

ED459

ADVANCED EDUCATIONAL RESEARCH

WHY BULLYING MIGHT OCCUR AND HOW IT CAN BE ADDRESSED IN FIJI PRIMARY SCHOOLS?

A case study at Lautoka Sanatan Primary School

RESEARCH PROPOSAL

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ABSTRACT

Existing bullying phenomenon across the globe is spreading like a virus. It has reached the doors of Pacific Islands whereby Fiji is no exception. Recently one of the most prominent schools in Fiji had a bully case. The school is a place where children spend most of their time and they are watched by peers, teachers, school heads, parents, and unestablished staff of school but despite these children are bullied. Teachers and other stake holders should have strategies so that they are abreast with daily happenings of the school. This research will discuss the types of bullying, the theoretical framework of bullying and suggest a way forward to curb bullying in Fiji's primary schools. A case study in one of the Lautoka school will be used for information. The research will be based on the theoretical framework of theory and theory. Qualitative approach will be employed to gather information. Case Study, Interview and Observation will be the research tools in this study. The case study will focus on the selected sample and try to identify the places and types of bullying that is more prevalent in primary schools. In addition teachers, students and parents will be interviewed so that deeper insight on the topic bullying is catered for. Finally, the data will be analyzed so that this research becomes very meaningful and identifies the strategies to curb bullying in Fijian schools

1.0 Introduction

1.1 Background information

Bullying in schools is a global crisis that can have pessimistic consequences for the general school climate and for the right of students to study in a safe and sound environment exclusive of fear. Bullying can also have pessimistic lifetime penalty—both for students who bully and for their victims. Although much of the formal research on bullying has taken place in overseas countries, whereby in Pacific Island context and in our own Fijian context there is not much done so far except for some news in the media that bullying has occurred. Teachers, parents and children know the existence of bullying but no one takes the responsibility of thinking how to address this problem. The school under research have majority of students from broken families. Bullying is occurring now and then in the school. Teachers, through my observation including me are ignoring this because we do not know the strategies that we can use to curb this. At times we do reprimand children who bully and at times the children are sent to the head teacher but the problem remains there. The bullies repeat their behavior time and again. This research will unveil the truth and give some deeper insights into why bullying occurs and how to tackle this problem in our own school.

1.2 Context of Study

This research will focus in one of the primary schools in Lautoka district. Lautoka district is on the western side of the island of Viti Levu, the main island in Fiji. Lautoka is the second city of Fiji and it is also notable as the Sugar City. Lautoka education district is from Lomolomo to RaviRavi. It consists of 40 primary schools.

i) Lautoka Sanatan Primary School

Lautoka Sanatan Primary school is a 5E level school. It is located in Banaras just near the Tavakubu road and near Girmit centre. It has a roll of 182 students. It is a multiracial school. The head teacher is Mr.Birendra Dutt. Most of the children come from Banaras area within area range of 3km.

1.3 Aims and Objectives

Aims

This study aims to investigate how teachers perceive bullying at Lautoka Sanatan Primary School, the other incorporated strategies that teachers can use to curb bullying effectively and efficiently and how these changes will affect the student's school life. To carry out this research Lautoka Sanatan Primary school will be used.

Objectives

The objectives of the study are to:

- i) Examine different types of bullying.
- ii) Discuss the places where bullying is frequently occurring.
- iii) How teachers perceive bullying as it occurs in schools.
- iv) Predict some of the contributing factors of bullying
- v) Recommend strategies that can help teachers to curb bullying in schools

1.4 Research Questions

The following research questions that will guide the study are:

1. What is bullying?
2. Where bullying is occurring frequently?
3. How teachers perceive bullying at Lautoka Sanatan School?
4. What are some of the contributing factors that accelerate bullying in school?
5. What are some of the strategies that teachers can use to curb bullying?
6. How these changes will affect students' school life?

