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PHYSICAL AND PSYCHOLOGICAL BULLYING IN SECONDARY SCHOOLS IN MWANZA REGION, TANZANIA

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PHYSICAL AND PSYCHOLOGICAL BULLYING IN SECONDARY SCHOOLS IN MWANZA REGION - TANZANIA

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A Thesis Submitted in Fulfilment of the Requirements for the Award of the Degree of Doctor of Philosophy in Education (PhD. Ed) of the University of Vechta

University of Vechta, Germany

DECLARATION

I, Felista Tangi declare that this thesis is my own, original work, it has not been presented and will not be presented to any other University for the similar or any other degree award.

Signature...

Date...

CERTIFICATION

The undersigned certifies that she has read and hereby recommend for acceptance by the University of Vechta a thesis entitled: ***Physical And Psychological Bullying in Secondary Schools in Mwanza Region, Tanzania*** in fulfilment of the requirement for the award of the degree of Doctor of Philosophy in Education (PhD. Ed) of the University of Vechta

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Prof. Dr. Margit Stein

(Supervisor)

Date...

DEDICATION

This dissertation is dedicated to the project of fighting children violence and bullying in Tanzania.

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ABSTRACT

Bullying and violence has recently become a serious issue in schools among students in Tanzania and all over the world where children are faced with a high level of intimidation, violence and sexual harassment daily with weighty consequences on their social, healthy and emotional well-being. This study was about the physical and psychological bullying in secondary schools in Mwanza region, Tanzania. Specifically, it aimed at determining students' awareness of bullying existing in schools, identifying types of bullying existing in schools, establishing the causes of this phenomenon, investigating how bullying affects secondary school students' academics and lastly establishing students' views on punishment by teachers as bullying or otherwise. Both quantitative and qualitative approaches were applied as well as descriptive survey design. The data were collected by using questionnaires, interviews and documentary reviews. The targeted population of the study was 597 form four students in the selected schools in Mwanza region- Tanzania. Other study participants were school administrators including headmasters/headmistresses, discipline masters, school counsellors and ordinary teachers from 13 schools. Among the ordinary teachers were the university teacher trainees on practical training field schools. Among the research participants, bullies and victims, and policemen were included. The quantitative data were analyzed statistically by the use of SPSS software. Interviews data were also analyzed qualitatively by content analysis in terms of related reported speech and explanations. The results show that students are aware of bullying existing in schools. There is bullying in schools consisting of both physical and psychological ones, done by both students and teachers to students. The major causes of bullying observed included the gender variables, disciplinary procedures, classroom management practices, and poor students' behaviour and the reaction of teachers to students' poor academic achievement. The results further show that bullying affects both academic students' performance in their continue academic assessment test as well as the National examinations. It was also observed that bullying affects students' behaviour. The results also reveal that students perceive that some punishment especially corporal punishment is one of the type of bullying to them. Training to both students and teachers about bullying and violence existing is recommended. The provision of school facilities in adequate quantities to satisfy students' needs to reduce students inequalities is also recommended. The elimination of corporal punishment and discouraging bullying and harassment should be done by the use of preventive materials prepared. Bullying events and violence should be documented and evaluated twice a year. The feedback should be used for decision making for the preventive measures. The relations among students as well as between teachers should be monitored and evaluated regularly. Seminars for fighting children violence and bullying should be introduced in the country by using the creativities of trained and motivated facilitators. Only punishments which do not violate the children's human rights and which do not affect students learning activities should be administered. The heads of schools should be in the front line to stop bullying and violence behaviours. Clear directions should be given to all students regarding what they should do if they are bullied by fellow students or by teachers. For example, students' should report the bullying instant to the head of school.

Keywords and Concepts: Bullying, Student-centred physical bullying, Teacher-centred Physical bullying, Student-centred Psychological bullying, teacher-centred Psychological bullying Violence, Physical punishment, Academic achievement, Learning activities, Learning experiences.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter deals with the background to the problem, statement of the problem, the purpose of the study, the significance of the study, research questions, limitation of the study, delimitation of the study and the definition of the key terms.

1.1 Background to the Problem

Bullying is a serious visible and invisible social and public health issue all over the world and its consequences are demoralizing (Olweus, 1993). In schools, it is a specific area of the phenomenon and the major concern of the current study. Learners in all countries are at risk, no one is protected, whether rich or poor (Stein & Bockwoldt, 2016). Bullying erodes the strong foundation that children need for living healthy, productive lives and their self-empowerment. It violates the rights of children to quality education. It violates the acquisition of the right competencies, such as innovation by learners. It therefore violates one of the United Nations Sustainable Development Goals, namely Goal No. 4 which states that the access to quality and inclusive education can help to equip children with the tools required to develop innovative solutions to the world's problems (UNICEF, 2011). The researcher concurs with Stein and Bockwoldt (2016) by stating that if studied and when its elemental causes are identified and addressed, bullying against children is preventable.

Bullying has an impact on the well-being of the students and it should be controlled because it affects students' learning activities for their academic achievement. Bullying should be controlled because it violates students' well-being by repeated bullying acts, especially when the victim has no support in schools. Sanders and Phye (2004) indicate that sexes, frequent peer victimization and low social support contribute to the poor mental health of the student victims. Students' experience of bullying has made it more difficult for them to keep relationships with friends due to low well-being caused by bullying actions.

Bullying creates fear on the part of the victims. Repeatedly being the target of bullying destroys the student's ability to view himself or herself as a desirable, capable and effective person. This has an effect on performing difficult activities (the victim feeling too weak or hopeless to persevere on doing things confidently) and so they cannot perform difficult tasks. This can have major consequences for work, relationships, learning activities and life situations that require perseverance to overcome obstacles. Bullying needs to be controlled because it affects students' well-being; victims have difficulties on trusting people, their occupational opportunities are reduced and experience a growing tendency to be loners (Dussich & Maekoya, 2007; Stein & Bockwoldt, 2016).

Children and youths in Tanzania are faced with a high level of bullying, violence and sexual harassment daily, as a survey by UNICEF and the government of Tanzania report (UNICEF, 2011). The United Nations Secretary-General's (UNSG) World Report on Violence against Children, a comprehensive global study on all forms of violence against children, revealed that the presence of children violence in the society affects children's physical and mental health. (Kahemele, 2014). Tanzania was the first African country which acted on the recommendations by doing a National Survey on violence against children. The results show that sexual, physical and emotional violence are common for children with the age below 18 who are growing up in Tanzania. This is the age where most of children are in schools who might be affected in terms of learning. It is a threat to national development and will not achieve quality education unless children are safe in school in which the present study is dealing with (UNICEF, 2011).

A survey of emotional, physical and sexual violence against children and its impact on the physical health of the children was conducted at United Nations Plaza, New York. The findings showed that children in Africa were exposed to physical and emotional violence which caused physical injuring (Stein and Bockwoldt, 2016; UNICEF, 2011). However, less is known about the impact of this violence on the learners' achievement in secondary schools.

Education is essential in reducing poverty and also in promoting a more equitable distribution of natural resources to ensure a peaceful co-existence and a sustainable future for all. Violence and exclusion from schools increases the probability of putting some children at a risk of not achieving quality education and increasing economic inequities. High educational achievement would be a tool in addressing these inequalities (URT, 2007). School violence, especially bullying, is a very serious problem in many schools worldwide and it becomes particularly problematic during adolescence (Seixas, Coelho, & Nicholas, 2013). There is a significant number of students being bullied in different parts of the world.

The research done by Eriksen, Nielsen, & Simonsen (2012) found that bullying is a widespread social phenomenon. It further showed that both children who are being bullied and children who bully others suffer in terms of long-term outcomes. The consequences of bullying in schools may contribute to later difficulties in health and well-being. The tendency of bullying others at school significantly predicts subsequent anti-social and violent behaviour and as a result, it affects the school climate. Rigby (2003) argues that bullying in schools is unwanted behaviours which need to be addressed. Sanders & Phye (2004) defined 'school climate' to be the general atmosphere of the school where students are not free from fear. In a good atmosphere, trust between students and teachers increases. The school environment encourages teamwork among students and students and teachers. Additionally, Barry (2005) states that when the school environment is conducive for learning, the students gain knowledge, skills and attitudes and feel proud of who they are.

Chipeta (2004) defines learning activities as any organized activities with the intention to improve students' knowledge, skills, well-being and competence through study. Chipeta (2004) elaborates that learning activities are academic activities organized by a subject teacher or by students to promote the students 'well-being and acquire the quality of education with the aim of students' empowerment. The process of learning activities involves discussing the subject content, answering questions in the classrooms, explaining the subject's content, defining the subject concepts, asking questions in the classroom for clarity, solving problems and describing and justifying the subjects' concepts with the aim of empowering students. Learning is assessed by formative or summative evaluation to determine the students' empowerment and their ability to deliver the subject content

skills obtained from their classroom learning. Davis (2002) declared that students learn faster and become empowered when they are mentally motivated to involve themselves in the learning activities which include discussing, discovery, investigating, answering questions, asking questions and interpreting the learned subject content. Yang (2005) shows that students' ability to work in groups assists them in developing appropriate skills in the subject matter as well as teamwork. URT (2010) affirmed that students expected to gain competence skills after learning. The research confirmed the importance of a good environment in learning activities.

It is unfortunate that there are serious incidents of students being victimized in Tanzania either by their fellow students, parents or by their teachers. For example, Godwin (2006) reported one student who was severely beaten by his teacher until he was hospitalised. Another incident was reported by Odhiambo (2017) that a young secondary school student was severely beaten by three teachers for not writing class assignment given. A victim says he was sick on the day the homework was given. He tried to explain to the subject teacher why he could not do it, but he ended up being severely beaten by the three teachers.

BBC NEWS (Oct 6, 2016) reported that in Geita a standard three pupil was beaten and injured by his step-father because the pupil's exercise books had not been marked by the teacher. Subira (2016) on January 2016, in one week, there were about four bullying cases reported in Geita, Tanzania, whereby one child died. One of these bullying cases was related to learning activities whereby a primary school pupil of six years was beaten by his father. The child was tied to a bicycle wheel for two days and she was severely injured. The father had been teaching the child and expecting her to understand the subject content. The child was not able to answer his questions as expected and was consequently brutally beaten and injured in the hands and all over the body. All these severe violence cases are related to learning activities. BBC News Swahili (2018) reported currently that a child was beaten to death for stealing the teacher's handbag.

Crosnoe, Monica, and Glen (2004) argue that if a school is able to provide a safe environment for learning, students can be empowered to learn and to be successful academically regardless of their family background and social economic status. The school environment affects students' academic performance. These include the

kind of treatments of the students by teachers' and disciplinary management styles as well as teachers' characteristics such as gender, qualifications and teaching experience (Odhiambo, 2005; Akiri & Ugborudbo, 2008).

Several studies conducted in Tanzania indicate that bullying and child maltreatment is increasing in schools. Ndibalema (2013) conducted a research on the perceptions about bullying behaviours in secondary schools in Tanzania and found out that the number of cases of bullying was increasing. Hecker et al (2014) conducted a research on corporal punishment and children internalizing problems. This was a cross sectional study in Tanzanian primary schools. The findings show that almost all children had experienced maltreatment in families and in schools. Brown et al (2008) conducted a study among youths from African countries: Kenya, Namibia, Morocco, Swaziland, Tanzania, Uganda and Zambia. The study findings show that in all eight countries, there was a relatively high frequency of bullying. This led to adverse health problems such as persistent loneliness, anxiety-related sleep loss, cigarette smoking, alcohol use, drug abuse and risky sexual behaviours. The results were compared to youths who had not been exposed to bullying behaviours. The results show that nearly half (47%) of the youths were reported to have been bullied for at least once during the 30 days preceding the survey. The results show that the prevalence of exposure to bullying behaviour differed across countries; the relationship between exposure to bullying behaviour and each of the adverse health behaviours was documented. A continuous commitment to research exposure to bullying, violence and health risky behaviours is needed in Africa. Further studies to understand the burden of bullying and other forms of violence in Africa are necessary.

Research carried out in Tanzania in the field of school violence and especially on bullying show that bullying has been practiced both by the official authorities and the society (Stein & Bockwoldt, 2016; Hecker et al, 2014).

Various studies such as Schneider et al, (2012) have revealed bullying practices. In Europe (Didaskalou andreou, & & Vlachou, 2009; Nandoli & Franz, 2010; Garaigordobil & Onederra, 2008; Vieno & Santinello, 2011; Menesini, Fonzi & Smith, 2002) have also shown that bullying is a common practice in schools.

In Asia (Wei et al, 2010; Wong et al, 2008; Ahmed & Braithwaite, 2004; Perren et al, 2010; Roeger et al, 2010) In Australia have also explained that bullying was practiced. In Africa, Brown et al.(2008), Liang et al.(2007); Pinheiro (2006), Sapouna et al. (2012), Basson (2008), Dunne et al.(2013), Greeff and Grobler (2008) and Liang, Flisher and Lombard (2007*)* reveal that there are significant numbers of pupils who are regularly victimized.

Several studies show that bullying is prevailing all over the world and need to be prevented because it might affect students learning activities. The studies on school bullying include Dombeck (1999, Dunne et al.(2010) Crosnoe and Cooper (2010) Gottfredson et al. (2007) Hepburn et al, (2000) and Rigby (1999). Other studies on bullying in schools are Walters and Bowen, (1997), Whitney and Smith (1993) and Kamala, Wilson and Caledonia, (2013).

Olweus (1993) identifies various forms of bullying: direct physical bullying which involves tangible behaviours such as beating and other corporal punishments and direct verbal bullying, which involves name-calling, threats, abusive language and discouraging remarks on students' learning activities. Indirect bullying involves spreading rumours and gossiping. Relations bullying includes excluding students from group activities with intention of discouraging or hurting him or her. Cyber bullying involves writing insulting letters, messages from mobile phones, sending insulting messages through smart phones, manipulating others on the internet, writing insulting words about other students on the walls, desks, toilets and on the chalkboard. Sexual bullying involves forcing students into sexual relations to weaken students academically or economically by promising them assistance in their learning activities or economic assistance, for example, buying learning materials, paying school contributions or other particulars.

The Government of Tanzania is committed to serving its people through a framework which focuses on the reduction of poverty as part of the National Strategy of Growth and Reduction of Poverty (SDP). Tanzania is also committed to the Sustainable Development Goals (SDGs) which are internationally agreed targets for reducing poverty, hunger, diseases, illiteracy, environmental degradation and discrimination against women. New strategy of the Tanzanian President Dr. John Pombe Magufuli is that the nation should be an industrialized

country. Therefore, the Tanzanian education is to prepare a child who will be creative to work effectively in our industries. We cannot achieve the creativity in the industries working place effectively with the ever fear school leavers due to bullying and violence (Mkumbo, 2013; Stein & Bockwoldt, 2016 ; Hecker, at.,al, 2016 and Nkuba, Hermenau & Hecker, 2018). The government of Tanzania is running the risk of missing these important developmental goals and the new strategy of Tanzania to be an industrialized country. The quality of education will determine the kind of relationship among students and among teachers in a school. These relationships will determine the development that the society will achieve.

In the recent years 2009-2017, students' performance in the Tanzanian National Examinations (CSEE) has been declining, prompting concern in the society and government about what might be responsible for this declining performance and how to address it. For example, Figure. 1 below shows that pass rates in the Certificate of Secondary Education Examinations has fallen from 75.5% in 2009 to 50.4 % in 2010, 34.5% in 2012; 44% in 2013 and most recently 23% in 2015. Students are performing poorly and different reports indicate that violence and bullying of children from age 13 to 24 are increasing in Tanzania. The main question is to find out whether bullying is one of the source of the failing trend in academic performance.
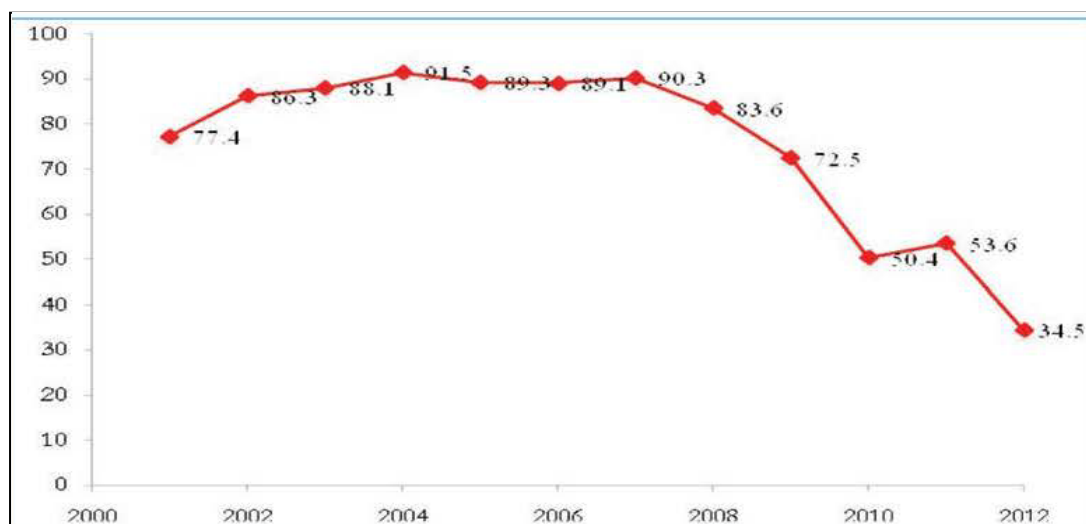
Figure 1. 1: The Trend of Academic Performance in Tanzania
Source: BEST (2013)

National Examinations are the useful source of information for parents on making decisions about the future of their children and for the sustainable development goals in the Country. The data show that Certificate of

Secondary Educational Examinations performance in Tanzania has been falling consistently in the past ten years (Mkumbo, 2013). The Ministry of Education (1995) describes the main purpose of secondary education as providing opportunities for learners to acquire the essential knowledge, skills and attitudes so that graduates can join professional training and institutions of higher education. The learners who fail the national examination are at risk of missing the opportunity to join professional training and higher learning institutions. The Ontario Ministry of Education (2009) describes the importance of preventing bullying and violence in schools for students' academic achievement. Different researchers and various reports have shown concern about students' poor performance in secondary school examinations. For example, Komba, Hizza, & Winledy (2014) investigated the factors influencing academic performance of ward secondary schools in Tanzania. They specifically focused on finding out the relationship between the school facilities, infrastructure, availability of materials and academic performance in ward secondary schools in Tanzania. Their findings show that all secondary schools that formed part of the study had no library and laboratories in place. Some books were used by teachers for reference but were kept in the teachers' offices where students had no access for independent study. It was found out that the learning environment did not promise the future of academic improvement in these secondary schools unless some feasible and strategic efforts were done to reverse the situation. All schools had a limited number of teachers. The available teachers were overworked because of attending too many classes beyond their capacity and hence automatically teachers' efficiency in delivering was reduced. Most of the parents did not make a follow-up on the academic progress of their children. This might be due to their illiteracy and some of them being too busy. Lack of support from the parents brings difficulties in taking care of children by teachers. In summary, factors causing poor academic performance include a low number of qualified teachers , unavailability of libraries and laboratories, poor communication among parents and teachers but very little has been said about bullying to be one of the causative factors leading to poor academic performance in school, the focus of the current study.

Lyimo (2014) analyzed teachers' low payments and how it affected teachers as well as students' academic performance in Tanzania. The findings showed that the majority of teachers were not paid their salaries, arrears

and allowances on time. Many teachers also stated that their salaries were insufficient to meet their basic needs. The findings of this study revealed that low salary and delay of payments affected teacher's motivation. Lack of housing was another factor that contributed to their dissatisfaction. The fact that some teachers' houses had been constructed recently but this did not resolve the said source of discontent. The majority of teachers argued that they engaged themselves in other economic activities which affected their work as teachers. In turn, the engagement of teachers in such activities to supplement their salaries had adversely impacted students' academic performance. Therefore, the majority of teachers engage themselves in other economic activities which affect their work as teachers which lead to low supervision to students. The supervision of the children becomes very difficult. Children are left alone to try whatever they want to do. Some are trying to beat others; some are stealing, some stabbing others because the supervision from teachers is very minimal. While these children misbehave, teachers become very harsh forgetting that they did not play their part of supervision and that is why they behave the way they do. This might be the causes of bullying in schools.

Ngimbudzi (2009) investigated job satisfaction among secondary school teachers and the impact on students' academic performance in Tanzania. Findings indicated that some teachers were not happy in their work resulting in poor job turnover, absenteeism and involvement in teachers' union activities. Job satisfaction helps in teachers' retention and makes them committed to their job and thus making their schools be very useful. In other words, job satisfaction contributes to the improvement of teaching, students' learning and teachers' retention. A finding shows that some teachers were not happy in their institutions.

Kaguo (2011) investigated the factors influencing the academic performance of students in community-built and government-built secondary schools in Mbeya municipality. The findings show that students and teachers in community-built secondary schools claimed that the teaching and learning materials were inadequate. Perhaps the government-built secondary schools were being allocated with enough funds to buy teaching and learning materials as compared to community-built secondary schools. This was eventually reflected in the poor examination results of students in most of the community-built secondary schools. The findings further show that the learning environment affected the students' academic performance, especially in the community-

built secondary schools. For example, there were inadequate desks, chairs, tables, classrooms, laboratories, libraries, dormitories and toilets. The study results also showed that government-built secondary schools had enough exercises given to students compared to community-built secondary schools. Respondents indicated that English language was rarely used in community secondary schools as a medium of instruction in the teaching and learning process. The poor learning environment including inadequate desks, chairs, tables, classrooms, laboratories, libraries, dormitories and toilets was considered to lead to bullying in schools in which the present study is investigating.

Mkumbo (2013) investigated teachers' commitment to the teaching professional in Tanzania. The findings show that teachers join the teaching professional because it is the easiest job to get. Therefore, the commitment to the job was very low. Some responded that teachers joined the teaching career because they lack qualifications to join other professions. They found the teaching profession to be their only option. Some respondents explained that they joined the teaching profession because of the influence of their parents and other close relatives. Many teachers complained that their students did not respect teachers and had very negative attitudes towards the teaching profession.

Other researchers such as Galabawa (2001), Mosha (2000), Omari (2006) and Omari (2011) investigated different factors affecting academic performance in Tanzania such as the teaching and learning materials, students' enrolment, classroom size, teachers' competence, school management and financing issues. The studies found that there was a relationship between students' academic performance and the amount of teaching and learning materials. The inadequate of teaching and learning materials in schools can lead to other students stealing, forcing other students to give them things or to beat other students. Few researchers have addressed bullying as a factor contributing to poor academic performance in the Certificates of Secondary Educational Examination in Tanzania, specifically physical and psychological bullying.

1.2 Statement of the Problem

Several researchers such as Mkumbo (2013), Nyandwi (2014) Komba et al.,(2014), Kaguo (2011) and

Ngimbudzi (2009) investigated the reasons for poor academic performance in secondary schools in Tanzania. Very little research has been done on the influence of physical and psychological bullying on students' academic achievement, specifically the impact of bullying on students' learning activities. There are some reports investigating how students are being abused on different occasions. Most of the reasons pointed out were not linked to bullying as one of the causes of the students' academic performance in their schools. This study is concerned with the impact of physical and psychological bullying on students' learning activities in secondary schools in Tanzania. In light of the background of the problem, this study sought to investigate the effects of physical and psychological bullying on the students learning activities and the schools' overall achievement. According to the conceptual framework of this study, the actual observable school learning environment includes classroom management strategies, school discipline management strategies, student-students, students-teacher relationships, and school location. Teaching and learning environment also covers the availability of teaching and learning facilities like chairs, desks and books.

1.2.1 Main Question

How does physical and psychological bullying impact students' academic achievement in Tanzanian Secondary schools?

1.2.2 The Specific Objectives

i.   To determine students' awareness of bullying in secondary schools

ii.   To identify the types of bullying which could be affecting students' academic performance in Tanzania

iii. To establish the causes of bullying in secondary schools

iv.   To assess whether bullying has negative effects on secondary school students' academic achievement.

v.   To establish the implication of corporal punishment on bullying to students

1.2.3 Research Questions

i.   Are students and teachers aware of bullying in secondary schools?

ii.   What are the types of bullying which affecting secondary school students' academic achievement in

Tanzania?

iii.   What are the causes of bullying in secondary schools?

iv.   What are the impacts of bullying on secondary school students' academic achievement?

v.   What is the implication of corporal punishment on bullying to students?

1.2.4 Significance of the Study

Over the past five years, Tanzanian learners' performance in the Form Four National Examination has been declining, reaching a historical low performance in 2015, when only 23% of the candidates who sat for the examination passed. The situation was a wake-up call for educational stakeholders to immediately seek government intervention. Findings from the present study are therefore expected to provide new knowledge about the influence of bullying on students' psychological, physical and academic well-being. The findings of this study will also help to encourage the policymakers and the community in general, to strive to improve the school situation to positively affect students' academic achievement in the CSEE. The findings will shed light on the actual situation of physical and psychological bullying in Tanzania, identifying its causes and how it affects secondary school students' academic achievement, for the proposes of making valuable recommendations.

The findings from this study are expected to be useful to school authorities, the teachers, school managers, parents, students and other educational service providers regarding bullying in secondary schools. They will set appropriate parameters for the students to learn, to provide all services and necessary facilities for creating a friendly school environment. The findings will add to the growing body of literature on bullying patterns in Tanzania and Africa in general, thereby creating a more comprehensive, encompassing picture of this global public health problem in classrooms.

1.2.5 Limitations of the Study

The limitations are taken as challenges to go through. The researcher anticipated several limitations in this research such as the unwillingness of the respondents to participate in data collection due to fear. The

researcher assured the respondents that the given information would be treated with maximum confidentiality to protect their identity and the names of their schools.

Another limitation was the time limit since the study had to be carried out concurrently with other university classroom teaching activities. The researcher had to budget time accordingly so as to meet the university deadlines of teaching activities as well as doing research.

The researcher also faced a challenge on national examination results. Some schools were not willing to allow the researcher to use the results for comparison purposes. To solve this limitation the confidentiality of the data was assured and therefore more than half of the schools approved to use their National examinational results after being released in 2015.

The language barrier was another problem as most of Tanzanian secondary school students do not always speak English language. To overcome this problem, the instruments were translated from English to Kiswahili language by researcher and were tested by lecturers in the department of Kiswahili at St Augustine University of Tanzania.

1.2.6 The Terms Used in this Study

Violence: Refers to the act of student(s) or teachers inflicting pain or injury on students. These acts of violence may take the form of physical abuse, sexual abuse or physical punishment beyond the disciplinary procedures.

Physical punishment: (or corporal punishment) is anything done to cause pain or discomfort in response to the students' behaviours. Physical punishment involves beating, slapping, pinching, pulling, or hitting with an object, such as peddling, belt, hairbrush, whip, or stick and so on.

Physical bullying occurs when a person uses overt bodily acts to gain power over peers. Physical bullying can include kicking, punching, hitting, or other physical attacks.

Psychological bullying: Involves the repeated and intentional use of words or actions which can cause psychological harm. Examples include intimidation, manipulation and stalking.

Student-centred physical bullying: Occurs when repeated acts of kicking, punching, beating, hitting, or other

physical attacks done by the student.

Teacher-centred physical bullying: This occurs when the acts of beating more than required sticks, kicking, punching, beating, hitting, or other physical attacks did by the teacher.

Students Psychological bullying occurs when the repeated and intentional actions of intimidation, manipulation, name calling is done by students.

Teacher-centred psychological bullying: This occurs when the repeated actions of use humiliating, name-calling and other psychological harm to student done by a teacher.

Davis (2002) learning is an active process and constructive activities that expected to produce competency trainees. In this study, learning activities is a process whereby the new knowledge is acquired by a student from previous knowledge. Information is useful when it is presented in some framework within the conducive learning environment."

Academic achievement (or academic performance) is the outcome of education that is it is the way to which a student has achieved educational goals. Academic achievement is commonly measured by examinations or continuous assessment.

Certificates Secondary Educational Examination: Are the national examinations organized and administered by the National Examinations Council of Tanzania (NECTA). It is a powerful indicator of standards of education that are used to make a judgment about students and schools by the examination results as it promotes students to the next level of education.

Learning activities: are activities designed by the teacher to bring about or create the conditions for learning. Some learning activities stimulate experiential learning; others mobilize conceptual thinking, while still others prompt students to engage in analytical discussion. They are a collection of simple activities designed to help children/students improve their learning skills.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter deals with the overview of the study, the theoretical based, including the definition of bullying, forms of bullying and the reported bullying in Tanzania. It touches the aspects of violence against children in Tanzania, the relationship between learning activities and students' achievement, types of learning objectives and learning activities. Apart from that, it also deals with the theoretical perspectives of bullying and lastly, it looks at the empirical studies. The empirical literature reviewed was related to the following areas: Awareness of bullying types in schools; the causes of bullying in schools; the impact of bullying in schools and implication of the classroom management punishment, the implication of bullying. This chapter also deals with the effects of the preventive program on children's social-emotional competence and the Tanzanian curriculum theoretical policy is discussed. The chapter ends with identifying the research gap, outlining the conceptual framework and finally a chapter conclusion.

2.1 The Overview

The reason for focusing on the impacts of physical and psychological bullying on students' academic achievement is that children violence and intimidation problems are happening in the society. The most affected are learners who are between 13 to 24 years old (UNICEF, 2011). This is the age in which most of them are enrolled in Tanzanian secondary schools. The second reason for the focus on this study is the unstable and declining academic achievement of students in the CSEE in Tanzania. The poor performance could point to the fact that the aim of education is not being realized.

URT (2007) states that the major aim of education is to enable learners to acquire knowledge, competencies, skills, desirable attitudes, well moral standing and to attain the experience to achieve the required competencies, a safe school environment without fear of bullying and violence and good classroom interaction amongst teachers and students are very important.

The millennium goals of 2015, achieved the enrolment of students in primary school levels and to some extent in secondary schools but the challenge is the school learning environment to all students. It is not well known how physical and psychological bullying can positively or negatively affect students' achievement in the CSEE and the sustainability of development goals 4 in Tanzania.

2.2 Definition of Bullying

Bullying is a form of violence - A student is being bullied when he or she is exposed repeatedly and overtime to negative actions of one or more powerful students or people. A victim cannot defend himself or herself due to different reasons. It could be real or perception of being weak. This implies that there is an imbalance of power within the interaction. It is indicated however that a single serious instance ''under certain circumstances'' should be considered as a bullying. Bullying implies an imbalance of power within the interaction of two people the victim being the weak person (Olweus, 1993; Sanders & Phye 2004). According to the present study a single serious physical or psychological bullying action done by teacher or student to student can be considered as a bullying because it violates children's rights on education.

2.3 Different Forms of Bullying

Olweus (1993) identifies deferent forms of bullying including direct physical bullying such as tangible behaviours, aggressive actions like beating or caning student in front of others, or punishing student beyond of disciplinary procedures. Direct verbal bullying includes actions of insulting by name-calling and threats. Indirect bullying are intangible behaviours such as spreading rumours and gossiping. Cyber bullying includes actions of sending insulting letters, messages or phone calls. Sexual bullying and harassment is the actions of forcing others into sexual relations. Lastly, relations bullying involves the actions of excluding others from important groups.

2.1.1 Reported Acts of Bullying in Tanzania

The incidences of bullying have been reported by researchers in different places in Tanzania. One incident of bullying reported by Godwin (2006) as cited in Ndibalema (2013) was very pitiful. The report indicates that a

male form four secondary school student aged 20 sustained severe injuries and fainted due to the severe punishment he received from his teacher. When the teacher discovered that the boy had fainted, he locked him in the office and called other students to take him to the hospital for treatment. When the boy was interviewed, he said that he was punished by the teacher because he was not participating in classroom learning activities. Ndibalema (2013) narrates that violence is a sensitive issue which provokes anxiety. It arouses emotions and has a negative impact on students learning activities. Ndibalema (2013) maintains that students are expected to interact well with their teachers in order to promote effective learning. Bullying can poison the expected effective learning process among learners. Chipeta (2004) argues that students who trust their teachers are more motivated in learning activities. Mugalura (Oct 28, 2016) reports that more than three teachers severely beat a student for not completing the class assignment. Recently BBC News Swahili (2018) on August 31st 2018 reported a student who was beaten by his teacher to death because that student had stolen the handbag of teacher. Odhiambo (March 12, 2017) state that three teachers trainee in Mbeya Tanzania beat a student who had reportedly not done his homework. UNICEF (2009) shows that the physical and emotional violence of boys and girls at their homes are almost 80% for girls and 65% for boys aged between 18-24 experienced physical and emotional abuse from friends/ classmates. This is the age where most of the Tanzanian people are in secondary schools. UNICEF (2009) found that children are confronted with physical, emotional and sexual violence in many places in Tanzania, as indicated in Table 2.1 below.

Table 2: 1 Violence against Children in Tanzania (National Survey, 2009)

	Violence Against Children in Tanzania	Male	Female
1	Student before the age of 18 experiencing at least one incident of sexual violence by teachers	13.4%	14.0%
2	Student before the age of 18 were forced or coerced to engage in sexual relation by teachers	5.9 %	14%
3	Physical violence by a relative and authority figure (such as teachers)	13%	13%
4	Emotional violence experienced (threatened with abandonment by an adult)	5%	4%
	Vulnerability to influence bullying		
5	Child Vulnerability: The ages of 18 years orphan Status and Childhood Experiences of Violence	2.3 %	3.7 %
6	Students with the ages of 13 years experiences the most common form of sexual violence	8.7 %	16.0%,
7	Attempted sexual bullying for promised the assistance of the learning activities	6.3%	14.6%

source: National Survey (2009)

The report shows that students below the age of 18 (13.3%) experienced an incident of sexual violence by teachers. 14% of students below the age of 18 were forced to engage in sexual relationships with teachers. Students before the age of 18 (13%) experienced emotional violence by adults in the families. Students below the age of 18 years with orphanage status (16.0%) attempted sexual bullying for being promised assistance in their learning activities. The report shows that teachers and relatives who are responsible for protecting the children from violence are often the ones who are hurting the children which might be affecting their learning activities.

2.1.2 The Importance of Learning Activities on free violence school to Students' Achievement

Davis (2002) argues that learning activities are any organized activities undertaken by a student with the intention to improve his/her knowledge, skills, competence and experience. The skills could be gained by study or by instruction with the aim of empowering the students. Unfortunately, some students feel ashamed of their learning activities due to the violence and demoralised they are confronted with daily. Davis continue claiming that learning activities help the students to remember the subject content better and feel proud of it. Students who are always asking questions in classrooms and those who answer questions in the classrooms in schools are more likely to perform well not only in their formative and summative evaluation but also to be in the position of applying their skills competently for their personal growth and the National development (Burke, 2011).

2.1.3 Convention on the Rights of the Child on Education

The United Nations Convention on the Rights of the Child (1989) Article 29 specifies that education shall be directed to the preparation of the child for a responsible life in a free society. The United Republic of Tanzania signed the convection on 1st June 1990 and this was ratified and accepted on 10th June 1991. Similarly, the Tanzanian National Constitution passed in 1977 and amended in 1995, page 19 in ACT NO 15 subtitle defends citizens' rights to have education and freedom to undertake one's study at any level according to one's ability. It states, ''Every person has the right to self-education and every citizen shall be free to pursue the education in a

field of his / her choice up to the highest level according to his merits and ability".

2.1.4 Education as a Key for Development

Education is a human right as it cannot be taken for granted; children should be free from fear in school learning environment. The deadline for the Millennium Development Goals was 2015. Quality education is now focused on the new sustainable development goals. The sustainable development goal number 4 ensured inclusive education for all and promotes lifelong learning. Obtaining a quality education without fear is the foundation for improving people's lives and achieves the sustainable development goal 4. MDGs major progress efforts have been made towards increasing access to education at all levels and increasing enrolment rates in schools. But the question is what is the secondary school's students learning environment for the achievement of sustainable development goals number 4 (UNESCO, 2000).

MDGs improved enrolment and basic literacy skills, yet efforts are needed to achieve universal education goals. For example, the MDGs world has achieved equity in primary education between girls and boys, but few countries have achieved that target at all levels of education. MDGs have succeeded on enrolment in primary education in developing countries. It has reached 91 percent but 57 million children remain out of school. The question is why do these children remain out of schools?

UNESCO (2000) the achieving inclusive and equitable quality education for all will require increasing efforts, especially in sub-Saharan Africa and Southern Asia and for vulnerable populations, including persons with disabilities, indigenous people, refugee children and poor children in rural areas. About 263 million children and youths were out of school. In 6 out of 24 sub-Saharan African countries with data, fewer than half of the students who finished their primary schooling had attained minimum proficiency levels in reading. The poor conditions of schools in many parts of the world are put at risk prediction for quality education for all students.

