

Analysing The Effects Of Bullying On Child School Dropout In Secondary Schools In Uganda A Case Of Bwanda Secondary School Masaka District

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Abstract: *The study's goal was to look at the impact of cyberbullying on child school dropouts in secondary schools in Uganda, specifically a case of secondary school Masaka in Bwanda. The study's findings were based on the opinions of 325 respondents, who gave the researcher correct answers based on the study's goals. To explore the many forms of bullying practiced at Bwanda Secondary School, to evaluate the root reasons of bullying among students there, and to assess if bullying among students has an impact on academic achievement. Data was collected from the students and teachers of Bwanda Secondary School. The study's results, which are presented in this paper, revealed that bullying was more widespread in boys than in girls and that kids always engaged in it at school while being influenced by their peers. According to the study, it is possible to prevent bullying at school by ensuring that the administration is serious about the penalties that will be meted out to kids who bully their peers.*

Keywords: bullying and child school dropout

Background of the study

For many years, school bullying has been a serious problem. Peer-on-peer bullying was just as prevalent in the 18th century as it is today. Bullying is not a modern issue; rather, it has always existed. Bullying amongst young people was the subject of the first notable journal article, written by (Burk, 1897), but it took a while before the topic was revisited. Bullying was, of course, not well known at the time and was just recently recognized. Violence today may not have been perceived as such back then. Even if bullying in schools is still a serious problem, several occasions and studies throughout the years have had a big impact. Bullying was a severe issue in our schools that has gotten worse in recent years (Brindley, 2016). Over time, bullying has seen significant modification. Bullying was primarily understood in the 18th and 19th centuries to be physical or verbal abuse that was frequently associated with "death, seclusion, or extortion in school pupils" (Koo, 2010). Any form of violent behavior was merely dismissed as playtime mischief and a typical aspect of growing up. Bullying was really perceived by school boys as an innocent "misadventure" or "misbehavior," according to Koo (2010). When a 12-year-old kid was slain at King's Private School in the U.K. due to bullying actions by his older classmates, this form of bullying was clearly seen there (Koo, 2010, p110). Because the school saw the action as a typical teenage misadventure, the involved schoolboys were not held liable for his death (Koo, 2010). It's possible to suggest that how this situation would be perceived today would be very different from how it was back then, when bullying actions among kids were accepted as a regular part of growing up.

Due to their significant societal costs, bullying and student dropout have both become significant social issues in the country. Because of this, they have garnered particular attention in the media as well as in the political, economic, and educational spheres. According to Gastic (2015), bullying victims are more likely to drop out of school, and this relationship needs to be seriously addressed in order to improve kids' academic performance.

Problem Statement

Bullying is a repeated action in which one allegedly causes harm or pain to another person. This can be done by spoken or written communication or through more subdued acts. Bullying in schools is a repeated pattern rather than a single incident. In Uganda, bullying in schools can take many different forms, including hitting, making the victim sing or dance, eating their food, wetting their bed, tormenting, harassing, fighting, blackmailing, mocking, and slapping. Bullying is one of the difficulties that new students encounter at Bwanda Secondary School in the Masaka District, and this system appears to have been ingrained since students bully their classmates with the purpose of exacting retribution for what they did to them when they first enrolled. Bullying is most prevalent in secondary schools and can easily result in a child dropping out of school because the victim is constantly alone, terrified, threatened, afraid, and psychologically tormented. All of these situations make it difficult for the victim to focus in class due to the unfavorable environment that the bullies always create. At some point, the school administration does not make an important contribution in preventing school bullying by failing to enforce consequences for bullies, which causes the victims of bullying to lose hope and negatively affects their long-term attendance at school. A student cannot consult a fellow student out of fear of being

bullied, so he or she decides to quit in a lonely mood. The researcher has decided to do an investigational study on the impact of bullying on the child drop at Bwanda Secondary School in light of the aforementioned situations.

Objectives of the study

1. To examine the different ways how bullying is done in Bwanda Secondary School.
2. To assess the causes of students bullying at Bwanda Secondary School.
3. To analyze whether students bullying affects their academic performance.

Research Questions

1. What are some of the ways how bullying is done in secondary schools?
2. What are the different causes of students bullying in secondary schools?
3. Does students bullying affect their academic performance?

