INDIRA GANDHI NATIONAL OPEN UNIVERSITY
SCHOOL OF GRADUATE STUDY

ASSESEMENT OF BULLYING AND ITS EFFECT ON STUDENTS' ACADEMIC PERFORMANCE

THE CASE OF MEKDELA ELEMENTARY SCHOOL

ADDIS ABABA, ETHIOPIA

By: Yeshiwas Abate Gebeyew

Enrolment No.: ID 1403824

Advisor: Mossisa Kejela

A DISERTATION SUBMITTED TO THE SCHOOL OF SOCIAL WORK OF INDIRA GANDHI NATIONAL OPEN UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR MASTERS OF SOCIAL WORK

November, 2017

Addis Ababa, Ethiopia

DECLARATION

I hereby declare that the dissertation entitled, **THE ASSESMENT OF BULLYING AND ITS EFFECT ON THE ACADEMIC PERFORMANCE OF STUDENTS THE CASE OF MEKDELA ELEMENTARY SCHOOL ADDIS ABABA ETHIOPIA**. Submitted by me for partial fulfillment of MSW to INDRA GANDHI NATIONAL OPEN UNIVERSITY, (IGNOU) is my original work and has not been submitted earlier, either to IGNOU or any other institutions for the fulfillment of the requirement for any other programme of study. I also declare that no chapter of this manuscript in whole part is lifted and incorporated in this report from any earlier work done by me or others.

Place: Addis Ababa, Ethiopia   Signature _____

Date: November, 2017   Name: Yeshiwas Abate Gebeyew

                                                                         Enrolment No.: **ID 1403824**

CERTIFICATE

This is to certify that <u>Mr. Yeshiwas Abate Gebeyew</u> student of MSW from Indira Gandhi National Open University (IGNOU) Addis Ababa was working under my supervision and guidance for his project work for the course **MSWP-001.** His project work in titled <u>THE ASSESMENT OF BULLYING AND ITS EFFECT ON THE ACADEMIC PERFORMANCE OF STUDENTS THE CASE OF MEKDELA ELEMENTARY SCHOOL ADDIS ABABA ETHIOPIA, he</u> is submitting, is his genuine and original work.

Place: Addis Ababa, Ethiopia   Signature _____

Date: November, 2017   Address: Addis Ababa, Ethiopia

Phone No.: +251 -911-243-883

DEDICATION

This Dissertation is dedicated for two of my lovely young students whom we have recently lost with tragic accident Amanuel Gebreselassie and Fanuel Shewarga. It was a very sad incident and I would like to dedicate this for the two young lives lost early.

ACKNOWLEDGEMENT

Firstly, my greatest gratitude goes to the almighty God for everything that he has done in my life. Secondly, my deepest gratitude goes to my mother. My mom is my greatest inspiration for everything I do in my life and if it was not for her I would not become the person that I am today. I give every credit in the world for her for every good thing I do and success I achieve in my life.

I also would like to extend my sincere thanks and appreciation for my advisor Mr. Mossisa Kejela who has given me all the help, professional advice, guidance and time I required for completing this research paper. As I am not only my own product and never became who I am today by my own, I would like to thank all the people who have helped and supported me in my life. My heartfelt gratitude also goes to Dr. Leea Gibson who has helped me in my life and significantly contributed in my professional development. It is also my pleasure to honor my friends Dany, Santa and Mule for your outstanding encouragement and motivation.

Last but not least, I would like to thank Mekdela Elementary School's teachers, students and staff for their positive cooperation in conducting this research. I also would like to give my appreciation for St. Mary's University and IGNOU for the opportunity they have created.

TABLE OF CONTENTS

CHAPTER THREE

CHAPTER FIVE

5   CONCLUSION AND RECOMMENDATION

LIST OF ABBREVIATION AND ACRINYMS

List of Abbreviation and Acronyms	
Abbreviation	**Stands for**
ETP	Education and training policy
SRSG	Special Representative of the UN Secretary General
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
VAC	Violence Against Children

LIST OF TABLES

LIST OF FIGURES

APPENDICES

ABSTRACT

School bullying is a serious problem in academic settings all over the world it is also an existing challenge in our schools. The study was designed to assess the prevalence of bullying and its effect on students' academic performance in Mekdela Primary School. The major objectives of this study were to understand the nature of bullying in the school, to find out its effect on students' academic performance, to assess the social and emotional effect on the students. In the study 160 students were selected out of 669 of the target population and 56 teachers out of the total 79 teachers participated as sample of the study. Probability and nonprobability sampling techniques were used for selecting the samples. Both qualitative and quantitative method was used in order to get a broader understanding of the problem. The research finding shows that from the total respondents 86.3% of the respondents experienced bullying and also respondents indicated that 84.1 % of the bullies were male students. This shows male students are highly involved in bullying. The study shows 91.3 % of the respondents have observed while others were being bullied and 42.5 % of them have participated in bullying other students. The study shows classrooms are hotspot for bullying 55.1 % of the bullying happens. The study also identified that students who have experienced bullying have lower school attendance and class participation. The victim students also have shown that their socialization with friends in the school was found less than that of the students who have never experienced any form of bullying. The results of the study encourage policy makers and the schools to put forth more effort on bullying prevention and awareness creation.

Key words: *Bullying,* Academics, Victimization, Socialization

CHAPTER ONE

1. INTRODUCTION

1.1 Background Of the Study

Schools are critical for individual development, children spend most of their day as they are the first place in which children undertake a formal learning process that provides them with basic knowledge and thus enables them to discover and deepen the skill they need to be successful and independent adults. Having a good academic achievement help children become whatever they wanted to become in life. A report by the Special Representative of the Secretary-General (2012) on Violence against Children notes that 'more than one billion children around the world attend school. Many of these children enjoy their right to be taught in a safe and stimulating environment. For many others, however, schooling does not guarantee such opportunity. These girls and boys are exposed to bullying, sexual and gender-based violence, corporal punishment and other forms of violence. Many are also exposed to schoolyard fighting, gang violence, assault with weapons, and sexual and gender-based violence by their own peers.

Globally it is estimated that more than one in three students between the ages of 13 and 15 are regularly bullied (Fleming and Jacobsen, 2010: 75). The effects of bullying on the learning process as well as on the children and adolescents' emotional development may be devastating and profound. Bullying is one form of violent behavior and refers to the intentional and persistent aggressive behavior towards others, such as physical hitting, verbal harassment, spreading of false rumors, social exclusion and use of the Internet or cell phones for sending nasty messages (Olweus, 1996). Bullying is a unique but complex form of interpersonal aggression, which takes many forms, serves different functions, and is manifested in different

patterns of relationships. Bullying is not simply a dyadic problem between a bully and a victim, but is recognized as a group phenomenon, occurring in a social context in which various factors serve to promote, maintain, or suppress such behavior (Olweus, 2001).

Bullying is a behavioral problem which affects the lives of thousands of school children and their families. The humiliation, fear, frustration and social isolation and loss of self-esteem which children experience when bullied results in absenteeism from school, poor or deteriorating schoolwork, personality change, illness, depression and unfortunately sometimes suicide. Bullying knows no boundaries of age, sex or socio-economic background. It can take many forms; it can be short term or continue over long periods, even years. (Dublin, 1993)

In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs in PE, recess, hallways, bathrooms, on school buses and waiting for buses, classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their target before physically bullying the target. Bystanders may participate or watch, sometimes out of fear of becoming the next victim. Bullying can also be perpetrated by teachers and the school system itself: There is an inherent power differential in the system that can easily predispose to subtle or covert abuse (relational aggression or passive aggression), humiliation, or exclusion — even while maintaining overt commitments to anti-bullying policies. (Journal of Education and Practice, 2012).

 Bullying is not a new problem for schools, since it has been present for a long time; however, only in recent years is its importance being recognized. We speak of specific phenomenon of

school violence which affects schools around the world regardless of national boarders, geography or politics (Debarbieux, 2003). The effect of peer cruelty are far –reaching and can cause immense stress, anxiety, health problems, depression, and humiliation that may result in serious mental health issue for children. Bullying also induces fear and insecurity, which impacts students' concentration, academic achievement, and learning performance.(Michele Borba, 2016).

With the fast growth of internet and technology one of the emerging forms of bulling is Cyber Bullying Cyber bullying brings an added dimension of risk and pain. Cyber bullying involves posting or sending electronic messages, including text, pictures or videos, aimed at harassing, threatening or targeting another person via a variety of media and social platforms such as online social networks, chat rooms, blogs, instant messaging and text messaging. Cyber bullying may include spreading rumors, posting false information, hurtful messages, embarrassing comments or photos, or excluding someone from online networks or other communications. It allows perpetrators to remain anonymous, can affect the victim at any hour and on any day, and messages and images can quickly reach a very wide audience.

Bulling being growing as one of the most serious problem for students, teachers and school community it has been given little attention in most of the academic institutions in Ethiopia. Usually in it is considered as a problem of the western countries and normal behavior around school environment. Growing up in Addis Ababa city and learning in one of the local government school I still remember all my childhood memories .During the time I had no understanding of the concept of bullying and never had the idea about its effect. After being a victim as a child and working for more than a decade in the field of education as a teacher, counselor and director in schools I came to realize the seriousness and negative impact of

bullying. As a child I was a victim of bullying and I still remember the psychological and social impact that caused me as a student. When I look back to my childhood memories all the form of bullying existed even during that time. It was common by the time to see verbal and physical bullying. Sometimes the negative nick name given by teachers for the students also intimidates and discourages the students. I was having my own nick name too. The amazing part it was not only the bullying comes from student to student sometimes it come from teachers too. I remember teachers who were famous for beating and intimidating students.

Working in the field of education I have noticed the serious development of bullying in our schools. It's common to see not only students verbally bullying other students, but some also teacher considers to insult students as a right for the profession. With fast growing of private and government schools in Addis Ababa bullying become a major challenge for many schools. Lack of strong School Discipline Policy and underestimating the impact of it on the academic performance of students makes is a serious problem in schools.

The researcher believes that this study significantly describe and explore the different impact of bullying on students mainly focus on its impact on the academic performance of students and also explore the level awareness about bullying among students, teachers and the entire school community.

1.2   Statement of the Problem

According to the UNICEF (2016) report of school violence and bullying occurs throughout the world and affects a significant proportion of children and adolescents. It is estimated that 246 million children and adolescents experience school violence and bullying in some form every year. Estimates of the proportion of children and young people affected by school bullying

specifically vary between countries and studies, ranging from less than 10% to over 65%. In the 2016 UNICEF U-Report/ Special Representative of the UN Secretary General on Violence against Children (SRSG-VAC) opinion poll, to which 100,000 young people in 18 countries responded, two-thirds of respondents reported that they had been the victim of bullying.

Bullying has been recognized as a serious problem in today's schools (Rose & Monda-Amaya, 2012). It is imperative that educators understand the dynamics and consequences of bullying, as well as what they can do to support students in these situations (Allen, 2010). Bullying is an everlasting problem in the lives of school kids. It is a problem that affects all students, the person who bully, those who are victims, and the persons who witnesses to interpersonal violence. Bullying may include verbal and physical assaults, threats, 'jokes' or language, mockery and criticizing , insulting behavior and facial expressions. These factors work individually, or collectively, to contribute to a child's likelihood of bullying. Bullying is difficult to eradicate in schools because it is so often effectively used by students. Teachers as professionals have to deal with the consequences of pupil-on-pupil bullying. (Journal of Education and Practice,Vol.6, No.19, 2015).

School is more than the academic instruction that occurs in the classroom. Our students' education also depends on an environment that supports learning. It is impossible for students to achieve at their fullest potential if they fear for their safety. The long-term effects of bullying, cruelty, bias, and hate-motivated behavior can have a tremendous impact on student success both for the victims and for the perpetrators. (California Department of Education, 2003) One channel by which bullying may lead to poorer educational achievement is via elevated levels of stress affecting mental health and poorer memory functioning, in addition to other factors, such as higher levels of absenteeism (Vaillancourt et al., 2011).

The educational impact on victims of school violence and bullying is also significant. Victimization by teachers or peers may make children and adolescents who are bullied, and bystanders, afraid to go to school and interfere with their ability to concentrate in class or participate in school activities. They may miss classes, avoid school activities, play truant or drop out of school altogether. This in turn has an adverse impact on academic attainment and achievement and future education and employment prospects. International learning (UNESCO, 2017)

The act of bullying and the harm it causes have typically been given little consideration and never considered as a serious problem in school environment in Addis Ababa. Working more than a decade in the field of education and understanding the attention needs to be given for the issue how it affect the academic performance of students the researcher believes this study significantly identifies the problem as it exist and suggest possible recommendation to fight bullying at school environment. The study also explores the social and psychological impact of bullying on the students. It is now known that bullying behavior is common among children and that the harmful and lasting effects on children deserve special attention.

1.3 General Research Questions

To analyze the impact of bullying on the academic performance of students in Mekdela Elementary school the researcher inquires the general question, how bullying affects the students' academic performance. This general question is further divided into the following specific questions in order to achieve the goal of the study.

- What are the impacts of bullying on the academic achievement of students?
- What are the Social and psychological impacts of bullying on students?

- How teachers and school community contribute to prevention of bullying?

- Which groups of students are highly affected by bullying?

- What is the level of awareness of teachers and the school community about bullying?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to examine and explore the impacts of bullying on the academic performance of students in Mekdela Elementary School.

1.4.2 Specific Objectives

- ✓ To explore the impact of bullying on students' academic performance.

- ✓ To determine the social and psychological impact of bulling on students.

- ✓ To find out which group are highly vulnerable and also involved in bulling at school.

- ✓ To raise the level of awareness of teachers and school community about the negative effect of bullying students.

- ✓ To explore the role of teachers and the school community in the prevention of bulling.

1.5 Significance of the Study

This study has a significant importance in examining the negative effects that bullying has on the academic achievement of students. It also explores the social and the psychological impact of bullying on students. It is extremely important that educators are aware of the reasons why students are bullied and the school community raise its awareness about bulling and its negative effect on students.

- The study helpsMekdela Elementary school to identify how bulling impacts the academic performance of students.

- The study significantly contributes in creating awareness about the negative social, psychological impact of bullying on students.

- The result of the study helps the particular school where the study will be conducted and also other similar schools to give serious consideration for bullying and have strong discipline policy.

- The findings and the recommendations of the study help as an inputs for all concerned bodies to develop anti bulling policies and school rules and regulations for creating safe school environment for students.

- For interested individuals and researchers to lay ground to conduct a wide and in depth study with respect to the impact of bullying on the academic performance of students.

1.6 Scope and Limitation of the Study

1.6.1 Scope of the Study

The study was undertaken in one of the government school in Addis Ababa City, Nifas Silk Lafto sub city particularly in Mekdela Elementary school. The particular sub city is chosen by the researcher because of the researcher resides in the same sub city and is familiar with the area. The close distance of the research site to the researcher's home location avoids unnecessary transportation cost. Mekdela Elementary school was selected not only because of the location suitability for the researcher, but also easy to get the required information which will be a positive contribution for the success of the study. In addition, the government school is selected due to high number of students per class and also the diversity of students from different background where the researcher believes it help to better explore the problem.

The study covers children from age 10- 16 years who are attending in the school. It includes both female and male students from the total number of 1185 students who are enrolled in the school. The study also uses 79 teachers who are teaching from grade five to grade eight which are the classes in respective age of the students. The teachers and the students were selected in consideration of their positive contribution for the success of the study.

1.6.2   Limitation of the Study

The expected limitations of the study are time and financial problems because all the costs and expense to conduct the study are covered by the researcher. In addition, non-responsiveness of participant is expected to occur during the study from the participants and the school community. The other factor is lack of awareness about the problem and unavailability of previous local study regarding the problem. It's also expected to face some challenge from the school administration in lack of cooperation in exposing and accepting the existing problem of bullying. This is because the administration may consider the result of the study will have a negative effect on their responsibility and school. As a qualitative research its time consuming and the participants have more control over the content of the data collected.

1.7 Operational Definition of Terms

For the purpose of this MSW desertion "The Assessment of bullying and its effect on the academic performance of students The Case of Mekdela Elementary School in Addis Ababa" the following words refer to the specific definition stated.

Bullying is the use of force, threat, or coercion to abuse, intimidates, or aggressively dominates others. The behavior is often repeated and habitual. One essential prerequisite is the perception,

by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict. Behaviors used to assert such domination can include verbal harassment or threat, physical assault or coercion, and such acts may be directed repeatedly towards particular targets.

Physical Bullying This is any bullying that hurts someone's body or damages their possessions. Stealing, shoving, hitting, fighting, and destroying property all are types of physical bullying .Physical bullying can lead to a tragic ending and therefore must be stopped quickly to prevent any further escalation.

Verbal Bullying This is any bullying that is conducted by speaking. Calling names, spreading rumors, threatening somebody, and making fun of others are all forms of verbal bullying. Verbal bullying is one of the most common types of bullying. In verbal bullying the main weapon the bully uses is their voice.

Cyber-bullying Cyber bullying is the use of technology to harass, threaten, embarrass, or target another person. This includes email, instant messaging, social networking sites (such as Facebook), text messages, and cell phones.

Collective bullying tactics are employed by more than one individual against a target or targets. Trolling behavior on social media, although generally assumed to be individual in nature by the casual reader, is sometime organized efforts by sponsored astorturers.

Mobbing refers to the bullying of an individual by a group, in any context, such as a family, peer group, school, workplace, neighborhood, community, or online.

*http://bullying-190.blogspot.com/2012/11/origins-of-bullying.html**retrieved on 9/9/2017*

Victim: - Victims can also be separated into two distinct groups; passive victims and provocative victims. Passive victims tend to have characteristics such as low self-concept and self-confidence, be sensitive emotionally and have fears of inadequacy. They tend to be physically smaller and weaker than other children their age and have ineffective social skills or poor interpersonal skills. They will often internalize and blame themselves for any issues that arise (Ross, 2002). Provocative victims on the other hand, are "far more assertive, confident, and active than other victims and are noted for prolonging a fight even when they are losing" (Ross, 2002).

1.8　　　Organization of the Study

The study is organized into five main chapters. Each chapter of the study addresses a specific theme. The first chapter deals an introduction to the subject matter of the study, statement of the problem, the objectives, operational definition of key terms in the study, significance of the study, limitation of the study, and scope of the study. Chapter two includes a review of literature regarding the topic of the study, the impact of bullying on the academic performance of students in school environment and explored the gap of the study. The third chapter explains research design and methodology used in assessing the impact of bulling on the academic performance of students. The fourth chapter presents data analysis and interpretation about the impact of bullying on the academic performance of students. The fifth chapter gives the recommendations and conclusions of the present study and some suggestions for prevention of bullying and creating safe school environment for student's better academic performance.

CHAPTER TWO

3. Review of Literature

3.1 Origins of Bullying

The desire to survive is an instinct that was developed since the beginning of life, which is the competition for resources against other species. "This survival instinct, along with a competitive atmosphere, has remained the same as the human race has evolved" (Donegan, 2012). The constant drive to surpass others and surmount obstacles has become an ideology "where bullying is unintentionally instilled as a survival tactic from a very young age" (Donegan, 2012). Students quickly learn unethical ways to outshine everybody in the highly competitive educational and social environments that school conveys. However, Richard Donegan in his article Bullying and Cyber bullying: History, Statistics, Law, Prevention and Analysis (2012) states that, "these tactics are dangerous because once a student realizes their effectiveness, he or she may construct a life style from them." These bullying tactics may include spreading social rumors, pressuring others to obtain the right answers to get good grades, intimidating others, name-calling, stealing belongings, and even hitting or threating another student if they tell on the bully. When a person exerts power and intimidation over weaker students, they have the advantage to control any situation that may arise.

In addition, when a bully successfully maintains control over the other students, he or she can manipulate them to do homework for them, and can use them to achieve higher educational goals and ultimately better job opportunities. On the other hand, most students are not properly taught to deal with peer pressure and bullying at schools, which may lead to depression, terror, loneliness, anger, anxiety, pain, low-self-esteem, physical, emotional and psychological damage,

and lastly suicide. A few decades ago parents would teach children to stand up for themselves, or teach them ways to handle the pressure from being bullied, survival tactics. Also, if any of the bullying methods were happening to you, you went and told your parents so they could go to the school and help you deal with it. However, now a day there is a growing strain in communication between parents and kids. Children are not communicating with their parents about any issues, and part of this is the due to the ample amount of free information that is easily accessible online; but what kids don't realize is that, yes, they might get information on the issue, but it doesn't really teach them how to put everything into context and act on it. Survival tactics are not being passed on from generation to generation anymore. Parents figure that kids will develop their own tactics and that they will come to them if they cannot find a solution, but this is not the case anymore.

