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Bullying Victimization and Self-Efficacy among Students in Kokebe
Tsibah Secondary School Students

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Bullying Victimization and Self-Efficacy among Students in Kokebe
Tsibah Secondary School Students

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This is to certify that the thesis entitled "Bullying Victimization and Self-Efficacy among Students in Kokebe Tsibah Secondary School Students" submitted in the partial fulfillment of the requirements for the degree of Master Developmental psychology, to the graduate program of Addis Ababa University has been carried out by Nitsuhalem Teshome. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department of College of education and behavioral studies of psychology

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DECLARATION

I, Nitsuhalem Teshome, have carried out a research paper on "Bullying Victimization and Self- Efficacy among Students in Kokebe Tsibah Secondary School Students" independently in partial fulfillment of the requirement of the Master degree in Developmental psychology with the guidance and support of the research advisor, Assefa Berihun (PhD). I also declared that this thesis is my original work and that all sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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Table of Contents

	pages
Contents	
Acknowledgement	i
Table of Contents	ii
Abstract	viii
Acronym	ix
CHAPTER ONE	1
1. INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem	2
1.3. Research Questions	4
1.4. Objectives.....	4
1.4.1. General Objective	4
1.4.2. Specific Objectives	4
1.5. Scope of the Study.....	4
1.6. Significance of the Study	5
1.7. Definitions of Terms	5
1.8. Organization of the Paper.....	6
CHAPTER TWO	7
2. LITERATURE REVIEW.....	7
2.1. Conceptual Explanation and Empirical Evidence of Bullying Victimization.....	7
2.2. Overview of Bullying Victimization.....	8
2.2.1. Prevalence and Types of Bullying Victimization.....	8
2.2.2. Contributing Factors to Bullying Victimization.....	10
2.2.3. Psychosocial Consequences of Bullying Victimization	11
2.3. Theoretical Underpinnings of Self-Efficacy	12

2.4.	Theoretical Underpinnings of Self-Efficacy	13
2.4.1.	Development of Self-Efficacy	13
2.4.2	Factors Impacting the Formation of Self-Efficacy.....	14
2.4.2.	Development of Self-Efficacy	14
2.4.3.	Determinants of Self-Efficacy	15
2.4.4.	Implications of Self-Efficacy for Academic Success and Psychosocial Adjustment	16
2.4.5.	Effects of Bullying Victimization on Self-Efficacy	17
2.4.6.	Coping Mechanisms and Self-Efficacy	17
2.5.	Intervention Programs and Self-Efficacy Enhancement	17
2.6.	Specific Context of Kokebe Tsibah Secondary School	17
2.7.	Research Gap	18
2.7.1.	Introduction	18
2.7.2.	Lack of Localized Data.....	18
2.7.3.	Specific Context of Ethiopian Schools	18
2.7.4.	Impact of Cultural and Societal	19
2.7.5.	Inadequate Focus on Coping Mechanisms	19
2.7.6.	Limited Evaluation of Existing Interventions	19
2.8.	Conceptual Framework	20
2.8.1.	Components of the Conceptual Framework	20
CHAPTER THREE		22
3.	RESEARCH METHODOLOGY	22
3.1.	Study Design	22
3.2.	Study Setting	22
3.3.	Population.....	23
3.4.	Inclusion and Exclusion Criteria	24
3.4.1.	Inclusion Criteria	24

3.4.2. Exclusion Criteria.....	24
3.5. Sample, sample size determination and sampling Technique.....	24
3.5.1. Sampling Technique	24
3.5.2. Sampling Technique	24
3.5.3. Sample Size	25
3.6. Variables.....	25
3.6.1. Independent variables Bullying Victimization	25
3.6.2. Dependent Variable	25
3.7. Self-Efficacy.....	25
3.8. Data collection Method	26
3.8.1. Data collection instruments	26
3.8.2. Data collection Procedure.....	26
3.9. Method of Data analysis.....	27
3.10. Data Quality Assurance.....	27
3.10.1. Reliability.....	27
3.10.2. 3.10.2. Reliability.....	27
3.10.3. Reliability.....	28
CHAPTER FOUR.....	29
4. INTRODUCTION.....	29
4.1. Demographic characters of respondents (Clients)	29
4.2. Regression analysis	37
4.3. Analysis for Interview Response	40
CHAPTER FIVE	43
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	43
5.1. Introduction	43
5.2. Discussion of Findings	43
5.3. Summary of Research	45

