



FACULTY OF EDUCATION

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**A study into the effectiveness of the intervention approaches being used in behaviour
modification among ECE learners: the case of the Tshabalala Cluster in Mzilikazi
District.**

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CHAPTER 1

THE PROBLEM AND CONTEXT

1.0 INTRODUCTION

This research project was undertaken to find out the effectiveness of approaches used in behaviour modification among ECE learners. In this chapter the study shall be introduced. The researcher will present the background of the study that inspired this topic. Thereafter, the researcher will state the problem and continue to formulate research questions. Furthermore, the researcher will justify the study. Lastly the delimitations of the study as well as the limitations shall be presented.

1.1 BACKGROUND TO THE STUDY

Pupil to pupil violence is a problem every teacher at every level of education has to deal with almost on a daily basis (Goldstein, 2004). The first manifestations of such violence can be seen as early as Early Childhood Education (ECE), at this stage infants engage in mere pinching, poking, light slapping and pushing their peers. The effects of such acts are often ignored or not given the serious attention that they deserve. We often hear about bullying at secondary schools, but what about the incidents that occur in ECE centres around the country, the failure to report on these incidents does not mean they do not occur or that they are not serious. Elias and Zins (2003) lament this when they say that while much attention is paid to bullying among older children – both in the media and in research, relatively little focus has been paid to bullying in early childhood education. Teachers, administrators and policy makers often fail to strategize accordingly to address what can be a serious problem in schools if not appropriately attended to. Mackleam (2003) suggests that as pupils move up



from ECE to junior school and then to secondary school, pupil to pupil violence begins to take up an even uglier face. Sullivan (2000) notes that pinches evolve to punches, finger poking evolves to knife stabbings, and bruises evolve to cuts, stiches and trips to the emergency room. Interventions to fight this problem become more complex; school administrators begin to feel helpless and overwhelmed. Teachers choose to take up a passive stance as the mammoth nature of some of these acts of violence dwarfs teacher jurisdiction and calls for the office of the public law enforcement. According to Sullivan (2003) bullying behaviours emerge in infant education and Early childhood educators play a crucial role in determining whether bullying and aggressive behaviour develops and worsens, or whether it is stopped and prevented. Macklem (2003) also shares the same point when he suggests that if ECE teachers don't know that bullying happens among infant learners then it will not end but will grow and spread.

As evidenced by the ever increasing cases of aggressive behaviour at schools being reported in various media, Rigby (2007) suggests that it is about time that strategies used to address the problem of violence be put under the spotlight. In some schools pupil to pupil violence has often been considered as a normal part of growing up and an inevitable occurrence in any school setup, notions that were categorically rubbished by former minister of primary and secondary education. From the infamous 'gededza' initiations and the 'manyunyu' and 'amadzwinyu' rituals at schools, pupil-pupil violence has become an acceptable evil , and according to Mckleam (2002) despite the endless adverse impacts , the problem of infant violence has been somewhat trivialised. In a key note speech addressing parliament following the unfortunate death of a pupil from Waddilove Primary School who committed suicide after allegedly being bullied at school, Dokora pledged to crack the whip on school authorities who failed to ensure the safety of pupils at their schools. In a newspaper article authored by Langa (2015,p.4) cited Dokora saying "Statutory Instrument 1/2000 will certainly visit those



who fail to enforce the rules that protect pupils within the school premises”. While referencing Circular 35 of the Ministry of primary and secondary education policies, the Minister called for the protection of pupils from all forms of violence at schools.

This researcher was shocked upon stumbling on the startling statistics attached to pupil violence around the world. Non-profit making organisation H.A.L.T (Humanity Against Local Terrorism) claim that every 7 minutes a child somewhere in the world encounters some form of aggressive behaviour. According to *Bullyingstatistics.org* 77% of children are bullied in schools worldwide, 14% have a drastic or acute reaction to the abuse and experience poor-self-esteem, depression, anxiety about going to school, and even suicidal thoughts a phenomenon that has been coined -bullycide. In a statistic that UNICEF Executive Director Anthony Lake described as “...uncomfortable facts that no government or parent will want to see”, he said research carried out by UNICEF showed that 1 in 3 students between the ages of 5 and 15 worldwide are regularly bullied in school .Speaking under the banner #ENDviolence Anthony Lake called for action from governments to end violence in schools .In a profoundly articulated speech he was quoted saying “ unless we confront the reality each infuriating statistic represents the life of a child whose right to a safe, protected childhood has been violated, we will never change the mind-set that violence against children is normal and permissible.”.

To that end most school administrators around Zimbabwe and indeed the world over have heeded the call to mitigate pupil-pupil violence and make schools safe havens for learning. Strategies have been made to try and address this scourge, however the continued rise in the cases of pupil to pupil violence has pronounced some of these interventions toothless and ineffective (Besag, 2009) .Schools sometimes use quick fix strategies like punishing the perpetrator, expulsion, and even the age old act of corporal punishment, strategies that have



done little in addressing this problem. In the words of Rice in Sharp (2002) “Some have pumped money toward the problem, investing thousands towards workshops, literature and many other schemes with little being gained from this move.”

Failure by teachers, school administrators and policy makers to adequately strategize ways to deal with pupil-pupil violence has caused serious problems in the day to day activities of schools (Besag,2002). The victimised learners start to develop negative attitudes towards school and schooling in general. According to Thompson, Arora and Sharp (2002) as learners begin to build associations between the bully and the school young learners inherently start to develop a lack of motivation toward anything and everything that has to do with school. Some learners also start to play truant and not come to school in the fear they will have further encounters with the bully.

Having addressed the issues concerning the victims of bullying the same should be done with the perpetrator. The perpetrator , while he/she is wrong in oppressing and victimizing another child he too needs to be seen as a victim of the school system which has failed to come up with strategies to help him/her deal with his/her aggressive tendencies. Karcher (2014) puts it so well when he states that the school system is the one which fails to help both the victim and the perpetrator, the author boldly suggests that primary schools’ failure to come up with proper strategies to help bullies is actually helping to incubate and breed future abusers, criminals and future menaces to society. In other words the remedy to all bullying and aggressive behaviour starts in the ECE classroom. If the child is equipped ,the required tools to deal with his/her aggressive behaviour as early as ECE then he/she will grow up to become less of a problem in later grades (Besag, 2009).

Poor and ineffective strategies being implemented by schools has seen parents get involved in trying to deal with this problem. According to Goldstein (2004) some parents irritated by the



schools' failures have unfortunately taken matters into their own hands. In an incident reported by Ncube [2017:p.6], a parent of a victimised child at Chinotimba primary school was arrested for beating up 7 learners who allegedly were bullying her child. One of the parents of the flogged learners while taken aback by the other's behaviour to take matter into her own hands still took a swipe at the school administration for allowing the bullying issue to escalate to this. This is more evidence that our schools are indeed failing to adequately deal with this phenomenon. In is against this background that this research was undertaken.

1.2 STATEMENT OF THE PROBLEM

The growth of aggressive behaviour among pupils at schools has affected the processes and outcomes of education. Pupils have suffered physical harm and some psychological harm. The causes and effects of pupil to pupil violence have been well documented; numerous authors, scholars and thinkers have all provided to the extensive body of knowledge that addresses these two aspects of this phenomenon. However little has gone in the way of addressing the reasons why the pupil-pupil violence statistics continue to grow. Parents, teachers, government, pupils and various other stakeholders have lamented this stubborn statistic that seems as though will not fall. This has led to attempts being made to end or at least mitigate this escalation (Lee, 2000). However these attempts have had limited success in abating the problem as evidenced by the continued rise in the reported cases of pupil-pupil violence. This study was done in response to this problem. The effectiveness of intervention strategies were investigated; the reasons on why some interventions have failed were explored and ultimately recommendations were made.



1.3 RESEARCH QUESTIONS

Main question

How effective are the strategies used in schools to reduce the problem of pupil-pupil violence?

Sub questions

1.4.1 What are some of the approaches used by schools to mitigate peer violence?

1.4.2 Why have some of the intervention strategies that have been employed in schools failed and what challenges do teachers and school heads face in implementing interventions?

1.4.3 What are some of the changes that can be made to the approaches that could improve intervention strategies used in behaviour modification?

1.4 SIGNIFICANCE OF THE STUDY

The study hopes the findings of the research project will contribute to new knowledge and new perspectives to the existing body of knowledge on pupil-pupil violence in schools. The body of knowledge on pupil to pupil violence in secondary school is broad and extensive but this subject is not adequately being covered at ECE level. It is thus the researchers hope to add to the limited knowledge on the issue and address the issues concerned with why strategies are failing at ECE and what could be done to address these shortcomings. The researcher hopes the perceptions, beliefs, concerns, feelings, inputs and views of the teachers will be expressed and translated to worthwhile recommendations.



Violence is a pertinent issue which cannot be left unattended for a later date. The sooner it is tackled the better; it is thus the researcher's hope that the study will draw the attention of teachers, school authorities, parents and policy makers to address what is an overdue issue. It is believed the research will therefore benefit the mentioned stake holders and provide them with new solutions on how to tackle this phenomenon.

Furthermore, it is the researcher's hope that the research project will ultimately help the victims of school violence by providing the selected schools with a tool that will be used to reduce pupil-pupil violence and make schools safe.

1.5 DELIMITATIONS OF THE STUDY

This researcher has chosen to set the following parameters and boundaries to delimit the scope of this particular study. Geographically, the study was limited to the Tshabalala Cluster in the Mzilikazi district. Conceptually, the study was focused on pupil-pupil violence. Pupil-teacher violence and teacher-pupil violence stray beyond the boundaries of the study and were not addressed. Furthermore accidents that occur among learners as well as other incidents where learners hurt each other by error are beyond the parameters of this study, only deliberate acts of violence among learners were covered.

1.6 LIMITATIONS OF THE STUDY.

This researcher anticipated and faced a handful of restrictions and limitations that had an effect on the research study.