2.1.5 The Importance of Friendly School Learning Environment without bullying and violence

The provision of quality education and training in any educational system is dependent upon many factors

which are believed to be the most important in educational effectiveness. These are the organizational and managerial characteristics of schools including creating a friendly school learning environment for the students. A friendly school learning environment is dependent on the relationships among school members which lead to a harmonious learning environment (URT, 2004). Lack of harmony usually gives rise to a lot of problems such as student drop-outs, truancy, punishment and other behaviours. Another factor is economically-oriented such as expenditure per student, teacher salaries and teacher qualifications. Furthermore, the effective teaching and instruction (classroom management and teaching strategies) becomes another factor. Lema, Mbilinyi, and Rajani (2004) state that Nyerere on education maintains that the major aim of education is to enable learners acquire knowledge, skills, desirable attitudes and moral standing as well as ability and appreciation for exploring the national resources.

2.1.6 Expected Objective to be obtained from Violence Free Schools

Benjamin Bloom researched the development of a classification of levels of objective learning from the lowest to the highest level during the learning processes. Students should learn effectively without fear. He classifies three levels of learning objectives: Cognitive, affective and psychomotor domains. In each of these domains, there is an ascending order of complexity (Chipeta, 2004).

The cognitive domain level of knowledge is the ability to recall or remember the subjects' contents, to define, describe, identify, list, name, outline and explain after training in which children who are free from fear school learning environment will benefit from it. UNICEF (2011) report unfortunately shows that, there are much physical and psychological violence which might hinder the learner's opportunity to perform these learning activities competently after training.

Comprehension is the ability to interpret the learned information obtained from the trained students. Comprehensive learning activities include the paraphrasing of subject content in their own words and summarizing the contents in their own words and interpreting charts and graphs after training and attending the learning activities in schools. Students who are learning in the environment of fear have no opportunity to

achieve the comprehensive level as stipulated in cognitive domain learning activities.

Application is the ability of the learner to use the learning activity materials in the new situation and applying the knowledge. For example, by using the formula of calculating the area, a student who is learning in the school environment which is free from fear will be able to determine the classroom area; or will be able to perform Mathematics questions competently. A student whose mental health is affected by fear in one way or the other has no opportunity to perform these learning activities competently.

Analysis is the ability to break down materials into its parts so that its organizational structure may be understood. The actions to be done by learners after training involve arranging the subject contents learned and differentiated the subject's concepts. A student who is affected physically or psychologically has no opportunity to perform these learning activities competently in schools.

Synthesis refers to the ability of the learners to put parts together to form a new form of action to be done by students. It involves comparing subjects' concepts, composing, contrasting and formulating the subjects' concepts. A student who is affected physically or psychologically has no opportunity to perform these learning activities competently in schools (Chipeta, 2004).

Evaluation is the last level of the cognitive domain. It is concerned with the ability to judge the value of material according to its purpose. It involves comparing and contrasting, criticizing, interpreting, judging and justifying. A student who is physically and psychologically harmed will lose the opportunity to perform the evaluation activities in schools (Chipeta, 2004 ; URT ,2010)

The affective domain is associated with interest, attitudes and feelings. A student who is physically or psychologically bullied will lose interest in the teacher, the subject content and the school. Such student will be at risk of achieving the sustainable development goal in which the nation is intended to achieve.

The psycho-motor domain deals with physical and motor skills. It emphasizes physical or muscular skills or

body movements involving sports, games, engineering and so on. These are activities involving physical learning activities. The overall question to be answered is: What is the impact of types of bullying on students' expected learning activities according to the classification of Benjamin Bloom (Chipeta, 2004).

2.2 Theoretical Perspectives on Bullying

This subsection reviews various theories which explain the occurrence of bullying in schools and explain why some students choose to engage in bullying while other students do not. It is also concerned with why some students choose to do bad things to other students and others choose to do good things to others and the impact of bullying on learning motivation. The hypothesis is that those students who feel they are neither respected nor loved and trusted by other students and by teachers, are negatively affected regarding their motivation to learn. Theories are discussed: The social information processing theory, the theory of the mind, the moral development theory and preventive system theory.

2.2.1 The Social Information Processing Theory

Dodge et.,al. (1990) formulated the social information theory and was used by Crick and Dodge (1996). It postulates six sequential stages dealing with social information. Stage one, a student encodes sensory information taken into the system, stage two the person interprets this sensory information, stage three the person clarifies the interpreted information and sets a goal, stage four, the person looks for ideas for possible responses, stage five, a decision is made about which response is the most appropriate to follow and stage six, the person follows the decision according to his or her behavioural response. Crick and Dodge (1996) suggest that bullying occurs as a result of the shortage of one or more of the six stages of social information processing theory.

Camodeca (2003) reveal more specifically that bullying occurs as a result of a shortage in either the second stage of social processing theory (the clarification or interpretation stage) or the fifth stage (decision-making). Children who are neglected by their families are likely to develop human relationships that are not good resulting in social incompetence. This theory suggests that a student who bullies other students lacks stage two

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and six of the social information theory. The students who bully other students need some relationship training skills obtained from the educational school curriculum for them to improve their conscientiousness in the relationship with other students and to improve the learning environment for them to perform better academically, which is linked to personality and higher mental ability. Students who are stable in conscientiousness (linked to effort and achievement) tend to perform well in their academic achievement. A student with good consciousness improves mental curiosity gained by learning activities about other students. In return, it has an important influence on academic achievement because of good conscientiousness.

2.2.2 Theory of the Mind

The Theory of Mind is the ability to interpret self and others mental and emotional perspectives. Goldman (2012) defines the theory of mind as the cognitive capacity to attribute mental states to self and others. The other name of the theory of mind can be considered as "common-sense psychology," or "mindreading". It is verbal and non-verbal forms. All languages of communication in this form have words to describe mental states, namely bodily feelings, perceptions, emotional states and propositional attitudes (beliefs, desires, hopes and intentions). People engaged in social life have many thoughts and beliefs about others' (and their own) mental states, even when they do not verbalize them.

Sutton (2001) maintains that the theory of mind is the ability of a person to manipulate the mental states of themselves and other students to explain and predict behaviours of others. The person who has the well-developed theory of mind skills will be able to read and understand the feelings and emotions of other people. Sutton continue argues that bullying is facilitated by the well-developed theory of mind skills. A person who can understand the mental state of others and predict their behaviours is capable of manipulating the minds of others by spreading rumours and excluding others from social groups. This theory is important for this study because it answers the question of why some students are excluding other students from learning activities and why some students spread rumours about others.

This theory of mind explains the causes of psychological bullying in schools which could be affecting the

students' learning activities and as a result affecting their academic achievement in their public examinations.

Rivers and Smith (1994) used the theory of mind to indicate that older bullies are more likely to use indirect types (psychological) of bullying, while younger bullies use more direct bullying (physical bullying), because the older students have a well-developed theory of mind for reading the mind of other students and spreading bad stories about the victims which could affect the victim's achievement. Björkqvist Lagerspetz, and Kaukiainen (1992) maintain that indirect (psychological) bullying is more likely to occur among girls than among boys. Girls tend to have a well-developed theory of mind skills. Bjorkqvist also reports a significant positive correlation between social intelligence (developed theory of mind) and indirect aggression. This means that those students with a well-developed theory of mind framework are likely to bully other students by indirect bullying (spreading rumours, gossiping and excluding other students).

2.2.3 The Theory of Moral Development

According to the moral development theory, bullying occurs due to the lack of fairness and sacrifice among students. Arsenio and Lamerisa (2001) state that those students who lack social skills they have the tendency of bullying others. Rest (1983) proposed four stages of morality. The first stage deals with moral sensitivity. It deals with the awareness of the existence of a problem in school or in society. The second stage deals with moral judgment, making decisions to do good moral action or to do evil. Thirdly, it encourages doing moral values. Lastly, reached moral character means implementing the moral action without force.

This theory suggests that developmental differences in moral understanding exist because of the knowledge of elements of moral development. The first two components (moral sensitivity and moral judgments) are the same as the social knowledge ability of the individual. They join together ideas proposed by the Social Information Processing Theory. The processing theory and the theory of mind acknowledge students' ability to identify a moral problem and take into consideration various possible moral actions. They require social information processing skills and the ability to understand and predict the feelings and behaviours of other

people (theory of mind). This theory is important in my study because it helps to explain students' awareness of bullying in schools and the bullying actions have been done to other students.

2.2.4 The Pedagogy of Don Bosco Preventive System of Education

This is the pedagogy of the system of education which is designed to enable the students to choose to do good things rather than deciding to do bad things to other students. It is called a Preventive System of Education because it aims at preventing any need of punishment by putting the students in an environment which encourages them to choose to do good rather than to do bad. According to Parankimalil (2012), the preventive system method was introduced to replace the old method called the repressive system of education which used to make students avoid doing bad and only doing well because of a fear of punishment. It aims at controlling a student's behaviour. The preventive method provides a friendly learning environment for the students. The preventive system of education has four principles: Rapport, religion, services and reasoning, tied together with the presence of the teacher.

The Presence of Teacher

Rapport	Religion	Reasoning	Service
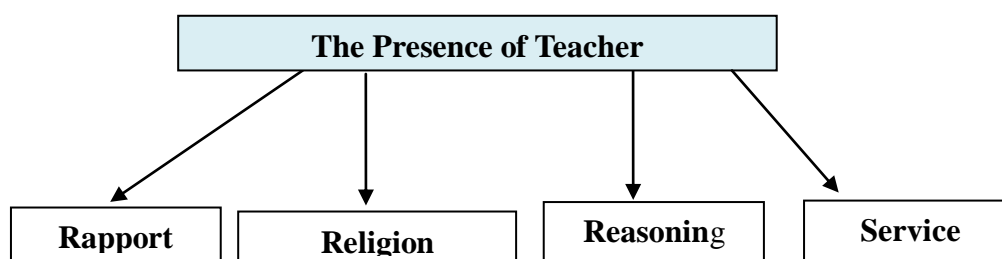
Figure 2.1 Don Bosco's First Principle of Preventive System (Rapport)
Source: Parankimalil, (2012)

Don Bosco's first principle of preventive system (rapport) states that students learn faster from students as well as from teachers they love. They also learn faster when they feel that teachers love them and also when they feel that they are accepted by peers. When teachers show interest in the academic things that students are doing, students are then interested in that subject the teacher is teaching. They value that subjects which the teacher is teaching without using force or punishment. The principle of 'rapport' is very important for this study because it shows the impact of bullying on students motivation to learn, that is, students who feel that they are respected

by others (students and teachers) or feel loved by others learn faster and therefore they are able to explain, identify and summarize the subject content they learn (Parankimalil, 2012).

Don Bosco's second principle proposes that religious faith is the cause of real happiness. A person is to be dedicated to live according to the moral plan of loving God and neighbours. This will have an impact on students' bullying other students as it promotes a spirit of togetherness in schools. Religious faith encourages students to choose not to bully other students and to direct them to a perfect love. As a result, this can impact their learning activities positively.

According to a passage from the New Testament in the Bible (Acts 20:35), religious faith directs students to be devoted to the responsibility of studying hard. This enables them not to be punished for not studying hard. Instead, the students will invest time by studying hard. Don Bosco's third principle is service. Service has an impact on the students concerning opening their minds to help other students who are slow learners. As a result, it assists them to help those learners who are in need in their learning activities, instead of excluding them from the learning activities in schools. Don Bosco used services to make his students open their minds and hearts to assist those who have fewer opportunities than themselves. Don Bosco experienced a time when people were affected by the cholera disease. He gave his students the task to help the sick people by putting the sculpture of the Blessed Virgin Mary around the necks of the afflicted. It was said that none of them was infected by cholera. This is the way of encouraging students on realizing people in need and helps them. This religious belief is important to this study because it has an impact on students' learning activities by not excluding students who are slow learners from their group of learning activities to afraid to be delayed do complete their assignment, instead to help them until they all succeed.

Religious faith further prevents bullying other students by excluding them. Instead, it enables the students to choose to do good things to others. They will not harm other students instead; they will assist those with fewer opportunities in their learning activities. By working hard in this way, students will be able to help the weak and remember the word of the Lord Jesus who said it is more blessed to give than to receive (Parankimalil,

2012). Religion therefore is an essential element in the process of liberation and development of the children in the society.

Don Bosco's fourth principle is the reason. Reason gives the teacher the disciplinary skills to be used to formulate reasonable rules for students' behaviour. These can be modified by involving children in the formulation of school rules and communicating them. This has a good impact on the useful values in the implementation on the part of the students. It prevents them from being given physical punishment. The reasoning element of the preventive system is to enable the teachers not to enforce rules that are unfamiliar to the psychological maturity of the students.

Presence is another element of the preventive system of education, in the sense that the presence of the teacher is not only physical but also in the heart of the students. This motivates students to choose not to do a bad thing to other students instead; they choose to do good things to please their teachers. According to the preventive system of Don Bosco, a teacher is a motivator, personal presence, a creator presence, a preventive and a healing presence. But the presence of a teacher that brings fear to the student does more harm to the student than good. By being humiliated and manipulated severely in the presence of a teacher, the student will lack self-esteem. As a result, it will affect students' learning activities negatively (Schäfer et al., 2005; Parankimalil, 2012).

2.3 Empirical Studies on Bullying in Schools

This sub-chapter reviews the literature on the awareness of bullying in schools, types of bullying in schools, the causes of the occurrence of bullying, the effects of bullying and implication of punishment on bullying to students. The conceptual framework, the conclusion of the chapter and lastly the research gap was identified in which the present research is investigating.

2. 3.1 The Awareness of Bullying in Schools

Moris (2006) carried out a study in Dar as Salaam, Tanzania on the demographic characteristics of bullying in schools. The study involved 339 secondary schools students and 21 teachers. A questionnaire was used for

students and interviews for teachers. The results indicated that more than half of the students perceived that bullying was a problem in their schools. On the contrary, the teachers perceived that bullying was only a small problem in their schools. They argued that they usually use corporal punishment in schools as a means of handling disciplinary issues. The research suggested that the teachers' perceptions are the major cause for the occurrence of bullying in schools. One of the critical factors for the support of such behaviour was lack of awareness of the bullying problem on the part of the teachers about the serious existence of bullying in schools. The review of literature on this objective shows that students are aware of bullying in schools which might be physical and psychological bullying which might affect their learning activities in schools. The importance of this study to the present research is that it helps the researcher to use other methods to reveal the teachers awareness of bullying in schools by using student teachers actors what they are aware on their teaching practice in their schools to capture their awareness on what is real practiced concerning bullying in schools in order to create the awareness to the stakeholders to set the appropriate measures.

In Tanzania, Ndibalema (2013) investigated the perceptions of bullying by both teachers and students in schools. Both qualitative and quantitative research methods were used throughout the study in which a cross-sectional survey design was adopted. The study gathered data from 120 respondents, where 100 teachers were obtained through random sampling. The study shows that most of students perceived that bullying is a problem in their schools while teachers responded negatively. The review of literature on this study shows that students are aware of bullying in schools but teachers perceive that there is no bullying in their schools. The reviews of this literature shows that there might be physical and psychological bullying which might be affecting secondary school students, their learning activities in school in which the present study is going to investigate.

In Kenya, Okoth (2014) investigated the teachers and students' perceptions on bullying behaviour in public secondary schools in Kisumu East District. The target population included students, deputy head teachers and heads of guidance and counselling from 47 schools. The stratified method was used to select respondents in five schools. Saturated sampling was used to select 16 deputy head teachers and 16 guidance and counselling

teachers. A total of 447 students were used in the study as generated by the Creative Research System's formula (2003). Interview and questionnaires were used to collect data. Data from questionnaires were analyzed by using descriptive statistics such of percentages. Qualitative data was explained, organized into themes and reported in text form. Findings of the study revealed that teachers perceived that there is no bullying in their schools while students responded that, there was a big problem in their schools.

The reviews of literatures of Moris (2006) in Tanzania, Ndibalema (2013) in Tanzania and Okoth (2014) in Kenya show that students are aware of bullying in schools but teachers seems to be not aware of the problem which might make the problem to increase as a result students might be affected physically and psychologically. The importance of this literature is that it shows that by using interviews teachers responded that there is no bullying in schools. The present study uses the student teachers actors on the real situation of bullying which they know through their teaching practice school learning environment.

Similarly, Twemlow et al. (2006) did a research on the perception of teachers on bullying behaviours in schools. The results show that the teachers who bully students found in a survey of 116 elementary school teachers, 45% of them admitted to having bullied students. In a qualitative study using discourse and conversational analyses where teachers were asked about teacher-bullying of students (Hepburn, 2000), out of 10 at least one teacher openly admitted to having bullied students. In Ireland, James et al (2008) examined bullying by teachers twice and found that almost half of students reported having been bullied by teachers at both times. In an indirect reflection of teachers who bully students. Spitalli (2005) study on the DONT'S of student discipline suggests that although there is limited research on adult bullying of students in schools, it is clear that this problem exists and that it could be linked to classroom management practices.

The importance of this study to the present study is that it shows the need to identify the real situation of bullying practiced in classrooms by using teaching practice student teachers to act what is really happening in some of classrooms, concerning the management of classrooms regarding bullying in order to reveal what is really happening in classroom learning activities.

Twemlow et al (2006) investigated on the awareness of bullying in schools shows that teachers openly admitted that they personally bullied students. This is a better position on eradicating bullying in schools if teachers are aware of the problem. However, in Tanzania the teachers' perception is still very low which will be revealed by using student teachers actors to reveal the situation of bullying.

By reviewing this literature it is not well known what exactly types of bullying students experienced in schools and which one could be affecting them in their learning activities in order to plan appropriate strategies in order for the students to achieve the competency after their training in the subjects in schools.

2. 3.2 Types of Bullying in Schools

Okoth (2014) found that the most common forms of bullying were name-calling, group isolation and cyber bullying. In Tanzania Moris (2008) found that gossiping 74.3%, stealing 71.7% spreading rumours 70%, excluding other students from groups 70.2%, Jeering 66.1% and threatening 54%. Humiliation, sexual harassment by teachers and corporal punishment were also forms of bullying (ibid). The review of literature of Okoth (2014) and Moris (2006) identifies types of bullying in schools in general which might be done by teachers and students which might be affecting students psychologically or physically in which the present study is investigating.

In Kagera region in Tanzania, Stein and Bockwoldt (2016) the study was about the amount of bullying among students in schools. The most frequently experienced form of violence in schools was defamation (57.0%), followed by stealing (53.5%) and insulting (50.9%). The most rarely experienced forms of violence are sexual violence - rape (3.0%), sexual harassment (6.3% suffered from it), forced prostitution (9.5%) and cyber bullying (11.4%). Stein and Bockwoldt (2016) maintained that physical violence through teachers has been witnessed by 3 in 4 pupils. 77.1% of the students reported to have seen beatings for low academic performance and 76.1% for bad behaviour. Whereby beating through students who were instructed by teachers is less witnessed (44.9%). Half of all pupils reported emotional violence through teaching staff. A total of 50.9% saw threats of beatings through teachers and 61.3% observed teachers insulting students. Sexual abuse through

teachers is least witnessed by 17.8%. The review of literature in this study shows that most of violence types done by teachers in schools; students are beaten for bad performance and for bad behaviours which might be affecting them psychologically, physically, academic performance or behaviours.

In Tanzania, Ndibalema (2013) found that physical bullying was perceived to be the prevailing element of bullying in schools which might be affecting students physically, psychologically as well as academically which this study is investigating through the students victims and the student-teacher actors on the real situation happening in schools in Tanzania.

In Nigeria, Egbochuku (2007) investigated the prevalence of bullying among secondary school students. The results show that physical violence and psychological violence accounted for 85% and 50% respectively of the seriousness of violence against children in schools. It was found that across school location, physical abuse was more prevalent in the rural area (90%) than in the urban areas (80%). The review of literature on the types of bullying found in schools mentioned by students might be affecting students as the victims, as bullies as well as the witnesses which might be affecting students learning activities in schools in which this study is investigating in the real situation happening in real schools.

2.3.3 Factors Responsible for Bullying in Schools

The factors which are responsible for bullying in schools which might be affecting students learning activities in schools reviewed are the social demographic factors, hunger, social denial and truancy, school and home environment factors, the exposure to violence during childhood. In Greek, Kokkinos (2014) and Kipritsi (2012) conducted a study on the social demographic factors responsible for bullying in schools. Specifically the study investigated the relationship between bullying victimization and social-emotional variables. Data were collected through questionnaires from 206 elementary school pupils. The study was conducted in seven primary schools in a small urban city. Bullying among pre-adolescents (47) was selected on the bases of the second author's accessibility to the schools. Twenty-six students (12.7%) were immigrants. Bullying and victimization were measured by using the bullying and victimization scale. Results indicated that boys were engaged more

on direct types of bullying behaviours than girls. Girls were more engaged on indirect bullying. Girls were more victimized due to their less confidence, while boys bullied others due to their over self-confidence. Students who are emotionally stable were not bullied by other students compared to those who were emotionally unstable. This study is very important to the present study on the basis that it is investigating whether the school management practices as well as the classroom management has any implication on bullying to students in schools.

Kamala, Wilson and Caledonia (2013) explored social and demographic of age, sex, mental health, parental care , hunger, social denial and truancy factors responsible for bullying among adolescents in urban low-income country. It used a sample of 2,154 adolescent students divided into two groups: those who had been bullied within a 30-day period and those who were not bullied within the 30 days. Demographics of age, sex, mental health, parental care, hunger, social denial and truancy were compared with these two groups of students who have been bullied and those who have not bullied using logic regression. Multinomial regression was also used to determine if there was a close relationship between bullying frequency and the variables of age, sex, mental health, parental care, hunger, social denial and truancy. The study found that bullied students in Dar es Salaam urban area were more likely to be truant; they suffered from mental health problems and experienced anger. Secondly, the adolescents whose parents were more aware of their free-time activities were less likely to report being bullied. The importance of this study to the present study is that, the present study is adding new knowledge on the classroom management and school management practices could be one of the factors responsible for bullying in schools.

This supports the preventive system advocated by Don Bosco in which the teacher is the creator, the presence and the motivator. Parents who know the uses of free-time of their children are able to protect their children from being bullied by others or bullying other students. There were also significant differences in bullying frequencies and truancy variables, economic status and the signs of depression. Students who were truant were more bullied than those who are not. Low social economic status students were more bullied than those with

high and better economic background. Those students who are more depressed were more bullied than those who are not depressed.

The results were supported by the preventive system on the part of the religious services, encouraging students to open their minds to help those who are weak. Mostly, it would be the students with high social economic status helping those with low social economic statues in order to empower them. Students who are truants are more bullied, perhaps they are given physical punishment in front of other students and this made them scared to come to school whereby they enter a cycle of violence. One school in Dar as Salaam suggested the possible importance of intervening on the effects of bullying behaviour among bully victims. Michael's study differs from my study because it did not touch on the impact of bullying on students' learning activities in schools. In Tanzania, Stein and Bockwoldt (2016) found that poor performance and bad behaviours are the responsible factors for bullying in schools. The 77.1% of the pupils stated to have witnessed beatings for bad performance and 76.1% witnessed students being beaten for bad behaviour.

The school and home are environmental factors responsible for bullying. Bibou et al. (2012) investigated the school factors relating to bullying among the early adolescent students. The data were collected from fourteen focus group interviews with 90 secondary school children. The aim of the research was to find out the ways in which young adolescents talk about their social relations at school in relation to home and the ways they construct bullying as a school-related issue. The findings show that young adolescents differ in their ability to make relationship and participate in their social relationship with others depending on their school and home environment background. Literature shows that students who were treated harshly in schools or in their homes they have difficulties in developing good relationship with others. They cannot interact with others positively and affects their learning activities in schools which have not been investigated in which the present study intendeds to investigate. This study agrees with Huang and Mossige (2012) in so far that exposure to violence during childhood affect the young victims' social relations and psychological health, which might be affecting their learning activities which is not yet investigated, that is why the present study is intending to investigate.

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Bibou et al .(2012) maintains that bullying is an issue of the school climate on the part of the participants. The student and the student-teacher relationship (as a hidden curriculum), academic competition and pressure of academic achievement contribute significantly to the bullying discourse in the students' talk. Craig et al. (2009) shows that there was no relationship between aggressive behaviours and gender. This might be because of the methods of data collection and the number of the participants. Gottfredson et al. (2007) investigated the class, school size and school location factors responsible for bullying in schools. It was found that the greatest amounts of bullying occurred in the large number of students in a class. Olweus (1993) support that the greatest amounts of bullying in Norway occurred in elementary schools where there is the large number of students in a class. Olweus indicated that the percentages of victims of bullying decreased as the grade level increased.

Regarding the issue of school size or class size Payne and Gottfredson et al (2007) 2004) found that school and class size did not affect bullying in German schools. It was found that bullying was a greater problem in smaller schools and classes in England. On the issue of school location Wolke and Samara (2004) as cited Gottfredson et al. (2007) found a greater amount of bullying in schools located in the inner-city, in low social economic status and disadvantaged areas. This study is important to the present study which is intended to show how the disadvantageous students have been being bullied and how the classroom management practices is influencing bullying by using students teachers and disadvantageous students actors on the real situation causing bullying in schools which is affecting their learning activities.

2.3.4 Impact of Bullying in Schools

Several studies have investigated the impact of bullying in schools. Hecker et al. (2016) investigated the impact of harsh disciplinary acts to the victims' impact on cognitive functioning. The study found that there was a strong relationship between harsh disciplinary actions and cognitive functioning. Students who had been severely punished were physically injured, some weakened their relationships with parents, some weakened internalizing problems, some developed antisocial attitudes and aggressive behaviour, some developed poorer academic achievement, some developed mental health problems and some develop poorer physical health.

Similarly, O'Donnell et al .(2012) examined the impact of life events of the children on their skills of problem solving, memory, motivation and attention to the classrooms across five culturally diverse sites. Interviews and video tapes were used for data collection. The multi-stage random sampling survey was used. The systematic and random were used to select the respondents. The study examined the performance of three non-verbal and one adapted verbal measure of children's problem solving, memory, motivation and attention across five culturally diverse sites. The goal was to evaluate the tests as indicators of individual differences on their performance affected by life events and parental care circumstances for vulnerable children. Keywords used were orphans, learning and performance, low and middle income and tests.

The study found that the orphaned and abandoned children had less learning materials, they were depressed. Their performance on problem solving questions on a test was very low. The questions of testing cognitive level of memorizing knowledge which were asked including define, list, name, point out and label. They scored very low grade as well, the same as questions on testing motivation (the affective domain). They scored very lowly as well and testing the attention in classrooms. It was found that most of the time they were sleeping when the teachers were teaching. Therefore, they were not able to answer questions asked by the teachers during the teaching and learning process. This shows that they paid very little attention during the teaching and learning process. This study is important to the present study which is investigating the impact of the student centred bullying and teachers centred bullying on average of the students' victims' classrooms continuous assessment in schools.

Therefore, the review of literature shows that the cognitive development of the child is challenged by their physical, social, emotional and mental health due to their risk they encounter in their living environment (for example, mistreatment, exploitation, the treatment of the primary caregiver) as well as the presence of temperament children who are living in dire poverty, who are orphaned or abandoned by parents, who experienced changes in primary caregivers and who are also vulnerable to the stigma of HIV/AIDS. These are more at risk of being bullied by others in schools as well and this makes it difficult for them to perform better

in their learning activities of problem solving, memory, attention and motivation to learn.

In the year 2011, the National Statistical Bureau investigated the reasons why students were not attending schools for learning activities in Tanzania. One of the reasons mentioned (including 10.3% of the responds), they responded they are not attending schools due to fear of teachers. Others no government support, family, society, economy, as well as classroom management or discipline management in schools.

Table 2: 2 Why Students are not Attending Schools

S/N		Attending school	Current status of not attending schools	Total
1	No school or training institution available	2.3	97.7	100.0
2	No one to support or assist	5.3%	94.7%	100.0
3	Cannot afford school/institution fee	3.9%	96.1%	100.0%
4	Fees expensive	4.1%	95.5%	100.0
5	Failed at school	5.5%	94.4%	100.0%
6	Afraid of teachers	10.3%	89.7%	100.0%
7	Illness/disabled	8.2%	91.8%	100.0%
8	To help in household /housekeeping	5.1%	94.9%	100.0%
9	To assist in household enterprise/business	5.2%	94.8%	100.0%
10	To work for wage/salaries	3.6%	96.4%	100.0%
11	To work in own business for income	3.6%	96.4%	100.0%
12	Family does not permit schooling or training	2.8%	97.2%	100.0%
13	Too young	5.3%	94.7%	100.0%
14	Other	6.6%	93.4%	100.0%

Source: National Statistics Bureau, 2011

While observing Table 2.2 on number 6 and 12, the data indicate that 10.3% of students who were not attending schools responded that they were not attending schools due to fear of teachers. While 2.8% responded that they don't attend school because family does not permit schooling or training This means that students are being bullied by their teachers or by their parents and as a result, they make students not to attend classes. From number 6 students are not attending school and learning activities due to being afraid of their teachers. This is a clear indication that students are having problems with their teachers which is affecting their learning activities which might affect their academic performance in which the present study is intending to investigate.

Makiya (2008) supports that in some of the Tanzanian public schools some of the students do not come to school regularly because of fear of teachers as teachers are giving severe corporal punishment frequently. This

causes the cycle of violence in schools. On the other hands, from table 1.1 above item number 12 shows that a big percentage of students (97.2%) were not attending classes because their family could not permit schooling or training. This is also bullying because the parents who are powerful take advantage by discriminating against the weak (their children).

Craig et al. (2009) investigated the relationship between cognitive functioning and students' aggressive behaviour. Methods of data collection were questionnaires and interviews. The results show that students who were bullied by other students showed a decrease in Mathematics performance whereas the academic performance in Mathematics of those who were not bullied by others showed no significant change. Secondly, aggressively behaving students were negatively related to family backgrounds and social economic status, whereas students from single-parent households had a significantly higher incidence of reported aggressive behaviours. The review of the literature on this study shows that the cognitive functioning academically is affected by aggressive behaviours and social background of the children which might be affecting students' academic performance in all subjects in which this study is investigating.

Huang and Mossige (2012) investigated the impact of children violence during childhood on academic achievement in Norwegian Secondary Schools. Specifically, the study examined the effect of experience of violence during the childhood including three types of violence: Non-physical, physical and sexual violence during childhood (before the age of 13 years). Specifically, the study investigated the relationship between the experience of various violent acts before the age of 13 and young people's later academic achievement. Secondly, the study investigated the effect of background factors such as parents' educational attainment and gender and the effect of mediating factors such as social capital and educational motivation on the academic achievement of the young victims.

This study collected data from a national survey (N = 6,979) of young people in their last year in Norwegian secondary schools in 2007 for students aged 18 and 19 years. The results showed that exposure to violence

during childhood not only directly influences young people's educational outcomes but also indirectly influences their achievement through its impact on young victims' social relations and psychological health. The review of this literature shows that students who are exposed to violence during childhood are affected indirectly in academic achievement which might cause the physical as well as the psychological bullying in schools to students in which the present study is investigating.

Huang at al. (2012) showed the same results as Craig et al. (2009) regarding the impact of childhood violence on academic performance, indicating that aggressive students demonstrated a significant decrease in mathematics scores whereas non-aggressive students' scores showed no significant change. Furthermore, aggressive behaviour was negatively related to families' social status. Students from single-parent households had a significantly higher incidence of reported aggressive behaviours. Contrary to that, Craig et al. (2009) shows that there is no relationship between aggressive behaviour and gender whereas in Huang at al. (2012) the results show that exposure to violence during childhood can directly influence young people's educational outcomes. It also indirectly influences their achievement through its impact on young victims' social relations and psychological health. The implication of these results is that the students' background is the most powerful influence on students' progress in later life in all aspects including academic progress. Good background of the child is a strong foundation of their success in all aspects of their life. This can be applied to the issue of violence against children during childhood and can lead to the destruction of all aspects of life. There is a Swahili saying, "Mtoto umleavyo ndivyo akuavyo" Literary meaning "The way you raise a child is what he/she will grow to be". The upbringing of a child is what moulds his or her character. It is a lesson given to parents to raise their children well for them to have better future. In this context, the students' background might bring in schools the physical and psychological bullying which might affect students learning activities. However, this study is important to the present study which is investigating the teachers centred on bullying physical and psychological bullying and student-centred physical and psychological bullying impact on their school learning environment.

Walters and Bowen (1997) examined the impact of peer group acceptance and academic performance among adolescents participating in a drop-out prevention program. Specifically, the variables used were gender and racial/ethnic group identification of adolescent respondents. Peer group acceptance was found to have an indirect rather than a direct influence on academic achievement. The behaviour variable, avoidance of problem behaviour, provides the strongest path of connection between peer group acceptance and academic performance. The review of this literature shows that the isolation type of bullying provides a strong connection between peer group acceptance and academic performance. The behaviour avoidance can be caused by isolation type of bullying in school which might be affecting students' candidates' academic performance in CSEE.

Peers form an important micro-system for adolescents and play an important role in their identity formation and in the socialization process (East et al., 1992). Yet, not all adolescents are able to gain acceptance into a peer group. They may be excluded from peer-related activities and have a few or no friends for support and encouragement. In some situations, they may be ignored. From such a situation, the students' academic achievement can be affected positively or negatively in which the present study is investigating.

Himmer (2016) investigated the causes of workplace bullying effect of demographics and Emotional Intelligence on Workplace bullying in the US. This non-experimental, quantitative study investigated the predictors of workplace bullying at the target level and specifically examined if targeted, age, gender and/or race/ethnicity predict experienced workplace bullying. The Participants (N= 151) 18 years or older with one year of work experience were recruited from the WBI database, a newspaper column, public presentations and a blog. Participants completed the Negative Acts Questionnaire to assess experienced workplace bullying, the Trait Emotional Intelligence. Questionnaires were used to collect data. The data were analysed quantitatively. The results found that factors of well-being, self-control, emotionality and sociability were not statistically significantly related to workplace bullying of age, gender and race/ethnicity was also not related to workplace bullying. Researchers have identified the primary causes of workplace bullying as envy, leadership pays no attention to, a permissive climate, organizational culture and personality traits.

Further research is suggested to include examining organizational effects on workplace bullying. The implications for social change that resources currently allocated for the target can be more appropriately directed toward supervisors and the organization's culture. The reviews of the literature of this study show that the well-being, self-control, emotionally, sociability, gender, age and race were not related to bullying in the workplace, this might be due to the age maturity and the school context of the respondent in which the present study is investigating bullying behaviours in the school context to the adolescent.

2.3.5 Classroom Management and School Discipline Connotation to Students

Yaghambe and Tshabangu, (2013), investigated disciplinary networks in secondary Schools: Policy dimensions and human rights in Tanzania. The study was conducted in 10 secondary schools using 50 teachers and 104 students. A descriptive qualitative methodological approach was used, using semi-structured questionnaires; interviews and observations to collect data. The data were analyzed quantitatively. The findings indicated that physical punishment method was mostly used in schools as the ways of encouraging students to study hard. Yaghambe, and Tshabangu's study has the contribution to the present study to find out the students connotations and the students' reactions on the physical punishment inflicted on them in which the present study is investigating.

The review of this literature shows that physical punishment was mostly used in schools which could be affecting students physically as well as psychologically which could be affecting them in their learning activities for their academic achievement in which this study is investigating.

Yaghambe, and Tshabangu, (2013) found out that students responded that they were disciplined by teachers for beating other students (56%), for truancy (50%), for coming to school late (26.9%), for use of abusive language (30%), for lack of commitment to studies (22.1%), for theft (20%), for drug abuse (30%), use of mobile phones (17.3%), involvement in love and sexual affairs (27%), wearing improper school uniforms (45%), lying (67%), performing poorly (81%) and making noise in the classrooms which might be affecting students physically as well as psychologically as well as their academic achievement in which this study is

investigating. Similarly, Moris (2008) found that there are cases whereby school teachers are punishing students in front of other students. This literature shows that students are punished in front of other students which could be affecting students physically as well as psychologically in which the present study is investigating from the students' experiences the real situation in schools and how they are really feeling in order to plan the appropriate measures.

Similarly, Allen (2010) research shows that the variables include harsh and punitive discipline methods, lower-quality classroom instruction, disorganized classrooms and school settings and student social structures characterized by antisocial behaviours. The review of this literature shows that classroom management practices by using corporal punishment might be affecting students physically as well as psychologically as well as academically in which this study is investigating.

