personal experiences. In an unstructured interview, the interviewer is able to discover important information which did not seem relevant before the interview and the interviewer can ask the participant to go further into the new topic. For this reason they are often considered intimidating due to their formality and can often make the interviewee subject to social desirability bias, a tendency for participants to answer questions inaccurately to suit responses that can be viewed favourably by others

- Unstructured interviews generate qualitative data through the use of open ended questions. This allows the respondent to talk in some in depth, choosing their own words. This helps the researcher develop a real sense of a person's understanding of a situation like in focus group interview, in unstructured interview the researcher also conducted a face-to-face interview basing on the reasons that has been outlined above to justify the use of focus group interview.

3.4.3 Open Ended Questionnaires for teachers

Open ended questions are questions that allow a respondent to give a free-form answer (Annum, 2016). The respondent frames and supplies the answer to the question raised in the questionnaire. Annum (2016) says open ended questions constitute questions which give the respondent an opportunity to express his or her opinions. The researcher used Open Ended Questionnaire to collect the data from teachers.

The researcher chose to use open ended questionnaires to collect data from teachers because of the following reasons, according to Rees, (2009).

- Open ended questions permit adequate answers to complex issues and teachers as mature people than students can provide answers to the problem through the use of a questionnaire..

- Questions that are open ended provide rich qualitative data as compared to closed questions. Most researchers refer to the response to open ended survey questions as qualitative research.

- Unanticipated findings can be discovered through the use of open ended questionnaire unlike closed questions.

3.5   Ethics in Research

Pera and Van Tonder (2010:4) define ethics as a code of behaviour considered correct. It is important that all researchers are aware of research ethics. Ethics relate to two groups of people, those conducting research, which should be aware of their obligations and responsibilities, and the "researched upon", which have basic rights that should be protected. The study therefore had

to be conducted with fairness and justice eliminating all potential risks. Ethical issues observed in this study included informed consent, right to anonymity, right to privacy, and justice.

3.5.1 Permission to conduct the study

The researcher collected an introductory permission letter to conduct the research from the university (Midlands State University) and then used the letter to seek permission to conduct the research from the Ministry of Primary and Secondary Education (National Headquarters Province). This was followed by visits to selected schools to liaise with head teachers to explain the research, and to request permission to conduct study in their schools.

3.5.2 Informed Consent

Informed consent is "a legal requirement before one can participate in a study" (Brink and Wood, 1998). After a full explanation of the nature of the study, participants will be asked to give either verbal consent for those who could not read or write or written consent for their willingness to participate in the study.

3.5.3 Confidentiality and anonymity

Confidentiality is a basic ethical principle while anonymity is one way in which confidentiality is maintained. To ensure anonymity, steps are taken to protect the identity of the individual by neither putting their names when presenting research results, nor including identifying details which may reveal their identity such as workplace, personal characteristics and occupation (Rees, 2009:71). In this study, anonymity was achieved by not putting names on the

questionnaire. The researcher at the end could not link any information to any participant. The interview was conducted in a private office where no third person could hear the conversation.

3.5.4   Justice

Justice refers to the fair treatment of those in the study (Burns and Grove, 2010). In this study, the respondents were treated fairly by giving them the option to withdraw from the study if they wanted to without any negative consequences regarding entitlement to health services.

3.5.5 Respect for person as autonomous individual

Respect for person is a basic human right. Participants as autonomous individuals have the right to choose to either participate or not, in the study. Collins English Dictionary (1991:286) defines choice as "the act or an instance of choosing or selecting, the opportunity or power of choosing". The decision is to be made without coercion. Respondents were allowed to act independently by giving their informed consent to participate in the research. Moreso, the purpose of the study was fully explained to them in the language they were well conversant with. Risks and benefit were highlighted. The participants were informed that a participant was voluntary and that they were free to withdraw from the study should they so wish. Assurance was given to them that neither participation, withdrawal nor refusal to participate, would affect their entitlement to health services.

3.6   Data collection procedures

The researcher obtained an introductory letter from the Midlands State University, faculty of Education, Department of Educational Foundations.. The researcher used this letter to seek permission from the District Offices of the Ministry of Primary and Secondary Education, and from the heads of selected secondary schools. The researcher asked for permission from selected participants at least a week before the interview date and questionnaire administration.

The questionnaires were distributed physically to the subjects to ensure that there were no errors. In all the four schools, the researcher self administered the questionnaires. After respondents answered the questionnaires, the researcher collected the questionnaire himself.

The researcher went to schools that were selected and conducted face-to-face interviews with the respondents/interviewees and the groups. Both individual/interviews and focus group interviews were conducted in a conducive private place, where they were no violation of research ethics. The researcher observed the research ethics. The researcher observed the research ethics that were outlined above. The researcher agreed with respondents on the time to conduct interviews.

3.6.1 Reliability and Validity

Validity is the extent to which an instrument measures what it is supposed to measure and performs as it is designed to perform (Patton, 2002). As a process validation involves collecting and analyzing data to assess the accuracy of an instrument, of which the researcher will do. Moreso, to achieve validity, the researcher pre-test the instrument before administering it to the research sample. This also achieved reliability which is defined by Joppe (2000) as the extent to which results are consisted overtime and an accurate representation of the total population under study. According to Tarket (2010) pre-testing is the opportunity to see what questions work well, what questions sound strange, what questions can be eliminated and what needs to be added. Is the survey or interview too long? Are respondents losing interest? Do they understand the questions? Therefore to achieve this, first the researcher discussed with the supervisor over the instruments. During the discussion the researcher took notes on problematic words or questions and revised the survey accordingly. After that the researcher carried out a pre-test of the questionnaires and interviews at one of the secondary schools in the population but not in the sample.

Furthermore, to improve validation and reliability, the researcher used triangular method to obtain data. The data collection methods that were used in this study are unstructured interviews, open ended questionnaire and focus group interviews. Results from interviews focus group interview and questionnaires were compared to see if similar results are being found. Thus using triangulation adds a depth to the results that would not have been possible using a single strategy. Joppe (2000) also says using more than one person to collect data also increases its reliability.

3.7   Data Analysis Procedures

Qualitative data analysis is the range of processes and procedures whereby we move from qualitative data that have been collected into some form of explanation, understanding, or interpretation of the people and situations which were investigated (White, 2005). The purpose of analyzing data is to obtain usable and useful information (Marshall and Rossman, 1980).

After the field work data from the questionnaires were processed, analyzed, and presented in the form of a report. The process involved the following activities:

1. Checking and editing questionnaires for purposes of easy identification, all questionnaires were numbered separately.
2. Categorizing responses –This is the process of listing all responses to a question under clearly defined options (Brain and Clarke, 2006). The process began by first examining the raw data to draw sup a list of clearly defined responses for each question. Each category was precisely responses for each question. Each category was precisely described in a few words. For each question, the researcher placed similar responses under one category. The process takes the analysis a step on to coding.