Firstly, the research was limited by time as the research project has to be done and submitted within the stipulated time frame. The researcher as a participant would have done with a longer time frame to watch the subjects and phenomenon unravel in their natural



environments. Furthermore time was a constraint as the researcher had to balance work with research.

Lack of prior research studies on the topic also posed as a limitation. Seeing that prior research studies forms the foundation for understanding the research problem, there was limited literature on learner violence at ECE level. However as noted by Bernard (2006) this limitation presents an opportunity for the research study to identify new gaps on the phenomenon.

1.7 OPERATIONAL DEFINITION OF TERMS

Violence

According to the World Health Organisation (WHO), violence is the intentional use of physical force or power, threatened or actual, against another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation. This will be the working definition throughout the study.

Pupil to pupil violence

Pupil to pupil violence refers to all intentional harm that a pupil exerts on fellow pupils and vice-versa .In the study, erroneous harm and pupil induced accidents do not constitute peer to peer violence.

The terms pupil to pupil violence, peer violence and bullying will be used interchangeably during this study.



Intervention strategies/ approaches

In the study intervention strategies will refer to plans of action, programs, tactics and any devices used by schools to address peer violence.

1.8 SUMMARY

This chapter covered the background of the study and the statement of the problem was clearly defined. The research objectives were set and the research questions which will be answered in the later chapters were posed. The researcher also stated the limitations that will be experienced in the study and then set the delimitations of the study. The following chapter will be literature review.



CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter will cover the literature on peer violence put forward by a number of scholars, authorities and authors on the topic. The researcher will therefore provide a logical study of issues interrelated to this study. The main purpose of this section will therefore be to review secondary sources pertaining the phenomenon, the focus will be on the definition and analysis of key concepts and evaluation of the strategies used to intervene in schools hit by peer violence. Furthermore the researcher will map out a theoretical framework that informs this study as well as review empirical studies that are relevant to this topic.

2.1 THEORETICAL FRAMEWORK

Theoretical paradigms

Learning and the approaches to understanding how learners acquire instruction and how they can be taught to assimilate intervention efforts is influenced by many writings and perspectives from different academics. There are numerous schools of thought that seek to explain how pupils make sense of the world around them and how their behaviour can be modified and as such classical and modern theorists have postulated and put forward these perspectives to aid in the analysis of peer-violence and aggressive behaviour . Research has focussed on behaviour, cognition, psychology as well as social background. All these approaches concentrate on the various characteristics which influence learners and their ability to acquire and utilise new knowledge and information.



The theoretical framework for this study will use two paradigms, the Behaviourist paradigm as well as the Cognitivist paradigm. Under the behaviourists, Bandura's Social learning theory (1965) will be used while Piaget's Stage Theory of Cognitive Development (1975) will be used to understand peer violence and pupil's response to interventions.

2.1.1 Bandura's Social Learning Theory

Albert Bandura posits that people learn from one another through observation, imitation and modelling . He stated that the manner in which pupils learn is through observing adults, through watching television and well as through art (Hollandworth 2008). This way he posits that the learners come to acquire the knowledge they have through these stages. The social learning theory states that neither inner forces nor environmental stimuli drive people as isolated influences. The theory states that behaviour and complex learning can only be explained in terms of a continuous reciprocal interaction of personal environmental determinants. The theory states that virtually all types and forms of learning is a result of direct experience which occurs by observing other people's behaviour and the consequences that follow their actions .Since Bandura asserts that human behavior is affected by observation and by direct experience, prevention and the intervention of peer violence can be done through the controlling of what happens in the class and school environment. Seigel (2012) states that personal and environmental factors determine each other, and the influences are bi-directional, that is, they go both ways. The social learning theory explains human behaviour in terms of a continuous and two way interaction between cognitive, behavioral and environmental factors that an individual interacts with and as such any intervention strategy that is geared towards addressing bullying will require a multi-stakeholder approach that will involve learners, teachers and parents who are responsible for the primary socialization of these learners.



According to Mulvey (2001) in his researches in predicting school violence, noted that social learning is one of the most influential contributors to the shaping of an infant's behaviour. The author made references to Bandura's principles of observational learning called "modeling"; that is imitating the behavior of others as a result of the viewed favorable consequences by those observing. Modeling is recognized as one of the most powerful means of transmitting values, attitudes and patterns of thought and behavior. According to Mulvey (2001) the models that shape behaviour can be physical, involving real people symbolic, involving verbal, audio or visual representation or combination of these Things such as violent videos have negative effects on infants particularly when perpetrators are attractive characters and are not punished and when there is little pain and suffering by the victims and the adolescent are inclined to imitate such acts of violence. One such models are wrestling superstars that infants view on television on a frequent basis. These wrestlers engage in brutal and physical combats that infants grow to admire and later replicate on their peers. Infants who are constantly exposed to violence will inevitably copy the behaviour of those they perceive as "good models" regardless of whether the media was watched, read or listened to and whether the models possess socially desirable characteristics or not. Further implications of this principle is that if bullies are not dealt with thoroughly in schools the behaviour will multiply itself as more pupils observe it in their fellow pupils.

Bandura also posits that learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement (Twining 2000). In other words he is of the opinion that the manner in which the pupils learn is partly influenced by the manner in which the teacher manages the aspect of punishment as well as rewards. A teacher who uses a weak form of intervention or punishment to address peer violence will inevitably communicate to his/her learners that aggressive behaviour will be punished softly and the



opposite is true. The intensity of the punishment/reward will therefore determine whether the aggressive behaviour perpetuates or stops.

2.1.2 Cognitive Development Approach

Cognitivists are of the notion that learning is more academic and the intervention used to address the phenomenon and modify behaviour should take cognisance of the growth and ability of the pupils, in other words the quality and quantity of content geared to address the issue should be age conscious .

Piaget's Stage Theory of Cognitive Development

Piaget was of the opinion that the pupils eventually gathered and synthesised information through four stages, the sensorimotor, preoperational, concrete operations and finally the formal operations (Piaget:1972). He was of the notion that the learners had to go through these stages in order to gain and gather information and knowledge.

Cognition is defined as “ The premise that human beings generate knowledge and meaning through sequential development of an individual's mental processes to recall, recognise, analyse, reflect, apply, create , understand and evaluate” [*en.wikipedia.org*] .Although each child is unique, cognitivists argue that the basic patterns, or principles, of growth and development are universal, predictable, and orderly. In other words children's developmental processes have a predefined framework which can be used to predict how they will behave in certain scenarios and well as have work plans on actions to take when these scenarios arise. From this, it means that learning outcomes can be determined and classroom practitioners can be in a position to ensure that they fully understand the behavioural traits of the children they teach, basing it on the various theories which have been postulated.



Children are experimental beings who rely on their environments. Through active interaction with their surroundings they are able to make sense of their actions. According to Karcher (2004) this is mostly seen in kindergarten where children learn by touching, seeing and tasting objects so that they become aware of meanings derived from the objects they interact with. Piaget was of the opinion that the educational environment should promote learning through mediums which allow the children to touch, smell, see and sometimes taste objects so that their cognitive abilities are developed. Without active interaction with their surroundings pupils will always perceive academic concepts as abstract than concrete. This is the meaning derived from the postulation that “Children are active learners”. Cook and Cook (2005) allude that “Children actively seek to understand their environment and actively initiate events simply to see how things work”. The assumption here is that they develop cognitively through such actions as modelling and dramatization.

The implication on the teaching and learning process is that children should be allowed to actively interact with their surroundings so that they retain knowledge. In a classroom situation this means that they should be allowed to use a variety of aids so that the content they learn becomes inherent and innate. The implication here is that charts and other visual material that addresses violence should be plastered around the classroom and the school. A simple chart on rules of conduct in the classroom that simply says “NO FIGHTING” can go a long way in communicating to young infants who at this stage require continual reminders of instruction. This is supported by Piaget’s principle of the Object Permanence Concept (OPC) under the sensorimotor Stage which states that objects, events, and people continue to exist even when they are out of a line of sensory input or motor action (Twining 2000). Piaget was of the notion that object interaction as a factor enables children to retain some form of mental knowledge about important information and develop cognitively.



Apart from the interaction with their immediate environments, Piaget [1969] also postulated that a child's perception of their environment also influences their understanding of that environment. Where a child perceives a concept as accurate, they are bound to adhere to it without questioning deviant thought from what is given. In other words, three year olds' perceptions of their environments are solely conformed to their understanding of it and not consolidating what others say about the same thing. If a child wants to do art in place of letter writing, Piaget states that the child will continue persisting that what they are doing is correct and will not deviate from that because they cannot comprehend other ideas. The implication this has on education is that the pupils should be allowed to make mistakes during the learning process, through that they understand that their perceptions are not always the best course of action. Through trial and error they begin to understand their shortfalls and eventually conform to the correct course of actions. In the context of this research pupils should be treated with a great deal of empathy when being rebuked for bullying. Egocentrism is rife at this stage, meaning infants have an inability to take another person's perspective. It should thus be understood that infants at this stage can be egotistical and such aggressive behaviours are somewhat normal and common at this particular stage of their development.

Another factor which Piaget brought forth as a direct influence to education is the psychomotive ability of children. He was of the notion that children's physical movements enable them to learn concepts. By running, jumping, singing and dancing, children's cognitive abilities are developed by stimulating their senses. According to Melvey (2001): The notion of the child as an active and curious organism means children should be allowed to be part of the solution. Seigel (2012) suggests that the use of drama, discussions and storytelling where infants actively participate could be utilised to address the problem. Some pupils can be tasked to police others as class monitors or grade prefects. To the teaching and learning environment this means that the pupils should be allowed to do problem solving



tasks and use the discovery method in learning so that their curiosity is aroused and they learn why violence is wrong. In other words it is through their natural knack for knowledge and their curious nature which makes children seek more knowledge. It therefore stands that the major factor which enables the children to learn is the ability of the classroom practitioner to stimulate and develop an investigative and curiosity nature in children by merging cognitive abilities with motivational techniques.

His theory differed from the behaviourists in that he was of the notion that the gathering of knowledge was more biological and cognitive in nature than a change of behaviour as proclaimed by the behaviourists.

