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TOPIC

Bullying of refugee learners in South African schools: the perspective of parents from Kivu (Democratic Republic of Congo) living in Cape Town.

A FULL THESIS SUBMITTED TO
THE FACULTY OF ARTS, DEPARTMENT OF SOCIOLOGY, UNIVERSITY
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DECLARATION

I declare that this full thesis: Bullying of refugee learners in South African schools: the perspective of parents from Kivu (Democratic Republic of Congo) living in Cape Town, is my own work. It is submitted to the University of the Western Cape in partial fulfilment of the requirements for the Master of Arts Degree in Sociology. At no other University or institution has it been submitted as a requirement for a degree or any other qualification.

Signature..........

Date.....04/08/2024.....

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DEDICATION

I dedicate this thesis to:

To my sweet husband, Justin Munyai, for his love, sacrifices and endless support made for my academic development.

To my children: Julia Andema, Joëlle Ambika , Jemima Ayinji, and Jadon Amperemigisho, for their understanding and accepting that mommy needs time for her own work too. Stay blessed and motivated by mom's efforts.

LIST OF ABBREVIATIONS

- ADF: Allied Democratic Forces (ADF)
AFDL: Forces Democratiques pour la Liberation du Congo-Zaire
CNDP: Congrès National pour la Défense du Peuple
DRC: The Democratic Republic of Congo
ECA: Extra-curricular activities
ESL: Early School Leaving / English second language
GDP: Gross Domestic Product
NALU: National Army for the Liberation of Uganda
PTSD: Post traumatic stress disorder
RCD: Rassemblement Congolais pour la Democratie
SAT: Standard Assessment Tasks
SBT: Social Bond Theory
SES: Socio economic status

ABSTRACT

Bullying victimization in school settings is a serious issue in many countries hosting refugees including South Africa. And even though bullying is an everyday reality among school learners, research in South Africa has not investigated the kind that mostly targets adolescent refugee learners rather than native-born youth. The prevailing atmosphere of bullying in South African school continuously affect refugee learners 'health and hinders their integration in school. This study explored how and why bullying victimisation is experienced by newcomer adolescent refugee learners from Kivu province who attend school in Maitland and Parow, in Cape Town. The objective of this study was to understand the effect of social connection in the mitigation of bullying victimization. Hirschi's social bonds concept was used to understand the role of attachment to parents, teachers and peers, commitment in school activities, involvement in social activities and belief in school rules/policies to deal with bullying and help newcomer refugee learners to integrate in school. The research is qualitative and used participant observation and interviews as tools for data collection. Respondents were parents of children who experienced bullying victimization in schools. This research argues that the combination of social support and connection from educators, parents and peers creates a new identity for learner that is important for their effective integration and well-being.

Key words: Migration, bullying, victimization, social bonds, integration, Kivu province, refugee, parents, school learners, DRC, Cape Town

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The expected safety and security aspired by all refugees in the host country and schools is frequently hindered bullying that many refugee adolescents experience in school and affect their emotional wellbeing which in turn hinder their social and academic integration. In many circumstances, instead of feeling integrated in the school system, adolescent refugee learners face societal prejudice and discrimination that usually demonstrates as exclusionary behaviour and bullying in school impeding a successful social integration into schools (Juvonen and Bell, 2018). Their school peers and staff like teachers and administrators/principals appear to be the main perpetrators of the bullying/discrimination faced by refugee adolescents (Haffejee, 2015:6; Mthethwa-Sommers and Kisiara, 2015:2; Mendez, and Kerig, 2023:9). This study focuses on bullying victimisation affecting the school integration and the well-being of newcomer adolescents from Kivu, a region known as “the epicentre of violence” (Bennouna, Nshombo, Karume, Roberts and Boothby 2014: 2; Muraya and Ahere, 2014:6) located in the East of the Democratic Republic of Congo (DRC) and who are now refugees in Cape Town.

Education is an important tool for refugees to effectively start social and emotional healing, which is an important factor in helping deal with physical and traumatic distress caused by long time spent in war-torn countries and successive refugee camps (Sadiković, 2018). The unfair treatment in receiving schools hinders the ideal healing process. South African schools have become the epicenter of criminal behaviour between learners with violence taking over among others the following forms: stabbings leading to death; assault resulting in hospitalization; family stress, drug and alcohol misuse and child ill treatment ending in behaviour that results in a learner revolt, killing a teacher; and racial tension intensifying among black and white and other cultures also (Laas, 2012). And while bullying and endless victimization, is most predominant during adolescence (Wormington, Anderson, Schneider, Tomlinson and Brown, 2016; Mischel and Kitsantas, 2020) refugee learners are more vulnerable than their native-born peers (Montero, Ibrahim, Loomis and Newmaster, 2012; Brown, Tarc, Hamel, Moreno, Gonzalez, Ji, Kaur, Radhaa, Ochoa, Abdulrahim and Breig, 2013; Schachner, Juang, Moffitt, and van de Vijver, 2018; Xu, Macrynika, Waseem, and Miranda, 2020; Stevens, Boer,

Titzmann, Cosma, and Walsh, 2020; Pedro, 2021; Mendez and Kerig, 2023) and other children with an immigrant background (Cerna, 2019). This is because of their refugee background, they are a cultural minority, and they have less social support. Hence, the need for strong supportive and social connections as coping mechanisms; to effectively address bullying victimization, better their health, and ease their integration, which sometimes parents, peers and teachers fail to provide. Even though it is known that refugees are forced to leave, and “migrants” choose to leave their countries of origin, both categories are combined and referred to interchangeably as refugees/migrant in this work.

1.2 Problem statement, rationale and research aims and objectives.

1.2.1 Problem statement

The legal right to education granted by both the South African Constitution and the South African Schools Act does not guarantee their integration in schools considering the alarming and prevalent rate of bullying in South African schools. Bullying behaviour is a serious problem in South African schools with 41% of South African high school learners being victims of bullying in Cape Town (Barakamfitye, 2017). Although the case of refugee learners is unknown from this statistic, refugee children in general, and especially Congolese children in South Africa, experience bullying and victimization in schools. Some Congolese refugee learners have reportedly been victims of bullying in public and private schools (Kruger and Osman, 2010; Barakamfitye, 2017; Charles., 2019). Some have dropped out of school, others have lost their lives because of this form of violence, while others have changed schools as they feel unsafe and insecure. Additionally, victims of bullying report harmful negative effects (Sulkowski, Michael, Sheri Bauman, Savannah Wright, Charisse Nixon, and Stan Davis, 2014; 651; Maynard, Vaughn, Salas-Wright, and Vaughn, 2016: 2; Barakamfitye, 2017: 19; King, 2021: 35; Mendez and Kerig, 2023: 5). The fact of being very common in adolescents together with the negative consequences (internal and external) impacting a victim’s quality of life and his/her integration in school is a problem for refugee learners who expect to receive support from school staff, and to be included by their peers. Also, experiencing bullying can trigger different painful memories that forced refugee children to leave their home country and can exacerbate the impacts of pre-migration experiences (e.g., internalized or externalized signs and behaviour such as fear, social withdrawal, avoidance, anxiety and many more). Also, much of the bullying that newcomer youths undergo remains unreported because of the lack of supports and confidence needed to share their experience (Brown, 2014). Furthermore, despite

the prevalence of bullying in schools, the problem of the refugee learners frequently remains unnoticed by school staffs and parents and affects their sense of belonging and connection (Francis and Yan, 2016; Guo, Maitra and Guo, 2019).

Exploring bullying is important to this research because it is somehow woven into the host society's social fabric and thus probably influences the migrants' long and short-term outcomes. Understanding newcomer adolescent refugee learners' distresses can bring closer refugee and local learners, teachers and school staff and avoid long or short-term consequences that might occur. Thus, it is very important to effectively address bullying to respond to the social integration and wellbeing needs of the growing number of forcibly displaced learners in receiving schools and avoid future imposition of such negative behaviour by victims on other learners likely to result in a cycle of bullying victimisation. This study attempts to provide newcomer Kivucian adolescent refugee learners' experiences of this form of violence in their first years into schools in Cape Town, South Africa from their parents' perspectives. What the bullying concept is about and how experiences of forced migration expose newcomer adolescent refugee learners to bullying in their everyday lives in school and affect their wellbeing and integration will be discussed in Chapter Two.

1.3.2 Rationale for the study

In the effort to investigate bullying as barrier to social and academic integration and psychological well-being of newcomer adolescent refugees, several studies have focused on testing the effect of social bonds/connections on bullying victimisation. However, most studies focused on the causal association between social bonds and bullying victimisation (Choi and Dulisse, 2021). Researchers analysed this at individual, family, peer level and school levels. Much investigation has relied on the perception of victimized learners and/or that of teachers mainly in western countries which host them. Additionally, in general, parental viewpoint is lacking in the study of bullying behaviour (Mischel and Kitsantas, 2020). Also, "studies on violence in the workplace and on bullying in South Africa are limited" (Smit, 2015:1). Despite the mass entry of Congolese refugees in Cape Town, South Africa, and their need to create a sense of connection to integrate, studies on bullying victimisation of newly arrived adolescent refugee from Kivu are scarce.

This study reports findings from interviews with newcomer adolescent refugee parents from Kivu whose children are residing and schooling in Parow and Maitland in the Western Cape province in South Africa. The aim of this study is two-fold. Firstly, this study provides

information on risk factors associated with bullying victimisation among newcomer adolescent refugees from Kivu in Cape Town schools. Secondly, it examines the power of strong social connection to family, peers and schools as coping strategy to bullying and coping strategy parents communicate to their children to help prevent them from becoming victims of bullying.

It is imperative to investigate the risk factors and outcomes of bullying to insure not only a successful integration and overall wellbeing of the learner, but a safe and supportive school climate with fair social norms that prevent bullying and other antisocial forms of behaviour in schools. This information can assist educators to design supportive programmes that will help newcomer adolescent refugees to integrate into their new schooling system, socially, educationally and emotionally. This study seeks to interview newly settled refugee parents from Kivu region, to understand what issues contribute towards making their children vulnerable to bullying at schools in Cape Town, and what coping mechanisms they must avoid and counteract it.

1.3.3 Aim and objectives of the study

This study aims to:

- Explore parent views as to how and why bullying victimisation is experienced by newcomer adolescent refugee school learners from Kivu,

The research objectives are to:

- Develop an understanding of what parents think are the issues that contribute to making Kivucian school learners vulnerable to bullying at schools in Cape Town,
- Investigate Kivucian refugee learner's relationship with their parents, peers, and teachers,
- Investigate what coping mechanisms the learners get from their parents,
- Understand how cases of victimization and bullying are dealt with by the schooling institutions and examine their policies on bullying.

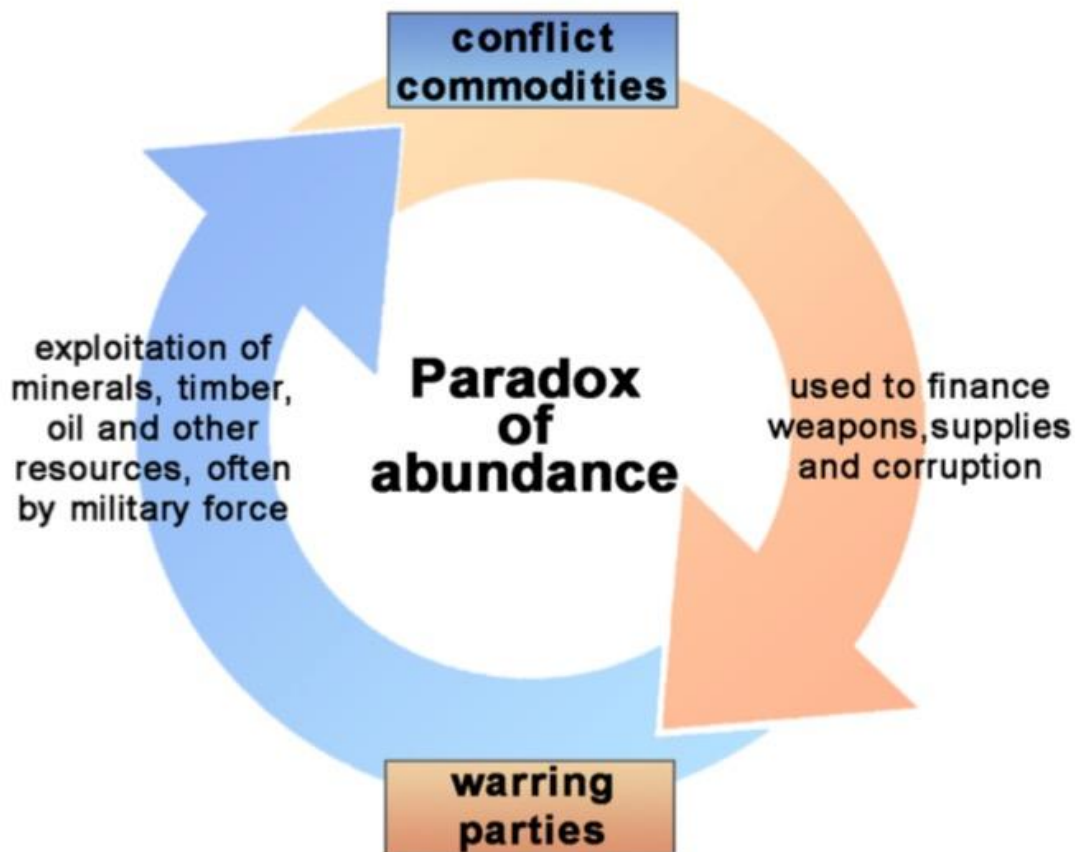
1.4 Background to the conflict in Kivu province in the DRC

This section establishes first and foremost the pre-migration background of the DRC and the North and South Kivu previously referred to as great Kivu. Secondly, the study seeks to explore War and social crisis in Kivu.

1.4.1 Pre-migration background of the DRC and Kivu

The DRC is well known as a rich country due to its possession of diverse natural resources. The DRC is as well recognised for its massive mineral possessions which include copper, cobalt, tin, tantalum, gold and diamonds and thus referred to as a “geological scandal” (Geenen and Radley, 2014:1; Sadiković, 2018: 21). The Eastern DRC alone is well known for its possession of tin, tantalum, and tungsten or the “3Ts” (Pöyhönen, Päivi, Bjurling and Cuvelier, 2010: 27; Parker and Vadheim, 2017:2). It is also recognized for holding 80% of the world's coltan accumulations (Ekmen, 2011). However, this does not reflect its economic and stability position when compared to other countries. Thus, the DRC is always perceived as “paradox of abundance” or the “resource curse” (Luethje, Kranz and Schoepfer, 2014:6640).

Figure 1. The paradox of abundance: How conflict commodities fuel warring parties and how the latter seek for revenues from the abundance of natural resources.



Sources: Luethje, Kranz, and Schoepfer, 2014: 6640.

The availability of such resources increases the international demand. An increased demand is a curse because it produces income to fight over and serves as source of funding for weapons and soldiers (Janus, 2012; Parker and Vadheim, 2017). In the case of Kivu provinces, the warring parties or warlords consists of different state and non-state armed groups who use violence to control mining areas. To fund the war in the eastern DRC, compulsory financial charges are imposed on Congolese individuals and business activities by armed groups. To achieve this, Geenen and Radley (2014) underlined that armed groups depend on Congolese taxpayers, incomes gather from roadblocks or businesses of cigarettes, drugs, charcoal, timber and bananas.

Map 1: Geographic location of Kivu and overview violent conflict situation



Kivu region is in the eastern part of the Democratic Republic of Congo (DRC) where great quantity of minerals that can be used for modern electronic devices can be found. On the frontier with Rwanda, both provinces have been the most affected by conflict, with unceasing outlines of “massacres, mass population displacements, and serious violations against children” (Bennouna, et.al. 2015: 2). Other forms of violence such as torture, looting, and forced recruitment are widespread and armed groups controlling the eastern DRC have frequently committed sexual violence against civilians, specifically targeting women and girls (Wachter, Murray, Hall, Annan, Bolton, and Bass, 2018). The possession of minerals needed to satisfy international consumers’ demand of modern electronic devices such as tablets, mobile phones among others has caused episode of war in DRC.

1.4.2 War and social crisis in Kivu

Millions of Congolese have been displaced by force, running away from abuses of the Congolese army and countless militias pursuing to conquer the economic, political, and military systems (Wachter, et.al, 2018). The Kivu region is a part of the country that has undergone ongoing armed conflict and population displacements for nearly 20 years (McCollum, Nakazawa, Ndongala, Pukuta, Karhemere, Lushima, Ilunga, Kabamba, Wilkins, Gao and Li, 2015). For victims, such violence frequently causes the instant “loss of home and security, separation of family and community ties, loss of cultural or traditional practices, loss of property and documentation, as well as subsequent psychological trauma” (Moffett, 2015: 129-130). This traumatic experience is frequently accompanied by other crimes such as murder, rape, mutilation, and pillaging, which are effectively used to remove civilians (Moffett, 2015). Thus, internal and external migration. Cities are overcrowded as more people from rural areas decide to abandon their properties seeking settlement due to various armed groups disturbance of their well-being. The intentional forced removal has led to land occupation and power control in some remote areas. The repetition of the above inhumane behaviour justifies the flight of refugee families from Kivu to South Africa and other countries in which human rights are recognized and protected.

1.5 Thesis structure

This thesis is divided into six (6) chapters.

Chapter One (1) introduces the thesis. In this introductory chapter I outline the research problem, research question, and the aims and objectives of the study. Additionally, I briefly give the historical background of conflict in Kivu the DRC and highlight the socio-economic conditions and political situation that led many families to flee the country.

Chapter Two (2) provides a literature review and outlines the theoretical perspective underpinning this study. The contextualization of bullying helps to understand the forms of bullying that adolescent refugees are likely to face in schools. Other themes highlighted in the literature help us to understand the causes and outcomes of bullying victimisation from different social environments such as family, classroom and school and assess the impact of their victimisation. Suggested protective factors are as well included. The social bond theory (SBT) guiding this study is also outlined in this chapter. The theory analyses how adolescents can establish social connections with others to integrate in school system.

Chapter Three (3) outlines the methodology and research methods used. This chapter will describe in detail the methodological considerations and research design and process. How I selected my research participants and the challenges I faced during the field work process is also discussed in Chapter Three.

Chapter Four (4) presents and discusses the findings made. The experiences of bullying and victimisation of Kivu refugee children in Cape Town schools are presented in this chapter. Analyses of the stories of the respondents will be presented in this chapter. This study assumes that children of the research participants were subjected to bullying and many other antisocial behaviours which affect their ability to establish strong relationships with their families, peers and teachers in school.

Chapter Five (5) will discuss in detail the participants' responses to bullying experienced by their children. Their responses to the questions will be described and where appropriate direct quotes will be used to illustrate their points of view as well as relate their experiences.

Chapter Six (6) concludes the thesis and offers recommendations. By using the themes that will emerge from data the argument will be reaffirmed. The conclusion will also reveal how the thesis contributes to the ongoing academic debate on school belonging of refugees and the challenges they face when trying to integrate in South Africa.

1.6 Chapter summary

The chapter presented both the main objectives and particular research question followed by the background of Congolese refugees. This chapter ended with a chapter outline of the thesis. Literature and theoretical framework follow.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

This chapter examines available and relevant literature on bullying of newcomer adolescent refugees. Factors that put newcomer adolescent refugees at risk to be bullied in host schools are examined at the individual and institutional levels after the introduction of this chapter and the conceptualisation of bullying followed and different forms of bullying are explained. The theoretical framework is as well discussed in this chapter.