2.3.6 The Roots of an Empathy Program on Solving the Bullying Problem

Kimberly et al.(2011) examined the effects of the roots of an empathy programme on children's social-emotional competence. This focuses on decreasing children's aggression and facilitating the development of their social-emotional understanding and behaviours. The programme had its cornerstone monthly visits by an infant and his/her parent(s) that serve as a facilitator for lessons on emotional understanding, perspective taking, caring for others and infant development.

The methodology used included a quasi-experimental control-group, pre-test–post-test and design with 585 4th-to 7th-grade children from 28 classrooms. Outcome measures included self-reports of understanding of infant distress, empathy, perspective taking, peer and teacher reports of prosaically and aggressive behaviours. Measures assessing implementation were also included. The results show that children in the programme intervention classrooms showed significant improvement across several of the domains assessed: self-reports of causes for infant crying, peer nominations of prosaically behaviours and teacher reports of proactive and relational aggression. Self-reported empathy and perspective taking showed no significant changes. According to ROE instructors' diaries assessing implementation, students in the experimental condition were exposed to

all or most of the ROE curriculum. These findings support and extend recent research examining the positive impacts of classroom-based social and emotional learning (SEL) programs on children's social development and behavioural adjustment.

Due to the survey on all these empirical studies, we can focus on the Human Rights movement to see the extent to which the children's human rights have been violated. There is need to find the right measures to rectify the situation for the betterment of our students both the present and the future generations. Human rights movements oppose all forms of physical punishment including bullying. This idea is based on the fact that beating students, excluding them from the group or spreading rumours breaches human rights. In particular, this means respect for every person's human dignity and physical integrity and equal protection under the law as upheld in the Universal Declaration on Human Rights and the International Covenant on civil and political rights. Article (19) of the UN Convention on the Rights of the Child (UNCRC) explicitly protects children from all forms of physical violence and from inhuman and degrading treatment or punishment as in Article 37 of the General Convention on the Rights of the Child states that in all actions concerning Children, the best interest of the child should be of primary considerations (Article 3) , inherent right of every child to life and to survival and development (Article 6) the right to non-discrimination (Article 2) and the right of children to express their views freely in all matters affecting them and their views be given due weight (Article 12).In this view, the existing of bullying in school learning environment can affect children's attendance. It can also breach Article 28, which stipulates children's right to receive primary and secondary education and requires government and stakeholders to take measures to encourage regular attendance at schools and reduce drop-out rates in order the children to benefit from the opportunity given to them from the General Convention on the Rights of the Child states that in all actions concerning Children, the best interest of the child should be of primary considerations. That is why the Tanzanian Curriculum theoretical Policy regarding the Children, explain clearly the best interest of the child to benefit from education is to acquire competence skills in their studies. But how can the children acquire the competence skills from ever fear children school leavers?

2.3.7 The Tanzanian Curriculum Theoretical Policy

In order to acquire the best interest of the child from education the competence skills are very important which will help them in daily life practically. The United Republic of Tanzania (2010) Tanzanian Secondary Schools syllabuses replaced the old syllabus of 1997 with the intention of adding the component of competence to the syllabuses. Competencies are skills obtained by a secondary school student as a result of learning the subject contents through different learning activities. Competence tells us how an individual performs a job successfully after being trained. How does he or she behave in the workplace environment to achieve the desired result after being trained in school? Competencies provide that missing gap of the problem by translating skills into the-job behaviours that demonstrate the ability to perform the job requirements competently. The learner who is learning in the school environment of fear might miss the expected competence skills. To succeed in the trained job, a person needs to demonstrate the right mix of skills, knowledge and job ability. Training student in the classroom by using force or punishment can make student struggle to acquire skills to know what to answer in the examination and not how to perform the trained skills. Stein and Bockwoldt (2016) investigated the amount of violence in schools. The study found that 77.1% of the pupils stated to have witnessed beatings by teachers for bad performance in schools and 76.1% beaten by teachers for bad behaviour in schools. The aim of the new syllabus in Tanzania is to make a student to acquire competency and not only skills. Therefore, there is a need of training learners in the free learning environment, free from fear in order to acquire all the three components of competence namely skills, knowledge and abilities in order to be job creator by performing the trained job effectively than job seekers by using their paper certificates. In order to implement the Tanzanian president Motto "HAPA KAZI TU" Working competently and training our students to be competently in a free learning environment is very important.

2.3.8 Importance of Competence skills in Training to Empower Students

Competency is the capability to apply or use a set of related knowledge, skills and abilities required to successfully perform "critical work functions" or tasks in a defined work setting. It is the ability to do

something successfully or efficiently. Competency approach allows students to advance based on their ability to master a skill or competency at their own rate without fear and regardless of the environment. Onyango and Tangi (2016) state that fear is a big enemy of competence skills. This competence is a modified aspect to meet different learning abilities and can lead to more efficient student outcomes. They both identify ability, knowledge and skills that an individual has acquired through training and learning experiences in school. Chipeta (2004) define educational curriculum as all the students' learning activities which are planned or guided by the schools, whether it is carried out in groups or individually, inside or outside the school. Onyango (2006) defines curriculum as the comprised of all the learning activities of the students which are planned and directed by the school to attain its educational goal. The related literature reviews found students are confronted with violence and bullying actions in schools; the question was what are the effects of these bullying and violence on students' learning activities which are planned and directed by the school to attain competence skills, its educational goal and learning outcomes in Tanzanian schools?

2.4 Research Gap

Regarding the trend of the academic performance in Certificate of Secondary Educational Examination in Tanzania, statistics show that in 2001 the average of academic performance was 77.4% B in 2002, the average of academic performance was 86.3%, in 2003 the average of academic performance was 88.1%, in 2004 the average of academic performance was 91.5%, in 2005 the average of academic performance was 89.3%, in 2006 the average of academic performance was 89.1%, in 2007 the average academic performance was 90.3% and in 2008 the average of academic performance was 83.6%. On the other hand in 2009 the average of academic performance dropped to 72.5% and then in 2010 the average of academic performance dropped strongly to 50.4%, with a comparable average of academic performance of 53.6% in 2011. In 2012 the average of academic performance again dropped to 34.5% and in 2015 the average academic performance dropped to a shocking 23%. It shows that the academic performance in the Certificate of Secondary Educational

Examinations is not stable. The question is what causes the performance in the Certificate of Secondary Educational Examinations to be unstable? Despite the existing evidence of bullying among students in schools all over the world, there is a gap in the findings on physical and psychological bullying and its impact on the students' achievement in the Certificate of Secondary Educational Examinations. Using the data from the students of the year 2015, this study compares their responses to the situation of bullying in their schools with the overall national examination results. Bullying is a common and persisting problem in society, particularly, in school settings. Overall a number of children and youths have been experiencing some type of bullying during their educational experience. This research takes into account previous research by Moris (2008); Sanders and Phye (2004) and Ross (2002). However, in Africa, particularly in Tanzania, the correlation of bullying and students' learning activities has not been researched. The present study, therefore, explores how bullying affects students' learning activities and their academic attainment.

2.5 The Theoretical Framework

The Social Learning Theory by Bandura is used in this study because the study deals with how physical and psychological bullying impact secondary school students' academically. Bullying is a form of violence which is learned in the surroundings. Bandura (2001) stated that behaviour is learned from the environment through the process of observational learning. The observers can acquire permanent attitudes, emotional reactions and behavioural tendencies toward persons, places or things that have been associated with modelling. He believed that behaviour and the environment affected each other.

Social learning theory states that people both influence and are influenced by the world around them. Social learning theories deal with the ability of learners to swallow and display the behaviours shown within their environment. In schools, the society, children are surrounded by many influential models, such as their fellow students, teachers and non-staff members, parents within the family and characters on social media, friends within their peer group, religion, other and other members of the society. Children in schools pay attention to some of these agents of socialization and adopt the behaviours displayed. At a later time they may imitate the

behaviour they have observed regardless of whether the behaviour is affecting their learning or not. This study discusses on how the physical and psychological bullying impact the students' academic performance. What are the implications of corporal punishment on bullying to students and how it can impact their learning academically? We are expecting that after children observing the behaviour of others, they imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour as follows:
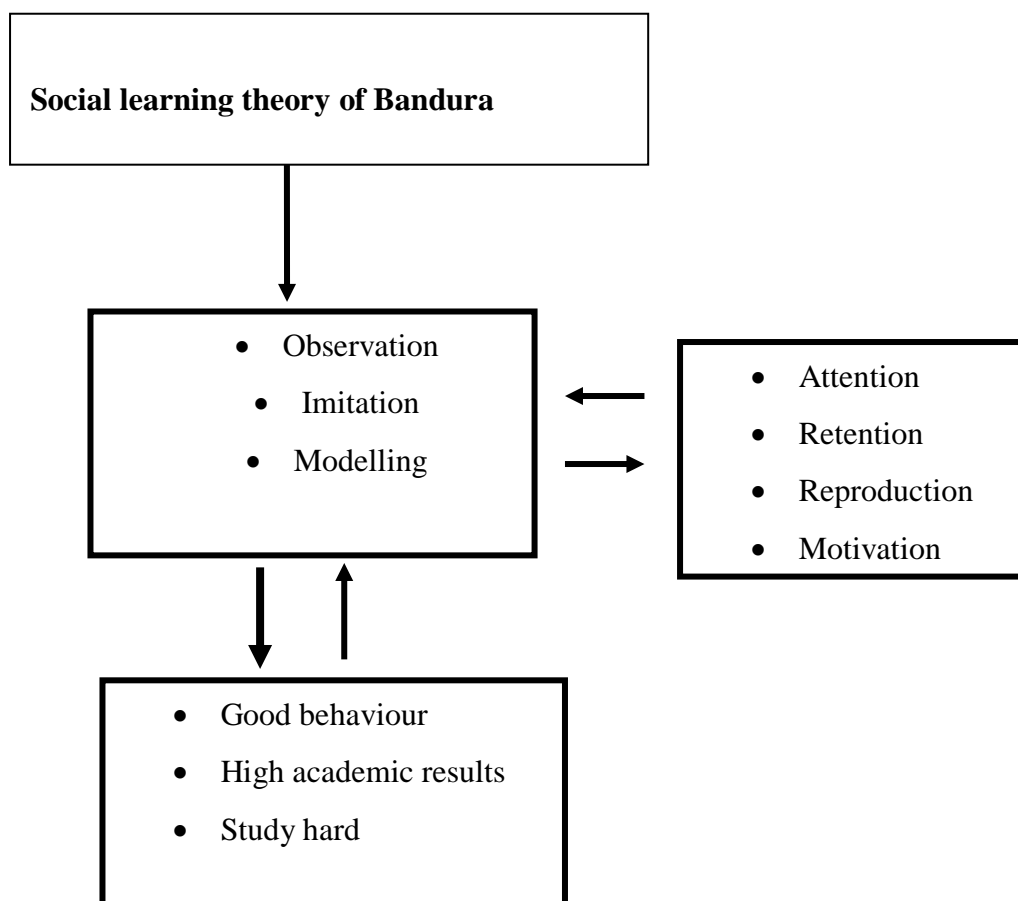
Figure 2. 3: Social Learning Theory of Bandura

The theory advocates that students learning occur through interaction from peers, teachers, students and other people through:

1) *Observation*. After observing the behaviour of others, children assimilate and imitate that behaviour, especially if their observational experiences are positive ones or include rewards related to the observed behaviour.

2) *Imitation.* The children observed an adult acting violently toward another person. When the children were later allowed to play with others, they began to imitate the aggressive actions they had previously observed from adult.

3) *Modelling process*: All the observed behaviours to be effectively learned the modelling processes should influence learning in four processes.

   1. *Attention:* The child must first pay attention to the model or to the teacher as his or her model.

   2. *Retention:* The child as an observer must be able to remember the behaviour that he or she has been observed.

   3. *Reproduction*: The ability to reproduce the behaviour or cognitive behaviours that the model has just demonstrated in front of him or her.

   4. *Motivation*: The final necessary feature for modelling to occur is motivation, as a school child must want to demonstrate what they have learned from a teacher.

2.6 Conceptual Framework

From the literature reviews, studies show that students are confronted with bullying and violence in schools through direct physical bullying, these are tangible behaviours and aggressive actions such as beating, caning in front of others, pushing in front of others, stubbing and stripping. Students are also confronted by direct verbal bullying like insulting by name-calling because of appearance or handicap, jeering on others or by threats threatening to beat. They are also confronted by indirect bullying; these are intangible behaviours such as spreading rumours or gossiping. Studies show that students are confronted with cyber bullying includes sending insulting letters, messages, or phone calls. Students also experienced relations bullying such as excluding others Students from important groups. Students also are experienced sexual bullying / harassment such as forcing into sexual relations.

From theories: Social learning theory element is observation. After children have observed the behaviour of others they assimilate and imitate the behaviour, especially if their observational experiences are positive ones or include rewards related to their observed behaviour. The second element is imitation. The children observed a

teacher or other student acting violently toward children in school. When the children are later left alone without supervision of adults they began to imitate the aggressive actions they had previously observed. The third element is modelling process: All observed behaviours are effectively learned.

Modelling processes affect learning in four major aspects. *Attention***:** The child must first pay attention to the model or to the teacher. Retention**:** The observer or a child must be able to remember the behaviour that he or she has been observed. *Reproduction*: The ability to reproduce the behaviour that the model has just demonstrated. *Motivation*: The final necessary ingredient for modelling process, the learner need to be motivated to learn without fear in order to achieve the expected competence skills. These ideas are summarized as follows:

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┌─────────────────────────────────────────────────────────────────────┐
│  Physical and psychological bullying on secondary school students     │
└─────────────────────────────────────────────────────────────────────┘
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Independent Variables	**Mediating variables**	**Dependent Variables**
Beating, stealing, harsh punishment	Classroom cooperative learning, management skills	**Good schools with good:**
Stubbing, stripping, injuring	Methods of teaching conflict resolution students' leadership skills	Academic achievement
Jeering, writing of nasty words about others	school permissive climate, organizational culture, and Personality traits.	Interaction on the learning activities
Threatening to beat, gossiping and spreading rumors,	tools used to eradicate bullying	Students well being Students' personality Students' motivation to learn
	Promoting Empathy behaviour in School	Students 'school attendance Empathy behaviour State of caring

Background variables: Gender, age, (background of the individual student), parental care, school/home location, perception of bullying, the location or occurrence of bullying.

Figure 2.4 Conceptual Framework
　　　Source: Researcher's Conceptualization with insights from social information processing.

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Conceptual frameworks: Physical and psychological bullying in secondary school students

Therefore theories which were reviewed to form the conceptual frame work were firstly, Theories which creates the awareness on why some children chose to bully others and some don't do that including the Social Information Processing theory of Dodge (1990), the theory of mind and the moral development theory (Rest, 1983). Secondly the social learning theory of Bandura (2001) explain the needs of training on how physical and psychological bullying can impact children learning and academic achievement. Lastly, Parankimalil (2012). the Don Bosco Preventive System of Education theory explains the need of training on how to prevent the problem of bullying in schools to make students to choose to do good to avoid the possibility of using corporal punishment in schools. It is in the above context that bullying has been identified as one of the unwanted behaviours that might lead to the destruction of students' effective learning process and school working environment for students' academic achievement.

2.7 Chapter Summary

This chapter reviews the historical background of bullying in schools and the theoretical perspectives of bullying. The social information theory proposes six sequential stages dealing with social information. Therefore, bullying occurs as a result of a shortage of one or more of the six stages of social information processing. Students who are neglected by their family are likely to develop human relationships that are not good. This theory suggests that a student who bullies other students has shortcomings at stage two and stage six. The theory of mind explains the ability of a student to understand the mental state of others and predict their behaviours. It puts him or her in a position to manipulate the minds of others including spreading rumours and excluding others from social groups to make the victim feel left out. This theory gives an answer as to why some students are excluding other students from learning activities and why some students spread rumours - perhaps due to a well-developed theory of mind. The moral development theory states that bullying occurs due to the students' lack of fairness. The Preventive System of Education is the system of education which is designed to enable the students to choose to do good things rather than to choose bad to other students. It aims

at preventing any need of punishment by creating for the child an environment which encourages them to choose good things rather than bad things. Demographic characteristics have an impact on bullying. It was found that boys are more engaged in direct bullying than girls who are more engaged in indirect bullying. The disciplinary networks in secondary schools, policy dimensions and children's rights in Tanzania are areas of research which explore the effectiveness of physical punishment including the corporal punishment policy on managing school discipline problems including bullying. One study indicated that the use of physical and corporal punishment had no impact on students' behaviour modification.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods and procedures which were used in gathering and analyzing the data. It describes the research approach and provides an overview of the study area and its characteristics, the design of the study, the sampling techniques and sample size. The chapter also describes the data collection techniques, validation of the instruments and the data analysis.

3.1 Research Approach and Design

3.1.1 Research Approach

Kombo and Tromp (2006) define a research approach as the arrangement of conditions for the collection of data that enables the researcher to come up with solutions to the problem(s) and guides the researcher in various stages of the study. The quantitative approach is concerned with quantifiable data that cannot be easily collected and analyzed in a narrative manner. The qualitative approach is concerned with providing descriptions of phenomena that occur naturally without the intervention of an experimental treatment. In this study the qualitative approach was used to enables the researcher to capture the opinions and expectations of the respondents about physical and psychological bullying in schools. Both quantitative and qualitative approaches were applied in this study. These approaches enabled the researcher to describe how students have been bullied by their fellow students and by teachers and how they are affected in their learning activities and outcomes in schools. The approach is said to be suitable and appropriate in guiding a study that deals with sensitive issues that are related to bullying.

3.1.2 Research Design

A research design is the plan indicating a systematic arrangement and strategies of investigation conceived by the researcher in order to gather the required data which can enable the researcher to achieve the selected objectives and to answer the research questions (Davies, 2007). This study utilized a descriptive survey

research design to describe the impact of bullying on students' academic performance in a school context. It specified clearly the methods for data collection and the procedures for obtaining and analyzing them. In order to achieve the objectives presented in chapter one, a descriptive design was preferred due to its strength in interpreting conditions, feelings of students who were bullied either by their fellow students or by teachers, students' views, students' perceptions, the bullying processes and effects of bullying on students' learning activities and learning outcomes in a school context which could have been hardly met by other types of research designs, therefore, this design is thought to be important.

3.1.3 Area of Study

The study was conducted in Tanzania. The data were collected from the Mwanza region in three districts, namely Nyamagana, Ilemela and Magu. Three districts were selected according to their geographical locations (rural, pre-urban and urban areas) to represent schools from rural, pre-urban and urban schools.

Secondly, the districts were selected due to their accessibility by the researcher. Mwanza region was selected because it is near to the researcher where teaching responsibilities could take place and at the same time continue with research activities for this study. Furthermore, Mwanza is among the Tanzanian regions where bullying characteristics can be obtained in any school in any region. It is also one of the fastest growing and larger regions in Tanzania with many people from different regions who come to Mwanza for employment and take part in fishing in Lake Victoria.
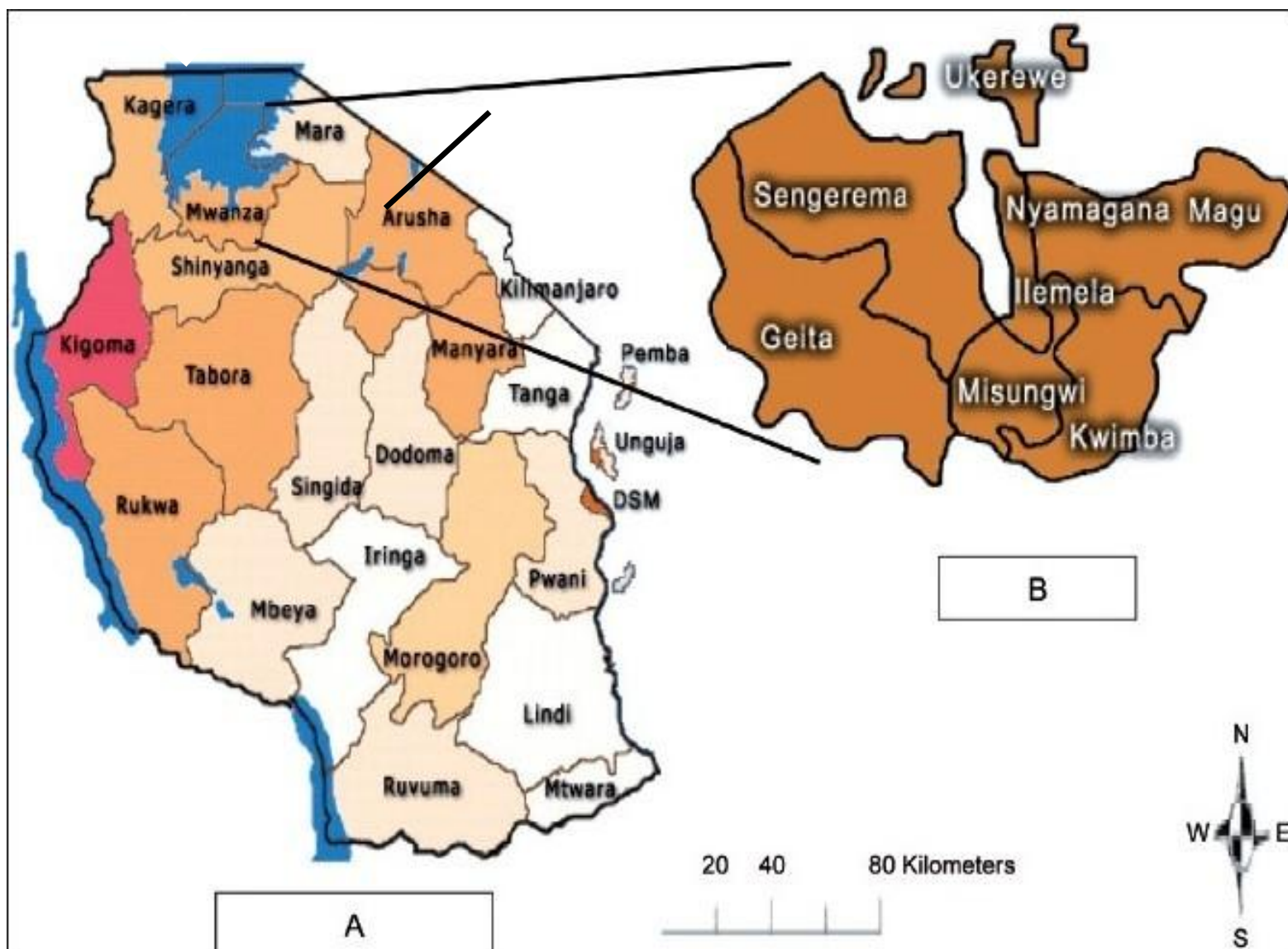
Figure 3.1"A" is a Tanzanian Map "B" is extracted Mwanza Region

Mwanza region has seven districts, namely Nyamagana, Ukerewe, Geita, Ilemela Misungwi, Kwimba and

Magu districts**.**

3.1.4 Population for the Study

According to Kombo and Tromp (2006), population is a group of individuals who have one or more

characteristics in common which are of interest to the researcher. The population of this study was all students

from three districts (37935) in public schools in Mwanza region. Teachers and police officers were also

involved. The Form four students were of interest to the researcher because they were believed to have more

information on the presence or absence of bullying in schools because they have been students in schools for 0a

long time (Four years) therefore their school experience was believed to be reliable. They had also gone through all four levels of ordinary secondary education, that is, form one up to four. They were believed to have information on what happened to them or to other students concerning bullying while in Form one, two, three and in the current year. Some of them have been victims, some perpetrators or witnesses of bullying in their schools. The researcher was interested to choose public secondary schools because of the general out crying of indiscipline cases in public secondary schools and the poor academic performance of the public secondary schools in Tanzania. The year 2009, 2010, 2012, 2013, 2014 and currently 2018 the top 10 schools are all private secondary schools (URT, 2007; The National Bureal of statistics, 2013); The National statistic Bureal 2015'; Makiya, (2008).

Table 3.1 Targeted Population and sample size

Districts	Population All students from public secondary schools in three districts	Schools	Sample Expected	Returned
Ilemela		5	252	198
Magu		5	253	221
Nyamagana		3	204	178
Total	37935	13	709	597

Source: Field study, 2014

The targeted population was all Form Four secondary school students from 13 public secondary schools who were perceived to have the information relevant to this study and a sample was picked from them. Only 13 schools were selected out of 73 schools of the three districts (Nyamagana, Ilemela and Magu). The general population was not targeted because the researcher felt that they are too diverse to enable meaningful data to be generated. The research targeted 2826 Form Four students who were drawn from a larger population of 37935 in all public school students in the three districts in Mwanza Region, namely Nyamagana, Ilemela and Magu, from which the researcher is interested in getting information and drawing conclusions. Other respondents included teachers, heads of schools, discipline masters, school counsellors and police officers.

3.2 The Sample Size and Sampling Procedures

3.2.1 The Sample Size

A sample size is a subset of the targeted population. It is used to represent the population of study. The information generated from a sample can be generalized to the general population of the study if the sample was carefully selected to reflect the population characteristics. Samples were selected because it was not possible to study the entire population due to various limiting factors such as costs, time and other resources (Mugenda & Mugenda, 2003). However, if the targeted population is reasonably small, sampling is not necessary for reasonable size, it is important to allow quality data analysis and to improve the reliability of the data. Table 3.2 below shows the targeted population and the sample size. The researcher decided to have a sample of 25% from the targeted population (2826 x 1/4= 706.5). To get 706, (25%) for every school, Form Four population was taken. The outstanding for the sample of 25% was 597.

Table 3:2 the Sample Size

Targeted Population			The Sample Size		
All students in public Secondary schools in three districts	3 Districts out of 7	Schools in three districts	Form IV	Sample Size 25%	Returned Questionnaires
	Ilemela schools	School A	238	60	52
		School B	313	78	69
		School C	256	64	56
		School D	100	25	10
37935		School E	100	25	11
	Magu Schools	School A	240	60	52
		School B	156	41	37
		School C	258	65	57
		School D	174	44	37
		School E	170	43	38
	Nyamagana schools	School A	150	38	32
		School B	396	99	87
		School C	266	67	59
			2826x25%=706	706	597

Source: Field Study, 2014

From Table 4 above it can be seen that the population category in each school contributed different proportions to the sample based on their size. Each population of Form Four in each school was calculated by using 25% of

the population of every school to come up with the sample size of 706. The questionnaires returned were 597=

84%. This sample was within the recommended range for quality analysis (Mugenda & Mugenda, 2003). There

were also other respondents as shown in the table below.

The samples of students 597 form four students were selected. Other respondents included 33 ordinary teachers

(teaching practice teacher trainees combined), 13 heads of schools, 13 discipline masters and 11 school

counsellors, 13 student victims, 42 bullies and 3 police officers as categorized in the sampling procedures. In

determining cases to be included in the various categories, the researcher used several sampling techniques.

According to Kombo & Tromp (2006), sampling is a process of selecting the number of individual cases to

provide information needed for the study. These should be representative of the characteristics that are found in

the whole group. Kombo and Tromp (2006) used various sampling procedures to obtain the sample used in

each population category.

3.2.2 Sampling Procedures

Three (3) districts out of 7 districts were selected according to their geographical areas. The 13 schools were

selected to represent 25% of the 73 schools from three districts. Schools were selected from each district

because of being in urban areas (Nyamagana, 3 schools) only three schools were selected in Nyamagana due to

the high population of each selected school. (pre-urban areas: Ilemela, 5 schools) and rural areas (Magu, 5

schools) the resulting into 13 schools.

3.2.2.1 Purposive Sampling Method

The researcher used a purposive method to select form four respondents on the basis that the targeted group of

people would be reliable for the study. Kombo & Tromp (2006) indicated that this procedure could be used

with both quantitative and qualitative types of research. It is used particularly to understand the audience and

their behaviour. The purposive method used involved using common sense and the best judgment in choosing

the right habitation and meeting the people for the purpose of the research being conducted.

A sample of 13 heads of schools was purposively selected, one from each selected school. These are the top leaders (administrators or executors) regarding all school responsibilities including disciplinary issues and school climate in general. The heads of schools being the guardians of school discipline by virtue of their offices were assumed to have adequate information about school discipline including bullying. They are responsible for the formulation and implementation of school policies, rules and regulations at the school level. They had information on the achievements, the reasons for those achievements and the various disciplinary actions in the schools and the strategies employed to enhance discipline.

Discipline teachers were selected purposely, one from each school. They were involved due to the virtue of their position because it was assumed that they had adequate information on bullying and its impact on students' learning activities. They have experience in the handling of disciplinary issues including control of behaviour. A total of 13 discipline masters or mistresses were involved in the study. School counsellors were also selected purposively to provide the data required for the study. School counsellors were selected on the assumption that students who were bullied were likely to visit the counselling room or office to seek support or help. Counsellors were custodians of data related to the impact of bullying on learning difficulties. They also knew the behaviour of students who were bullied and their learning capacity in schools. They were also aware of students' involvement in bullying behaviours, forms of bullying by students or teachers and the methods used in handling bullying problems. It was assumed that they were aware of the general school climate.11 school counsellors were selected.

3.2.2.2 Stratified Method

Form four students were selected by the stratified method according to their gender. They were divided into two groups (strata) according to their gender. In each school there was a hall or big room used for the meeting with all students. All form four students were invited in one big room. They were allowed to sit in the room divided into two groups according to their gender. The numbers of questionnaires were already prepared and kept in the respective envelope written the name of each respective school. A Sample size of 25%

questionnaires of the population of each school were prepared and kept in the respective envelope. Each envelope again questionnaires were divided into two groups for girls and for boys. In each school students while sitting in two groups they were randomly given questionnaires to fill in, those who missed questionnaires were allowed to go out.

Kombo and Tromp (2006) assert that stratified sampling is a sampling method and a form of random sampling in which the population is divided into two or more groups (strata) according to one or more common attributes.

Stratified random sampling intended to guarantee that the sample represented specific sub-groups or strata. Accordingly, application of stratified sampling method involves dividing the population into different subgroups (strata) and selecting subjects from each stratum in a proportionate manner this was followed by simple randomly method: This study selected the respondents by stratified according to their gender. Then after that, the required number of questionnaires were prepared and distributed randomly to the respondents who were already stratified and willingly to respond. Therefore, the researcher expected them to provide enough information on bullying in schools based on their experiences.

3.2.2.3 Snowball Method

The researcher used the snowball method for selecting the people thought to have more information about bullying in schools as the victims, witnessed or bullies. Kombo and Tromp (2006) define snowball sampling (also known as chain-referral sampling) as a non-probability method. It is only used when an individual member is willing to give the researcher contacts of other members with the useful information. It involves primary data sources giving the contact of another person with fundamental information to be used in the research. This method is based on referrals from initial subjects to generate additional subjects.

In this study in each school after students had filled in questionnaires, the researcher asked them those who know victims or bullies or those who have more information as victims, witnessed or bullies themselves who were willing to share more the information could do so. Most of these students had to be the victim themselves;

some witnessed bullying acts in their schools. Among them, they obtained 42 bullies and 13 victims to give more information concerning bullying which they witnessed or they were the victims or they bulled others.

Police officers were selected by snowball method. After the interview with the teachers, the researcher asked the respondent teachers if they knew any police officer who knew the information concerning any bullying cases in their schools. 3 police officers were obtained to give the information on whether they had received cases concerning student bullying students or a teacher bullied a student in schools.

The researcher used the convenience sampling procedure to capture people in the targeted population whom the researcher met haphazardly or accidentally and who were willing to participate in the study (Kombo and Tromp, 2006). These were teachers found in the office and who were willing to participate in the study. Among them were teachers in the selected schools combined with the teaching practice teachers trainees in schools who were found in the office were included in the sample.

3.3. Data Collection Techniques

This study employed multiple methods of data collection because every method had its strengths and weaknesses which complemented each other so as to achieve intended goals. The study employed different data collection techniques involving the use of questionnaires, document reviews and interviews. Below is a brief explanation concerning each tool.

3.3.1 Questionnaires for Students

In this study open- and closed-ended questionnaires were used. The present study used open-ended questions because it offered more freedom to the respondents to answer the questions while closed-ended questions was preferred because it limited the respondents to be specific in their responses for the purpose of quantification and approximation of magnitude of bullying. Kothari and Garg (2014) state that a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms for participants to answer on a particular topic. The students' questionnaires had two main parts. The first part consisted of background information of the questionnaires, the aim of the study and the information about the confidentiality. In this

part, the study sought information about the respondents. It consisted of the students' background information including age, parental care, current average academic performance, home location, gender and the school. The second part of the questionnaires consisted of 32 questions used to collect information about the physical and psychological bullying happening in schools. The instrument was divided according to the objectives of the study as follows. Objective one required the identification of physical and psychological bullying happening in schools.

3.3.1.1 The Origin of Questionnaires Prepared

The questionnaires were prepared according to the definition of bullying given by Olweus (1993) who states that, a student is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more other students'' (p. 9). The term negative actions included a wide variety of behaviours ranging from non-verbal aggression such as stares and teasing, to serious physical assaults. He indicated, however, that a single serious instance ''under certain circumstances'' should be considered as bullying. According to this study a student is being bullied or victimized when he or she is exposed repeatedly and over time to negative actions on the part of one or more other teachers. A single serious bullying action done by teacher to student should be considered as bullying. Bullying as ''a systematic abuse of power when a powerful person bully a weak person because he or she has authority over him or her is abusing his power (p. 2) In addition, it implies an imbalance of power within the interaction. Olweus also identified forms of bullying: Direct physical bullying: Tangible behaviours and aggressive actions of beating, caning in front of others, pushing forcing and so forth. Direct verbal bullying are actions like insulting by name-calling because of appearance or handicap, threats to beat. Indirect bullying: these are intangible behaviours like spreading rumours and gossiping .Cyber bullying: these are actions of sending insulting letters, messages, phone calls, emails, WhatsApp etc. Sexual bullying / harassment: forcing into sexual relations, raping cases and relations bullying, these are actions of excluding others from important groups with the intention to hurt someone.

From those definitions therefore, the following questions were prepared:

Question number one required the student to identify the situation of bullying in their schools. The question was asked if there was any bullying problem at their school. The students were required to respond "YES" or "NO". The aim was find out the awareness of bullying in schools by students. Question number 2 required students to identify types of physical and psychological bullying that occurred in their schools. The question asked the respondents to mention types of bullying which always occurred in schools regularly. Question number 3 required the students to identify if they were victims of physical bullying or psychological bullying, what was done to them, or if they had done it to other, or if they had witnessed bullying done to others. Students were asked to put a tick in the box with 14 types of bullying acts provided according to Olweus (1993) definition of bullying. If you were the victim, what did they do to you, if you did it to others, what did you do to them, or if you witnessed bullying done to others, what did they do to them? They could tick more than one item. The aim was to find out the amount and types of bullying of which students were victims, perpetrators, or witnesses in their schools.

Question number 6 Have you ever been bullied by other students repeated two or three times in a week or month during your life in school? please tick(√') in the space provided. The question required them to mention specific types of bullying experienced. The aim was to find out the specific acts of bullying which students are confronted with in schools which could be affecting their learning activities or their academic achievement.

Question number 22 sought to find out awareness of the situation of bullying behaviour schools. They were given three alternatives:

 (a) Bullying is a big problem in this school.

(b) Bullying is a growing problem in this school.

(c) Bullying is not a problem in this school.

The aim was to find out the perceptions of students toward their school's learning environment concerning bullying in order to compare with their National academic performance.

The third part of the questionnaires aimed at collecting information on the causes of bullying in schools. Question number 5 asked students what could be the causes of the types of bullying done to you or to others at your school? Mention at least four reasons why you or others were bullied in schools? Question number 7 required students to respond on what class level of student bullied them. Question number 14 aimed at finding out the class level and age of students who bullied them. Question number 17 was meant to identify the places/situations where bullying mostly occurred in schools - to find out if it was because of low supervision from teachers, or institution factors, or due to lack of school facilities. Question number 23 aimed at finding out those who were mostly affected by types of bullying at school. Was it because of gender, age, location, or low academic achievement?

Regarding objective three sought to understand the relationship between types of bullying and academic achievement.

Question number 8 aimed at finding out the relationship among student victims and the student perpetrators. The aim was to find out if bullying had an impact on students' relationship which could be affecting their learning activities or their academic achievement. The question required the respondents to rate the relationship between them and the student/s who bullied them. Question 9 requires giving two reasons for their answer as to be good relationship or bad. This question required the students to give reasons for their responses in order to find out whether they had positive or negative attitudes toward their fellows students which could be affecting their relationship on their learning activities to come up with the appropriate strategies.