5.4. Recommendations	46
Reference	49
APPENDIX I	52
Appendix II.....	58

List of table

Table 4. 1 Educational level and Gender Distribution of the Respondents29

Table 4. 2 Self-efficacy of Students.....31

Table 4. 3. Bullying Victimization34

Table 4. 4 ANOVA Analysis for the Relationship between Bullying and Efficacy.....37

Table 4. 5 Analysis of Regression Coefficients for the Relationship between Bullying and Efficacy38

List of figure

Figure 2. 1 Conceptual framework21

Abstract

This research aims to explore the intricate relationship between bullying victimization and self-efficacy among students at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia, addressing a significant gap in the literature specific to the Ethiopian context. The study seeks to understand how various forms of bullying, including physical, verbal, and cyberbullying, influence students' self-efficacy and overall well-being, considering the unique cultural and social dynamics present in the Ethiopian educational landscape. Utilizing a mixed-methods approach, the research combines quantitative analysis through regression techniques and qualitative insights from student interviews. A representative sample of students from grades 9 to 12 was examined to ensure comprehensive data collection and analysis. The study involves (1) a quantitative evaluation of the correlation between bullying and self-efficacy using statistical analysis, (2) qualitative thematization and categorization of interview responses to explore students' personal experiences and perceptions of bullying, and (3) examination of the effectiveness of coping mechanisms and existing interventions within the school environment. The quantitative analysis revealed no statistically significant relationship between bullying and self-efficacy; however, qualitative narratives indicated varied impacts on emotional well-being and academic performance. Students highlighted inconsistencies in teacher intervention and expressed a need for more effective anti-bullying measures. The findings underscore the importance of culturally-sensitive interventions and the essential role of educators and community in mitigating bullying's impacts. The research concludes that while bullying does not significantly predict self-efficacy statistically, it adversely affects students' well-being and academic success. Recommendations include implementing comprehensive anti-bullying policies, enhancing teacher training, fostering inclusive cultures, and promoting community involvement to address bullying and support student empowerment.

Key Terms: *Bullying Victimization, Self-Efficacy, Ethiopian Schools, Mixed-Methods, Student Well-being.*

Acronym

BV- Bullying Victimization

SE- Self-Efficacy

KTSS-Kokebe Tsibah Secondary School

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Bullying victimization among adolescents has emerged as a pressing global issue, profoundly affecting the mental and physical well-being of students (Smith et al., 2018). Within educational environments, bullying takes on multiple forms such as physical aggression, verbal harassment, and cyber bullying, each of which can significantly impair a student's academic performance, self-esteem, and overall psychological health (Olweus, 2003; Hinduja & Patchin, 2010). The repercussions of bullying are not limited to immediate harm but often evolve into prolonged emotional and behavioral problems (Copeland et al., 2013).

A critical factor in how students manage bullying experiences is self-efficacy, defined as an individual's belief in their ability to execute the behaviors needed to achieve specific outcomes (Bandura, 2015). High levels of self-efficacy are linked to increased resilience and a stronger capacity to navigate challenging situations effectively (Bandura, 1997). Conversely, students with diminished self-efficacy may feel helpless against bullying, thus intensifying the adverse effects of victimization (Zimmerman, 2017).

Located in Addis Ababa, Ethiopia, Kokebe Tsibah Secondary School exemplifies a typical urban academic setting where students from varied backgrounds converge. Within such environments, the interplay of bullying and its impact on students' self-efficacy is intricate and layered. Like many educational systems worldwide, the Ethiopian system contends with bullying issues that can detract from the educational experiences and achievements of students (Tsion, 2018).

Despite increasing consciousness of bullying and its consequences, a notable research gap exists regarding the specific link between bullying victimization and self-efficacy among students in Ethiopian schools. Understanding this relationship is crucial for crafting effective interventions that can alleviate the adverse effects of bullying while bolstering students' self-efficacy, thus fostering a safer and more supportive educational setting (Smith, 2023; Abebe & Tesfaye, 2022).