1.5 Significance of the study

This study is significant for five reasons. Firstly, it will provide information about the most common places where bullying occurs in schools. Therefore, these places will be supervised more vigilantly. Secondly, how teachers and parents perceive bullying, why bullying occurs and how they handle the situations. The findings of the study will help teachers to be more cautious when dealing with cases of bullying. Thirdly, the study will help to identify strategies to tackle this problem in schools. Fourthly, the study could assist the Ministry of Education as a guide for implementing school policies on bullying and also for teacher educators to integrate this topic in their curriculum. Hence curbing bullying in real school environment can contribute to the general well being of the children and enhance their academic performance. Finally, the study would also contribute towards filling some of the gaps in the local literature of Bullying as there is very limited literature in relation to bullying within the Fijian context.

1.6 Definition of key terms

Few key terms in this research study require operational definitions.

1. **Bullying**- behavior that hurts someone smaller or weaker.
2. **Attitude**- a way of thinking or feeling about bullying
3. **Cyber bullying**- bullying through computers and internet
4. **Bullies** - people who deliberately frighten or hurt a weaker person
5. **Teasing**- make fun of somebody
6. **Physical bullying**- bullying by inflicting bodily harm
7. **Antisocial bullying**- to control or influence somebody in a clever or devious way, involves a form of social manipulation
8. **Self esteem**- feeling that you should be treated well

1.7 Possible outline of Thesis

CHAPTER	TOPIC
1	Introduction / Overview
2	Aims / Objectives / Research Question
3	Literature Review
4	Methodology / Methods / Research Tools
5	Research Findings and Analysis
6	Research Findings and Discussion
7	Conclusion
8	References and Appendices

2.0

LITERATURE REVIEW

2.1 Introduction

“Bullying is the (psychic, physical or sexual) systematic violence from one person or a group towards one or more classmates, who aren’t capable (anymore) to defend themselves!” (Bakema, 2010, p.78). The actions include verbal accusations, spreading unpleasant rumours, teasing, and physical contact, through facial or obscene gestures or excluding a person from a group or a play. In this literature review I will be discussing on different forms of bullying, the context in which bullying takes place, why bullying might occur, effects of bullying, and how it can be addressed in schools.

2.2 Types of bullying

Many individuals have been exposed to different forms of bullying such as teasing, physical bullying, sexual harassment, cyber bullying and antisocial bullying. Antisocial bullying as described by Field (1999) involves a form of social manipulation. The bully manipulates others to attack the victim or exclude the victim from the group. Cyber bullying happens when someone steals the password, places the edited picture of somebody on the net or when they gossip about somebody. Bakema (2010, p.81) stated that “the effects are worse than face to face bullying because the victim cannot respond due to the fact that he (or she) doesn’t know who is attacking him (or her).” Hence parents as well as teachers need to have the knowledge of some common areas where bullying takes place so that they are vigilant in the duty of their care.

2.3 Where does bullying occur?

‘Bullying is a problem that affects not only students in Fiji but other parts of the world too’ as reported by Gopal (2011, p.4). Bullying can take place anywhere, wherever the students gather together, whether at school, in the classroom, in the playgrounds, near the canteens, in or near the toilets, at the back of the school building, in school buses, etc. According to Mishna, Scarcello, Pepler, & Wiener(2005, p.719) “bullying does not reside solely with the child who bullies or who is victimized, rather, bullying unfolds in the local context of the peer group, the classroom, the school, the family and the larger community.” Bullying is everywhere but it needs to be identified and the reason why it is happening needs to be rectified before it does a drastic damage to someone.

2.4 Why bullying might occur?

There are many reasons as to why bullying may occur. Bushman and Anderson (as cited in Piotrowski and Hoot, 2008, p.358) stated that “violent media provides a social structure and/ or model for the bully to follow.” Thus, their aggressive propensities begin when they are young. They try to gain attention from their peers by acting different.

In addition, Dake, Price, and Telljohann, (2003, p.175) asserts that ‘parents who allowed the child few opportunities to control social circumstances may foster a passive orientation that

could become problematic for the child.' It can be concluded that parenting style plays vital role in the early socialization of children as violent behavior is accepted by parents. Hence, the bullies are not taught how to release their feelings and emotions properly.