39

3. Code data – coding is the process of going through the data with a fine toothcomb looking for themes, ideas and categories and then giving them a "code label" (C;larke, 2006). It involves assigning symbols to categories. In this research, the researcher used numbers as codes. The researcher assigned same codes labeled to common responses/similar responses.

4. Analyzing data – the researcher analysed the data manually hence the researcher used a data matter sheet.

The researcher collected data from respondents and groups. The next step after data gathering was coding data. Researcher codes the data manually or by a computer (Hernnondea, 2009). However, for this study the researcher catered for the cost. Coding the data makes it easier for the researcher to manage the task of analyzing the data, and also to retrieve relevant data when necessary (Thomas and Nelson, 2001). In this study, the researcher assigned same codes to similar responses.

After coding the data, the next step was code validation. To ensure the integrity of the codes, that is they have not been misinterpreted and are free of researcher bias, they should be developed and reviewed by more than one person (Hernandez, 2009). For this study, code validation was done by the supervisor. Moreso, the researcher read and re-read the data, double checking the codes for consistering and validation.

After code validation, the next step was "themes/framework identification. The researcher identified themes and subthemes i.e. patterns that have emerged from the coded data. Other factors included the frequencing of occurrences.

3.8   Summary

To sum up, this chapter has given a description of how the research was carried out. This chapter has highlighted that the researcher used descriptive survey design since it enables the collection of in-depth information which can be used to facilitated the generalization of findings to the larger population. The chapter has also justified the use of open ended questionnaire, unstructured individual interview and focus group interview as data collecting tools in the study. Observing of research ethics by the researcher before and during the study has also been highlighted in this chapter. Finally, in this chapter the researcher outlined the procedure he took before and during data collection, as well as how he analysed data collected from the study.

CHAPTER 4

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0   Introduction

This chapter is concerned with the presentation, interpretation and analysis of data which was gathered through questionnaires, unstructured interviews and focus group discussion. Data from the teachers was collected using questionnaires and interviews while data from the students was collected using focus group discussion. The data are presented by research questions from chapter one and chapter two, and the researcher has attempted to link the research findings to literature review discussed previously. Data are presented using simple table to show frequencies of responses and in narration.

TABLE 4.1 Demographic Data

SCHOOL	A		B		C		D		
GRADE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	TOTAL
FORM 3	2	1	1	2	2	1	1	2	12
FORM 4	2	2	2	1	1	2	2	1	12
TEACHERS	7	2	6	2	5	5	5	3	35
TOTAL	11	5	9	5	8	8	8	6	59

In the study twenty-four students and thirty-five teachers constituted the sample. Twenty-four students participated in the focus group discussion, while thirty-five teachers answered a questionnaire. Out of the thirty-five teachers who answered the questionnaire, eight of them were class teachers who also responded to an interview.

4.2   Data presentation

Research question 1: What is the prevalence of verbal harassment among students?

To answer this question sub-questions were created and responses to them were collected from teachers, class teachers and students through questionnaires, structured interviews and focus group discussion respectively.

4.2.1 How would you define verbal harassment?

Table 4.2.1 Summary of responses from teachers on definition of verbal harassment.

N=35

Response	Response frequency	Percentage
To talk to another person impolitely	1	2.9
To tell someone vulgar words.	2	5.7
This is the abuse through the use of words	8	22.9
Is the use of words which are bad and insulting targeting an individual or a group	3	8.6
Attacks through vulgar language	2	5.7
Offending someone by word of mouth	1	2.9
Uttering words that cause discomfort to whom they are directed	5	14.8

Response	Respond frequency	Percentage
Talking that cause frustrating to the students from parents, students	3	8.6
It is when someone humiliates, embarrasses or frustrates another through word of mouth	10	28.6

Results from the teacher's questionnaires reveal that they understand better the concept of verbal harassment. From all the definitions that were cited by teachers through questionnaires, the researcher discovered that verbal harassment is a form of abuse from an individual through the use of vulgar words, bad words, insulting words which causes humiliation, frustration and embarrassment to whom directed.

Table 4.2.2 Summary of responses from interviews with class teachers on definition of verbal harassment

N=8

Response	Respond frequency (n)	Percentage (%)
Bad words which can be exchanged between 2 people	1	12.5
Attacks through vulgar language	1	
Is a form of abuse in oral form.	11	12.5
Talking that cause frustrating to the student from parents, teacher and fellow students.	2	12.5
Any word spoken which cause discomfort to one directed.	2	2.5
To talk to another person impolitely.	1	12.5

Results from the interview with class teachers indicate they do have knowledge on the definition of the term verbal harassment. From all the definitions which the researcher got from the class teachers the researcher concluded to define verbal harassment as a form of abuse from an individual to another individual using vulgar language, bad words which lead to some form of discomfort and frustrations to the victim.

Table 4.2.3   Summary of responses from the focus group discussion with students on definitions of verbal harassment

N=24

Response	Frequency (n)	Percentage (%)
To talk to another person impolitely	3	12.5
To tell someone vulgar words e.g. kutuka munhu zvinonyadzisa	10	41.7
Oral harassment	3	12.5
It's a way of communicating in an impolite way which cause discomfort to the victim	3	12.5
Offending someone by words of mouth	3	12.5
I do not have an idea	2	5.7

Results from the focus group discussion with students reveal that most of them have knowledge on the meaning of the term verbal harassment. From the definitions which were given by the students, the researcher concluded to say verbal harassment is passing offending words, impolite words or vulgar words to someone.

4.2.4   How common is verbal harassment among students

Table 4.2.4 Summary of responses from teachers on how common verbal harassment is among students.

N=35

Prevalence	Frequency (n)	Percentage (%)
High	18	51.4
Moderate	4	11.4
Low	13	37.1

Most of the teacher's who completed questionnaires indicated that verbal harassment is high. Less than half of the teachers who answered the questionnaire agreed that verbal harassment is common but said the rate is low, whilst others said it was on average.

Table 4.2.5 Summary of responses from interviews with class teachers on prevalence fo verbal harassment among students

N=8

Prevalence	frequency	Percentage
High	2	25
Moderate	4	50
Low	2	25

Most of the class teachers who responded to an interview revealed that verbal harassment was moderate. Less than half of the class teachers who responded to the interview rated the prevalence of verbal harassment as both low and high (25%). However, through probing the researcher discovered that verbal harassment among students was very high as most victims could not report the cases because of fear to be victimized again since they are no systems put in place by schools to protect learners who report cases of verbal harassment. One teacher who was interviewed gave his response like this:

> *"It is very common but reports are very few, sometimes it is from the teacher to the students. Students fear to report".*

4.2.6 Do you sometimes receive negative comments from others at school?

Summary of response from students in a focus group discussion on whether students receive negative comments from others at school is shown on table 4.2.6

N=24

Response	Frequency (n)	Percentage (%)
YES	20	83.3
NO	4	16.7

Results from the focus group discussion with pupils revealed that verbal harassment si very common as most of the students who participated in the focus group discussion confirmed that they once received negative comments from other students. Only few pupils confirmed to the

researcher that they have never received any negative comments from anyone at the school. However, from the researcher's analysation, those students who said they had never received negative comments could be because its part and parcel of their day to day life hence to them it is normal and do not consider it as harassment and not that they have never reeived negative comments.

