

**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 purpose of the study was to investigate the effects of bullying on child school dropout in secondary schools in Uganda a case of bwanda secondary school masaka. The study's findings were based on the opinions of 325 participants, who gave the investigator's 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. Information was gathered from Bwanda Secondary School's pupils and instructors. 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. 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. The study further indicated that school bullying would be avoided through making sure that the administration was keen on the punishments that were to be given to the students who engaged in bullying their fellow students.

Key words: bullying, child school and secondary schools

Background of the study

For many years, bullying in schools has been a serious problem. Peer-on-peer assault was just as prevalent in the nineteenth century as it is today. Bullying is not a modern issue; rather, it has always existed. Bullying among 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 (Victor et al., 2023). Violence today may not have been perceived as such back then. Even if harassment in schools is still a serious problem, several occasions and studies all through the years have had a big impact. In recent years, cyberbullying in our schools has become a more significant issue (Brindley, 2016). Over time, bullying has seen significant modification. Bullying was mostly seen as either physical or verbal abuse during the nineteenth and twentieth centuries, and it was frequently connected to "death, isolation, or bribery in school children" (Koo, 2010). Any form of aggressive behavior was merely dismissed as playtime mischief and a typical aspect of growing up. Because the school saw the action as a typical teenage misadventure, the involved schoolboys were not held responsible 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 acts of harassment among kids were accepted as a regular part of growing up.

Due to their significant societal costs, harassment and dropouts from school 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. Bullying victims are more likely to drop out of school (Sub-county et al., 2023), and there needs to be considerable consideration given to the relationship between bullying and kids' academic achievement (Nanseletal, 2014).

Problem Statement

Bullying is a violent behavior 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 pattern of behavior rather than a single occurrence. In Uganda, bullying in schools can take numerous shapes, including beating, making the victim sing or dance, eating their food, wetting their bed, tormenting, harassing, fighting, blackmailing, teasing, and slapping. Bullying is one of the difficulties that newly admitted pupils encounter at Bwanda Secondary School in the Masaka District, and this system appears to have become ingrained because learners bully their classmates with the goal of exacting revenge for what they did to these individuals when they first enrolled. Violence 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 with extinction, afraid, and psychologically tormented (Victor et al., 2023). All of these situations make it difficult for the victim to focus in class due to the hostile atmosphere that the bullies always create. At some point, the school management does not play an important part in avoiding school bullying by failing to enforce consequences for bullies, which causes the victims of harassment to lose hope and negatively affects their long-term attendance at school. A pupil cannot consult a fellow student out of fear of being bullied, so he or she determines to leave in a lonely mood. The investigator 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. Do students bullying affect their academic performance?*

Methodology

Research Design

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

Population Sampling Design

The study's sample size consisted of 290 students, 30 instructors, and 50 parents who were chosen using the strategy of stratified sampling from various classes, divisions, and houses at Bwanda Secondary School. This method was chosen because it handled diverse population's variables best and allowed for separate estimations of the variables to be obtained for each stratum without additional sampling. Then, using a straightforward random sample procedure, participants 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.

Questionnaires

This choice of tool that was used due to the fact that the targeted population is literate and therefore capable of filling-in the questionnaires. It gave the respondents adequate time to give well thought out answers. Self-administered and provides a quick means of collecting data from a large population's sample.

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 (Nelson et al., 2022).

RESULTS

Response Rate

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

Table 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.

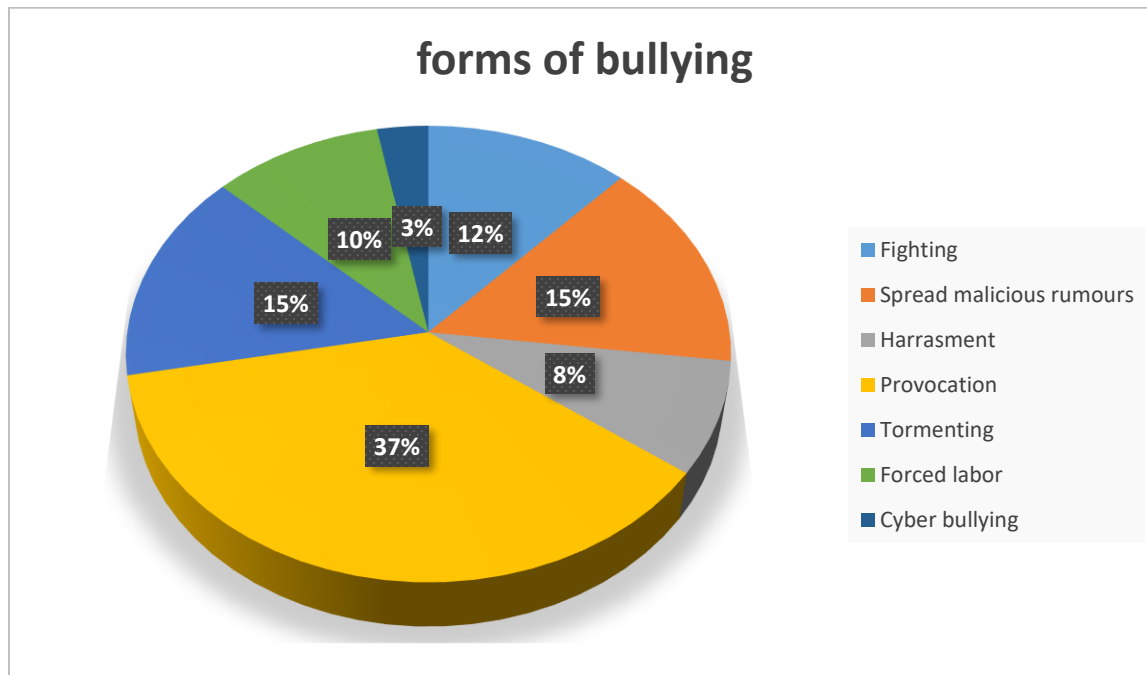
Table 2: Forms of students bullying in secondary schools

