

**THE NATURE AND EXTENT OF BULLYING AMONG PUPILS
WITH VISUAL IMPAIRMENTS IN ZAMBIA: A CASE OF
SELECTED SPECIAL RESIDENTIAL SCHOOLS FOR THE
BLIND.**

BY

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A dissertation submitted to the University of Zambia in partial
fulfillment of the requirements for the Degree of Master of
Education in Special Education

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DECLARATION

I, Rosta Maiba, do hereby declare that this dissertation represents my own work and it has not previously been submitted for a degree at the University of Zambia or at any other university.

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APPROVAL

The University of Zambia approves this dissertation of Maiba Rosta as partial fulfillment of the requirements for the award of the Master of Education in Special Education.

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DEDICATION

I dedicate this dissertation to my dear husband and the National In-Service Teachers' College (NISTCOL) Management for the support and encouragement they gave me throughout my programme.

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I thank God, my loving Father for being kind to me and making it possible for me to complete my course successfully. I also thank my employer the Ministry of Education for granting me study-leave to enable me pursue my studies successfully.

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ABSTRACT

The purpose of the study was to investigate the nature and extent of bullying among visually impaired pupils at Magwero School in Chipata District, St. Mulumba School in Choma District, and Ndola Lion School in Ndola District. All the three school are special residential schools.

The objectives of the study were to: assess the nature of bullying among visually impaired pupils in special residential schools; establish the extent of bullying among the visually impaired pupils in special residential schools; determine whether the rate of bullying varies with grade and gender; and find out whether there are interventions which teachers could use to use to decrease the prevalence of bullying in special schools. A survey approach was used in conducting this research. Data was collected through a check list; group discussions sessions with the pupils; and questionnaires which were administered to specialist teachers to compliment the data from the checklist. The study used both qualitative and quantitative methods in the collection of data.

The target population comprised all lower and middle grades¹ to 6 special residential school pupils who were visually impaired and all specialist teachers who handled them. The sample size comprised 75 boys and 75 girls visually impaired pupils and 15 special teachers. The study used a total of 165 respondents. The Statistical Package of Social Sciences (SPSS) was used to analyse the data from which frequencies, percentages and graphs were generated.

The study revealed that bullying in residential special schools does exist and that the levels vary between boys and girls. It also showed that bullying was more eminent among the boys than the girls. Nearly all the pupils in the study indicated that they were bullied more than once. The study revealed that bullying mainly occurred in the dormitories and outside the classrooms. All the grades were affected by bullying but that it was more eminent in the lower grades (1-5). This scenario could be attributed to the fact that these pupils are new to the school and have very little experience of the school environment. The study showed that both girls and boys were victims of bullying. Boys bullied their fellow boys and the girls to some extent. In grades 1, 3 and 5 the rate of bullying was higher among boys than girls. Intervention strategies put in place to reduce the prevalence of bullying in special residential schools include counseling sessions, sensitization programmes, punishing the perpetrators and stiffening school rules. From the findings of the study, the following recommendations were suggested:

- The Ministry of Education to introduce programmes in schools to specifically sensitize parents, teachers and school administrators on the evils of bullying.
- The Ministry of Education should send more trained guidance and counselling teachers to special schools to combat bullying through counselling the bullies and the bullied pupils.
- School Head teachers should embark on routine checks in the dormitories and outside the classrooms to apprehend the culprits who should be sensitized on the effects of bullying.

- Schools should strengthen the post of house masters in special residential schools by giving them an incentive in form of an allowance. This would motivate them to reduce bullying in dormitories.

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CHAPTER ONE

INTRODUCTION

This chapter presents the background to study. It also presents the statement of the problem, purpose of the study, research objectives, research questions, significance of the study and definitions of terms.

Background to the study

In 1904 a missionary by the name of Holmeyer Issie of the Dutch Reformed Church made the first attempt in Fort Jameson (now Chipata) in Eastern Province, he started to teach the blind how to read and write. This is when formal education started for the blind in Zambia. In 1914 Ella Botes taught a class of 12 boys at Nyaye before the school moved to Madzimoyo. Later she started teaching to Magwero whose main emphasis was on practical materials such as basketry and pottery. Later Magwero School for the Blind became popular through publicity. Parents were encouraged by Chiefs, Headmen, District Commissioners, police and messengers. Initially the most important taught subjects were Braille, Religion and simple Handcrafts. Formal subjects were introduced at a later stage. This was about 1930-40 and progress was seen which encouraged the increase to the grades or standards as they were known.

The information spread about education for the blind at Magwero. This attracted many other missionaries especially in Luapula Province to assist the blind. Many centres were

opened which received and enrolled many blind pupils. The second school for the education of the blind was Mambilima in Mwense (Luapula Province). This was established in 1940 by a missionary from England of the Christian Mission in Many Lands (CMML) church.

The next school to be opened was Lwela in 1942 North-East of Mansa in Luapula Province. Then in 1953 Bwana Mkubwa School was opened. This school was sanctioned by the Royal Commonwealth Society for the blind. In 1956 Sefula School for the Blind was opened in Western Province by the Paris Evangelical Missionaries Society. In Kawambwa another school was opened by the Roman Catholic Mission. This was St. Mary's School for the Blind in 1961. Between 1962 and 1963, the Roman Catholic Sisters of Young Jesus opened Mporokoso School for the Blind in Northern Province. Ndola Lions School for the Blind were opened in 1974 and built by Lions Club. Many more schools for the blind were opened. Some schools offered more than one disability such as St. Mulumba Residential Special School for visually and hearing impaired in Choma, Southern Province.

In 1970, the government through the Ministry of Education joined hands with the missionaries in sharing responsibilities in the education of the children with disabilities. In the same year, it was recommended that special classes be introduced in secondary schools. In 1971, the recommendation was implemented and special units opened. As a result of this development, in 1972, there were about 318 blind pupils in schools all over

the country. By 1974, there was a total of 365 blind pupils in special residential school and 3 at the University of Zambia (UNZA).

Visually impaired pupils or persons are ones whose visual impairment is so severe that senses other than vision must be used to function adequately. Braille and /or auditory media are needed in reading. On the other hand, a person may have a low vision whose visual impairment is such that vision can still be used as a primary sense to function adequately. Print materials can still be used in reading through the use of large print, optical aids and environmental adaptations (Randall et al, 1997). The visually impaired pupils may be vulnerable to bullying in special residential schools in Zambia. Sharp and Smith (1994) defined bullying as, aggressive behaviour which is usually hurtful and deliberate; it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Underlying the most bullying behaviour is an abuse of power and a desire to intimidate and dominate. Bullying takes many forms it can be physical or verbal, direct or indirect.

Statement of the problem

The bullying phenomenon is a problem of international significance. There has been extensive research in countries such as Norway, UK, Canada, New Zealand, Sweden, England and Ireland. It exists among the pupils in the mainstream and special schools for pupils with disabilities. In Zambia research has shown that bullying exists among pupils in the mainstream (Phiri, 2002). However, research has not been done in this

country to investigate the nature and extent of bullying among the visually impaired pupils.

Purpose of the study

The purpose of the study was to find out the nature and extent of bullying among visually impaired pupils in residential special schools at Magwero (Chipata), Ndola Lions (Ndola) and St. Mulumba (Choma).

Research objectives

1. To assess the nature of bullying among the visually impaired pupils in special residential schools.
2. To establish the extent of bullying among the visually impaired pupils in special residential schools.
3. To determine whether the rate of bullying varies with grade and gender.
4. To find out whether there are interventions which teachers could use to reduce the prevalence of bullying in special schools.

Research questions

1. What is the nature of bullying among the visually impaired pupils in special residential schools?
2. What is the extent of bullying among the visually impaired pupils in special residential schools?
3. Does the rate of bullying vary with grade and gender?

4. Are there interventions, which special teachers could use to reduce the prevalence of bullying in special school?

Significance of the study

The finding of the study will give an indication of the nature and extent of bullying among pupils with visual impairments in special schools. The findings of the study may also make head teachers, policy makers and parents realize the importance of tackling bullying through the curriculum. Furthermore, the study might stimulate further research on the nature and extent of bullying among the disabled.

Definitions of terms

Bullying: is an aggressive behaviour that intends to cause harm, distress, hurt or fighting others causing intimidation.

Residential school: Is an institution which provides boarding and educational experiences for children with disabilities. It may be limited to one or more handicaps.

Specialist teachers: These are teachers trained to handle and teach children with disabilities in special schools.