In summation, Piaget's Cognitive Development theory provides major guiding principles in understanding how children behave as well as how best they can be taught to modify their behaviour. By understanding the developmental stages that they go through, classroom practitioners will be in a position to understand the dynamics of different children as craft appropriate intervention strategies.

2.2 THE MAJOR INTERVENTION STRATEGIES USED IN SUPPRESSING PUPIL-PUPIL VIOLENCE

Empirical evidence points towards numerous intervention strategies being implemented in schools world over in the bid to reduce the rising cases of pupil-pupil violence in schools. The writer will identify the eight major interventions that have been identified by different scholars.

a) The traditional disciplinary approach

Described by Espelage and Swearer (2008) as the back-to-basics approach to tackling pupil-pupil violence, the traditional disciplinary approach seeks to prevent bullying from



continuing by imposing sanctions on the pupils who were engaged in bullying behaviour. Bauman and Rigby (2010) cited in Hoisko et al (2012) identify strategies that include verbal reprimands, meetings with parents, temporary removal from class, withdrawal of privileges, school community service, detention, internal school suspension, short-term external suspension, and permanent exclusion from school.

Erickson et al (2012) commends the traditional disciplinary approach for its simplicity contrasted to other more complex approaches in which counselling approaches are employed. This is a favoured approach in cases of very violent behaviour, or in cases for which counselling approaches prove unsuccessful. Another advantage is that there is little money ploughed into intervention strategies based on this approach. Hanewinkel (2004) an ardent proponent of this approach though stating the numerous advantages of this approach does however concede to the numerous drawbacks inherent in the approach.

Widely acknowledged as the most used intervention strategy in schools the traditional disciplinary approach is a conservative strategy that can be slated for its reactionary nature. Opponents of the traditional disciplinary approach contend that there is an assumption that when pupils are deterred from acting anti-socially they will automatically gravitate towards engaging in pro-social behaviour which is not always the case Hanewinkel (2004). It is therefore suggested that this approach be used in tandem with pre-violence strategies to be identified later in the chapter.

Although this approach may deter some pupils from bullying, it can also result in pupils continuing to bully in more covert and less detectable ways that are at least equally hurtful to those they bully especially if the pupil who engages in bullying believes that the sanction imposed was unjust Harris (2003). It is suggested this can result in a strong degree of



resentment and a desire to continue the bullying, often in ways that are difficult to detect and thus this approach requires a high degree of surveillance, which is often difficult to maintain..

b) Victim centred strategies

Victims often have poor self-esteem previous to, and/or develop self-doubting after the bullying incidents and as such it is crucial to help them build their self- confidence and boost their self-image. Marklem (2003) identifies the introverts as the likely victims of bullying and encourages strategies interventions that involve getting the introvert pupil involved in after school activities that will help their socializing skills. This lack of desirability can lead to a second common trait of victims; few or no friends. Marklem (2003) further adds that since they have little or no friends, they lack a support network when bullies engage in harassment.

Lee (2004) believes bullies tend to harass children who are vulnerable in some way. New comers, pupils dressing differently, belonging to an under-represented cultural group or tribe, , slow learners , or being unskilled in a valued ability can make one a target for bullies. Olweus(2005) suggest weaknesses and differences make victims susceptible to being preyed on and exploited by aggressors. Empowering of these vulnerable children is thus said to be one way of addressing the problem of bullying.

c) Teacher workshops

Teachers are on the forefront of any intervention strategy as they are the ones who spend the most time with the pupils than any other persons in the school system. Educators are critical partners to ending pupil-pupil violence in schools and for this very reason Karcher (2004) suggests that deliberate strokes should be taken to teach teachers on how to identify and deal with pupil-pupil violence and one such strategy is through teacher workshops. Thompson et al (2002) questions the preparedness of most teachers in dealing with pupil-pupil violence and



believes that the only way to fight pupil-pupil violence is to equip teachers with the required skillsets through the administration of such workshops. The goal of these workshops as posited by Sullivan (2000) is to provide information and statistics about bullying to teachers, develop awareness and skills in teachers, and promote a safe school climate. Furthermore it is suggested that these workshops can be used as platforms for information sharing skills.

d) Learner workshops

Sullivan (2000) is of the notion that learners are sometimes oblivious of what the ideal behaviour to model is. He believes pupils come into school and are inducted into systems that trivialise and tacitly accept pupil-to pupil violent as acceptable customs. It is a though bullying is part of the schools' hidden curriculum. According to Olweus (2005) learner workshops geared towards educating and moulding the perpetrator and potential perpetrator toward sound and acceptable standards of behaviour in school are invaluable in ending pupil to pupil violence. Lee (2004) suggests that infants be taught among other things conflict resolution skills as he considers pupils inadequacies in the faculty of conflict resolutions as one of the main triggers and contributors of pupil-pupil violence.

e) Zero tolerance

Zero tolerance involves using tactics that are devoid of any open-mindedness and the lines of negotiation are thin when dealing with pupil-pupil violence, such tactics could include suspension and expulsion. A zero-tolerance policy according to Olweus (2005) is a strict enforcement of regulations and bans against undesirable behaviours or possession of items. Rigby (2002) articulates it as a policy which imposes strict punishment for infractions of a stated rule, with the intention of eliminating undesirable conduct. Zero tolerance is highly inflexible in its nature, in essence it says, no matter how or why the rule was broken, the fact



that the rule was broken is the basis for the imposition of the penalty. Despite its critics that lamenting its inelasticity and stringency, this behaviour modification strategy is seen as very effective in eradicating the scourge of violence in school as would be perpetrators see the dire consequences of deviant behaviour.

As perpetrators of violence are suspended or expelled without negotiation schools are made safer havens for those who remain. Proponents of punishment and exclusion based philosophy of school discipline policies claim that such policies are required to create an appropriate environment for learning. This rests on the assumption that strong enforcement can act as a psychological deterrent to other potentially disruptive students Olweus (2005). Infants learners who commit serious violent acts like pen stabbing and object throwing can be subjected to such interventions says Sullivan (2000).

f) Vicarious learning through drama and art

Beale and Scott (2001) presented an anti-bullying program initiated by the counselling and drama staff in a school in the United States of America. After conducting investigations concerning student and teacher perceptions regarding pupil to pupil violence in a school, exponents of this intervention strategy collected findings regarding the problem and scripted a drama that was shown to mimic learner experiences as well as those of the teachers. In a widely successful program they called *Bullybusters*, the initiators sought to educate both students and teachers about pupil-pupil violence. They believed the psycho-educational drama allowed students to learn vicariously through the actors and allowed for modelling positive attitudes and behaviours. The actors performed realistic and common bullying situations which pupils could identify. After the curtain call pupils and teachers were put through discussions and they were allowed to share their experiences and later to contribute in the conversation on intervention strategies to control this phenomenon.



The Hello Herman Project is another intervention strategy that used the medium of art and drama to tackle the problem of pupil to pupil violence. In reaction to what is still regarded as the worst act of violence in American educational history that occurred at Columbine High School in Jefferson County, Colorado 1999, pioneers of the Hello Herman project wrote a drama which sought to raise the awareness of the causes and tragic outcomes of pupil-pupil violence. Two senior pupils at the school, Eric Harris and Dylan Klebold, opened fire and murdered 12 students and the incident opened the lid on the problem pupil-pupil violence in schools. The drama has since been developed into a screenplay and a cartoon series ,in a movie that director Michelle Danner described as a greater push to raise even more awareness through the screening of this film at schools all over the educational landscape. Inscribed on their website <http://www.thehellohermanproject.com/about/> , project runners are quoted verbatim , “We all got tired of reading and hearing terrible stories about bullying and we decided to do what we can to put a stop to it. Since we all come from the entertainment and creative industries, we decided to turn to art to see how we can make art make a difference, starting with some art that we already knew to help schools end this problem”

g) Peer-led Interventions.

Peer support models focus primarily on improving student relationships and include such forms as peer counselling, peer mediation and participant role approaches (Thompson et al., 2002). Peer-led interventions typically comprise teaching peer helpers skills such as active listening, empathy, problem solving, and support .These interventions involve the active participation of many students with the aim of fostering communication among students and teachers. This may involve having grade prefects as well as setting up anti-bullying clubs where learners voluntarily join and become little activists in the school.



h) Restorative Justice Approach.

Restorative justice is the process of restoring relationships through forgiveness and reconciliation, Suckling and Temple (2002). This approach is thought to strengthen self-regulation and the regulation of civil society through empowering the powerless and rebuilding relationships between the victimized and the victimizer. In essence the restorative justice approach corresponds with the view that forgiveness reduces destructive behaviours.

The process of restorative justice involves members of the community—the victimized person and his or her family and support group, school community to work through the problems created by the offender’s behaviour (Ahmed & Braithwaite, 2006). Support is typically offered by the child’s natural network, for example, parents, guardians, aunts, uncles, and even grandparents. This is also an acknowledgement that parental involvement is crucial in addressing this problem.

h) Use of shock tactics

Empirical studies have uncovered a growing perception among perpetrators that the repercussions of deviant behaviour are so feeble and so non-threatening that they [the perpetrators] feel they can perpetuate their behaviour with no fear at all. The diminishing impact of strategies calls for the need for drastic and elaborate strategies like the shock approach. Often viewed as negative, controversial and callous measures to dealing with a phenomenon, the toothlessness of other intervention strategies has called for the need for the adoption of these shock tactics in other fields and education could benefit from this as well. Kelly (1999) defines shock tactics as a strategy that uses violent or extreme action or imagery to shock someone into doing something. An alternate definition is provided by Olweus (1997) shock tactics are behaviour reformation schemes that use unpleasant,



upsetting or very surprising stimuli to effect change. In essence these are hostile strategies used by policy makers to get their message across. Shock tactics have met a lot of success in curbing the problem of drink and driving in neighbouring South Africa this is according and driving in neighbouring South Africa this is according to Petri (2003). If similar tactics are used in dealing with pupil to pupil violence then the escalation of pupil to pupil violence can be stunted.

