Innovations

Investigating Bullying against Female college students

Temesgen Ayalew Alamineh

Department of Psychology, Debre Tabor University
Debre Tabor, Ethiopia
Corresponding author: **Temesgen Ayalew Alamineh**

Abstract

The purpose of this study was to acquire descriptive information about bullying against female students in Begemdir College of Teacher Education (BMCTE). In the study, both quantitative and qualitative methods were employed. The findings were based on a random sample of 60 female students from third year regular batches. Moreover, counselors, teacher-educators and grievance bodies were purposefully selected and included in the study. Instruments selected for collecting data were questionnaire, interview and focused group discussion. As it was reported in the finding, bullying was found to adversely affect the life of female trainees. The causes and types of bullying were found to be many in number. Furthermore, bullying was found to have high rates of prevalence. That is, it was found to occur mostly on daily basis. In the study, it was also found out that female trainees often encountered with many adverse effects after they are victimized and the perpetrators of bullying were found to exist both in the college and out of it. In the college, students, teacher-educators, guards and individuals from the supportive staff were found to be the main perpetrators. Outside the college, taxi drivers, traders and house renters were found to harass females. Thus, it could be recommended that the college, in collaboration with the Amhara Education Bureau, the Women's Affair, the Town's Security Force and other concerned stake holders should devise a mechanism to alleviate the incidence of bullying and ensure the safety and security of female trainees.

Key words: 1.Bullying, 2.Bully, 3.Bullied 4. Perpetrator

Introduction

Protection and safety is the basis for growth, success and prosperity. Aspiring growth and development cannot be realized in situations where there is no protection and safety. In line with this, several writers have put their emphasis to show the importance of safety and protection for humans. For instance, Dorn, (1994) states that safety; protection & security are the most important life insurances for man to peacefully accomplish his day-to day activities & to realize his vision. In support of this, Maslow (1968) has emphasized that to actualize; human beings need to be safe, secure and free from the threats of physical and emotional harm. Move over, Williams (2001) has emphasized that safety and protection are the most important elements, particularly in educational institutions for carrying out a smooth teaching – learning process.

However, when it comes to our situation (BMCTE) the issue of safety and protection do not seem to be properly addressed. And this problem seems to have seriously affected females. That is, female trainees are exposed for several threats & harassments. Among these, the major and frequently observed one is **bullying.** Bullying is any kind of aggressive behavior initiated by a more powerful person on the less powerful one (Olweus, 1993). According to the researcher's repeated observation & informal talk, female trainees are found to be vulnerable to the different forms of bullying. But no study has been conducted in the area of bullying in the college that is

the problem is still untouched. So, to identify the causes and to suggest possible solutions, the researcher is motivated to undertake a study on the area under discussion.

Statement of the Problem

The researcher, in his 8 years of experience in the college has observed that various forms of bullying have been prevailing. He has also experienced that the major areas of bullying incidences are play grounds, study places, corridors, classrooms and hallways to home and back to the college. Supporting this, a study by Santrock (2004) has confirmed that there exist various forms of bullying in educational institutions. Besides, he has identified that the main areas of bullying incidences are play grounds, study places, lunch rooms, wash rooms, corridors and classrooms. It is also observed that bullying has adversely affected the life of female trainees. Notable among them are poor academic achievement, dismissal, readmission cases, withdrawal and other psychological, mental and physical effects. Thus, if the problem continues, the life of female trainees would be at risk. Therefore, to identify, the causes, types, prevalence, effects and perpetrators of bullying, the researcher has tried to answer the following research questions.

1. What is the status of the prevalence of bullying in the college?
2. What are the types of bullying practiced in the college?
3. What are the causes of bullying against female trainees?
4. Who are the perpetrators of bullying against females?
5. What are the effects of bullying observed on female trainees?

Objectives of the study

The general objective of this study was to identify and solve the problems of bullying in   BMCTE.
 The specific objectives were to:
- identify the causes of bullying against female trainees
- know the types of bullying practiced in the college
- describe the status of bullying in the college
- know the effects that bullying has up on females
- identify perpetrators of bullying or bullies
- identify perpetrators of bullying or bullies

Significance of the study

This study is believed to be significant for students of both sexes to have enough information about the effects of bullying and fight against it together, to the college community as a whole to have enough awareness and understanding about the adverse effects of bullying and give continuous protection to female trainees accordingly, to the college's administrative staff to have enough information about the status and effects of bullying and take corrective measures accordingly and for institutions working in the area of women's affaire to be informed about the hazardous   effects of bullying and struggle against it to ensure the safety and security of females.

Delimitation of the study

All colleges were not included. All students of the extension program were not included. 1st and 2nd year regular students were not included. Thus, the study was delimited only to third year linear and cluster regular female students at BMCTE

Conceptual Framework
The concept of bullying

Canadian National Crime Prevention Centre (CNCPC, 2011) noted bullying to be an aggressive action which is targeted at the victim in a purposive manner and intended to reduce the perceived power that the victim has over the situation to intentionally harm him or her. As it is revealed in NCPC, bullying includes actions within a relationship between a dominant and less dominant person or group where an imbalance of power is manifest through physical or psychological actions. Direct or indirect negative actions occur. Negative actions are taken

with an intention to harm the victim. These may include physical actions such as kicking; punching, biting, pushing and verbal actions like threats, name-calling, insults, sexual comments and social exclusion such as rumors, ignoring, gossiping and excluding someone from a group. Negative actions are repeated. That is, either the intensity or duration of the action establishes the bully's dominance over the victim.