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

<i>Total</i>	<i>260</i>	<i>100</i>
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Source: Field Data (2021)

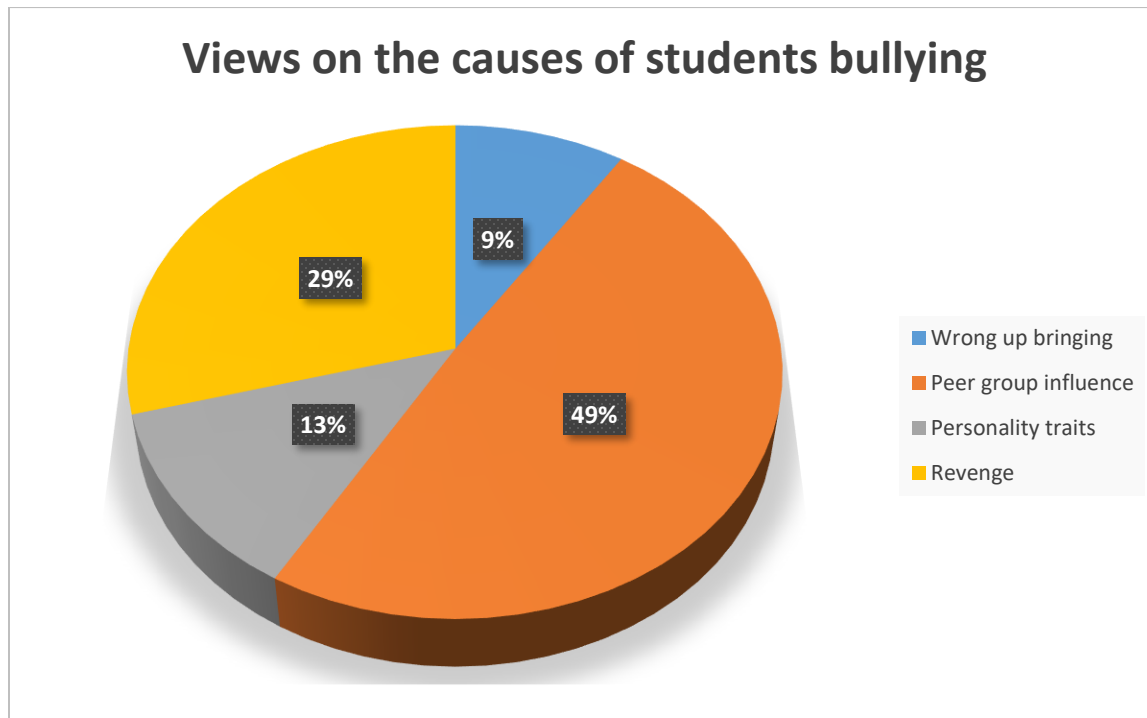
Figure 1: forms of bullying



The table 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 labour 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