Shock tactics are mainly targeted toward the perpetrator and the potential perpetrator of the violence. For example schools should engage law enforcement personnel to come to schools and deliver a no-holds barred address to shock pupils into compliance. Unlike in workshops, students should not only be taught on the consequences and repercussions of aggressive behaviour but through the use of aggressive and hostile means be pressured into compliance. Pupils should be given the grim picture of what a perpetuation of their behaviour can lead to. The risk of caning by law enforcers is made known to pupils, reference can be used of people they can relate to who have fallen at the hand of the law. Even the threat of incarceration can be used to help alter the would-be perpetrator's behaviour. While this tactic can be effective to older learners. Thompson et al (2002) argue that this tactic to infant learners can be traumatic and bruising.

.2.3 REASONS FOR FAILURE OF INTERVENTION STRATEGIES.

There are many reasons that affect the implementation of the intervention strategies used to curb pupil to pupil violence. These factors may be associated with people, the institution, or



the environment at large. This section will cover some of the reasons some scholars and academics have identified as being the contributing factors to the failure of the intervention strategies.

a) Lack of resources

Another key cause of failure is the inadequacy of resources used in carrying out the implementation (Greene 2006). The availability of finances to fund intervention programs is a major inhibition in getting the most out of an intervention strategy. Schools struggle to get funds to fund different workshops, print or buy intervention tools like pamphlets and give traction to any policy or program.

Mulvey et al (2001) also identifies inadequate labour as a barrier to sound enactment of strategies. Elias (2003) reiterates this notion by suggesting that staffing problems as well as staff expertise and manpower allocation makes it difficult to execute a strategy. He suggests a remedy for this is ensuring that schools hire the right people for the job, ensuring adequate manpower allocation and regular training sessions to increase the expertise of educational practitioners.

b) Blaming the victim

Mulvey et al (2002) have noted that schools often respond to reports of bullying by placing the blame on the shoulders of victims, implicitly assuming that they were somehow responsible for their own victimization because they failed to stand up for themselves. They have noted and criticized the occurrences where the victim has somewhat been viewed as secondary and the one to blame. In their profoundly crafted text: *The Inherent limits of predicting school violence*, they make mention of cases where a student had to be transferred from one class to another to prevent further harassment, it was usually the victim and not the



bully who was displaced. According to Rigby (2002) A study of perceptions and attitudes among students and teachers in Pennsylvania found relatively weak confidence in the utility of intervention strategies that put a lens on the perpetrators. It is documented that teachers and administrators seemed to prefer an approach that encourages victims to be more assertive and to stand up for themselves. Their perspective was that victims are in some way responsible for their mistreatment. Rigby (2005) recalls a scenario in his primary school days where the boarding master who was supposed to be their minder and guardian called him a “sissy” and a “wimp” for reporting a fellow classmate that was being aggressive. The boarding master’s notion was that he was supposed to “man up” if he was to get through primary school.

c) Feeble organisational rapport

Suckling and Temple (2002) blame the lack of rapport and camaraderie among the teachers and administrators as one of the major reasons for failure of interventions strategies. If staff members are pulling in different directions any strategy no matter how well-crafted it is will most likely fail. Organisational tensions and conflicts can be a deterrent to effective strategy implementation. Consider a headmaster who is in constant clashes with his staff, the lack of amity that is borne of these run-ins will present a hurdle that will act as an impediment in any strategy implementation.

Sullivan (2000) also shares the same sentiments as he notes that the organizational culture plays a huge role in the implementation process and success of intervention strategy. So, in a case where the team members have conflicting opinions on the strategy being used there may be resistance to its execution, hence an internal sabotage to the process .

d) Failure to acknowledge there is a problem



Rigby (1997) suggests that despite the flagrant and glaring effects of violence in schools there is still a section of educators and school administrators that are still in denial of the enormity of the problem. The denial has led to the trivialising of the programs and policies that are being introduced at schools.

e) Contradiction between policy and practice

Ellias (2003) blames the incongruences in the alignment of policy and practice to a weak communication system whereby the teachers do not know or understand the strategy resulting in a lack of orientation. Ellias (2003) further attributes this failure to unclear allocation of roles and responsibilities, he posits that strategy implementation that has not been broken down into concrete responsibility levels will fail. This means there is no basis for the necessary coordination.

f) Lack of junior staff involvement

Intervention policies are often a top-down administrative decree so suggests Goldstein (2004). Teachers are expected to implement measures that they were not involved in formulating and thus failure to the mediation program. Besag (1989) also attributes the failure of intervention to the failure in adapting a participatory approach in the formulation of the strategy. Junior staff i.e. teachers neglect their duties of being the implementer because they were neglected or overlooked in the planning process.

g) Lack of supervision, monitoring and follow up

Policy makers spend endless resources creating great programs but fail to reap the full results of these programs because of failure to supervise, monitor and follow up on them, so suggests Goldstein (2004). .Rigby (1997) also blames failure of strategy implementation on poor



supervision and insufficient attention from top management. School heads tend not to dedicate sufficient time and attention to issues of pupil-pupil violence and tend to give priority and precedence to issues to do with academics and other constituents of the school.

2.4 SUMMARY

This chapter focused on the views of scholars and academics in addressing pupil-pupil violence. The chapter also addressed empirical studies that have been done on the subject of pupil to pupil violence. Thus, effort was directed in building a strong theoretical foundation and providing a framework for data collection. In addition to this, the literature review afforded the opportunity of knowing what others had done on the topic and related topics, their findings, recommendations and how all these related to the present study. The next chapter will focus on the research methodology.



CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, the researcher outlined the research paradigm and the methodology used in the study. The chapter looks into the research design, the population, the sample, sampling techniques used, the research instruments, ethical considerations, data collection procedure as well as data presentation and analysis plan. It then concludes with a summary of the chapter. In essence this section addresses the manner in which the research was planned, structured and executed.

3.2 RESEARCH DESIGN

Johnson and Chistensen (2004) define research design as a plan for a study, providing the overall framework for collecting data. MacMillan and Schumacher (2001) on the other hand define it as a plan for selecting subjects, research sites, and data collection procedures to answer the research questions. It can be established from the definition that the research design is a strategic framework for action that serves more than just being an action plan but it serves as a bridge between research questions and the implementation of the research strategy. The function of a research design is thus to ensure that the evidence obtained enables us to answer the initial question as unambiguously as possible. It provides a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". In other words the research design describes a plan that defines how, when and where data was collected and analysed and it will seek to ultimately answer the research questions outlined in chapter one.



This particular research embraced the mixed research methodology in the form of a case study. Mixed research involves the mixing of quantitative and qualitative methods or paradigm characteristics. Mixed methods research as defined by Merriam (2009) is a methodology for conducting research that involves collecting, analysing and integrating quantitative (e.g., experiments, surveys) and qualitative (e.g., focus groups, interviews) research. Sometimes known as triangulation, the mixed method research, is the act of combining several research methods to study one thing. They overlap each other somewhat, being complimentary. Creswell, Plano and Clark, (2011) suggest that the indispensable premise of mixed method design is that the use of qualitative and quantitative, in rapport, will provide a better understanding of the research problems than the use of either one method alone in a study. It is this reason that this researcher found this approach justifiable as the design of choice.

There are numerous other reasons why this researcher deemed a triangulated approach as ideal for this research project. When different approaches are used to focus on the same phenomenon and they provide the same result, you have "corroboration" which means one has superior evidence for the result which means study provides additional evidence and support for the findings (Wallen ,2003). Moreover , this design helped eliminate or at least reduce the personal biases of the researcher. Other important reasons for doing mixed research were to complement one set of results with another, to expand a set of results, or to discover something that would have been missed if only a quantitative or a qualitative approach had been used. Johnson and Christensen (2004) note that the strength in mixed research is that mixed methods combines inductive and deductive thinking and reasoning. Furthermore, researchers are able to use all the tools available to them and collect more comprehensive data. This provides results that have a broader perspective of the overall issue



or research problem. Another advantage is that the final results may include both observations and statistical analyses. Therefore, the results are validated within the study. This is very important because when it comes to chapter four where data presentation is required the researcher can use both words and numbers to communicate the results and findings and paint a clearer picture of the phenomenon of aggressive behaviour and violence in schools.

Having outlined the research type, the next step will be to zero in on the particular research design which was identified as the case study. This is an approach that focuses on gaining an in depth understanding of a particular entity or event at a specific given time. This implies that the researcher must be on the ground where the research is being carried out. It was hence befitting to adopt it as the phenomenon under study was first identified at the researcher's workplace at Maphisa Primary School and it is from this setting and context where the initial problem emanated.

A case study is defined by DeWalt (2002) as a research study method that enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Dencombe (2012) goes further to note that Case studies, in their true essence, explore and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. Boyce and Neale (2006) define the case study research method "as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used." In some case studies, an in-depth longitudinal examination of a single



case or event is used. In this particular research the Tshabalala cluster was the case location that was explored and interrogated.

The use of the case study was justified by the numerous advantages it has. Firstly, the analysis of the data is most often conducted within the context of its use (Khan , 2003), that is, within the situation in which the activity takes place in our case , the Tshabalala cluster. This is in contrast with experimental method removes the phenomenon from its natural environment and isolates it from its context, focusing on a limited number of variables (Merriam ,2009).

Secondly case studies allowed a lot of detail to be collected that would not normally be easily obtained by other research designs. The data collected is was a lot richer and of greater depth than could have been found through other experimental designs.

Another motive for adopting the case study in this research is that it allows for triangulation. Case studies according to Chikoko and Mloyi (2005) are the ideal design to use when the researcher has settled for a triangulated or mixed research as it allows for the collection of bot qualitative and quantitative data.

However the case study design has its weaknesses too. The major weakness identified by Marshall and Rossman(2003) is that data collected cannot necessarily be generalised to the wider population and this leads to data being collected over longitudinal case studies not always being relevant or particularly useful on a large scale. The results and findings from this particular study are therefore replicable only to schools and areas like the Tshabalala



cluster and nothing more, due to the narrow focus a case study has limited representatives and generalization is impossible.

