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DEPARTMENT OF EDUCATIONAL FOUNDATIONS

NAME : MUKOYI NYAMASHIRI GALLY

STUDENT NUMBER : B211524B

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THE IMPACT OF BULLYING ON THE ACADEMIC PERFORMANCE OF SECONDARY SCHOOL LEARNERS IN GOROMONZI DISTRICT.

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SUPERVISOR : DR M CHIDARIKIRE

***THE IMPACT OF BULLYING ON THE ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL LEARNERS IN GOROMONZI DISTRICT***

BINDURA STATE UNIVERSITY

RELEASE FORM

NAME OF AUTHOR : MUKOYI NYAMASHIRI GALLY

STUDENT NUMBER : B211524B

TITLE: The impact of bullying on the academic performance of secondary school learners in Goromonzi Area.

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SIGNED : MUKOYI NYAMASHIRI GALLY Date: 20 SEPTEMBER 2022

Declaration

I Mukoyi Gally declare that the impact of bullying on the academic performance of secondary learners in Goromonzi area is my original work that has not been submitted for any degree or examination in any other University and that all the sources I have used or quoted have been indicated and acknowledged.

Gally Mukoyi.....

Signed Date 20 September 2022

Dedication

This research project is dedicated to my husband Steven Mukoyi who has been nicely my supporter until my research was fully finished. I would also like to thank my beloved daughter who, for months past, has encouraged me attentively with her fullest and truest attention to accomplish my work with truthful self-confidence.

I also dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding.

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ABSTRACT

This study presented the findings on bullying behaviours among secondary school learners in Goromonzi Area. The aim of this research was to interrogate the perceptions of school heads, deputy school heads, school development committee, teachers, parents and learners about bullying behaviours among secondary schools in Goromonzi Area. The major thrust of this empirical research was to determine who the perpetrators of bullying are, explore the motivating factors of bullying among learners, establish the places where bullying often took place, establish whether there is a relationship between bullying and academic achievement and develop guidelines for the prevention of bullying in secondary schools as perceived by the school administration, teachers, parents and learners. Qualitative and quantitative approaches were employed in this research, in which a cross-sectional survey design was adopted. Questionnaires and interview questions were used. Story telling was also used as an instrument to gather data. The population sample was made of 58 participants, where 3 school heads, 5 deputy heads, 5 members of the school development committee, 10 teachers, 10 parents and 25 learners were obtained through stratified random sampling. Purposive sampling was used to identify learners and parents who participated in the interview. The main causes of bullying in secondary schools were observed to be environment from which the learners' behaviours are nurtured. Also, inappropriate parenting styles and learners' actions observed from model status contributed to the bullying behaviours of learners. Preventive measures of bullying behaviours were included, but not limited to having awareness programmes regularly, enforcing rules and showing love to both the bullies and victims of bullying. The study recommends a collective collaboration among all educational stakeholders to combat the problem.

KEY TERMS: Bullying; Academic achievement; Learners; Teachers

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CHAPTER ONE

THE PROBLEM AND ITS CONTEXT

1.1 Introduction

The study focused on the impact of bullying on the academic performance of secondary school learners in Goromonzi District Area. This chapter discussed the background to the study, statement of problem, research questions, and objectives of the study, research assumptions, and significance of the study, delimitations, limitations and definition of terms, before the chapter summary. This gave direction to the whole project.

1.2 Background to the Study

Bullying was the most common form of violence in our schools although traditionally, it was common for children to quarrel and fight. As such, what constituted to bullying was underestimated and reduced to kids' play. Kartal, (2016) posits that there was a tendency to underestimate bullying as a problem and dismissed bullying incidents as trivial and not worthy making much noise about. Studies have shown that violence made schools unsafe places for children and had contributed to the perception that some schools were not safe anymore (Maliki, 2015). Bullying was a common problem that gradually increased in schools. Incidents of bullying have always occurred from time to time and had negative impact especially on student's academic, emotion, psychological and social development during the school period and some involved a gradual increase of violence that led to some fatalities (Zenda, 2020).

Bukowski (2015) pointed out that, transition periods were problematic among school students because they faced two major transitions of entering puberty and starting a new school. Learners were faced with complex rules, less integrated and more discrete curriculum and assessment regime. Much of what we understand today about bullying was a result of Dan Olweus's work which began in the 1970s in Scandinavia. Dan Olweus, a pioneer in the systematic study of bullying identified common elements of this behaviour, such as deliberate aggressiveness and marked inequality in terms of power. Tactics employed in this act included harsh teasing, constant criticism, insults and unreasonable demands.

Bullying, especially from the standpoint of the victims who were affected most, was one of the most undesirable behaviours in schools across the country (Maliki, 2015). Historically during the early seventies, the problems of bullying in the schools were so pronounced that it

was part and parcel of school life. Single sex schools or the weaker students in general. This was so, notwithstanding the fact that corporal punishment, which was almost legal then was very much in use, since it was a very dependable and powerful method commonly used by teachers, but bullying was still very rife. Thompson, Arora and Sharp (2016) postulated that bullying had been a part of school culture for a long time.

During the time when the researcher joined school, bullying had been a part of school culture, teachers were incapable of achieving much to stop or reduce it and would only deal with extreme cases. Harris and Petrie (2015) found that students in general and bullying victims in particular felt that school staff responded poorly to the bullying problems at their schools. Much of the bullying was targeted on younger or weaker students who were not able to defend themselves. Maliki (2015) asserts that bullying was an undesirable form of behaviour which was widely prevalent in schools. In support Erikson, Nielsen and Simonsen (2016) citing (Olweus 1997) put it forward that bullying was the exposure to repeated negative actions over time on the part of one or more students. In the same vein Waldman (2012) citing The Journal of the

American Medical Association defined “bullying” as “a specific type of aggression in which (i) the behaviour was intended to harm or disturb, (ii) the behaviour occurred repeatedly over time, and (iii) there was an imbalance of power, with a more powerful person or group attacking a less powerful one.” (iv). the asymmetry of power could be physical. This was to echo the idea that bullying may also be rife in Zimbabwean secondary schools. The unfortunate part of the whole scenario was that a good number of teachers in Zimbabwe may not regard bullying as any real threat to the general running of their schools. In fact, a number of teachers used to quote their own experiences of bullying and being bullied by senior students. This was supported by Rigby (2015), who wrote that bullying, to many had been simply the way things were, a natural course of events, human nature and unchangeable.

Most studies conducted in some African countries were gender-based studies, focusing largely on sexual bullying or harassment of female students. Such studies have been conducted in Ghana (Afenyadu & Lakshmi, 2017), Cameroon (Mbassa & Daniel, 2015). The studies on bullying in Turkey demonstrated that about 30% of the students are involved in bullying either as a bully or a victim, or both a bully and victim (Nansel et al., 2016). In the studies carried out in the U.S. (Nansel et al., 2016), and in England and Germany (Wolke et al., 2017), the frequency of bullying was reported to be in the region of 15% to 20%. US President Barack Obama, White House Anti Bullying Conference,

(2011), says bullying is an important but often neglected issue that can hinder performance in school. It was a serious and worldwide phenomenon. For instance, by analysing data from a representative sample of 15686 U.S. students in grades 6 through 10, Nansel et al. (2016) show that almost 30% students of the sample reported moderate or frequent involvement in bullying.

In Africa, the prevalence of bullying behaviour had been reported by Asamu (2015) that, 22.5% of the students she studied in Ibadan, Nigeria were below 15 years of age. She found that bullying behaviour was peculiar to senior and junior schools 21% of male students had bullied other students

Furthermore, Salmivalli (2016) postulated that bullying was a subtype of aggressive behaviour, in which an individual or a group of individuals repeatedly attacked, humiliated, and/or excluded a relatively powerless person. Suckling and Temple (2015) in their book on bullying postulate that, there was no doubt that bullying in schools was insidious and difficult to manage and dealt with complex issues that urgently demanded effective action. Thompson et al. (2016) asserted that there was virtually no research carried out in bullying before 1980. This was a testimony to show that research on bullying was still fairly young, and in developing country like Zimbabwe, there was still a lot of ground to excavate because bullying in schools of any particular country was unique in its own way. They claimed that researchers were deterred by the difficulties of the way in which bullying seemed to be part of social life in schools. Newman, Horne and Bartolomucci (2015) postulate that the school was not always a safe environment it was intended to be because of the harsh realities of the bully or victim dyad which was experienced by thousands of students in school every day. One would want to believe that since gaining of independence in Zimbabwe a lot of gains and improvements have been made in education and therefore behaviour like bullying would be viewed as becoming minimal or toning down in schools with the passage of time. Unfortunately, this may not be the case in the present situation in our schools today since current research had alternate findings.

Research conducted by Lee (2016) revealed that international evidence suggested that present day bullying occurred more frequently and with greater lethality than it did in the 1970s and 1980's. One would not be so bold as to make Zimbabwe an exception in the absence of concrete research which proved that we were not included. Bullying was generally known as a secretive affair and as a result, a lot of issues remained under the carpet until they were unearthed. Salmivalli (2016) stated that Besag (2006) found that bullying in schools was one of the dark, hidden areas of social interaction, which had

thrived on a bed of secretive nature of bullying and its seemingly manageable manner made it ignored by professionals.

Thompson et al. (2016) found that bullying had been a part of school culture for a long time and asserted that apart from one or two far-sighted academics, there was virtually no research carried out in the topic before 1980. In Zimbabwe our situation may not have been different because students and teachers may have learned to accept bullying as a part of school culture. According to Thompson et al (2016) staff members may not want to admit prevalence of bullying in their schools as a way of protecting their public image. The researchers' observation during high school days was that some bullying issues were headaches for staff members as well and they would be more comfortable with being spared the ordeal or arbitrary or solving bullying issues. Research on bullying in Zimbabwe which included the one by Macklem (2017) are still minimal. There was need to expose what was happening on the ground through more research and thus expose to the powers that be a need for intervention or an action plan to reduce impacts of bullying on academic achievement of learners in schools.

Zimbabwe needed more current information on the situation in schools pertaining to impacts of bullying so as to open more avenues for research in bullying. Sometimes bullying behaviour was upheld by attitude of students. In research carried out by Harris and Petrie (2017), they found that some school learners reported and bullying actually made them stronger and that they did not consider it a particular serious problem. They also went on to report that older students were less likely to report bullying behaviours as a way of protecting their own images. Obvious responses given by such students did not reflect reality on the ground.

1.3 Statement of the Problem

Bullying is an aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms. Research confirmed the destructive effects of bullying on young people's lives. Although some could shrug it off, undermine self-esteem and sometimes convinced the victims that they were at fault, it could affect attitudes to performance in school. For some, it could lead to serious and prolonged distress and long-term damage to social and emotional development. The rising incidence of bullying captured by media had become a primary concern of educational practitioners in Zimbabwe. In February 2011 the Herald reported that six learners were arrested for allegedly battering and seriously injured a boy for wearing sunglasses during sporting activities at a school. The alleged victim reportedly lost three teeth in the attack. It was

against this background that this study sought to explore the impact of bullying on the academic performance of learners from the perspective of students.

1.4 Major Research Question

The study attempted to provide responses to the following major research question:

What was the impact of bullying on the academic performance of secondary school learners in Goromonzi Area?

1.5 Research Sub-Questions

The study was guided by the following research sub-questions:

1.5.1 Which variables promoted bullying at secondary school level?

1.5.2 Which were the prevalence forms of bullying at secondary school level?

1.5.3 How does bullying affect the academic performance of

secondary school learners in Goromonzi Area?

1.5.4 What were the effect of bullying on academic performance of secondary school learners in Goromonzi Area?

1.6 Objectives of the Study

The study sought to address the following objectives:

1.6.1 Explored motivating factors of bullying among students.

1.6.2 Establish the places where bullying often takes place.

1.6.3 Establish whether there was a relationship between bullying and academic achievement.

1.6.4 To develop guidelines for the prevention of bullying in secondary schools.

1.7 Significance of the Study

It was imperative to understand and recognize how bullying affected both the victim and the perpetrators because once it was recognized; methods to address and respond to those behaviours could be taken. According to Fox and Boulton (2015), there was a strong connection between children who lacked social skills and bullying and once we began to understand how they related, society could begin to address and reduce bullying violence within our communities. By teaching children's social skills on how to cope with their feelings, children could learn to effectively solve problems without violence. The

information of this study was important to all schools and people associated with the educational system, as well as parents, advocates, community members and politicians.

Schools should provide a safe learning environment to all students as well as providing protection from danger within their control, so each student has an opportunity to learn new information. Although bullying behaviour was very common within schools, it was not an acceptable behaviour. This type of aggressive behaviour could be prevented through a variety of prevention strategies; however, the educational system should have an active interest in curbing bullying issues at school, in addition to trying to bring awareness and teach prevention strategies to all students, staff and administration.

It was hoped that the results of this study would help educators to consider various practices on how to address and respond to bullying issues within their schools. It would help them understand the importance of teaching children's social skills and techniques that could be used to help children solve their problems and issues without aggression, anger, or violence. The research would assist others interested in this field because it offered valuable information on the most effective way to manage and deal with bullying behaviours and occurrences.

This research could be of value to the public because it brought awareness to bullying issues and informs others of the effects of bullying and how using proper social skills could help address and reduce bullying incidents. More importantly, this information could inform the public on the importance of addressing bullying issues before it became a widespread of social epidemic.

1.8 Assumptions of the Study

The study was based on the following assumptions:

1.8.1 The researcher would have adequate fund to carry out this study.

1.8.2 The Ministry of Primary and Secondary Education would grant the researcher permission to carry out this research project.

1.8.3 The participants would be available and willing to share their view and experience in an honest manner.

1.8.4 The economic, political and cultural environment would remain constant until the end of the research.

1.9 Delimitations of the Study

These were mainly categorised into physical and conceptual boundaries.

The research was conducted in Goromonzi District Area where the researcher resided and taught. Cost and accessibility were important factors considering that the researcher had to travel away from the school to collect data. The area of research was shown at Fig 1.



Fig 1. Area of research

The study focused on impact of bullying on the academic performance of secondary school learners in Goromonzi Area. The findings of this study were illuminated on the impact of bullying on the academic achievement of learners at secondary schools in Zimbabwe.

The sample was composed of five school heads, five deputy school heads, and 10 teachers, five members of the school development committee, 10 parents and 25 learners, totalling 60 participants. These were representative enough on getting information on the impact of bullying on the academic performance of secondary school learners.

The study concentrated on forms of bullying, causes of bullying and effects of bullying on the academic performance of secondary school learners in Goromonzi Area.

1.10 Limitations of the Study

The study focused on secondary schools only and it left out primary schools. However, the limitation was covered when the study recommended for further studies in the broader

schools across the country, focusing on both rural and urban primary and secondary schools.

Some of the participants lacked cooperation as they feared to disclose some critical information concerning bullying at schools. The researcher began the programme with frank discussions about ways to stop bullying on learners with the facilitators, heads and some teachers at the selected secondary schools. Through the discussion full explanation to the participants were given so that they knew that the research was mainly for academic purpose and that their names or those of their schools would remain anonymous.

Some learners were restricted by their parents. However, after explaining to the parents they were allowed to participate. Those who were not allowed to participate were replaced evenly. The cost of transport and stationery had skyrocketed. Because of that, five school heads, five deputy school heads, 10 teachers, five members of the school development committee, 10 parents and 25 students formed the sample. To cut on transport and postage cost the researcher took questionnaire forms to the District Education Office on the pay day when heads of institutions were collecting the pay sheets. The researcher handed the questionnaire forms to heads, asking them to distribute them to other participants.

Furthermore, schools are far apart, made travelling from one school to the other more difficult. It could be difficult to study all school in the district. Because of this, only five schools were selected for the study. These schools were representative enough of the whole population.

1.11 Organisation of the Study

This chapter discussed on the background of the study, statement of the problem, research aim, research objectives, research questions, and significance of the study, delimitation of the study, limitations of the study and definition of key terms, before a chapter summary. This gave direction to the rest of the project.

The next chapter, chapter two, reviewed related literature. The chapter was presented based on the following sections: concept of bullying, forms of bullying, causes of bullying, related studies on bullying in Zimbabwe, bullying in other countries theoretical, conceptual framework and summary of literature review.

Chapter three dealt with the research methodology. It also comprised of research design, target population, sample size and sampling procedures, description of instruments, validity and reliability of research instruments, data collection and data analysis procedures.

Chapter four presents, data analysis, presentation and discussion of the findings. Chapter five, the last chapter in the study gave the summary of the whole project, conclusions and recommendations.

1.12 Definition of Terms

1.12.1 Bullying

Salmivalli (2016) defined bullying as, long standing violence, physical or psychological perpetuated by an individual or group directed against an individual who cannot defend himself or herself. In line with this Macklem (2017) also defined bullying as ‘repeated’, negative actions over time, including hitting, kicking, threatening, locking inside a room, saying nasty and unpleasant things and teasing. In other words, bullying is when a person is picked on repeatedly by an individual or group with more power either in terms of physical strength or social standing.

1.12.2 Academic achievement

Is the outcome of education, the extent to which a student, teacher or institution has achieved their goals as propounded by Annie, Howard and Mildred (2018) in Ashad, Zaidi and Mahmood (2015). Tuner (2016) defined academic achievement as an acceptable level of attainment which was often measured by some form of objective test or examination. According to Lee (2016) academic achievement is success in school or passing public examination. Harris and Petrie (2017) defined academic achievement as passing an objective test. In the light of these definitions, academic achievement can be defined as the level of satisfaction of an individual who is attending school. In other words, it can be defined as the ability of an individual to achieve success in his or her studies. It refers to success in schoolwork or passing public examinations.

1.13 SUMMARY

This chapter discussed the background to the problem, statement of the problem, objective of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of terms of the study, before a chapter summery. This gave direction to the rest of the project. The next chapter focused on the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed related literature on the impact of bullying on the academic performance of secondary school learners in Goromonzi Area. Reviewing related literature helped the researcher to have more information on previous successes and failures of others and came up with more advanced approach to the problem that was, reducing bullying in schools. The research was carried out basing on other researchers' ideas and experiences. By reading related literature, the researcher was able to identify existing gaps in knowledge about bullying.

The chapter was organised according to the following themes: conceptual/ theoretical framework of the study, forms of bullying (such as physical, bullying, emotional, bullying, relational bullying, cyber bullying, name calling, isolation/exclusion), causes of bullying (genetic predisposition modelling early socialisation peer pressure environmental factors) and effects of bullying in education, before the chapter summary.

