

# **Causes of Bullying Among Students and Its Academic Effects: The Case of Two Secondary Schools of Adola Administrative Town (grade ten in focus).**

**Mr. Alemu Dugasa<sup>1</sup>, MA**

**Dr. PECHETTY SVR BABU<sup>2</sup>, PhD**

- 1. Lecture, Department of Psychology, Collage of Educational and Behavioral Sciences, Bule Hora, Guji Girija Campus – Adola, Ethiopia Mobile: +251 0941655340, <https://orcid.org/0000-0002-9421-0935>, [dugasaalemu2020@gmail.com](mailto:dugasaalemu2020@gmail.com)**
- 2. Associate Professor, Department of educational planning and management, Collage of Educational and Behavioral Sciences, Bule Hora University, Guji Girija Campus – Adola, <https://orcid.org/0000-0002-5103-293X> Ethiopia. E-mail: [drbabu1975@gmail.com](mailto:drbabu1975@gmail.com), Mobile: +91 9441575277, + 251 916461369**

## ***Abstract***

*The aim of this investigation was to explore the Causes of bullying among students and its academic effects in two secondary schools of Adola. The study identified some causes of bullying. Firstly, family-related problems were administrative town focusing on grade ten. The study followed an exploratory research design, and a qualitative method was engaged. Five students from the 2 secondary schools participated in the research. The end result of the take a look at revealing that, first of all, even as troubles or disagreements created amongst college students' dad and mom, the students bullying at the faculty. Secondly, spread of terrible and false records made the students to bully each other. Thirdly, a few sorts of later bullying behaviors have been resulted on the previous bullying behaviors. Fourthly, race, and finally, revenge-in search of changed into the diagnosed cause of bullying. Furthermore, the observer explored the effects of bullying on students' academic ordinary overall performance. Concerning the effect of bullying on students' academic overall performance, this look at explored that once the students had victimized and when they had been observed the prevalence of bullying behavior at schools, the students couldn't properly follow lectures, they couldn't study smartly, and they could feel a sense of uncertainty about the safety of their school environment which in turn hampered their academic performance badly. Finally, alternative suggestions were forwarded to responsible bodies.*

**Keywords:** *Bullying, Causes of bullying, Effects of bullying*

## 1. Introduction

Students are at school for a great purpose: to learn by engaging their fullest potential. Their coming together at the school for a sizable amount should provide the opportunity to mutually benefit from one another in multidimensional. Despite this fact, the results of some studies revealed that there are no healthy relationships among students in the greatest number of faculties in the world. Bullying is among many factors that hamper the learning environment and greatly challenge students' relationships at school. Many scholars defined bullying almost similarly. According to Angelica (2015), bullying refers to aggressive and violent behavior (intention to harm others). Bullying is unwanted, aggressive behavior among school-aged children that involves a true or perceived power imbalance (National Center for injury prevention and control, 2014). Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose (National Center for injury prevention and control, 2014). Bullying behaviors can range from teasing and name calling (verbal), to social exclusion (relational), to behaviors such as pushing, kicking, or fighting (physical) (Ashley A. Potocki, 2015).

Nowadays, bullying has greatly prevailed among school children over the world. According to United Nations Educational, Scientific and Cultural Organization (UNESCO) (2019), almost one in three students (32%) has been bullied a minimum of once a month by their peers at schools over the planet. Even though a significant number of researches didn't conduct in Ethiopia concerning this issue, few studies conducted in Addis Ababa showed there's a high prevalence of bullying behavior among students. Asfew A. (2019) concluded that (47.6%) of 4 preparatory schools in Addis Ababa namely Menelik II and Bole high schools (Government owned), School of Tomorrow, and Ethio-parents (Privately owned) students participated in bullying others and forty three % of them had been bullied with the others.. Similarly, Tesfaye T (2018) also found that 44.3% of Arada sub-city (Beherawi Betemengist primary school and Atse Naod primary school) were victims of bullying behavior. Bullying has some common characteristics: Hinduja, S. & Patchin, J. W. (2015) explained the traits of bullying as intentional, maliciousness, repetition, and power imbalance. In keeping with Peter K. Smith (2018) bullying is not between equals, and it specifically does not include the odd fight or quarrel between reasonably equally matched peers. It's difficult for the victim to defend himself or herself. As Peter K. Smith (2018) explains, this difficulty to defend may stem from lack of confidence; lack of physical strength; lack of friends for support; being outnumbered; or it's going to be associated with prejudice, actually because of gender, gender orientation, race/ethnicity, faith or disability. Melanie L. McVean (2017) defined that sorts of bullying that take region in individual, inclusive of physical, verbal, and relational, are often called conventional or face-to-face bullying; bullying that takes place online is frequently called cyber-bullying. A correlation study conducted by Stefan Johansson & Göran Englund (2021) revealed that bullying and cyber-bullying were highly related (.69), which indicates that the two constructs tap into similar dimensions. Studies identified that exposure to bullying has numerous effects on the well-being of young children and adolescents. Bullying in the school environment negatively affects the mental functioning and academic progress of learners. Exposure to bullying impairs learners' emotions and cognition and it ultimately leads to increased levels of anxiety