Furthermore, it is only in recent years that bullying has been recognized and recorded as a separate and distinct offence, but there have been well documented cases that have been recorded over the centuries. This could be happening because the technology is providing a new method of bullying, cyber bullying, which can be anonymous. Also, the deterioration in communication between parents and children can be another factor which accounts for the lack of survival tactics on recent younger generations. Survival tactics are not necessarily malicious; they can be learning how to outsmart the bullies and not letting the bullying interfere with school or their emotions. In addition, children can learn what to do to stop it on time, so it doesn't develop into a severe problem (Temkin & Holmquist, 2012).

3.2   The Concept of Bullying

Although at first it may seem simple to define what constitutes bullying behavior, it does not always fit the classic stereotype of the older boy beating up his smaller classmate. Bullying is a multifaceted behavior that shifts with the situation, the people involved, the time and place. Different definition has been given by different scholars. Bullying is a form of aggression in which there is an imbalance of power between the bully and the victim that occurs largely in the context of the peer group (Mishna, 2003). Bullying is identified as one of the most prominent problems faced by children in the education system, as well as one of the most significant health risks (Raskauskas & Modell, 2011).

According to Olweus (1996), bullying is when "a student is exposed, repeatedly and over time, to negative actions on the part of 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. Bullying is the intentional, repetitive harming or injury by one's peers; they are occurrences in which the victim is unable to avoid or stop the victimization (Brank, Hoetger & Hazen, 2012). The bully and bullied both understand the bully to have more power in the situation, even if other factors are "equal." Of course, many times, bullies are bigger, stronger, older, have more friends, et cetera, which leads to a real power imbalance as well as a perceived one. The bully either repeats the behavior, or their access to the victim implies they will be able to. But this may not comprise a complete definition of bullying.

Bullying is a behavioral problem which affects the lives of thousands of school children and their families. The humiliation, fear, frustration and social isolation and loss of self-esteem which children experience when bullied results in absenteeism from school, poor or deteriorating

schoolwork, personality change, illness, depression and unfortunately sometimes suicide. Bullying knows no boundaries of age, sex or socio economic background. It can take many forms; it can be short term or continue over long periods, even years." Anti-Bullying Centre (Dublin, 2001)

3.3 The Occurrence of Bulling

Bullying can occur anywhere, but it generally occurs at or near schools in places where adult supervision is limited or nonexistent. Examples include Hallways, Cafeterias, Playgrounds, and Classrooms before lessons. It also occurs any time of the day. It may occur during lunch and break time, home going time. But the when is a little harder to define than the where. In terms of when each bullying incident occurs, it can happen at any time two students are in proximity of one another, though again, this usually happens at or near school and consequently will likely happen during or around school hours. In terms of when in life bullying occurs, these changes as children age, according to the Child Trends Data Bank's 2011 report. For instance, physical aggression starts out higher among students and then decreases consistently, with 18 percent of children aged 2-5 reporting experience with physical aggression, but only 10 percent of children aged 14-17 reporting it. On the other hand, harassment via electronic medium starts out very low, at only .5 percent for children aged 6 to 9 (and not at all for the 2 to 5 crowd). It then rises to 14 percent for those 14 to 17 years old.

3.4 People Affected by Bulling

It is impossible to predict who will get bullied based on their age, sex, race, class, sexual orientation, national origin or any other factor. Bullying occurs to people in all of these categories, and no one combination of traits can guarantee that a child will or will not be bullied.

However, those who frequently get bullied do exhibit some common characteristics. These may include a personality that tends toward caution and shyness, introversion, low self-confidence, unhappiness and anxiety. Bullies frequently don't have a large support network of friends (or may not have any at all) and may seem to relate better to adults than peers. For boys especially, being smaller or weaker than average can create a target. Moreover, bullying does seem to shift based on sex and race. According to Child Trends, while males and females are equally likely to face physical intimidation, girls face a larger chance of relational bullying (teasing or emotional aggression) and electronic bullying.

It's also important to note that bullies share some common characteristics as well. Perhaps not surprisingly, bullies are often mean, confrontational, aggressive and spiteful. They use manipulation to get their own way, and generally have short fuses and exhibit impulsive behavior. Although they typically push other children around, using name-calling and physical aggression to accomplish their goals, they may also be aggressive toward adults, such as parents and teachers. They may lack the empathy that characterizes many of their peers, which may be why they are unable to feel for their victims. Classically, but not always, a boy bully may be bigger or stronger than average for his age.

In understanding how prevalent the issue of bullying is among students with disabilities, it is relatively unclear because research focusing on this demographic is limited. However, experts agree that children with disabilities are harassed by peers at higher rates than their peers without disabilities (Raskauskas & Modell, 2011). Bullying can have an overwhelming impact on students' performance, emotional health and wellbeing, and ability to reach their true potential. Victimization can also hinder a student's ability to learn in the school environment and can

impede on the ability of students with disabilities to obtain the education critical to their development (Raskauskas & Modell, 2011).

3.5 Understanding Bullying Occurrence

Why does bullying occur? It's a question that has been frequently asked by different researchers. Numerous researchers, educators, and psychologists have theories about why bullying occurs. Although these groups have different semantics for explaining why bullying occurs, there is always a common theme: power and control. From my own experience of dealing with students who have been bullied and students who behave as bullies, it's clear to me that dominating others provides an element of control to the individual doing the bullying. As Wolk (2010) noted, "Bullies are about power and control, and confronting them or stepping in to stop them usurps their sense of power.

Bullying can cause physical, mental, psychological, emotional and mental harm to a person or group. It is premeditated, pervasive, persistent, and cruel treatment which is meant to hurt or harm, and is enjoyed by the bullying perpetrator. David Fitzgerald, 'Bullying in our Schools; Understanding and Tackling the Problem' (Dublin, 1999)unfortunately, in many instances, school officials deal with incidents of bullying much too late. By the time intervention occurs, the psychological damage and pain has become almost indelible. This damage affects not only the bully and the target(s), it also affects the bystanders. Wolk (2010) states, most bystanders do not like witnessing another person being bullied. It puts one into an uncomfortable psychological state known as cognitive dissonance to witness a bullying incident and do nothing about it. Cognitive dissonance occurs when our actions do not match our internal code of ethics and morality.

3.6 Types of Bullying

When most people think of bullying, they imagine boys punching, kicking and hitting one another. But, physical bullying is just one type of bullying that kids participate in. There are actually six primary types of bullying. Here is an overview of the six most common types of bullying found in schools.

3.6.1 Physical Bullying

Physical bullying is the most obvious form of bullying. It occurs when kids use physical actions to gain power and control over their targets. Physical bullies tend to be bigger, stronger and more aggressive than their peers. Examples of physical bullying include kicking, hitting, punching, slapping, shoving and other physical attacks. Unlike other forms of bullying, physical bullying is the easiest to identify. As a result, it is most likely what people think of when they think of bullying. Additionally, it has historically received more attention from schools than other more subtle forms of bullying.

3.6.2 Verbal Bullying

Perpetrators of verbal bullying use words, statements, and name-calling to gain power and control over a target. Typically, verbal bullies will use relentless insults to belittle, demean and hurt another person. They choose their targets based on the way they look, act or behave. It's also common for verbal bullies to target kids with special needs. Verbal bullying is often very difficult to identify because attacks almost always occur when adults aren't around. As a result, it is often one person's word against another person's word. Additionally, many adults feel that things kids say don't impact others significantly. As a result, they usually tell the victim of

bullying to "ignore it." But research has shown that verbal bullying and name-calling has serious consequences. In fact, it can leave deep emotional scars.

3.6.3 Relational Aggression

Relational aggression is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers. Sometimes referred to as emotional bullying, relational aggression is a type of social manipulation where tweens and teens try to hurt their peers or sabotage their social standing. Relational bullies often ostracize others from a group, spread rumors, manipulate situations and break confidences. The goal behind a relationally aggressive bully is to increase their own social standing by controlling or bullying another person.

In general, girls tend to use relational aggression more than boys, especially between fifth and eighth grade. As a result, girls who engage in relational aggression are often called mean girls or frenemies. A teen or tween on the receiving end of relational aggression is likely to be teased, insulted, ignored, excluded and intimidated. Although relational aggression is common in middle school, it is not limited to tweens. In fact, some bullying bosses and other workplace bullies also engage in relational aggression.

3.6.4 Cyber Bullying

When a tween or a teen uses the Internet, a cell phone or other technology to harass, threaten, embarrass or target another person, this is called cyber bullying. If an adult is involved in the harassment this is called cyber-harassment or cyberstalking. Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts. Because teens and tweens are always "plugged in," cyberbullying is a growing issue among young people. It's

also becoming more widespread because bullies can harass their targets with much less risk of being caught. Cyberbullies often say things that they do not have the courage to say face-to-face because technology makes them feel anonymous, insulated and detached from the situation. Consequently, online bullying is often mean and cruel. To the targets of cyberbullying, it feels invasive and never-ending. Bullies can get to them anytime and anywhere, often in the safety of their own home. As a result, the consequences of cyberbullying are significant.

3.6.5 Sexual Bullying

Sexual bullying consists of repeated, harmful and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning and pornographic materials. For instance, a bully might make a crude comment about a girl's appearance, attractiveness, sexual development or sexual activity. In extreme cases, sexual bullying opens the door to sexual assault. Girls are often the targets of sexual bullying both by boys and by other girls. Boys might touch them inappropriately, make crude comments about their bodies or proposition them. Girls, on the other hand, might call other girls names like "tramp," make insulting comments about their appearance or body and engage in slut-shaming. Sexting also can lead to sexual bullying. For instance, a girl may send a photo of herself to a boyfriend. When they break up, he shares that photo with the entire school. As a result, she then becomes the target of sexual bullying because people make fun of her body, call her crude names and make vulgar comments about her. Some boys may even see this as an open invitation to proposition her or assault her.

3.6.6 Prejudicial Bullying

Prejudicial bullying is based on prejudices tweens and teens have toward people of different races, religions or sexual orientation. This type of bullying can encompass all the other types of bullying as well including cyber bullying, verbal bullying, relational bullying, physical bullying and sometimes even sexual bullying. When prejudicial bullying occurs, kids are targeting others who are different from them and singling them out. An often time, this type of bullying is severe and can open the door to hate crimes. Any time a child is bullied for his race, religion or sexual orientation, it should be reported.*https://www.verywell.com/facts-about-bullying-everyone-should-know retrieved on 9/10/2017*

3.7 Common Types of Bullies

Bullies can vary greatly from one person to another. They have different styles, personalities, goals, behaviors and their motivations for and methods of bullying are all different. But some bullies will fall into several categories and some may appear to be in a category of their own. Here is an overview of the six most common types of bullies your child might encounter.

3.7.1 Bully Victims

Bully victims often rise up after being bullied. They bully others weaker than them because they, too, have been bullied. Their goal usually is to regain a sense of power and control in their lives. This type of bully is very common. In fact, a large number of kids who bully others have been bullied themselves. Their bullying is a way of retaliating for the pain they are feeling. Other times, the bully victim comes from a home riddled with domestic violence or suffers abuse from an older sibling. So in these cases, bullying is a learned behavior. Most bully victims are either

loners or fall at the bottom of the social ladder at school. This fact adds to the sense of powerlessness and anger they feel. Consequently, their bullying often appears hostile, which seems to keep the bully victim in a position of low social status and perpetuates the cycle of the bully victim.

3.7.2 Popular/Aggressive Bullies

Popular bullies have big egos. They are confident, aggressive and condescending. They usually have a group of followers or supporters and may feel like they rule the school. Additionally, popular bullies have a sense of entitlement that can stem from their popularity, their size, their upbringing or their socio-economic status. They thrive on the physical power and control they have over their victims and may boast about their bullying. Most often they bully others through physical acts like pushing someone around, taking their books or pinning them against lockers. These bullies are sometimes the school's star athlete or perceived school leader. They thrive on the attention and power they get from bullying. Other teens often tolerate this type of bully because they would rather be accepted than bullied.

3.7.3 Relational Bullies

The relational bully is usually a somewhat-popular student who enjoys deciding who is accepted at school and who isn't. Excluding, isolating and ostracizing others are the most common weapons used by this type of bully. Most often, the relational bully will use only verbal or emotional bullying to maintain control. Many times, mean girls are relational bullies. Relational bullies also maintain their power by using rumors, gossip, labels, and name-calling. Typically, they target others they are jealous of or they feel are socially unacceptable. Maintaining

popularity is the key reason for relational aggression. The relational bully will do anything to be part of the "in the crowd."

3.7.4   Serial Bullies

The serial bully is another type of bully often found in popular circles. These bullies are systematic, controlled and calculated in their approach. But parents, teachers, and administrators may have no idea what the serial bully is capable of. On the outside, this type of bully appears sweet, charming and charismatic to authority figures. But on the inside, they can be cold and calculating and tend to inflict emotional pain on their victims over long periods of time. Sometimes serial bullies will use physical bullying but only if they can be sure they won't be caught. Serial bullies also are skilled manipulators and liars. Their sweet and nice persona is just another way to manipulate situations to their liking. They are able to twist facts and situations to make themselves look innocent or to get out of trouble when confronted. In fact, serial bullies are often so skilled at deception that their victims often are afraid to speak up, convinced that no one will ever believe them.

3.7.5   Group Bullies

Bullies, who fall in this category, are typically part of a group and have a pack mentality when they are together. They tend to bully as a group but behave much differently when they are alone – even if they are alone with the victim. Usually, group bullies imitate the leader of the group and just follow along. Because kids feel insulated when they are in a group, they often feel freer to say and do things they wouldn't do otherwise. They also feel less responsibility for their actions because "everyone is doing it." This is a very dangerous type of bullying because things quickly can escalate out of control.

3.7.6 Indifferent Bullies

Indifferent bullies are often unable to feel empathy. As a result, they can often appear cold, unfeeling and detached and have very little, if any, remorse for what they do to others. These types of bullies, although are less common than the other types of bullies, are often the most dangerous. They are bullying for the sheer enjoyment of seeing another person suffer and they are not deterred by the possible consequences. Additionally, indifferent bullies are often vicious and have deep psychological problems that need to be addressed by a professional. *https://www.verywell.com/facts-about-bullying-everyone-should-know-4604929/22/2017* *Retrieved on 9/10/2017*

3.8 Bullying at School

School is more than the academic instruction that occurs in the classroom. Our students' education also depends on an environment that supports learning. It is impossible for students to achieve at their fullest potential if they fear for their safety. The long-term effects of bullying, cruelty, bias, and hate-motivated behavior can have a tremendous impact on student success both for the victims and for the perpetrators. (California Department of Education, 2003)

The effects of bullying on the learning process as well as on the children and adolescents' emotional development may be devastating and profound. Bullying is one form of violent behavior and refers to the intentional and persistent aggressive behavior towards others, such as physical hitting, verbal harassment, spreading of false rumors, social exclusion and use of the Internet or cell phones for sending nasty messages (Olweus, 1996).

Bullying has been most studied in the school context, and the positive or negative climate of the school impacts the frequency of bullying and victimization (Gendron, Williams, & Guerra, 2011). In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, thought it more often occurs in recess, hallways, bathrooms, on school buses and waiting for buses, classes that require group work or after school activities. Bullying in school sometimes consist of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders, who, in some cases want to avoid becoming the next victim. School bullying is a widespread issue that affects secondary school students in three essential parts of their lives; psychologically, educationally and professionally. Bullying is a sort of aggressive behavior against others such as, verbal by calling nasty names, physical by kicking; pushing or tripping up and social by everyone stopped talking to you.

Bullying experiences affect victims' adaptive functioning and academic achievement in both direct and indirect ways. More bullying predicted lower levels of standardized achievement scores and grade point averages. Predictive associations between peer victimization and academic difficulties were partly accounted for by increased levels of depression (Yueyan and Espinoza, 2011) Academic achievement is the first aspect which influences bullying at school. Therefore, bullied children live within fear, self-blame, feel weak and it affects their personality traits and self-confidence, so this situation makes them unable to study well and they might hate going to school. Furthermore, they will lose their opportunities to participate with others or enjoy school activities. Hence, they will gain less academic performance and low educational attainment. There is a strong relationship between bullying and school quality such as class size, lack of library, sports facilities. Both bullies and victims feel more negative about school, and persistent bullying may lead to stress and depression. Bullying can lead to anxiety, low self-

esteem, hopelessness and isolation. Children miss lessons or are scared to attend school. They lose concentration when they do attend. Some of the effects last long after the bullying, until they are adults.

Smokowski and Kopasz (2005) reviewed the literature on bullying and interventions and concluded, "Bullying is a serious threat not only to those involved, but also to the entire school environment…" They also found that, Bullying creates short- and long-term consequences for both the victim and the bully. Victims may suffer from low self-esteem, loneliness, depression, anxiety, absenteeism, and academic difficulties. Victimized children describe themselves as unpopular, unhappy, and unsafe at school. They tend to lack friends and to be rejected by peers. These children report feeling afraid in school, reacting negatively toward school, and consequently avoiding school more often than their peers (Mishna, 2003). Victims of bullying may lose interest in learning and experience a drop in academic grades because their attention is distracted from learning. Studies have found that male victims of bullying have lower academic grades than their peers. Nine in 10 victims of bullying experienced a decline in academic grades (Ma, Stewin&Mah, 2001).

According to a study by (Rigby, 2007) Not surprisingly when bullying is serious and sustained a student may decide to avoid (if possible) going to school. This may require some deception. A parent may be informed that the child is not feeling well, which may, in part, be true. Asked whether they had ever stayed away from school because of bullying, 5 per cent of boys and 8 per cent of girls said that they had, and a further 12 per cent of boys and 18 per cent of girls said they had thought of doing so. It seems likely that some students would be reluctant to admit this even in an anonymously administered questionnaire. This suggests that the figures understate the true incidence. A child's aversion to going to school and meeting the bullies is sometimes so strong

that the parents are virtually forced to try another school to get a 'new start'. Occasionally I have heard from parents who have become so devastated by the train of events and the absence of support from the local community that they have moved away from the area and entered their child in another school interstate (Rigby, 2007).

3.9 Psychological Impacts of Bullying

Unfortunately, the effects of bullying aren't temporary, but last long into adulthood, and vary depending on the role of the person in the bullying situation The long-lasting psychological impacts stem directly from the short-term impacts that children experience as the result of being consistently bullied. Depression and anxiety tend to characterize their emotional outlook well beyond the bullying years, extending into their adult lives where they become chronic, sometimes lifelong, problems. These issues make eating, sleeping, working, exercising and engaging in interesting hobbies – all the hallmarks of a full, balanced life – more difficult. They also make it more difficult to make and keep relationships, whether with friends or romantic partners. And according to the American Academy of Experts in Traumatic Stress, the conventional "sticks and stones" wisdom about what kind of bullying really causes lasting damage is backwards: It is actually emotional harm that lasts much longer than physical harm. Especially during childhood, when bodily damage heals readily, the victim's self-image may be permanently maimed: "Bullying is an attempt to instill fear and self-loathing. Being the repetitive target of bullying damages your ability to view yourself as a desirable, capable and effective individual," Dr. Mark Dombeck of the Academy explains.

This results in the bully victim's inability to trust himself or herself as a capable individual. In particular, this has effects during tough or difficult times, where the victim has been taught they

are too weak or hopeless to persevere, and so they do not. This can have major repercussions for work, relationships and other trying life situations that require persistence and grit to overcome or succeed in. They also have difficulty trusting people, have reduced occupational opportunities, and grow into adulthood with the tendency to be loners. They make fewer positive choices and act less often in defense of their own happiness, owing mostly to the lack of perceived control instilled in them during their childhood bullying.

Bullies often grow up to be unhappy adults. Their methods of relating to the world around them often don't work very well in adulthood, where quick tempers and violent actions are generally shunned by society. They may have difficulty holding down a job, retaining friendships and maintaining romantic or even family relationships.