Question number 10 required a student to identify the impact of bullying on students' classroom learning activities in schools. The aim was to relate students' responses to types of bullying and their responses to their learning activities for their academic achievement. Another question was required to identify types of bullying which are affecting students' learning activities. The question aimed at getting to identify types of bullying which was affecting their learning activities in schools. Then question 11 required students to specify types of bullying affecting students' learning activities. The YES response was followed by another question that

required the respondent to indicate the types of bullying that affected their classroom learning activities.

Question 12 aimed at collecting information about the perpetrator's relationship with the victims as perceived by the perpetrators. The aim was to find out the perpetrator's perception of the victims, which could be affecting their relationship and interaction in their learning activities in schools. The students were asked to rate the relationship between them and the student to whom they had bullied.

Question number 19 was asked the students if they had ever been bullied by their teacher/ teachers. The aim was to find out the implication of punishment on bullying to students. The aim was to find out the types of punishment which had the implication of bullying to students and which could be affecting learning activities. Question number 20 required students to identify their perceptions towards the teachers who had bullied them. The question requested them express them and the teacher who bullied them with variables: *Good, Fair, bad and very bad.*

Question number 21 required the students to give reasons for their responses in order to find out whether students had positive or negative attitudes toward their teachers which could be affecting their learning activities. Question 12 students were asked if they had a copy of school rules. This was to find out whether they were committed to bullying acts because they did not have the school rules.

Question (23) sought to find out how the school rules had been formulated so as to find out whether they were breaking school rules because they are not involved in formulating them (24) among boys and girls. Who is affected the most by bullying at your school. Question number 26 collected information on bullying and on academic achievement in schools.

Question (i): From the background of their information students were asked to indicate their average academic performance (A, B, C, or D). The aim was to compare their responses on bullying and their average academic performance. They were asked to comment whether they were increasing or decreasing.

If it was decreasing they were asked to comment what do they thought were the reasons for such decrease. They were required to mention other reasons for the decreasing of their academic performance. Another question (31) was asked on what could be done by the society, the school, the government to eradicate bullying in their school. The aim was to formulate the appropriate strategies to fight children bullying and violence in schools.

3.3.2 Documents

In this study, school documents were reviewed in order to tap the useful information on the impact of bullying on students' academic achievement in schools. The documents that were reviewed included the documented reports on how many students were involved in bullying actions and the measures taken against the students who bullied other students and the documented progress information of the victims. Students' continuous assessment reports were reviewed. The copies of letters of students who were bullied by others or who bullied other students or were bullied by teachers were reviewed for verification without revealing the names of the school and the names of the victim or the offender.

Secondly, when the national examinations results of Form Four of 2014/2015 were reviewed and compared with their responses on the situation of bullying in their schools to check if there was impact of bullying on students' academic performance in schools in district level.

3.3.3 Interviews

Interviews were used to tap the information on the impact of physical and psychological bullying on students' learning activities in school. Interviews were preferred for this study because of their flexibility in that they provided the possibility of creating opportunities to get clarifications through prompts and probes and capturing the perceptions that were important for the study (Gall et al. 1996; Kothari, 2004). Interviews were administered to students who were identified to have more information on bullying who were involved in bullying as victims and bullies, the heads of schools, disciplinary masters/mistresses, school counsellors, teachers and the police officers. Omari (2011) claims, "interviews give the respondent a broad freedom to

express himself in his own time (p.83).

In question one student was required to express the bullying acts done to them or to others in their schools. While teachers were required to say yes or no as teachers, whether they received any bullying case/s in their office regarding a student/s bullying another student(s) or bullied by others in their school? Then they were required to mention the kind of bullying cases done by teachers or by students they have come across in their schools. Police were asked the same questions with that of teachers if they have come across bullying acts done by student or by teachers in schools. The aim was to find out types of bullying actions and the measures taken. The indirect interview method of data collection was developed to use the respondents for inferring about underlying situations (Kothari, 2004). Teacher trainees were required to voluntarily give their experiences on solutions on what should be done by the community, by schools and by government only to be used to eradicate bullying and children violence in schools.

To find out the causes of bullying in question number 9 teachers were required to express the causes of the bullying situation in their schools.

Question number 10 for teachers and question number 4 for the students, teachers and students were required to say who are the most bullied in schools. Police were required to say among the cases they received who are the most affected by bullying for students. The aim was to identify the demographic causes of bullying in schools. For teachers question number 11while students in question number 5 were required teachers, police and students to express the situations/ places where bullying mostly occur in their school. For teachers question number 12 and students question number 6 required respondents to say tools which have been used to eradicate bullying. The aim was to find out if the tools used are violent in nature causing the cycle of violence in schools. Question number 6 for students and for the teachers question number 8 teachers required to say their reactions when student(s) fail to do their class work due to bullying .The aim was to find out if the method used to eradicate bullying have implication of bullying in schools. Do you have any value training as the tool to eradicate Question number 13 for the teachers and 7 for the students they were required to explain if there are

any value training in schools as the tool to eradicate bullying. Question number 8 for the students and teachers number 14 required the respondent to give their opinions on what could be done by the government and the school institutions to eradicate bullying.

3.3.4 Data Analysis Procedures

Data analysis is a process concerning the editing, coding, clarification and tabulation of collected data so that it becomes manageable (Kothari, 2004). Data were edited, coded and analyzed by using quantitative analysis techniques. Quantitative data from questionnaires were analyzed with the help of statistical description that employed the use of SPSS software version 22 by using frequencies and cross-tabulations on the students' responses and data from Interviews were analyzed qualitatively subjected to content analysis.

To analyze responses on the students' awareness of bullying problem in schools, the number of students who responded that they were aware of bullying happening in their schools was identified by using descriptive statistics (frequencies and percentages techniques). The types of bullying in schools were also analyzed based on descriptions and statistics techniques. In order to analyze the students' experiences on bullying and the types of bullying, the data were analyzed descriptively and by frequencies to identify the number of victims and those who witnessed and bullies who might have been affected by bullying in schools.

To analyze the perpetrators and students who had been bullied by other students and those who bullied other students' descriptive statistics were used to identify the number of those who bullied other students and those who were bullied by others which could be affecting their learning activities. To analyze the results the number of the documented types of bullying in schools was captured in frequency.

In analyzing the second objective, SPSS software was used. It was used to analyze the students' level of bullying and those who bullied others as compared by the students' responses to whether they were bullied or not. Also, there was a comparison of gender and the students' responses on whether they were bullied or bullied others by using descriptive statistics. Then, a cross tabulation to determine students who were surely bullied or

bullied others was determined. The analysis was also based on school location as compared with their responses on whether they were bullied by others or bullied other students in schools by using descriptive. This analysis also involved a cross tabulation to determine the age of students who were most bullied in schools. Parental care was the basis for this analysis. The responses on bullying in schools analyzed descriptively and then the cross tabulation was applied to determine the parental care of students who were bullied most.

Objective three aimed at finding out the impact of bullying on students. In order to analyze the impact, the question of the average continuous assessment of academic performance in schools and the students' responses on the victims of bullying were compared. The victims who achieved A, B, C and D grades in the continuous academic performance of students were compared descriptively and cross tabulation to determine how bullying was affecting students learning activities in schools.

To analyze the question which required students to state whether bullying was a big problem, moderate or growing problem or there was no problem per district, the responses were compared with descriptive analysis showing the frequencies and percentages to determine the amount of bullying in schools which could be affecting students' academic achievement. The National examinations of the Form Four results of 2015 of Tanzania were analyzed at the district level. The variables were division one, two and three performance. The aim was to determine the effects of the bullying situation on the National examination levels.

There was another analysis that focused on the number of students showing the attitude towards the students who bullied them. This was also done descriptively and the application of statistics, frequencies and percentages showing the number of students who developed negative attitudes towards their peers. This helped to determine how bullying affects students behaviour and interactions on learning activities or not. This kind of analysis applied for students' attitudes towards the teachers who bullied them. It helped to determine the effects of punishments and bullying on students behaviour and students learning activities because the students would not interact with the subject teacher freely due to the hate rates.

There was an analysis of the students' views on the punishment given to them concerning bullying and violence, the types of punishments. The types of punishments were categorized into two groups: physical violence implication to bullying and psychological violence implication of bullying done by teachers. The percentages determined the students who were not happy or happy with teachers' punishments. The descriptive and statistics in terms of the frequency determined the effects of the types of violence on students' behaviour and learning activities in schools.

Data from interviews were subjected to content analysis. Through content analysis, the researcher was able to synthesize data for the general pattern by grouping them into meaningful categories. Mostly, they were analyzed by capturing all data that addressed particular research questions. They were pulled together and subdivided into coherent categories in search for main themes. Kothari (2004) define content analysis as a technique used to analyze communications in a systematic and objective manner in order to measure variables. The observed data were taken to verify the truth of the information provided by the respondents.

3.4 Ethical Considerations

Research clearance was obtained from different offices where the study was conducted. Letters of the University of Vechta from the research supervisor granted permission for data collection, further supported by a letter from the St. Augustine University of Tanzania, a letter from the Regional Educational Officer, a letter from the District Educational Officer and the introduction letter to the heads of schools. All of which were obtained from the Regional Administrative Secretary's office.

The participants were informed about the objectives of the study and that their participation was purely voluntary, that is, they were free to participate or withdraw at any time. The researcher made it clear that the information provided, whether oral or in writing, was to be for the research purposes and that it would strictly remain anonymous in the sense of not revealing the personal identities of the respondents. The students' confidential letters of committing bullying acts used in this study are used with the approval of the heads of

schools and or disciplinary masters/mistresses to verify the information on bullying in school but they were ensured confidentiality.

The approval of heads of schools of the selected schools to use their national examination results of 2015 for this study was obtained. Out of 13 schools, 11 heads of schools approved their national examination results of 2015 to be used in accordance with the form four respondents' data of 2014. The forms of approved participation of the participants were obtained.

3.5 Reliability

Kothari (2004) states that reliability can be tested by finding out such things about the said data including who collected data and what was the source of data. Reliability helps the researcher if the data were collected with the proper methods. The study used triangulation of different methods of data collection. Based on that, questionnaires, interviews, documentary reviews, were used in order to assure the reliability of the study. Based on who collected data, the data were collected by the researcher personally assisted by the reliable person, a religion leader student.

3.6 Validity

Kombo and Tromp (2006) define as the "correctness, soundness of results or conclusions reached in a study." The extent to which the results of a research study can be interpreted accurately. The research instruments are valid if they measure what they are supposed to measure, that is, fulfilling the function for which they are being used. Kothari (2004) indicate that validity refers to the judgment that the test appears to cover the relevant content. It also refers to the subjective judgment of assessors about what an instrument appears to be measuring. In this study, the instruments were presented to the research supervisor, who made the judgment on its validity. The comments from the supervisor were used to make improvements on the instrument. To examine on whether the questionnaire had covered the content adequately, the instrument was subjected to an evaluation by the research supervisor who carefully and critically examined it and assessed the relevance of the items to the objectives of the study. The feedback was used to improve the instruments

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction

This chapter analyses and presents the results of the study on the impact of physical and psychological bullying on students' learning activities upon their academic achievement in the CSEE in selected secondary schools of Mwanza region in Tanzania. The main objective of the study was to examine the impact of physical and psychological bullying on students' academic achievement in selected secondary schools of Mwanza region. The study was guided by four specific objectives. (see Section 1.5). Furthermore, the descriptive statistics method measures were used to establish the relationship between the independent and dependent variables. The results have been presented in figures, tables and narrations.

4.1 Respondents' Background Information

The study was conducted in public secondary schools of Mwanza region in Tanzania, whereby, 597 (84%) of respondents returned the administered questionnaires. The distribution of the Respondents per Schools within districts are shown.

4.1.1 Distribution of the Respondents per School

The study sought to find out information about respondents per school within three districts; namely Ilemela, Nyamagana and Magu. The aim was to find a representative sample of respondents for each school in each of the district and also to identify how many students were physically or psychologically bullied by others, bullied other students, or are bullied by teachers. This was done in order to establish the source of bullying and the relationship between bullying and students' academic achievement in secondary schools in order to come up with suggestions of solving the problem. The letters are written to represent schools per district due to the ethical consideration. Table 4.1.1 shows the distribution of students respondents of questionnaires per schools within the districts.

Table 4.1.1 Distribution of the Respondents of questionnaires per School

District	school	Number of students	Percentages
Ilemela	School A	52	8.71
	School B	69	11.56
	School C	56	9.38
	School D	10	1.6
	School E	11	1.84
Magu	School A	52	8.71
	School B	37	6.2
	School C	57	9.55
	School D	37	6.2
	School E	38	6.36
Nyamagana	School A	32	5.36
	School B	87	14.57
	School C	59	9.88
		597	100

Source: Field data (2014)

Secondary school B of Nyamagana district had the greatest number of respondents (87 or 14.57%) because the school had the biggest number of students. It is located in the city centre with a high population density. This was followed by secondary school B of Ilemela district with 69 respondents (11.56%). Secondary school D of Ilemela district had the lowest number of respondents 10 (1.68%) because it had very few number of Form Four students.

Table 4.1.2 Distributions of the Respondents interview per school

Schools	Heads of school	Discipline masters	School counsellors	Teachers
School A	1	1	1	3
School B	1	1	1	3
School C	1	1	1	2
School D	1	1	1	3
School E	1	1		3
School A	1	1	1	2
School B	1	1	1	3
School C	1	1	1	2
School D	1	1		2
School E	1	1	1	3
School A	1	1	1	2
School B	1	1	1	3
School C	1	1	1	2
Total	13	13	11	33

Source: Field data (2014)

Interviewed respondents included 13 heads of school, 13 discipline teachers, 11 school counsellors and 33 teachers including teachers' trainees in practice. 13 student victims of bullying and 42 bullies who had more information on bullying in schools were extracted from the respondents of questionnaires for interview. Moreover, 3 police officers were also interviewed.

4.1.2 Respondents distribution per district

The study sought to find information about respondents per districts. The aim was to find out how many students were bullied by others or bullied others in schools per district and how many students realized that they were bullied by teachers in the schools. This was done in order to compare the average academic performance in the internal and in external examinations. This enabled the researcher to determine the impact of physical and psychological bullying on students and how their academic performance was affected. This gave a room to the researcher to prescribe the appropriate measures to be taken to reduce bullying in schools in order to raise the students' academic performance. Table 4.1.3 shows the information about the respondents in each district by categories.

Table 4.1.3 Distribution of Respondents of questionnaires per District

Demographic variables	Number of respondents per district	
District school categories	N	%
Ilemela	198	33.16
Nyamagana	178	29.82
Magu	221	37.02
Total	597	100

Source: Field data (2014)

Table 4:1.3 shows that Magu district had the highest number of the respondents 221   (37.02%); this was followed by Ilemela 198 (33.16.7%) and Nyamagana with the lowest number of respondents (178 or 29.82%).

4.1.3 Gender of Respondents (Students)

The study sought to find out the information about female and male student respondents. This aimed at finding

out how many male/female students were bullied by others, bullied others, or were bullied by teachers in the schools. This was done in order to find out if gender was one of the causes of bullying in schools and how their academic performance is affected according to gender. The researcher wanted as well to compare the responses and other variables in order to discuss the results and come up with the strategies to raise students' academic performance. The results are shown in Table below.

Table 4:1.4: Gender of Students

Male	Female	Total
296	301	597
49.6	50.4	100

Source: Field data (2014)

Table 8 shows that the number of female bullied students is slightly higher with 301 (50.4%) than the number of male students with 296 (49.6%).

4.1.4 Ages of Students

The study sought to find out information about the age group of the respondents in order to identify the age group of students who were more bullied by others, bullied other, more, or were bullied more by teachers in schools. This was done in order to compare their responses on bullying and other variables in order to find out the appropriate measures for the problem.

The results are shown in Table 4.1.5.

Table 4:1.5: Age of Students

Age	Frequency	Percentage
12-16	241	40.4
17-18	157	26.3
19-above	199	33.3
Total	597	100

Source: Field data (2014)

The students aged 12-16 were 241(40.4%) under this category of age group; the majority of them are aged 16 years old), followed by the age group 19 and above with 199 (33.3%) and lastly the age group 17-18 amounting to 157 (26.3%).

4.1.5 Students Home Location

The study sought to find out information about the students' residences and their responses on bullying per district. This aimed at compare their responses on their victimization. Table 4.1.6 shows the results

Table 4.1.6: Students' Home Location

Pre-urban	Rural	Urban	Total
188	183	226	597
31.5%	30.7%	37.9%	100.0%

Source: Field data (2014)

The results show that students from urban areas are many 226 (37.9%) followed by students from pre-urban areas 188 (31.5%) then rural areas 183 (30.7%). The results show that some students were born in rural areas but their parents moved to the city. This might be the causes of the influence of bullying behaviours in schools.

4.1.6 Parental Care of Students

The study also sought to find out information about the students' parental care. The aim was to determine how many students had both parents, single parents (father or mother), or had only a guardian. Results obtained were compared with the responses on bullying and academic performance. This was done to find out whether parental care contribute to bullying habits in schools. This would show the number of students with single parents who bullied others and those who were bullied by others, the number of orphans who bullied other students or were bullied by others, in order to determine the extent to which parental care can cause bullying in schools and to find appropriate counter measures. The parental care would also be correlated with academic performance in schools. Table 4.1.7 shows the results obtained.

Table 4:1.7: Parental Care of Students

	Parental Care	Number of students	Percent
1	Both father and mother	351	58.8
2	Father only	38	6.4
3	Mother only	73	12.2
4	Guardian	135	22.6
	Total	597	100.0

Source: Field data (2014)

Table 11 shows that the numbers of students with both parents (father and mother) was in the highest 351 (58.8%) followed by students living with guardians 135 (22.6%) and lastly those with only a mother 73 (12.2%) and those with only a father 38 (6.4%).This shows that when we combine the students living with mother only and those who are living with father only are many compare with those with father and mother. This could be the influence of bullying in schools.

4.1.7 Average Academic Performance in the Continuous Assessment Tests in Schools

The study aimed to find out the students' average academic performance in the continuous assessment test. The aim of this question was to find out how many students received the following average grades: A: Excellent; B: Very Good; C: Good; D: Fair and F: is poor. This was later compared with the number of students who responded that they were physically or psychologically bullied by other students or had bullied other students at school. Table 4.1.8 shows the results as follows.

Table4:1.8: Average Academic Performance of the Respondents

Performance	N	%
A	104	17.4%
B	112	18.8%
C	175	29.3%
D	206	34.5%
Total	**597**	**100.0%**

 Source: Field data (2014)

Table 12 shows that out of 597 students the highest number of students are those who scored average grade D 206 (34.5%) followed by students who scored C 175 (29.3%). Students who scored 'A' were 104 (17.4%) and those who scored B were 112 (18.8%).This shows that students who perform poor academically are many which could be impact by bullying in schools or the poor performer students are bullied due to their academic inferiority.

4.2 The Students' Awareness of Bullying in Schools

Under objective one, a number of variables were investigated. The objective sought to find out if there was any bullying acts in their schools. The respondents were requested to say "YES" or "NO". If yes, the students were

asked to mention the types of bullying acts that had been occurring in their schools. Under the same objective, students were provided with statements on bullying acts (following a procedure proposed by Olweus, 1993) and asked to put a tick in the box provided for the bullying acts that had been happening in their schools. If they were the victim, they were required to say what was done to them. If they had bullied other students they were required to say what they did to others and if they witnessed bullying done to others, they were required to report what they had witnessed. It was permissible to tick more than one item.

4.2.1 The Awareness of the Bullying Problem in Schools

The first question under this objective of the study sought to identify the students' awareness of bullying existing in their schools. Then, the study went on investigating the types of bullying in schools by asking students if there was a bullying acts at their schools. The students were required to answer "YES" less than five times, than six times, three times or "NOT AT ALL". All yes answers were compared in one category (YES). Teachers were asked if they ever received any reports of bullying case (s) in their offices or schools. The teachers and students were required to show whether they were aware of any bullying cases in their schools. Table 4.2.1 shows the results.

Table 4:2.1 Awareness of the Existence of Bullying in Schools

No.	Awareness of bullying	Students	Teachers
1	Yes	492(82.7)%	49(70.0)%
2	No	103(17.3)%	21(30.0)%
Total		595(100)%	70(100)%

Source: Field data (2014)

Students who reported that bullying was a problem in their schools were 492 (82.7%). Those who responded that bullying was not a problem in their school were 103 (17.3%). This clearly indicates that bullying does exist in most of the schools. However, teachers were required to say if they had received any bullying case/s in their office. If they had received such cases they were required to say Yes. 49 (70.0%) teachers responded that they had received bullying cases in their schools and 21 (30.0%) said that they had never received any bullying cases in their schools.

Police were asked the same questions of teachers, they required to say if they had received any bullying cases

from schools within their district. All the three police officers responded that there were bullying cases brought to the gender violence desk. One police officer had this to say,

> Yes we have received many cases of violence and bullying of children below age of 18 year in which we used to give the victims police form number three (PF3) for treatment while we are doing investigation. In hospital they use to give their own findings after investigation. We also give our own findings after our investigation for proper action accordingly (interviewed police officer, 2014).

This is contrary to Okoth (2014) who investigated the teachers' and students' perceptions on bullying behaviour in public secondary schools in Kisumu East District and found that teachers perceived that there is no bullying in their schools while students responded that, there was a big problem in their schools. This can be the cause of the increase of bullying in schools because the teacher is a powerful agent for changing students behaviours academically.

4.3 The Types of Bullying in Schools

The present study also sought to investigate the types of bullying which students were aware of occurring in their schools. The aim was to identify types of bullying in the selected secondary schools which could be affecting students' learning activities and academic achievement. The students were asked to mention the types of bullying acts which are happening. In the process of data analysis, bullying acts were categorized into two groups namely: physical bullying and psychological bullying: Physical bullying acts were further divided into students-centred physical bullying (bullying done by students) and teacher-centred physical bullying (bullying done by teachers). Psychological bullying was also divided into two categories namely student-centred psychological bullying and teacher-centred psychological bullying. The aim was to find out the number of students who identified the physical bullying and those who identified psychological bullying and their perpetrators who could be affecting students' learning activities and academic achievement.

4.3.1 Student-Centred Physical bullying

The study intended to find out the physical types of bullying done by students which might be affecting

students' quality education. The aim was to identify the student-centred physical bullying acts which are happening in schools and which could hinder their learning activities in relation to quality education in Tanzania. This enabled the researcher to come up with some measures to mitigate the problem. Table 4.2.2shows the results.

Table4:2.2 the Student-Centered Physical Bullying Occurring in Schools

S/N	Statement	Mentioned	Percent
a	Theft	367	61.5
b	Beating/ threatening to beat	140	23.5
c	Student leaders beating students.	49	8.2
d	Forcing other students to buy things for them	66	11.1
e	Forcing students to give money	51	9
f	The powerful students forcing weak students to do things for them (cleaning their compounds, sending them to buy learning materials	57	10
g	Stabbing with sharp objects	17	2.8
h	Sexual bullying	39	8.5

Source: Field Data, (2014)

The results in Table 4.2.2 show the physical bullying acts students are aware of 367 (61.5%) students asserted thefts exist in their schools, 140 (23.5%) mentioned beating, 49 (8.2%) confirmed that student leaders beat students, 66 (11.1%) of students asserted that there are practices of students of forcing other students to buy things for them. 51 (8.5%) students stated that there are incidences where students force others to give them money and stabbing them with sharp objects was asserted by 17 (2.8) and 39 (6.5%) Students confirmed that rape cases (sexual bullying) also experiences.

In addition to that, the interviewed police required to motion types of bullying cases they had received from students. They mentioned such cases as beating, sexual bullying and raping cases.

All these concur with Moris (2008) and Okoth (2014) who found that types of bullying done by students in schools includ beating, stealing, sexual bullying and raping. Students were also required to mention bullying

acts done to them or to others in their schools. Students mentioned beating, stealing, forcing other students to do things for them and sexual bullying. One of the interviewed students had this to say:

> This is what happened in our school. Some boys stole our bags, my fellow female students said, "let us follow our bags and it seems they were aware of what was going on." I was new in this school; it seems also that the school boys had collaborated with other boys who were not our school mates. My fellow girls left me alone with the gang of boys. They escaped and I was left alone. Then, those boys turned against me and raped me. The date was 26 October 2014. Until today nobody has made a follow up on what happened to me in relation to the act they did to me. I told my sister whom I was living with what had happened to me and she reported it to the police and to the school. She took me to the hospital. Until now nothing has been done by school management to the boys who abused me." (A girl student victim from one of the districts in secondary school, 2014)

The statement above shows the presence of types of bullying which is affecting students' affective and psychomotor expected learning outcomes. The victims' properties are stolen; the victim could not be able to perform tasks given by the teachers due to absenteeism. The interviewed lost confidence and was unable to perform her learning activities for some days. Another interviewee had this to say in connection with the effects of bullying done to him.

> I was sent by the teacher on duty to get sticks for beating students who came late to school. When I was carrying the sticks to give the teacher, I met my classmates who attacked me and started beating me with the sticks which I was carrying. I was beaten until I was not able to walk properly. The sticks were thrown away. I went home, I was afraid to go to the teacher without sticks and also to go to school to report what happened to me because my fellow students would beat me again. I went to school after three days knowing that my teacher had already forgotten that he had sent me to get sticks. But

again, I was beaten by the class teacher for not attending classes for three days." (the

interviewed student from one school, 2014).

The statement above shows that bullying in schools might be affect students' relationship in their learning

activities. Sometimes teachers punish students without thinking the outcomes which may affect the victims

expected learning outcome obtained from affective domain. Lastly the police were required to state if they had

received bullying cases from the schools under study.

One of police officer had this to say:

"It was the day of graduation of Form Four of school K, one of the Form three students

aged 15 years old was beaten by many form four student, was brought by teachers to

our office bleeding. We received the student, then we provided her a Police form

number three (PF3) for treatment while we continued investigating the case. This shows

that bullying is prevailing need to be controlled in order to achieve the sustainable

development goals." (police officer,2014)

4.3.2. Teacher centred Physical Types of Bullying

The students identified the types of teachers centred bullying in schools which could be affecting students'

academic achievements in schools. Table 4.2.3 shows the results.

Table 4: 2.3Teachers centered Physical Bullying

S/N	Statement	Mentioned	Percent	Not mentioned	Percent	Total Count
A	Corporal punishment	31	5	566	95	597
B	Teachers beating in the classrooms	151	25	446	75	597
C	Heavy physical punishment	151	25	446	75	597
D	Given punishment outside classrooms	193	32	404	68	597
E	Beaten more than 10 times with a stick in school by any teacher	170	29	427	72	597
F	Beaten by more than one teacher for the same mistake	82	14	515	86	597

Source: Field Data, 2014

The results indicate that learners mentioned physical bullying done by teachers including: beating learners in the classrooms: 151 (25%) corporal punishment 31 (5.3%), heavy physical punishment 151 (25.3%), beaten more than 10 times with a stick in school by any teacher 170 (28.5%), given punishment outside classrooms during the teaching and learning activities 193 (32.4%), beating of one student by more than one teacher for the same mistake 82 (13.7%). Stein & Bockwoldt (2016) found that physical violence through teachers has been witnessed by 3 in every 4 pupils. 77.1% of the students reported to have received beating for bad performance and 76.1% for bad behaviour. This is related to what Ndibalema (2013) said about physical bullying by teachers which was perceived to be the most prevailing element of bullying in schools whereby a student was severely beaten till he was hospitalized. Egbochuku (2007) admits that physical violence and psychological violence accounted for 85% and 50% respectively of the seriousness of violence against children in schools.

Nkuba., Hermenau., and Hecker,. (2018). (2018) found that more than 90% of all students reported exposure to violent discipline by a parent within the past year and more than 80% of parents acknowledged using violent discipline techniques. In Kagera, Stein and Bockwoldt (2016) found that the most frequently experienced form of violence in schools was defamation (57.0%), followed by stealing (53.5%) and insulting (50.9%). The most rarely experienced form of violence was sexual violence - rape (3.0%), sexual harassment (6.3% suffered from it), forced prostitution (9.5%) and cyber bullying (11.4%) Such results are supported by one of the interviewed female student about bullying acts who had this to say:

> May be I can say that there are bullying acts of being beaten by many teachers, not so many but they hurt. Students are beaten even thirty strokes. Teachers line up and each student is beaten by all the teachers for poor academic performance or for other mistakes. Then, the whole class is punished by many teachers." (Interviewed student from one secondary school, 2014).

This statement shows that the teachers' physical bullying is affecting the students' affective domain objective skills of tolerance. The victims who experience this physical bullying develop emotional behaviour which

affect their expected experiences gained from academic classroom learning activities. Beating students on the hands could affect students' psycho-motor basic skills (physical skills of writing and drawing) as well as psychological skills are affected (by making a learner feel embarrassed and demoralized). Twemlow et al (2006) are of the views that using severe corporal punishment to students is misuse of power. When teachers are given the freedom to use punishments, they may abuse their power. It is not clear if the child truly deserved the punishment or if it was just because a teacher was frustrated. Students complained that they were being beaten for minor mistakes.

4.3.3 Student Centred Psychological Types of Bullying

The study wanted to identify the types of psychological bullying done by students in schools. Students were asked to mention types of bullying happening in schools. During the analysis the bullying was categorized into psychological bullying by students and by teachers. Table 4.2.4 shows the psychological bullying by students.

Table4.2.4 Student-centred Psychological Bullying in Schools

S/N	Statement	Mentioned	Percent	Not mentioned	Percent	Total Count
A	Writing students' names on toilet walls and other school premises	25	4.2	572	96	597
B	Accusing students	190	31.8	407	68	597
C	Jeering at other students	42	7	555	93	597
D	Isolating other students in group discussions	100	16.8	497	83	597
E	Name calling by students	92	15.4	505	85	597
F	Spreading rumours about other students	69	11.6	528	88	597

Source: Field Data, 2014

The results in Table 16 show the student centred psychological bullying happening in schools including 25(4.2%) who mentioned writing names of other students on toilet walls and other school premises, 190 (31.8%) the accusations of students, 42 (7.0%) jeering at other students when they are given corporal punishment in front of other students, 100 (16.8%) isolation of students in group discussions, 92(15.4%) name calling by students and 69 (11.6%) spreading of rumours about other students. Okoth (2014) found

common forms of bullying done by students including name-calling, group isolation and cyber bullying. Morris (2008) found that gossiping (74.3%), stealing (71.7%) spreading rumours 70%, excluding other students from groups (70.2%), Jeering (66.1%) and threatening (54%) humiliation were common types of bullying.

The results show that these psychological bullying acts are affecting students' cognitive as well as affective domain skills of the victims. The victims' affective domain expected objectives skills are affected due to the fact that they feel humiliated by being called insulting names in school in front of other students, they feel embarrassed and ashamed. The victims 'experience of name calling, their names being written on the school premises, rumours spread upon them and isolation from important peer groups affect their learning experiences expected from interactions between the teachers, learners, learning content and the education environment. The learning experiences are gained from learning activities in which they cannot be achieved by ever fear secondary school students.

4.3.4 Teacher-centred Psychological types of Bullying

The study sought to identify the students' perceptions of the physical types of bullying done by teachers in schools which could be affecting students' academic achievements in schools. The aim was to find out the students' perceptions of the type of physical bullying that was done by teachers in order to provide the appropriate tools of good governance of academic achievement, the appropriate strategies for classroom management and a preventive system for the bullying problem in schools. Table 4.2.5 shows the psychological bullying done by teachers.

Table4:2.5 Teacher- centred Psychological Bullying in Schools

S/N	Statement	Mentioned	Percent	Not mentioned	Percent	Total Count
A	Humiliating students	239	40	358	60.0	597
B	Embarrassing a student	237	39.7	360	60.3	597
C	Threatening to beat students	140	23.5	457	76.5	597
D	Giving punishment outside of class during the teaching and learning activities	193	32.4	404	67.7	597
E	Giving corporal punishment in front of other students	238	40	359	60.1	597
F	Using abusive language with students	190	31.8	407	68.2	597
G	Forced sexual relationship	75	12.6	522	87.4	597

Source: Field data (2014)

The results show that students reported the presence of teacher-centred psychological bullying, including 239 (40%) humiliating of students, 237 (39.7%) embarrassing students. 140 (23.5%) threatening to beat students, 193 (32.4%) giving punishment outside of class during the teaching and learning activities 238 (40.0%). Giving corporal punishment in front of other students 190 (31.8%) the use of abusive language and lastly 75 (12.6%) forced sexual relationship. Moris (2008) found that humiliation by teachers was the major type of bullying in schools. Similarly, Stein and Bockwoldt (2016) found that half of all pupils reported emotional violence through teaching staff. A total of 50.9% saw threats of beating by teachers and 61.3% observed teachers insulting students. In addition to that, the interviewed students reported the presence of psychological bullying in schools including giving corporal punishment in front of other students, the use of abusive language with students and embarrassing students. One of the interviewed students had this to say:

> I must tell you the truth about what is happening at our school. The bullying acts that you have mentioned here are available. Incidents of bullying by students are not so much but for teachers are too much. Some teachers are using abusive language to students like you are stupid, it seems all your generation is stupid, you are all stupid, you have no ability to think at all." (Interviewed student, 2014).

The results show that the teacher-centred psychological bullying is prevalent at schools which hurt children

psychologically. This might be affecting students' competence skills expected from affective domain objectives as well as cognitive domain. The teacher-centred psychological bullying can poison students' expected competence skills from cognitive learning objectives because they hurt the children psychologically. Through the cognitive domain objectives the student are expected to be able to recall the academic concepts learnt in the classrooms, to be able to translate the ideas, procedures, to interpret the information learnt in the classroom, or to make a judgment of the subject contents and practice these skills with confidence.

These educational objectives are expected to develop the minds of students through the expected levels of expertise obtained from the cognitive domain, affective domain, as well as psychomotor domain. Therefore, the presence of the psychological bullying acts from teachers limit students' cognitive development, that is the ability to freely discuss academic matters, to interpret, to express and to discuss academic ideas with confidence.

4.3.5 Victims, Perpetrators and Witnesses of student centred Bullying

The study wanted to identify how many students are victims, perpetrators, or witnesses of the types of physical, psychological, or other types of bullying in schools. The aim was to find out the number of victims, perpetrators and witnesses of bullying in order to provide the appropriate tools of good governance of academic achievement, the appropriate strategies for classroom management and a preventive system for bullying in schools.

After students had acknowledged that they were aware of bullying acts that occurred in their schools, they were further asked to respond if they were the victims, perpetrators, or witnesses. This question intended to find out who the victims were, whether the respondents had also bullied other students and whether they had witnessed bullying acts of other students in their schools. The witnesses' responses showed evidence that bullying occurred in schools and this helped to avoid mere hearsay evidence. According to the concepts of Olweus (1993) the 14 bullying acts were ranked from indirect bullying to physical direct bullying. In the data analysis, the sub-categories were developed further: Table 4.2.6 shows the results.

Table4.2.6: Victims, Perpetrators and Witnesses of Bullying

S/N	Statement	I was a victim of bullying		I did it myself		I witnessed it		Total Count	Total Percent
		F	%	F	%	F	%		
1	Forcing others to give them things like food or money,	288	52.1	9	1.3	256	38.4	553	93
2	Forcing other students to do things for them:	241	49.3	18	3.7	230	47.0	489	82
3	Beating others in this school	236	42.4	12	2.2	306	55.0	554	93
4	Theft	408	69.5	3	1	175	29.8	586	98
5	Threatening to beat others	281	50.8	17	3.1	255	46.1	553	93
6	writing about others on the walls or on the abandoned buildings/ toilets:	127	25.5	15	3	356	71.5	498	83
7	Spreading rumors on others:	182	45.8	60	15.1	155	39.0	397	66
8	Students jeering at other students in this school	154	29.7	31	6	334	64.4	519	87
9	Isolating other students	99	23.9	7	1.7	308	74.4	414	69
10	Students calling other students nicknames in schools	165	32.7	24	4.8	313	62.1	502	84
11	Sending nasty letters, text message to others	109	24.1	8	1.8	335	50.2	452	76
12	Threatened to be beaten after refusing sexual relationship	65	15.3	11	2.6	348	82.1	424	71
13	Raping cases in this school	14	7.7	2	1.1	165	91.2	181	30

Source: Field Data, 2014

Table 4.2.6 shows that students experienced bullying at schools which might be affecting them psychologically as well as physically. The most experienced form of bullying by the victim was theft or stealing 408 (69.5%) but students who actually witnessed stealing in their school environment were 175 (29.8%). This was followed by forcing others to give them food, money, learning materials, pen, books, experienced by the victims reported by 288 (52.1 %). Those who witnessed this bullying act of forcing other students to give them things were 266 or38.4%). The victim threatened to be beaten by others were 281 (50.8%) and those who witnessed this bullying acts were 255 (46.1%) The victim of bullying by being forced to do works for others were 241 (49%) those who witnessed this bullying acts were 230 (47 %,). The victims of bullying of spreading rumours from others were 182 (45.8) those who witnessed were 55(39%). The victims of bullying by beating were 236 (42%) while those who witnessed this were 306 (55%). Those who were the victims of writing about others on

the walls or on the abandoned buildings or toilets 127 (25.5%) while those who witnessed were 350 (71.5%). The victims threatened to be beaten after refusing sexual relationship were 65 (15.3%) while those who knew about it were 348 (82.1%). Victim of bullying by being given nicknames in schools were 165 (32.7%) while those who witnessed were 313 (62.1). Victims of the bullying by isolation from other students on the learning activities were 99 (23.9%) while those who witnessed it were 308 (74%) victims of bullying of sending insulting text messages to others were 109 (24%) while those who witnessed this were 335 (50.0%) and victims of jeering at other students in this school were 154 (29.7%) while those who witnessed it were 334 (64.4%).One of the interviewed students had this to say:

> My money and all my learning properties have been stolen always by others several
> times. I have been forced by other students to give them money and also I have been
> beaten by the upper-level classes. I was sometimes afraid to come to school."
> (Interviewed girl student, 2014)

Regarding the bullying in schools, the interviewed teacher in one of the secondary schools had this to say:

> I have been receiving such kind of bullying cases. When the students report to schools,
> when they are still new in the school environment, they find the students whom they do
> not know. Because of new school environment, those higher level students bully these
> younger students in one way or another by beating or verbal abuse. Those words can be
> of mocking; these words are discouraging for them for their studies. When form one
> come to the new school environment, they don't know the names of the higher level
> students, so the higher level students take that advantage. They have the tendencies of
> bullying them because they know that Form ones don't know their names." (The
> interviewee teacher from one school).