In an article published in Brazil in 2011 as cited in CNCPC, 2011 bulling is viewed as a power imbalance between the people making the threats and the victims which characterizes asymmetrical or unequal power relationship. Therefore, repeated acts between peers and a power imbalance are the ingredients that make it possible to intimidate the victim. Olweus (1993) defines bullying to be a negative action forwarded to the victim repeatedly and over time. Moreover, Santrock (2004), views bullying to be a physical or verbal behavior intended to disturb someone who is less powerful. As to him, verbal bullying like belittling (taunting) about one's looks, speech and walking styles are the most frequent types of bullying. Besides this, Papalia (1999) noted bullying to be an aggressive behavior deliberately and persistently directed against a particular target or victim who is weak, vulnerable and defenseless. As Hurlock (1990) said, children use bullying to feel better than others. As she said, the bully forces other children to pay attention by tripping, pinching, pulling away chairs, as people start to sit down or slamming doors in their faces. Bullies use teasing to show that they have better strength than others. They also use it to cause mental pain by hurting other person's feelings. The teasing tries to find out what other children are touchy about such as being fat, skinny, slow, and clumsy or having some unusual feature. As to Hurlock (Ibid), children use name-calling when they know that they are likely to be punished or an adult is around. Children also use tattling to the attention of others. When they carry tales of a bad sort about a child, they assume they are the centre of attention. Tattling helps children to vent out their anger they felt about the person whom they tattled. To be sure that they get the attention and sympathy they need tattlers are likely to exaggerate what they say (Ibid).

Causes of bullying
As Santrock (2006) said, parenting style has a significant contribution for both the victim and the bully. For instance, intrusive, demanding, unresponsive, anxious and over protective parents have passive, fearful and conformist children who are unable to retaliate their bullies and thus they become easily picked on by perpetrators. Parents with authoritarian, permissive or rejecting styles can be the major causes for their children to be bullies. So, parenting style is underlined to be a critical factor in either making the child to be a bully or victim of bullying.

Moreover, Dacey and Travers (1999) have identified four causes of bullying. The first one is indifference by the child's mother. Indifference is a form of silent behavior. The second is permissive parenting style with the child's aggressive behavior. What Dacey and Travers mean here is when the child shows an aggressive behavior, permissive parents simply leave it without making any effort to stop. The third cause identified by the two scholars is authoritarian parenting style. Parents having this style are observed most preferably resorting to physical punishment and this tendency makes the child develop aggressive behavior. The last cause raised is temperament. As the two scholars said, a temperamentally aggressive child is stressed to be a factor for the existence of bullying.

One British study as cited in Papalia (1990) suggests that bullying stems from the personalities of the bully and victim rather than the composition of the peer group. The study suggests that among 158-, eight- and nine-year-olds, 33% of them were identified as bullies or victims. In the study, it has also been suggested that all of the bullies were boys and victims were girls.

According to Mac and Fransis (2006), the causes of bullying vary one another. As they said, bullies learn their intimidation tactics from their parents or guardians. Moreover, some environments, knowingly or unknowingly, reinforce aggressive behaviors. That is, certain environments reward the child to gain privileges and dominance over others and this helps the bully to maintain and strengthen the behavior.

Concerning the contribution of environment in perpetrating bullying behaviors, Andrew (2013), says that off-campus housing or residence has a negative effect on the life of students. In the first place, the safety and

security of students will be at risk. This is because students live in places where there is no control and supervision of the campus's administrative body. Furthermore, students are out of the control of the campus's security force (police). This would seriously endanger their off- campus life. He said the fate of students' life would fall under the auspices of the city's security force which has almost no contact to the students' life. Besides, the services rendered by this force is the least when compared with the services offered by the on – campus security force. Thus, students are supposed to be conscious and aware of their day-to-day life to protect the various hazards, harassments and offenses forwarded because of their off-campus residence. As Andrew (Ibid) stressed in his writing, female trainees are the first in being victims of the different types of threats and harassments. The third cause is the bully's poor social perception. Bullies interpret other people's behaviors to be hostile towards them when in reality it is not true.