Moreover, some home environment is conducive to encourage bullying. To the bullies understanding, they feel that they can achieve whatever they want by being violent to others. These may be only few reasons but the effects of bullying are usually large and the suffering is lifelong.

2.5 Effects of bullying

A recent study outlined by Kingman (1994, p.18) suggests that "bullying that is allowed to persist can have a long- term consequences into adult life for both bullies and bullied." It is very likely that the victims' childhood and adolescence get affected physically, psychologically, socially and intellectually. They suffer for so long during their childhood that it becomes a norm for them to behave like a victim in their later life. These persist if they are not helped to get out of these malevolent situations.

Furthermore, victims of bullying have poor self esteem; feel negative about themselves, threatened and guilty of crimes they may not have committed. Devi (2013, p.4) supports this by saying that "they have feelings of helplessness or decreased self esteem."

Apart from physical and psychological damage, the victims suffer intellectually too. De wet (as cited in Venter and Plessis, 2012, p.3) comments that "educational problems can include absenteeism, withdrawal from social activities at school, loss of concentration and fear of asking questions." Victims have fear of being laughed at, also known as 'gelotophobia'. They feel scared of being noticed when they make a mistake. Thus, they try to hide their special talents and skills. Hence, this limits their achievement and their quality of education drop.

Boulton and Hawker (1997, p.64) conclude that "emotional and psychological bullying is a widespread problem in our schools and is not being taken as seriously as physical bullying." Non physical forms of bullying leaves a greater damage on the mental health of the children and is associated with higher depression and loneliness whereas physical bullying effect is short lived. Therefore, teachers need to be observable enough to see the emotional state of their students also and design and carry out plans to curb this problem of bullying.

2.6 Ways to tackle bullying in schools

Bakema (2010, p.78) argues that "not only does the victim need help, but those around the victim also need to understand the implications of what is happening and learn to control the situation." The possibility of eradicating bullying completely from school may not be there but through well planned strategies it can be minimized. Everybody concerned whether it is the parents, teachers or bystanders, need to change their attitude towards the perception of bullying.

Delana suggested (as cited in Sharma, 2012, p.2) “the best way to address bullying was to target the grassroots level.” Children can be actively involved in anti- bullying interventions such as short talks, counseling, poster competitions, and presentations of items on effects of bullying with teachers monitoring it very closely.

Moreover, Venter and Plessis (2012, p.2) claim that “a school’s policy and code of conduct should have definite rules and consequences for any aggressive or violent behavior,” (page 2). The school should see that the same rules apply to all perpetrators and there is no favoritism towards any child.

Furthermore, Marshall’s hierarchy of social development has proved very effective in promoting responsible behavior in classrooms. Charles (2011, p.180) claims that “it helps the students to reflect on their behavior; self control their behavior and develop social responsibility.” If teachers adapt to similar sort of intervention program and monitor it carefully, the students behavior is very likely to improve. “Having meetings with parents and training them how to identify and prevent bullying in their children should predictably play a significant role in the success of anti- bullying programs” as concluded by Fox, Farrington & Ttofi (2012, p.279). The schools or teachers can design activities which can help the bullies identify the damage they have done to the victims. Waqavonoqono supports this (as cited in Vuibau, 2012, p.3) by addressing that “the fight against bullying can be fought by anybody- anyone can stand up to it.”

2.7 Summary

Bullying is a malicious act on a weaker individual. Verbal bullying, exclusion from group/s, sexual harassment, physical violence, anti- social bullying and cyber bullying are some types of bullying that are commonly recognized. The children can be bullied anywhere whether it is the school context, home environment or local communities. Children’s home environment, their up- bringing and mass media largely contribute to them to become bullies. Victims of bullying suffer physically, psychologically, intellectually and socially. The suffering can make a permanent damage to the victims, their career or to their relationship. Though bullying has been there for ages but so far it has not been given the limelight which it deserves. The victims are suffering silently but hardly anyone has asked for justice. Bullying, a serious crime has even lead to suicide and has gone as far as murder of victims just because the other party was having fun while bullying. Children’s rights have been given great consideration but are the children taught about their responsibilities? It can happen if bullying is integrated in the school curriculum. The children need to learn about its effects and consequences. There is a need for workshops where parents, teachers and other stakeholders are trained how to deal with cases of bullying. There is no need for anyone to compromise for unwanted behavior.