They may also be at greater risk for suicidal thoughts and behaviors, though this is more likely when they are bullied in addition to acting as a bully. However, most of the research that has been done has concentrated on the effects of bullying on those who get bullied rather than those who perpetrate the behavior, so reports are limited of the lifelong impacts on bullies themselves. However, it is indisputable that bullies are at greater risk for antisocial personality disorder.

Not surprisingly, those that both bully and were bullied at the same time display some of the most severe emotional handicaps in later life. Oftentimes bullies engage in learned behavior, which they were taught in the home by abusive parents, siblings, relatives or caregivers. They often remained depressed and anxious well into later life, and had a greater level of young adult psychiatric disorders even after researchers who conducted a study in JAMA Psychiatric, Adult Psychiatric Outcomes of Bullying and Being Bullied by Peers in Childhood and Adolescence, controlled for other issues.

According to the study, they are at even at even greater risk for long-lasting psychological disorders than being either a bully or being bullied on its own. And although this class of children, according to the study, had an elevated risk of family hardship at home, this was not the only defining factor. Bully/victims also had elevated rates of childhood psychiatric disorders, agrophobia, and panic disorder and generalized anxiety. Interestingly, when bully/victims were followed into young adulthood, they were at even greater risk of suicidality (suicidal or self-harmful thoughts) than pure victims. While only 5.7 percent of young adults who were neither bullies nor victims reported thoughts of suicide, a whopping 24.8 percent of bully/victims reported it. They also had the highest levels of depression, anxiety and panic disorder. This indicates that something about the combined nature of both being a bully and being bullied is very harmful indeed.

Many of the problems cited above for observers can leak into adulthood. Use and abuse of alcohol and tobacco can wreak havoc on bodies, and depression and anxiety can cause long-lasting problems with relationships, work and happiness. Skipping school or dropping out can also affect success later life.*http://mastersinpsychologyguide.com/articles/psychological-effects-bullying-kids-teens retrieved on 9/9/2017*

3.10   Gender and Bullying

All youths, regardless of gender, have a strong desire to be accepted and to belong. Although many expectations of behaviors based on gender have been challenged in the recent past, expectations and standards for behavior still exist for both girls and boys. Being perceived as outside these standards may be costly to students developing self-concepts or those who live by standards fashioned in another culture. Swedish researcher Dan Olweus estimates that 15 percent

of all students are involved in some form of violence as a bully or a victim. Verbal bullying is the most frequent form of bullying experienced by both boys and girls. Boys are more likely to be physically bullied by their peers (Olweus, 1993) girls are more likely to report being targets of rumor spreading and sexual comments (Nansel et al., 2001). Girls are more likely to bully each other using social exclusion (Olweus, 2002).

William Pollack, clinical psychology professor at Harvard Medical School, wrote two books based on many hours of in-depth discussion with boys in America about sensitive life issues, including bullying. He discusses what he describes as a "boy code" that interferes with boys' ability to effectively communicate. He also believes that in boys there is a tendency to especially harass other boys who do not meet the "macho" expectations of what a "man" should In his studies Professor Olweus noted that although direct physical attacks are typically three to four times more likely to come from boys, girls often demonstrate great cruelty in more subtle forms of harassment. Girls are generally more likely to use methods that would affect the social standing of a target, such as exclusion, manipulation of friendships, or spreading of rumors. Groups, avoidance of lunch and recess areas, display of suspicious bruises and scratches, and frequent loss of money or property. As noted in a 2014 report by the United Nations Children's Fund (UNICEF), 19 consistent bullying patterns show that: boys are more likely than girls to bully others; girls are more likely to use psychological/relational forms of bullying; and boys are more likely to be the victims of bullying.

3.11 Tying Bullying to Traumatic Stress

Van der Kolk, McFarlane, and Weisaeth (2007) stated "Trauma in childhood can disrupt normal developmental processes. Because of their dependence on their caregivers, their incomplete

biological development, and their immature concepts of themselves and their surroundings, children have unique patterns of reaction and needs for intervention." Many of the children who are affected by traumatic stressors such as bullying can have their developmental processes and parts of their brains affected by the traumatic events (Ziegler, 2002).

If the child also lacks family support, the effects can be more devastating. As the child attempts to make sense of the traumatic event, new behavioral problems can emanate from re-experienced traumatic events. In addition, some children affected by traumatic events may disassociate themselves from the traumatic situations and absorb themselves in behaviors that generate negative attention. These new behavioral adaptations may become so potent that opportunities for typical development and growth are ignored as the child attempts to ensure her own safety.

For instance, a child who has been repeatedly bullied on the playground may exhibit oppositional behaviors in class or may turn in incomplete work just to ensure that she has to stay inside while others are on recess. The child doesn't pay attention in class, and her thoughts revolve around staying away from the playground. The fear of reprimand for the behavior is less than the fear of being bullied at recess.

The number of youths who experience bullying is alarming. In a recent survey of 1,965 students in seventh through twelfth grades, 48 percent reported being harassed in some way (Anderson, 2011). Since many cases of bullying include violent actions intended to create fear (name-calling; physical attacks; acts of humiliation, denigration, and mistreatment), bullying can cause traumatic stress responses. With these acts of bullying being continuous and going unnoticed, many children who are bulled can in fact develop symptoms of posttraumatic stress disorder (van der Kolk, Weisaeth, & McFarlane, 2007).

3.12 The Social Effects & Consequences of Bullying

Children who are frequently bullied tend to have few (if any) friends. Many children have told us that they wouldn't be friends with a wimp. Here, as with low self-esteem, it is sometimes difficult to separate cause from effect. Children may be bullied in part because they have no friends. They are easier to bully than those who have supporters. It may also seem to some that their isolation is evidence of their appropriateness for bullying. But once the bullying has occurred the isolation deepens, and the victim may feel so depressed as to make little or no effort to make friends. (Rigby, 2007)

When a child is consistently bullied, it impairs their social-emotional growth in several ways. First, the experience of being targeted by your peers, taunted and repeatedly injured by those around you tends to make a person antisocial. The longer a child is bullied, the more their personality will move into the antisocial realm. This hurt and rejection leads to bitterness, anger, and hostility - all consequences of being made to feel like an outcast. Rather than seeing other people as a potential source of comfort and comradery, they begin to view every other person they meet as a possible threat, someone with the potential to dish out torment and pain. They become more shy and timid, more guarded in social situations, more afraid to open up to others. All of this will impede their social development and limit their ability to form strong social connections. Children and youth who are bullied are more likely than other children to be depressed, lonely, anxious, have low self-esteem, feel unwell, and think about suicide (Limber, 2002; Olweus, 1993).

If a child gains the label of being an outcast, it also reduces their options for normal socialization. After all, what child wants to hang out with the reject kid - that loser over there

whom everyone seems to despise - especially if they're desperately trying to establish a social identity of their own? Once a child has been dealt the label of someone who is picked on by peers, this vastly limits the opportunities they have to make social connections. One or two of the more socially secure and well-raised kids in the class may look past this peer rejection and treat them like a normal human being, but the rest won't give the bullied child the time of day. Making friends and fitting in becomes that much harder. Research shows that bullying can be a sign of other serious antisocial or violent behavior. Children and youth who frequently bully their peers are more likely than others to get into frequent fights, be injured in a fight, vandalize or steal property, drink alcohol, smoke, be truant from school, drop out of school, and carry a weapon (Olweus, 1993).

3.13 Bullying In Ethiopia

Millions of girls and boys suffer school-related violence every year, according to a new report by UNESCO and the Institute of School Violence Prevention at Ewha Womans University (Seoul, Republic of Korea). Thirty-four per cent of students aged 11–13 reported being bullied in the previous month, with eight per cent reporting daily bullying, according to data from 19 low and middle-income countries analyzed in the School Violence and Bullying: Global Status Report. According to the report School violence and bullying, which includes physical, psychological and sexual harassment, is found to have a negative impact on students' learning, as well as their mental and emotional health

According to the education and training policy of Ethiopia, "Primary education is of eight years duration, offering basic and general primary education to prepare students for further general education and training" (ETP, 1994). Primary education is critical to a nation's development, and

is the foundation for further education and economic growth. In Ethiopia primary education is conducted from grades 1-8 and is implemented in two cycles; primary 1st cycle (grades 1-4) and primary 2nd cycle (grades 5-8). According to the Ethiopian Ministry of education report there were 519,870 grade (1-8) students enrolled in 2015/2016 academic year. Even if the fast growing of access for education is encouraging, but the quality of education is not still maintained. The quality of education is issue that is frequently raised by different bodies. One of the growing problems in schools in Addis Ababa is bullying. Although the problem is growing the attention paid by the government and other concerned bodies is inadequate. Standards by the Ministry of Education indicates that ratios at primary education 1st cycle (grade 1-4) level should be one section for 50 students , at primary education 2nd cycle (grade 5-8) one section for 50 students and at secondary level (grade 9-10) one section for 40 students. The numbers of student's size in class also make it difficult for effective classroom management and bullying prevention.

According to the researcher's long time experience of working in school environment and observation believes that bullying is a serious problem in school that affects the teaching learning process. It has a serious health, social and psychological impact on victims. As the problem of bullying is growing it has to be given enough attention and more research and studies needs to be conducted to identify the magnitude of the problem. Lack of awareness among education policy makers, planners and professionals, families, communities and wider society of the harmful effects of school bullying in school made the problem to grow without being addressed. Based on the UNICEF September 2016 report Experiences of Peer Bullying among Adolescents and Associated Effects on Young Adult Outcomes Out-of-school children are more likely than children attending school to be bullied by types of verbal bullying (Ethiopia, India and Viet

Nam), physically in Ethiopia and Viet Nam, and by types of indirect bullying in India and Viet Nam. The report states in Ethiopia as verbal and physical bullying are the common problems.

As a researcher who worked as a school teacher and director, the researcher observed and dealt with numerous cases of bullying. What is not discussed often enough is how these acts of bullying can cause long-lasting effects for the victims. Unless appropriate measures to prevent and protect children, including in school, from any form of violence, including forms of bullying and to provide appropriate support to children affected by and involved in bullying it results social and psychological impacts on the victims.

Bullying can take many forms in schools in Addis Ababa, such as hitting or punching physical bullying, teasing or name calling verbal bullying, intimidation and insulting are common problems in schools. South West Academy is among the schools that the researcher had teaching experience. The common bullying problems observed was physical bullying. Most of the time older children beat younger children and children with less power. This usually led the children to be dissatisfied with the school environment and sometimes to the extent of changing schools.

The other common form of bullying is verbal bullying in a form of insulting or negative nick naming. Students are given negative nick names based of certain reasons by their class mates and in some cases by their own teachers. This negative nick naming may begin in lower grade but it follows the child up to the high school level. Most of the time bullies give the name for anyone whom he/she is less in power. The remaining students follow the bullies and continue to call them by their nick name. Students are negatively nick named for various reasons. Sometimes it's common to see children having nick names because of their physical condition or background. Most of the time this happens because of lack of supervision by schools and victims fear to

report the incident. Victims do not report to the school administration about the incident out of fear of being out cast by friends and class mates. Bullying and harassment can violate this right by interrupting the attendance and participation in school of those affected, and the quality of learning and school life broadly. There is considerable evidence that continued or severe bullying can contribute to long term problems as well as immediate unhappiness. Children who are bullied at schools risk continuing misery and loss of self-esteem, with possible long term effects. Those who bully others are learning that they can get their own way by abusing power in their relationships with other peoples (Sharp, 1994).

Efforts to tackle peer bullying have often lagged behind other forms of violence affecting children but have been given new impetus by the United Nations General Assembly (2014) Resolution on protecting children from bullying. Both the United Nations Resolution and the Sustainable Development Goals, which include targets and indicators on the protection of children from violence, abuse and exploitation, are important opportunities to stimulate greater international and national attention to violence affecting children more generally, as well as the specific dynamics of bullying.

Regardless of the effort put forth to gather more information about bullying in Ethiopia there has been only few studies have been conducted. Among the few studies conducted on school bullying one of the studies was conducted in Future talent private school. According to the study in Future talent Academy bullying victimization during childhood is a most shared issue of the present society to deal with. In school bullying affect students' academic performance. Grades and academic performance often suffer when a victim is bullied. Learning doesn't happen automatically for children, and being bullied or walking around school in fear makes it even harder to pay attention in class. As a result, children often put their own safety first, and school

becomes a secondary priority. Bullying behavior also can affect a child's learning experience. For meaningful education to occur, children must be given an environment that is perceived to be safe, physically, emotionally and intellectually. When children feel that they are under constant threat of being hurt and humiliated, they cannot fully realize their potential.

Decades of researches have accrued evidence of bullying victimization problems. However, those studies in most circumstances were carried out in the developed nations. For that reason the most important prominence of this study was to examine the prevalence of bullying victimization, bullying victimization relation with sex, bullying victimization relationship with age and self-esteem difference in bullying victimization using descriptive cross sectional survey among late childhood children in Future Talent Academy. The analysis was carried out on a sample of 167 late children .Using a stratified sampling technique the sample was drawn. Illinois Bullying subscale and Culture Free Self-esteem Inventories were adapted to measure bullying victimization and self-esteem respectively. Percentage was used to explore bullying victimization prevalence of children in the school. The finding indicated that 69.5% (n=116) of the participants reported that they experienced bullying victimization for the last 30 days. Bullying victimization has no relation with sex in Future Talent Academy($X2=0.773$; df =1; p>0.05). Result clearly depicted that there was a weak changeability of age in relation to changeability of bullying victimization r=0.24, p<0.05. Furthermore, bullying victimization had a significant relation with self-esteem. This was explored with comparing the victims self-esteem (M=80.99, SD=19.01) with the non-victim self-esteem (M=97.10, SD=10.54) and found to be there is a significant difference between means of victim and non-victim self-esteem t (165) = -5.88, p<0.05. This study concludes that without age and sex discrimination late childhood children in the academy are exposed to bullying victimization and diminished self-esteem.

Hence, the school needs to alleviate the issues of bullying victimization, and work on nurturing healthy development of self-esteem by formulating methods like anti bullying events, incorporating bullying in the existing students hand book and providing face to face counseling and focus group discussion. *http://etd.aau.edu.et/handle/123456789/16904 retrieved on 9/20/2017.*

One of the schools that the researcher has a long time teaching experience was Gibson Youth Academy a school which was founded by foreign investor and located in Addis Ababa. Most of the behavior management was taken from the American School systems. The school has a strong anti-bullying policy. This is reflected in a different ways starting from taking serious measures when bullying is reported to giving training on the issue for teachers. The school Provides teachers with effective classroom-management training and making them have good knowledge of the effect of bullying. To address bullying, schools should ensure that all teachers have effective classroom-management training. Because research suggests that classes containing students with behavioral, emotional, or learning problems have more bullies and victims, teachers in those classes may require additional, training in spotting and handling bullying. In addition to the training and measures there were also strong supervision of students during lunch and break time. The supervision was conducted in areas when bullying was expected like playground, dining hall, toilet area and other areas.

The other school was the school where the researcher went as a student. Mekdela primary school was where the researcher attended his primary education. This was one of the main reasons that the researcher was motivated to conduct the research in this particular school. Bullying was a strange concept for students and teachers by the time. There were all forms of bullying. The common forms were physical bullying where children were beaten by their elders for simple

reasons. Most of the time beating took place during going home time where there was no supervision of teachers and adults. Children who were victims were afraid to report the incidents to the school administration out of fear of being attacked by the bullies. Teachers were unaware of the incident that took place because the students do not report. This made students to learn with fear and intimidation which affects their academic performance. Bullying among students not only decreases their academic performance but also causes mental health problems and physical injury. It happens to different types of repeatedly occurring threats, harassments, abuse, ill –treatments and victimization.

The other form of bullying was verbal bullying which includes insulting and negative nick naming. Students were insulted or given a nick name which they don't like. The nick names were usually intimidating and also body shaming. Nick naming was not only the problem of students but also some teachers take part. Once a student was given a nick name by the teacher the rest of the class follow that and call the student with that nick name.

Children and youth who are bullied are more likely than other children to be depressed, lonely, Anxious, have low self-esteem, feel unwell, and think about suicide (Limber, 2002; Olweus, 1993). It is imperative that educators understand the dynamics and consequences of bullying, as well as what they can do to support students in these situations (Allen, 2010). It's very important to conduct more studies about the problem to understand its effect and also design anti bullying policy in schools.

CHAPTER THREE

5. Research Design and Methodology

3.1 Research Design

Research designs are plans and procedures for search that plan the decisions from broad assumption to detailed methods of data collection and analysis. This plan involves several decisions and they need to be taken. (John W. Creswell, 2009); considering the topic of the study and the nature of the research the researcher will undertake the study using qualitative and quantitative research methods. Qualitative research is used considering the help it has for exploring and understanding the social and human problem in depth. Quantitative research method is also required to put all the variables and measure the numbered data and analyze using statistical procedures. By using the methods the researcher focuses on the impact of bullying on the academic performance of the students in school. The qualitative research strategies the researcher used helped to explore the problem in depth.

3.2 Description of the Study Area

Addis Ababa lies at an elevation of 2,300 meters (7,500 ft.) and is a grassland biome, located at 9°1′48″N 38°44′24″ECoordinates: 9°1′48″N 38°44′24″E.[17] The city lies at the foot of Mount Entoto and forms part of the watershed for the Awash. From its lowest point, around Bole International Airport, at 2,326 meters (7,631 ft.) above sea level in the southern periphery, the city rises to over 3,000 meters (9,800 ft.) in the Entoto Mountains to the north.

The study was conducted in Addis Ababa city administration Nifas Silk Lafto sub city Particularly in Mekdela primary school. Nifas Silk-Lafto is one of the 10 sub cities of Addis

Ababa, the capital of Ethiopia. Mekdela Elementary School is found in Nifas Silk Lafto sub City, Wereda 3 and kebele 12.

Figure 3.1 Mekdela Elementary School Main Gates

Source: Own study, 2017

Figure 3.2 Mekdela elementary School Main Building

Source: Own Study, 2017

3.3   Universe of the Study

Mekdela Elementary school is a local government school which is located in Addis Ababa city, Nifas Silk Lafto Sub city, Wereda 3 .The school teaches from kg up to grade eight levels. In the 2017/2018 academic school year the total numbers of students who are enrolled in the school are 1185. There are 79 teachers who are assigned to teach in the school in the 2017/2018 academic year. Considering the time, finance and also the relevance of the study group for the particular study the researcher selected students from grade 5-8. The total population of the students who were studied was 669 and 79 teachers.

3.4   Sampling and Sampling Procedures

Social Work research is often conducted in situation that does not permit the kind of probability samples used in large scale. Suppose you wanted to study homelessness, there is no list of a; homeless individuals, nor are you likely to create such a list. Moreover, as you will see there are times when probability sampling wouldn't be appropriate even if it were possible. Many these situation call for nonprobability Sampling. (Earl Babbie, 2010) The researcher used probability and nonprobability sampling methods for the success of the study. For the non-probability sampling the selection was based on personal observation and identifying target groups and teachers' recommendations. For the probability sampling simple random sampling was used. A total of 160 students and 56 teachers were used as a sample of the study and they were studied.

3.5 Sources of Data Collection

3.5.1 Primary Source

The primary data was collected from the selected sample participants of the study. Selected sample of Students, teachers and other staff members of the school community participated in gathering the primary data.

3.5.2 Secondary Source

Considering the need of gathering existing data that help the success of the study the researcher also used secondary data collected from written documents such as reports of organizations, published books, journals, newspapers and other related source which provided basic and important information related to the research topic.

3.6 Tools and Procedures of Data Collection

In Social Work research, variables are often operationalized when researchers ask people questions as a way of getting data for analysis and interpretation. Sometimes the questions are asked by an interviewer, sometimes they are written down are given to respondents for completion. In other cases, several general guidelines can help researchers frame and ask questions that serve as excellent operationalization of variables while avoiding pitfalls that can result in useless or even misleading information. (Earl Babbie, 2010) The researcher considered the need of effective data collection plays great part for the success and fruitfulness of the study. The main data collection was interview schedule (interview questionnaire) and questionnaire which was used to collect data from the participant of the study. For this particular study the researcher used the interview schedule, questionnaire and non-participant observation which was used to collect data from students, teachers and other participants of the study. The interview

schedule was used to collect data from the students. The questionnaire was used to collect data from students. Non participant observation was carried out with students in class and outside of classrooms to gather information which was used in the study.