Visual impairment: Is the partial or complete loss of vision.

CHAPTER TWO

LITERATURE REVIEW

This chapter reviews research and general literature on bullying, in particular the nature and extent of bullying of pupils with visual impairments in special residential schools. Research findings and conclusions made by other researchers on bullying are discussed according to themes. The themes are: The nature of bullying among pupils with disabilities; the extent of bullying among pupils with disabilities; Rates of bullying varying with grade and gender among pupils with disabilities; and intervention strategies on bullying.

The nature and bullying among children with disabilities

Research has shown that pupils with disabilities are more susceptible to bullying and are more likely to be sociometrically rejected (Marlew and Hodson; Nabuzoka and Smith; O' Moore; Hillery; Whitney, Smith and Thompson, 1994). The nature of bullying varies among pupils with disabilities. Bullying can take a variety of forms. Some are direct such as, physical hitting, tripping up, taking belongings, name calling and taunting sometimes about ethnicity, race or disability. Some are indirect such as passing nasty, stories or rumours about someone behind their back or excluding someone from a social group (Sharp and Smith, 1994). In addition, O' Moore and Hillery (1989) reported forms of bullying such as name calling, teasing, physical attacks, severe verbal bullying,

verbal aggression, threats, taking belongings, imitating and making fun of the pupils with disabilities.

A survey conducted by Yates and Smith (1989) and Whitney and Smith (1993) in the United Kingdom had shown that about half the incidents of bullying were one-to-one and about half involved larger group. Children with disabilities were the most vulnerable. The Mencap Report (2005) of the United Kingdom revealed that it was shocking that so many children with learning disabilities were being subjected to physical forms of bullying in their neighbourhoods. This included being punched and slapped, spat on, knocked over and in some cases, attacked with such violence that hospital treatment was needed. It reported that 77% were verbally abused. This meant calling a child with a learning disability hurtful and insulting names related to their disability. Some were called discriminating names. Eight out of 10 children with learning disabilities were scared to go out. Some were scared to leave home because of bullying. They were scared to go to school. Some of the children who have been bullied had stopped going to the places where the bullying happened. It was further reported that 56% of children with learning disability said they cried because of bullying and 33% hid away in their bedrooms.

The Mencap Report further revealed that eight out of 10 children with learning disabilities were bullied, and six out of 10 were involved in physical abuse, with 40% of the children saying that the bullying continued even though they told someone. The report raised concerns that the children's plight was not taken seriously enough. This may have been

partly because children with learning disabilities found it hard to understand what was happening to them to give clear account of events. They could take everything literally and have problems reading facial expression and social cues. This could mean that it is very easy for other children to manipulate them and get them into trouble.

A study by Drake and Telljohn (2003) revealed that the forms of bullying included name calling, teasing, physical attacks severe verbal bullying and verbal aggression, threats, taking belongings, imitating and making fun of the pupils with disabilities. Similar findings were obtained by Dawkins (1996) who identified name-calling as the most common forms of bullying. Most research shows that name-calling can be one of the most distressing teasing behaviours that children must cope with. (Besag, 1991).

Results from various studies indicate pupils with disabilities, both visible and non-visible, experienced bullying more than their general education peers. For studies which reported statistical findings, results indicated that the frequencies of pupils with disabilities were being bullied was statistically significant compared to pupils without disabilities. The findings have also been supported by studies in the United Kingdom by the Charity Mencap (2007) which carried out the first extensive research on bullying among children and young people with learning disabilities. The research was carried out in 46 schools across England, Wales and Northern Ireland to find more about experiences of bullying in and out of school. It involved 507 children and young people with learning disabilities aged between eight (8) and 19 years. Of this number 60% of respondents were boys and 6% were from black or minority ethnic backgrounds. The

research was carried out in special schools and in special units within mainstream schools. All were asked about their experiences of bullying in all areas of their lives including at school, on the street, in the park, on the bus and at youth clubs and leisure centres. The research explored not just the incidence of bullying, but the way the bullying makes children and young people with a learning disability feel, and the impact it has on their lives. The survey was accessible for children with learning disabilities, using easy words and symbols. This was the first time that so many children and young people with a learning disability had been asked about their experiences of bullying. It revealed that 82% of children and young people with a learning disability had experienced bullying. They had twice as likely to be bullied as other children. This research is similar to the research by Mencap (2005) which revealed that, children with learning disabilities were bullied everywhere they went. It revealed that 3 out of 10 children and young people with a learning disability who had been bullied were bullied on the street, with the same number experiencing bullying at youth clubs and in leisure centres. It also revealed that children with a learning disability had been bullied in more than one place.

Olweus (1993) found out that 19 students who were visually or hearing impaired or with speech deficit, obesity or personal hygiene problems were bullied. Contrary to these findings, La Fontaine (1991) found that victims were less attractive, and more older and with mannerisms or physical disabilities than non bullies.

In a study in Canada, Jesen et al, (2004) examined the association between bullying behaviours with overweight and obesity status in a sample of 11 to 16 year old pupils. The findings showed that there was a relationship between victimization and adiposity level was observed in all ages studied (11 to 16 years old), but relationship between bully perpetrating and adiposity level was observed only in older (15 to 16 year olds). These observations highlighted the increased vulnerability to bully behaviours among overweight and obese children. Among boys and girls there were positive associations between Body Mass Index (BMI) category and verbal victimization. However, the findings for verbal victimization were limited to being called names, made fun of or teased. Among girls, there were significant trends between BMI category and physical victimization increased with increasingly BMI category. Among boys there were no significant associations between BMI category and relational victimization did not include lies and false rumour in boys. Overweight and obesity were not associated with sexual harassment victimization in boys or girls.

Phiri (2002) carried out a study to assess the nature and established the extend of bullying in basic schools in North-Western Province of Zambia. The findings showed that 20% of pupils interviewed reported being bullied. The results also revealed that it was the younger and weaker pupils who were mostly bullied and that being bullied frequently decreased with higher grades.

Plessis (2007) revealed that bullying among pupils in South Africa comprised of direct behaviours such as teasing, taunting, threatening, hitting and stealing initiated by one or more perpetrators against a victim.

The extent of bullying among children with disabilities

Cartwright (2005) reports that, children and young people with learning or communication difficulties were especially vulnerable to bullying. The children may not have the ability to be assertive because they lack confidence. To verify this assertion, a report by Mencap Report of (2001) revealed that nearly 90 per cent of people with learning disabilities experience bullying with over 66 per cent of them experiencing it on regular basis. Nearly three quarters are bullied in public places, including a quarter of them on buses.

O' Moore and Hillary (1989) conducted a study in Dublin where they studied 783 pupils in four schools and found that in comparison to mainstream pupils, pupils with learning disabilities reported more often that they had experienced acts of bullying. When considering acts of bullying as occurring at least once a week or more, 12 per cent of pupils with disabilities reported being bullied as compared to 7 per cent of mainstream pupils.

Children who have disabled siblings or relatives may experience bullying and children who stay in the community but attend special schools may also experience bullying by their peers in the community. Children with an obvious physical disability may

experience more bullying, but whose disability becomes apparent through odd behaviour or learning difficulties can also be bullied (Cartwright, 2005).

Nabuzoka and Smith (1993) in their research found children with special needs to be less popular and more rejected than peers who had no special needs. Children who had a disability or special educational needs (SEN) were prone to encountering bullying. They were 2 to 3 times more likely to be victims of bullying and were more likely themselves to bully others. One such study involved 186 children aged between 8 and 16. Ninety three of these were identified as having special educational needs and were matched to a child without Special educational needs. Children with special educational needs were more likely to be bullied than were the mainstream children with whom they were compared. This was directly related to their special educational needs. A higher proportion of children with moderate learning difficulties were bullied more than children with the mild learning difficulties. The study found that bullying was the main reason disabled children moved from mainstream schools to special non-inclusive schooling.

A similar finding was obtained by Martlew and Hodson (1991) who conducted a comparison study on children with special needs within three mainstream schools in Sheffield which had integrated resources. They found from interviews and observations, that children with special needs were teased significantly more than mainstream children and formed fewer friends.