4.2.7 Do you think teachers verbally harass students?

Summary of responses from teachers in a questionnaire on their perceptions whether teaches verbally harass students or not in their schools is shown in table 4.2.7

Table 4.2.7 Teachers' perceptions on whether teachers verbally harass learners or not in schools

N=35

Response	Frequency (n)	Percentage (%)
YES	28	80
NO	7	20

Results from the teachers' questionnaires reveal that teachers are perpetrators of verbal harassments to students in the schools studied, as confirmed by most of the teachers who answered the questionnaire. Less than a quarter of the teachers who completed the questionnaires confirmed that teachers do not verbally harass students. However, from the researcher's analysation, the researcher is of the opinion that the rate of teachers of being perpetrators of

verbal harassment could be higher than that shown on table 4.2.7basing on the responds from one of the teachers who completed the questionnaire. The respond from the teacher was:

"Teachers pass corrective remarks, constructive criticism remarks that may be misunderstood and mistaken for scolding or harassment. They do not harass students".

The other respond from another teacher who also completed the questionnaire was:: Not always, but they do constructive criticism".

From the above two statements, one can tell that lots of verbal harassments are being committed in the name of "constructive criticism". The researcher is of the view that teachers misinterpreted him and thought the researcher was on crime investigation and hence the use of polite words like constructive criticism, but on actual fact the researcher is of the view that the rate of verbal harassment by teachers could be higher than that shown on table 4.2.7.

Table 4.2.8 Summary of responses from focus group discussion with students commenting on teachers' verbal harassment at school

N=24

Response	Frequency (n)	Percentage (%)
Yes they do	16	66.7
Some of them do	8	33.3
No they do not	0	0

Results from the focus group discussion with students revealed that teachers do pass negative comments to learners/students. The majority of students who took part in the focus group discussion confirmed that teachers are perpetrators of verbal harassment to students, whilst a small portion less than half of the students who took part in the study confirmed that not all teachers are perpetrators of verbal harassment but some of them. From the researcher's analysation almost every teacher is a perpetrator of verbal harassment at some point basing on the fact that the number of students who confirmed "No they do not" is zero.

4.2.9 Examples of verbal harassment comments which students pass to each other

Teachers were asked in a questionnaire to give examples of verbal harassment comments which students pass to each other.

Table 4.2.9 gives a summary of responses from teachers' questionnaires on examples of verbal harassment comments which students pass to each other.

Table s 4.2.9 Summary of Negative comments which students pass to each other as per teachers' response

N=35

Comments	Frequency (n)	Percentage (%)
Zimushangwe	28	80
You are dull	24	68.6
Big head]!	20	57.1
Wizard!	10	28.6
Dog!	15	42.9
You are a bitch!	12	34.3
Son of a fool!	10	28.6
Daughter of a witchcraft	5	14.3
You are stupid	25	71.4
Poor answer	10	28.6
You are a failure	15	42.9
Chikamhi [crippled]	5	14.3
Your father is a thief!	10	28.6
Haugezi/[You do not bath]	16	45.7
Whistling to a girl	18	51.4

Results from the teachers' questionnaire revealed that they are various verbal harassment comments which students pass to each other. The results also indicated that tribalistic verbal harassment comments "zimushangwe" was at the top with 80% of the teachers who completed the questionnaire confirming that it was prevalent. Other verbal harassment comments which teachers through the questionnaire highlighted to be very high among others include 'zidofo' [you are dull], zidzoro [big head], you are stupid, and whistling to a girl. Results also revealed that disability discriminating comments was very low, with 14,3% of the teachers who completed the questionnaire confirming a verbal negative comment "chikamhi" being common. Chikamhi is a Shona word which means being crippled.

Table 4:2.10 Summary of responses from the interview with class teachers on negative comments which students pass to each other reported to them.

N=8

Class teacher's Response	Frequency (n)	Percentage (%)
Zimushangwe	6	75
You are very poor	6	75
You are HIV positive	4	50
You are dull	5	62.5
Haugezi [you do not bath]	5	62.5
Chikamhi [you are crippled]	3	37.5
Cartoons in classroom and toilets	3	37.5

Results from the interview with class teachers revealed that verbal harassments comments like "zimushangwe" "You are very poor", "You are dull" and "Haugezi" "you are dirty" were very common. This is also consistent with results got from the questionnaires.

Table 4.2.11 Summary of responses from the focus group discussion with students on negative comments which students pass to each other.

N=24

Comments	Frequency (n)	Percentage (%)
You are dull!	16	66.7
You are HIV positive	13	54.2
Haugezi [You are dirty]	18	75
Big head!	15	62.5
Zimushangwe	18	75
I want to kick you?	14	58.3
You are ugly.	16	66.7
Your breasts are big.	10	41.7
You are prostitute!	16	66.7
Shut up!	10	41.7
Chikamhi [you are crippled]	6	25
You are very poor.	18	75
Whistling to a girl.	16	66.7
You are a dog.	15	62.5

You are stupid.	18	75

Results from the focus group discussion with students indicated that there are various negative comments which students pass to each other. The results from the focus group discussion showed that the following verbal offending comments were common and very high. 'You are very poor", "You are stupid", zimushangwe", "haugezi", "You are dull", "You are ugly", "You are a prostitute" and "whistling". The researcher observed that offending and derogative comments live "You are very poor", "You are stupid", "You are HIV positive", "Haugezi", "whistling to a girl" and "chikamhi" were consistent to the results got from the questionnaires and the interview.

4.2.12 If Yes, give some of the examples of verbal harassment comments by teachers

Table 4.2.12 Summary of responses from the teachers' questionnaires on examples of verbal harassment comments by teachers to students

N = 35

Teachers' Response	Frequency (n)	Percentage (%)
You are stupid!	25	71.4
You are day dreaming!	12	34.3
You are empty vessels!	20	57.1
Mazishangwe!	25	71.4
Poor work!	25	71.4
Rubbish!	20	57.1

Big head!	18	51.4
Kushata sabambo [you are ugly like father]	15	42.9
You are digging a grave for yourself	18	51.4
You are a donkey	25	71.4
You are dull	20	57.1
Idiot	16	45.7
You wont pass at all	18	51.4

Results from the teachers' questionnaires revealed that teachers do pass negative, discriminating, abusive and offensive comments to students. The results got from the questionnaires indicated that negative comments like "You are stupid", "mazishangwe", were more common than others as shown on the table above [Table 4.2.12] The researcher discovered that the negative comments which teachers pass to students are almost the same with those negative comments which students pass to their fellow students.