Another weakness of the case study is the likelihood of researcher bias. Keeves (2004) suggests that when conducting a case study, it is very possible for the author to form a bias. This bias can be for the subject; the form of data collection, or the way the data is interpreted. This is very common, since it is normal for humans to be subjective. Cooper and Schindler (2003) also note the same problem with this research design when they point to the fact that the researcher can become close to a study participant, or may learn to identify with the subject too much that he/she loses their perspective as an outsider. However having noted this drawback to the case study design, this researcher ensured that she strived to maintain objectivity and impartiality in order to protect the validity and reliability of this research project.

3.3 POPULATION

Durrheim and Blance (2009) refer to the population as an aggregate or totality of all the objects, subjects or members that conform to a set of specifications. In this study the population was ECE teachers and school administrators who are direct or the immediate stakeholders of this research information and are either affected by school violence or have the power and/or influence to affect policy on school violence.

The Tshabalala cluster is a group of 4 schools that are located in the Mzilikazi district in the Bulawayo Metropolitan Province. The demographic of the four schools are all similar in nature, all four schools are public schools and all serve the Tshabalala and Isizinda communities. All four schools have high enrolments and low staffing. The four schools that make up the population are shown below

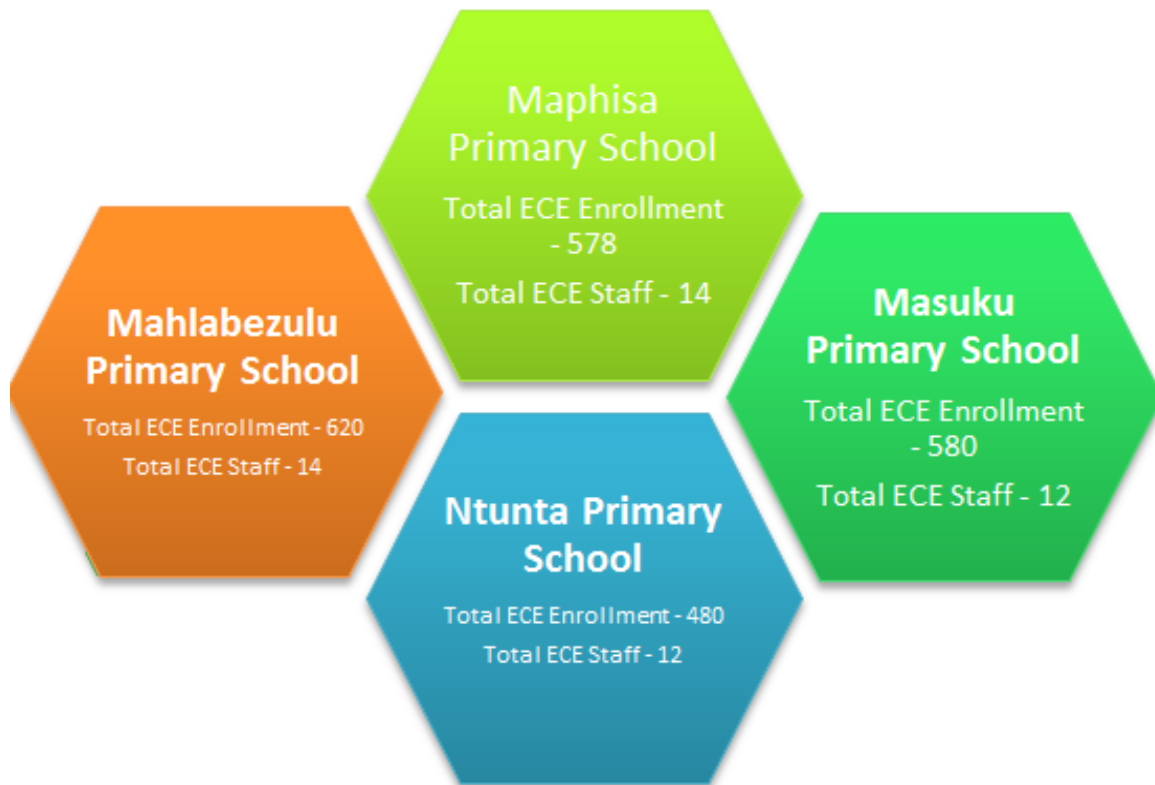


Figure 3.1

| | Maphisa Primary | Ntunta Primary | Masuku Primary | Mahlabezulu Primary | Aggregate |
|-----------------------|----------------------------|---------------------------|---------------------------|--------------------------------|------------------|
| Total ECE Teachers | 14 | 12 | 12 | 14 | 52 |
| School Head(s) | 2 | 2 | 2 | 2 | 8 |
| Teacher in Charge | 1 | 1 | 1 | 1 | 4 |
| | | | | | |
| N(population) | 17 | 15 | 15 | 17 | 64 |

Table 3.1



From the above table it can be established that the total pupil population in this study was 64, the total teacher population was 52 and there were 8 school heads that were possible subjects as well as 4 teachers in charge in the cluster which brought our total population in this study to 64. It was from this population that the sample was derived.

3.4 SAMPLE

A sample is a subset of a population selected to participate in the study, it is a fraction of the whole, selected to participate in the research project (Bloch ,2004). In this study, a total of 20 teachers was selected while a census was used for the school heads and teacher in charge population. How these samples came about will be discussed in the next sub section. The total sample size was 32 participants.

3.4.1 Sampling procedure

Having already stated that the ECE teacher sample entailed 20 teachers, the procedure undertaken to arrive at this sample was the judgemental sampling technique. Judgment sample as defined by Sobo (2000) is a type of non-random sample that is selected based on the opinion of an expert. Using this technique the researcher selects units to be sampled based on their knowledge and professional judgment. When choosing the 20 teacher sample, the researcher made judgements on the teachers who fitted the profile of the desired respondents and those who fell outside of the delimitations of the profile were rejected. The profile of the desired respondents can be outlined as; qualified teachers who have had at least five years' experience in the field, furthermore the desired teacher should have been stationed at the case schools for at least two years. It was assumed that qualified teachers with a wealth of experience in the field will have a better appreciation of the phenomenon than their paraprofessional or less qualified counterparts who have limited experience in the practise.



Snowball sampling was also utilised to choose the teacher sample, snowball sampling, sometimes called chain sampling, chain-referral sampling, or referral sampling is a non-probability sampling technique where existing study subjects recruit future subjects from among their acquaintances (Thomas, 2009). The researcher having identified a couple of the teachers that met the desired criterion or profile required in the study, the researcher went further to ask those teachers to recommend others who they knew who also met the criteria.

Snowball sampling was especially expedient to the researcher in reaching the target groups at Ntunta Primary School, Mahlabezulu and Masuku Primary school as there were accessibility issues at those schools. Maphisa Primary School being the researcher's work station, locating the target group was relatively easy while assessing the target group at the three other case schools was rather challenging that is why snowballing was very important.

Lastly the use of a census when dealing with school heads and teachers in charge was motivated by the fact that there are few of these respondents and this researcher found it quite manageable to meet with all of them without any hustles. A census as defined by Bloch (2004) is a study of every unit, everyone or everything, in a population. It is also known as a complete enumeration, which means a complete count on every unit in the population. Another advantage of using this procedure is that it conducting a census often results in enough respondents to have a high degree of statistical confidence in the research findings.



3. 5 INSTRUMENTATION

The researcher made use of 2 types of research apparatus

3.5.1 In-depth face to face Interview

The first measurement device to be utilized in this research was the in-depth interview. An interview as defined by Bordens (2002) is the verbal conversation between two people with the objective of collecting relevant information for the purpose of research. O’Leary(2012) defines the interview as a research tool which entails an interaction between two parties in which oral questions are posed by the interviewer to elicit oral response from the interviewee for the purposes of fact finding.

The choice of the interview as a research tool was justified by the numerous advantages it has. Firstly it has the advantage that it is holistic in its approach and is able to capture emotions and behaviors of respondents better than any other available research tool. According to O’Leary (2012) face-to-face interviews are ideal in social researches like that the one being undertaken as they capture an interviewee’s raw emotions and behaviors as well as verbal and non-verbal cues. The ability to capture body language and facial expressions is essentially important as it allows the researcher to ascertain whether the interviewee is being honest or not as well as ascertain how strongly the interviewee feels about a certain aspect of the topic.

Another advantage of the face to face interviews that justified this instrument is that the interviewer can probe for explanations of responses. According to O’Leary (2012) interviews allow the interviewer to ask the interviewee to go deeper and explain his/her responses. This was very important in this research because it eliminates the risk of assumption and drawing



of incorrect conclusions. This point is supported by Wallen (2003) who suggests that the human factor that is afforded by the face to face interviews leaves no room for suppositions and vagueness.

Another advantage of face to face interviews is that it allows for the interviewee to probe the interviewer as well. According to Mugenda and Mugenda (2003) sometimes questions are unclear to the respondent and thus clarity might be sought. Questionnaires do not allow for this and thus a lot some aspects of the data collection may be lost in translation. The strength of this research tool thus lies in the respondents' ability to ask the interviewer or researcher to repeat or rephrase a question so that he/she may understand fully what is being solicited.

While it is evident that interviews are justified to be used in this research it is crucial to identify the major drawback to this tool. Firstly the respondents may feel uneasy and adopt avoidance tactics if they feel they cannot trust the interviewer. According to DeMunck (2012) face to face interviews can be intrusive to some respondents as they may feel as though they are being cornered and interrogated. Some respondents preferred the questionnaire tool as it allowed them to respond at their own time without the feeling of being arm twisted to give a response .Furthermore if respondents might feel uneasy about the privacy of their responses and choose to withhold some crucial information they could do so much freely. In other words they would rather respond under the anonymity that is afforded by the questionnaire tool. The questionnaire was thus selected as the second research tool.



3.5.2 Questionnaire

The researcher also chose to use the questionnaire as a part of the data soliciting process. The questionnaire is defined by Bernard (2006) as a set of printed or written questions sometimes with a choice of answers, devised for the purposes of a survey or statistical study.