and depression (Eleanor H. and Plius T., 2019). Eleanor explained that the fear caused by threats, humiliation, and actual acts of bullying is associated with feelings of anxiety, rage, sadness, frustration, and uncertainty about future depression. School violence and bullying may be devastating for the sufferers. The consequences encompass youngsters and youngsters locating it hard to concentrate in magnificence, lacking lessons, keeping off college sports, playing truant, or losing out of school altogether. This has an unfavorable impact on academic fulfillment and destiny education and employment possibilities. An surroundings of anxiety, fear, and insecurity is incompatible with mastering and dangerous gaining knowledge of environments can, consequently, undermine the satisfactory of education for all rookies.

Bullying behavior impacts now not most effective the victims however unique bodies. National Center for injury prevention and control (2014) explained that bullying has to severe effect on the mental health and overall well-being of those who bully others, those who are bullied, folks that both bully others and are bullied, folks that both bully others and are bullied as well as folks who determined the bullies and victims but no longer participated in the conduct (bystanders). Peter K. Smith (2018) sheds light on the distinction between 'pure' victims (those who do not also bully others) and the bully victims (those who are both victims but also bully others) and he generalized that, extra intense is for the bully-victims.. According to Sha-I Chilil (2013) and he generalized that, more excessive is for the bully-sufferers.. in keeping with Sha-I Chilil (2013), bullying conduct has a long-lasting effect on the bullies' behavior with the aid of concerning them to criminal records, and by hampering their societal security. Thus, identifying and knowing the cause, and identifying the effects of bullying behavior is a must in order to suggest alternative preventions.

## **2. Statement of the problem**

Students could accomplish instructional tasks effectively by using their fullest potential in a safe learning environment. Bullying is a dangerous obstacle that disturbs the student's mentality. From experience, while the researcher was going to different secondary schools in Adola town administrative town most students were seen while they were showing bullying behavior in the school compound. Some of them were quarreling with each other, they insult each other.

Regarding students bullying behavior, there were few studies conducted in Addis Ababa. showed there's a high prevalence of bullying behavior among students.

One was a descriptive survey done by Asfew A. (2019) involving four preparatory schools at Menelik II and Bole high schools (government owned) and school of tomorrow and Ethio parents (privately owned). He concluded that forty-seven point six of the students participated in bullying others and 43.1% of them had been bullied with the aid of others. Similarly, Tesfaye T (2018) also conducted a descriptive survey study in the Arada sub-city (Beherawi Betemengist primary school and Atse Naod primary school) and found that 44.3% of the students were victims of bullying behavior.

There was still a research gap on this issue. On the one, hand both of them had done descriptive surveys that were quantitative in nature. On the other hand, there was not enough

conducted in our country in general and particularly no study done in the study area as the researcher's knowledge.

Thus, this study was aiming at adding a point to fill the wide research gap on this issue by doing a depth study on "Causes of bullying among students and its academic effects: the case of two secondary schools of Adola administrative town (grade ten in focus). Having this purpose, the researcher set the following research questions.

### **3. Research question**

- What are the causes for the prevalence of bullying among students of Secondary schools of Adola Administrative town?
- What are the consequences of pupil bullying on their academic performance at Secondary schools of Adola Administrative town?

### **4. Objective of the study**

#### **4.1. General objective**

The general objective of this study was to explore the Causes of bullying among students and its academic effects in two secondary schools in Adola administrative town by focusing on grade ten.

#### **4.2. Specific objective**

The specific objective of this study was:

- To discover the causes of bullying among Secondary school of students of Adola Administrative city.
- To explore the effects of pupil bullying on their educational overall performance at Secondary schools of Adola Administrative city.

### **5. Significance of the study**

This study was believed to be useful firstly for students in making them aware of the effects of bullying both on the bullies and the victims. Secondly, the school directors might use the result of this investigation in order to monitor and counsel students who are bullied and those who are the victims. Thirdly, the classroom teachers who contact the students frequently in a class are expected to use the result of this research in addressing students bullying behavior closely. Fourthly, the students' parents might use the result of this study in monitoring and controlling their children. Fifthly, the students themselves may understand the influence of bullying from the result of this study and could give up on perpetrating the behavior or advising their friends from participating in such actions. Finally, other researchers might use the result of this investigation as a reference.

### **6. Delimitation of the study**

The scope (geographically) and method of this study were delimited for the seek of manageability within the time and budget at hand during the investigation. This study was conducted in Adola Secondary school and Adola Wayu Secondary school both of which are found in Adola Administrative town. It followed the exploratory design in order to conduct a

detailed investigation on the issue. Interview, observation, and document analysis were the three methods of data collection used in the study.