Thus, this thesis has objective to bring solutions or lay foundation to minimize the critical issue of bullying victimization and its influence on the self-efficacy of students at Kokebe Tsibah Secondary School. The research is vital for formulating strategies to enhance psychological resilience and improve the educational outcomes for these students (Getachew, 2023; Mekuria, 2022). By examining the connection between bullying victimization and self-efficacy, this study seeks to deepen understanding of these significant factors within Addis Ababa's educational context. The findings from this research are expected to contribute meaningfully to ongoing discussions on bullying in Ethiopian schools and serve as a foundation for future research and policy-making endeavors. Ultimately, the goal is to contribute towards the creation of a safer, more inclusive educational environment.

1.2. Statement of the Problem

Bullying victimization among adolescents has reached critical levels globally, significantly impacting the mental and physical well-being of students (Smith et al., 2018). In educational settings, bullying manifests in forms such as physical aggression, verbal harassment, and cyberbullying, each capable of severely disrupting a student's academic performance, self-esteem, and psychological health (Olweus, 2003; Hinduja & Patchin, 2010). The consequences of bullying often extend beyond immediate harm, leading to long-term emotional and behavioral issues (Copeland et al., 2013).

A crucial element in how students cope with bullying is self-efficacy, defined as one's belief in their capability to perform actions required to manage specific situations (Bandura, 2015). High self-efficacy is associated with greater resilience and a robust ability to handle adverse circumstances (Bandura, 1997). In contrast, students with low self-efficacy may feel powerless in the face of bullying, exacerbating the negative impact of victimization (Zimmerman, 2017).

Situated in Addis Ababa, Ethiopia, Kokebe Tsibah Secondary School represents a typical urban academic environment where students from diverse backgrounds converge. In such settings, the interplay between bullying and its effect on students' self-efficacy is complex and multifaceted. Similar to many educational systems worldwide, Ethiopia struggles with bullying issues that can detract from students' educational experiences and achievements (Tsion Tesfaye, 2018).

Despite a growing awareness of bullying and its consequences, a significant research gap persists regarding the specific relationship between bullying victimization and self-efficacy in

Ethiopian schools. Understanding this relationship is vital for developing effective interventions that can mitigate the harmful effects of bullying while reinforcing students' self-efficacy, thereby creating safer and more supportive educational environments (Smith, 2023; Abebe & Tesfaye, 2022).

Despite the recognized role self-efficacy plays in combating bullying effects, there exists a notable scarcity of research examining the interplay between bullying victimization and self-efficacy in Ethiopian educational settings, particularly within urban locales such as Addis Ababa. This deficiency of empirical evidence constrains educators, policymakers, and mental health professionals from crafting effective interventions tailored to the needs of bullied students.

The gap in understanding within Kokebe Tsibah Secondary School regarding the prevalence and repercussions of bullying, coupled with its relationship to self-efficacy, underscores a critical lapse in current literature, complicating intervention efforts. Without comprehensive insights into the dynamics of bullying and its impact on self-efficacy, strategies to alleviate and address bullying remain insufficient. Studies were conducted about Bullying at different schools in Ethiopia. Abate Yeshiwas (2017) examined the bullying and its effect on students' academic performance the case of mekdela elementary school addis ababa, ethiopia. Tsion Tesfaye (2018) examined the Bullying victimization and self-efficacy among children in selected Government Primary Schools of Arada sub city, Addis Ababa. In addition, Mariamawit Aberra (2013) assessed " School Bullying in Selected Schools in Addis Ababa" . And in related studies ,IFA Ebissa has examined about Family Functioning, Peer Pressure and Aggression: In Some Selected High Schools in Shaggar City, Burayyu Administration. Based on thi to the knowledge of the student researcher there are a little studies conducted with research here under studies and this study endeavors to explore the prevalence of bullying victimization and assess its influence on the self-efficacy of students at Kokebe Tsibah Secondary School. By pinpointing the predominant forms of bullying and analyzing their effects on students' self-efficacy, this research aims to lay the groundwork for developing potent strategies to counteract bullying's adverse consequences, ultimately seeking to cultivate a safe and nurturing educational environment that enhances student well-being and academic achievement.

This thesis aims to address the pressing issue of bullying victimization and its influence on the self-efficacy of students at Kokebe Tsibah Secondary School. The research is essential for

crafting strategies to enhance psychological resilience and improve educational outcomes for these students (Getachew, 2023; Mekuria, 2022). By exploring the connection between bullying victimization and self-efficacy, this study seeks to deepen understanding of these critical factors within Addis Ababa's educational context. The findings are expected to significantly contribute to ongoing discussions on bullying in Ethiopian schools and serve as a foundation for future research and policy initiatives. Ultimately, the goal is to contribute to creating a safer, more inclusive educational setting.