Types of bullying

Minnet (1994) has classified the types of bullying into three parts. The first one is physical bullying or bullying which includes punching, kicking, jostling and pinching. The second is verbal bullying which incorporates name-calling, teasing, racial insults and taunting. The third is extortion like demanding money, vandalism etc. As Minnet (Ibid) viewed bullying may be a sign that the child himself is being bullied or neglected at or there may be other reasons. But whatever the cause is, it needs to be stopped for the benefit of both the bully and the victim. As the scholar said, victims need to be comforted and helped for them to develop a sense of safety, security and self-esteem. Bullies need attention and help in order to learn not to hurt others' feelings. Moreover, as a study undertaken by National Crime Prevention Centre Canada (NCPC, 2011), classified the types of bullying into three categories. These include physical bullying, verbal bullying and social bullying. Physical bullying refers to hitting, kicking, punching, pushing, stealing and dating aggression. Verbal bullying includes insulting, name-calling, comments about one's own looks and talking, threats, sexual harassment and ethno-culturally- based comments. Social bullying also includes gossiping, rumors, ignoring and excluding someone from a group. In the NCPC study, the phrase 'dating aggression' refers to physical or verbal action including grabbing, pushing or punching, the spreading of rumors and name- calling. Similarly, 'sexual harassment' is something which exists when a person or group hurts another person by taunting or discussing sensitive sexual issues, creating sexual rumors or messages, making homophobic comments, rating sexual body parts, telling sexual jokes and initiating unwanted sexual touching. Lastly, ethno culturally- based bullying is physical or verbal behavior used to hurt a person because of his or her ethno-cultural back ground. The NCPC's study has also added the fourth type of bullying, called cyber bullying. In the NCPC' study cyber bullying is noted as the use of information technology such as cell phones, email, paper text messages, internet sites and instant messages to physically threaten, verbally harass or socially exclude an individual or group.

Characteristics of bullies

As research outcomes indicated, there exists a power difference between the bully and the victim. Bullies tend to be aggressive, lacking empathy for the victim. They come from homes where poor supervisions, intolerance and modeling for aggressive behavior prevail.

Olweus as cited in Dacey and Traves (1999) described; bullies to be the ones who have aggressive reaction patterns. They have considerable physical strength. As a result of their behavior, victims are mostly observed being their main targets. According to a study conducted by Bidwell (2006), bullies were found to have the following characteristics. They are popular, assertive, uncontrolled and careless of social relations and rules. Generally, they are viewed as hostile, aggressive and less restraint than victims. They are described as vicious, uncaring and the products of dysfunctional family. They have an aggressive temperament and unemphatic behavior in their relations with others.

Besides, the above research outcomes, a study undertaken by Mac and Franks (2006) has clearly indicated that bullies have the following qualities. They lack empathy and concern for others, show a strong need to dominate and subdue others, hot tempered and quickly become enraged, tease others in a hurtful manner, pick on others who are weak and defenseless, intimidate others through threats and comments and they are defiant, oppositional and aggressive towards adults. Gender wise, several research results have indicated that boys

(males) are the leading in perpetrating bullying. This mostly is attributed to cultural contexts where males are most likely acknowledged to be dominant over females. For example, a study conducted by Olweus (1993) has confirmed that 60 % of girls who were bullied were victimized by only boys while other 15-20% of girls were bullied by boys and girls. This shows that it is boys who are more likely to be the perpetrators of bullying, particularly physical and verbal bullying.

Characteristics of victims

Research results indicate that vulnerable children are the main targets of bullying. Dressing differently, being from an underrepresented cultural group, learning more slowly than others or being unskilled in valued ability can make one to be a target for bullies. Olweus as cited in Dacey and Traves (1999) also described victims as those who are anxious, insecure, cautious and sensitive with low self-esteem and confidence. Besides, there seem to be three factors that contribute to becoming susceptible to being bullied. The first is poor social skill. Children with poor social skills have difficulty to productively interact with their peers or fail to pick on social cues. The lack of social awareness and interaction skill contributes to them being viewed as odd or different. So, bullies may attack those socially unskilled youngsters (Mac and Franks, 2006). The second factor is that victims have few or no friends. Because they don't have friends, they lack supportive network when their bullies engage in harassment. The third contributing factor for victimization is a tendency to be **non-assertive**. Victims fail to physically or verbally assert themselves when bullies engage in intimidation. Members of small non-confrontational groups may be seen by aggressive youngsters as potential victims. Moreover, other research results have showed that victims tend to be quite passive and have few friends. They don't respond effectively to aggressive reactions. Victims are ashamed and often don't tell an adult the intimidation acted upon them. This is because they fear that if they tell their intimidation to an adult, they will feel inferior and thus prefer to hide in them whatever is acted upon them.

Olweus (1993) has confirmed that victims have the following behaviors. The first is that they dislike going to school. The second is they prefer to be alone and the third is that they fear to revenge bullies. In addition to this, Papalia (1999) described the characteristics of bullying victims as follows. Bullying victims tend to have trouble adjusting to school. They are submissive, fearful and passive. They are poor in conversing with and persuading others to what they want and hence they simply accept whatever painful forwarded to them as natural.