4.2.13 Summary of responses from the focus group discussion with students on examples of verbal harassment by teachers to students

Teachers' comments	Frequency (n)	Percentage (%)
You are empty vessels	20	83.3
You are dogs!	18	75
You are dull!	20	83.3
Come out from my class	16	66.7
You are a bitch!	15	62.5
Urinzenza!	12	50
You have an anti-learning virus	18	75
You wont pass at all	18	75
You are stupid	22	91.6
Mazishangwe	20	83.3
Poor work	18	75
You are a donkey	16	66.7
Idiot	15	62.5
You are day dreaming	18	75
Big head!	20	83.3
Rubbish!	20	83.3
Shut up!	18	76

Results from the focus group discussions with students indicated that teachers do pass negative insulting, abusive, discriminatory and offensive comments to students. During the focus group discussions with students the researcher discovered that teachers are at the forefront of perpetrating verbal harassment to students. Results from the focus group discussions with students also revealed the following negative comments passed by teachers to students as very high: "You are stupid", "mazishangwe", "you are empty vessels", "You are dull", "big head", "rubbish', "poor work", "shut up", and "you won't pass at all". The researcher discovered that most of the negative and abusive comments which students cited during the focus group discussions are almost consistent with those cited by the teachers.

Research questions 2: What are the factors causing verbal harassment among students?

To answer the question, sub-questions were created and responses to them were collected from teachers, class teachers and students through questionnaires, unstructured interview and focus group discussion respectively.

4.2.14 Who are the worst perpetrators of verbal harassment among boys and girls?

Table 4.2.14 Summary of responses from the teacher's questionnaires showing the worst perpetrators of verbal harassment.

N=35

Responds	Frequency (n)	Percentage (%)
Boys	30	85.7
Girls	3	8.6

Both of them	2	5.7

Findings from the teachers who completed the questionnaires indicate that boys are the worst perpetrators of verbal harassment. Very few teachers if not less than a tenth cited girls as the worst perpetrators of verbal harassment.

4.2.15 What do you think are the factors that cause verbal harassment?

Summary of the responses from the teachers' questionnaires on factors which they think cause verbal harassment among students is shown in table 4.2.15

Table 4.2.15 Factors causing verbal harassment among students

N=35

Factors	Frequency (n)	Percentage %
Culture differences	30	85.7
Family background and socialization	20	57.1
Ignorance	10	28.6
Gender gaps	20	57.1
Disabilities	15	42.9
Lack of resources	25	71.4
Lack of Guidance and Counselling	25	71.4
Natural character	18	51.4

Poor performance	20	57.1
Jealousy	15	42.9
Identity crisis	10	28.6
Streaming	20	57.1

Results from the teachers' questionnaires indicate that there are many factors that cause verbal harassment among students. Findings from the questionnaires completed by the teachers indicate that the most contributing factor to verbal harassment among students is culture differences, followed by lack of resources to use at school and lack of guidance and counseling.

Table 4.2.16 Summary of the responses from the interview with class teachers on factors which they think cause verbal harassment

Factors	Frequency (n)	Percentage %
Family background and socialization	5	62.5
Culture differences	6	75
Gender gap	5	62.5
Disabilities	3	37.5
Poverty	5	62.5
Lack of adequate resources	5	62.5
Natural character	3	37.5
Power	4	50

Lack of Guidance and Counseling	6	75

Findings from the interview with class teachers indicate that the most contributing factors to verbal harassment among the students are lack of guidance and counseling as well as culture differences both with 75%, and followed by gender gap, poverty, lack of adequate resources and family background and socialization.

Table 4.2.17 Summary of responses from the focus group discussions with students on factors causing verbal harassment by (a) girls

N=24

Factors	Frequency (n)	Percentage %
Culture differences	20	83.3
Drug influence	3	12.5
Age	21	97.5
Revenge	18	75
Inborn/Natural character	10	41.7
Family background and socialization	18	75
Poverty	20	83.3

Jealousy	17	70.8
Defence	18	75
Modeling teachers	18	75
To prove that they have no affairs with boys	12	50
Boosting by boys	8	33.3

Findings from the focus group discussion with students on factors causing verbal harassment by girls indicates that age difference is the most contributing factor causing verbal harassment followed by culture difference and poverty [83,3%]. Drug influence was cited as the least contributing factor to verbal harassment by girls. However, results from the focus group discussions revealed many factors contributing to verbal harassment by girls as shown on table 4.2.17.

Table 4.2.18 Summary of responses from the focus group discussions with students on factors causing verbal harassment b y (b) boys

N=24

Factors	Respond (n)	Percentage %
Culture differences	20	83.3
Drug influence	22	91.7
Revenge	18	75
Age	22	91.7

Factors	Frequency (n)	Percentage %
Inborn/Natural character	12	50
Family background and socialization	18	75
Pride by girls	15	62.5
Refusal by girls to accept boys' proposals	20	83.3
Identity crisis	16	66.7

Results from focus group discussions with students on factors causing verbal harassment by boys revealed that drug influence and age are the most contributing factors followed by culture differences and refusal by girls to accept boys' proposals. However, results from the focus group discussions indicated diversive factors contributing to verbal harassment by boys as shown on table 4.2.18.

Table 4.2.19 Summary of responses from the focus group discussions with students on factors causing verbal harassment by teachers

N=35

Factors	Frequency (n)	Percentage %
Children's bad behaviour	20	57.1
Poor performance by students	20	57.1
Natural character/Inborn	18	51.4
Drug influence	25	71.4
Students' failure to comply with school rules	20	57.1

Family background	18	51.4
Teacher's own social problems	10	28.6

Results from the focus group discussion with students indicated drug influence as the most contributing factor causing verbal harassment by teachers. Findings from the focus group discussion also indicated poor performance by students, children's bad behaviour as well as children's failure to comply with school rules as other contributing factors causing verbal harassment by teachers that is after drug influence. However, they are also other contributing factors as indicated in table 4.2.19.

Research question 3: What are the impacts of verbal harassment?

To answer this question, sub questions were created and responses to them were collected from teachers, class teachers and students through questionnaires, unstructured interview and focus group discussion respectively.

4.2.20 How do you feel if someone makes a negative comment directed at you?

Students in each focus group were asked to indicate how they feel if someone had made a negative comment to them. Varied responses were cited by students in the focus groups.

Summary of the varied responses from the focus group discussion with student is shown in table 4.2.20.

Table 4.2.20 Students' feelings when verbally harassed

N=24

Respond	Frequency (n)	Percentage %
Unpleased	24	100
Offended	24	100
Harsh	24	100
Discouraged	24	100
Disappointed	24	100
Uncomfortable	24	100
Threatened	24	100
Humiliated	24	100
Unloved	24	100

Results from the focus group discussion with students on how students feel when a negative comment is made directed to them, indicated that verbal harassment does more harm than good, as shown on the table above Table 4.2.20.