3.6.1 Questionnaire /Interview Schedule

To allow for feedback from a large number of students, where it is impractical to collect feedback using other more resource intensive methods the researcher used structured questionnaire. It allowed participant the opportunity to provide anonymous feedback on their experience. Structured questionnaires were used to collect feedback from students. The researcher used it considering structured questionnaire data can be processed by software packages such as Excel and SPSS. In the questionnaire all of the questions used for gathering information were carefully prepared by the researcher in order to get the essential feedback from the participants.

3.6.2 Interview Guide

Interviews can be useful when researcher knows that potential respondent at particular place. (Scott and Deirdre, 2009) The main objective of conducting interviews was to gather vital information from the respondents and it is more personal, as compared to questionnaires, which allowed the researcher to have higher response rates. In structured interviews the questions as well as their order is already scheduled. The researcher clearly defined the target, study populations from which he collected data and information. The researcher used in-Depth Interviews include both individual interviews (e.g., one-on-one) .The data was properly recorded with audio recording and written notes. It was conducted with teachers. Additional intervention

consists of giving more explanation to clarify the question (when needed was given), to respondent to provide them more explanation about the questions.

3.6.3   Focus Group Discussion Guide

The researcher used focus group structured discussion with the purpose of stimulating conversation around the specific topic of the study about the effect of bullying on the students' academic performance. The focus group discussion was led by the researcher as a facilitator who raised questions and the participants gave their thoughts and opinions. The focus group was formed with ten members of the group and one facilitator. The focus group discussion was conducted with two groups with proportional gender balance. The focus group discussion was conducted with students. The member of the focus groups were target groups of the problem under study and it helped to identify more information which were not covered by the other tools of data collection.

3.6.4   Observation Guide

Observation methods are useful to researchers in a variety of ways. They provide researchers with ways to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities (SCHMUCK, 1997). Participant observation allows researchers to check definitions of terms that participants use in interviews, observe events that informants may be unable or unwilling to share when doing so would be impolitic, impolite, or insensitive, and observe situations informants have described in interviews, thereby making them aware of distortions or inaccuracies in description provided by those informants (MARSHALL & ROSSMAN, 1995). The researcher used non participant observation. Non-participant

observation research technique used by researcher to watches the participant of the study, with their knowledge, but without taking an active part in the situation. The non-participant observation was conducted in the class room, outside of the class room, on the playground and dining room. The time of the observation was in the morning, during lunch and break time, and going home time.

3.6.5 Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give meaning on the assessment topic. Analyzing the document incorporated coding the contents in to themes similar to how questionnaires were analyzed. The researcher accessed school administrative document and got information about number of students, teachers, ages and educational qualification.

3.7   Data Analysis and Interpretation

After the completion of the data collection, the researcher checked and verified the completeness of the interview and other tools of data collections. The obtained data from various primary and secondary sources has been presented by charts, tables and graphs of different types. Additionally, data was analyzed which involved editing, coding, categorization, tabulation and interpretation of data. The responses were then translated into absolute figures and appropriate percentages, tables and supporting descriptive statements divided according to the relevant themes of the study.

3.8   Ethical Consideration

As it's very essential and helpful as a researcher to follow research ethical standards and procedures to conduct sound and effective research the research followed all the ethical standard and procedures required to conduct the study.

The researcher selected each sample participant of the study voluntarily after briefing the purpose of the study. They were well informed about the objective of the study. Selected sample Participants were asked for their consent prior participating in the study. Selected sample participants participated in the study after securing their consent.

Researcher also needs to anticipate the possibility of harmful intimate information being disclosed during the data collection process. (John Creswell, 2009) The researcher also believes keeping the confidentiality of the necessary information that shouldn't be disclosed and only used the collected data for the objective of the study.

The researcher tried to follow the rules, regulations norms and culture of the research site. The researcher conducted the research with professional relationship with all the participant of the study.

4. MAJOR FINDINGS AND DISCUSSIONS

4.1.1 Introduction

This chapter is dedicated to present and analyze the data from the primary and secondary sources. The primary data collected from the participant of the study using the methodologies discussed in the previous chapter by questionnaire, interview focused group discussion and observation. The secondary data was taken from the school official documents and records.

4.1.2 Students' and Teachers' profile over All Socio Demographic Characteristics

Table 4.1 Gender and Grade level Distribution of Target Population

Grade	Male	Female	Total	Male %	Female %
5	67	81	148	45%	55%
6	58	87	145	40%	60%
7	76	131	207	37%	63%
8	51	118	169	30%	70%
Total	252	417	669	38%	62%

Source: School record, 2017

As indicated in table 4.1 the number of female students who are attending from grade 5 to grade 8 is higher than that of the male students. From the total number of 699 students who are enrolled from grade 5 to grade 8, female students take 62 %. There are 38% male students from the total students. In this particular case, the number of female students is more which is encouraging to the female students' participation in school. When we come to grade 8 there is no

gender balance in the school. From the total of 169 grade 8 students (118) 70% of them are female students and the remaining (51) 30% of the students are male students. This show there is a very high number of female students who are taking grade 8 national exam than male students in the school. The number of male students who are taking grade 8 national exam is very low.

Table 4.2 Teachers' Gender and Qualification Distribution

Qualification	Male	%	Female	%	Total	%
Degree	12	15%	6	8%	18	23%
Diploma	23	29%	31	39%	54	68%
Certificate	0	0%	7	9%	7	9%
	35	44%	44	56%	79	100%

Source: School record, 2017

Table 4.2 shows the teachers sex composition and academic qualification. As the information indicated among the total teachers female teachers take 56% (44) and the remaining 44% (35) are male teachers. From the total number of teachers who are teaching in the school their academic qualification shows 23% (18) are degree holders, 68% (54) are diploma holders and the remaining 9% are certificate holders. This show more than 91% of the teachers are diploma holders and above. In the previous year according to the ministry of education standards all of primary school teachers used to be only diploma and certificate holders. But currently degree holder teachers are also assigned in primary schools. In Mekdela Elementary schools also there are 18 which is 23% of the teachers are degree holders.

Figure 4.1 Sex Distributions of the Respondents

Gender distribution of respondents

	M	F	Total
percentage	45%	55%	100%
number	72	88	160
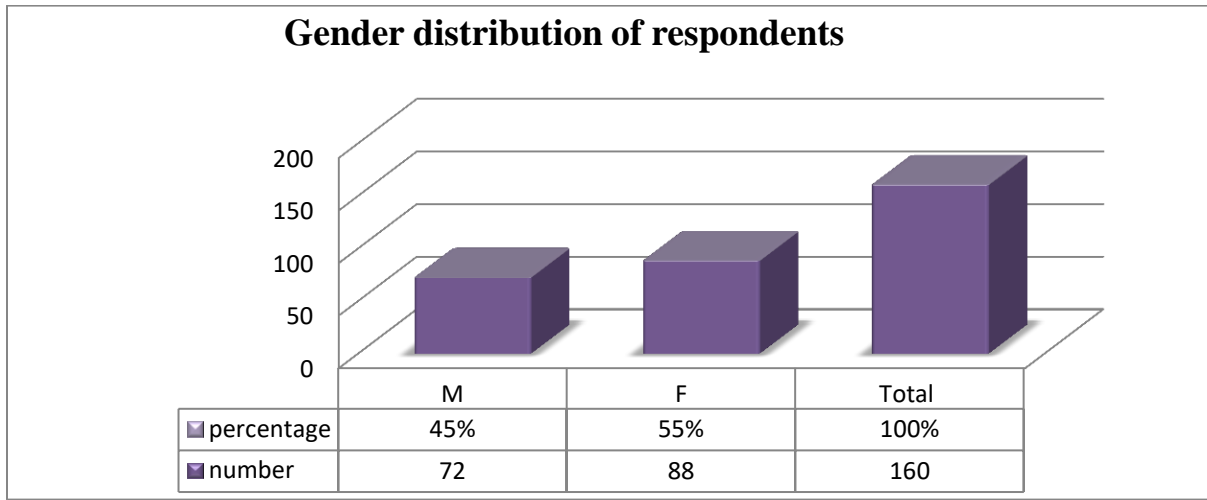
Source: Own study, 2017

As indicated in figure 4.1 from the total of 160 respondent 45% of them are male students and the remaining 55% of them are female students. The participation of female students is higher due to the total number of female students in the school is higher than that of male students as indicated in table 4.1.

Figure 4.2 Respondents Age and Grade level composition

Respondents Age composition

	9 and 10 years	11 and 12 years	13 and 14 years	15 and 16 years	17 and above years	Total
Percentage	5%	25%	43.80%	26.30%	0%	100%
Number of respondents	8	40	70	42	0	160
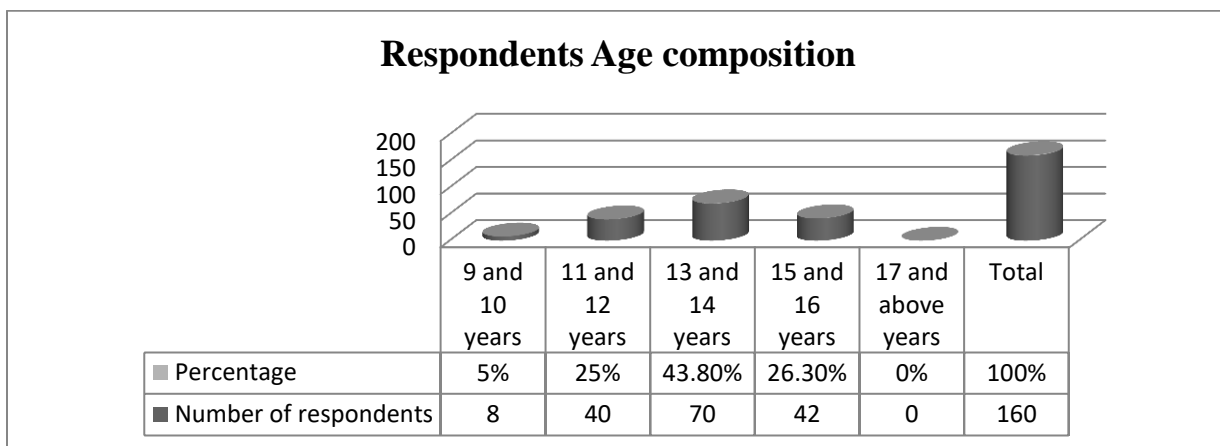
Source: Own Study, 2017

Based on the information provided in table figure 4.2 from the total number of respondents 43.8 % of them are from 13 and 14 years old and they take the largest number. Respondents age from 15 and 16 take 26.3% which is the second highest age group. The other age groups from 11 to 12 take 25% of the respondents. The smallest numbers of respondents are from 9 and 10 years age group which are 5% of the respondents. There were no participants from the age group of 17 and above. This indicates all the respondents are 16 and less than 16 years old.

Table 4.3 respondents Religion, place of birth and parental status

Respondents religion distribution		
Religion	Number of respondents	Percentage
Orthodox Christian	114	71.3%
Protestant	6	3.8%
Muslim	38	23.8%
Catholic	0	0%
Others	2	1.3%
Total	160	100%
Respondents' Place of Birth		
Place of Birth	Number of respondents	Percentage
Addis Ababa	120	75%
Other City	20	12.5%
Country side	20	12.5%
Other place	0	0%
Total	160	100%
Respondents' parental status with whom they live		
Parental Status	Number of respondents	Percentage
Mother and father	92	57.5%
Mother only	28	17.5%
Father only	8	5%
Other guardian	32	20%
Total	160	100%

Source: Own study, 2017

As indicated in table 4.3 the respondents religion composition, 71.3% of them indicated that they are orthodox Christina,3.8% of them Protestants,23.8% of them from Muslim religion and other 1.3% of the respondent indicated they follow other religions other than mentioned in the list. The

other information which is presented in table six is that of respondent's place of birth. Among the total respondents the majority of them which is 75% of them indicated as Addis Ababa is their place of birth. Another 12.5% of them responded as they were born other city. The remaining 12.5% of the respondent described as they were born in the country side. Looking to the information which is presented about the respondents' parental status which mean with whom they live 57.5% of them indicated as they live with their mother and father together. The other 17.5% live only with mother and 5% of them also live only with their father. This indicates that among the total of the respondents 22.5% of them live with a single parent. The remaining 20% of the participant responded as they live with other guardians like uncle, aunt and grandparents. This shows from the total respondents 42.5% of the respondents either they live with a single parent or they live with other guardians.

4.1.3 Students' Academic Rank in Class and Grade level

Table 4.4 Respondents Grade level and previous Year Academic Class Rank

Academic Grade level		
Grade	Number of respondents	Percentage
5	28	17.5%
6	38	23.8%
7	36	22.5%
8	58	36.3%
Total	160	100%
Previous Year Academic Rank in Class		
Rank In Class	Number of respondents	Percentage
1 to10	40	25%
11 to 20	72	45%
21 to 30	40	25%
31 and above	8	5%
Total	160	100%

Source: own study, 2017

As it is shown in table 4.4 students' grade level who responded to the study 17.5% are grade 5 studnts,23.8% are grade six students ,22.5% are grade seven students and 36.3% of the remaining are grade eight students. When we see respondents previous year academic grade which means their rank in their class 25% of them they have been top ten from their class,45% of them they were from 11to 20,25% of them were from21 to 30 and the remaining 5% were above 31. This shows the respondents' academic grade and class rank composition is good.

4.1.4   Respondents bullying Experience level

Figure 4.3 Students bullying experience

Respondents Bullying Experience	Never	once	Rarely	Someti mes	Often	Total
Number of Respondents	22	28	76	16	18	160
Percentage	13.8%	17.5%	47.5%	10%	11.3%	100%
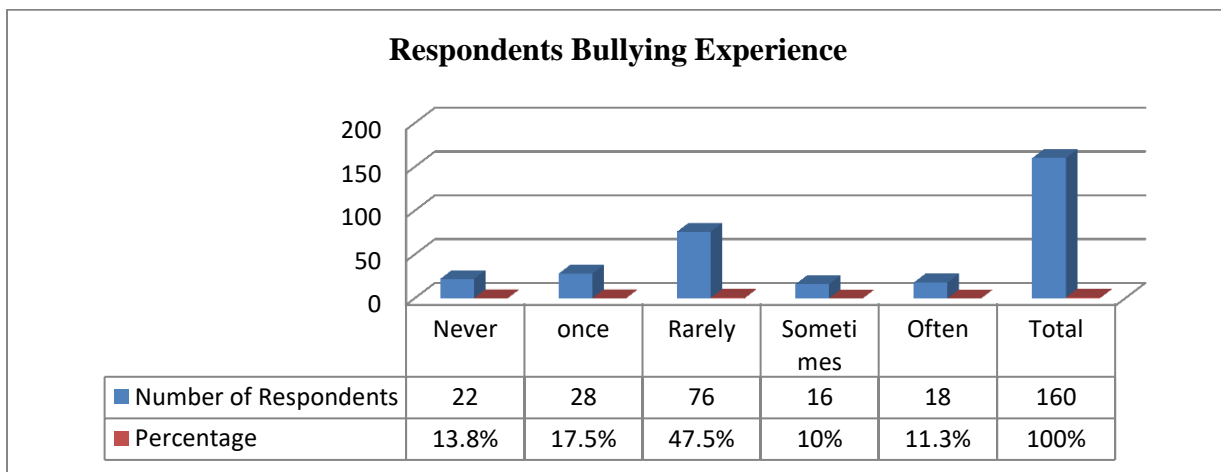
Source: Own study, 2017

As the information represented in figure 4.3 among the total number of the respondents 13.8% of them responded that they never experienced any form of bullying. The other 17.55 of the participant have been bullied once and 47.5% of them responded that they have experienced bullying rarely. From the total 10% of them have been bullied sometimes and the remaining 11.3% of the respondent indicated that they often experience bullying. These indicate that from the total 160 respondents 86.3% of the participants have experienced bullying in different

frequency and only 13.8% of them have responded they have not experienced any kind of bullying.

Table 4.5 who is the bully? Bully age, gender and relation to the child who is bullied.

Bullies sex distribution		
Sex	Number of respondents	Percentage
Male	116	84.1 %
Female	22	15.9 %
Total	138	100 %
Bullies age group		
Age group	Number of respondents	Percentage
Younger than me	8	5.8 %
Equal to me	30	21.7 %
Older than me	82	59.4 %
Adult	18	13.0 %
Total	138	100%
The relationship of the bully to Respondents'		
Relationship	Number of respondents	Percentage
Friend	26	18.8 %
Class mate	76	55.1 %
Stranger	18	13.0 %
teacher	18	13.0 %
Total	138	100 %

Source: Own study, 2017

As presented in table 4.5 from the total of 138 students who have experience bullying 84.1% of them indicated that the bullies were male and the remaining 15.9% of the bullies were described female. This shows that male students are highly involved in bullying. From the total respondents who have experienced bullying 59.4% of the victims indicated that the bully was older than them. The other 21.7% of them were bullied by the same age level and 5.8% of them responded that as they have been bullied by someone who is younger than their age. Additionally the remaining 13% of them responded as the bully was an adult person. This indicates that 72.5% of the bullies are older than the victims. Among the total respondents who have been victims of

bullying 18.8% of them indicated that they have been bullied by their own friends. More than half of the respondent which is 55.1% of them responded that they have been bullied by their class mates and this takes the larger share. The other 13% of the respondents indicated that they have faced bullying by a stranger who they had no previous relationship. As indicated from 13% of the respondents teachers also take part in bullying. Teachers are expected to be part of the solution, but not the problem and this makes the problem even worse.

4.1.5 Different Forms of Bullying and Place of Occurrence

Table 4.6 Different Forms of Bullying, place of Occurrence

Forms of bullying experienced by victims		
Forms of bullying	Number of respondents	Percentage
Verbal Insulting	22	15.9 %
Mocking	26	19 %
Nick Naming	22	15.9 %
Physical beating	42	30 %
Social Bullying	6	4 %
Various Forms	20	14 %
Total	138	100 %
Place of occurrence		
Place	Number of respondents	Percentage
In the class	76	55.1 %
On the play ground	38	27.5 %
Toilet area	4	2.9 %
Water area	0	0
Dining hall	0	0
Outside of school	12	8.7 %
Different places	8	5.8 %
Total	138	100 %

Source: Own study, 2017

Table 4.6 shows the different forms of bullying that respondents experience and their place of occurrence as it was responded by the victims. From the total number of respondents 15.9 % of

them indicated that they have experienced verbal bullying which is in the form of insulting. The other 19% of the respondent have indicated as they have been mocked by the bully. Plus to this 15.9 % of them have been given nick names or were called by nick names which they are not interested. A very large number of respondent have experienced physical bullying (beating) by the bully. Physical bullying is a very dangerous form of bullying which may lead to a serious physical damage of the victims. The smallest amount of form of bullying among the others is social bullying which is responded 4 %.The remaining 14 % of the respondents indicated as they have experienced various form of bullying which means more than one form of bullying. As it was also tried to explore the different places where bullying happens among the total of the victims more than half of them which is 55.1 % have indicated that they have experienced bullying in the classroom. This includes with and without the presence of teachers in the class. The second highest number of bullying was experienced according to the respondents is the playground which takes 27.5 %.There is only few respondents of 2.9 % indicated that they have been bullied around toilet area. There was no response of being bullied water and dining hall area. Significant numbers of students have responded 8.7 % of them as they experience bullying outside of the school compound. The remaining 5.8% of the respondents indicated as they experience bulling in different places. From this we can learn that classrooms are the places where highly bullying occurs.

4.1.6 Respondents' Experience of bullying other Students

Table 4.7 Bullying Experience, Bystanders and Nick Names

Have you bullied others?		
Bullied others	Number of respondents	Percentage
Yes	68	42.5 %
No	92	57.5%
Total	160	100 %
Have you seen others being bullied?		
Being bullied?	Number of respondents	Percentage
Yes	146	91.3 %
No	14	8.8 %
Total	160	160
Do you have nick names?		
Nick names	Number of respondents	Percentage
Yes	112	70 %
No	48	30 %
Total	160	100 %

As indicated in table 4.7 it was not only being bullied a problem as 42.5 % of the respondents admitted they have participated in bullying other students. The majority of them which is more than half of the respondents 57.5 % responded they never took any part in bullying other students. A very large number of the respondent which is 91.3 5 have responded that they have observed while others were being bullied. This number indicates how much bullying is a problem in the school. From the total number of 160 respondents 112 of them which are 70 % of them have indicated that as they have a nick name. The remaining 30 % of them responded as they do not have any kind of nick name. This indicates almost three forth of the respondents have nick name which shows nick naming is a common problem in the schools.