In another but related study, Nabuzoka and Smith (1993) examined social relationships in two schools with integrated resources in Sheffield in the United Kingdom. Children totaling 179 were interviewed of these 36 had been stated as having special needs. Each child was asked to nominate individuals from their class who best fitted eight behavioural descriptions, including 'bullying.' The findings in this study confirmed that children with moderate learning difficulties were significantly more likely to be selected as victims (33 per cent) than were those without moderate learning difficulties (8 per cent). Evidence shows that some pupils become both a victim and a bully. Ross (2003) refers to these students as bully-victim. Stephenson and Smith (1989) confirmed a finding previously reported by Olweus (1985) that 6% of victims become bullies. Ross (2003) showed that three of the studies done in the United Kingdom addressed pupils with disabilities being bullies. O' Moore and Hillery (1989) found that while pupils attending remedial and special classes were more likely to be bullied than non-remedial pupils, there was a higher percentage (54.3) of pupils in the remedial and general education classes. Ross (2003); found that the academic performance of victims decreased significantly. In addition, Reid (1990) determined that the low morale and acute despair experienced by victims leads to truancy. Other effects included chronic illness (Ross and Ross, 1988) running away and even suicide (Beck, 1986; Besag, 1989; Elliot, 1991). Additionally, studies concluded that victims of bullying endured anxiety, depression, poor-esteem, impaired concentration and avoidant behaviour (Austin and Joseph, 1996; Kochenderfer and Ladd, 1996; Olweus, 1993).

In Japan, Morita (1984) initiated the first survey research on bullying in collaboration with other researchers and found that it was the younger and weaker pupils who were reported being most exposed and a considerable part of the bullying was carried out by older pupils.

Plessis (2007) reported that, teachers in South Africa bully pupils verbally and psychologically. Direct physical assault among pupils seemed to decrease with age, verbal abuse appeared to remain constant. Pupils in junior levels were particularly at risk as bullying was found to be at the peak.

Varying rates of bullying with grade and gender among pupils with disabilities

A study by Whitney, Smith and Thompson (1994), linked to the Sheffield intervention project in United Kingdom, carefully matched children with special needs to mainstream children of the same school year group, age and gender. The results confirmed that children with special needs were two to three times more at risk of being bullied they were also more at risk of taking part in bullying others. Based on the results of sociometric measures, Nabuzoka and Smith (1993) reported that girls were more at risk than boys for being victims of bullying and having problems decoding social situations.

Nansel et al (2001) researched on gender differences in bullying and found that boys bullied more than girls. Boys reported being bullied by boys. Boys were more likely than girls to be physically bullied by their peers. Girls were more likely to be bullied through rumour-spreading, sexual comments and social exclusion.

In a related study, Duncan, (1999) found that girls and boys experienced being called names that were undesirable, inappropriate touching and other forms of bullying based on gender. To verify this assertion, Smith (2002) found that more males than females were bullies and that same grade peers often perpetrated bullying. Bullies were more likely to come from unsafe neighbourhoods which increased the chance that they would model negative peer behaviour. There was a greater likelihood that a bully would drink, use tobacco, abuse other drugs, cheat on tests and bring weapons to school. Bullies usually accost others in common areas such as playgrounds, hallways or bathrooms where adult supervision may be lacking.

Dake et al (2003) investigated bullying behaviour among disabled children and adolescents. The findings revealed that boys were more likely to be involved in direct physical bullying and that boys and girls aged between 14 and 17 years were equally likely to be involved in direct verbal bullying. Regarding to who bullied whom, several gender differences existed. Boys generally were bullied by boys but not girls. However, 15% per cent of the disabled children reported being bullied by both gender equally.

Research by Lagerspetz and Kaukainen (1992) has recently clarified that sex differences in aggression were not so much physical/verbal, as direct/indirect. Boys tended to use more direct methods while girls used more indirect/methods.

Dawkins (1996) compared the rates and types of bullying in two groups of pediatric out patients seen at a Child Development Centre (CDC) in London. The comparisons were

made between one group of children with medical conditions that resulted in visible physical disabilities and a control group of children without visible physical disabilities. Results indicated that the increased frequency with which the CDC children reported being bullied was statistically significant compared to the Out-Patient Development children (OPD). Fifty percent of the CDC children were bullied at school at least once during the school term in comparison to 21% of the OPD children. Moreover, CDC children were twice as likely to be bullied regularly with 30% of the CDC children being bullied regularly as compared to 14% of the OPD children. Boys in both groups were more likely to be bullied than girls, although the difference was not statistically significantly interesting, name-calling was the most common form of bullying.

Dawkins (1996) conducted a research the results of which showed that bullying decreased with age, with 47 per cent of young people reporting being bullied at age 14 a figure which decreased to 29 per cent by age 16. Vulnerable pupils and girls were more likely to be bullied with the main risk factors for being bullied at ages 14 – 16 including having a special educational need, having a caring responsibility, being disabled or having spent a period of time in social services care. Name calling and cyber-bullying was most common. The majority of studies that conducted gender analysis revealed that boys were bullied more often than girls (Dawkins, 1996; O' Moore and Hillery 1989). The exception was Nabuzoka and Smith (1993), who found that girls with learning disabilities were more at risk for being bullied than boys with learning disabilities. Nabuzoka (2003) compared experiences of behaviour associated with bullying between English and Zambia primary and secondary school pupils. Findings

showed different patterns in the incidence of various types of behaviour for English and Zambia overall and across age, school level and gender. Significant differences between English and Zambia were obtained for three different categories; kicking them, being threatened and “someone trying to hurt them.” Overall, the findings indicated that English pupils experience more incidences of bully behaviours than Zambian pupils. There were also differences in patterns of various behaviours reported across gender and various age levels. Behavioural indices of bullying were reported to occur most frequently at 13 years of age and somewhat less frequent at 11 or 12 years especially among Zambian pupils. This is the age at which pupils would generally be preparing for secondary school entry examinations and high incidences of bullying could reflect heightened social and emotional pressures associated with academic life (Mwanalushi, 1979). Differences in patterns of behaviour reported were also reflected when gender was considered. The target behaviours were overall reported proportionally more by boys than girls, though the differences were only significant for English and not Zambian pupils.

Plessis (2007) observed that, in South Africa boys and girls used different methods to bully fellow pupils. Boys were likely to engage in direct bullying in a physical manner, girls took to spreading rumours or reinforcing social isolating.

Intervention strategies on bullying

Olweus (1997) in his research in South Africa, recommended intensive individual interventions that would provide bullies and victims with individual support through

meetings with parents, pupil counselling and family support. Furthermore, suggestions were made on early interventions that would target specific risk factors and teach positive behaviour and critical thinking skills at the classroom level including lessons, discussions and parental meetings. Similarly, Feinberg (2003) in South Africa recommended bullying intervention programmes at classroom level such as, classroom rules against bullying. Class meetings with pupils, meetings with parents of the victims and the bullying children. In addition, recommended counselling measures at individual level. This would concentrate on serious talk with bullies and victims, parents of involved pupils in bullying and development of individual intervention plans.

Two studies have reported on the evaluation of anti-bullying interventions since the Sheffield study in September 1999 in England and Wales employed an anti-bullying strategy which was called the “Whole School Approach” to tackle bullying.

The intervention had three distinct stages to deal with the manifestation and causes of bullying behaviour. The first stage was a reactive one, which was crisis management. This included approaches such as punishments, reasoning with the bullies, talking to the bully in a non-threatening manner and investigating incidents using standardized procedures. The second stage was composed of intervention strategies. These were focused primarily on times and places where children were vulnerable. This could have been when a child changed school mid-term or in particular areas identified as “bullying hotspots.” The third stage was prevention which was a proactive component. Tattum

(1997) states that their experiences of working with different schools clearly showed that countering bullying was a wide ranging and multidimensional exercise.

A practical example of the Whole School Approach was applied in England and Wales schools. The project worked with 16 primary schools and 7 secondary schools. Following the implementation of the Whole School Policy in these schools, there appeared to be reduction in bullying behaviour. After 4 school terms, there was a reduction of children reporting being bullied in primary schools by 20% and a reduction of children bullying others in primary and secondary schools by 14%.

The Special Education Needs and Disability Act (2002) aims to ensure that schools do not treat disabled pupils less favourably than others and that reasonable adjustments are made to avoid putting disabled pupils at a substantial disadvantage. Smith and Sharp (1994) recommend that drama, role-play and video activities have been found to be very vulnerable in allowing children to rehearse to responses to bullying behaviour, to train them to be actively challenging to bullying behaviour and to make them feel more powerful in the face of bullying. Drama therapy can be of particular benefit to children with disabilities. Many children with disabilities found it hard to express their feeling verbally.