Okoth (2014) supports the idea that students who are experiencing bullying done by students as well as by teachers, which might be affecting students psychologically or physically. The results show that students experience different bullying activities in schools as victims, as perpetrators as well as witnesses which could

be affecting all of them, but in different extents. These are the bullying practices which students are experiencing. They did to others, they witnessed them in their school learning environment and they affect the students cognitive, affective as well as the psychomotor domain of learning outcomes. However, the number of students who admitted that they were bullying other students was very small. It is not surprising that students hardly admit that they forced others to give them food, money, pens and other learning materials or forcing other students to do work for them, beaten others, stolen others properties, threatening to beat others, spreading rumours on others, jeering to others, isolating other students and threatened to beat others after refusing sexual relationship. Such activities are sensitive issues, it is not easy to reveal to anybody. That is why the questionnaires were used by the students to fill in the questionnaires without writing their names. They were assured of the confidentiality of information given in the questionnaire. Moreover, writing about others on walls or on the abandoned buildings/ toilets was a sign of cyber bullying which should not be ignored. It should be solved before it become a big problem and affect students' academic performance and welfare. Tokunaga (2010) critically reviewed on cyber bullying victimization about computers in human behaviour and found that most students were victimized and manipulated online by peers.

4.3.6 Types of Bullying Reported to the School Authorities

The documented bullying in schools (Black books) was the source of data for research. The study wanted to find out whether the school authorities were aware of the physical, psychological and other types of bullying that were happening in their schools which students had identified. The aim was to investigate whether the reported types of bullying are also reported to the teachers or school authorities and whether student victims have someone they can trust to reveal their bullying problems to, or whether the students who witnessed bullying types had a good relationship with the victims and were able to report a bullying acts to the school authorities for proper and secure monitoring of the victims. Table 4.2.7 shows the documents reviewed identification of bullying types reported to the school authorities.

Table 4.2.7 Types of Bullying Reported

	Frequencies	Percent
Stealing	28	21.7
Beating	36	27.9
Others bullying acts	33	25.6
Total		

Source: Field Data, 2014

The results in Table 4.2.7 shows that beating was the most reported physical bullying act 36 (27.9%), others bullying acts 33 (25.6%) and stealing 28 (21.7%). Contrary to this results, students mentioned that they were victims of a large variety of bullying: forcing others to give them things like food, money, forcing other students to do things for them, beating others, stealing, threatening to beat others ,writing about others on the walls, spreading rumours about others, students jeering at other students, isolating other students, students calling others nicknames in school, sending nasty text messages to others and being threatened to be beaten after refusing sexual relationship. This could be a factor for bullying in schools that students are suffering from bullying with no people of trust to report it to, which could be affecting their cognitive, affective as well as psychomotor domain.

4.3.7 The Documented Types of Bullying

The study went further to verify what types of bullying were mostly experienced in schools and the impact on students who had been bullied by others and or whether all bullying acts are documented for proper monitoring, how they reach the educational decision makers and strategies of proper implementations. table 4.2.8 shows the documented letters of students centred bullying

Table 4:2.8: Documented letters of students centred bullying

The documented written letters of students centred bullying		
	Frequency	Valid Percent
Beating	37	34.9
Stealing	40	37.7
Use of abusive language	8	7.5
Sexual bullying	14	13.2
Others	7	6.6
Total	106	100.0

Source: Field Data, 2014

The results show that there is a high number of documented letters of students who steal other students'

properties 40 (37.7%) followed by beating others 37 (34.9%), forcing sexual behaviours to others 14 (13.2%), using abusive language 8 (7.5%) and others were 7 (6.6%). The results show that only students who beat others, who steal others properties, forced sexual relationship and used abusive language had written letters, none of the letters was found to have been written by the victims (those who were bullied by others) for monitoring their behaviours and academic progress.

Secondly, there are many types of bullying in schools which lead to impact students' truancy, learning and their academic achievement. The results show that only few physical bullying cases are documented in the selected schools but the other student-centred bullying , teacher-centred bullying , students psychological bullying acts as well as teacher-centred psychological bullying are not all documented in the black books in schools.

4.3.8 Students' Involvement in Types of Bullying

Students were asked if they had been bullied by other students, by teachers or bullied other students. This aimed at finding out how many students have been bullied by others, have bullied other students, or bullied by teachers. This aimed at comparing their responses and other variables such as the social demographic factors that are influencing bullying in the school contexts so that the results of this question would be discussed in terms of their implications for school practice and intervention policy. Table 4.2.9 shows the results.

Table4.2.9: Students' Involvement in Types of Bullying

	Response	Male	%	Female	%	Total	%	P value
Bullied by other students	No	129	(43.6%)	62)	(20.6%)	191)	(32.0%)	(000)
	Yes	167)	(56.4)	239)	(79.4)	406)	(68.0)	
Have you ever bullied other	No	191)	(64.5)	219)	(72.8)	410)	(68.7)	(011)
	Yes	105)	(35.5)	82)	(27.2)	187)	(31.3) p. value	
Bullied by teachers	No	164	(55.4)	79)	726.2)	243)	(40.7)	(000
	Yes	132)	(44.6)	222)	(73.8)	354)	(59.3)	

Source: Field Data, 2014

The results in Table 4.2.9 show that 406 (68.0%) of all students indicated that they had been bullied by others students, while 191 (32.0%) responded that they had not been bullied by other students in their school at all.

Some 187 (31.3%) responded that they had bullied other students and 410 (68.0%) of the students responded that they had not bullied other students. On the other hand, 354(59.3%) of the students reported having been bullied by their teachers, while 243 (40.7%) of the students reported that they had not been bullied by their teachers. The results show that female students were more bullied by other students 239 (79.4) while male students who were bullied by other students were 167 (56.4%). Female students also were more bullied by teachers 222(73.8) while 132 (44.6) of male students were bullied by teachers. All the variables were significantly associated with the gender of students with P: Value .000. This indicates that the variables had a relationship with gender of students. This means that female students had been bullied by other students and teachers more than male students. This finding is supported by Leach et al (2003) who shows that girls are mostly abused than boys. Ceci et,.al. (2014) found the importance of women education for their life.

Vieno and Santinello (2011) investigated the children involvement in different forms of bullying and their association to smoking and drinking behaviour in Italy. The study found that the prevalence of having been bullied or having bullied others at school at least once in the last 2 months was 11.6% for physical, 52% for verbal, 47.9% for relational, 18.5% for sexual, 19.4% for cyber and 9.4% for racism. Compared to girls, boys were more likely to be involved in physical bullying. Moreover, boys were more involved as bullies in sexual, beating, cyber and racist bullying. In contrast, girls were more likely to be victims of verbal, relational, sexual and cyber bullying than were boys.

4.4 The Causes of bullying in Schools

Objective three sought to find out the contributing factors of bullying in schools namely demographic variables including class level, school/ home location, parental care, age contributing factor and gender contributing factor. Secondly, the objective deals with the most affected students and the places /situation of occurrence as factors of bullying. For the teacher-centred causes of bullying included the reasons for corporal punishment in schools. The aim was to identify the causes of the problem and their implications for school practice and proper intervention policy.

4.4.1 Class Level of Bullying Students

The study wanted to find out how many victims had been bullied by their classmates in their school life in order to get the source of bullying in the classrooms which could be affecting their academic learning activities or their academic achievement. Also, the study tried to find out how many victims had been bullied by the students in higher class levels. These students were supposed to defend the younger fellows in the matters that were affecting them in schools. This could restrain the victims from revealing the types of bullying affecting them. The aim was to find out the relationship between the victims and their classmates and other classes in schools in order to provide the appropriate preventive measures. Table 4.3.1 below shows the results.

Table 4:3.1: Class Level factor for Bullying

	Statements	Frequency	Valid Percent
1	The same level with me	138	26.6
2	The higher level than mine	169	32.6
3	The lower level than mine	25	4.8
4	The same class and the higher class	187	36.0
	Total	519	100.0

Source: Field Data, 2014

The results in Table 4.3.1 shows that a big number of the victims are bullied by students from the same class level and higher class level 187 (36.0%), followed by the higher level 169 (32.6%), followed by the same level 138 (26.6%) and lastly the lower level 25 (4.8%).

In addition to that, teachers were interviewed to identify who were the mostly affected students by bullying at their school. Teachers revealed that students had been bullied by students in the same class level, by pushing other students due to the limited chairs, some were stealing properties of others in the classrooms, some were isolating others from group discussions due to the academic incompetence and/ or when some students did not dress properly. One interviewed teacher had this to say:

> When students report at schools, especially when they are still new to the school
> environment, they find students of higher classes whose names are not known to them.
> Those higher level students bully these younger students in one way or another, by

beating, forcing them to do things for them. Calling them nick names or mocking them

and use words which are discouraging." (Interviewed teacher from one school, 2014).

4.4.2 School Location as Cause of Bullying

The study wanted to investigate the students' school location contributing factors of bullying in schools. The

aim was to find out how many students coming from rural areas, pre urban areas, or urban areas have been

bullied by others, or have bullied other students in order to compare their responses with their involvement in

bullying practices in schools (bullied by others or bullied others). The ultimate aim was to identify if the

location demographic factors have influenced bullying in the school contexts so that the results would be

discussed for proper school practice and implementation policy and follow up. Table 4.3.2 shows the results

Table4.3.2: Home Location and Bullying behavior

	Have you ever bullied by others?					Have you ever bullied others?				
	Pre-urban	Rural	Urban	Total	p-value	Pre-urban	Urban	Urban	Total	p-value
No	52	41	98	191	(000)	123	117	170	440	(.666)
	27.2%	21.5%	51.3%	100.0%		30.0%	28.5%	41.5%	100%	
Yes	136	142	128	406		65	66	56	187	
	33.5%	35.0%	31.5%	100.0%		34.8%	35.3%	29.9%	100%	
Total	188	183	226	597		188	183	226	597	
	31.5%	30.7%	37.9%	100.0%		31.5	30.7	37.9	100	

Source: Field Data, 2014

The results show that most students 142 (35.0%) who come from rural areas responded that they had been

bullied by other students, in pre urban areas 136 (33.5%), while urban it was 128 (31.5%). The variables of

bullied by others was significantly associated with the home location of students with P: Value .000. This

indicates that the variables of those who were bullied by others had a relationship with home location of

students. Therefore; results show that students who had been bullied by others mostly came from rural and pre

urban areas. Those who bullied others most come from urban areas 66 (35.3%) followed by pre urban 65

(34.8%) and lastly by urban 56 (29.9%). This shows that variables bullied others was not significantly

associated with the home location of students with P: Value. **666**. In addition to that interviewed teachers had

this to say,

Students from rural areas in this school are more bullied because they are given more work by

their parents at home which make them to come late to school. As a result, they always are given punishments in front of other students so that other students could stop that behaviours. As the same time, due to the limited chairs in classrooms, those who came late to classrooms end up missing chairs sometimes others are pushing them here and there, they feel embarrassed." (One of the interviewer teacher, 2014).

Kamala, Wilson. and Caledonia (2013) support that bullying occur mostly in urban area and the students were more likely to be truant in this geographic location and they suffered from mental health problems and experienced anger due to the mistreatment they received from students as well as from teachers.

4.4.3 Parental Care contributing Factors for Bullying in Schools

The study wanted to find out if parental care of the students if it could be a contributing factor of bullying in schools. The purpose was to find out the number of students with their parents (father and mother) ,Father only. Mother only or guardian responded that they were being bullied by others or bullied others in schools in order the findings would help to find out appropriate measures to solve the problem practically. Table 4.3.3 shows results of parental care contributing factors for bullying in schools

Table4:3.3: Parental Care Contributing Factors for Bullying in Schools

	Bullying by others						Bullied others					
	Both	Father	Mother	Guardian	Total	p-value	Both	Father	Mother	Guardian	Total	p. value
No	114	17	20	40	191	751	No 237	31	48	94	410	(.792)
	59.7%	8.9%	10.5%	20.9%	100.0%		57.8%	7.6%	11.7%	22.9%	100.0%	
Yes	237	21	53	95	406		Yes 114	7	25	41	187	
	58.4%	5.2%	13.1%	23.4%	100.0%		61.0%	3.7%	13.4%	21.9%	100.0%	
Total	351	38	73	135	597		Total 351	38	73	135	597	
	58.8%	6.4%	12.2%	22.6%	100.0%		58.8%	6.4%	12.2%	22.6%	100.0%	

Source: Field Data, 2014

The results show that out of 351 students with both parents 237 (58.4%) affirmed that they were bullied by others while 114 (59.7%) stated that they were not bullied at all. Out of 135 students living with a guardian 40 (20.9%) were not bullied by others at all and 95 (23.4%) reported that they were bullied by others. Out of 73 students living with their mothers only 20 (10.5%) were not bullied at all. While 53 (13.1%) affirmed that they were bullied by others. Out of 38 students of those who are living with fathers only 17 (8.9%) stated that they were not bullied at all while 21 (5.2%) affirmed that were bullied by others. All the variables were not significantly associated with the parental care of students. This indicates that the variables had no relationship with parental care of students with p-value 751 and 792.

The results also show that out of 351 students with both parents, 114 (61.0%) bullied others, while 237 (57.8%) did not bully others. And out of 38 (6.4%) students living with the father only 31 (7.6%) had not bullied others, while 7 (3.7%) had bullied others. Out of 74 students who were living with the mothers only 25 (13.4%) had bullied others while 48 (11.7%) had not bullied others. As for students living with guardians 41 (21.9%) of all students had bullied others while 94 (22.9%) had not bullied others at all. Nkuba et al. (2018) found that More than 90% of all students reported exposure to violent discipline by both parents within the year 2017.

Meanwhile more than 80% of parents acknowledged using violent discipline techniques. Using a path model, the study found that violent discipline by parents was associated with parental stress. Kamala, Wilson. and Caledonia (2013) found that the adolescents whose parents were more aware of their free-time activities were less likely to report being bullied. Braithwaite (2004) investigated the families and School demographic variables causes of bullying in schools. Specifically the roles of family variables (authoritarian and authoritative parenting, family disharmony) and school variables (liking school, perceived control of bullying and school harassment) the study found that family and school systems were not working together for the most effective means of intervention for bullying problems.

Responding to the question which required him to identify the most bullied category of students/. One of the teacher interviewed had this to say:

Students who are living with their guardians are the victim of bullying because of coming late to school. They always pretend that they were taking care for their young sisters and brothers at home. The victims are always punished so that others can learn from their mistakes." (the interviewed teacher, 2014)

Mbasa (2001) support that there is a high amount of violence against children within the family and in schools which are the enemy of students wellbeing and competences.

4.4.4 The Age of students contributing factors for Bullying in schools

The study wanted to find out if the age of students could be a contributing factor of bullying in schools. The aim was to find out specific numbers of students with their corresponding age who responded that they were being bullied by others or the number of students who respondent that they bullied other students. The aim was to find out which age had the highest number of students who responded that they were either bullied by other students or bullied other students in schools. The goal of the analyses by age was to find out the appropriate measures required to solve physical and psychological bullying problems.

Table 4.3.4: Age of students contributing factors for Bullying

	Bullied by others					Bullied others				
	12-16	17-18	19-Above	Total	p-value	12-16	17-18	19-Above	Total	p-value
No	79	53	59	191		163	108	139	410	(854
	41.4%	27.7%	30.9%	100.0%	.088	39.8%	26.3%	33.9%	100.0%	
Yes	162	104	140	406		l78	49	60	187	
	39.9%	25.6%	34.5%	100.0%		41.7%	26.2%	32.1%	100.0%	
Total	241	157	199	597		l241	157	199	597	
	40.4%	26.3%	33.3%	100.0		40.4%	26.3%	33.3%	100.0	

Source: Field Data, 2014

The results show that the age group of 12-16 years were more bullied by others 162(39.9%) while the age group of 17-18, 104 (25.6%) were bullies and the age group of 19 and above 140 (34.5%) were more bullied by other students. On the other hand, the age group of 12-16, 78 (41.7%) agreed that they bullied other students. This is the group which was dominated by adolescent behaviours. The age group of 19 and above agreed that they bullied other students as confirmed by 60 (32.1%). All the variables were not significantly associated with the age of students with P: Value .088 and 854. This indicates that the variables of bullied by others and bullied

by others had no relationship with age of students. All students could be bullied in the same way.

Vieno and Santinello (2011) investigated the development of bullying and victimization in school by age of children 11- , 13- and 15- year- olds' sense of interpersonal empowerment with parents, friends and teachers. Boys were more likely to be bullies/victims than girls. Victimization and the likelihood of being both a bully and a victim declined with age. Bullying increased with age among boys whereas for girls it was slightly more prevalent at the age of 13 than at the ages of 11 or 15. The sense of empowerment students experience with their teachers decreased in the older group. Disempowered relationships with teachers consistently predicted bullying behaviour. Higher social competence was reported by 13- and 15- year- old bullies. Chronically bullied students had lower social competence in all age cohorts. Otherwise, predictors of victimization varied by age: 11- year- old victims felt less empowered by their teachers; 15- year- old victims reported more difficulties in negotiating cooperative relationships with parents. Bullies in all cohorts and younger bully/victims feel less empowered by their teachers. This finding shows that students who are disempowered by teachers may either compensate by oppressing (bullying) peers or generalize the power differential with peers (become a victim).

4.4.5 Gender of Students Contributing Factors for Bullying in Schools

The study wanted to find out if the gender of the students could be a contributing factor for bullying in schools. The aim was to find out the number of students who responded that they were being bullied by others or the number of students who respondent that they bullied others. The purpose was to find out which gender had the highest number of students who were either bullied by other students or bullied other students in schools. The ultimate aim was to find out the appropriate measures to enable solving the problem concerning physical and psychological bullying in schools to raise students' academic performance for all.

Table 4.3.5: Gender of Students Contributing Factors for Bullying in Schools

	Bullied by others			000	Bullied others			011
	Male	Female	Total		Male	Female	Total	
No	128	63	191		190	220	410	
	67.0%	33.0%	100.0%		46.3%	53.7%	100.0%	
Yes	165	241	406		103	84	187	
	40.6	59.4	100		55.1	44.9	100	
Total	293	304	597		293	304	597	
	49.1	50.9	100		49.1%	50.9%	100.0%	

Source: Field Data, 2014

The results show that female students who confirmed to have been bullied by other students were 241 (59.4%) compared to boys students 165 (40.6%). Male students who agreed that they bullied other students were many, 103 (55.1%), compared to female students 84 (44.9%). All the variables of bullied by other students and bullied others were significantly associated with the gender of students with P: Value .000. This indicates that the bullied by others had a relationship with gender of students where by female are more bullied by others than male and also male are bullied others more than female.

One of the interviewer female students had this to say:

> We are always bullied by teachers. You can find ever time teachers telling us you girls go and fetch some water, or you girls go and clean the toilets, you girls go and do that, but boys never told to go to fetch water neither to clean toilets, but they are left playing football. All these we are doing during the classroom learning activities. Boys are not given these duties and they are telling us we have to do so because we are the females, these are the duties which traditionally are done by women at home." (The interviewed female student, 2014).

Kokkinos et al. (2011) found out that boys were engaged more on direct types of bullying behaviours than girls. Girls were more engaged on indirect bullying. Girls were more victimized due to their less confidence, while boys bullied others due to their over self-confidence. Baldry (2005) found that being a girl is a strong significant risk factor for all internalizing symptoms. Being a victim of indirect bullying is the strongest predictor of withdrawn behaviours, somatic complaints and anxiety/depression, direct victimization, which

significantly predicts somatic complaints, anxiety and depression, but not withdrawn behaviours. Bullying others directly by hitting, threatening, or calling names is not a significant predictor of the poor mental and somatic health of youngsters, whereas indirect bullying (spreading rumours or not talking to someone on purpose) does significantly predict anxiety and depression, as well as withdrawn behaviours. The negative impact of victimization and bullying is buffered by youngsters' positive relationship with one or both parents.

4.4.6 The students' perceptions of who is more bullied in schools

Under this sub-question students were asked to give their views on who was more bullied in schools. The aim was to find out the respondents' perceptions on who is more bullied in schools in order to give out the appropriate strategies to solve the problem.

Table 4:3.6 The mostly Affected Student by Bullying at School

	N	Valid Percent
Boys	109	18.4
Girls	335	56.6
Both	121	20.4
migrant in this school	3	.5
students from poverty family	5	.8
students from high social economic status	16	2.7
not sure	3	.5
Total	592	100.0

Source: Field Data, 2014

Students identified the most group of students who were more bullied by others and by teachers. A total of 335 (56.6%) respondents said girls were the mostly bullied group. Other respondents said both boys and girls 121(20.4%) while 109 (18.4%) stated that boys were the only more bullied. Some said students from high social economic status 16 (2.7%) and those who said that from poor families were 5 (0.7). Lastly students who assert that the migrant students are more bullied were 3 (0.5%). Students were further asked to give reasons why do they think boys or girls are more bullied, the purpose was to find out their perceptions toward girls or boys whether they contribute to bullying in schools or not and then to come up with appropriate measures. Table 4.3.7 shows the results.

Table 4:3.7 The Reasons why Boys are more bullied

Statements		Frequency	Valid Percent
Valid	Boys makes trouble in classes	38	6.6
	No one speaks about rights of boys	517	89.3
	Teacher do not listen to male students	23	4.0
	Others	1	.2
	Total	579	100.0
Missing	System	88	
Total	667	100.0	

Source: Field Data, 2014

The results show that 517 (89.3%) students mentioned that boys are bullied in schools because no one speaks about their rights. 23 (4%) of students said boys are more bullied because they make trouble in classrooms, (38 (6.6%) of them said that boys are more bullied because teachers do not listen to their views 23 (4.0%). Others reasons constituted 1 (0.2%) of the responses.

In addition to that, teacher trainees revealed that boys were bullied in schools due to family background. The findings of this study are supported by the interviewed respondent who mentioned the type of bullying done to him. He had this to said:

> A form three female student reported me to the staff that I always disturbed her in the classroom in an offensives ways without her permission several times, but I did not do that I only called her a 'dog' but she went to the office to report that I disturbed her in an offensive way. I was given corporal punishment of five strokes and told to call my parents. When my parents came they pleaded for forgiveness on my behalf. Amazingly, after my parent's departure, I was given another six more strokes." (A male student from one of the studied school (2014).

The statement above shows that the rights of male students are violated as well. In schools people hardly speak about male students' rights. This shows that boys could be suffering from bullying with very little concern by the school community which could be affecting their learning activities.

Table4:3.8: The Students' Views on Why Girls are Bullied in Schools.

Statements	Frequencies	Percentage
Girls don't know their rights	69	20%
Girls are suppressed	38	6.6
Girls are weak	507	88.2
Girls are low performers	45	15.2
Girls are performing many duties in schools of fetching water, cleaning	89	78%

Source: Field Data, 2014

The results show that 38 (6.6%) students responded that girls are bullied because they are suppressed 507 (88.2%), because girls are weak, 45(15.2%) they are low performers, 69 (20%) they do not know their rights 89 (78%), they are performing many school duties. The interviewed students were further asked to give reasons why do they think boys or girls are more bullied.

The interviewed teacher had this to say on who are most bullied in schools:

> In this school girls are usually crying and fall down most of the time, but this never happened to boys in this school. It was said that girls are possessed by devils but in reality, is not. May be their victimised by peers or back at home." (The interviewed teacher, 2014).

Under this sub-question students were asked to give their views on why they were being bullied in schools. The aim was to find out their understanding and perceptions on why they were been bullied by others or by teachers. This would give out the researcher appropriate strategies to solve the problem by doing so this would help teachers rather than using the harsh methods of solving problem which cause the cycle of violence in schools they will find the alternative methods of disciplinary procedures. The results of this questions would be discussed to find out the probable methods of bullying intervention in order to raise the academic performance of students.

Table 4:3.9 Students' Responses on Why they are being Bullied by Other Students

	Reasons for bullying by peers frequencies %		
1	Beaten by other students due to reporting of the wrong doers mistakes	152	26.2%
2	Due to the writing of the names of noise makers	190	32.6%
3	Due to the good performance(envy)	192	34.1%
4	Lack of guidance and counselling	251	42.1%
6	Due to coming late to school	260	51.4%

Source: Field Data, 2014

The results in Table 10 show that students were bullied for various reasons.152 (26.2) for reporting the wrongdoers to the school authorities, 190 (32.6%) for writing of the names of noisemakers, 192 (34.1%) for good performance 251(42.1%) for lack of guidance and counselling and 260 (51.4%) due to coming late to school. Teachers were also interviewed on what could be the causes of bullying in school. Teachers responded on the causes of bullying including poor parenting care, some students want to be superior, newness to the school environment and poverty.

Wong et al. (2008) investigated the reason for bullying in schools. The study found that the factors associated with bullying in schools included coming from an adverse psychosocial background and having more contact with violent values through association with deviant peers and exposure to the mass media. Tshabangu (2008) maintained that teachers should protect children when are in the school compound. Children should feel free from fear. Corporal punishment brings in fear throughout the entire school. Children should learn to behave by understanding the importance of good behaviour, not simply because they are terrified of being physically hurt by teachers.

4.4.9 The Places/Situation of occurrence of Bullying Contributing Factor for Bullying in Schools

The study sought to identify the places and situations which encourage bullying to occur in schools. This could be affecting students' academic achievement. The aim was to identify the contributing factors of bullying which could be affecting students' achievement. Specifically the identified places or situation of bullying results would be discussed for proper recommendations on the solution to the problem in order to raise the academic performance of students. Table 4.3.11 shows the results.

Table 4:3.10 The Places/Conditions of Occurrence of Bullying Source of Bullying in Schools

Descriptions	N	%	Total
Bullying occurs mostly in the classroom/office	193	29.2	32.3
Bullying occurred mostly in the school buildings like cafeteria, toilet	416	62.9	69.7
Bullying occurred mostly on playground	204	30.9	34.2
Bullying occurring on the way to and from school	56	8.5	9.4
Bullying occurring on other school premises	8	1.2	1.3
Bullying occurring when they come to school late	66	10.0	11.1

Source: Field Data, 2014

Table 4.3.11 shows that most respondents 193 (29.2%) mentioned that bullying occurred in the classrooms, 416 (62.9%) in the toilets and in the playgrounds 204 (30.9%). Bullying occurring in other school premises was mentioned by students as well(8.2%) those who said that bullying was taking place on the way to and from school were 56 (8.5%) and those who said that bullying occurring in the situation when they come to school late were 66 (10.0). In addition to that, teachers were interviewed on the situations/ places where bullying mostly occur in their schools. One of the interviewed teacher had this to said that

> The playgrounds, on the way going home and the days of graduations are the places and situations of occurrence of bullying and violence to our students. This year one of form three students was severely beaten by form four graduates on graduation day. A victim was severely injured. That is why we prefer the graduation ceremonies to take place before the national examinations because if it is done before some of graduates who have conflicts with their fellow students or teachers would desire to revenge the conflicts or violence they experienced from their teachers or students by either beating or destroy properties. But before they would fear to make disturbances knowing that they will be chased away before doing the national examination" (One of the interviewed teacher 2014).

Didaskalou et al. (2009) found that the overall bullying behaviour was found to be predicted by presence of playmates during playtime and victimization by the limited number of friends in class. When victims have no friends it is very easily to be subjected to bullying in schools. Training on relation skills could help.

4.5 The Impacts of Bullying on Students' continuous assessment (Academic Achievement))

Under this objective the study wanted to find out the impact of bullying on students' academic achievement. Students were asked to identify their average academic performance of their continuous assessment. Their responses on their academic performance were compared by their responses on whether they were bullied by others or bullied other students. The aim was to find out how physical and psychological bullying impacting students' academic performance and then to find out the appropriate remedy. Specifically the results of this objective were to be discussed so as to come up with proper strategies on how to fight children violence and bullying and raise the students' academic performance. Table 4.4.1 shows the results.

Table 4.4.1: The Impact of Bullying on Students' Academic Achievement

	Bullied by others				p-value	Bullied others					p-value
	Academic achievement					Academic achievement					
Responses	**A**	**B**	**C**	**D**	(000)	**A**	**B**	**C**	**D**	**Total**	**004**
Not at all	101	77	3	10		88	82	106	134	410	
	52.9%	40.3%	1.6%	5.2%		21.5%	20.0%	25.9%	32.7%	100.0%	
Yes	3	35	172	196		16	30	69	72	187	
	0.7%	8.6%	42.4%	48.3%		8.6%	16.0%	36.9%	38.5%	100.0%	
Total	104	112	175	206		104	112	175	206	597	
	17.4%	18.8%	29.3%	34.5%		17.4%	18.8%	29.3%	34.5%	100.0%	

Source: Field Data, 2014
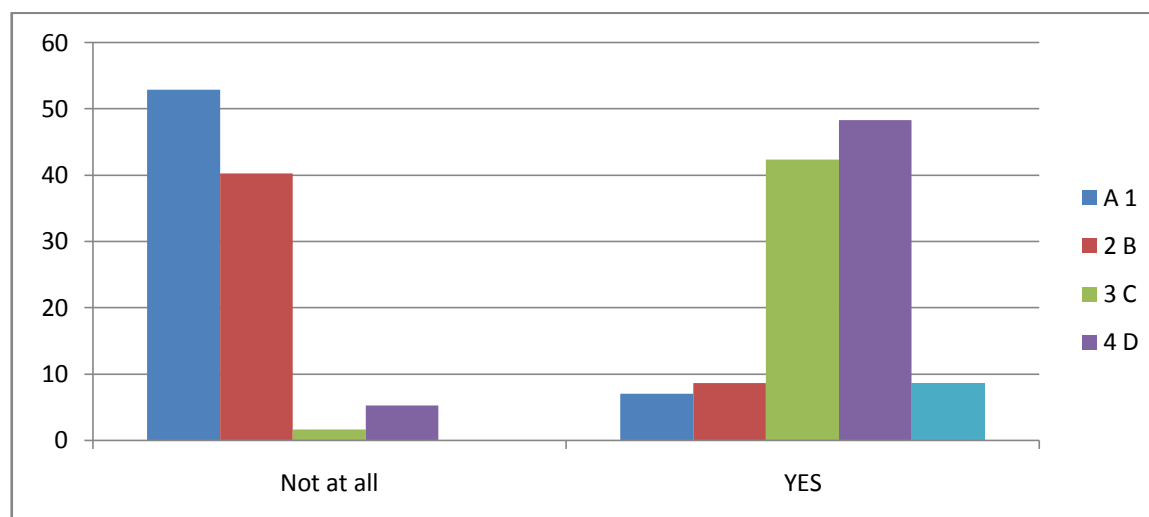
Figure 4.1*: **Bullied by other vs Academic Achievement**
Source: Field Data, 2014
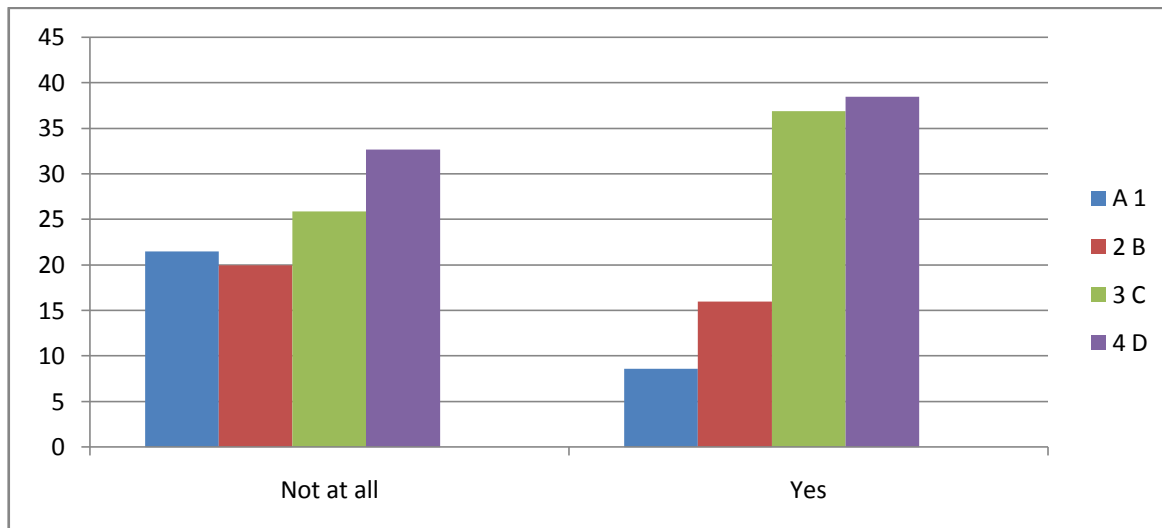
Figure 4.2 Bullied other vs Academic Achievement

Source: Field Data, 2014

Out of 104 students who scored the A, 101 (52.9%) stated that they were not bullied at all, while 3 (0.7%) who scored A affirmed that they were bullied by others. Out of 112 students who scored B, 77 (40.3%) stated that they were not bullied by others at all, while 35 (8.6%) scored A affirmed that they were bullied by others. Out of 175 of students who scored C, 172 (42.4%) affirmed that they were bullied by others, while(3 or 1.6%) who scored C stated that they were not bullied by others at all. Out of 206 students who scored D, 196 (48.2%) affirmed that they were bullied by others, while 10 (5.2%) who scored D affirmed that they were not bullied by others. The variables of bullied by others were significantly associated with academic performance of students with P: Value .000. This indicates that the variables of bullied by others had a relationship with academic performance of students in their classroom continuous assessment test of students. Students who reported to bullied by other students are performing poor compared with those who were not bullied at all.

Bullied others: Those who were not bullied others at all 88 (21.5%) of them scored A while those who bullied others 16 (8.6%) of them scored A. Those who scored B, 82 (20.0%) of them were not bullied others at all while B while 30 (16.0%) bullied others scored B. Those who scored C 106 (25.9%) of them were not bullied at all, while 69 (36.9%) were bullied others. Those who scored D 134(32.7%) of them were not bullied at all while 72 (38.5%) were bullied others. The variables of bullied other students were significantly associated with

the average academic performance of students in classroom test of students with P: Value .004.compaired with those who were not bullied others at all. This indicates that the variables of bullied others had a relationship with the average academic performance on classroom test of students.

Huang, and Mossige (2012) investigated the impact of children violence during childhood on academic achievement in Norwegian Secondary Schools. The study found that exposure to violence during childhood not only directly influences young people's educational outcomes but also indirectly influences their achievement through its impact on young victims' social relations and psychological health.

In addition to that teachers were interviewed to respond on what were the effects of bullying on students who were bullied by other students. They responded that they become poor performers due to inferiority complex and others lose confidence in the classroom learning activities they become truants. One of the interviewed teachers had this to say:

> We have one female student who is 17 years old. She was raped by her classmates and other boys from other schools; her academic performance has dropped. At first she had a fair performance. For example in Form I she had an average of 45.3%, in Form II she had an average of 28% and in the first term of her Form III class; she had an average of 17.6%. She lost interest in studying, she has now become a truant. (The interviewed teacher in one of school, 2014).