4.1.7 Relationship of Bullying and Students' Attitude Towards Their School

Table 4.8Victims and Non Victim Students Attitude towards their School

Victims interest in their school N =138		
Do you like your school	Number of respondents	Percentage
Yes	122	88.4 %
No	16	11.6 %
Total	138	100%
Non Victims Interest towards their school N=22		
Do you like your school?	Number of respondents	Percentage
Yes	22	100 %
No	0	0 %
Total	22	100 %

Source: Own study, 2017

As indicated in table 4.8 it shows the students reaction to their Scholl. Among the total number of victims who have experienced bullying 88.4 % of them responded as they like their school. The remaining 11.6 % of the students who have responded as they have been bullied they indicated that as they do not like their school. On the other way from the total of 22 students who have responded as they never experienced bullying indicated that 100 % of they as they like their Scholl. Here when we compare the percentage of students who like their school students who never experienced any form of bullying like their school more than that of students who have been a victims and experienced bullying. Students' feelings towards their school or to be interested in their school and like it have a significant impact on their academic success.

4.1.8   Students' Academic Rank in Class with Relation to Bullying Experience

Table 4.9 Students Academic Rank and Bullying

Non victims academic rank in their class N =22		
Academic rank in class	Number of respondents	Percentage
From 1 to 10	4	18.2 %
From 11 to 20	16	72.7 %
From 21 to 30	2	9.1 %
31 and above	0	0 %
Total	22	100 %
Victims academic rank in class N=138		
Academic rank in class	Number of respondents	Percentage
From 1 to 10	36	26.1 %
From 11 to 20	56	40.6%
From 21 to 30	38	27.5 %
31 and above	8	5.8 %
Total	138	100 %

Source: Own study, 2017

As indicated in table 4.9 the relationship of bullying and students' academic rank in class from the total of 22 respondents who never experienced any form of bullying 18.2 % of their academic class rank was 1 to 10. More than half of which is 72.7 % of them their academic class rank was from 11 to 20. The remaining 9.1 % of the respondent their rank was from 21 to 30. There is no student with academic rank of above 31 from non-victims. From the total number of 138 students who have responded as they have experienced bullying 26.1 % of them their academic class rank was from 1 to 10. There are 40.6 % of them in the range from 11 to 20. The other 27.5 % of the students responded as their rank was from 21 to 30. The remaining 5.8 % of the students indicated that their rank was above 31. When we see the information students from different rank

have experience bullying. When we compare the victims and non-victims effect among the total respondents 90.9 % of the non-victims students their academic rank is from 1 to 20. On the other hand from victims students who have responded as they have experienced bullying 66.7 % of them are in the range of 1 to 20.From the range 21 to 30 the non-victims take 9.1 % whereas victim students take 27.5 % of them are in this range. From the non-victims who have never experienced any form of bullying there was no students in the academic rank above 31,but from the victims students 5.8 % of them responded that their academic class rank was above 31. Students' academic class rank indicates that students' academic performance and students who never experienced any form of bullying has shown they are in better academic performance than that of the students who have been bullied. Among the last students from their class victims students take 5.8 % whereas non victim's students are not in this range.

4.1.9   The Relationship of Class Participation and Students' Attendance with Bullying

Table 4.10 victims and non-victim students class participation and school attendance

Non Victims class participation N= 22		
Do you participate in class	Number of respondents	Percentage
Yes	20	90.9 %
No	2	9.1 %
Total	22	100 %
Victims class participation N= 138		
Do you participate in class?	Number of respondents	Percentage
Yes	122	88.4 %
No	16	11.6 %
Total	138	100 %
Victims' school attendance		
Absence from school	Number of respondents	Percentage

Never	82	59.4 %
Rarely	10	7.2 %
Sometimes	40	29 %
Often	6	4.3 %
Total	138	100 %
Non Victims school Attendance N=22		
Absence from school	Number of respondents	Percentage
Never	18	81.8 %
Rarely	2	9.1 %
Sometimes	2	9.1 %
Often	0	0 %
Total	22	100 %

*Source***:** own study, 2017

As the information presented in table 4.10 which shows the victim students who have experienced bullying and non-victim students who have never experienced bullying classroom participation and school attendance. Among the total number of students who have never experienced bullying 90.9 % of them responded that they participate in class and the remaining 9.1 % of them indicated that they do not participate in class. On the other hand, from the total number of respondents who have experienced bullying 88.4 % of the indicated that they participate in class whereas the remaining 11.6 % do not participate in class. Comparing the total percentage of students who participate in class students who have never been bullied have indicated 90.9 % which is higher than that of students who have been bullied 88.4 %. When we see students school attendance 81.8 % of non-victim students indicated that they have never been absent from school. The other 9.1 % responded that they are absent rarely with the same number 9.1 % of the remaining indicated as they have been absent sometimes. From non-victim students no student indicated that they are often absence from school. From students who have

experienced bullying they have indicated that 59.4 % have never been absent from school. The other 7.2 % indicated that they were absent rarely. Significant number of 25 % of them responded as they were absent from school sometimes. The remaining 4.3 % of the students who have been bullied have indicated that they are often absent from school. This indicates as school attendance is a very important factor for students' academic performance students who have been bullied have higher rate of absence from school as indicated in the above table. Among the frequently absent students 4.3 % of them were victims whereas those who have never been bullied indicated that they are not absent from school frequently.

4.1.10 Bullying and Students' Socialization

Table 4.11 Socialization of victims and Non-victim Students

Non Victims socialization N= 22		
Do you have a friend?	Number of respondents	Percentage
Yes	22	100%
No	0	%
Total	22	100 %
Victims Socialization N= 138		
Do you have friends?	Number of respondents	Percentage
Yes	122	88.4 %
No	16	11.6 %
Total	138	100 %
Non Victims' studying with friends N=22		
Do you study with friends?	Number of respondents	Percentage
Yes	20	90.9%
No	2	9.1 %
Total	22	100%
Victims studying with friends N=138		
Do you study with friends?	Number of respondents	Percentage
Yes	120	87%
No	18	13%
Total	138	100

Source: Own study, 2017

Table 4.12 reflects the socialization of the victims and non-victim students. Among the total of 138 students who have been victims of bullying 88.4 % of them responded as they have friends in school whereas the remaining 11.6 % have indicated that as they have no friends in school. From the students who have never experienced bullying 100% all of them indicated as they have friends in the school. When it comes to studying with friends from non-victims students 90.9 % of them responded that they study with their friends in the school. The other 9.1% of them even if they have friends they indicated they do not study with friends. Among the students who have been bullied 87% of them indicated as they study with their friends in the school. The remaining 13 % of the students responded that as they do not study with their friends. This shows that the students who have never been bullied have shown to have friends and study with friends respectively 100% and 91.9 % whereas students who have been bullied have shown less than tat of who have never been bullied with 88.4 % of having friends and 87 % studying with friends which is less than that of the students who have never experienced bullying.

4.2   Key Informant Interview Analysis

Talking with the teachers in person gave me the most desirable option of getting information about the particular issues which the study was interested. The interview was conducted in the Mekdela Elementary School premises. I have changed names and other identifying characteristics for the confidentiality and participant's safety.

4.2.1 Teachers' Teaching Experience and Grade level

The entire key interview informants are teachers who are teaching from grade five to grade eight which was the focus and the target group of the study. Teachers experience starts from a fresh graduate who had less than one year experience up to a teacher who had twenty five years of

teaching experience. Teachers teaching experience gave for the study to have different view and information for the study. As the assistant principal stated,

> *"I have taught as Amharic teacher in this school for more than twenty five years. I taught grade one up to four during my first ten years of experience and later I started teaching national exam students. I taught grade eight for eight years. The remaining years of my experience I was a unit leader and now I am the assistant principal of the school."*

Although there are many senior teachers the majority of the teachers are very young and inexperienced. Teachers' academic potential and experience is a very key element for quality education and students' academic performance.

4.2.2 Teachers' Understanding of Bullying

According to the interview respondent they do not have the clear definition of bullying. Bullying is a different concept which they believed do not happen in the school. Based on the response of the teachers the level of the teachers' awareness about bullying is very low. It is conceived as only disciplinary issue and the business of the school administration. Teachers never had any effort to create awareness for their students because they did not have enough awareness about bullying themselves. But all the participants accepted that different form of bullying happen in the school. The interviewer explained what it meant by bullying and the teachers responded that as the problem exists and they consider it as students' misbehavior. According to Ato Melkamu which his real name is not used,

"I think there is insulting and students fighting in the school, but I consider it as poor behavior and I take disciplinary measures. I did not consider the general term bullying, but I take action and also other teachers take actions when they see the problem. I advise the students not to fight and if they get involved in a fight I tell them as they will be expelled from school. We usually take serious action on students who get involved in fight."

Teachers believe that the different forms of bullying like insulting, fighting, nick naming, mocking as it is a disciplinary problem. The students are evaluated for their discipline or conduct on the students' academic report card. Students are given different grades like students who are well disciplined get 'A' grade and go up to 'F' which is given for students who demonstrated poor behavior. The homeroom teachers are responsible for evaluating the students and every teacher has a homeroom class. The teachers understanding about bullying is biased with discipline. From the overall teachers response they consider bullying as a disciplinary problem. When we consider disciplinary problems bullying can be considered as a disciplinary problem, but all disciplinary problem is not bullying.

4.2.3 Bullying Training Given for Teachers

Teachers were given different academic and behavior management trainings, but the school never provided any kind of training for the teachers regarding bullying. Teachers also never had the opportunity to participate in any other training outside of the school. The issue of bullying is not considered as a problem and also it is leveled with the problem of behavior. Teachers were given different behavior management trainings which is related to bullying. Although, it was not given by the title of bullying the topics covered during the training directly mention how to

prevent students fighting in the schools and also respect the school rule and regulations. The trainings were given by the school principal and professionals who come from different government office. The school principal mentioned that they gave training on prevention of gender violence with the cooperation of the Wereda Women and children office. The training was very crucial for creating awareness about children's right and prevention of women's challenge.

4.2.4 Bullying in the Classroom and in the School Compound

According to the teachers' statement they mentioned as they encounter different forms of bullying in their classroom while teaching and in the school compound. Sometimes students insult each other and one of them may report to the teacher and other report losing of their property. It is common to find students with nick name and some of the nick naming is negative and the students do not like it and they report to their teachers. For some students nick naming is not a problem and they do not report it. In some cases the teachers also admitted nick naming the students because everyone in the class use their nick name, but not their real name. It is rare to find students fighting in the class with the presence of a teacher, but there were some incidents students have got involved in a fight during class time and the teacher took action. Most of the time bullying in class occur in class during class transition there is a time gap the class remain without a teacher until the next teacher arrived. Outside of the class most of the respondent agreed that as students report different forms of bullying. Usually the students report the incident when they return back to class and the teachers take action on the students who committed it. One of the physical education teachers Miss Selamawit in which her real name is changed,

"I usually find students fighting on the playground. I punish the student if any students reported to me. What usually happen is that students get involved in a fight and I punish both of them because it is a fight. If one of the students reported early when the fight started I only punish the one who started it. My punishment is usually if the case is simple I do not allow them to participate in a game which offends most of the students. If the case is serious and a student is injured I report to the principal and parents will be called for conference."

Bullying exists almost around every part of the school either in the classroom or outside. According to the teachers snatching of materials, insulting, pushing, mocking and not allowing a student to participate in a game are a common students' complain in the school. As one of the teacher stated that sometimes there are students who share their food for older students because they protect them from the bullies and in some case they pay their food as a means to participate in a game. The principal mentioned also older students eat the younger students' food. According to the physical education instructor she mentioned that older students take younger students ball or do not allow them to participate in a game. This implies there are different forms of bullying in the class and outside the class in the school compound.

4.2.5 Bullying and Academic Performance

Based on the information from the teachers they agree that bullying has effect on students' academic performance, but they also clearly stated that it is not a main reason for student's poor academic performance. The students' academic performance is based on the individual student studying effort and parents follow up .These students who are frequently bullied have a greater dislike of school and less confidence in their academic abilities this may result lower academic

performance. According to the teachers most of the students who have poor behavior or get involved in bullying are poor performers. Usually theses students do not have time to study because they spend most of their time playing. In some cases students are afraid to take part in classroom participation because they are mocked by their class mates, but this is not serious problem. As the school principal mentioned,

"In the previous year we have expelled students who frequently got involved in a fight and usually those students are who are reported with academic cheating and also poor grades. When I was also teaching in class those disturber students have poor grades it is in rare case you find top students getting involved in fighting or other disciplinary issues. Sometimes students who are very shy to communicate also have been found with poor grades."

The students who are usually bullied have less self-confidence to participate in class and they usually isolate themselves not to get in to the attention of the bullies. Based on the informants' information school bullying affect academic achievement either for the victims who suffer from these phenomena and in the same time it affects the bullies themselves.

4.2.6 Prevention of Victimization

The teachers stated the importance of preventing bullying in the school compound as it is essential, but so far they haven't take it seriously and made any effort to prevent it. The school also never identified the problem specifically and gave essential training and created awareness among students and teachers. The prevention of the victimization should begin by encouraging victims to report when an incident happened and taking measures on the bullies. The teachers also stated that the school needs to give guidance and counseling for the students who are victims

and also those who bully others. The teachers believe that the problem is preventable if they worked with the school, students and parents.

4.3   Observation Guide Analysis

As a researcher I conducted the observation myself where I watched the children under study closely in different places in the school environment with their knowledge, but without taking an active part in the situation. In this Non-participant Observation, observing the participants without actively participating gave me the opportunity to explore the problem under investigation in its natural condition. The field observation report includes the school setting, teachers' class room management, school supervision, student's interaction and prevalence of bullying. The observation was done in different part of the school compound. The specific areas that the observation was conducted included in a classroom setting, playground, toilet area, water area , building stairs and outside of the school at the outside main gate area. The observation was conducted in different days and time.

Table 4.12 Observation Time schedule

Before 8:30 am	Student arrival
8:30 am to 10:45 am	Morning class
10:45 am to 11:00 am	Break time
11:00 am to 12:30 pm	Class time
12:30 pm to 1:30 pm	Lunch break
1:30 pm to 3:00 pm	Afternoon class
After 3:00 pm	Going Home time

4.3.1   School Setting in Relation to Bullying

Mekdela Elementary school is located on area of 23, 992 m² land which make it the widest school in the area. The large free land gave the school the privilege to have standard football field, handball court, basketball court, Volleyball court and large amount of free space for the children as a playground. Although the playground and the field is wide, but it was covered with natural grass which was not professionally prepared. In many schools in Addis Ababa it is unthinkable to have such a large area of land. The excess land gave the children more than enough playing ground for different games. The school has a total of 32 class rooms which have an area of 50 m² each and they are used for teaching and other facilities. There are a total of 17 sections from grade 5-8 which were the target of the study. The school has different facilities like school library, laboratory, pedagogical center, school clinic, school cafeteria and other facilities. There are two water areas where students drink water and two different toilets in different location one for female and one for male students. Among the different facility in the school the library is not enough to serve the total number of students.

4.3.2   Teachers' Classroom Management

Classroom is the place where the students spend most of their time. From the total of 5 hours and 30 minutes of school time they spent 77% of their time in the class which means 4 hour and 15 minutes. So it is very important what happens in the class takes the largest part of their school time. The number of students per class is another very important thing for classroom conditions. There are averages of 41 students per class and they seat for two on a bench which was designed for this purpose. I have visited 14 classes from various grade levels with different teachers. I also visited two classes without teachers. In some of the classes where the teacher's classroom management was good that I have observed the students are more disciplined in class and their

interaction was positive. One of the Math's teachers whom I have got the privilege to visit him in grade 7 and 8 he was very serious about his classroom management. The students were participating well and also I have observed the teacher taking action on students who were misbehaving and not paying attention to his explanation. The behavior of the students in grade five and six was better than the students who are in grade seven and eight. One of the common problems that I have observed was that students were involved in personal talk while a teacher was teaching. I also noticed in some classes students throwing objects while the teacher was in the class. In one of the grade 7 class where there was no teacher that I observed, at first the students were afraid of my presence and never did anything new, but after some time they started to move around in the class. I took no part to stop them, but kept on observing. It was during that time I have observed students insulting, mocking to each other and commonly calling nick names. There was also physical pushing and fighting. It was very common to see students moving around the class and sometimes going out to the corridor when the teacher was not present. Usually, this happened during the transition time. In most of the other classes that I observed teachers' strong classroom management has impact on student's classroom interaction. In one of grade six classes I have observed the teacher called one of her student "ayte" which means rat. Immediately the teacher realized my presence and called her by her name. From the different classrooms that I have observed five teachers were using group discussion method and allowing students to help each other. The classroom was much better with the teachers' presence and strong classroom management. In my observation the general classroom management of teachers needs improvement for the effective control and prevention of bullying. I have also observed a big individual difference in teachers' classroom management. Most of the bullying occurred without the teachers' presence in the class especially, during class exchange time.

4.3.3 Supervision of Students in the School

Students' supervision in the school environment is a vital element for the safety of the children in the school compound. Supervision can be done almost in every area of school where in areas where there are the presences of students. In my observation in Mekdela Elementary school I have observed only less supervision of students in the school. In most of the area where the students were present like the playground, the dining hall, water area ,toilet area and building stairs there was no supervision at all during the break and lunch time. I have observed the school director presence at the gate during morning time. The only time I observed the unit leaders supervising the students on the field was immediately after morning break and lunch break they collect the students. During the other time the students are left alone without any supervision of a teacher or an adult. In one of the toilet I have observed the cleaner acting as a supervisor on the area. During most of the time when the children were outside on the field they were left unsupervised or there was no adult presence. Supervision in school is very essential for a reason of increasing the safety of students. In this regard the lack of enough supervision encourages students to get involved in fight and bullying.

Figure 4.4 Mekdela Elementary school students during going home time.

Source: Own Study, 2017

4.3.4   Students' Interaction and Bullying In the School

As to my observation of the students' interaction in different time and area during the day, I have observed the classrooms were the places where bullying of students occur. I have observed students being insulted, pushed, nick named, being hit with paper ball in the classroom. This usually happened when there was no presence of teachers in the class. With the teachers presence the classrooms are the safest places for the students. I have observed physical bullying, verbal bullying in the class by students to each other. I have also observed students positively interacting like helping each other and group studying. Most of the teachers' interaction with their students in the class was normal, but in one of grade six classes I have observed a teacher being very emotional and taking physical punishment on the student and also reporting to the principal's office. During my field observation in areas where there was no supervision I have observed students playing together on the playground, eating together in the dining hall and also outside of the dining hall. As the same time I have also observed different students who were involved in a fight. All of the students who were involved in the fight were boys. Most of the fights were resolved with the help of their friends, but some fights were reported to the unit leaders .One of the strange thing that I have observed was that one of the male guards was having a long plastic stick and chasing students to get out during home going time. This is also a common culture that I have observed the unit leaders chase the students with a stick and beat them sometimes to enter to their classes. The other particular area where I made my observation was on the stairs. Most of the time during my observation there were students standing on the stairs and name calling, mocking, nick naming other students who were on the playground. I have also observed some students seating alone on the playground in far distance from the other students. Most of the girls during lunch and break time they seat under the shed and talk. In my

observation around the school cafeteria I have noticed some boys snatch the food from the girls and run. Generally, I have observed the presence of different form of bullying in the school compound.

Figure 4.5 Mekdela elementary school Students in their compound

Source: Own Study, 2017

4.3.5 Guidance and Counseling of Students

In a school environment it is essential to have a student's guidance and counseling office with professional person .The purpose of the school counseling program is to help students to overcome social and emotional problems they face in school and ensuring all students can achieve school success. But in my observation the school does not provide any kind of counseling support for the students except which is given by the teachers during class or after class program. Students who have problem are expected to report to the principal or their teachers for help. There are many benefits of a Guidance and Counseling Program for the entire

community including students, teachers, and administrators by identifying student's problem and providing them support. In the school there is no service of guidance and counseling.