Summary

The literature reviewed showed that bullying existed among children with disabilities which included children with visual impairments. It is also prevalent among children with

disabilities. Many studies indicated that name calling, hurting, teasing and severe verbal bullying were some of the commonly reported forms of bullying and that these affected most of the victims academically. The literature has also showed that pupils in lower grades were more bullied (especially boys) than those in higher grades. It also showed that there was more bullying among boys with disabilities than girls. As far as intervention programmes were concerned, intensive individual intervention with bullies and victims through meetings with parents, counselling and class rules against bullying were suggested by many research reports. In addition, some research reports cited the establishment of anti-bullying clubs in schools as another way of intervention although counselling was the most common form of intervention.

CHAPTER THREE

METHODOLOGY

This chapter presents the research design, population, sample size, sampling procedures, research instruments, data collection procedure, data analysis and limitations of the study.

Research Design

The study was designed in form of a survey. This design was chosen because it allowed a collection of small amount of data in a standardized form from a relatively large number of individuals.

Population

The target population comprised of all lower and middle grade 1 to 6 special residential school pupils in three schools i.e. Magwero (Chipata), Ndola Lions (Ndola) and St. Mulumba (Choma) who were visually impaired and all specialist teachers who handled the visually impaired pupils in those schools.

Sample Size

The sample consisted of 150 pupils with usual impairments (75 boys and 75 girls) and 15 specialist teachers including the Head teachers and deputy Head teachers. The sample consisted of 165 respondents.

Gender of Respondents

Respondents were asked to indicate their sex. Their responses are shown in Table 1 below:

	Male	Female	Total
Pupils with visual impairments	75	75	150
Specialist teachers			
Magwero	-	-	5
St. Mulumba	-	-	5
Ndola Lions	-	-	5
			165

Sampling Procedures

Three special schools were selected on the basis of being easier for the researcher to gather information. Purposive sampling was used to select pupils by the special school Head teachers and special teachers. One hundred fifty (150) visually impaired pupils were selected from three special residential schools. These were from grades one (1) to six (6) special classes. Five (5) specialist teachers were purposively selected from each special residential school. These specialist teachers were picked because the Head teachers recommended them to the researcher. Head teachers and Deputies were selected as part of specialist teachers.

Data Collection Instruments

Collection of data was done by administering questionnaires and a checklist. A checklist was administered to pupils with visual impairments while stated. The visually impaired pupils used checklists Specialist teachers, Head teachers and Deputy Heads filled in questionnaires.

Checklist: The “Life in School Checklist” has 39 items developed by Tiny Arora (Sheffield University in the United Kingdom) designed to measure the incidence of bullying behaviour in schools (Arora and Thompson, 1978; Wolverhampton Education Department, 1992) was adapted for use in the study. The checklist was chosen because, rather than focus on general definition of bullying, it allows the examination of incidences of specific types of behaviour which constitute bullying. The checklist was administered to pupils with visual impairments in 3 residential special schools.

The checklist is a collection of things which might happen to a pupil in school during any one week. About half of the things are nice or neutral things and about half are more unpleasant. The mixture is deliberate. It draws attention away from bullying. The checklist is flexible, an indirect but more precise measurement of bullying and it refers to the immediate past.

Questionnaire were used for specialist teachers because the teachers were able to read and write ink print. It was also more economical in terms of resources and time to

use questionnaires because the schools are spread in the country (in three provinces). In addition, questionnaires allowed the teachers to express their views freely.

Data Analysis

Data was mainly analyzed qualitatively and to a much lesser extent quantitatively. The responses from the respondents were recorded and interpreted logically so as to establish themes and sub themes in the data collected. This made it easier to come up with tables and graphs. The views of the respondents were analyzed qualitatively and a comprehensive, meaningful explanation of data was made. Statistical Package for Social Sciences (SPSS) computer technique was used to analyze data. Data was coded according to the variables under investigation and the total scores were calculated.

Limitations of the Study

The small size of the sample used in this study due to time factor limit the generalization of the findings of this study to all special residential schools in the country. The researcher faced a number of problems while in the field. During the focus group discussions with visually impaired pupils they seemed not to be free with the researcher. They were timid and scared. Some special teachers viewed the researcher with suspicious thinking that may be the researcher was from the Ministry of Education Headquarters to investigate something from them. Respondents who participated in giving data thought they were supposed to be paid because they suspected that the study was funded by some organizations.

CHAPTER FOUR

PRESENTATION OF FINDINGS

This chapter presents the findings of the study. The data presented were obtained through questionnaires, interviews and focus group discussions. The findings were presented according to the study objectives which were to find out: the nature of bullying; the extent of bullying; variation of bullying according to grade and sex; bullying intervention.

Findings from the pupils

Nature of bullying among the visually impaired pupils

Pupils were asked to indicate the nature of bullying that existed among the visually impaired pupils in special residential schools. Table 1 below shows their responses. The table shows that the common nature of bullying cited by pupils was 'tried to kick me' (26), followed by 'tried to hurt me' (25) and 'said they would beat me up' (24).

Table 1: Nature of bullying

Nature	Girls	Boys	Total
Called me names	6	12	18
Was very nasty about my family	5	11	16
Tried to kick me	10	16	26

Was unkind because am different	7	11	18
Said they would beat me up	10	14	24
Tried to make me give the money	0	0	0
Was unkind about something I did	10	13	23
Got a gang on me	11	12	23
Tried to hurt me	12	13	25
Tried to break something of mine	9	8	17
Tried to hit me	10	13	23
Total	90	123	213

4.1.2 Extent of bullying among the visually impaired pupils

As regards the extent of bullying among the visually impaired pupils, the study revealed that there was more bullying among the boys (123) than the girls (90) as reported by the respondents. All the respondents in the study indicated that they were bullied more than once implying that bullying was very common among the visually impaired pupils in special residential schools.

4.1.3 Rate of bullying by grade and gender

The study also sought to find out if there was any variation in the rate of bullying taking into account the grade level and gender of the respondents. Table 2 below shows the

responses from the pupils. The table shows that there was more bullying at grade 1 followed by grade 3 and grade 5. The table also shows that more boys (94) than girls (59) were bullied in grade 1 while more boys (79) than girls (47) were bullied in grade 3. At grade 5 again more boys (73) than girls (43) were bullied. The above statistics shows that bullying was more common among the boys and that bullying was more at grade 1 level of education among the visually impaired pupils in special residential schools.

Table 2: Rate of bullying by grade and gender

Grade	Gender		Total
	Girls	Boys	
Grade 1	59	94	153
Grade 2	32	75	107
Grade 3	47	79	126
Grade 4	42	60	102
Grade 5	43	73	116
Grade 6	34	69	103
Total	257	450	707

4.2 Findings from teachers

4.2.1 Existence of bullying in special schools

Teachers were asked to indicate if bullying existed in their respective schools. Their responses are shown in Table 3 below. The table shows all the teachers (14) agreed that bullying existed in their respective schools.

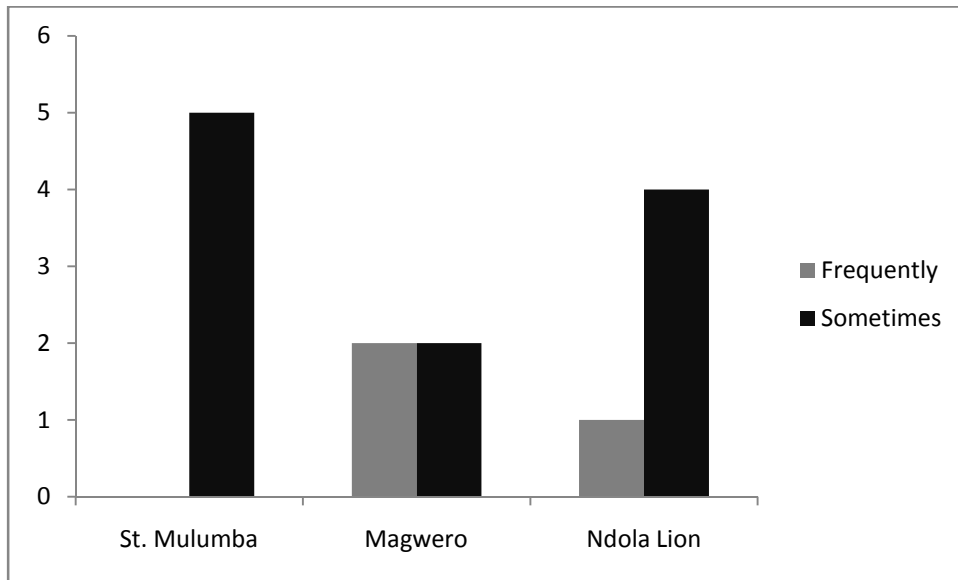
Table 3: Existence of bullying at school

Response	St. Mulumba	Magwero	Ndola Lion	Total
Yes	5	4	5	14
No	-	-	-	-
Total	5	4	5	14

4.2.2 Occurrence of bullying in special schools

The study sought to find out from the teachers the frequency at which bullying occurred in special schools under study. Figure 1 below shows their responses. All the five (5) teachers at St. Mulumba indicated that it happened 'sometimes' while at Magwero two (2) teachers each said 'frequently and 'sometimes' respectively. At Ndola Lion most of them (4) said 'sometimes' while one (1) of the teachers said 'frequently'.