2.2 Theoretical Framework

2.2.1 Bandura's Social Learning Theory

2.2.1.1 Triadic Reciprocal Determinism

In social cognitive theory Bandura used the triadic reciprocal causation model. According to Snowman, McCown and Biehler (2019), triadic reciprocal determinism was viewed as behaviour from a product of interactions among personal characteristics, behaviour and environmental factors. Bandura does not suggest that the three factors in the triadic causation model make equal contributions to behaviour (Figure 2.1). The relative influence of behaviour, environment and person depended on a factor that is strongest at that moment. P – Person, the individual's particular physical characteristics. E-environment, meaning the general conditions and immediate stimuli included reinforcement and punishment. B- Behaviour. An individual's observable actions and reactions.

Bandura's Triadic Reciprocal Determinism

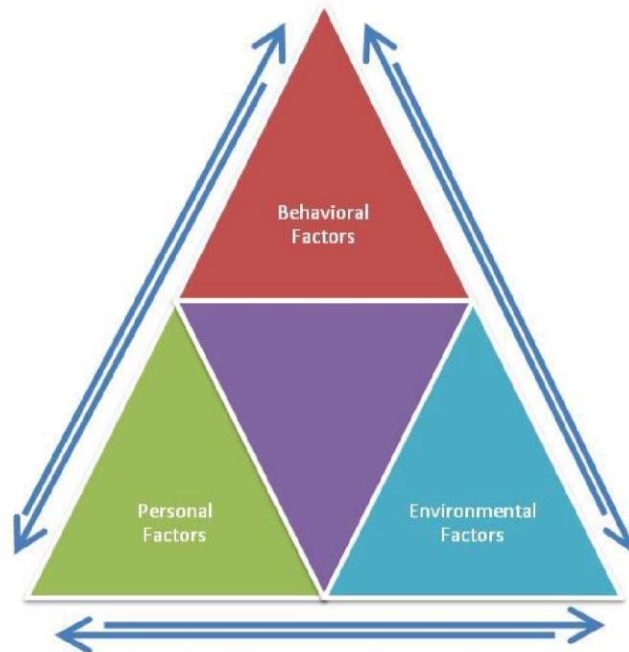


Figure 2.1: Bandura's triadic reciprocal determinism

Source: McLoughlin (2015)

2.2.1.2 Modelling

Modelling and imitation were important aspects in the social cognitive theory. Modelling was when people learnt by observing others. Modelling taught new behaviour, influenced the frequencies of previously learned behaviour, encouraged previously forbidden behaviour and increased the frequency of similar behaviour.

2.2.1.4 Mediational processes that facilitate observational behaviour

Bandura claimed that observational learning was enhanced by the mental process of attention, retention, production and motivation (Tuckman and Monnetti, 2011). The processes were outlined below:

2.2.1.4.1 Attention

For any meaningful learning to take place the learner should pay attention. Attention was not mere exposure to a model for one to ensure acquisition of behaviour but must attend to and recognize the distinctive features of a model's response. According to Boeree (2019), some of the things that influenced attention involved characteristics of the model. More attention was paid to a competent and prestigious model (Santrock 2018). Modelling would not take place unless the observer accurately saw the behaviour of the model which entailed that the model had to be attentively watched if the observer was to learn the desired behaviour (Santrock 2018).

2.2.1.4.2 Retention

In observational learning the most important part of the learning process was the ability to store information. The learners should be able to retain what they have observed. The learner stored what he or she saw the model do in form of verbal descriptions or mental images, these would help to reproduce the model's behaviour (Boeree 2019).

2.2.1.4.3 Reproduction

Behavioural reproduction was a direct result of practice and feedback by the observer (Woolfork 2016). Images and descriptions were translated into behaviour. Practice made reproduction perfect. Imagination helped to improve performance, feedback on work done helped to boost learners' self-efficacy and self-esteem. Learners' self-efficacy could influence the extent to which the observed behaviour could be reproduced.

2.2.1.4.4 Motivation:

The will to perform the behaviour. The rewards and punishment that followed a behaviour would be considered by the observer. If the perceived rewards outweighed the perceived costs (if there were any), then the behaviour would be more likely to be imitated by the observer. If the vicarious reinforcement was not seen to be important enough to the observer, then they would not imitate the behaviour (Schunk, 2018). There were two types of motivation which included intrinsic and extrinsic. Intrinsic motivation according to Mwamwenda (2015) was the motivation that drives from inside your heart. Those factors that pushed someone within his or her heart. The extrinsic motivation were the ones that drove someone from outside someone's environment.

2.2.2 Bronfenbrenner's Ecological Systems Theory

Bronfenbrenner's ecological theory holds a view that development was influenced by environmental systems and in order to understand human development one must consider whole ecological system in which growth occurred. Bronfenbrenner (2015) cited in McLeod (2015) identified five environmental systems socially organised that supported human development. These systems were microsystem, mesosystem, exosystem, macrosystem and chronosystem.

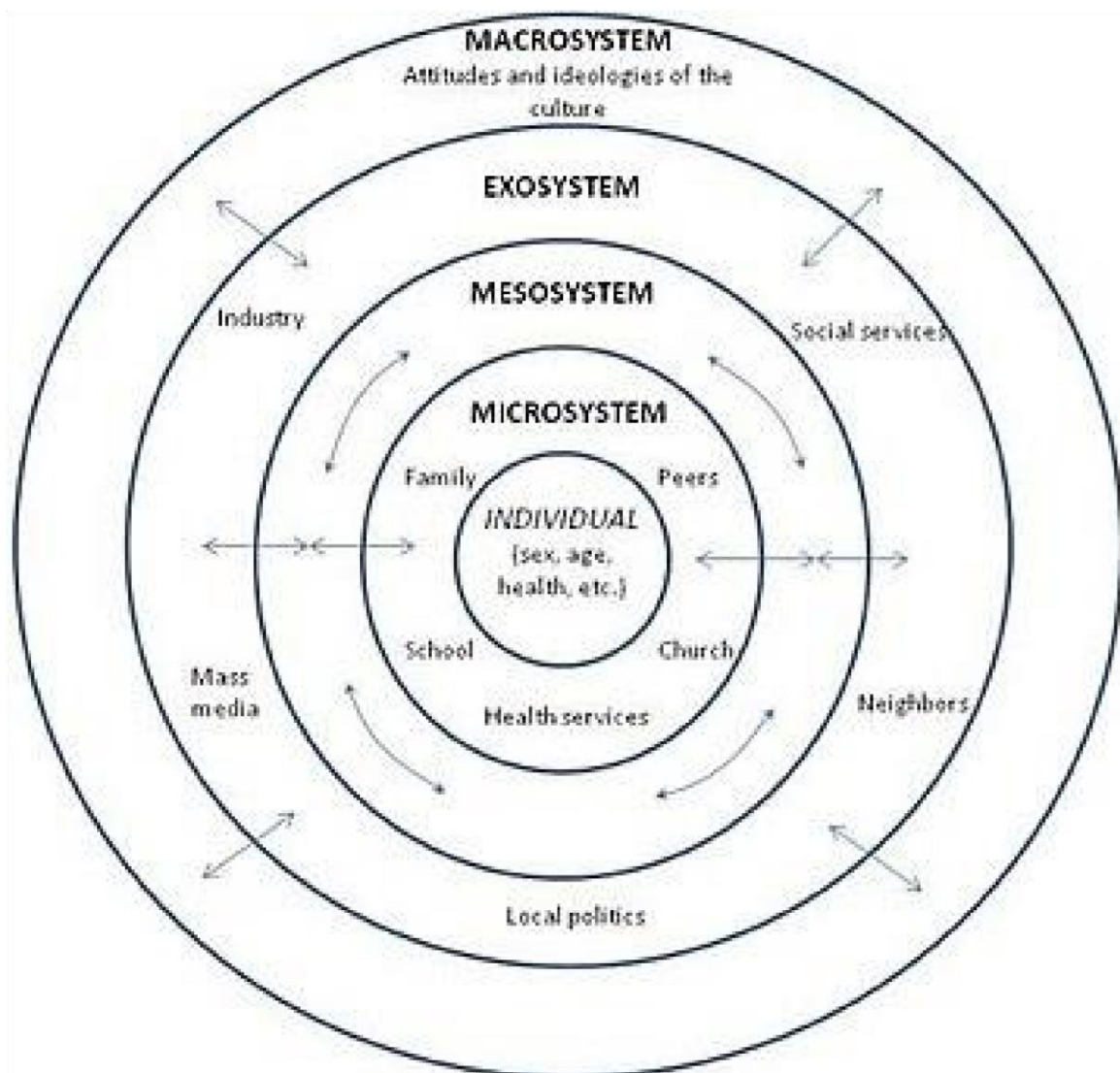


Figure 2.2: Bronfenbrenner's Ecological Systems Theory

2.2.2.1 Microsystem

According to Berns (2015) the first basic structure, the micro system, referred to activities and relationships with significant others experienced by a developing person in particular small setting such as, family, school, church, peer group and even community.

According to Bronfenbrenner (2015) in Dennington (2019), the family was a key to developmental setting to the child simply because the child would spend most of his/her time in this setting. In the microsystem, the family was very closer to the child, and it provided nurturance, affection and opportunities for growth which had direct impact on the child's development. Therefore, the microsystem holds a lot in a learner's behaviour as it was where they learnt to control their emotions which lead to bullying if not cared for early.

2.2.2.2 Mesosystem

Bronfenbrenner (2005) cited in Berns (2015) posits that the second basic structure, the mesosystem, consisted of the linkages and interrelationships between two or more of a developing person's microsystems such as the family and the school, family and the peer groups. The impact of the mesosystem on the child depended on the number and quality of the interrelationships. Penn (2019) averred that Bronfenbrenner (1979) used the example of a child who went to school alone at the first day. This meant that there was only a single link between home and school. Therefore, such learners were prone to bullying.

2.2.2.3 Exosystem

According to Mwamwenda (2015) exosystem involved the institutions in which the child does not directly participate but which had an indirect influence on the child. For example, the school board was part of the child's exosystem in that the board members constructed curricula for the child's education, determined what books would be in the school library (or on class reading lists) and determined the subjects for the learners. The parent's work places, and economic situations determined the hours that they would be available to the child, parents would want to spend more time with their children but because of the work constraints were

not able to (Mwamwenda, 2015). For whatever reasons some parent's commitment indicated that work was more of a priority than time with family. Thus, the institution (his workplace) was a place that his children did not have direct participation in, but it did have a large impact on their lives.

2.2.2.4 Macro-system

It dealt with the largest and most remote people and things that have an influence over a child's life and these were national government, the economy, wars, cultural values and relative freedoms they provided (McLeod, 2016). All these played their part in this system. This involved the interaction of children with the beliefs, values, expectations and lifestyles of their cultural settings. There was a positive and negative influence on the child from the macro-system. For example, in the traditional household the mother probably took on most of the households' chores for example, cooking meals and cleaning while the father went to work each day and has his primary responsibility the financial support of his family. In the single parent mom family, children maybe more expected to pitch in and carry more of the load of household chores (Schunk, 2018). Children in this type of family would not be as encouraged to participate in extra activities but maybe expected to take an after-school job to help out with household expenses.

2.3 Impact of bullying on the academic performance of secondary school learners

2.3.1 Variables which promote bullying at secondary school level

The study by Jan (2015) in Pakistan was on bullying in secondary schools, its causes and effects. The most commonly mentioned cause of bullying behaviour was social exclusion. The results indicated that those pupils who were being bullied in one side tried to act as bullies at other instances. The results also suggested that gender difference also played important role between pupils. Girls were more likely to show absenteeism from school than boys.

Ncube, Tshabala and Mapholisa (2015) studied the nature and prevalence of bullying in Secondary Schools of Nkayi South circuit. The main finding of the study revealed that the most common forms of bullying were physical, verbal and social. The study also revealed

that boys were the main contributors of bullying. The findings also revealed that bullying behaviours were influenced by home based factors, peers and school-based factors.

In Tanzania, Ndibalema (2016) carried a study about bullying behaviour in schools in Tanzania. It was found out that physical bullying was perceived to be dominant. Boys were highly preferred to be bullies than girls. Also watching video films was the dominant factor for bullying.

Different scholars explained causes of bullying in different ways. Omoteso (2015) explained that personality characteristics and typical reaction patterns, combined with the level of physical strength or weaknesses in the case of boys could help to explain the development of bullying problems in individual students. At the same time, environmental influences such as teacher's attitude, behaviour, and supervisory routines played a crucial role in determining the extent to which these problems manifested themselves in a classroom or at school (Mwamwenda, 2015).

Tattum (2016) also suggested that children with a genetic predisposition to bullying may have risk for bullying lowered through provision of boarding school environment in which relations between students are positive. The schools should cultivate a culture of empathy where emphasis was on collegiality and deriving satisfaction from helping others. Schools that recognized and rewarded those that practiced anti-bullying behaviours reduced the possibility of the bullying behaviour that could manifest.

Social learning theorists such as Bandura attributed bullying to both modelling and operant conditioning (Zenda, 2020). Davison and Neale (2016) noted that children could learn aggressive behaviours such as bullying from adults who behaved in that way. Children who were from families where bullying and aggressive behaviours are practiced are more likely to practice the aggressive behaviours. According to Davison and Neale (2016), in a culture fascinated with winning, power and violence, some experts suggested that it was unrealistic to expect that children would not be influenced to seek power through violence in their own lives. They would be viewing it as legitimate way of meeting their ends.

Bullying could also be a response to peer pressure within the school. Olweus (2014) cited in Omoteso (2015) noted that bullying could be seen as group phenomena. Within the school environment the peer group would often bully another group or individual for reasons which would be real or imagined or simply to have fun. Some bullies in previous studies have admitted to acting as part of a group for half of the bullying incidences they had been involved in. It was also important to note that bullying by an individual was often conducted with support of a group where the bully is glorified and seen as a hero/heroine.

Likewise, Bowerset (2015) maintained that children who have experienced child abuse or have been bullied by their siblings were likely to become bullies. Bullies were also motivated by the desire to appear influential. Omoteso (2015) asserted that parenting styles also played an important role in the development of bullying behaviour in young children.

2.3.2 The Prevalence Forms of Bullying at Secondary School Level

Bullying came in various forms. Forms of bullying are defined as, physical, emotional, relational, cyber bullying, name calling and Isolation/exclusion.

2.3.2.1 Physical bullying

Physical bullying was another common form of bullying and was much easier to identify and observe. Physical bullying included slapping, hitting, choking, punching, kicking, pinching, scotching, spitting and damaging or destroying property belonging to the bullied (Coloroso, 2019)

2.3.2.2 Emotional bullying

Neser (2018) stated that emotional bullying included engaging in extortion, humiliating, blackmailing, terrorising, rating of personal characteristics such as race, disability or ethnicity, defaming manipulating friendships and peer pressure. For example, if a learner was being called with names such as 'darkie' or 'blacky' 'fatty boom boom' as a way of saying that the learner is too dark or too fatty, this would hurt the emotions of the intended victim Schunk (2018). Blackmailing could occur when a learner tried to dominate another learner's life by choosing whom the learner could be a friend with or whom the learner

should not talk to. When the intended victim refused to cooperate, the bully may threaten to say something to other learners that would humiliate the victim. The likelihood would be that the victim would cooperate out of fear of being humiliated.

2.3.2.3 Relational bullying

Relational bullying was used to alienate or reject peers with the intent to ruin friendships and social networks (Coloroso, 2019). This form of bullying had the most impact at the beginning of the adolescence years, when peer relationships were most likely to be formed. Sometimes referred to as emotional bullying, the goal behind relational bullying was to increase their social standing by controlling or bullying another person Schunk (2018). Relational bullying occurred when a person's attempts to socialise and form relationships with peers are repeatedly rejected or undermined.

One of the most common forms included control: "Do this or I won't be your friend anymore" (implied or stated); a group ganging up against one person (girl or boy); non-verbal gesturing; malicious gossip; spreading rumours about a person or giving them the "silent treatment".

2.3.2.4 Cyber bullying

Cyber bullying is wilful and repeated harm inflicted through the use of computers, cell phones and other electronic devices (Hinduja & Patchin, 2019).

This type of bullying was increasingly common and was continuously evolving. It was bullying carried out through the use of information and communication technologies such as text, social network sites, e-mail, instant messaging (IM), apps, gaming sites, chatrooms and other online technologies. Targets could often identify their perpetrators as peers from school, Cassidy et al, (2016) Being the target of inappropriate or hurtful messages was the most common form of online bullying. As cyber-bullying used technology to perpetrate bullying behaviour and does not require face to face contact, cyber-bullying could occur at any time (day or night). Cyber bullying interacted within school encounters, it may be triggered by events at school and may result in problems, Hinduja and Patching, (2015) Many forms of bullying could be facilitated through cyber-bullying. For example, a target may be sent homophobic text messages or pictures could be posted with negative comments about a person's sexuality, appearance among others. Unfortunately, cyber

bullying was on the rise as electronics devices have become much more utilized in today's society. In addition, it could be the hardest form to control and stop because of the invisible nature of the bully (Slonge & Smith, 2018).

2.3.2.5 Name calling

Persistent name-calling directed at the same individual(s) which hurts, insults or humiliates should be regarded as a form of bullying behaviour (Omoteso 2015). Often name-calling of this type refers to physical appearance, for example, size or clothes worn. Accent or distinctive voice characteristics could attract negative attention. Academic ability could also provoke name calling. This tended to operate at two extremes. There are those who are singled out for attention because they are perceived to be weak academically Shellard (2017). At the other extreme were those who, because they are perceived as high achievers, were also targeted.

2.3.2.6 Isolation/ exclusion

This occurred when a certain person was deliberately isolated, excluded or ignored by some or all of the class group. This practice was usually initiated by the person engaged in bullying behaviour and could be difficult to detect (Emotes, 2015). It could be accompanied by writing insulting remarks about the learner in public places, by passing around notes about or drawings of the learner or by whispering insults about them loud enough to be heard.

2.3.3 Bullying affected the self-esteem of secondary school learners

According to Macklem (2017), bullying behaviour was among the warning signs of later higher aggressive behaviour. School bullies were more likely than others to break the law when they reach adolescence. Bullying had been linked with low self-esteem, anxiety, impaired concentration, truancy, depression, stress and suicidal thoughts. Students who were constantly bullied found comfort in truancy

According to Schutt (2019) learners who were being bullied developed feelings of insecurity, humiliation and extreme anxiety and thus became more vulnerable. Self-

confidence could be damaged with a consequent lowering of self-esteem. While they could not talk about what was happening to them, their suffering was indicated through changes in mood and behaviour. Extreme cases of bullying could result in suicide. It was, therefore, essential to be alert to changes in behaviour as early intervention could be very effective.

Schutt (2019) stated that learners who witness bullying could also be affected and could suffer in similar ways to those who are bullied. For example, learners who witness identity-based bullying and shared that identity could experience anxiety and feel under threat themselves. Learners could also feel guilt or distress at not being able to help the person being bullied.

There were also consequences for individuals who engaged in bullying behaviour. Macklem (2017) averred that learners who became involved in such behaviour could be at higher risk of depression. Other possible long-term consequences could include an increased risk of developing an anti-social personality, anxiety disorders, a likelihood of substance abuse and law-breaking behaviour in adulthood and decreased educational and occupational attainment.