The main advantage of using questionnaires is that a large number of people can be reached relatively easily and economically (Bloch, 2004). Printing costs were very insignificant, with the cost of printing an 8 page document costing as little as 10cents, this tool was most economically viable and thus was sent to as many respondents as so wished.

Another important advantage about the questionnaire are that responses are gathered in a standardized way, so questionnaires are more objective, certainly more so than interviews (Wallen, 2004).The standardized nature of questionnaire provided quantifiable answers for the research topic and those answers were relatively easy to analyze as compared to interviews were a wide range of assorted answers were provided which made analysis a bit difficult.

Another advantage of questionnaire is that they were less intrusive than interviews and they could be answered in anonymity. This anonymity according to Wallen (2003) allows for the respondent to be less intimidated, less threatened and therefore much more willing and freer to divulge sensitive information without the fear of any repercussions.

However questionnaires have their drawbacks and these drawbacks were noted by the researcher when making considerations on instrumentation. One such impediment in questionnaires was the varying responses to questions. According to Walliman (2011) questionnaires sometimes lack flexibility when respondents sometimes misunderstand or



misinterpret questions meaning it will be very hard to correct these mistakes and collect missing data in a second round. The lack of immediate feedback and interaction between the interviewer and the interviewee meant that vague questions could not be explained and vague or unclear or inadequate answers responses could not be interrogated.

3.6 DATA COLLECTION PROCEDURE

After selecting and settling on the research tools and apparatus used in the data collection it is important to comprehensively outline how the data collection procedure was undertaken. The data collection was carried out in 4 crucial phases or stages.

The first step required the seeking of informed consent. The researcher visited all the four case schools under investigation to seek prior permission from the school heads and other relevant authorities. The investigator discussed in detail about the nature and the purposes of this investigation with school heads. Furthermore this researcher gave assurances to them that this research project is not some sort of witch hunt but rather a purely academic venture. This researcher in accordance to ethical practice took this phase to approach the university authorities to seek the appropriate paperwork and consent that allowed this research to be undertaken.

Next up was the actual data collection. At this stage the actual administration of the research tools was done. The researcher hand delivered each questionnaire to the elected subjects. The instructions on how to fill the questionnaire was outlined thoroughly. This researcher allowed the subjects to ask questions for better clarity. Thereafter the researcher and the respondent agreed on a date on when the responses were expected. The researcher allowed the time frame for responses to be between 2 – 5 days. This way the respondent did not feel



rushed and at the same time the researcher was not inconvenienced by the respondent taking too much time submitting the responses back for analysis.

In regard to interviews, they were done with school heads and teachers in charge, this was warranted by the need to get in-depth views and opinions that could not be revealed if questionnaires were administered. Interviews lasted between 10-20 minutes, this was justified by the need not to be too long and intrusive for the respondent and at the same time not too short to affect the reliability of results.

3.7 DATA PRESENTATION AND ANALYSIS PLAN

Wallen (2003) defines data analysis as the process of using specific procedures to work through data collected. It is an orderly process that involves arranging and classifying the data collected, summarising it, and comparing the results with appropriate data to extort useful information that answers the research questions in a way that it makes sense. In this study data analysis mainly took the form of narratives as well as charts. The study also adopted a themes approach to data analysis where responses were arranged into themes that were established in the data collection phase. Coding was employed to arrange the data into categories to enable easy identification of similar data. Lastly some data was presented using tables, graphs and pie charts to enable clear understanding and description of the solutions to the research problem.



3.8 SUMMARY

This chapter was focused on research methodology used by the research. The chapter explained the research design used in the study as well as the research type. A triangulated research paradigm was identified as being appropriate for the problem under consideration and a case study was utilised . Issues such as population sampling technique, research instrument, data collection procedures and issues of reliability were explained. In the next chapter the study will be on presentation, analysis and interpretation of results.



CHAPTER 4

DATA PRESENTATION ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

In this chapter research data and findings from the case study will be presented. Descriptive narratives, tables and charts will be utilised. The data will be interpreted and analysed to derive meaning from the findings.

4.1 RESEARCH FINDINGS

After a rigorous data collection process the study uncovered the following findings as relating to the research questions that were asked in chapter one of the research project.

4.1.1 Findings from research question one which says -what are some of the approaches used by schools to mitigate peer violence?

Respondents were asked to identify the intervention strategies used at their schools and their responses were as follows:

| Intervention strategy | Case School | Case School | Case School |
|--|-------------|-------------|-------------|
| | A | B | C |
| Traditional Disciplinary Method | ✓ | ✓ | ✓ |
| Vicarious Learning through drama and art | ✗ | ✗ | ✗ |
| Shock Tactics | ✗ | ✗ | ✗ |
| Peer-led Strategies | ✗ | ✓ | ✗ |
| Victim Centred Strategies | ✗ | ✗ | ✗ |

Table 4.1



4.1.2 Discussion of research question one which says -what are some of the approaches used by schools to mitigate peer violence?

As can be observed the most popular approach among the case schools is the traditional disciplinary approach. It was noted that other approaches were being neglected which could be to blame for the perpetuation of pupil to pupil violence. Only case school B uses alternate approach i.e peer-led strategies. All schools had no victim led strategies, another indicator of why the problem is not being mitigated.

As noted in the literature review where Hanewinkel (2004) noted that there is need to incorporate different approaches as this will help to ensure that the drawback or inefficiency of one approach will be centred by the strength of the other. For example the traditional disciplinary approach that the study revealed to be the most favoured approach among the participants has a disadvantage of being reactionary in nature , in other words it is only used when incidents of peer violence among ECE learners has occurred. Proactive approaches such as victim centred approaches as well as the vicarious learning through art are not given the priority that they deserve and this could be blamed for the ineffectiveness of the overall school strategy in dealing with behaviour medication when it comes to pupil violence and aggressive behaviour.

The findings of the study also revealed that shock tactics were not being used by any of the respondents who participated and according to the reviewed literature in chapter 2 by Thompson et al (2002) the respondents are wise in not using this approach as shock tactics in ECE as opposed to secondary school level are more harmful than they are helpful.



4.1.3 Discussion from research question number two which says - Why have some of the intervention strategies that have been employed in schools failed?

School administrators and teachers were quizzed on the factors they felt were to blame for the failure of strategy implementation and teachers were asked on the challenges they face in strategy implementation. These factors are presented as follows:

Lack of resources

Top of every respondent's list of factors that affect the effective implementation of strategies was the lack of financial and human resources. *"We are currently understaffed and it is difficult to assign any teachers to concentrate on the carrying out of these strategies"* said one respondent. It was discovered that teachers have to handle heavy workloads. One respondent articulated her thoughts in the following manner : *"these teachers have too much on their plate , they have too many learners to cater for and ECE learners require a lot of attention from teachers and so the teachers' instructional commitments will take priority over every other programs"* .

The research sought to find out the teacher to pupil ratio and these were the findings:

| School | Teacher to pupil ratio |
|---------------|-------------------------------|
| Case School A | 1: 42 |
| Case School B | 1: 45 |
| Case School C | 1: 40 |

Table 4.2

The teacher to pupil ratios at the 3 case schools are statistics that are alarming to behold and they reinforce the respondents' views that lack of human resources are to blame for some of the failings in policy enactment. With teachers having as much as 40 pupils under their



surveillance it is difficult for them as policy implementers to effectively carry out these duties.

Besides the lack of manpower for strategy implementation, respondents also identified the lack of financial resources to fund programs to curb pupil-pupil violence. “*Some of these strategies require money, and money is not something that we have too much of*” uttered one respondent. The carrying out of intervention approaches like sending teachers to workshops as well as engaging resource people to teach pupils on the subject were identified as some of the strategies that require financial support.

Lack of Teacher involvement in strategy formulation

The degree of teacher involvement was investigated. When asked to describe their head’s leadership style the respondents gave the following responses

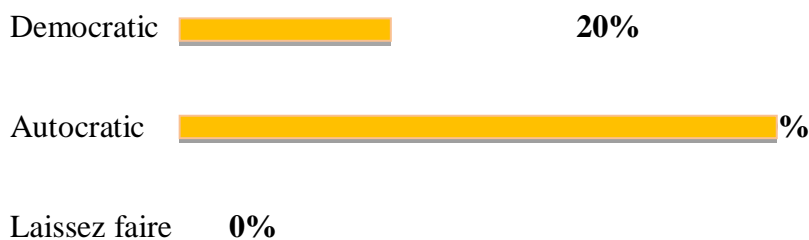


Figure 4.1

The leadership style most identified is the autocratic style .This is a tell-tale sign of why policy implementation is a challenge .The autocratic style of leadership is very authoritarian in nature and is often criticised for lack of consultation of staff which leads to rejection of policies.