The results show that bullying contributes to poor academic achievement in schools. The low achievers have been given corporal punishment, other students jeer at them. They feel embarrassed causing them to perform poorly in their continuous assessment tests. The results are supported by Huang (2012) who found out that violence during childhood affect the young victims' social relations and psychological health. Kahemele (2014) and Stein and Bockwoldt (2016) found out that expectations are so high if students perform poorly on their weekly tests (scoring below 50 usually) then their teachers would give them physical punishment or force them to clean and wash the concrete floors of the school. The school in a way is dependent on students misbehaving in order to keep up its creative appeal. This can make the students miss the opportunity of acquiring quality

education for fighting poverty one of enemies of the development of Tanzania. Development can never happen if the violence and bullying is dominates in schools especially when it happens several times to the individual students (Lema, Mbilinyi & Rajani, 2004).

4.5.1 The Relationship between Bullying and the CSEE in Tanzania in 2015

Under this objective the study wanted to find out the relationship between bullying and performance in the Certificate Secondary Educational Examination in Tanzania. Students were asked the situation of bullying in their school in general. They were given options, (bullying is a big problem, bullying is a moderate problem, or there is no problem of bullying in their schools). Their responses were compared with the results of their national examination of the year 2015 in school. The aim was to find out how physical and psychological bullying impacts the students' academic performance in order to find out the appropriate solutions. The purpose was to find out how many students responded on the situation of bullying in their schools within the district level compared to the number of students who achieved division one (Excellent), Division two (Very Good), Division three (Good,) division (Four fair) and division zero (Poor). This was done in order to find out the relationship between bullying and academic achievement in Certificate of Secondary Educational Examination in the selected schools in the district level. The aim was to get the results which would be used to find out proper strategies to be used to raise the students' academic performance. Table 4.4.2 shows the results

Table 4:4.2: Impact of bullying on Academic Performance in CSEE 2015

		Big problem	Moderate problem	No problem	Total	Division one	Division two	Division three	Division Four	Division zero
Ilemela	School A	19(37.7)	26(50.0)	7(14.3)	52	1	8	21	103	57
	School B	12(27.3)	49(65.9)	8(6.8)	69	0	1	12	46	51
	School C	8 (16.0)	14(22.0)	34(62.0)	56	38	53	40	97	39
Nyamagana	School A	37(42.7)	41(47.6)	9(9.8)	87	10	18	50	211	85
	School B	13(30.2)	12(53.5)	7(16.3)	32	0	6	6	49	58
	School C	15(25.9)	34(56.9)	10(17.2)	59	9	22	29	134	121
Magu	School A	17(34.0)	24(45.3)	11(20.8)	52	0	10	22	114	80
	School B	15(30.6)	08(37.0)	14(30.4)	37	0	7	13	49	32
	School C	14(29.5)	35(54.5)	8(15.9)	57	0	4	7	56	57
	School D	22(53.1)	10(36.7)	5(10.2)	37	2	18	34	95	76
	School E	17(43.6)	17(46.2)	4(10.2)	38	2	3	16	41	47

Source: Field Data, 2014 & National statistic Bureaul CSEE 2015
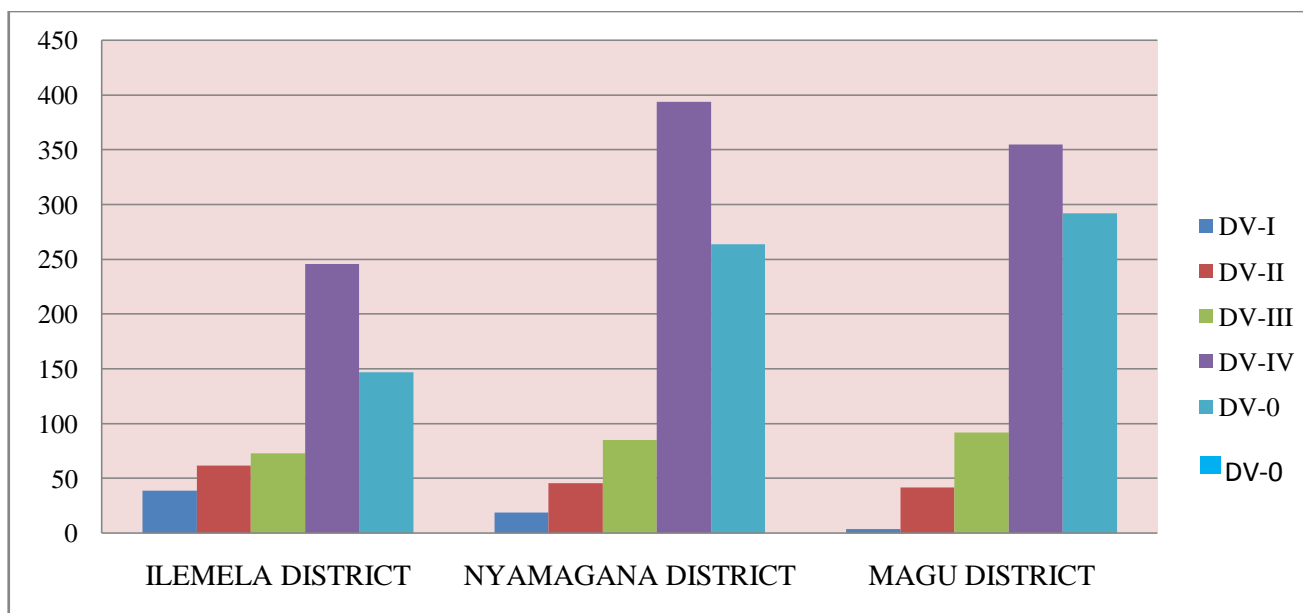
Figure 4.3 Form Four National examination results in 2015 in Tanzania

Source: National statistic Bureaul CSEE 2015

Key: DV 1 the best achiever, DV 11 Good, DV 111 Fair, DV 1V very Weak achiever DV 0 Fail
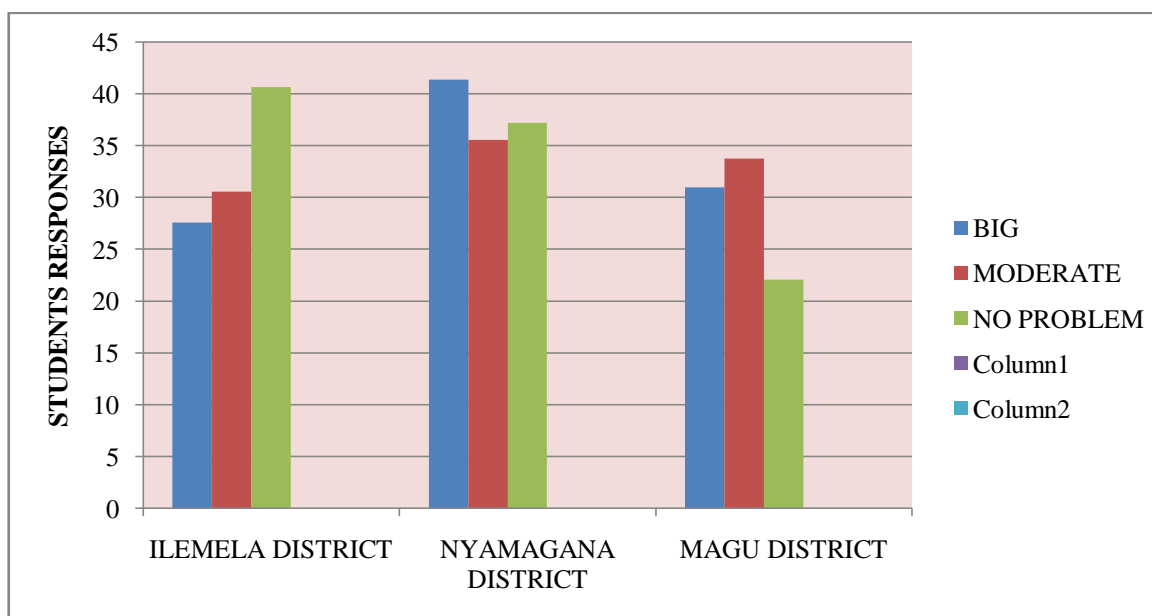
Figure 4.4: Students responses on situation of bullying in their schools

Ilemela district: Firstly the results show that school(A)Ilemela Form Four students who reported that in their

schools bullying is a big problem were 20 (37.7%), those who said that bullying is a moderate problem were

28 (50.0%) and those who said that there is no problem at all were 8 (14.3%). In this school the national

examinational results for Form Four in which the respondents were the candidates, the results in their school were as follows: division one was (one student), division two were (8 students), division three were (21students), division four were (103students) and division 0 were (57students) This shows that in school A students who scored division four and zero were 160, students who said bullying is a big and moderate problem respectively were 48 (87.7%). This confirm that there is a bullying problem which affect students grade achievement in their national examination. This put them at risk of losing the opportunity to continue with their studies in higher learning institutions. This is due to the fact that, learners who fail the national examination are at risk of missing the opportunity to join professional training and higher learning institutions.

 In school (B) Ilemela, students who reported that in their school bullying is a big problem were 12 (27.3%), those who said that bullying is a moderate problem were 29 (65.9%), and those who said that there is no bullying problem at all were 3(6.8%) In this school their national examinational results of 2015 were as follows: division one were (0 students), division two were (one student), division three were (12 students), division four were (46 students) and division zero were (51students). This shows that students who said that there is a big and moderate bullying problem were 41 (93%) which affect students achievement on division one, division two, division four and zero. This shows that bullying affects students academically making them inferior especially those who got division four and zero because there is no chance for them to joining A level education or colleges unless something is done to empower them academically and socially.

 School C, in Ilemela district, students who reported that in their school bullying is a big problem were 8 (16.0%) those who said that bullying is a moderate problem were 11(22.0%) and those who said that there is no bullying problem at all were 31(62.0%) In this school their national examinational results of 2015 were as follows: division one were 38 students, division two were 53 students, division three were 40 students, division four were 97students and division zero were 39 students. This shows that in school there is little problem of bullying, students' academic achievement is thus positive in National examinations. This shows that in this school there is not much bullying that is why students who achieved division one and two are many.

School D and E Ilemela district their National examinational results were not analyzed and compared with their responses on the situation of bullying due to the ethical consideration on the willingness to make a comparison on their responses by using their National Examination results.

In Nyamagana District school A students who reported that in their schools bullying is a big problem were 35 (42.7%), those who said that bullying is a moderate problem were 39 (47.6%), and those who said that there is no bullying problem at all were 8 (9.8%). In this school their national examinational results of 2015 were as follows: division one 0 student, division two 18 students, division three 50students, division four 211 students and division zero 85 students. The results show that bullying situation affects students' achievement.

In school B of Nyamagana district, students who reported that there is a big problem were 13 (30.2%), those who said it was a moderate problem were 23 (53.5%) and those who said it was no problem were 7 (16.3%). In this school national examinational result for the year 2015 were: division one 0 students, division two 6 students, division three 6 students, division four 49 students and division zero 58 students. This shows that students' academic achievement were negatively affected because students who scored division one, division two, division three were few and those who scored division zero were many. Those who score division zero are at risk of achieving the sustainable development goal number four because educational goal is the foundation of achievement of all goals for the national development.

In school C of Nyamagana district, 15 (25.9%) students reported in their schools bullying is a big problem. Those who said that bullying is a moderate problem were 33 (56.9%) and those who said that there is no bullying problem at all were 10 (17.2%). In this school national examinational results were as follows: division one 9 students, division two 22 students, division three 29 students, division four 134 students and division zero 121 students. This shows that bullying affected students' academic achievement making them at risk of losing national goals. Students who scored zero division are at risk of losing national goal of development opportunities.

In Magu District school A 18 (34.0%) reported bullying is a big problem. The bullying problem was reported to be a moderate problem by 24 (45.3%) students. Those who said that there is no bullying problem at all were 11 (20.8%). In this school national examinational results were as follows: division one was 0 students, division two were 10 students, division three were 22 students, division four were 114 students and division zero were 80 students. This shows that in this school students who scored division four and zero were 194, students who said bullying is a big and moderate problem respectively were 42 (79.3%). This confirm that bullying problem affected students' academic achievement making them at risk of losing the opportunity of achieving expected competence skills obtained from their Four years of studies.

In Magu district school B, 15 (30.6%) students reported that bullying is a big problem, 17 (37.0%) said that bullying is a moderate problem and 14 (30.4%) said it is not a problem at all. In this school national examinational results were: division one was 0 students, division two were 7students and division three were 13, students' division four were 49 students and division 0 were 32 students) this shows that bullying affected students' academic achievement making them at risk of losing the opportunity skills for sustainable development goal the national development

Magu district school C 13 (29.5%) reported that bullying is a big problem in their school. 24 (54.5%) said it is a moderate problem 7(15.9%) said it is not a problem at all. In this school national examinational results for the year 2015 were: division one 0 student, division two were 4 students, division three were 7students, division four were 56 students and division zero were 57students.This shows that 113 students achieved division for and zero are affected by bullying academically because it is very difficult for them to be enrolled in higher education. In Tanzania only students who achieve division one, two and hardly three could be enrolled.

In Magu District school D, 26(53.1%) reported that bullying is a big problem in their school, 18 (36.7%) said it is a moderate problem; and 5(10.2%) said that bullying is not a problem at all. In this school national examinational results were as follows: division one were 2 students, division two were 18 students, division three were 34students, division four were 95 students, division zero were 76 students. This shows that bullying

affected 171 students' academic achievement who scored division four and zero. They are at risk of losing competence skills for national development.

In school E, 17(43.6%) reported that bullying is a big problem in their school, 18.(46.2%) said that it is a moderate problem, and those who said that there is no bullying problem at all were 4(10.2%). In this school national examinational results were: division one 2 students, division two 3students, division three 16 students, division four 41students and division zero 47 students.

The results show that in schools where a high number of students responded that there is a big problem of bullying has a very low performance. This shows that bullying is affecting students' academic performance. Research by Kathleen (2010) shows that the variables include harsh and punitive discipline methods, lower-quality classroom instruction, disorganized classrooms and school settings and student social structures characterized by antisocial behaviours. Walters and Bowen (1997) examines the impact of peer group acceptance and academic performance among adolescents as a factor participating in a drop-out prevention program. Peer group acceptance was found to have an indirect rather than a direct influence on academic achievement.

4.5.2 Other Factors that Affecting students' Academic Performance

The study also sought to find out other factors affecting students' academic performance in schools. The aim was to find out the extent to which bullying affect academic performance, with the measurement with other factors. They were asked to express their feelings about their academic performance if it was rising or falling and why. They were provided space to say if the academic performance is decreasing give reasons. They also had to state the extent of academic achievement. Table 4.3 shows the results.

Table 4.4. 3: Other Factors Contributing the Poor Academic Performance in Schools

	Statement	Big effect	Moderate	No effect	Total
1	No teachers	69(15.5)	109(24.1)	24(4.8)	202
2	No learning materials	335(50.2)	109(24.1)	8(1.8)	452
3	Stealing of learning materials	165(32.7)	313(62.1)	24(4.8)	502
4	Threatened to be beaten	64(14.2)	12(3.5)	347(82.0)	423
5	Fear of teachers	127(25.5)	15(3.0)	356(71.5)	498
6	I have been given suspension	12(2.2)	236(42.4)	306(55.0)	554
7	Spreading rumours on me	98(23.6)	9(1.9)	307(75.5)	414
9	Humiliation for low achievement	175(36.0)	113(23.2)	199(40.9)	487
10	Illness	65(15.1)	11(2.6)	348(82.1)	424
11	Being forced to do things for others	69(16.7)	256(70)	88(21.3)	413
12	Working for wage/salaries	112(23)	175(35.9)	200(41.1)	487
13	Heavy physical punishment	125(24.5)	17(5.0)	355(71.5)	497
14	Beating for low academic achievement	160(30.7)	30(5.7)	312(61.1)	502
15	Name-calling	63(14.9)	14(3.3)	345(82.0)	422
16	No one wants to study with me	176(45.0)	114(29.2)	101(25.8)	391

Source: Field Data, 2014

The results show that the overall students' rating was positive in many aspects assessed, indicating that they were generally satisfied with the presence of teachers. For instance, 335 (50.2%) of the respondents agreed that the absence of learning materials was affecting their academic achievement. 165students (32.7%) agreed that stealing contributed to their failure and affected their academic achievement in school. They agreed with the statement "I failed examinations because my learning materials were stolen." While 313 (62.1%) agreed that it was moderate, 24 (4.8%) reported that stealing did not contribute to failing examination at all.

347 (82.0%) respondents stated that "being threatened to be beaten" bullying did not affect their academic achievement at all while only 64 (14.2%) respondent threats of being beaten affected their academic performance and 12 (3.5%) respondents agreed that it affected their academic achievement to some extent. The results show that overall students rating was positive on the aspect assessed on the teachers, indicating that they were generally satisfied with the teachers. Only few 127 (25.5%) respondents agreed with the statement that fear of teachers contributes to their failure in examinations. 127 (25.5%) and 15 (3.0%) respectively agreed that fear of teachers contributed to their failure in examinations to some extent. The majority of students were satisfied with their teachers. 356 (71.5%) of them responded that fear of teachers did not contribute to their academic performance.

The results show that students who agreed that suspensions contributed to their failure of examinations were very few 12 (2.2%) and those who responded that suspension contributed their academic achievement to some extent were 236 (42.4%), while the majority of them 306 (55.0%) responded that the suspension had no effect at all on their academic achievement. The results indicate that spreading rumours were affecting academic performance to a small extent 98 (23.6%) or hardly at all 9 (1.9%), while the majority of students reported that spreading rumours did not affect academic performance 307 (75.5%).

The results indicate that illness 65 (15.1%) affects academic performance; some 11 (2.6%) respondents stated illness affects academic performance to some extent, while 348 (82.1%) respondents stated that it had no impact on their academic performance. 175 students (29.2%) stated humiliation caused low achievement to a large extent, 113 (17.8%) stated it had affected them to small extent, while 399 (51.8%) stated that it had not affected them at all.

In regard to 'forcing to do things for others' the results show that 69 (18.3%) believed it was affecting their academic achievement to a large extent and 256 (38.4%) stated it was affecting them to a small extent, while 288 (52.1%) stated it did not affect them at all. The results show that 'working for wage/salaries' was believed by 112 (18.8%) to have affected their academic achievement and by 175 (29.3%) to have affected their academic achievement to some extent, while 200 (51.9%) stated it did not affect them at all. The results show that 'heavy physical punishment' is believed by 125 (24.5%) to have a major influence on academic achievement and by 17 (5.0%) to have an influence to a small extent, while 355 (71.5%) said it has no effect at all. 160 (30.7%) reported that 'being beaten for low achievement' is a major causes of their low achievement and 30 (5.7%) believed it to be affecting achievement to a small extent, while 321 (61.1%) believed it has no contribution to academic achievement. 63 (14.1%) believed name-calling was a major causative of their low achievement and 14 (4.5%) stated that it contrived to some extent, while 345 (80.0%) said it does not contribute at all. 'No one wants to study with me' was believed by 176 (30.2%) to be a major causative of their achievement, 114 (18.8%) stating it was contributing to some extent, 401 (53.8%) saying it had no effect.

4.6 The Punishment Implication of Bullying to Students

Under objective five, the study intended to find out the views of students on punishment inflicted on them as far as bullying concern. Students were asked if they had been bullied by teachers. They were required to write YES for affirmative responses or NO against negative responses some. The results show that 354 (59.3%) of students responded that they were bullied by teachers while 243 (40.7%) responded that they were not bullied by teachers at all. This implies that students are on the views that punishment inflicted on them is bullying. This might be due to the way and extend of punishment inflicted on them.

4.6.1 Physical and Psychological Punishment Implication of Bullying to Students

Students were further asked to mention bullying acts inflicted on them by teachers. The aim was to find out types of punishments inflicted to students which have implications of bullying to them so as to find out appropriate disciplinary measures which are not harmful to students academically. The results are shown below:

Table 4.4.4 Types of Punishment Implication of Bullying to Students

	Types of Punishment	N	%
1	Beaten in classroom	289	48.4
2	Having been beaten for others' mistakes in the classroom	319	53.5
3	Given physical severe punishment for minor reasons	293	49.2
4	Given severe corporal punishment	290	48.7
5	Negative remarks	46	7.7
6	Degrading my marks	11	1.8
3	Humiliating student in classrooms	239	40.0%
4	Using abusive language	31	5.2%
5	Not listening on students views	46	7.7

Source: Field Data, 2014

The results show that the students mentioned the punishments inflicted on them with implication of bullying include: Being beaten in classroom 289 (48.4%), being beaten for others' mistakes in the classroom, 319 (53.5%) being given severe physical punishment for minor cases, 293 (49.2%), being given severe corporal punishment 290(48.8%), humiliating students in classrooms 239(40.0), negative remark 49 (7.7), not listening on students views(7.7) and using abusive language 31 (5.2). This was said by an interviewed student who said:

> "Bullying in our school involves many types but the whole issue of corporal punishment is

dominating. There was one time, when we had a meeting with our headmistress. She was talking about the issue of sports and how to run quickly to catch a chicken. The students mentioned the name of Chemistry teacher who was able to run and catch the chicken, but that teacher said, "not me no", students laughed, then the Headmistress said, "Are you jeering me?" All teachers were called to beat us three strokes from each teacher. We were beaten by each teacher three strokes. Actually on my side I felt very bad and asked myself, "Is it right? Another thing is the whole issue of accusing students. What surprised me is that when a student abuses another student very harshly, serious measures are taken upon him or her but when teachers accuse students nothing is done to them. "Is it right? (Student from a secondary school, 2014)

Yaghambe (2013) claims that giving corporal punishment in front of other students is a means of correcting students' behaviours. The findings suggest that students are of the views that physical punishment inflicted on them including: beating students in the classrooms, 'beating for other students' mistakes without investigating the individual students' mistakes, giving severe punishment for minor reasons and severe corporal punishment implies bullying to them.

> In addition to that, teachers training supported that in their teaching practice schools, the tool they used to eradicate bad behaviours of students there was a so called collaboration punishment. It is a situation whereby many teachers collaborate to beat students several strokes for the same mistake.

The study sorts the types of psychological punishment which students have the implication of bullying to them. The results show that humiliating students in classrooms 239 (40.0%), using abusive language 31 (5.2%), punishment which embarrass students 237 (39.7%) and when teachers do not listening to students views during giving punishment.46 (7.7%) had implication on bullying to students. One of interviewed student said that they are given corporal punishment without being listened to:

I was given physical punishment without proper investigation and actually I had not done any mistake. I tried to follow my teacher to explain the reason for my coming late to classroom but the teacher shouted at me and said, "Don't follow me." Then I went back, lining up with other students waiting to be given physical punishment for coming late to the classroom'' (Interview, 2014).

The statement above shows that the use of some disciplinary procedures by teachers are without investigating the reasons can be regarded as psychological bullying by students because students concerned are not given the chance to express the reason for doing some mistakes. This is regarded as a form of psychological bullying act simply because it hurts the student, creates fear and causes loss of self-esteem and confidence on the part of the student. It is against the Convention on the Rights of the Child of 1989 ratified by Tanzania in 1990 which states that every person has the right to self-education and every citizen shall be free to express and to pursue education in a field one's choice up to the highest level according to one's merits and ability. A student achieving division four or division zero because of bullying or violence is against the educational human rights. The study suggests that students should be allowed to discuss their matters; so as to develop self-problem solving skills to raise their academic performance.

4.6.2 Students recall the reasons which made them to be given Punishment

Under this objective, the study sought to identify the source of using punishment to students. Students were required to recall and identify the reasons for corporal punishment inflicted to them or to others in schools. The aim was to identify students' behaviour which make teachers to use corporal punishment in schools. The findings would help to come up with the appropriate parenting care and supervision strategies for teachers and parents to correct students' behaviours in the appropriate manner which has no implication of bullying as the sometime to raise their academic performance.

Table 4.4.5. Source of Corporal Punishment to Students

Reasons for corporal punishment	N	%
Stealing or destroying others' properties	302	56.2
Beating other students	304	56.6
using abusive language	156	29.1
Truants	254	47.3
Because of low academic performance in classrooms test	286	53.3
Others	250	46.6

Source: Field Data, 2014

The results show that 304 (56.6%) of students were given corporal punishment due to beating other students, while 302(56.2%) were given corporal punishment due to stealing or destroying other students' properties. It was found out that 286(53.3%) of students were given corporal punishment because of their low academic achievement in their classroom test at the end of terminal examinations while 254(47.3%) were given corporal punishment due to truancy. 156(29.1) asserted that they were given corporal punishment due to the use of abusive language.

Yaghambe, and Tshabangu, (2013) indicates that students responded that they were given corporal punishment by teachers for beating other students, (56%); for truancy, (50%); for coming to school late, (26.9%); for use of abusive language, (30%); for lack of commitment to studies, (22.1%); for theft, (20%);for drug abuse, (30%); use of mobile phones, (17.3%); involvement in love and sexual affairs, (27%), improper wearing of school uniforms, (45%); for lying, (67%); performing poorly (81%) and making noise in the classrooms,(34.0)

Stein and Bockwoldt (2016) suggest that friendly communication between students, clear discussions on the formulation of rules and regulations are very helpful to modify students' behaviours. If one of them violates the rules and regulations, use the correct language to direct him or her. Lastly, talk about the rules formulated collaboratively.

4.6.3 Management of Students Behaviours Implication of Bullying to Students

Under the implication of punishment on bullying to students objective, the study wanted to find out the implication of tools used to eradicate bullying in schools. The aim was to find out whether the tools used to eradicate bullying or bad behaviours in schools had implication of bullying leading to the cycle of bullying and

violence. The respondents were required to mention the punishment which they were given or witnessed to other students due to bullying acts. The aim was to come out with the appropriate tools of eradicating bullying and bad behaviours which had no implications on bullying to students in order to raise their academic performance in schools. Table 4.6 indicates the tools used to discipline students who bullied others.

Table 4.4.6 Tools of Management of students behavior implication of Bullying to students

	Management of students behaviour causes of bullying	%
1	Suspension	85.9
2	Expulsion from School	72.7
3	Physical corporal punishment	84.6
4	Calling Parents	29.4
5	Guidance and counselling	16.8

Source: Field Data, 2014

The results in Table 4.6 indicate that 85.9% of students who bullied others were given a suspension of 21 days while 72.2% indicated that they were expelled or transferred to other schools due to bullying acts. 84.6% of students said that they were given physical punishment while 29.4% indicated that their parents were asked to come to school. (16.8%) said that they were given guidance and counselling. Physical punishment is the leading method of eradicating bullying in schools. Where 84.6% of students responding that those students who were beating other students or who were stealing other students' property were beaten by teachers as a disciplinary procedure. Kathleen (2010) found that the variables include harsh and punitive discipline methods, lower-quality of classroom instruction, disorganized classrooms and school settings and student social structures characterized by antisocial behaviours.

This could be affecting students' attendance at their classroom learning activities. In addition to that in interview were required to state tools which were used in their school to eradicate bullying. One of the teacher said:

> When student(s) beat other students we suspend them or we give them corporal punishment and sometimes we call parents to come and see the head of school. But to expel a student from school is a last resort. Sometimes parents punish their children in

front of others so that other students can learn from this punishment given."

(interviewed teacher 2014.)

The results show that the major tools and means of handling indiscipline cases in schools are physical punishment. This suggests a cycle of violence in school; a student who beats other students is in turn beaten by the teachers. Such physical punishment can make students wonder why a teacher is using the same action of beating to rectify the beating act of a student. This can create a big gap between teachers and students. Parankimalil (2012) maintains that mutual trust and respect make students study hard without waiting for their teachers to use physical punishment. By doing so, students will perceive that teachers are their friends and supporters on their learning outcomes and not enemies. He further submits that, if possible, punishment should be done privately with love and prudence and patience. This can only happen if students have knowledge of school rules and how they are enforced to guide them.

4.6.4 The Students' Knowledge of School Rule

The aim of this study was to find out whether students have knowledge of the school rules enforced by them. The aim was to find out whether students, are committing antisocial behaviour because they are not aware of their school rules. Therefore, they are given physical punishment because of the anti-social behaviours. The results show that most of students (63.5%) responded that they had no copy of school rules. Only few of them (16.9%) responded that they had a copy of the school rules, 19.6% responded that they are not sure if they were given copies of school rules. Some respondent that the school rules are attached to the joining instructions that are returned back to their parents. Stein and Bockwoldt (2016) suggests the ways on how to enforce students rules. Students should sit on the circle, so that they can see one another during the discussion on the formulating the school rules. Students should always consider what mistakes they are doing or what others are doing to them . Students should list some of the best practices they like in their class and what they do not like. Give them few minutes to think about. Draw on the board a two-dimensional model, where each one fills, "I like "and "I' don't like"

Table 4.4.7 How Students could Familiarize to Formulate School Rules

I like	I don't like
I like we should rise up our hands when we want to give out our views	I don't like any one to call any one "stupid
I like anyone who make a mistake to others should say excuse and ask forgiveness	I don't like any one come late to classroom
I like asking the assistance politely	I don't like some forcing others to...

Source: Stein and Bockwoldt (2016)

Students enforcing their rules from their interest will make them act according to rules which they are not only familiar with but also enforce the rules themselves. They will be committed on their own studies and implementations of the rules instead of using punishment to encourage them.

4.6.5 Impact of Implication of Punishment on Students toward their Achievement

The study wanted to find out the impact of school violence on students' academic achievement. They were asked if they had ever been bullied by teachers. Their responses were compared with students' academic achievement of their continuous assessment. Students were required to check in the copy of their results of their continuous assessment results to verify their average performance on the documents provided to them. Their average academic performance was to be compared with their responses on bullying by teachers in order to get the impact of implication of punishment on students toward their academic achievement on their continuous assessment so as to come up with appropriate strategies with no implication of bullying. yet raise students' academic performance. Table 4.8 bellow shows the results.

Table 4. 4.8 Impact of School Violence on Students' Achievement

Have you ever been bullied by teachers?	Academic achievement				
Response	A	B	C	D	Total
No	58	49	62	73	242
	24.0%	20.2%	25.6%	30.2%	100.0%
Yes	46	63	113	133	355
	13%	17.7%	31.8%	37.5%	100
Total	104	112	175	206	597
	17.4%	18.8%	29.3%	34.5%	100.0%

P. value is (017)
Source: Field Data, 2014

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The result shows that out of 54 students who achieved an A grade in their school test,31 (57.4%) of them were those whose responses indicated that they were not physically punished by their teachers at all and 23 (42.65%) were physically bullied by their teachers. Among the 207 students who got the B grade, 98 (47.3 %) were not bullied at all while 109 (52.7%) were physically punished by their teachers. For those who got C, 44 (55.0%) of them were not bullied by teachers, while 36 (45.0%) were bullied by their teachers. For those with D grades, 4(6.1%) of them responded that they were not bullied by their teachers, while 62 (93.9%) of them responded that they had been given physical punishment by their teachers in schools. The variables of beaten by teachers were significantly associated with the continuous academic of students with P: Value .000. This indicates that students who were bullied by teachers had a relationship with academic performance of students.

The shows that there are significant differences, with the level of significance of Chi-Square Tests 000 with students who perform better and those who perform poorly in the formative evaluation in schools. Hecker et al .(2016) found that there was strong relationship between harsh disciplinary actions and cognitive functioning as well as aggressive behaviour, some developed poorer academic achievement, some developed mental health problems and some develop poorer physical health. Spitalli (2005) emphasizes, that teaching is one of the most difficult jobs and is one of the most important, considering the impact teachers can have on students' lives and ultimately on the quality of society itself. Spitalli continue insist that school leaders must encourage teachers and support their efforts to engage students in absorbing, student-cantered activities in a positive learning environment by using important keys to deal with to raise academic performance including teacher behaviour, student behaviours, teacher role, classroom techniques, discipline, teacher student relationship and bullying.

Hecker (2016) found that harsh discipline is closely linked to children's internalizing mental health problems, which are in turn associated with lower cognitive functioning and school performance. The implication is that some students are given physical punishment due to their poor academic performance in their continuous assessment in schools so as to encourage them to study hard, but some students are discouraged by the physical punishment, especially low achievers. An interviewed teacher responded on the question on what are your reactions when student(s) fail to do their class work due to bullying. The teacher stated that:

These students are not serious at all, when you try to give them a test or a quiz, they usually perform poorly. The only thing is to punish them and be strict on whoever fails. If you do not punish them they will end up failing in the national examinations. It is my rule that those who fail to reach 45 marks in my subject, he or she will receive seven strokes. This makes them study hard" (Interview, 2014).

This is supported by Stein and Bockwoldt (2016) who found that physical violence from teachers is experienced quite often: 68.8% of the pupils stated to have been beaten for poor performance or for failing to answer a question correctly in the classrooms and 60.4% for bad behaviour. In other places in Tanzania, students are also experiencing beating after failing in the classroom test as a way of making the students study hard in order to do well in their learning activities.

Sticks are the tools used by teachers to discipline students. The question is what are the reactions of students toward the repressive methods inflicted on them as the ways of correcting their misconduct and their study habit? There is a proverb that "Prevention is better than cure." The quality of education will not be achieved with the use of repressive methods which make students fear their teachers and join the gangs who bully other students. As a result, the students' learning activities are affected by the students' well-being deteriorating and it will demoralize the students. This makes it impossible for them to explain the subject concepts in front of other students in the classrooms.

4.6.6 Impact of Implication of Punishment on students' Behaviours

Under this sub- question, the study wanted to find out the effects of school violence on students' behaviour attitudes towards the teachers who beat students which could be affecting their learning activities. The aim was to find out students perceptions about the teachers who punish them. To find out if the implication of punishment of students could change their behaviours toward their interaction between them and the teachers who punish them in order to suggest the appropriate recommendations for actions.. Table 4.9 below shows the student victims' views about their relationship with the teachers who physically punish them frequently.

Table 4.4.9 The Views of Student Victims' Relationship with their Teachers

	The students' perceptions	Frequency	%
1	I hate the subject he/she teaches	66	11.0
2	I believe the teacher hate me that is why he beats me always	60	10.0
3	I believe the teacher has a hidden agenda on me for frequently punishing me	125	21.0
4	The teacher make me fear to answer questions in the subject he/she teaches	263	44.0
5	I believe the teacher is good he /she want me to perform well the subject	83	14.0
	Total	**597**	**100**

Source: Field Study, 2014

The results in Table 4.9 shows that (14%) of students have positive attitudes toward their teachers who punish them frequently. They are likely to report their bullying behaviours to their teachers. They are likely to ask for help on their learning difficulties compared to the other students. (44%) of students had developed the behaviours of a fear of frequent punishment. This means it is difficult for them to report bullying to the teachers. It is also difficult for them to ask for help in their learning activities. Some (10%) perceive that teachers hate them. That is why they are always beating them. This means that students are feeling that teachers are hurting them. The action of punishment creates one element of bullying of hurting. It is difficult for the student with this kind of the perceptions toward the teachers who punish him or her to report bullying problem to them or to ask for assistance on their learning activities. 11% of the students hate the subject of the teacher who frequently punishes them and 21% said that teachers who punished them frequently had their hidden agenda towards them. This means students do not trust their teachers. Hence it becomes difficult for them to reveal their bullying problem and their learning difficulties. It also makes it difficult for them to perform their learning activities in schools. In addition to that police were interviewed on the cases of bullying sent to them, one of police had this to say:

> "I have received cases of students who spend the whole day in the streets, they don't want to go to schools. During the morning they wear uniform pretending that they are going to school but remain in the streets. They were brought to police by people of good will. When I investigated, they said that they fear teachers in schools that is why they don't want to go to school. They cannot remain at home because their parents would beat them" (The interviewed Police, 2014'').

4.6.7 Students' Peers' Attitudes on Bullying Impact on Students Behaviours

The study intended to find out how many bullying victims were on good terms with the offenders, who could interact with these offenders effectively in their learning activities in schools. The students' relationship with peers could be the source of bullying in schools which could be affecting their academic achievement. The aim was to find out the attitude of students who had been victimized towards the students who bullied them. The researcher wanted to know if bullying victims could have positive attitude towards the student who had bullied them and if they interacted in their learning activities in the classrooms to achieve their expected objectives. The purpose was to find out intervention practices to eradicate the problem of bullying and violence so as to achieve Good academic improvement to all students. Table 4.10 below shows the results.