Figure 1: Incidence of bullying



4.2.3 Place where bullying is mainly done

Teachers were also asked to indicate the place where bullying is mainly done. Table 4 below shows their responses. The table shows that most of the respondents were of the view that bullying in special schools is mainly done at the dormitories (7) followed by those who said 'outside the class' (6). Only one (1) respondent said 'anywhere'. From the above it is evident that bullying is mainly done in dormitories and outside the classrooms.

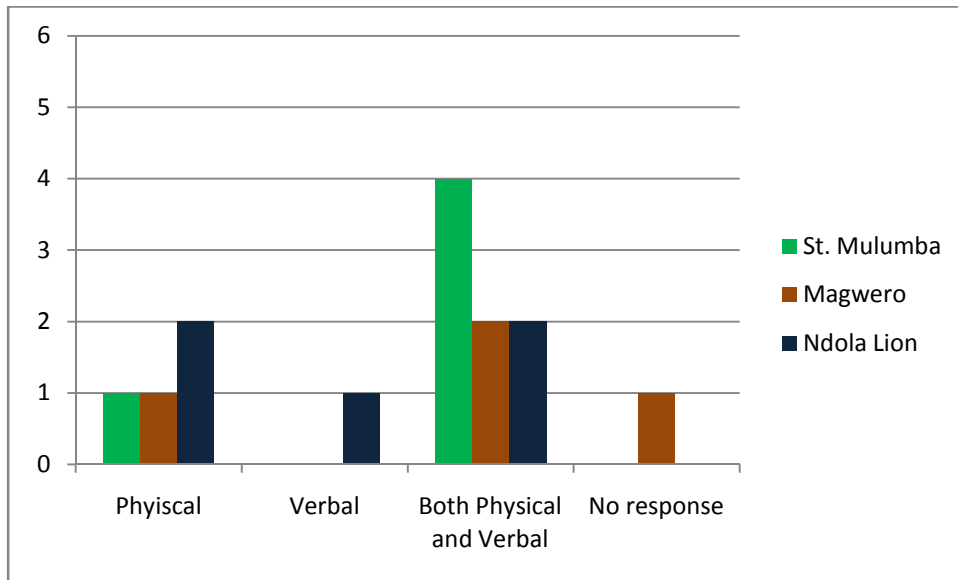
Table 4: Place where bullying is done

Response	St. Mulumba	Magwero	Ndola Lion	Total
Outside the class	3	1	2	6
In class	-	-	-	-
At the dormitories	1	3	3	7
Anywhere	1	-	-	1
Total	5	4	5	14

4.2.4 Type of bullying common in special schools

Further the teachers were asked to indicate the form of bullying that was common among the visually impaired pupils in special residential schools. Figure 2 below shows the responses. The figure shows that the most teachers from St. Mulumba (4), Magwero (2) and Ndola Lion (2) indicated that both 'physical and verbal bullying were common in special schools.

Figure 2: Common type of bullying



4.2.5 Seriousness of bullying in special schools

As regards seriousness of bullying in special school, Table 6 below shows teachers responses to this issue. The table shows that teachers at Ndola Lion perceive bullying as very serious while Magwero School on the other hand felt that it was not very serious, representing 3 teachers each respectively. Two (2) teachers from St. Mulumba indicated that the levels of bullying at their school was 'not serious'. The rest of the responses are shown in the table.

Table 5: Level of seriousness of bullying in special schools

Response	St. Mulumba	Magwero	Ndola Lion	Total
Very serious	1	1	3	5
Serious	1		1	2
Not very serious	1	3	1	5
Not serious	2		-	2
Total	5	4	5	14

4.2.6 Grades mostly affected by bullying

The study sought to find out the grades that are mostly affected by bullying. Table 6 below shows the responses from the teachers in the study. Most of the respondents from St. Mulumba (4) and Ndola Lion (3) indicated that all grades were affected by bullying while one (1) teacher from St. Malumba and two (2) teachers each from Magwero and Ndola Lion were of the view that the lower grades were the most affected. The rest of the responses are shown in the table below 6.

Table 6: Grades most affected by bullying

Response	St. Mulumba	Magwero	Ndola Lion	Total
All grades	4	-	3	7
Lower grades	1	2	2	5
Upper grades	-	2	-	2
Total	5	4	5	14

4.2.7 Sex most affected by bullying

Teachers were also asked to indicate the sex they believed was most affected. Their responses are as shown in Table 7 below. The majority (6) of the respondents said 'both girls and boys' while two (2) teachers each said 'girls' and 'boys' respectively. The rest (4) respondents did not respond to this issue.

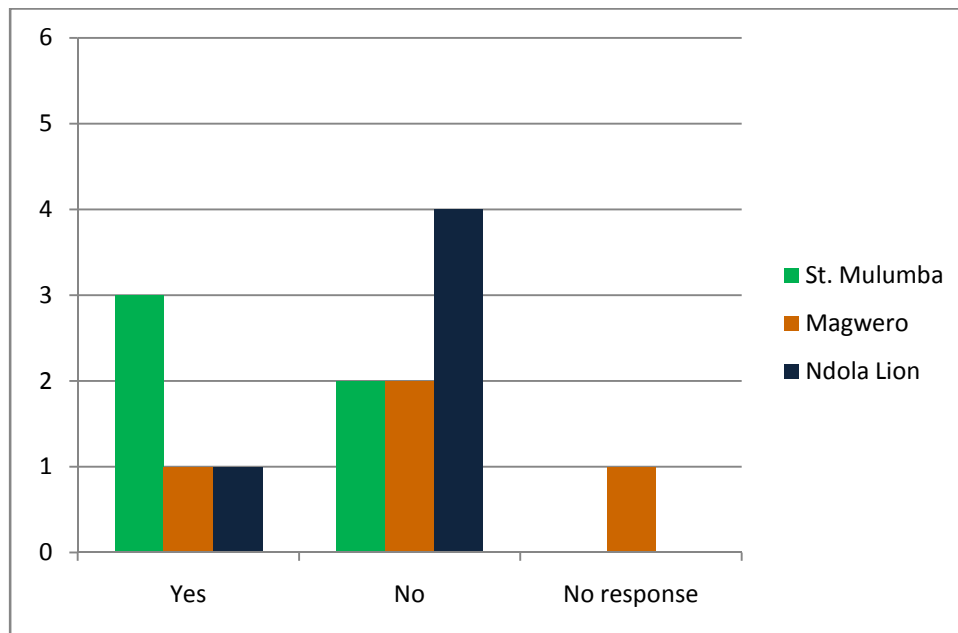
Table 7: Sex most affected by bullying

Response	St. Mulumba	Magwero	Ndola Lion	Total
Girls	1	-	1	2
Boys	1	-	1	2
Both girls and boys	2	1	3	6
No response	1	3	-	4
Total	5	4	5	14

4.2.8 Whether boys bully fellow boys only

Teachers were asked to indicate whether boys bullied fellow boys only. Figure 3 below shows their responses. Most of the teachers from Ndola Lion said 'no' while one (1) teacher said 'yes'. Those from St. Malumba most of them (3) said 'yes' while two (2) of them 'no'. At Magwero two (2) teachers said 'no' while one (1) of them said 'yes'.