4.4 Focused Group Discussion Guide Analysis

4.4.1 Introduction

The objective of the focus groups was to openly explore the needs and perceptions of students in regards to school climate, causes and impact of bullying on students' academic performance. The researcher completed the consent of all the participant of the focus group discussion in advance by seeking to those who were interested to participate and identifying target groups whose thoughts, opinions, and ideas are relevant for the study. As the researcher of the study and also taking the role of the facilitator for the focus group discussion all the participants were informed earlier the venue and time of the discussion. The discussion room was setup and ready for the discussion before the arrival of the participants. I have arranged it with a prior permission from the school principal.

4.4.2 Greeting and introduction

As the facilitator of the discussion I have checked the arrival of all the participants who were expected to participate in the focus group discussion. I took the attendance of the students and confirmed that the entire participant arrived and began the discussion by welcoming the entire participant to the discussion and gave them a warm greeting. I thanked the entire participant for agreeing to participate in the discussion and also coming on time. Following the greeting I gave a brief personal introduction about myself and also about the objective of the discussion. On that point I explained well the purpose of the discussion for the study. I confirmed for the participant that the confidentiality of all the information they give and as it would not be associated to their

name whatever they said. I also kindly informed the entire participant to keep the confidentiality of the discussion.

Explanation of the Process

To make the entire participant clear about what was going to happen I explained the process well. I started by asking if anyone had participated in a focus group discussion before and briefed them the expectations. We have set the ground rules for our discussion like everyone should participate, no side talking during discussion, no mocking or discouraging opinion of other and most importantly to feel free and participate. I also encouraged the participant to feel free to ask for permission if they wanted to go to toilet .We also appointed one note taker who has good handwriting to take note during the discussion and started the discussion.

4.4.3   Students' Understanding of Bullying

Focus groups participants were asked to first talk about what do they understand about bullying. Nearly all participants do not have the clear understanding of bullying. The participant explained they consider as bullying was only about physical and verbal and they don't have any prior understanding of the concept before the study. Based on the explanation given by the facilitators the participants mentioned several incidents that reflected they were bullied in the school compound. According to one participant,

> "I don't know what bullying is? It is my first time when I heard it from you. But there are many students who beat, insult and sometimes take our property. We are afraid to tell for teachers. The teachers also never explained the problem for us and also gave warning for the bullies."

As it was mention during the discussion by the participants verbal bullying occurs mostly in the school compound. One participant expressed her challenge that because of her physical condition her class mates call her "Duba" which means pumpkin. The participant stated bullying and the different forms in their school. According to the participants even if different form of bullying occurs in their school their understanding about the problem is very low. Based on what the focused group participant stated they do not have clear understanding of bullying.

4.4.4   Causes of Bullying in the School

When talking about causes of bulling the participant mentioned different reasons. Among the main reasons mentioned by the participant they believed they are bullied because the bullies are bigger in size, older than them and have many friends. Some participant also described it as when they report to the teachers they are insulted and nick named "Akatari" which means informer. To avoid to be called informer the victims do not report for the school administration or teachers. As also mentioned by the participants the school does not take prevention measure like talking about the issue for the students. The participants also suggested that lack of supervision is one of the causes. As one participant mentioned,

> *"Usually we are not insulted in front of the teacher or when we are in class. They usually insult me when I am outside on the playground. Sometimes they are many boys that I cannot stop them. But I always feel bad when they insult me. They also insult me when there is no teacher in the class"*

Some of the participants explained that some of the bullies are from different class and even if they want to report they don't recognize them. The participant also mentioned that

having grade eight and grade five students on the same playground make the older students not to give chance for the younger ones.

> "*In the morning I and my friends want to play football, but the grade eight students they don't give us the chance. They choose their friends over us. So we always play with small balls around the corner of the field. If we started earlier we will leave the place for them otherwise they will beat us.*"

As it was explained by the participant lack of program for the students to participate in a game only the older and strong students are given the chance of participating the other students are not given the chance.

4.4.5   School Climate and Bullying

Explaining the school climate and bullying the participant stated that as bullying was not a critical problem in the school, but the entire participant agreed on the point that it is a challenge for some students. As it was described by one of the participant the school has many blind sites where it is favorable for bullies. There are different locations which are very far from the office or teacher's presence and those areas are the places where most of the time students get bullied. Some of the boys who participated in the discussion explained that sometimes older students take their ball or do not allow them to participate in a game so they usually do not bring balls to school because they are afraid older students would take it. During the discussion some participants were concerned about the problem they might face if they mentioned some of the school problems. As the participant described it sometimes it is difficult for them to fight back bullying by reporting to the school administration or teachers because the bullies would take time

and revenge them. So they are afraid to report incidents to the school teachers. As the participant stated it the school does not encourage bullying but lacks any kind of prevention effort.

4.4.6   Bullying and its Effect on Students' Academic Performance

According to the information from some participant of the discussion they believed academically strong students are most of the time liked by their teachers and bullies do not dare to insult them. They said these students are paid more attention by the teachers and the school. The majority of the participants said they like their school, but some exceptional participants mentioned as they love their previous school than the current school. Explaining the reasons,

> "In my previous school I have many friends and I always play with them, but in this school I have no friend. Some of the students insult me and sometimes I fight with them. I have been punished by teachers for being involved in a fight."

The main concerns expressed about the overall problem of bullying and the specific effect of it on students' academic performance was during class participations. The participant described sometimes their class mates mock and joke at them when they participate in the class. Teachers take action and encourage students to participate in class, but the students' laugh when specific students tried to answer questions. One of the participants stated that,

> "I am not a clever student, but I want to participate in class. One day when I was asked to read and made some mistakes almost the whole class laughed at me. After the class was over for many days some students were joking at

me. I lost my confidence and even if I know the answer I am afraid to participate in the class."

But for the general question asked if all are afraid to participate in class, the majority of the participant said they are not afraid to participate if they know the answer. By relating it with their attendance the question raised by the facilitator if they love to come to school or be absent the majority told they would like to attend school. Some participant mentioned as they enjoy being absent from the school. Most of the participant agreed that if there was frequent bullying it would affect the academic performance of the student.

4.4.7   Coping Strategies Used by Students

Most of the participants agreed to the point that they would fight back for any kind of bullying if the bully is small or younger than them. But some explained if it was one time incident they would not mind. They said sometimes students from other class or different section would push them and run and mostly the female participant mentioned they ignore them. The female participants expressed that they ignore them or report to teachers if it is serious. One particular participant said that no student dared to bully him because he is strong and he stated he would beat anyone who bullied him. Two participants said they would distance themselves from the bullies and if they kept on disturbing them they report to their teachers. The majority of the participant explained they would defend themselves as far as there is power balance. One participant mentioned she usually tells to her older brother in the school and he would take care of it. Other participant described that they form friendship and if anyone is bullied in their group they fight back as a group. Sometimes the participant informed me that they cry and leave it. Other participant said they distance themselves from the bullies and they do not participate in

games because they were afraid not to get in to problem with the bullies. Some participant described they establish friendship with the bullies by bringing them material, food and sometimes buying them snacks.

4.4.8   The School's Role in Bullying Prevention

All the participants throughout the focus groups discussed how bullying was a challenge and gave suggestion what the school should do to prevent it from happening. Some of the participant suggested that the school should fire or take strong measures on students who bully other students. The others suggested that the school needs to teach the students about the harmful effect of bullying and create awareness among the students. One participant stated that teachers should do more to prevent it by taking actions when they noticed or they are informed an incident. The participants additionally suggested some area needs to be well supervised by the school teachers and staff members. It was also mentioned by participants some teachers should not insult, beat or bully students and as a teacher they must be the best examples for their students. The male participant mentioned if there was a game program by the school all the students get the chance to participate. Due to lack of a proper game schedule and programs students do not get the chance to participate in any games like football and volley ball because the older students do not give chances for the younger students. It was also mentioned that it is a problem with female students in which only male students get the chance to participate in games. The female participants stated that as they should get the chance to play in games and this should be organized by the school.

CHAPTER FIVE

5.   CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter deals with summary of the major findings of the study, and recommendation based on the discussion made previously. First the major findings are summarized and presented. Secondly a conclusion drown based on the objective of the study is given and finally by relating the problem the finding and the conclusions recommendations are stated.

5.2   Summary of Findings

According to the finding of the study it was found that the majority of the students who are enrolled in 2017/2018 academic year from grade 5 to grade 8 were female students. They take 62 % from the total target population and the remaining 38 % of them were male students. Among the teachers who are teaching in the school 56% of them are female teachers and the remaining 44% of them are male teachers. From the total teachers of the target of the study 23 % of them were found to be degree holders and 68 % of them diploma holders. There are also 9 % of the teachers are certificate level.

From the total number of respondents of 160 students 55 % of them were female students and the remaining 45% of the respondents were male students. When we see the age level of the respondents 43.8 5 of the respondents were found to be between 13 and 14 years of age. The second highest group was 26.3 % of them were between age 15 and 16. The other 25 % of the respondents were in the range of 11 and 12 years old. The smallest number of participants was students from age 9 and 10 which was 5.5% of the respondents.

Among the total number of respondents 75 % of them indicated that they were born in Addis Ababa and 12.5 % of them came from other city. The other 12.5 % of the respondents were born in a country side. From the respondents 71.3 % were found to be Orthodox Christian, 23.8 % Muslims, 3.8 % protestant and 1.3 % of the respondents follow other religion. From the students parental status 57.5 % of the respondent responded as they live with their parents, 17.5 % of them they live with their mother only, 5 % of them live only with their father and the remaining 20 % of the respondents do not live with their real parents instead they live with other guardians.

It was found that in the study from the total number of respondents academic grade level 36.3 % grade eight, 22.5 % grade seven, 23.8 % grade six and the remaining 17.5 % of the respondents were in grade five. Among the total respondents 25 % of them were in top ten from their class in their academic rank. The other 45 % of the respondents were in the range from 11 to 20. Another 25 % of the respondents were from 21 to 30 and the remaining 5 % of them responded as their academic class rank was above 31.

As the research finding indicated that from the total respondents 86.3 % of the respondents have experienced different forms of bullying the, remaining 13.7 % of the participant responded as they never experienced any form of bullying. It was also found during the observation different incidents of bullying. The focus group discussion also identified as bulling is a problem for all.

Based on the level of frequency 17.5 % of them responded as they have been bullied once, 47.5 % described rarely, 10 % sometimes and the remaining 11.3 % of the respondent have experienced bullying on a regular basis that is often. The respondents also described that among the total bullying experience 84.1 % was committed by male bullies and only 15.9 % of the bullies were described to be female. As the it was found from the focus group discussion and the

interview male students are highly involved in fighting and bullying. Respondents also described as it was found in the study 59.4 % of them re found bullied by someone who was older than them. The other 21.7 % of them were bullied by someone equal to their age and 13 % of them by adult. Among the total respondents only 5.8% of them experienced bullying by someone who was younger than them.

Based on their relationship 18.8 % were found to be friends, 55.1% were class mates, 13 % stranger someone who has no relation with them and the remaining 13 % of the bullies were described to be teachers. As it was also observed that some teachers were found beating and bullying students. Among the different forms of bullying that the respondents experienced physical bullying or beating takes the highest part. From the total forms of bullying 30 % of it was indicated to be physical bullying, 15.9 % verbal insulting, 19 % mocking, 4% social bullying and the remaining 14 % of them were found to be various forms of bullying. It was also indicated in the interview that fighting is a problem. It was also found the highest percentage of the bullying happened in the class. From the different places where bullying was reported to happen 55.1 % of it happened in the class. The focus group discussion also indicated that bullying happens in the class. During the observation it was observed there was bullying in the class especially when there is no teacher during transition period. A significant number of 27.5 % was found to be happening on the playground. The other places were 2.9 % toilet area, 8.7 % outside of the school and the remaining 5.8 % were found to be different places.

The other finding of the study was respondents bullying experience on other students. From the total respondents 42.5 % of them admitted bullying other students and the remaining 57.5 % of them responded as they never participated in bullying other. It was also found in the study a very large number 91.3 % of the respondents have seen other students being bullied and the remaining

8.7 % of them never experienced it. The study also found that 70 % of the respondents have nick names while only 30 5 of the other do not have nick names.

As the study tried to find the students attitude towards bullying among the total respondents who had experienced bullying 88.4 % responded as they like their school. The other 11.6 % do not like their school. On the other hand from respondents who had never experienced bullying 100% of the respondents responded as they like their school. From this we can see non victim respondents like their school than that of those who have been victims.

Among the total respondents who have never experienced bullying their academic class rank 18.2 % from 1 to 10, 72.7 % from 11 to 20, and 9.1 % from 21 to 30 and there was no respondents above 31. On the other hand, from respondents who have experienced bullying the respective academic rand in class was found to be 26.1 % from 1 to 10, 40.6 % from 11 to 20, 27.5 % from 21 to 30 and the remaining 5.8 5 of the respondents were above 31. This shows that respondents who never had experienced bullying have relatively better academic performance. From the total 90.9% of students who never experienced bullying were found to be in the range of 1 to 20 whereas from the total respondent who have experienced bullying only 66.7 5 of them were found in similar range and it was found to be lower.

The other finding of the study was respondents' class participation and school attendance. From the total number of bullying victim respondents 90.9 % of them participate in class and from respondents who have experienced bullying 88.4 % of the respondents participate in class. It was also found that from the total respondents who have never experienced bullying 81.8 % of them they have never been absent from school where as it was found that from students who have experienced bullying 59.4 % have never been absent from school. This indicates school

attendance is higher among respondents who have never been bullied than that of who have been bullied. It was also found out in the focused group discussion and interview those students who experience bullying have less class participation and school attendance. The fear of getting bullied hold students from participating in class.

On respondents socialization it was found in the study that respondents who never experienced bullying have 100 % friends in the school on the other hand from the total respondents who have experienced bullying 88.4 % of them have friends in the school. It was also found that non victim respondents of bullying 90.9 % have responded that as they study with their friends and among the total victim respondents 87% of them they study with their friends. This indicates non victim students have higher socialization than the victim respondents.

It was also found in the study that teachers have never taken any kind of training regarding bullying. Most of the teachers do not have a clear understanding of bullying Teachers consider bullying as the other behavioral problems in the school. Even if bullying is a behavioral problem it does not mean that every behavior problem is bullying. In this regard the study found teachers' awareness about the problem very low. It was also found that bullying happens in every part of the school. Usually bullying happens in the classroom when there was no teacher in the class. Respondent teachers also indicated as bullying affects students' academic performance in some extent. Students' school attendance and class participation decreases as a result of bullying.

Regarding the prevention of bullying the study found that the school has never put enough effort by mobilizing teachers and students. It was also found that teachers' classroom management needs improvement. To some extent some teachers were found bullying students and physically beating students. The study also found that the school setting is more favorable for bullying

prevention. But there was lack of students' supervision in the school where the increase of bullying incidents resulted. The school also does not have any kind of guidance and counseling service for the students who are victims of bullying and also who faced other social and emotional problems. As a result it was found in the study students use different coping mechanisms including fighting back, isolating themselves from different games and tries to create affiliation with the bully.

5.3   Conclusions

Bullying is known to cause emotional, physical, and psychological pain. Unfortunately, children at school every day face bullying and often do not get much needed help. As much as people would like to say that words do not hurt, they do, and they can leave a person with permanent emotional scarring from which they may never recover. Bullying is a behavioral problem which affects the lives of many school children. It is serious current problems that exist in schools. As the study finding indicated that 86.3% of the respondents have experienced different forms of bullying which shows as bullying is an existing problem in the school. Another data that supports the prevalence of bullying in the school which shows from the total number of respondents 91.3% of them have seen while others were being bullied. It can be their friends, class mates or another student in the school. It was also mentioned by focused group participant and also observed by the researcher during the observation. In the study finding 84.1% of the bullies were male students and the remaining 15.9 % of them were female students this indicates male students are highly involved in bullying than female students. This indicated that bullying is a problem that affected many students in the school. A target or victim of school bullying can be expected to experience a variety of emotions fear, anxiety, and anger, frustration, helplessness, humiliation, loneliness, and feelings of isolation. From the total respondents 42.5% of them

admitted to participate in bullying other students and this indicates as bullying is not only the problem of few bullies.

Among the different forms of bullying it was found out in the study that 30% of the bullying was physical bullying and the second highest was 19 % mocking and 15.9 % verbal insulting. This indicates as physical and verbal bullying is the highest form of bullying in the school. Among the different places that bullying occur 55.1 % of the bullying happened in the class. This is an indication of lack of supervision in the school during transition periods and also lack of teachers' classroom management. As classes are a place where teaching and learning takes place the prevalence of bullying in higher percentage shows how much the teaching learning is also affected due to bullying. From the respondents who never experienced bullying 90.9 % of them were found from 1 to 20 in their class academic rank whereas students who have experienced bullying relatively 66.7 % of them were found with academic rank from 1 to 20. The lower percentage in their class rank indicates the effect of bullying on their academic performance. It is also reflected on students' class attendance. Among the total students who never had experienced bullying 81.8 % of they have never been absent from school on the other hand from the respondents who have experienced bullying 59.4 % of them only they have never been absent from school. Students who get bullied run the risk of not coming to school, not liking school, perceiving school more negatively. This indicates students who do not experience bullying have highest school attendance than students who have experienced bullying. Students' school attendance is a very important factor for their academic success. From the total number of respondents who have never experienced bullying 90.9% have class participation and the victims' respondents have 88.4 % class participation. This indicates non victims have higher class participation than the victim respondents.

The finding of the study also shows that students who have never experienced have better socialization than the victims. From the total respondent of non-victims 100% of them have friends in school and among the victim students 95.7% have friends in school. This indicates that students who have never been bullied have higher rate of having friends in school. When it comes to working and studying with friends, among the total respondents of the non-victim students 90.9 % study with their friends whereas the victim students have 87 % responded as they study with their friends in school. The study also identified respondents' attitude towards their school and among the total respondents who have experienced bullying have 88.4% of them responded as they like their school, but from the students who have never experienced bullying 100% of them responded as they like their school. This indicates that students who have never been bullied like their school than that of school. The dislikes of their school result in decrease in their academic performance.

5.4   Recommendations

Bullying cannot be an issue that can be ignored in our schools. It is a serious problem that can cause physical, mental, psychological, emotional and mental harm to a person or group. It can cause severe consequences and therefore should be treated seriously. Bullying can inhibit students' physical, emotional, and cognitive growth and development. Depending on the duration of the bullying, a child may suffer from both short-term and long-term consequences. Based on the findings of the study the following recommendations are suggested by the researcher to improve the situation.

For Schools

The first important step is the assessment of the problem which can help the school to determine the frequency and locations of bullying behavior. Knowing what's going on can help school select appropriate prevention and response strategies.

Training school staff and students to prevent and address bullying can help sustain bullying prevention effort. It is important to increase the level of awareness about bullying among teachers, students, staff, parents and the entire school community. This will help the prevention of bullying in the school.

Adequate school supervision is essential in prevention of bullying. Scheduled playground supervision and making sure students are monitored in class, hallways, restrooms, the cafeteria, and areas identified in the school as hot spots for bullying. The school needs to assign enough number of supervisors which helps and reduces occurrence of bullying in the school compound.

A safe and supportive school climate can help prevent bullying. Safety starts in the classroom. Students should also feel and be safe everywhere in the school compound. Everyone at school can work together to create a climate where bullying is not acceptable.

Despite the number of negative emotions and consequences of bullying, many targets of bullying do not tell anyone what is happening. This is because they are embarrassed, confused or feel they can handle it on their own. So the school systems have to establish a system that encourages victims to report the incident to the concerned body.

Being targeted by a bully can have significant consequences. In fact, many victims feel alone, isolated and humiliated. If bullying is left unaddressed the victims can face depression, loneliness, traumatic stress and even thoughts of suicide. So the school needs to establish different coping mechanism like providing guidance and counseling for victim students.

The school should create a bullying prevention program that involves administrators, teachers, students, and parents who are important partners in developing a bullying-prevention program. The school can do a great deal to prevent bullying and protect students, but they can't do it alone. Parents and guardians also have a role to play in preventing bullying at school.

The school administration and teachers must act to implement the school's policy against bullying. It's important to design a school policy, rules and regulation that do not tolerate any kind of bullying in the school compound.

For Government and Policy Makers

For the government and concerned policy makers needs to consider the serious level of bullying and give attention and create policy that prevent bullying. It is also important to include in teachers training education curriculum so that teachers will have the awareness and the understanding of the problem before going to teaching. This will significantly reduce the problem that arises from lack of awareness.