Methodology

Research Design

The Researcher used a quantitative research design. The study include the influence of school bullying on students' academic performance on Bwanda Secondary School. This type of research design was be used because the researcher will carry out research in a heterogeneous population.

Study Population

The population from which the sample people will going it taken involves students of Bwanda Secondary School, their teachers and parents. The respondent's was got from different classes all over the school in order to come up with accurate results.

Population Sampling Design

The study's sample size consisted of 290 students, 30 teachers, and 50 parents who were chosen using the stratified sampling technique from various classes, departments, and residences at Bwanda Secondary School. This technique was chosen because it handled heterogeneous population's parameters best and allowed for separate population estimates of the parameters to be obtained for each stratum without additional sampling. Then, using a straightforward random sample procedure, respondents from various departments were chosen in order to make the data objective and the conclusions drawn from them more reliable.

Research Instruments

The researcher developed both primarily and secondary sources of information and data. In collecting Primary Data, the researcher used questionnaires as tools for collecting the data. For Secondary Data, publications by re known authors in this field.

Interviewing

The instructors and pupils of Bwanda Secondary School were given an interview guide made up of pre-planned questions. The researcher was able to cross-examine certain important study concerns thanks to the information that was elicited by this instrument, which helped the researcher improve answers from the self-administered questionnaires. This instrument was chosen because it was widely regarded as an excellent way to generate data that dealt with the subject in depth. A useful way to get data based on informants' priorities, viewpoints, and ideas was through interviews. Informants had the chance to elaborate on their thoughts, defend their opinions, and pinpoint what they believed to be the most important elements.

Data Collection Procedure

First, the researcher politely asked the respondents if they would be ready to answer a few questions. If the respondent gave permission, the researcher then collected data from classes and dorms and sent a letter to the school's headmaster asking him to carry out the research. The researcher created questionnaires that were used to collect data after receiving the researcher's consent. The researcher tried to schedule interviews and questionnaire distributions with respondents. The researcher first collected the data, then examined and interpreted it before writing the research report.

Data Analysis

This involved editing, coding, measuring and tabulation of the collected data. A quantitative method was used in computation of percentages and totals. Tables were used to present and summarize data for easy interpretation and display of information. Data from questionnaires was to be coded using tallies and the coded data was analyzed using SPSS statistical methods.

RESULTS

Response Rate

The response rate of the respondents is explained in the table below:

Figure 1: Response rate of the respondents

Respondent Groups	Number of Questionnaires Distributed	Retrieved Questionnaires
Students	290	260
Teachers	30	25
Parents	50	40
TOTAL	370	325

Source: Primary data (2021)

The table above clearly indicated that the researcher retrieved data from 260 students out of the sample size of 290 respondents and the researcher at the same time retrieved data from 25 teachers out of the sample size of 30 and finally the researcher retrieved data from 40 parents out of the sample size of 50. This made a total of 325 respondents who presented to the researcher accurate data that was used basing on the objectives of the study.

Demographic Profile of the respondents

Table 2: Demographic profile of the respondents

Category		Frequency	Percentage
Gender	Male	180	55
	Female	145	45
	Total	325	100
Age	15-35	120	37
	36-50	130	40
	51-Above	75	23
	Total	325	100
Education	Primary	50	15
	Secondary	230	71
	University	45	14
	None		
	Total	325	100
Marital Status	Single	150	46
	Married	110	34
	Divorced	65	20
	Total	325	100
Years of work experience	01_05	170	52
	06_10	120	37
	11_15	20	7
	16 and Above	15	4
	Total	325	100

Source: Field Data (2021)

The table above shows the demographic profile of the respondents through age, gender, education, marital status and years of work experience.

Data Presentation, Analysis and Interpretation of findings

This section involved the findings of the study which aimed at investigating the effect of school bullying towards the academic performance of students of Bwanda Secondary School. The presentation of the findings were based on the research questions of the study which were:

What are some of the ways how bullying is done in secondary schools?

What are the different causes of students bullying in secondary schools?

Does students bullying affect their academic performance?