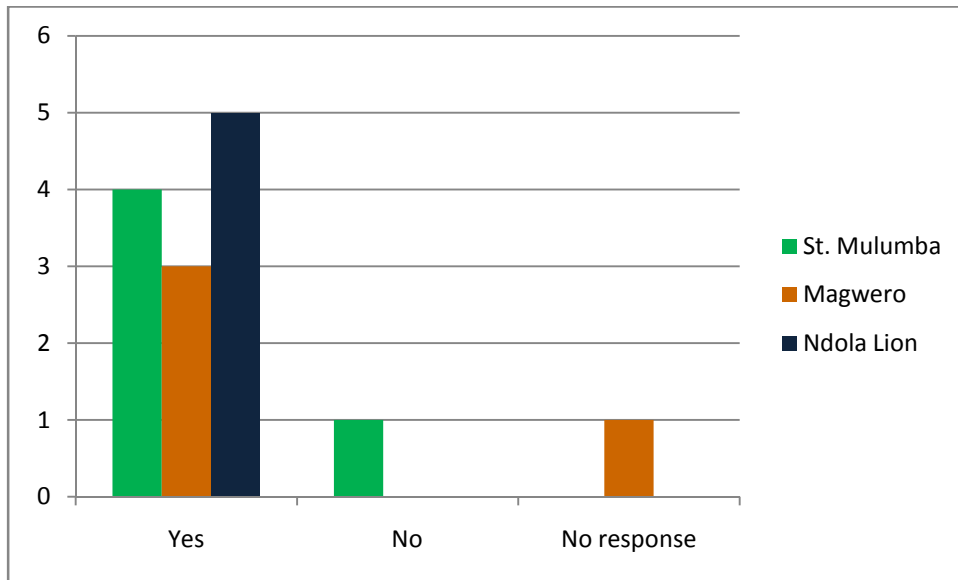
Figure 3: Whether boys bully fellow boys only



4.2.9 Whether boys bully girls

Another aspect the study also sought to find out from the teachers was whether boys bullied girls. Their responses are shown in Figure 4. All the teachers from the three schools in the study indicated that boys bullied girls, except for one (1) teacher from St. Mulumba.

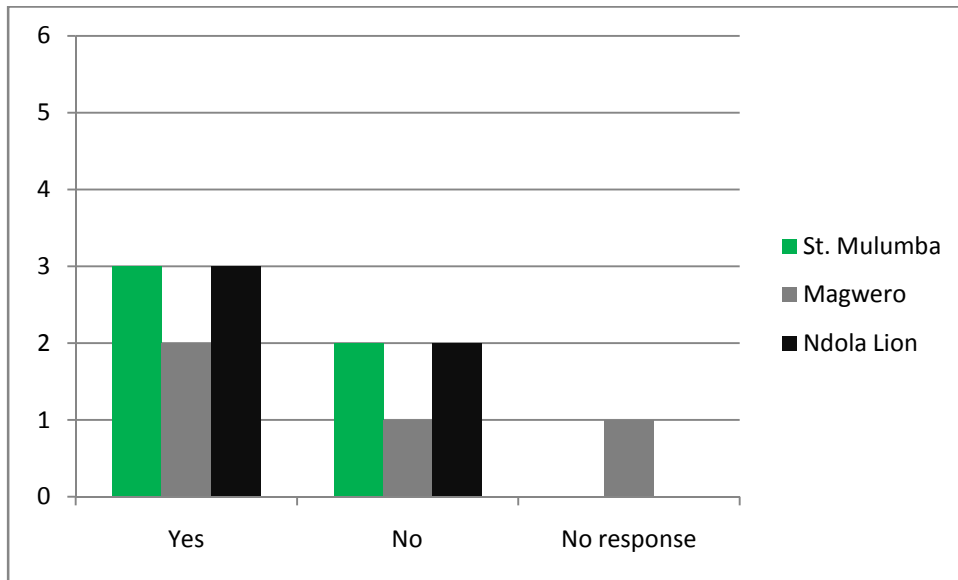
Figure 4: Whether boys bully girls



4.2.10 Whether girls bully boys

As regards girls bullying boys, Figures 5 shows that three (3) teachers each from St. Mulumba and Ndola Lion and two (2) teachers from Magwero agreed that girls bullied boys while two (2) teachers each from St. Mulumba and Ndola Lion and one (1) teacher from Magwero were of the view that girls did not bully boys at all. Overall from the responses of the respondents it appears that girls bullied boys as well.

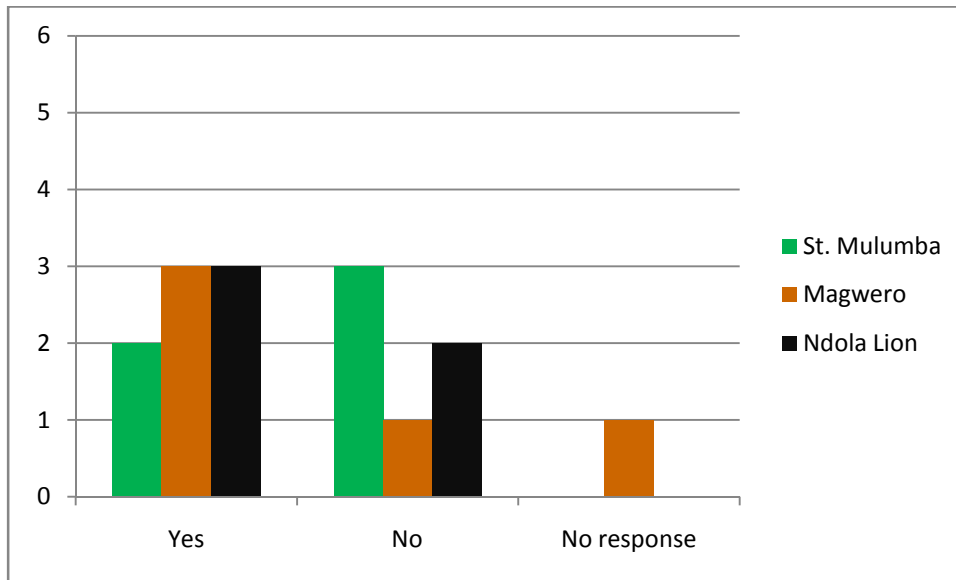
Figure 5: Whether girls bully boys



4.2.11 Whether girls bully fellow girls only

As regards bullying, the study also sought to find out if girls bullied fellow girls only. Figure 6 shows that at St. Mulumba, three (3) teachers said 'no' while two (2) of them said 'yes' whereas at Ndola Lion and Magwero three (3) teachers each said 'yes'. The rest of the responses are shown in the figure below.

Figure 6: Whether girls bully fellow girls only



4.2.12 Interventions to decrease the prevalence of bullying in special schools

Teachers were asked to indicate if they had any interventions which could be used to decrease the prevalence of bullying in special schools. All the teachers (14) said 'yes' implying that they have interventions in place.

A follow up question was asked to the teachers to state the type of interventions they have in place in order to reduce the occurrence of bullying in special schools. Table 8 below shows their responses. The table shows that majority of respondents (8) said they have counseling sessions in place while three (3) respondents said they have sensitization programmes in the school. The rest of the responses are shown in the table below.

Table 8: Interventions to decrease the occurrence of bullying

Interventions in place	St. Mulumba	Magwero	Ndola Lion	Total
Sensitization	1	2	-	3
Counselling	3	2	3	8
Punishment	1	-	1	2
Stiff school rules	-	-	1	1
Total	5	4	5	14

Summary

According to the findings presented above, bullying was very common among pupils with visual impairments in residential special schools. The common nature of bullying was kicking, hurting and beating. There was more bullying among boys than girls. The rate of bullying by grade showed that it was rampant among grades one, three and five. All teachers in the study acknowledged that bullying existed in their schools and that it was mainly done in dormitories and outside the class. The type of bullying, according to teachers was both physical and verbal. The teachers reported that they use counseling and sensitization of pupils as interventions against bullying.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter discusses the findings of the study which sought to investigate the nature and extent of bullying among visually impaired pupils. The discussion is presented in line with the objectives of the study. The following were the objectives of the study: to assess the nature of bullying among the visually impaired pupils in special residential schools; to establish the extent of bullying among the visually impaired pupils in special residential schools; to determine whether the rate of bullying varies with grade and gender; and to find out whether there are interventions which teachers could use to decrease the prevalence of bullying in special schools.