Displacement has long-long-term effects on children and parents/caregivers, frequently relating exposure to trauma and disruption of family structures (Graham, Minhas, and Paxton, 2016). Relocation causes more stressors, as families negotiate their needs in unknown social structures and with restricted supports (Graham, *et.al*, 2016). In this multifaceted dynamic, a refugee child goes in a new school environment and is required to negotiate several transitions, such as “transitions in family, friendships, schooling, community, language, culture, and identity” (Graham, *et.al*, 2016:2). During the integration process, refugee children undergo many obstacles among which bullying in school. The nature of the bullying experienced by refugee adolescents depends on the ground on which it operates and thus, produces distinct forms of bullying. Refugee bullying is described as “bullying that targets another’s refugee status or family history of immigration in the form of taunts and slurs, derogatory references to the immigration process, physical aggression, social manipulation, and exclusion because of immigrant status” (Sulkowski, *et.al*, 2014: 651; UNESCO, 2017: 17; Pedro, 2021: 33). What puts a refugee learner at risk for bullying victimization depends on his/her socio demographic, behavioural and environmental characteristics. Considering the prevalence of bullying victimisation in schools and the problems associated with it, a significant amount of research has been done to understand the risk factors associated with bullying victimisation. An understanding of the bullying concept will precede the association of the effects of forced migration with bullying victimisation among newcomer adolescent refugee school learners.

2.2 Conceptualization of bullying

The definition of bullying is very complex. Referred to again as peer harassment or peer victimization, bullying is generally described as the “systematic abuse of power” (Rigby, 2013:61). Bullying is a sociocultural situation whose persistence or desistence is influenced by the actions and reactions of peers and adults in the specific social setting in which it happens (Mazzone, Thornberg, Stefanelli, Cadei, and Caravita, 2018). Bullying is marked by three major and different aspects of behavior; intentional harm, repetition, and imbalance of power (Fandrem, Strohmeier, and Roland, 2009; Barboza, Schiamberg, Oehmke, Korzeniewski, Post and Heraux, 2009; Neves and de Oliveira Pinheiro, 2010; Matsunaga, 2010; Lim, 2012; Smith, 2014; Baadarani, 2016; Matsunaga, 2016; Mohebbi, Mirnasab, and Wiener, 2016; Shea, Wang, Shi, Gonzalez and Espelage, 2016; Aznar, Tenenbaum, and Ruck, 2018; Hong, Espelage, Hunter and Allen-Meares, 2018; Aboagye, Seidu, Hagan, Frimpong, Budu, Adu, Ayilu and Ahinkorah, 2021; Jones, Williford, Malorni, McCowan, Becker, Halac, Lea and Spencer, 2023). The role of colorblind racism and white fragility in maintaining racist bullying in middle school. “The imbalance of power commonly manifests from physical strength, social status in the group, or group size (e.g., a group targeting a single person) by recognising a person’s vulnerabilities (e.g., appearance, learning problem, family situation, personal characteristics) and using this information to harm him or her” (Aboagye, et.al. 2021:2). Bullying is as well defined as a sociocultural phenomenon whose persistence is determined on the actions and reactions of peers and adults in the specific social environment in which it happens (Mazzone, Thornberg, Stefanelli, Cadei and Caravita, 2018). Bullying behaviours are typically divided into four groups, physical; verbal; relational; and cyberbullying. School bullying is divided into traditional and modern forms. Traditional forms comprise physical, verbal, and relational types of bullying, while cyber bullying is a more recent form. These forms of bullying differ from each other based on features, tools and their impact on the victim.

2.3 Forms of bullying

Physical bullying comprises recurrent attacks like “hitting, kicking and the destruction of property” (UNESCO, 2017: 13, Sangalang, Tran, Ayers and Marsiglia, 2016:2; Menesini and Salmivalli, 2017: 243; Barakamfitye, 2017: 18; Mischel and Kitsantas, 2020: 52; Aboagye, et.al. 2021: 2). Physical bullying includes repeated aggressions such as “being hit, hurt, kicked,

pushed, shoved around, locked indoors; having things stolen; having personal belongings taken away or destroyed; being forced to do things” (UNICEF, 2018: 5).

Verbal bullying includes teasing, insulting, threatening and name calling (UNESCO, 2017; Sangalang, et.al, 2016; Menesini, and Salmivalli, 2017; Barakamfitye, 2017; Mischel and Kitsantas, 2020; Aboagye, et. al, 2021). Victims of verbal bullying have an excessively increased risk of developing serious anxiety, depression, and substance abuse issues (Dore, 2015).

Relational bullying or social bullying is the use of peer relationships in order to deny someone access to a group (Rothson, Head, Klineberg and Stansfeld, 2011). It includes indirect forms of behaviours like gossiping, social exclusion and spreading rumours about others (Cunningham, 2007; Cecen-Celik and Keith, 2016; Sangalang, et.al, 2016; Menesini and Salmivalli, 2017; UNESCO, 2017; Barakamfitye, 2017; Juan, Zuze, Hannan, Govender and Reddy, 2018; Almo, Dumlao, Figuerres and Bueno, 2019; Mischel and Kitsantas, 2020; Aboagye, et.al. 2021). Relational bullying targets to harm the victim’s reputation and relationships and can have other harmful consequences that are likely to continue into adulthood (Brown, 2015). Fretwell, 2015 and Dore (2015) added that this form of bullying is frequently perpetrated by girls. Relational bullying has as affects more isolation, low self-esteem and bad behaviours including unsafe risk-taking, drug and alcohol misuse, self-harm and suicidal ideation (Dore, 2015).

Cyber-bullying also known as electronic bullying, “is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others” (Tokunaga, 2010: 278; Hemphill, Tollit, Kotevski and Heerde, 2015: 2569). Cyber bullying emerged as a new form of relational bullying that takes place through electronic technology like computers and cell phones, and also through communication tools like text messages, social media, chat groups, and websites (Brown, 2015; Juan, et.al. 2018). It comprises “online harassment, denigration, impersonation, outing and exclusion, grieving or bullying others in online game and trolling or the continuous posting of offensive comments on a website” (DePaolis, and Williford, 2015:379; Kowalski and Giumetti, 2017: 167). What differentiates this type of bullying from relational bullying are its unique characteristics of online communication such as making funny video of someone on tik tok or other social media that goes viral. Unlike relational bully, cyber bully has the ability to remain anonymous, can easily reach a large number of victims at anytime and anywhere. It can reach unlimited audience online rather than being contained

within the school environment (Popović-Ćitić, Djurić and Cvetković, 2011; Kowalski, Giumetti, Schroeder and Lattanner, 2014; Hemphill, et.al. 2015; Juan, *et.al.* 2018). Therefore, cyberbullying has detrimental effects on the victims' education in such a way that making them more likely to carry a weapon to school as a way to defend themselves or causing them to skip school completely (Brown, 2015). For both learners and schools, cyberbullying is also associated with many negative effects such as anxiety, depression, substance abuse, difficulty sleeping, increased physical symptoms, decreased performance in school, absenteeism and truancy, dropping out of school, and murder or suicide (Kowalski, *et.al.* 2014; Smit, 2015) and “low self-esteem, academic problems, delinquent behaviour” and, last but certainly not least, “suicidal thoughts” and “suicide” in learners (Goodno, 2011:645). Also, victims of cyberbullying demonstrate a diversity of emotions such as “anger, sadness, frustration, embarrassment, stressed, fright, loneliness and depression” (Slonje, Smith and Frisén, 2013: 29). Besides the above description of general bullying, there is another type of bullying based on an individual's identity, racist bullying.

Racist bullying is known as bullying driven by prejudice against an individual's real or apparent race, ethnicity, culture, citizenship status or religion (Sapouna, De Amicis, and Vezzali, 2023). Racist bullying is faced by a great number of racial, ethnic and/or religious minority adolescents in schools (Sapouna, *et.al.*, 2023). Racist bullying involves both “direct behaviours (e.g., verbal taunts, slurs, and physical threats or disparaging remarks about cultural customs, foods, and clothing) and indirect acts (e.g., social exclusion because one's cultural background or identity) of aggression with racist name-calling and social exclusion on the basis of race as the most common” (Jones, *et.al.*, 2023: 3859). Any bullying can be detrimental, but ethnicity or race-based bullying has been demonstrated to be specifically emotionally harmful as it involves something about the self (Schachner, *et.al.*, 2018). Compared to general bullying, racist bullying is more harmful because it is directed to an individual's “racial, ethnic, cultural and/or religious identity that is internal, stable, and uncontrollable” (Sapouna, *et.al.*, 2023). Moreover, because racist bullying happens in an intergroup context it can affect not just an individual's school performance, self-worth and or mental health but as well their racial/ethnic/religious identification and aggression to outgroup members (Sapouna, *et.al.*, 2023). Therefore, it is imperative to understand the causes of different types of bullying perpetrated in school settings against newly arrived refugees, their influences and consequences.

2.4 Risk and protective factors associated with bullying victimization

Bullying is an example of the types of discrimination that adolescent refugees encounter in classrooms and school yards. Refugee children and adolescents, a legally different group, have had to flee their countries due to “well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion” (Suárez-Orozco, Motti-Stefanidi, Marks, and Katsiaficas, 2018: 781). And adolescence is “a critical period in one’s development, with particular vulnerability among those who are displaced” (Roupetz, Bartels, Michael, Najjarnejad, Anderson, and Davison, 2020:2). Various studies have been done on bullying behaviour in its various forms. Much has been written about the various sources associated with bullying victimization risk factors associated with bullying victimisation experienced by newcomer adolescent refugee school learners residing in different receiving countries. To let people know about prevention and intervention attempts, it is also crucial to explain the risk factors that are likely to make bullying victimization worse among newcomer adolescent refugees and the protective factors that can protect them against these experiences and their harmful consequences. These factors are explained at individual and environmental (family, peer, and school) levels.

2.4.1 Individual-level risk factors

Since the arrival of refugees, many schools and classrooms in received countries have become ethnically and culturally diverse. As soon as they enter schools their social and academic integration experiences are frequently hindered by practices of otherness and marginalisation due to visible and invisible elements of their identities (Oikonomidou, Salas, Karam, Warren and Steinmann, 2019). The arrival of refugee learners has led to intergroup conflict in communities and schools. Intergroup conflict is influenced by people tendency to categorise objects and individuals spontaneously and the tendency to show preference for members of one’s own group (in-group) above another group (out-group) (Maynard, *et.al*, 2016). Considering one’s own group is an adaptive benefit to guarantee survival and reproductive advantages. This ingroup tribalism indicates that adolescent refugees from a distinct culture, who may look and behave contrary to the in-group can produce strong negative reaction that can then put them at higher risk for bullying victimisation compared to their local peers (Maynard, *et.al*, 2016). The types of bullying newcomer adolescent refugees face in school depend on their identity and characteristics (Ellis, *et.al*. 2020; Mendez and Kerig, 2023). At

the individual level, risk and protective factors are associated with the child's psychological attributes that influence their behaviour and thoughts. For instance, visible and frequently stigmatized social identity signs such as race, ethnicity, gender, skin color, and religious affiliation can place adolescent refugees low in the receiving country's social rank and function as individual-level risk factors for discrimination (Mendez and Kerig, 2023). These practices have been perceived in many receiving country's schools which have become more diverse.

1. Language

Language is a primary human right and the chance to learn from other cultures is important to an education in a democratic society (Vandeyar, 2010). It assures the foundation for interaction and acculturation among refugees and native learners in the receiving society (Vandeyar, 2010). However, language differences can cause school integration difficulties as well. Some newly arrived children experience the issue of the language of the host country which exposes them to negative treatment such as bullying in school. Newcomer youth with lower levels of English language proficiency are prone to experience low levels of relational and behavioural engagement which gradually contributes to lower levels of academic performance (Kim and Suárez-Orozco, 2015). Congolese refugee youth learners reported being bullied by their peers by using the derogatory term "Makwerekwere" meaning black immigrants unable to speak South African local languages and individuals who originate from a country believed to be economically and culturally underdeveloped in comparison to South Africa (Kruger and Osman, 2010). The difference in religious belief systems is another factor that expose some newcomer learners at risk of being bullied in school.

2. Religion

Religion is part of an individual's identity and has specific practices that bind members together. Several unfamiliar religious practices to local peers are likely to affect the way newcomer refugee adolescents are perceived in schools. Muslim individuals endure more prejudice in American culture caused by the stereotypical association they have with terrorist categories (Thibodeaux, 2020). In post terrorist attacks on 9/11/2001 in America, African Muslim youth representing religious minorities experience sizeable racial and ethnic harassment such as hate crimes, name-calling, and physical assaults (Abu-Ras and Abu-Bader, 2008; Aroian, 2012; Haffejee, 2015). Muslim women and girls are expected to cover their heads by wearing headscarves or hijabs according to the Quran law. This Muslim unique

dressing code law has exposed many female learners to violence and discrimination of all kinds in schools where they are not only representing a minority group but are judged by their peers. Religious discrimination that Arab refugee adolescents from Muslim families experience in school can be intensified mostly if they publicly display external signs of their faith like fasting during the holy month of Ramadan, wearing hijabs, or engaging in ritual prayers at school leading to decreases in school performance (Thibodeaux, 2020). The same treatment has been perceived among Somali middle and high school learners (Mthethwa-Sommers and Kisiara, 2015). The prevalence of negative stereotypes of Turkish, North African, or other Muslim traditions in Europe increases the risk of suffering stereotype threats and discrimination and can negatively affect school integration for youth from those groups (Schachner, *et.al.* 2018). Discrimination experienced by minority refugee and immigrants in the US such as people of colour, and Muslim adolescents who wear a hijab can result in the development of mental health problems (Ellis, *et.al.* 2020). Gender is another factor that influences and shapes bullying victimization behaviour.

3. Gender

Gender differences have been observed among victims of bullying in schools. Even though it has been proved that participation in school and social activities helps to reduce the in-group and out-group stereotypes in schools, there are instances where gender still an issue. Drawing on the work of Popp and Peguero (2011) in their comparative study, Cecen-Celik and Keith, (2019) find that girls who are involved in intramural sport activities are more vulnerable to bullying than boys and boys who participate in school clubs are more vulnerable to bullying than girls. Girls experience bullying in the form of alienation, social rejection and rude interaction from both peers and school officials even though they may work hard to achieve good grades (Mthethwa-Sommers and Kisiara, 2015). Gender differences in school experiences, such as those outlined above, have been found with boys reporting more achievement barriers than girls. Boys from newcomer families are also more likely to report mistrust of and conflict with teachers and school staff while displaying less engagement in school activities, motivation, and school relationships than girls (Naraghi, 2013). Differences in culture are another opportunity used to bully learners from refugee backgrounds.

4. Race/ethnicity

A cultural group is different to another based on different practices which define their uniqueness. Ethnicity is a category based on shared spoken language, religion, nationality, history, and other cultural factors that make people feel included in a group or excluded from another (Basilici, Palladino, and Menesini, 2022). What holds people together are name, shared beliefs, religious values, norms, traditions, language, history, settlement area, awareness of belonging and ethnic identity race and physical appearance (Kozmus and Pšunder, 2019). In the resettlement country, many refugee adolescents are bullied by their peers based on their racialised or marginalised status causing lower feelings of self-esteem (Hadfield, Ostrowski and Ungar, 2017). New arrival learners are more vulnerable to being called names and excluded because of their cultural background (Strohmeier, Kärnä and Salmivalli, 2011; Mazzone, et.al. 2018). Refugee learners undergo discrimination from school administrators and teachers due to their ethnic/racialized identity and segregated social location (Haffejee, 2015). Refugee learners are exposed to teachers' lack of cultural empathy and prejudiced beliefs about learners' cultural backgrounds. Frequently, teachers have been found to perceive refugee learners as "deficient," "inferior," "preliterate," "clannish," and "backwards" (Moinolnolki and Han, 2017: 4). In the American context, some Asian newcomers are likely to be labelled by peers and school personnel as "model minorities" due to high achievement, or as "delinquents" (Kiang, Supple, Stein, and Gonzalez, 2012: 404). American peers also frequently perceive African refugee youths as inferior and unintelligent (Haffejee, 2015). Victimized ethnic /racial refugee adolescents are likely to develop social anxiety and depressive signs (Pottie, Dahal, Georgiades, Premji, and Hassan, 2015). Besides being perceived as an outgroup, adolescent refugees have the additional challenge of adapting to a new culture which might expose them to bullying in schools.

2.4.2 Institutional-level risk of bullying victimisation in school

Adaptation to life in receiving countries is not easy for parents and children regarding their day-to-day stress and hardship that they might face upon arrival in foreign countries. After settled, refugee children must endure endless day-to-day living challenges caused by displacement (Suárez-Orozco, et.al, 2018; Kim, Brown, Tubbs Dolan, Gjicali, Deitz; Prieto Bayona, and Aber, 2023). The acculturation process which consists of adjusting to a different culture, that frequently involves changes in attitudes, behaviours, and norms can be stressful

and can have as consequences intra-and interpersonal conflicts and more social isolation that can influence peer interactions (Maynard, *et.al*, 2016). Hence, acculturation stress might negatively affect wellbeing, interpersonal skills and social supports, therefore possibly influence bullying victimisation (Maynard, *et.al*, 2016). Certainly, a great level of acculturation stress among adolescent refugees can be linked to great chances of perpetration and victimisation (Maynard, *et.al*, 2016). The issue of acculturation is explained below in environmental contexts (family and school).

2.4.2.1 Family factors

Cultural gap is another psychological factor that can make worse bullying that adolescent refugee face in schools. Most of the time refugee culture diverges from the host country's culture regarding language, physical appearance, values, intrapersonal styles/ how individuals interact with others, and many more. Specifically, individuals from receiving country can see adolescent refugees and their families with great cultural differences as threats to their own cultural values, beliefs and practices, which can cause discrimination (Mendez and Kerig, 2023). Immigrant-origin children and youth experience great acculturation challenges comprising learning a new language and the characteristics of the host county's culture simultaneously learning and keeping their family's culture of origin (Suárez-Orozco, *et.al*, 2018). Particularly, family conflict is prevalent in refugee families because of complications of family separation and reunification and frequent tensions deriving from adapting to a new country and culture usually in very difficult living conditions (Kim, *et.al.*, 2023). As results, these problems can affect children's mental health and their social, emotional, and academic development (Kim, *et.al.*, 2023). Parental duty of passing on their values of origin becomes more vital and more difficult specifically when the host culture's values are seen as competing and more attractive to adolescents has as effect intergenerational cultural conflict or acculturative family distancing (AFD), a common source of acculturation stress (Pumariega and Rothe, 2010; Pottie, *et.al*, 2015; Frounfelker, Assefa, Smith, Hussein, and Betancourt, 2017). This conflict is explained in the context of language brokering and socioeconomic contexts below.

1. Intergenerational cultural conflict and language brokering

Displacement does not affect individuals only but their ways of life as well. When a family relocates together, family members have to establish and adapt to new patterns of interactions,

their roles and relationships, and the various factors that shape their interactions (Juang, et.al. 2018). Families are believed to be systems as they are made of members with consistent behaviours and have the sense of dependency between them (Chowdhury, 2015). For Newcomer adolescents in a new receiving country, the family can become the key factor influencing the development of healthy behaviours, but it is difficult since all members of the family are negotiating language, rules, and norms, which can be unfamiliar and difficult for them which in turn impact their mental health. Compared to parents, refugee learners tend to learn the new language more easily and quickly due to their exposure to a large part of the host culture, values and language throughout social environments like school and amid peers (Pumariega and Rothe, 2010; Barakamfitye, 2017; Lazarevic, 2017 Juang and Schachner, 2020); Cena, 2019; Juang and Schachner, 2020). The ability to assimilate faster allows adolescent refugees to act as cultural brokers, meaning persons with less formal training who facilitate communication between people coming from different cultural backgrounds (Lazarevic, 2017). Frequently, refugee learners must connect two worlds in their movement between country and culture and between home and school. Adolescent refugees turn out to be intermediaries between their families and society, which is likely to put significant responsibilities on their shoulders (Cerna, 2019). This additional duty undertaken by children is referred to as “language brokering” in many literatures.

Language brokering is defined as exchanges in which a third person facilitates communication between linguistically and/ or culturally different representatives (Hua and Costigan, 2012). Language brokering requires children to provide translation and interpretation between their refugee parents and representatives from the linguistically and culturally different host-country in an informal way (Hua and Costigan, 2012; Corona, Stevens, Halfond, Shaffer, Reid-Quñones, and Gonzalez, 2012; Juang, *et.al.* 2018). Such responsibility is not easy for children since they are still not confident enough with the receiving country’s language. The translation of language by the youth for their parents or any other caretaker is vital for the exchange of information but difficult to keep intact their relationship with parents.