4.2.21 How do you think verbal harassment affect the life of a student at school?

Table 4.2.21 Summary of the responses from the teachers' questionnaire on how verbal harassment affects the life of a student.

N=35

Respond	Frequency (n)	Percentage %
It leads to withdrawing of students	20	57.1
Psychologically affect the student	24	68.6

	30	85.7
It leads to lack of concentration	30	85.7
Performance is reduced	30	85.7
Pupils drop subjects	32	91.4
They fulfill the labels	20	5.71
Promotes absenteeism	22	62.9
Students become bullies	25	71.4
Leads to low self-esteem	32	91.4
Students live in fear	35	100

Results from the teachers' questionnaires revealed that verbal harassments seriously affect the life of a student in different ways as shown on table 4.2.21. All the teachers who took art in the study agreed that verbally harassed students live in fear.

4.2.22 What are some of the effects of verbal harassment?

Students in each focus group were asked to cite some effects of verbal harassment in students, Varied responses were cited. Summary of the responses from the focus group discussion on effects of verbal harassment to students is shown on table 4.2.22.

Table 4.2.22 Effects of verbal harassment on students

N=25

Respond	Frequency	Percentage %
It affects class participation as well as performance	24	100

It leads to absenteeism	24	100
Students lose trust on the teacher	24	100
Students feel uncomfortable	24	100
Students feel shy	24	100
It leads to hatrage	24	100
Students lose interest in the subject or even to drop	24	100

Results from the focus group discussion with students on the effects of verbal harassment to students revealed that verbal harassment do more harm than good, as shown on the table above – Table 4.2.22.

Research question 4: What are the strategies that can be applied to reduce verbal harassment?

To answer this question sub-questions were created and responses to them were collected from teachers, class teachers and students through questionnaires, unstructured interview and focus group discussion respectively.

4.2.23 How do you handle cases of verbal harassment

Table 4.2.23 Summary of the responses from the teachers' questionnaires on how they handle cases of verbal harassment.

N=35

Respond	Frequency (n)	Percentage %
Counseling	25	71.4
Punishment	30	85.7
Call parents	28	80
Giving warnings to perpetrators	20	57
Through Child Protection Committee	10	28.6
Educating about Human Rights	10	28.6

Results from the teachers' questionnaire indicate that most teachers use punishment to handle cases of verbal harassment. However, they are many ways that are used by teachers to handle cases of verbal harassment depending on the gravity of the case, as shown on table 4.2.10.

4.2.23 How class teachers handle case of verbal harassment

The researcher asked class teachers to explain how they handle cases of verbal harassment when students report to them. Varied responses were cited.

Teacher 1, *I offer counseling to the students.*

Teacher 2 *I gave manual punishment to the perpetrators eg digging pits, sweeping the classroom, cleaning the toilets and watering the garden.*

Teacher 3 *I sometimes call parents for the children involved so that we help each other in solving the case.*

Teacher 4 *We have the child Protection Committee which deals with such issues, so I usually refer it to them.*

Teachers 5 *I sometimes refer to the senior teacher, deputy head or the head depending on the seriousness of the issue*.

Teacher 6 *I sometimes just give the warning to the perpetrators*.

Teacher 7 *Some critical cases, I refer them to the Disciplinary committee*.

Result from the interview with class teachers indicated that they use many ways to handle cases of verbal harassment, depending on the gravity of the cases. However, through probing, the researcher discovered that the most frequently method used by class teachers was punishment followed by calling parents of children as well as referring to the disciplinary committee.

Table 4:2:23 Summary of the responses from focus group discussion with perpetrators of verbal harassment.

Respond	Frequency (n)	Percentage %
By giving them punishment	24	100
Send back home to call parents	24	100
Offer counselling	24	100
Refer cases to disciplinary committee	24	100
Refer cases to the school head	24	100
Refer cases to the Child Protection Committee	24	100

Results from the focus group with students indicated that there are many methods that are used by teachers to deal with cases of verbal harassment as shown by table 4:2:23. It was revealed in the study that teachers considered first the gravity of the case before applying any methods.

4:2:24What do think must be done to curb verbal harassment by (a) students (b) teachers.

Summary of responses from teachers' questionnaires on what they think must be done to curb verbal harassment by students is summarized on table 4:2:24

Table 4:2:24 Measures to curb verbal harassment by students.

N=35

Respond	Frequency (n)	Percentage %
Respect one another regardless of gender and culture differences	30	85,7
Guidance and counselling	35	100
Educating students on human rights	30	85,7
Punishment	35	100
Dismissal to perpetrators	20	57
Scripture Unions	30	85,7
Parent involvement	35	100
Involve students in rules formulation	35	100

Results from the teachers' questionnaires revealed that a lot can be done to curb verbal harassment by students. The results from the teachers' questionnaires indicated that to curb verbal harassment by students all teachers advocated for some guidance and counselling in schools, punishment for perpetrators, parent involvement of students in rules formulation as show on table 4:2:24.Few teachers indicated that they must be some dismissal to perpetrators of verbal harassment.

Table 4:2:25 Summary of responses from teachers' questionnaires on what must be done to curb verbal harassment by teachers.

N=35

Respond	Frequency (n)	Percentage %
Respecting pupils' rights	35	100
Teachers to be role models of good communication	35	100
Staff development on effects of verbal harassment	35	100
Punish Perpetrators	30	85,7
Workshops for teachers	35	100
Educate teachers on children	32	91.5

Results from the teachers' questionnaires has revealed that something can be done to curb verbal harassment by teachers. All teachers who took part in the study agreed that teachers should respect pupils' rights, teachers should be role models of good communication, schools staff develop teachers on effects of verbal harassment and schools should conduct workshops at cluster and zone levels educating teachers on the subject.

4:2:26 Class teachers' response on what must be done to curb verbal harassment.

Teacher 1 *Guidance and counselling must be fully implemented in schools as per timetables and ministry mandate.*

Teacher 2 *Teachers should be role models of good communication.*

Teacher 3 *Parents should be role models of good communication.*

Teacher 4 *I think there must be interaction between parents and teachers.*

Teacher 5 *I think teachers should involve students when formulating school rules.*

Teacher 6 *I think perpetrators of verbal harassment must be given a strong punishment.*

Teacher 7 *I think teachers should reward good behaviour including children who use good register when communicating.*

Results from the interview with class teachers indicated that a lot can be done by teachers, parents and students to curb verbal harassment. These are guidance and counselling sessions, parents involvement in school issues, student involvement in formulating school rules, strong punishment to perpetrators, reward good behaviour and modelling good behaviour by parents and teachers.

4:2:29 What do you think can be done to reduce verbal harassment?

Table 4:2:27 Summary of responses from focus group discussion with students on their views to reduce verbal harassment.