Bullying in special schools

The study revealed that the majority of the teachers in the study indicated that bullying existed in special schools among the visually impaired pupils. The study also revealed that the occurrence of bullying differed from school to school. It was found that bullying was more eminent at St. Mulumba and Ndola Lions schools than at Magwero. This difference could partly be attributed to the location of the schools, types of school administration, and the way the teachers associated with the pupils. The study also showed that the majority of the teachers said bullying was mainly done in the dormitories and outside the classrooms. This is an indication that children who bully others are scared to do so in class for fear of disciplinary action from the teachers and

administration. This findings is in line with that of Dawkins (1996) who compared the rates and types of bullying in two groups of pediatric out patients seen at a Child Development Centre (CDC) in London in which he found out that 50% of the CDC children were bullied at school at least once during the school term in comparison to 21% of the OPD children. Furthermore his study revealed that CDC children were twice as likely to be bullied regularly as compared to the OPD children and that boys in both groups were more likely to be bullied than girls.

The nature of bullying among children with disabilities

The study revealed that teachers from the three schools stated that the most common form of bullying found in special residential schools for the visually impaired is both physical and verbal. Pupils in this study also reported physical bullying as being the major one. However, some pupils also reported name calling, taking belonging and lack of empathy by some pupils were other forms of bullying.

The above finding was in line with what Sharp and Smith (1994) found. They found that that the nature of bullying varies among the victims and those who victimize others. They found that school bullying takes a variety of forms. Some are physical hitting, tripping up, taking belongings, name calling and sometimes unkind taunting about race or disability. Indirect such as passing undesirable stories or rumours about someone behind their back or excluding someone from social groups. Dawkins (1996) also identified name-calling as the most common forms of bullying. Similarly Plessis (2007) revealed that bullying comprised of direct behaviours such as teasing, taunting,

threatening hitting and stealing. O' Moore and Hillery (1989) reported forms of bullying such as name-calling, teasing, physical attacks severe verbal bullying verbal aggression and taking belongings. Research by other scholars such as Besag (1991) have also shown that name-calling can be one of the most distressing teasing behaviours that children must cope with. Furthermore, a report by the Mencap (2001) revealed that eight out of 10 children with learning disabilities have been bullied and six out of 10 were involved in physical abuse. The report raised concerns that the children's plight was not being taken seriously enough. This could partly be because of the fact that children with learning disabilities found it hard to understand what is happening to them and to give clear account of events. All these and other forms of bullying had to some extent impacted negatively on the well being of some pupils in these schools. The immediate effects of bullying are extremely debilitating to victims. The academic performance of victims decreased significantly. In addition the low morale and acute despair experienced by victims led to truancy. Other effects included chronic illness, running away, depression, poor-esteem, impaired concentration and avoidant behaviour.

The above findings were similar to the current research study. Pupils reported having experienced both physical and verbal bullying. Physical bullying such as kicking and slapping. Severe verbal bullying such as name-calling, teasing, taking belongings and verbal aggression, pupils complained of having been teased severely because of their appearance. They indicated that they had their belongings taken away, imitated them and excluded from social groups.

Finally most research findings have confirmed that the nature of bullying among disabled pupils were similar to the findings of this study. This could be attributed to their disabilities.

Extent of bullying among children with disabilities

The study has shown that there was more bullying among boys than girls as reported by most of the pupils in the study. Nearly all the pupils in the study indicated that they were bullied more than once implying that bullying was very common among the visually impaired pupils in special residential schools.

The findings of this study confirms to Nabuzoka and Smith (1993) who states that children with special educational needs were 2 to 3 times more likely to be bullied and were more likely themselves to bully others. A similar finding from Martlew and Hudson (1991) who conducted a comparison study and confirmed that children with disabilities were more significantly bullied once a week or more. Plessis (2007) revealed that pupils in junior levels were particularly at risk as bullying was found to peak. Verbal abuse appeared to remain constant. As regard to the extent of bullying in the study there were more bullying among children with disabilities. In addition, nearly all the pupils indicated that they experienced bullying more than once. In the study younger pupils reported of being bullied more by bigger pupils. Most of the bullying took place outside classes and dormitories. This could be because younger pupils were on the weaker side than bigger pupils. The findings of this study revealed that the extent of bullying among children with disabilities were in line with many others research findings.

Teachers in the study also revealed that bullying levels were either very serious or serious among the pupils with visual impairments in special schools. As regards the most affected grades, most of the teachers in the study reported that all grades were affected but that it was more eminent in the lower grades. This scenario could be attributed to the fact that these pupils were new to the school and had very little experience of the school environment.

This finding is similar to that brought out by Cartwright (2005) who also reported that children and young people with learning or communication difficulties were especially vulnerable to bullying and that they may not have the ability to be assertive because they lack confidence. Mencap (2001) also reported that nearly 90 per cent of people with learning disabilities experience bullying with over 66 per cent of them experiencing it on regular basis. Nearly three quarters were bullied in public places, including a quarter of them on buses. In addition, Cartwright (2005) found that in the community, children who have disabled siblings or relatives may experience bullying even those who live in the community but attend special schools may also experience bullying by children in the community including children whose disability becomes apparent through old behaviour or learning difficulties. The findings by Cartwright have also been supported by studies done in Dublin by O' Moore et al (1989) who found that in comparison to mainstream pupils, pupils with learning disabilities reported more often that they had experienced acts of bullying. At least 12 per cent of pupils with learning disabilities reported being bullied as compared to 7 per cent of their mainstream peers.

Varying rates of bullying with grade and gender among the disabled

The study also sought to find out if there was any variation in the rate of bullying taking into account the grade level and gender of the respondents. According to the findings of this study pupils reported that there was more bullying at lower grades (1-5). It was also reported that more boys than girls were bullied in all grades an indication that bullying was more prominent among boys in special residential schools. However, the majority of the teachers in this in this study were of the view that both girls and boys were victims of bullying.

The above findings are in line with those reported by Dawkins (1996) and O' Moore and Hillery (1989) who found that boys were bullied more often than girls. However, Nabuzoka and Smith (1993), to the contrary found that girls with learning disabilities were more at risk of being bullied than boys. As regards boys bullying fellow boys only, most of the teachers in the study indicated that boys did not only bully their fellow boys but also the girls to some extent. However, generally, the study showed that boys bullied fellow boys much more. The above finding is in agreement with finding by Nansel et al. (2001) who found that boys bully more than girls and that boys report being bullied by boys and they are more likely than girls to be physically bullied by their peers. Regarding possibilities of boys bullying girls, all the teachers in the study were in agreement that boys bullied girls. This finding conforms to that of Nansel et al. (2001) who stated that girls are more likely to be bullied through rumour-spreading, sexual comments and social exclusion. As regards girls bullying boys, most of the teachers in the study agreed that girls too bullied boys although a few of them, were of the view that

girls did not bully boys at all. However, from the overall responses of the respondents it appears that girls bullied boys as well.

As regards girls bullying fellow girls only, the study showed that girls do actually bully their peers considering eight teachers against three who responded in affirmative. Studies by scholars like Lagerspetz and Kaukainen (1992) have recently clarified that sex differences in aggression are not so much physical/verbal, as direct/indirect. Boys tend to use more direct methods while girls use more indirect. Nansel et al. (2001) also states that girls are more likely to be bullied through rumour-spreading, sexual comments and social exclusion. Duncan, (1999) has also found that girls and boys can experience names that are undesirable, inappropriate touching and other forms based on gender. From the foregoing, one could safely say that bullying does exist among girls in special residential schools, though not much pronounced as that of the boys. However it has been observed that the findings of this study on the rate of bullying with grade and gender confirmed to other research findings discussed.

Intervention strategies on bullying

As regards interventions to reduce the prevalence of bullying in special residential schools, the study showed that all the teachers in the study acknowledged having intervention strategies in place aimed at decreasing the occurrence of bullying in their respective schools. The interventions include, counselling sessions, sensitization programmes, punishing the perpetrators and stiffening school rules. This finding is line with Nansel et al. (2001) highlighted some of the programme's interventions to decrease

bullying as awareness raising efforts, reporting tracking, zero tolerance to pupil exclusion, exclusive skills training for victims of bullying, individual and group treatment for children who bully or are bullied mediation, conflict resolution programmes and curricular approaches to bullying. Limber (2002) also stated that identifying appropriate intervention for “teens” and other target audiences fostered and enhanced linkages among partners.

In line with the above findings, the Disability Discrimination Act (1995) of England, places a duty on schools to ensure that any person with “a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities” is not subject to discrimination. Nansel et al. (2001) highlights some of the interventions to decrease bullying as awareness raising efforts, reporting tracking, zero tolerance to pupil exclusion, exclusive skills training for victims of bullying, individual and group treatment for children who bully or are bullied mediation, conflict resolution programmers and curricular approaches to bullying. Limber (2002) also stated that identifying appropriate intervention for “teens” and other target audiences fostered and enhanced linkages among partners.

