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**FEATURE**

**Correlation Between Bullying and Students' Attitude  
Toward Learning: A Case of Secondary Schools  
in Tarime District, Tanzania**

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**Abstract.** *This study sought to establish the correlation between bullying and students' attitude toward learning in secondary schools of Tarime District, Tanzania, using a survey research design. A total number of 330 randomly sampled students participated by filling the questionnaire. Data was analyzed through descriptive statistics, t-test, and Pearson product-moment correlation coefficient. The study established that regardless of their gender difference, students had a positive attitude toward learning. Apart from bad nicknaming, students disagreed that other forms of bullying take place in their schools. Bullying in all its forms significantly relates to students' attitudes toward learning. Teachers can take advantage of students' positive attitude toward learning to do effective teaching so that learners may be prepared to complete their studies successfully and proceed with further studies. Teachers and students need to stop bad nicknaming as this form of bullying, however insignificant it may look, may have detrimental effects on students who are nicknamed. Lastly, bullying in all forms should be discouraged both at home and in schools as such effects negatively students' attitudes toward learning.*

**Keywords:** bullying, students, attitude, learning, Tarime, Tanzania

**Introduction**

Attitude is an essential aspect through which the rate of learning can be determined. According to Mensah, Okyere, and Kuranchie (2013), attitude is "concerned with an individual's way of thinking, acting and behaving, having very serious implications for the learner, the teacher, the immediate social group with

which the individual learner relates, and the entire school system” (p. 132). Marzano (2017) and Miller (2017) contend that with a positive attitude, there is a high chance for effective learning. On the contrary, students with a negative attitude cannot trust the school environment, and as a result, effective learning may not be realized. They also argue that experiences form the attitudes of students in their daily life environment.

While several factors can determine the attitude of the learners, bullying is believed to be a possible factor that can bring about a negative attitude toward learning. This is indicated by Jan and Husain (2015), who contend that “bullying among students not only decreases their academic performance but also causes mental health problems and physical injury” (p. 43). If the environment is characterized by bullying, learners may feel unfriendly to learning, and they may tend to be truants (Acquah, Lloyd, Davis, & Wilson, 2014), something which may reduce their learning achievement.

Bullying among students of secondary schools is one of the big problems facing the globe. Physical fighting, for example, is the fifth in rank for causing death among the young youth (Pickett et al., 2013). It is strongly advised that school compounds should be a safe place for students’ social and psychological wellbeing, but contrary to this, studies have shown how physical aggression is common at schools (Acquah et al., 2014). A study by Antiri (2016) in Ghana, for example, showed the rate of different forms of bullying as follows: physical bullying (47.5%), verbal bullying (37.2%), social bullying (8.12%), psychological bullying (4.1%), and cyberbullying (3.1%).

A study done in 30 countries in Europe and North America by Pickett et al. (2013) showed that 13.5% of high school students in the United States had been involved in fighting in the previous months by the year 2012. Alike, a study in Hungary showed that 48.4% of secondary school students had bullying experience while 45% in Portugal, 47.9% in Czech Republic, 49% in Lithuania, and 44.6% in Scotland.

In Africa, some studies involving physical fighting among adolescents have been conducted. For example, in Botswana, bullying is rampant among senior secondary school students (Mangope, Dinama, & Kefhilwe, 2013). In South Africa, fighting among teenagers is very high compared to other parts of the world. This could be due to the nature of the country where there are high criminal reports, including rape (Chutel, 2017).

Tanzania, like other African countries, has experienced fighting behavior among secondary school students. This is evidenced by Ndibalema (2013), who studied the perception of bullying in secondary schools in Dodoma and established the existence

of bullying among students. According to Yaghambe and Tshabangu (2013), physical abuse is one of the troublesome disciplinary cases at Tanzanian schools. Another study carried in Urban Tanzania schools revealed that most adolescents in Dar es Salaam had mental health problems, which were contributed by bullying (Wilson, Caledonia, & Kamala, 2013). This study, therefore, sought to fill the gap by unveiling how bullying behavior might have influenced students' attitude toward learning among secondary school students in Tarime District.

The objectives of the study were to establish (a) the difference in attitude toward learning by learners categorized according to their gender, (b) the attitude of students toward learning in secondary schools of Tarime District, (c) the attitude of students toward bullying in secondary schools of Tarime District, (d) the difference in attitude toward bullying by learners categorized according to their gender and (e) the correlation between bullying and students' attitude toward learning. Furthermore, the study tested two null hypotheses: (a) there is no significant difference in attitude toward bullying by learners categorized according to their gender, and (b) there is no significant correlation between bullying and students' attitude toward learning.