3.0 Research Methodology

3.1 Theoretical Framework

The theoretical orientation that will be used to inform the study will be drawn from the literatures that are related to the study such as:

i) Ethological perspective.

The ethological structure examines bullying through Darwinian evolution. "Dominance is a creation of both aversive (e.g. fighting, bullying peers) and affiliative behaviors (e.g., leadership, reconciliation, focus of attention) used by individuals to participate in appreciative social resources in the stages of group organization" Pellegrini (as cited in Graves & Liu, 2011, p.560). Many international studies indicate that bullying accelerates in sixth to eighth grade and then consequently declines throughout high school. Hence, from the ethological perspective, bullying is inborn and is used for achieving group power. This is predominantly evident in adolescence.

ii) Ecological and socio-ecological theories.

Ecological and socio-ecological models of bullying behavior focus on the multifaceted relationship among individuals and their broader social environment (Swearer et al., 2006). though children's upbringing, their home environment and mass media contribute to being bullied or be a bully but it's the child's context and environment that suppress or encourage their behavior. Barboza (as cited in Graves & Liu, 2011, p.560) stated that in this ecological framework not only the immediate developmental environment, but the more distal context have an impact on students. The bullying behavior of children decreases as they grow up and as they become familiar with each other. This is known as decreased dominance (Graves & Liu, 2011, p.560).

3.2 Methodology & Design

i) Methodology

For the purpose of this research, mixed method approach will be used meaning that both qualitative and quantitative data collection techniques will be used.

ii) Research Design/ Methods

The epistemology theoretical perspective and methodology of this research will be used to guide the choice of research methods. Since this research is to explore why bullying might occur and how it can be addressed at a primary school in Lautoka, a number of significant methods that are closely linked to qualitative research will be employed for data collection. However, the qualitative research design that will be used in this research will be case study.

Case Study

Case study is appropriate in this study because the study will be focused on an educational institution therefore a case study is suitable because it is more relevant to the study of small organizations and institutions (May, 2001). Moreover it involves data collection by observation, interview and written documents (Mesake, 2013).

3.3 Data Collection Methods

Data collection methods will be interviews, semi-structured in-depth interview, observation and reflective journal will be used to collect data.

a. Semi-structured in-depth interview

Semi-structured in-depth interviews were used to explore the understanding of bullying at Lautoka Sanatan School. According to Denzin and Lincoln (2003), interviews generate useful information about lived experience and its meanings. They added that, through interviews the researcher obtains rich and in-depth experiential account of an event. This is one of the reasons why this method is selected because it can obtain real information based on participant's real

experiences. The in-depth interview method has great advantages to collect data in research. Sarantakos (2005) and Angrosino and Perez (2003) argued that interview method has a great advantage and valuable where it will give opportunity for researcher to explore the insights and perceptions of participants as well as to observe nonverbal behaviors of participants during interview.

b. Observation

According to Babbie (2004: 282; 2005: 296), observation is an appropriate method to study attitudes and behaviors best understood within their 'natural setting'. It is natural since as Creswell (2007) put it that the researcher tends to do data collection in the field at the location where participants are experiencing the issue which is being studied. In order for the researcher to arrive at useful and reliable results, the researcher will collect data in natural setting by way of observing what students experience in differentiation strategy. The observer will act as a non-participant. The main purpose of this is to observe how students and teachers interact inside class, particularly focus will be on bullying. A sample of how observation will be used is attached in appendix 1

c. Reflective journal

According to Metler (2012) students journal can gain you "sense of students thoughts, perceptions and experiences". Issues regarding children's behavior particularly, cases of bullying will be reflected at the end of each day and noted in the reflective journal. A sample is attached in appendix 2.

