
**Bullying and its impact On Student's Academic Performance In Secondary Schools In Uganda A Case Study Of
Buyaka Parents' Secondary School In Bulambuli District.**

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Abstract

Many students in secondary schools in Uganda in general the Bulambuli district gets into schools to pursue an academic career. The educational journey is rich with several goals but most at times challenging with ups and downs as regards bullying in the school environment. This thesis research explored school bullying amongst high school students, their perspectives, and their effects on academic performance. Data was collected from over 30 participants, of whom 24 were students of upper sixth classes, and 6 were teachers in Bulambuli district of Uganda in secondary schools. All interviews were. Through WhatsApp with questioning, and it was found that most students go through kinds of bullying in secondary schools, and most often do not let anyone know about it. The findings showed that school bullying still exists in most schools and influences student's academic performance and school attendance. It was acknowledged that most students experienced bullying in their classes, and some students reported cases of bullying to their teachers. Bullying still exists and continues to affect the academic achievements of most students in Uganda. The study was conducted only with a focus on private and public schools in Cameroon. This provides the basis to recommend further research across other schools to enhance the quality and reliability of the study. Also, since only teachers and students provided their perceptions on cases of bullying in their school, further research is needed to explore the perceptions of policymakers on appropriate strategies that can be adopted in schools to reduce cases of bullying.

Keywords: Bullying, Students, Academic Performance and Secondary Schools

Introduction

Bullying in schools has been a worldwide problem that can have negative consequences for the overall school climate and for students' right to learn in a safe environment without fear (Banks, 2010). According to (Victor et al., 2023), bullying is when "a student is subjected repeatedly and over time to negative actions by one or more other students" (p. 275). The relationship is characterized by an imbalance of power between the bully and the victim based on physical size, strength, age or social status (Cand et al., 2022). Bullying is the intentional, repeated harming or harming of one's peers; these are cases where the victim is unable to avoid or stop the victimization (Brank, Hoetger & Hazen, 2012). Bullying and victimization have emerged as persistent problems in our schools (Rose & Monda-Amaya, 2012). One in three adolescent students in Canadian schools reported being bullied (Richard et al., 2022). Our job as educators is to try to eliminate bullying as much as possible while providing support to those who experience it. Teachers see the effects of bullying in many ways. They see it affecting students emotionally, physically, mentally, socially and academically. While all of these aspects are equally important to a student's well-being, this research study will specifically examine the impact that bullying has on academic achievement (Richard et al., 2023). At the same time, it will deal with the extent to which students with exceptionalities are bullied and the reasons why they are at a disadvantage. The goal of this research study is also to better understand how the academic performance of students with and without exceptionalities

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changes when bullying occurs. Through a series of questions, it explores the participants' views on the effects and consequences of bullying and the reasons why students with exceptionalities may be bullied more often than students without exceptionalities. It also explores what educators can do to support their students who are affected by bullying (Mark et al., 2023).

Statement of Problem

Bullying is an issue that affects all students, whether bullies, victims or witnesses. Bullying can include verbal, physical attacks, threats, jokes or language, ridicule and criticism, abusive behavior and facial expressions (Brighton et al., 2023). All of these factors act either individually or together to contribute to the likelihood of student bullying.

It is well known that bullying is difficult to eliminate or stop in schools because it is used by students. Bullying at school has different effects; such impacts include academic achievement. Therefore, the research problem is to find out the impact of school bullying on students' academic results from the teachers' point of view.

Specific objectives

1. To examine the effects of Bullying on students' Academic performance.
2. To examine how might bullying affect a student's academic wellbeing
3. To put forth solutions to remedy student academic performance after bullying

Methodology

This in-depth qualitative investigation examined the effects that bullying inflicted upon academic success in the past academic calendar. Certain avenues that were explored involved determining how scholarly achievement was impeded by tormenting behavior, manners in which pupils with exceptional configurations were impacted socially as well as intellectually by intimidating conduct, and how educators aided scholars experiencing persecution (Allan et al., 2023). The following discussion thoroughly outlines the scholarly techniques that were employed in the undertaken research project.

Primarily, an exhaustive assessment of records and exploration relating to intimidating behavior in pedagogy, distinctly for persons with peculiar arrangements, was conducted. The literature review furnished profound insights into specific themes and topics that were fundamentally essential in comprehending a study of such nature. Thereafter, face-to-face interviews were carried out with two instructors, one particular tutor for unique education and another for mainstream education, utilizing casual, unconstrained questions. Each meeting endured 40-60 minutes and was held at their place of occupation. Digital recordings were made of the interviews that were conducted with my informants to be transcribed later. Upon finalizing both interviews, they were transcribed and organized the inquiries and responses into a tabular format. By doing this, prevailing themes from each question could be ascertained. From this, the discoveries and discussion segments of the paper could then be completed.