### **Review of the Literature**

This study was guided by several earlier findings on related topics. Two of the areas that literature provided insights are on the concepts of students' attitude toward learning and that of bullying. A brief discussion of studies related to these concepts follows.

#### **The Concept of Students' Attitude Toward Learning**

Studies have indicated that a positive attitude is a key factor for effective learning. Language learners, for instance, have been proved to learn specific languages quickly when they positively perceived the subject (Eshghirejad, 2016). Awang et al. (2013) studied students' attitude and their academic performance in Malaysia and found that attitude has a great contribution to students' nationhood education. A study by Grusec and Danyliuk (2014) in Canada found that early childhood development, including learning at home, is affected by the positive or negative attitude of the parents. Therefore, a positive attitude is an important tool for effective learning both at home and at school.

It is therefore essential to establish factors that may increase learners' positive attitudes. With this regard, a range of studies, including Davadas and Fah Lay (2017), consider enjoyment and self-confidence environment as key factors building a positive attitude. According to them, students with a positive mind prosper in their learning. According to Candeias, Rebelo, and Oliveira (2011), in their study on

students' attitudes toward learning and school in Portugal, students' success depends on their attitude and support from family, school, and community.

A study by Dagnev (2017) in Ethiopia found a significant relationship between students' attitude and academic achievement, whereby students whose attitude is positive toward education are subjected to effective learning. Ngussa and Mbuti (2017), in their study about the influence of humor on earners' attitude and mathematics achievement among secondary schools in Arusha, Tanzania, established that humor is one of the strategies teachers can use to improve student's attitude toward learning. Particularly, their study concluded that the more the use of humor in teaching, the better the attitude and mathematics achievement. Therefore, it was recommended that Mathematics teachers should increase the sense of happiness, friendliness, and cheer while teaching to increase learner's interest in the subject matter and, in that way, improve performance. This further suggests that a happy environment brings about better results in the teaching and learning process.

### **The Concept of Bullying**

Bullying has been defined variedly. For instance, Monsen and Rivers (2004) defined it as any hurtful action of a person to another person. UNESCO (2017) defines it as unwanted aggressive action or repeated behavior among school-aged children involving an imbalance of power. According to Olweus (1999), bullying is aggressive behavior repeated over time, resulting in a harmful effect on another person who is usually powerless to defend himself or herself. Therefore, bullying exercised by either teachers or more powerful students may lead weaker students to deteriorate. In the context of this study, bullying is considered as aggressive or physical behavior that brings about painful experiences to another person. According to UNESCO (2017), bullying is used interchangeably with fighting, violence, and aggression. Some scholars have used it in the context of schools, streets, and community levels.

Gordon (2019) brings to view the fact that there are various ways through which bullying can be exercised, the most used and which is easy to be identified being physical bullying. Coloroso (as cited in Antiri, 2016) categorized bullying into five types, namely physical, social, verbal, cyber, and psychological bullying. But Owen et al. (as cited in Jan & Husain, 2015) describe bullying in terms of insults, name-calling, nicknames, hitting, direct aggression, theft, threat, and social isolation. All these forms and types can bring about a sense of unhappiness to the person being bullied and, therefore, may lead to an uncomfortable situation during the teaching and learning process.

Aggression is another way of expressing bullying. It is an emotion that hurts and disturbs a person or any living creature in either physical or psychological states (Roland & Idsoe, as cited in Fatima & Malik, 2015). Jessor (as cited in Fatima & Malik, 2015) further contends that aggression can be either positive or negative. The former is when used for personal or collective wellbeing, and the latter is when used for personal or collective destruction. Bullying brings about detrimental effects on learning. According to Antiri (2016), for instance, verbal bullying destroys self-image and self-esteem. This kind of situation may lead learners to develop a negative attitude toward learning, something which may negatively affect their learning effectiveness (Drosopoulos, Heald, & Mccue, 2008).