3.4 Quantitative data collection techniques

In contrast to qualitative data, quantitative data are numerical. In simple terms anything that can be quantified, it can also include ratings of one's feelings, attitudes, interest or perception on some sort of numerical scale (Metler, 2012, p. 132). It includes surveys questionnaires, rating scales and checklist. The following quantitative data collection techniques will be used in the proposed research.

a. Questionnaires

This provides researchers with written information produced by participants. Questions may ask for specific information or may be open ended so participants may respond freely (Mesake, 2013). Both the open ended and closed questions will be used. Questionnaires will be filled by students, teachers and parents (Attached in appendix 3, 4 and 5).

b. Rating scales - Likert- type scale will be used and it will be filled by the students. See appendix 6

c. Checklist- The focus areas in the checklist include behaviours, characteristics and skills that the researcher will be interested to observe in terms of bullying. See appendix 7.

3.5 *Participants and settings*

This study will be conducted at Lautoka Sanatan Primary School. Questionnaires will be designed and given to the teachers and parents. Observations will be done in the classroom which consisted of classes from class 1 to class 8. Observation form, rating scale and checklists will be given to teachers and will be collected on weekly basis. Participants will be picked using Simple Random sampling whereby every member of the population has the equal chance of being selected (Mesake, 2013). As the school has a small population, sixty percent of children will be randomly picked out of the whole population.

4.0 Ethical Consideration and Time Schedule

4.1 Ethical Consideration

Ethics in research will be given the paramount concern in this research. The following will be watched very closely; informed consent, anonymity and confidentiality. In addition permission will be taken from the Head Teacher, Ministry of Education and Parents for this research. See appendix

a. Informed consent- Permission from relevant authorities will be sought out at the beginning of this research. The people involved as participants will be informed about the aims, objectives, and the research tools that will be used in the research. The participants will also be told that this participation is voluntary and they can withdraw any time.

b. Anonymity and Confidentiality

Anonymity and Confidentiality will also be given the top most priority in this research. No names of the participants will be used; instead a pseudonym will be used. Full integrity will be given to the participants in terms of ethical standard of the research.

4.2 Time Frame

Milestones (GANNT chart):

Phase		Nov	Dec	January	Feb - March	March-April		Nov
Phase 1	Preparation & Fieldwork							
	Design Questionnaires & Self-assessment survey							
	Designing of Likert-type scale							
	Designing rating scales & checklist							
Phase 2	Field Work							
	observations							
	Reflections							
	Completion of filling both quantitative and qualitative data techniques							
Phase 3	Analysis of Data							
	Collating							
	Analyzing							
	Analyzing							
Phase 4	Writing of Final report							
	Compiling report							
	Finalizing Report							

5.0 Expected Limitations

A limitation identifies possible weaknesses of the study. There are a number of research limitations that the researcher foresee to transpire when this research is carried out and these are:

- (i) Indisposition of the informants to be interviewed as they are not used to this kind of commotion particularly the students and the parents.
- (ii) Reluctances of the teachers, parents in providing correct information.
- (iii) As a full time employee and part time researcher there will be some professional and also some personal commitment that can hinder the whole process of research.

6.0 Results and Discussions

According to Mertler (2012) analysis qualitative data is an inductive process, involving the reduction of information that has been collected by organizing it into important themes and patterns. First a coding scheme will be developed which will help the researcher to group data with similar information. In addition data is analyzed and organized into themes to portray the case (Mesake, 2013). Therefore, the data should be examined thoroughly. The main feature of each category will be described and in the final step the researcher will interpret the data that has been coded. In addition, analysis of quantitative data is a deductive process, using descriptive or inferential statistics. Descriptive statistics are relatively simple mathematical procedures used to simplify, summarize and organize large amounts of numerical data. It can be visually described through the use of frequency distribution tables such as graphs, histograms, bar charts and pie charts (Mertler, 2012).