1.3. Research Questions

- What is the prevalence of bullying victimization among students at Kokebe Tsibah Secondary School?
- How does bullying victimization affect the self-efficacy of students at Kokebe Tsibah Secondary School?
- What coping mechanisms do students at Kokebe Tsibah Secondary School employ in response to bullying, and how do these strategies influence their self-efficacy?

1.4. Objectives

1.4.1. General Objective

- The general objective of this research is to examine the relationship between bullying victimization and self-efficacy among students at Kokebe Tsibah Secondary School.

1.4.2. Specific Objectives

1. To determine the prevalence of bullying victimization among students at Kokebe Tsibah Secondary School.
2. To assess the impact of bullying victimization on the self-efficacy of students at Kokebe Tsibah Secondary School.
3. To identify the coping mechanisms employed by students at Kokebe Tsibah Secondary School in response to bullying and analyze how these strategies influence their self-efficacy.

1.5. Scope of the Study

This study focuses on investigating the relationship between bullying victimization and self-efficacy among students at Kokebe Tsibah Secondary School, situated in Addis Ababa, Ethiopia. The research targeted students enrolled at the school, with a representative sample

drawn from various grades and age groups to ensure comprehensive coverage. Data collection and analysis was span the current academic year, providing an up-to-date assessment of bullying victimization experiences and self-efficacy levels among students. Making concentrating on Kokebe Tsibah Secondary School, the study offered insights specific to the social and educational context of the institution, facilitating a deeper understanding of the dynamics between bullying victimization and self-efficacy within this particular setting.

1.6. Significance of the Study

The research on bullying victimization and self-efficacy among students at Kokebe Tsibah Secondary School holds significant value for several reasons. By comprehensively understanding the prevalence and effects of bullying on students' self-efficacy, educators and administrators can develop targeted interventions aimed at creating a safer and more supportive learning environment within the school. This study illuminated these critical issues, providing evidence-based insights that can be utilized to enhance mental health support services offered to students. Additionally, the findings derived from this research have the potential to inform the development of school policies and anti-bullying programs tailored to the specific needs of the student population at Kokebe Tsibah Secondary School. Moreover, the study underscores the pivotal role of parents and the wider community in combating bullying and bolstering the self-efficacy of students. Increased awareness among parents and community members can foster a collaborative effort to effectively address bullying incidents and promote a positive school climate conducive to students' well-being and academic success

1.7. Definitions of Terms

Bullying Victimization: Bullying victimization refers to the experience of being targeted, harassed, or subjected to aggressive behavior by peers or individuals in a position of power within the school environment (Smith, J. A. (2023)

Self-Efficacy: refers to an individual's belief in their ability to successfully execute tasks, achieve goals, and overcome challenges in various domains of life (Adelman, 2006)

Students: for the purpose of this research, "students" refers to individuals enrolled at Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia (Author Produced ,2024)

Bullying: Bullying encompasses aggressive behavior characterized by a power imbalance, intending to cause harm, distress, or intimidation to another individual repeatedly over time.

This behavior can manifest in various forms, including physical, verbal, relational, and cyber bullying, and it often occurs within the school context among peers(Smith& Brain; 2000)

Secondary School: Secondary School, also known as high school, is an educational institution that provides education to students typically between the age of 14 and 18, covering grade 9 to 12 or equivalent levels(Joshi & Verspoor; 2012)

Victimization: Victimization refers to the experience of being targeted or subjected to harm, abuse, or mistreatment by others. In the context of bullying, victimization specifically denotes the experience of being bullied or harassed by peers or individuals within the school environment(Garland ;2012)

1.8. Organization of the Paper

The research is structured across five chapters. Chapter one serves as an introduction, providing background information on the research problem, outlining the main and specific objectives. This chapter further delineates the research questions, discusses the significance, scope, limitations, and details the organization of the study. Chapter two delves into a comprehensive review of relevant literature related to the research problems and concepts. Chapter three elucidates the research design and methodology adopted for the study, along with the justifications for the chosen approach. The Fourth chapters is data presentation and analysis and the fifth chapter presents the conclusion and recommendation part of the study.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Conceptual Explanation and Empirical Evidence of Bullying Victimization

Bullying victimization refers to the experience of being targeted by aggressive behaviors that are intended to cause harm or distress to the victim. Olewesu (2016) characterizes bullying victimization as a repetitive action where an individual or group exerts power over another, often leading to adverse emotional and psychological effects. The imbalance of power is a critical aspect that distinguishes bullying from general peer conflict, as the perpetrator typically holds some form of advantage over the victim, whether it be physical strength, social status, or other influential factors.