Table 4.4.10 The Views of Student Victims Relationship with their Peer

	The Views of Student Victims Relationship with their Peer	Frequencies (%)
1	I could not interact with the offender in learning activities freely	125(21.7)
2	I don't want to talk to him/her	112(19.5)
3	I hate the offender because I could not be able to do my classroom assignment because he stolen my books	134(23.3)
4	I fear the offender	124(21.6)
5	I feel the offender hate me	173(30)
6	I have forgiven the offender I have no Problem	106(18.5)

Source: Field Study 2014

The results in Table 4.10 show that a high number of the students' victims, 173 (30%) had a feeling that the offender hated them. This was followed by 134 (23.3%) of those who hated the offender because they could not be able to do their classroom assignment. However, those who had a fear of the offender were 124(21.6%) and other respondents did not want to talk to them. Some students victims 106(18.5%) claimed that they had forgiven the offenders and they had no problem with them. Hermenau, et.,al. (2014) report that violence experienced by orphanage had an impact on relationship with the aggressive behaviour of the children. The findings indicate that bullying by teachers or students can change the victims' behaviours and relationship among them which could be the source of bullying in schools which could affect their academic' achievement in their CSEE. Kennedy, Russom, and Kevorkian, (2012) found that, teachers were more likely than administrators to perceive a need for increased bullying prevention training in schools. Onyango & Tangi,

(2016) support that higher learning institutions are the powerful ways of changing youths behaviour attitudes toward others on the interaction on group discussion in schools.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter presents the discussion of the findings. It begins with the distribution of respondents' background information. On the whole, this chapter discusses the results generated from the survey (questionnaires, interviews) and documentary reviews. Questionnaires and interview guide were aligned with specific questions formulated on the basis of the research questions. The study was based on the general research objective to establish the impact of bullying on students' academic achievement in secondary schools. The specific objectives were: to establish the students awareness of the existence of bullying, identify the types of bullying, find out the causes of bullying which could be affecting secondary school students' academic achievement, investigate whether physical bullying and psychological bullying had any impact on secondary school students' academic achievement or not and to find out the implication of punishment of bullying to students

The descriptive statistics and other statistical measures of association were used to establish the existence and relationship between different independent and dependents variables. They also helped to determine the sources of bullying in schools. The results were presented in figures, tables and narrations. The chapter is divided into different subsections.

5 .1 Respondents' Background Information

The study was conducted in public secondary schools in the Mwanza region, Tanzania. A total of 597 (84%) respondents returned their questionnaires. Secondary School B was the school with the largest number of respondents compared to other schools. This was followed by Secondary School A. The secondary school K had the lowest number of respondents as compared with other schools. It shows that Magu district had the highest number of the respondents followed by Nyamagana and Ilemela. Students' age group ranged from 12-19 and above years. These ages were dominated by adolescent characteristics. Students' home location shows

that Magu had many students from rural areas, followed by Ilemela which had many students from pre-urban while Nyamagana had many students from urban areas.

Parent care: The number of students with two parents was so high and it was followed by students who were living with their mothers only and then those living with their fathers only. Those who were living with their guardians were not so many. Students from schools located in rural areas were many as compared to students coming from schools located in urban areas. Those coming from schools located in peri-urban areas were few compared to students coming from schools located in rural and urban areas.

The academic achievement: The number of students with an A average was very low 104 (17.4%); a similar number of students had a B average (112 or 18.8%). The number of students with a C average was high 175 (29.3%) with an even high number of students who achieved only a ''D average were (206 or 34.5%). Gender of students: The number of female students was slightly high, that is, 301 (50.4%) than the number of male students with 296 (44.6%).

5.2. The Awareness of Bullying in Schools

The study shows that students who reported that bullying was a problem in their schools were many 492 (82.7%). compared to those who responded that bullying was not a problem in their school (103 (17.3%). This indicates that bullying is a common problem in schools compared to those who responded that bullying was not a problem in their school. This indicates that bullying is a common problem in schools. This could be affecting students' attendance at learning activities in classrooms due do fear of bullying acts. Students who are constantly bullied are not able to participate effectively in learning the subject contents.

These findings have a great link with what Greeff and Grobler (2008) found out that 56.4% of the students were aware of bullying in their schools while the present study found that 492 (82.7%) of students were aware of bullying happening in schools. Richter, Palmary, and de Wet (2000) also found that students were aware of the types of bullying that are happening in their schools which include teasing, name-calling, hitting, kicking, threats and verbal harassment. These types of bullying can be regarded as ''small war'' and therefore; creating

the awareness of them lead to fear to attend schools because there is no peace. Olweus (1993) describes bullying as "Small War" involving robbery, damage to property loss, abuse, pushing a person, spreading lies, insulting, isolating someone in a group and criticizing someone. To force a person to do something he/she does not like is also a kind of bullying or violence which may lead to quarrels and fighting. The final end of bullying is the fact that the victim cannot get rid of himself from this situation. In addition, the victim cannot take any action against this bullying for fear of abuse and the consequences that may happen to him/her. The indicators of bullying include the existence of unrelated powers between students and the bullying acts happening more than once a week. These conflicts should last for several weeks and the victim may not be able to get rid of him from these effects.

Stein and Bockwoldt (2016) stated that it should be assumed that bullying is not only the case of pupils. Teachers also can be members of bullying students often without knowing it. This happens when a teacher tolerates bullying among the students and thus gives the victim the chance to continue doing his/her evil to the victim. When the teacher overlooks the suffering the victim is experiencing by punishment him or her in front of others or in the classroom as well as the use of bad language and negative remarks can be regarded as bullying and very harmful to the victim as well as to other students.

The findings show that students are aware of 367 (61.5%) thieves 140 (23.5%) beating, 49 (8.2%) student leaders beating students, 66 (11.1%) students forcing other students to buy things for them, 8.7% forcing of students to do things for others, 51(8.5%) students forcing others to give them money, 17(2.8%) stabbing with sharp objects and 39 (6.5%) raping cases (sexual bullying) bullying in schools and that there are no preventive systems in the school environment to enable students to choose to do good things rather than choosing to harm other students. The findings show that students are aware of what is happening to their fellow students. Some students don't keep quiet; instead, they are passing information on what is happening to others. As a result, other students are not willing to interact with them in group discussion and learning activities. They are isolated and negatively affecting their cognitive learning. Students were asked to mention the bullying acts which were done to them or which they were doing to others always and they mentioned the following:

5.2.1 Student-Cantered Physical Bullying

The bullying types mentioned by students including the presence of thieves in their schools, beating students, students forcing other students to buy things for them, students forcing other students to do things for them for example forcing other students to give them money and injuring students with sharp objects. The documentary reviews of black books in schools also show that 80% of bullying cases like beating other students and stealing are happening in schools and solved by (corporal punishment). Beating a student who commits the offense of beating or other offenses results into a cycle of violence in schools. Harsh punishments are given in schools always by any teacher (151 or 25.3%),students are beaten more than 10 times with a stick in school by any teacher. But remember we have the punishment law which allows teachers to punish students only when proper procedures are followed. But these procedures are not followed.

The findings show that students are aware of bullying acts existing in their schools. They observed physical bullying acts of being beaten by students by teachers, threats of beating and theft happening in their schools. This affects students' mental health leading them to be denied the opportunity to participate in various learning activities organized by the teachers in schools. Students who beat other students or those who steal other students' properties usually are beaten by teachers as a way of disciplining them. As a result, these students who are beaten by teachers use the same methods to beat other students who harm them. The beaten students are harmed and their mental health is affected. Therefore, this causes a cycle of bullying and violence in schools. Students who are beating other students are normally beaten by teachers as well. As a result, they miss learning opportunities organized for them. These findings are supported by the findings of Morris (2006) and those of Stein and Bockwoldt (2016) who found that beating and stealing were common types of bullying in schools.

This study shows that most students are aware of physical and psychological bullying occurs in schools. However, such facts were also observed by Stein and Bockwoldt (2016) and Ndibalema (2013) who both confirm that students mentioned the most frequently witnessed types of violence being defamation, followed by

insulting and stealing and forcing someone to give money or things, as well as isolation of someone.

The findings also show that students who steal other students' property are given insulting names. They are excluded from groups during the learning activities and jeered at. This results in a cycle of bullying and violence in schools. The findings also show that the students spreading rumours when revealed to other students are also given insulting names or accused by names. These names are humiliating to the victims, insulting, isolating and a shaming them resulting in their exclusion from groups during their learning activities which in turn worsen the situation.

The findings show that students were aware of psychological bullying in their schools. This is evident from the humiliating and insulting stories mentioned above. The victims were excluded from learning activities or important group discussions which affected their cognitive and affective learning in schools.

5.2.3 Teacher-Centred Physical Bullying

The findings show that teachers do bully students by severely beating them in the classrooms. A large number of students indicated that they were given punishment outside of class during the teaching and learning process. Some students reported that they were beaten by more than one teacher for the same mistake. Students went on reporting that when they did not wear school uniforms they would be beaten by whoever teachers they meet. This resulted into being beaten by many teachers for the same mistake. This indicates that there is a problem of misuse of power of punishment by teachers as it is considered part of bullying. It shows that teachers are using personal experiences rather than the guidance by the law to administer the punishment. Nkuba, Hermenau, and Hecker (2018) (2018) states that we have an educational law of 1998 and 2002 which provides guidance on how to administer punishment in schools but unfortunately some of the teachers are using personal past experiences which means if the teacher was beaten by teachers in schools, then they will do the same.

This is validated by Yaghambe, and Tshabangu (2013) who found related information that in some schools, students are being beaten beyond the disciplinary procedures. This punishment is being given because of personal experiences. If a teacher was beaten in school during his studies he will do the same. This report

shows that this kind of bullying has been affecting students learning activities leading to their poor academic achievement. Ministry of Education (1995) and Lema, and Rajani (2004) claim that Julius Nyerere, the father of the nation, explained on the acquisition of education arguing that a large number of reforms have been done, but the extent to which these reforms benefit all the school children remain a question to be considered. A sense of equity and justice is needed most eagerly in our Nation. It is also a time that demands clarity of vision and purpose. The aim was to reflect and act deeply so that education can be full for liberating for all for sustainable development goals.

5.2.4 Students' Centred Psychological Bullying

The findings show that psychological bullying acts are happening in schools. Okhoth, (2014) and Moris (2008) found out that most common forms including name-calling, group isolation and cyber gossiping 74.3%, spreading rumours 70%, excluding other students from groups 70.2%, Jeering 66.1% and threatening 54% humiliation were common types of bullying. The present study found 25 (4.2%) writing names of other students on toilet walls and other school premises, 190 (31.8%) the accusing of students , 42 (7.0%) jeering at other students when they are given corporal punishment in front of other students, 100 (16.8%) isolation of students in group discussions, 92(15.4%) name-calling by students and by teachers 69 (11.6%) The findings show that these psychological bullying acts are affecting students' cognitive as well as affective domain skills expected by the victims. The victims feel humiliated by being called insulting names in school in front of other students, they are experienced names which are not their names/ Sometimes their names found written on the school premises, in the toilets, or desks. Some rumours spread upon them as the results they are isolation from important peer groups affecting their learning experiences expected from interactions between the teachers which are gained from learning activities.

5.2.5 Teacher-Centred Psychological Bullying

The findings show that the psychological bullying acts by teachers make student victims feel inferior. Lema Mbilinyi and Rajani (2004) argued that a teacher is a powerful role model to students for changing behaviours

and for encouragement for learning. When a teacher comes to class tired, harsh to students without any enthusiasm for work, humiliating, embarrassing, threatening to beat students and using the abusive to students, students will develop the ideas that humiliating, embarrassing, threatening and the use of the abusive language to people is a normal behaviours and therefore, they will change their behaviours and will excises the same. Chipeta (2004) argued that a child is born with a soul, mind and the body. The teacher should aim to develop the character of the child so that she or he will be able to respect others, love God and others so that they do not persecute them, be patient and soft spoken.

Learning is simply something which one gets through environment. If a teacher threatens a student in school, the student will grow up believing that it is a proper way to behave in the interaction with people. It does not matter what the teacher says in Civics or Geography classes or elsewhere. The students learn from what the teacher does, or what the teacher says and which language the teacher uses. However, a teacher who treats every student with respect they learn such behaviours from him/her. This is the most effective teaching techniques (Lema, Mbilinyi & Rajani, 2004). Therefore, the teacher is a powerful model for student learning for elopement for the sustainable development goals 2030 and the future. The teachers, therefore; should be proud of their professionalism and their responsibility invested on then to develop the future Tanzania.

5.2.6 Corporal Punishment Implication of Bullying to Students

Findings show that severe physical punishments for minor mistakes are perceived as bullying to students. This is perhaps where teachers use physical punishment because it is easy to administer compared to other methods of disciplining like counselling. The action of severe beating students can create fear in the victim and also in the student who witnessed it. The present study shows that, the victim of beating were 281 (50.8%) and those who witnessed this bullying acts were 255 (46.1%) This shows that both victims and the witnessed skills of creativities are affected due the internalizing problem lead to fear. Nkuba, Hermenau, and Hecker (2018) found that harsh discipline is closely linked to children's internalizing mental health problems which are associated with lower cognitive functioning. Yaghambe, and Tshabangu (2013). support that students complained that

sometimes teachers give heavy punishment in relation to the mistakes and some punishment is not equally applied to all students for the same mistakes. Students said that some students are severely beaten while some are moderately beaten and some are not beaten at all. This kind of differentiated treatment is affecting students' cognitive learning as well as affective learning, whereby students feel demoralized by unfair treatment of their teachers whom they expected to act as their loving mothers or fathers in order for them to excel in learning as required by the subject teacher. Yaghambe, and Tshabangu, (2013) support that teachers usually beat students first and then they seek an explanation later. Teachers said that it is the wastage of time and energy to ask a student whether he or she has committed such mistakes or not. You just beat a student then get the explanation later whether the mistake was committed.

5.2.7 Student Victims, Perpetrators and Witnesses of Types of Bullying

Some of the students were victims of being beaten, forced to do things for others such as cleaning toilets, cleaning classrooms, copying the classroom notes for other students, cleaning their allocated areas and doing the class assignment and some witnessed others being forced while others witnessed on what happened to others. Students in schools can adopt the behaviours displayed to them. They may imitate the behaviour they have witnessed in turn the behaviour imitated could affect their learning activities for academic performance (Chipeta, 2004).

Victims of threatened to be beaten 49 (8.2%) and those who beaten by student leaders 66 (11.1%) %) developed the behaviour of fear of school learning environment as a result, their opportunity to perform learning activities is violated, their academic performance is affected as well. As a result, the students' cognitive as well as effective learning is affected. The human development theory states that some students choose to bully other students due to the lack of moral values, lack of fairness, lack of values training which would be obtained from curriculum contents and lack of the spirit of sacrifice of helping each other in the academic matters. It is the major cause of bullying behaviour in schools.

Findings show that the victims of bullying of spreading rumours from others were 182 (45.8) those who

witnessed were 55(39%). This type of bullying can be resolved if the theory of moral development could be well developed among the learners by training social competence skills and value training and sacrifice. This would help learners the issues of fairness, they could implement and follow the moral action of helping the victims in a positive way and concentrate on learning activities to raise up their academic performance.

Victims of jeering were 154 (29.7%) while those who witnessed it were 334 (64.4%); some confessed that they jeered at other students; Secondly, bullying of the students where there is name-calling in schools; some witnessed other students being nick-named; while some were the perpetrators. This can be explained in line with the theory of mind framework developed by Sutton (2001). He maintains that a student who has a well-developed theory of mind skills is in the position to read and understand the feelings and emotions of other students. As a result, he/she can be able to manipulate them or hurt them in many ways. Students who are performing better are in a position of understanding the feelings of the weak students academically and jeer at them and give them insulting names like 'vilaza' meaning incapable of engaging in learning activities, explaining, answering questions or doing the class assignment. If the skills will be used in a positive ways those students who are witnessing bullying acts will be in the position of helping the victims to get rid of bullying. Training students as well as teachers on a well-developed theory of mind skills to be very effective resources to defend the victim in the process of fighting children bullying and violence in schools is vital in order to raise students and academic performance.

Sutton (2001) argues that a person with well-developed theory of mind is able to understand the mental state of others and predict positively or negatively their behaviours. This put him or her in a position to manipulate the minds of others including spreading rumours and excluding others from social groups and academic groups and manipulating others to make the victim feel left out by other students in a groups.

This is supported by the moral development theory in the sense that bullying occurs due to the issues of lack of fairness, values training and lack of sacrifice (Moral sensitivity, moral judgment and moral action). Another theory is the social Information theory which states that bullying occurs due to the students' inability to identify

the moral problem and taking into consideration the possible moral actions to follow that require the social information possessing skills of interpretation. There is still the theory of Mind which states that bullying occurs as a result of students' ability to understand and predict the feelings and behaviours of other people and being in the position of manipulating them in many ways. This is true about the above statement of Cyber bullying that happened to the girl student due to the deficit of social information on processing theory, due to the well-developed theory of mind and due to the lack of moral development theory stages on the part of the offender. The implication is that a weak student will be left out from group learning activities and other academic activities, hence affecting his or her learning activities in schools. Training students on the skills of theory of mind in the positive way could help. These could be attained from value training skills from the modified school curriculum (Chipeta, 2004).

Sanders and Phye (2004) found out that female students were three times more likely to be victims of cyber bullying on the internet. He further revealed that females were twice as likely to be victims of cyber bullying victimization as males through email, instant messaging and text messaging while males were more likely to be victims of cyber bullying victimization via online gaming.

Social relation bullying or excluding other students: The victims and the witnesses of bullies of some students were the victims of isolating or excluding others from important activities including group discussion on learning activities in schools. Some were isolated by other students; some witnessed those who had been isolated by others in schools.

Due to the well-developed theory of Mind of the offender he or she is in the position of reading and understanding the weaknesses of other students and predicting their behaviour which lead him or her to spreading false news about others and influencing other students by excluding the victims from their group academic learning activities in schools. This students need to be directed on how to use their well-developed Mind to protect their fellow students who are on the risk of being bullied by others.

Lastly, students' victims of sexual bullying: In regard to forcing the sexual relationship and rape few students were victims; very few accepted that they did it themselves, few of them knew about it. This type of bullying acts happening due to the issues of lacking moral values and respect among students which could be attained from school curriculum and from the hidden curriculum in the aspect of imitating good behaviours from peers and the members of the school community.

5.2.8 Types of Bullying Reported most to the School Authorities

The findings show that beating is the most reported physical bullying to the school authority, followed by stealing. However, many students mentioned that they were the victims of a lot of bullying cases, means that students suffer from the bullying problem.

5.2.9 Students' Involvement in Bullying in Schools

The findings show that many students had been bullied by other students. The findings of this study further suggest that most students had been bullied by their teachers due to their misbehaviours and emotional problems in schools. Teachers as well are giving severe punishment due to stress as well as the problems back in their homes. These findings are supported by Yaghambe, and Tshabangu, (2013). who found that teachers are beating students until they are satisfied.

The present study show that the draft letters in the documents, students explained to be subjected to different bullying acts. As a result, they were given corporal punishment due to the mistakes they did. Stealing was the leading bullying act due to the moral decay among students. This argument supports the Theory of Moral Development and the issues of moral understanding. Sometimes students are stealing due to lack of school facilities, poverty or economic problems of students. They are not given pocket money from their parents. Sometimes they leave their homes without eating anything and then they feel a need to eat something at school. Also, perhaps this is due to the lack of supervision on the part of teachers in schools. This is evident with the shortage of teachers. Students perhaps engage in sports and games alone in the playground without any supervision on the part of teachers.

Beating in schools amongst students is due to students lack of good relationship skills and anger management skills which could be attained from moral and value education in the school curriculum. They are sometimes observing the beating by teachers as a means of disciplinary procedures. As a result, they practice this on other students as well. On the other hand, students acknowledged that they had bullied other students in schools. The findings suggest that it is possible to reconcile with their victims to maintain a good relationship.

The comments of one of the respondent support several bullying acts that occur in schools. The respondent (offender) took food of another student without permission and his/her lesson notes book was stolen. The offender was beaten by the discipline master after stealing and was given corporal punishment after failing to reach the school average which resulted in beating acts.

The present study findings are also supported by Moris (2008) who reports that 39.8% of students' respondents had been bullied by other students while 13.9% had bullied other students and 37.8% responded that they had been bullied by teachers. The implication of these findings support the idea of the Rests Moral Development Theory, it argues that bullying victimization occurs due to the deficiency of moral aspects in their bullying phenomenon.

The most bullied students: concerning the question of who is more bullied more than half, the students and teachers responded that girls are more bullied in schools compared to boys. The reasons perhaps may be due to the fact that by nature in Tanzanian only female has to perform some domestic activities rather than men. In schools, students are engaging in some activities always in respect of male students. This is the kind of bullying because most of the time female students are engaging in different activities which bring a bad image to the female students of victimizing the female students in schools. Kahemele (2014) and Stein and Bockwoldt (2016) found that the most bullied are the poor performers due to the high expectations, if students perform poorly on their weekly tests (scoring below 50 usually) their teachers forced them to clean and wash the concrete floors of the school, slashing the compound since the school does not have employees whose jobs are dependent on students misbehaving in order to keep the compound clean.

5.3 Causes of Bullying in Schools

5.3.1. Class Level causes of Bullying in Schools

Based on the results the findings show that a large number of victims are bullied by the students in the same class, by the higher level and by the lower level class. This could be the source of bullying as it affects students' academic achievement in schools. The students of the same classroom should have a good relationship for them to interact in their learning activities in order to achieve learning experiences. Refer to the incident of a girl student in this study who betrayed by her fellow girls of the same class level (p. 86).

5.3.2 Gender of the Students Contributing Factors of Bullying

The finding suggests that gender has had a significant contribution to bullying in schools whereby female are more bullied compared to boys with the significance. Female students engage themselves in verbal or indirect bullying acts which traditionally are not considered to be bullying by most of the people while male engage themselves in direct and physical bullying acts which are considered to be bullying by most of the people. In addition, male report low incidences of being bullied by others than the female. Perhaps this is because male may have been reluctant to report that they had been bullied for fear of embarrassment. There is a significant difference in gender concerning students who are bullied by fellow students. This means that girls are more bullied by other students than boys. These findings are in line with the study by Wimmer (2009). He reported that 71% of women had been bullied compared to 64% of men. Wimmer further indicated that 71% of men had bullied someone compared to 29% of women.

In their responses, teachers also acknowledged that female students were the most affected gender as far as bullying is concerned. The number of those who stated that girls are the most bullied was 64.6%, while those who said that boys are the most affected were 35.4%. The reasons why most of the girls were bullied are varied: 75.9% said it is because they are inferior. 59.2% of teachers said that girls are bullied because they are weak and 42.6% said it is because they lack self- confidence. 69.2% of reported said most of the girls are bullied they do not know their rights.

These acts affect cognitive learning of the learners due to emotional disturbances and sad feelings. It shows that the school learning environment is not conducive for them. Hence, their learning activities are affected. The findings of this study agree with the study of Olweus (1993) who reported that both boys and girls bully others directly and indirectly, but boys are more likely to use physical types of bullying and girls are more likely to spread rumours and use social exclusion or isolation to their fellow girls. This type of bullying is also known as relational aggression.

5.3.3 Age of the Students Contributing Factors of Bullying in Schools

The findings suggest that the older students with the age of 22 and above may feel the younger students are not respecting them. They force them to respect them and do things for them while the younger ones fear the older ones because they are in the same school in ordinary level. Consequently, older students may force the younger students to respect them. The older students aged 22 are embarrassed when they are given physical punishments in front of younger students. This can affect their learning activities and their academic progress in schools and their relationship as well.

5.3.4 The Students' Academic Achievements Contributing Factors to Bullying

The findings suggest that students who are performing poorly in schools are those who are bullied by other students. Students who scored the A, 101 (52.9%) stated that they were not bullied at all, while 3 (0.7%) Scored A affirmed that they were bullied by others. Students who scored B 77 (40.3%) stated that they were not bullied by others at all, while 35 (8.6%) scored B affirmed that they were bullied by others. Those who scored C, 172 (42.4%) affirmed that they were bullied by others, while 3 (1.6%) stated that they were not bullied by others at all. Those who scored D, 196 (48.2%) affirmed that they were bullied by others, while 10 (5.2%) affirmed that they were not bullied by others at all.

The findings suggest that students who perform poorly are those who are the victims of bullying acts from others in schools, as the same times they are the victim of given punishment always due to poor performance

which cause the cycle of violence. In order for them to make an effort academically, the best solutions should be made. They need acceptance from others and recognition from their teachers in a special way. Students who achieve A-grade is likely to perform better in their National Examinations than the other groups. If there is no extra effort made to curb this evil, there will be always students who perform poorly. Students who are performing poorly in their continuous assessment are not motivated; they are depressed and so prone to bullying by other students in schools due to their weaknesses academically.

The findings suggest that students who are performing better are those who are not bullied by other students at all, while those who perform poorly are those who are bullied by other students. This is perhaps because students who are performing poorly are teased and jeered by other students. They are excluded from their learning activities due to their academic incompetence. They can contribute nothing in their group discussions, hence the clever students run away from them because they are perceived to be less intelligent. Hence this affects their learning activities. They are excluded by others and sometimes they excluded themselves from others. They are feel inferior to mix with the intelligent group. Hence, this causes a cycle of poor academic performance. The students who perform poorly are given physical punishment in front of other students. This makes them be demoralized and humiliated. It makes them become discouraged in their effort to seek academic progress at schools.

5.3.5 School Location Contributing Factors of Bullying in Schools

Findings show that students who were bullied by others mostly are coming from rural areas 142 (35.0%) followed from pre-urban 136(33.5%) and from urban areas were 128(31.5%). Those who bullied others most come from rural areas 66(35.3) followed from pre urban 65(34.8) and lastly from urban 56(29,9). This shows that Magu district is located in rural areas where there is the mixture of people from different cultural where bullying could easily practiced which can be affecting students' academic performance. From rural area most of students are coming from low social economic status of their parents in which bullying of stealing, forcing to give things like money can be easily be practiced in rural areas. Kokkinos et al. (2011) investigated the

relationship between bullying victimization and social-emotional variables. Results indicated that students from low social economic status were more bullied than those from high social economic status. On the contrary, Kamala, Wilson and Caledonia (2013) found that students were more bullied in Dar es Salaam urban area where students were more suffering from mental health problems and experienced anger. Therefore, there is the need to empower the students from rural areas so as to be self-confident and to raise their academic performance as well.

5.3.6 The Places/situation of occurrence of Bullying in Schools

The findings show that most of the students mentioned that bullying occurs in the classrooms/office 193(29.2%) and 416 (62.9%) in the toilets and in the playgrounds 204 (30.9%).These are the areas where most of students interact with, there is a need of high supervision. The teachers' office was a place where students were expected to visit freely and ask questions to their teachers. But if the punishment was to be administered in the teachers' office, students would be afraid to visit the teacher's office to ask questions on their subject learning activities. Thus, their academic achievement was affected. Some of the students indicated that bullying mostly occurred in the toilet because the younger students were not allowed to enter the toilet by the older ones due to the shortage of the latrine pits.

Some students responded that bullying occurs in the playground. This shows that in the playground there is the absence of minimal teachers' supervision. The playground is the place for entertainment, where students would release their tension, their depressions and sadness. It is the place where the students could cultivate their good understanding and relationship between them and their teachers to achieve the expected learning experiences from the hidden curriculum.

Some of the students responded that bullying occurred on their ways to and from school. The findings suggest that bullying occurs where there is an absence of adult supervisions, in the toilets, on the ways going back homes and in the office. Perhaps, there is no proper security for students when going home. The present findings are the same as those of Moris (2008) which showed that in schools, bullying usually occurs in areas

with minimal or no adult supervision. It can occur within or around school buildings, though it more often occurs in physical education classes, hallways, bathrooms or classes that require group work and/or after-school activities.

This is also supported by Kennedy et al. (2012) who indicates that bullying creates fear about a safe learning environment that schools and government try to provide for all students. Kennedy argues that when it comes to bullying prevention and training of educators and administrators, it is very important for administrators and educators to join together to establish appropriate training and prevention efforts. Assistance or accompaniment means meeting all the real needs of young students such as food, shelter, good use of time, teachers presence and availability of the students all the time. This includes supervision, especially during the sport and recreation

5.4. The Relationship between Bullying and Academic Achievement in CSEE

In this section the relationship between bullying and academic achievement has discussed the impact of bullying on students truancy on learners participation in learning activities and the relationship between bullying and the CSEE academic performance in 2015 in Ilemela, Nyamagana and in Magu district in Mwanza region are discussed as well.

5.4.1 Relationship between Bullying and Academic Achievement in Schools

Most of the respondents reported that there was a relationship between bullying and academic achievement in schools. The findings in the documented letters show that those students who committed bullying in schools like beating others were suspended for 21 days, where they were not attending classes for learning activities for 21 days affecting them academically. Those who were bullied and subjected to different disciplinary procedures, few of them got either grade A or B in their continuous assessment results; most of them got C and D grade indicates that bullying affect students not only learning experiences but also their academic achievement in schools. Kamala, Wilson and Caledonia (2013), Tangi 2010 found that students who were bullied they experienced anger as well.

5.4.2 Impact of Bullying on Students' Continuous Academic Assessment

The findings show that students who scored the A (52.9%) stated that they were not bullied at all, while 3 (0.7%) who scored A affirmed that they were bullied by others. Out of 112 students who scored B 77 (40.3%) stated that they were not bullied by others at all, while 35 (8.6%) who scored B affirmed that they were bullied by others. Out of 175 of students who scored C, 172 (42.4%) affirmed that they were bullied by others, while 3 (1.6%) who scored C stated that they were not bullied by others at all. Out of 206 students who scored D, 196 (48.2%) affirmed that they were bullied by others, while 10 (5.2%) who scored D affirmed that they were bullied by others.

Those who bullied others: Those who were not bullied others at all 88 (21.5%) of them scored A while those who bullied others 16 (8.6%) of them scored A. Those who scored B, 82 (20.0%) of them were not bullied others at all while B while 30(16.0%) of them scored B. Those who scored C 106 (25.9%) of them were not bullied at all, while 69 (36.9%) of them were bullied others scored C. Those who scored D 134 (32.7) of them were not bullied at all while 72(38.5) scored D they bullied others. This shows that bullying affecting students' academic continuous achievement. O'Donnell et al. (2011) support that the orphaned and abandoned children who were victimized performance on a test was very low. They scored very low grade as well. Stein and Bockwoldt (2016) found that school violence had a physical impact on the kind of injury, some students experienced injuries like swollen hands that were caused by objects and experienced severe injuries like fractures or internal injuries.

5.4.3 The Relationship between Bullying and the C S E E Performance in 2015

The school whose students reported that bullying was a big problem and it was a growth in their schools; many students in that school did not do well in the national examination CSEE. Schools A in Ilemela 20(37.7%) of students said that bullying is a big problem, 28(50.0) said that bullying is a moderate problem only l8(14.3) said that there is no bullying problem in their school. The results of 2015 National examination in this school division one only one student, division two eight students, division three 21 students, division four 103 students

and division zero 57 students. Craig et al (2009) found that students who were bullied by other students showed a decrease in Mathematics performance. The Education and Training Policy (1995) describes the main purpose of secondary education as to provide opportunities for learners to acquire essential knowledge, skills and attitudes so that graduates can join professional training and institutions of higher education. The learners who fail the National examination are at the risk of missing the opportunity to join the professional training and higher educational learning. The strong measures are to be taken to secure the students who are at risk of missing the opportunity provided to them. The general aim of Tanzania of providing skills, knowledge to join professional training and higher learning education for the Individual and the sustainable development goals and National development will not be met if many students fail in their examinations.

5.5 The violation of Children's Rights Implication of Bullying to Students

Basing on the finding, it is shown that a high number of students 354(59.3%) reported having been bullied by their teachers, while 243(40.7%) of them reported that they had not been bullied by their teachers at all. Students mentioned the specific violent acts which have implication of bullying including: beating learners in the classrooms: 151 or 25 corporal punishment (31 or 5.3%), heavy physical punishment (151 or 25.3%), beaten more than 10 times with a stick in school by any teacher (170 or 28.5%), given punishment outside of classrooms during the teaching and learning activities (193 or 32.4%), beating of one student by more than one teacher for the same mistake (82 or 13.7%) Similarly, Moris (2008) found that there are cases whereby school teachers are punishing students in front of other students. Kathleen (2010) found that the variables include harsh and punitive discipline methods was practiced in schools which lower-quality classroom instruction, disorganized classrooms and school settings and student social structures characterized by antisocial behaviours

5.5.1 Types of Physical Violence Implication of Bullying to Students

Based on the findings, students are with the views that teachers are bullying them by physical violence in schools including beating in classroom; they are beaten for others' mistakes in the classroom, physical severe punishment for minor reasons, beaten by more than one teacher for the same mistake (collabo) and are given

severe corporal punishment in schools. This means the students were not satisfied with the treatment they got from their teachers in schools. The decision making on the improvement of quality education should base on the current situation analysis in the educational system. Chipeta (2004) the quality educational situation analysis should be based on the learners' satisfaction. The learners are the customers and therefore their needs, desires, expectations, views and wants should be considered in order to improve the quality of education, know what the customers'(students) need, want and expect from the educational authorities, design strategies that meet those desires, needs, wants and expectations, of the learners as the first priority and the driving force of quality education

5.5.2 Types Psychological Violence in Schools

Negative remarks, degrading marks, sexual violence, physical severe punishment for minor reasons, humiliating student in classroom, using abusive language, embarrassing students, not listening the students' views when they are explaining the reason for doing the mistakes are psychological bullying which students are not happy with those bullying by peers and the treatment of their teachers in the learning process which might be affecting them to acquire quality of education to them. To improve the quality of education, those learner's needs are to be considered as the feedback to the education manager for the decision making for the effective and improvement on the learning environment.

5.6 Causes of Students Violence in Schools

Basing on the findings, the results show that students were given corporal punishment due to beating other students, stealing or destroying other students'' properties, low academic achievement in their classroom test or end of term examinations and truancy.

5.6.1 Management of Students Behaviour Implication of Bullying in Schools

Students who bullied other students were given a suspension of 21 days, as it was reported by teacher interviewed, some of the students responded that they were given physical punishment; others their parents were called to come to school, whereas others were given guidance and counselling. Physical punishment is the

leading method of eradicating bullying in schools with 84.6% of students responding that those students who were beating other students or who were stealing other students' property were beaten by teachers as a disciplinary procedure. This could be affecting students' attendance at their classroom learning activities because a suspension of 21 days not attending classroom learning activities can cause poor academic performance. Also the use of physical punishment on eradicating bullying can affect students' academic performance in schools because it can lead to negative attitude of the students which can poison the interactions with the teacher.

5.6.2 The Students' Lack of Knowledge of School Rules

The findings show that 63.5% of students responded that they had no copy of school. School rules were attached together with the instruction letter for joining the school sent to their parents. This could be the source of bullying in schools. The school rules were formulated on the basis of the interest of school management to keep the school in the order. School rules are to be set on the basis of students what they want and what they don't want their fellow do to them. This could help the school management to design school rules which are appropriate for maintaining discipline in schools.

Students should participate on the formulating the school rules. Students should consider what mistakes they are doing always, or what others are doing to them always. They should list what are some of the best practices they like in their class and what they do not like. They would think critically about it. Each student should list them. Draw on the board a two-dimensional model, where each one fills, "I like "and "I' don't like "then all the proposed rules would be discussed and modified by teachers ready for practice in which every student should have a copy of the school rules (Stein and Bockwoldt, 2016)

Students enforcing their rules from their own interest will make them act according to rules which enforced by themselves. They will be committed on their own studies and implementations of the rules instead of using punishment to encourage them.

5.7 Impact of School Violence on Students' Achievement

The results show that students who achieved an A and B grade in their school test most of them were those whose responses indicated that they were not physically punished by their teachers at all. Among the students who got the B grade were not bullied at all while they were physically punished by their teachers. For those who got B most of them were not bullied by teachers. For those with the D grades, 6.1% responded that they were not bullied by their teachers, while 93.9% responded that they had been given physical punishment by their teachers in schools their average of their continue assessment they scored "C" and "D" Students' discussing their problems arising in their schools and finding out the solutions for themselves could make them find out the ways of helping each other to raise their performance rather than depending on the punishment given to them to raise their academic performance. Even though from experience we know students are beaten and at the same time they may do better in class. This can be just memorizing for fear of punishment which will not bear fruits during the provision of services in the society by using competence skills.

5.7.1 Impact of Corporal Punishment on Students' Behaviour

Based on the findings shows that (24%) of students have positive attitudes toward their teachers who punish them frequently. They are likely to report their bullying behaviours to their teachers and ask for the help on their learning difficulties compared to (44%) who said that they fear to answer questions on the subject being taught because of the punishment given frequently. This means it is difficult for them to report bullying to the teachers. Some 21% of the students hate the subject of the teacher who frequently punishes them and 21.4 % said that teachers who punished them frequently had their hidden agenda towards them. This means that some students were not satisfied with how teachers are treating them. They feel that teachers hate them. This makes them develop hatred with their subject teachers. They lose trust in their teachers who frequently punish them. Some believed that they were demanding something from them. Education is for development and, therefore, to improve the quality of education the needs of the learners are to be concerned by educational management.