7.0 Implications and Conclusion of study

These research findings will assist the school teachers to become conscious about this very prevalence topic 'bullying' in their own schools throughout Fiji. The schools can become more vigilant in their supervision. Bullying is just like a disaster. It destroys the well being of children. These findings will also inform the parents and teachers that bullying can have a lifelong impact and can lead to mental health problem. In addition, this research findings can help the curriculum developers, schools, Ministry of Education, teacher educators, and policy makers to necessitate strategies of bullying that will address suggestions and implications of bullying in primary schools.

Finally to conclude bullying is a very drastic problem today. Therefore, it becomes imperative that everyone should be committed to tackle this problem. Bullying should be integrated in the curriculum so that the awareness program starts from school and then taken into the communities and societies at large.

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9.0 Appendices

9.1 Appendix 1 Observation

Observation ____ Date _____ Time _____	OBSERVATION	OBSERVERS comments

9.2 Appendix 2 : Reflective Journal will be filled by the researcher and the teachers

Description of an

Issue: _____

Thinking and feeling

Commenting

Planning

9.3 Appendix 3

Parents interview guideline

1. How old are you?

2. What do you understand by the term bullying?

3. Were you bullied when you were in primary school?

4. Was your child bullied anytime in school?

5. How was bullying addressed when your child was bullied in school?

5. Do you think that teachers are competent enough to deal with bullying in schools?

6. Did any time you felt that teachers ignored bullying in the class? Why?

7. Do you remind your child to report any bullying activity immediately to teachers?

8. Do you monitor your child's behavior at home? How?

9. Do you encourage your child to have open discussion with you on bullying?

10. Do you discuss what your child is learning in the class with your child or with the teacher?

Thank you very much for your participation and co-operation

9.4 Appendix 4

Students interview guideline

1. How old are you?

2. Which class are you in?

3. What do you understand by the term bullying?

4. Is bullying happening in school? If yes, how often?

5. What do you do when you are bullied in class/ or at school?

6. How do you feel after you have been bullied?

7. Which type of bullying had been done to you?

8. Do you want children to be bullied in schools? Why?

9. Do you think bullying affect your school work? Reasons

Thank you very much for your participation

9.5 Appendix 5

Teachers interview guideline

1. How many years you have been teaching?

2. What does the term bullying refers to you?

3. How many times in a day you deal with bullying in your school ?

4. What are your feelings about bullying in schools?

5. How do you tackle this problem?

6. How frequent you call the parents when bullying has occurred ? Sometimes/Always/Never

7. Can bullying cases in your school be lessened? How?

8. Do you deal with students with any of the strategies that can curb bullying? Why?

9. What are some of the constraints you face when dealing with bullying in primary schools?

10. What are your suggestions on improving on bullying in primary schools? _____

Thank you very much for your kind assistance

9.6 Appendix 6

Portion of a Rating Scale Instrument Depicting a Likert Scale

Student Evaluation of teachers when dealing with bullying cases at school.

The purpose of this questionnaire is for you to help teachers to improve. Several statements about how your teacher deals when students are bullied are listed below. Please circle the number, using code below that describes how much you agree with each statement. Your response will be anonymous; please respond to each statement as honestly as you possibly can and by circling only one number for each statement.

	1	2	3	4	5
Strongly Disagree	Disagree	No Opinion	Agree	strongly Agree	
1. My teacher deals bullying as soon as its reported or as he/she notices	1	2	3	4	5
2. The bullies are taken to tasks	1	2	3	4	5
3. Both the bullies and bullied parents are called	1	2	3	4	5
4. My teachers ignores bullying	1	2	3	4	5
5. My teachers supports bullies	1	2	3	4	5
6. My teacher never ever makes bullying happen in school or in class	1	2	3	4	5
7. My Teacher helps those students who are bullied	1	2	3	4	5
8. My teacher is not able to judge bullying	1	2	3	4	5
9. My teachers is very ignorant about bullying	1	2	3	4	5
10. My teacher knows lots of strategies to solve bullying	1	2	3	4	5
11. My teachers is very much hesitant to take any action when bullying occurs	1	2	3	4	5
12. My teachers does not take any action on bullies	1	2	3	4	5
13. My teacher is very autocratic and we are not able to come up to him/her	1	2	3	4	5
14. My teacher listens with empathy about our problems	1	2	3	4	5
15. My teacher reports the matter to the head teacher and assistant head teacher	1	2	3	4	5