1.1 Effects of language brokering on parent-child relationships

Language brokering is harmful to the parent-child relationship and to the child’s wellbeing since it is a form of parentification i.e. children accepting to undertake roles required for adult in a family (Mier-Chairez, Arellano, Tucker, Marquez, and Hooper, 2019). Compared to native or ethnic majority families, it is understood that parentification happens more in refugee

families as family dynamics frequently change with immigration when parents are forced to count on their children (Mier-Chairez, et.al.,2019). Researchers have claimed that through language brokering parents are likely to rely on their children with the aim to communicate in their new environment, make decisions, and protect the family's wellbeing (Mier-Chairez, et.al.,2019). This role reversal is detrimental to the child as it changes normative development of their identity (Mier-Chairez, et.al.,2019). In some situations, children must mediate interaction between their parents and other people besides family members. With such ability, children turn out to undertake some roles expected to be parents' responsibilities. There are instances where children of newcomer parents are mainly forced to undertake roles of parents comprising translation or interpretation and advocacy because they are more language proficient than their parents (Gaytan and Suarez-Orozco, 2011; Brown, 2014; Juang, et.al. 2018; Thibodeaux, 2020). Also, parents' dependence on their children can reduce their authority which has as consequence a reversal of roles with the family that negatively affects the parent-child relationship (Hua and Costigan, 2012). This role reversal has caused many family conflicts that likely expose children to bullying as children from such family climates tend to be picked up due to some attitudes or behaviour, they are likely to display.

1.2 language brokering related exposure to bullying victimization

Becoming a language broker for parents is not bad. But how children think and feel about their role as language broker matters. The difference in the way family obligation values is inflicted to children determines how language brokering is perceived by children. The process of language brokering might be stressful for some children who feel like they are abused to render this service to parents and can result to harmful effects. Whereas children who feel that language brokering is a necessary need for their family result in positive effects. Children of refugees 'opinions of the language brokering experience vary significantly "from feeling a sense of efficacy (e.g., feeling proud, helpful, and useful) to feeling a sense of burden (e.g., feeling embarrassed, burdened, and uncomfortable) as language brokers" (Wu and Kim, 2009). Furthermore, children who perform language broker duty exhibit more internalizing signs and notice more family conflicts with parents while positive effects like high academic performance and academic self-efficacy are associated with child language brokers and positive parent-child relationships as result of communicating and interacting with parents (Wu and Kim, 2009). The above comparison of children's feelings about their language broker roles reflects the kind of parenting styles.

Bullying victimization experienced by children in school is conditioned by the level of their relationship with their parents. Being a translator for parents is very stressful for adolescents and challenges the way they perceive their relationship with their parents as dictatorial or authoritarian parenting style (Brown, Tarc, Hamel, Moreno, Gonzalez, Ji, Kaur, Radhaa, Ochoa, Abdulrahim, and Breig, 2013). Such relationships, authoritarian parenting, mostly lead to psychological injury as there is no room for children to express their feelings or ideas. Children with authoritarian parents are characterised as “discontented, withdrawn and distrustful” (Coleman, 2012:8). These traits make them to be easily targeted by bullies. Children living under such care need emotional support. Thibodeaux (2020) highlighted that the emotional support from parents can serve as strategies to help alleviate the additional stress adolescents develop caused by their language brokering responsibilities possibly because strong parent-child relationships likely moderate the level of language brokering problems in adolescent development. Such emotional support reflects authoritative parenting. Contrary to authoritarian style, authoritative parenting assists victimised children through experiences of bullying. Authoritative parenting consists of caregivers who show parenting behaviours marked by remarkable control and demandingness, at the same time also being warm, rational, and receptive (King, 2021). Authoritative parents help children to become self-confident and independent and socially responsible (Coleman, 2012). Additionally, contrary to other children, children of authoritative parents are known as “most self-reliant, self-controlled, explorative, and content” (Coleman, 2012:9). They are also perceived to be “friendly with peers, independent and assertive, cooperative with their parents, and achievement-oriented” (Coleman, 2012). Furthermore, as adolescents, they are “well adjust, competent, confident about their abilities, and less likely than their peers to get into trouble” (Coleman, 2012:9). Authoritative parenting is marked by communication between parents and child, warmth, and affection, parental participation and support, and parental supervision are protective against bullying victimisation (Hong, Kim, deLara, Wei, Prisner and Alexander, 2021; King, 2021). Supportive family connections permit adolescents to share their bullying experiences and show them how to survive this experience (Shaheen, Hamdan, Albqoor, Othman, Amre, and Hazeem, 2019). Socioeconomic conditions of the family are another factor that can influence bullying victimization of children from refugee families.

1. Socioeconomic status and parental employment

Family members depend on each other not only for emotional and physical support but for economic support as well. However, the economic hardship that refugees face after resettlement can disrupt parents and children's relationships and might result in family conflict. Family interactions might be disturbed, and both the parents and children need to learn a new language and adapt to a new culture under the economically hard situation (Buchmüller, 2020). Their wellbeing is affected as well. The concept of well-being means the existence of positive emotions and state of happiness and satisfaction and the unavailability of durable and persistent negative feelings (Upton, Andrews, and Upton, 2014). It involves satisfaction with life in general and with particular economic situation, and relationships (Prilleltensky, Dietz, Prilleltensky, Myers, Rubenstein, Jin, and McMahon, 2015).

SES is a collective wide concept consisting of resource-based (i.e material and social assets) and prestige-based (people's rank or status) standards of socioeconomic position, which can be determined over societal levels (individual, household, and neighbourhood) and at different periods of time (Bianchi, Cavicchiolo, Manganelli, Lucidi, Girelli, Cozzolino, Galli, and Alivernini, 2021). It can be evaluated across individual measures like education, income and occupation (Bianchi, et.al, 2021). Some scholars have indicated that not poverty alone is fundamental reason for the occurrence of bullying behaviours at school but the recognised economic differences between learners e.g. frequency of inequality (Bianchi, et.al, 2021). In respect of very low-income, refugee learners are at great risk of bullying victimization due to their double minority condition, they are both non-natives and living in severe poverty (Bianchi, *et.al*, 2021).

Upon arrival, many parents are not able to find jobs that match their skills and training acquired in their home countries due to the lack of the host language. The same applies to parents with low skills. By trying to support their families financially, newcomer parents are frequently found working unskilled jobs needing long hours leading to challenges for parents to be present for and available to their children (Li, and Grineva, 2016; Burgos, Al-Adeimi, and Brown, 2019). Sometimes, parents must take more than one job trying to provide for their children and may then lack the time to be closely involved in the education of their children (Henry, Merten, Plunkett and Sands, 2008; Brown, 2014). This lack of involvement in adolescents' lives can likely affect their psychological wellbeing (Burgos, *et.al*. 2019). Children from refugee backgrounds can experience discrimination influenced by poor SES conditions within

receiving country's school such as economic recession, high poverty and unemployment rates, and shortage of natural resources. These poor conditions can promote the host countries' residents' belief of refugee youth and their families as a threat and source of competition, which can provide an encouragement for discrimination (Mendez and Kerig, 2023). Since the type of employment for refugee parents are likely to be contract, temporary, part-time, or piecework responding to all school needs is tough. In school, adolescent refugees declare experiencing discrimination caused by the impoverished appearance like untidy appearance and older clothes (Mendez and Kerig, 2023). Victims of physical and relational bullying are likely to derive from low-income families (Bianchi, Cavicchiolo, Manganelli, Lucidi, Girelli, Cozzolino, Galli, and Alivernini, 2021). More SES associated with bullying victimisation of newly arrived adolescent refugees is explained at peer and school level.

2.4.2.2 Peer factors

1. Introduction

Relationships between newcomer refugee learners with their peers are often not smooth in their first years of schooling. In school, adolescent refugee come into contact with local peers which can facilitate and result in feeling of rejection and alienation (Stevens, *et.al*, 2020). Students from refugee families undergo difficulty integrating into the school system where they are likely to be bullied by their peers who lack understanding and empathy for their situation (Der Putten and Aicha, 2017). Additionally, newcomers are less accepted by local peers in schools (Brown *et.al*. 2013). Peer-to-peer bullying at school has been made known to be linked to very poor social, physical, psychological, and academic consequences for both, bullies and victim learners (Shaw, Dooley, Cross, Zubrick and Waters, 2013). With such treatment, it then becomes difficult to form a relationship with their peers.

2. Language competency

Feeling scholastically competent together with a sense of belonging are closely associated with academic engagement which in turn is predictive of school success among adolescents from refugee background (Schachner, *et.al*, 2018). Not being able to speak education language make some learners from refugee background feel academically incompetent and can cause adaptative difficulties. Language reproduces a significant intergroup category (Kinzler, Shutts, Dejesus and Spelke, 2009; Kinzler, 2013; Beißert, Gönültaş and Mulvey, 2020). Unlike other

immigrants, forced migration does not give chance to refugee parents to choose the country of their choice or find information about the expected language of education for their children and many other details they may need to be aware of. Many newcomer refugees face the challenge of mastering English (as an education language) the same time while adjusting to a new school and gaining educational skills all-together (Suárez-Orozco, *et.al.* 2009). Yet, reading and writing are two different skills that refugee learners are required to develop to be able to communicate and learn. Both activities, reading and writing, require proficiency in the language of education. The lack of familiarity with the receiving country's language makes many refugee children unable to express their needs effectively; and affects their ability to understand and interpret messages. It might as well be the source for group-based exclusion (Vandeyar and Vandeyar, 2012; Mulvey, *et.al.* 2018; Beißert *et.al.* 2020). Language can facilitate or impede social inclusion for various reasons.

Proficiency in the receiving country's local language is very crucial and has great effects in sociocultural adaptation, school achievement, peer relationships, and socioemotional wellbeing. as it has the of critical importance. Both, language competence and proficiency, are fundamental to educational success (Van Rooyen and Jordaan, 2009). However, language barriers are common among immigrants and refugees who enter the receiving country as adolescents (McNeely, Morland, Doty, Meschke, Awad, Husain, and Nashwan, 2017). The lack of language competency is the factor contributing to peer exclusion in schools. It can lead to problems in social interactions and communication (Beißert, *et.al.* 2020). Yet communication is a major concern for newcomer learners in establishing relationships with local peers (Li and Grineva, 2016). It is aggravated by poor English (as education language) ability and is partly responsible for such intensified intercultural competency worries (Li and Grineva, 2016). Language competency may differ significantly based on the style of language being used. For example, learners might be competent at speaking slang English which is good for informal communication (Cerna, 2019). This does not advantage the learner in school where formal language is expected. But one does not become proficient in formal language in one day.

The acquisition of English or any other language of education requires more time for newcomers. Adolescent newcomers lacking English may take two to three years to get elementary interpersonal communication (Rossiter and Rossiter, 2009). Moreover, it may take five to seven years to develop the educational language expertise required to grasp learning contents and be able to compete with native-born peers (Suárez-Orozco, *et.al.* 2009; Gaytan

and Suarez-Orozco, 2011; Naraghi, 2013; Rossiter, Hatami, Ripley, and Rossiter, 2015; McNeely, *et.al.* 2017). Compared to younger refugees and immigrants, newcomer adolescents have more years to learn academic English before they complete high school and are expected to participate more in learning activities as soon as they arrive (McNeely, *et.al.* 2017). Not being able to speak or understand the language of education can impede children's learning in different ways. Failure to develop the level of language proficiency required may lead to increased high school drop-out rates (Rossiter and Rossiter, 2009; Naraghi, 2013). Besides the above language outcomes, language affects the relationship between peers.

3. Effect of language on peer-to-peer relationship

An unequal relationship that lacks balance or equitable reciprocity is what characterises peer to peer relationship upon arrival. Newcomers try their best to form a relationship with their mates but feel rejected as their peers lack to understand their situation. The interaction of peer ecosystems can be affected by the ambition of achieving social status and social connections (Mischel and Kitsantas, 2020). Unbalanced abusive peer relationships might lead to poor connections; as consequence, bullied adolescents are likely to be perceived as less popular or worthless which can have as effect severe psychological health issues like feeling isolated, not belonging, being lonely, or having suicidal thoughts (Cho and Lee, 2018).

The pressure of learning a new language that newcomer refugee learners experience and school lessons at the same time, local language competency (LLC) “not only influences their learning and attainment, but also prevents them from fully socializing and leads to lower self-esteem and lower motivation for studying as well as can make them marginalized in school (Pedro, 2021: 51). Adolescent refugees experience discrimination because of their status as refugees or outsiders, their accent, or their low proficiency in the receiving country's language (Mendez and Kerig, 2023). Newcomer adolescent refugees with limited ability to speak English correctly are more likely to undergo low levels of relational and behavioural engagement, which gradually results in lower levels of academic performance (Kim and Suárez-Orozco, 2015). However, speaking the same language demonstrates similarity to others and increases the chance of social acceptance by peers (Beißert, *et.al.* 2020). The lack of ability to speak English, illiteracy, the level (little or no) and formal education can increase the obstacles to refugee learners' school integration by affecting their capacity to learn a new language and can lead them to fail or drop out of school completely (Guo, Maitra, and Guo, 2019). Negative peer

connections are linked with poor academic performance and many harmful psychological outcomes like low self-esteem and social anxiety (Oxman-Martinez and Choi, 2014).

4. Peer exclusion/rejection and school commitment

Negative peer connections are linked with poor academic performance and many harmful psychological outcomes like low self-esteem and social anxiety (Oxman-Martinez and Choi, 2014). Language issues can cause rejection by their peers which can lead to various consequences. Vandeyar (2010) argues that peer rejection is likely to cause problems in social interactions and communication (Beißert, *et.al.* 2019). Additionally, social exclusion by peers leads to low psychological adjustments such as depression and anxiety; emotionality and social withdrawal (Espelage and Swearer, 2009). Furthermore, besides psychological injuries, peer rejection can lead to various long term mental and physical health consequences (Espelage and Swearer, 2009). Peers are not the only source of discrimination that newcomer adolescent refugees undergo in school context but the school staff too.

4.4.2.3 School factors

Inclusive education is measured by the available key values and principles. Inclusive education focuses on how school systems reproduce and perpetuate social disparities and injustices in connection to marginalised and excluded groups of school learners throughout a variety of characteristics, social and economic conditions and backgrounds abilities, and courses of developmental (Nnadozie, 2016). But, sometimes, school rules and practices perpetuate forms of inequality, exclusion and social injustice by prioritising certain learner identities over others (Nnadozie, 2016). Apart from worries associated with being a refugee or ethnic minority, forcibly displaced children and youth face additional pressure. This pressure may derive from leaving social environments that they are familiar with and finding themselves in a new and unfamiliar socio-cultural setting, with an unfamiliar language and, at times an unfriendly and unwelcoming social atmosphere (Nnadozie, 2016). Additionally, refugee learners are expected to fit into a new educational system with different peers, cultural norms, language, content expectations, and pedagogies (Mendenhall, Bartlett and Ghaffar-Kucher, 2017). These differences in culture may result in bullying victimisation (Nakeyar, Esses, and Reid, 2018).

4.4.2.3.1 School environment, SES, curriculum and school climate/school culture

School is the place where children spend a large amount of their days and as such is an important context for bullying victimisation (Stevens, *et.al*, 2020). How refugee children are received and treated in host countries' education system, where they live, and study altogether play a significant part in their integration and well-being. In most instances, refugees lack the means to afford a comfortable life upon arrival in their host country. So, they are prone to reside in areas with affordable housing, mostly perceived as disadvantaged and racially segregated areas. Refugee-background learners are predominantly concentrated in specific schools which can indicate ethnic segregation in particular areas. School segregation is increased by so-called "white flight" in which specifically high-socioeconomic status parents of non-immigrant background refrain putting their children in schools with a great concentration of refugee background or ethnic minority learners. Therefore, a great percentage of refugee background learners is frequently mixed up with a great percentage of low SES learners (Schachner, *et.al*, 2018). Also, refugee youth can have limited opportunities to have relationships with well-informed peers because they frequently attend extremely segregated, deep-poverty schools (Suárez-Orozco, *et. al*, 2009). Among very low-income adolescents, refugees might be regarded as a group that is even high at the risk of bullying victimisation because of their double minority condition as they are both non-natives and living in severe poverty (Bianchi, *et.al*, 2021).

Upon their arrival, school age learners from newcomer families are more likely to live in communities that are described by poverty, unemployment, social isolation, disparate treatment, and crime and violence (Desmond and Kubrin 2009; Aranda and Vaquera, 2011; Peguero and Jiang, 2014). Additionally, Saco (2017) underlined that refugee people are likely to live in environments where the educational basic structure is already strained making it difficult for a school to re-establish this social injustice correctly. Besides the living environment, the socio-economic and environmental factors associated with the school surroundings seem to play an important role in refugee children's academic success.

Refugee children are mostly resettled in high poverty schools, with less access to educational resources and insufficient opportunities for interaction with peers of the dominant culture (Moinolnolki and Han, 2017). Also, many schools that refugee children go to are provided with insufficient funding and lack a quality curriculum and appropriately qualified teachers (Moinolnolki and Han, 2017). This situation is not different to newcomer refugee children. Newcomer refugee youth usually attend extremely segregated, poorly resourced schools

(Suárez-Orozco, et. al, 2009). Furthermore, Moinolnolki and Han (2017) mentioned that frequently, newcomer refugee youth are systematically allocated in macro-level tracking programmes, sometimes being segregated in exceptional sections for English Second Language (ESL) classrooms. The shortage of these resources; human and material; needed impact education success because of poor quality of education.

The quality of education is judged based on its curriculum. Newcomer refugee learners do not change the school environment only but the school curriculum as well. Curriculum means components that students have to know in the teaching and learning process (Meda, 2018). Therefore, an inclusive curriculum plays a significant role in making sure that the provision is fair. An inclusive learning setting can provide a well-crafted curriculum that offers what is required to different kind of learners and easy to deal with different opinions and point of view to make all learners feel they belong and can contribute (Cerna, 2019). Providing refugee learners with education but depriving them of the necessary support required for them to adapt to a new curriculum, sets them up for failure (Meda, 2018). Since they have been used to the home country's curriculum, adapting to the new one in their new schools becomes a challenge. Therefore, they might feel frustrated with and alienated from their mainstream schools (Meda, 2018). However, learners' achievement rates rise when the curriculum acknowledges their intellectual assets (Oikonomidoy, *at.al.* 2019). Due to the lack of culturally appropriate curricula, several refugee children experience “ethnicity, religion, and identity mobilized and politicized through education in countries of first asylum” (Dryden-Peterson, 2015:12). The teaching practices in some schools have failed to make newcomer refugee learners feel included.

School climate or school culture refers to the quality and character of school life and comprises “the norms, values, and expectations that support people’s feelings socially, emotionally, and physically safe” (Wang, Vaillancourt, Brittain, McDougall, Krygsman, Smith, Cunningham, Haltigan and Hymel, 2014: 361; Bouchard and Smith, 2017.: 31; Horswood, Baker, Fazel, Rees, Heslop, and Silove, 2019: 2).). School climate includes “safety, peer relations, teacher support, academic engagement, discipline and fairness, belonging, school liking, student voice, and extracurricular activities” (Wang, *et.al.* 2014:362). It also encourages respectful behavior; lays great emphasis on the importance of learning; and the relationship between learners, families, and educators (Evans, and Smokowski, 2016). The main characteristics of a healthy school climate comprise a safe place with clear rules, respects for diversity determined in preventing and responding to bullying, and encourages healthy connections between learners,

teachers and parents (Horswood, et.al 2019). An inclusive learning environment is ideal for the refugees to feel fit in their new schools. However, there are instances where values, norms and customs favour some groups of people while excluding others. Norms are ideas about what to see as normal and abnormal (Edvinsson and Hammarström, 2017). When interacting with others, learners become aware of the values, norms and customs of their new schools. School is a segment of the socialisation process where some values are encouraged whereas others are discouraged (Edvinsson and Hammarström, 2017). However, although some norms are not recognized to be important values of the school, they are still prevalent and affect school learners e.g. norms about class, nationality, economy, gender and race (Edvinsson and Hammarström, 2017). Learner victims of bullying are likely to have a negative perception of their school climate and need special intervention from school adults. Highly involved learners in bullying see school as less safe and adults as less willing to intercede in comparison to less involved learners (Evans and Smokowski, 2016). In general, the school climate appears to have an important role: peers, teachers and school administrators/principals can have the same opinions that refugee learners are likely to have problems with language and learning, conduct, and relational difficulties, and that they will be an obstacle for teaching (Bianchi, *et.al*,2021). These negative beliefs can support refugees' victimization from their peers, and can also favor refugees' victimization from their peers, and may also influence school personal to undervalue bullying events concerning these learners ((Bianchi, *et.al*, 2021). Moreover, learners from refugee background who claimed that their teacher could combat discrimination showed higher global and ethnic self-esteem (Verkuyten and Thijs, 2004).

