

SCHOOL BULLIES AND EDUCATION IN BOTSWANA: IMPACT ON OTHER STUDENTS AND ACADEMIC PERFORMANCE

Hureva Tjavanga
Tsodilo Secondary School, Maun
BOTSWANA

Dr. Agreement Lathi Jotia
University of Botswana
BOTSWANA
agreementjotia@yahoo.com

ABSTRACT

The school is supposed to be peaceful democratic communities where harmony reigns between the learners themselves and educators. However, some antisocial behaviours in schools have turned them into places of torture and torment which ultimately compromises the goals of a school as a learning institution. This study explored the impact of bullies on other students and academic performance. It explored the emotional reactions of both bullies and their victims after bullying incidents. The study revealed that the impact of school bullying on both the victims and their victims is vicious. It results in low self-esteem, withdrawal and poor academic performance. The desire not to come to school is common amongst the victims. The findings reflect a scenario where most of the bully behaviour takes place outside the school. The study revealed that there are no intervention strategies to redress the emotions of both bullies and their victims, neither do they have a deliberate strategy to detect possible trauma suffered by the victims. As such, the study argues that if the oppressive climate is allowed to prevail in schools, learners will be affected drastically and their academic performance may deteriorate massively. This study conscientizes educators about some of the problems affecting the learning process in Botswana schools and it is hoped that the level of consciousness it raises will consequently lead to solution seeking which could benefit the essence of schools as productive educational environments.

Keywords: learning institution, bullies, bullying incidents