Smith et al. (1999) further describe bullying victimization as involving direct physical aggression, verbal abuse, or indirect actions such as social exclusion and rumor spreading, each contributing to a hostile environment for the victim. According to Hawker and Boulton (2014), the long-term effects of being a victim of bullying can extend into issues with mental health, including anxiety, depression, and low self-esteem. These scholarly contributions underscore how bullying victimization not only affects immediate well-being but also potentially hinders personal development and social integration over time.

In other words bullying victimization has been extensively researched, showing its pervasive impact on individuals, especially during developmental stages globally . Olweus (2016), provides a comprehensive framework that defines bullying as a systematic form of aggressive behavior involving an imbalance of power between the perpetrator and the victim. The study emphasizes the long-term psychological effects on victims, including anxiety, depression, and a decline in self-esteem, establishing a foundational understanding for subsequent studies on the subject.

Smith et al. (1999) expand on this by examining different forms of bullying, such as physical, verbal, and relational aggression, and their distinct impacts on victims. The multifaceted nature of bullying victimization, noting that each type may result in unique psychological consequences. Smith also highlight the role of peer dynamics and school environment in

either perpetuating or mitigating bullying, thus pointing to the importance of comprehensive anti-bullying policies and interventions within educational settings.

Further advancing the field, Hawker and Boulton (2014) conduct a meta-analytic review that connects bullying victimization with various adverse outcomes in victims. Their findings reinforce previous claims regarding the association between bullying and mental health issues, adding depth to our understanding of the severity and persistence of these effects. The two scholars also discuss the vulnerability of certain groups, such as those with disabilities or belonging to minority backgrounds, who may face heightened risks of victimization. In general, the collective insights from these studies provide a robust foundation for developing effective strategies to address and prevent bullying in schools and communities. Bullying victimization is a pervasive issue that has garnered significant attention in research education, and public discourse due to its detrimental effects on individuals well-being and development.

2.2. Overview of Bullying Victimization

2.2.1. Prevalence and Types of Bullying Victimization

Bullying victimization is an issue of significant concern, with various studies illuminating its prevalence and the diverse forms it can take. Modecki et al. (2014) emphasize that bullying is a widespread problem affecting a substantial portion of youth across different settings. Their research identifies both physical and relational aggression as common forms of bullying, highlighting the multifaceted nature of the issue. Smith (2008) categorizes bullying victimization into several types, including verbal, physical, and cyberbullying, each with distinct characteristics but all contributing to a detrimental impact on victims.

Due et al. (2005) further explore the prevalence of bullying, noting variations across different demographic and cultural contexts, and bringing attention to the persistent nature of bullying in schools. Together, these studies underscore the complexity and pervasiveness of bullying victimization, urging comprehensive approaches to understand and address the phenomenon.

Research has consistently demonstrated that bullying is a prevalent issue in secondary schools worldwide, with international studies highlighting the alarming rates of victimization. For instance, a global report by UNESCO in 2019 revealed that approximately 32% of students aged 11 to 15 had experienced bullying at least once in the past month. Similarly, the

World Health Organization's survey across multiple countries indicates that nearly one in three adolescents have been bullied during their schooling years. These statistics show the widespread nature of bullying victimization and emphasize the urgent need for intervention strategies on an international scale.

Bullying victimization manifests in varied forms, each carrying distinct implications for the individuals involved. Physical bullying is a prominent type, characterized by aggressive behaviors such as hitting, kicking, or pushing. According to the study by Espelage and Swearer (2013), physical bullying can lead to immediate physical harm and long-term psychological impacts, affecting the victim's sense of safety and well-being. The visible nature of physical bullying often results in increased fear and anxiety among victims, who may feel constantly threatened in environments where such aggression is prevalent.