4.4.2.3.2 Discrimination and grade placing system

Some schools treat refugee school learners harshly. These learners undergo discrimination by teachers and school administrators compared to their local peers. Discrimination means treating an individual or a group differently because of a specific characteristic that they possess; it is a situation directly associated with social forces and it can be involved in a part of politics, education and language (Demir and Ozgul, 2019). Discrimination is conceptualised as a multifaceted experience with diverse dimensions, comprising aspects or features and types (Mendez and Kerig, 2023). Various types of discrimination that many newcomer adolescent refugees undergo have been reported. Many teachers hold negative prejudices against refugee learners. The effects of preconceived ideas can be extremely serious and are associated with negative consequences related to discrimination occurrences. For example, perceived ethnic

discrimination from teachers has been associated with a decreased sense of schooling competence, a high degree of hopelessness and decreased school belonging among refugee background learners (Schachner, *et.al*, 2018). English Second Language (ESL) programmes can operate as a basis of marginalisation and exclusion. Many schools and teachers lack the skills needed to cope with ESL adolescent learners (MacRae-Krisa, Bertrand *et.al*. 2011). ESL learners are prone to fail to finish high school and drop out of school due to the lack of access to the required support (MacRae-Krisa, *et.al*. 2011). As a result, many adolescents finish up falling behind the education system (MacRae-Krisa, *et.al*. 2011). However, ESL programs can as well be perceived as ‘safe haven’ for newcomer learners in case caring atmospheres prevail (Oikonomidou, *et.al*. 2019).

School grounds are prime sites for bullying attacks due to the lack of supervision. Teachers are required to be vigilant when supervising learners particularly in areas predisposed to bullying behaviour and they should react immediately, fairly and impartially. In his study on break-time play activities with boys playing soccer and girls skipping Mayeza (2015) described how gender is learned through exclusionary violence and bullying experienced by girls and boys using derogatory names, with boys being called gay and girls being called tomboys when they choose to play a game expected to be of the opposite gender. Excessively crowded passages and unsupervised toilets are places that are susceptible to incidents of bullying as they provide spaces to hide so that physical bullying like fighting, pushing, shoving and destruction of someone’s property can occur (Espelage and Swearer, 2009). Sometimes, teachers do not look like to be aware of which strategies they should use (van Verseveld, Fekkes, Fukkink, and Oostdam, 2021). Some teachers choose less effective strategies like recommending victims stay away from the bully or proposing the victim to personally deal with the bullying matter (van Verseveld, *et.al*. 2021). Discrimination has an unbearable effect and is visible in the way newcomers are treated by grade placing systems (Brown, *et.al*. 2013).

Grade level placement in school is done in consideration of many factors such as previous school experience and achievement, the child’s age, and many others. This varies from one school to another. Since learners are classified educationally and socially by both, legal and illegal school practices, schools work as a network of practices that place learners in connection to the number of identity constructs and categorization systems which describe and rule all the students in school (Selimos, 2017). Some school practices are perceived to be uncaring because of the way they are applied to learners from a refugee background. Assuming that newcomer learners must be placed in second language learning classes for instance can cause them to feel

rejected and possibly influence their decision to leave school early. Frequently, refugee learners are systematically put in macro-level tracking programs, sometimes being segregated in isolated sections of schools for ESL classrooms (Moinolnolki and Han, 2017). Regardless the time spent, and the quality of education acquired (informal) in camps before arriving in received countries, refugee learners are likely to be placed in classes that do not suit their capacity. Schools may not always be accommodating to refugee youth as they may place children in grades considerably above their previous schooling level, assume they are low-achieving due to language barriers, staff may have expectations that parents are literate and able to be involved in the child's schooling, and many children experience racial prejudice within their schools (Hadfield, *et.al.* 2017). Some learners are assigned to special education classes, others are placed in low educational tracks regardless of their abilities (Cerna, 2019). However, including learners immediately in normal classes appears to give the same chances for school success but teaching refugee children in a segregated similar school system for prolonged periods lead to Early School Leaving (ESL) or school dropping out (Crul, Lelie, Biner, Bunar, Keskiner, Kokkali, Schneider and Shuayb, 2019; Cerna, 2019). Most of the time, discrimination has negative effects on adolescents' bonding in their new setting. Discrimination causes an increase in social isolation for adolescents, which is likely to result in negative attitudes towards their educational setting, as well as desires to skip school (Thibodeaux, 2020). This can result in learners perceiving their school as insecure.

2.4.2.3.3 Teaching practices and teachers' attitudes

1. Teaching practices

The same reasons that made refugee families flee their countries sometimes lead to school interruption in their countries of origin. The increase in migration has caused diversity in many schools in receiving countries. Teachers influence learners' socialization directly through their practices and indirectly through the quality of their relationship with learners (Bouchard, 2019). Therefore, teaching practices should be flexible, they should be adjusted by taking into consideration the effects of all types of violence refugee learners were exposed to in their country of origin. This means that schools need highly skilled and regular support from teachers who consider the diversity of learners in their ways of teaching. Self-efficacy, training, and experience are three teacher characteristics that affect learners' educational outcomes (Denny, 2011). However, most of the time, teachers might not be aware of the constraints to commitment that go together with earlier schooling interruptions as well as the ongoing

responsibilities that refugee youth undertake (Cerna, 2019). Additionally, frequently, new teachers do not get enough university instruction in multicultural education to allow them to use effective and relevant inclusive practices for various classrooms (Cerna, 2019). Teachers might hold negative beliefs or have low expectations about children from refugee families. Moreover, teachers may hold learners and their families responsible for refugee children's learning and have fewer expectations of the ability of these learners or their upcoming achievement (Cerna, 2019). Experimental research found that regardless of equal performance with their local peers, teachers gave less favorable recommendation and/or assessment to learners from refugee background (Schachner, *et.al*, 2018). Low expectations not based on any good reason can have direct effects on learners' schooling paths, mainly in school systems followed presumably along ability lines (Schachner, *et.al*, 2018). Also, teachers who do not see bullying as a serious problem and who believe that they lack suitable skills are less likely to intervene in bullying circumstances (van Verseveld, *et.al*. 2021). And, by not intervening, teachers indirectly tolerate the bullying and as a result, discourage victimized learners from reporting bullying (van Verseveld, *et.al*. 2021).

Teachers are the most important agents in initiating a supportive classroom setting (Bouchard, 2019). However, teaching practices in some schools are discriminatory. Learners are treated differently by teachers based on class, race, gender, ability and appearance from early schooling and this increases as learners evolve through school (Denny, 2011). Such practices and many others affect the relationship between teachers and learners. Victimized learners are prone to report poor connections with their teachers (Bouchard, 2019). Conflictual teacher-learner relationships occur when they involve high levels of anger and insensitivity (Bouchard, 2019). As a result, these uncaring attitudes towards learners are likely to lead to negative outcomes. As highlighted by Barakamfitye (2017), teachers' strategies for dealing with behaviour problems such as guiding learners or not giving opportunities for critical and independent thinking, causes learners to miss school and classes, resulting in feelings of anger, attention seeking behaviour, anxiety, back-chatting, and a lack of motivation. This gives rise to poor educational achievement, which additionally impacts the learners' commitment to school, eventually causing low educational performance, and youth develop the possibility to engage in antisocial behaviours (Barakamfitye, 2017). Teachers' attitudes towards learners are another issue that affects refugee learners' relationships with their teachers.

5. *Teachers' attitudes*

Teacher's attitudes determine the nature of his/her relationship with students. Many teachers are not aware of newcomer adolescents' pre-migration experiences. Instead of trying to find out the situations of a particular learner, they just assume that their situation is common. By generalizing one's situation to be that of the whole group, they may unintentionally keep up stereotypical attitudes or practices towards newcomers (Brown, 2014). This in turn can likely affect their commitment to school. Learners from refugee families face negative ethnic stereotypes and less school expectations by teachers and other staff (Oxman-Martinez and Choi, 2014). Some refugee learners undergo significant difficulty in school mostly associated with discrimination or racism perpetrated by teachers leading to low achievement, lower grades and negative educational self-esteem (Oxman-Martinez and Choi, 2014). Due to the lack of culturally appropriate curricula, several refugee children experience "ethnicity, religion, and identity mobilized and politicized through education in countries of first asylum" (Dryden-Peterson, 2015:12). Ethnic discrimination from teachers has been associated to a decreased sense of educational ability, educational uselessness, and reduced school belonging among immigrant-background students (Schachner, *et.al.* 2018). The level and quality of relationships can positively decrease the involvement in school bullying as victim. Hirschi's social bond theory is used in this study to understand how strong and positive social connections help to decrease bullying victimization in school is discussed below.

2.4.2.4 Theoretical framework

The theoretical perspective used in the current study is Social Bond Theory (SBT) also known as Social Control Theory (SCT). It was generated by the American sociologist Travis Hirschi in 1969. SBT is a theory in sociology and violence. SBT is a sociological theory to understand school bullying and victimisation. Initially, SBT was established to explain deviant or delinquent behaviours believed to be influenced by weak or broken social bonds to society and social institutions (Hirschi, 1969, Chriss, 2007; Espelage and Swearer, 2009; Chan and Wong, 2015; Hong *et.al.* 2018; Peguero, Ovink and Li, 2016; Aslan, Rosinaitè, and Khojanashvili, 2019). To highlight the significance of bonds, Hirschi argued that when bonds to people are broken or weakened, deviant behaviours take place because the reason to engage in deviance is persistent (Hirschi, 1969; Cecen-Celik, and Keith, 2019). Referring to the components of social bonds, this specifically means that the attachment, commitment, involvement, and belief

bonds prevent individuals from engaging in crime (Cecen-Celik, and Keith, 2019). SBT was not limited to delinquency only but was applied to other deviant social behaviours such as bullying.

Bullying is not different to delinquency in terms of features or characteristics. Since many acts of bullying indicate delinquent behaviour, SBT was then used to understand bullying behaviour. Later, SBT was used to explain how adolescents are predisposed to engage in bullying when their bonds or ties to social institutions such as school, family and peers are weak (Hirschi,1969; Hong, *et.al* 2018). Additionally, the sense of control is vital in the rebuilding of life satisfaction among survivors of forced displacement (Correa-Velez, *et.al.* 2010). Moreover, social connections/relationships are fundamental to bonding for both refugees and non-refugees (Khanal, 2017; Strang and Quinn, 2019). SBT evolved from earlier sociologists' ideas.

SBT; was introduced by Hirschi in 1969 in his book *Causes of Delinquency* and was developed by ideas of other control theorists. As a control theorist, Hirschi acknowledged the contribution of previous scholars such as David Émile Durkheim (1951), Thomas Hobbs (1651) and Walter Cade Reckless (1961) who concentrated on the role of control in crime causation. In many ways, these theorists explain factors that prevent people from following their desires. They emphasise the different nature of social relationships that make people respect or follow the rules or norms of society and internalize them. For instance, in his book *Leviathan*, Hobbes claimed that in a monarchy, the governed has an interest to establish a good relationship with the sovereign by obeying the rules to ensure peace and security. Concepts of social bonding were as well guided by the work of John Bowlby (1958) on attachment theory and later developed by David P. Farrington and J.D Hawkins in their Social Development Model which declares that prosocial bonds prevent learners from engaging in delinquency and problem behaviours (Denny, 2011). The social development model states the process by which bonding occurs; through opportunities for involvement, skills for involvement and reinforcement for involvement (Denny, 2011). Also, Hirschi's SBT might derive from Durkheim's social integration theory. In his book *Suicide: A Study in Sociology* (1951), Durkheim believed that strong bonds, regularity of interaction, and supportive relationships among family members decrease the tendency to suicide (Rose, Joe, Shields, and Caldwell, 2014). Although social control is an old-time theory, there are many contemporary researchers such as John Hagan's *power-control theory* (1985), Charles Tittle's *control balance theory* (1995), and Mark

Colvin's *coercion theory* (2000) who still follow the same ideology of previous control theorists. These relationships are what Hirschi referred to as social bonds.

Table 1. Elements of the social bond

Level	Element	Description
Behavioral	Involvement	Time spent in conventional activities
Cognitive	Commitment	Rational calculation of the costs of lawbreaking for future goals
Affective	Attachment	Emotional closeness to family, peers, and schools
Evaluative	Belief	Ideas that support a conventional orientation

^aAdapted from Hirschi (1969) and Livingston (1996).

A social bond is described as any type of disapproval response that a person can express to someone who disobeys a social norm (Brauer and Chaurand, 2010). It is a way to regulate, enforce, and encourage respect of social norms in a legal or illegal ways, mostly by one's peers (Open Education Sociology Dictionary <https://sociologydictionary.org/?s=social+control>). In his social bonding theory, Hirschi underlined four key social bond, attachment, commitment, involvement, and belief. For this study, this means social connections that children and adolescents have to form to not engage in bullying as victims. He underlined emotional attachment to parents, peers, and teachers; commitment to long-term educational, occupational, or other conventional goals; involvement in conventional activities (e.g., homework, hobbies); and belief in social rules and laws (Hirschi, 1969). Applying this framework to school means these four key integrative bonds representing the social bond; attachment, commitment, involvement, and belief; have as function to promote strong social connections/ties/relationships and encourage conformity to school rules. Hirschi added that these four elements are much interconnected, and their combined effect is claimed to be greater than their results (Hirschi, 1969; Chan and Wong, 2015; Back, Soor, and LaPrade, 2018). Using the same logic as Hirschi, to understand what makes adolescents stay away from unacceptable behaviour, several studies have proved that emotional attachment to main caregivers, attachment to school and teachers, commitment to school, and involvement in conventional extracurricular activities protects learners from victimisation or engagement in bullying (Hong, *et.al.* 2018). The components of social control theory will be drawn upon to understand the issue of victimisation among newly arrived adolescent refugee learners and eradicate such antisocial behaviour.

To explore how useful the SBT is in addressing bullying victimisation, the relationship between newcomer adolescent refugee school learners from Kivu with parents, peers, teachers or school staff can hinder their victimisation to bullying, Hirschi's concept of "social bond" from the social control approach will be applied. The social connection approach can thus be beneficial to understanding the value of various forms of relationships; child-parent/family, teacher-learner; and peer to peer; time spent to engage in learning activities to educational goals, time spent to participate in social activities in school important to help curb the effects of bullying on victims, eventually help enhance adolescent refugee learners' wellbeing and integrate into the school system.

2.5.2.5 Chapter summary

Relevant literature has provided a discussion on the concept of bullying and its effects on the wellbeing and social integration of newcomer adolescent refugee. Different types of bullying were as well discussed in this chapter followed by risk and protective factors at individual level and environmental level (family and schools). The literature chapter also elaborated on the theoretical framework used for this research as the purpose of this research is to evaluate the outcome of social connection for integration and wellbeing of newcomer adolescent refugee learners.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

A discussion of the methodology used to find out about bullying experienced by Kivucian adolescent refugee learners studying into private or public/government schools and how they manage to integrate in schools will be provided in this section. So, this section describes how information was collected using a literature review, questionnaires and interviews. Additionally, this section describes procedures such as methods and sampling used to produce empirical evidence to answer the research questions. Related issues such as the limitation of study and research ethics are also discussed in this section.

Finding a social issue is not enough. It is crucial to find a way to proceed with the investigation of a social phenomenon. This varies from one discipline to another. Social science ways have been applied to this research. This study investigates social integration and the overall wellbeing of newcomer adolescent refugee learners in South African schools. To be precise, the focus is on newcomer adolescent refugee learners from Kivu residing in Parow and Maitland, Cape Town, Western Cape.

3.2 Research design (case study)

Research design is the idea for carrying out the study (Creswell, 2014:49; Mpofu-Chimbga, 2013). Research design is a strategy for collecting and analyzing data that will allow the investigator to respond to questions of any kind (Flick, 2014: 65-66). Research design illustrates the techniques for conducting the research (Mpofu-Chimbga, 2013). The design of an investigation includes almost all features of the research, from the small details of data collection to the choice of the techniques of data analysis (Flick, 2014: 65-66).

In general, researchers have identified five (5) approaches to qualitative research design. They are as follows: ethnographic, phenomenological, grounded theory, biographic and case study research methods. A case study was used in this study. The case study research method is described as “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not evident; and

in which multiple sources of evidence are used” (Zainal, 2007: 2; Yin, 2011:4; Woodside, 2010:1; Yin, 2017: 2). “Case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in ‘real life’ context” (Thomas, 2021: 10). Case studies or case reports are procedures of data collection in which researchers examine the development of a particular phenomenon or problem in a precise real-world context over time, using specific instances of individual elements to demonstrate and examine concepts thoroughly in an explanatory, descriptive, or exploratory method (George and Strom, 2017). Unlike other research methods, a case study observes any natural phenomenon which exists in a collection of data (Zainal, 2007). Generally, the objective of a case study is to develop a full understanding of a given case (Napier and Moodly, 2017). The main purpose of case study is to produce an in-depth understanding of a particular topic in the sense of a thesis, programme policy, institution or system to create knowledge and/or recommend policy development, professional policy and civil or community action (Thomas, 2021). As a research design, a study is suitable for the validation of theory (Gagnon, 2010). The case study design is appropriate to this study because case studies consist of an in-depth or thorough examination of individuals, entities, or units to assess exceptional forms of thinking or behaviour as themes narrate and describe their subjective experiences from different viewpoints (George and Strom, 2017).

According to Yin (2003), a case study design must be used when research seeks to answer “how” and “why” questions, when handling participant behaviour is impossible, and when contextual conditions are appropriate and vital to the phenomenon of study. Using the case study design helped the researcher to explore and understand how and why bullying affects the social and school integration and the wellbeing of adolescent children of newcomer Kivucian parents who are victims of bullying in Cape Town schools. Additionally, the case study design assists the researcher to explore how adolescent refugees manage to integrate into schools by establishing a strong social relationship. From the parents’ viewpoint, this study focuses on the case study of newcomer adolescent refugees from Congo living and studying in Maitland and Parow located in Cape Town, Western Cape, South Africa. Both, Maitland and Parow, were selected as research sites since many Congolese refugee families reside there.

An exploratory research design was selected for the current study. Exploratory studies are a way of discovering what is happening, looking for new perceptions, asking questions, and evaluating phenomena in a new perception (De Wet, 2010). The exploratory approach enables a researcher to learn from the experience of the examination (Babbie and Mouton, 2008). The

exploratory research design was used to reach the aim of this research. The aim of this study was exploratory as it aimed to require a new perspective on the experience of bullying that face newcomer adolescent refugee victims in Cape Town schools. This study aims at gaining a new understanding of bullying from newcomer parents from Kivu with adolescent learners since limited research has been conducted to understand how and why this issue affects their social and school integration and their well-being as well.