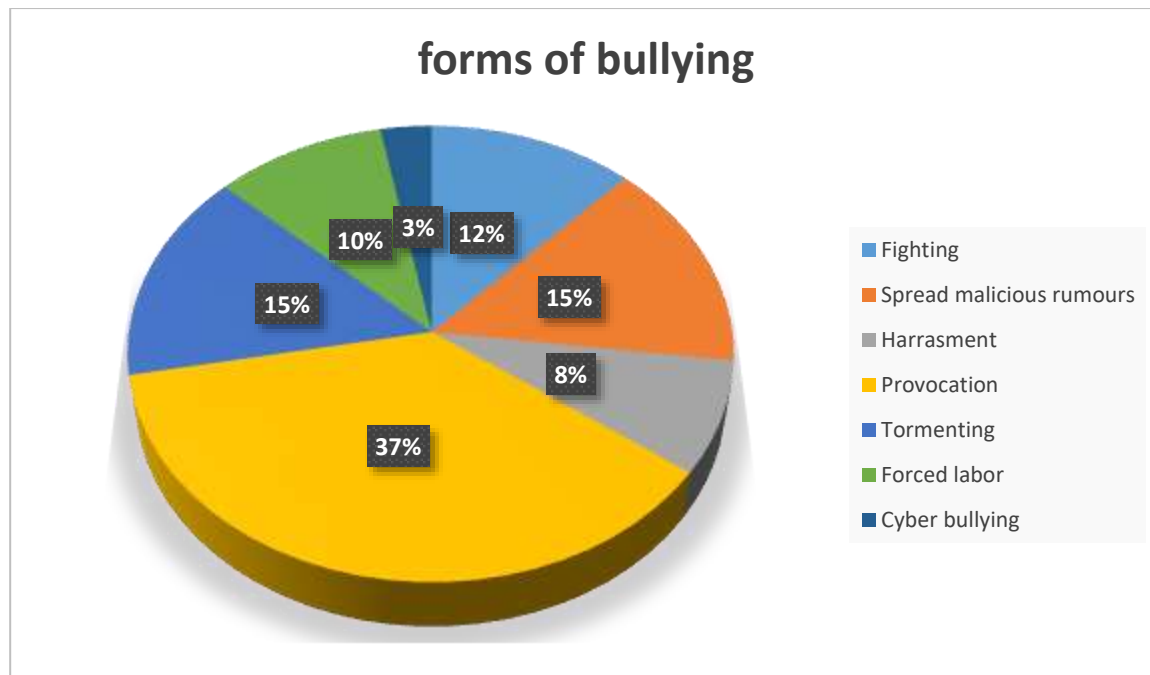
Forms of students bullying in secondary schools

Table 3: Forms of students bullying

Forms of students bullying	Frequency	Percentage (%)
Fighting	30	12
Spreading malicious rumors	25	15
Harassment	20	8
Provocation	110	37
Tormenting	40	15
Forced labor	25	10
Cyber bullying	10	3
Total	260	100

Source: Field Data (2021)

Figure1: forms of bullying

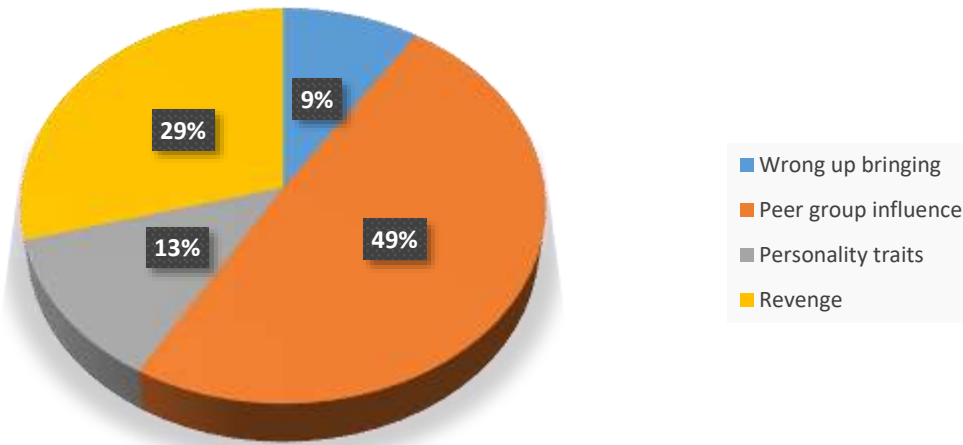


The table and figure above clearly indicated that 37% of the students informed the researcher that provocation was the main form of bullying used followed by 15% of the students who informed the researcher that tormenting was another form of bullying, 12% fighting, 10% of the respondents however informed the researcher that forced labor to the new students was another form of bullying, 8% urged that harassment was another way how bullying was exercised at the school and finally a few students 3% informed the researcher that cyber bullying was another form bullying at Bwanda secondary school.