## **7. Imitation of the study**

This study has some limitations. Firstly, cause of both financial scarcity and shortage of time, the study was done within narrow geographical scope; that was in Adola Administrative town only. It might be more valid if its scope was wider. Secondly, the number of participants was few. The accuracy of the result may be more if a huge number of participants were taking part in the study.

## **8. Review of the Related Literature**

### **8.1. Forms of Bullying**

Right here are wonderful styles of bullying in the social context among which the subsequent are mentioned.

#### **.Physical bullying**

Lee (2004) states that physical bullying is not only the direct punishing or kicking but it also can be done indirect forms such as intentionally taking or destroying one's property. In line with Lee (2004), physical bullying is more than punching or kicking that is an immediate form.. But it includes indirect forms, such as taking one's possessions or damaging property. Coloroso (2008) explains that physical the most visible form of bullying but it is not as frequent as another bullying. He said, its occurrence is less than one-third of bullying incidents reported. Larsen(2005) states that physical bullying put problems for a school to maintain a safe and orderly learning-teaching environment.

#### **Social bullying**

Social bullying as defined by Lee (2004) is an act of making the victim isolated from the social group or intimidating within the group. It is known as relational bullying. The perpetrator might spread rumors, backbite and exclude/ him/her from the group.

As concluded by many researchers, social bullying has an extensive negative consequence on the victim/s such as; victims often suffer from depression, anxiety, social isolation, and low self-esteem. a few sufferers flip to suicide or commit homicidal acts because of excessive intellectual and social pressures. individuals bullied in formative years may additionally bring the emotional wounds into adulthood, leading to melancholy, social isolation, and the incapacity to react correctly to unjust situations.

#### **Verbal Bullying**

Verbal bullying is the most common type of that perpetrated by both boys and girls. Olweus (1993 ) states the sorts of verbal bullying as call-calling, teasing, and verbal threats. phrases by myself do have strength Lee (2004) and Coloroso (2008) said that verbal bullying takes location nearly approximately 70 percentage of the overall bullying and has a right away impact. The realities of verbal bullying will have very physical outcomes, although the

aggressor in no way makes a bodily assault on the victim (Coloroso, 2008). Many researchers evidenced that, verbal bully has more of an inside effect which is long-lasting and destroys children's self-concept and self-esteem. This in turn can be followed by other problems like depression, anxiety, and many psychological problems. Kaar (2009) defined that teachers, Counselors, and different college government can not address verbal bullying with out issue as there may be no physical damage taking region.

### **Cyber bullying**

Cyber bullying takes place by taking photographs or video clips and repeatedly sending it to many individuals who in turn forward them to other people or upload this sit. Each time a person accesses this site or fabric, it may be viewed as repetition (Juvonen & Gross, 2008). As a result of the rapid growth of technology, cyberbullying because increasingly spread over the world, especially among teenagers.

### **Psychological bullying**

Psychological bullying is the repeated and intentional use of words or actions which aim to harm an individual or a group psychologically. People in popular groups or cliques often bully people they categorize as different by excluding them or gossiping about them (Lee, 2004).

## **9. Empirical studies on bullying**

This evaluate aimed to look at the causes, and consequences of bullying in schools. Nine different types of research were reviewed in eight countries namely, Pakistan, the United Kingdom, Brazil, Nigeria, South Africa, South India, China, and Norway. The reviewed studies were from different educational institutes: Four studies from primary schools, two from secondary schools, one from college, and two from universities. Common forms of bullying, the prevalence of bullying between both gender, the cause of bullying, and different effects of bullying behavior were identified by this review.

### **The common kinds of bullying diagnosed by using some empirical research**

The commonplace bullying behaviors recognized by way of this study were physical, verbal, social bullying (relational bullying), psychological, cyberbullying, and self-damage. Kwasi Otopa Antiri (2016) Conducted to Survey study to examine the types of bullying that were taking place in the senior high schools in Ghana. by manner of the end end result of this observe approximately 5 types of bullying were diagnosed those were, physical (47.5%); verbal (37.2%); social (eight.1%); psychological (4.1%); and cyber (3.1%). Shao-I Chiu (2013) did an exploratory study on victims of campus bullying behaviors and studied solutions at Taipei College of Maritime Technology, Shilin district, Chinese. Three girls and two boys were selected as participants of the study by using the convenient sampling method. This examine discovered physical and verbal bullying as the principle varieties of bullying among college students. Julliane Messias, Curdier Sampaio, Gabriela Valente Santos, et al (2015) conducted a descriptive cross-sectional study by participating 232 six-grade students at one public school in Sao Paulo, Brazil. They concluded verbal aggression was prevalent

(68.2%), particularly insults, swears, and nicknames. Ada Mary JulianaL, Okoli Georgina, Obeten, Okoi Okorn, and Akeke, M. N. G3 (2016) conducted a survey study in ten institutions of higher education on the Prevalence, Causes and Effects of Bullying in Tertiary Institutions in Cross River State, Nigeria. Five hundred (500) students participated by a stratified random sampling technique. They identified that vocal assaults (Mean = 4.053 ) were the common forms of bullying in tertiary institutions. Ingri Myklestad and Melanie Straiton (2021) conducted a cross-sectional survey on the relationship between self-harm and bullying behavior. A total of 14,093 adolescents, aged 12 to 19 years, were involved in the study. The study identified that of the 14,093 adolescents who responded to the questions on self-harm, 15.3% (n = 2149) had engaged in self-harm during the last 12 months, with more girls (22.5%) than boys (8.0%).