Bullying behaviour could be understood in terms of early socialization. According to Haralambos and Holborn (2015) if a child was deprived of motherly love during the first seven years, he/she could develop conduct disorders during childhood and anti-social personality disorder. There was a tendency of such children to compensate their shortcomings by inflicting pain on others. In the same vein O'Moore and Minton (2017) argued that dysfunctional families contributed to the development of bullying behaviours in children. In dysfunctional families the socialization processes were characterized by inflicting pain on others. The interactions between the family members in a dysfunctional family were based on those with power imposing themselves on those without power. More so it had been observed that children who lacked adult supervision or who were abused at home were at a higher risk of bullying others in school Macklem (2017). Since they do not have supervision most of the time, they could start to inflict pain on other children. Parents who were too lax with discipline could also expose their children to risk of being bullies when they went to school. This implied that when schools were dealing with issues of bullying at schools, there was need to look at the children's social background.

2.3.4 The effects of bullying on academic performance of secondary school learners

According to Omoteso, (2015) bullying was pervasive and terribly harmful for bullies, victims, schools and communities. Victims often had difficulties in concentrating on their schoolwork and could experience a decline in academic achievement. They had higher than normal absenteeism and dropout rates and could show signs of loneliness as well as having trouble in making social and emotional adjustments, difficulty in making friends and poor relationships with classmates (Lumsden, 2016). Victims of bullying often suffered humiliation, insecurity and loss of self-esteem and could develop a fear of going to school (Shellard, 2017).

On the same note, Pepler and Craig (2014) maintained that victims often feared school and considered it an unhappy and unsafe place, students who were targeted by bullies often had difficulties in concentrating on their schoolwork and their academic performances tended to be marginal to poor. Victims of bullying could drop out of school, use drug and alcohol, as well as engage in subsequent delinquent and criminal behaviour (Omoteso, 2015).

According to the findings of Lee (2016), bullying had an impact on learning as it affected the academic work of those who were constantly victimized. Many bullies ended up with criminal conviction. Macklem (2017) posited that students who had been identified as bullies at school had higher chances than other at a later stage in coming before the courts on charges of delinquency. The same author and researcher went on and suggested that student who was being bullied continually at school by a more powerful peer or group of peers could be unable or unwilling to retaliate directly but could be motivated to take it out on someone else. Another innocent victim could suffer. The emotional scars for both victims and bystanders could last a lifetime. Learners who were repeatedly victimized resorted to drastic means of escape, including suicide. Bullies were eventually disliked by most of their peers.

Omoteso (2015) posited that when bullying was serious and sustained, a student decided to avoid going to school if possible. The same author went on and said that the general health of students who were victimized by their peers at school could be seriously affected.

In a study carried out by Thompson et al. (2015), students who were persistently bullied were more anxious and insecure than other students, they had a negative view of themselves, were often lonely and neglected by peers and generally had low self-esteem.

A study by Romia (2015) of Nigeria conducted a study on exploring bullying in Nigerian Schools. The findings further reviewed those common types of bullying in boarding and day schools included hitting and extortion. It was also reviewed that the level of bullying was higher among boys than girls and that bullying often occurred in boarding schools than day schools. Findings also reviewed that the effect of bullying were very dangerous as it resulted in making students hate going to school, isolation and fearful looking.

2.4 Summary

This chapter explored theoretical framework, concept of bullying, forms of bullying, related studies on bullying in Zimbabwe as well as related studies of bullying in other countries and looked at the gap left by those studies on the impact of bullying on the academic achievement of learners. The next chapter explores on research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter looked at the research methodology that was how the research was carried out. The chapter discussed methodological framework of the study, research methodology, research design, population, sample and sampling procedure, data collection sources, data collection instruments, data presentation and analysis procedures and ethical considerations, before the chapter summary.

3.2 Research Paradigm

Interpretivism referred to the approaches which emphasised the meaningful nature of people's character and participation in both social and cultural life (Elster, 2017). It denoted that the methods of the research which adopted the position that people's knowledge of reality was a social construction by human actors, and so it distinctively ruled out the methods of natural science (Eliaeson, 2016).

Myers (2019) argued that interpretivists assumed that knowledge and meaning were acts of interpretation, hence there was no objective knowledge which was independent of thinking, reasoning humans. Danilson (2019) stated that the premise of interpretive researchers was that access to reality (whether given or socially constructed) was only through social constructions such as language, consciousness and shared meanings

Interpretivism, by its nature promoted the value of qualitative data in pursuit of knowledge (Babbie, 2016). In essence, this philosophical and research paradigm was concerned with the uniqueness of a particular situation contributing to the underlying pursuit of contextual depth (Myers, 2017). However, while interpretive research was recognised for its value in providing contextual depth, results were often criticized in terms of validity, reliability and generalizability (Cohen, Minion & Morison, 2016).

3.3 Research Approach

The study employed a qualitative research approach to obtain in-depth and breadth information. Creswell (2018) stated that qualitative research begins with assumptions, a world view, the possible use of theoretical lens and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. Qualitative researchers used an emerging qualitative approach to inquiry, the collection of data in a natural setting and data analysis that is inductive. The final written report or presentation would include the voices of the researcher and a complex description and interpretation of the problem.

Greenstein (2016) explained that qualitative research could be employed when one was exploring new territory or new ways of looking at a familiar topic. Therefore, qualitative research allowed the researcher to produce data that is holistic, contextual, and descriptive in-depth and rich in detail. Ezzy and Rice (2015) supported this when they explained that the main goal of a qualitative approach was to obtain an in-depth description and understanding of action, events and expression of words. Creswell (2018) stated that qualitative research allowed for open discovery and documentation of personal perspectives and views. It also focused on participants' perceptions and experiences and ways of making sense of their lives. The researcher therefore felt that a qualitative approach was appropriate for the study since it was likely that extensive descriptions of participants' schooling experiences will be produced. McMillan and Schumacher (2015) also added that a qualitative research design allowed the researcher to make sense of different comments and experiences conveyed by the participants.

According to Streubert and Carpenter (2015) qualitative phenomenology research design was employed because it clarified the nature of being human and foster human responsibility in the construction of realities. It also expanded awareness about certain phenomenon. Streubert and Carpenter (2015) further explained that qualitative phenomenology research design tightens the bond between experiences and concepts and theories used to explain those experiences

Qualitative research methodology had the advantage of giving the participants the opportunity to freely express their views (Bernard, 2016). This allowed the researcher to focus on small units of analysis that helped to explain the impacts of bullying on academic

achievements. This allowed the researcher to handle manageable data (Muchengetwa & Chakuchichi 2016).

In support of the above Leedy, (2019) postulated that qualitative research methodology had the advantage of giving the participants the opportunity to freely express their views about parental involvement in schools. This allowed the researcher to focus on small units of analysis that helped to explain the various challenges that parents experienced in their quest to participate in the education of their children. This also allowed the researcher to handle manageable data (Kumar, 2018). Qualitative research also involved descriptive. According to Creswell, (2018) descriptive survey was used to process data that comes in the researcher in observational situations, whether these were actually physically observed or through questions. It was clear that questionnaires were among the tools to solicit at in descriptive (Kothari, 2015).

3.4 Research Design

DeVaus (2017) defined research design as the overall strategy one chooses to integrate the different components of their study in a coherent and logical way to ensure one effectively addressed the research problem. It formed the blueprint for data collection, measurement and analysis. A phenomenological research design was adopted for this study. A phenomenological research method enabled a researcher to closely examine the data within a specific context.

A qualitative approach, specifically phenomenological method was used. Hararmbos and Horbon (2015) defined phenomenology as the study of lived, human phenomena within everyday social contexts in which the phenomenology occurred from the perspective of those who experienced them. Phenomenology was an attempt to describe lived experiences without making previous assumptions about the objective reality of those experiences Holloway and Wheeler, (2018). It was an inductive, descriptive research method.

Phenomenology falls under qualitative research paradigm. Qualitative research referred to inductive, holistic, emic, subjective and process-oriented method used to understand, interpret, describe and develop theory on a phenomenon or a setting and was a systematic approach used to describe life experiences and gave them meaning (Burn and Grove, 2015). In phenomenological research, human beings made sense of the world by imposing

meanings and classification upon it. The meanings and classification made up social reality. There was no objective reality beyond these subjective meanings. Phenomenological research design despised statistics as they were social products which reflected the meaning of those created them.

The goal of phenomenological research was to describe experience as they were lived, or the appearance of things as lived experiences. Phenomenological research further examined the experiences of unique individuals in each situation thus exploring not what was (reality), but that was perceived to be (Burns & Grove, 2015). McMillan and Schumacher (2015) asserted that the purpose of a phenomenological study was to describe and interpret the experiences of participants regarding a particular event in order to understand the participants' meaning ascribed to that event. In phenomenology research design, 'experience' referred to human involvement in a situation before the interpretation of the experience. The research design aimed to forge through the layers of interpretation to disclose experience as it unfolded relatively naively in people's initial contact and involvement in a situation (Van Der Wal, 2016). This study therefore aimed to describe and interpret the impact of bullying on the academic achievement of learners in Goromonzi Area.

3.5 Population

Gay (2010) described population as a totality of all subjects that fitted within a set of specifically composing of the whole group of people that was of interest to the researcher and to whom the study results could be generalized. Mitchell (2016) defined a population as the target group with whom the research was going to be carried out. The study was conducted in Goromonzi Area. In this area there are four districts. The district had 22 secondary schools and it was composed of Goromonzi south district had schools, Goromonzi north district had schools, Goromonzi west district had schools, Goromonzi east district had schools. It would be ideal that the entire population of the district secondary schools be the target population as they are stakeholders to the phenomenon of bullying at the schools.

The study was carried out in five rural secondary schools in Goromonzi circuit. The researcher examined the impact of bullying on the academic performance of secondary school learners in Goromonzi Area. The target population comprised of learners, teachers,

parents, school development committee members and the administrative staff (school heads and deputies) at the five secondary schools. A target of about 10 000 learners.

3.6 Sample and Sampling Procedure

According to McLeod (2015) a sample was a limited subset of the population being studied. Therefore, a sample is a collection of, but not all, of the elements of a population. The method used for selecting the subject for participation was stratified random sampling. Stratified sampling involved segmenting the heterogeneous population into strata or in a group of people with similar characteristics, (Cohen, Manion & Morison, 2017). The researcher used random stratified sampling. Bergman 2008 cited in Alvi 2015 avered that the use of random stratified sampling ensured that the sample would not have, by any chance, undue proportion of one type of institution or participants in it. One type of institution or category of participants would not have provided appropriate data on the impact of bullying on academic performance of secondary school learners.

The area under study was stratified into four districts of which Goromonzi district would be targeted and was assumed to be representative. Goromonzi district was divided into four circuits which are Goromonzi North, Goromonzi West, Goromonzi East and. Goromonzi South circuit was chosen because that was where the researcher was resident, and the cost of the research were within the budget. This concurs with Ranjit (2016) who averred that the accuracy of research findings largely depended upon the way the researcher selected his or her sample. The basic objective of any sampling design was to minimise, within the limitation of cost, the gap between the values obtained from the sample and those prevalent in the study population. Random sampling was used to select five secondary schools out of 22 secondary schools. In choosing five secondary schools, each school was stuck onto a small paper ball. The small papers bearing the number of each secondary school were placed in a closed ten litre container. The balls were thoroughly mixed by the researcher. The researcher then asked five learners to draw each a ball from the container. This was how the five secondary schools were selected out of twenty-two secondary schools in Goromonzi South

Wegner (2015) postulated that sampling was a method of choosing a representative subset of observations from a large population to define characteristics of the random variable. The researcher used purposive sampling. Purposive sampling according to Nachmaise and Nachmaise (2019) was a process of deliberately targeting persons with specific or expert

information for inclusion in the research so as to gather the most relevant data for credible results. The researcher opted for purposive sampling as the subject matter of bullying required responses from specific people particularly those that have been victims of bullying, the bullies and the teachers as well as the deputy heads who at times bullying cases are reported to as well as the school heads who normally handles bullying cases when they are reported to the administration. The study adopted a sample size of 25 learners, 10 teachers, 10 parents, five school development committee members, five deputy school heads and five school heads (Figure 3.1). From each selected school, five students, two teachers, two parents, one school development member were selected while the deputy heads and the school heads were included. Purposive sampling enabled the researcher to select research participants who supplied rich and detailed information about the impact of bullying on academic achievement of learners

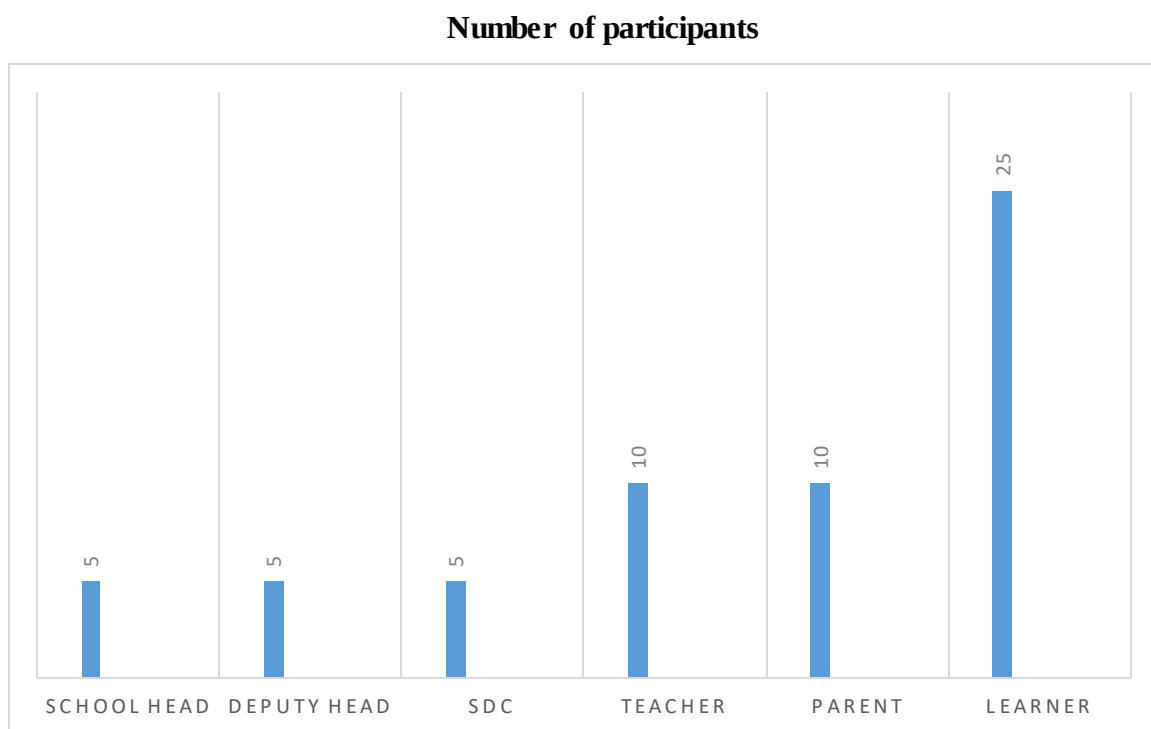


Fig 3.1: Sample details: n=60

3.7 Data Gathering Instruments

Data was collected using semi-structured interviews, life story narratives, and content analysis. The researcher used relevant and appropriate data collection instrument for this research.

3.7.1 Interviews

The researcher used a semi-structured interview to solicit information from five teachers, one school head, one deputy school head, two parents, one school development committee member and three learners from the schools studied. Tuckman (2018) described the interview as a way of getting data about people by asking them, rather than observing and sampling their behaviour. This approach made it possible to measure the thoughts of a person, his/her attitudes and beliefs (Kitchin & Tate, 2016). Interviewing is a way of collecting data, as well as of gaining knowledge from individuals.

Kvale (2016) regarded interviews as an interchange of views between two or more people on a topic of mutual interest. Interviews were therefore ways for the participants to get involved to and talk about their views. In addition, in this study, the interviewees were able to discuss their perceptions and interpretations with regards to the impact of bullying on the academic performance of secondary school learners in Goromonzi Area. Cohen, et al. (2017) explained that the interview was not simply concerned with collecting data about life; it was part of life itself, its human embeddedness is inescapable.

In the context of this research the researcher and the participants came together and agreed on a time to meet for discussions. The researcher clearly indicated the purpose of the research, the role of the participants, and how the research would be conducted. Cohen, et al. (2017) contended that the rationale of explaining the purpose, aim, objectives and the role of the subjects was done to establish a relationship between the researcher and the participants, as well as to remove suspicion during the research process.

3.7.2 Life story narratives

Life story narratives mainly utilised interviews which enabled participants to give accounts of their life experiences which were of interest to the researcher in the form of a story (Hitchcock & Hughes, 2015). At least three learners who were bullied narrated their life experiences on the impact of bullying on academic achievement of learners. The basic concern of the life story narrative was the presentation of experience from the perspective of the subject or the subjects themselves (Plummer, 2016). This allowed the researcher to understand the impact of bullying on the academic achievement of learners.

The authenticity and accuracy of life story narratives tended to be based on the ability of the participants to recall their life experiences (Hitchcock and Hughes 2015). The learners that were bullied as competent agents were able to give information rich accounts of their experiences on the impact of bullying on academic achievement of learners.

3.8 Ethical Considerations

Hussey and Hussey (1997) in Mangal, (2018) purport that ethics of research include confidentiality, protection of privacy, informed consent, protection of participant against danger and harm. The researcher was guided by the aforementioned principles of ethics in carrying out the research.

The researcher got the letter from Bindura State University which showed that scholar was indeed a student at the University. To gain access to the schools, consent was sought from Ministry of Primary and Secondary Education, the Provincial offices as well as the district offices and the letter was also taken to the school heads of selected schools and permission was granted to the researcher.

Informed consent was a voluntary agreement to participate in research. Ranjit (2016) said that it was considered unethical in research to collect information without the full knowledge of participants and their expressed willingness and informed consent. The researcher sought consent from teachers and the school heads who agreed, and in the case of learners the researcher sought permission from the learners' parents or guardians of which there was an agreement for the researcher to conduct the interviews Ranjit (2016). Participants were not threatened or coerced to take part in the study as there was informed consent. The participants were fully informed and aware of what they were engaged in.

More so, the researcher protected participants' right to privacy. Hammersley and Traianou (2017) said that there was need for privacy in a function of generally accepted social norms and individual's expectation about information about oneself and should not be known to others.

Confidentiality means that not divulging participants' information to other people who have nothing to do with the information. Confidentiality was observed as the identity and information from the participants were not made public. The participants were also assured

about the confidentiality of their identity as the researcher used a code by giving learners numbers. The data was safely secured in a locker to avoid contamination.

