BULLYING BEHAVIOURS, HELPING BEHAVIOURS AND THE ACADEMIC PERFORMANCE OF PUPILS WITH DISABILITIES ENROLLED IN PRIMARY SCHOOLS IN TANZANIA

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A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for the acceptance by the Open University of Tanzania a Thesis titled*: Bullying Behaviours, Helping Behaviours and the Academic Performance of Pupils with Disabilities Enrolled in Primary Schools in Tanzania.*" in fulfillment of the requirements for the Degree of Doctor of Philosophy in Education of the Open University of Tanzania.

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DECLARATION

I, **Thadei Mwereke,** do hereby declare that this Thesis is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signature

………………………………………….

Date

DEDICATION

This study is dedicated to my beloved departed parents Thadei Nicolai Mwereke and

Opportuna Joseph Nguji who gave me the gift of life.

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Quite a number of people have helped me in accomplishing this research. Although it is impossible to mention them all by name, I am obliged to single out some of them**.** My gratitude goes to my supervisors; Prof. Issa Omari Mcholo and Prof. Hossea Rwegoshora whose tireless efforts have a special place in the achievement of this study. They were ready to listen, read and give vital guidance, constructive ideas and suggestions, which I needed most.

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ABSTRACT

The study aimed at investigating *Bullying Behaviours, Helping Behaviours and Academic Performance of Pupils with Disabilities Enrolled in Primary Schools in Tanzania.* It was deemed that pupils with disabilities encounter problems some of which are associated with bullying. The study was conducted in Dar es Salaam and Morogoro Regions, specifically Temeke District and Morogoro Municipality. The study was to identify the prospect of bullying on academic performance of pupils with disabilities in Tanzania. It also examined the factors that trigger bullying acts towards pupils with disabilities, effects of bullying and strategies used to combat bullying behavior in schools. The target respondents included government officials, NGOs staff dealing with education, head teachers, teachers, parents, pupils with disabilities and their non-disabled peers. Data collection procedures included questionnaires, interviews, observations and documentary reviews. It was found that there were helping behaviours in primary schools that enroll pupils with disabilities in Tanzania. However, due to various cultural, social and economic reasons these pupils with disabilities encounter bullying behaviours too in the same schools. As a result, these pupils' academic performance may be affected in one way or the other. It is concluded therefore, that bullying affects the academic performance of pupils with disabilities in primary schools in Tanzania. Finally, the researcher has recommended that everyone needs to play a role in developing a conducive atmosphere for pupils with disabilities in order not to jeopardize their academic performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA   Education For All

ESDP Education Sector Development Programme

ETP   Education and Training Policy

NGO   Non-Governmental Organization

PRSP   Poverty Reduction Strategy Programme

RQ   Research Question

SEN   Special Educational Needs

TDV   Tanzania Development Vision

TENMET Tanzania Education Network/*Mtandao wa Elimu* Tanzania

TSB   Tanganyika School for the Blind

UNESCO United Nations Educational, Scientific and Cultural Organization

URT   United Republic of Tanzania

1.0 CHAPTER ONE: BACKGROUND TO THE STUDY

1.1   Introduction to the Chapter

Inclusion in education is an approach to educating pupils or students with special educational needs. Bailey, Barrow, Carr & McCarthy (2010) indicate that the word inclusion has different nuances. Some people consider the word inclusion to mean be included, some integration, some mainstreaming, some homogenization, some assimilation and the list goes on (pp. 390 -391). However, for Graham & Slee (2008) inclusion implies *bringing in*. Accordingly, they considered inclusion as a term that is there but is not to be relied upon or taken for granted - not to be used as if it is universally understood but left open to convey the political message that it continues to be under critique. This is being supporterd by Polat & Kisanji (2009) who concluded that "there is no universally agreed definition of inclusion" (p. 2). This notion on inclusion indicates that people have different connotations about the term inclusion. Therefore, it is useful to follow Graham & Slee's (2008) call for inclusion to move beyond current, limited notions and models (Bailey, Barrow, Carr & McCarthy, 2010).

According to Mittler (2000) inclusion aims at restructuring and reforming the school life in the direction so that all children can be part of school. The aim of reforming further implies that no one should be segregated or isolated. In a Tanzanian perspective the aspect of enrollment of pupils with disabilities in mainstream schools reflects *Ujamaa* policy (Mmbaga, 2002). Under *Ujamaa* policy people were supposed to live together, share their belongings and intermingle in almost all

spheres o f life. In a Tanzanian context, this intermingling of people is synonymous to inclusion. It is for this reason therefore, that the word inclusion is being used in this research. Therefore, in the Tanzania perspective, the way people had to live under *Ujamaa* implied inclusion. To that effect all personal encounters were inclusive, including educational fields.

Tanzania is comprised of people with disabilities and those who have no disabilities. In the field of education primary school education is compulsory in Tanzania (URT, 1994). Therefore, all children who reach school going age should be sent to school. However, the longstanding question on the nature and effects of bullying behaviours on the academic performance of pupils with disabilities enrolled in primary schools has not been well established. As a result pupils with disabilities may continue to be bullied and discriminated (Polat & Kisanji, 2009). Taking disability, one sees that in the contemporary world, many efforts are being done in order to alleviate the suffering of the disabled by formulating a mechanism which is politically correct in viewing equality of treating persons with disabilities. It is for this reason that what remains is to establish by research study whether pupils with disabilities enrolled in primary schools in Tanzania enjoy their schooling as well as being enjoyed by their normal pupils without being bullied and discriminated.

To date little is known about the nature and effects of bullying or even the association of bullying and the academic performance of children with disabilities enrolled in primary schools in Tanzania. On the other hand one needs to see bullying as the opposite of helping behaviours which can be very crucial in the academic

performance of pupils in schools. Academic performance is synonymous with academic achievement. Academic achievement like the academic performance is the outcome of education − the extent to which a person has achieved his/her educational goals. Academic achievement/performance is commonly measured by tests and examinations (Ward, Stoker& Murray-Ward, 1996; Farmer & Xie, 2007).

This is to say that academic achievement represent performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas or include the acquisition of knowledge and understanding in a specific intellectual domain such as in numeracy, literacy, science and history.

Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicators such as procedural and declarative knowledge acquired in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and cumulative indicators of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual

capacity of a person. Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity. (Spinath, 2012). It is important to see how inclusion functions in primary schools in Tanzania and how pupils with disabilities cope with disabilities and inclusion in order to get their education.

In Thwaites & Wysock-Wright *(2000)*, education is defined as "an experience by which we all seek the levels of a personal competence and security necessary to lead useful and satisfying lives" (p. 82). In this definition education is seen as a necessary tool in the development of human faculties - the promotion of positive attitudes towards society. Moreover "education is seen as a development of character and capabilities, the acquisition of specific skills, the enhancement of intellect (or mind, body and soul) and the training of the social human being" (p. ix). The above definition stresses that education enhances human potential in the field of character, skills, intellect and humanity - that education is as a fostering, a nurturing, a rearing, a bringing up, a cultivating process on the basis of human conditions and growth.

There is a need to show how inclusion works for children who have different types of disabilities in Tanzania and come up with a well-grounded knowledge on how best to educate the children with disabilities. Therefore, this study intends to highlight the problem which needs to be intervened in order to make pupils with disabilities learn

alongside their non-disabled peers without fear of being bullied, harassed, discriminated or excluded.

Inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate pupils with disabilities from those pupils without disabilities (Reich, 2005). A premium is placed upon full participation by pupils with disabilities and upon respect for their social, civil, and educational rights.

Macedo (2000) suggests that integration is about making a limited number of additional arrangements for pupils with disabilities which themselves change little overall. On the other hand, inclusion implies the introduction of a more radical set of changes through which educational settings restructure themselves so as to be able to accommodate/embrace all pupils. Despite this conceptual distinction between integration and inclusion, the terms are often used as synonyms (Frederickson & Cline, 2002).

Inclusion gives students with disabilities skills they can use in and out of the classroom. Like many other countries, Tanzania has opted for inclusion (URT, 1995). However, it seems that the level of bullying behaviours towards pupils especially those with disabilities enrolled in primary schools is common (World

Report on Violence against Children (*www.tanzania.go.tz*). Bullying can be defined as a physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim (*www.citizenship-pieces-org.uk).*

More precisely:

> We say a child or young person is being bullied, or picked on when another child or young person, or a group of children or young people say nasty and unpleasant things to him or her. It is also bullying when a child or a young person is hit, kicked, threatened, locked inside a room, and sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the child or the young person being bullied to defend himself or herself. It is also bullying when a child or young person is teased repeatedly in a nasty way. But it is not bullying when two children or young people of about the same strength have the odd fight or quarrel (Smith & Sharp, 1994:13).

Bullying is aggressive behavior that is intended to cause harm or distress, occurs repeatedly over time, and occurs in a relationship in which there is an imbalance of power or strength. Bullying can take many forms, including physical violence, teasing and name-calling, intimidation, and social exclusion. It can be related to hostile acts perpetrated against racial and ethnic minorities, gay, lesbian, and bi-sexual youth, and persons with disabilities (*www.apa.org*). Train (1995) endorses the belief that there is no school that can claim to be free from the bullying infection. That is school can deny the existence of bullying. If it is not seen it will be because it is not being acknowledged. In other words, bullying is rampant in schools including the primary schools that enroll pupils with disabilities.

In order to accomplish this Chapter, several issues such as concepts of bullying, aggression, helping behaviours, inclusive education, categories of disabilities,

statement of the problem and the objective of the study were dealt with. However, these topics are being subdivided into some sub-topics according to the aforementioned topics.

1.2   The Concepts of Bullying, Aggression and Helping Behaviours

Much of what we know about bullying behaviours comes from research studies conducted in Europe, Australia, Canada and America over the past several years. In the United Kingdom for example, it is assumed that bullying has been a problem which affects almost all schools (Elliot, 1997; Elliot, 2002). It has been suggested that children with disabilities who are generally given a label may already be subjected to a negtive identification as a result of this. This may mean that these children are more likely to be at the mercy of their non-disabled peers be it in the playground, in the classroom and on the way home and elsewhere (Smith & Sharp, 1994). Research suggests that children with disabilities may be subject to high level of bullying (Smith & Sharp, 1994; Espelage *et al*., 2004; Olweus, 2003).

A number of studies have indicated that the problem of bullying is widespread in schools and that bullying happens in most, if not all schools (Smith& Sharp, 1994). This is being echoed by La Fontaine (1991) who found that about three-quarters of bullying reported to the bullying line took place at schools. Stones (1993) believes that bullies can be found in every kind of school, from nursery to secondary, from state to private school. When examining incidents of bullying, one sees that it involves a bully (or bullies) and a victim. The bully is the one who does the bullying and someone who is responsible for premeditated, continuous, malicious and

belittling tyranny (Elliott, 1991) and the victim is the one is being bullied - the one on the receiving end, repeatedly, defenseless and typically without a champion (Elliott, 1991). There are several categories of bullies: aggressive, anxious and passive.

An aggressive bully is the one who sees little wrong in his/her aggression and bullying. He/She may be insecure, friendless, wishing to dominate, has poor impulse control and has no feeling towards others' feelings (Elliott, 1991; Lawson, 1994). An anxious bully is the one who is anxious, aggressive, has low self-esteem, is insecure, is emotionally unstable (Elliott, 1991; Lawson, 1994). A passive bully is the one who is easily dominated by other bullies, is passive and easily led, is not particularly aggressive, feels guilt after bullying someone (Elliott, 1991; Lawson, 1994).

Elliott (1991) believes that victims of bullying just happen to be at the wrong place at the wrong time. One can be a victim of bullying simple because of one's look, sound, unpopularity, has low self-esteem, is physically weak, is different from others for example is disabled. Often a bully seems to be stronger and the victim weaker. This is what Train (1995) describes as strength versus weakness. For him bullying can happen in any form of interaction where it is clear that one of the participant is capable of defending himself and where it is equally obvious that the other, being fully aware of this, persists in causing distress. Train (1995) believes that when children who are of equal physical and psychological strength quarrel or fight, bullying is not taking place. Only when one is much stronger and conscious of the other's weakness that she/he is bullying.

Bullies do terrorize others because they just do not know any good ways of coming to terms with other people. Some people may bully because they are either, angry, upset, jealousy or because they lack self-confidence (Stones, 1993). Taking the discussion of causes further Munro (1997) believes that some people bully because they have powerful psyche and that they have very good management potential because they understand other peoples' psyches and have excellent skills in manipulation.

Taking bullying, one sees that this issue has been dealt with by different researchers for a long period of time (Espelage & Swearer, 2004). Bullying is a universal issue that touches almost every person or community at one time or another regardless of age, gender, race, religion or socio-economic status (Olweus, 2001; Espelage *et al.* 2004). This means that bullying is a complex problem and affects all levels of society and the effects of bullying can last a lifetime (Espelage *et al*. 2004). In our contemporary world, the word bullying has many and different nuances.

Olweus (1993) holds that bullying involves some negative actions - actions that cause stress and/or fear. A child is bullied or victimized "when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students" (Olweus, 2001). Bullying can be carried out either by a single individual or by a group of people (Olweus, 1993; Pikas, 1975; Elliott, 1991). According to Stones (1988), "bullying is a way of being cruel to another person" (p. 3). Smith and Sharp (1994) defines bullying as the systematic abuse of power.

In social science and politics, power is the ability to influence the behaviour of people (Greiner & Schein, 1988). The use of power has evolved over centuries. Gaining prestige, honour and reputation are some of the central motives of gaining power in human nature (Handgraaf, Dijk, Vermunt, Wilke & Dreu, 2008). Power is an emergent property of specific social and psychological relationships between people and these relations shape the form it takes. Keltner, Gruenfield & Anderson, (2003) state that power is the basic force in social relationships and that it appears to be a universal and indispensable feature in every social relationship. Turner (2005) believes that power emerge from and function within social relationships with a definite social, ideological and historical context (content). Roberts (2003) argues that power is the basis of society, i.e., the ability of one person to make others do one's will, implying that the powerful have less empathy (Galinsky, 2010). Some people like Keltner *et al.,* (2003); Lee-Chai & Barth (2001) believe that power is corrupt, lead to abuse, stereotyping and prejudice.

One can say that prejudice enhances the power of the dominant group over the group that is less dominant. This implies power as he capacity to affect people to cause them do things or behave against their will. There is a relationship between power and bullying in that both imply that influence which flows from one direction to the other. Power also relates with empathy gap because it limits the interpersonal relationships and compares the power difference (Handgraaf *et al.,* 2008).

In this sense some individual or group resorts to use aggression in order to manipulate the target's behaviour (Moscovici, 1976). In everyday situations people

use a variety of power tactics to push or prompt people into particular action or behaviour. There are plenty of examples of power tactics that are quite common and employed every day. One of these tactics is bullying (Falbo & Peplau, 1980).

In particular sense power like bullying is directed to making the target as extension of one's will on an involuntary basis. It attempts to get the target to act in line with one's own will by forcing them to act against their own, by restricting or opposing the freedom of the target to pursue its own goals. By restricting the freedom of the target it makes the target aware of their difference thus leads to disidentification and enhances the target's perceived loss of freedom (Kramer, 1999).

1.2.1   Forms and Types of Bullying

Bullying takes different forms: Some researchers argue that bullying can be carried out in the form of words, for example, threatening, taunting, teasing and calling names. Bullying can also be physical like punching, kicking, hitting, scratching, biting and pinching. According to Ahmad & Smith (1994) bullying is comprised of direct behaviour such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. Bullying can also be in the form of exclusion from the others (Olweus, 1993; Stones, 1993; Sharp & Smith, 1994, 1994; Elliott, 1991; Byrne, 1994; Lawson, 1994; Munro, 1997). Bullying can be direct and physical (hitting, tripping up, take belongings), direct and verbal (name calling and taunting: perhaps about race or disability), indirect (passing nasty stories or rumors about someone behind their back or excluding someone from social groups) (Sharp & Smith, 1994). In other words, bullying is power and control in an abusive

relationship. In abusive relationships, violence and aggression are posited to arise out of the need for power and control of one partner over the other. An abuser will use different tactics of abuse (e.g., physical, verbal, or emotional) in order to establish and maintain control over the partner.

1.2.2   Aggression and Bullying

Sharp and Smith (1994) believes that bullying is a form of aggressive behaviour which is usually hurtful and deliberate; it is often persistent, sometimes continuing for weeks, months or even years and it is difficult for those being bullied to defend themselves. Byrne (1994) views bullying as a form of aggression and this is being supported by Munro (1994) who considers aggression as bullying. Borrowing the words of Munro (1994) we may define bullying as a long-standing violence, physical or psychological, conducted by an individual or a group, and directed against an individual who is not able to defend himself in the actual situation (Munro, 1994; Maliki & Asagwara & Ibu, 2009).

This notion is further developed by Sharp and Smith (1994) who describe bullying as "a form of interaction in which a more dominant individual exhibits aggressive behaviour which is intended to and does, in fact, cause distress to a less dominant individual. Munro (1994) describes bullying as any action or implied action, such as threats or violence, intended to cause fear or distress and for Askew (cited in Munro 1994), bullying is a continuum of behaviour which involves the attempt to gain power and dominance over another (Munro, 1994). Lawson (1994) argues that bullying involves the intent to hurt and humiliate and this is being echoed by Train

(1995) who says that bullying is a conscious desire to hurt and a pleasure in hurting others. Bullying is being defined as a repeated physical, verbal or non-verbal act which is intended to harm, intimidate or make someone feel unwanted or insecure in a particular situation. Bullying is also associated with aggression.

The term aggression comes from the Latin *aggressio*, meaning attack. Aggression is overt, often harmful, social interaction with the intention of inflicting damage or other unpleasantness upon another individual. It is a virtually universal behavior among all animals including human beings. It may occur either in retaliation or without provocation. Some definitions include that the individual must intend to harm another person (Anderson & Bushman, 2002). Aggression can take a variety of forms which may be expressed physically such as hitting or communicated verbally such as insulting or by signs such as mocking.

A number of classifications and dimensions of aggression have been suggested. These depend on such things as whether the aggression is verbal or physical; whether or not it involves relational aggression such as overt bullying and social manipulation (Young, Nelson, Hottle, Warburton & Young, 2010), whether harm to others is intended or not; whether it is carried out actively or expressed passively; and whether the aggression is aimed directly or indirectly at an individual. Classification may also encompass aggression-related emotions like anger and mental states like hostility. Aggression may occur in response to non-social as well as social factors, and may be displayed in order to intimidate others. Humans share aspects of aggression with non-human animals, and have specific aspects and complexity related to factors such

as genetics, early development, social learning and flexibility, culture and morals. According to Leakey & Lewin (1978), aggression in humans has also increased by becoming a culture.

Many scholars assert that culture is one factor that plays a role in aggression. Different rates of aggression or violence, currently or in the past, within or between groups, have been linked to the structuring of societies and environmental conditions or factors such as traditions, customs and values (Lomas, 2009). Under normal circumstances the culture of aggression begins at a tender age. The frequency of physical aggression in humans peaks at around 2–3 years of age. It then declines gradually on average (Tremblay, Hartup & Archer, 2005). These observations suggest that physical aggression is not only a learned behavior but that development provides opportunities for the learning and biological development of self-regulation. However, a small subset of children fail to acquire all the necessary self-regulatory abilities and tend to show atypical levels of physical aggression across their development spans. These may be at risk for later violent behavior or, conversely, lack of aggression that may be considered necessary for survival within society.

1.2.2.1 Aggressive Behaviors Aamong Children

Aggressive behavior is behavior that causes physical or emotional harm to others, or threatens them. It can range from verbal abuse to the destruction of a victim's personal property. People with aggressive behavior tend to be irritable, impulsive, and restless. Aggressive behavior is intentional, meaning it's done on purpose,

violates social norms, and causes a breakdown in a relationship. Aggressive behavior is a problem because it occurs frequently or in a pattern. Generally speaking, aggressive behavior stems from an inability to control behavior, or from a misunderstanding of what behaviors are appropriate. Aggressive behavior can be reactive, or in retaliation. It can also be proactive, as an attempt to provoke a victim hence very close to bullying. It can be either overt or covert. In other words, it is aggressive behavior which engenders bullying in human societies.

Some findings suggest that early aggression does not necessarily lead to aggression later on. However the course through early childhood is an important predictor of outcomes in middle childhood. Moreover, 'opposition' and 'status violations' in childhood appear to be more strongly linked to social problems in adulthood than simply aggressive antisocial behavior (Bongers , Koot, Ende & Verhulst 2007).

Social learning through interactions in early childhood has been seen as a building block for levels of aggression which play a crucial role in the development of peer relationships in middle childhood (Schellenberg, 2000). Aggression in children is often a byproduct of poor parenting, biological factors, or a lack of relationship skills. In many cases, the child is exposed to aggression or violence and imitates that behavior. A child might receive attention for it from parents, teachers, or peers. When parents ignore the behavior or unknowingly reward it, they can further encourage it. Overall, an interplay of biological, social and environmental factors can be considered (Tremblay *et als*., 2005). Aggression engenders aggressive behavior.

However, one cannot talk about aggression without making an allusion to altruism - caring for the welfare of others.

1.3 Helping Behaviours, Altruism and Caring for the Welfare of Others

One cannot speak about bullying at the absence of helping behaviours. In inclusive schools, pupils with disabilities experience both exclusion and inclusion from their peers without disabilities and to a great extent pupils with disabilities traditionally have lower positions of status than their nondisabled peers in enrolled in primary schools in Tanzania. However, it should be borne in mind that in any given society there are both good and bad behaviours.

Looking at schools that enroll children with disabilities and which is the main agenda in this study we see that pupils struggle between the desire to fit in and the desire to hurt others − victims of bullying behaviours desire to be accepted by their peers without disabilities and bullies wish to prey on their peers with disabilities. It is currently accepted that helping behavior involves both cognitive (connected with mental processes of understanding) and emotional facets. Helping behaviors tend to be positively associated with prosocial behaviours or concerns for others (Eisenberg & Strayer, 1997).

The ability to experience the affect of others is associated with altruism in even very young children (Zahn-Waxler, Radke-Yarrow, Wagner & Chapman, 1991) and has been shown to increase in children following training to attain helping behaviours such as helping one to read properly, open the door for someone who is not capable of doing so and the like.

Furthermore, the linkages between helping behavior and prosocial behavior appear to become more evident as kids continue to grow. Given the link between helping behavior and prosocial behavior, one would thus expect the reduction of one's involvement in aggressive behavior. This study demonstrates the connection between helping behavior and bullying and other forms of aggression. There is an indication that helping behaviours are associated with less bullying (Eisenberg & Miller, 1987). This means that helping behaviour inhibit bullying among peers and this concludes that inclusion does not necessarily entail bullying of those with disabilities. Furthermore, helping behaviours bring altruism into existence (Espelage *et al*., 2004).

However, there is a tendency for people to change from these positive virtues such as helping behaviours and altruism to animal like behaviours such as bullying (*www.rjgeib.com/thoughts/killing/wolf.html*). Throughout history, many societies including Tanzanian societies have dealt poorly with disabilities. Different cultural, religious and popular beliefs assume that a person with disability was born as a result of a curse from god or a sin committed by one member of the extended family (Hange, 2003).

David Hume (1711-1776) believed that human beings are disposed to form family groups whereby generosity operates. However, the id and ego of human beings produce what we call vices. Thus, human nature is enclosed between virtues and vices. As a result there is a shift from altruism and helping behavious to bullying behaviours (Audi, 1998). On the other hand Thomas Hobbes (1588-1679) upheld that

there is what he called psychological egoism. This type of egoism denies any benevolent action (Audi, 1998). Psychological egoism believes that human beings do what is in their self interest. It also denies actions done from a moral point of view. In short, Hobbes termed human nature as brutish despite the fact that there are also positive things in human nature. This shows that movement from doing good to doing bad is motivated by human nature which is contains both animal instincts and rationality.

In short egoism is what makes people shift from helping behaviours to aggressive behaviours. Similarly, if one reads the Holy books would find that it is out of man's/woman's choice that sin had befallen upon human nature. The Christian faith for example, believes that man/woman was created in the image of God. However, it was through inclination to sin that wrong doing has entered in human nature. This explains the shift from being good to becoming bad – from being helpful to becoming aggressive towards other people. Altruism or selflessness is the principle or practice of concern for the welfare of others. It is a traditional virtue in many cultures and a core aspect of various religious traditions and secular worldviews, though the concept of "others" toward whom concern should be directed can vary among cultures and religions. Altruism or selflessness is the opposite of selfishness. Altruism can be distinguished from feelings of loyalty.

Pure altruism consists of sacrificing something for someone other than the self with no expectation of any compensation or benefits, either direct, or indirect. In simple terms, altruism is caring about the welfare of other people and acting to help them

(Rushton, Chrisjohn & Fekken (1981). Altruism can be based on religious beliefs. It is for this reason that here below the researcher dealt with religious altruistic viewpoints.

1.3.1   Religious Altruistic Viewpoints

Most, if not all, of the world's religions promote altruism as a very important moral value. Buddhism, Christianity, Hinduism, Islam, Jainism, Judaism and Sikhism, place a particular emphasis on altruistic morality. Altruism figures prominently in Buddhism (Audi, 1998). Love and compassion are components of all forms of Buddhism, and are focused on all beings equally: love is the wish that all beings be happy, and compassion is the wish that all beings be free from suffering.

In practical terms, however, since most of us are spontaneously self-centered, Buddhism encourages us to focus love and compassion on others, and thus can be characterized as altruistic. Jainism emphasizes the equality of all life, advocating harmlessness towards all, whether the creatures are great or small. The fundamental principles of Jainism revolve around the concept of altruism, not only for humans but for all sentient beings. Jainism preaches the view of Ahimsa – to live and let live, thereby not harming sentient beings (Audi, 1998).

In Christianity altruism is central to the teachings of Jesus found in the Gospel, especially in the Sermon on the Mount and the Sermon on the Plain (Good News Bible, 2010). Many biblical authors draw a strong connection between love of others

and love of God. 1 John 4 states that for one to love God one must love his fellowman, and that hatred of one's fellowman is the same as hatred of God.

In Islam, the concept 'īthār' (altruism) is the notion of 'preferring others to oneself'. The importance lies in sacrifice for the sake of the greater good; Moslems consider those practicing īthār as abiding by the highest degree of nobility (The Quran). A constant concern for Allah (i.e. God) results in a careful attitude towards people, animals, and other things in this world. Judaism defines altruism as the desired goal of creation. This can be altruism towards humanity that leads to altruism towards the creator or God *(www.jewishencyclopadea.com. Articles/1334-altruism).*

1.3.2   African Altruistic Viewpoints

African culture is mainly build on societal values. For this reason there are altruistic tendencies which are embedded in African culture. Africa believes in community, family, neighbourhood and kinship groups and these networks are based on altruistic interactions. In other words, concern for the happiness and welfare of other people rather than oneself.

Some African leaders have illustrated altruism in the African perspectives. Julius Nyerere of Tanzania (1922-1999), Leopold Senghor of Senegal (1906-2001), Kwame Nkrumah of Ghana (1909-1972) and Sekou Toure of Guinea (1922-1984) illustrate in details the portee of African altruism by associating it with socialism (Crawford & Rosberg, 1964; Eze, 2008). For these African leaders, social development was guided by incorporating the African identity and what it means to be African and

avoidance of the development of social classes within the society, for instance they claimed that Africa's social background of tribal community life not only makes socialism natural to Africa but excludes the validity of the theory of class struggle (Brockway, 1963). In Africa, all human relationships were interwoven in social synthesis whereby human values such as helping one another, caring for the poor and the destitute was paramount in all human settings. In other words, African altruism is mainly associated with adherence to cultural values of a group.

In our contemporary Africa, altruism is closely connected with *Ubuntu*. *Ubuntu* is a Nguni *Bantu* term roughly translating to human kindness. It is an idea from the Southern African region which means literally *human-ness*, and is often translated as "humanity towards others," but is often used in a more philosophical sense to mean "the belief in a universal bond of sharing that connects all humanity"(Gade, 2012).

The African worldview is about living as one family regardless of ethnicity, tribe, religion or colour. In short, the basic principle of altruism in African culture(s) is that man/woman has no right to exist for his/her own sake and that service to others is the only justification of his/her existence, and that self sacrifice is the highest moral duty, virtue and value. In African culture(s) the basic absolute is self-sacrifice which means being ready to sacrifice for the wishes and the benefit of others.

1.4   The Concept of Disability

The concept of disability differs from society to society according to each society's beliefs and understanding of the notion of disabilities (Davis, 2015). Since attitudes

towards disability are deeply rooted in socio-cultural values, the term *disability* has been defined in many ways. However, in this research study the researcher has opted to use the World Health Organisation (WHO) definition of disability which is seen as any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being (Clough & Lindsay, 1991).

Several researchers have tried to define disability. According to Kirk, Gallagher & Anastasiow (2003) disability is defined as a loss or reduction of functional ability as a result of impairment. A person is said to be disabled when (s) he finds difficult to move, see, hear, feel, think, control oneself or do certain things (Ellis, 2015). The National Policy on Disability (URT, 2004) defines disability as a loss or limitation of opportunities to take part in the norm of the community on an equal level with others due to physical, mental or social factors. Heward (2003) defines disability as a reduced function or loss of a particular body part or organ which limits the ability to perform certain tasks.

1.4.1 Children with Disabilities

Children with disabilities are those children who have some sort of disability be it physical or mental. However, some groups prefer to be called disabled which they feel is a straightforward description of their situation. Others prefer to be called people with disabilities which concentrate on the person and not the disability. The term handicapped is politically incorrect since it depicts persons with disabilities as useless or hopeless (Tassoni, Beith & Eldridge & Gough, 2002).

1.4.2   Categories of Disabilities

1.4.2.1 Physical Disability

Physical disability includes neurological defects, orthopedic conditions, diseases such as muscular dystrophy and sickle cell anemia, birth defects, developmental disabilities, and autism (Tassoni, Beith, Eldridge & Gough (2002).

1.4.2.2 Hearing Impairment

According to Hallahan and Kaufmann (1994) the term hearing impairment refers to the defect which is so severe that the child is impaired in processing linguistic information through hearing with or without amplification, which adversely affects educational performance. Smith (1998) found that hearing impairment is used to describe people who are deaf and those who are hard of hearing. The term hard of hearing is referred to as hearing impairment or fluctuating hearing which adversely affects a child's educational performance (Smith, 1998). Kirk, Gallagher & Anastasiow (2003) use the term deaf to refer to a profound or complete inability to hear.

1.4.2.3 Deaf – Blind Impairment

This category refers to concomitant hearing and visual impairment. This leads to severe communication and educational problems (Kirk *et al.,* 2003).

1.4.2.4 Mental Retardation as an Impairment

Mental retardation is referred to a significant sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period, which adversely affects a child's education performance (Ndurumo, 1991, Hallahan and Kaufmann, 1994).

1.4.2.5 Visual Impairment and Types of Visions

This is referred to a loss of vision in which the pupil cannot use vision as a primary channel for learning or has reduced acuity or visual field that processing information visually is significantly inhibited and specialized materials or modifications are needed. Any reduction in central vision, peripheral vision, binocular vision, colour vision or visual accommodation because of malformation, disease or injury is a visual impairment (Tassoni, Beith, Eldridge & Gough (2002).

1.4.2.6 Learning Disabilities

This term refers to a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do some numeric calculations. The term includes conditions such as perceptual handicaps, brain injury, minimal brain dysfunction and dyslexia (Ndurumo, 1991).

1.4.2.7 Speech Impairment

This disability is manifested by a deficiency in language learning or reading and writing (Kirk, Gallagher & Anastasiow, 2003). It could also be a stuttering and/or delayed development of speech (Tassoni, Beith, Eldridge & Gough (2002).

1.4.2.8 Orthopedic Impairment

This is a severe impairment which adversely affects one's educational performance. The term includes impairment caused by congenital abnormality e.g. club foot, absence of some members (absence of some body parts) (Tassoni, Beith, Eldridge & Gough (2002).

1.4.2.9 Health Impairment

This is an impairment caused by diseases e.g. cerebral palsy, amputation, fractures and burns which cause contractures (Ndurumo, 1991).

Table 1.1: Children with Disabilities in Primary Schools by their Categories

Type of Disability	Number of Pupils with Disabilities
Visually Impaired and Albinism	3,107
Deaf and Mute	5,110
Deaf and Blind	602
Physically Impaired	13,836
Mentally Impaired	7,241
Autism and Mental retardation	527
Multi Impaired	715
Others	3,508
Total	**34,646**

Source: URT (2010).

1.5   Historical Background of Inclusive Education

Inclusive education assumes that all children have the right to attend schools alongside their peers. In this sense the task of the school becomes one of matching the work of the school with pupil diversity. This includes overall organization, curriculum design, classroom practice, support for learning and staff development (Ainscow, 1997; Inclusion International, 2004).

In other words, Ainscow (1997) believes that inclusion aims at developing schools for all. Inclusion advocates that students with multiple disabilities or mental retardation can be accepted in regular education classrooms to learn the necessary social skills and receive an appropriate education. For Hunt and Goetz (1997),

inclusion is an educational system in which students with disabilities become full-time members in general education classrooms.

Clark, Dyson & Millward (1995) believe that inclusion is the practice that gears towards restructuring schools in order to respond to the needs of all children and this is supported by the work of Hunt and Goetz (1997). Inclusion upholds that children with disabilities should learn alongside their peers. According to Farrell (1998) this means that pupils with disabilities have to be educated in ordinary classes and schools. Bailey (Clark, Dyson & Millward, 1998) for example refers to inclusion as being in respect of any group of pupils who may, for whatever reason, have been identified as different and/or may have to be discriminated against in terms of either access to educational opportunities or to equity of educational treatment or outcomes.

For Bailey and Booth (cited in Clark *et al.,* 1998) inclusion is not only limited to persons with disabilities, but it embraces people of different backgrounds be they religious, ethnic or other. Inclusive education assumes that all children have the right to attend schools of their parents' choice, particularly their neighbourhood schools. In this sense the task of the school becomes one of matching the work of the school in response to pupil diversity – this includes overall organization, curriculum design, classroom practice, support for learning and staff development (Ainscow, 1997). In other words, Ainscow believes that inclusion aims at developing schools for all.

Integration, a term commonly used in the 1960s and 70s, is related to a change of view from one concerned with handicapping conditions and problems, towards, one

of meeting the needs of pupils with learning difficulties. Integration is a process by which individuals from different status are put together in a unified system within the society (Mboya & Possi, 1996). Ratcliffe (2000) and define integration as the process of increasing the participation of children and young people in the educational, social and community life of mainstream schools.

It implies a change of direction from dealing with handicap to meeting their needs. In other words, integration is similar to the concept of mainstreaming, i.e. assimilation of pupils into an unchanged normality of curricula and school nature (Booth, Swann & Potts, 1992).

Inclusive education aims at encouraging schools to reconsider their structure, teaching approaches, pupil grouping and use of support so that they respond to the needs of all pupils (Farrell, 1998). Inclusion is a part of human rights approach to social relations and conditions and is concerned with the well-being of all children – it is about learning to embrace one another – it is an educational ideal which caters for the development of all children's learning capabilities and it is a mainstream issue and not a special school issue.

In the field of education, inclusion has been taken as a solution to the problems facing children with special education needs in that it advocates for their needs – that they have the right to education like other children. Inclusive education enables persons with disabilities to fully participate in all spheres of life, e.g. in education, employment, redirection, community and domestic activities that typify everyday society (Tilstone, Florian & Rose, 1998).

For Hunt and Goetz (1997) inclusion is an educational system in which students with disabilities become full-time members in general education classroom. Clark *et al* (1995) believe that inclusion is the practice that ears towards restructuring schools in order to respond to the needs of all children. Inclusion has further been described as a practice whereby young people with severe and profound learning difficulties learn alongside their able-bodied peers in order to create opportunities for contact between mainstream pupils and their counterparts with learning difficulties (Shevlin & O'Moore, 2000). Inclusion is a belief that placement of children in special education is ineffective and discriminatory (Baker & Wang, 1995). According to *Individuals with Disabilities Education Act* (IDEA, 1997) Special education is:

> Specially designed instruction, at no cost to parents, to meet the unique needs of a child with disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings and instruction in physical education (p. 12).

Special education is widely thought to be about children with difficulties in learning, those with disabilities and pupils who are disaffected (Clark *et al*., 1998; Gulliford *et al.,* 1992; Beveridge, 1990). Thus, the notion of special education concerns all vulnerable children and it is reflected in overcoming barriers to learning and participation in education. Booth (Clark *et al*. 1998) believe that the idea of special education is about "responding to diversity which divide students into normal and less-than-normal learners.

In this view, disabled children are seen as providing a potentially valuable diversity of learners to which schools should respond. The recognition and valuing of diversity becomes part of the process of overcoming barriers to learning" (p. 82).

Having considered the many different definitions of inclusion, the one which this study adopted is the one given by Slee (1993) which stipulates that inclusion implicitly acknowledges the value of the regular schooling provision. Or more accurately, it may reflect a painful compromise for those who have been locked out of the mainstream (p.131). The researcher calls it a compromise because of the many debates that have been going on between inclusion and segregation and their implications insofar as children with special educational needs are concerned.

1.6   Historical Background of Inclusive Education in Tanzania

In Tanzania, the prospect of inclusion was preceded by special education which started in 1950s. In 1950 the Anglican Church started a school for the blind in Buigiri. Later on, other church organizations like those of the Lutheran Church, the Catholic Church and Pentecostal Free Mission Church embarked on imparting education to the children with disabilities. However, the education offered was limited to their localities (Bagandanshwa, 1999).

Later in the 1950's it was recommended that the children with disabilities learn alongside their non-disabled peers. With this understanding the Tanganyika School for the Blind (TSB) which was founded in 1954 opened up *Uhuru Mchanganyiko* in Dar es Salaam in 1962 and this was the beginning of integration or inclusive education in Tanzania. Later on the TSB established other outlets in other parts of the country. These outlets include Mugeza (Bukoba) (1966); Ikungi (Singida) (1967); Mwanhala (Tabora) (1968) and Basuto (Hanang) (1996). Those who had other types of disabilities; for instance, the deaf, the mentally retarded, those with cerebral palsy

and the like were only considered for education in the 1980's (Bagandanshwa, 1999).

Tanzania has made some effort to implement policies which promote inclusion of these impaired pupils into mainstream schools (Tanzania Development Vision, 2025). This means that all children regardless of their social, economic, cultural, linguistic, and physical and health background should receive education in inclusive schools. It is for this reason that the government of Tanzania has implemented the Policy (Education Sector Development Programme) in order to ensure that all children including those with disabilities, are not denied their right to education" (URT, 2008: 1). The desire to introduce inclusive education was in line with the aspiration of the UNESCO (2001) which stipulated that:

> Inclusive education starts from the belief that the right to education is a basic human right and the foundation for a more just society. Inclusive education takes the Education for All (EFA) agenda forward by finding ways of enabling schools to serve all children in their communities as part of an inclusive education system. Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities – such as learners with special needs and disabilities, children from ethnic and linguistic minorities (p.2).

Tanzania established inclusive schools in 1995 with the view of educating pupils with disabilities alongside their peers. However, a pertinent question on the effectiveness of inclusion has to be asked: Where we have diverse children, how are they tolerant to each other?

1.6.1 Inclusive Education Policies in Tanzania

Tanzania is one of the countries which adopted both the 1990 Jomtien and the 2000 Dakar World Conferences on Education for All (EFA) which formulated a Framework For Action for achieving Education For All by 2000 and 2015

respectively. In both conferences, Tanzania, like other member states realised that basic education is at the heart of national development and is one of the basic human rights. In the case of Tanzania one sees that the Government of Tanzania started to be seriously involved in the education of the children with disabilities from the 1970's. It was the Jomtien conference which made Tanzania put more emphasis on education for all. In 1984 the Presidential Commission on Education (Tanzania Education System: 1981 – 2002) recommended that children with disabilities be provided with education equivalent to that of non–disabled children (URT, 1984).

In 1995 the Ministry of Education and Culture stressed on the provision of inclusive education and hitherto, inclusive education has been given special attention in Tanzania (URT, 1995; Mboya & Possi, 1996; Mmbaga, 2002). On inclusion, one could say that since independence Tanzania has always been fighting against discrimination of any kind. In the Constitution of Tanzania it is clearly stipulated that social services including education shall be delivered to all citizens without any discrimination (URT, 1977). Through the 1995 Education and Training Policy (ETP) the Government sought to improve the provision and quality of education. This policy encompasses the entire Education and Training sector in Tanzania. The main objectives of 1995 ETP were to achieve:

i).   Increased enrolment, equitable access to education.

ii).   Quality improvement.

iii). Expansion and optimum utilization of facilities and operational efficiency throughout the system.

iv). Enhancement of partnership in the delivery of education.

v). The broadening of financial base and the cost-effectiveness of education.

vi). The streamlining of educational management structures through the devolution of power to schools, local communities and local government authorities.

Since 1995, ETP has championed a number of policies to guide a number of national programmes. These include: Education Sector Development Programme (ESDP). ESDP is a sector-wide approach to the development of education in Tanzania. This programme was initiated as part of the strategies in achieving the Government's long-term human development and poverty eradication target together with the need to redress the problem of fragmented interventions.

The essence of ESDP is to improve the task of planning, implementing, monitoring and evaluating education through key stakeholders using pooled, human, financial and material resources. ESDP establishes new relationships that promote partnership among different groups of people with a vested interest in the field of education. Later on, the Tanzania Development Vision 2005 was initiated and like the ETP, among other things, it was aimed at including persons with disabilities educational provision.

1.6.2 Inclusion of Children with Disabilities in Regular Classrooms

Taking Tanzania, one sees that for more than two decades now, significant changes toward inclusion has been taking place due to both internal and external factors. At a policy level, Tanzania has prepared the ground for inclusion in public schools.

However, Tanzania needed to achieve EFA goals in time and more importantly make all children including those with disabilities to achieve this important basic right – the right to education. This is that children with disabilities have to be part and parcel in all educational provision.

Tanzania with its estimated population of about 45,000,000 it is estimated that 3,346,900 are people with disabilities (URT: National Bureau of Statistics, 2012). Among these 3,346,900 persons with disabilities, 34,646 are enrolled in primary schools. Indications are that in the past several years the number of children with impairments has increased dramatically (URT, 2001). It is for this reason that the researcher would like to unravel the complexity of inclusive education *vis-a vis* bullying behaviours in primary schools that enroll pupils with disabilities.

1.7   Statement of the Problem

In 1995 Dar es Salaam and Morogoro Regions were selected to spearhead inclusive education (URT, 1995). However, peoples' perceptions on disabilities have not changed (Bagandanshwa, 1999). The cultural values of not respecting and recognizing persons with disabilities could have now shifted from the home and the family to school environment. The maltreatment of persons with disabilities Tanzania including children with disabilities may continue to be happening in schools (Kisanji, 1998; Omari, 2013). Bullying against persons with disabilities could become quite insidious but could be shocking if directed to the pupils with disabilities.

Various researchers have dealt with the effects of bullying on pupils behavior such as violence, hopelessness and being indifferent at times (Espelage *et al*.2004). The problem of bullying and victimisation may be particularly salient for some children who have special needs. According to Nabuzoka & Smith (1993) children with special needs are more likely to be selected as victims of bullying than non-disabled children. An important factor that make pupils with disabilities more vulnerable to bullies is lack of protective peer relationships, which are generally found to be less in children with special needs.

O'Moore & Hillery (1989) also found that children with special educational needs are less popular and more rejected than peers who had no special needs (Smith & Sharp, 1994) and this makes them more vulnerable to bullies (Martlew & Hodson, 1991; O'Moore & Hillery, 1989). Smith & Sharp (1994) have reported that children with special needs in inclusive settings do normally have fewer friends than their peers and are likely to be less well integrated socially and this may result in these children lacking the protection against bullying which friendship can give.

Byrne (1994) acknowledges that incidence of bullying is higher among pupils with emotional behaviour or learning difficulties. He also believed that often times, victims of bullying are perceived as being different, for example are small in stature, seem to be weak, fat or thin, wear glasses, stutter or stammer, have big ears, wear braces, have hearing aid, have birthmarks, speech and language defects, have mental and physical disabilities, have poor co-ordination and similar difficulties (Stones, 1993; Munro, 1997; Sharp & Smith, 1994). This confirms that children with special

educational needs are much more likely to be bullied than other pupils (Sharp and Smith, 1994). Looking at Special Educational Need, one sees that its definition is broad (Ribbins & Butridge, 1998; Beveridge, 1993; Gulliford & Epton, 1992; Aird 2001). However, in the book titled, *Education Reforms in Schools* (1994), Special Educational Needs (SENs) are seen as those needs which comprise learning difficulties of all kinds be they mental, physical or other disabilities which hinder or prevent someone from learning. This term was further developed through the publication of the Warnock Report (1978) in which advice was provided on the identification and assessment of pupils perceived as having difficulties in accessing education.

According to Alcott (1997) for example, "A child's needs are special if they differ in a significant way from those of his peers" (p. *25).* For Beveridge (1993) special educational need "arises from a complex interaction of personal and environmental factors, and may be viewed as a mismatch between the emotional, social and learning demands that are made of a pupil and the resources that the pupil has to meet these demands" (p. 36). In educational matters, we see that there are some children who are denied or likely to have difficulties with access to education unless special arrangements are made; there are some children who are left out of the educational process. These children are those with special educational needs - those who have some kind of disabilities life (Aird, 2001; Kyriacou, 1997; Beveridge, 1993). These children have an additional need in educational terms.

Lawson (1994) found that children with special educational needs who attend a normal school can start with a disadvantage as far as bullying is concerned: their needs can make them obviously different from their classmates and in a school where bullying flourishes these differences may be seized upon by other children and turned into taunts and intimidation. Train (1995) upholds that children with special educational needs are more likely to be involved in bullying. Their particular characteristics are used by bullies as an excuse for harassment. The child who has learning difficulties or a physical handicap is usually more isolated than others and has fewer friends. He/She is therefore more vulnerable than most.

The problem of bullying and victimisation is rampant for some children who have disabilities and for that matter, children with disabilities are being over-represented as victims (O'Moore & Hillery, 1989; Martlew & Hodson, 1991). The literature has shown that children with disabilities are seen as different, whatever the difference maybe, it is enough to make them stand out from their peers. They may have disfigurement or have learning difficulties and these make them an easy target for bullies. In short, one can say that there is a high propensity for children with disabilities to be bullied by their peers at school.

Generally, categories of research mentioned above have limited their discussions of the notions of bullying and/or inclusion to psychological and sociological aspects on pupils with disabilities rather than dealing with their academic implications. In view of the explanation above, it is evident that there is a need to conduct research on bullying and inclusion in a Tanzanian perspective. It is for this reason therefore, that

the author of this work is committed to investigate bullying and academic performance of pupils with disabilities enrolled in primary schools in Tanzanian context.

1.8   The Objective/Purpose of the Study

1.8.1   General Objective or Purpose

To investigate bullying behaviours in relation to academic performance of pupils with disabilities enrolled in primary schools in Tanzania.

1.8.2   Specific Objectives

i).   To investigate the factors leading to the bullying of pupils with disabilities enrolled in primary schools in Tanzania.

ii).   To specifically investigate the effects of bullying on academic performance among pupils with disabilities enrolled in primary schools in Tanzania.

iii).   To assess the strategies used to mitigate bullying practices in primary schools that enroll children with disabilities in Tanzania.

1.8.3   Research Questions

The following are the research study questions.

i).   What are the factors that lead to the bullying of pupils with disabilities enrolled in primary schools in Tanzania?

ii).   What are the effects of bullying on the academic performance of pupils with disabilities enrolled in primary schools in Tanzania?

iii). What are the strategies used to mitigate bullying practices in primary schools that enroll pupils with disabilities in Tanzania?

1.9 Significance of the Study

It should be borne in mind that education is the pillar of life and that there is no society which can develop if it does not cultivate a condition which caters Education For All including persons with disabilities.

It is paramount therefore, that the outcome of this study is very significant in the field of education in Tanzania today. Furthermore, the significance of this study is:

i). To impart some knowledge to the Tanzanian population on how to deal with education including education of persons with disabilities.

ii). To assist policy makers to prepare the right education policy considering the needs of pupils with disabilities Tanzania. The results of the study shall be disseminated to the stakeholders through seminars, workshops and policy makers in order to sensitize them to eliminate bullying in primary schools that enroll pupils with disabilities.

iii). To sensitize parents on the need to make a follow up in the educational development of their children especially those with disabilities.

iv). To propose better ways and methods of assisting the disabled children to improve their academic performance wherever they are being enrolled.

v). The study will also contribute to the existing body of knowledge on the impact of bullying on disabled pupils in inclusive primary schools in Tanzania.

vi). The research findings will play an important role to guide a process of understanding the effects of bullying on the academic performance of pupils with disabilities enrolled in primary schools in Tanzania.

vii). The research will provide some solutions to academic performance and this will be a guideline to the government of Tanzania to improve education of persons with disabilities in Tanzania.

viii). This research is useful to planners, educators, administrators and other educational stakeholders to build awareness to pupils and teachers of Tanzania on problems and barriers that hinder the academic performance of pupils with disabilities in Tanzania.

ix). The research findings will play an important role to guide a process of restructuring training programs and support for teachers and other staff on their role in promoting a conducive atmosphere for studies.

x). The study will be useful for further research especially to the researchers who may wish to conduct studies concerning other educational issues pertaining to those with disabilities in primary school in Tanzania or elsewhere.

1.10 Scope of the Study

This study covered a number of schools which enroll pupils with disabilities namely: Tandika, Bokorani and Kurasini in Dar es Salaam and Kilakala, Mafiga and Kikundi Primary schools in Morogoro. As a response to inclusive education, the Government of Tanzania and interested partners particularly the Salvation Army and UNESCO took stride to implement the Salamanca Declaration. In 1998 some schools in Dar es Salaam e.g. Tandika, Bokorani and Kurasini Primary Schools through the Inclusive

Education Project were designated by the then Ministry of Education and Culture to be inclusive schools. Later, this project expanded to other regions including Morogoro.

1.11 Conceptual Framework

The conceptual framework of this study was based on the concept of bullying and helping behaviours on the academic performance of pupils with disabilities enrolled in primary schools in Tanzania. The study employed the indicators of bullying behaviours (aggression, hitting, kicking, punching, and name-calling, swearing, taunting and making offensive remarks or rumours about one's disability). These indicators are mostly used approaches in measuring the academic performance of pupils with disabilities enrolled in primary schools. Most researches have concluded that in our contemporary time, the problem of bullying has emerged as one of the major negative forces at work in the lives of many vulnerable children including those with disabilities (Espelage *et al.,* 2004). Bullying throughout the primary school system is not an uncommon practice. Everyday pupils experience the harrowing and traumatic effects that are associated with the particular type of harassment.

Pupils with disabilities are being bullied for a variety of reasons such as the way they look. Whether physical or verbal, the bullying is associated with countless issues among pupils with disabilities including lower self-esteem, depression and even suicide. Some researcher have come to conclude that bullying is a subtype of circular violence, a phenomenon that feeds on itself and lies in the abuse of power

(Vaillancourt, Hymel & McDougall (2007) and as such it has four phases (Lam & Liu, 2007) namely:

a) A context in which its occurrence is possible and/or probable. This is the ground on which bullying behaviours start to emerge.

b) The actualization of real harassment on one or more persons. This phase engender humiliation, aggression and power asymmetry between the victim and the bully.

c) Stigmatization which results into psychological damage/harm. In this phase the victim starts to experience stress, loneliness, submission and the like.

d) Consequences of demoralization process become clear. In this phase the victim withdraws himself/herself from others. As a consequence the victim loses concentration in school activities, leaves school and finally performs poorly in academic matters.

Context	**Input**	**Processes**	**Product**
Poverty	Predictor variables	Mediating variables	Bullying Behaviours
Educational and	Family background	School management	*Physical:* hitting, kicking,
Training Policy	Personality	Sanctions	punching, pushing, spitting)
Culture	Power Relations	School climate /environment	*Verbal* (name-calling, swearing,
Beliefs, Folklore (Proverbs,		Teaching Process	taunting, threatening, making
Folksongs, poems, stories)		Social Interactions	offensive remarks, or joking about
		Inclusive School Learning	a person's disability
Religious Beliefs		*(Panic attacks)*	
Other Group Loyalties			*Emotional bullying or indirect*
Societal attitudes			*bullying:* spreading rumours or
Community attitudes and			stories about someone, telling
perceptions (peers'			others about something that was
teachers, parents' attitudes			told to you in private, and
and pupils with disabilities			excluding others from groups, hate,
own personal beliefs,			violence,
norms and values)			depression, dislike of school, long
			term psychological damage, failure
			in academic matters,
			Helping behaviours.

Figure 1.1: Conceptual Framework (Modified from Stufflebeam, 1983)

Source: Stufflebeam, (1983)

victims of bullying behaviours. Figure 1.1 is an illustration of the framework which indicates the variables that lead to poor performance of pupils with disabilities.

School bullying is a creator of peer pressure and as such it could lead to a multitude of consequences. Through the use of victimization, bullies are able to reinforce the popular culture and the ideals of the society. When a pupil is different from what is expected he/she is often victimized in a way that involves isolation or exclusion. Due to the fact that the repercussions of bullying for the victims are so extreme, many do not stand up for their peers to be victimized. The idea of the in group being us and the out of favour being them is strong reinforcement for others to questioning a bully or defending those being bullied. No one wants to be bullied. They fear becoming the one being bullied so they continue to allow a bully to victimize others. Fear is often a strong motivator for helping a bully to remain in power. As a result of fear victims or bullying behaviours continue to suffer and this lead to adverse consequences including poor performance in academic issues.

It is commonly upheld that most African communities see impairment as personal tragedies for which some remedies are required (Kisanji, 1998). Possi (1986) speaks of persistent negative attitudes towards those who have some disabilities Tanzania. It is assumed that historically, traditionally and culturally those with disabilities have been ignored and disrespected by the society at large due to their failure to act like their peers (Polat & Kisanji, 2009).

Careful examination of research on bullying and victimization establishes that there are ecological phenomena that emerge from social, institutional and community

contexts as well as individual characteristics of youth who are bullied and victimized. A number of recent studies have investigated the immediate and short-term effects of peer victimization (Espelage, Holt & Henkel, 2003). Rejection from a peer group has been linked to adverse psychological and physical consequences (Kumpulainen, Rassasen & Hentonen, 2001). School avoidance and feelings of isolation are common among pupils with disabilities. This research argued that there is a connection between bullying and academic performance of the victims of bullying especially those with disabilities primary schools in Tanzania.

This notion is used due to the ecological theory of Bronfenbrenner (1979) which presumes that the environment in which one lives, is mediated by more remote forces in the larger community and society. Complex interactions between children and their environment work to develop pro-social or antisocial behaviours in each child. Bronfenbrenner's framework which is based on different ecological-systems. According to Bronfenbrenner (1979) a child is an inseparable part of a social network which is comprised of four different systems: microsystem (a child's relationship with one system e.g. home or classroom or playground), mesosystem (child's relationship with different systems such as home and school), exosystem (child's involvement with influences from other contexts such as the school area's antibullying policy or parental involvement in the school system and finally macrosystem (child's conception of influences of cultural mores, such as societal attitudes toward bullying behaviours.
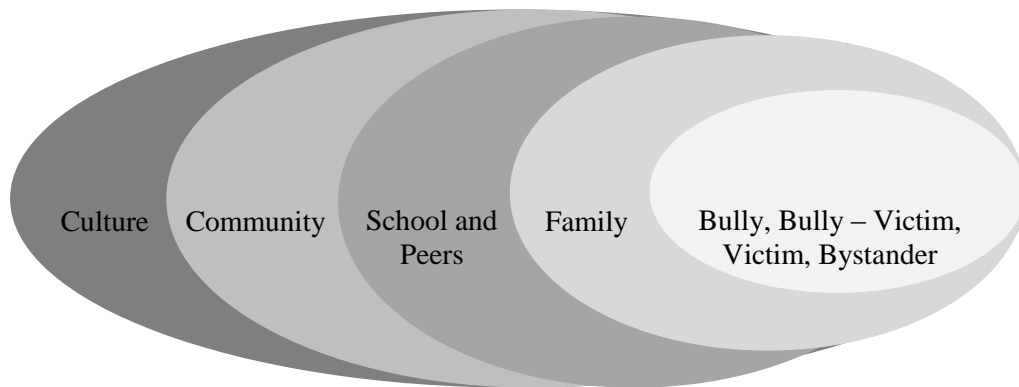
Figure 1.2: Model on Social Ecological Systems

Source: Bronfenbrenner's (1979)

Bullying whether physical, verbal or emotional, mediated by intolerable school life, dislike of school and hostile educational environment results into poor academic performance.

2.0 CHAPTER TWO: REVIEW OF LITERATURE

2.1   Introduction to the Chapter

In Tanzania, for example some cultural, societal, and traditional settings consider children with disabilities as a bad omen and sometimes impairments are seen as personal tragedies (Kisanji, 1998). Beckett (2002) believes that some cultural beliefs consider the disabled as helpless, incompetent, unproductive, dependent and as a punishment from God. As regards social attitudes, one sees that society's prejudice against these children is persistent and this makes them fail to adapt themselves to the environment (URT: 2004. National Policy on Disability).

In Tanzania all forms of disabilities are looked at with prejudice and negative publicity (Hange, 2003). Tanzania like many other African countries consider those with disabilities as a liability − as useless persons (Kisanji, 1998). Turning to the world at large, one would recognize that historically, it is assumed that in some societies the disabled were destroyed at birth or kept in isolation by their parents for fear of being intimidated or abused (Kisanji, 1998). People who have various forms of disabilities are viewed as useless, parasites and as such, are not fully integrated in the community (Hange, 2003).

The aim of this chapter is to review the literature related to the current study so as to locate the current study within the wider existing knowledge. Studies on bullying and inclusion have attracted wide interest from many parts of the world. Literature on their originality and development especially from the developed countries is huge. The Chapter consists of the following topics:

- Factors that lead to bullying behaviours

- Treatment of persons with disabilities,

- Effects of categorization on persons with disabilities,

- The Extent of bullying on Pupils with disabilities,

2.2 Factors that Lead to Bullying Behaviours

Bullying, is detrimental to pupils' well-being and development. Traditional and cultural beliefs are the factors that cause bullying of pupils including those with disabilities. Those who have disabilities such as retarded children, those having language and speech disabilities, those with auditory & visual disabilities, the lame and the crippled, those who are socially maladjusted and those with cerebral palsy, deafness and blindness are normally the ones who are being bullied because they are different from their non-disabled peers (Frederickson *et al*., 2007).

However, the making of bully-victim is based on a variety of causes such as violence in the family lack of a positive role model, violent video games, being a prior victim of a bully, school failure, peer rejection and school climate/environment (Cowie, Boardman, Dawkins & Jennifer, 2004).

2.2.1 Violence in the Family

Children are very good at imitating what adults do. In this sense some children learn aggressive behaviours from their parents (Cowie, Boardman, Dawkins & Jennifer, 2004). When a child is born the first contact is with his/her parents. In this manner what the parents do may make a child do the same. The environment in which the

child is born plays a significant role in the development of aggressive behavior (Tassoni *et al*., 2002). However, there are some researchers who believe that heredity and hormone levels in the human body can cause increases in aggressive behavior. Therefore, one may conclude that aggressive behaviours are a result of observation from parents or being inherent in one's nature.

2.2.2 Lack of Positive Role Models

As it had been noted earlier, children like to learn from others especially from their parents. Because children learn through observation and experience, they tend to learn from those who live around them. Lack of positive role models can result into making one learn and become aggressive towards others. For this matter, children can learn negatively, violence where there is an absence of positive role models (Cowie *et al*., 2004; Tassoni *et al*., 2002).

2.2.3 Watching Violent Video Games

In our contemporary world of technology, children learn a great deal from different gadgets especially for those living in towns and major cities. There are numerous places where children pay entrance fees in order to watch all types of video games. It is not a secret that some video games show violent acts. For instance, video games that contain wrestling or boxing may have adverse impact on those who watch them notably those who are at a tender age. On a visit to *Google* Web site on" Factors that Lead to Bullying Behaviour" *www.netplaces.com/dealing with bullies* that "One theory is that children who are more genetically predisposed to aggressive tendencies actually prefer more violent television shows. Another is that children who watch

violent television may come from homes where there is high level of child abuse or neglect "(p.2).

2.2.4 Prior Victim of Bullying

One would say that experience is the best teacher. Like most of the things in life, learning different things comes through experience. However, there are some children who learn through the hard way by being victims of bullying themselves (Espelage *et al*., 2004). The intriguing thing is that the bully who was the prior victim of abuse is that he/she will chose to hurt others in exactly the same way he/she was hurt. In this sense, one who has been bullied is likely to bully others since he/she will take aggressive behaviour as a way of life.

2.2.5 School Failure

School failure is not a good experience for kids. It affects their *libido*, hence their personality development. Moreover, victims of bullying behaviours are also at risk for school failure. One who has been bullied may become withdrawn, isolated, excluded, anxious and so fearful that he/she may no longer be able to concentrate in academic matters. His/her mind would be focused on how to avoid being bullied by others or when the next attack will occur (Espelage *et al*., 2004).

2.2.6 Peer Rejection

Making friendship with other pupils is an important aspect for kids. Kids who have more friends are likely not to be bullied by others. However, for those kids who

cannot maintain friendship with others are prone to be bullied (Espelage *et al*. 2004; Tassoni *et al*., 2002).

2.2.7 School Climate and Environment

In dealing with bullying behaviours, one would note that where bullies are being tolerated, bullying behaviours continue to prosper. However, where there is non-tolerance towards bullies, aggressive behaviours will be curtailed to a great extent. Carpenter & Ferguson (2014) believe that "when the victims of bullying learn through experience that there are no serious consequences for bullying, they too realize that the bullies are free to continue to abuse them" (p. 4).

2.3   Treatment of Persons with Disabilities

Statistically there are over 600 million persons with disabilities in the world of whom 80 million are living in Africa. A report by WHO (2014) has indicated that about 40% of Africa's population consists of persons with disabilities. This percentage would translate into about 300 million people with disabilities in the African. For a long period of time, the vast majority of persons with disabilities were excluded and marginalized due to social stigma.

The history of how people treated those with disabilities provides the basis for the attitudes and behaviours today. Attitudes of non-disabled persons toward persons with disabilities are generally based upon belief that a perfect body is the norm; assumption that the achievements and/or failures of one person should apply to others with disabilities, belief that disability is punishment for sin. Generally

negative attitudes resulting from these beliefs are abuse (verbal, visual, emotional or physical), avoidance (institutionalized isolation, no communication or eye contact) and patronization (talking down to, taking care of assuming incapacity).

2.4 Historical Perceptions Towards Disabilities

Roeher (1969) cited in Munyi, (2012) observes that an examination of attitudes towards people with disabilities across culture suggests that societal perceptions and treatment of persons with disabilities are neither homogeneous nor static. For example, among the Greeks, the sick were considered inferior. On the other hand, He noted that early Christian doctrine introduced the view that disease is neither a disgrace nor a punishment for sin but, on the contrary, a means of purification and a way of grace.

During the 16th century, however, Christians such as Luther and John Calvin indicated that the mentally retarded and other persons with disabilities were possessed by evil spirits. Thus, these men and other religious leaders of the time often subjected people with disabilities to mental and/or physical pain as a means of exorcising the spirits (Munyi, 2012). In the 19th century, supporters of social Darwinism opposed state aid to the poor and otherwise handicapped. They reasoned that the preservation of the unfit would impede the process of natural selection and tamper the selection of the best or fittest elements necessary for progeny.

From what has been detailed previously one can deduce that some communities banished or ill-treated the blind while others accorded them special privileges. Persons with disabilities were completely rejected by some cultures while in some

they were treated as economic liabilities and grudgingly kept alive by their families. In other settings, persons with disabilities were tolerated and treated in incidental ways, while in other cultures they were given respected status and allowed to participate to the fullest extent of their capabilities.

Taking the African continent, one would find that over the years, perceptions towards disability (in Africa) have varied significantly from one community to another. Limited literature in disability history, however, continues to pose a great challenge to students of disability studies in their endeavor to trace the development and formation of perceptions towards persons with disabilities. Variations in the treatment of persons with disabilities are manifested in Africa as in other parts of the world (Amoako, 1977 in Munyi, 2012). For instance among the Chagga in East Africa, the physically handicapped were perceived as pacifiers of the evil spirits. Hence, care was taken not to harm the physically handicapped.

Among the citizens of Benin formerly Dahomey in West Africa, constables were selected from those with obvious physical handicaps. In some communities in Benin, children born with anomalies were seen as protected by supernatural forces. As such they were accepted in the community because they were believed to bring good luck (Wright, 1960). Nabagwu (1977) in Munyi, 2012) observed that among the Ibo of Nigeria, treatment of persons with disabilities varied from pampering to total rejection.

Diversifications in perception of persons with disabilities exist in Ghana as they do in other places in Africa. Among the Ashanti of central Ghana, traditional beliefs

precluded men with physical defects, such as amputations from becoming chiefs. This is evident in the practice of destooling a chief if he acquires epilepsy (Rottray 1952 (in Munyi, 2012); Sarpong 1974). Children with obvious deviations were also rejected. For instance, an infant born with six fingers was killed upon birth (Rottray, 1952). Severely retarded children were abandoned on riverbanks or near the sea so that such animal-like children could return to what was believed to be their own kind (Danquah, 1977 in Munyi, 2012).

While throughout the world many changes have taken place in status and treatment of persons with disabilities, the remnants of tradition and past belief influence present-day practices affecting such group (Wright, 1973 in Munyi, 2012). In some communities in Kenya and Zimbabwe (Franzen, 1990) a child with a disability is a symbol of a curse befalling the whole family. Such a child is a shame to the whole family, hence their rejection by the family or the community.

Children who are being encountered by those beliefs and attitudes can hardly develop to their full potential: They get less attention, less stimulation, less education, less medical care, less upbringing and sometimes less nourishment than other children (Jenny, 2011). The most consistent feature in the treatment of persons with disabilities most societies is the fact that they are categorized as deviants rather than inmates by the society (Lippman, 1972). From a cultural point of view, therefore, there are many specific circumstances that have influenced the living conditions of persons with disabilities, not to mention people's attitudes towards them. History shows that ignorance, neglect, superstition and fear are social factors

that have exacerbated isolation of persons with disabilities. Albinism is a case in point as they get killed or mutilated due to their physical circumstances.

Throughout Africa, persons with disabilities are seen as hopeless and helpless (Desta, 1995). The African culture and beliefs have not made matters easier. Abosi and Ozoji (1985) found in their study that Nigerians in particular and of course, Africans in general, attribute causes of disabilities to witchcraft, *juju*, sex-linked factors, God or some supernatural forces.

The desire to avoid whatever is associated with evil has affected people's attitudes towards people with disabilities simply because disability is associated with evil. Most of these negative attitudes are mere misconceptions that stem from lack of proper understanding of disabilities and how they affect functioning. These misconceptions stem directly from the traditional systems of thought, which reflect magical-religious philosophies that can be safely called superstition (Abosi, 2002).

In addition to other perceptions, social attitudes towards persons with disabilities are reflected in the family, which teaches by example customs and institutionalized values. For example, Gellman (1959) strongly believes that child-rearing practice tend to predetermine an adult's behavior towards persons with disabilities. This means that child- rearing practices influence attitudes towards illness and disability and that beliefs about illness are influenced by significant early relationships between children and parents that deal with the child's conformity to adult standards behavior.

It was hypothesized that those areas of child development which were most severely disciplined would create high levels of anxiety and would also be incorporated in theories of illness within the society - that societies with the most severe socialization practices would create the highest degree of anxiety and guilt, and therefore would tend to blame the patient as the cause of illness. Gellman (1959) suggests that cues learned in childhood serve as guides for distinguishing and differentiating various types of disabilities accordance with socially accepted norms. The meaning of one's own disabled physique to a person with a disability and to others who interact with him or her will depend in general upon the values of the cultural group to which they belong (Barker *et al*., 1953).

According to Wright (1960) there are some affective attitudes such as pity, fear, uneasiness, guilt, genuine, sympathy and respect which are distinctly divided into positive and negative categories, and which are likely to critically affect the relationship between persons with disabilities and non-disabled people. They form some of the attitudes which can stigmatize persons with disabilities, impose artificial limitations upon them, deny them equal opportunities for development and living, and inequitably demote them to second-class citizens to be pitied (in the sense where pity is seen as devaluation tinged with contempt).

2.5   Current Perceptions Towards Disabilities

Literature has shown that perspectives of the treatment of people with disabilities has been changing from time to time (Bogdan, 1987; Gartner, 1982; Grzesiak & Hicok, 1994; Liachowitz, 1988; Morris, 1991; Pfeiffer, 1993; Shapiro, 1993).

Table 2.1: Attitudes towards Persons with Disabilities

	Social perspective	*Treatment*
1CE – 1700s	Possessed by devil, Sinner	Tortured, Burnt at stake, Left to die
1800 – 1920s	Genetically defective	Hidden away, Displayed as freaks, Beggars
1930 – 1940s	Genetically defective	Institutionalized, Sterilized, Exterminated
1940 – 1970	Unfortunate, Object of charity, Pity	Institutionalized, Rehabilitated
1970 – 2000s	Independent, self-determined	Independent living, Civil rights, mainstreaming

A lot of literature shows that peoples' perceptions on persons with disabilities have changed from being negative to becoming positive. Whether in Kenya, Namibia, Zimbabwe, Botswana, Nigeria, Ghana, South Africa, Zambia, Egypt, Sudan, Eritrea, Ethiopia, Somalia and elsewhere there is a change of attitude towards people with disabilities.

Formally these people were called all sorts of names which indicated that they were not valued in their societies. Now there is a shift from not respecting their rights to respecting them and defending them. Persons with whether mental or physical disabilities are being taken as part of the human community. Various attempts have been made to recognize those persons with disabilities in most African countries in that

- Voices of the disabled people are being heard through NGOs (Mahama, 2007),

- Civil rights groups have been formed (Miles, 1998),

- Employment equity Act is in place (ILO, 1984),

- Health care systems that take into account the needs of those with disabilities have been instituted (Chimedza, & Peters, 2001),

- Rehabilitation centres for those persons with disabilities have been introduced (Jackson & Mupedziswa, 1988),

- Welfare of persons with disabilities is in place (UNDP, 2007) and

- Education for those with disabilities is being strengthened (Indabawa, 2000).

In most African societies, persons with disabilities are now being given equal opportunity in almost all spheres of life thanks to the African Union which has instructed all African governments and NGOs to take steps to address the disability problem in Africa. For instance in 1988 the African Rehabilitation Institute which was given a mandate to report to the political organ of the AU on disability issues and to coordinate all matters relating to disability in Africa) was established in Zimbabwe so as to look into the rights of persons with disabilities in Africa.

In 2000 at the OAU Assembly of Heads of State and Government meeting in Lome (Togo) there was a proclamation of the African Decade of Disabled Persons (2000-2009). The main objective of the Decade was to promote awareness and commitment to full participation, equality and empowerment of persons with disabilities in Africa.

Taking Zimbabwe as an example, one would find that the Zimbabwean Government has enacted some legislation to protect the rights of persons with disabilities. The Disabilities Act is intended to benefit those living with disabilities *(www.un.org/africarenewal/magazine).*

2.6   Categorization on Persons with Disabilities and Its Effects

Categorization of persons with disabilities begun a long time ago. Goffman (1963) cited in Munyi (2012) indicated, that society establishes the means of categorizing persons and the complement of attributes felt to be ordinary and natural for members of these categories. When a stranger is encountered for the first time (by an individual or group), judgments are frequently based on physical appearance.

Attitudes towards persons with disabilities are compounded by the fact that in many instances a person's disability is perceived as extending far beyond the necessary limits of the disability to affected traits and functions (Jaffee, 1978 in Munyi, 2012). From such attitudes, stigma results: When one falls into stigmatized category or possesses an undesirable attributes, those not of this category tend to devalue the stigmatized individual, to practice the variation of discrimination, and to impute a wide range of imperfection on the basis of the original one (Goffman, 1963 in Munyi, 2012).

Wright (1960) cited in Munyi (2012) describes this phenomenon of stigma extension as takes place when a person with a disability is seen as disabled not only with respect to the specific area of disability, but also to other characteristics, such as personality and adjustment. Physique (as well as certain other personal characteristics) has an enormous power to evoke a wide variety of expressions and feelings about the person. Prevailing attitudes not only determine the social expectations and treatment accorded to a person with a disability in the society, but also his or her self-image and function - that, the message that a child with a

disability receives about himself/herself from his/her environment determines to a large extent his/her feelings about who he/she is, what he can do and how he/she should behave. Persons with disabilities frequently find their opportunities limited because of social rejection, discriminatory employment practices, architectural barriers and inaccessibility to transport. In this context, therefore, societal attitudes are significant since they largely determine the extent to which the personal, social, educational and psychological needs of persons with disabilities will be realized (Jaffee, 1965 in Munyi, 2012).

2.7   The Extent of Bullying on Pupils with Disabilities

The damaging results of bullying are of concern to everyone involved in education within Tanzania. The stress for victims of bullying will have a far reaching effect on their personal and social development as well as a considerable impact on the educational achievement of them and their peers. Bullying impacts negatively on the achievement of individuals in school, and consequently on the achievement of the school as a whole. The academic performance of those pupils who are being bullied my fall below average due to stress and other negative feeling associated to being bullied (Olweus, 1993). Bullying affects concentration and learning − it impacts negatively upon motivation and confidence thus lead to pupils truanting or refusing to attend school because they are frightened to attend (Epelage et al., 2004).

According to La Fontaine (1991) and Stones (1993) bullying leads to intimidation, inequity, discrimination and prejudice. Hayton (1999) believes that bullying leads to social exclusion from school, curriculum, achievement and positive relationships.

Moreover, Hayton (1999) says that bullying lead the disabled children to lose hope and self-respect. These factors make the disabled children experience disaffection. Disaffection tends to drive them to become out of control and reject what the school has to offer.

3.0 CHAPTER THREE: RESEARCH METHODS AND PROCEDURES

3.1   Introduction to the Chapter

The first part of methodological reflections is about the research approach, that is to say, overall design of the study and the logics behind the design. The second part will be dedicated to more detailed descriptions of the phases of the research process. However, I would like to start this discussion by revisiting the aim of this thesis which is also the basic guiding line for my methodological choices. The aim of this thesis was to investigate the relationship between bullying behaviours and the academic performance of pupils with disabilities enrolled in primary schools in Tanzania.

3.2   The Study Area

The study was conducted in two Regions: Dar es Salaam and Morogoro. More specifically Temeke district in Dar es Salaam and Morogoro municipality in Morogoro Region were earmarked since they have a number of schools which offer educational services to pupils with disabilities. Furthermore, these two regions were more accessible for the study and also these regions have the capability of providing useful information which could lead to ample research findings since they both have a number of enrolled in primary schools.

Temeke District is the southernmost of the three districts in Dare es Salaam with Kinondoni located to the far North of the city and Ilala being located in the downtown of the city. To the East is the Indian Ocean and to the South and West is

the Coastal region of Tanzania. Population wise one sees that the 2012 Tanzania National Census reports that the population of Temeke District was 978,451.
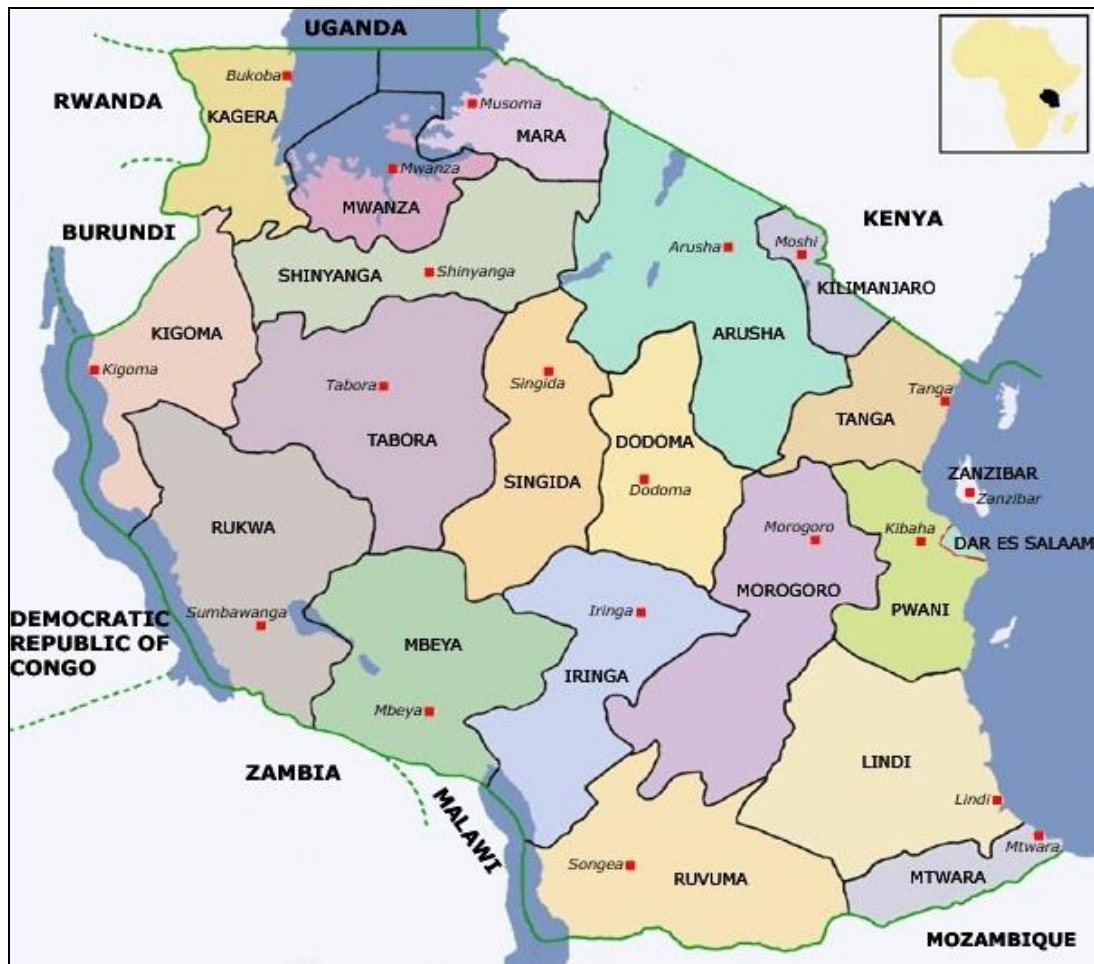
Figure 3.1: Regions of Tanzania Locations of DSM and Morogoro Regions

Source: URT (2008)

The area is 786.5 square kilometers. Temeke District is administratively divided into 3 divisions and 24 wards which are Azimio, Chamazi, Chang'ombe, Charambe, Keko, Kigamboni, Kibada, Kimbiji, Kisarawe II, Kurasini, Makangarawe, Mbagala, Mbagala Kuu, Miburani, Mjimwema, Mtoni, Pemba Mnazi, Sandali, Somangira, Tandika, Temeke, Toangoma, Vijibweni and Yomo Vituka (URT, 2002). Temeke District is made of higher, middle and lower income earners. However, the majority

of Temeke inhabitants are low income earners due to the concentration of heavy and light industries (United Nations (2009). Human Settlements Programme).

Morogoro Urban District is one of the six districts of Morogoro region. It contains the town, capital of the region and no villages. It is bordered to the North by Morogoro Rural District, to the East by the Coast region, to the South by Kilombero District and to the West by Kilosa District. According to the 2010 Tanzania National Census, the population of Morogoro Urban District was 228,863 (TCRS, 2015). The Morogoro Urban District is administratively divided into 19 wards which are Bigwa, Boma, Kichangani, Kihonda, Kilakala, Kingo, Kingolwira, Mafiga, Mazimbu, Mbuyuni, Mji Mkuu, Mji Mpya, Mlimani, Mwembesongo, Mzinga, Sabasaba, Sultan Area, Uwanja wa Ndege and Uwanja wa Taifa (URT, 2002). Most inhabitants of Morogoro Municipality are engaged in subsistence agriculture, farming crops such as maize, sisal and green vegetables. Despite its proximity to Dar es Salaam - the undisputed economic and social heart of the country - Morogoro is striving to become a modern municipality with its sprawling shops and industries (TCRS, 2014). The rationale for choosing Morogoro Region is its ethnic and class structures which are diverse in nature. Since it is a growing industrial region, many inhabitants of Morogoro urban come from different parts of the country and this is crucial in getting the samples that are necessary in the study.

3.3 The Research Paradigm and Design

Research design can be defined as a conceptual understanding of how to address the objectives for any scientific research. It includes the framework of how the research

is to be conducted by showing approaches and strategies of investigation as conceived by the researcher (Kothari, 2005). This is being supported by Ragin (1994) who defines research design as:

> A plan for collecting and analyzing evidence that will make it possible for the investigator to answer whatever questions he or she has posed. The design of an investigation touches almost all aspects of the research, from the minute details of data collection to the selection of the techniques of data analysis (p.191).

In this study the design is case study. Basically, a case study is an in depth study of a particular situation rather than a sweeping statistical survey. It is a method used to narrow down a very broad field of research into one easily researchable topic. Whilst it will not answer a question completely, it will give some indications and allow further elaboration and hypothesis creation on a subject. The case study research design is also useful for testing whether scientific theories and models actually work in the real world (Flick, 2011).

The case study research design is a useful tool for investigating trends and specific situations in many scientific disciplines. The advantage of the case study research design is that you can focus on specific and interesting cases. This may be an attempt to test a theory with a typical case or it can be a specific topic that is of interest. Research should be thorough and note taking should be meticulous and systematic.

The first foundation of the case study is the subject and relevance. In a case study, you are deliberately trying to isolate a small study group, one individual case or one particular population. Some argue that because a case study is such a narrow field that its results cannot be extrapolated to fit an entire question and that they show only

one narrow example. On the other hand, it is argued that a case study provides more realistic responses than a purely statistical survey. The other main thing to remember during case studies is their flexibility. Whilst a pure scientist is trying to prove or disprove a hypothesis, a case study might introduce new and unexpected results during its course, and lead to research taking new directions.

The argument between case study and statistical method also appears to be one of scale. Whilst many 'physical' scientists avoid case studies, for psychology, anthropology and ecology they are an essential tool. It is important to ensure that you realize that a case study cannot be generalized to fit a whole population or ecosystem. Finally, one peripheral point is that, when informing others of your results, case studies make more interesting topics than purely statistical surveys, something that has been realized by teachers and magazine editors for many years. The general public has little interest in pages of statistical calculations but some well placed case studies can have a strong impact.

3.4   Target Population

In order to conduct this study, various target groups were consulted. The target population of this study included children with disabilities (the deaf, the blind and the crippled) learning in inclusive schools, Government officials especially those who deal directly with inclusive schools such as Regional Education Officers, District Education Secretaries and District coordinators of inclusive education, NGOs that deal with educational issues such as *Mtandao wa Elimu Tanzania*/TENMET, the Disabled welfare Associations and *Haki Elimu*, head

teachers, teachers, parents of children with disabilities, children without disabilities learning in inclusive schools and parents of children with disabilities learning in inclusive schools. All these categories of populations were found useful in providing relevant information for the research objectives.

3.5   Sampling Techniques

Sampling is a process used in both qualitative and quantitative research. In any study, the research question determines the study method, but it is the research question and method that define the sampling plan, the type of sample to be used, and the number of people who will make up the study sample. The researcher selected the sample according to the research objective which was to investigate the relationship between bullying behavior and academic performance of pupils with disabilities who are enrolled in primary schools. The study utilized the following sampling techniques, namely: purposive, random, convenience and voluntary. The samples were specifically selected in order to respond to all specific objectives of the study.

3.5.1 Purposive Sampling

Researchers such as Punch (2004); David & Sutton (2004); Babbie (1989); Best & Kahn (2006); Glaser & Strauss (1967) and Mason (2002) considers purposive sampling as an appropriate technique in research design because it enables the researcher to collect relevant information and data. Purposive sampling involves selecting units most relevant in the subject under investigation. It is through this type of purposive sampling that Schools, Government officials, NGO Staff, headteachers, teachers and pupils with disabilities were involved in the study. In other words, a

purposive sampling was selected according to the researcher's own discretion, knowledge and opinion on the topic area.

3.5.1.1 Selection of Schools

Primary schools that enroll children with disabilities are a better place to make such studies on bullying and the academic performance. Six primary schools that enroll children with disabilities were purposively selected out of nine schools of the same nature. Three are located in Dar es Salaam Region and three are located in Morogoro Region.

The researcher opted to take primary schools since the knowledge of how these pupils experience and consider bullying is paramount in educational decisions and planning. The schools offer inclusive education in that they all have both normal pupils and those with disabilities and they learn alongside each other and they are supposed to share almost everything (see Table 3:1).

3.5.1.2 Selection of Government Officials

Seven government officials including District Education Officers, Ward Education Officers in all the focus districts and wards by virtue of their positions were purposively selected for the study; 5 from DSM and 2 from MOR. More specifically district coordinators for inclusive education were taken for the study from both regions (See Table 3:1). These Government officials were selected due to their specific role in matters concerning inclusive education. They are the custodians of inclusive education in the respective areas.

3.5.1.3 Selection of NGO Staff

In this study the researcher visited the headquarters of the NGOs and talked to the high ranking officers about the research. Eleven representatives from NGOs that deal with educational matters such as *Mtandao wa Elimu* Tanzania/TENMET, the disabled welfare associations and *Haki Elimu* were strategically/purposefully selected for the study.

3.5.1.4 Selection of Head Teachers and Teachers

Six head teachers were involved in the study and eighty four teachers were purposively selected according to their availability to fill in the research questionnaires. Omari (2011) would say that purposive or strategic sampling "involves picking up units most relevant or knowledgeable in the subject matter and then study them" (p.76). 84 teachers were picked for the study. In Dar es Salaam there were 44 teachers while in Morogoro there were 40. There were some who were not ready to commit themselves to participate in the research for personal.

The head teachers were selected solely due to their administrative roles in their schools. They could provide immense information on how their schools are being run and provide a general outlook about inclusive education. With regard to teachers, they were selected due to their role in imparting knowledge to the pupils. Moreover, teachers were selected because they were seen as a tool to provide first hand information on the behaviours of their pupils as far as the objective of the research study demanded.

3.5.1.5 Selection of Pupils with Disabilities

The structure of the formal primary school education in Tanzania is 2-7 that is 2 years of pre-primary education and 7 years of primary education. The research focused on primary school pupils ranging from standard one to standard seven (See Table 3:1). The school attending age ranges from 7 – 13 for primary schools (URT, 2006). The said pupils have been purposively selected for a simple reason that they were knowledgeable in the subject matter and also they are knowledgeable about their relationships and the environment in which they study. They were selected because they met the criteria for providing data for the study. The number of pupils with disabilities DSM: 125 pupils) and in Morogoro: 100 pupils) (see Table 3:1). However, there were some pupils who could not be interviewed for personal reasons.

3.5.2   Random Sampling

In statistics, a random sample is a subset of individuals (a sample) chosen from a larger set (a population) (David & Sutton, 2004). Each individual is chosen randomly and entirely by chance, such that each individual has the same probability of being chosen at any stage during the sampling process, and each subset of k individuals has the same probability of being chosen for the sample as any other subset of k individuals (Yates, Moore & Starnes, 2008).

Pupils without disabilities were sampled as a reflection of the opinions of the rest of the population. They were selected not as empirical elements but in sub-groups (classes). The samples drawn in this way are representative for all features of the empirical elements. The names of the general population were written on pieces of

papers. Then the pieces of paper were put in an empty box. Then the names were picked one by one until the required sample was obtained.

It is through this type of sampling that pupils without disabilities enrolled in primary schools were sampled. As a result 134 pupils out of 255 pupils without disabilities were randomly selected for the study and they all belonged to classes that had pupils with disabilities. The population of the pupils without disabilities was divided according to classes and in each class a few pupils were taken as a sample. Like their peers with disabilities, these pupils without disabilities ranged from standard I to standard VII. They were sampled primarily because they were the main target for the study and that without their involvement this study could not be conducted.

The number of non-disabled pupils by regions is as the following: DSM: 62 pupils. In Morogoro: 72 pupils). The reasons which prompted the researcher to take non-disabled pupils who were classmates of pupils with disabilities were that they have (at least) experienced being with their peers with disabilities and that they could provide information about the nature of their relationship more candidly.

3.5.3 Convenience Sampling

Convenience sampling refers to choosing those cases that are easily accessible under a given situation or circumstance. In convenience sampling the subjects are selected just because they are easiest to recruit for the study. The selection involves any unit that comes along without much effort. In other words, a convenience sampling may be called opportunity sampling - it depends on ones opportunity to participate in the

study. Wallimann & Buckler (2008) argue that convenience sampling involves using what is immediate available.

A convenience sample is either a collection of subjects that are accessible or a self-selection of individuals willing to participate which is exemplified by researcher's volunteers. It is through this type of sampling that parents of pupils with disabilities enrolled in primary schools were made to participate in the research study. With regard to parents who conveniently participated in the study, the researcher opted to include only those parents of pupils with disabilities who were willing and ready to participate in the study. For this reason only 62 parents of pupils with disabilities were easily accessible.

In DSM parents who participated in the research were 30 and in Morogoro, 32 parents participated in the study. Characteristics of these parents were that all of them had children who were with disabilities and the children were enrolled in primary schools that provide inclusive education. Moreover, these parents were only sampled from the selected regions (DSM and Morogoro) and had to provide information with regard to their specific regions.

3.6   Instruments for Data Collection

3.6.1 Primary Sources of Data

Primary sources of data are those sources that are not the actual situation or event but a record of it. Examples of primary sources of data are: observation, participation measurement and interrogation (Walliman & Buckler, 2008). In this study the

primary sources of data were obtained through the use of questionnaires, interviews

and observation.

Table 3.1: Study Participants

S/N	Area of Study	Respondents	Male	Female	Total
1	Dar es Salaam Region	Government officials	4	3	7
		Members of NGOs dealing with educational issues	6	5	11
		Headteachers	1	2	3
		Teachers	11	33	44
		Parents of pupils with disabilities	10	20	30
		Pupils with disabilities	75	50	125
		Non-disabled pupils	29	33	62
	TOTAL		**136**	**146**	**282**
2	Morogoro Region	Government officials	2	1	3
		Headteachers	2	1	3
		Teachers	16	24	40
		Parents of pupils with disabilities	20	12	32
		Pupils with disabilities	55	45	100
		Non-disabled pupils	40	32	72
	TOTAL		**135**	**115**	**250**
	GRAND TOTAL		**271**	**261**	**532**

Source: Field Data in Temeke District and Morogoro Municipality (2013)

NB: Headteachers and teachers are from Tandika, Bokorani, Kurasini (in Dar es

Salaam) and Kilakala, Kikundi and Mafiga (in Morogoro).
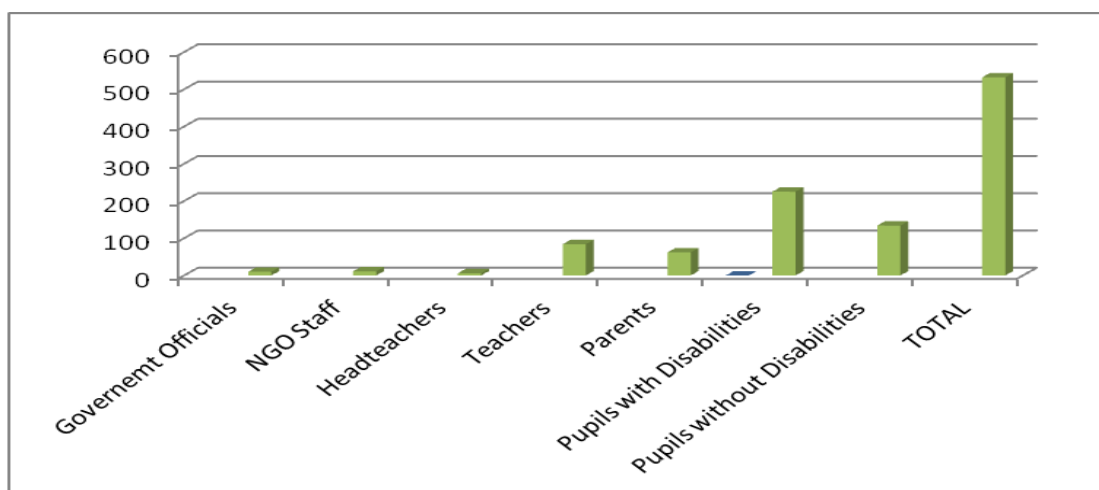
Figure 3.2: Characteristics of Respondents

3.6.1.1 Questionnaires for Government Officials, Head Teachers, Teachers and NGO Staff

Through a mutual agreement questionnaires were used to collect information from head teachers and teachers of enrolled in primary schools and government education officials and representatives from NGOs that deal with educational issues due to the fact that they helped in establishing whether or not bullying takes place in inclusive settings and whether children with special educational needs are involved in it.

Moreover, head teachers, teachers, government education officials and NGO representatives were provided with questionnaires. Questionnaires give chance to respondents to fill in the questionnaires at their own time and express themselves freely without any intimidation. All questionnaires were in English since the respondents were deemed well versed in that capacity to respond in English (Appendix I).

As a researcher I decided to use a 4- point Likert-Scale or Summated Rating Scales with answers such as Strongly Agree, Agree, Strongly Disagree and Agree. This scale was used because it requires the respondents to respond directly to the questions. Respondent were given 15 days to accomplish the task of filling in the questionnaires.

3.6.1.2 Interviews Schedules for Pupils with Disabilities, Pupils without disabilities and Parents of Pupils with disabilities

Interviews were used to collect information from the parents of the pupils with disabilities since some of them could not read or write. For the sake of consistency

the researcher decided to use interviews for all parents. The parents were interviewed individually with a mutual consent/agreement between the researcher and the interviewees.

With regard to the pupils with disabilities and pupils without disabilities, two clusters were formed in each school. One cluster comprised of all pupils from standard I – IV and cluster two was made up of all pupils from Standard V – VII. These clusters were formed for those pupils with disabilities as well as those without disabilities who were schooling in enrolled in primary schools in the two locations of the study. The rationale for doing this was to save time as interviewing one individual after the other would have taken a very long time.

This means that altogether there were four clusters in each school: two for pupils with disabilities and two for pupils without disabilities. Each cluster was put together for focus group interviews. Comparisons were made on the responses of clusters by level and disability.

The role of these pupils in the study was to provide useful information on their experiences with regard to the major theme of the research which was to investigate bullying behavior and the academic performance of pupils with disabilities enrolled in primary schools that provide inclusive education.

These interviews were done through a mutual agreement between the researcher and the respondents themselves. For the purpose of this study, the researcher had prepared an interview guide for own orientation. In the interview, the respondents

were given an opportunity to reply as freely and as extensively as they wished. Whenever the answers appeared not to be rich enough the researcher probed further.

In order to make sure that the respondents understood what was required from them, Kiswahili was used in order to make respondents understand the questions well. A total number of 421 respondents were interviewed. About 60 days were set aside to accomplish the interview schedule (Appendix III). This is in accord with Tilstone, 1990; Creswell, 2003) who believes that interviews are methods of indirect observation insofar as they can provide accounts of events which can be reconstructed.

3.6.1.3 Direct Observation Schedule

Observation method was used by the researcher in order to find out how children with disabilities were being accommodated in inclusive schools and how they were being treated by their teachers and their peers. Observation is the act of watching something or somebody carefully for a period of time in order to learn something (Denzin & Lincoln, 2005; Walliman & Buckler, 2008; Flick, 2011). For this Study the researcher's observation schedule was in the form of interaction analysis in the classroom, on sports ground and in the school environment. The researcher visited play grounds and classrooms to observe what pupils with disabilities experience when playing and learning with their peers.

The researcher made an effort to see by himself on how pupils with disabilities interacted with their peers in the classrooms activities such as in group discussions, in sharing text books, in sitting side by side and also he visited the playground to see

by himself how pupils with disabilities participated in sports and other games.55 days were spent for observation. Moreover, the researcher prepared a checklist of observation which consisted of issues that were supposed to be observed (Appendix V).

3.6.2 Secondary Sources of Data

3.6.2.1 Reviews of School and Student Records

In research studies, collecting secondary data is *conditio sine qua non*. Secondary data helps the researcher to ascertain the background of the research questions/problem (Walliman & Buckler, 2008). This could be done with the help of literature review. Walliman & Buckler (2008) suggest that there is a need for a supplementary secondary data such as articles in the press, records, magazines and newspapers which are contemporary and may be descriptive or statistical in nature.

This indicates that in any research undertaking, there are primary sources and secondary sources. Primary sources are more immediate, whereas, secondary sources are the materials that have been summarized, condensed or reworked by others. In simple language, primary sources are what is called the literature review and secondary sources are also called documentary reviews. In short, literature review is the specific criteria on which the researcher bases his/her methods and the documentary review is the general overview upon which the research problem is being founded.

In this study, documentary review was used in order to provide some relevant information for the study. Miles & Huberman (1996) have written that documentary

review is the process of reading extracts found in offices or places dealing with the issues related to what the researcher is investigating. Documentary reviews are possible leads to information which one can base the searches. Online materials, papers and unpublished materials were also used. The researcher consulted some reports on tests, examinations, ranking and attendance of pupils with disabilities order to measure their academic performance. Documentary reviews were conducted through the whole period while the research study was being undertaken. The information gathered from the secondary source of data helped the researcher to deepen and sharpen the research objectives.

The researcher had chosen a 4-point Likert-type or Summated Rating Scales (which is appropriate when dealing with attitudes) in order to unravel the effects of bullying on the academic performance of pupils with disabilities enrolled in primary schools in Tanzania. A Likert-type or Summated Rating Scales contain a set of items, all subject respond with varying levels or accept-reject (Omari, 2011). Therefore, answers such as Strongly Agree, Agree, Strongly Disagree, Disagree, have been used in order to tap the responses of the respondents of the questionnaires. Generally questionnaires were aimed at receiving comparable answers from all participants.

Furthermore, the researcher employed interviews to counter check the responses gathered from the questionnaires. The interview was linked closely to the objectives and the target group of the research. A number of questions were prepared that between them cover the intended scope of the research. With regards to observation,

the researcher opted for a participant observation whereby he himself became part of the population that was being observed. The researcher spent several weeks observing how pupils with disabilities were fairing in inclusive schools i.e., in classrooms, in sports fields, on the way to school and on the way back to their homes. That means that the researcher became a participant and found access to both: the area of study and the persons in it. Similarly, the researcher, observed the behaviours of pupils without disabilities and those of teachers towards those with disabilities.

Moreover, observation was made to be more concrete and more oriented to the essential aspects of the objectives of the research. Sometimes, *ad hoc* interviews were also involved in observation. The researcher followed and watched pupils with disabilities and their peers without disabilities order to see for himself how the former were being treated in inclusive schools.

Finally, the data was transcribed and analyzed. The information obtained was presented by using frequencies and percentages. The findings of this study were made with the assistance of respondents' views, opinions, feelings, suggestions, experiences and perceptions in relation to bullying behaviours and the academic performance of pupils with disabilities enrolled in primary schools in Tanzania.

The Chapter provides detailed information on the study area and its population including various activities associated to the social, economic and cultural settings. Moreover, the study gives explanation on the research design used including

sampling methods, data collection methods as well as ethical considerations and analysis of data. Finally, it gives the scope(s) as well as delimitations of the various problems encountered during the process of data collection.

3.6.2.2 Data Analysis Process

Data analysis was done by the researcher using the assistance of tables, figures, and percentages basing the analysis on various responses given by the respondents on bullying behaviours and the academic performance of pupils with disabilities enrolled in primary schools that provide inclusive education. The responses were based on both qualitative approach and quantitative approach. The process was made through triangulation. Triangulation involves the combination of qualitative and quantitative research (Keller & Erzberger, 2004; Tashakkori & Teddlie, 2003). Data analysis process of this study was a combination of detailed descriptions and frequencies and percentages. In other words it was a convergence validation.

3.7   Ethical Considerations Taken Into Account

To do research of such a magnitude and on such a sensitive issues of inclusion and bullying may cause some ethical problems. In our contemporary society, people are divided on these issues partly due to human rights issues and partly due to the definitions of the terms used such as inclusion and bullying. The Universal Declaration of Human Rights (Pierre & Weston, 1989) dictates that each person has the freedom of opinion and expression. The International Covenant on Civil and Political Rights (1997) Part III Article 19.1 reads: Everyone shall have the right to hold opinions without interference.

Going back to inclusion and bullying, one sees that these deficits in terms of accepted definitions and applications may indicate that research on these issues may result in potential insults and injuries to some members of the society. For this reason, researchers investigating this area proceeded with caution by adhering to ethical norms that govern research undertakings such as informed consent (between the researcher and respondents), honesty and trust (between the researcher and respondents).

Moreover, this type of a research may rekindle past and present feelings associated with bullying especially for those who have experienced it at a personal level. In order to pre-empt ethical problems attached to the research the researcher made sure that all issues of research methodology were well understood and followed.

3.8   Biases

With regard to any research studies there are possibilities that biases can crop into the findings of the study. This is due to the fact that researchers being human beings and are subject to have their own inclinations and this may bring in some biases. This means that at times one may engage himself/herself in research whereby he/she has already made some anticipation about the results. Bias creep in when one has already predicted the results.

Several factors can bring about biases. For instance, eagerness to please the researcher, or by asking leading questions and the like. Bell (1999) would say that it is not easy to avoid bias. However, the present researcher tried not to let his own ideas about bullying interfere with the findings.

3.9   Reliability

According to Flick (2011), reliability is the extent to which the test or procedures produces similar results under constant conditions an all occasions. This is to say that if the questionnaire obtains similar responses in all occasions then it is reliable. In relation to this research, the questionnaire was easy to read. No technical terms were used in order to gather information or confuse the respondents.

3.10   Validity

There is a close connection between reliability and validity. If a thing is reliable then it also has validity. Flick (2011) believes that validity tells whether an item measures or describes what it is supposed to measure or describe. For an item to be reliable and possess validity it must produce similar responses in all occasions - that if there are two researchers doing the same research, both of them would receive similar responses and this is what we call validity. In this study most of the questions produced similar responses.

3.11   Limitation and Delimitations of the Study

The limitations of the study have been shown that doing a research on such sensitive issues such as bullying behaviours and the academic performance of pupils with disabilities enrolled in primary schools is quite complicated. Despite the fact that everything was put in place at the initial stage (with regard to planning and preparations for the actual research) things never turned out to be the way they were formerly planned/anticipated. For example at the initial stage, most headteachers and teachers expressed their readiness to offer assistance to the researcher. But when time

to distribute questionnaires came, the majority of teachers declined to assist. The reason for this is that most junior teachers were afraid of committing themselves to the study without getting prior permission from their superiors. I had to seek permission from their superiors and only then they were ready to participate in the study. The researcher could not get in touch with parents of pupils without disabilities in order to participate in the study. The reason for this is that most parents thought that they were concerned with the study.

However, the researcher opted to limit his study with parents of pupils with disabilities who were ready to participate in the study. However, this did not affect the general findings of the study. This means that in conducting a research there are always unforeseen circumstances which have to be encountered and dealt with in a proper manner without jeopardizing the findings.

Furthermore, the questionnaires which were distributed to the respondents were not received in time despite the fact that 15 days were set aside for the task. Perhaps the respondents did not feel like filling up the forms with the common notion that filling up the questionnaires was a tiresome exercise in itself. The researcher tried to persuade them and only then they accepted to participate in the study. Surprisingly, some respondents required payment for their services (in responding to the questions).

After learning that this was not a paid job but a service to the nation as a whole some of them accepted to participate in the research study but a few of them refused

categorically. However, the researcher had to satisfy himself with those who were ready to participate in the study believing that they could provide desired information for the study ad that their number would not jeopardize the findings.

Furthermore, in most of the developing countries, it is not easy to get access to current books. Even if they are available they are very expensive to purchase them. Most websites that contained most current books were *cached*. Therefore, the researcher had to limit himself with the limited number of books available. The researcher believed that all books whether new of old were capable of providing the necessary material for the study only if they are related to the issue in question.

4.0 CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1 Introduction to the Chapter

The purpose of this chapter was to analyse and present the data collection based on Bullying and the academic performance of pupils with disabilities enrolled in primary schools in Tanzania. The Chapter was further divided into major sections based on the research objectives and the research questions such as:

- Factors which cause the bullying of pupils

- Effects of bullying on the academic performance of pupils with disabilities enrolled in primary schools,

- Strategies used to mitigate bullying behaviours

Questionnaires were distributed to some respondents whereas some interviews were held with others. The main purpose of the questionnaires and the interviews was to solicit the information from respondents on bullying behaviours and the academic performance of pupils with disabilities enrolled in primary schools in Tanzania.

4.2 Characteristics of Respondents

This section covered Bio-data of the respondents who participated in the study. There were 271(50.9%) males and 261(49.6%) females in the population sample; as shown in Tables 4.1A & 4.1B below. In response to the question which sought to know the names of the categories of respondents (pupils with disabilities, pupils without disabilities, parents of pupils with disabilities, NGO staff, Government officials, teachers and head teachers).

Table 4.1 A: Distribution of Respondents (by Age)

AGES	5-10	11-20	21-30	31-40	41-50	51-60	TOTAL
Pupils with disabilities	39	186					225
Pupils without disabilities	41	93					134
Parents			1	28	33		62
NGO staff			3	1	2	5	11
Headteachers			1	2	2	1	6
Teachers			3	32	43	6	84
Government officials				4	3	3	10
RESPONSES	**80**	**279**	**8**	**67**	**83**	**15**	**532**

Source: Field Research (2014)

Table 4.1a showed that the ages from11-20 was dominating with the total of 279 (52.4%) of the respondents, followed by ages 41-50 with the total of 83 (15.6%) respondents, followed by ages of 5-10 with the total of 80 (15.03%) of the respondents followed by ages 31-49 with the total of 67 (12.5%) of the respondents, followed by ages 51-60 with the total of 15 (2.8%) of the respondents, finally followed by ages 21-30 with the total of 8 (1.5%) of the respondents as indicated above.

Table 4.1 B: Distribution of Respondents (by Gender)

Respondents	Pupils with disabilities	Pupils without disabilities	Parents	Teachers	H/Teachers	NGO Staff	Government Officials	Total
Responses	225	134	62	84	6	11	10	532
Male	130	69	30	27	3	6	6	271
Female	95	65	32	57	3	5	4	261
Responses	225	134	62	84	6	11	10	532

Source: Field Research (2014)

Table 4.1B above showed that all 532 of the respondents (from Dar es Salaam and Morogoro Regions) in their different categories and statuses participated in this task. The table showed that 225 were pupils with disabilities, 134 were pupils without disabilities, 84 were teachers, 6 were headteachers, 11 were NGO staff involved with

different social issues related to the rights of persons with disabilities and 10 were Government officials dealing with educational issues. Table 1B further indicated that there were more males 271 who participated in the exercise than females 261.

4.3   Factors Which Cause the Bullying of Pupils

In response to the question which sought to gather information as to whether the pupils are being bullied by their peers in inclusive schools due to social and cultural norms it was apparent therefore that pupils were bullied under the pretext of social and cultural norms as was showed by 532 (100%) of the respondents who either strongly agreed or agreed that social norms are the cause of bullying behaviours in primary schools. When requested to give evidence some of the parents (52) reported that social norms exclude their children from others simply because of their disabilities.

Table 4.3:   Respondents Supporting Items on Causes of Bullying (N = 532)

QUESTIONS	SA	A	SD	D
Disabled children are being bullied by their peers in inclusive schools due to social and cultural norms which stipulate that the disabled are helpless, dependent and incompetent	95%	5%	0%	0%
Disabled children are being bullied by their peers because of ethnic norms based on prejudices, biases and negative attitudes that influence one to bully disabled pupils	96.6%	3%	2%	0%
Pupils without disabilities accept their peers without disabilities study groups, in classroom discussions and in sports activities	34%	65.97%	0%	0%
Teachers are concerned that having pupils with disabilities their classrooms will lower their own overall class academic performance (class average will be lower) because the disabled are assumed to be weak in educational matters	98.8%	0%	1%	1%
Inclusion promotes true friendship and collaboration among pupils with and without disabilities	0%	7.5&	87.7%	4.6%

Source: Field Research (2014)

On the question which aimed at gathering views as to whether pupils with disabilities are being bullied by their peers because of ethnic norms shows that 530 (99.61%) of the respondents either strongly agreed or agreed. However, 2 (0.37%) of respondents strongly disagreed. When requested to give evidence some parents (49) reported that bullying had undermined their children's ability to do well in class due to lack of concentration.

On the question whether pupils without disabilities accept their peers with disabilities classroom discussions, data showed that 181 (34.02%) of the respondents believed that pupils with disabilities are being accepted in class. However, some respondents, 351(65.97%) were not for the idea. When requested to give evidence some 155 pupils with disabilities reported that they were normally considered as listeners and not as participants in classroom discussions. It was concluded therefore, that being with disabilities, some pupils were not accepted by their peers.

On the question which sought to find out whether teachers are bothered that having pupils with disabilities their classrooms will lower their own overall class academic performance, data indicated that 526 (98.87%) of the respondents believed that some teachers would not prefer to have pupils with disabilities in their classes. However, 5 (0.93%) of respondents strongly believed that pupils with disabilities were being accepted by teachers and 1 (0.18%) of respondents disagreed that teachers had no problems in accepting pupils with disabilities in their classes.

In the question on whether inclusion promotes friendships and collaboration with others, data showed that 492 (91.8%) of the respondents were of the opinion that

inclusion cannot promote friendship among pupils in primary schools. However, 40 (7.5%) of respondents had a different view by asserting that inclusion promoted friendship among pupils. Some 197 pupils with disabilities reported that whenever they want to make friendship with their peers they were rejected. It is possible that pupils without disabilities are being stigmatized in having close relationship with those with disabilities. And that stigma disrupts the friendships of disabled youth through a range of processes (labeling, stereotyping, loss, separation) that arise from and contribute to being *able-bodied*.

4.4 Effects of Bullying on Academic Performance of Pupils with Disabilities Enrolled in Primary Schools in Tanzania

In response to the question which sought to examine whether bullying has negative influences on the academic performance of the pupils with disabilities, data showed that bullying affects negatively the academic performance of pupils with disabilities. This was noted by 511 (96.05%) of the respondents who believed that bullying makes pupils with disabilities lose concentration in the class hence lowering one's thinking capacity/learning attitude. This was partly supported by 21 (3.94%) of respondents who concurred that bullying has negative effects on the victims.

On the question which sought to gather information as to whether pupils with disabilities do participate fully in inclusive education in primary schools, data showed that 8 (1.49%) of the respondents either strongly agreed or agreed to the assertion that pupils with disabilities participate fully in classroom activities. However, 524 (98.49%) of respondents either strongly disagreed or disagreed that

pupils with disabilities would ever participate fully in inclusive education.

Table 4.4: **Respondents Supporting Items on Effects of Bullying (N = 532)**

QUESTIONS	SA	A	SD	D
Bullying has negative influences on the academic performance of the disabled pupils in that it makes the disabled lose concentration in the class hence lowering one's thinking capacity/learning attitude	96.05%	3.94%	0%	0%
Disabled primary school children do not participate fully in either inclusive settings	0.93%	1%	90.97%	3.57%
Disabled primary school children do not participate fully in both normal school life and special school life	1%	1%	13.15%	81.57%
The level of performance of disabled primary schools children is relative to the level of bullying	95.11%	3.75%	1%	1%
Where there is sympathy and toleration disabled pupils perform well in their learning activities	97.18%	2.81%	0%	0%
Due to their disabilities, disabled pupils are handicapped in academic issues in primary schools	76.87%	3.19%	15.78%	1%
Those with disabilities are being bullied	Daily (59.58%	Once a week (1%)	Twice a week (1.87%)	Thrice a week (18.76%)
Ranking of pupils with disabilities in academic activities	Above average (3.75%)	Below average (2.25%)	Very low (93.98%)	0%
Number of victims of bullying incidences	Almost all (93.98%)	Half (3.75%)	Just a few (2.25%)	0%
The disabled primary school pupils perform poorly e.g., in tests and examinations solely because they are being bullied by their peers and teachers either in the classroom, on the sports field, on the way to school or on the way home	96.61%	2.63%	0.56%	0.18%
There is a relationship between bullying and the poor performance (in tests and examinations) attributed to the disabled primary school pupils.	91.91%	5.26%	1%	2.63%
It is believed that bullying leads to lower output	96.05%	3.94%	0%	0%
It is believed that bullying leads to truancy	96.05%	3.94%	0%	0%
It is believed that bullying leads to drop outs	96.05%	3.94%	0%	0%
Disabled primary school pupils do not perform well because they are being bullied by their non-disabled peers due to social and cultural norms	95%	5%	0%	0%
Disabled primary school pupils perform better in academic matters because they are being bullied by either their peers and/or teachers	97.18%	2.89%	0%	0%

Source: Field Research (2014).

In gathering views as to whether disabled primary school children do participate fully in both normal school life and special school, data showed that 5 (0.93%) of the respondents answered affirmatively to the question. Some 2 (0.37%) of respondents somehow agreed positively to the question. However, there were some very strong opposing views from other respondents as shown by 525 (98.68%) of respondents who strongly believed that those with disabilities were not in a position to fully participate in normal school life and/or special school life.

In finding out the degree with which the level of performance of disabled primary schools children is relative to the level of bullying, data showed that 526 (98.86%) of the respondents were strongly for the idea that bullying and academic performance are related – that where there is bullying, academic performance with be negatively affected. However, 6 (1.11%) of respondents who either strongly disagreed or disagreed that there is a relation between bullying and academic performance.

In establishing whether where there was sympathy, empathy and tolerance when pupils with disabilities perform well in their learning activities, data indicated that 532 (100%) of the respondents either strongly agreed or agreed that helping behaviours are paramount in one's ability to cope with difficult situations.

With the question which aimed at establishing whether due to their disabilities, pupils with disabilities are handicapped in academic issues, data signaled that 426 (80.01%) of the respondents either strongly agreed or agreed that there is a connection between disabled and poor academic results. However, 85 (16.96%) of

respondents either strongly disagreed or disagreed that there is a relationship between one's disabilities and one's performance – that physical disability does not affect adversely the pupil's performance. This showed that under some circumstances, those pupils with disabilities cannot perform well in academic issues simply as a result of the nature of their disabilities. It was indicated that someone who had no limbs could not participate in some activities that required one to have limbs.

With the question which aimed at establishing on the frequencies of bullying of pupils with disabilities, data showed that 317 (59.58%) of respondents believed that individual pupils with disabilities are being bullied daily, 2 (0.37%) of respondents said once a week, 10 (1.87%) of respondents said it is twice a week and 100 (18.76%) of respondents confirmed that pupils with disabilities are normally bullied thrice a week. It was concluded therefore that a least there were some occurrences of bullying behaviours directed to pupils with disabilities.

In establishing the ranking of pupils with disabilities in academic issues, data showed that 20 (3.75%) of respondents concurred that the ranking of pupils with disabilities primary schools is above average, 12 (2.25%) responded that it is below average. However 500 (93.98%) of respondents concurred that the ranking of pupils with disabilities in academic matters is very low compared to their non-disabled peers.

With the question which aimed at establishing the number of pupils with disabilities who are often bullied at school, data indicated that 500 (93.98%) of respondents agree that pupils with disabilities are often being bullied in enrolled in primary

schools, 20 (3.75%) responded that more than half are being bullied. However 12 (2.25%) of respondents responded that just a few of them are being bullied at school.

With the question which sought to know whether the disabled primary school pupils perform poorly e.g., in tests and examinations solely because they are being bullied by their peers and teachers in the classroom, data showed that 528 (99.24%) of the respondents either strongly agreed or that by being bullied by their peers and their teachers, pupils with disabilities are made to perform poorly in their academic activities. However, 4 (0.74%) of respondents either strongly disagreed or disagreed. For them there is no connection between being bullied by their peers and teachers and poor academic performance of those who are being bullied.

In an attempt to establish whether there was a relationship between bullying and the academic performance of pupils with disabilities, data indicated that 517 (97.17%) of the respondents either strongly agreed or agreed that by being bullied the academic performance of the victim will always fall short of the expected results. That bullying leads to increased levels of fear, anxiety, withdrawal, depression and other negative cognitive effects. However, 15 (2.81%) of respondents either strongly disagreed or disagree that there is no relationship between being bullied and one's academic performance.

In response to the question which sought to examine whether bullying lead to lower academic output. The data revealed that bullying undermines one's ability to participate in academic issues. As a result, bullying can impact on one's chances of

achieving his/her full potentials at school. This was indicated by 532 (100%) of the respondents who either strongly agreed or agreed that bullying leads to academic drop out. In examining whether bullying leads to truancy, data gathered revealed that 532 (100%) of the respondents either strongly agreed or agreed that bullying leads to truancy. On the question which sought to examine whether bullying lead to drop outs. Different respondents had different responses as about 532 (100%) of the respondents either strongly agreed or agreed that bullying leads to drop out.

In gathering views as to whether being bullied, pupils with disabilities are made to perform better in academic matters, data showed that respondents had different responses. 524 (97.92%) of the respondents strongly respondent that pupils who had disabilities and who were being bullied could not perform well in academic issues. However, 6 (1.12%) of respondents had different views on that aspect. They believed that bullying made one to work hard in order to succeed in studies. They gave a reason that if this was not the case then we would not see any person with disability prosper in academic issues.

4.5   Strategies to Mitigate Bullying Practices in Primary Schools

With the question which sought to gather information as to whether there are safe and secure means of complaining about bullying in Tanzania, data indicated that 431 (81%) of the respondents strongly agreed that there are strategies to mitigate bullying behaviours. However, some 101 (19%) of respondents either strongly disagreed or disagreed. They strongly believed that there are no strategies in place to complain about bullying behaviours in Tanzania.

Table 4:5:   Respondents Supporting Items on Strategies that Mitigate

Bullying Practices (N = 532)

QUESTIONS	SA	A	SD	D
There is a safe and secure means of complaining about bullying in Tanzania	81%	0%	0%	18%
Bullying is being dealt with consistently and fairly by teachers and the Ministry of Education and Vocational Training in primary schools in Tanzania	0%	20.86%	0%	79.13%
Teachers have had adequate training about bullying and how to respond to it in sports grounds, and during school hours: Please, mention the type of training	20.86%	0%	0%	79.13%
Primary Schools that enroll children with disabilities have policies and guidelines against bullying	3.94%	0%	96.05%	0%
Disabled pupils feel social and culturally being supported by their teachers, parent and their communities	100%	0%	0%	0%
Teachers, parents and communities respond to the bullying of disabled pupils	93.60%	0%	0%	6.39%
Disabled pupils feel free to tell teachers, parents or peers if they have seen disabled pupils being bullied at school	1.69%	1%	97.11%	2.44%
Disabled pupils feel free to tell teachers, parents or peers if they have seen disabled pupils being bullied on the way to school/home	100%	0%	0%	0%
Records of incidences of bullying are being recorded and kept by school administrators in inclusive schools for monitoring purposes-	0%	20.86%	0%	79.13%
Counseling services are in place with regard to effects of bullying on the academic performance of pupils with disabilities	3%	15.18%	0%	81.29%
Most inclusive schools demonstrate non-tolerance of bullying in that disabled kids are not respected or valued in the society	2%	0%	92%	32%
Bullies are supported to change their behaviours (of bullying others)	25.37%	2.06%	0%	72.55%
The National Policy takes into account diversity of pupils in primary schools in Tanzania	25.37%	2.06%	0%	72.55%
The Ministry of Education and Vocational Training offer training on how to deal with bullying incidences to all teaching and non-teaching staff members who work in primary schools and those who live around those schools in Tanzania	8.75%	0%	91.54%	0%
The Ministry of Education and Vocational Training believes that disabled primary school pupils can perform better in inclusive primary school in Tanzania	18.79%	2.06%	0%	79.13%
The Ministerial approach to bullying in primary schools in Tanzania is serious in that the Ministry does condone bullying.	0%	1.69%	98.30%	0%
The Ministerial approach to bullying can be assessed as:-Very effective-Effective-Fairly effective-Not effective-Do not know	0%	3.57%	96.42%	0%
The National Policy for the disabled in Tanzania is effective in combating the bullying of primary school pupils in inclusive schools	0%	0%	96.42%	3.57%

Source: Field Research (2014).

The second question under task six aimed at gathering views as to whether bullying is being dealt with consistently and fairly by teachers and the Ministry of Education and Vocational Training in enrolled in primary schools in Tanzania. The research data indicated that 111 (20.86%) of the respondents strongly agreed that bullying is dealt with consistently and fairly by the educational authorities. TENMET and *HakiElimu* are a good example in this regard. However, 421 (79.13%) of respondents disagreed. They reported that bullying continue to persist in most primary schools.

In response to the question which sought to find out whether teachers have had adequate training about bullying and how to respond to it in sports grounds, and during school hours, data showed that 111 (20.86%) of respondents strongly agreed that there is adequate training for staff on how to respond to bullying behaviours. However, 421 (79.13%) of respondents disagreed. It was evident that 111 (20.86%) of respondents believed that there is training on handling bullying incidences but this training is not adequate enough.

With the question which sought to establish whether primary schools that enroll pupils with disabilities have policies and guidelines against bullying behaviours, the data gathered showed that 21 (3.94%) of the respondents strongly agreed about the presence of policies and guidelines against bullying behaviours. However, 511 (96.05) of respondents did not agree that there are policies and guidelines against bullying behaviours in primary schools that enroll children with disabilities.

In an attempt to establish whether pupils with disabilities feel socially supported by their teachers, parents and their communities, data indicated that 532 (100%) of the

respondents strongly disagreed. It was reported that pupils with disabilities were maltreated in the society.

In establishing whether teachers, parents and communities respond to the bullying of pupils with disabilities, the respondents had different views on this question. Data revealed that 532 (100%) of the respondents believed that teachers, parents and communities did not respond adequately to bullying behaviours directed at pupils with disabilities. It was reported that there was a commitment from either their parents or communities to respond to the problem of bullying. They said that this problem needs Government's efforts.

In an attempt to establish whether pupils with disabilities feel free to tell teachers, parents or peers if they have seen pupils with disabilities being bullied at school, data showed that 13 (1.44%) of respondents either strongly agreed or agreed that pupils with disabilities felt free to air about being bullied. However, 519 (95.11%) of respondents believed that pupils with disabilities could not air their feeling freely about being bullied. It was further noted that those who are bullied are unlikely to be defended from bullies.

With the question which sought to establish whether pupils with disabilities felt free to tell teachers, parents or peers if they have seen pupils with disabilities being bullied on the way to school or at home, data indicated that 532 (100%) of the respondents strongly responded that incidences of bullying were not reported to either, teachers, parents or peers. The reason that was given is that they fail to report

when they are bullied because they fear reprisals from bullies. And those who are bullied are unlikely to have others to turn to report a violent incident. Victims of bullying always isolate themselves from others.

In response to the question which sought to establish whether pupils with disabilities felt free to tell teachers, parents or peers if they have seen pupils with disabilities being bullied in the community, data indicated that all 532 (100%) of the respondents believed that bullying incidences were kept secret. It was reported that victims of bullying always isolate themselves from others. It was further observed that pupils with disabilities are always at the mercy of bullies and often times remained silent and could not report to teachers or any other person.

In establishing whether pupils with disabilities felt free to tell teachers if they have seen pupils with disabilities being bullied on the sports field, data indicated that all 532 (100%) of the respondents concurred that no pupils with disability was bold enough to let others know about being bullied. It was believed that there is a culture of silence when it comes to bullying behaviours. Moreover, it was indicated that that pupils with disabilities are always fearful of bullies and opt to remain silent - that witnesses are often worried about being the bully's next victims.

In response to the question which sought to establish whether records of incidences of bullying are being recorded and kept by school administrators in primary schools for monitoring purposes, data showed that 111 (20.86%) of the respondents agreed that this was the case. However, 421 (79.13%) of respondents disagreed. They

reported that no records of incidents of bullying were being kept by school. When requested to give evidence 44 parents reported that they have never seen any report about bullying in the schools that their children attend. No documents show that records of incidences of bullying are being kept by school headteachers in inclusive schools for monitoring purposes.

In an attempt to establish whether counseling services are in place with regard to effects of bullying on the academic performance of pupils with disabilities data showed that 100 (18.78%) of the respondents either strongly agreed or agreed that there were counseling services for victims of bullying. However, 432 (81.20%) of respondents reported that there were no counseling services for victims of bullying behaviours. They reported that pupils with disabilities do not receive counseling services from either their teachers, parents or their school administrators.

With the question which sought to establish whether most primary schools that enroll pupils with disabilities demonstrate non-tolerance of bullying, data showed that 10 (2%) of the respondents strongly agreed that there is non-tolerance for bullies. 492 (92.37%) of respondents strongly believed that bullies were tolerated in the schools that enroll children with disabilities. Some 198 pupils with disabilities reported that persistence of incidences of bullying in schools indicate that inclusive schools do not demonstrate non-tolerance of bullying.

In response to the question which sought to explore whether bullies are supported to change their behaviour (of bullying others), data demonstrated that 146 (27.43%) of

the respondents strongly believed that bullies wee being supported to change their behaviours. However, 386 (72.55%) of respondents reported that bullies were not supported to change their attitudes. Also it was observed that bullies continue to bully and victims of bullying continue to suffer.

In an attempt to examine whether the National Policy on Educational issues takes into account diversity of pupils in enrolled in primary schools in Tanzania, the responses showed that 146 (27.43%) of the respondents either strongly agreed or agreed that Tanzania as a whole takes into account the diversity of pupils in schools. Also it was observed that the National Policy takes into account the education of pupils with disabilities alongside their non-disabled pupils. However, 386 (72.55%) of respondents believed that Tanzania does not take into account the diversity of pupils in primary schools.

With the question which sought to examine whether the Ministry of Education and Vocational Training offer training on how to deal with bullying incidences to all teaching and non-teaching staff members who work in enrolled in primary schools and those who live around those schools in Tanzania, data indicated that 45 (8.45%) of the respondents strongly agreed that there is training on how to deal with bullying incidences. However, 487 (91.54%) of respondents reported that MoEVT does not offer ample training on how to deal with bullying incidences. It was reported that no teaching and non-teaching staff members who work in enrolled in primary schools and those who live around those schools in Tanzania are being trained on how to deal with bullying incidences.

In response to the question which sought to explore whether the Ministry of Education and Vocational Training believes that disabled primary school pupils can perform better in academic issues the respondents responded differently, data indicated that 111 (20.85%) of the respondents either strongly agreed or agreed that the MoEVT believed that pupils with disabilities can perform better. However, 421 (79.13%) of respondents responded that the MoEVT does not believe that pupils with disabilities can perform better in academic issues.

In an attempt to explore whether the Ministerial approach to bullying in primary schools in Tanzania is serious in that the Ministry does not condone bullying, data showed that 9 (1.69%) of the respondents agreed that the MoEVT does not condone bullying. It was further reported that the concept of inclusive education in Tanzania takes into account the expansion of access to quality and equitable education to all learners. However, 523 (98.30%) of respondents strongly believed that the MoEVT is not bold enough to curb bullying behaviours in schools that enroll pupils with disabilities.

With the question which sought to explore the assessment of the Ministerial approach to bullying, different respondents had different views. Data showed that 513 (96.42%) of the respondents responded that the Ministerial approach to bullying is not effective. However, 19 (3.57%) of respondents responded fairly effective. However, it was reported that despite the fact that the Ministry does not condone bullying, it appears that bullying is rampant in enrolled in primary schools in Tanzania and that tarnishes the efforts of the Ministry in promoting full inclusion.

5.0 CHAPTER FIVE: DISCUSSION AND INTERPRETATION OF THE FINDINGS

5.1 Introduction to the Chapter

This Chapter presents the discussions and the interpretations of the research findings. The findings of this study were made with the assistance of respondents' views, opinions, feelings, suggestions, experiences and perceptions in relation to bullying behaviours on the academic performance of pupils with disabilities.

5.2 Factors that Cause the Bullying of Pupils with Disabilities Enrolled in Primary Schools in Tanzania

The study revealed that pupils with disabilities are being bullied by their peers in inclusive schools due to social and cultural norms. These social and cultural norms stipulate that the disabled are helpless, dependent and incompetent. The majority (95%) of respondents are familiar with the case that socio - cultural norms acts as catalysts towards bullying behaviours against those with disabilities.

Most tribes in Tanzania still harbour social and cultural norms that marginalize those with disabilities. This is being supported by Kisanji (1998) that persons with disabilities find it difficult to cope in the environment where they have to mix themselves with other people who consider disability to be a tragedy. For example those with albinism are being killed or their body parts being mutilated in the name of fetish. It is worth noting that Beckett (2002) had the same opinion that cultural norms which (normally) disrespect disabilities cause people to bully the disabled.

Generally the findings imply that the disabled children are being bullied by their peers in inclusive schools-due to cultural norms.

It was disclosed by the study analysis that pupils with disabilities are being bullied by their peers because of ethnic norms based on prejudices, biases and negative attitudes that influence one to bully pupils with disabilities. This fact has been demonstrated by the respondents. 96.61% of respondents upheld that despite the fact that there are people who care about those with disabilities on religious grounds, generally people have biases towards those with disabilities. (Nishina & Witkow, 2005) supported the thesis that the process of identifying and so labeling individuals not only creates a handicap but also exacerbates the condition as people so marked are treated differently. The same is being reported in *www.cache.search.yahoo-ht2.akadns.net*, victims are being targeted due to their cultural, ethnic, religious or other group loyalties. Generally the findings imply that disabled children are being bullied by their peers because of ethnic norms.

The findings showed that pupils without disabilities do not accept their peers with disabilities. This is evident that (65.97%) of respondents did not hold the idea that non-disabled pupils accept their peers with disabilities inclusive settings. The differences that are being depicted in those with disabilities terms of looks make them to be ignored and excluded from the rest of the pupils. It is worth noting that these findings are similar to what found in (Maliki, Asagwara & Ibu, 2009) that they do not have many, if any, good friends and may display poor social skills and academic difficulties in school (p. 209). Generally the findings imply that able

bodied primary school pupils do normally tease and discriminate against their disabled peers due to stigma based on cultural norms

It was disclosed from the analysis of the study that teachers are bothered that having pupils with disabilities their classrooms will lower their own overall class academic performance because the disabled are assumed to be weak in educational matters. This is being indicated by data that (98.87%) of respondents believe that pupils with disabilities cannot perform well in class. Many teachers have serious reservations about supporting enrollment of pupils with disabilities in their schools. It is worth noting that these findings are similar to what some experts have said that teachers' attitudes are strongly influenced by the nature and severity of the disability condition presented to them. Moreover, teachers are hesitant to accept children with disabilities in their classes because they anticipated a worst scenario where both they and the children with disabilities would fend for themselves (Avramidis and Norwich 2002). Generally the findings imply that teachers are concerned that having pupils with disabilities in their classrooms will lower their own overall class academic performance (class average will be lower) because the disabled are assumed to be weak in educational matters.

It was revealed that even though there are some pupils without disabilities who accepted their peers with disabilities, the majority of them could not buy the idea. This was evident as the majority (87.7%) of respondents seemed to believe that pupils with disabilities were not accepted by their peers without disabilities. It is worth noting that peer relations and friendships are a very essence of a happy

childhood. Stigma disrupts the friendships of disabled youth through a range of processes such as labeling, stereotyping and separation that arise from and contribute to ableism − discrimination against disabled (Cook, Williams, Guerra, Kim, & Sadek, 2010). Generally the findings imply that inclusion does not promote true friends

5.3   Effects of Bullying Behaviours on Academic Performance of Pupils with Disabilities Enrolled in Primary Schools

It emerged from the study that bullying has negative influences on the academic performance of the pupils with disabilities that it makes the disabled lose concentration in the class hence lowering one's thinking capacity/learning attitude. This has been proven by the respondents. The majority (96.05%) of the respondents believed that being with disabilities is also being handicapped. In such a case those with disabilities fail to concentrate in class. This relationship between bullying behaviours and academic performance could be taken as two opposing forces in that bullying is directly linked to poor performance. Bullying lead to pupils' truanting and/or refusing to attend school − thereby missing education because they are frightened to attend classes. Moreover, this could be deduced that bullying has negative influences on the academic performance of the pupils with disabilities. It is worth noting that bullying results in negative effects on the cognitive and behavioral level (Morrison, 2006) and that bullying is detrimental to students' well being and development (Farmer & Xie, 2007). Generally the findings imply that bullying has negative influences on the academic performance of the disabled pupils in that it

makes the disabled lose concentration in the class hence lowering one's thinking capacity/learning attitude.

The findings of the study disclosed that disabled primary school children do not participate fully in inclusive settings in the classroom. The majority (90.97) of respondents considered those with disabilities as not being able to participate fully in classroom activities because of being handicapped. Isolation and exclusion that often accompany bullying not only deny children company, friendship and social interaction, but also cause them to feel incompetent. It is worth noting that these findings are similar to what Holt (1982:59) held that most children in school are at least as afraid of the mockery and contempt of their peer group as they are of the teacher. This hampers them from fully participating in inclusive settings. Generally the findings imply that disabled primary school children do participate fully in inclusive settings in the classroom.

Per the study findings 81.57% of the respondents indicated that disabled primary school children do not participate fully in both normal school life and special school life in the classroom. People have the tendency not to regard those with disabilities as being capable of doing anything marvelous. It was indicated that pupils with disabilities could not fully participate in sports or extra mural activities. School avoidance and feelings of isolation are common among victims of bullying (Kumpulainen *et als*., 2001).

It was further reported that during Physical Education the only role that pupils with disabilities were given was to hold their peers' clothes and other belongings and

cheer their peers without disabilities and that Mockery and contempt were often directed to them and this hinder them from fully participating in school (Holt, 1982). Generally the findings imply that disabled primary school children do participate fully in inclusive settings in the classroom

According to the findings of the study, it was evident that the level of performance of disabled primary schools children is relative to the level of bullying in the classroom. This is to say that where there is toleration, pupils with disabilities perform well. The majority (95.11%) of the respondents strongly agreed that this is the case. It is worth noting that these findings are similar to what *www.who.int/chp/gshs/TANZANIA* has pointed out that being liked and accepted by peers is crucial to young people's health development and those who are not socially integrated are far more likely to exhibit difficulties with their physical and emotional health. Interaction with friends tends to improve social skills and strengthen the ability to cope with stressful events. Generally the findings imply that the level of performance of disabled primary schools children is relative to the level of bullying in the classroom.

Through analytical review of the study it was confirmed that where there was sympathy, empathy and tolerance pupils with disabilities performed well in their learning activities. The majority (97.18%) of the respondents believed that humanly speaking, empathy is one of the factors that can make one perform well in academic issues. Take someone who is poor in any given subject; if there is a pupil who helps such a pupil the result could be different. Where there are helping behaviours, pupils with disabilities were capable of improving their academic performance. This

indicated that where there is sympathy and toleration pupils with disabilities perform well in academic matters (Swearer & Espelage, 2004). It is worth noting that these findings are similar to what Strommen *et al* (1983:264) had confirmed that tolerance does increase following contact, hence appreciate something of their differences. Generally the findings imply that where there is sympathy and toleration disabled pupils perform well in their learning activities.

It was revealed that pupils with disabilities are handicapped in academic issues as a result of having disabilities. The majority (80.01%) of respondents concurred that this is true with disabled pupils. By disabled one could mean a pupil who is in a situation which acts as a hindrance in one's capabilities to enhance one's performance based skills. Victims of bullying are less likely to concentrate or to learn thus struggle with school. It is worth noting that these findings are similar to what Farrant (1980:100) upheld that physical handicaps affect adversely the pupil's performance. Generally the findings imply that due to their disabilities, disabled pupils are handicapped in academic issues in inclusive primary schools.

It was revealed by the study that pupils with disabilities were frequently being bullied by their peers. (59.58%) of respondents indicated that most pupils with disabilities are being bullied daily. This goes hand in hand with what Juvonen *et al*., (2005) have said that those with disabilities are prone to be bullied wherever they are being encountered. Generally, the findings imply that bullies will always prey on those persons with disabilities.

The findings disclosed that in the ranking of pupils with disabilities in academic issues, the majority (93.98%) of respondents were for the opinion that pupils with disabilities rank poorly in academic issues. It is worth noting that these findings are similar to Farrant's (1980) idea that a pupil who is starved of affection at home or made to feel unwanted can very quickly develop worrying symptoms of maladjustment such as aggression or withdrawal. Moreover, (Maliki *et al*., (2009) reported that children miss school because they fear being bullied. It was also observed that victims of bullying may stop talking about school or a particular class activity at school. Generally the findings imply that the disabled primary school pupils perform poorly e.g., in tests and examinations because they are being bullied by their peers and teachers on the way home.

Even though there may be various reasons that could make one to be bullied such as coming from a poor background and the like, however, it was evident that in some other cases they could be bullied because of having disability and this is being supported by the majority (93.98%) of respondents who concurred that being with disability is a condition that attracts bullies (Juvonen *et al*., 2005).

It was also revealed that the disabled primary school pupils perform poorly e.g., in tests and examinations solely because they are being bullied by their peers and teachers in the classroom. The majority (96.61) of respondents strongly agreed that being with disabilities is a factor in performing poorly in academic issues. It is worth noting that bullying impacts negatively on the achievement of individuals in school and consequently on achievement of the school as a whole

(www.citizenship.pieces.org.uk). Generally the findings imply that the disabled primary school pupils perform poorly e.g., in tests and examinations because they are being bullied by their peers and teachers in the community.

It was disclosed that there was a relationship between bullying behaviours and the academic performance of pupils with disabilities. The majority (91.91%) of respondents concurred that there is a relationship between bullying and poor academic performance. It is worth noting that bullying may lead to increased levels of fear and anxiety, withdrawal, depression and other negative cognitive (Morrison, 2006). Children may begin to feel that they deserve to be bullied and become withdrawn, isolated and feel less able to fit in the school. Similarly, bullying my lead children to feel tense and afraid. It may lead them to avoid school (Cunningham, 2007).

The study revealed that truancy, sickness, family background and religious beliefs may lead to lower academic output. The majority (97.18%) of the respondents indicated that bullying behaviours affect the performance of pupils with disabilities at schools. It seemed that those disabled who opt to remain in school often have trouble concentrating and develop learning difficulties.

Hence, bullying affects the academic performance of pupils with disabilities and this leads to lower output. It is worth noting that these findings are similar to what was found in Morrison (2006) that bullying can result in a number of deleterious outcomes including fear of going to school – lower level of performance and others.

Generally the findings imply that the disabled primary school pupils do not perform better (in tests and examinations) because they are being bullied by their non-disabled peers and this makes them compete with their non-disabled peers.

The findings showed that family structure, relationship with others, school environment, societal or socio-economic factors, individual characteristics, health conditions, psychiatric issues or life experiences may lead to truancy, however, he majority (96.05%) of respondents indicated that bullying is the major factor that leads to truancy.

It was observed that the effects of bullying on pupils with disabilities produce negative attitudes towards schooling - that due to bullying, the disabled get the habit of having irregular attendance at school. Moreover, victims of bullying may lose self-esteem feel shame, suffer anxiety and come to dislike school. They often play truant to avoid further victimization (Maliki, Asagwara & Ibu, 2009). Research has shown that violence in schools contribute to low motivation, irregular attendance. Low learning achievements and school dropouts *(www.planinternational.org).* This could mean that there is a remote connection between being with disabilities and active participation in class – that being with disabilities hinders one's participation in educational matters. It was generally concluded that being with disabilities hampers those under this category from fully participating in inclusive settings. It was further indicated that not all pupils with disabilities fail to participate fully in the classroom. There are some who fully participate in classroom activities provided they are being accorded with assistive services according to the nature of their

disabilities. Laziness, dislike of education, family background, economic position and the like may lead to drop outs. However, It was disclosed from the analysis of the study that bullying lead to drop outs. The majority (100%) of respondents signaled that a large number of pupils with disabilities drop out of school due to being bullied. However, this is not the sole factor that makes those with disabilities drop out of school. There are other factors such as laziness, dislike of education, family background, economic position and the like that constitutes one to drop out of school It is worth noting that these findings are similar to what Carrera, DePalma, & Lameiras (2011) attest that victim often fear school and consider school to be an unsafe and unhappy place.

Generally the findings imply that bullying affects the learning and the academic performance of disabled pupils in primary schools in Tanzania leads to drop outs. Dropping out of school does not only affect those who are with disabilities. Even non-disabled pupils drop out of school for the same or different reasons. Sometimes the disabled were used as beggars in order to generate income for their families and this made them drop out of school and not necessarily because they were being bullied by their peers. It was indicated that that due to being bullied, the victims fail to achieve their goals in academics as it was attested by the respondents that victim of bullying often fear school and consider school to be an unsafe and unhappy place.

The study revealed that by being bullied, pupils with disabilities are not made to perform better in academic matters. This was evident as the majority (81.76) of respondents reported that this was the case that bullying cannot act as a catalyst for

one to perform well. Bullying hurts, disgusts, frustrates and hence lead to sadness and depression. Once being sad or depressed one cannot perform well in life let alone in educational matters. It is worth noting that these findings are similar to what was found in Morrison (2006) that bullying can result in a number of deleterious outcomes including fear of going to school – lower level of performance and others. Generally the findings imply that the disabled primary school pupils do not perform better (in tests and examinations) because they are being bullied by their non-disabled peers and this makes them compete with their non-disabled peers.

5.4 Strategies to Mitigate Bullying Practices in Primary Schools that Enrol Pupils With Disabilities

The findings of the study disclosed that there were neither safe nor secure means of complaining about bullying in Tanzania. The majority (81%) of respondents concluded that there are neither safe nor secure means of complaining about bullying behavior in schools. Sometimes when one complained about being bullied, the teacher took turn to bully him/her. Generally, some children were hesitant to complain about violent or aggressive behaviours in the school or class fearing that they could be dismissed from school. It is worth noting that studies describing the burden of bullying and relationships with adverse health behaviours among youth in Africa are lacking (*www.ingentaconnect.com*). Generally the findings imply that there is no safe or secure means of complaining about bullying in Tanzania.

Through the analytical review of the study, it was disclosed that bullying behavior is not being dealt with consistently and fairly by teachers and the Ministry of Education

and Vocational Training. The majority of respondents (79.13%) of respondents did not find any consistency in dealing with bullying behaviours. It could be that the 421 (79.13%) of respondents have not seen a tangible proof about the MoEVT involvement in dealing with bullying behaviours. It is worth noting that these findings are similar to what is contained in the UN Secretary General's Report on Violence against Children (2005) that staff who lack training and background on disability can be quick to lash out at disabled children. Training of staff around issues of violence or abuse is rare or non-existent, meaning that the problems are not addressed. Similar sentiments have been aired by D'Alonzo, Giordino & Vanleeuwen, (1997). Generally the findings imply that bullying is not being dealt with consistently and fairly by teachers and the Ministry of Education and Vocational Training in inclusive primary schools in Tanzania

It was revealed by the study that teachers have had no adequate training about bullying and how to respond to it in sports grounds, and during school hours. The majority (79.13%) of respondents insisted that teachers are not adequately being trained to deal with bullying behaviours.

It is worth noting that these findings are similar to what is contained in the UN Secretary General's Report on Violence against Children (2005) that staff who lack training and background on disability can be quick to lash out at disabled children. Training of staff around issues of violence or abuse is rare or non-existent, meaning that the problems are not addressed. Generally the findings imply that teachers have

had no adequate training about bullying and how to respond to it in sports grounds, and during school.

Through the findings, it was disclosed that Primary schools have no policies and no guidelines against bullying behaviours. The majority (96.05%) of respondents confirmed that documents that speak about anti-bullying behaviours do not exist in Tanzanian schools. It is worth noting that these findings are similar to what is contained in the UN Secretary General's Report on Violence against Children (2005) that in many countries, laws are already on the books regarding violence against children. Unfortunately, such laws are often not enforced when it comes to violence against disabled children. Generally the findings imply that no inclusive primary school has policies and guidelines against bullying.

The findings disclosed that Pupils with disabilities are not socially supported by their teachers, parents and their communities. All the respondents (100%) indicated that socially Pupils with disabilities are not supported. The majority of pupils with disabilities are not being socially being supported by their communities because they have a tendency to isolate themselves from others. It was reported that there was no ample infrastructure provided to the majority of those pupils with disabilities. They had little access to most areas that their peers could venture or explore. It is worth noting that these findings are similar to what is contained in the UN Secretary General's Report on Violence against Children (2005) that a child born with a disability or a child who becomes disabled may be directly subject to physical violence, or sexual, emotional or verbal abuse in the home, the community, institutional settings or in the work place. Generally the findings imply that disabled

pupils do not feel socially supported by their teachers, parents and their communities.

The study revealed that teachers, parents and communities do not respond adequately to the bullying of pupils with disabilities. The majority (93.60%) of the respondents responded that neither teachers, parents nor the community at large respond to the bullying of pupils with disabilities. Most bullying incidences happen in secrecy and it is not easy for teachers, parents or community members to notice. This makes them fail to act accordingly (Espelage *et al*., 2004).

It was disclosed from the study that Pupils with disabilities do not feel free to tell teachers, parents or peers if they have seen pupils with disabilities being bullied at school. The majority (95.11%) of respondents assumed that pupils with disabilities did not feel free to express the way they were being bullied for fear of being intimidated by their teachers or parents. They kept everything to themselves. It is worth noting that these findings are similar to what is contained in *www.planinternational.org* that most victims do not report what they are suffering because they blame themselves and feel ashamed. Generally the findings imply that disabled pupils do not feel free to tell teachers if they have seen disabled pupils being bullied at school.

The study revealed that Pupils with disabilities never felt free to tell teachers, parents or peers if they have seen pupils with disabilities being bullied on the way to school or at home. All the respondents (100%) of the respondents strongly disagreed. There is a culture of silence which affects most persons with disabilities. They feel that

everyone is against them. This makes them isolate and suffer in silence. It is appalling that there are just a few who could report freely about bullying incidents. It is worth noting that these findings are similar to what is contained in *www.planinternational.org* that most victims do not report what they are suffering because they blame themselves and feel ashamed. Generally the findings imply that disabled pupils do not feel free to tell teachers if they have seen disabled pupils being bullied at school.

It was disclosed by the study analysis that Pupils with disabilities never felt free to tell teachers, parents or peers if they have seen pupils with disabilities being bullied in the community. All (100%) of the respondents responded that no one was free to tell others when being confronted by a bully or bullies. The above factors speak loads about this issue of bullying secrecy in our midst although there were a few pupils who could report about bullying behaviours among pupils in primary schools.

It is worth noting that these findings are similar to what is found in Card & Hodges (2008) that witnesses are often worried about being the bully's next victims. Generally the findings imply that disabled pupils do not feel free to tell parents if they have seen disabled pupils being bullied at school. The findings showed that Pupils with disabilities never felt free to tell teachers if they have seen pupils with disabilities being bullied on the sports field, all (100%) of the respondents strongly disagreed (Juvonen *et al.*, 2005).

It was disclosed from the analysis of the study that there were no counseling services with regard to effects of bullying on the academic performance of pupils with disabilities. This evidence was recorded by (81.20%) of respondents who reported that they have never heard of any counseling services offered to victims of bullies. This corresponds to what has been indicated by (Espelage *et al*., 2004) that most schools do not offer counseling services to bullying victims.

It was revealed by the majority of respondents (92%) that most schools that enroll pupils with disabilities do not demonstrate non-tolerance of bullying behaviours. No documents are there to show that bullies are being booked for their bad behaviour. It seemed that most schools considered bullying behaviours a part of human growth and development among pupils and for this reason they did not bother much about bullying incidences (Norwich, 2008).

It emerged from the study that bullies are not supported to change their behaviour (of bullying others). The majority of respondents (72.5%) assumed that those who had bullying tendencies were not being apprehended to change their bad behavior (Espelage *et al*., 2004).

The findings of the study disclosed that the National Policy on Educational issues does not take into account diversity of pupils in enrolled in primary schools in Tanzania. This is evident when looking at the responses. The majority (72.55%) of respondents do not consider the National Policy on Educational Issues seriously. With the introduction of Ward schools, the Country seems to move positively towards the right direction with regard to educational matters.

Moreover, by the fact that Tanzania has signed a multitude of International agreements on educational issues including the Salamanca Conference (1994) it shows that the Nation is moving on the right track as far as education is concerned. This is evident that no child is allowed to be segregated against in any academic institution. It was further indicated that the Government is committed to inclusive education (URT, 1998).

The findings of the study revealed that the Ministry of Education and Vocational Training does not offer training on how to deal with bullying incidences to all teaching and non-teaching staff members who work in enrolled in primary schools and those who live around those schools in Tanzania. This was evident as the majority (91.54%) of respondents indicated that the MoEVT does not offer effective training on how to deal with *inclusion* as such. It was further noted that the Government of Tanzania has been training teachers to meet the needs of children with disabilities special schools, integrated units and inclusive schools in ordinary school (URT, 2008).

According to the findings of the study, the majority (79.13%) of respondents concurred that the MoEVT did not believe that Pupils with disabilities could perform better in their academic endeavour

It was revealed by the study that the Ministerial approach to bullying in primary schools in Tanzania is not serious in that the Ministry does not condone bullying. The majority (98.30%) of respondents believe that the MoEVT does condone bullying behaviours in schools. The assumption is that by being silent in talking

about the specific aims of inclusive education the MoEVT was just talking about politics in educational issues without being specific on the importance and running of inclusive education as being expressed in most developed countries such as Finland, the United Kingdom, The United States of America, Canada and beyond. This signifies that by taking into account equality of all learners, the Ministry anticipates that there would be no bullying on the learners (URT, 2004).

Through the findings of the study it was disclosed that in exploring the assessment of the Ministerial approach to bullying the distribution of responses indicated that, the majority (96.42%) of the respondents responded that the Ministerial approach to bullying is not effective. They said that corruption and mishandling of educational issues together with the unmet demands of teachers make bullying behavior not to be dealt with whole heartedly. The researcher founded that most people who are engaged in educational issues are concerned primarily with their welfare than the welfare of pupils let alone with the welfare of those pupils with disabilities.

6.0 CHAPTER SIX: SUMMARY, CONCLUSIONS AND

RECOMMENDATIONS

6.1 Introduction to the Chapter

Chapter six consists of the summary of the main findings, conclusions of the study, recommendations for practical actions and recommendations for further studies. This chapter presents the summary of research findings based on the purpose of the research, the research tasks and the research questions. The conclusion and recommendations are related to the objectives of the study which was to investigate bullying behaviours and the academic performance of pupils with disabilities in primary schools in Tanzania.

6.2 Summary of the Main Findings

Train (1995); Munro (1997) and Olweus (1993) argued that effects of bullying are always negative in the sense that those disabled children normally experience bitterness, hopelessness and lose of self-esteem. Disabled children are sometimes treated as outcast and are being considered second best. This makes them lack motivation and as a result they experience low production levels and achievement (Hayton, 1999). Olweus (1993) believes that victimization experiences that disabled children have to live lead to negative outcomes. Looking at the general trend and prevalence of bullying behaviours in schools Plan International Tanzania assumes that bullying takes place in inclusive settings in Tanzania (Plan International Tanzania, 2008). So far nobody knows how these factors affect the learning and performance of the disabled primary school children.

In Tanzania, problems facing people with disabilities are immense. Daily, one hears about the atrocities being committed against pupils with disabilities enrolled in primary schools. Through the social media, media for and the like stories about the sufferings of people with disabilities remain untold. Human rights against pupils with disabilities are often violated. Nonetheless, for those who are sent to school face a multitude of problems one is of being bullied. It is in this view of this problem of bullying that the researcher opted to examine and investigate effects of bullying on the academic performance of pupils with disabilities.

Finally, the study examined what people really say about the effects of bullying on academic performance of pupils with disabilities primary pupils. Broadly speaking, bullying is a complex phenomenon especially when it is being looked in terms of pupils with disabilities. Hence, a declined quality of education in terms of lack of willingness to work hard. It was revealed from the study findings that there must be some kind of change of behaviour on the part of the society as a whole. It is apparent that pupils with disabilities needed participation and development geared towards their livelihoods. The societies of the world could not deny the fact that as a world becomes more and more populated each single day, humanity is threatened by worsening poor quality of education. Therefore, through data analysis it was revealed that bullying is a big problem in our schools and that this problem has to be dealt with promptly by all authorities concerned.

The study discussed that pupils with disabilities are bullied in many and different ways and this affects their academic performance. This was concurred by the

majority of respondents. It was concluded that pupils with disabilities should be helped at all costs in order to make them study without being harassed by their peers in the society. Recommendations were articulated based objectives of the study as indicated in Chapter One.

6.3 Conclusions of the Study

The overall objective of this study was to assess the effects of bullying on the academic performance of pupils with disabilities enrolled in primary schools in Tanzania.

- Bullying has negative influences on the academic performance of the pupils with disabilities that it makes the disabled lose concentration in the class hence lowering one's thinking capacity/learning attitude since it makes pupils with disabilities fearful thus fail to concentrate in class, makes them lack confidence in academic issues, makes them feel hopeless in their studies, makes them believe that they are doomed to fail

- The Ministerial approach to bullying in Inclusive primary schools in Tanzania is not serious enough and that the assessment of the Ministerial approach to bullying behaviours is poor.

- The National Policy does take into account diversity of pupils in enrolled in primary schools in Tanzania and this has been illustrated by the fact that the Ministry of Education and Vocational Training does not offer training on how to deal with bullying incidences to all teaching and non-teaching staff members who work in enrolled in primary schools and those who live around those schools in Tanzania.

- The absence of a Tanzanian approach to bullying makes bullies prey on their victims with impunity.

6.4   Recommendations for Practical Actions

From the study, the researcher recommends the following in order to alleviate the problem of bullying and enhance the academic performance of pupils with disabilities enrolled in primary schools.

- The society should shun/ignore and discredit all those social and cultural norms that discriminate against disabled children

- Even though disabled primary school children may look different, they have the same needs as any other human being. Therefore, they have to be tolerated. Teachers must create an atmosphere which generates tolerance among primary school children so as to make pupils with disabilities have a sense of belonging to the schools they attend. The society should do away with all elements that lead to the bullying of pupils with disabilities in the society, do away with stigma based on social norms. Teachers must discourage bullying. Every disabled child is entitled to learn alongside able bodied fellows without fear or intimidation

- Teachers should make sure that bullying does not hamper disabled pupils' desire to learn. Teachers should encourage good behaviour among their pupils in order to create a learning environment which is free and fair to all individuals.

- The Ministry of Education and Vocational Training should offer training on how to deal with bullying incidences

- The Ministry of Education and Vocational Training should offer training on how to deal with bullying incidences to all teaching and non-teaching staff members

who work in inclusive schools and those who live around those schools in Tanzania through seminars, workshops and through sensitizing campaigns. The Ministry of Education and Vocational Training should take stern measures to discourage bullying in enrolled in primary schools (establish dos and don'ts).

6.5   Suggestions for Further Studies

- Suggestion was made by the researcher that other studies on bullying behaviours and the academic performance of pupils with disabilities enrolled in primary schools be done since there was no much documentation about bullying of the pupils with disabilities enrolled in primary schools in Tanzania.

- It is imperative therefore; that the future study incorporate secondary school students so as to unravel the magnitude of bullying behaviours in our society.

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APPENDICES

Appendix I: Questionnaire

Dear respondent,

This Questionnaire is mainly aimed at collecting information on the effects of bullying on the learning and performance of the disabled pupils in enrolled in primary schools. The completed Questionnaires will be collected and examined in anonymity. Your time and active participation in this study are greatly appreciated.

Please, rate the following statements that indicate your knowledge/awareness on answers from Strongly Agree (SD), Agree (A), strongly disagree (SD) or Disagree (D) by writing the appropriate choices provided.

Part 1: Personal Information

1. Sex   Male—Female—

2. Work station…………………………….

3. Region/District………………………….
4. Age……………………………………

Part ii: Factors Which Cause the Bullying of Pupils with Disabilities

S/N	Please tick (V) one appropriate answer	SA	A	SD	D
1	Disabled children are being bullied by their peers in inclusive schools due to social and cultural norms which stipulate that the disabled are helpless, dependent and incompetent				
2	Disabled children are being bullied by their peers because of ethnic norms based on prejudices, biases and negative attitudes that influence one to bully disabled pupils				
3	Pupils without disabilities accept their peers without disabilities study groups, in classroom discussions and in sports activities				
4	Teachers are concerned that having pupils with disabilities their classrooms will lower their own overall class academic performance (class average will be lower) because the disabled are assumed to be weak in educational matters				
	Inclusion promotes true friendship and collaboration among pupils with and without disabilities				

Part iii: Effects of Bullying On the Academic Performance of Pupils with Disabilities

S/N	Please tick (V) one appropriate answer	SA	A	SD	D
1	Bullying has negative influences on the academic performance of the disabled pupils in that it makes the disabled lose concentration in the class hence lowering one's thinking capacity/learning attitude				
2	.Disabled primary school children do not participate fully in either inclusive settings				
3	Disabled primary school children do not participate fully in both normal school life and special school life				
4	The level of performance of disabled primary schools children is relative to the level of bullying				
5	Where there is sympathy and toleration disabled pupils perform well in their learning activities				
6	Due to their disabilities, disabled pupils are handicapped in academic issues in primary schools				
7	Those with disabilities are being bullied				
8	Ranking of pupils with disabilities in academic activities				
9	Number of victims of bullying incidences				
10	The disabled primary school pupils perform poorly e.g., in tests and examinations solely because they are being bullied by their peers and teachers either in the classroom, on the sports field, on the way to school or on the way home				
11	There is a relationship between bullying and the poor performance (in tests and examinations) attributed to the disabled primary school pupils.				
12	It is believed that bullying leads to lower output				
13	It is believed that bullying leads to truancy				
14	It is believed that bullying leads to drop outs				
15	Disabled primary school pupils do not perform well because they are being bullied by their non-disabled peers due to social and cultural norms				
16	Disabled primary school pupils perform better in academic matters because they are being bullied by either their peers and/or teachers				

Part iv: Strategies Used Against Bullying in Enrolled in Primary Schools

S/N	Please tick (V) one appropriate answer	SA	A	SD	D
1	There is a safe and secure means of complaining about bullying in Tanzania				
2	Bullying is being dealt with consistently and fairly by teachers and the Ministry of Education and Vocational Training in primary schools in Tanzania				
3	Teachers have had adequate training about bullying and how to respond to it in sports grounds, and during school hours: Please, mention the type of training				
4	Primary schools that enroll children with disabilities have policies and guidelines against bullying				
5	Disabled pupils feel social and culturally being supported by their teachers, parent and their communities				
6	Teachers, parents and communities respond to the bullying of disabled pupils (in which way?)				

7	Disabled pupils feel free to tell teachers, parents or peers if they have seen disabled pupils being bullied at school				
8	Disabled pupils feel free to tell teachers, parents or peers if they have seen disabled pupils being bullied on the way to school/home				
9	Records of incidences of bullying are being recorded and kept by school administrators in inclusive schools for monitoring purposes-				
10	Counseling services are in place with regard to effects of bullying on the academic performance of pupils with disabilities				
11	Most inclusive schools demonstrate non-tolerance of bullying in that disabled kids are not respected or valued in the society				
12	Bullies are supported to change their behaviour (of bullying others)				
13	The National Policy takes into account diversity of pupils in primary schools in Tanzania				
14	The Ministry of Education and Vocational Training offer training on how to deal with bullying incidences to all teaching and non-teaching staff members who work in primary schools and those who live around those schools in Tanzania				
15	The Ministry of Education and Vocational Training believes that disabled primary school pupils can perform better in inclusive primary school in Tanzania				
16	The Ministerial approach to bullying in primary schools in Tanzania is serious in that the Ministry does condone bullying.				
17	The Ministerial approach to bullying can be assessed as:-Very effective-Effective-Fairly effective-Not effective-Do not know				
18	The National Policy for the disabled in Tanzania is effective in combating the bullying of primary school pupils in inclusive schools				

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THANK YOU FOR YOUR TIME AND PARTICIPATION IN THE STUDY

Appendix II: Interview Schedule for Parents

Part i: Personal information

1. Sex   Male—Female—
2. Region/District………
3. Age……………………..

Part ii: Factors That Cause the Bullying of Pupils with Disabilities in Primary Schools

1. Is your disabled child being bullied at school?
2. To what extent have you heard incidences of bullying?
3. Has your child been bullied by his/her classmates/school mates either in the classroom/school compound/sports field or on the way home?
4. Have you heard of any pupil in your child's school who are normally being bullied?
5. Have you ever witnessed a disabled pupil being bullied? If yes! How?
6. Is there a shared understanding of what constitutes bullying among the parents?
7. Are there any records of bullying incidences?
8. Do disabled pupils in your locality feel free to tell you or other parents if they are being bullied?

Part iii: Effects of Bullying on the Academic Performance of Pupils with Disabilities in Primary Schools

1. In your opinion how does bullying influences the academic performance of the victim?
2. Do you agree that performance of disabled primary school pupils is relative to the level of being bullied?
3. Do you think that where there is no bullying the pupils with disabilities are in a better position to perform well?
4. The disabled primary school pupils perform poorly solely because of their disabilities.
5. The effects of bullying on pupils with disabilities will always result in poor performance.
6. Do you agree that where there is no bullying pupils with disabilities perform better?
7. Do you uphold that there is no relationship between bullying and the poor performance attributed to the disabled primary school pupils?

8. Can one believe that pupils with disabilities perform well because they are being bullied by their non-disabled peers?
9. To what extent does bullying affect the academic performance of pupils with disabilities?

10. In your views does bullying affect the academic performance of pupils with disabilities in primary schools?
11. Do you think that pupils with disabilities are in a position to perform well in inclusive settings?
12. How can you grade the learning performance of pupils with disabilities Tanzania?
13. If you make a comparison between the performance of pupils with disabilities and their non-disabled peers who do you think are prone to perform better? Why?
14. Pupils with disabilities do not perform well in inclusive settings because they are being bullied.
15. Is there an appropriate curriculum which caters for the needs of pupils with disabilities Tanzania?

Part iv: The Strategies to Mitigate Bullying Practices in Primary Schools
1. Do you know whom to contact if you are worried about your child being bullied?
2. Do you know about the complaints procedure and how to use it?
3. In your views, what are the safe and secure means of complaining about bullying for disabled pupils?
4. In your experience is bullying in primary schools dealt with consistently and fairly?
5. What are the sanctions that may be applied in cases of bullying?
6. Do staff members respond to the bullying of pupils with disabilities?
7. Do you feel that teachers have had adequate training about bullying and how to respond to it?
8. Do school displays demonstrate non-tolerance of bullying and show what help is available in the school and from outside (e.g. helplines)?
9. Do you as a community member respond to the bullying of pupils with disabilities?
10. Do pupils feel free to tell the head of the school if they have seen someone else being bullied?
11. Does your child feel able to tell you if he/she is being bullied?
12. Does your child feel able to tell you that someone is being bullied?
13. Do you know whom to contact if you are concerned about bullying?
14. Does your locality demonstrate non-tolerance of bullying?
15. How are bullies in schools supported to change their behaviour?
16. To what extent are teachers adequately trained about bullying and how to respond to it?
17. Does the National Educational Policy take into account the cultural diversity of the school community?
18. Does the Ministry of Education and Vocational Training offer training to all teaching and non-teaching staff members who work in primary schools in Tanzania?
19. What are the feelings of staff members on the training about bullying and how to respond to it?
20. Is the National Educational Policy (for the disabled in Tanzania) effective in combating the bullying of primary school pupils in inclusive schools?

21. The disabled primary school pupils can never perform well in primary schools in Tanzania.
22. Are there peer support schemes in place?
23. How serious is the Ministerial approach to bullying in primary schools in Tanzania?

Appendix III: Interview Schedule for Pupils

Part i: Personal information
1. Sex Male- Female—
2. Name of school………..
3. Region/District……….
4. Age…………………..

Part ii: Factors which cause the Bullying of Pupils with Disabilities in Primary Schools
1. Have you ever bullied or been bullied by your classmates/school mates either in the classroom/school compound/sports field or on the way home?
2. In what circumstance(s) were you bullied?
3. Is there a shared understanding of what constitutes bullying across the school community?
4. How does one feel when being bullied?

Part iii   Effects of Bullying on the Academic Performance of Pupils with Disabilities Tanzania
1. Do you think that bullying influences the academic performance of the victim? (To what extent does bullying affect the academic performance of pupils with disabilities?)
2. In your view to what extent does bullying affect the academic performance of disabled pupils?
3. Do you think that pupils with disabilities do not perform well at school because they are being bullied?
4. Do you agree that performance of pupils with disabilities is relative to the level of being bullied?
5. Do you think that where there is no bullying at school you will be in a position to perform well?
6. Do you agree that pupils with disabilities perform poorly solely because of their disabilities.
7. Do you accept the notion that effects of bullying on pupils with disabilities will always result in poor performance.

8. Do you agree that where there is no bullying the pupils with disabilities perform better?
9. Do you uphold that there is a relationship between bullying and the poor performance attributed to pupils with disabilities?
10. To what extent does bullying affect the academic performance of pupils with disabilities?
11. In your views does bullying affect the academic performance of pupils with disabilities primary   schools in Tanzania?
12. Do you think that pupils with disabilities are in a position to perform well in inclusive settings?

13. How can you grade the academic performance of pupils with disabilities Tanzania?
14. If you make a comparison between the performance of pupils with disabilities and their non-disabled peers who do you think are prone to perform better? Why?
15. Pupils with disabilities do not perform well in inclusive settings because they are being bullied.
16. Is there an appropriate curriculum which caters for the needs pupils with disabilities inclusive schools in Tanzania?
17. Do you think that bullying affects the academic performance of pupils with disabilities?

Part iv: The Strategies to Mitigate Bullying Practices in Primary Schools in Tanzania

1. Do you know whom to contact if one is being bullied?
2. Do you know about the complaints procedure and how to use it?
3. Is there a safe and secure means of complaining about bullying?
4. In your experience is bullying dealt with consistently and fairly?
5. Are you aware of the sanctions that may be applied in cases of bullying?
6. Do pupils with disabilities feel supported by the school/teachers?
7. How do staff members respond to the bullying of pupils with disabilities?
8. Do you feel that teachers have had adequate training about bullying and how to respond to it?
9. Are the records of incidences of bullying being kept?
10. Do victims of bullying feel supported by the school community?
11. Does your community demonstrate non-tolerance of bullying?
12. Do you feel free to tell the head of your school if you have seen someone else being bullied?
13. Do you feel able to tell the head of your school if you are being bullied or if one is being bullied?
14. Do you feel that there will be a consistent response whichever member of staff you tell?
15. Do parents know who to contact if they are worried about bullying incidences?
16. Do parents know about the complaints procedure and how to use it?
17. Is there a consistent response against bullying incidences in your locality?
18. How are bullies in schools supported to change their behaviour?
19. To what extent are teachers adequately trained about bullying and how to respond to it?
20. Does the National Educational Policy take into account the cultural diversity of the school community?
21. Does the Ministry of Education and Vocational Training offer training to all teaching and non-teaching staff members who work in primary schools in Tanzania?
22. What are the feelings of staff members on the training about bullying and how to respond to it?
23. Is the National Educational Policy (for persons with disabilities Tanzania) effective in combating the bullying of primary school pupils in inclusive schools?

24. Pupils with disabilities can never perform well in primary schools in Tanzania.
25. Are there peer support schemes in place?
26. How serious is the Ministerial approach to bullying in primary schools in Tanzania?

Appendix iv: Observation Schedule for Bullying Behaviour

- Teachers' Attitudes towards their Pupils
- Teachers' Class Management Skills
- Concentration of Pupils During Class Hours
- Bullying incidents, be they Physical, verbal, Non-verbal or Psychological
- Patterns of Bullying Behaviours
- Reaction of victims of Bullying Behaviours
- School Infrastructure
- Pupils' Placement in Class
- Daily Attendance of Pupils
- Social Interactions of Pupils
- Individual Characteristics of Pupils
- Repeated cases of Bullying Behaviours
- Levels of School Violence
- Types of Aggressors/Characteristics of Bullies
- School Climate/Environment
- Interpersonal Behaviours
- Overall Socialization Among Pupils
- Causes of Bullying
- Implications of Bullying
- Truancy
- Prevention of Bullying Behaviours
- Sanctions against Perpetrators of Bullying
- Levels of Bullying Behaviours
- Lesson Organization
- Peer Support
- School Support
- Social Inclusion Among pupils
- School Staffing
- Helping Behaviours
- School Culture and Ethos
- Recurrence of Bullying Incidents

Appendix v

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, POSTGRADUATE STUDIES AND CONSULTANCY

P.O. Box 23409
Dar es Salaam, Tanzania
http://www.openuniversity.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Date: 13th August, 2009

Temeke District Commissioner,
P.O.Box ....;
DAR ES SALAAM.

RE: **RESEARCH CLEARANCE**

The Open University of Tanzania was established by University Charter of 2007, which became operational on 1st January, 2007. One of the mission objectives of the University is to generate and apply knowledge through research. For this reason the staff and students undertake research activities from time to time.

To facilitate the research function the Vice Chancellor of the Open University of Tanzania was empowered to issue research clearance to both staff and students of the university on behalf of the Government of Tanzania and the Tanzania Commission for Science and Technology.

The purpose of this letter is to introduce to you **Mr. Thadei Mwereke** a student of the Open University of Tanzania with Reg. No. HD/E/224/T.08. By this letter **Mr. Thadei Mwereke** has been granted clearance to conduct research in the country. The title of the research in question is: **"Bullying and its effects on the performance of disabled pupils in inclusive primary schools in Tanzania: The case study of Dar es salaam and Morogoro Inclusive Primary Schools"**

The period for which this permission has been granted is from 17th August, 2009 to 30th September, 2010. The research will cover the following areas/institutions/offices: Uhuru Mchanganyiko, Temeke Wailes, Kibasila, Kurasini, Mgulani, Minazini, Mivinjeni, Bokorani, Tandika, Barracks and Jeshi la Wokovu.

Should some of these areas/institutions/offices be restricted, you are requested to kindly advice the researcher(s) on alternative areas/institutions/offices which could be visited. In case you may require further information on the researcher, please contact:

The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam
Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Prof. Shaban Mbogo.
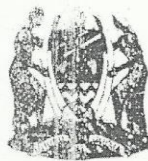For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS TAWALA ZA MIKOA NA SERIKALI ZA MITAA

WILAYA YA TEMEKE,

Anwani ya Simu:

Simu Nambari: +255 22 2850004.

Unapojibu tafadhali taja:

Kumbukumbu Na.T.40/2 VOL.II/

OFISI YA MKUU WA WILAYA,

WILAYA YA TEMEKE,

S. L. P. 45985,

DAR ES SALAAM

Date 06th OCT/2009

MWALIMU MKUU
MKUU WA SHULE
BOKORANI

RE: RESEARCH PERMIT

Pro/Dr/Mr/Mrs/Ms/Miss THADEI MWEREKE
who is researcher from UNIVERSITY OF D'SALAAM
has been permit to undertake a research on Bullying and its
effects on the performance of disabled pupils in
inclusive primary schools
WEF: 29th sept.2009 to 30th sept 2010

By this letter you are asked to give the needed assistance and
co-operation to the said researcher.

E. S. John
DISTRICT ADMINISTRATIVE SECRETARY
TEMEKE DISTRICT

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS TAWALA ZA MIKOA NA SERIKALI ZA MITAA

WILAYA YA TEMEKE.

Anwani ya Simu:

Simu Nambari: +255 22 2850004.

Unapojibu tafadhali taja:

OFISI YA MKUU WA WILAYA,

WILAYA YA TEMEKE,

S. L. P. 45985,

DAR ES SALAAM.

Kumbukumbu Na.T.40/2 VOL.II/

Date 06th OCT/2009.

MWALIMU MKUU
SHULE YA MSINGI
KURASINI

RE: RESEARCH PERMIT

Pro/Dr/Mr/Mrs/Ms/Miss THADEI MWEREKE

who is researcher from UNIVERSITY OF D'SALAAM

has been permit to undertake a research on Bullying and its effects on the performance of disabled pupils in inclusive primary schools.

WEF 29th Sept, 2009 to 30th Sept, 2010

By this letter you are asked to give the needed assistance and co-operation to the said researcher.

E. B. Msha

DISTRICT ADMINISTRATIVE SECRETARY
TEMEKE DISTRICT

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA WAZIRI MKUU
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

Anuani ya Simu: *MKUU WA WILAYA*
SIMU NA. 2614096/3072
FAX NA. 2600973

Ofisi ya Mkuu wa Wilaya,
S.L.P. 681,
MOROGORO.

Unapojibu Tafadhali taja:

Kumb. Na.AB.170/206/01/212:   10/2/2010

Mkurugenzi wa Manispaa,
S.L.P. 166,
MOROGORO.

YAH: KIBALI CHA UTAFITI

Husika na kichwa cha habari hapo juu.

Mr. Thadei Mwereke ni mtafiti kutoka Chuo Kikuu Huria, amepewa kibali cha kufanya Utafiti katika Manispaa ya Morogoro, kiini cha utafiti ni **"Bullying and its effects on the performance of disabled pupils in inclusive primary Schools in Tanzania: A case study of Morogoro inclusive Primary Schools"**

Mahali atakapofanyia utafiti huo ni **Kikundi, Kilakala, Mafiga na Kiwanja cha Ndege.**

Kibali hiki ni kuanzia tarehe **8/2/2010** hadi **30/9/2010.**

Tafadhali apewe ushirikiano atakaostaili.

G. Kapandila
Kny: KATIBU TAWALA WILAYA
MOROGORO

KATIBU TAWALA WILAYA
MOROGORO
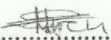
MEMORANDUM

Kwenda: Mkuu wa Shule ya Msingi...KILAKALA..........

Kutoka: Mratibu Elimu Maalumu

Tarehe: 10/02/2010

YAH: KIBALI CHA UTAFITI

Husika na kichwa cha barua hii,

Tafadhali mpokee huyu ndugu **MWEREKE** kutoka **CHUO KIKUU HURIA CHA TANZANIA** ambaye anafanya Utafiti kuhusu Elimu jumuishi katika vitengo vya **KIKUNDI, KILAKALA, MAFIGA na KIWANJA CHA NDEGE.**

Ninaomba apewe Ushirikiano.

....

E. Wambura

Mratibu E/Maalumu

Knw: AFISA ELIMU MANISPAA
MOROGORO – 01

MEMORANDUM

Kwenda: Mkuu wa Shule ya Msingi....K.I\LMMM.............

Kutoka: Mratibu Elimu Maalumu

Tarehe: 10/02/2010

YAH: KIBALI CHA UTAFITI

Husika na kichwa cha barua hii,

Tafadhali mpokee huyu ndugu **MWEREKE** kutoka **CHUO KIKUU HURIA CHA TANZANIA** ambaye anafanya Utafiti kuhusu Elimu jumuishi katika vitengo vya **KIKUNDI, KILAKALA, MAFIGA na KIWANJA CHA NDEGE**.

Ninaomba apewe Ushirikiano.

....

E. Wambura
Mratibu E/Maalumu

Kny: AFISA ELIMU MANISPAA
MOROGORO - 01