3.3 Methodology

It has been suggested that new context-based research methods specific to the situations challenging migration researchers should be used especially in Africa (Hungwe, 2013). This means that researchers have to take into account that refugees are a sensitive group of people. Therefore, researchers should adjust to any change that might occur while conducting research with refugees. Studying human behaviour needs in-depth qualitative research methods. So, to analyse, understand and describe in depth how bullying is experienced by newcomer refugee learners from Kivu in Cape Town schools from parents' perspectives, this research used qualitative methodology. Qualitative research is an approach for exploring and understanding the meaning or connotation individuals or groups attribute to a social or human problem (Creswell, 2014). The process of research comprises developing questions and plans, data usually collected in the participant's location, data analysis inductively constructing from particulars to general themes, and the researcher making clarifications of the sense of the data (Flick, 2014: 65-66). This means the advantage of qualitative research is to reach an indirect understanding of a group and interpreting experiences from the participants' perspective. In this research, parental reports on bullying victimisation of their children. The researcher chose qualitative method because of its capacity to allow deeper understanding of bullying underwent by DRC children from refugee background in school from the perspective of their parents. Qualitative investigation has as aim to discover, interpret, and represent human experiences in situated contexts (Pedro, 2021). In this study, qualitative research methodology is used as it offers chances to study bullying as social processes, interactions and meaning making in the day-to-day context of specific settings (Thornberg, 2018). Qualitative research enables participants to talk about their own understanding and experiences in detail (Meda, *et.al.* 2012; Thornberg, 2018). Parents' understanding of the vulnerability of their children is the focus in this thesis. Qualitative methods enable the researcher to reach a depth of understanding (Etikan, Musa and Alkassim, 2016). The qualitative research method assisted in getting precise

information on Congolese learners from Kivu' experiences of bullying victimization from parents' views. The qualitative approach was thus used to get detailed information on the various bullying experiences of children of the sample, Kivucian refugee parents, who participated in this study.

The context and the aim of this study, qualitative approaches were found to be appropriate to guide the process. Qualitative data was collected using observations, in-depth interviews and the narratives of Congolese newcomer refugee parents who participated in this study. This is because the central of qualitative data investigation is collecting information using observation, interviewing and the analyses of documents and material culture (Kalule, 2017). These methods have as advantages to get an in depth understanding in the field (Kalule, 2017). The researcher trusts that such an approach is appropriate to to this study as it involves a deep exploration of behaviours of bullies and experiences of children of parents as research participants of this study. Since the aims of the research are to understand and describe instead of predicting social action, this is another reason for the choice of qualitative approaches. A description of the sample and data collection process follows below.

3.4 Sample and data collection

3.4.1 Sample

A sample is “a portion of a population or universe” (Etikan, *et.al.* 2016:1). A sample is a subgroup of the population, carefully chosen to accurately reflect the characteristics of the larger group (Acharya, Prakash, Saxena, and Nigam, 2013). Since it is impossible to include every parents' concern about the bullying of their children, it is good to consider a portion or sample of those parents to represent each parent. Thus, this study's sample consisted of twenty (20), male or female, biological parents or guardians from Kivu with female or male children attending school in Parrow and Maitland and who are between 13 and 17 years of age. The choice of children within this age group comes from their recognition as adolescents at the academic point of view (Magbo, 2016). The initial plan was to focus on public schools. After an informal meeting was done to identify parents of affected learners, learners from both public and private schools were concerned. These children are being schooled at government or private schools in Cape Town, are residing in Maitland and Parow, and have been victims of bullying in any form. However, the chronological period varies from 1 year to 10 years (Oikonomidoy, *et.al* 2019). This research describes 'newcomers' as a first-generation refugee

(Suárez-Orozco, Pimentel, & Martin, 2009). This means those adolescent learners who were born in Congo have been in South Africa for 5 years or less. Only the parents/caregivers (20 male(s) or female(s) of newcomer adolescent refugee learners with less than 5 years of schooling experience in Cape Town schools, participate in this project.

5.4.2 Sampling strategy

The researcher chose nonprobability sampling because it is extremely time and cost-effective compared to probability sampling (Etikan, *et.al.* 2016). Convenience sampling, a nonprobability sampling method, is used in this study. Convenience sampling also referred to as -Haphazard Sampling or Accidental Sampling- “is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the study” (Etikan, *et.al.* 2016: 2). Additionally, it is also useful for researching topics of the population that are easily reached to the researcher (Etikan, *et. al* 2016; John, 2012). Amis BK and Chinyabuguma, the Cape Town-based organisations were used for the selection of participants. The researcher has been a regular member of these organisations since they were founded, and the issues under investigation have been discussed in these social gatherings, making participants easily accessible for the study. An informal meeting was done to identify the parents of affected learners. This sampling method is suitable to use in situations where sources of primary data are limited, making it appropriate during the worldwide Corona-19 crisis.

Snowball sampling is the sampling technique applied for this research. Snowball sampling is a design process of choice of suitable participants commonly done by using networks (Etikan, 2016). Snowball sampling referred to again as -chain sampling or chain-referral sampling- is the process by which the researcher collects data from the selected participants and the participants further persuade other participants to take part in the study (Crossman, 2016; Khanal, 2017; Sharma, 2017). This technique helped the researcher to find participants easily. The researcher recruited those parents who have spoken about their children being bullied during the monthly gatherings and asked them to help identify and refer more parents, since not all Kivucians attend the gatherings. The process for data collection follows below.

5.4.3 Data collection

Primary and secondary methods of data collection differ from one discipline to another. The tools used to collect data differ from the type of study as well. Different tools were used to collect both information from parents or primary data and already existing information or secondary data. These are literature for secondary data collection. Also, interviews and narratives for primary data collection techniques.

3.4.3.1 Literature

Literature is defined as a theoretical and research publications in journals, reference books, textbooks, government reports, policy statements and other materials about theory, practice as well as the results of scientific research” (Kalule, 2017: 38). A literature review comprises reading, analysing and writing a synthesis of academic resources about a particular topic (Kalule, 2017). In addition to its advantage to disclose what is already known in a study a literature review also assists the researcher to develop research question s and discover some gaps that may exist that can need investigation (Kalule, 2017) In this study, the reviewing of the literature constitutes key understanding and has supported the use of theoretical framework as initiative to address bullying behaviour that newcomer adolescent refugees from Congo face and thus, facilitate their integration in South African schools.

3.4.3.2 Interviews

The interview aims to have a full understanding of another person’s view which is perceived as meaningful (Hungwe, 2013).The four advantages of interviews are as follow: “a) providing a source of ‘self-analysis by informants’; (b) providing an indirect source of evidence about the participants’ orientations; (c) being a source of witness accounts about events and settings in the social world; (d) being a source of evidence about the constructional or discursive work engaged in by participants (and perhaps by the interviewer) through which interview data are produced” (Hungwe, 2013: 90-91). Initially, the researcher envisaged conducting interviews online due to the COVID-19 pandemic in 2020. However, semi-structured and face-to-face interviews were used for data collection in this study.

Semi structured, open-ended interviews were used to ensure that interviewees answered the same significant questions, and also allowed them to explain and certify their responses (Napier and Moodly, 2017). While semi-structured interviews do provide the participants with the

freedom to answer the open-ended questions using as much time as they wish, their responses are not often in-depth (McIntosh and Morse, 2015). The semi-structured open-ended questions created a general debate method that improved the researchers learning from participants by way of exploration to fill up the literature gaps about bullying; a poorly understood situation (George and Strom, 2017). The content of the semi-structured questionnaires used for this study' consisted of demographic information, risk factors of bullying, and the effects of bullying.

The interviews were done using some guiding questions (see Appendix). The interviews took place in the participants' houses. For some parents, interviews were conducted in English, others in French or Swahili or in mixed languages in case the parent is not sure about the word in English. Field notes were used to take notes of the researcher's observation and other small details expressed through gestures. The field notes assist the researcher with clarification of every single interview venue whereas listening and watching is a good way to make yourself know about the data for analysis purpose (Khanal, 2017). The researcher's cellphone was a second tool which served to record data.

3.4.3.4 Narratives

Narratives are described as stories reported by research participants and explanatory reports developed by an investigator based on interviews and field observations (Kalule, 2017). Narratives can create explanations rather than short answers or general reports by the participants ((Kalule, 2017). Parents' narratives are another tool that the researcher used to collect data. Narratives were used to find information about children of participants' bullying victimisation experiences while trying to integrate in South African schools. Parents' narratives assisted to listen to and understand what their children faced in school in term of bullying.

It has been argued by Denzin and Lincoln that "researchers are required to stimulate and facilitate the narration by defining the issue, then refraining from interrupting the person narrating" (Kalule,2017: 41). Also, researcher must listen to the narrator's linguistic practices such as word choice, repetition, hesitation and laughter (Kalule). The narrator's feelings and the factors that attract their emotions should be observed by the researcher as well. In the process, the researcher investigated participants about their children experiences of schooling in Maitland and Parow to understand how peers and school staff treat these children in public and private schools in both areas.

5.5 Research population

To save money and time, the researcher used subjective judgment to obtain a representative sample. The research population for this study consisted of parents/guardians residing in Parow and Maitland in Cape Town, Western Cape, South Africa. The choice of parents as self-reporting research participants was derived from three motivating factors. Firstly, because parents know their children best, parents are more likely to be the first to notice any change of behaviour or mood vis-à-vis their children's schooling. Parents can also provide secondhand information of their children's victimisation as they interact directly with them on a regular basis. Secondly, although the researcher could have good access to information from children through their parents, the choice of parents rather than children as research participants was influenced by ethical concerns that adolescents might re-experience their undesirable pasts by discussing self-experiences as victims. And thirdly, "the concerns of immigrant parents elsewhere have been reported to be heard when their children were being marginalized" (Adebanji and Gumbo, 2014:389)

5.6 Ethical considerations

This research followed the ethical guidelines set out by the UWC. Before entering the field, the researcher obtained permission in the form of Ethical Clearance (Ethics Reference Number: HS20/1/17). Bullying experience is a sensitive problem which needs careful observation of ethical measures. After explaining the aim of this study to parents/caregivers, some parents were worried about the possible disclosure of their information. Various safety measures appeared to relieve their fears and helped to build trust. The researcher assured parents of the most possible ethical areas such as non-identifiability, anonymity, confidentiality, and non-traceability. Confidentiality of the findings and anonymity or protection of their identities were assured to all parents who participated in this study. As suggested by Maree and Van der Westhuizen (2007) the researcher made all parents aware that the entire database, digital or manuscript will be damaged immediately after completion of the study. Additionally, pseudonyms were used to increase privacy and anonymity.

3.6.1 Informed consent

Only parents were my informants since their children are minors. Parents were requested to voluntarily participate in this research and were also informed about the goal or purpose of the

study. They were told in advance that they were free to withdraw from this study whenever they felt so. Each parent/guardian was given a consent form to sign for his/he participation in the study before the beginning of data collection.

5.6.2 Anonymity/confidentiality

Some data collection strategies employed by the author included signed consent forms, confidentiality declarations and nicknames data coding. All participants, parents/caregivers, were assured of confidentiality, as no names or personal data or names of other people or locations involved in the study were collected or presented in such a way as to risk identification.

5.6.3 Careful approach on sensitive issues

Studies of immigrants are sensitive by nature. Although the researcher spoke to parents only, some of them were reluctant to disclose their children's experiences or situations regarding bullying. As I mentioned before, those parents who do not attend meetings did not trust (the researcher) firstly. Mutual trust and rapport were formed eventually after a thorough explanation that this study was only for research purposes on the challenges underwent by refugee learners in Cape Town schools, Western Cape, South Africa. South African schools. According to De Wet (2010). This can be due to firstly, the interviewer's genuine respect, empathy and concern about the people being interviewed and secondly, the study carried special importance for the participants. Although some parents indirectly and or directly expressed a painful feeling about what their children went through, they believed that victimisation from bullying experienced by their children should be made public. Additionally, the fact that interviews were conducted in their homes, parents feel a sense of security, comfort and trust.

5.6.4 Feedback

At the end of each interview, the researcher was asking for the parents' emails to be sent the summary of the report results in case they were interested. No one has mentioned anything in this regard. The majority were just saying that they hope to see a change in the way their children are treated in schools by their peers and school staff.

5.7 Challenges faced and problems faced during fieldwork

The researcher came across different challenges during fieldwork. The sampling strategy was one of the technical challenges the researcher faced during this study. It has been said that developing a suitable sampling strategy that might allow a researcher to make declarations depicting an accurate representation of the whole population is always an issue (Kalule, 2017). Thus, making precise evaluations of the planned target population is mainly difficult. The researcher was not satisfied with some parents' responses who failed to give deep responses about their children's situations claiming not to have enough data. Some open-ended questions have just been ignored. This situation confirms what has been declared that online questionnaires can have lower rates of completion than their paper counterparts (Leece, *et al.* 2004). Also, other parents especially those who were among the group of refugees who were staying at Methodist Church in Cape Town refused to be interviewed online via any technological tool such as email, WhatsApp calls, Zoom, Skype or cellphone. The researcher did not have any other choice than to wait for the announcement of level one lockdown to go out and collect data afresh at the participants' houses. It is hard to generalise this small qualitative study to the whole population of newcomer adolescent refugee learners. But, this study has given some important ideas that can be used for extra studies. The availability of participants was another issue.

It was not easy to secure an interview with parents. Most interviews were done evening due to work shifts for many parents and time constraints for others who are self-employed, especially women (hairdressers, dress makers). The evening was a suitable time for most of the parents. Those who are members of Amis BK and Cinyabuguma gave their consents prior to the interview and fulfilled their promises. However, others from Kivu, who do not attend one or both gatherings, hesitated to give information. Since the majority were among those who were staying at the Methodist church, they were doubting to freely talk about their children's experiences of bullying. They claimed that the current study is just a ticket to know where they are and sell them afterwards as they were assuming that the researcher was working with the South African government. Despite being assured that the researcher was not spying on them so that they could be deported as they were assuming, they refused to be recorded as well. Thus, the researcher was obliged to take note of all provided information. These are the same people who were asking for incentives in exchange for information when the researcher attempted to interview them online. Since the researcher and her participants are French and

Kiswahili speaking, parents were allowed to mix languages in case any parent misses a word and or wants to make clear some facts. Some parents chose to be interviewed in Swahili. So, the researcher had to translate each question into Swahili to facilitate communication and get the genuine information of her child's experience about bullying in school.

5.8 Reliability and trustworthiness

Research is judged to be good or bad based on two aspects of research, reliability and trustworthiness. The scientific characteristic of reliability postulates that "repeated measures of a phenomenon (with the same results) using objective methods establish the truth of the findings" (Cypress, 2017: 256). Trustworthiness or rigor to a study is defined as the degree of confidence in data, interpretation, and methods used to justify the quality of a study (Connelly, 2016.). To ensure the credibility/reliability of the study four criteria; credibility, transferability, dependability, and confirmability; were considered. As parents/guardians have much to state on what their children underwent in term of bullying, the researcher carefully listened. Although the aim and objectives of the study were communicated at the beginning of the interview, they were as well always referred to at all stages of data collection. Ethical considerations were fairly applied to ensure intended purposes of this study are reached. Although the findings reflect bullying victimisation experienced by newcomer adolescent refugees from Congo it is difficult to assume that it is a general situation. and Parow in Cape Town South Africa. All respondents were parents of newcomer adolescent children from Kivu residing in Maitland and Parow in Cape Town South Africa. The first-hand reports from the parents provided information about the day-to-day experience of bullying underwent by their children on regular basis in school. The researcher strongly trusts that their position, as biological parents, is suitable to answer the research questions.

5.9 Chapter summary

Research methodology used for this research is provided in this chapter together with data collections methods, sampling techniques and sample size used in the field were also given. To sample respondents, snowball sampling was used. The research procedure, the ethics statement and challenges the researcher met throughout the study are as well presented in this chapter.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter, the findings made during fieldwork will be presented and discussed. Various factors that cause newcomer adolescent Congolese refugees from Kivu to be bullied in schools exist. Many school age refugee children have fled their country together with their parents, or alone, seeking a secure place to live. These children are not empty vessels though. Refugee children bring significant character traits comprising strong family connections, deep-rooted beliefs in education, and hopefulness and confidence about the future (Suárez-Orozco, *et.al.* 2009). These positive characteristics do not however guarantee their security in school. They experience several challenges linked to migration to a new country, comprising great levels of poverty, an unwelcoming circumstance of reception, incidents of racism and discrimination and exposure to vulnerability to school and community violence (Suárez-Orozco, *et.al.* 2009). Conformity to the school rules in such unwelcome environment is not easy. Also, these issues impede refugee adolescent learners' adjustment to the new school settings and make the coping capacities difficult. This can result in poor academic performance, less participation in activities and thus, difficulty to integrate. Newcomer adolescent refugees who experience bullying in South African schools do not make an exception to the above statement. The general social environment, the lack of support from and poor relationships with parents, peers and teachers, combined with inadequacies and shortcomings within the school system, compound learner experiences of bullying. There are thus multiple causes of bullying and victimisation among refugee children.

4.2 Congolese refugees in South Africa

The increased conflict in DRC have cause many Congolese to seek safer place in South Africa and many other countries that accepted to accommodate them. South Africa has become home for many Congolese refugees from 1990s (Nnadozie, 2016; Barakamfitye, 2017). Globally, by the end of 2017, the number of refugees from the DRC escalated from 537,500 to 620,800 among which protection was granted in various neighboring countries such as South Africa which hosts 26000 Congolese (UNHCR, 2017). Like many hosting countries, South African

government is committed to guarantee the health and wellbeing of its population regardless nationality status. By accepting to accommodate refugees, South African government issue identity documents which give them the right for legal stay, allow them to work and study and have access to healthcare, and freedom of movement (Wamundiya, 2015). But these favors do not guarantee the aspired security as the mistreatment they undergo in their first years of schooling.

4.3 Factors and circumstances that contribute towards bullying victimisation of newcomer adolescent refugees from DRC.

We cannot understand problems in south Africa in isolation of its history. Various racist attitudes, beliefs and practices are still existing in South African education system. According to Sithole (2012) education system in South Africa is plagued by unforgettable mark of inequality caused by Apartheid. Inequalities associated with race/ethnicity are key factors in the schooling of adolescents in refugee families (Bondy, J., 2014). The occurrence of visible racist behaviour is still prevalent in classrooms and school yards although they are perceived to be unacceptable behaviours in South African schools. Various racial discrimination have been perceived in south African. Unfamiliar cultural elements that make newcomer adolescent refugees from Congo to be perceived as different in classrooms and schools therefore exposing them to various mistreatment by peers, teachers and school staff are discussed.

4.3.1 Race based or racist bullying of Congolese school learners.

This type of bullying affects some newcomer adolescent Congolese refugees whether perpetrated directly or indirectly to them. Any bullying can be detrimental, but ethnicity or race-based bullying has been demonstrated to be specifically emotionally harmful as it involves something about the self (Schachner, *et.al.*, 2018. Being an African immigrant in South Africa poses some existential threats to the bearers of that identity largely because of the competition or threat (real or perceived) that they pose to the locals. The label 'refugee' is therefore accompanied by a myriad of racial discrimination which originate from being regarded as outsiders in the communities they live in and in schools. On the social front, in South Africa, black immigrants have obtained legal entry but not social acceptance (Vandeyar and Vandeyar, 2017). Many immigrants feel unwelcomed and rejected due to the treatment they receive in South African schools. This type of bullying, racist bullying, affects some newcomer adolescent Congolese refugees whether perpetrated directly or indirectly to them. Unable to

accept diversity in groups of people in South Africa, a rainbow society, some South African peers and school staff express their hatred openly.

4.3.1.1 Race

Many parents reported cases of racist name calling experienced by their children in classrooms and during the break just because they are black from another African country. Sakina reported physical and verbal bullying and racism experienced by her son by peer in s and playground based on nationality. She had this to say:

As a foreigner boy like we are living here in South Africa we know that they always call us names sometimes if he's playing with other kids, they can swear to him with names calling him all those uhm funny names like "kwerekwere", "black boy" all those kinds of names. Physically I can say see other kids they like if they are playing, they are pushing him and say maybe he can't play with them because sometimes with racism also they say he is a "black child" all kinds of things. They see as he is dirty than them. I think he was affected emotionally, because every time him when like they at school and he want to play with friend he scared because he knows they will do the same thing they always do to him, so he just keeps himself away of the colleagues (means classmates in French) unless he finds another foreigner boy there they socialise. Race also that one, he's a black boy even other black boys they can call another black kid, black I don't understand that story (both laugh) it affects us because like "this guy is black and he's calling me I'm black" so it affects us so much being bullied for our fellow black people calling us names. I used to tell him a strategy if he sees like he's someone who is older than him is better run, but if it's someone on his age there he must defend himself also. Yeah, because they can't keep bullying him because once he defends himself the other party is going to start fearing him. If he just keeps quiet and lets others bully him, it will affect him emotionally and physically.