### **The cause of bullying behavior**

A study by Shao-I Chilu (2013) explored that, the physical traits of the victims have been a component in being bullied. As this study revealed, the bullied students are usually short, thin, and comparatively weak as well; and, additionally, features of their personality were another factor that makes the victims vulnerable to the bully behavior. This study also concluded that the bullied students are usually reserved, timid and unpopular, after being bullied repeatedly. Moreover, as the study explored, several special behaviors of the victims: Fewer friends, frequently complain to the teacher, academically poor students, dirty and undisciplined make the victims vulnerable. Eventually, the own family background was observed to be some other element that accounted for the sufferers being inclined for bully conduct as diagnosed by using this look at. The other descriptive analysis was conducted by Afroz J. and Shafqat H. (2015) on Bullying in primary schools: Its reasons and effects on students. They did the investigation at Mianwali, Pakistan by evolving 234 students (153 male and 81 female) from 8 private and government elementary schools by stratified cluster sampling technique. A self-developed questionnaire with five Likert scales (ranging from Never to always) was used. The study revealed that power fullness with a Mean Score (of 3.24) and SD (of 1.91), revenge Seeking' with a mean of 2.5 and SD of 1.65, aggression, and Jealousy were the factors those influence bullying behavior. Moreover, Ada Mary JulianaL, Okoli Georgina, Obeten, Okoi Okorn, and Akeke, M. N. G3 (2016) explained that, reading and listening to crime-bursting literature as well as media broadcast of crime and violence, access to violence via internet sites and TV shows of violence, watching of pornographic films, observing fighting and disagreement of parents, poor family income, poor socioeconomic status, approval of bullying behavior by parents were the cause for the prevalence of bullying behavior in schools.

### **Effects of bullying**

Some effects of bullying such as problems of mental health, discouragement in academic performance, mental health problem, and psychological problems were the main effects of a bully identified by the as concluded by investigators.

Revathy Chandran, Krishnan Namboodiripad, Vandana Madhavan (2018) conducted a relational study on Bullying and Academic Performance Among School Children by participating 116 students from grades 8- 9 ages 12 and 14 years in two schools in Kerala,

South India. The result of this study revealed that two of the independent variables, being bullied and self-esteem, with beta values of 0.24 and -0.17 have got a significant relationship with the dependent variable (academic performance). The end result of the examine found out that there was a vast relationship among the independent variable (being bullied) and the dependent variable (instructional performance) with beta values of -0.17. And there was a significant relationship between the independent variable (self-esteem) and the dependent variable (academic performance) with beta values of -0.24. Another Explanatory study was done by Hina Najam and Sadaf Kashif (2018) on the Impact of Bullying on Students' Behavioral Engagement. Four hundred (400) students (203 male, 197 female) from 4 universities in Islamabad, Pakistan participated in the study in which 2 of them were public and 2 of them were private. Two hundred (200) of the students were from public and (200) of them were from private universities. The research found out that instructor bullying and peer bullying extensively impact the student's behavioral engagement. Due to bullying in the classroom, the students can't fully concentrate on their work activities, did not take part in-class participation and did not follow the teacher's instructions, and ultimately disconnect from their studies. Additionally, Eleannor H.& Plius T. (2019) investigated an exploratory study on the Effect of Bullying on the Psychological Functions of Victims at Sarah Baartman District Municipality in Eastern Cape, South Africa. The result of the investigation revealed that, bullying within the school environment negatively affects the psychological functioning and academic progress of learners. Exposure to bullying impairs inexperienced persons' feelings and cognition and it ultimately results in multiplied ranges of tension and melancholy. Hence, it was revealed that low self-esteem; thoughts of self-destruction, and severe behavioral conditions are long-term effects that victims face. The result of logistic regression analyses by Ingri Myklestad and Melanie Straiton (2021) also showed that there is a strong link between bullying and self-harm. Shao-I Chilu (2013) explored that, the bullying behavior brought some long-lasting effects on the victims. The victims after being bullied became very sad, they felt unhappy and bored, they lack interest in the school and regarded the school as an unfriendly and terrifying place. The excessive occurrence of bullying, its characteristics, and the terrible effects that stand up make it a public health problem (Julliane Messias, Cordeiro Sampaio, Gabriela Valente Santos, et al,2015). A Study by Ada Mary Juliana, Okoli Georgina, Obeten, Okoi Okorn, and Akeke, M. N. G3 (2016) found out that the important outcomes of bullying have been the destruction of lives and houses, incapacity to fulfill destinies and circle of relatives instability, breeding social maladjustments, engender low self-esteem for victims, is stressful for both perpetrators and their victims, and has brought about poor health status for victims generally. Also, this study revealed that bullying behavior has negative effects on students' academic performance.