Statistics indicate a prevalence of bullying globally. UNESCO (2017), for instance, gives the status of bullying in some countries like Tajikistan (7%), Cuba (13%), Australia (27%), France (32%), and Latin America and the Caribbean (51%). Tanzania also is inclusive in the provenance of bullying behavior, particularly in secondary schools where 34.4% of students have been involved in physical fighting (URT, 2017). Ndibalema (2013) conducted a study on perception about bullying in Dodoma Municipality and found a high prevalence of physical bullying. Pesambili (2013) studied the consequences of female mutilation on girls who are schooling in Tarime District and found verbal bullying among uncircumcised girls. Labeling and name-calling were also common types of bullying taking place in the district.

While scholarly authorities and studies have shown the importance of positive attitude toward effective learning and how bullying is one of the factors which may distort the students' attitude toward learning, Tarime District has been reported to have criminal offence issues like robbery, murder, gender based discrimination and bullying. While these incidents have been reported to take place at homes, there is a possibility that bullying takes place at schools as well. The study was guided by the following five research questions:

1. What is the attitude of students toward learning in secondary schools of Tarime District?
2. Is there a significant difference in attitude toward learning by learners categorized according to their gender?
3. What is the students' attitude toward bullying at school?
4. Is there a significant difference in attitude toward bullying by learners categorized according to their gender?
5. Is there a significant relationship between bullying and students' attitude toward learning?

### **Research Methodology**

This study employed the correlational research design. According to Cohen, Manion, and Morrison (2013), correlational research design is one in which variables are related to one another. Borg and Gall (as cited in Cohen et al. 2013) held that correlational research requires a sample size of no fewer than thirty cases, a condition which was met by this study. In this study, correlation was sought between bullying behavior and students' attitude toward learning.

The study involved 37 public secondary schools in Tarime District, from which 10 were randomly sampled. The 37 schools were assigned numbers (1-37) in small pieces of paper that were placed in a container from which 10 were randomly selected to constitute the sample. Form Three students from the 10 schools were purposively selected because they had longer time experience in schools than the rest of the classes except for the Form Fours, who were excluded because they were busy preparing for National Examinations during data collection. From each of the 10 sampled schools, one stream was randomly picked to fill the questionnaire, thus having a total of 330 students who filled the questionnaire.

The questionnaire was self-constructed by one of the researchers by using content from the literature that addresses bullying behavior and attitude toward learning. The questionnaire was validated by educational research experts from the University of Arusha who looked into the content of the questionnaire items against the research questions that guided the study and gave comments which helped the researchers to improve it before piloting. The pilot study was carried out with 40 students in a school within the population which was not part of the sampled schools to test whether the questionnaire was clearly understood by the students, and adjustments were made where some clarity was needed. To ensure acceptable reliability, the questionnaires were subjected to a pilot test through the SPSS, which yielded the Cronbach's Alpha of .835 for bullying and .724 for attitude toward learning. Since the cut-off point for acceptable reliability was .07, the items in the questionnaire were considered reliable, as reflected in Table 1.

Table 1  
Reliability Analysis

SN.	Variable	Number of Items	Cronbach's Alpha	Interpretation
1.	Bullying Behaviour	11	.835	Reliable
2.	Attitude toward Learning	11	.724	Reliable

### Analysis of Data

Data was coded into the SPSS Software before analysis took place. Analysis of data begins with demographic characteristics of respondents and then analysis of research questions that guided the study. A total number of 330 students from 10 schools filled the questionnaire completely. Five questionnaires were half-filled and therefore were missing some important information, thus were excluded. Of these, 146 (44.2%) were males, while the females were 184 (55.8%). Out of 330 who filled the questionnaire, 265 (80.3%) were 17 years or below, while 65 (19.7%) were 18 years and above.

### Research Question 1

The first research question to be addressed is, "What is the attitude of students toward learning in secondary schools of Tarime District?" This research question sought to establish the attitude of learners toward learning. This emanated from the assumption that bullying reduces learners' attitude toward learning and, therefore, may lead to poor performance of the learners in their particular schools. This research question was analyzed through descriptive statistics in terms of mean scores and standard deviations, as seen in Table 3. The resulted mean scores were treated under the following scale of interpretation:

3.50-4.00 = Strongly Agree

2.50-3.49 = Agree

1.50-2.49 = Disagree

1.00-1.49 = Strongly Disagree

Table 2 describes that the overall mean score of students' attitudes toward learning was 3.73, falling within the strong agreement zone (3.50-4.00) with a standard deviation of .383, meaning the variation of students' responses was low. This, therefore, suggests that generally, students under investigation had a positive attitude toward learning. This is something worth noting because, with a positive attitude, there is a high chance for effective learning to take place (Marzano, 2017;

Miller, 2017). The significance of a positive attitude is further highlighted by Dagne (2017), who established a significant relationship between students' positive attitude and academic achievement. The reason why students' attitude toward learning is high might be contributed by the fact that the bullying behavior mean score was 2.33 as reflected in Table 5, which denotes disagreement meaning the bullying behavior slightly takes place in schools under investigation. Particularly, students agreed with only two out of eleven items in the questionnaire that measured the bullying behavior existence.