Furthermore, Olweus as cited in Berk (1999) conducted the most comprehensive study about the aggressor-victim relationship. In the study, he asked Swedish teachers to nominate adolescent male bullies, their victim boys, and well-adjusted class mates. Then, judgments of each group's characteristics were obtained from teachers, mothers, peers and the boys themselves. Compared to bullies and well-adjusted adolescents, victim boys were found to be chronically anxious both at home and at school, low self-esteem, ostracized by peers, physically weak and fail to defend themselves. Olweus's findings suggest that victimized children are attacked more than others because they are perceived as weak and afraid to defend themselves. Generally, children who are bullied by age mates have characteristics that make them easy targets for bullies. These children are highly anxious, rejected by peers and afraid to defend themselves. Both temperamental traits and child rearing experience underlie their cowering behavior which reinforces their attackers (Ibid). Similarly, while describing aggressor-victim situations, Berk (1999) stressed that being both an aggressor and a victim is unwanted behavior which need to be seriously dealt with. Berk stressed that interventions that change victimized children's negative opinions of themselves and that teach them to respond in non-reinforcing ways to their attackers are vital. As he suggested, developing a school code against bulling, enlisting parents' assistance in changing both bullies and victims' behavior and moving aggressive children to other classes can greatly reduce bully-victim problems.

Prevalence of bullying

Bulling is an old and wide spread problem. Most people recall the episodes of bullying that they were subjected during their school years. Research estimates indicate that bullying problems affect more students than teachers and parents are aware of. According to Pepler etal (1994), among 1041 students in Toronto area schools, the pro portion of children who reported being bullied more than once or twice over the term was between 12 and

15 %. And the proportion of students who reported having bullied others more than once or twice over the term ranged from 7 to 9 percent. This indicates that an increment in the prevalence of bullying has become a challenge for both students and teachers. Moreover, Olweus (1993), in his extensive study over the past 20 years, has found that about 15% of students were involved in bullying –victim problems. Of these, about 9% are victims and 7% are bullies. Furthermore, Olweus together with his colleagues has found out that slightly more than 3% of their very large sample were bullied or victimized once a week or more while just less than 2% of them bullied others frequently. The same study indicated that most students who are bullied do not report the bulling to adults or they wait longer time before doing it. As it was revealed in the study, the reasons for their silence are feelings of shame, fear of retaliation, fear that adults do not protect them etc. Even the great majority of boys who were bullied (80%) were bullied by boys. As it was concluded by Olweus, girls are more likely to use indirect bullying to harass others. Olweus refers to indirect bullying as social exclusion, spreading rumors, relationship - manipulation, ignoring and gossiping. In Olweus's study, an important conclusion about gender differences is that boys are the perpetrators of bullying behaviors, specifically physical and verbal ones. The other conclusion is that girls are much more targets of bullying by males. Similarly, a study conducted by O'Moor& Hillery (1989), indicates that generally bullies tend to be males, either in groups or as individuals. Furthermore, a review of the literature by Mac and Franks (2006) shows 33% of girls aged 10-18 do not feel safe at school. That is, they are victims of bullying. According to the findings of Mac and Franks (Ibid), of students, aged 12-16 years, 62% reported being bullied through the belittling of their looks or speech and 60% reported being the subject of rumors. And 56% reported being hit, slapped or pushed and 52% reported being the subject of sexually inappropriate comments or gestures. They also revealed in their studies, 15% of absenteeism is due to avoidance of bullying.

Effects of bullying

As to Mac and Franks (2006) bullying has long –term effects on both the victim and the bully. For example, bullying victims have low self-esteem, high anxiety and fear as a result of having been bullied. Sometimes, when the situation becomes extreme, victims have been observed committing suicide to escape the continual harassment. Furthermore, the victim's academic performance is affected. On the contrary, children who bully others are more likely to become involved in criminal justice systems at an early age. They are also at risk of being involved in illegal drug use and other anti-social behaviors.

Moreover, Lawrence (2010) confirmed that bullying affects youths in three aspects of their life. These include educational, psychological, and professional. Academic achievement is the first aspect to be affected by bullying. As Lawrence disclosed, bullied students live within fear, self-blame, feel weak and useless and this condition affects their personality traits and self-confidence. Thus, the situation makes them unable to study well and victims might develop hating to go to school and tend to truancy. Moreover victims (students) may become passive in their participation in educational and other life activities. For bullying victims learning may not be enjoyable, rather it may become taxing and unpleasant and this would lead them to scoring lower grades and academic failures (Ibid).

As far as psychological health is concerned, bullied students are exposed to psychological disorders such as anxiety, low self-esteem, depression and loneliness. These psychological disorders affect the students' reactions to themselves and others. That is, victims feel ashamed and develop low self-acceptance at the time of communicating with other people. As Lawrence said this condition would lead them to be rejected by their friends, families and others resulting in social exclusion. Professionally, bullying affects individual's profession or job in the sense if a student is a victim of bullying at an early age, he/ she will be at risk of achieving his /her academic performance and this would lead him /her to lower grades and this would in turn lead him/ her not to be competent workers in his or her life (Ibid).

Besides, Graham (1998) has pointed out that bullying has several effects on the victim. Among the effects, overwhelming fatigue, feelings of pain in the joints and muscles with no obvious cause, occasional bursts of energy followed by exhaustions and muscle pains, inability to concentrate, poor recall, mood swings including

anger and depression, difficulty in learning new information, and sense imbalances, sleep disturbances (sleeping by day and walking at night), balance disturbance and clumsiness (un able to grasp small objects and inability to separate sheets of paper) are emphasized to be the major ones.

According to Santrock (2006), depression, loneliness, low self-esteem and confidence, avoidance of going to school, loss of interest in school work, and anxiety are some of the consequences of bullying. Similarly, Santrock (2004) has underlined that the above-mentioned behaviors like depression, disinterest in school work, loneliness, low self-esteem, feelings of insecurity, difficulty in making friendships with others and signs of suicide to be the major outcomes of bullying

Research Methodology
Design of the study
The design of this study was descriptive survey type. In this study, both quantitative and qualitative methods were used. The rational for using both quantitative and qualitative methods is that both are found to be pertinent to the study.

Population and sampling Techniques.
The data sources of this study were third year linear and cluster regular female students, teacher educators, counselors & grievance bodies at BMCTE. To select participants from the target population both probability and non-probability sampling techniques were employed. Simple and stratified random sampling techniques were employed to select participates from the target population (3rd year regular female trainees). Moreover, purposeful criterion-based sampling technique was employed to select teacher educators, counselors & grievance bodies.

From the five major departments of the college, 3 departments namely Language, Social Science & Natural Science departments were chosen using simple random sampling technique. These departments were further divided in to cluster and linear programs using stratified sampling technique. Accordingly, one section from the cluster program and 2 sections from the linear programs of Language department were chosen. Similarly, 1 cluster and 2 linear sections were selected from Social Science department & 1cluster and 3 linear sections were selected from Natural Science department. Simple random sampling technique was employed to select respondents from the 3 departments. Thus, the total number of sections selected from the two programs was 10 & the total number of the participants in the selected sections was 211. To select a representative sample from each section, proportionality was calculated. Eventually, 65 sample units were selected using simple random sampling technique. Teacher educators, guidance and counseling experts and grievance bodies were chosen through purposeful sampling technique.

Data colleting instruments
In order to gather relevant and dependable data from the research participants, questionnaire, interview and focus group discussion were employed.

Questionnaire
Questionnaire was employed to collect relevant data from student participants (3rd year regular female students). It was developed from the literature reviewed. It had two formats (closed-and open-ended). The close ended questionnaire was a Likert type rating scale. It had two scales. The first ranged from 1 to 5 scales and was aimed at investigating participants' agreement or disagreement concerning variables such as causes, types, effects and perpetrators of bullying and the other ranged from1 to 3 and was aimed at analyzing the status of prevalence of bullying in the study area. The questionnaire was prepared in line with the basic research questions posed in part one of this study. The questionnaire was constructed from items with various kinds. 10 items asking the causes of bullying, 5 items describing the types of bullying, 8 items asking the extent of bullying prevalence, 7 items posing the effects of bullying and 5 items identifying perpetrators of bullying. Totally, 35 items were developed.

Interview

Interview was employed to gather dependable data from counselors & grievance bodies at BMCTE. The rational for using this instrument was to obtain an in-depth data which is pertinent to the study.

Focused Group Discussion (FGD)

In this study, FGD was used to collect data from teacher- educators. The rational for using this tool was that teacher educators were believed to have in-depth experiences about the problem under discussion.

Data Gathering Procedures

Pilot Study

Student questionnaires were typed and prepared for pilot testing. 45 3rd year- regular female trainees other than those selected for the study have participated in filling in the questionnaire. 45 questionnaires were administered to participants. Out of these questionnaires, 3 questionnaires were discarded since some of the students were unable to understand them and some responses were incomplete. Thus, the analysis was made using the responses of 42 students. The responses were encoded and the reliability was calculated. Consequently, Crombach alpha reliability coefficient of **0.91** was obtained. The reliability coefficient shows that the items were highly reliable. However, depending on the points posed by participants in the pilot study, some modifications were made to make the items clear and understandable for the next administration.

The Main Data Collection Process

Questionnaires were administered to 65 participants. The analysis was made using the responses of 60 participants. Five items of the questionnaire were discarded due to incompleteness of the responses of some participants.

Conducting the interview

An in –depth interview was conducted on one counselor and a grievance body. The interview was administered in separate days. The maximum time taken to conduct the interview was four hours & 30 minutes for the counselor and 2 hours and 30 minutes for the grievance body. Tape recorder was used to record the responses of the interviewees.

Focused Group Discussion

FGD was made among 5 selected teacher educators of the college and the discussion was facilitated by the researcher himself. The discussion was conducted in two days. The duration of time taken to finish the discussion was 5 hours (2:30 hours for the first day and 2:30 hours for the second day).

Method of Data Analysis

Both quantitative and qualitative methods of data analysis were employed. In the quantitative method, descriptive statistics such as percentage mean, median and standard deviation were used and in the qualitative analysis in depth explanations, narrations and interpretations were used. The data gathered through close - ended questionnaire was coded using Microsoft office excel and was analyzed using percentage whereas data obtained from the interview and FGD was critically analyzed & interpreted using narrations & quotations and was used to triangulate the data obtained from the questionnaire.

Results and Discussions

Causes of bullying

The overall mean of participants concerning the causes of bullying is 4.2. The median is 4 and the standard deviation is 0.98. This implies that the majority of respondents have shown their agreement regarding the causes of bullying. The dispersion is very small indicating that there is a response similarity between and among participants

Table 1. Causes of bullying

Causes of bullying	Level of Agreement						Total
	A		N		DA		
	No	%	No	%	No	%	%
Females' lack of protection and fear of retaliation after entering college	53	88.3	2	3.3	5	8.3	100
Females' off- campus life	55	91.7	-	-	5	8.3	100
Females' special dressing and speech style	45	75	4	6.7	11	18.3	100
Males' sexual desire	43	71.7	8	13.3	9	15	100
Peer pressure due to adolescence	35	58.3	10	16.7	15	25	100
Females in assertiveness or non-assertive Behavior	30	50	9	15	21	35	100
The college's less attention and initiation to to bullying	34	56.7	10	16.6	16	26.7	100
Teachers' less attention to bullying	27	45	11	18.3	22	36.7	100
Lack of parental supervision	29	48.3	10	16.7	11	18.3	100

A = agree   N= not sure   DA   = disagree (Source: own computation)

As the result obtained from the analyses indicated, lack of protection & fear of retaliation (88.3%), females off campus life (91.7) %), special styles of speech & dressing (75%), females in assertive behavior (58.3%), peer pressure (50%) the college's poor attention (56.7%), teachers' poor attention (45%) and lack of parental supervision (48%) were found to be the major causes of bullying. This finding coincides with the result obtained from the qualitative analysis (open-ended questionnaire, interview & FGD). In the qualitative analysis NCPC, 2006, females in assertive behavior, off-campus residence, special speech and dressing, being easily deceived by silly gifts and poor parental supervision were noted to be the major causes of bullying. This finding is consistent with several literatures & research findings. For example (Andrew 2013; Dorn, 1994; Williams, 2001 &Maslow,1968) have similar ideas with the present finding. Moreover, (Mac & Frank, 2006; Hurlock, 1990; Papalia, 1999; Pepler etal, 1994; Santrock, 2006; Dacey & Travers, 1999 & Mulugeta Dadi, 2011) have showed that bullying has several causes.

Types of bulling

The grand mean of participants' responses regarding their knowledge of the types of bullying is 3.92. The median is 4 and the standard deviation is 0.97. This indicates that respondents are familiar with the types of bullying practiced in the college.

Table 2. Types of bulling

Causes of bullying	Y No	Y %	N No	N %	Total %
Physical: hitting, kicking, slapping pushing				- - -	
& pinching	60	100	- -	- -	100
Verbal: name-calling, belittling, threatening, scorning,				--	
ridiculing insulting and taunting.	60	100	- -	- -	100
Social: ignoring, gossiping, spreading rumors and isolating from the group	60	100	- -		100
Cyber : insulting, belittling, threatening and sending					
and harassing text messages through cell phones	60	100			100
Sexual bullying: touching around sex organs,			-	- -	
breasts and giving unwanted sexual comments, jokes etc	60	100			100

Y = yes   N= no (own computation)

In the analyses, five major types of bullying were found to exist in the college. These include physical bullying, verbal bullying, social bullying, cyber bullying, & sexual bullying. This finding goes with many literatures and research results. A study conducted by Minnet, 1994; Mac& Franks, 2006 &NCPC, 2006 have confirmed that there exist different types of bullying including the ones mentioned in the finding. As the study conducted by Mac & Franks (2006) disclosed, 62% of females were victimized through the belittling of their looks & dressing styles, 60% of females were bullied based on their speech, 56% of them were subjects of rumors, 52% of them were hit, slapped, kicked, pinched & pushed physically & 52% of them were subjected to sexually in appropriate comments, touches, gestures& jokes.

Prevalence of bullying
The overall mean of the respondents concerning the prevalence of bullying is 2.7. The median is 2. 8 and the standard deviation is 0 .95 implying that there is a high prevalence of bullying in the college.

Table 3. Prevalence of bullying

	Extent of prevalence								
	OD		OW		OM		NO		Total
Prevalence of bullying	No	%	No	%	No	%	No	%	%
Physical	35	58.3	21	35	4	6.7	-	-	100
Verbal	40	67	16	26	4	6.7	-	-	100
Social	14	23.3	23	38	23	38.3	-	-	100
Cyber	44	73.4	16	26	-	-	-	-	100
Sexual (physical and verbal)	52	86.7	5	8.3	3	5	-	-	100

OD= occurs daily   OW = occurs weekly   OM = occurs monthly   NO   = never occur (Source: Own computation)

The five major types of bullying were found to have high prevalence rates. For example; sexual bullying, cyber bullying, verbal bullying, physical bullying and social bullying were found as high as 87, 73, 67, 58 and 23 percent in the same order. The result obtained from the interview and FGD also showed that there were various prevalence rates among the types of bullying. This finding is also consistent with various literatures. For instance; Olweus, (1993), O' Moor & Hilley (1998) have found out that bullying has high rates of prevalence.

Effects of bullying

The overall mean of participants' responses regarding the effects of bullying is 4.2. The median is 4.1 and the standard deviation is 0.86. This indicates that the majority of the respondents have agreed that they are faced with several effects after they have been bullied.

Table 4. Effects of bullying

	Responses						
	A		N		DA		Total
Major effects of bullying	No	%	No	%	No	%	%
Anger, hopelessness and depression	48	80	4	6.7	6	10	100
Loneliness and poor social relationship	51	85	7	11.7	2	3.3	100
Inferiority, low esteem and low confidence	53	88.3	4	6.7	3	5	100
Developing hatred toward education and poor academic performance	40	66.7	8	13.3	12	20	100
Night mares and sleep difficulties	44	73.3	10	16.7	6	10	100
Feelings of stomach & headaches & appetite problems	35	58.3	16	26.7	9	15	100

Feelings of fear and anxiety	49	81.7	7	11.7	4	6.7	100
General hatred of males	42	70	10	16.7	8	13.3	100

A = agree   N = not sure   DA   = disagree (Source: Own computation)

Bullying was reported to have several effects up on the life of female trainees. The major ones include poor academic performance (withdrawal, frequent absenteeism readmission & dismissal cases (66.7%), low self-confidence & self-esteem (88.3%), loneliness (85%), fear and anxiety (81.7%), anger, hopelessness & depression (80%) loss of appetite & sleep difficulty (80%) & general hatred of males (70%). This was found to be consistent with the open-ended questionnaire, interview and FGD. In the qualitative result, poor academic achievement, withdrawal absenteeism, readmission and dismissal cases were found to be the major problems of females. In support of this finding, (Krans, 2013; Lawrence, 2010; Graham, 1998; and Mac & Franks, 2006) have found out that bullying has enormous effects up on victims.

Perpetrators of bullying
The overall mean of respondents' responses is 3.98 and the median is 4.1. The standard deviation is 0.92. This shows that there is response similarity among participants implying that the indicated perpetrators are really involving themselves in bullying activities

Table 5. Perpetrators of bullying

	Level of Agreement						
	A		N		DA		Total
	No	%	No	%	No	%	%
Students	43	71.7	7	11.7	10	16.7	100
Teacher- educators	38	63.3	8	13.3	14	23.3	100
Guards	47	78.3	2	3.3	11	18.3	100
Supportive staff	34	56.7	9	15	17	28.3	100
Taxi drivers	40	66.7	6	10	14	23.3	100
House renters	17	28.3	15	25	28	46.7	100
Traders	13	21.7	22	36.7	25	41.7	100

A = agree   N = not sure   DA = disagree (Source: own computation)

Perpetrators were found to live in two areas. Some were found to reside in the college while some others were reported to live outside it. In the college, students, teacher- educators, guards and individuals from the supportive staff were found to perpetrate bullying upon female trainees. Outside the college, taxi drivers, traders and house renters were found to harass females. In the qualitative finding, particularly, taxi drivers were reported to be the major perpetrators of bullying. In support of this finding, (Olweus, 1993; Pepler, 1994 and Mac &Franks, 2006) have found out that perpetrators of bullying are generally males and areas such as schools, offices and homes are the main sites of perpetration.

Conclusions and Recommendations

Conclusions

Based on the findings obtained, the following conclusions were made.

Lack of protection, fear of retaliation, off-campus residence, females' special styles of dressing and speech, males' sexual desire, peer pressure, lack of assertiveness, the college's poor attention and initiation, teachers' poor attention and lack of parental supervision were found to be the major causes of bullying.

Physical bullying (hitting, kicking, pinching, pushing, slapping and punching); verbal bullying (name-calling, belittling, insulting, ridiculing, teasing and taunting); social bullying ignoring, isolating, gossiping, spreading rumors and exclusion); cyber bullying, that is bulling females through cell phones verbally and using written text messages and sexual bullying (wanted touching of the body, un wanted sexual comments, un wanted rating of sexual body parts, dating and telling sexual jokes) were found to be the major types of bullying practiced in the college.

Physical bullying was found to have high rates of prevalence. It was found to prevail on daily basis. The prevalence rate of verbal bullying was found to be high. It was found to occur on daily basis. The prevalence rate of social bullying was found between medium and low. It was found to occur on weekly and monthly basis. Cyber bullying was found to have high rates of prevalence. It was found to occur on daily basis. Sexual bullying (both physical and verbal) was found to be high in its prevalence.

As the result obtained from the quantitative and qualitative analyses indicated, poor academic performance, withdrawal, readmission, developing hatred to learning, absenteeism, sleep difficulty, fear, hopelessness, depression, loneliness, inferiority, low self-confidence and esteem, anxiety, loss of appetite and general hatred of males were found to be the main effects females experience after being victimized.

As it was found in the in the result, the major perpetrators of bullying were found to exist both in the college as well as out of the college. The major perpetrators found in the college were reported to be students, teacher-educators, guards and individuals from the supportive staff and those found outside the college were found to be taxi drivers, traders and house renters.

Recommendations

Based on the findings obtained and the conclusions drawn, the following recommendations were made.

Female students should get protected from the harmful effects of bullying. To this end, the college should establish a system of communication network with each Keble's administrative body and security force to keep the safety and security of females. In the system, the college should always communicate and follow up the safety and wellness of female trainees. It can be said that students' off-campus life is the most serious problem in exposing them for bullying incidences. So, the college, in collaboration with the Amhara Education Bureau and other concerned stake holders, should devise a mechanism by which the problems of bullying and other related challenges are alleviated. For example, all female trainees should be made to live in one residential area such as condominium buildings and permanent security force should be employed to safe guard them.

Sustainable training should be given to students of both sexes to be gender- responsive citizens and fight against bullying together. To this effect, the college should strive more in collaboration with stake holders such as women's affair, gender- experts, counselors and education officers to give training. As it was revealed in the quantitative and qualitative analyses, females in non-assertive behavior were found to be the major and frequently observed cause of bullying. So, continuous and sustainable assertiveness training should be given to females to empower them to be assertive and self-expressive citizens. To this end, counselors and other concerned professionals should actively involved in the provision of trainings. The college was found to have less attention to other aspects of students' life. It was found to mostly focus on academic areas. So, the college should give more attention to other parts of females' life side by side with academic issues. For instance,

making frequent supervisions and meetings with female trainees and knowing the status of their safety should be taken as a tradition.

As it was indicated in the present result, teacher- educators were found to give less attention, care and support to females. So, they should give more care, support, attention and advice to female trainees. They should treat them as their sons and daughters and protect them from bullying and related problems. As it was demonstrated in the result and various literatures, poor parental discipline and supervision was found to make students bullies or victims of bullying. So, parents should   use appropriate styles of disciplining and monitoring of their sons and daughters. The college should develop anti-bullying rules and principles and should post them throughout each classroom to create better awareness and understanding among trainees of both sexes. Moreover, anti-bullying messages should always be transmitted through Mimi media to enhance students' awareness about the adverse effects of bullying.

As it was reported in the quantitative and qualitative analyses, females were found to be harassed by people from two areas. One is within the college and the other is outside the college. In the college students, teachers, guards and individuals from the supportive staff were found to victimize female trainees. Outside the college, taxi drivers, traders and house renters were reported to harass females. Thus, extensive and sustainable awareness raising training should be offered to the college community in particular and to the large community outside the college in general. In the college, counselors and other concerned professionals should offer sustainable awareness-creation training to the college community indicating the adverse effects of bullying. Outside the college, the same training should be given to the large community through religious and traditional institutions such as Church, Idir, Ekub, Mahiber and the likes.

References

1. Andrew,J. (2013). The negative effects of Off-Campus Housing. (www.ehow.com)
2. Berk, L. (1999). Infants and children, pre-natal through middle childhood. (www.amazone.com)
3. Bidwell,N.(2006). Prevalence of bullying in elementary schools: A summary of master's thesis, SSTA Research Center Report, Canada. (www.ssta.sk)
4. Dacey, J. and Travers, J. (1999).Human Development Across the Life Span. U.S.A., Mc Grow-Hill Companies, Inc. (www.worldcat.org)
5. Dorn, W. (1994).Human security: An overview. (www.walterdorn.org)
6. Graham,P.(1998).Bullying, Stress and the Effects of Stress on Health: (www.bullyingonline.org)
7. Hurlock,E. (1990). Child Growth and Development.(5th ed.).NewDelhi,TataMcGrow- Hill Publishing Company-Ltd. (www.amazone.com)
8. Krans, B.(2013). The Lasting Effect of Bullying: Anxiety, Depression and Suicide: (www.healthline.com)
9. Lawrence, A. (2010). Horrors of abuse and the rebellion: Essay Forum. (www.essayforum.com)
10. Mac, T .& Franks, A. (2006). Bullying: Characteristics and interventions. (www.behavior advisor.com)
11. Minnet,P. (1994). Child Care and Development .Britain, John, Murray Publishers, Ltd.(www.biblio.com)
12. CNCPC, (2011).BullyingPreventioninSchools.PublicSafety,Canada.(www.sophia stkate.edu)
13. Mulugeta,D.(2011).Emotional Intelligence and Its Link with Some Demographic Variables and Academic Achievement. Journal of Educational Research 1(1) 20-35 (www.researchgate.net)
14. O'Moor,A.&Hillery,B.(1989).Bullying in Dublin Schools. Irish Journal of Psychology, 10(3), 426-441.(www.psycnet.apa.org)
15. Olweus,D.(1993).Bullying at School-What We Know and What We Can Do. Oxford: Blackwell Publishers.(www.researchgate.net)
16. Papalia, D. (1999). A Child's World: Infancy through Adolescence. U.S.A. McGrow- Hill, Companies, Inc.(www.worldcat.org)

17. *Pepler, etal (1994). An evaluation of anti-bullying Intervention in Toronto Schools. Canadan Journal of Community Mental Health, 15 (2), 95-110.(www.cjcmh.com)*

18. *Santrock,J.(2006).Life Span Development. New York, McGraw-Hill Companies, Inc.(www.amazon.com)*

19. *Williams,K. (2001). Why is School Safety Important?(www.ehow.com)*