## **10. Methodology of The study**

### **Research paradigm**

The research paradigm was Constructivist. According to Creswell (2014), the constructivist worldview focus on the specific contexts in which people live and work in order to understand the historical and cultural settings of the participants. Accordingly, this



exploratory study was done by interviewing the participants (the students) at their school compounds (their context).

**Research Design :**

The narrative research design was used in order to make depth inquiries about the participants' lives. The narrative is a design of inquiry from the humanities in which the researcher studies the lives of individuals and asks one or more individuals to provide stories about their lives (Riessman, 2008; Creswell, 2014).

### **Research Method**

Align with the Philosophical worldview followed by this investigation and the research design, the qualitative research method was used in this study. Qualitative research is an approach to exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2014.p.32).

**The population of the Study**

Grade 10 students from two districts of Guji zone: From Odo Shakiso district Magado Secondary school and from Adola Administrative town Wayu secondary schools were the population of this study.

### **Sampling methods and sample size**

The purposive sampling technique becomes used to choose the participants for the examiner. Students who had been regarded by the school administrator for their bullying conduct, via being sufferers, and their friends as bystanders had been purposely selected. Data collecting instruments

The interview was employed to gather information from the three kinds of participants (bullying perpetrates, the victims, and the bystanders).

### **Data Collection Procedures**

Qualitative data was collected from the participants by following the next procedures. Firstly, the researcher prepared and arranged a semi-structured interview in the English language. Secondly, the researcher took a permission letter from Bule Hora University for verification of the legality of the study. Having this permission letter, the researchers went to the Guji zonal Education office and informed the research project and to take permission in order to create smooth contact between the schools selected for the study. Accordingly, after arriving at the target schools, the researcher contacted the schools' principals physically, informed the aim of the project, and requested the school personnel for permission and cooperation in gathering the needed information. Through these procedures, the researcher gathered needed information through one-on-one interviews.

### **Methods of Data Analysis**

Since the data was qualitative it was analyzed thematically.

## 11. Results and discussion

The interview checklist was prepared to hold five interview questions. The first interview question attempt to gather information on whether the students were participating in any kind of bullying behavior within the near twelve months or/and if they participated as a bystander. It turned into said as “in this close to beyond twelve months, have you ever bullied others, or been a victim, or observed bullying as a bystander?”. This number one interview question became believed to be the place to begin for the opportunity four subsequent questions. The second and the third interview question were meant to gather the same information. That was to gather information about the duty of the participants as bullies, as victims, as both bully-victim, or as bystanders. The second interview question was stated as “If you participated in any kind of the above behavior (bully perpetrate or victim or both), what actions had you done? Or what actions were taken upon you? And the third interview question was if you have been acting as a bystander what forms of bullying have you observed among the school children? In the fourth interview question, the fourth question was, what was the cause of bullying that you had observed or happened to you? The fifth interview question was, “Do you think that being a bully perpetrate, victim, or/and bystander could have academically effect, if so, in what way?”

The participants were interviewed one-in-one and the following results and discussions were done. The first question have grow to be, in the near past 365 days, have you ever ever bullied others, been a sufferer, or decided bullying as a bystander? “The first participant replied “I have been taking part by bullying others and as a bystander”. The second one student stated “ I've been collaborating as a bystander. The third pupil stated, “ as soon as I have been bullied with the useful resource of others for approximately a year I started out to bully others and now i've been bullied thru way of others and i additionally bully my friends” he stated. So he is the bully sufferer. The fourth player said, “i have been acting as a bystander”. The fifth scholar stated, “I am performing as bully- victim, and from time to time as a bystander”. The sixth pupil stated I'm Vitim of bullying. From these it can be concluded that one of the participants was acting as both a bully and a bystander, two of them were bystanders only, one of them was a victim only, one of them was Victim only, and one of them was acting as bully-victim.