9.7 Appendix 7

Checklist for Bullying Behavior at Primary level

Bullying Check list		
Students Name: _____		
Class: _____		
Date: _____		
Bullied behaviors	Observed	Not Observed
1.Student is often scared to participate in the class		
2. Spends recess time and lunch time alone		
3. Is always sad and have a poor self esteem		
4. Does not participate in group work		
5. Does not interact with students		
6. Poor assertiveness skills in the child		
7.Physical differences in the child		
8. Learning difficulty in the child		
9. The child is hyper -active		
10. Is the child being laughed at school/class		

Appendix 8: Consent Letters

9.8 Letter of request to the Head teacher

(Date)

P.O.Box 5786,
Lautoka.

The Head teacher,
Lautoka Sanatan Primary School,
Lautoka.

Dear Sir/Madam,

RE: Permission for Research

Please take note that I would like to humbly request for your kind permission to do my research at your school. This is to fulfill the requirement of my ED 459 (Advanced Educational Research) course at University of the South Pacific, Fiji. In the process I will be distributing questionnaires to teachers, interviewing students & parents and observing the behavior of children.

I assure you that complete confidentiality of the data gathered in this research will be observed. The identity of your staff and students will not be made public.

I will be happy to discuss any concerns you may have about this research.

I would appreciate if you could kindly give your permission for this research to be conducted at your school.

I could be contacted by telephone on 6663323 or 9460278.

Looking forward for your favorable response.

Yours faithfully,

.....

Sanjeeta Kumar (Mrs)

9.9 Letter of consent to Parents

सरस्वती नमस्तुभ्यमं वरदे कामरूपिणी
विद्यारम्भं करिष्यामि सिद्धिं भवतु मे सदा



SHREE SANATAN DHARM PRATINIDHI SABHA - FIJI
LAUTOKA BRANCH
LAUTOKA SANATAN PRIMARY SCHOOL

EST. 1980

विद्या अमूल्य, अनन्त, अजेय है

REG. NO. 3067



PHONE: 666 3323. P.O. BOX 1082, LAUTOKA.

Manager

Head Teacher

Participant Information Form - Parents

Project Title: **Why bullying might occur and how it can be addressed in Fiji Primary**

School?

Researcher : Mrs. Sanjeeta Kumari

Dear _____

I write to gain your written permission for me to conduct a research project with your child at Lautoka Sanatan Primary School.

The project aims to investigate the places where bullying occurs, the responsibility of teachers, and strategies that can be used to tackle this problem.

The benefit of this project is that the information gained can assist staff and students to find strategies to help curb bullying at school.

In brief, the project will involve me interviewing, observing and questioning your son/daughter (son's/daughter's name).

Participation in the project is completely voluntary and you may, without any penalty, decline to take part or withdraw at any time without providing an explanation, or refuse to answer a question.

Any questionnaires and other data will be confidential and names will not be disclosed. The project outcomes will be incorporated in my assignment. It may also be presented at

conferences and written up for publication. However, in all these reports, the privacy and confidentiality of individuals will be protected and your son/daughter will remain anonymous.

Please sign below if you give permission for me to work with staff and (name of student) on this project, and please don't hesitate to contact me should you have any further questions regarding this request. Contact details are sanjeetakumar50@yahoo.com or via mobile 9460278. A preliminary meeting will be held here on (DATE) at (TIME) and you are most welcome to participate.

Yours sincerely,

Sanjeeta Kumari
Assistant Head Teacher/ Researcher
Lautoka Sanatan Primary School

PERMISSION SLIP

I give permission for my child to participate in the research project conducted by Mrs. Sanjeeta Kumar.

.....
Parent/Guardian Name

.....
Signature

.....
Date