Table 2

*Students' Attitude Toward Learning*

SN.	ITEMS	Mean Score	Std. Dev	Interpretation
1.	Education will make me an important person	3.81	.477	Strongly Agree
2.	Learning has increased my knowledge	3.80	.519	Strongly Agree
3.	I would like to continue with further studies	3.76	.587	Strongly Agree
4.	I admire people with educational success	3.75	.548	Strongly Agree
5.	I need to be at school always	3.75	.514	Strongly Agree
6.	Education will improve my standard of living	3.74	.583	Strongly Agree
7.	Things I learn at school will be helpful in life	3.74	.574	Strongly Agree
8.	I like classroom activities	3.68	.542	Strongly Agree
9.	I attend school on a daily basis	3.67	.540	Strongly Agree
10.	I'm always happy to be at school	3.65	.640	Strongly Agree
11.	I enjoy my studies	3.63	.670	Strongly Agree
	<b>OVERALL RESPONSE</b>	<b>3.73</b>	<b>.383</b>	<b>Strongly Agree</b>



Having established the overall attitude of students toward learning, it was necessary to establish the response of students to specific items related to attitude toward learning. Similarly, the mean score of all responses in table 3 was between 3.50 and 4.00, denoting strong agreement with the items in the questionnaire. Notably, students strongly agreed that education will make them important persons in society (3.81), that learning has increased their knowledge (3.80), and that they are willing to continue with further studies (3.76). Furthermore, students strongly agreed that they admire people with education success (3.75), and they also perceived that education would improve their living standards (3.74). Also, they agreed that it is important for them to be at school always (3.75) and that the things they learn at school will be helpful in their future life (3.74). Finally, they strongly agreed that they like classroom activities (3.68), they attend school daily (3.67), they are always happy to be at school (3.65), and they enjoy their studies (3.63).

### Research Question 2

The second research question is, "Is there a significant difference in attitude toward learning by learners categorized according to their gender?" Having established that learners have a positive attitude toward learning, it was necessary to find out whether there is any variation in their attitude toward learning by gender. This research question called for testing of a null hypothesis, which states, *there is no significant difference in attitude toward learning by learners categorized according to their gender*. This hypothesis was tested by t-test, as appears in Tables 4 and 5.

Table 3 indicates that the mean score for boys was 3.77 while that of girls was 3.69. It is important to note that both groups' scores were within the strong agreement zone (3.50-4.00), meaning regardless of their gender, students strongly indicated their positive attitude toward learning even though the mean score for boys was slightly higher than that of their female counterparts.

Table 3

#### Group Statistics for Attitude Toward Learning

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
ATTITUDE	Boys	146	3.77	.341	.02822
	Girls	184	3.69	.412	.03044

But the Sig of 0.94 in Table 4, which is greater than the critical value (0.05), indicates no significant difference between the mean score of the two groups. Therefore, the null hypothesis, which states, *there is no significant difference in attitude toward learning by learners categorized according to their gender*, is accepted. Please note that the null hypothesis was not rejected; it was accepted as the Sig was above the critical value, as seen in Table 4. This means, students, regardless of their gender, have a positive attitude toward learning.

Table 4

*Independent T-test for Attitude Toward Learning*

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2- taile d)	Mean Differe nce	Std. Error Differe nce	Low er	Upp er
ATTITU DE	Equal varianc es assume d	2.6 99	.10 1	1.6 80	328	.094	.07125	.04243	-. 012 21	.154 72
	Equal varianc es not assume d			1.7 17	327.4 58	.087	.07125	.04151	-. 010 41	.152 91

**Research Question 3**

The third research question is, "What is the students' attitude toward bullying at school?" This research question sought to establish the attitude of learners under investigation toward the existence of bullying in their schools. This question emanated from the fact that Tarime District is characterized by rampant criminal

cases like murder, gender discrimination, and many others. The researcher assumed a possibility for bullying behavior to take place in schools due to such influence from the community students live. With this regard, students responded to 11 items that measured the existence of bullying behavior in their respective schools. Responses were analyzed through descriptive statistics in terms of mean scores and standard deviations, as seen in Table 6. The resulted mean scores were treated under the following interpretation:

3.50-4.00 = Strongly Agree

2.50-3.49 = Agree

1.50-2.49 = Disagree

1.00-1.49 = Strongly Disagree

Table 5 indicates that the overall mean score of students' attitude toward bullying behavior was 2.33, falling within the disagreement zone (1.50-2.49) with a standard deviation of .783, meaning the variation of students' responses was somewhat high. This suggests that generally, students under investigation disagreed that bullying exists in their schools. Bullying is known to adversely influence the learning achievement of students (Acquah et al., 2014). The absence of a bullying atmosphere can therefore be considered as an opportunity for teachers to do their best in imparting knowledge so that learners may come out of the teaching and learning process successfully.

Table 5

*Students' Attitude Toward Bullying*

SN.	ITEMS	Mean Score	Std. Dev	Interpretation
1.	Teachers exercise some sort of bullying on students	2.65	1.20	Agree
2.	The use of bad nicknames is common in my class	2.57	1.15	Agree
3.	Bullying takes place at my school	2.49	1.06	Disagree
4.	Verbal bullying is common in my class	2.40	1.05	Disagree
5.	Physical bullying takes place at my school	2.34	1.08	Disagree
6.	Those not circumcised don't feel happy before others	2.32	1.16	Disagree

7.	Some students feel pleasure to mistreat weaker ones	2.28	1.16	Disagree
8.	Bullying in my school is due to tribal differences	2.24	1.11	Disagree
9.	Mistreatment is common in my classroom	2.19	1.12	Disagree
10.	I fight back when someone hits me	2.12	1.07	Disagree
11.	I have bullied a fellow student in one last month	1.95	1.06	Disagree
<b>OVERALL RESPONSE</b>		<b>2.33</b>	<b>.721</b>	<b>Disagree</b>

Having found students' general disagreement with the existence of bullying behavior in their schools, it was necessary to establish the response of students to specific items related to bullying. Particularly, results in Table 5 indicates that students agreed that teachers exercised some sort of bullying on students (2.65) and that the use of bad nicknaming is common in their classrooms (2.57). The mean score of both items was slightly above the disagreement boarder (2.49), which means students almost disagreed with such two items. Furthermore, the standard deviation for both items was very high (1.20 and 1.25), which suggests a variation of responses, meaning some students agreed while others disagreed.

The results further suggest that bad nicknaming is the only aspect of bullying taking place in schools under investigation. It also suggests a possibility that bad nicknaming was done by either teacher or by the students themselves. This finding is similar to that of Pesambili (2013), who investigated the consequences of female mutilation on girl students in Tarime District and found that verbal bullying was common among uncircumcised girls. Labeling and name-calling were also common types of bullying taking place in secondary schools within the district. According to Owen et al. (as cited in Jan and Husain, 2015), bullying in terms of insults, name-calling, and nicknaming can bring about a sense of unhappiness to the persons being bullied and therefore may lead to an uncomfortable situation during the teaching and learning process. Therefore, it is advised that both teachers and students should stop referring to students with bad nicknames as this situation may create a negative attitude toward learning.

However, students disagreed that other forms of bullying take place in their schools (2.49). Particularly, they disagreed that verbal bullying is common in their classes (2.40), physical bullying takes place in their schools (2.34), those not circumcised don't feel happy before others (2.32), some students feel pleasure to mistreat others (2.28), bullying is due to tribal differences (2.24), mistreatment is common in classrooms (2.19), they fight back when someone hits them (2.12) and

that they have bullied fellow students in the last one month (1.95). The absence of other forms of bullying suggests a favorable environment for effective teaching and learning. This finding, however, was against that of Ndibalema (2013), who conducted a similar study on perception about bullying taking place in Dodoma Municipality and found that there was a high prevalence of physical bullying.

#### Research Question 4

The fourth research question is, "Is there a significant difference in attitude toward bullying by learners categorized according to their gender?" Having established learners' disagreement that bullying takes place in their schools, it was necessary to determine whether there is any variation in their disagreement by gender. This research question called for testing a null hypothesis: *There is no significant difference in attitude toward bullying by learners categorized according to their gender.* This hypothesis was tested by t-test, as appears in Tables 6 and 7.