The interviews supplied profound data concerning participant's practical encounters and viewpoints of a specific topic. It was vital to my examination that issues be posed that were applicable to my informant's experiences but also permitted them to discuss aspects that were significant to them. When performing the meetings, an interview guide was used that

allowed for semi-structured interviews. My informants were asked to commence by imparting a little about themselves. Some inquiries included, "How lengthy had you been educating for?" and "What grades had you taught?" These sorts of questions offered perception into their backgrounds as professionals. As the meetings progressed, issues associated to their experiences with bullying and pupils were posed such as "As an educator, what had your experience been concerning tormenting behavior within the classroom?". The questions eventually became more explicit and centered on their philosophies regarding the impact of intimidating conduct on student's scholarly achievement.

Informants who satisfied the following standards were sought: had no less than 5 years of experience in the elementary school system, were receptive to discussing matters of tormenting behavior, and represented my two regions of interest-- mainstream education and unique education. Ultimately, there were two informants one of whom was teaching in a mainstream classroom and the other in special education, both working in the public school system. As this research topic analyzed how intimidating conduct hindered scholarly success, procuring the perspectives of both kinds of educators was indispensable to really comprehend the impacts students experienced academically. The mainstream education teacher should be able to furnish understanding into appreciating bullying and its consequences on a broad scale, while the special education teacher should be able to speak to precise circumstances of unique education pupils. Criteria among interviewees that was essential for this exploration was experience. Individuals were interviewed who had witnessed tormenting behavior in their classroom or in their school and noticed changes in pupils due to tormenting specifically. Informants who were known to me were recruited. They were first approached by email, sharing my information and consent letter. Once they agreed to participate, meetings were arranged to be held for face-to-face interviews.

The interviews were digitally recorded using recording software on my computer and were then transcribed for the purpose of examination. First the transcriptions were organized by placing it into a script format, making it effortless to see the query and the response. Then a table with 4 columns – question, participant #1 response, participant #2 response, and themes was created. By having both responses next to each other, similarities and differences in the responses could easily be seen, but important statements and themes could also be extracted. Responses that were applicable to each other and that fit with a theme were highlighted. This way one could refer back and decide if certain responses fitted with certain themes. Three main themes and five sub-themes that emerged from the data were recognized. In the writing process, these themes were refined to the information that was exhibited in Chapter 4 of this paper. The collected data was then analyzed using both SPSS and Stata software (Nelson et al., 2022). In SPSS, various statistical tests were run such as frequencies, crosstabulations, chi-square tests and t-tests to examine relationships between variables.

Bullying in schools.

The student participants were asked whether they have ever witnessed any form of bullying in their school. Of the students who answered the question, 83.3% indicated that they have witnessed bullying in their school before. Moreover, 8.3% of the students stated that they had not experienced any form of bullying in their school, while 8.3% of the students were not sure whether they had experienced a form of bullying in their schools. The results indicate that bullying can be a student experience in both public and private schools in Cameroon. The descriptive results established

are presented in

Table 1: Descriptive Report on Bullying Witnessed (N =24)

Variables	Frequency	Percentage %
Have you ever witnessed any form of		
Yes	20	28.6
No	2	14.3
Maybe	2	31.4
Total	24	100.0

Students were also asked to indicate the form of bullying that they have witnessed. Most of the students indicated that the form of bullying witnessed was physical bullying and verbal bullying, representing 37.5% of the study participants. Of the participants who responded to the question, those who indicated that they experienced physical bullying alone represented 33.3% of the

Study participants, and 16.7% of the study participants indicated that they experienced verbal bullying alone. In addition, 4.2 % of the study participants indicated that they experienced verbal and social bullying; 4.2 % of the study participants indicated that they experienced other forms

of bullying not listed while 4.2% of the study participants indicated that they never experienced any form of bullying before (Nelson et al., 2023). None of the students indicated that they had experienced social bullying alone or cyber bullying. The results suggest that physical and verbal bullying are the most experienced and most common forms of bullying witnessed by a majority of the students in private and public schools of Cameroon.

The descriptive results established are presented in Table

2 below.