Summary

The study has shown that bullying in residential special school does exist and that the levels vary between girls and boys. It also showed that bullying was more eminent among the boys than the girls. Nearly all the pupils in the study indicated that they were bullied more than once implying that bullying was very common among the visually

impaired pupils in special residential schools. The study revealed that the majority of the teachers said bullying was mainly done in the dormitories and outside the classrooms. As regards the most affected grades, most of the teachers in the study reported that all grades were affected by bullying but that it was more eminent in the lower grades (1 - 5). This scenario could be attributed to the fact that these pupils are new to the school and have very little experience of the school environment.

The study showed that the majority of the teachers in the study were of the view that both girls and boys were victims of bullying. As regards boys bullying fellow boys only, most of the teachers in the study indicated that boys did not only bully their fellow boys but also the girls to some extent. However, generally, the study showed that boys bullied fellow boys much more. Regarding possibilities of boys bullying girls, all the teachers in the study were in agreement that boys bullied girls too. As regards girls bullying boys, most of the teachers in the study agreed that girls too bullied boys although a few of them, especially from St. Mulumba, Ndola Lion and Magwero were of the view that girls did not bully boys. However, the overall picture from the responses of the respondents showed that it appears that girls bullied boys as well.

As regard girls bullying fellow girls only, the study showed that girls do actually bully their peers considering eight teachers against three who responded in affirmative. Studies by scholars like Nansel et al. (2001) revealed that girls are more likely to be bullied through rumour-spreading.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusion drawn from the study and recommendations.

Summary

This study investigated the nature and extent of bullying among visually impaired pupils in selected residential special schools in Zambia. A survey was conducted in Chipata, Ndola and Choma districts on 150 pupils and 15 special teachers. Random as well as purposive sampling were used.

The study was divided into six chapters, chapter one consisted of the background, statement of the problem, purpose of the study, research objectives, research questions, significance and definition of terms. Chapter two reviewed relevant literature while chapter three contained the research methodology. Chapter four presented the findings while chapter five discussed the findings. Chapter six covered the summary, conclusion and recommendations.

Data was collected using questionnaires and interviews. Questionnaires were administered to pupils with visual impairments while teachers were interviewed.

Qualitative and quantitative data analysis methods were used in the presentation of data.

The findings of the study revealed that bullying existed in special residential schools and that there was need to tackle it through intervention strategies.

Conclusion

The study has shown that bullying in special residential school does exist and that the levels vary between the girls and boys. It also showed that bullying was more eminent among the boys than the girls and that bullying was mainly done in the dormitories and outside the classrooms.

As regards the most affected grades, most of the teachers in the study reported that all grades were affected by bullying but that it was more eminent in the lower grades (1 - 5). This scenario could be attributed to the fact that these pupils are new to the school and have very little experience of the school environment. Generally boys bullied fellow boys much more and to some extent the girls and vice versa.

The study revealed that all the schools in the study have intervention strategies in place to reduce the prevalence of bullying in special residential schools. The interventions include counselling sessions, sensitization programmes, punishing the perpetrators and stiffening school rules. Bullying if not checked can destroy young people's enjoyment of school, family and social life as well as their capacity to learn. However putting

intervention strategies by the Ministry of Education and interested parties in the education of children with disabilities will definitely result in a notable reduction in bullying and will increase access and participation rates of children with disabilities in education and can, therefore, not be over emphasized.

Recommendations

Arising from the findings of the study the following recommendations are suggested:

- a) More programmes should be introduced in schools to specifically sensitize teachers and school administrators on the evils of bullying.
- b) Schools should mobilize awareness campaigns on bullying aimed at reducing the scourge.
- c) All special schools should establish a “whole school” anti-bullying policy. This policy should establish a clear set of agreed aims and objectives which should provide pupils with disabilities (visually impaired), staff and parents with a sense of direction and understanding of the commitment of the special school to do something about bullying behaviour. The special school should define procedures and systems for preventing and responding to bullying. Both the policy and strategies underpinning it would help staff to be consistent in their approach to bullying behaviour and to promote anti-bullying values.

- d) Specialist teachers should become more vigilant within the classrooms, when moving around the school and when supervising the visually impaired pupils at play. Incidences which involve bullying should be followed quickly and appropriately. Specialist teachers should always find time to listen to visually impaired pupils' concerns.

- e) Visually impaired pupils should be encouraged to tell members of staff if they are being bullied or if they know that someone is being bullied. This could encourage peer group culture that can value co-operation and tolerance.

- f) The Ministry of Education through Standards Education Office should make regular inspection visits to special schools to inspect bullying so as to monitor and work as a team with administrators and specialist teachers to combat bullying among the visually impaired pupils.

- g) Curriculum specialist during curriculum development for children with disabilities should include bullying in their curriculum. This could assist special schools to achieve raising awareness amongst pupils about bullying. They can challenge attitudes about negative behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in a special school or unit. A wide range of resources can be used such as videos, poetry, fiction, group discussions, drama, role-play and creative writing about bullying behaviour.

h) During Parent Teachers Association (PTA) meetings Head teachers in conjunction with specialist teachers can involve parents to help come up with a variety of recreation resources which children with visual impairment could use to stimulate their interest because dull environments favoured anti-social activities such as bullying, teasing and fights.

Future Research

In order to combat bullying in special residential schools, there is need to carry further research on the nature and extent of bullying among children with disabilities such as the hearing impaired, mentally challenged, autistic and children with maladjusted behaviour to mention a few.

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APPENDICES

Appendix A: Life in School Checklist

Sex:

I am a boy

I am a girl

Age: _____

Grade: _____

When did you come to this special school? _____

Instructions:

We would like to know what happens to pupils in special schools. On this paper are written various things that might have happened during the last week. We would be happy if you ticked (✓) against each one of them. Feel free to answer all the thirty nine [39] statements. All the information given will be treated as confidential.

In school last week another pupil:	Not at all	Once	More than once
1. Called me names			
2. Said something nice to me			

3. Was nasty about my family			
4. Tried to kick me			
5. Was very nice to me			
6. Was unkind because am different			
7. Gave me a present			
8. Said they'd beat me up			
9. Gave me some money			
10. Tried to make me give them money			
11. Tried to frighten me			
12. Asked me a stupid question			
13. Lent me something			
14. Stopped me playing a game			
15. Was unkind about something I did			
16. Talked about clothes with me			
17. Told me a joke			
18. Told me a lie			

19. Got a gang on me			
20. Tried to make me hurt other people			
21. Smiled at me			
22. Tried to get me into trouble			
23. Helped me carry something			
24. Tried to hurt me			
25. Helped me with my class work			
26. Made me do something I didn't want to do			
27. Talked about TV with me			
28. Took something off me			
29. Shared something with me			
30. Was rude about the colour of my skin			
31. Shouted at me			
32. Played a game with me			
33. Tried to trip me up			
34. Talked about things I like			

35. Laughed at me horribly			
36. Said they would tell on me			
37. Tried to break something of mine			
38. Told a lie about me			
39. Tried to hit me			

Appendix B: Questionnaire for Specialist Teachers

Instructions:

- A. Answer all the eight (8) questions in this questionnaire.
- B. Questions one (1) to four (4) you can tick or underline the answer.
- C. Questions (5) five to (8) eight you can briefly explain.
- D. Be free and open to answer these questions below.
- E. All the given information will be treated as confidential.

Questions

1. Does bullying exist in your school?

(a) Yes

(b) No

2. How often does it occur?

(a) Frequently

(b) All the time

(c) Sometimes

3. Where is bullying mainly done?

(a) Outside the class

- (b) In class
- (c) At the dormitories
- (d) Anywhere

4. What kind of bullying is common?

- (a) Physical
- (b) Verbal
- (c) Both

5. How serious is it?

6. Which grades are mainly affected? _____

7a. Which sex is more affected?

- (a) Girls
- (b) Boys
- (c) Both

7b. Do boys bully fellow boys only?

- (a) Yes
- (b) No

7c. Do boys bully girls?

- (a) Yes

(b) No

7d. Do girls bully boys?

(a) Yes

(b) No

7e. Do girls bully fellow girls only?

(a) Yes

(b) No

8. Are there ways in which bullying is stopped in the school?

(a) Yes

(b) No

If yes how? _____