The second question was if you participated in any kind of the above behavior ( bully perpetrate or victim or both) What actions had you done? Or what actions were taken upon you? The first participant replied, as bullying perpetrates, I have been making attacks with three of my peers this year.He said, “With the primary one, I made a physical attack -I slapped him”. The cause became he said “He haired that he advised a false and unwise issue about me to his buddies. With the second, peer I stopped to talk and walk with him. For the cause he said, this fellow took my girlfriend that I was staying with her for about two years. With the third one, our agreement was becoming decreased than it was before. The cause was he said, most of my peers those had a good relationship with me, after creating good relation with him they start to decrease their first relation that they had with me; and I have been in doubt about what kind of rumor he was spreading about me”. The second participant said, I haven't participated in both of them (bully and victim). The third participant said, “Regularly, after I had been attacked by my peers, such as while they insult me, and/or while they make

backbite, I start to insult and physically attack them.” The fifth participant said, “as bully perpetrate I will only be socially departed from peers those tried to attack me in any form of a bully. But I never start a quarrel without being victimized by others. But as soon as I have been bullied by others I don’t need to peer the bully’s face for the second one time. I don’t take any mediator for this cause he said. The sixth students stated, “There are 3 school students who're coming from my neighbor whom our parents are frequently quarreling. These students are attacking me by spreading rumors about me, they also use a nickname to make me angry, and especially one of them (the girl) insults me and tries to attack me physically while she sees me alone. The above interview witnesses from the doer or/and receiver of action of bullying: Being perpetrate of the bully or being victim, or bully-victim revealed that physical bullying, relational bullying, insult, backbite, and nickname were the common bullying behaviors done by or did on the participants themselves among grade than students of the two secondary schools in Adola administrative town.

The third question was if you have been acting as a bystander what forms of bullying have you observed among the school children? The first person replied, “as a bystander, I have been observing, while some of the peers were insulting, backbiting, and breaking their relationship”. The second one participant stated “some of the bullying conduct I recall had been, insult, relational bullying, and bodily assault she said. The third participant said, insulting, physical attack, preventing to greet every different have been the commonplace bullying behaviors I used to be observing”. The fourth participant said, “Insults, physical attack, nickname, and backbite were common forms of bullying I have been observing”. The 5th player said, “insulting, nickname, physical be a part of, decrease returned bile, relational bullying have been the not unusual varieties of bullying”. When conclude from the participant's point of view, the is from the perpetrate of a bully or being victim or bully-victim, and from the bystander's eye witness it Concluded that bodily bullying, relational bullying, insult, backbite, and nickname were the unusual bullying behaviors were the common bullying workplace work amongst grade ten college students of the twosecondary schools of Adola administrative town. This study is supported by the survey study conducted by Kwasi Otopa Antiri (2016) that identified about five kinds of bullying in his survey in Gahana: physical (47.5%); verbal (37.2%); social (8.1%); Psychological;(4.1%); and cyber (3.1%). Also, Shao-I Chilu(2013) concluded that physical and verbal bullying as the principle sorts of bullying among school college students. The fourth question was, what was the cause of bullying that you had observed or happened to you? The first participant responded, “Revenge looking for changed into the purpose I knew”. the second one player stated, “One because I realize became untruth information approximately each other”. And the other is the families related problems, was also another cause he said. Where ever the students’ families’ relation was bad the students showed an intention to attack each other easily”. The third participant said, “Revenge seeking, and backbites, sometimes during playing balls, boy and girl fried were the cause I observed he said”. The fourth player stated, “One form of bullying may be purpose for the opposite form to occur, he said “backbite was seen while it become observed through bodily bully”. Revenge seeking was also another cause for relational bullying he said. The fifth player said, “Revenge seeking was one of the causes. Sometimes the students tried to attack by forming group, by making blood relation, and race”. The sixth participant said, “as a victim, many problems have been reached on me he, most of the time insult,

spreading rumors or false statement about me, nickname, and trying to attack me physically are all the problems I have been faced”.

Generally, some causes of bullying were identified. First of all, own family-related issues are while troubles or disagreements are created amongst students' dad and mom, the students bully every other at school. This finding is supported via, Shao-I Chilun (2013) end which revealed that family heritage changed into the aspect that accounted for the sufferers being inclined for bully behavior. Concluded that bodily bullying, relational bullying, insult, backbite, and nickname have been the unusual bullying behaviors were the commonplace bullying place of job work amongst grade ten college students of the two secondary schools. Revenge seeking because the purpose of bullying emerge as supported thru Afroz J and Shafqat H. (2015) that concluded revenge looking for because the reason of bullying with a median of 2.5 and SD of 1.6 5.

The fifth query became, “Do you believe you studied that being a bully perpetrator, sufferer, or/and bystander should have academically effect? If so, in what way? One participant said “precisely, it could endanger my academic performance; each time I make quarrel with my pals, I couldn't apprehend lecture factors as everyday and iI make quarrel with my friends, I couldn't recognize lecture elements as ordinary and I should not study smart. As being bystander also, the feeling of uncertainty about what will happen next and being in an unsecured environment disturbs the bystanders' attention he said. The second participant said, “Directly it could amber academic performance; especially being a bystander decreases confidence and makes me feel uncertain about the safety of the school environment she said. The third participant stated “It affects educational performance through demanding the studying environments. He said, whenever there was no good relationship with my peers I couldn't feel well and in turn, this bad feeling makes me not engage in detail in my work; some of the times I stop my studying and start to think about the happenings. This made a great effect on studying and learning my courses he said. The fourth participant said. “It has a great effect on academic performance. While my peers insulted each other I couldn't do academic activity properly, I couldn't study smart, I couldn't understand points from the day's lecture properly because my attention was being taken towards the point of attack”. The fifth participant said being bullied endangers academic performance; I lack the motivation to study, to attend lectures whenever I felt in some sort of social problems”. The sixth participant said, “Being the victim of bullying is such a dangerous thing that hampers my academic activities severely. She stated, “some times I determined to depart schooling, I 'm able to' t have a take a look at my courses well, on occasion I am thinking about the obligations of the bullies at the same time as the lecture is on,, and this makes me unable to attend my lesson with fully engagement” she said.