The researcher also ensured that the participants were interviewed in a good environment. The researcher avoided harm by doing interviews after lessons.

3.9 Reliability and Validity Issues

Litchman (2016) viewed reliability as the extent to which one's data collection techniques or analysis procedures yielded consistent results. The main drawback of interviews was interview bias (Muchengetwa & Chakuchichi, 2015). That was the degree to which the characteristics of the interviewer influenced the responses of the interviewee. The researcher cross checked the trustworthiness of data from interviews with that of life story narratives and content analysis which minimised the effects of the interviewer bias on the findings of the study. The researcher used data from content analysis to cross check the trustworthiness of data on academic achievement and school attendance yielded from life story narratives and interviews. According to Wellington (2015) the advantage of content analysis was that documents unlike humans were nonreactive and as a result, reliable data would be gathered.

3.11 Data Collection Procedure

The researcher got testimonial letter from Bindura State University that the researcher is a bona fide student at the University. This allowed the researcher to gain access to the schools.

Furthermore, consent was sought from Ministry of Primary and Secondary Education, the Provincial offices as well as the district offices and the letter were also taken to the school heads of selected schools and thus permission was granted to the researcher.

Cohen et al (2017) defined data collection process as the method of gathering information about a subject. This position was also supported by Bernard (2017) who said that part of the process described the specific collections on the subject in question. This study used document analysis that is, the learners' attendance registers to check attendance for term one, social records and the school reports to check on achievement since bullying started, as well as what the bullies said, what the teachers have said, what the deputy heads have

said and also what the school heads said. The administered interviews on selected participants and the recordings of interviews for teachers and written responses were safely secured.

3.13 Data Presentation and Analysis Procedure

Chiromo (2016) said that data analysis involved condensing huge data into manageable summaries that presented certain trends and patterns. Data analysis was conducted using the Thematic Analysis Model. This was an approach for analysing data which focused on identifying recurring patterns of behaviour in collected data with research questions as the frame of reference (Babbie, 2015). The recurring patterns gathered from life story narratives, interviews and content analysis were then synthesised into the following themes: the frequency at which individuals have been bullied; places where most bullying occurred, common types of bullying, reporting bullying incidence and effects of bullying on academic achievement of the learners. Given that the research used qualitative means the methods of data presentation was primarily thematic description and from it research findings and conclusions were drawn.

Alhojailan (2015) stated that thematic analysis was the process of identifying patterns or themes within qualitative data. Braun and Clarke (2016) stated that it was the first qualitative method that should have been learned as it provided core skills that would be useful for conducting many other kinds of analysis. It was a method rather than a methodology (Braun & Clarke 2016; Clarke & Braun, 2018). This meant that, unlike many qualitative methodologies, it was not tied to a particular epistemological or theoretical perspective. This made it a very flexible method.

Javadi and Zarea (2016) postulated that the goal of a thematic analysis was to identify themes, such as patterns in the data that were important or interesting, and used these themes to address the research or said something about an issue. This was much more than simply summarising the data; a good thematic analysis interpreted and made sense of it. However, a common pitfall was to use the main interview questions as the themes (Clarke & Braun, 2018).

Braun and Clarke (2016) provided a six-phase guide on doing the analysis which included becoming familiar with the data, generated initial codes, searched for themes, reviewed themes, defined themes and write-up. The first step in any qualitative analysis was reading, and re-reading the transcript (Dube, 2020). That is a researcher must be very familiar with the entire body of data or data corpus such as all the interviews and any other data that may be used before you go any further. After making up a draft of the questionnaires and the interview guide the researcher read to check validity and to get well familiar with them.

According to Braun and Clarke (2016) the second step was to generate initial codes. In this phase data was organized in a meaningful and systematic way. Coding reduced lots of data into small chunks of meaning (Nowell, Norris, White & Moules, 2017). There were different ways to code and the method would be determined by your perspective and research questions. The researcher made sure the wording within the questionnaires and interview guide suited the group/ participants within the research.

As defined earlier, a theme was a pattern that captured something significant or interesting about the data and/or research question. According to Braun and Clarke (2016) there were no hard and fast rules about what made a theme. A theme was characterised by its significance. If you had very small data set (for example. one short focus-group) there could be a considerable overlap between the coding stage and this stage of identifying preliminary themes.

The fourth step was to review themes. According to Braun and Clarke (2016) during this phase we reviewed, modified and developed the preliminary themes that were identified in step three. At this point it was useful to gather all the data that was relevant to each theme. The researcher read the data associated with each theme and considered whether the data really did support it. Alholjailan (2017) postulated that the next step was to think about whether the themes worked in the context of the entire data set.

Step five defined themes. This was the final refinement of the themes, and the aim was to identify the essence of what each theme was about (Braun & Clarke, 2016). The last step was to compile a writing-up. Usually, the endpoint of research was some kind of report, often a journal article or dissertation. The researcher ended up having a write up on the

impact of bullying on the academic performance of secondary school learners in Goromonzi Area.

3.14 SUMMARY

The chapter looked at the research methodology employed in this study and the justification of its choice. The chapter outlined research approach, research design, population of the study, sampling procedures, data collection methods, validity and reliability/ensuring trustworthiness, data presentation and analysis and ethical considerations. The next chapter focused on data presentation, analysis and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 INTRODUCTION

This chapter presented the data presentation, analysis and discussion. To answer all the research questions posed in chapter one, data was collected by way of questionnaires and interviews and presented using tables, graphs and pie charts. The quantitative nature of content analysis was also used. According to Anderson and Arsenault (2015) in its simplest form, content analysis involved counting concepts, words or occurrences in documents and reporting them in tabular form'. In addition, the process of enumeration was used in which categories and frequencies of codes, units of analysis, terms, words and ideas were counted. Therefore, the enumeration process enabled incidences to be recorded, and indeed statistical analysis of the frequencies to be undertaken (Monge & Contractor, 2018). The main objective of data presentation, analysis, interpretation and discussion was to reveal the impact of bullying on the academic performance of secondary school learners in Goromonzi Area.

4.2 DATA PRESENTATION AND ANALYSIS

4.2.1 RESPONSE RATE

Table 4.1: Response rate

	Number of participants	Sample target	Response rate
School head	3	5	60.00%
Deputy School Head	5	5	100.00%
School Development Committee	5	5	100.00%
Teachers	10	10	100.00%
Parents	10	10	100.00%
Learners	25	25	100.00%
Total number / Overall response rate	58	60	97.00%

Table 4.1 above highlighted that the sample targeted 60 people in the selected district of Goromonzi and it was viewed to be representative of the population in Goromonzi Area. The table 4.1 also depicted that questionnaires were distributed to the targeted sample and 58 people responded which gave an overall response rate of 97%. The sample was stratified into six categories for which the categories for deputy head, school development committee, teachers and learners had 100% response rate serve for the school head category which had 60%. The Study had an overall non-response rate of 3% which could be attributed to the spread of the corona virus (COVID-19). The promulgation of Statutory Instrument Number 81 of 2020 which stopped face to face interactions and teaching (Dube, 2020).

4.2.2.1 BIOGRAPHICAL INFORMATION

4.2.2.1.1 Distribution of Participants by Gender

Table 4.2: Distribution of Participants by Gender: n= 58

CATEGORY	FEMALES		MALES	
	Frequency	Percentage	Frequency	Percentage
School head	1	1.7%	2	3.4%
Deputy school head	1	1.7%	4	6.9%
School Development Committee	3	5.2%	2	3.4%
Teacher	6	10.3%	4	6.9%
Parent	8	13.8%	2	3.4%
Learners	12	20.7%	13	22.4%
TO TAL		53.4%		46.6%

The gender composition of participants was presented in Table 4.2 above. The research revealed that the overall participant's gender ratio of 53, 4% to 46.6% was for females and males respectively. Having more women in the workplace improved job satisfaction, women were respected, and their contributions were valued Kelleher (2015) supported the outcome by stating that in each case female teachers constituted a high majority. The school heads group was encompassed by 1, 7 % (1) female and 3.4 % (2) males. The deputy school heads group was composed of a female and 4 males which had respective

percentages of 1.7% and 6.9%. Female teachers were more motivated about their work and interacted well with children and improving children's learning levels. Rajagopal (2019) positive feedback comes from female teachers. In the same light, there were 3(5.2%) females and 2(3.4%) males in the school development committee members group. Teachers' stratification had 6 females which represented 10.3% and 4 males, representing 6, and 9%. The study showed that 8 females and 2 males participated as parents and had a total percentage of 3.4% of which 13.8% was for females only. The leaners group constituted 20.7% females and 22.4% males. According to Devika, (2010) cited in Devika and Mukherjee (2017) post-independence, this domestic vision had continued, with the onus on women as central to the educational growth of children within their family unity, a cultural reality that had in time translated into the teaching profession where women could play both the role of a loving mother in the classroom.

4.2.2.1.4 Highest Professional Qualification for Participants

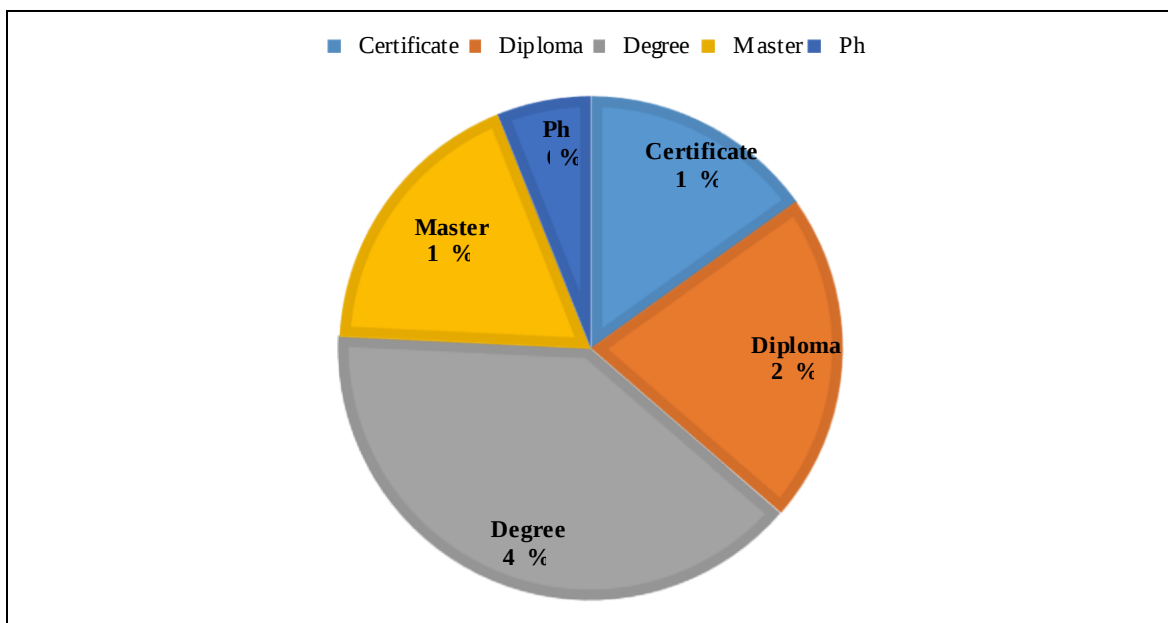


Figure 4.3: Distribution of Participants by Qualification n=33

The figure 4.3 above reveals the participant's highest qualification for school heads, deputy school heads, members of the school development committee, teachers and parent categories. It showed that 6% of the participants had Doctoral degrees (PhD) and 18% had master's degrees. The study indicated that 40% of the participants had degree certificates and 21% had

diploma certificates. Participants with certificate level as highest qualification were 15% of total sample. Education had a very important role in transmitting and fostering values that determined, in turn behaviours, attitudes, reactions specific of responsible citizens. According to Deni Hadianito (2015) failure of education in shaping the national identity was due to the components in the educational system

4.2.2.2 Victims of Bullying

4.2.2.2.1 Leaners Victimized at School

Table 4.3: Number of Leaners Victimised at School

Age Range	Females		Males		Total
	Yes	Unsure	Yes	Unsure	
12-13 years	5	0	2	2	9
14-15 years	2	0	2	0	3
16-17 years	1	0	0	1	1
17 and above	0	0	1	1	4
Total	8	0	5	4	17

The study through learner's questionnaires established that a total of 13 learners were bullied at school. 12-13 and 14.15 years have high numbers of bullying Lee (2019), regarding age the studies confirmed that a lower educational level there were higher greater prevalence of physical and direct aggression which are replaced in adolescence by indirect types of aggression, with significant increase of verbal abuse and social exclusion Lee (2019). The table 4.3 above indicated that eight female learners were bullied, and five males were also bullied, this brings a total of 13. Girls are more likely to engage in passive aggressive behaviour such as gossip and whispering while boys are more likely to make negative in your face comments which is rare compared to gossiping Bonifas and Frankel, (2016). Four males only indicated that they were unsure.

4.2.2.3 FORMS OF BULLYING

Table 4.4: Types of bullying (N=number)

Statement	N	Very Great extent %	Great extent %	Somewhat %	Little extent %	Very little extent %	TOTAL %
Physical bullying such as hitting, kicking, spitting, pushing, stealing and destruction of property are common at our school	33	40%	18%	18%	9%	15%	100%
Verbal bullying such as taunting, malicious teasing, name calling and making threats are common at our school	33	13%	39%	12%	21%	15%	100%
Psychological bullying such as spreading rumours, manipulating social relationships, exclusion from a peer group and intimidation are common at our school	33	10%	18%	30%	18%	24%	100%
Sexual bullying like unwelcome touching and kissing are common	33	12%	12%	12%	31%	33%	100%
Solicit unwanted sexual advances, threatening other students through cell phones are common at our school	33	6%	9%	15%	18%	52%	100%
Forcing others to do work for them are common at our school	33	7%	18%	33%	27%	15%	100%
Write on the walls especially in toilets nasty messages and insults (graffiti) about other	32	26%	25%	22%	16%	11%	100%
students are common form of bullying							

Sexual innuendoes, noises, jokes, comments or remarks to another person about one's sexuality or body is common form of bullying	33	16%	18%	27%	12%	27%	100%
Put reflecting mirrors under girls' legs to watch their underpants is common form of bullying	32	14%	28%	28%	8%	22%	100%

Table 4.4 above described the opinions of participants in the school heads, deputy heads, school development committee members, teachers and parents' categories and found that participants indicated that physical form of bullying had 40% of participants agreeing to a very great extent, 18% of the participants agreed to a great extent and the same percentage was opinionated by those with indifferent view. The research carried out by Ndibalema (2016) where the study revealed that physical bullying was perceived to be dominant in Tanzania supported this outcome. Ncube Tsabala and Mapholisa (2015) also supported this outcome in their study where the nature and prevalence of bullying in Secondary schools found out that most common forms of bullying were physical, verbal and social. For verbal form of bullying 13% agreed to a very great extent, 39% great extent, 12% were neutral, 21% agreed too little extent and 15% to a very little extent. As for psychological bullying, participants showed a neutral opinion of 30% and was the highest percentage whilst 10% agreed to a very great extent, 18% to a great extent and those who agreed to a little and great extents had percentages of 18% and 24% respectively. Sexual bullying like unwelcome touching had a triplicated percentage of 12% for those participants that agreed to a very great extent and was opinionated as the least common form of bullying as statistics revealed that 33% and 31% of participants agreed to a little extent and very little extent respectively. This was supported by Lee and Holland (2015), where sexual harassment was viewed as a sign of inadequate attention to norms, values and daily behaviour in schools, the school culture approach challenged the common assumption that unwanted sexual advances took place in secret and that the victim does not talk about this experience because of shame, fear of revenge by the perpetrator or fear of being blamed Schunk (2018).

The solicit of sexual bullying as a common type of bullying was observed to be not that common as 52% agreed to a very little extent and the opposite extreme of very great extent

had only 6%. Whilst the other type of bullying, forcing other to do work for them was also not a common form of bullying as figures indicated 33% were indifferent, 27% agreed to a little extent and 15% agreed to a very little extent Omoteso (2015). The study further indicated that writing on toilets walls was very common as 26% agreed to very great extent, 25 to a great extent and 22% were neutral whilst 29% was shared between those who agreed to little extent and very little in the percentages of 16% and 11% respectively. In addition, the passing of sexual comments about other peoples' body types was observed to be less common as 27% participants were indifferent, 12% agreed to a little extent and 27% agreed to very little extent yet 16% agreed to a very great extent. With the percentage of 28% for participants agreeing to great extent and somewhat, and 14% to very great extent, sexual bullying manifested in the abuse of mirrors to see female leaners underpants yet 8% and 22% agreed to a little extent and very little extent respectively. The opinions noted in table 4.4 above were compared to the views of leaners.

4.2.2.4 Signs and Symptoms of Bullying

Survey concluded that the responses were on average a reflection or mirror of the two broad categories between the non-leaners and the leaners because the empirical observations were relatively the same.

Table 4.5: Signs and symptoms of bullying (N=number)

Statement	N	Average (Mean)
Anxiety about travelling to and from school e.g., requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school is a sign of bullying	33	2.19
Unwillingness to go to school, refusal to attend, truancy are common signs of bullying	33	2.43
Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school are signs of bullying	33	2.17
Pattern of physical illnesses e.g., headaches, stomach aches is a sign of bullying	33	2.60
Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays	33	1.51
Visible signs of anxiety or distress e.g., stammering, withdrawing, crying, not eating and vomiting are signs of bullying	33	2.65
Spontaneous out-of-character comments about either pupils or teachers is a sign of bullying	33	2.41
Possessions missing or damaged	33	2.43
Increased requests for money or stealing money	33	2.57
Unexplained bruising or cuts or damaged clothing	33	2.32
Reluctance and/or refusal to say what is troubling him/her	33	1.92

Table 4.5 above revealed that anxiety about travelling to and from school had a mean of 2.19 which indicated that most participants agreed to this statement. Also, a mean of 2.43 showed that learners' unwillingness to go to school was a sign of bullying and if put on the Likert scale it meant that most participants agreed to a great extent with the statement.

According to Omoteso (2015) who posited that when bullying was serious and sustained a student decided to avoid school if possible. The central tendency of 2.17 revealed that most of the participants agreed that deterioration in educational performance was a sign or a symptom of identifying both bullies and victims of bullying. According to Lee (2016) bullying had an impact on learning as it affected the academic work of those who were constantly victimized. Participants had an indifferent opinion on the patterns of physical illness as a common sign of bullying because an average of 2.6 on the Likert scale was estimated as somewhat. Learners' unexplained changes in attitudes and mood after returning from school had a mean distribution of 1.51 and participants agreed to a very great extent to the statement. Visible signs of anxiety or distress had an average of 2.65 and it meant that most participants had a neutral view to the statement Omoteso (2015). Whereas spontaneous out-of-character comments about either pupils or teachers had a mean of 2.41 and it meant that most participants agreed with the statement.