Table 6

#### Group Statistics for Attitude Toward Bullying

	Gender of Respondents	N	Mean	Std. Deviation	Std. Error Mean
BULLYING	Boys	146	2.25	.648	.05367
	Girls	184	2.38	.771	.05685

Table 6 shows that the mean score for boys was 2.25 while that of girls was 2.38. It is important to note that both groups' scores were within the disagreement zone (1.50-2.49), meaning regardless of their gender difference, students indicated disagreement that bullying takes place in their schools even though the mean score for girls was slightly higher than that of their boys' counterparts.

But the Sig of .083 in Table 7, which is greater than the critical value (0.05), indicates no significant difference between the mean score of the two groups. Therefore, the null hypothesis, which states, *there is no significant difference in attitude toward bullying by learners categorized according to their gender,* is accepted. Meaning, students, regardless of their gender, disagreed that bullying takes place in their schools.

Table 7

*Independent T-test for Attitude Toward Bullying*

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
BULLYING	Equal variances assumed	6.841	.009	-1.703	328	.090	-.13580	.07975	-.29268	.02109
	Equal variances not assumed			-1.737	326.875	.083	-.13580	.07818	-.28960	.01801

**Research Question 5**

The fifth and final research question is, "Is there a significant relationship between bullying and students' attitude toward learning?" This question suggested analyzing the data for any relationship between bullying and students' attitude toward learning. It called for testing a null hypothesis: *There is no significant relationship between bullying and students' attitude toward learning.*

The null hypothesis was analyzed through Pearson Product Moment Correlational Coefficient. The nature of possible correlation would be either positive or negative, and its interpretation is based on the Cohen's formula as follows:  $\geq .70$  = strong relationship;  $\geq .50$  = moderate relationship and  $\leq .50$  = weak relationship.

As seen in Table 8, the p-value of 0.05, which is equal to the critical value, leads to rejection of the null hypothesis, and therefore, it is inferred that there is a significant inverse yet very weak ( $r = -120$ ) relationship between bullying behavior

and students' attitude toward learning. Therefore, there must be some other factors which can account for a possible students' negative attitude toward learning. This finding may call for further investigation on the problem under investigation.

Table 8

*Correlation Between Bullying and Attitude Toward Learning*

		ATTITUDE	BULLYING
ATTITUDE	Pearson Correlation	1	-.120*
	Sig. (2-tailed)		.029
	N	330	330
BULLYING	Pearson Correlation	-.120*	1
	Sig. (2-tailed)	.029	
	N	330	330

\*. Correlation is significant at the 0.05 level (2-tailed).

The inverse correlation suggests that the more bullying takes place, the less the positive attitude toward learning. Therefore, bullying negatively relates to students' attitudes toward learning. This finding is supported by Antiri (2016) who whose findings established that bullying destroys self-image and self-esteem, something which may lead learners to develop a negative attitude toward learning and therefore negatively affects their learning effectiveness (Drosopoulos et al., 2008).

### **Conclusions and Recommendations**

Based on the key findings of this study, the researchers came up with the following conclusions. Regardless of their gender difference, students had a positive attitude toward learning. They strongly agreed that learning has increased their knowledge, the education they get will make them important persons in the society, they are willing to continue with further studies, and they also perceived that the education they receive would improve their standards of living. Apart from bad nicknaming, students disagreed that other forms of bullying take place in their schools. Therefore, the absence of other forms of bullying suggests an appropriate atmosphere for conducive teaching and learning, which is an opportunity for teachers to do their best for learners to realize their full potentials. There is a significant inverse yet very weak ( $r = - .120$ ) correlation between bullying behavior and students' attitude toward learning.

Based on the conclusions of this study, it is recommended that teachers in schools under investigation should take advantage of students' positive attitude  
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toward learning to do effective teaching so that learners may be prepared to complete their studies successfully and proceed with further studies. Secondly, teachers and students should stop bad nicknaming as this form of bullying, however insignificant it may look, may have detrimental effects on students who are badly nicknamed. Lastly, bullying in all forms should be discouraged both at home and in schools. Teachers as role models must stop bullying their students as students may be influenced to copy the behavior from them, disrupting the learning effectiveness in schools under investigation. The findings of this study cannot be generalized as the study was conducted in one of many districts in Tanzania.

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