Causes of students bullying in secondary schools

Figure 2: Respondents views on the causes of students bullying

Views on the causes of students bullying

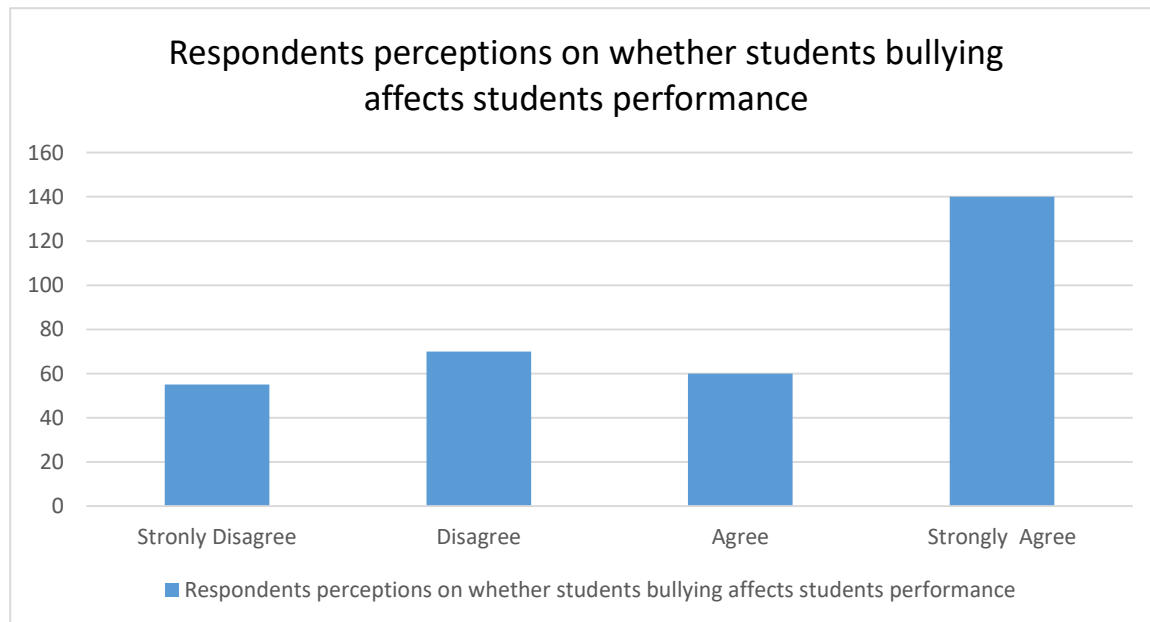


Source: Field Data (2021)

According to the figure 2 above, the results of the study indicated that over 49% of the respondents informed the researcher that the main cause of students bullying was peer group influence despite 29% of the respondents who informed the researcher that most of the students bully their fellow students through revenging to the new students by bullying them too, 13% of the respondents informed the researcher that personality traits of an individual was also discovered as one of the main causes of students bullying and finally the findings of the study also revealed results indicating.

Does students bullying have an effect on the academic performance

Figure 3: Does students bullying has any impact on performance in Class.