A mean of 2.43 was suggestive that participants also agreed with the statement that the missing and damaging property was a common sign of bullying. Baran (2018) research had shown that these students were more likely to get frequent fights, steal, vandalize property, drink alcohol and smoke, report poor school grades and perceived a negative climate at school and carry a weapon. An indifferent opinion with a mean of 2.57 was observed to the statement that an increased request for money or stealing money was a sign of bullying. Unexplained bruising or cuts or damaged clothing was agreed by participants to be a sign of bullying and the view had an average of 2.32. A sign or symptom of reluctance or refusal to say what was troubling the learners had an average of 1.9 and the study interpretation based on Likert scale showed that most of the participants agreed.

4.2.2.5 CAUSES OF BULLYING

Table 4.6: Causes of Bullying (N=number)

Statement	N	Average (Mean)
Normally poor performers of learners cause bullying	31	2.97
Bullies are normally from poor parenting homes	30	2.90
Bullies normally have physical disabilities	28	3.93
Bullies are aggressive than others	31	2.35
Bullies are normally orphans	29	3.31
Bullies are normally from higher grade	30	3.53
Bullies are mostly girls	28	2.79
Bullies are mostly boys	30	2.57
Bullies are from environment with poor legal and regulatory educational systems	30	3.37
Bullies are those learners that watch the violent film and pornographic pictures	31	2.32
Bullies are from well-off families	29	2.69
Bullies are from broken homes and the vulnerable in the community	29	3.24
Teachers' poor classroom management lead to bullying	29	3.28
Bullies are attention seekers	30	2.70

The results of the survey on the causes of bullying shown in table 4.6 above showed averages of participants on each statement. Research showed a mean of 2.97 or a neutral view on a statement that normally poor performers caused bullying. The view that bullies are normally from poor parenting homes had an average of 2.9 which when put on Likert scale indicate an indifferent opinion. Bilic, (2015) reported that almost all socioeconomic variables that suggested that a family was poor correlated significantly with victimization, and the results from the same study that those living in poverty responded violently towards peers because of their more inferior status. Most participants agreed to a little extent to the statement that bullies normally had physical disabilities as the computed statistical average

of 3.93 was indicative. A mean of 2.35 showed that most participants had an indifferent view to the statement that bullies are aggressive than others. Survey had a mean of 3.31 for the statement that bullies were normally orphans and as such, participants opinionated a somewhat view. They also agreed to a little extent with the statement that bullies were normally from higher forms, and it had a mean of 2.53. The study found means of 2.79 and 2.57 for statements that stated that bullies were mostly girls and bullies were mostly boys respectively and as such, the Likert scale showed that such opinions are somewhat or indifferent for both statements. The statement that bullies were from environment with poor legal and regulatory educational system was agreed to by most participants to a great extent and had a mean of 2.37. Amatea and West (2017) proclaimed that many educators view poor people as morally and culturally deficient. The research further showed that participants agreed to a great extent for the computed average of 2.32 to the statement which stated that bullies were those learners that watch the violent films and pornographic pictures Amatea and West (2017). Likert scale indifferent opinions with central tendencies of 2.69 and 3.24 were empirical for the respective statements which stated that bullies were from well-off families; and bullies were from broken homes and vulnerable in the community. Furthermore, a neutral view of average 3.28 was echoed with participants on the statement that teachers' poor classroom management was a cause of bullying. This was supported by McAdams and Schmidt (2017) who purported that teachers had indicated a feeling of unpreparedness to recognize and manage bullies and bullying behaviours in their classroom. Their lack of knowledge caused them to ignore serious aggressive behaviours or identify bullying but felt inadequate or too afraid to intervene and address the problem. The statement that bullies are attention seekers suggested a mean of 2.7, therefore, participants had an indifferent opinion.

4.2.2.8 The impact of bullying on academic performance of learners

Table 4.10: The Impact of Bullying on Learners (N=Number)

Statement	N	Very Great extent	Great extent	Somewhat	Little extent	Very little extent	Total
Victims of bullying perform poorly	31	16%	32%	19%	23%	10%	100%
Victims of bullying have problems with forming relationship as adolescents and adults	32	41%	31%	13%	13%	2%	100%
Victims of bullying abuse substances e.g., mbanje	31	35%	19%	29%	13%	4%	100%
Victims of bullying suffer from depression	32	34%	34%	22%	9%	1%	100%
Victims of bullying are more likely to commit suicide	30	23%	33%	7%	17%	20%	100%

The table 4.10 above showed the impact of bullying on learners. The study focused on victims' academic performance only. The Likert scale indicated 16% agreed to a very great extent to the statement which stated that victims of bullying perform poorly, 32% agreed to a great extent, 19% were neutral whilst 23% and 10% agreed to a little extent and very little extent respectively. This was supported by Pepler and Craig (2014) who maintained that victims often feared school and considered it an unhappy and unsafe place, students who were targeted by bullies often had difficulties in concentrating on their schoolwork and their academic performance tended to be marginal to poor. Bullying impacts were not limited to academic performance. Children who were bullied were more likely to drop out of school, had a lower social economic status, suffer from mental disorder, and engage in risky behaviour and substance use disorders, Lee and Pardini (2017). The study found that bullying had 41% of participants that agreed to a very great extent to the statement that victims of bullying had problems with forming relationships as adolescents and adults, 31% agreed to a great extent, 13% of participants had a neutral opinion and the same percentile was highlighted with those that also agreed to a little extent whilst 2% agreed to a very little extent .Schutt (2019)

supported this and posited that learners who were bullied developed feelings of insecurity, humiliation and extreme anxiety and thus became more vulnerable. Thirty-five percentage of participants agreed to a great extent with the statement that victims of bullying abuse substances (mbanje) and 29% were neutral, 19% agreed to a great extent yet 13% and 4% agreed to a little extent and very little extent respectively. For the statement which states that victims of bullying suffer from depression was agreed to a very great extent and great extent

And the opinions had a 34% each and 22% of participants were indifferent and 9% was for those that agreed to a little extent. As reported by Collins ET at (2016) there was critical evidence which suggested that children, adolescents and families that grew up in poverty were more likely to experience multiple traumas significant adverse life events and develop convoluted symptoms of traumatic distress at disproportionate rates. The participants on the statement which states that victims of bullying were more likely to commit suicide highlighted that 33% agreed to a great extent, 23% agreed to a very great extent, 20% agreed to a very little extent whilst 17% agreed to a little extent and 7% of the participants indicated indifferent. This was also supported by Hendricks and Tanga (2019) who purported that suicide rates had increased tremendously over time in schools, contributing to the fact that those who were bullied lacked evidence, scars but suffered away in silence until victimization became overbearing, lost hope and decided that only solution for them was to die by suicide.

4.2.2.10 DEALING WITH BULLYING BEHAVIOUR

4.2.2.10.1 Existence of Platforms of Reporting Bullies

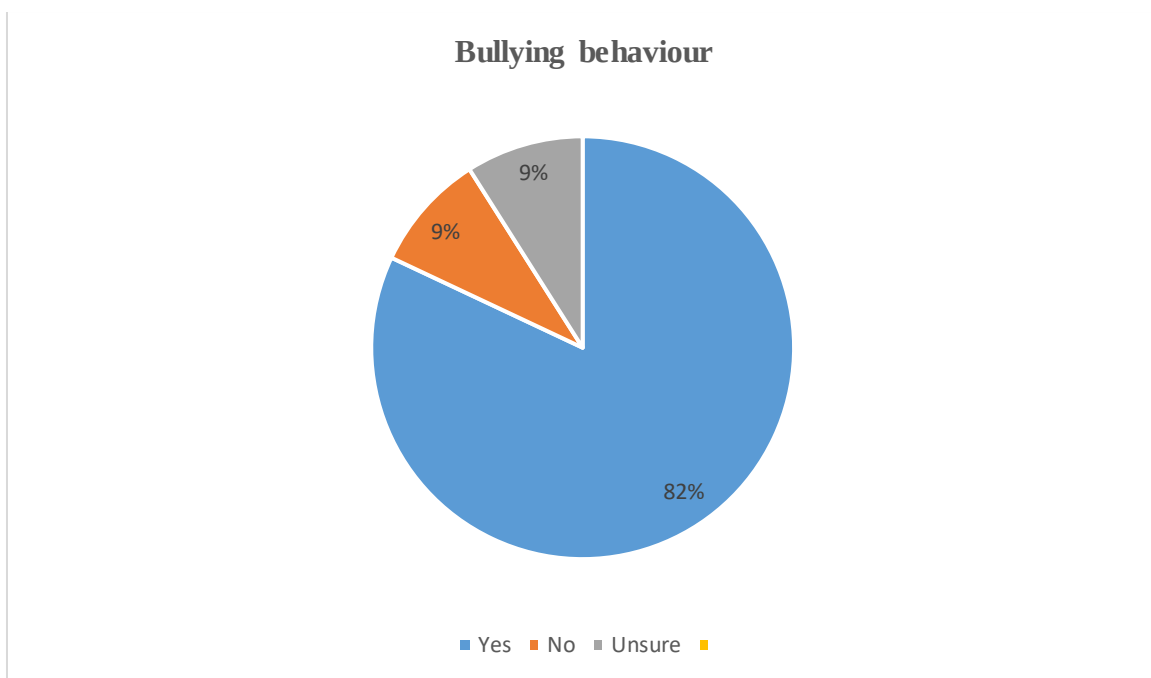


Figure 4.8: Platforms of reporting bullying

The participants within the broad category of non-leaners were asked whether secondary schools had friendly platforms where victims of bullying can report the incidences and Figure 4.8 above indicates that 9% argued that there were no platforms to report bullying behaviour and another 9% said they were unsure. However, 82% suggested that the secondary schools had friendly platforms which were adequate to deal with the bullying behaviours at schools. Guidance and counselling theories were tools used by counsellors to help them become more effective observed by Engels and Vandergoot (2016) counsellors integrated those theories in their counselling framework to direct them in decision making they made and methods of guidance and counselling they used.

4.2.2.10.3 Effectiveness of the Available Platforms

Table 4.13: Effectiveness of the Platforms Available (N=Number)

Statement	N	Very Great extent %	Great extent %	Somewhat %	Little extent %	Very little extent %	TOTAL %
The school platforms are friendly	31	35%	19%	26%	13%	7%	100%
Counselling is provided to both victims and bullies	31	19%	23%	23%	26%	9%	100%
The platforms are manned by trained schoolteachers or psychologist	29	31%	34%	14%	10%	11%	100%
Appropriate disciplinary actions are implemented in timely manner	30	17%	23%	23%	20%	17%	100%
The cases of bullying have reduced at our school owing to these instituted platforms	31	32%	19%	13%	32%	4%	100%

The research in table 4.13 above analysed the effectiveness of the available friendly platforms that were noted in figure 4.10 above namely guidance and counselling, disciplinary committee, school dramas and clubs, awareness programs, assembly points and edutainment. The study asserted 35% agreed to a very great extent with the statement that the school platforms were friendly, 26% opinionated somewhat, 19% agreed to a great extent whilst 13% and 7% of participants, in the broad adult category, agreed to a little

extent and very little extent respectively. Research inquired whether counselling was being provided to both victims and bullies and the highest percentage of 26% of the survey participants agreed to a little extent yet 23% of the participants were neutral and another 23% agreed to a great extent. The opposite extremes that are those that agreed to very great extent and very little extent had 19% and 9% respectively. Ndichu (2015) proposed that to get relevant information regarding student discipline, it was prudent to actively engage the students who are more affected. The researcher compared the statistics between those that positively agreed and negatively agreed to the provision of counselling and deduced that 42% positively agreed and 36% negatively agreed. Effective guidance and counselling service need to be based on a completely understanding of the student experience. Thus, effective guidance and counselling service were not only crucial for those who deviated from the norms, but for all the students as noted by Mutie and Ndambuki (2015). Therefore, survey results showed that counselling was being provided which imply that the strategy was effective. The effectiveness of the platforms was affected by whether the platforms were being manned by trained schoolteachers or psychologists and the study established that 31% agreed to a very great extent and 34% to a great extent and 14% were indifferent whilst 10% agreed to a little extent and another 11% agreed to a very little extent. Survey further interrogated whether appropriate disciplinary actions were being implemented in timeous manner and it recognized that the extremes which were very great extent and very little extent had both the same percentage of 17%, and the immediate opposites on the Likert scale which were those that agreed to a great extent and little extent had 23% and 20% whilst 23% of participants opinionated indifferent Ripsana (2016) The study could not conclude on the effectiveness of disciplinary committees because the survey results highlighted almost the same opinions for those that agreed and those agreed differently. Finally, the number of bullying cases reported was key performance indicator of measuring the effectiveness of the platforms. Ripsana (2016) a sustainable positive school environment fosters youth development and learning necessary for a productive, contributive and satisfying life in a democratic society. The research statement which examined whether the cases of bullying had reduced at the schools owing to the presence of these platforms and it found that 32% of participants agreed to a very great extent, 19% agreed to a great extent, 13% proffered neutral opinions whilst 32% agreed to a little extent and 4% agreed to a very little extent. Therefore, the survey results indicated that the number of bullying had reduced which meant that the platforms or strategies instituted by the secondary schools were effective.

4.2.3.1 Interview results from teacher's category

The study interviewed three teachers who were coded as T01, T02 and T03. Their responses were synthesised in this section. The three teachers had an average of 10- 15 years teaching experience. They also argued that learners were mostly bullied outside the school yard. This was supported by Shellard (2016) that bullying often occurred in areas with less supervision which is hallways, locker rooms, rest rooms and bus stops although the classroom was not immune. In addition, Teacher T01 argued that some learners bullied other learners even in the classrooms because they were either seeking attention or it may be reflective of their background environments. The survey enquired on the prevalent form of bullying and established that physical forms of bullying were common Ripsana, (2016)

Teachers T01 and T02 were of the view that bullying affected academic performance of learners whilst T03 felt differently. They shared the view that common sign of bullying was anxiety Ripsana (2016) Teachers agreed strongly to the view that bullying also affected the testing part, the assignment part, the critical thinking part and the problem-solving part of academic performances.

4.2.3.2 Interview results from parent category

The parent was asked to give a brief background of secondary school learners' behaviour in her area. The response was that bullies' behaviour is mostly manifested in older learners and take advantage of the younger ones. Researchers like Delius (2016) held to the fact that most common reasons why children and young adults bully was because they lacked basic attention from parents at home and lashed out at others for attention. She also believed that new learners are bullied and because they were easy targets. On Question 1(ii) on what her experience with both victims and perpetrators of deviant behaviours amongst the secondary school learners had been, her response was that most bullies' behaviours can be traced from violent social backgrounds Delius (2016). They imitated the violent behaviour they see at home. Children who are prone to bullying are from homes where parents practice authoritarian parental style. O'Moore and Minton (2017) argued dysfunctional families contributed to the development of bullying behaviours in children. She further acknowledged that deviant behaviour could be attributed to the way learners were brought up. Furthermore, in modern society where both parents were busy and they leave their children in care of others and as such, they imitate behaviours of the immediate

environment. Davison and Neale (2016) also noted that children could learn aggressive behaviours such as bullying from adults in that way.

In same light of the aforementioned, to greater extends leaners copied behaviours of caregivers and research took note of an example which was given of certain children belonging to a friend's neighbour that were found with their parents in a compromised position. Upon inquiry, it was later found that the housemaid was in the habit of having unhealthy relations with several man without any discretion to the view of minors.

4.2.3.3 Interview results from secondary school learner

The response to the question on who the bullies amongst learners were, was pointed to leaners who came from well up families. The learner also highlighted that physical abuse was prevalent and was in the form of beating other leaners. The interview further revealed that bullying occurred outside the parameters of the school and was common when leaners were on their way to and from school, usually after school. Bullying often occurred in areas where there was less supervision Shellard (2016)

The leaner felt secure to be at her school and was confident to report any cases of bullying. The interviewee was asked on precautions to be taken to avoid bullying and indicated that "the use of suggestion box is the friendliest way to inform the administration on what is taking place."

The leaner was asked whether bullying affected her academic achievement, and the response was to a greater extent. According to the findings of Lee (2016) bullying had an impact on learning as it affected the academic work of those who were constantly victimized.

4.4 DISCUSSION ON DATA

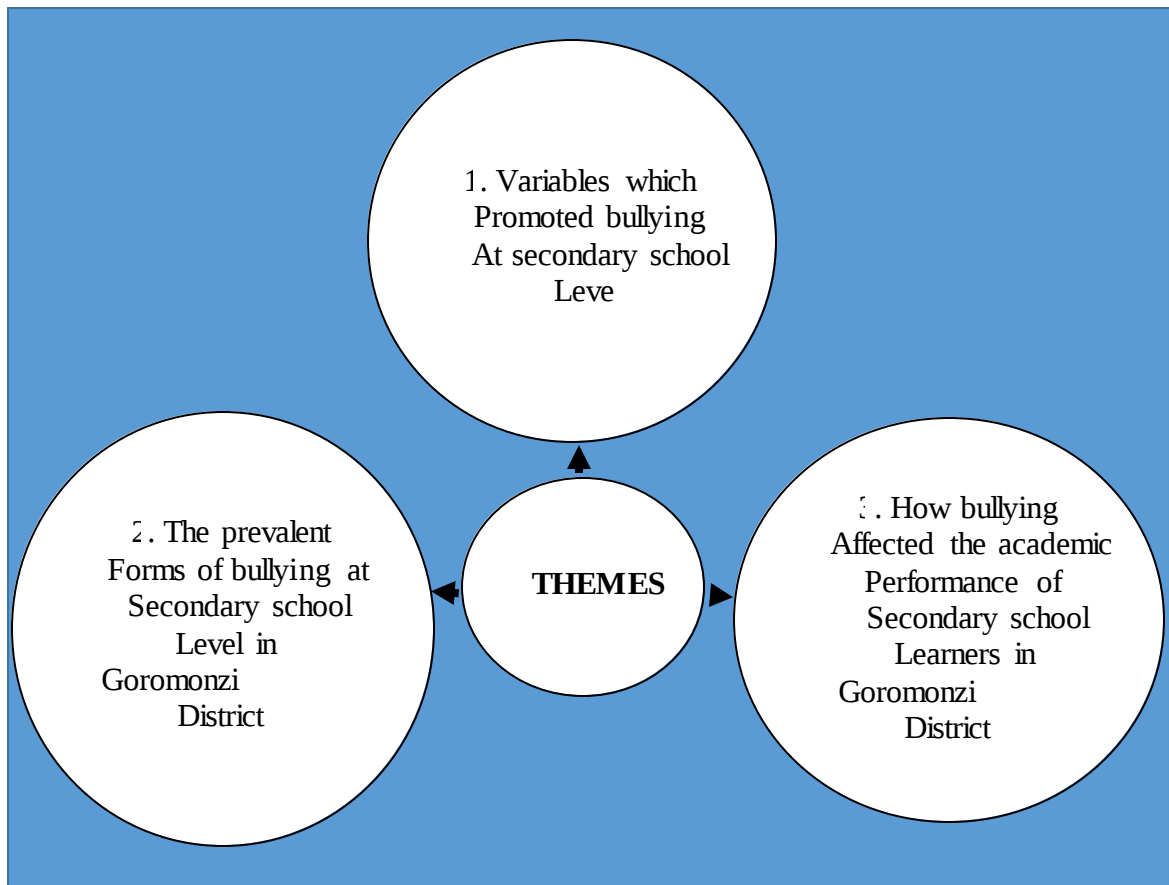


Figure 4.16: Themes Generated from The Study's Research Sub-Questions

The figure 4.16 above shows the data the researcher collected to answer the research sub questions and the results were thematically generated from the study's research sub-questions. Thus, the analysis of the empirical data yielded three themes which were variables which promoted bullying at secondary school level, the prevalent forms of bullying at secondary school level in Goromonzi Area and how bullying affected the academic performance of secondary school learners in Goromonzi Area. The sub-headings represented the themes that emerged from domain analysis or the construction of categories and these were used to facilitate the presentation and the discussion of the findings. Robson (2010) in Cohen, et al. (2017) suggested that drawing conclusions from qualitative data can be undertaken by counting, patterning (noting recurrent themes or patterns), clustering (of people, issues, events among others which had similar features), relating variables, building casual networks, and relating findings to theoretical frameworks.