Verbal bullying, as explored by Wang et al. (2009), involves the use of language to harm others, including name-calling, insults, and derogatory remarks. This type of bullying can be particularly damaging as it targets the individual's self-esteem and identity. Although it lacks the physicality of other forms, verbal bullying can have pervasive and lasting effects on a victim's mental health, leading to issues such as depression and anxiety. Wang et al.'s research indicates that the psychological scars from verbal bullying can persist long after the incidents themselves, influencing the victim's social interactions and self-perception.

Relationship bullying, also known as relational aggression, is discussed in the works of Crick and Grotpeter (2015). Relational bullying, also known as social or indirect bullying, involves manipulating social relationships or spreading rumors to undermine the victim's social status or relationships (Crick & Grotpeter, 2015). This form of bullying aims to damage an individual's social relationships and reputation through exclusion, spreading rumors, or manipulation. Such tactics can lead to isolation and a diminished sense of belonging, deeply affecting the victim's emotional and social development. Meanwhile, cyberbullying, as analyzed by Kowalski et al. (2014), involves the use of digital platforms to harass or intimidate individuals. Cyberbullying refers to the use of electronic communication platforms, such as social media, email, or text messages, to harass, intimidate, or humiliate individuals, posing unique challenges in terms of anonymity, permanence, and audience reach (Kowalski et al., 2014). It is particularly insidious due to its pervasive nature; individuals can be targeted at any time and place, often anonymously. The study highlights how the relentless nature of

cyberbullying can lead to severe psychological distress, influencing the victim's overall quality of life.

The issue of bullying victimization in secondary school environments is a global concern, affecting students across various cultural and socioeconomic backgrounds. This prevalence underscores the need for a deeper understanding of its pervasive nature. According to Espelage and Swearer (2013), secondary school students are especially susceptible to bullying due to complex social dynamics, intense peer pressure, and the significant developmental transitions they experience during this period. These factors collectively contribute to a heightened vulnerability to harassment and aggression among adolescents.

Moreover, the behavior patterns associated with bullying tend to reach their zenith during the adolescent years. This peak is largely influenced by contextual variables, such as the surrounding social environment, the overall school climate, and individual student characteristics. Modecki et al. (2014) highlight that these elements can significantly affect the prevalence rates of bullying, causing them to fluctuate in different settings. The school's climate, which includes the attitudes, beliefs, and behaviors that characterize a school's environment, plays a crucial role in either mitigating or exacerbating bullying incidents. Understanding the relation between these factors is essential for developing effective intervention and prevention strategies that can sustainably reduce bullying in diverse educational contexts.

In Ethiopia, studies have highlighted the prevalence of bullying victimization among secondary school students, emphasizing the need for targeted interventions and supportive school environments (Assefa & Fanta, 2017).

2.2.2. Contributing Factors to Bullying Victimization

Bullying victimization arises from a complex interplay of individual, interpersonal, and contextual factors that contribute to the perpetration and maintenance of aggressive behavior. Individual factors, such as temperament, social skills, and coping strategies, may influence individuals' vulnerability to victimization or their likelihood of engaging in bullying behavior (Salmivalli et al., 2017). Interpersonal dynamics, including peer relationships, group dynamics, and social hierarchies, shape the occurrence and escalation of bullying incidents within social environments (Pellegrini & Long, 2002). Contextual factors, such as school

climate, organizational policies, and community norms, play a crucial role in creating conditions that either facilitate or mitigate bullying behavior (Bradshaw et al., 2019)

Bullying victimization is influenced by a complex interplay of individual, social, and contextual factors that contribute to its occurrence and perpetuation. Individual factors, such as low self-esteem, social withdrawal, and perceived vulnerability, can increase students' likelihood of being targeted by bullies. Social factors, including peer relationships, group dynamics, and social norms, shape the context in which bullying behaviors occur and are tolerated. Contextual factors, such as school climate, teacher-student relationships, and family dynamics, play a critical role in either preventing or perpetuating bullying victimization (Espelage & Swearer, 2013).

2.2.3. Psychosocial Consequences of Bullying Victimization

The psychosocial consequences of bullying victimization are wide-ranging and may manifest across multiple domains of functioning, including academic performance, mental health, social relationships, and self-esteem (Gini & Pozzoli, 2011). