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Efficacy of School Administration's Strategies for Protecting Children from Bullying Abuse in Public Secondary Schools in the Kilimanjaro Region, Tanzania

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ABSTRACT: This study examined the efficacy of school administrations' strategies for protecting children from bullying abuse in public secondary schools in the Kilimanjaro region, Tanzania. Guided by Bertalanffy's Systems Theory (1968), the research examined the components of input, process, output, and structure within school systems. A convergent mixed-methods approach was employed to collect both quantitative and qualitative data from a sample of 427 participants, selected through stratified, purposive, and practical sampling techniques. Data collection involved questionnaires and interviews, with analysis conducted using descriptive statistics and ANOVA. All ethical issues were taken into consideration. The findings confirmed that bullying is a major concern, negatively impacting students' academic and social development. Respondents suggested the establishment of anti-bullying clubs guided by teachers to empower students in addressing bullying. They also recommended incorporating forgiveness education programs to foster empathy, emotional awareness, conflict resolution, and respect among students, including those exhibiting harmful behaviours. The study concluded that there were no significant differences in teachers' assessments of the effectiveness of bullying prevention strategies based on their experience. Recommendations included enhancing the implementation of current anti-bullying measures through improved oversight by the Ministry of Education, Science, and Technology. The study also advised regular in-service training for district education officers, school heads, and discipline personnel. Additionally, teacher training institutions should integrate child protection education into their curricula to better prepare future educators to apply anti-bullying strategies in both theory and practice.

KEYWORDS: Bullying abuse, Efficacy, School Administration, School children, Secondary school.

1. INTRODUCTION

Since the adoption of the UN Convention on the Rights of the Child (UNCRC) in the 1990s and the African Charter on the Rights and Welfare of the Child (ACRWC), significant progress has been made in incorporating children's rights into global, regional, and national development initiatives. Many African nations now integrate children's rights and well-being into their national development policies (UNICEF, 2017). Foundational documents such as the Universal Declaration of Human Rights, the International Covenant on Economic, Social, and Cultural Rights, the Convention on the Rights of the Child, and the International Labor Organization's Constitution, along with international social security standards, affirm child security and protection as fundamental human rights. These frameworks also provide mechanisms for states to safeguard their most vulnerable children worldwide. In Tanzania, for example, bullying remains a significant issue in secondary schools, negatively affecting students' right to a safe and secure learning environment. Mgalla et al. (2021) conducted a study in both rural and urban Tanzania, revealing that bullying is a persistent issue for both male and female students. Examining a case from the Ruvuma Region, Chindiye, as cited by Moris (2021), asserts that bullying is not limited to peer interactions among students; teachers are also involved, either as victims or as perpetrators.

Although the government has made significant progress in establishing legal frameworks and regulations to safeguard children from various forms of abuse and violence, a review of recent empirical literature suggests that cases of child abuse such as bullying, remain prevalent, particularly among school-aged children (Hakielimu, 2019; Kakembo, 2020; Kwesigabo, 2021; TAWLA, 2020). Physical abuse and bullying continue to be widespread in schools. For example, a nationwide study conducted by Global Initiatives (2019) found a high incidence of corporal punishment, with strong parental support for the practice in both urban and rural schools. The study reported that 85% of parents viewed corporal punishment as a form of discipline, despite universal disapproval from pupils. Common punishments included forced physical exertion, such as contorted body positions, frog jumps, push-ups, kneeling, prolonged exposure to the sun, lying on the ground, and lifting heavy objects most students experienced multiple forms of corporal punishment (RAWG, 2019). Given these concerns, the present study addresses a critical knowledge gap by systematically evaluating the efficacy of strategies used by school administrations in preventing bullying abuse in secondary schools within the Kilimanjaro Region. This study was guided by one research question and one hypothesis: How effective are the strategies used by school administration in protecting children from bullying abuse in public secondary schools in the Kilimanjaro region, Tanzania? H₁ There is a significant

difference between teachers' mean scores on the rating of strategies used by school administration in protecting children from bullying abuse in public secondary schools based on years of experience.

THEORETICAL FRAMEWORK

2. LITERATURE REVIEW

This study was guided by systems theory and the open systems approach developed by Bertalanffy (1968). Open systems theory is based on the understanding that organizations are continually shaped by internal, external, and interrelated environmental factors, which in turn influence their structures, functions, and overall behavior. These interactions intermittently affect organizational health, performance, and development. In the context of child protection, systems theory is essential for school administrators as it enables them to design and implement strategies to safeguard children from various forms of abuse. The challenges associated with child protection can be effectively addressed through a systems-based approach. This theory was adopted due to its strength in integrating multiple components and strategies into a unified framework for protecting students from physical abuse. It defines specific structures, functions, and processes within a system, including input, transformation, and output. Therefore, assessing and consolidating various strategies for addressing bullying and abuse in secondary schools in the Kilimanjaro region within a single systemic approach is crucial for developing effective solutions.

Whitted and Dupper's (2019) study on strategies for addressing bullying in schools has gained significant recognition through program implementation. Researchers have expanded the understanding of effective elements in school-based prevention programs, focusing on both individual children and the broader school culture. The study utilized an interview guide, a documentary analysis guide, and an observation guide for data collection. Findings indicated that the most effective programs incorporate multilevel strategies targeting bullies, victims, bystanders, communities, and families. Additionally, these strategies involve school teachers and administrators to enhance efficacy. The application of multilevel strategies is essential in research for both statistical and conceptual reasons. The authors emphasized that focusing solely on one component, such as teachers, without considering other influential factors like organizations and communities, may lead to errors in inference. Identifying key factors involved in school bullying is crucial for the successful development and implementation of intervention programs (Whitted & Dupper, 2019). Research suggests that school bullying frequently occurs in unstructured settings, such as playgrounds and lunchrooms. Therefore, the present study examines strategies employed by school administrations to protect children from bullying.

Olweus (2019) conducted a study on strategies for preventing bullying in schools where such programs had been implemented. Findings from elementary school studies (Grades 4–7) indicated significant reductions in bullying and victimization (Olweus, 2019). The intervention duration ranged from 8 to 20 months, highlighting a substantial difference from the study by Pearl and Dulaney (2019), who provided students with only a 45-minute bullying prevention session. Olweus also launched a national anti-bullying initiative involving more than 100 schools and 21,000 students. His programs were implemented on a large scale with a substantial number of participants, whereas the present study was conducted on a smaller scale. Additionally, the prior studies included both male and female participants. To address gaps in existing research, the present study examined the efficacy of strategies employed by school administrations in protecting children from bullying in secondary schools in the Kilimanjaro region of Tanzania.

Regarding the strategies employed by school administrations to protect children from bullying in secondary schools, Chuunga (2019) conducted a study in Zambia to examine the practical implementation of these strategies. The study aimed to explore teachers' approaches to supporting children's protection. A qualitative approach was utilized, employing a case study design with eight teachers from rural, peri-urban, and urban secondary schools. Although the eight participants provided rich qualitative data, the study did not clearly justify how this sample size was determined. In cases where participant selection is not guided by data saturation, essential insights may be overlooked, potentially leading to an incomplete and biased representation of the issue.

The study employed an interview guide, documentary analysis guide, and observation guide for data collection. Findings revealed that while some teachers felt adequately trained to protect children from bullying, the majority expressed concerns about insufficient training in teacher training colleges and universities. Moreover, teachers trained in private institutions reported feeling less prepared to address bullying compared to their counterparts trained in government-owned colleges and universities. These findings underscore differences in teachers' perceptions of their ability to protect children from bullying. Addressing this gap, the present study examined the efficacy of strategies used by school administrations to safeguard students from bullying in public secondary schools.

In a recent study evaluating school-based bullying prevention strategies, Smith et al. (2020) assessed students' and teachers' perceptions of program implementation and outcomes in five secondary schools. Their evaluation highlighted changes in school culture, including increased student reporting of bullying incidents and improved peer support. The program was assessed over two academic years using student surveys, interviews, and school behavior logs. While the study found a reduction in reported bullying incidents, challenges related to inconsistent implementation across schools were noted. To address this issue, the present study examined the strategies used by school administrations to protect children from bullying in secondary schools in Tanzania.

Similarly, Kabandize and Mutesi (2021) described a school-based prevention model adopted in Rwandan secondary schools. The study utilized a mixed-methods approach to assess school readiness, leadership support, and staff commitment. Over a period of 18 months, data were collected from eight schools. The researchers found that school leadership and a structured policy framework significantly contributed to the effectiveness of anti-bullying strategies. Unlike previous studies that focused on intervention content alone, this study emphasized the institutional context as a key factor. Addressing the gap identified in their study, the present research investigates the efficacy of strategies used by school administrations to protect children from bullying in secondary schools in the Kilimanjaro region of Tanzania.

A review of studies related to this research question reveals that previous studies favored both survey and case study designs. Sample sizes ranged from 60 to 7,770 participants. Chuunga (2019) employed a case study with 8 participants, suggesting that a survey design may be more appropriate for this research question. Additionally, these studies highlighted that many teachers felt inadequately prepared to protect children from bullying.

Some studies considered anti-bullying programs as a primary strategy for child protection. Therefore, this study expands the conversation by exploring other strategies used to protect children from bullying. Thus, the current study examines the strategies employed by school administrations to safeguard students from bullying in secondary schools in the Kilimanjaro region, Tanzania.

3. RESEARCH METHODOLOGY

This study employed convergent mixed methods to collect both quantitative and qualitative data within a single session. The target population included teachers, students, discipline masters/mistresses, headmasters/mistresses, and district education officers. A total of 427 participants were selected using stratified and purposive sampling methods. The study was conducted across 28 secondary schools in six districts of the Kilimanjaro region, which were randomly chosen by the researcher. The sample consisted of 252 students, 112 teachers, 28 headmasters/mistresses, 28 discipline masters/mistresses, and 6 out of 7 district education officers. Data were collected using in-depth interview guides and questionnaires. The validity of the instruments was confirmed by research professionals, and the reliability of the questionnaire was evaluated using the Cronbach Alpha method. The reliability statistics for the school administration's methods of preventing physical abuse on students were as follows: 0.812 for students, 0.824 for teachers, and 0.878 for discipline masters. According to Leary (2019), a Cronbach's alpha above 0.7 is generally considered acceptable for reliability. Given that all constructs exceeded this threshold, the instruments were deemed reliable. Descriptive and inferential statistics were used to analyze the quantitative data. Frequencies and percentages were summarized in tables. ANOVA was applied to test the hypothesis at a significance level of 0.05. Indirect quotes from interviews were presented, and qualitative data were analyzed through transcription and interpretation using a context-based coding scheme.

4. RESULTS AND DISCUSSION

The researcher set out to evaluate the efficacy of strategies taken by school administration to prevent students from making purchases. Students, instructors, and discipline officers filled out questionnaires to provide the information, and district education officers and directors of schools were also interviewed. The researcher had two areas to examine: the types of bullying that occur in secondary schools, and the efficacy of the measures taken by the administration to safeguard students in public secondary schools against bullying.

Types of Bullying Practiced in Secondary Schools. The researcher investigated the types of bullying that are practiced in schools. To achieve this, the responses to this question were analyzed and an appropriate interpretation was made from the results. Table 1 presents responses from teachers (n=112), students (n= 252), and discipline masters (n=28).

Table 1: Response from Teachers (n=112), Students (n= 252), and Discipline Masters (n=28). On the type of Bullying

Type of Bullying	Students		Teachers		Discipline Masters	
	F	%	F	%	F	%
Verbal	101	40	44	39.3	12	42.8
Physical	51	20.2	19	17	6	21.4
Emotional	85	33.7	39	34.8	9	32.1
Cyber	15	6	10	9	1	3.5
TOTAL	252	100	112	100	28	100

Source: Field data, (2025)

The data from Table 1 show that verbal bullying was the most prevalent, with 101 (40%) students reporting it. This was followed by emotional bullying at 85 (33.7%), physical bullying at 51 (20.2%), and cyberbullying at 15 (6%). These results indicate that verbal and emotional bullying are the most common forms of bullying reported by students. Similarly, teachers' responses showed 44 (39.3%) identified verbal bullying, followed by emotional bullying at 39 (34.8%), physical bullying at 19 (17%), and cyberbullying at 10 (9%). Discipline masters reported 12 (42.8%) identifying verbal bullying as the most common, followed by emotional bullying at 9 (32.1%), physical bullying at 6 (21.4%), and cyberbullying at 1 (3.5%). These findings suggest that emotional and verbal bullying are the most frequently witnessed forms of bullying in secondary schools, followed by physical bullying. Research suggests that bullying is a persistent pattern of behavior, rather than an isolated incident (Smith, 2020).

This conclusion was reinforced by qualitative data gathered from school heads and district education officers (DEOs), who identified verbal, emotional, and physical bullying as the most common forms. Heads of school described verbal bullying in terms of taunting, teasing, and name-calling, while physical bullying was often reported as hitting, punching, kicking, pushing, and stealing. One head of school shared:

Physical and social bullying are very common among my students and occurs almost daily. Bullying can be verbal (taunting, teasing, name-calling), social (spreading rumors or excluding others), and physical (hitting, punching, kicking, pushing, taking someone's belongings). I witness up to five bullying incidents per year. (Interview,)

Another head of school commented:

"The most common type of bullying here is physical bullying. It mainly occurs on the playground, in classrooms, between classes, and while commuting to and from school." (Interview,)

A third head of school remarked:

"Physical bullying is the most common type. It occurs almost daily, especially when teachers are absent and students are unsupervised." (Interview,)

The responses from school heads indicate that bullying, especially physical bullying, is highly prevalent, with students engaging in these behaviors when teachers are absent. This underlines the need for effective strategies to address bullying in schools and society at large. The American Psychological Association (APA, 2020) notes that bullying can have detrimental effects on both victims and perpetrators. It can negatively impact social relationships, academic performance, and mental health, often leading to depression, loneliness, anxiety, and low self-esteem among victims, while bullies may act aggressively due to frustration, humiliation, or social ridicule.

Teachers also reported instances of physical, emotional, and verbal bullying, often occurring at school or while students are traveling home. One teacher recounted: *“A senior student physically bullied another student in my class. The senior student took another student’s candy by force... this incident occurred immediately after class.”*

Another teacher added:

“Students also bully each other on their way home. They don’t just use verbal threats; they even slap other students, like giving three spansks on the cheek after school hours.”

These teachers’ accounts further confirm that physical, verbal, and emotional bullying are common occurrences in schools, often instigated by students, with occasional involvement of teachers. In school settings, bullying is most often perpetrated by peers, although teachers and staff members can contribute to the issue (Smith, 2020).

When asked about types of bullying observed in schools, a DEO shared:

“Students engage in texting hurtful messages about others, drawing pictures of people and passing them around, or making fun of teachers.” (Interview,)

Another head of school remarked:

“Harassment includes making fun of someone’s appearance, such as their clothing or hair, or excluding one person from group activities.” (Interview,)

It was also noted that female students are often bullied by male teachers and students. One head of school recounted:

“I received a complaint from a female student about her Physics teacher. She said that the teacher always refers to boys when giving examples and claims that girls cannot succeed in science.” (Interview,)

This observation aligns with previous research indicating that females often experience more subtle forms of bullying, such as exclusion, rumors, and manipulation (Olweus, 2003). In most cases, bullying in schools is perpetrated by peers, but teachers and staff can also be involved (Smith, 2020).

After establishing the existence of different types of bullying witnessed and or experienced in secondary schools, the study aimed at finding out the efficacy of the Strategies used by school administration in protecting children from bullying in secondary schools. Information to address this question was acquired from teachers, students, discipline masters/mistresses, headmasters/mistresses, and DEOs and was presented and described first followed by supportive results from other respondents. This is found in Table 2 which presents responses from teachers (n=112), students (n= 252), and discipline masters (n=28) on the efficacy of strategies used by school administration in protecting children from bullying abuse in secondary schools. The research used a Likert scale with categories of, effective, somehow effective, not effective and I don’t know.

Table 2: Response of teachers (n=112), students (n= 252), and discipline masters (n=28) on the efficacy of the strategies used by school administration in protecting children from bullying.

Strategies	Respondents	Effective		Somehow Effective		Not Effective		I don’t know		Mean
		F	%	F	%	F	%	F	%	
1. Good Involvement of the stakeholders dealing with child protection from bullying	Teachers	65	58.1	35	31.2	12	10.7	0	0	3.840
	Students	136	53.9	84	33.3	12	4.7	20	7.9	3.935
	DMs	19	67.8	5	17.9	4	14.3	0	0	3.663
2. Teachers’ training about child protection against bullying	Teachers	38	33.9	50	44.6	24	21.4	0	0	3.027
	Students	50	16.8	140	55.5	45	17.6	17	6.7	3.072
	DMs	8	28.6	20	71.4	0	0	0	0	3.163
3. Students taught about the protection right from bullying	Teachers	30	26.8	52	46.4	30	26.8	0	0	2.946
	Students	59	23.4	168	66.6	16	6.3	9	3.6	2.815
	DMs	8	28.6	16	57.1	4	14.2	0	0	2.445
4. Well-informed and sensitized school administration about bullying	Teachers	75	67	30	26.8	7	6.3	0	0	3.261
	Students	153	60.7	69	28.6	25	9.9	25	9.9	3.279
	DMs	19	67.9	9	32.1	0	0	0	0	3.943
5. Good laws and policies for child protection from bullying	Teachers	70	62.5	30	26.8	12	10.7	0	0	3.846
	Students	141	56	79	31.3	8	3.2	24	9.5	3.935
	DMs	22	78.6	4	14.2	2	7.1	0	0	3.581

6. The use of active Juvenile courts in a case of bullying	Teachers	28	25	68	60.7	16	14.3	0	0	2.982
	Students	79	31.3	195	57.5	18	7.1	10	4	2.976
	DMs	10	35.7	16	57.1	2	7.1	0	0	2.445
7. Well-set rules and regulations for child protection from bullying	Teachers	40	35.7	48	42.8	24	21.4	0	0	3.142
	Students	140	55.5	74	29.3	23	9.1	15	6	3.926
	DMs	16	57.1	9	32.1	3	10.7	0	0	3.840
8. Well-set initiative to protect children from bullying	Teachers	48	42.9	50	44.6	14	12.5	0	0	2.428
	Students	32	12.7	118	46.8	80	31.7	22	8.7	2.781
	DMs	10	35.7	16	57.1	2	7.1	0	0	3.087
9. Guidance and counseling on bullying	Teachers	80	71	27	24.1	5	4.5	0	0	3.943
	Students	149	59.1	72	28.6	20	8	11	4.4	3.799
	DMs	17	60.7	8	28.6	3	10.7	0	0	3.846
10. Sense of Love and humanity in bullying	Teachers	32	28.6	69	61.6	11	98	0	0	3.164
	Students	57	22.6	148	58.7	18	7.1	29	11	2.930
	DMs	6	21.4	16	57.1	6	21.4	0	0	2.897

Source: Field data, (2025)

From table 2 the strategies which looked to be effective were, Good involvement of the stakeholders dealing with child protection from bullying. Whereby the findings from teachers revealed that 65 (58.1%) said it's effective and 35 (31.2%) said it's somehow effective, only 12 (10.7) said it is not effective and no one said I don't know, mean was 3.840. This means the majority of teachers perceived the strategy to be effective. Students revealed that 136 (53%) held it's effective and 84 (33.3%) said it's somehow effective, merely 12 (4.7) said it is not effective and 20 (7.9%) said I don't know, and the mean was 3.935. On side of discipline master, the data show that 19 (67.8%) said it's effective and 5 (17.9%) said it's somehow effective, only 4 (14.3) said it is not effective and no one said I don't know with the mean of 3.663. The data shows that the majority of the three groups of respondents remark that the strategy is effective in protecting children from bullying. It was said by one head of the school that we involve parents when issues of bullying are raised. *"Yes. Most often harsh disciplinary measures are put in place to check this phenomenon. These include summoning the parents/guardian to school to discuss the matter of bullying."* (Interview)

The response of the head of the school show, the way parent is involved in bullying issues that happens in schools is a good stage for the involvement of stakeholders. Parents are the first stakeholder in helping children since he/she stays more with the child.

The DEO said that *"These strategies are implemented by cooperating with various NGOs and other stakeholders like the government through the ministry concerned. It is not impossible to do it alone"*. (Interview)

The response from the DEO reflects that stakeholders are involved in the process of protecting children from bullying. Different NGOs and agencies are welcome to schools to give their support in child protection by developing programs to assist schools with addressing these bullying issues since they are part of education stakeholders. Shinn (2003) noted that focusing on only one component, such as the teachers, without taking into account other influential factors, such as the stakeholder involvement and communities of which they are part, may lead to error so inference.

Another strategy that was seen as effective is well-informed and sensitized school administration about bullying whereby the data from table 2 exposed that 75 (67%) of teachers held it's effective and 30 (26.8%) said it is somehow effective, only 7 (6.3) who said it is not effective and no one said I don't know with the mean of 3.261. This implies that the strategy is effective. Students revealed that 153 (60.7%) said it's effective and 69 (28.6%) said it's somehow effective, only 25 (9.9) said it is not effective and 25 (9.9%) said I don't know with the mean of 3.279. On side of discipline master, the data show that 19 (67.9%) said it's effective and 9 (25%) said it's somehow effective with no one saying I don't know, the mean was 3.219. The data indicate that the strategy is effective as the administration is well informed and sensitized about bullying as the majority of the respondents said the strategy is effective, despite the number of a student 19 percent who are not aware of the strategy. The data reflects that when the school administration is well-informed on the strategies can be responsible leaders. Leadership is very important for without good leaders, things at schools will spiral out of control and, in some instances, students may control the school. Residential school teachers must be committed, must be proactive, and not operate on a reactive basis. Teachers must make their presence felt and join in student activities. One of the steps is to monitor the wardens and ensure that they carry out their duties, especially on weekends and public holidays since is the moment bullying is taking place more in schools. (Gray, D. E.2004).

Good Laws and Policy for child protection from bullying was also seen as an effective strategy whereby table 2 shows that teachers revealed that 70 (62.5%) held it's effective and 30 (26.8%) suggest it was somehow effective, only 12 (10.7) who said it is not effective and no one said I don't know. The mean was 3.846. Students revealed that 79 (31.3%) opined it is effective and 141 (56%) held it's somehow effective, only 8 (3.2) who said it is not effective and 24 (9.5%) said I don't know with the mean of 3.23. On side of discipline master, the data show that 22 (78.6%) said it's effective and 6 (14.2%) said it's somehow effective, only 2 (7.1) said it is not effective and no one said was not aware of the mean was 3.781. The majority of the three respondent teachers and discipline master tend to have the same mind agreeing on the strategies to be effective contrary to the student who is a minority by only 31% agree the strategy be effective. It was also said by one head of school that, *"Reformation of the policies related to the child abuse, such bullying is done which formulate an improved policy about children"* (Interview)

It was again said by the DEO, “*We want to focus more on creating awareness of child rights, increase of the child justice system, strengthening of the child protection system, policy, and legal reforms.* (Interview)

The response implies that policies are effectively used and improved which is a very good sign. It is also important for laws and policies to be revised from time to time to help in protecting children from bullying within a different context. A study (Olweus, 2003) shows that Many schools implement bullying prevention strategies, policies, or programs to address bullying in these settings. Unfortunately, the literature suggests that the efficacy of these implementations is largely unknown due to the lack of systematic research evaluations and documentation of results.

Another effective strategy was guidance and canceling bullying. The data in table 2 revealed that 80(71%) of teachers alleged it's effective and 27(24.1%) thought it's somehow effective, just 5 (4.5) said it is not effective. The mean was 3.943 above the average mean. Students revealed that 149(59.1%) held it's effective and 72(28%) thought it's somehow effective, while only 20 (8%) said it is not effective and 11 (4.4%) held not to know. The mean was 3.799 above the average mean. On side of discipline master, the data show that 17 (60.7%) said it's effective and 8(28.6%) said it's somehow effective, while 3(10.7%) said not effective and I don't know, the mean was 3.846. The data presented that most majority of the respondents show that guidance and counseling is an effective strategy above 50 percent. Interviews with the respondents revealed that the most conducted or used strategy was guidance and counseling, this is because every teacher in each school can easily give guidance to students in schools. The study corresponds to Gwirayi's (2013) study on fighting child bullying in the Gweru district of Zimbabwe with secondary school learners and found that the introduction of Guidance and Counseling classes plays an important role in protecting learners from bullying. Counseling helps to sensitize learners to the dangers of bullying misconduct hence is highly recommended to be the best strategy for child protection from bullying.

Well-set rules and regulations for protecting children from bullying were also viewed as an effective strategy as table 2 shows that teachers 40(35.7%) held it's effective and 48(42.2%) said it's somehow effective, while 24 (21.4) held it is not effective and no one said I don't know, the mean was 3.142. Students revealed that 140(55.5%) said it's effective and 74(29.3%) said it's somehow effective, 23 (9.1) held it is not effective and 15 (6%) held not to know, the mean was 3.840 above the average mean. On side of discipline master, the data show that 16 (57.1%) said it's effective and 9 (32.1%) said it's somehow effective, and 3 (10.7) said not effective. The mean was 3.840 above the average score. From the data, we see that this strategy is effective as all school requires having rules and regulation to protect children from bullying and if the rules and regulation will address bullying can fully succeed with supporting policies and laws. From the finding, the percentages are not so different meaning that more effort is needed to make the strategy more effective. These rules and policies are developed and all teachers and students must comply with them. For instance, one head of the school said:

In my school, for example, a set of rules and regulations concerning bullying are put in place and enforced. These rules made clear to students and teachers that bullying is not allowed and there are clear consequences for those who break the rules. Any bullying behavior is therefore punished accordingly. The school to stamp out bullying and create a safe and healthy environment for all students has also resorted to rewarding students who provide a good example of the school's rules in action. Interview (Interview)

In addition, another head of the school said:

Some mechanisms have been put in place to reduce the number of perpetrators of bullying; - first through the school rules and regulations that spell out permissions for such acts. These sanctions range from a simple warning to punishment, suspension, and even dismissal from school if found with bullying issues. School and class prefects are also empowered so that they act as an arm of school administration to reduce the number of perpetrators of bullying in school. Interview (Interview)

From the head of school response, this implies that having rules and regulations which assist teachers and students to understand the consequences of bullying in school is very important and the best strategy to be used to protect children from buying in schools. Strategy efficacy, based on school rules, has been the subject of many research projects for efficacy. About the theory of assertive behavior by Canter in 1975; the strengths of this theory according to Forbes et al (2011) are the expectations of the teacher that are clearly stated and enforced fairly; classroom rules, corrective actions, rewards, etc. are precisely written and explained to the students/parents so there is no confusion. Therefore, the school administration could ensure that their strategies and disciplinary plans aimed at protecting school children from all kinds of abuse are preplanned and meet uniform standards. School rules and regulations can address the issues of bullying that could happen in a school.

Other strategies of teacher's training about child protection on bullying and student taught on the protecting right from bullying were considered to be somehow effective as they are presented in table 2; teacher's training about child protection on bullying shows teachers 38(33.9%) said it's effective and 50(44.6%) held it's somehow effective, in that case, 24 (21.4) alleged it is not effective and no one held not to know, the mean was 3.027. Students revealed that 50(16.8%) said it's effective and 140 (55.5%) held it's somehow effective, but 45 (17.6) who said it is not effective and 17(6.7%) said I don't know, and the mean was 3.072. On side of discipline master, the data show that 8 (28.6%) said it is effective and 20 (71.4%), and one was on the point of not effective and I do not know. The strategy had a mean of 3.163 which entails that is not so effective because it is not provided frequently to the teacher as the DEO Said, “*we offer seminars to teachers and train but not frequently because we do not have enough funds for conducting the training, we do it once in a year or sometime a year can pass.* Interview (Interview)

The response shows clearly that if the teacher is not given training and is updated with the law and policy for child protection from bullying will be hard to be effective in helping children from the buying abuse. More training and knowledge are needed for teachers. The data correspond to Chuunga's (2013) studied the actual practice of the strategies in Zambia. The study sought to find out teachers' strategies to support children's protection. Data indicated that some of the respondents felt that they had been sufficiently trained to protect children from buying. The majority of teachers were concerned about their lack of adequate training in the teacher training colleges and university. On the other hand, teachers who were trained in private colleges and universities felt not adequately trained to protect children from bullying as compared to teachers trained in government-owned Colleges and Universities.

On the strategy of students taught on the protecting right from bullying whereby teachers 30 (26.8%) held it's effective and 52 (46.4%) held it's somehow effective, in that case, 30 (26.8) said it is not effective. The mean was 2.946. Students revealed that 59 (23.4%) held it's effective and

168 (66.6%) said it's somehow effective, then 16 (6.3) said it is not effective and 9 (3.6%) said I don't know, and the mean was 2.815. On side of discipline masters, the data shows that 8 (28.6%) said it's effective and 16 (57.1%) and 9 (3.6) present not effective and no one held not to know. This strategy looked to be somehow effective because is not frequently applied. These data show that the training and students taught are not so effective because they are not offered frequently. Time should be indicated for this and the budget for students' training. Teachers need to have a clear understanding of bullying behaviors, but students need to be aware of bullying behaviors and how to combat them in their schools. Students need to be provided with the training to become socially competent. The study by Orpias, Home, 2006 reveals socially competent Children have an awareness of unacceptable behaviors, such as bullying. This implies that children's awareness is very important to help children to become more socially competent and have skills that allow them to be more competent to solve conflicts without violence, resist negative peer pressure, make friends, and have plans.

This was said by DEO, *"we make some arrangements like seminars that gather various stakeholders regarding abuse against children. There are programs at school, children clubs as they have been given skills on how to report abuse mostly bullying"* Interview (Interview)

The response of the DEO shows that Children who are more socially competent have skills that allow them to be more competent to solve conflicts without violence, resist negative peer pressure, make friends, and have plans. This entails that when a student is aware of the strategy will be easy for him or her to handle child abuse traits of bullying coming around (Shinn 2003)

On the strategy of the use of juvenile court in cases of bullying abuse, the data show that teachers revealed that 28 (25%) recommend the strategy to be effective and 68 (60.7%) opined the strategy to be somehow effective, while 16 (14.3) propose not effective and none said not to be aware of the strategy. The data imply that teachers' responses found the strategy not so effective at 68.7% and the mean of 2.982 below the average mean score. The student's responses revealed that 79 (31.3%) held the strategy to be effective and 195 (57%) said it's somehow effective, 18 (7.1) opined it is not effective and 10(4%) supposed not know the strategy. This entails that students were not different from teachers as 57 percent found the strategy not so effective. However, also it was marked that some students were not aware of strategy 4 percent which entails the need to educate them. On the side of Discipline Master, the data show that 10 (35.7%) held the strategy to be effective and 16 (57.1%) said it's somehow effective, while 2(7.1) one supposed not to be effective and none held not to know the strategy. Regarding the 2.445 and response by 57.1% on the efficacy of the strategy implies that also Discipline Master with idea that the strategy was not so effective.

This implies the use of Juvenal court is not well used by the school administration hence there is a need to make more enforcement toward the implementation of effective child protection. It is also essential that parents, teachers, and the wider community are aware of children's rights and entitlements and how to access justice so that the community can support and empower children to act when there is a violation and help to enforce remedies or redress.

Regarding well-set intuition to protect children from bullying and a Sense of love and humanity in protecting children from bullying was seen as somehow effective the data shows that teachers 32(28.6%) held it's effective and 69 (61.6%) said it's somehow effective, then 11 (98) who said it is not effective and none was not aware, the mean was 3.164. This implies that most teachers do not have a sense of love and humanity. Out of all students revealed that 57(22.6%) said it's effective and 148 (58.7%) consider it's somehow effective, then 29 (11) said it is not effective and none said I don't know, and the mean was 2.930 below the average mean. On the same Discipline master, the data show that 6 (21.4%) said it is effective and 16 (57.1%) and 6(21.4) were on the point it is not effective and no one held not to be aware, the mean was 2.897. The data above shows that most of the teachers do not have a sense of love for their students which results in bullying issues taking place in school. In line with the data above it was said by one head of the school, *"Children are human beings like any other, but what is important is that they need our guidance as guardians and parents. So now children need to be protected and makes them realize their full human and moral potential"* Interview (Interview) The response from the head of the school emphasizes the teacher to treat the students with love and humanity since are human beings like others and need the care to realize their full human and moral potential. This finding corresponds to Sherer (2007), As reported by school psychologists in the study, the most frequently implemented anti-bullying strategies were school staff talking with bullies with love and care following bullying incidents, disciplinary consequences for bullies, adult supervision, school staff talking with victims following bullying incidents, and individual counseling with bullies. All of these strategies were reported to be implemented in over 90% of respondents' schools.

Another strategy proposed by respondents is to have a functional anti-bullying club. Students are exposed to how to handle some problems regarding bullying with the help and proper guidance of their teacher. This strategy corresponds to Crothers and Kolbert (2004) conducted a mixed-methods study to determine if there was a difference in preferences between teachers and students regarding anti-bullying strategies. The researchers also intended to determine the methods that teachers found to be most effective when intervening in bullying situations. The study revealed that teachers were much more optimistic regarding the use of bullying prevention and intervention strategies than students. They also determined that students are less likely to seek the assistance of teachers when being bullied. When teachers fail to intervene in bullying situations, the children who engage in aggressive behaviors may misinterpret the lack of intervention as approval of their actions and consider the behaviors socially accept table.

Besides that, one teacher commented saying, *"we need to introduce a forgiveness education program in the school that educates all students about empathy, recognizing and identifying feelings"*

This entails that bullying goes hand in hand with forgiveness since some students are bullied by others because of revenge thus conflict resolution needs to take place. One way of conflict resolution is through forgiveness. The student should be told the negative effects of holding anger. In addition, forgiveness education programs emphasize the necessity of recognizing the humanity of each person, even those who commit hurtful behaviors.

Another strategy is Awareness to combat bullying behaviors in schools. If a school is unaware of a bullying problem, such an incident can't be resolved. Whether teachers or administrators are in denial about a problem or whether they are unaware of a problem; it remains an unresolved issue for students. Simply being aware of the problem is also futile in an attempt to resolve issues with bullying.

It was noted that the school administration always tries to punish students who bully others to serve as a warning to the other students, but bullying cases are still brought up every day so it was suggested by students that should implement a rule that states dismissal for every bully, and also put students to look out for their classmates and report any case of bullying to the school authorities.

Hypothesis test for One-way ANOVA.

While doing the - way ANOVA test to see if there are significant differences between teachers' mean scores on rating the effective strategies used in protecting children from bullying based on years of experience, the following assumptions were considered. Each group sample was drawn from a normally distributed population of teachers, second, all populations had a common variance third and all samples were drawn independently of each other.

Stating decision rule:

If P-Value is less or equal to the significance level of 0.05 then reject the Null hypothesis. The opposite is true.

The researcher computed the mean score of the groups according to their years of experience and the summary of the findings is presented.

Table 3: Group statistics on the Strategies Used in Protecting Children from Bullying Concerning Work Experience

	N	Mean	Std. Deviation	Std. Error
1-2 years	27	3.496	.7991	.1775
3-5 years	43	3.819	.8434	.1799
5-10 years	32	3.678	.5136	.1613
11 and above	10	3.841	.1378	.0889
Total	112	3.718	.7646	.0899

The descriptive in table 3 indicates that in the four groups according to the year of experience rated the strategies used in protecting children from bullying were average with slight differences among the groups.

The researcher used the application of the computer package SPSS output to determine if the groups were statistically different or not. Table 4 shows the summary of the ANOVA output:

Table 4: One-way ANOVA output on the year of work experience and strategies used in protecting children from bullying

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.984	3	.989	2.367	.098
Within Groups	45.386	100	.475		
Total	47.47	103			

The findings in table 4 indicate the output of one-way ANOVA is ($F = 2.367$, $P=0.098$). The findings indicate that P-Value is greater than 0.05 significance level.

Therefore, based on the decision rule If the P-Value is less than the significance level of 0.05 then reject the Null hypothesis. The opposite is true. Since ($F = 2.367$ and $P=0.098$) indicate that P-Value is greater than the 0.05 significance level, therefore, the Null hypothesis wd which implies that there was no significant difference between teachers' mean scores on rating the effective strategies used in protecting children from bullying based on years of experience. The differences indicated in the group statistics indicated that some of the teachers rated high the efficacy of strategies used in protecting children from bullying in secondary schools in the Kilimanjaro region, Tanzania but there is no significant difference.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The results generally show that bullying is a serious problem that can greatly affect children's ability to progress both academically and socially. To ensure that all students can learn in a safe, supportive environment, a comprehensive approach and preventative plan involving students, parents, and school staff are essential. The study indicates that current methods, such as counseling and guidance, are effective. It also highlights that schools have reliable policies, rules, and regulations in place to address bullying. However, it suggests that even though many schools have anti-bullying measures, more needs to be done. Additional strategies, such as teacher training and student awareness programs, were found to be somewhat effective. This led to the recommendation for training courses, workshops, seminars, and symposiums to teach techniques for preventing bullying. Periodic evaluations of the efficacy of these strategies are crucial to ensuring improved student protection. Another recommended approach is establishing a functional anti-bullying club. With proper teacher guidance, students can learn how to address bullying-related issues. Introducing a forgiveness education program was also suggested, teaching students empathy, recognizing emotions, the importance of conflict resolution, and the negative impact of holding onto anger. These programs also emphasize respecting others, including those who exhibit harmful behavior. The hypothesis concludes, based on experience, that there are no significant differences in teachers' evaluations of the efficacy of strategies used to protect children from bullying.

5.2Recommendations

To combat bullying in schools, the study recommends that the Ministry of Education, Science, and Technology ensures the effective use of existing measures with proper supervision. It also suggests that District Education officers, Heads of Schools, Discipline Masters/Mistresses, and teachers

undergo in-service training to learn child protection techniques, including recognizing signs of abuse and how to safeguard children. Lastly, the report recommends that teacher education programs at colleges and universities prioritize child protection. This will help prepare teachers to implement and manage child protection measures in schools both theoretically and practically during their studies.

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