To sum up, some effects of bullying behavior on students' academic performance were identified by this study. The first effect was that after one student said that when making quarrels with other students he couldn't understand lectures points and couldn't study smarter. This means his attention might be weakened. Also, the result of the study by Revathy Chandran, Krishnan Namboodiripad, Vandana Madhavan (2018) revealed that there was a significant relationship between the independent variable (being bullied) and the dependent variable (academic performance) with beta values of -0.17. Also study by Hina Najam and Sadaf Kashif (2018) concluded that, due to bullying in the classroom, the students

can't fully concentrate on their work activities, did not take part in participation, and did not follow the teacher's instructions, and ultimately disconnect from the studies.

Secondly, as bystanders also, feeling of uncertainty about what will happen the next day and being in an unsecured environment disturbs the bystanders' minds. Similarly, a study by Eleannor H.& Plius T. (2019) found that exposure to bullying impairs inexperienced persons' feelings and cognition and it ultimately results in multiplied ranges of tension and melancholy.

## 12. Conclusion and reflection.

This study aimed to explore the Causes of bullying among students and its academic effects: the case of two secondary schools in Adola administrative town (grade ten in focus). To implement the aim of the study the researcher stated two basic research questions, These were:

- What are the causes for the prevalence of bullying among students of Secondary schools of Adola Administrative town?
- What are the consequences of pupil bullying on their academic performance at Secondary schools of Adola Administrative town?

The research followed a Constructivist world view and a narrative research design was used in order to make depth inquiries. Align with the research paradigm and the design, the qualitative method was followed.

From two secondary schools in Adala Administrative Town, five students participated in the study. Finally, from the result of the qualitative analysis, a few causes of bullying and the results of bullying behavior were diagnosed .regarding the motives of bullying, , first of all, even as troubles or disagreements created amongst school students' dad and mom, the students bullying at the school. . Secondly, unclear information about each other was identified as another cause. Thirdly, the primary bullying shape bears some other shape of bullying. Fourthly, race, and ultimately, revenge had been the recognized motive of bullying. Concerning the effect of bullying on students' educational overall performance, this have a look at explored that after the scholars had victimized and once they had been discovered the occurrence of bullying behavior at these two secondary schools, the students couldn't properly follow lectures, they couldn't study smartly, and they could be uncertain about the safety of their school environment which hampers their academic performance badly.

Depending on the result of the study the researcher forwarded the following alternative suggestions.

- If the two schools work together with students' parents to minimize students bullying with their at the school. This can be accomplished by way of giving short-time period training to the student's households concerning the impact of bullying at the pupil's educational overall performance and willingness to work collectively to reducework together to minimize students bullying with the parents.
- If the school gives short-term training for the students on the effect of buying behavior on students' academic performance and ways of minimizing the behavior.

- If the two schools create a strategy on how the whole students follow each others' behavior and could report the problems to the school soon as it is starting before the problems become endangered.

### 13. Suggestions for the subsequent researcher

For the scarce time and budget, the current research was done in a very narrow geographical area by involving few students, second only qualitative research design was followed in this research. Thus, If the subsequent researcher does other research using other design such as mixed design, more quality result might be obtained.