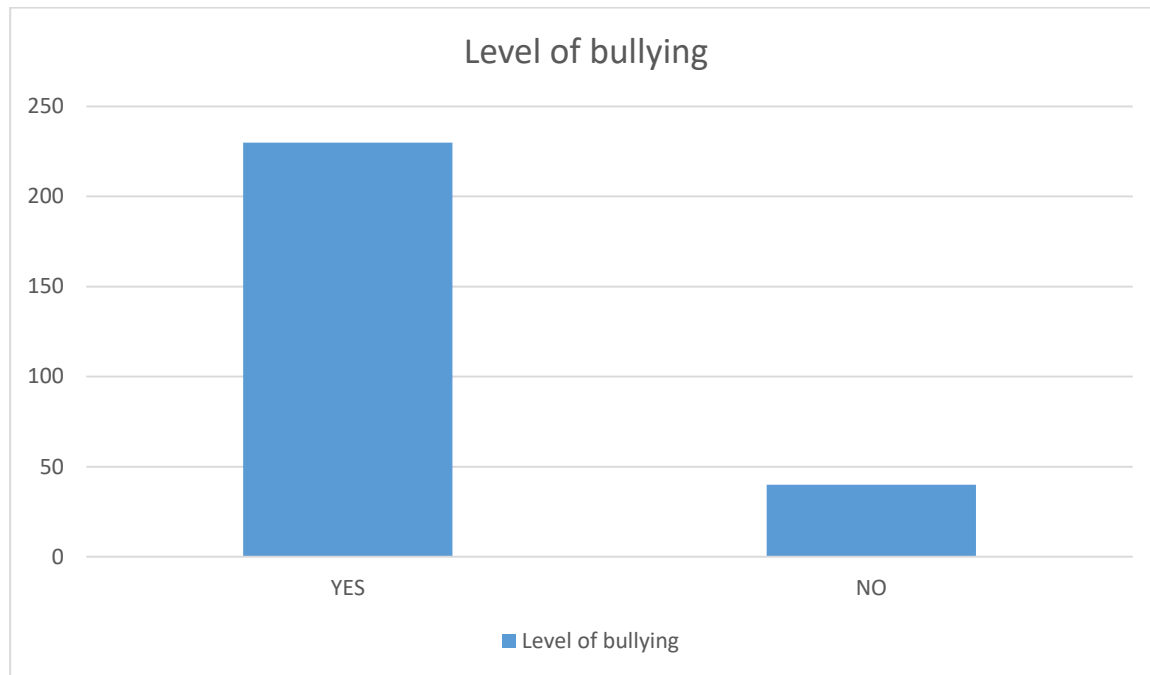
Source: Field Data (2021)

According to the figure 3 above, the findings of the study clearly indicated that over 140 of the respondents strongly agreed that students bullying affects students' academic performance followed by 60 students who also agreed that students bullying affects

students' academic performance, 70 students strongly disagreed with the researcher that students bullying cannot affect the students' academic performance and finally 55 students disagreed with the fact that students bullying affects students' academic performance at Bwanda Secondary School.

Level of bullying between boys and girls

Figure 4: Response on bullying and local boys



Source: Field Data (2021)

According to figure 4 above, the findings of the study indicated that 230 respondents informed the researcher that students bullying was mainly done to boys despite a few respondents who informed the researcher that students bullying was done also to the girls.

Conclusions

Conclusion: The research's findings indicated that the majority of respondents (students) told the researcher that the primary method of students used at Bwanda Secondary School was to provoke bullies toward new students. A small number of respondents, however, told the researcher that tormenting new students was also recognized as a common form of students bullying in the school. Conclusion: The research's findings indicated that the majority of respondents (students) told the researcher that the primary method of students used at Bwanda Secondary School was to provoke bullies toward new students. A small number of respondents, however, told the researcher that tormenting new students was also recognized as a common form of students bullying in the school. The study's findings also showed that the majority of participants agreed that bullying would affect students' school achievement because most bullied students would experience fear at school, which would cause them to lose focus in class and result in poor academic performance. However, a small number of respondents disagreed that bullying would not have an impact on students' academic achievement at school.

In contrast to a small number of respondents who told the researcher that girls were also victims of student bullying, it was obvious from the study's findings that student bullying at Bwanda Secondary School primarily targeted guys.

Recommendations

In view of the findings of the study the effect of school bullying towards the academic performance of students at St Thomas Secondary School:

Each and every secondary school should have anti-bullying clubs and to take appropriate measure to stamp it out whenever it exists.

Adult literacy classes should include education of parents on proper upbringing of children whereby they should learn that the ultimate criteria for the appropriateness of behavior is whether it is in accord with African traditional and religious values.

Schools should endeavor to provide guidance services to address problems of bullies and bullied students in order to make them change their mindsets.

Parents and guardians should play an active role in their children's lives. Talk to them every day, know their friends and offer support by listening to them.

Parents should help their children learn ways to react to bullies that will likely differ from the situation. Parents should not encourage their children to be aggressive or fight back. Instead, encourage their children not to appear sad or fearful. This is because passive acceptance of the bully's demands is what the bully always tried to achieve.

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