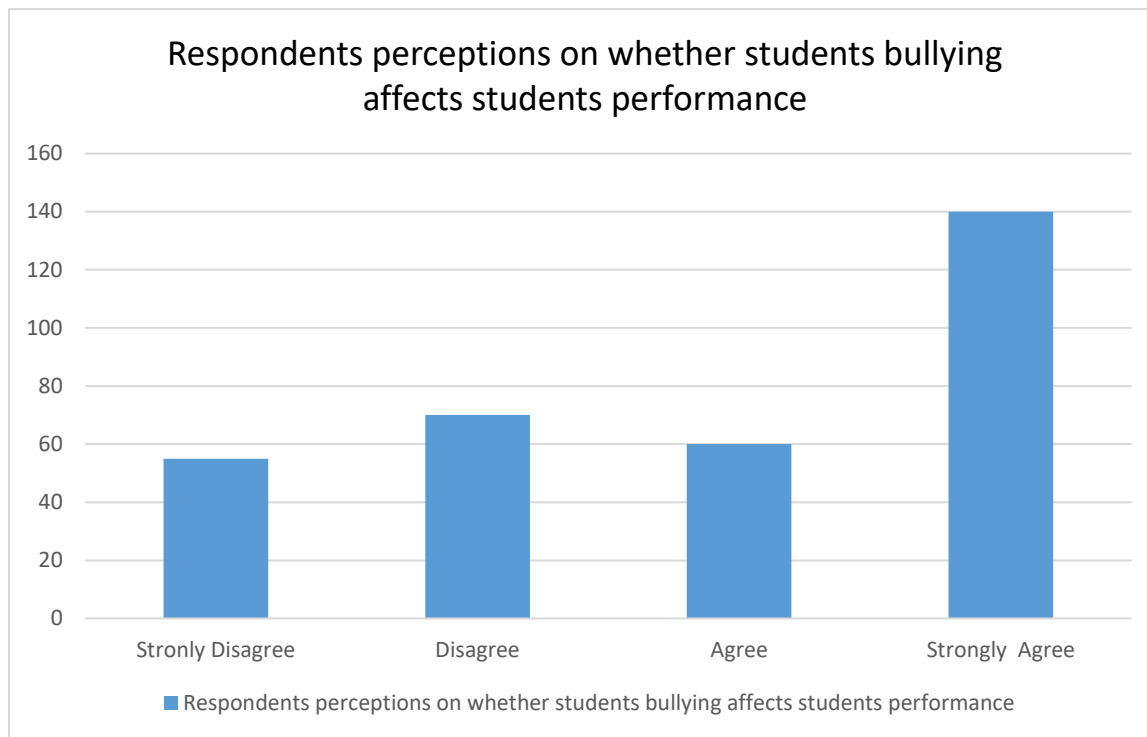


Source: Field Data (2021)

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.

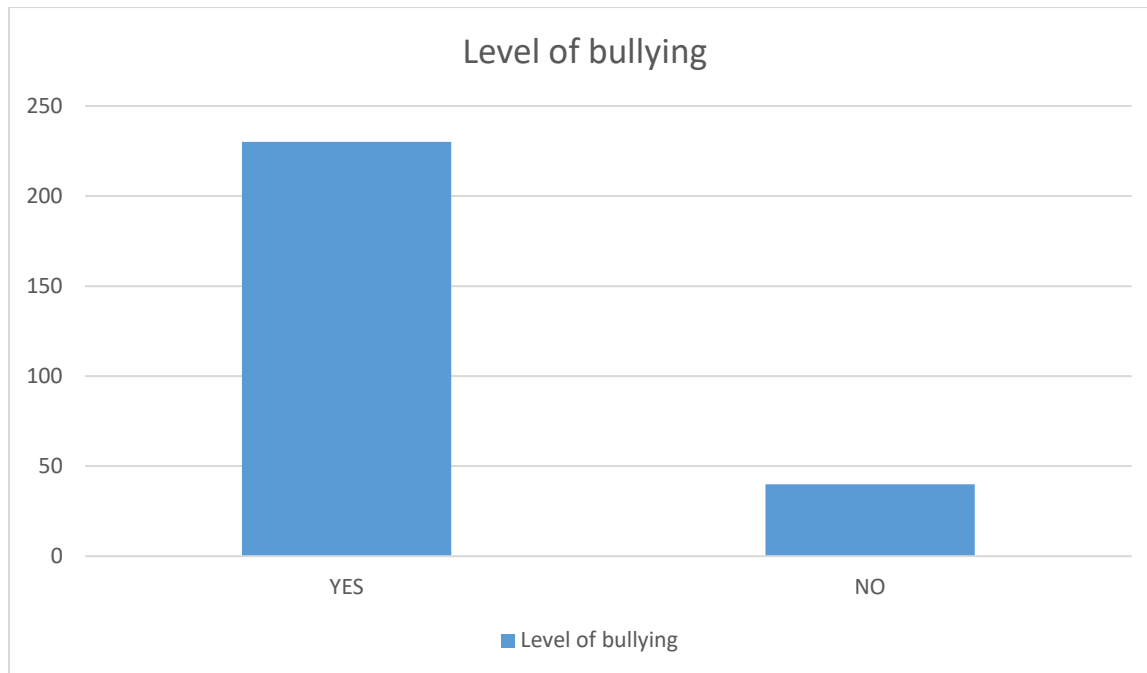


Source: Field Data (2021)

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

Conclusions of the study's findings also showed that peer pressure at Bwanda Secondary School, where many in disciplined students planned to bully new students any time they arrived at school, was a major contributing factor in student bullying. A few of the participants told the investigator that certain learners bullied new learners as a form of retaliation after being bullied themselves as newcomers. The results of the research also showed that the majority of those who participated firmly agreed with the fact that harassment would have an impact on children's academic achievement since the bulk of bullied kids would experience fear at school, which would cause them to lose focus in class.

Recommendations

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 diffuse 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.

References

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