Teacher readiness and preparedness in dealing with pupil violence

Numerous questions were used as apparatus to ascertain teacher preparedness in dealing with pupil to pupil violence and behaviour modification. Teachers when asked on the last time they attended a workshop that was held under the auspices of pupil – pupil violence the following data was gathered

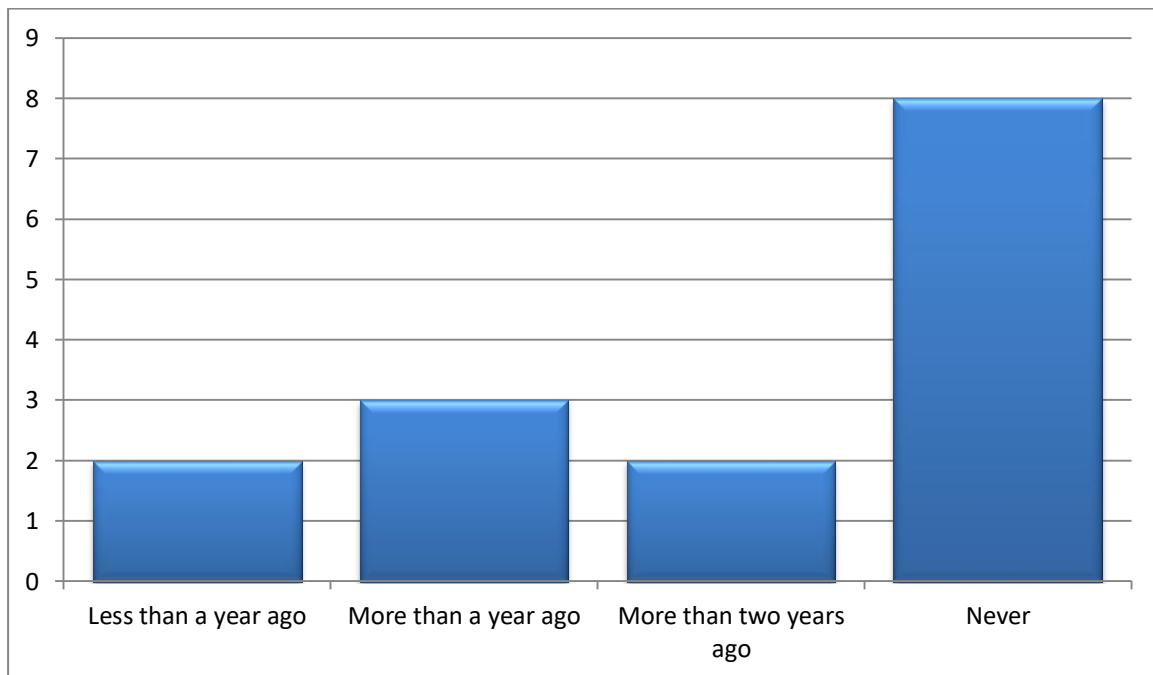


Figure 4.2

From the data presented it can be deduced that teachers are not being adequately equipped with the skillsets needed to tackle pupil-pupil violence when school administrators were asked why teachers were not being sent for workshops to help them acquire the necessary skills to tackle pupil to pupil violence; all the interviewed respondents blamed this on the lack of financial resources

Teachers were further asked whether the topic of pupil to pupil violence had been on the agenda at any internal Staff Development Program held in the past year - 66.6% of the



teachers responded on the negative ,further evidence that not enough is being done in the way of equipping teachers with the adequate skills to tackle pupil to pupil violence.

Teachers were also asked to give their perceptions on the efficacy of their teacher training course in preparing them for pupil-pupil violence. The teachers judged the effectiveness of their teacher training as follows



Figure 4.3

This researcher took it up to herself to zoom in on the allegation that teacher training institutions were adequately preparing teachers in dealing with pupil-pupil violence by taking a forensic look into his own curricula at the Midlands State University and the depths it goes into in equipping the prospective teacher with the required skillsets. It was discovered that through the study of philosophy of education and psychology as well as the study of sociology, the curriculum was sufficiently covering the aspects of pupil-pupil violence and behaviour modification.



4.1.4 Findings from research question number three which says – What are some of the changes that can be made to the approaches that could improve intervention strategies used in behaviour modification.

ECE teachers and the rest of the respondents were asked to offer their contributions on how to improve existing intervention strategies being used at their schools. The following are some of the suggestions made:

Involvement of parents

18 out of the 32 respondents suggested that there needs to be more parent involvement in any strategy used. One teacher noted that the problem starts at home and that the school has to be in constant dialogue with parents of perpetrators of bullying for any reformation of the child to be adequately attained.

Stricter Rules

Two respondents identified the introduction of firmer and stricter rules as the best way to improve the strategies being used at schools. The respondents suggested that the current rules at their schools were too lax and perpetrators no longer fear the consequences of their actions. “I’m not advocating we use corporal punishment , but since the removal of corporal punishment at schools the cases of pupil-pupil violence have increased , maybe if we looked for alternatives that are just as firm as corporal punishment maybe we can see changes” suggested one respondent.

Improving monitoring and evaluation

One respondent who happens to be a senior teacher and head of the disciplinary committee at the case school suggested that monitoring, supervision and evaluation of policies and strategies should be improved. He bemoaned the lack of teacher commitment in policy



implementation and suggested that the teachers as implementers of policies are to blame for the ineffectiveness of policies. *“You know what, these strategies would work if teachers were committed to the task at hand, they really need to be supervised closely I think”* said the respondent.

Another respondent shared somewhat similar sentiments. *“While good, well -hought out policies and strategies are drafted, they fail to gain traction and die out at their inception stage”* said the respondent. He went further to advocate for periodic report writing by implementers to evaluate the effectiveness of each policy.

Restorative strategies

Two respondents called for the use of restorative strategies in improving existing strategies and reducing repeat offenders. *“Discipline cannot be the only way to stop bullying, if disciplinary measures are done then the bully needs to be counselled and educated so that they will no repeat their behaviours”* echoed one respondent.

4.1.5 Discussion on research question number three which says – What are some of the changes that can be made to the approaches that could improve intervention strategies used in behaviour modification.

The suggestions made by the respondents on the changes that can be made to the approaches that could improve intervention strategies used in behaviour modification of ECE learners were very astute and tallied well with the literature reviewed in chapter 2. Firstly the respondents called for greater involvement of parents and guardian in addressing the issues of deviant behaviour and aggressive tendencies. As noted in Bandura’s social learning theory that was used as part of the theoretical framework of this study, the environment in which a child exists in, has a very important and influential bearing on the infant. A child who comes



from a family where aggressive behaviour is the order of the day will also demonstrate the same behaviour when he or she is in the presence of peers. The call for greater parental involvement is thus crucial as parents or guardians will be influenced into altering the environments that infants are exposed to at home.

Another improvement that was suggested by participants was the need to introduce stricter rules. In the reviewed literature, Erickson et al (2012) highlighted that the use of soft and lax rules was to blame for the perpetuation of the problem of deviant behaviour, as long as infants know that the consequences of their behaviour are very soft then they will continue doing wrong. This is in tandem to what was suggested by the theoretical frameworks as proposed by the cognitive development approach which states that infants are cognitive beings who when they are developed enough will know the repercussions of their actions and any punishment deemed inconsequential and trivial will lead to little or no behaviour modification (Seigel, 2012).

Lastly the respondents called for the use of restorative approaches that centred on the perpetrator. This is consistent to what was suggested by Suckling and Temple (2002) in the review of literature when they highlighted that the offender should not be viewed negatively but should be helped to correct his behaviour through counselling and teaching him/her ways to self-regulate and manage anger and aggression.

4.2 SUMMARY

This chapter looked at the findings of the research and the presentation thereof. It looked at the responses given by the teachers, administrators as well as the pupils' responses to the questionnaires and the interviews.



CHAPTER 5

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter provides a summary of the entire research project. In this chapter the researcher will draw the reader towards the processes that went into making up the research project. The researcher will provide the conclusions that were deduced from the findings, furthermore the researcher will

5.2 SUMMARY

This research project was done as a reaction to the perpetuation of pupil to pupil violence in ECE and the need to craft effective behaviour modification approaches. It was discovered that schools were making efforts to address this problem however most of these interventions taken were incapable of effectively mitigating the problem of pupil to pupil violence. It was against this backdrop that the research project was launched. The major aim of this research project was thus to investigate the effectiveness of the intervention strategies used by schools to mitigate the problem of pupil to pupil violence. Other complementary questions were asked in a bid to better understand the phenomenon; the researcher asked the following questions: What are some of the intervention strategies used by school administrators to mitigate peer violence? Why has some of the intervention strategies that have been employed in schools failed? and what changes that can be made to the approaches that could improve intervention strategies used in behaviour modification.

To answer the research questions the researcher first embarked on a review of related relevant literature. The researcher constructed a theoretical framework to provide a blueprint on which to provide a basis for the review of secondary sources. This framework was influenced by



two paradigms, the Behaviourist paradigm as well as the Cognitivist paradigm. Under the behaviourists, Bandura's Social learning theory was used while Piaget's stage theory of cognitive development was also used to understand peer violence and pupil's response to interventions. The researcher went further to review literature that provided information on empirical information that focused on the major intervention strategies used in behaviour modification with particular attention being put on suppressing pupil-pupil violence world over. The findings were enlightening as they identified strategies and policies of different assortments. Finally the researcher shifted focus to literature that brought to light the reasons for failure of intervention strategies and what could be done to improve them.

The study made use of a triangulated research paradigm which utilised interpretive design. From a population of 10 school clusters in the western areas of Bulawayo, the researcher used 4 schools namely Maphisa primary School, Mahlabezulu School and Masuku School. The total teacher population was 52 and there were 8 school heads that were possible subjects as well as 4 teachers in charge in the cluster which brought the total population in this study to 64. It was from this population that the sample was derived. In this study, a total of 20 teachers was selected while a census was used for the school heads and teacher in charge population. The research utilised questionnaires and interviews as research instruments of choice. However the research was adversely affected by some respondents taking too long to return questionnaires however the researcher had to be patient so as to avoid the situation where she rushes respondents and thereby compromising the quality of information gathered.

After enough data was gathered the researcher presented the data and findings. The researcher made use of tables, bar graphs and pie charts to organise and present statistical data. Due to the largely qualitative nature of the study narratives were mostly used to present some of the less numerical data while tables and pictorials were used as well. An analysis of the data was made and it was deduced that there were numerous factors that lead to the



failure of intervention strategies and chief among them were large classes, lack of commitment toward using peer centred approaches and poor organisation rapport as well as the lack of junior staff involvement in policy creation.

5.3 CONCLUSIONS

The following conclusions can be drawn from the research:

5.3.1 Conclusions relating to research question one that says: What are some of the approaches used by schools to mitigate peer violence?

Schools are using mostly the traditional disciplinary approach to addressing pupil violence and other deviant behaviours. Other approaches such as vicarious learning through drama and art , shock tactics and victim centred strategies were not being adequately put to use. Furthermore no participant was found to be using the coercive or corporal punishment approach.

5.3.2 Conclusions relating to research question two that says: Why have some of the intervention strategies that have been employed in schools failed and what challenges do teachers and school heads face in implementing interventions?