Adelaide added victimisation of her daughter based on race:

My girl was called 'swarn' meaning "Black" in Afrikaans. I didn't know its meaning when she first reports to me. It is only when she told me about the meaning (black) as she is dark in complexion and told me that she will never go to such school that I understood how psychological she was hurt.

4.3.1.2 Citizenship status/nationality

The fact of being from another country together with other visible differences such as accent or any cultural practice make newcomers vulnerable to bullying in school. Many parents reported cases of verbal bullying experienced by their children in classrooms and during the break just because they could not speak proper English in class, and which sometimes end up

in physical bullying. Parents explained as well how their children's nationality influenced bullying victimisation of their children in schools.

Rodrigue added verbal and physical cases of his daughter being bullied by her classmates based on nationality and language.

I can say she faced verbal bullying, sometimes error the let's say the classmate, I don't know if you can call them classmate, they are always telling her "Where are you from?" You are not from South Africa". "You are 'makwerekwere'" that is the word. by saying language because you see what she is always explaining to me she has no friends because she can't speak Xhosa, she can't speak Afrikaans, yes English she can try because it's like a national language. Sometimes yes when she come, I see the clothes, they are dirty when I try to ask her "what happened?" she says "my friend pushed me"

Imani reported verbal followed by physical bullying from peers experienced by his son:

It was a time where my child came from school and then he reported that some of his school or classmates was like telling him to go back to Congo. And the main reason is because that he was doing well in school. He, they had, he wrote, they wrote a test and then he was the top for that test and then some jealousy builds up they started telling him that you are not from here and even if you get the high mark, remember that you are not from here. Then the child started crying. I can say my child's school is insecure because after what happened, they had a fight, and no one stopped, and it was not even reported to me by the school that the fight did take place. I am not sure if it is secure or insecure. Emotionally, he didn't feel like going back to school and starting to think about changing from that school to another school. Physically he had some bruises.

Charity explains physical bullying faced by her son based on nationality by peers out of school.

She said:

It was physical because yah it led to fight at some stage yah. I had to go to school and talk about it and then because they said it happened outside...he didn't want to do whatever they wanted him to do and then it led to fight and then they have to beat him .I (stutters) I don't know really it was just (pause) I don't know maybe just try to know this one is not from South Africa and then they just start from there. He was affected physically, and he was affected emotionally because sometimes he would say "I don't want to go to school".

Riziki said:

My child reported to me how his class friends were meeting him in the bathroom during break and beat him saying that you are not one of us. Then they told him saying to him to bring money for them so that they can consider him as friend. He even reaches the level where he stole his father's watch and took it to them. This is why we become aware about the whole situation as the father was looking for that watch. We had to report to school and those children were given bad newsletter. This was reported to us by my son.

Elise reported verbal and physical bullying underwent by his son:

First is (mumbles) first is verbally bullying and the second one is physical. Ok he told me that he was at school first they used to make fun of him because he was wearing the spectacles and stuff so after that one day they call us they told us your son has been beaten up so we went there to school we ask they say no he told us he was playing soccer with his friends and then uhm one of his friends wanted to take the ball so he refused and then he said he needs his time to play and now that boy started swearing at him (mumbles) that was during the break when the break is finished they have to go to the class and on the way to get to the class I think that was in corridor or something like that so he feel something like beat him at the back so he turns he starts fighting with the boy and that boy's friend they start attacking him telling him he must go back to his country. So, he falls down and start beating his head, so he collapsed and then we have to take him to the hospital.

4.1.1.3 Clothing

There is a very sad report by Mateso who spoke about the death of her son caused by bullying in school by his peers. She claimed that she only knew later that her son took his own life because of bullying. After her statement the researcher could not carry on with the interview because Mateso was once again devastated. This is what Mateso said:

The child used to come at home like this...he just...he was a child who didn't want to talk, he just wants to come at home like that sometimes he doesn't want to go to school, and he didn't want to talk and myself I didn't really have that idea to ask the child what is going on sometimes you ask, but he doesn't say anything. I didn't know because he couldn't speak to me. (Interviewer ask: "how did you come to understand that he was bullied?) It's the time that he passed away, he just wrote a letter to tell me that he was bullied by school learner he didn't take it anymore...he just leaves a note he kill himself. (Interviewer asks: how did he kill himself?) He just drinks pills. I only find out later after his death that he had been called names because most of time he was wearing uniform on civies day. I think he compared himself to other boys who wear those brand names clothes.

4.3.2 School expectations and bullying of Congolese learners.

Christiane reported verbal bullying based on grade placement. She claimed being pushed back to a lower grade for her tall girl caused her harm. This poor woman was still hurt. She said:

Back home, she was in grade ten but when she got here, she was pushed back to grade eight. (stuttering). She used to tell me that she felt that she was too old for the class, because of her age. She was ashamed of going to school. That's why she didn't like going to school; she didn't like it at all. (stuttering) It was hard. (mumbling). Her

classmates were also calling her “eagle” (laughs) because of her height and the age gap. That’s it. She didn’t want to go to school anymore. She was scared to go to school. (mumbling). I was dropping her and waiting for her at school. She would even check, during breaks, if I was still there. Sometimes, I would leave and go home quickly. (mumbling) she would sit and wait for me to come back. Sometimes she will check if I’m still there and returns to class. She ended up stopping to go to school

Louisa shared verbal bullying experienced by her daughter. She said:

My child told me her name, as we know that uh she has got a very long name and uh it’s not easy to pronounce it so since they start calling her the other way they were teasing her that’s why she was like uh at her own corner not being able to communicate or express herself because whenever she wanted to speak for herself her name is something else that is what she told me.

i. A Teacher expectations vs peers’ expectations

Children take along to school all that is happening in their homes in term of behaviour. Some children portray behaviours that make them susceptible to being bullied by some teachers and thus, discourage their interest in learning. Refugee children’s well-being is affected by their relationship with their teachers. When considering the above, children who are victims of bullying are generally described as withdrawn and timid (Zhao, Hong, Zhao, and Yang, 2021). Consequently, they could be easily ignored by teachers (Zhao, *et.al.* 2021). Learners who feel rejected by teachers are inclined to disengage from school activities and as consequence put at risk their emotional adjustment and academic achievement.

Imani, a research participant reported that a case of verbal and physical bullying was perpetrated by his son’s teacher and some of his classmates. His son underwent this based on his nationality and inconsistencies in the language of instruction. He reported code-switching or language alteration used by the teacher in a classroom. He said:

Sometimes the teacher explains some other things in Xhosa just because most of students in the class are Xhosa. And then when the child said that why is she explaining in Xhosa than to explain in English because she can’t understand Xhosa, she said eh this is not your country go and find someone to explain to your language. Go back to your country because you are the only one as there is no need for me to explain in English where the majority is Xhosa speaking then go to the English-speaking school if you don’t feel welcome here.

Shabani, a father of five adolescents shared her daughter’s feeling of humiliation after an incident of verbal bullying in class by a school staff. This is what he exactly said:

I have a daughter who goes to school somewhere and every time when the finance lady pass in the classes she mentions her name inside the class in front of everybody that his father never pays anything any amount and that make her frustrated and whatever she does they don't give her the report because of that. It's a strong bullying that affects our mind and they put our mind down when she's participating in classes. The one I give an example is the worse one. All of them pass through these things and try to manage (stutters) at least as a parent to be strong I must make them also feel strong because to raise all these teenagers is not easy, but whenever they go to school, they pass through all those things from colleague (means peers) and the friend from the teachers. She's really affected psychologically, morally, emotionally. She's affected because there's a time when she comes back from school, we found her she's down from crying, but it did happen again and that is not good for a parent to see that.

Elise also reported verbal bullying by the school principal and her child's peers. In her words:

For my youngest son, it was about his name the principal was making fun of his name and other children also started making fun of his name, so he was just fighting every time fighting I go and ask him, and he say no they are teasing him and then I go and tell the teacher the same thing happen.

In school, teachers are in charge to help learners with language difficulties to succeed. The education goals of refugee learners cannot be attained if learners are not able to follow expected grade level tasks which needs competency in the educational language. However, some learning setting where the teaching of the language of instruction, home language and many other curriculum subjects occur hardly accommodate refugee children with language difficulties as they arrive. This influences the way refugee learners see themselves and perceive their teachers and peers. Learners might feel rejected and or left behind. The lack of teacher's support can influence their discrimination in the classroom and affect teacher-learner, parent-child, and parent-school relationships. This can as well lead to school misconduct comprising rule-breaking behaviour like cheating on a test, skipping lessons, and arriving late at school (Demagnet, and Van Houtte, 2012). These rule-breaking behaviour in turn hinder their integration in school.

Sakina reported her lack of her involvement based on language:

Yes, I can say language it's a barrier because like I said (stutters) before I always participate in my son activities at school, but the problem is even if like for example I'm going in the meeting there at school they know that there is foreigner kids so there is also foreigner parents they don't care about looking for the interpreter for example here in South Africa, they speak English and Afrikaans so if you are a new comer for a child, a child can learn quick than parent so when you are in a meeting if they are not

speaking English they are talking Afrikaans so you find yourself in the middle of nowhere you don't understand anything so that one also is barrier because it's not going to motivate me to go to the next meeting because I feel like I am wasting my time every day. I don't understand anything, and they school like the administration don't do any effort to help foreigner parents to understand because they don't provide any interpreter.

Here is what Christiane reported concerning her daughter' experience of discrimination that led to school dropout:

Back home, she was in grade ten but when she got here, she was pushed back to grade eight. (stuttering). She used to tell me that she felt that she was too old for the class, because of her age. She was ashamed of going to school. That's why she didn't like going to school; she didn't like it at all. (stuttering) It was hard. (mumbling).

Furaha added:

My child was in grade nine back home but was taken a year back because he was tested by two teachers to see if he will be able to start where he left in grade nine, but he was called "grand pa" because he was old than his peers. This affected him badly to the point of beating the leader (representative council of learners) of the group that were causing him to not have the peace of mind.

Chapter summary

This study has found that a combination of individual and structural factors contributes towards bullying behaviour towards Congolese refugee learners in Cape Town schools. The next chapter makes use of the SBT theoretical framework to outline the coping strategies that can be used to reduce incidents of bullying in schools.

CHAPTER FIVE

STRATEGIES FOR PREVENTING BULLYING

5.1 Introduction

Establishing social connections in receiving country is important to refugee integration (Fandrem, Strohmeier and Roland, 2009; Strang and Quin, 2019). Adolescents who struggle to establish social connections particularly outside their ethnic group mostly undergo inter-ethnic conflict, exclusion, discrimination, isolation, and victimisation (Rossiter and Rossiter, 2009). The focus of this chapter is on what can be done to help learners who experience this painful experience of bullying in school. Using the SBT as the theoretical framework will help to understand what can be done to help newcomer adolescent refugees to integrate in Cape Town schools. A description on how the four elements of SBT; attachment, commitment, involvement and belief, help to reduce bullying victimization and facilitate integration and wellbeing will follow. Since the school experience has a great influence on learners' lives beyond school, it is crucial that schools provide an environment that encourages their learners to thrive and to achieve academically, and in all other ways that are associated with their overall well-being (Murray-Harvey and Slee, 2010). There is a need for schools to ensure that learners feel safe at school and that they are protected from bullying in any form. Various protective strategies can be used to prevent and reduce bullying in schools.

5.2 Forming attachments to mitigate the risk factors of bullying victimisation

The formation of social bonds and connections is one among many strategies proposed by scholars to protect adolescent victims of bullying. This approach responds to their social, emotional, educational, and psychological needs in order to ease their integration, regardless their different backgrounds. Several researchers have established good practices that could strengthen the effective connection with school. Among such practices those expected to promote bonding of learners to school can be “having friends in class, interacting with peers, engaging in academic work, obtaining good grades, experiencing fair and effective discipline, having cared and supportive teachers, and provision of and participation in extracurricular activities” (Saraví, Bayón and Azaola, 2020: 1112). These practices involve four elements of SBT and two institutions, the family and school.

The welfare of the learner and their successful integration into the school system depends on two institutions, the family environment and the school environment. These institutions are

used in SBT to help school learner victims of bullying in schools. In an attempt to mitigate bullying and its effects strong social bond/connection with parents in families and with peers and teachers in school have been perceived as positive way to deal with bullying victimisation in school. Social relationships grant different protective functions; social relationships, emotional support, physical assistance and information, intellectual guidance and information, and positive reports (Orozco, 2009). Scholars have indicated that relationships in school mainly contribute to encouraging socially competent behaviour in the classroom and in promoting academic commitment and success (Suárez-Orozco, *et.al.* 2009). Alleviating bullying victimisation among adolescents in the school can be achieved firstly by providing learners with social and emotional support and or environment from parents in their homes and from peers and teachers in schools. This will then help them to achieve their educational goals, getting them to participate in school activities done in classrooms and recreational activities after school, and abiding by the school rules, laws, and policies. Thus, keep them healthy and ease learners' integration.

5.2.1 Familial relationships, emotional attachments, and the facilitation of integration

Social relationships with parents, teachers and peers are important in the integration process of newcomer learners. Attachment means “sensitivity to the opinion of others” (Hirschi, 1969:16). Attachment is defined as the degree of psychological affection an individual has for people he/she socialises with and institution (Hirschi, 1969). Attachment refers to a strong affectional tie individual feel for particular people in their lives that cause them to feel pleasure and joy when they interact with them and be comforted when experiencing stress (Rigby, 2013). Scholars have revealed that some aspects of learners' relationships with parents, peers and school staffs might decrease involvement in bullying (Mohebbi, *et.al.* 2016). By involvement we focus on involvement in bullying as a victim. It is important to examine the three sources of attachment - parents, teachers, and peers to find out the distinctive role played by each one in preventing bullying victimisation. Strong social attachment starts in the family with parents. It has a direct effect on children as they become adults. The parental attachment comprises the time-related quantity of parental supervision of children, parental awareness of their children's peers, the quality of communication between parent and child, and time spent together (Chan and Chui, 2013). In general, researchers have demonstrated that with respect to parental

attachment; parent caring, warmth, support, involvement, communication, and trust; were negatively linked to bullying and victimisation (Mohebbi, *et.al.* 2016).

Family relations and social support play a positive role in mitigating poor health and many other possible undesirable consequences. Social support implies social connections/relations that give individuals real assistance needed and insert them into a network of social relationships perceived to be loving, caring, and easy reach if one is in difficulty (Jetten, Haslam, Haslam, Dingle, and Jones, 2014). Social support is an important coping strategy that protects victims from interiorizing bullying behaviour (Mischel and Kitsantas, 2020). Also, social support has a protective effect on stress and physical and emotional well-being and is directly affected by personal, social, and environmental factors (Drolet and Moorthi, 2018). In their article, Bryan, Williams, Kim, Morrison, and Caldwell (2018) reported different ways in which family support can help to reduce the negative educational outcomes of discrimination perpetrated by the teacher. They said that parents can give emotional support through the understanding of feelings; sensing children's emotions; helping to manage the issue, giving advice, and encouragement; comforting emotional pains and reminding adolescents about the environmental elements associated with racial discrimination; making adolescents aware of the realities of racial harassment while highlighting ways to succeed despite these obstacles; and teaching racial/ethnic satisfaction (Bryan et al, 2018). Additionally, studies have proven that family support plays a protective role and helps to reduce the negative effects of racial discrimination on psychological well-being, school interruptions, and school commitment among refugee learners and learners of colour (Bryan *et al*, 2018).

Family closeness, support, and communication are recognised as key family integrative processes important to improving children's psychosocial well-being and decreasing detrimental mental health outcomes among adolescents (Rose, *et.al.* 2014). It has been reported that social relations offer diverse protective functions "a sense of belonging, emotional support, tangible assistance and information, cognitive guidance, and positive feedback" (Suárez-Orozco, *et.al.* 2009: 18). However, both paternal and maternal nurturing-involved parenting characterised by warmth, supportiveness, low hostility, and low rejection behaviours were positively connected with children's bonding to school (Taylor, Larsen-Rife, Conger and Widaman, 2012). Parental warmth and acceptance together with watching over adolescents are all important for their well-being (Brown, 2013). Furthermore, the degree of supervision, warmth and overprotection are recognized as important factors for the socialization of children

(Lereya, *et.al.* 2013). Attachment to at least one parent, acknowledgement of great parental support, friendly parental control and support by families and stability are linked to fewer psychological problems and can assist refugee children to integrate into schools and reaching greater academic and wellbeing outcomes (Cerna, 2019).

All the parents claimed that their relationships are strong and that they only have each other as family members to rely on in good and bad time in their first years as they do not know anyone in their new country. Some parents' responses as the coping mechanism did not reflect the expected emotional support that any child would need in difficult time although they claimed that they have a close relationship with their children. Only few parents show affection in their responses while trying to explain how they helped their children to reduce unpleasant emotions caused by their vulnerability to be bullying in schools:

Rodrigue had this to say:

I'm always telling her that even though they are saying you are not from South Africa, they are not killing you. Just take it easy, focus on what you are doing. You came to study; you didn't come to fight. That is not your real name.

Imani explained:

I told him that he must adjust and try to survive because even where he goes away, he can have the same problem.

Bulonza said:

The thing that I do and will always do is to try to calm her and tell her not to cry and to not carry that thing in her heart for long and to let it be, we cannot change the school rules. I showed her that school is her first. I will say it's her first better future. Without school she can't be anything. I told her to not follow what other people are doing or saying. For her to be better in the future, she must be focused, she must be strong.

5.2.2 Peer attachments, support, and interactions

Not all peers react negatively to newcomer adolescent refugee learners. Some of them understand their situation well and have a positive relationship with them. A strong peer relationship is important to alleviate risky behaviour caused by bullying (Cho and Lee, 2018). Studies on the importance of peer-to-peer relationships as a strategy to reduce the effects of bullying are inclined to explore non-educational effects. Peer relationships function as shields against loneliness and as boosters of self-confidence and self-efficacy giving emotional support that promotes the development of important psychological abilities (Suárez-Orozco, *et.al.* 2009; Oxman-Martinez and Choi, 2014). Peer relationships with peers from different ethnic backgrounds are positively linked to achievement for newcomer adolescents (Brown, *et.al.* 2013).

Peer support is a form of attachment which help to reduce the effects of bullying victimisation on psychological, social and emotional wellbeing. It has been proven that peer to peer relationships are mostly important in improving the wellbeing of adolescent refugees (Hadfield, *et.al.* 017). Learners claimed better wellbeing when they have much peer support (Homer, Fisher and Mowen, 2020). Also, having peer support reduced the relationship between victimisation and depressive signs (Homer, *et.al.*). Moreover, it has been proven that peer-to-peers relationships are most important in improving the well-being of adolescent refugees (Hadfield, *et.al* 2017). Feeling connected to school is another important form of attachment. Feeling connected to school results in lower levels of depression and suicidal thoughts/ideas among bully victims (Homer, *et.al.* 2020).

Imani said:

Some few leaners were good. Not all were bad to him. And that is the advice I gave to him that he must just ignore those who are undermining him for where he comes from and focus on those who accommodate him. Especially in that school it was some students who are like one parent South African and, the mother South African and the father foreigner. So, those were more accommodating than the 100% South Africans. So, those who share nationality will welcome him at school. So, he managed to form social relationships with those who had parents from two different countries who became his pillar of strength in case of discrimination.

Riziki said:

I was glad to hear my child reporting that he has met new friends w. They were acting as bodyguards maman (mother in French). They are coming between my child and those thieves (both laugh). They really help him to get read of that fear. They are his good friends until now.