Descriptive Report on Form of Bullying Witnessed (N =24)

Variables	Frequency	Percentage %
What was the form of bullying?		
Physical bullying	8	33.3

Verbal bullying	4	16.7
Physical and verbal bullying	9	37.5
Verbal and social bullying	1	4.2
Other	1	4.2
Never experienced bullying	1	4.2
Total	24	100.0

The study also aimed to establish where students mostly report any case of bullying that they witnessed. Students were, therefore, asked to indicate where they report any form of bullying that they experienced. Half of the student respondents indicated that they did not report to anyone when they are bullied representing 50% of the study participants. The least number of the students indicated that they reported to their parents when they were bullied in school representing 8.3% of the study participants. Those students who indicated that they reported to the school authority when they were bullied represented 25% of the study participants while those students who indicated that they informed their friends when they were bullied in school Represented 16.7% of the respondents. The results established suggest that students mostly do not report to anyone including the school authority, parents, and friends when they are bullied. The descriptive results established are presented in Table 4 below.

Table 3: Descriptive Report on Perpetrating Bullying in Schools

Variables	Frequency	Percentage %
Have you ever been a perpetrator of		
Yes	6	25.0
No	14	58.3
Maybe	4	16.7
Total	24	100.0

The study further explored how those who indicated they were perpetrators felt when they bullied someone. Students

who said they were perpetrators were asked to indicate how they felt when they bullied another student. Of those who responded to the questions, half of the participants (50%) indicated that they did not feel anything when they bullied someone. The least of the students representing 4.2% of the respondents indicated that they felt very satisfied when they bullied someone. Students who felt satisfied after bullying someone and those students who felt unsatisfied after bullying someone each represented 16.7% of the study participants. None of the students was found to be very unsatisfied after bullying someone. The results established suggest that most of the perpetrators of bullying do not feel anything after bullying someone.

Table 4: Descriptive Report on most Affected Student population based on Gender and Frequency of Bullying (N =24)

Variables	Frequency	Percentage %
Who are most affected by bullying in your		
Males	5	20.8
Females	3	12.5
Both	16	66.7
Total	24	100.0
How often do you experience bullying in		
Daily	10	41.7
Weekly	14	58.3
Total	24	100.0

Students were asked to indicate whether they thought bullying affects their academic performance. According to the results established from the descriptive analysis, 79.2% of the students indicated that bullying affected their academic performance. In addition, 8.3% indicated that bullying did not affect their academic performance while 12.5% of the students were not sure whether bullying affects or does not affect their performance. The results established suggests that bullying at private and public schools in Cameroon affects the academic performance of most of the students who are victims of the vice. Most students commented that their performances were very poor due to bullying (Victoria et al.,

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Table 5: Descriptive Report on Effect of Bullying on Academic Performance (N =24)

Variables	Frequency	Percentage %
When you were bullied, did it affect your academic performance?		
Yes	19	79.2
No	2	8.3
Maybe	3	12.5
Total	24	100.0

To explore the extent at which bullying interferes with student academics, the study Investigated whether bullying affected students „performance in all subjects or only the subject shared with the perpetrator of bullying. Students were asked to indicate whether bullying had an effect on all their subjects“ performance or just one where the perpetrator was taking the subject. Based on the descriptive results established and presented in Table 7 below, more than half the student respondents, representing 54.2%, indicated that bullying affected their performance in one subject, the subject they took in which the perpetrator of the bullying was taking. Some of the respondents representing 20.8% of the student participants indicated that bullying affected their academic performance in all subjects. Other respondents representing 12.5% of the participants indicated that bullying did not affect their academic performance in any of the subjects that they were taking while 12.5% indicated that bullying was not related with their Subjects“ academic performance (Micheal et al., 2023).

Conclusion

The aim of the study was to determine the effects of bullying on students“ academic performance in both public and private schools in Cameroon. The first practical implication of the present study is that the findings provide the necessary empirical information on bullying activities in schools and their significant impacts on students“ performance. Thus, the information allows the school administration to develop appropriate strategies and measures that would help in mitigating bullying cases in schools. Also, the information of the present research would allow the redesigning of school rules and policies that would help students and teachers to comply with them and refrain from bullying behaviors.

Recommendations

The bullying aspect in schools provides the basis for schools to assure conformity with school rules and policies. The study’s findings provide the foundation to recommend private and public schools to ensure all students and teachers adhere

to the set of rules and regulations to reduce the cases of bullying. The study revealed that teachers should be role models to the students in complying with the rules to avoid cases of bullying. This recommendation is given on the basis that the majority of students are highly affected by bullying. Thus, assuring adherence to school rules and policies with respect to bullying may help in preventing cases of bullying.

The study was conducted only with a focus on private and public schools in Cameroon. This provides the basis to recommend further research across other schools to enhance the quality and reliability of the study. Also, since only teachers and students provided their perceptions on cases of bullying in their school, further research is needed to explore the perceptions of policymakers on appropriate strategies that can be adopted in schools to reduce cases of bullying. Further, this study was qualitative in nature, which indicates future research with the use of other research methods like quantitative to determine whether bullying has a significant relationship with the academic performance of students.

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