4.4.1 Variables Which Promoted Bullying at Secondary School Level

4.4.1.1 Effects of parenting style on promoting bullying to school learners

The means of 2.9; 2.69 and 3.24 correspondent to the research statements that bullies were normally from poor parenting homes, from well-off families and from broken homes and vulnerable communities respectively and these variables compositely effects the parental styles which promoted bullying in secondary school learners. Furthermore, a parent in an interview concurred that deviant behaviours amongst the secondary school learners could be traced from violent social backgrounds. Learners usually imitated behaviours of more knowledgeable others such as parents or guardians in their life.

A comparison of the survey findings in relationship to literature review established that learners observed, and imitated behaviour as propounded by Bandura in his cognitive social learning theory. For example, they imitated the violent behaviour they saw at home. Children who were prone to bullying were from homes where parents practice authoritarian parental style. Bronfenbrenner (2015) in Penn (2018) agrees with Baumrind (1971) in Greenwood (2019) on the fact that parents that were authoritarian affected the child's cognitive development negatively. Children of authoritarian parents often showed poor academic performance (Attaway & Bry, 2014). In this case such children failed to develop cognitively and as a result they attained poor results academically. Kopko (2017) observed that children of this type of parenting would become rebellious and aggressive or dependent on their parents. Hence the parent was a significant person in the child's life. The child imitated the undesirable behaviour portrayed by the parent and exerts it on other children. This in line with Bandura's social learning theory which outlined that a child learns behaviour and maintained through modelling and reinforcement (Feldman 2019). Hethering and Parke (2016) pointed out that the authoritarian style of parents was closely connected to the insecure avoidant attachment. According to Baumrind (2010) in Epslin (2018), authoritarian parents were rigid, demand obedience and used strategies such as withdrawal of love which forced a child to conform. This was like Rogers' conditional positive regards. Such parents used punishment to force the children to conform. According to Rogers (2010) in Ahrheim (2014) such children may fail to actualise and have low self-esteem. These impact negatively on the academic achievement of the child. Since the child had a low self-esteem, the child was not confident and sort approval first on anything. Such a child had problems in mixing well with others and failed to make decisions on his/her own. Children who came from authoritarian parents tended to misbehave. Baumrind (1971) in Epslin (2018) averred that the children tended to be

aggressive, violent and inconsiderate since they came from parents that did not show love. Such children disrupted learning and they lost lessons as they were constantly on counselling sessions. Children from authoritarian parenting had no freedom of expression as they were not allowed to express their views. However, Rogers (2010) in Abrheim (2014) argued that children should be given freedom of expression by parents at home and at school by teachers. Freedom of expression meant that pupils were provided by an environment that was conducive to solving their problems.

The research findings in relationship to other related studies in this area established similarities in that a number of family characteristics had been linked to bullying perpetration, including family members' involvement in gangs, poor parental supervision, negative family environment, parental conflict, domestic violence, low parental communication, lack of parent emotional support, authoritarian parenting, inappropriate discipline, and parental abuse (Baldry, 2015; Espelage, Bosworth, & Simon, 2017; Pepler, Jiang, Craig, & Connolly, 2018). Although such findings were consistent with arguments that aggressive modelling and poor parental supervision contributed to bullying, causal direction had not been clearly established and the impact of families after controlling for hereditary influenced and remained unclear, as genetic factors had been shown to account for 61% of the variation in bullying behaviour (Ball, Arseneault, Taylor, Maughan, Caspi, and Moffitt, 2018). Family influences on victimization had been more elusive, but included links to abuse, neglect, and overprotective parenting (Duncan, 2016).

The researcher viewed that the parenting style that best nurtured and reduced deviant behaviours among learners could not be singularly attributed any of the four parenting styles because each parenting style had its weaknesses that could be strengthened by the other parenting style. It followed that learners grew in stature and intellectually which meant that a parenting style that best nurture learners below seven years could not be used for twelve-year-old learners. Furthermore, an appropriate parenting style should evolve and was viewed to best match the given circumstance. The survey's interpretation further cemented

the sentiments that one of the main criticisms was that behaviourist tended to ignore maturation development stages over a lifetime (McLeod, 2016).

From the above analysis, it could be deduced that parenting styles were relevant and effective in human behaviour and performance. In short, these parenting styles had a lot to offer to education therefore teachers should use appropriate parenting styles in motivating and

Reinforcing learners' behaviours which affected their learning and academic performance. In addition, it should be noted that not all pupils who came from authoritarian parenting misbehave and not all of them did badly academically. This could be as a result of resilience. Some of the children from such parents performed equally well for fear of punishment and they were also obedient.

4.4.1.2 Effects of technology on promoting bullying to school learners

Survey indicated that causes of bullying through various technologies constituted a mean of 2.32 in all the adult stratified sampled groups. The research interpreted an average of 2.32 on a Likert scale as representing that most participants agreed to a great extent with the statement that bullies were those that watched the violent films and pornographic pictures. Furthermore, 66% of the interviewed teachers blamed technology as playing a role on promoting bullying among secondary school learners. The learners observed and imitated on various technologies. The research also found that the learners who watched violent films and pornographic pictures were more likely to be bullies.

The research findings were matched with literature review, and it was found that the study results agreed with Rigby (2015) who argued that physical violence in media could contribute to bullying, though this it could be difficult to generalize as some could watch the films and movies but did not bully. Bandura believed that bad behaviours were learnt from the environmental influences other than innate tendencies. This was established by allowing children to watch a video where a model aggressively hit a Bobo doll. After some time, the children were placed in a room with attractive toys and began to hit the toys. It is then concluded that observational learning had occurred. In the process, learning occurred when individuals observed and imitated others' behaviour. Nevertheless, a study by

Feshbach and Singer carried in 1971 in Leigh, Luechtefeld and Nelson (2017) found that television decreased the amount of aggression in children because the viewer would have released all aggressive thoughts and feelings through relation causing them to be less aggressive than they would have been without watching the violent television. This theory was known as the Catharsis effect.

In the absence of a computed statistical test, the researcher, however, concluded that learners' deviant behaviours which might be influenced by watching violent films can be reduced through instituting parental control on DSTVs decoders which censure inappropriate language, nudity and violent (Zenda, 2020). The activation of parental control on the DSTV decoder suggested parenting style that nurtured an environment that did not reward deviant behaviours (TellZim, 2021). Thus, bullying behaviour was not just the result of individual characteristics, but was influenced by multiple relationships with peers, families, teachers, neighbours, and interactions with societal influences such as media and technology.

The above analysis had implications for educational practitioners in that they should be models in class and at school so that learners would in turn do or portray the same character. However, other perspectives such as Psychoanalysts argued that behaviourist completely ignored individual's biological state (Schunk, 2018). The researcher was of the view that learners who watched violent movies even if they did not manifest deviant behaviour, the observed behaviours were stored in the subconscious mind and if not reprimanded they were registered as acceptable (Mwamwenda, 2015). In addition, the aforementioned condition could become the basis of social deviant behaviours in communities in the future if learners were not guided accordingly.

4.4.1.4 Effects of environment on promoting bullying amongst learners

These findings concurred with Bronfenbrenner's ecological systems theory which postulated that development was influenced by environmental systems. Berns (2015) holds that the first structure, the micro system, referred to activities and relations with significant other experienced by a developing person in particular setting such as, family, school, church, peer group and even community. It also followed that the environments nurtured

behaviours of leaners. An interview with teacher T01 established that the ecological theory had implications on classroom practitioners and avered that 'leaners were products of their environments'.

The researcher noted that leaners who were aggressive than others, attention seekers, the physically challenged, normally from higher grades, mostly girls or boys and leaners from well off family were to a great extent likely to be bullies. The study applied Pierre's (2016) taxonomy of social categories and noted that these characteristics can be put in three distinct groups. This implies that boys were inclined to be bullies than girls. This view differed with research findings which showed an equal propensity for both boys and girls to bullying. The findings, however, did not agree with Hallam and Reeds (2015) who argued that bullying could be genetically inherited. A trait that was genetically inherited was passed on from parents to children. The physically challenged, poor performers, orphans and leaners from poor families were on the lower echelons of the society and this could affect their personalities. It was also found, in another study, that children from families of higher socio-economic status were more commonly engaged in bullying behaviour than children from families of middle or low socioeconomic status (Pelligrini & Long, 2017).

4.4.1.5 Leaners who are prone to be victims

The survey on the statement that bullies target people who were different had an average mean of 2.97 which on the Likert scale represented a neutral opinion. Participants agreed to a great extent to the statement that stated that victims were those who got upset easily and a mean of 1.87 was established. The statement which stated that victims were those who had trouble sticking up for themselves revealed a mean of 2.67 which indicated an indifferent opinion. Whilst the statement victims were smart leaners, the study revealed an average of 3.77 which was suggestive of the fact that many participants had agreed to a little extent with this statement. A mean of 2.34 was for the statement that victims were those who were less likely to retaliate, and the noted average interpretation based on the Likert scale suggested that participants had agreed to a very extent to the statement. Furthermore, research established that leaners with special needs like albinism and those who were gifted academically or talented were less likely to be bullied with averages of 2.97 and 3.77 respectively.

The matching of the above research findings to the other studies found that the characteristics of learners who were prone to bullying were similar with other related studies. According to Gini and Pozzoli (2018) being bullied by peers (victimization) has been linked with poor physical health. In addition, Konishi, Hymel, Zumbo and Li (2017) agreed that poor school adjustment, including being unhappy, feeling unsafe, being truant, performing poorly and, in some cases, dropping out of school. This implied that victimization had also been associated with host of internalizing and externalizing difficulties, loneliness and withdrawal, anxiety and social avoidance (Espelage & Holt 2016). Victims were also less and would likely be less accepted, and more rejected by peers (Cullertonsen & Crick, 2015).

The comparing of the above research findings to the literature review found that learners who got upset easily, had trouble sticking up for themselves and those who were less likely to retaliate had higher propensity to be bullied and established that these learners were introverted neurotic because they exhibited traits of being moody, anxious and pessimistic. These traits might be due to the motherly love that was deprived in first seven years and the child could develop ant-social disorder. According to Mwamwenda (2015), the behaviourists claimed that behaviour was acquired from the environment hence a child who was nurtured in a chaotic or neglectful home tended to exhibit behavioural disorder. Furthermore, Olweus (2010) in Rigby (2015) asserted that, parenting styles also played an important role in the development of bullying behaviour in young children. For the learners with special needs like albinism and those who were gifted academically or talented, these were less likely to be bullied. This could be attributed to the social dominance theory where the gifted learners were on a higher social grouping and less susceptible to bullying and the position concurred with study whilst those with albinism were on the lower levels of the hierarchy, hence, more prone to bullying.

The research interpretative conclusion entailed that educational practitioners should develop the skills to identify unhealthy introverted-neurotic behaviours which are susceptible to bullying tendencies as to ameliorate victimisation of learners from bullying.

4.4.2 The Prevalent Forms of Bullying at Secondary School Level in Goromonzi Area

4.4.2.1 Learners' common forms of bullying

Physical form of bullying had 40% of participants agreeing to a very great, 18% of the participants agreed to a great extent and the same percentage was opinionated by those with indifferent view. The researcher observed that physical bullying was more prevalent and was commonly expressed in hitting, stealing, forcing other to do work for them. These findings concurred with the findings by Pepler and Craig (2015) who observed that those who bullied tended to be disruptive, impulsive and aggressive to their peers, teachers, parents, and others. They tended to be assertive, easily provoked and contrary to general beliefs. Therefore, the researcher acknowledged that physical bullying was more prevalent in secondary school learners and was commonly expressed in hitting others. This was because most of the perpetrators were learners from upper forms which was in line with the social dominance theory. The researcher also concluded that physical bullying was equally perpetrated by both boys and girls.

For verbal form of bullying 13% agreed to a very great extent, 39% great extent, 12% were neutral, 21% agreed too little extent and 15% to a very little extent. Furthermore, an interviewed parent revealed that the common forms of verbal bullying were name calling like “mosquito” and “elephant”. These referred to bullies making fun of other learners' body sizes. Name calling was indicated as common for both boys and girls within this type of bullying. A study in Indonesia by Darmnwan (2016) which was conducted in two schools concluded that girls were more often to take part in name calling and teasing than boys. The researcher concludes to the contrary with the study done in Indonesia that girls were commonly involved in verbal bullying as the research findings indicated that both boys and girls took part in verbal bullying.

As for psychological bullying, participants showed a neutral opinion of 30% and was the highest percentage whilst 10% agreed to a very great extent, 18% to a great extent and those who agreed to a little and great extents had percentages of 18% and 24% respectively. Psychological bullying such as spreading rumours, manipulating social relationships, exclusion from a peer group and intimidation were less common while writing on walls especially in toilets was observed to be more prevalent. According to Greenwood (2018) anxiety in learning situations is associated with psychological problems such as stress

which had negative effects on cognition. In addition, the researcher interpreted that psychological bullying could cause stress and anxiety to the victims which could lead to poor academic performance. Therefore, teachers should provide counselling services to the victims so that they could regain their self-esteem.

4.4.2.2 Signs and symptoms of bullying in learners

The study established that anxiety about travelling to and from school had a mean of 2.19 which indicated that most participants agreed to this statement. A mean of 2.43 showed that learners' unwillingness to go to school was a sign of bullying and an average of 2.17 revealed that most of the participants agreed that deterioration in educational performance was a sign or a symptom of bullying. Participants had an average of 2.6 for physical illness as a common sign of bullying. A mean of 2.43 was suggestive that participants also agreed with the statement that the missing and damaging of property was a common sign of bullying. (Stephoe, 2016) A mean of 2.57 was observed to the statement that an increased request for money or stealing money was a sign of bullying. Unexplained bruising or cuts or damaged clothing had an average of 2.32. A sign or symptom of reluctance or refusal to say what was troubling the learners had an average of 1.9.

The above research results were paralleled with literature review, and it was found that the signs of bullying concurred with the study that stated that the behavioural manifestation of stress entails excessive eating; sudden anger outbursts; drug abuse; social withdrawal; relationship problems; loss of appetite and habitual crying (Stephoe, 2016). Furthermore, the effects of stress on the cognitive domain included alterations in the information processing as well as attentional and memory functions which can subsequently have a bearing on the individual's academic performance and decision-making capabilities (Dube, 2020).

The researcher interpreted that the learners' unwillingness to share with others that he/ she was bullied was the most common sign of bullying (Chireshe, 2020). The researcher, therefore, decipher the intricacies that laid behind such behavioural tendencies of refusal or willingness of learners to go to school and anxieties could emanate from other variables not associated with bullying and required different responses. In this respect, for proper diagnostics of signs of bullying among learners then after discovering that such behaviours were not as a result of bullying, the implications for schools were that counsellors or

psychologists should establish the root cause of depression, social isolation and sudden decline in academic achievement.

4.4.3 How Bullying Affected the Academic Performance of Secondary School Learners in Goromonzi Area

4.4.3.1 Effects of bullying on academic achievements of learners.

Interviews revealed that teachers T01 and T02 were of the view that bullying affected academic performance of learners whilst T03 felt differently. They shared the view that common sign of bullying was anxiety. Teachers agreed strongly to the view that bullying also affected the testing part, the assignment part, the critical thinking part and the problem-solving part of academic performances. Five out of 25 learners (20%) agreed that bullying affected their academic achievement. Furthermore, it established through an analysis of variance (ANOVA) that the surveyed categories had almost the same views that 'victims' academic performance was not affected by bullying. The study carried out a paired student test (t-test) at 5% significant level and found no evidence that contradicted the hypothesised statement that bullying affect academic performance of learners.

The above statistical computations which dichotomy into non-parametric and parametric domains were in course with the research methodology in that quantitative research methods used numbers to describe phenomenon (Leedy & Ormrod, 2015). They also used objective and empirical numbers that ensured precision in measurement (McMillan & Schumacher, 2016). The researcher compared class positions of victims of bullying, thus learners' performance before bullying was matched to performance after bullying in order to objectively conclude whether bullying had any effects on academic performance of primary school learners in Goromonzi Area at 5% significant level. The relevance of the significant level was analysed in the critique view posited by Cohen, et al. (2017) who averred that statistical significance was not the same as educational significance. Indeed, effect size was seen as much more important than significance, and many international journals either had abandoned statistical significance reporting in favour of effect size or had insisted that statistical significance be accompanied by indications of effect size (Thompson, et al. 2016). Statistical significance was seen as arbitrary in its cut-off points

and unhelpful – a ‘corrupt form of the scientific method’, an obstacle rather than a facilitator in educational research. It commanded slavish adherence rather than addressing the subtle, sensitive and helpful notion of effect size (Fitz-Gibbon, 2012 in Cohen, et al. 2017). Nevertheless, Gorard, (2015) averred that the power of a test was an estimate of the ability of the test to separate the effect size from random variation. Wright (2018) suggested that it should be a minimum of 80 per cent and to be typically with an α level at 5 percent. This conclusion agreed with the current study significant level of 5%.

The noted survey findings in comparison with other related studies indicated differently. For instance, Pepler and Graig (2015) argued that students who were targeted by bullies often had difficulties in concentrating with their schoolwork and their academic performances tended to be ‘marginal to poor.’