For NGOs

Bullying is a serious problem that affect children social and psychological growth and development ,so all those NGOs that are working with children and child right have to understand the magnitude of the problem and should work closely with schools in helping the victim children in counseling and also in the prevention process.

For Researchers

As research plays important roles in identifying community problems and also giving possible suggestions, it is very important to understand the level of bullying as a problem for many children in our schools. Bullying is a neglected issue in our schools, but it is a serious problem that is making many students school life a challenge. Doing further study and investigation on

the issue is highly recommended because of the magnitude of the problem and the number of children it affects.

REFERENCES

Banks, R. (1997).*Bullying is schools* (ERIC Report NO. EDO_PS 97-170) University of Illinois

     Champaign

Banks, R., (1997).*Bullying in schools* (ERIC Report No.EDO-PS-97-170.) University of Illinois

    Champaign

Dr. Goh Leong, (2009).*Stop Violence against Children* UNICEF Malaysia Communications

Dr.MulatAsnake, (2017).*Bullying victimization and Self-esteem among Late Childhood Children*

    in Future Talent Academy in Addis Ababa, Ethiopia*Retrieved on*

    9/20/2017http://etd.aau.edu.et/handle/123456789/16904

Facts about Bullying Everyone Should Know very well retrieved on 9/10/2017

    https*://www.verywell.com/facts-about-bullying-everyone-should-know*

Fleming and Jacobsen, (2010). Bullying among middle-school students in low and middle

    income

Juan Luis, Benitez and Fernando Justicia, (2006). *Bullying description and analysis of the*

    phenomenon Electronic Journal of research in Educational psychology. No 9. Vol4 (2)

Ken Rigby, (2003).*Consequences of Bullying in Schools* Can J Psychiatry, Vol 48, No 9

Leslau W., (1972). Dictionary From English To Amharic.Los Angeles: Otto Harrassowitz

    Wiesbaden

Lines D., (2008) *the Bullies, the Rational of Bullying London*, Jessica Kinsley Publisher

Michael Borba, (2016).*the Six RS of Bullying Prevention* Free Sprit Publishing Inc. Minneapolis

Ministry of Education, (2010) *Education Statistics: Annual Abstract* 2011/2012. Addis Ababa

National Center for Injury Prevention and Control of the Center for Disease Control and

      Prevention,(2011). Measuring Bullying, Victimization, Perpetration and Bystanders,

      Experiences, A Compendium of Assessment Tools. Atlanta, Georgia.

Olweus, D. (1993). *Bullying at School*: What we know and what we can do. Cambridge, MA:

      Blackwell Publisher

Olweus, D. (1996). *Bullying at school* knowledge base and an effective intervention program

      Ann. NY Acad. Sci. 794, 265–276.

Olweus, D. (2007). *Olweus Bullying Prevention Program Minneapolis. Minnesota* :Hazelden

      Publishing

Olweus D., & Limber, S. (2000). *Bullying prevention program* Boulder, CO: Center for the

      Study and Prevention of Violence.

Richard Donegan, (2003).*Bullying and Cyber bullying*: History, Statistics, Law, Prevention and

      Analysis the Elon Journal of Undergraduate Research in Communications • Vol. 3, No. 1 •

      spring 2012

Rigby, K. (2002). *New Perspective on Bullying*. London & Philadelphia: Jessica Kinsley

      Publishers. United

Rigby, K. (2007). *Bullying in Schools and What to Do about It*. Australia: ACER press,

Rob Lillis, (2011).*Relationship between Bullying and Academic Achievement and Direct Indirect

      impact of Olweus Bullying Prevention Program*: Evalumetrics Research Report

Save The Children Denmark, (2008). *A Study on Violence against Girls in Primary Schools and

      Its Impact on Girls Education In Ethiopia.* Addis Ababa

Smith, P. K., & Sharp, S. (2003) .*School Bullying Insights and Perspectives*, London and New

      York; Taylor

Southern New Hampshire University, The Psychological Effects of Bullying on Kids &
Teensretrieved on9/92017 http://mastersinpsychologyguide.com/articles/psychological-
effects-bullying-kids-teens

Susan M. Swearer and Shelley Hymel, (2015).*Understanding the Psychology of Bullying*:
American Psychological Association Vol. 70, No. 4, 344–353

Susan M. Swearer, Shelley Hymel, (2005).*Understanding the Psychology of Bullying*: School
Bullying special issue of the American Psychologist

The Psychological Effects of Bullying on Kids & Teens   Southern New Hampshire University
retrieved on9/92017*http://mastersinpsychologyguide.com/articles/psychological-effects-*
bullying-kids-teens

Uwe Flick, (2011).*Introducing Research Methodology* .Rowohlt Verlag GmbH, Reinbek
Hamburg

Wiseman, B. (2011). *Cyber bullying in schools*: A research study on school policies and
procedures. ProQuest Dissertations and Theses, Retrieved from EBSCOhost.

World Health Organization, (2011).*World Report on Violence and Health Summary*, WHO,
Geneva

Appendix I Interview Schedule for Students

IGNOU SCHOOL OF SOCIAL WORK

Dear Respondents,

My name is Yeshiwas Abate a second year Masters of Social Work student in INDRA GHANDI NATIONAL OPEN UNIVERSITY. I conduct this research as part of my study program and it is only for educational Purpose. This self-administered questionnaire is prepared for the cause of the Assessment of bullying and its effect on the academic performance of students in The Case of Mekdela Elementary School in Addis Ababa.

The purpose of the study is to assess the effect of bullying on academic performance of students and recommend possible solutions based on the findings of the study. I think that your knowledge and experience will provide significant contribution for the study, so please, read each question carefully and give your honest and accurate answer. All the information you provide only be used for this particular study and personal information's will not be disclosed in the study.

I would like to thank you in advance for taking your time and participating in the study. Please, make your free choice to participate or not in this particular study.

Are you willing to participate in the study? Make a tick in your choice.

Yes ☐   No   ☐

Thank you for your time!

1. **GENERAL INFORMATION (students) Make a tick mark in the space of your choice.**

   1.1. **Sex** Male _____   Female _____

   1.2. **Age** 9 -10 _____   11-12 _____   13-14 _____   15-16 _____ 17 and above _____

   1.3. **Religion** Orthodox Christian ☐ Muslim ☐ Protestant ☐ Catholic ☐ Others ☐

   1.4. **Place of Birth** Addis Ababa _____   Rural area_____ Oher Urban Area _____

   Other place _____

2. **Educational information**

   2.1 **Grade**   5 ☐   6 ☐   7 ☐   8 ☐

   2.2 **Academic Rank**   of the previous year

        1-10 ☐ 11-20 ☐   21-30 ☐   30 and above ☐

3. Do you live with your parents Yes   ☐   No   ☐

Mother and father   ☐   Mother only ☐   Father Only ☐   Other guardian ☐

4. Have you been bullied?   Yes ☐   No ☐   if your answer is yes answer

   the following questions.

   4.1 **How often**? Sometimes ☐ Rarely ☐ Always ☐

   4.2 What Sex was the bully?   Male ☐   Female ☐

   4.3 Who bullied you? Friend ☐ Class mate ☐ Stranger ☐ Teacher ☐

   4.4 What was the age of the bully? Younger ☐ the same age ☐ older ☐ Adult ☐

   4.5 **What was the form**? Verbal insulting _____ Verbal Mocking _____ Verbal Nick

       naming _____ Physical Beating and pushing _____ Social talking bad about you _____

   4.6 Where did it happen? In class ☐ playground ☐ Toilet area ☐ Out of school ☐

   4.7 Do you have nick name? Yes ____   No ___ if yes do you like it? Yes ____ No ____

   4.8 Have you been absent from school? Never ☐ rarely ☐ sometimes ☐ Often ☐

4.9 Do you like your school?   Yes ☐   No ☐

5   Have you bullied others? Yes ☐   No ☐

6   Have you seen others being bullied? Yes ☐   No ☐

7   Do you participate in class? Never ☐ Sometimes ☐   Always ☐

8   Do you study with your friends?   Yes ☐   No ☐

9   Do you have friends? No ☐   Some friends ☐   Many Friends ☐

10   Do you have something to add? _____

Thank you for your time!

Appendix II

IGNOU SCHOOL OF SOCIAL WORK

Observation Guide

Date _____

Observation Time	Observation Area	Observation Focus	Remark
Morning 8:00 am - 8:30 am	Outside the gate, inside the gate ,playground ,classroom area	Students interaction, bullying, identifying bullies and victims	
Break time 10:45 am- 11:00 am	Playground ,toilet area, dining hall area	Students interaction, bullying, identifying bullies and victims	
Lunch time 12:30 pm- 1:30 pm	Playground, dining hall ,toilet and classroom area	Students interaction, bullying, identifying bullies and victims	
Going Home time 3:00 pm	Outside the gate, playground ,classroom area	Students interaction, bullying, identifying bullies and victims	
Class time 8:30am-10:45 am 11:00am-12:30 pm 1:30pm-3:00 pm	In the classroom	Class participation, Students interaction, bullying, identifying bullies and victims, classroom setting	

Other Observation Focus

- ✓ School setting
- ✓ Scholl supervision
- ✓ Teachers classroom management
- ✓ Students Interaction
- ✓ Students Guidance and counseling

<div align="center">

Appendix III

IGNOU SCHOOL OF SOCIAL WORK

Interview Guide (Teachers)

</div>

Greeting and Introduction,

1. Can you tell me what grade do you teach and your educational background?

2. How long have you been teaching?

3. Do you notice bullying in your classroom or in the school compound?

4. Have you taken any training regarding bullying?

5. As a teacher, what is your experience when it comes to bullying within the classroom?

    a. How often do you encounter bullying in your classroom?

    b. What forms of bullying do you see?

    c. What are some observations that stand out for you?

6. How might bullying affect a student's academic success?

    a) What part of their education might be more affected? (E.g. testing, assignments, critical thinking, problem solving etc.)

7. What have you noticed about changes in student's academic success when they are involved in bullying (bully or victim)?

8. Which academic level group of students participate more in bullying?

9. What do you think would be more helpful? What are some other ways that Victimization can be handled?

10. Do you have anything to add?

<div align="center">

Thank you for your time!

</div>

<div align="center">

Appendix IV

IGNOU SCHOOL OF SOCIAL WORK

Focus Group Discussion Guide

</div>

The aim of the focus groups is to openly explore the needs and perceptions of students in regards to school climate, causes and impact of bullying. Students who show an interest in participating in focus groups and selected target groups participate.

Greeting and Introduction,

TOPICS:

    a. Understanding of bullying

    b. Causes and impact of bullying

    c. School climate

    d. Does bullying affect students' academic performance?

    e. Coping strategies used by students

    f. How do students/teachers think bullying should be handled in schools?

    g. What do you think the school should do to support victim students?

<div align="center">

Thank you for your time!

</div>

PROFORMA FOR SUBMISSION OF MSW PROJECT PROPOSALS FOR APPROVAL FROM ACADEMIC COUNSELOR AT STUDY CENTER

Enrolment Number: - ID 1403824

Date of Submission: June, 2017

Name of the Study Center: St. Mary's University

Name of the Guide: Mossisa Kejela

Title of the Project: **The Assessment of bullying and its effect on the academic performance of students The Case of Mekdela Elementary School in Addis Ababa**

Signature of the Student: _____

Approved /Not Approved

Signature: _____

 Name of the Guide: Mossisa Kejela

Address: Tel +251 -911-243-883

Name of the Student Yeshiwas Abate Gebeyew

Address: yeshiwasabate@yahoo.com

The Assessment of bullying and its effect on the Academic Performance of Students the Case of Mekdela Elementary School in Addis Ababa

MSW Dissertation Research Project Proposal

(MSWP-001)

Prepared By

Yeshiwas Abate Gebeyew

Enrolment Number   ID 1403824

Project Supervisor   Mosisa Kejela

Indira Gandhi National Open University School of Social Work

June 2017

Addis Ababa, Ethiopia

Table of Contents   **Pages**

1. INTRODUCTION

1.1   Background of the Study

Schools are critical for individual development, children spend most of their day as they are the first place in which children undertake a formal learning process that provides them with basic knowledge and thus enables them to discover and deepen the skill they need to be successful and independent adults. Having a good academic achievement help children become whatever they wanted to become in life. A 2012 report by the Special Representative of the Secretary-General on Violence against Children 1 notes that 'more than one billion children around the world attend school. Many of these children enjoy their right to be taught in a safe and stimulating environment. For many others, however, schooling does not guarantee such opportunity. These girls and boys are exposed to bullying, sexual and gender-based violence, corporal punishment and other forms of violence. Many are also exposed to schoolyard fighting, gang violence, assault with weapons, and sexual and gender-based violence by their own peers.

Globally it is estimated that more than one in three students between the ages of 13 and 15 are regularly bullied (Fleming and Jacobsen, 2010: 75). The effects of bullying on the learning process as well as on the children and adolescents' emotional development may be devastating and profound. Bullying is one form of violent behavior and refers to the intentional and persistent aggressive behavior towards others, such as physical hitting, verbal harassment, spreading of false rumors, social exclusion and use of the Internet or cell phones for sending nasty messages (Olweus, 1996). Bullying is a unique but complex form of interpersonal aggression, which takes many forms, serves different functions, and is manifested in different patterns of relationships. Bullying is not simply a dyadic problem between a bully and a victim,

but is recognized as a group phenomenon, occurring in a social context in which various factors serve to promote, maintain, or suppress such behavior (Olweus, 2001)

Bullying is a behavioral problem which affects the lives of thousands of school children and their families. The humiliation, fear, frustration and social isolation and loss of self-esteem which children experience when bullied results in absenteeism from school, poor or deteriorating schoolwork, personality change, illness, depression and unfortunately sometimes suicide. Bullying knows no boundaries of age, sex or socio-economic background. It can take many forms; it can be short term or continue over long periods, even years. (Dublin, 1993)

In schools, bullying occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs in PE, recess, hallways, bathrooms, on school buses and waiting for buses, classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their target before physically bullying the target. Bystanders may participate or watch, sometimes out of fear of becoming the next victim. Bullying can also be perpetrated by teachers and the school system itself: There is an inherent power differential in the system that can easily predispose to subtle or covert abuse (relational aggression or passive aggression), humiliation, or exclusion — even while maintaining overt commitments to anti-bullying policies. (Journal of Education and Practice, 2012)

 Bullying is not a new problem for schools, since it has been present for a long time; however, only in recent years is its importance being recognized. We speak of specific phenomenon of school violence which affects schools around the world regardless of national boarders,

geography or politics (Debarbieux, 2003) The effect of peer cruelty are far –reaching and can cause immense stress, anxiety, health problems, depression, and humiliation that may result in serious mental health issue for children. Bullying also induces fear and insecurity, which impacts students' concentration, academic achievement, and learning performance. (Michele Borba, 2016)

With the fast growth of internet and technology one of the emerging forms of bulling is Cyber Bullying Cyber bullying brings an added dimension of risk and pain. Cyber bullying involves posting or sending electronic messages, including text, pictures or videos, aimed at harassing, threatening or targeting another person via a variety of media and social platforms such as online social networks, chat rooms, blogs, instant messaging and text messaging. Cyber bullying may include spreading rumors, posting false information, hurtful messages, embarrassing comments or photos, or excluding someone from online networks or other communications. It allows perpetrators to remain anonymous, can affect the victim at any hour and on any day, and messages and images can quickly reach a very wide audience.

Bulling being growing as one of the most serious problem for students, teachers and school community it has been given little attention in most of the academic institutions in Ethiopia. Usually in it is considered as a problem of the western countries and normal behavior around school environment. Growing up in Addis Ababa city and learning in one of the local government school I still remember all my childhood memories .During the time I had no understanding of the concept of bullying and never had the idea about its effect. After being a victim as a child and working for more than a decade in the field of education as a teacher, counselor and director in schools I came to realize the seriousness and negative impact of bullying. As a child I was a victim of bullying and I still remember the psychological and social

impact that caused me as a student. When I look back to my childhood memories all the form of bullying existed even during that time. It was common by the time to see verbal and physical bullying. Sometimes the negative nick name given by teachers for the students also intimidates and discourages the students. I was having my own nick name too. The amazing part it was not only the bullying comes from student to student sometimes it come from teachers too. I remember teachers who were famous for beating and intimidating students.

Working in the field of education I have noticed the serious development of bullying in our schools. It's common to see not only students verbally bullying other students, but some also teacher considers to insult students as a right for the profession. With fast growing of private and government schools in Addis Ababa bullying become a major challenge for many schools. Lack of strong School Discipline Policy and underestimating the impact of it on the academic performance of students makes is a serious problem in schools.

The researcher believes that this study significantly describe and explore the different impact of bullying on students mainly focus on its impact on the academic performance of students and also explore the level of awareness about bullying among students, teachers and the entire school community.

2. Statement of the Problem

According to the UNICEF 2016 report school violence and bullying occurs throughout the world and affects a significant proportion of children and adolescents. It is estimated that 246 million children and adolescents experience school violence and bullying in some form every year. Estimates of the proportion of children and young people affected by school bullying specifically vary between countries and studies, ranging from less than 10% to over 65%. In the 2016

UNICEF U-Report/ Special Representative of the UN Secretary General on Violence against Children (SRSG-VAC) opinion poll, to which 100,000 young people in 18 countries responded, two-thirds of respondents reported that they had been the victim of bullying.

Bullying has been recognized as a serious problem in today's schools (Rose & Monda-Amaya, 2012). It is imperative that educators understand the dynamics and consequences of bullying, as well as what they can do to support students in these situations (Allen, 2010). Bullying is an everlasting problem in the lives of school kids. It is a problem that affects all students, the person who bully, those who are victims, and the persons who witnesses to interpersonal violence. Bullying may include verbal and physical assaults, threats, 'jokes' or language, mockery and criticizing , insulting behavior and facial expressions. These factors work individually, or collectively, to contribute to a child's likelihood of bullying. Bullying is difficult to eradicate in schools because it is so often effectively used by students. Teachers as professionals have to deal with the consequences of pupil-on-pupil bullying. (Journal of Education and Practice, Vol.6, No.19, 2015)

School is more than the academic instruction that occurs in the classroom. Our students' education also depends on an environment that supports learning. It is impossible for students to achieve at their fullest potential if they fear for their safety. The long-term effects of bullying, cruelty, bias, and hate-motivated behavior can have a tremendous impact on student success both for the victims and for the perpetrators. (California Department of Education, 2003) One channel by which bullying may lead to poorer educational achievement is via elevated levels of stress affecting mental health and poorer memory functioning, in addition to other factors, such as higher levels of absenteeism (Vaillancourt et al., 2011)

The educational impact on victims of school violence and bullying is also significant. Victimization by teachers or peers may make children and adolescents who are bullied, and bystanders, afraid to go to school and interfere with their ability to concentrate in class or participate in school activities. They may miss classes, avoid school activities, play truant or drop out of school altogether. This in turn has an adverse impact on academic attainment and achievement and future education and employment prospects. International learning (UNESCO, 2017)

The act of bullying and the harm it causes have typically been given little consideration and never considered as a serious problem in school environment in Addis Ababa. Working more than a decade in the field of education and understanding the attention needs to be given for the issue how it affect the academic performance of students the researcher believes this study significantly identifies the problem as it exist and suggest possible recommendation to fight bullying at school environment. The study also explores the social and psychological impact of bullying on the students. It is now known that bullying behavior is common among children and that the harmful and lasting effects on children deserve special attention.

3. General Research Questions

To analyze the impact of bullying on the academic performance of students in Mekdela Elementary school the researcher inquires the general question, how bullying affects the students' academic performance. This general question is further divided into the following specific questions in order to achieve the goal of the study.

- What are the impacts of bullying on the academic achievement of students?
- What are the Social and psychological impacts of bullying on students?

- How teachers and school community contribute to prevention of bullying?

- Which groups of students are highly affected by bullying?

- What is the level of awareness of teachers and the school community about bullying?

4. Objectives of the Study

4.1. General Objective

The general objective of this study is to examine and explore the impacts of bullying on the academic performance of students in Mekdela Elementary School.

4.2. Specific Objectives

✓ To explore the impact of bullying on students' academic performance.

✓ To determine the social and psychological impact of bulling on students.

✓ To find out which group are highly vulnerable for bulling at school.