This could be done by giving students time for them in groups to identify the mistakes they are committing

frequently, to find out the reasons and find the appropriate solutions. This could help them to positively change their behaviours in which there would be no need of teachers to punish them anymore. Stein and Bockwoldt (2016) State that the use of method of integrating pupils in organizing the school day lead to conflict-free and cooperation among the school community. The school clubs can be used where girls and boys meet in the afternoon discussing the matters are facing them. The school climate should be improved when pupils learn together, talk about problems and do free time activities together.

Stein and Bockwoldt (2016) states that the use of Kindness Clubs, where pupils feel responsible and do projects which are useful for the school could help. This could facilitate students to achieve the expected objectives of the hidden curriculum derived from the nature and organization of schools. It is what the children learn good behaviours from their peers, from the administrative structure of school and the attitudes of the teachers and administrators could be improved. The example of the hidden curriculum includes the lesson that students take from practices such as the good behaviour of peers and the good relationship among staff members.

Stein and Bockwoldt (2016) state that *cooperation with parents*: There should be a representative for work with parents. Work with parents, creating awareness of bullying and violence to parents. Violence at home can be captured through parent-trainings. Such training is a further education for parents, which should help to solve conflicts without violence. There should be a dialogue with parents if children show behavioural problems and when violence occurs.

5.8 The Students' Suggestions on the Improvement of the Learning Environment

The findings show that students suggested that schools should be providing guidance and counselling where students can be able to report on the violence and bullying facing them. The study shows that only beating is the most reported physical bullying act (27.9%), others bullying acts 25.6% and stealing (21.7%).the rest are not reported to the school authority. For example students who had bullied by others mostly came from rural areas 142 (35.0%) and pre-urban 136(33.5%) and from urban areas were 128(31.5%). Those who bullied others come from rural areas as well are 66(35.3) These group of students had no people of trust and reveal their

bulling and violence problems.

Parents, government and donors should provide students with school facilities and pocket money to reduce stealing behaviours. The present study shows that the most frequently experienced by the victim form of bullying was theft or stealing 408 (69.5%) and students who witnessed stealing in their school environment were 175 (29.8%). This was followed by the more frequently experienced by the victim form of bullying was forcing others to give them food, money,' learning materials, pen, books, experienced by the victims reported by 288(52.1.%) those who witnessed this bullying act of forcing other students to give them things were 266 (38.4%). This shows that these students are missing the basic needs in schools. Some students spend the whole day without eat anything and some are not provided learning materials but when they steal or forcing others to give them pen, books teachers are giving very harsh punishment without investigation.

Teachers should be given seminars on psychological and physical bullying as well as the implication of corporal punishment on bullying to students. Seminars on psychological bullying by teachers on not use corporal punishment in classes, not giving humiliating punishment, not giving corporal punishment in front of other students and not to the use of abusive language to students. This is because many students identified the presence of incidents of psychological bullying by teachers including: (40%) humiliating of students, (39.7%) embarrassing students. (23.5%) threatening to beat students, (32.4%) giving punishment outside of class during the teaching and learning activities (40.0%). Giving corporal punishment in front of other students (31.8%) and the use of abusive language and lastly forced sexual relationships which was mentioned by 75 (12. 6%).

Teachers should be given seminars on physical bullying done by teachers implication on bullying to students as well1 because 25% of students mention the presence of corporal punishment (5.3%), heavy physical punishment (25.3%), beaten more than 10 times with a stick in school by any teacher (28.5%), given punishment outside of classrooms during the teaching and learning activities (32.4%), beating of one student by more than one teacher for the same mistake (13.7%).

Incidents of bullying should be reported and documented for evaluation because the present study shows that most of physical bullying done by students and teachers and psychological bullying done by students and teachers are not documented for decision making in school level, district level, regional level and in national level. Study shows that few documented bullying acts included: Stealing other students' properties (37.7%) beating others (34.9%), forcing sexual behaviours to others (13.2%), using abusive language (7.5%) and others were (6.6%). The results show that only students who commit mistakes to others had written letters, none of the letters was found to have been written by the victims (those who were bullied by others) for progress monitoring their behaviours and academic progress.

To maintain good cooperation between students and teachers, there should be a good cooperation between students and teachers and this should be evaluated twice per year by using relevant scales. The present study shows the students perceptions towards their teachers who punish them frequently relationship including: (24%) of students said that teachers who punish them frequently are good, (44%) of students said they the teacher who punishes them frequently. Some (19%) perceive that teachers hate them that is why they are always beating them. 21% of the students hate the subject of the teacher who frequently punishes them and 21.4 % of the respondent that teachers who punished them frequently had their hidden agenda toward them. This means students do not trust their teachers thus making difficult for them to reveal their bullying problem and their learning difficulties. It also makes it difficult for them to perform their learning activities. To improve the situation there should be training to teachers and evaluation of teacher-student relationship.

Maintaining the relationship among students, the present study shows that (30%) had a feeling that the offender hated them. (23.3%) said that they hated the offender because they could not be able to do their classroom assignment, (21.6). said that they fear of the offender.(12%) of despondence said that they do not want to talk to the offender. Some student victims (18.5%) claimed that they had forgiven the offenders and they had no problem with them. All these perceptions should be monitored and evaluated for decision making.

There should be training for both teachers and students, school facilities should be improved and teachers should be given the appropriate punishment which will not affect the offenders' and other students attention for their learning activities. Teachers should be taught to respect all students according to their gender and students should be given education on their rights, what to do if they are victimized or beaten more than the required strokes. The learners' interest should be considered in order to improve their learning conditions.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the summary, conclusion and recommendations on the findings. The specific objectives of the study were to identify the types and causes of bullying which could be affecting secondary school students' academic achievement in Mwanza Region in Tanzania. The study sought to investigate whether physical bullying and psychological types of bullying have an influence on secondary school students' academic achievement.

6.1 Summary

6.1.1 Awareness of Bullying in Schools

Based on the findings of the study it was observed that many students reported that there was a problem of bullying in their schools. The majority of respondents claimed that bullying was a big problem. This indicates that students are aware of the existence of bullying in schools which might be affecting their motivation to acquire quality education. This shows that there is need of students being protected to improve their ability to acquire the quality education for their own future development.

6.1.2 Types of bullying in schools

Based on the findings several types of bullying are practiced in Tanzanian secondary schools. The types of bullying occurring in their schools were identified as both physical and psychological types of bullying done by both students and teachers. Both types of bullying might be affecting our students' capacity to acquire competency skills, as expected by the Sustainability Development Goal 4 (Onyango & Tangi, 2016).

6.1.3 Physical Bullying Acts Done by Students and Teachers

Based on the findings of objective one, the study found that students mentioned physical bullying from their peers including theft/ beating, students forcing other students to buy things for them or to do things for them, forcing others to give money, stabbing with sharp objects and raping.

Secondly, students mentioned physical bullying from teachers including teachers beating students in the classrooms, giving corporal punishment, giving heavy physical punishment, beating with a stick more than 10 times, gave punishment outside of class for a long time during the teaching and learning activities in classrooms and students being beaten by more than one teacher for the same mistake. Students also mentioned the psychological types of bullying from their peers, including: writing names of other students on the chalkboard, on toilet walls, or other school premises, the use of abusive language by students, jeering at other students, isolating other students in group discussions, insulting and name-calling by students and spreading rumours about other students. Psychological types of bullying from the teachers include humiliating students, embarrassing students, threatening to beat, giving punishment outside of class and during teaching and learning activities, using abusive language and forced sexual relations. These acts are in the same line with the report given by Pinheiro (2006).

Students are affected psychologically by peers and teachers. It can be shocking enough for them to fail to concentrate on learning as they are in stress and, thus, making them incapable to learn. The students' identification of these psychological bullying acts happening in their schools is the needs of their rights to be included in the educational curriculum. Chipeta (2004) maintained that for the subject contents selection the students' needs and interest should be considered in order for them to be motivated to learn and acquire the expected skills. It can be summarized that due to these bullying acts students might lose interest in learning, loss of hope to perform well in their national examinations and feel not to have the ability to learn. Students identified all these types of psychological bullying is their needs to be addressed by the educational decision makers in order to develop their interest to learn and improve their learning process.

6.1.4 Types of Bullying: (Victims, Perpetrators and Witnesses)

Based on the objective one it can be summarized that students experienced physical as well as psychological bullying as victims, witnessed and perpetrators. The study established that students are the victims, perpetrators and witnesses of bullying in schools. The victims are victimized on the bullying of forcing others to give them

things like food or money, threats of being beaten by other students, forcing other students to do things for them, spreading rumours about others, writing about others on the walls or on the abandoned buildings/ toilets, threatened to be beaten after the refusal of their demands, given insulting nicknames, isolation from other students, sending nasty letters, jeering and sexual bullying. These bullying acts are affecting the victims directly psychologically and physically threatening their academic achievement in schools and in their National examination.

On the other hands, the witnessed group mentioned that they were aware of sexual bullying in their schools. Some witnessed the types of bullying of forcing others to give them things, threatening of beating, forcing other students to do things for them, spreading rumours about others, writing about others on the walls or on the abandoned buildings/ toilets, being threatened to be beaten after the refusal of their demands, given insulting nicknames, isolation from other students, sending nasty letters and jeering. The witnessed group were affected indirectly by the types of bullying practices they are experiencing daily threatening them to lose the learning experiences obtained from the hidden curriculum (lesson from good behaviours practiced by peers, staff and teachers) instead they experiencing bullying behaviours acts threatening their future development.

Thirdly, students who acknowledged that they bullied other students were very few compared to the victims. This might be due to the fact that students fear to admit the mistake they did due to fear of be punished for their mistakes.

There were two most frequent types of bullying acknowledged by perpetrators. Spreading rumours on others 60(15.1) and Students calling other students nick names in schools. They accepted that they committed bullying such as spreading rumours on others and jeering to other students, calling other students nicknames. Very few students 15(3.0%) accepted to be committed to forcing other students to do things for them; those who committed bullying by writing about others on the walls or on the abandoned buildings/ toilets also were few. It shows the students need proper school supervision in all school premises and school management and monitor concern on the minor issues which might be affecting the students to acquire quality education. The

students need to take preventive measures on bullying acts in schools rather than the cure measures of using corporal punishment.

6.1.5 The Types of Bullying Reported to the School Authority

Based on the findings the study found that teachers were able to identify types of bullying reported to them by the victims including stealing and beating only. This could be one source of bullying in schools, means that students who suffered from bullying have nobody to confide in, which could be affecting their learning activities or their academic achievement.

6.2 Causes of Bullying in Schools

Based on the findings, of objective two, the study shows that many student victims have been bullied by their classmates. This made the victims feel intimidated and unwilling to reveal the types of bullying affecting them in schools.

6.2.1 The Influence of Home Location on Bullying in Schools

Based on the findings the study found that students from pre-urban areas who reported to be more beaten compared to students coming from urban areas. Students from urban areas reported more on their learning materials that were stolen several times compared to students coming from peripheral-urban areas. Students coming from rural areas who reported that their learning materials were stolen were few. This might be due to the fact that students from urban areas are a mixture of different people coming from different places. This needs proper school management and supervision.

6.2.2 Class Level factor for Bullying

Based on the findings, the study shows that a big number of the victims are bullied by students from the same class level and higher class level, followed by the higher level, the same level and lastly the lower level. The proper supervision is needed and also to monitor the number of enrolment of students in the same class.

6.2.3 Gender of Students Contributing Factors for Bullying in Schools

Based on the findings Female students are more bullied by other students as well as by teachers compared to boys students. The findings show that students responded that girls are bullied because they are suppressed, because girls they are weak, because girls are low performers, because girls don't know their rights, because girls are performing many duties in schools and at homes as well.

Based on the findings boys are bullied in schools because no one speaks about their rights, said boys are more bullied because they make trouble in classrooms; boys are more bullied because teachers do not listen to their views.

6.2.4 The Places/Situation of Bullying Contributing Factor for Bullying in Schools

Bullying occurred mostly in the classrooms, in the toilets and in the playgrounds and also bullying taking place on the way to and from schools.

6.2.5 Impact of Bullying on Students' Academic Achievement

Basing on the findings students who scored the As stated that they were not bullied at all, while those who were more bullied by others scored very few A grade but many scored C and D grade. Those who bullied others also few of them scored A while many of them scored C and Ds. In the national examination the results show that schools whose many students reported that in their schools bullying is a big problem and bullying is a moderate problem; in this school the national examinational results are not good. Students who scored division one are very few or none, division very few, division moderate, division four many students scored division four and many student scored division.

Based on the findings, the study shows that there is a relationship between bullying and academic achievement in schools. Students who reported that they had not been bullied by others or by teachers at all are the ones who scored A" and B grades in schools but those who were bullied several times are the ones who scored C and D grades. It shows that the students need bullying preventive measures for quality education improvement. Also, the supervision and learning materials, group discussion as learning strategies could help

6.2.6 Impact of Implication of Punishment on students' Behaviours

Students hate the subject he/she teaches, they believe the teacher hate me that is why he beaten me always, they believe the teacher has the hidden agenda on me for frequently punishing them, The teacher make me fear to answer questions in the subject he/she teaches.

Based on the findings the students' victims had a feeling that the students' offender hated them because they could not be able to do their classroom assignment. They fear of the offender and they do not want to talk to them about the offenders. Some students' victims claimed that they had forgiven the offenders and they had no problem with them

6.2.7 The Punishment Implication of Bullying to Students

results show that the students mentioned the punishments inflicted on them with implication of bullying include: Beaten in classrooms, beaten for others' mistakes in the classroom, given physical severe punishment for minor reasons, given severe corporal punishment,. Humiliating students in classrooms, given negative remark, not listening on students views and the using abusive language have implication of bullying to students.

6.2.8 Source of Corporal Punishment to Students

Basing on the findings students were given corporal punishment due to beating other students, were given corporal punishment due to stealing or destroying other students' properties, because of their low academic achievement in their classroom test at the end of term examinations and were given corporal punishment due to truancy, were given corporal punishment due to the use of abusive language.

6.2.8.1 The students' Suggestions on the Improvement of the Learning Environment

Based on the findings, the study shows that students suggested that schools should provide guidance and counselling to the learners and parents should provide students with school facilities and pocket money. Corporal punishment should not be used in classes; incidents of bullying should be reported and documented

for evaluation. There should be a good cooperation between students and teachers and this should be monitored. Training for violence and bullying management should be provided. School facilities should be improved and students are given the appropriate punishments which will not affect students learning activities. Teachers should be reminded to respect all students according to their gender; students should be what to do if they are victimized or beaten more than required strokes. This shows that learners have their own interest which should be considered in order to improve their learning conditions.

6.3 Conclusions

Awareness of Bullying

Based on the summary of the findings, it can be concluded that students are aware of students' bullying in schools. Some teachers also are aware of bullying in schools. On types of bullying acts, students mentioned bullying acts happening in their schools including students' clothes and exercise books are destroyed. Teachers beat students in the classroom. Student leaders beat other students as a way of disciplining them. Some students force other students to buy food, tea, or other things for them. Some students force other students to do things for them. They force other students to give them money. Students are forced to pay unnecessary contributions and make other payments in schools. Those who are unwilling to pay are beaten, refused participation in the examination, or given suspensions. Students are being forced into sexual relations in schools. Some students are given punishment outside of class during the teaching and learning activities. Some students are threatening to stab others with sharp objects and some few students are raped. As a result, their learning activities are affected as some fear teachers and fail in their continuous assessments. A number of them are given corporal punishments owing to failure to reach the subject average.

Some students are beaten more than 10 strokes in school by teachers, other practices include writing students' names on walls in the toilets and on other school premises. Some students are being accused, punished by being excluded from the classroom during the teaching and learning activities. Some punishments include holding stones for a long time and students jeering on other students. Teachers and school administrators do not

listen to the students' views in schools. It is their right to be protected in order to achieve expected learning outcomes for quality education. Students interpreted the corporal punishment used by teachers on them as the bullying acts to them. Name-calling by students and by teachers, spreading rumours about others and beating of one student by more than one teacher for the same mistakes are the bullying acts happening in schools. Some students are the victims. Some have done the bullying and have witnessed the bullying acts and violence in schools which reveal the need of moral development among the students as well as among their teachers; such moral development could be obtained through curriculum content with value topics.

The causes of Bullying and Students Violence

Due to coming late to classes, underachievement of class activities, not writing notes in classrooms, the refusal of other students and teachers demands, stealing, not following the school rules, having no copies of school rules, jeering, isolation some students due to bad things said about them, or beaten because of being poorly dressed or not wearing proper school uniforms due to poverty. These should be addressed to students in students meetings.

The victims of bullying perceived that they could not freely interact with the offenders in learning activities. They did not want to talk to them as they feared the offenders. Some believe that the offender hates them. The identified situation by students is that the spirit of forgiveness is missing showing the needs of the learners to have the forgiveness training skills to make them have a good relationship with them and their teachers for them to improve the learning environment for the improvement of quality education. The importance of forgiveness in life is that in order to receive forgiveness for our sins, we need to forgive others. Forgiving others allows us to overcome feelings of anger, bitterness, or revenge. Forgiveness can heal spiritual wounds and bring the peace and love that only God can give us results we can concentrate on important educational matters (We are commanded to forgive everyone). To receive forgiveness, we must forgive others (Matthew 5:44; D&C 64:9–11). Without forgiving others, students learning activities are affected because their minds are not silent at all. These might affect them in their National examinations results.

Places where Bullying Frequently Occurs

Bullying occurs in the office, on the way going back homes, at the assembly ground and in the toilet, but mostly it occurs in the classrooms. Bullying occurs on the playground, on the way to and from school and in the dormitories. The classroom is the place where the learning activities are taking place and therefore students are supposed to be empowered to respond to the learning activities without fear. Supervision is very important on the part of our students for them to improve their morale to learn.

Effects of Bullying on Students' Learning Activities

The victims responded that they were not free to learn effectively because their school bags and exercise books were stolen; so they failed to prepare for their formative evaluations examinations. Some failed to discuss and give their opinions because of feeling ashamed that others would laugh at them due to their bad performance. Some were afraid to answer questions in the classroom due to the insulting name-calling by other students. They failed to do their tests and other assignments due to illness because of bullying. They feared to go to school due to being threatened to be beaten by teachers. Some studied hard so that they could not be jeered at again by other students for underachievement.

Bullies responded that they were afraid to go to school for some days because they feared to be punished by teacher due to the bullying actions they did to other students. The offenders perceive that the victim does not want to talk to them anymore. The offenders felt guilty but some of their victims were willing to forgive them. These actions affected the bullies because they felt guilty, feared punishment from teachers and therefore' their learning activities were affected and they were likely to perform poorly in the National Examinations.

Students responded that girls are mostly affected by bullying because they are physically weaker and are generally suppressed by society. That is why they are more bullied in schools. They are doing the jobs fetching water, cleaning toilets, all of which boys don't do. Therefore, the impact of bullying on students' social life and students' academic activities is very significant. Students who are performing poorly in schools are bullied by

other students, at the same time they are beaten by teachers due to their weak performance in schools. This causes them to be victimized by both their fellow students as well as their teachers. This predicted their low performance in the future national examinations. As a result, they will be victimized in their society due to unemployment and as a result, they will remain poor. An effort is truly needed to rescue these students because there is room for improvement in their summative evaluation.

Impact of bullying on students 'academic achievement in schools

Most of the students responded that there was a relationship between bullying and academic achievement in schools. The findings in the documented letters show that those students who committed bullying in schools like beating others were suspended for 21 days and were subjected to different disciplinary procedures; none of them got grade A in their continuous assessment results, most of them got C and D which indicates that bullying affects students' academic achievement in schools.

Impact of Bullying on Students' Learning Activities

From the findings, it was shown that the district where students responded that bullying is a big problem very few students scored division one, most of them scored division four and Zero. But in the district where many students reported that bullying was a small problem, many students scored division one and two and few of them scored division zero.

The students' suggestions on what should be done

Students suggested that guidance and counselling should be provided to the learners instead of using corporal punishment in schools. Parents should provide students with school facilities and pocket money to avoid their sons or daughters stealing books and learning materials of others. Corporal punishment should not be used in classes, incidents of bullying should be recorded and evaluated twice per year, a good cooperation with students and teachers should be monitored and evaluated, training for school violence and bullying management should be provided and punishment which will not affect students learning activities should be implemented. Special court to deal with students' violence, bullying and harassment should be established. The directions should

clearly be provided on what the student should do if he or she is victimized or beaten more than required strokes. Directing where to report bullying incidents should be provided. The bullying incidents should be reported to the assistant head of schools. This should be done in confidential ways. The topic of bullying and conflict resolutions should be taught in schools. These are the learners' interest which should be considered in order to improve their learning conditions.

6.4 Recommendations for Action

Based on conclusions, the researcher makes two major recommendations as follows: There should be anti-bullying and violence training on both teachers and students already in schools on the topic of bullying and violence by using the video produced and also giving seminars and other supportive learning materials already prepared. Secondly, there should be the issues of break silence on bullying and violence in schools. Management should create an environment in which all teachers are involved in stopping all types of bullying in schools.

There should be the spirit of working together between schools, parents and the government in stopping bullying in schools. The head of school should be in the front line to ensure bullying is strategically delt with in his/her school. There should further be a coordination unit that is specifically assigned to deal with bullying and violence cases at a district level as well as evaluation of the amount of the bullying problem and the types of bullying that occur frequently in each school. The school administrators should make a survey to students and staff members in their schools to identify types of bullying, frequency, attitudes, knowledge and specific areas or aspects of the problem that need to target, for example locations or times when bullying occurs most frequently and types such as physical bullying, psychological bullying or sexual harassment.

Schools should establish a coordinating team and select individuals who have knowledgeable about the issue and forms of bullying and valued in the school community and who are good in communication skills and harmony builders (include a mental health professional, parents and students). A trained team should provide serious interventions to individual students.

The whole school community should be involved in the unit of anti-bullying programs. The school management should be firm on the anti-bullying program to make sure that the all school community is involved even though the staff members may not see a need for a program, students also may be resistant if bullying has persisted for a long time thus they might see it as their normal situations.

Also developing rules of conduct against the physical as well as psychological bullying ought be place. Students, teachers and their parents should be involved in the development of these rules according to their needs and interests. The rules should strengthen the values of empathy, the spirit of caring, respect, fairness and personal responsibilities.

Students should assist to develop the rules of bullying; everyone should have a copy and participate in peer negotiation and conflict resolution. Effective bullying reporting: Most students are reluctant to report their classmates they usually do not want to get their peers in trouble. The school management should ensure confidentiality and establish a non-threatening way for students to report bullying or violence of themselves or classmates. Identify which staff members handle bullying and violence issues, but make it clear that students can contact any trusted staff member.

Train all school personnel on the field of bullying. Students' teachers should learn the topic of bullying in the educational psychology subject. They will need specific training on bullying prevention curriculum content. Teachers need the skills on how to identify and respond to the types of bullying as well as how to model and reinforce positive problem-solving. In the subject of educational psychology student teachers should acquire skills on how to identify types of bullying and the symptoms of victimization, how to reach out to treat the victims and the bullies.

To prepare the types of bullying learning materials to be provided to the school. Students to raise the awareness of bullying in schools to be able to identify types of bullying, causes of bullying and the influence of good behaviour for students' academic achievements and students learning activities.

The communications used on bullying materials and interventions must reflect the language which students are using most. Written information should be translated into relevant Kiswahili language. Training for the appropriate tools of good governance for discipline and classroom management in schools.

There should be enough teaching and learning materials and furniture for all students to prevent stealing and isolation among students.

Students should be educated about their rights and instructed about what to do if they are victimized or beaten by other students or by teachers. Guidance and counselling should be provided to students who bully other students or who are beating or stealing, instead of using physical punishment. The topic of bullying in schools' should be included in the learning materials and the secondary school curriculum.

The methods of disciplining students should be reviewed. The government through the Ministry of Education should more publicly restate the policy that protects the children, specifically not to give corporal punishment in classrooms where teaching and learning activities are taking place. One Student should not be beaten by more than one teacher for the same mistake.

There is a need for planning how to handle students' behaviours in schools since students have negative attitudes toward the teachers' discipline inflicted on them; the discipline methods have a negative rather than a positive impact on students' learning activities. The most important thing is that the actions should be taken against children violence in schools in Tanzania. Corporal punishment should be abolished. No skills development in the state of fear during the learning activities.

Moreover, teachers training curricula should be modified to include topics on bullying and combating of such behaviours by both students and their teachers. The hereunder is the more specific detailed breakdown of specific activities aimed at fulfilling the mentioned recommendations.

Developing topics of study on the types of bullying in the subject of educational psychology to be taught to

student teachers in Universities and colleges could help in preparing better teachers who could teach in secondary schools in Tanzania. The description of the course is that this course will provide a fundamental basis for studies in the area of psychology. The course will help students' teachers in universities to be aware of the types of bullying in schools; to identify various factors influencing bullying in schools including through study of students' backgrounds, family types, home locations, gender, age, the relationship between teachers and students, classroom management procedures and school management skills. It will provide student-teachers with the awareness of perceptions of students on punishment as bullying and the impact of bullying on students' learning experiences and future behaviours development. Student teachers will achieve conflict resolution skills. They will also discuss various theories explaining why some students bully others. Lastly, they will develop basic principles of good classroom management and alternative punishments in schools instead of corporal punishment.

The proposed topics modules

Module 1: Raising awareness about bullying:

Learning unit

1. Raising awareness about bullying in schools

2. Types of bullying both Physical and psychological

3. Ways of improving student-student relations

4. Ways of improving teachers to students' relations

5. Getting involved to stop threats of bullying

6. Developing clear rules against bullying behaviour in classrooms

7. Supporting and protecting victims of bullying

8. Helping the bullies, wean themselves out of this vice

Module 2: Teaching students Safety Strategies

Learning units

1. Developing good communication and social skills at home and in schools strategies toward the students' success in school

2. Effective ways on how to report bullying incidents to parents and teachers including (a) What is being done to them by peers and teachers that makes them fearful or uncomfortable in schools learning environment; (b) Who is doing it; (c) What they have to do to try to resolve the problem or to get the bully to give up; and (d) a clear explanation of what they need from their teachers or what they want the teachers to do to get the bully to give up

3. Peer acceptance as a key strategy for eradicating the cycle of violence in schools

4. Brainstorming and practicing activities aimed at recognizing bullying approach to avoid further victimization

5. Use of role-play situations and other experiential practices to teach students ways to respond to bullying

Module 3: Strategies for helping bullying victims of bullies to avoid themselves out of this vice.

Learning units

1. Promoting students' self-esteem by putting the bullying problem in plain view and not to take it privately

2. Encouragement of students to make contact with calm and friendly students in school by participating in clubs or in social groups that share similar interests. The importance of students to talk about their feelings and ideas

3. The importance of students to provide on-going support and encouragement.

4. Encouraging students to walk in a more confident manner

5. Encouraging students to be more aware of the personal groom to avoid to be isolated by others.

6. Encouraging students to identify their talents and positive attributes to help them present

themselves better among their peers

7. Demonstrating the importance of participating in physical exercises like dancing, karate, or sports to make a better physical coordination and reduce anxiety and increase self-confidence and improve peer relationships

8. Encouragement to students to reach out and make new friends by joining teams and school clubs to widen their social circles

Module 4: Developing positive behaviours of bullies

Learning units

1. Helping bullies change their negative attitudes and behaviour toward others

2. The problem should be taken seriously

3. Avoid rejection thinking such as "Bullying is just a natural part of growing up."

4. Explore the reasons for student's negative behaviour and get professional help, if necessary, for students and not by beating. Make it clear to the students that you take the question of bullying seriously, that you will not tolerate such acts of bullying behaviour in the future and that you expect all types of bullying to stop immediately and protecting others

Module 5. Teachers as powerful role models in schools

1. Teachers monitoring their own behaviour and serve as an appropriate role model to the bully students. In order to change the behaviour of the student who bullies, it is important to develop a clear and simple system of family rules. Often a student who exhibits bullying behaviour in school has been the target of that behaviour at home

2. The way a student is disciplined at home will establish a pattern for their interactions with other students in school. Physical punishment to the bullies should be avoided, as doing so will only reinforce student's mistaken belief that it's acceptable to bully those who are weaker to get what one wants. A parent who disciplines a child with beating is teaching a child to react in that manner with other people. Use non-hostile, non-negative consequences for violations of rule-following behaviour.

Teachers should conduct parents' seminars in which bullying in the home environment should be discussed and subsequently discouraged.

3. Alternatives to corporal punishments at home and school should be encouraged like using appropriate consequences for bullying may include the loss of privileges including television watching, computer game time) or time-out from all pleasurable activities for a specified amount of time. Consistently enforce the rules and always follow through with appropriate consequences for the student's misbehaviour.

4. Offering frequent praise and reinforcement for positive behaviour, caring actions and for peaceful problem-solving behaviours whenever they occur. Teachers should encourage parents to spend more time with students and monitor their activities closely. Praising student's talents and strengths will help them develop less aggressive and more empathetic reaction patterns.

6.5 Suggestions for Further Studies

From the research findings, the following are suggested areas for further related studies:

1. The impact of violence on gender for achieving quality education for all in Tanzania.

2. Analysis of the differences in violence among young women and young girls and how it affects their educational achievements

3. An investigation on the tools for good governance in schools that could help to eradicate bullying and children violence in schools. Specifically to find out the strategies which have been used to solve the problem of students' bad behaviours and their effectiveness, to find the better alternative of tools to be used for the management of students behaviours.

4. The impact of bullying on students' isolation on group discussions in secondary schools on the sustainable development goals number four

5. The investigation on the role of gender in bullying and violence in the working places and their impact on the sustainability goals number four.

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APPENDICES

APPENDIX A: QUESTIONNAIRE GUIDE FOR STUDENTS

Dear students,

I am Felista Tangi doing a PhD on Physical and psychological bullying among secondary schools in Mwanza region.

This questionnaire seeks information on the impact of bullying on students' learning activities in schools. You are kindly requested to carefully read each question and give your views, thoughts or ideas on each item. Please remember this is not a test. There is no correct answer or wrong answers. You are just asked to give your opinions, views, or suggestions about bullying acts in your schools. The information you volunteer to give from this document will be confidential and in no away will it be communicated to any person. Kindly provide accurate responses. You are free to write or not to write your name on the questionnaires.

Date…….....................................…	Gender			
Age..	(12-16) (17-18) (19 and above			
Parental care ….....….......................	Both................	Only Father …..	Only Mother …	Guardian......
Please indicate your average academic performance.	A	B	C	D
Is it increasing or decreasing	Increasing		Decreasing	
If it decreasing please what do you think are the reasons of the decreasing of your academic performance in schools?			i.................................... .... ii.................................... .. iii.................................... ...	
What is your Home location?	Urban	Rural	Pre-urban	

Part 1: Respondent Background Information :Fill in the box provided as it is indicated.

1. Is there any bullying problem at your school? (Please Tick)

   a) Yes ( )

    b) No ( )

2. If yes, mention bullying acts that have always are happened in your school.

   a)..

   b)..

   c)..

3. Please put a tick in the box provided for the bullying acts that have happened in your school. If you were the victim what did they do for you, if you did to others, or you witnessed done to others. You may tick more than one item

		I was victim of bullying	I did it myself	I witnessed it, but was not involved
1	**Direct physical bullying**			
a)	Forcing others to give them things (money, food) in school.			
b)	Forcing other students to do things for them like assignments,			
c)	Stealing			
d)	Students kicking/beating			
	2. Indirect physical bullying			
a)	Threatening to beat /hurt/ harm /			
b)	Writing about others on the walls or on the abandoned buildings/toilets/desks/			
c)	**3.Verbal indirect bullying**			
d)	Spreading rumours			
f)	Gossiping about other students			
	4. Verbal direct bullying			
a)	Jeering			
b)	Name calling			
	5. Relations bullying			
a	Isolating /excluding others			
	6. Cyber bullying			
a	Sending nasty letters, text messages or pictures via mobile to others			
	7. Sexual bullying			
	Forcing sexual relationship			
	Raping			

4. If you are the victim, witnessed, or bully what was the causes of such bullying at behaviour? (mention at least four)

a)..

b)..

c)...

5. Have you ever been bullied by other students repeated two or three times in a week or month during your life in school? Please tick (√') in the space provided.

Not at all	Yes less than 5 times	Yes between 6 to 10 Times	Yes more than 10 times

6. If your response above is yes, please mention the specific bullying act which were done to you

a)..

b)..

c)...

7. What was the class level of student who bullied you?

a) (Same level with me)

b) (Higher level)

c) (Lower level)

d) (I don't know)

8. How do you rate the relationship between you and the students who bullied you?

a) Good   (   )

c) Fair   (   )

b) Bad   ( )

e) Very Bad ( )

9. Please give two reasons for your answer as to be good or bad

a)..

b)..

c)...

10. Is bullying affecting your learning activities?

A) Yes ( )

b) No ( )

11. If yes. please indicate in which ways bullying has affected your learning activities?

a)..

b)..

13) Apart from bullying what else affect your academic performance and to what extent?

i)..

....

14. Have you ever been bullied other students repeated two or three times in a week, a months, or twelve months?

Not at all	Yes less than three times	Yes between 6 to 10	Yes more than 12 times

15. Please, try to recall and mention the specific bullying act which you did to others.

a)...

b)...

14. What was the class level of students whom you bullied?

a) Same class level (   )

b) Higher class level (   )

c) Lower class level (   )

d) I don't know (   )

16). How do you rate the relationship between you and the student whom you bullied?

a) Good ( )

b) Fair (   )

c) Bad (   )

d) Very Bad ( )

17. Please explain the reason for your answer

a)..

b)..

18). Please mention places/ situations where bullying mostly occurs in your school

a)**...**

b)**...**

19) In your opinion have you ever been bullied by your teacher/ teachers in the past three, six or twelve months? Please tick ('√') for the correct answer in the provided.

Not at all	Yes , less than 3 times	Yes, between 6 to 10 times	Yes, more than 10 times

19. If your response above is yes, please mention the specific bullying act which was done by teachers to you.

a)...

b)...

c)..

20. How is the relationship between you and the teacher who bullied you?

a) Good ( )   b) Fair   ( )   c) Bad   ( )   d) Very Bad ( )

21. Please explain the reason for your answer

a)..

b)..

c)..

22. In general what is the situation of bullying behaviour in your school?

a) Bullying is a big problem in this school   (   )

b) Bullying is a growing problem in this school   (   )

c) Bullying is not a problem in this school   (   )

23 (a). Do you have a copy of school rules?(   )

23 (b) How the school rules have been formulated...

24) Among boys and girls. Who is affected the most by bullying at your school?

a) Boys ( )   a) Girls ( )

25. If Boys or Girls, please explain why? (Give at least two reasons)

a)...

b)..

31. What could be done by the society to eradicate bullying in your school?

a)..

b)..

c)...

33. What could be done by the Government to eradicate bullying in our secondary schools?

a)...

b)..

34. What could be done by your school to eradicate bullying?

....

....

Thank you for your cooperation

APPENDIX B: INTERVIEWS WITH STUDENTS ON PHYSICAL AND PSYCHOLOGICAL

BULLYING IN SCHOOLS

1. What are the bullying acts done to you or to others in your school?

2. Were there any effects of those bullying acts on you or other students' learning activities in school?

3. What are the effects of bullying on students who bullied others and the victims?

4. Who are mostly affected by bullying at your school

5. What are the situations/ places where bullying mostly occur in this school

6. Which tools have been used in your school to eradicate bullying?

7. Do you have any value training as the tool to eradicate bullying in school?

8. What could be done to the government and the school institutions to eradicate bullying?

APPENDIX C: INTERVIEWS WITH TEACHERS

1. What are your responsibilities in this school

2. As a teacher, have you received any bullying case/s in your office regarding a student/s bullying another student(s) or bullied by others in your school?

3. If YES, what kind of bullying cases by teachers you have came across in your school.

4. What are the effects of bullying on students who bullied other students?

5. What were the effects of students who were bullied by other students?

6. What are your reactions when student(s) fail to do their class work due to bullying

7. What could be the causes of the bullying situation in your school?

8. Among boys and girls who are mostly affected by bullying at your school?

9. What are the situations/ places where bullying mostly occur in this school?

10. Which tools have been used in your school to eradicate bullying?

11. Do you have any value training as the tool to eradicate bullying in school?

12. What could be done to the government and the school institutions to eradicate bullying?

Thank you for your responses.