The researcher, in context of this study, concluded that bullying did not affect academic performance. Moreover, Labaree (2014) suggested that no educational research (either quantitative or qualitative) ought to be regarded as generalizable, because too many contextual variables could shape the findings. For example, victims of bullying showed no difference in academic performance as class positions after bullying were almost the same as before bullying. However, end of term class positions failed to consider the classroom environment, students’ home life, and other crucial proximal processes which were the primary engines of human development noted in Bronfenbrenner’s ecological systems. Nevertheless, the use of hypotheses, theories and variables made the work of a positivist clear and elucidative to readers and subsequent researchers. In other words, a quantitative research approach may perhaps be more transparent than a qualitative research approach.

4.4.3.2 Effects of bullying on testing part of education

Twenty-four percent of participants suggested that they agreed to a very great extent, indifferent and little extent and the same percentage was the same for these different opinions on the issue that testing part of education was most affected by bullying. 59% agreed to great extent that the assignment part of education was most affected by bullying. On the statement that critical thinking part of education was most affected by bullying the results showed that 53% agreed to the statement, 24% agreed to a very great extent and 5% agreed to a little extent and to a very little extent respectively. The statement that the

problem-solving part of education was most affected by bullying revealed that 56% agreed to a great extent, 18% of participants were indifferent and 13% each was for both participants that agreed to a little extent and to a very great extent.

The matching of literature review to the above findings established that bullying affected the testing part, the assignment part, the critical part and the problem-solving part of education to a great extent and it becomes central in measurement and evaluation. The views of the researcher were also echoed by Lahey, (2019) who stated that anxiety, stress, depression and other signs of bullying had negative impacts on the learners' academic achievement. Excessive arousal could be counter-productive because it triggered panic, exhaustion, indecision, fear, anxiety, physical hypertension and fragmented concentration. Hence, it could lead to poor academic performance. The effects of stress on the cognitive domain included alterations in the information processing as well as attentional and memory functions which can subsequently have a bearing on the individual's performance and decision-making capabilities (Steptoe, (2016)

Teachers' classroom management might be authoritarian and reflective of home parenting style which may affect learners' academic performance. The administrator should also be accommodative and try not to subject the test takers to harassment and make them uncomfortable (Coughlan, 2018). Bullying was not the only factor that affected measurement and evaluation, but noise and language were causal factors that might contribute to poor academic achievements. Noise was one of the factors which could negatively impinge upon examinees' ability to concentrate on the examination (Kaplan and Saccuzzo, 2019). This was confirmed by research findings by Chinyoka, Kufakunesu and Ganga (2017) in Goromonzi rural where they found that the language used in subjects like History and literature in English was complicated. Hence, poor academic achievement of learners was a result.

The researcher's interpretative conclusion was that bullying did not negatively affect academic performance and the view was supported by empirical observation established by t-test nonparametric analysis (Chidhakwa, 2020). However, both perpetrators and victims of bullying might perform poorly owing to excess arousal caused by high expectant parents in which stress could congest the working memory and in turn negatively affected the learners' academic achievement. Furthermore, academic performance should not be analysed in the confines of bullying only which negate the other equally important

dynamics to academic achievements like teacher experiences, availability of resources and learners' personal traits (Lunga, 2021). For instance, both learners with deviant behaviours and victims of bullying might show resilient characteristics and perform better, even with little resources available. This view could be attributed to the natural academic gifting of learners. However, the foregoing conclusion view was open to debate where theories not considered in the literature review like the Yerkes-Dodson curve could add another dimension to the survey though not pivotal to this survey. The foregoing view was mentioned to show that the dynamics of humanism were diverse and called for far ending in-depth analysis and insightful study.

4.4.3.3 Other effects of bullying on victims

Forty-one percentage of bullied victims were likely to have problems with forming relations as adolescence and adults and 35% were also likely to abuse substances. More so, the researcher observed that 23% of bullied victims were likely to suffer from depression which could cause them to commit suicide. These statistics were for the views of participants that agreed to very great extent on the Likert scale.

An appraisal of the above-mentioned findings with the literature review revealed that the victims were two to three times more likely to contemplate suicide than their peers (Rigby, 2018). The present findings are contrary to the study reported in Britain which showed that children who were bullied suffered health problems such as eating and sleeping disorders, headaches and stomach aches (William, et al, (2000) in Ndibalema 2018). Those who bullied were more likely to drop out of school, use drugs and alcohol, as well as engage in subsequent delinquent and criminal behaviour.

The survey interpretation of the above other effects of bullying could also have an impact on academic performance (Chimuka, 2017). Therefore, it became apparent that teachers should identify these other effects of bullying and provide necessary mechanisms that counsels learners in order to reduce the negative effects of bullying on academic performance. The study, therefore, observed a gap in that coefficient correlations were not computed to measure the causal effect between the other effects of bullying and academic performance (Dhuma, 2018). Again, however, the correlational nature of these studies

made causal interpretation difficult, and several of these associations could simply reflect homophile, the tendency to affiliate with similar learners who showed the same effects of bullying, yet the effects might have resulted from sources other than bullying. This could be owing to homophile because learners could be sharing a common paradigm and in the context of this research, similar backgrounds were best explained in social ecological theory and social dominance theory (Chipetu, 2020). Of essence, the researcher noted that depression was viewed by the communities as not serious and such misconceptions or beliefs revealed the cases for psychologists in schools and needed not to be over emphasised. Beliefs on suicidal behaviours in some communities within the sampled Goromonzi District could be attributed to ancestry misfortunes and are irrational beliefs and the researcher viewed such tendencies as barriers to scientific and rational approach provided through psychological diagnostics.

4.5 Summary

This chapter presented evidence to answer the question on the impact of bullying on the academic performance of secondary school learners in Goromonzi Area. The study examined and evaluated the impact of bullying on the academic performance of secondary school learners in Goromonzi Area and suggested sound educational policies, measures and solutions to minimise the consequences caused by bullying on the academic performance of the learners. The analysis of the empirical data yielded three themes, variables which promoted bullying, the prevalent forms of bullying and how bullying affected the academic performance of secondary school learners in Goromonzi Area. The next chapter dealt with summary, conclusions and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The impact of bullying on the academic performance of secondary school learners was highlighted. It is confirmed in this chapter that the research problem had been addressed and the research aims achieved. The chapter also focused on the conclusions drawn from the theoretical framework, the literature reviewed, the methodology and the qualitative and quantitative data presented and discussed in chapter four. Thereafter, the recommendations which emanated from these findings would be made for future studies on bullying and the academic performance of learners. The recommendations would assist the government, Non-Governmental Organizations, teachers, parents, learners, religious, and cultural leaders, and all interested parties to make informed decisions when dealing with victims of bullying in secondary schools with the aim of enhancing their academic performance. Matters requiring further research were also included.

5.2 Summary

This study explored the impact of bullying on the academic performance of secondary school learners in Goromonzi Area. The research summary of the five chapters drew out salient issues that were of significance in the study. Thus, the summary would highlight the synopsis of the study.

Chapter one presented the context of the problem, focusing on the background to the study, the statement of the problem, the research questions and the significance of the study. The assumptions of the study were also outlined. The chapter highlighted and expounded on the definitions of the operational terms which featured prominently in this study. The chapter established that bullying had and would continue to precipitate enormous suffering for countless learners in Goromonzi Area, because of inappropriate parenting style, modelling and imitating inappropriate behaviours from parents, caregivers, teachers, other learners, and from films and violent video games in which Bronfenbrenner's ecological systems theory constituted the microsystem. Furthermore, the chapter discussed the delimitations and limitations of the study. Definitions of terms were also given in this

chapter. The research aimed to close the gap between the impact of bullying and learners' academic performance.

In chapter two the theoretical framework which informed this study was outlined. The study was informed mainly by Urie Bronfenbrenner's ecological systems theory. Bronfenbrenner's ecological systems theory suggests that a person's surroundings, including his/her home, school, workplace, church, neighbourhood, culture and government, all have an influence on the way the child develops. This theory has provided the ability to see how learners were balanced between every aspect of their environment. Educators could therefore use this model to assess the impact of bullying in learners' academic performance.

Baumrind's parenting styles identified four styles namely authoritative, authoritarian, and permissive and neglect parenting style. Authoritative parenting style was in which the parents directed their children's activities in a rational, issue-oriented manner, exercising control when necessary but gave the child freedom to act independently and responsively. In contrast to authoritative parenting style, authoritarian parents were strict, did not encourage interpersonal dialogue and exercise absolute control over their children's behaviour according to a rigid set of standards. Neglectful parenting was also called uninvolved, detached, dismissive or hands-off. Neglect child rearing practices were disengaging, undemanding, low in responsiveness, and do not set limits. Parents who used a permissive style cared about their children, but they exercised little control over their children's behaviour. Children in such families were typically immature, impulsive, demanding and dependent on parents. Furthermore, they could be disobedient when parents asked them to do something they did not want to do. In a class situation such children did not follow rules and regulations and they had high self-esteem.

Chapter three illustrated the research methods. In this chapter the researcher explained how the study was planned and carried out. The selected methodology was deemed suitable for the topic. An introduction highlighted the concepts which would be covered in the chapter. This study made use of elements from both the interpretive paradigm and positivism paradigm. The interpretive paradigm was concerned with understanding the world as it was from subjective experiences of individuals. Positivism was a rejection of metaphysics. The research also employed qualitative and quantitative research designs. Participants

were selected through purposeful sampling, which is dominant strategy in qualitative research. The choice of qualitative methods for this research were primarily to understand the “voice of interest from the participants’ perspective,” and not just from the researchers. In addition to that, a sample of 25 learners, 10 parents, 10 teachers, five members of the school development committee, five deputy school heads and three school heads was used. Questionnaires and interviews were employed as the data gathering instruments. The chapter looked at the research design, the population, the sample size and its composition. The chapter also discussed the data gathering instruments, ethical considerations, validity and reliability issues, the pilot study, triangulation, data collection procedures, data presentation and analysis procedures. Finally, the main elements of the study were summarized.

Chapter four was based on the data presentation, analysis and discussion. This chapter commenced with an introduction on the main themes to be addressed. The data were collected by means of questionnaires, observations and interviews. During the interviews non-verbal responses were observed and noted, questions were asked, aided recall questions were allowed, and follow-ups and probing questions were asked for elaboration or in order to seek clarification. In addition, the researcher explained or rephrased the questions if the participants were unclear about them. Graphs, tables and pie-charts were employed to present data. Data analysis tool kit embedded in excel was used to gain insights of the participants’ dynamic empirical views. Each finding was discussed in relation to the major research question and the sub questions as highlighted in chapter one. Permission to conduct the study was secured from the Ministry of Primary and Secondary Education, Goromonzi district offices as well as from the school heads of the selected schools. Further permission was sought from the parents of the selected learners. The participants were assured of their anonymity in the research report and informed that their involvement in the study was voluntary. A summary concluded the chapter through an overview of the concepts that were covered in the chapter

The fifth and final chapter was based on the summary, conclusion and recommendations. The chapter began with an introduction which pre-empted the contents of the chapter. The findings and discussions were done in line with the research questions. The analysis of the empirical data yielded three themes, namely variables promoting bullying, prevalent forms of bullying and effects of bullying on learners’ academic performance. Sub-headings representing the themes/categories that emerged as the main or repetitive themes were used to facilitate the presentation and discussion of the findings.

5.3 Conclusions

The main conclusions regarding the current study were made relative to the literature study and the empirical investigation.

5.3.1 Conclusions Reached from the Literature Study

The first part of the literature study discussed the theoretical views of Urie Bronfenbrenner's ecological theory, ideas brought forward by Bandura's social cognitive theory, Baumrind's parenting styles theory and the social dominance theory. The theories explored the concept of bullying, forms of bullying and signs of bullying. Thus, most of the literature review's aims stated in the first chapter were achieved.

The second part of the literature review highlighted how bullying affected the self-esteem of secondary school learners. It also considered the effects of bullying on academic performance of secondary school learners.

5.3.2 Conclusions Reached from the Empirical Investigation

Physical bullying and verbal bullying were more prevalent whilst the other forms of bullying like psychological bullying, cyber bullying and sexual bullying were fewer common types of bullying. The common signs of bullying were noted as that anxiety, unwillingness to go to school and truancy, deterioration in educational performance, unexplained changes in mood, spontaneous out-of-character comments about other learners and possessions getting missing.

The most common causes were attributable to bullies' aggressive behaviour, the watching of violent films and pornographic pictures, and the attention sought by bullies. The other common causes were attributable to poor parenting homes, being in the state of being orphaned, coming from well-off families, broken homes and vulnerable communities. Times and places which were noted to be facilitating bullying were areas of unstructured activities like playgrounds, and areas immediately outside the school. The characteristics of learners who were prone to be victims of bullying were more pronounced in learners who get upset easily and those who were less likely to retaliate.

Research focused on the impact of bullying on academic performance of secondary school learners, and it came to the conclusion that bullying affected performance. It was also

established that victims of bullying had problems with forming relationship as adolescents and adults, might abuse substances, become depressed and more likely to commit suicide. Bullying also impacted the testing part of education, the assignment part of education, the critical thinking part of education, and the problem-solving part of education which was critical for educators in assessing learners.

Survey established various strategies that deal with bullying. It was interested in identifying factors that affect the effectiveness and efficiencies of these strategies and suggest ways to improve the strategies.

5.4 Recommendations

Several practical implications and recommendations for the various stakeholders could be derived from the results of the literature review and the empirical investigation. The recommendations and educational implications apply to teachers, school administrators, parents and learners.

5.4.1 General Recommendations

5.4.1.1 Recommendations to school administrators

All schools needed to have a clearly laid rules against bullying which should be clearly explained to learners at assembly points and classrooms more regularly. Parents should have appreciation of the schools' code of ethics and platforms like school development committees' meetings should be used. The school should provide suggestion boxes where learners can give suggestions. Administrators should be very cautious because the information provided would not always be true.

The researcher also recommended that learners and adults should change their behaviours of ignoring bullying tendencies as the study believed that "attitude was everything." To change learners' undesirable behaviour resulting from watching violent movies, educators should terminate such behaviours by showing films that depict the consequences of such acts as propounded by Bandura in his Bobo doll experiment. All secondary school learners should be inducted on how to report cases of bullying. Schools should seriously enforce rules that deter the slightest behaviour that is related to bullying.

Secondary schools should seek assistance of psychologists in cases that involved bullying in order to have a clinical evaluation of the victims so that the appropriate remedial measures could be put in place. The study further recommended that each district office should have psychologists so as to deal with the complexities of bullying behaviours.

5.4.1.2 Recommendations to teachers

Teachers should also be trained, and refresher courses should be provided on the school's bullying policies in line with the Ministry of Primary and Secondary policy circular number 35. Such awareness programmes were the key to the understanding of rewards and reprimands following any breach of the code of ethics. Teachers should take note of characteristics which suggest bullying and institute intervention measures that assisted the possible victims of bullying. A social record should be regularly reviewed, and the attendance register should be marked daily to aid the teachers in diagnosing the major concern that may stem from parenting styles and ecological imbalance of the microsystem dimensions explained by Bronfenbrenner. More so, Teachers should offer guidance and counselling

5.4.1.3 Recommendations to parents

Parents need to be urged to create an environment that does not tolerate the existence of bullying behaviour. Parents should show unconditional love to their children and use democratic parenting style which enables them to obey rules and appreciate others.

5.4.1.4 Recommendations to learners

Victims should seek guidance and counselling in order to build their self-assertiveness. Both victims and bullies should take part in clubs which were focused on behavioural change such as drama groups and scripture union.

5.4.2 Recommendations for Further Research

5.4.2.1 This study covered only one educational district in Zimbabwe. This was a small area since there were ten educational provinces in Zimbabwe. Further research

needed to be embarked on in other provinces of the country in an effort to prevent bullying in secondary school learners.

5.4.2.2 The current study could also be replicated with primary school participants... This could help to ascertain the age at which bullying affected learners' academic achievement. It was also possible for other researchers to undertake extended studies in which bullies and other learners' academic performance could also be considered. The study questionnaire design restricted effects of bullying on academic performance to victims of bullying and excluded bullies and other learners. Studies on teachers' bullying behaviours and its impact on academic performance were also recommended.

5.4.2.3 Bullying was not the only factor that affected academic performance of secondary school learners. Therefore, studies that investigate the effects of other factors on academic achievement can be embarked on.

5.4.2.4 Further research with larger sample sizes was required to assess the effectiveness for a school-based programme for prevention of bullying behaviours.

5.4.2.5 Future researchers may select more than one province or different province of the federation of Zimbabwe other than the one this study focused on.

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Appendix 1: Interview

INSTRUCTIONS

Kindly indicate your response by ticking in the boxes corresponding to your answer ☐ Kindly fill in the open space if your answer needs further explanations.

If the response does not fit your unique situation write your suggestion below the question

SECTION A: BIOGRAPHICAL INFORMATION

1 What is your gender?

Male ☐

Female ☐

2 How old are you?

3-5 years ☐

6-10 years ☐

11-15 years ☐

16 and above ☐

3. According to the definition of bullying (“bullying” is defined as “repeated, negative actions over time, including hitting, kicking, threatening, locking inside a room, saying nasty and unpleasant things and teasing”) do you feel you have been bullied.

Yes ☐

No ☐

Unsure ☐

SECTION B: FORMS OF BULLYING BEHAVIOUR

During this school year how often have you been bullied at school?

Never

☐

Sometimes (1 or 2 times a month)

☐

Regularly (1 or 2 times a week)

☐

Everyday

☐

4. Have you ever been bullied by any of the following methods? Please tick all that apply.

i. Physical bullying such as hitting, kicking, spitting, pushing, stealing and destruction of property

☐

ii. Verbal bullying such as taunting, malicious teasing, name calling and making threats
iii psychological bullying such as spreading rumours, manipulating
iv social relationships, exclusion from a peer group and intimidation
v Sexual bullying like unwelcome touching and kissing
vi Forcing others to do work for them

☐☐

vii Sexual innuendoes, noises, jokes, comments or remarks to another person about one's sexuality or body
viii Write on the walls especially in toilets nasty messages and insults (graffiti) about other students

☐☐☐

SECTION C: PLACES WHERE BULLYING HAPPEN

5. Do you remember the place where you were bullied? Please tick all that apply. Student

Commons/Hallways

☐☐☐☐

School Bus

☐☐☐☐

Restrooms Playground

Recess Classroom

Extracurricular Activities

Physical Education
on the Way to or from School

Locker Rooms Class

SECTION D: DEALING WITH BULLYING BEHAVIOURS

6. What do adults do at school when they see bullying?

Nothing, they ignore it.

☐

Stop it and tell everyone to leave.

☐

Stop it and solve the problem.

☐

Other:

7. Has an adult at school talked to your class about bullying?

No. ☐

Once, and what they said helped me a lot.

☐

Once, but they don't really understand what's going on.