✓ To raise the level of awareness of teachers and school community about the negative effect of bullying students.

✓ To explore the role of teachers and the school community in the prevention of bulling.

5. Significance of the Study

This study will have a significant importance in examining the negative effects that bullying has on the academic achievement of students. It also will explore the social and the psychological impact of bullying on students. It is extremely important that educators are aware of the reasons why students are bullied and the school community raise its awareness about bulling and its negative effect on students.

- The study will help Mekdela Elementary school to identify how bulling impacts the academic performance of students.

- The study significantly contributes in creating awareness about the negative social, psychological impact of bullying on students.

- The result of the study helps the particular school where the study will be conducted and also other similar schools to give serious consideration for bullying and have strong discipline policy.

- The findings and the recommendations of the study help as an input for all concerned bodies to develop anti bulling policies and school rules and regulations for creating safe school environment for students.

- For interested individuals and researchers to lay ground to conduct a wide and in depth study with respect to the impact of bullying on the academic performance of students.

6. Scope (Delimitation) of the Study

This study is going to be undertaken in one of the government school in Addis Ababa City, Nifas Silk Lafto sub city particularly in Mekdela Elementary school. The particular sub city is chosen by the researcher because of the researcher resides in the same sub city and is familiar with the area. The close distance of the research site to the researcher's home location avoids unnecessary transportation cost. Mekdela Elementary school is selected not only because of the location suitability for the researcher, but also easy to get the required information which will be a positive contribution for the success of the study. In addition, the government school is selected due to high number of students per class and also the diversity of students from different background where the researcher believes it help to better explore the problem.

The study covers children from age 10- 15 years who are attending in the school. It includes both female and male students with equal proportion from the total number of 1185 students who are

enrolled in the school. The study also uses 20 teachers who are teaching from grade five to grade eight which are the classes in respective age of the students. The teachers and the students will be selected in consideration of their positive contribution for the success of the study.

7. Limitation of the Study

The expected limitations of the study are time and financial problems because all the costs and expense to conduct the study are covered by the researcher. In addition, non-responsiveness of participant is expected to occur during the study from the participants and the school community. The other factor is lack of awareness about the problem and unavailability of previous local study regarding the problem. It's also expected to face some challenge from the school administration in lack of cooperation in exposing and accepting the existing problem of bullying. This is because the administration may consider the result of the study will have a negative effect on their responsibility and school. As a qualitative research its time consuming and the participants have more control over the content of the data collected.

8. Operational Definition of Terms

For the purpose of this MSW desertion "The Impact Of Bullying on The Academic Performance of students" the following words refer to the specific definition stated.

Bullying: - is aggressive behavior that is intentional and that involves an imbalance of power or strength. It occurs across all geographic, racial and socioeconomic boundaries. Bullying occurs when a student is subjected to negative behavior, repeated over a period of time, by another student or group of students.

Physical Bullying - hitting, kicking, and beating up, pushing, spitting, property damage, and/or theft.

Verbal Bullying - teasing, mocking, name calling, verbal humiliation, verbal intimidation, threats, coercion, extortion, and/or racist, sexist or homophobic taunts.

Social Bulling -Gossip, rumor spreading, embarrassment, alienation or exclusion from the group, and/or setting the other up to take the blame.

Bully: - a person who is cruel to others, especially to weaker or has less power.

Victim: - Victims can also be separated into two distinct groups; passive victims and provocative victims. Passive victims tend to have characteristics such as low self-concept and self-confidence, be sensitive emotionally and have fears of inadequacy. They tend to be physically smaller and weaker than other children their age and have ineffective social skills or poor interpersonal skills. They will often internalize and blame themselves for any issues that arise (Ross, 2002, p. 115). Provocative victims on the other hand, are "far more assertive, confident, and active than other victims and are noted for prolonging a fight even when they are losing" (Ross, 2002, p. 118).

Cyber bullying :-involves posting or sending electronic messages, including text, pictures or videos, aimed at harassing, threatening or targeting another person via a variety of media and social platforms such as online social networks, chat rooms, blogs, instant messaging and text messaging.

Consequence: - a result of action, especially is such a result is unwanted or unpleasant

Direct Bullying: - teasing, verbal attacks, shoving, assaults, extortion, and destruction of property.

Indirect Bullying: shunning, spreading rumors, malicious practical jokes, and similar verbal and social behavior.

Bystander: - A person who, although present at some event, does not take part in it or observer

9. Research Design and Methodology

Research designs are plans and procedures for search that plan the decisions from broad assumption to detailed methods of data collection and analysis. This plan involves several decisions and they need to be taken. (John W. Creswell, 2009); considering the topic of the study and the nature of the research the researcher will undertake the study using qualitative and quantitative research methods. Qualitative research is used considering the help it has for exploring and understanding the social and human problem in depth. Quantitative research method is also required to put all the variables and measure the numbered data and analyze using statistical procedures. By using the methods the researcher focuses on the impact of bullying on the academic performance of the students in school. The qualitative research strategies the researcher uses case study which will help to explore the problem in depth.

9.1. Universe of the Study

The study will be conducted in Addis Ababa city administration Nifas Silk Lafto sub city Particularly in Mekdela primary school. Mekdela Elementary school is a local government school with the total of 1185 students who are enrolled in 2017/2018 Academic school year. Among the total number of 1185 students who are enrolled the researcher select 160 students who are from age 10-16 students. In addition to the students selected 79 teachers will participate in the study.

9.2. Sampling Procedures

Social research is often conducted in situation that does not permit the kind of probability samples used in large scale. Suppose you wanted to study homelessness, there is no list of a; homeless individuals, nor are you likely to create such a list. Moreover, as you will see there are times when probability sampling wouldn't be appropriate even if it were possible. Many these situation call for nonprobability Sampling. (Earl Babbie, 2010) The researcher will use two nonprobability sampling methods for the success of the study. The researcher will use probability and nonprobability sampling methods for the success of the study. For the non-probability sampling the selection will be based on personal observation and identifying target groups and teachers' recommendations. For the probability sampling simple random sampling will be used. A total of 160 students and 56 teachers were used as a sample of the study and they were studied.

Sources of data and Tools of Data Collection

Primary Source

The primary data will be collected from the selected sample participants of the study. Selected sample of Students, teachers and other staff members of the school community will participate in gathering the primary data.

Secondary Source

Considering the need of gathering existing data that help the success of the study the researcher also will use secondary data collected from written documents such as reports of organizations, published books, journals, newspapers and other related source which provide basic and important information related to the research topic.

Tools and Procedures Of data Collection

In social research, variables are often operationalized when researchers ask people questions as a way of getting data for analysis and interpretation. Sometimes the questions are asked by an interviewer, sometimes they are written down are given to respondents for completion. In other cases, several general guidelines can help researchers frame and ask questions that serve as excellent operationalization of variables while avoiding pitfalls that can result in useless or even misleading information. (Earl Babbie, 2010) The researcher considers the need of effective data collection plays great part for the success and fruitfulness of the study. The main data collection will be interview schedule (interview questionnaire) and questionnaire which will be used to collect data from the participant of the study. For this particular study the researcher will use the interview schedule, questionnaire and non-participant observation which will be used to collect data from students, teachers and other participants of the study. The interview schedule will be used to collect data from the students. The questionnaire will be used to collect data from teachers and students. Non participant observation will be carried out with students in class and outside of classrooms to gather information that will help the study.

10. Ethical Consideration

As it's very essential and helpful as a researcher to follow all the ethical standard and procedures to conduct sound and effective research the research will follow all the ethical standard and procedures required to conduct the study.

The researcher will selects each sample participant of the study voluntarily after briefing the purpose of the study. They will be well informed the objective of the study. Selected sample Participant will be asked for their consent prior participating in the study .Each selected sample

participant will be given a letter of consent prior to participating in the study of the impact of bullying on academic achievement of students.

Researcher also needs to anticipate the possibility of harmful intimate information being disclosed during the data collection process. (John Creswell, 2009) The researcher also believes keeping the confidentiality of the necessary information that shouldn't be disclosed and only used the collected data for the objective of the study.

The researcher will follow all the rules, regulations norms and culture of the research site. The researcher will conduct the research with professional relationship with all the participant of the study.

11. Data Processing and Analysis

To allow for feedback from a large number of students, where it is impractical to collect feedback using other more resource intensive methods the researcher will use structured questionnaire. It will give participant the opportunity to provide anonymous feedback on their experience. Structured questionnaires will be used to collect feedback from students. The researcher uses it considering structured questionnaire data can be processed by software packages such as Excel and SPSS. In the questionnaire all of the questions will be used for gathering information will be carefully prepared by the researcher in order to get the essential feedback from the participants.

12. Chapterization

The study will be organized into five main chapters. Each chapter of the study will address a specific theme.

The first chapter shall be an introduction to the subject matter of the study . In this chapter an attempt shall be made to describe the concept of the impact of bullying on the academic performance of students.

Chapter two shall deal with a review of literature regarding the impact of bullying on the academic performance of students in school environment and explore the gap of the study.

The third chapter shall explain research design and methodology used in assessing the impact of bulling on the academic performance of students

The fourth chapter shall be on data analysis and interpretation about the impact of bullying on the academic performance of students.

The fifth chapter shall give the recommendations and conclusions of the present study and some suggestions for prevention of bullying and creating safe school environment for student's better academic performance.

13. References

Banks, R. (1997) *Bullying is schools* (ERIC Report NO. EDO_PS 97-170) University of Illinois Champaign

Dr. Goh Leong, (2009) Stop Violence against Children UNICEF Malaysia Communications

Juan Luis ,Benitez and Fernando Justicia, (2006) *Bullying description and analysis of the phenomenon* Electronic Journal of research in Educational psychology. No 9. Vol4 (2)

Ken Rigby, PhD, *Consequences of Bullying in Schools* Can J Psychiatry, Vol 48, No 9, October 2003

Michael Borba, (2016) *the Six RS of Bullying Prevention* Free Sprit Publishing Inc. Minneapolis

Olweus D. (1993) *Bullying at school Oxford and Cambridge* (MA): Blackwell Publisher

Olweus, D. (1993). *Bullying at School*: What we know and what we can Do. Cambridge, MA: Blackwell Publisher

Olweus, D. (1996), *Bullying at school*: knowledge base and an effective intervention program Ann. NY Acad. Sci. 794, 265–276.

Richard Donegan, (2003) *Bullying and Cyber bullying*: History, Statistics, Law, Prevention and Analysis the Elon Journal of Undergraduate Research in Communications • Vol. 3, No. 1 • spring 2012

 Rob Lillis, (2011) *Relationship between Bullying and Academic Achievement and Direct Indirect impact of Olweus Bullying Prevention Program*: Evalumetrics Research Report

Susan M. Swearer and Shelley Hymel, (2015) *Understanding the Psychology of Bullying*: American Psychological Association Vol. 70, No. 4, 344–353

Susan M. Swearer, Shelley Hymel, (2005) *Understanding the Psychology of Bullying*: School Bullying special issue of the American Psychologist

Uwe Flick, (2011) *Introducing Research Methodology* .Rowohlt Verlag GmbH, Reinbek
Hamburg

Wiseman, B. (2011). *Cyber bullying in schools*: A research study on school policies and
procedures. ProQuest Dissertations and Theses, Retrieved from EBSCOhost.

CURRICULUM VITAE

Of

MOSISA KEJELA MEGERSA

CONTACT: Mob: +251 911 24 3883 or +251 933707782, E- mail: mkmegersa@yahoo.com

EDUCATIONAL BACKGROUND:

- MSW Degree in Social Work , Indira Gandhi National Open University(IGNOU), Maidan Garhi , New Delhi -110068, India , June, 2013.
- BA Degree in Management, Alpha University College, Addis Ababa, Ethiopia, Dec, 2011.
- Diploma in Management, Alpha University College, Addis Ababa, Ethiopia, Dec, 2002.
- BA Degree in Theatre Arts, Addis Ababa University, Addis Ababa, Ethiopia, Jul, 1986.

TRAINING:

- Certificate in Computer Literacy, Ethiopian Science and Technology Commission Training Centre, Addis Ababa, Ethiopia, Feb, 2000.
- Certificate in Gender Project Formulation, Austrian Embassy Development Cooperation (AEDC), Aug, 2000.
- Certificate in the Prevention, Sexual Harassment and Abuse of Authority in the workplace, Online Course, UNDP Certified, Mar 2009.
- Certificate in Ethics Training in Assessment, Online Course, and UNDP Certified, February, 2009.
- Certificate in Gender Journey, Online course, UNDP Certified, March 2009.
- Certificate in Democratic Governance, Online Course, and UNDP Certified, March 2009.

RESEARCH:

- Assessing Supervision of Social Work Practicum: the case of master of social work of SMU –IGNOU Program Sep., 2017.
- Assessing the Advising of International Programs of St. Mary's University and Indira Gandhi National Open University Masters Programs Sep, 2016.
- The Role of Social Workers in Improving Quality Health Care Services: The Case of ALERT Public Hospital   , Sep, 2015.
- MSW Dissertation on Assessment of Women Saving and Credit Cooperative Services in Zuway Dugda District, South East of Ethiopia, May 2013 ,Addis Abba ,Ethiopia.
- Produced community mobilization works on the UN Convention on the Rights of the Child, HIV /AIDS Prevention, Girl Child Education, EPI / ORT, Child Labor and young girl prostitutes.

- Women saving and credit Services: the Case of Zuway Dugda District Published on JBAS Journal of St. May's University, Sep, 2015.

WORK EXPERIENCES:

ASST. DEAN, FACULTY OF INTERNATIONAL PROGRAMS ST. MARY'S UNIVERSITY (SMU), ADDIS ABABA, ETHIOPIA, AND APRIL 2014-TO- DATE.

- Responsible to manage the international programmers' conducting of needs assessment , expansion of new programs , execution of approved programs and coordination of programmes with partners , communication with partner institutions , provision of professional guide to students , establishment of smooth operational of the programmes;
- Provided technical support to social work students on social work field practicum practicing of methods such as casework ,group work ,community organization and community development , social welfare administration , social action and social research ;
- Supervised , mentored and coach the field work practicum placement in healthcare ,education , service and development agencies settings ;
- Advised the students on project proposal preparation , research paper writing, report writing ,communication ,coordination and time management skills ;
- Mentored social work skills of students in dealing with individual, group, and community, and family, home visit that comprise youth, women, community elders and leaders as well as other stakeholders.
- Coordinated academic counseling , tutor marked assignment awarding ,placement of the students in agencies , problem solving with partner agencies , facilitation of teaching and learning process;
- Provided individual and group counseling on the development of students' knowledge, skills, attitude and professional self - development.
- Advised the students on case management, case conferencing and investigation and intervention theories and practices.

TEAM LEADER/ OPERATIONS OFFICER, UNITED NATIONS MISSION IN SUDAN (UNMIS). OCT 2010-MAR 2011

- Responsible for two counties to identify and develop strategic partnerships with government, corporate sector, civil society and donors, volunteer placements, support of volunteers and building networks;
- Responsible to prepare operational plan , implementation , monitoring , evaluation , and reporting of the referendum programmes activities ;
- Coordinate technical support provision to governmental and non- governmental organizations , volunteers and other partner organizations in implementation of referendum project ;

- Ensure the smooth – functioning of placement development and volunteer management systems and process ,within the county and the state programme office ;
- Ensure smooth implementation of field operations effectively by addressing policy guidance, logistics, and other project needs as per SOP;
- Facilitate the training of different community members such as youth and women ,community leaders and elders to actively involve them in development programmes through empowerment;
- Plan , organize and coordinate , implement ,monitor ,evaluate and report capacity building training with the objective of attaining high slandered of performance in accordance with policies and guidance of the UN Mission in Sudan ;
- Supervise teams in the County and provide overall team leadership and guidance for the team activities and delegation as per SOP;
- Administer UN personnel and the project office without dedicated administration officer and performed daily administrative matters like sustaining UN living and working standards;
- Serve as security focal person and participate in security management meeting (SMT), delegate the UN Mission in the county and reporting of the project implantation.

PROVINCIAL PUBLIC OUTREACH AND TRAINING ADVISOR, UNDP PROJECT - AFGHANISTAN, FEB 2009 – JAN 2010

- Responsible for production of Information , Education and Communication productions of face- to- face , community mobilization events , on – the- spots programmes through public outreach and training activities ;
- Advised provincial office in designing locally relevant outreach strategies to involve the community in democratization process;
- Advised the provincial office on training of women , youth ,elders , community leaders and other sectors participation in the democratization process of the country;
- Advised on the promotion of women participation in local self-government to make-decision in their affairs through empowerment ;
- Assisted on coordination of GOs, NGOs, CBOs engagement in effective mobilizing of resources and efficient utilization of the same;
- Advised the provincial office on involving socially disadvantaged groups such as displaced and disabled people, women and youth as well as other marginalized groups participation in democratization processes;

PROVINCIAL PUBLIC OUTREACH OFFICER, UNITED NATIONS ASSISTANCE MISSION IN AFGHANISTAN / UNAMA/ MARCH 2004-DEC 2005

- Responsible for public outreach planning ,organizing ,staffing ,directing ,coordinating, reporting , budgeting ,communication ,monitoring ,evaluation and utilization ((POSDCORB_COMU);

- Organized capacity building training for   National Public Outreach Trainers , Public Information Officer and Small Grant Officer and Panther NGO Trainers on public outreach programmes;
- Coordinated partner GOs, NGOs , UN Agencies , CSOs and   media groups involvement in mobilization of target groups participation in democratization process ;
- Represented UNAMA at provincial level in Networking, Security Management Meeting and other coordination meetings;
- Prepared and submitted reports as per the requirements in a timely manner'.

HUMAN RESOURCE DEVELOPMENT AND MANAGEMENT ADVISOR, OROMIA CAPACITY BUILDING SUPREME OFFICE (OCBSO) - GO, MAY 2002 – MAR 2004

- Responsible to advice the OCBSO on human resource development and management in establishing working systems ;
- Designed and formulated project proposals on trainings of Good Governance ,Decentralization, Participatory Planning ,Organizational Conflict Prevention and Management, Strategic Planning and Management that have been fund by DFID- Ethiopia , Pact-Ethiopia, and World Bank –Resident Mission;
- Developed and maintain appropriate working relations with Regional, Zonal and Districts and higher educational and training institutions of the national regional State;
- Served as a key liaison for communication and coordination ,assessment and reporting of activities specific to the projects among OCBSO, Donors , Line Government Offices;
- Prepared projects comprehensive narrative and financial reports for OCBSO and Donors.

HEAD PROGRAM AND COMMUNICATION, ETHIO –SWEDISH CHILDREN AND YOUTH REHABILITATION AND PREVENTION PROJECT (ESCYRPP), DEC 1997 – MAY 2001

- Responsible for the organization programmes , projects preparation , execution , networking , training of marketable skills training;
- Developed realistic programmes plans and budgets ,ensuring compliance with donor requirements that won funding for implementation ;
- Formulated income generation project proposals and submit to donors as well as implement the approved projects ;
- Produced awareness building Artistic works on UN Convention on the Rights of Child (UNCRC) , HIV /AIDS social ,economic ,health and psychological impact on children ,Girl ' Education to empowerment to realize their capabilities and entitlements , EPI / ORT the six killers of children , Child Labor' family tradition ,lack of education, poverty, illiteracy ,adult unemployment and urbanization and prevention of young girl prostitutes ;
- Promoted the awareness of the community members on contributing factors for street children such as socio-structural ,economic, school dropout, natural climates ,cruelty and abuse ,neglect ,broken family, peer group and media influence;

- Advised the children and youth on personal values, family values ,cultural values social values and work values ;
- Prepared and submitted the projects implementation narrative and financial reports to Line Bureau and Donor Agencies.

GENERAL MANAGER, CHILDREN AND YOUTH THEATRE / CYT/ JULY 1992 – JULY 1997

- Established management systems of Children and Youth Theatre personnel, financial and property effectively and efficiently.
- Formulated, implemented, monitored, evaluated, reported and coordinated Japan Embassy , UNICEF and Norway Save the children projects of artistic production and professional equipment ,
- Produced awareness building Artistic works on UN Convention of Child Rights , HIV /AIDS Prevention ,Girl Child Education , EPI / ORT , Child Labor and young girl prostitutes ,
- Established good working relations with media such as TV , Radio and News Agency
- Prepared reports and submitted to HQ on a regular basis.