### 14. References

- Ada Mary JulianaL, Okoli Georgina, Obeten, Okoi Okorn, and Akeke, M. N. G3 (2016). Prevalence, Causes and Effects of Bullying in Tertiary Institutions in Cross River State. Nigeria. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.29, 2016.
- Afroz J. and Shafqat H. (2015). Bullying in Elementary Schools: Its Causes and Effects on Students. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online). Vol.6, No.19, 2015
- Asfew Abrak (2019). Prevalence, Manifestations and Ways of Combating Bullying: A comparative Study on Selected Private and Government High Schools in Addis Ababa. MA thesis. Addis Ababa, Ethiopia. (unpublished)
- Ashley Ann Potocki (2015). Types and Frequency of Bullying, Victimization, and Defending Behaviors Among Special and Regular Education Students. Masters Thesis. Eastern Illinois University. (unpublished).
- Coloroso, B. (2008). *The bully, the bullied, and the bystander* (2nd ed.). New York, NY: Harper Collins.
- Eleannor H. & Plius T. (2019). Effect of Bullying on the Psychological Functions of Victims. *Journal of Social Work and Social development*. DoI: 10-25159/2415-5829/3939.
- Graeme Jones (2015). Effect of family variables on school bullying. *Journal of Initial Teacher Inquiry*. Volume 1. <http://hdl.handle.net/10092/11459>
- Hina Najam\* and Sadaf Kashif (2016). Impact of Bullying on Students' Behavioral Engagement. *Journal of Health Education Research & Development*. Najam and Kashif, *J Health Educ Res Dev* 2018, 6:2 DOI: 10.4172/2380-5439.1000261
- Hinduja, S. & Patchin, J. W. (2015). *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying* (2nd Ed.). Thousand Oaks, CA: Sage Publications.
- Ian Rivers and V. Paul Poteat (2009). *Observing Bullying at School: The Mental Health Implications of Witness Status*. *School Psychology Quarterly*. 2009, Vol. 24, No. 4, 211–223.
- Ingri Myklestad and Melanie Straiton (2012). *The relationship between self-harm and bullying behaviour: results from a population based study of adolescents*. <https://doi.org/10.1186/s12889-021-10555-9>.
- John W. Crewell (2014) (4<sup>th</sup> edi). *Research Design: Qualitative, Quantitative, and Mixed method approaches*. University of Nebraska-Lincoln.

- Julliane Messias Cordeiro Sampaio<sup>2</sup>, Gabriela Valente Santos<sup>3</sup>, Wanderlei Abadio de Oliveira<sup>4</sup>, Jorge Luiz da Silva<sup>5</sup>, Marcelo Medeiros<sup>6</sup>, Marta Angélica Iossi Silva (2015). *Emotions of Students Involved in Casese of Bulling*. <http://dox.doi.org/10.1590/0104-070072015003430015>.
- Kwasi Otopa Antiri (2016). Types of Bullying in the Senior High Schools in Ghana. *Journal of Education and Practice*. ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.7, No.36, 2016.
- Larsen, J. (2005). *Think first: Addressing aggressive behavior in secondary schools*. New York: The Guilford Press.
- Lee, C. (2004). *Preventing bullying in schools: A guide for teachers and other professionals*. London: Paul Chapman Publishing.
- Melanie L. McVean (2017) .Physical, Verbal, Relational and Cyber-Bullying and Victimization: Examining the Social and Emotional Adjustment of Participants.MA Thesis. University of South Florida.(unpublished).
- Najam H, Kashif S (2018) Impact of Bullying on Students' Behavioral Engagement. *J Health Educ Res Dev* 6: 261. doi: 10.4172/2380-5439.1000261
- National Center for Injury prevention and Control (2014). The relationship between Bullying and suicide: What we understand and what it mean for schools. 1-800-cdc-INFO. [www.gov/violenceprevention](http://www.gov/violenceprevention).
- Olweus, D., & Limber, S. (1993), "Bullying in School: Evaluation and Dissemination of the Olweus bullying prevention program", *American Journal of Orthopsychiatry*, 80(1), 124–134.
- Peter K. Smith (2018). Commentary: Types of bullying, types of intervention: reflections on Arseneault (2018). *Journal of Child Psychology and Psychiatry*. 59:4 (2018), pp 422–423 . doi:10.1111/jcpp.12897 . Goldsmiths, University of London, London, UK.
- Revathy Chandran, Krishnan Namboodiripad, and Vandana Madhavan (2018). Bullying and Academic Performance Among School Children. *International Journal of Pure and Applied Mathematics*. Volume 118 No. 5 2018, 587-602, ISSN: 1314-3395 (on-line version) **url:** <http://www.ijpam.eu>.
- Shao-I Chiu (2013). Causes of victims of campus bullying behaviors and study solutions. *Open Journal of Social Sciences*. Vol-1,13.22. DoI: 10.426/jss-2013.12003.
- Sonia George (2018). Extent of bullying among school students. *Indian Journal of Mental Health* 2018;5(3).
- Stefan Johansson & Göran Englund (2021). Cyberbullying and its relationship with physical, verbal, and relational bullying: a structural equation modelling approach, *Educational Psychology*, 41:3, 320-337, DOI: 10.1080/01443410.2020.1769033.
- Tesfaye T. (2018). Bullying victimization and self-efficacy among children in selected Government Primary Schools of Arada sub-city, Addis Ababa.MA thesis. Addis Ababa, Ethiopia.(unpublished).
- Thompson E. (2019) Understanding Bullying and the Necessity for Prevention and Intervention in Schools: A Senior Thesis(unpublished). Liberty University.

- UNESCO (2019). Behind the numbers: Ending School Violence and Bullying. Paris 07, France.
- Zalba J, Durán LG, Carletti DR, et al (2018). Student's Perception of School Bullying and Its Impact on Academic Performance: A longitudinal Look. Arch Argent Pediatr 2018; 116(2):e216-e226.