5.2.3 Attachment to teachers and academic achievement

An increased level of bullying and other violent behaviour has been observed in school and many adolescents are victims, especially those who are new in classrooms. School staff must act to reduce harassment, discrimination, and other degrading treatment, and encourage equal treatment, rights, and opportunities for all learners (Edvinsson, and Hammarström, 2017). In general, the educational and social integration of adolescents is influenced by the relationships with teachers, counsellors and many other schools staff (Suárez-Orozco, 2009). To achieve this, the school needs well-prepared and supportive teachers to take responsibility for their class diversity. Close teacher-student connections resulted in less physical aggression (Wei and Chen, 2010).

School learners acquire socio-emotional abilities required for learning when they are under the supervision of teachers. The primary and fundamental role of the teacher is to teach learners learning skills, emotional ability and social skills to cope at school (Ciuladiene and Kairiene, 2017). This helps to avoid unnecessary conflict between teacher and learner. It as well help learners to effectively deal with bullying victimisation in school which hinder academic achievement. The teacher-learner relationship has a positive consequence on the learners' academic achievement. Social connections with teachers and adults can give refugee adolescents compensatory attachments, and important support, and help them be aware of new cultural norms, practices, and tools important for academic achievement (Oxman-Martinez and Choi, 2014; Huffman-Gottschling, 2016). Developing a relationship with caring teachers and other school staff can reduce psychological isolation for refugee learners (Oxman-Martinez and Choi, 2014). Bullying is likely to be less prevalent in classrooms where the majority of learners are involved in activities, where teachers show warmth and responsiveness to learners, and teachers react quickly and effectively to incidences of bullying (Espelage, and Swearer, 2009). Common classroom management such as experienced teachers, observing and checking homework and behaviour, and caring for learners, is directly linked with a decrease in classroom bullying and indirectly linked through aspects of the classroom structure like peer-to-peer informal relationships (e.g., friendships, cohesiveness, support), focus on school activities, and social norms (Espelage and Swearer, 2009). It has been proved that caring teachers contribute to the school and social integration of newcomer learners (Oikonomidou, *et.al.* 2019). Therefore, by establishing an anti-bullying strategy in their classrooms and creating atmospheres of care and respect, teachers can have a great influence in controlling peer-to-peer aggression (Espelage and Swearer, 2009).

5.3 Commitment to studies, academic engagement and learner support

Commitment is defined as "... students' investment in the schoolwork, including plans for future achievement and striving for good grades" (Homer, *et.al* 2020: 5). Academic commitment refers to "...the degree to which students are 'connected' to what is going on in their classes" (Suárez-Orozco, 2009: 718). Research on school commitment investments shows that learners with high levels of engagement with school activities caused by commitment investments and who are committed to doing their assigned tasks are claimed to be with overall greater performances and minor delinquency behaviours (Aslan, *et.al.* 2019). Educational attainment and achievement or performance of school learners are determined by an

intersection of support structures and social relationships. Children learn with the support of their teachers, in the company of their peers, and with the encouragement of their families. Each one of these factors plays an important role that helps learners to bond with the school and thus, alleviate bullying victimisation among adolescents in the school setting for successful school integration and wellbeing.

By participating in their children's education parents contribute to their children's emotional growth and behaviour, well-being and also school attendance (Jafarov, 2015). Additionally, by getting involved in their children's school activities, teachers and parents can form connections that can positively influence teachers' impressions of and their views about learners (Jafarov, 2015). It has been demonstrated that parents with greater education levels are likely to provide resources needed or wanted such as giving more reading and writing chances, communicating with more well-informed vocabularies, giving access to computers, actively supporting homework tasks, providing private Standard Assessment Tasks (SAT) instruction, and gaining access to college pathway knowledge, and another school supports that will serve to place their children at an advantage position compare to children of parents with low levels of education (Suárez-Orozco, et.al, 2009). Dealing with the ways that peers think and feel about other cultural groups can improve their engagement in school as well. Forming relationships between school and refugee learners' parents or families can help increase learners' success and influence learners' attitudes concerning other cultural groups (Noorani, Baïdak, Krémó, and Riiheläinen, 2019). Moreover, support from peers and teachers is another factor which positively impacts the engagement of learners in school activities.

Imani said that he does get involved in his child's education:

Even for the homework, when comes to homework, I do assist him with Math and science and that is a reason why even at school he is one of the top students in those two subjects. But when it comes to English or Xhosa I don't really participate but I do hire some tutor for him, and I think it help him to become one of the good student academically at school. Yeah! I can say this is where jealousy started to develop to the point of being discriminated against. But he also started to stay behind every Monday and Wednesday for Math club to which he was introduced by these friends of his. This attendance was an opportunity for him to learn Xhosa and Afrikaans also from his friends who were half Congolese and half South Africans.

Charity acknowledged her participation in her son's schooling:

Yah. Every day he come home from school I ask for homework, what he has to do and if he needs help and whatever he does not know, and we seek help wherever we can.

Support from peers and teachers is another factor which positively impacts on the engagement of learners in school activities. By giving strategies and guidance on learning support, education officials can help schools and teachers to make sure that refugee learners' learning needs are met, so helping them to increase their level of achievement and decrease their risk of early leaving school (Noorani, *et.al.* 2019). Providing appropriate learning support is not only for refugee learners' interest but also for other learners in need for additional support (Noorani, *et.al.* 2019). It is crucial for newcomer learners to gain a positive experience from learning. Pedagogical literature highlighted that a positive school climate and the success of education rely on teacher-learner harmonious relationship established on mutual respect, understanding, kindness and cooperation (Ciuladiene and Kairiene, 2017). The teaching style is another element which insures educational performance of refugee learners. According to Vandeyar (2010) good teaching skills together with good relationship between teacher and learner facilitated refugee learners who were English language learners to have a bright understanding and strong interest in learning at school. Academic support is of great importance as well. Academic support from teachers is important to prevent school dropout (Suárez-Orozco, *et.al.* 2009). Additionally, perceived teacher support has been demonstrated to be linked to positive views of school climate, school satisfaction and school motivation (Wei and Chen, 2010). Also, learners become more involved academically and feel more accepted when they have a supportive relationship with teachers (Suárez-Orozco, *et.al.* 2009). In addition, warm and trustful relationship between a teacher and a learner likely result in positive school effects (Wei and Chen, 2010). The issue of understanding of subject matter can as well be resolved. In the classroom, friendship seem to result in better school adjustment, increase of prosocial interpersonal skills, engagement with education material, and less violent behaviour (Bouchard and Smith, 2017). More generally, it implies that friendship promotes learner's sense of feeling connected to school (Bouchard and Smith, 2017). The academic wellbeing of newcomer adolescent refugees is linked to psychosocial wellbeing like feeling connected, feeling safe, and feeling valued (Juang and Schachner, 2020).

Ayale spoke about her daughter's teacher support:

I don't know where to start and where to end. My child's teacher support has made huge change in her schooling in all subjects. She was giving my child books every Friday to read and make a summary to submit on Monday. That way her way to let her improve her reading and writing skills. At the beginning I did not understand her objective. I went to see her as my child told me that she was the only one who was given books to read. I saw the result of this strategy six month later as my child started to understand her work without stressing.

Peers give significant emotional provision that supports the increase of important psychosocial abilities in youth (Suárez-Orozco, *et.al.* 2009). The opportunity to connect to networks of well-informed peers can facilitate school integration in different ways. Peers can physically support school commitment by explaining readings or lectures, assisting each other to finish homework tasks or exchanging information about admission tests (Suárez-Orozco, *et. al.* 2009). Additionally, beyond valuing academic consequences and designing clearly defined academic behaviour, peers form the norms of school commitment (Suárez-Orozco, *et.al.* 2009). Peers can positively support academic commitment by making readings or lectures less confused and more comprehensible, helping each other finish homework tasks, and sharing information regarding Standard Assessment Tasks (SATs), supportive tutors, volunteer positions, and other school pathway knowledge (Suárez-Orozco, *et.al.* 2009). Moreover, peer support, friendships, and positive classroom climate have been proved to be linked to high school liking and school happiness (Wei and Chen, 2010). Also, positive relationships with peers are as well linked with healthy and adaptive effects comprising positive self-esteem, better school performance, and stronger success motivation (Wei and Chen, 2010). Two parents acknowledged and highlighted the importance of learning English for educational success that their children manage by depending on both, the peers and especially bilingual teachers.

Asifiwe said:

My child was lucky to meet a classmate who transited in Zimbabwe while running from war in DRC. This friend speak both English and French fluently. It for my girl a good opportunity as she has been so helpful since they met. Her grade has improved from code three to five and six since they met.

Magumu shared his daughter's luck of having a bilingual home class teacher. He said:

My child sees her teacher as her role model. She always speak good things about her. She always says this: "my teacher knows her work. She always helps children in need and make stories and jocks as her strategy to let us understand what she is teaching This makes the comprehension simple to us and we are eager to learn more from her".

Besides classroom activities, participation in school activities can positively improve peer-to-peer relationships and reduce victimisation.

5.4 Involvement in school and extracurricular/cultural activities

School programmes which indicate the best results for restraining at risk adolescents from becoming involved in violent behaviour comprise activities or programmes that improve the school environment and connect the adolescent with helpful peer groups and activities (Nemmetz, 2010). Active involvement is required though. Active involvement in normal social activities, in a group environment, might bond individuals to institutions and later on strengthen prosocial norms through gaining encouragement to comply with rules and creating occasions to attach with other caring persons (Chan and Wong, 2015). Therefore, involvement in bullying as a victim could be discouraged. Thus, the benefits of involvement in school and extracurricular activities are mixed up as we can see below. This is because many researchers do not see any difference between participation in both activities.

Extra-curricular activities (ECA) are another procedure that can help to respond to refugee learners' academic and social needs. ECA includes non-instructional time learners have to spend participating in social activities after school. They habitually include academic, cultural, intercultural, and sports activities. Participation in ECA is one among several choices adolescents make concerning their voluntary time (Turkson, Britwum and Yeboah, 2021). Learners are encouraged to participate in activities of their choice because there are many advantages to doing so. The interaction holding up many leisure activities acts as a significant opportunity for the development of friendship and is a useful indication for participating in activities (Turkson, *et.al.* 2021). Additionally, adolescents improve social ability, obtain security and support, and feel happy through friendship (Turkson, *et.al.* 2021). Peers play different roles that are important for educational outcomes.

How school learners spend their free time while in high school can bring them closer or separate them from their peers. An extra mural activity is an opportunity to help learners to develop their talents, passions, and interests. And for those unsure about what they like in terms of activities provided in school are encouraged to join anyone of their choice. However, like some of their peers, some refugee learners are not actively involved in social activities provided in school. Adolescents who lack strong involvement are inclined to have free leisure time which increases the chances to engage in criminal behaviour and so, increases their opportunities for victimisation (Zavala, Spohn, and Alarid, 2019). This means, they spend less time in these activities. Others do not attend at all because the school does not make it compulsory or are allowed but within limits.

The time spent in the classroom for school activities with teachers is not enough for learners to share and acquire knowledge from each other. Involvement in school frequently comprises taking part in honour societies, student government, and athletics programmes (Homer, *et.a.l* 2020). Participating in activities outside the classroom such as sport, choir dance, music, society and much more leisure time activities is vital for the social development of learners. The main aim to participate in leisure activities is to create strong bonds with one another through these activities, in exciting and innovative ways that encourage a connection to their school as well as raising learner success. Getting involved in extracurricular activities have many benefits for learners. Peers might play different important roles in helping refugees and other learners as well which eventually helps them to integrate.

Not only does participation in extracurricular activities increase the attachment bond but when students are occupied in conventional activities, they do not have time to engage in bullying behaviours. For example, involvement in extracurricular activities provides protective factors from risky behaviour and provides better academic achievement during high school (Cecen-Celik and Keith, 2019). Also, adolescents who are participating in school activities have higher grades, higher academic goals, and additional positive attitudes towards school compared to those who did not become involved in those activities (Cecen-Celik and Keith, 2019). In doing so, the opportunity they will be victimised decreases as learners commit their time to school activities. Briefly, bullying victimisation tend to reduce for learners who are involved in ECA as they avoid risky behaviour, have greater educational achievement, social support from others, and have more extensive social networks (Cecen-Celik, and Keith, 2019).

Ishara reported:

My child participates in the choir because even back home this is the only activity, she was involved in. She always tells me that she feels that she is in haven during rehearsal. She always says that she forgets how stressful it is sitting with classmates who look at her with an evil eye that demotivated her to ask questions for fear to be insulted during break.

Besides helping to increase the attachment bond, the time spent in extracurricular activities with peers helps reduce bullying victimisation. When participating in extra-curricular activities learners are likely to meet and make friends with their peers from diverse cultural and socio-economic backgrounds and family situations (Cerna, 2019). It has been highlighted that “acceptance in the peer group, having more friends; can be of help to assist and protect has been shown to be protective of victimisation” (Shaw, *et.al.* 2013: 5). Participating in social groups offers opportunities to learn new types of pro-social skills, to develop new value

systems by way of reciprocal interaction, and to gain acceptance in the new peer groups (Oxman-Martinez and Choi, 2014). Also, participating in extracurricular activities gives learners the chance to develop social skills and form supportive and positive connections which keep them from becoming victims of violence at school (Cecen-Celik, and Keith, 2019). These findings are relevant to this study because social support from others reduces the chances that learners are bullied (Cecen-Celik, and Keith, 2019).

Participation in leisure activities can positively improve the way immigrants and refugees connect to local peers and establish positive social bonds. Peers offer a required social bond and acceptance that are useful emotional effects, they can as well assist with homework, help with language problems, and direction in the school setting (Lewis, 2013). By involvement in these activities, refugee learners get a chance to begin communicating with their local peers. This is an opportunity where learners share information can help them gain more understanding of various areas of knowledge regarding the expected social structures or values/ beliefs. It is by engaging in leisure activities and interacting with local peers that refugees and immigrant learners become aware of school customs and culture (Cerna, 2019). Although many parents stated the type of activity their children were involve in, they fail to explain how it benefits them educationally, culturally, socially and psychologically. Only a few parents with less ability to help their children with their homework or other curriculum-related tasks acknowledge the importance of getting involved in extracurricular activities.

Cirezi who struggled to help her son acknowledged the help of his son's peers:

I started to see some improvement in my child's performance in school when he started to attend society as extramural activity. He told me that he met a learner who suggested that they should be friends. True him my son had more other friends with whom he got help from them in many subjects. His grades started to improve.

Nsimire highlighted:

I know just a bit of English. My daughter has joined a group of the girls in her basketball group. They approached her and requested friendship as she was doing well in basket. She did teach them basket tactics she has learned from home. They helped her understand homework as they study together as friends.

Sporting sites, especially, benefit refugees and immigrant learners especially by helping them keep intact their cultural identity as the focus is on the benefit of the team as a whole and not the individual. Involvement in sports can solve language issue for refugee learners. Newcomers

form academic and social connections when there are available spaces for them to help each other with academic tasks such as translating or helping with homework (Oikonomidoy, *et.al.* 2019). Additionally, Cerna (2019) underlined two benefits of sport to immigrants and refugees with difficulty to speaking English. He said that sport provides opportunities for social interaction, and an opportunity for non-English speakers to learn and practice English and might encourage ethnic and cultural agreement and make stronger Cerna (2019). Moreover, clubs can serve as a buffer to assist learners from families where parents are unable to support them (Cerna, 2019).

Extra-curricular activities are opportunities where learners show their talents to the extent to undertake leadership positions. Some parents acknowledge the usefulness of participating in extra mural activities and encourage their children to take part in whatever activities offered in school. However, some parents claimed that although learners are free to sign up for any extramural activity of their choice offered in school, they perceive participation in some of these activities as a waste of time. Although they are aware that participation in these activities is important for their integration and children are enjoying these activities, parents stated that the refugee identification document is still an issue to participate at all levels. This is exactly what Imani said regarding his son participation in chess and athletics:

He was doing athletics, and he was playing chess. I used to go drop him whenever they had competition with other schools for chess. And for athletics I went twice and then when it was time to go to the last round he was discriminated against and then I couldn't go. It was a time when for athletics at school he was one of the top students for athletics or runner. He was like first. And then, when they must go to the second round, they said they must bring their birth certificates. And then, my boy had a Congolese birth certificate. Then, when they tried to put it in the system, they said the system was rejecting it. And then, he was disqualified because of that. They said he can't go for the second round because of the paper that he was holding. He felt discriminated and it didn't make sense. He gave up on athletics. I felt also bad because I wanted to see my boy win that competition, but he couldn't.

Furaha added:

My son chose athletics as her hobby. His wish was to reach cross country level. She participated in interschool competition without any problem. But the school was selecting learners to represent the school at the provincial completion, he was denied taking part in this activity due to the refugee papers she was holding. He felt as if the school was using him just to uplift its status. This discrimination based on my child's identity shut down my child's dream and affected his school performance.

Shabani as well reported the same issue of not being allowed to cross a certain level due to refugee papers they are holding.

My boys play soccer. The girls don't like sport them but they like reading books. they love sport and some cultural activities they go there. I support them really; I give them soccer boots. There is a barrier because sometimes we give an example some of them, they like to play soccer but when they arrive level of strong teams, they are the best but they are not going to put them in, they going to put them aside and themselves they feel down because they are selecting others and feel like they can't go back again.

Bulonza reported:

My child participated first in the basketball in school, but when they have a match with school mates, my child is not allowed to participate in the final match, because of her paper. Yeah because of this foreigner status that we've been using in South Africa for long like they stop you of doing what others are doing. Yeah. So, from the beginning they will be playing together, and I will say my child is very happy of, maybe, of scoring sometime, she is very happy of what she is doing, but by the end on the final match, they will try to stop her. So, we can't do anything, we just take it the way it is. She started to refuse to go to school saying that she is not interested anymore.

5.5 Belief and respect for rules and policies

Simply, belief is perceived as the respect for an ethic of agreed norms and regulations. This fourth element of SBT is frequently linked to other social bonds through value legitimation and acceptance of rules as fair and always enforced (Hirschi, 1969; Chan and Wong, 2015). The school should clearly state what behaviours are aggressive and announce these rules to the learners and the school (Popp, 2012). Although physical forms of bullying are recognised as violent behaviour, and a clear clarification of other forms of bullying is needed to avoid confusion. Additionally, teachers, administrators and other school staff need to actively watch learners' behaviour while learners are on the playground because victims of bullying tend to not report their victimisation cases to the school (Popp, 2012). Moreover, the school must ensure that there are penalties for bullying and that bullies are properly punished for their actions (Popp, 2012). A mixed finding report from parents regarding school rules or school policies was stated by some parents:

Imani said:

Ah, I went to school yes and I reported they said that learners always fight and the fight that took place was not because he is a foreigner, but I did not buy that story. I was not helped because they said that it something common to all learners, and on the other hand, the reason for fight was not like the same reason other learners fight for. Maybe they fight for pen or what. But mostly, they use, they told him that you are not from the country. I did not like it. like you are an outsider. And the teacher did nothing to stop them from fighting. I think my child school rules are fair but the applicability of those rules that is where the problem is. The school rules on the code

of conduct they are good but how they implement them that is where the problem is lying.

Shabani added

I did report the matter to school, and I shout but nothing I should do because sometimes also using a physical weapon it doesn't help but yeah, I can't beg, and I cool myself down and after that the girl come back to school, I have to explain to her what did happen (mumbles). No, I wasn't helped at all I had to fight about something to pay the school fees. Yes, they do have school policies at school. I think the school policies is applicable for some children and some of the children they are not able to be put in of those policies according to me. They do have rules on bullying. The implementation I think is for some people some children they are not implemented on that because you find the rules, they give is really serious for "our" own children if they do a small mistake, we will get calls until you are arriving there to make sure you correct your child.