Respond	Frequency (n)	Percentage %
Respecting of human rights	24	100
Guidance and counselling to be implemented in schools	24	100
Teachers and parents to be role models of good communication.	24	100
Strong punishment to perpetrators of verbal harassment	24	100
Child Protection Committees in schools to be fully in operation	24	100
Involve parents fully in school issues	24	100
Involve students when formulating school rules	24	100

Results from the focus group discussion with students indicated that a lot can be done to reduce verbal harassment in schools especially to learners, for learning environment to be conducive as shown on table 4:2:27

4:3 Discussion

Results from teachers' questionnaires reveal that the teachers are of the view that the prevalence of verbal harassment is high. Results from the interviews with class teachers indicates that verbal harassment is prevalent but the rate is not that very high. Furthermore, findings from the focus group discussion with students reveals that verbal harassment is very common as most of the

students who participated in the study confirmed that they once received negative comments from other students and teachers in their school lifetime. This is consistent to a study that was conducted in the United Kingdom through interviews between August 2009 and March 2010 in which the National Union Students discovered that female students experienced a range of unwanted behaviour during their time as students, ranging from everyday verbal and non-verbal harassment. Similar results were also found in Ethiopia by Berhet et al (2015) when he was assessing the prevalence of verbal sexual harassment of female students and associated factors, the researcher noted that fifty-two female students were verbally harassed by teachers, forty-seven female students were verbally harassed by family members, and fifty-nine female students were verbally harassed by male students.

Asked to comment on whether teachers verbally harassed students, it was found through responses from teachers' questionnaire and focus group discussion with students that perpetrators of verbal harassment to students most of the teachers confirmed that teachers are perpetrators of verbal harassment and 66.7% of the students who participated in the focus group discussion strongly confirmed that teachers are perpetrators of verbal harassment. The remaining 33.3% of the students agreed that teachers are perpetrators of verbal harassment but not all of them but some of them.

These results are almost consistent to the results by Berhet et al (2015) cited above. The results are almost similar to the finding by Magwa, (2014) who conducted a study in Masvingo province to assess the prevalence of verbal harassment in which the results revealed that 50 out of 60 participants (83.3%) asserted that some teachers verbally harassed students in schools.

Asked to cite examples of verbal harassment comments which students pass to each other, it was found through teachers' questionnaires that students scold one another for example they will say "Zidzoro" (big head), "Wizard", "You are a bitch", "son of a fool", "You are stupid", "daughter of a witchcraft" and you are a dog". The results also revealed that students pass to each other negative tribalistic verbal comments like "Zimushangwe". Chishangwe is a local language spoken by the indigenous Gokwe people. It was also found from the study that students pass to each other nasty and offensive comments like "You are a failure", 'Poor answer', "haugeze" (You don't bath) as well as discriminatory comments like "Chikamhi" referring to a crippled.

Other negative comments which students pass to each other as according to the interviews with class teachers and focus group discussion with students include stigmatic statements like "You are HIV positive", threatening comments like "ndichakurova" (I will kick you), "nyarara" (shutup) and whistling to a girl. These results are almost similar to the findings by Machakanja (2009) in his study conducted in Zimbabwe in Manicaland province when he was assessing the prevalence of verbal harassment among secondary students. It was noted that boys proposed girls by sending love letters and if they turned them down, they would issue threats, shout obscenities and sometimes beat the girl.

Asked to give examples of negative comments which teachers pass to students, results from this study through teachers' questionnaires and focus group study with students reveals that teachers also pass negative, discriminatory, abusive and offensive comments like, "You are stupid", "You are day dreaming", You are empty vessels", "poor work", "Idiot", "Rubbish!", "Mushangwe!", "zidzoro" (big head), "You are dogs" and "You won't pass at all". Similarly Gordon (1993) as cited in Mutekwe et al, (2012) reported that sexual and verbal harassment of girls in Zimbabwe's

coeducational secondary schools were common. The study revealed that teachers often collude with male pupils in the verbal harassment of girls in the classroom.

From the researcher's analysis in this study, negative comments which students pass to their fellow students seems to be consistent to negative comments which teachers pass to students hence the researcher basing on these findings the researcher can say teachers are the models of students.

Findings from the teachers' questionnaires indicate that boys are the worst perpetrators of verbal harassment. Results from the teachers' questionnaires, interviews with class teachers and focus group with students reveals that factors like culture differences, gender gaps and family background and socialization highly contribute to verbal harassment among students in schools studied. According to the Human Rights Bulletin Number 68 English (2011), verbal harassment arises from social, cultural and religious practices that surbodinates one another especially women. Research showed that verbal harassment is perpetrated against both girls and boys in Sub Sahara African, although, in general, girls are more at risk (Pitchel, 2005 and Lalor, 2004 as cited in Kwenda, 2016).

Furthermore, findings from both teachers' questionnaires and interviews with class teachers cited disability, lack of resources, lack of guidance and counselling sessions in schools, poverty, poor performance by students, identity crisis, streaming and jealousy as contributing factors to verbal harassment among students in schools.

Similarly when students were asked to cite factors contributing to verbal harassment of students in schools, students cited factors like age, modelling teachers, drug influence, socialization, identity crisis, revenge and poverty. These findings are similar but to some extend slightly

contradicts to the findings by Ozigi and Canlan (1979) as cited by Oyetubo and Olaiya (2009) who presented six likely causes of verbal harassment in schools as per research they carried out in Nigeria which are the idea of democracy, the generation gap in ideas, beliefs and values, the influence of media, the failure of the adults, both in society and at school to set standards of god behaviors for young men and women to follow, the failure of parents to set good examples and poverty.

In similar study to ascertain the fact that age is a factor of verbal harassment is acase in Cote D'voire where a sample of 147 students,56% of the cases of verbal harassment against students were reported by students aged 13 to 18 years (Higgonet, 2007 as cited in Kweku, 2016).

However, the difference between Ozigi's findings and Higgonet's study, as cited in Kweku (2016), and this study is that this study has brought in other factors like identity crisis, revenge, streaming and jealousy as contributing to verbal harassment.

Results from the focus group discussion with students on how students feel when a negative comment is made directed to them, indicates that verbal harassment does more harm than good as shown on table 4:2:20. Through the focus group discussion with students, findings reveal that students feel unpleased, offended, harsh, discouraged, disappointed, uncomfortable, threatened, humiliated and unloved.

Asked to give their perceptions on how verbal harassment affects the life of a student, results from the teachers' questionnaires and focus group discussion with students reveal that verbal harassment affects the performance, concentration and participation of a student. The EFA Global Monitoring Report (2015) did some researches and concluded to say verbal harassment undermines the children's ability to participate in a safe environment. In another study conducted

in Botswana (Humpreys 2008) discovered that teachers' habitual use of verbal harassment affected students' classroom participation, thus limiting their opportunity to learn.