It can be concluded that chief among the reasons for the lack of effectiveness of interventions is that schools are not varying their intervention approaches when addressing the problem of pupil-pupil violence. They tend to solely focus on the traditional disciplinary approach which is rather reactionary in nature whilst there are other approaches that could be better and/or complementary to this favoured approach.



The study can also conclude that there is a lack of teacher involvement in policy formulation and that has been seen as a major barrier to effective policy implementation as the ones tasks to implement policy feel left out when it is being crafted and thus reject it sometimes.

Lack of financial resources can also be said to be a major stumbling block to policy implementation as this lack cripples school effort to mitigate pupil to pupil violence. Teachers need constant training and refresher courses to better manage behaviour modification strategies but financial constraints mean that is not always possible.

Staffing and manpower problems adversely influence effective policy implementation. The study revealed that there are too many learners between very few teachers and for that reason classroom management is difficult.

The lack of supervision and monitoring is also to blame for failed intervention strategies. The study revealed that some educators may not be fully committed to addressing the issue as they feel that peer violence is part of growing up. Coupled with staffing problems, monitoring of teachers that have this inaccurate view is made difficult

Conclusions relating to research question three that says: What are some of the changes that can be made to the approaches that could improve intervention strategies used in behaviour modification?

The study can conclude that there is need for better parental involvement, stricter rules, and greater involvement of junior staff.



5.4 RECOMMENDATIONS

Based on the findings from the research, the researcher recommends the following:

- Schools should ensure strategy implementers are supervised closely and consistently.
- Schools should adopt firmer rules to deter would-be perpetrators from engaging in pupil-pupil violence as current rules seem toothless in dissuading such behaviours. Expulsions and suspensions can be a good way to teach pupils vicariously.
- Schools to facilitate workshops to help pupils gain skills in conflict resolution.
- Governments should plough financial resources into pupil to pupil violence programs at schools.
- Schools administrators should strive to build better rapport with subordinates and encourage team building to ensure unity of direction in strategy implementation.
- Research findings point toward an error and miscalculation on the part of policy implementers in coming up with universal remedies in trying to address a problem that is dynamic in nature. Though pupil to pupil violence manifests itself in somewhat similar fashion [aggressive behaviour, fights etc.] it is however caused by a varied assortment of reasons and as such each case deserves its own distinct treatment. For example pupil to pupil violence can be a consequence of poverty, family dysfunction, absence of conflict resolution skills on the part of the learner and as such effective programs must be case-specific. The strategy should be informed by the particular root cause. Policy makers should move away from the notion of one size fits all.



- Schools should adopt a systems approach in strategy formulation. A systems approach is a line of thought in the educational management field which stresses the interactive nature and interdependence of external and internal factors in an organization (Wallen, 2004). A systems approach paradigm appreciates and takes into cognisance that a system is composed of interdependent parts whose sum is greater than each part. Borrowing from this management theory ,schools need to get every stakeholder involved in strategy formulation. Strategy formulation should not only be the sole utility of school administrators, teachers at all levels should be involved, parents should be involved and ultimately pupils should be involved as well. The exclusion of teachers, the implementers of policies and strategy means rejection of policies is a possibility and lack of commitment in enacting strategy is inevitable, the exclusion of parents and guardians means the input of agents responsible for the primary socialisation of children are ignored and finally the exclusion of pupils means that the consumers of the policies are overlooked and render proposed strategies ineffective as they may lack empathy for the pupil.



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APPENDIX A

Questionnaire for Teachers

Dear respondent

My name is Alice Tshuma a final year student studying towards a Bachelor of Education Honours Degree in Early Childhood Education at the Midlands State University. I am conducting research entitled:

Effectiveness of the intervention approaches being used in behaviour modification among ECE learners. A case of the Tshabalala Cluster in Mzilikazi District.

You have been identified as one of the suitable respondents for this research. You are kindly requested to complete the attached questionnaire in making this project a success. The results or findings of the study will be shared with schools in the Tshabalala Cluster, Midlands State University and other interested stakeholders. The views you provide shall be used for academic purposes only and shall be treated with the highest degree of confidentiality. I would like to thank you in advance for time and effort to administer this interview guide.

Should you require further information please do not hesitate to contact me at;

Mobile: 073 911 9788

Regards

Alice Tshuma



1. How many years have you been in the teaching practise?

1-2years

2-5 years

5+ years

2. How long have you been stationed at this particular school?

1-2years

2-5 years

5+ years

3. The last time you attended an educational forum or workshop that was held under the auspices of pupil-pupil violence?

Less than a year ago

More than a year ago

More than 2⁺ years ago

Never

4. Has the topic of pupil to pupil violence ever been addressed at any one of the Staff development programs you have attended in the last year?

Yes

No

5. Looking back at your teacher training at the teacher college you attended, can you safely say the curriculum you were administered covered enough content that related to pupil-pupil violence .

No it didn't dwell much on this topic

Yes it did, but moderately so

Yes it did, the curriculum was comprehensive in covering this topic



6. How best can you describe your superior's management style?

Autocratic

Democratic

Laissez faire

7. Are you ever consulted when policies that have to do with pupil to pupil violence are being crafted?

Yes

Sometimes

No

8. Bulling is a problem at this school

Agree

Strongly agree

Disagree

Strongly disagree

I don't know

9. How well do you know the background of the pupils that you teach?

Fairly well



Hardly

I'm knowledgeable and well-informed

10. What do you think of the levels of pupil-pupil violence at your school ?

Low

Moderate

High

Alarmingly high

11. How often do you dialogue about pupil-pupil violence with your students ?

Daily

Weekly

Monthly

Termly

Never

12. If you were to be appointed head of a committee that looks into pupil-pupil violence at your school what changes would you make to the current strategies and programs that are being used.

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13. What factors do you attribute to the failure of intervention strategies and programs used at this school?

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14. What role do you think the teacher can play in the fight against pupil-pupil violence?

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APPENDIX B

Interview guide for school authorities

1. Do you consider peer violence a serious problem among ECE learners?
2. As a school would you say you are coping with addressing the issues pertaining aggressive behaviour in your learners?
3. What programmes are in place to equip teachers with the required skillsets in dealing with pupil-pupil violence.
4. How many workshops have you held in the last years that were geared toward educating learners on pupil-pupil to violence? If answer is no - what could be some of the reasons that you have not been able to hold any?
5. If answer yes - Have you found these workshops helpful in addressing the issue at hand?
6. At these workshops, what are the major skills that are taught to pupils?
7. Do you have a budgeted figure each year exclusively assigned to programs that deal with pupil to pupil violence?
8. Do you believe the ECE teachers are doing enough to tackle aggressive behaviour in learners?
9. What is the average class enrolment in the ECE classes?
10. Do you maintain a record book of the incidents of pupil- pupil violence that occur in the school?
11. What are your perceptions on using suspensions and expulsions in ECE as a means of suppressing pupil-pupil violence?



12. How best can you describe the rapport that exists between you and your subordinates?

13 In your own words, what are some of the reasons behind the failure of intervention strategies and programs used to mitigate pupil-pupil violence?

The End



APPENDIX C



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru
Zimbabwe

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

FACULTY OF EDUCATION DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

25 April 2018

TO WHOM IT MAY CONCERN

The bearer.....ALICE TSHUMA (Reg. R169138H).....is a
B.Ed/MED/PGDE student at this University. She /~~He~~ has to undertake research and
thereafter present a Research Project in partial fulfilment of the degree programme.

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

Your co-operation and assistance is greatly appreciated.

Thank you

Dr. C. Manyumwa
(Chairperson – Educational Foundations Management and Curriculum Studies)





APPENDIX D

Maphisa primary school

P.O Box 1293

Bulawayo

07 May 2018

The PED

Bulawayo Metropolitan Province

Box 555

Bulawayo

Dear sir/madam

Ref: REQUEST TO CONDUCT MY RESEARCH IN MZILIKAZI DISTRICT.

I am a student at Midlands State University pursuing Bachelor of Education Degree in Early Childhood Education. I seek permission to conduct my research project titled "The effectiveness of the intervention approaches and behavior modification among ECE learners". The case study of Tshabalala cluster in Mzilikazi District.

I wish to conduct this research in Mzilikazi district schools namely Maphisa, Intunta, Masuku and Mahlabezulu.

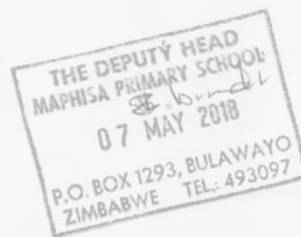
Your co- operation and assistance is greatly appreciated.

Your faithfully



Tshuma Alice

EC # 0881271C





APPENDIX E

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



ZIMBABWE

Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P O Box 555
Bulawayo
Zimbabwe

7 May 2018

Alice Tshuma
MIDLANDS STATE UNIVERSITY

RE: PERMISSION TO CARRY OUT A RESEARCH ON: THE EFFECTIVENESS OF THE INTERVENTION APPROACHES IN BEHAVIOUR MODIFICATION AMONG ECE LEARNERS IN MZILIKAZI DISTRICT: A CASE STUDY OF MAPHISA, INTUNTA, MASUKU AND MAHLABEZULU PRIMARY SCHOOLS

With reference to your application to carry out a research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Province, permission is hereby granted. However, you should liaise with the Head of the Institution/School for clearance before carrying out your research.

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

N Munga
N MUNGA

**For: PROVINCIAL EDUCATION DIRECTOR
BULAWAYO METROPOLITAN PROVINCE**

H.R.O. LEGAL & DISCIPLINARY SERVICES
MIN. OF PRY. & SEC. EDUCATION
P.O. BOX 555, BULAWAYO

THE DEPUTY HEAD
MAPHISA PRIMARY SCHOOL
08 MAY 2018
P.O. BOX 1293, BULAWAYO
ZIMBABWE TEL: 493097

PRY. & SEC EDUCATION
ZILIKAZI DISTRICT
METROPOLITAN PROVINCE
07 MAY 2018
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DEPUTY HEAD
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09 MAY 2018
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BULAWAYO, TEL.: 09-481263

DEPUTY HEAD
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