Sakina's report on school policy:

Even if you report the matter to school the policy of the school, they do not allow it but even if you report it they don't take it in uhmmm what can I say they don't take it serious they don't apply those policy on those kids even if you point the kid which are bullying others they don't react on that. When he's at home I just tell him he must defend himself because the policy of school doesn't help so when they are bullying him he must make sure he respond also for the other kids to be scared of him also. Those class rules are fair because when you read them you feel like they are giving everybody the opportunity to study and the...according to the rules it means they are caring, but something happen there you found out that it was just a theory.

Elise said:

After the child report we went to school. We explained the situation and then principal was a good lady. She even understands us because there was a camera that see what really happened, they know that he is the victim because this boy attacked him. They called their parents they were there with us also. So, they took a very strict decision, but I don't know why they removed him from the school, the other one he was punished at school and after that everything was fine. I think then they really (mumling) taking a very good (mumbling)how you call it, policy and they implement lot of restriction for the children who want to bully and then they must put more camera from inside and outside the compound to see what really is happening especially during the break time. And then they told us that we must tell my son that he mustn't be shy.

Charity added a negative critic to his child's school rules saying that:

It's just on a paper that uhm it's just stuff they are writing on the paper about, but they don't follow up they do not take it in action when it comes to foreign kids. It's just on a paper you think it's going to make justice, but there is no justice. It is unfair.

5.6 Chapter summary

This chapter describes the various protective strategies that can be and are used to prevent bullying behaviour in schools. The four elements of the SBT theoretical framework were used. The next and final chapter concludes the thesis.

CHAPTER SIX

SUMMARY OF FINDINGS, RECOMMENDATION AND CONCLUSION

6.1 Introduction

Firstly, this final chapter provides the summary of research findings. In addition, this chapter offers recommendations on how the social bonds of newcomer adolescent refugees can be improved in the future to reduce their chances of being victimised and facilitate their integration. This exploratory study discussed how and why social bonds promote or decrease bullying victimisation of newcomer adolescent refugee learners from Kivu and enhance their integration and wellbeing in school. The limitations of the study are highlighted as well. From the perceptions of parents, this study has demonstrated how race, nationality, language and teacher and school expectation have affected their victimisation in schools around Maitland and Parow scin Cape Town. Finally, the conclusion of this study deriving from the objectives of this study is provided in this chapter.

6.2 Findings summary and conclusions

Using qualitative analytical approaches, this study found that the social bonds between newcomer adolescent refugees and school learners has a negative and positive effects on their integration in Maitland and Parow schools in South Africa. The effects of social bonds on newcomer adolescent refugees were explained using the four elements of SBT: attachment, commitment, engagement and belief.

Concerning forming strong social bonds in schools put forward by Hirschi (1969) in figure 2, the researcher considered this with reference to the personal and social environment in families and schools of newcomer adolescent refugee learners to discover their degree of social connection with parents, teachers, and learners. Data produced useful information on different forms of bullying relative to the integration of newcomer adolescent refugee learners in schools in Maitland and Parow which suggests a weak social connection. Regarding this, it was noted that strong social bonds/connections/relationships help to reduce bullying victimization experienced by newcomer adolescent refugee learners and facilitate their integration as they enter schools in hosting countries.

From the perspective of the parents/caregivers, many of them pointed out some elements linked to their immigration background to be cause of different forms of bullying experienced by their

children in school. They mentioned r nationality, the language of instruction, refugee identity, and low SES as factors that contribute to bullying behaviour. Additionally, name, and race were as well declared to influence physical, verbal and social forms of bullying perpetrated by teachers and peers in Maitland and Parow schools were as well explained to be the cause of bullying victimization of newcomer adolescent refugee learners from Kivu.

Some parents, however, acknowledged that despite various forms of bullying their children experience in school, some manage to forge strong connections with their peers and teachers in school. The emotional support they get from parents at home together with that from teachers and peers in school makes them feel attached to the school. Having this kind of support may grant them the ability to defend themselves from any possible bullying attack from peers as they feel socially protected. Therefore, free themselves from the fear and any health consequences resulting from bullying victimization and consequently enhance their integration in school.

Also, some parents mentioned discriminative practices in school as obstacles to engagement and participation in school and leisure activities that hinder integration in school. The lack of English competency caused verbal bullying leading to a lack of participation as some children dropped out of school. Refugee identification papers were used to deny participation in leisure activities at some levels to newcomer refugee learners from Kivu at some point.

The findings also revealed that commitment and involvement in school are important to meet newcomer adolescent refugee learners' educational or school-related needs that contribute to their integration. Children likely escape being bullied as they dedicate their time to reaching their school goals and engaging in social activities. The excitement of having helpful parents, teachers, and friends who help them to understand their projects or assignments, will help them to plan well to avoid dropping out as they will become more engaged educationally in school.

Finally, belief, the fourth element of SBT, encourages fairness and consistency when enforcing school rules to deal with bullying issues and promote acceptable behaviour. However, contradictory findings were stated by many participants. Parents acknowledged the availability of the school code of conduct reflecting expected prosocial behaviours. They, however, raise the issue of unfair implementation of school rules as they were not satisfied with the ways some school staff handled reported issues of bullying their children were exposed. Only one parent reported being satisfied with how the school handled the issue of his child who was bullied.

6.3 Recommendations

To help improve the quality of social connection of newcomer adolescent refugee school learners, the researcher suggests quite a few recommendations based on the above findings. Significant solutions to deal with the bullying victimisation issue are proposed in this study.

Considering the high prevalence of bullying victimisation among newcomer adolescent refugee learners in Maitland and Parow schools, there is a need requiring immediate attention to examine, reassess and enhance the existing intervention on bullying prevention in South African schools. To control bullying behaviours and ensure the security of all learners in schools, school rules should be implemented regardless the race or nationality of learners. Additional to the fairness, a well deserve punishment to bullies should be applied to serve as a lesson to others.

As the findings discovered that there is discrimination against newcomer adolescent refugee school learners during assessment and grade placement process, it is suggested that the principal together with the governing bodies and school management should recruit qualified teachers and give them training on the right of refugee school learners. Additionally, local learners should be thought how to treat their refugee peers to avoid discrimination and other mistreatment which likely delay their integration in school system.

As the findings of this study indicate that newcomer adolescent refugees are facing the problem to participate in some leisure activities due to refugee papers they are holding, it is recommended that school officials indicate in advance the required documents that refugee learners should present to be able to compete at any level such as provincial or national.

6.4 Conclusion

Even though this study answered its research objectives, it has limitations as well. Since only twenty parents among families which flee war in Kivu were find having adolescent within the academic consideration of 13 to 17 years as adolescence age category, it is difficult to generalise the finding of this research to all newcomer adolescent refugee learners from Kivu victim of bullying in school. And given the fact that adolescence is the appropriate age where children can differentiate bullying acts from friendship disagreement, to better understand the role of social bonds/connections/relationships in reducing bullying victimisation among newcomer adolescent refugees in school more research is encouraged. Perhaps, a consideration

of other suggested age group defining adolescence could help reach enough number of parents to report the bullying underwent by their children in schools to allow generalisation. Including other areas besides Maitland and Parow can as well can help reach out other Congolese parents living in other areas in Cape Town.

The point of view of parents /caregivers rather than that of their children themselves is interesting but was somehow clashed with the timeframe (COVID) for data collection and the issue of seeking relocation to Canada as well. The researcher expected more inputs from parents especially for attachment. The researcher does not know if some parents did not understand, or they just chose to give responses such as telling their children to bite their peers back to defend themselves. Such responses do not really link to the concept of attachment at all. For future social scientists, a longitudinal study is recommended to track the effects of bullying over a long period to determine if there were long term effects involved such as suicidal ideation.

A question could have improved the quality of this research. For instance, “what are the views of newcomer adolescent refugee learners and that of their peers, and teachers about their perception of racial bullying?” The combination of different views can be of great importance since this type of bullying is focusing on an individual identity which is difficult to change. The researcher believes that such question can make bullies to be aware that there are things such as one’s ethnic that are beyond their control. These different views were not addressed in this study because they are beyond the scope of this Master’s thesis. Hence, this question can be fundamental for future studies intended to present an intensive understanding of the effects of victimisation of newcomer adolescent refugee school learners.

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APPENDICES



01 September 2020

Ms A Ntangerwa
Anthropology and Sociology
Faculty of Arts

Ethics Reference Number: HS20/1/17

Project Title: Bullying of refugee learners in South African schools: A case of learners from Kivu (Democratic Republic of Congo) in Cape Town.

Approval Period: 31 August 2020 – 31 August 2023

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

Please remember to submit a progress report by 30 November each year for the duration of the project.

The permission to conduct the study must be submitted to HSSREC for record keeping purposes.

The Committee must be informed of any serious adverse event and/or termination of the study.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

APPENDIX B

Research title: **Bullying of refugee learners in South African schools: A case of learners from Kivu (Democratic Republic of Congo) in Cape Town.**

My name is Adelina Nakatya Ntagerwa. I am a Masters student in the Department of Sociology, University of the Western Cape (UWC). I am conducting a study that examines the bullying of refugee learners in South African schools. In particular, I will focus on the experiences of learners from Kivu (Democratic Republic of Congo) who live in Cape Town.

I kindly request that you participate in my study as a parent/guardian. All of the information that you provide will be kept confidential and will be used for academic purposes only. It is hoped that the findings will assist to inform relevant school stakeholders on the causes and individual and institutional risk factors associated with bullying and victimisation behaviour in South African schools. This information can be used to improve school programmes aimed at facilitating and strengthening peer to peer, teacher-learner and parent-child social relationships so that refugee learners' integration and well-being is facilitated. An interview will take approximately 20-30 minutes. Your participation and input are greatly appreciated. Anonymity and confidentiality are guaranteed and your identity will not be revealed at any time.

Interview Schedule

- Date of interview
- Venue
- Start time
- Finish time
- Time spent

Part 1

Demographic questions

- Gender
- Occupation
- Place of residence
- What is your country and province of origin
- What age group are you? (30-35) (36-46) (47-100)
- Religion
- How long have you lived in Cape Town?
- What is your permit status?
- What is your marital status?
- How many adolescent children do you have?
- How old is/are she/they?
- What is the gender of your child
- How are you related to him/her? (biological parent or guardian)

Part 2

Experience of bullying

Individual level

- In your view, what is bullying?
- Have your child/children ever been bullied by his/her peers / teachers / or school administrators? If yes, by who of these 3 group?
- What type of bullying did he/she face? (physical, verbal, social, e-bullying). what happened?
- How do you describe your child's school environment? (safe and secure/unsafe and insecure)
- What caused your child to be bullied? (Example:language of instruction, family socioeconomic status, gender, religion, culture, race, nationality...)
- In which educational setting did it occur? (government (public) school or private school)
- How was your child affected? (physically, psychologically, emotionally, socially, educationally)
- Did you report the matter to school? Were you helped? How? (see school policies to reduce bullying)

Institutional level

Family context

- How would you describe your home environment?
- How often do you interact with your child?
- How would you describe the parenting style in your home? (Authoritative, Authoritarian, Permissive, Neglectful).
- Do you think the above influences the bullying of your child at school?
- How your parental role and involvement in your child's studies contribute to your child/children's social, emotional, and cognitive growth? Or influence their victimisation?
- Are you involve in your child's school activities? How often?
- Do you think English as instruction language is a barrier for you to get involved in your child school?
- Does your working routine somehow affect your child's engagement in school (positively or negatively)?
- Do you think your family socioeconomic status is the cause to your child vulnerability to bullying in school?

School context

- How would you rate your child's relationship with his/her class mates and educators? (Strong, poor). If poor why?
- What kind of bullying was your child was subjected to in the classroom by his/her teacher and or classmate? And in school yards by his/her peers?
- Is your child discriminated against by his/her teacher and or classmates on the basis of his/her status? Or any other aspect?
- Does your child's identity prohibit him/her to participate in intramural and extramural activities? If yes, why and how?
- Which extra mural activities does he/she participate in at school? And how often do you support him/her?

- How dedicated is she/he to classroom activities and social activities?
- How would you describe your child's school environment?

Conflict management and prevention of bullying

- Does your child abide by school rules and principles to avoid punishment?
- How does your child's school regulate conflict? (learner and learner/learner and teacher)
- Is there a clause in your child's school code of conduct that addresses bullying?

Coping strategies

- What strategy do you give to your child to help him/her cope with bullying in school and avoid its outcomes?

THANK YOU.



**UNIVERSITY of the
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DEPARTMENT OF SOCIOLOGY

CONSENT FORM FOR RESEARCH PARTICIPANTS

Project title: Bullying of refugee learners in South African schools: A case of learners from Kivu (Democratic Republic of Congo) in Cape Town

Please initial box

1. I agree to take part in this research project
2. I understand that my participation in this study is voluntary and I am free to withdraw my approval to participate any time.
3. I understand that I may withdraw from the study without giving a reason at any time and that this will not negatively affect me in any way.
4. I understand that any information I am giving will remain confidential
5. I understand that my identity will not be disclosed
6. I understand that my signature on this form indicates that I understand the information on the information sheet regarding the structure of the questions.
7. I agree to answer the questions to the best of my ability.
8. I may also refuse to answer any questions that I do not want to answer.
9. I understand that any audio or video recording made will be used for this research only
10. By signing this letter, I give free and informed consent to participate in this research study.

Name of Participant
(or legal representative)

Date

Signature

Name of person taking consent
(If different from lead researcher)

Date

Signature

Lead Researcher
(To be signed and dated in presence of the participant)

Date

Signature

Copies: All participants will receive a copy of the signed and dated version of the consent form and information sheet for themselves. A copy of this will be filed and kept in a secure location for research purposes only.

Researcher:

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APPENDIX D

 <p>UNIVERSITY of the WESTERN CAPE</p>	<p><u>University of the Western Cape</u> <i>Private Bag X17, Bellville 7535, South Africa</i> <i>Chairperson: Dr Sharyn Spicer</i> <i>Tel: (021) 959 2833 / 3022 / 0824330932</i> <i>Email: sspicer@uwc.ac.za</i></p> <p>DEPARTMENT OF SOCIOLOGY</p>
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HSSREC, Research Development, Tel: 021 959 4111, email: research-ethics@uwc.ac.za

Research title: **Bullying of refugee learners in South African schools: A case of learners from Kivu (Democratic Republic of Congo) in Cape Town.**

My name is Adelina Nakatya Ntagerwa. I am a Masters student in the Department of Sociology, University of the Western Cape (UWC). I am conducting a study that examines the bullying of refugee learners in South African schools. In particular, I will focus on the experiences of learners from Kivu (Democratic Republic of Congo) who live in Cape Town. I kindly request that you participate in my study. All of the information that you provide will be kept confidential and will be used for academic purposes only. It is hoped that the findings will assist to inform relevant school stakeholders on the causes and individual and institutional risk factors associated with bullying and victimisation behaviour in South African schools. This information can be used to improve school programmes aimed at facilitating and strengthening peer to peer, teacher-learner and parent-child social relationships so that refugee learners' integration and well-being is facilitated. An interview will take approximately 20-30 minutes. Your participation and input are greatly appreciated. Anonymity and confidentiality are guaranteed and your identity will not be

revealed at any time.

SECTION 1:

A. DEMOGRAPHIC INFORMATION OF THE LEARNER

No	1.Gender	2.Age	3.Region of origin	4.Level of Education	5.Any disability (specify)	6.Religion affiliation	7.Ethnic/racial identity	8.English is my child's
1.	Male	13 years	South Kivu	Primary	Yes	Christian	Black	First language
2.	Female	14 years	North Kivu	Secondary	No	Muslim	White	Second language
3.		15 years				Others	Coloured	
4.		16 years				N/A		
5.		17 years						

B. IMMIGRATION STATUS (Question 9 – 11)

Please tick the correct answer

9. When did your family come to South Africa?

10. What is your ethnic group?

11. What is your child's legal status in South Africa?

1. Undocumented	2. Asylum seeker	3. Refugee status	4. Permanent residence	5. Other (specify)
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12. What is the expiry date of your permit?

1. In less than 1 month	2. In 2-3 months	3. In 7-12 months	4. In 2-5 years	5. Indefinite
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C. SCHOOLING (Question 13-27)

13. What type of school does your child attend? Please specify

1. Public school	2. Private school
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14. How satisfied is your child with his/her school environment?

1. Extremely dissatisfied	2. Moderately dissatisfied	3. Neutral	4. Moderately satisfied	5. Extremely satisfied
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15. Please rate the degree to which your child describes his/her sense of belonging/social bond in his/her school

Positive sense of belonging/social bond	Negative sense of belonging/social bond
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16. If your child feels a negative connection/sense of belonging, what in your opinion prevent him/her to connect to others at school? You can tick more than one response.

17	His/her nationality	
18	His/her refugee status	
19	His/her permit	

20	His/her migration permit	
21	Unfamiliar socio-cultural setting	
22	Unfamiliar language	
23	Unfriendly and unwelcoming social atmosphere	
24	Discrimination by peers	
25	Discrimination by teachers	
26	Discrimination by other school adults	

27. What is your child perceptions about his/her school?

More inclusive	Inclusive	More exclusive	Exclusive
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SECTION 2

A. DEMOGRAPHIC RISK FACTORS FOR BULLYING VICTIMISATION (Question 28-33)

NO	Please tick in the cell that correspond to the option that best matches your opinion				
28	Have your child ever experienced bullying?	Never	Rarely	Often	Always
29	How would you rate the likelihood of your child being bullied base on his/her refugee identity?	Never	Rarely	often	Always

30	Does your child's permit hinders him/her to participate in extramural activities?	Strongly disagree	.Disagree	Agree	Strongly agree
31	Does language impede your child's ability to engage in school activities?	Strongly disagree	Disagree	Agree	Strongly agree
32	Is religion a barrier to your child's investment in school activities?	Strongly disagree	Disagree	Agree	Strongly agree

B SCHOOL RISK FACTORS FOR BULLYING VICTIMISATION

Please tick the option that best matches your opinion.

No	Statement	1	2	3	4
33	How would you rank your child's school climate?	More inclusive	Less inclusive	More exclusive	Less exclusive
34	How would you describe your child's school?	More discriminative	Less discriminative		
35	Does family socioeconomic class/status determined your child's enrolment at his/her school?	Strongly disagree	Disagree	Agree	Strongly agree
36	Was your child placed into an age-appropriate classroom when started school? Yes or No. How satisfied/dissatisfied are you?	Very dissatisfied	Dissatisfied	Satisfied	Very Satisfied
37	Does your child experience cultural/linguistic isolation in school?	Never	Rarely	Often	Always
38	How can you describe the values, norms and customs of your child's schools?	More fair	Less fair	More unfair	Less unfair
39	How is your child relationship with his/her teachers or other adults in school?	Very strong	strong	Very weak	week

B. PEER RISK FACTORS FOR BULLYING VICTIMISATION (Question 49-51)

No	Statement	YES	NO
40	Has your child experienced racial prejudice based on his/her refugee identity from peers?		
41	Has your child been labelled by his/her peers by any of these derogatory names such as “deficient,” “inferior,” “preliterate,” “clannish,” “backwards” “kwerekwere” or others?		
42	Did your child experience rejection by peers based on the language of instruction (English):		
43	Did your child experience rejection by peers to the point of dropping out of school?		
44	Does your child engage with his/her peers in school?		

C. FAMILIAL RISK FACTORS FOR BULLYING VICTIMISATION

How family situation contributes towards bullying victimisation of school learners?

No	Statement			
45	How would you describe your parenting style?	Authoritative	Authoritarian	Permissive
46	How often do you communicate with your child?	Less often	Sometimes	Often
47	Does family socioeconomic status impact on your child’s involvement in school activities?	Less often	Sometimes	Often
48	How often are you involved in your child’s school activities at home?	Less often	Sometimes	Often
49	Does your lack or low proficiency in English justify your low involvement into your child’s school work?	Strongly agree	Sometimes	Strongly disagree
50	How often do you support your child when participating in extra mural activities? Or other activities performed at schools?	Never	Sometimes	Always
51	Do you think that households’ responsibilities assigned to your child hinder his/her involvement in school activities?	Never	Sometimes	Always
52	Do you emotionally support your child when he/she experience bullying?	Never	Sometimes	Always

Thank you very much for your time and participation.