Furthermore, findings from data collected through questionnaires and focus group discussion reveals that verbal harassment promotes absenteeism and dropout rates of students.This is consistent to a study conducted in Zimbabwe a case focusing Masvingo district, results revealed that that 10 respondents [50%] were of the opinion that verbal harassment of girls in schools studied accounted for a larger number of high school dropout rate for girls.

Findings from this study through questionnaires and focus group study indicates that verbal harassment can lead to low self esteem to the victim, psychologically affect the student, student lose trust on the teacher, student fulfills the labels and students become bullies. In a study conducted in U.S.A by the American Academy of Padiatrics' Health Children Organization (2010), it was discovered that ridiculing, disrespecting relentless criticism or calling children names interfered with their ability to function in society. It was also discovered in the study that victims of verbal harassment felt fear to even when she or he is behaving in a kind loving or compassionate manner.

Results from this study from data collected through questionnaire, interview and focus group study reveals that a lot can be done to reduce verbal harassment. Results from the teachers' questionnaires indicates that to curb verbal harassment by students all teachers who took part in the study agreed that there must be some guidance and counselling in schools, punishment for perpetrators, parent involvement in school issues and involvement of students in formulation of the school rules. In a study conducted in Makonde District of Mashonaland West province by Dhura (2015) on similar topic the study revealed that schools should actively engage in

counselling students thus it is of greater importance to ensure that the dormant guidance and counselling lessons are actually running as prescribed by the time table. The study also recommended that schools should employ professional counselors to teach guidance and counselling informing the learners effects of engaging in some forms of verbal harassment.

In another study conducted by the US Department of Health and Human Services (2011) conducted a research in USA on strategies that can be used to minimize verbal harassment in school, the study revealed that teachers should engage parents in school issues. According to Mahoney (2012) if parents and teachers work together they can provide a consistent approach to introduce more productive and appropriate replacement behaviours.

Moreso, findings from this study reveal that students, parents and teachers need to be empowered on human rights. It was also revealed in the study findings that to reduce verbal harassment students need to respect one another regardless of gender and culture differences. Johnson (2000) claimed that teachers are not always modelling positive behaviours. She stressed that part of the role of the teacher is to model the behaviours of positive self concept and respect for others.

Results from the teachers' questionnaires reveal that there must be Scripture Union in schools to impart and instill good morals to children. Study findings has also indicated that teachers should engage students in formulation of rules so that they feel part and parcel of the rules and see the need to observe them.

Asked to give their perceptions on what must be done to curb verbal harassment by teachers, results from the teachers' questionnaires, interviews with class teachers and focus group discussions with students emphasized the need for teachers to respect children's human rights and model good behaviour. It was also recommended during the study that to curb verbal

harassment by teachers, teachers should also be empowered on effects of verbal harassment through staff development and workshops. Dhura (2015), in his study conducted in Makonde District of Mashonaland province on a similar topic, established that staff development and workshops should be held at the school so that they are taught about ways of maintaining discipline such as rewarding good behaviour.

Results from the interviews with class teachers reveal that teachers should reward good behaviour as a strategy to minimize verbal harassment and other acts of indiscipline. In an interview, one teacher responded:

Teacher1: *I think teachers should reward good behaviour including students who use good register when communicating*.

Other strategies which this study advocated for in order to reduce verbal harassment in schools are introducing Child Protection Committees in schools and dismissing perpetrators of verbal harassment depending on the gravity of the case. Magwa (2014) says teachers should be told in no uncertain terms that child verbal harassment is a criminal offense and when committed this should call for immediate dismissal of the teacher from the job.

4.4   Summary

This chapter presented and analysed data collected from teachers and students through questionnaires, interviews and focus group discussions. Findings revealed that verbal harassment is prevalent in schools studied of Gokwe North District. Factors causing verbal harassment and its impact to students as per this study has been discussed in this chapter. Finally the chapter as per findings from this study has discussed the strategy that can be used to reduce verbal

harassment in schools. The next chapter will focus on summary, conclusions and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0   Introduction

The whole study on the investigation into prevalence of verbal harassment among students of Gokwe North District with particular reference to Chireya Zone is summarized in this chapter. Aspects discussed briefly in this chapter are background to the study, literature around the problem, the research design adopted and the methods of collecting data used. In addition to that the chapter consists of a summary of the findings, conclusions and some recommendations.

5.1   Summary

The research sought to investigate the prevalence of verbal harassment among students in Gokwe North District with particular reference to Chireya zone. The background through previous researches has proved that verbal harassment is an under-researched topic but few researches on the topic proved that verbal harassment is actually a feature in schools. The research problem "investigation into prevalence of verbal harassment among students of Gokwe North District with particular reference to Chireya Zone" was broken down into sub-questions which sought to answer the research problem.

Evidence from the literature shows that verbal harassment is an under-researched topic, but the few existing studies reveal that verbal harassment is a significant and a prevalent problem in Zimbabwe, Africa and the whole world at large. Literature review has proved that verbal harassment is a serious problem for students at all education levels through different studies conducted in different countries of which among them discussed in this study include the study by the National Union students (2009) in Untied Kingdom, Berhet et al (2015) in Ethiopia and Machakanja (2009) in Manicaland Province of Zimbabwe among others.

The descriptive survey research design was used for the study where random sampling was used to come up with four schools in the zone. For each group that is learners, teachers and schools, the researcher used the simple random and stratified random sampling techniques to come up with his sample. In each school, three boys and three girls were selected using the above mentioned sampling technique, while for teachers the same sampling technique was employed for two mother schools. All in all, the sample had thirty-five teachers and twenty-four students.

Data were gathered using questionnaires, interviews and focus group discussions from teachers, class teachers and students respectively. The instruments were self administered by the researchers.

From the study, findings indicate that there is prevalence of verbal harassment among students of Gokwe North District with particular reference to Chireya zone. The study has revealed different forms of verbal harassment prevalent in schools under study and these include scolding,

threatening, name calling, making nasty comments, whistling to a girl and making discriminatory comments.

Findings from this research has revealed that boys are the worst perpetrators of verbal harassment though girls do perpetrate. Hence this study has concluded sex to be a factor among other factors causing verbal harassment. Other factors contributing to the cause of verbal harassment among students in schools as per findings of this research are family background, cultur differences, gender gap, poverty, disability, lack of adequate resources, power, natural character, age, revenge, drug influence, identify crisis, boosting by boys, refusal by girls to accept boys proposals and pride by girls. Furthermore, findings from this study has revealed that verbal harassment do more harm than good. The effects of verbal harassment to students as per this study are that performance is reduced, it leads to lack of concentration, pupils drop subjects, it leads to increased dropouts, promotes absenteeism, leads to low self esteem, psychologically affect the student, student live in fear, students lose trust on the teacher, students feel shy and uncomfortable. This study has come up with different strategies that can be used in schools to curb verbal harassment which are parents involvement in school issues, good behaviour modeling by parents and teachers, implementation of guidance and counseling as a subjects in schools, involvement of students in formulation of rules, student empowerment on human rights, staff development and workshops on verbal harassment as well as punishment for perpetrators.