☐

We talk regularly about bullying. ☐

8. What can adults at school do better to help stop bullying? Supervise the school better.

Make rules against bullying and discipline bullies.

☐

Talk about bullying prevention in class.

☐

Help students work problems out.

☐

Bullying is not a problem at our school.

☐☐

9. What do you think you should do if you are / have been a victim of bullying? Tick all that apply. I. Tell a teacher / parent ii. Ignore it iii. Get counselling IV. ☐ Report it to the police or other authorities
v. Ask the person to stop VI. Retaliate (fight back) ☐ Others write on the space below

☐☐☐☐☐☐

If you have seen bullying at school, what did you do?

I haven't seen any bullying

- Ignored it as none of my business ☐
- Nothing, just watched ☐
- Joined in on the fun ☐
- Tried to stop the bully or help the victim ☐
- Asked for help from an adult or other student ☐
- If you have seen it and did nothing about it WHY? ☐

SECTION E: EFFECTS OF BULLYING ON VICTIMS

10. How did bullying affect you? Tick all that apply.

- I. Bullying made me feel fear and insecure ii. Bullying made me to isolate myself iii. Bullying affected my confidence negatively IV. Bullying affected my happiness
- V. Bullying made me not to come to school VI. Bullying made me become depressed vii. Bullying made me perform poorly academically viii. Bullying made me have thoughts of dropping out of school ix. Bullying made me damage things around me

☐
☐
☐
☐
☐
☐
☐

THANK YOU

APPENDIX II: QUESTIONNAIRE FOR SECONDARY SCHOOL HEADS

INSTRUCTIONS

Kindly indicate your response by ticking in the boxes corresponding to your answer ☐ Kindly fill in the open space if your answer needs further explanations.

If the response does not fit your unique situation write your suggestion below the question

SECTION A: BIOGRAPHICAL INFORMATION

1. What is your gender?

Male ☐

Female ☐

2. Age

20- 30 years 31- ☐ 40 years 41- 50 ☐ years ☐ over 50 years 3. ☐

Experience as a teacher?

1- 5 years ☐ 6- 10 years 11- 15 ☐ years ☐ over 15 years ☐

4. Experience as a School Administrator ☐ ☐ ☐

1- 5 years 6- 10 ☐ years 11- 15 years ☐ over 15 years ☐ ☐

5. Highest Professional Qualifications

Certificate ☐ Diploma ☐ Degree ☐ Master PhD ☐ ☐

SECTION B: TYPES OF BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Physical bullying such as hitting, kicking, spitting, pushing, stealing and destruction of property are common at our school	1	2	3	4	5
Verbal bullying such as taunting, malicious teasing, name calling and making threats are common at our school	1	2	3	4	5
Psychological bullying such as spreading rumours, manipulating social relationships, exclusion from a peer group and intimidation are common at our school	1	2	3	4	5
Sexual bullying like unwelcome touching and kissing are common	1	2	3	4	5
Solicit unwanted sexual advances, threatening other students through cell phones are common at our school	1	2	3	4	5
Forcing others to do work for them are common at our school	1	2	3	4	5
Write on the walls especially in toilets nasty messages and insults (graffiti) about other students is common form of bullying	1	2	3	4	5
Sexual innuendoes, noises, jokes, comments or remarks to another person about one's sexuality or body is common form of bullying	1	2	3	4	5
Put reflecting mirrors under girls' legs to watch their underpants is common form of bullying	1	2	3	4	5

SECTION C: SIGNS AND SYMPTOMS OF BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Anxiety about travelling to and from school e.g., requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school is a sign of bullying	1	2	3	4	5
Unwillingness to go to school, refusal to attend, truancy are common signs of bullying	1	2	3	4	5
Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school are signs of bullying	1	2	3	4	5
Pattern of physical illnesses e.g., headaches, stomach aches is a sign of bullying	1	2	3	4	5
Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays	1	2	3	4	5
Visible signs of anxiety or distress e.g., stammering, withdrawing, crying, not eating and vomiting are signs of bullying	1	2	3	4	5
Spontaneous out-of-character comments about either pupils or teachers is a sign of bullying	1	2	3	4	5
Possessions missing or damaged	1	2	3	4	5
Increased requests for money or stealing money	1	2	3	4	5
Unexplained bruising or cuts or damaged clothing	1	2	3	4	5
Reluctance and/or refusal to say what is troubling him/her					

a. Does your school have a friendly platform where victims of bullying can report the incidences without fear of being victimised?

Yes

☐

No

☐

Unsure

☐

b. If your answer is yes, list the platforms or awareness programmes at your school?

i. _____

ii. _____

iii. _____

iv. _____

c. To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
The school platforms are friendly	1	2	3	4	5
Counselling is provided to both victims and bullies	1	2	3	4	5
The platforms are manned by trained schoolteachers or psychologist	1	2	3	4	5
Appropriate disciplinary actions are implemented in timely manner	1	2	3	4	5
The cases of bullying have reduced at our school owing to these instituted platforms	1	2	3	4	5

SECTION D: CAUSES OF BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Normally poor performers or learners cause bullying	1	2	3	4	5
Bullies are normally from poor parenting homes	1	2	3	4	5
Bullies normally have physical disabilities	1	2	3	4	5
Bullies are aggressive than others	1	2	3	4	5
Bullies are normally orphans	1	2	3	4	5
Bullies are normally from higher grade	1	2	3	4	5
Bullies are mostly girls	1	2	3	4	5

Bullies are mostly boys	1	2	3	4	5
Bullies are from environment with poor legal and regulatory educational systems	1	2	3	4	5
Bullies are those learners that watch the violent film and pornographic pictures	1	2	3	4	5
Bullies are from well-off families	1	2	3	4	5
Bullies are from broken homes and the vulnerable in the community	1	2	3	4	5
Teachers' poor classroom management lead to bullying	1	2	3	4	5
Bullies are attention seekers	1	2	3	4	5

SECTION E: TIMES AND PLACES WHICH FACILITATE BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Bullies normally send text or WhatsApp messages to victims	1	2	3	4	5
Areas of unstructured activities playgrounds/ school yard, toilets	1	2	3	4	5
Bullying happens in the classroom	1	2	3	4	5
The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying	1	2	3	4	5

SECTION F: CHARACTERISTICS OF LEARNERS WHO ARE PRONE TO BE VICTIMS

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Bullies target people who are different e.g., colour	1	2	3	4	5
Those who get upset easily	1	2	3	4	5

Those who have trouble sticking up for themselves	1	2	3	4	5
Those that are smarter	1	2	3	4	5
Those who are less likely to retaliate	1	2	3	4	5

SECTION G: THE IMPACT OF BULLYING ON ACADEMIC PERFORMANCE OF LEARNERS

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Victims of bullying perform poorly	1	2	3	4	5
Victims of bullying have problems with forming relationship as adolescents and adults	1	2	3	4	5
Victims of bullying abuse substances e.g., mbanje	1	2	3	4	5
Victims of bullying suffer from depression	1	2	3	4	5
Victims of bullying are more likely to commit suicide	1	2	3	4	5

b. In this section, the research focuses on academic performance of victims. Please fill in the table below the academic performance of victims of bullying which compares class position before bullying and class position after bullying.

Victim	Class position before bullying	Class position after bullying
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

11		
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SECTION H: PARTS OF ACADEMIC PERFORMANCE MOST AFFECTED BY BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
The testing part of education is most affected by bullying	1	2	3	4	5
The assignment part of education is most affected by bullying	1	2	3	4	5
The critical thinking part of education is most affected by bullying	1	2	3	4	5
The problem-solving part of education is most affected by bullying	1	2	3	4	5

APPENDIX III: QUESTIONNAIRE FOR MEMBERS OF THE SCHOOL DEVELOPMENT COMMITTEE

INSTRUCTIONS

Kindly indicate your response by ticking in the boxes corresponding to your answer ☐ Kindly fill in the open space if your answer needs further explanations.

If the response does not fit your unique situation write your suggestion below the question

SECTION A: BIOGRAPHICAL INFORMATION

1. What is your gender?

Male ☐

Female ☐

2. Age

20- 30 years

☐

31- 40 years

41-

☐

50 years

over 50 years

☐

3. Highest Professional Qualifications

Certificate

☐

Diploma

☐

Degree

☐

Master

PhD

☐
☐

SECTION B: TYPES OF BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Physical bullying such as hitting, kicking, spitting, pushing, stealing and destruction of property are common at our school	1	2	3	4	5
Verbal bullying such as taunting, malicious teasing, name calling and making threats are common at our school	1	2	3	4	5
Psychological bullying such as spreading rumours, manipulating social relationships, exclusion from a peer group and intimidation are common at our school	1	2	3	4	5
Sexual bullying like unwelcome touching and kissing are common	1	2	3	4	5
Solicit unwanted sexual advances, threatening other students through cell phones are common at our school	1	2	3	4	5
Forcing others to do work for them are common at our school	1	2	3	4	5
Writing on the walls especially in toilets nasty messages and insults (graffiti) about other students is common form of bullying	1	2	3	4	5
Sexual innuendoes, noises, jokes, comments or remarks to another person about one's sexuality or body is common form of bullying	1	2	3	4	5
Put reflecting mirrors under girls' legs to watch their underpants is common form of bullying	1	2	3	4	5

SECTION C: SIGNS AND SYMPTOMS OF BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Anxiety about travelling to and from school e.g., requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school is a sign of bullying	1	2	3	4	5

Unwillingness to go to school, refusal to attend, truancy are common signs of bullying	1	2	3	4	5
Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school are signs of bullying	1	2	3	4	5
Pattern of physical illnesses e.g., headaches, stomach aches is a sign of bullying	1	2	3	4	5
Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays	1	2	3	4	5
Visible signs of anxiety or distress e.g., stammering, withdrawing, crying, not eating, vomiting are signs of bullying	1	2	3	4	5
Spontaneous out-of-character comments about either pupils or teachers is a sign of bullying	1	2	3	4	5
Possessions missing or damaged	1	2	3	4	5
Increased requests for money or stealing money	1	2	3	4	5
Unexplained bruising or cuts or damaged clothing	1	2	3	4	5
Reluctance and/or refusal to say what is troubling him/her	1	2	3	4	5

- b. Does your school have a friendly platform where victims of bullying can report the incidences without fear of being victimised?

Yes ☐ No ☐ Unsure ☐

- c. If your answer is yes, list the platforms or awareness programmes at your school?

i. _____
ii. _____
iii. _____
iv. _____

- d. To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
The school platforms are friendly	1	2	3	4	5
Counselling is provided to both victims and bullies	1	2	3	4	5

The platforms are manned by trained schoolteachers or psychologist	1	2	3	4	5
Appropriate disciplinary actions are implemented in timely manner	1	2	3	4	5
The cases of bullying have reduced at our school owing to these instituted platforms	1	2	3	4	5

SECTION D: CAUSES OF BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Normally poor performers cause bullying	1	2	3	4	5
Bullies are normally from poor parenting homes	1	2	3	4	5
Bullies normally have physical disabilities	1	2	3	4	5
Bullies are aggressive than others	1	2	3	4	5
Bullies are normally orphans	1	2	3	4	5
Bullies are normally from higher grade	1	2	3	4	5
Bullies are mostly girls	1	2	3	4	5
Bullies are mostly boys	1	2	3	4	5
Bullies are from environment with poor legal and regulatory educational systems	1	2	3	4	5
Bullies are those learners that watch the violent films and pornographic pictures	1	2	3	4	5
Bullies are from well-off families	1	2	3	4	5
Bullies are from broken homes and vulnerable in the community	1	2	3	4	5
Teachers' poor classroom management	1	2	3	4	5
Bullies are attention seekers	1	2	3	4	5

SECTION E: TIMES AND PLACES WHICH FACILITATE BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Bullies normally send text or what Sapp messages to victims	1	2	3	4	5
Areas of unstructured activities playgrounds/ schoolyard, toilets	1	2	3	4	5
Bullying happens in the classroom	1	2	3	4	5
The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying	1	2	3	4	5

SECTION F: CHARACTERISTICS OF LEARNERS WHO ARE PRONE TO BE VICTIMS OF BULLYING.

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Bullies target people who are different e.g., colour	1	2	3	4	5
Those who get upset easily	1	2	3	4	5
Those who have trouble sticking up for themselves	1	2	3	4	5
Those that are smarter	1	2	3	4	5
Those who are less likely to retaliate	1	2	3	4	5

SECTION G: THE IMPACT OF BULLYING ON LEARNERS

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Victims of bullying perform poorly	1	2	3	4	5
Victims of bullying have problems with forming relationship as adolescents and adults	1	2	3	4	5
Victims of bullying abuse substances e.g., mbanje	1	2	3	4	5
Victims of bullying suffer from depression	1	2	3	4	5

Victims of bullying are more likely to commit suicide	1	2	3	4	5
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THANK YOU.

APPENDIX IV: QUESTIONNAIRE FOR THE DEPUTY SCHOOL HEADS

INSTRUCTIONS

Kindly indicate your response by ticking in the boxes corresponding to your answer ☐ Kindly fill in the open space if your answer needs further explanations.

If the response does not fit your unique situation write your suggestion below the question

SECTION A: BIOGRAPHICAL INFORMATION

1. What is your gender?

Male ☐

Female ☐

2. Age

20- 30 years

31- 40 years

41- 50 years

over 50 years

3. Experience as a teacher?

1- 5 years

6- 10 years

11- 15 years

over 15 years

4. Highest Professional Qualifications

Certificate ☐

Diploma ☐

Degree Master ☐

PhD ☐

SECTION B: TYPES OF BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Physical bullying such as hitting, kicking, spitting, pushing, stealing and destruction of property are common at our school	1	2	3	4	5
Verbal bullying such as taunting, malicious teasing, name calling and making threats are common at our school	1	2	3	4	5
Psychological bullying such as spreading rumours, manipulating social relationships, exclusion from a peer group and intimidation are common at our school	1	2	3	4	5
Sexual bullying like unwelcome touching and kissing are common	1	2	3	4	5

Solicit unwanted sexual advances, threatening other students through cell phones are common at our school	1	2	3	4	5
Forcing others to do work for them are common at our school	1	2	3	4	5
Writing on the walls especially in toilets nasty messages and insults (graffiti) about other students is common form of bullying	1	2	3	4	5
Sexual innuendoes, noises, jokes, comments or remarks to another person about one's sexuality or body is common form of bullying	1	2	3	4	5
Put reflecting mirrors under girls' legs to watch their underpants is common form of bullying	1	2	3	4	5

SECTION C: SIGNS AND SYMPTOMS OF BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Anxiety about travelling to and from school e.g., requesting parents to drive or collect him/her, changing travel routes, avoiding regular times for travelling to and from school is a sign of bullying	1	2	3	4	5
Unwillingness to go to school, refusal to attend, truancy are common signs of bullying	1	2	3	4	5
Deterioration in educational performance, loss of concentration and loss of enthusiasm and interest in school are signs of bullying	1	2	3	4	5
Pattern of physical illnesses e.g., headaches, stomach aches is a sign of bullying	1	2	3	4	5
Unexplained changes either in mood or behaviour which may be particularly noticeable before returning to school after weekends or more especially after longer school holidays	1	2	3	4	5
Visible signs of anxiety or distress e.g., stammering, withdrawing, crying, not eating, vomiting are signs of bullying	1	2	3	4	5
Spontaneous out-of-character comments about either pupils or teachers is a sign of bullying	1	2	3	4	5
Possessions missing or damaged	1	2	3	4	5
Increased requests for money or stealing money	1	2	3	4	5

Unexplained bruising or cuts or damaged clothing	1	2	3	4	5
Reluctance and/or refusal to say what is troubling him/her	1	2	3	4	5

- b. Does your school have a friendly platform where victims of bullying can report the incidences without fear of being victimised?

Yes ☐ No ☐ Unsure ☐

- c. If your answer is yes, list the platforms or awareness programmes at your school?

i. _____
ii. _____
iii. _____
iv. _____

- d. To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
The school platforms are friendly	1	2	3	4	5
Counselling is provided to both victims and bullies	1	2	3	4	5
The platforms are manned by trained schoolteachers or psychologist	1	2	3	4	5
Appropriate disciplinary actions are implemented in timely manner	1	2	3	4	5
The cases of bullying have reduced at our school owing to these instituted platforms	1	2	3	4	5

SECTION D: CAUSES OF BULLYING

- a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Normally poor performers cause bullying	1	2	3	4	5
Bullies are normally from poor parenting homes	1	2	3	4	5
Bullies normally have physical disabilities	1	2	3	4	5

Bullies are aggressive than others	1	2	3	4	5
Bullies are normally orphans	1	2	3	4	5
Bullies are normally from higher grade	1	2	3	4	5
Bullies are mostly girls	1	2	3	4	5
Bullies are mostly boys	1	2	3	4	5
Bullies are from environment with poor legal and regulatory educational systems	1	2	3	4	5
Bullies are those learners that watch the violent films and pornographic pictures	1	2	3	4	5
Bullies are from well-off families	1	2	3	4	5
Bullies are from broken homes and vulnerable in the community	1	2	3	4	5
Teachers' poor classroom management	1	2	3	4	5
Bullies are attention seekers	1	2	3	4	5

SECTION E: TIMES AND PLACES WHICH FACILITATE BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Bullies normally send text or what Sapp messages to victims	1	2	3	4	5
Areas of unstructured activities playgrounds/ school yard, toilets	1	2	3	4	5
Bullying happens in the classroom	1	2	3	4	5
The area immediately outside the school, the local shops and local neighbourhood are often the scenes of bullying	1	2	3	4	5

SECTION F: CHARACTERISTICS OF LEARNERS WHO ARE PRONE TO BE VICTIMS OF BULLYING.

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent

Bullies target people who are different e.g., colour	1	2	3	4	5
Those who get upset easily	1	2	3	4	5
Those who have trouble sticking up for themselves	1	2	3	4	5
Those that are smarter	1	2	3	4	5
Those who are less likely to retaliate	1	2	3	4	5

SECTION G: THE IMPACT OF BULLYING ON LEARNERS

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
Victims of bullying perform poorly	1	2	3	4	5
Victims of bullying have problems with forming relationship as adolescents and adults	1	2	3	4	5
Victims of bullying abuse substances e.g., mbanje	1	2	3	4	5
Victims of bullying suffer from depression	1	2	3	4	5
Victims of bullying are more likely to commit suicide	1	2	3	4	5

SECTION H: PARTS OF ACADEMIC PERFORMANCE MOST AFFECTED BY BULLYING

a) To what extent do the following statements apply to your own situation?

Statement	Very Great extent	Great extent	Somewhat	Little extent	Very little extent
The testing part of education is most affected by bullying	1	2	3	4	5
The assignment part of education is most affected by bullying	1	2	3	4	5
The critical thinking part of education is most affected by bullying	1	2	3	4	5

The problem-solving part of education is most affected by bullying	1	2	3	4	5
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