5.3   Conclusion

From the study it can be gconcluded that verbal harassment is prevalent in Gokwe North District. The study also concludes that forms of verbal harassment prevalent in Gokwe North District

includes scolding making nasty comments, making discriminatory comments threatening comments, name calling and whistling.

It can be concluded that both boys and girls are perpetrators of verbal harassment but boys are the worst perpetrators. Factors that cause verbal harassment in Gokwe North District as per this study are family background, culture differences, gender gaps, poverty, disability, lack of adequate resources, power, natural character, age, revenge, drug influence, identity crisis, boasting by boys, pride by girls and refusal by girls to accept boys' proposals.

The study also concludes that verbal harassment is a serious problem in Gokwe North District which is affecting students' performance, participation in class , concentration, the ability to function in society, the degree of participation in co-curricular activities, increases the drop-out rate, causes depression, stress and feelings of betrayal.

This study also concludes that to reduce verbal harassment in Gokwe North District, school should involve parents in school issues of their children, good behaviour should be modeled by parents and teachers, Guidance and Counselling should be fully taught in schools as per Ministry's mandate involve students in formulation of rules, empower students on human rights, staff develop teachers and conduct workshops for teachers on verbal harassment – its effects and how to handle case of verbal harassment and punishing perpetrators with regards to the gravity of the case.

5.3   Recommendations

Following the findings of this study, below recommendations were suggested for schools in Gokwe North District:

- Parents and guardians of Gokwe North District should use good register when communicating so that children copy good ways of communication from them since they are models for children.

- Guidance and Counselling should be fully taught in schools as per time-table and Ministry mandate so that students are instilled good morals, norms and values and the philosophy of ubuntu/hunhu.

- Schools should involve students in formulation of school rules, so that they feel ownership and the need to observe the school rules.

- Schools should empower students on children's rights as enshrined in various conventions e.g. the African Charter on the Welfare of Children so that they know what the law say about verbal harassment.

- Schools should staff develop teachers on effects of verbal harassment on student and how to handle cases of verbal harassment.

- Schools should conduct workshops for teachers at different levels, that is at cluster level, zone level or district level, educating them on effects of verbal harassment on student and how to handle cases of verbal harassment.

- Schools should punish perpetrators of verbal harassment be it a teacher or student, so that others will refrain from practicing the indecent behaviour.

- Schools should reward good behaviour acts including students who use good register when communicating so that other students are motivated and encouraged to behave well and to use good register when communicating.

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APPENDIX 1

FOCUS GROUP INTEREVIEW – FOR STUDENTS

DATE: …………………………………..

TIME DISCUSSION STARTED: …………………………………..

TIME DISCUSSION ENDED: …………………………………..

<u>**INSTRUCTIONS:**</u>

I am a student at Midlands State University currently studying for a Bachelor of Education, Management and Leadership Degree. Please help to make your school a safer place by answering the following question about the prevalence of verbal harassment. There are no rights or wrong answers. Your answers will be kept confidential no one will know your name or how you have answered the questions below. The survey asks about your experiences at school, which includes what happens on the way to and from school.

1. What do you think the word verbal harassment means?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

2. Do you sometimes receive negative comments from others at school?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

3. How do you feel if someone makes a negative comment directed at you?

   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   ………………………………………………………………………………………………..

4. Do boys and girls pass negative comments to each other? Give examples of these comments.

………
………
………
………

5. Comment on teachers' verbal harassment.

………

6. What are some of the factors that cause verbal harassment by:

    (a) Teachers

        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………..

    (b) Boys

        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………

    (c) Girls

        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………
        ………………………………………………………………………………………………………..

7. What are some of the effects of verbal harassment?

    ………
    ………
    ………
    ………

8. How do you react to issues of verbal harassment?

    ………
    ………
    ………
    ………

9. How do teachers deal with perpetrators of verbal harassment?

    ………
    ………
    ………
    ………

10. What do you think can be done to reduce verbal harassment?

………
………
………
………

APPENDIX 2

QUESTIONNAIRE – FOR TEACHERS

DATE: ……………………………………………

TEACHER'S IDENTIFICATION NO: ……………………………………………

SEX: …………………………………………….

AGE: …………………………………………….

INSTRUCTIONS:

I am a student at Midlands State University currently studying for a Bachelor of Education, Management and Leadership Degree. Could you please answer the following questions on prevalence of verbal harassment among students on your class. There are no right and wrong answers. Your answers will be kept confidential – no one will know your name or how you have answered the questions below.

1. Can you please define verbal harassment?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
2. How is the prevalence of verbal harassment at your school?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
3. Give examples of verbal harassment comments which students pass to each other.

………
………
………

4. Who are the worst perpetrators of verbal harassment among boys and girls?

   Boys [ ]   girls   [ ]

5. (a) Do you think teachers verbally harass students?

   ………
   ………
   ………

   (b) IF YES give some of the examples of verbal harassment?

   ………
   ………
   ………

6. What do you think are some of the factors that cause verbal harassment among learners?

   ………
   ………
   ………

7. How do think verbal harassment affect the life of student at school?

   ………
   ………
   ………

8. How do your students react to verbal harassment?

   ………
   ………
   ………

9. How do you handle cases of verbal harassment?

   ………
   ………
   ………

10. What do you think must be done to curb verbal harassment by:

    (a) Students:……………………………………………………………………………………………..
        ....
        ....
    (b) Teachers:……………………………………………………………………………………………
        ……………………………………………………………………………………………………
        ……………………………………………………………………………………………………......

APPENDIX 3

INTERVIEW FOR CLASS TEACHERS

DATE: …………………………………………………

TEACHER'S IDENTIFICATION NO: …………………………………………………

SEX: ………………………………………………….

AGE: ………………………………………………….

<u>INSTRUCTIONS:</u>

l am a student at Midlands State University currently studying for a Bachelor of Education, Management and Leadership Degree.. Could you please answer the following questions on prevalence of verbal harassment among students on your class. There are no right and wrong answers. Your answers will be kept confidential – no one will know your name or how you have answered the questions below.

   1. How would you define verbal harassment?

   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

   2. How common is verbal harassment among students in your classes?

   ………………………………………………………………………………………………
   ………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

3. Give examples of verbal harassment comments reported to you by students in your class.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

4. Who are the worst perpetrators of verbal harassment in your class, between boys and girls?

…………………………………………………………………………………………………

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………………………………………………………………………………………………....

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5. What do you think are the factors that cause verbal harassment among students?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6. How do students react to verbal harassment?

…………………………………………………………………………………………………

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7. How do you handle cases of verbal harassment ?

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…………………………………………………………………………………………………

8. What must be done to curb verbal harassment?

…………………………………………………………………………………………………

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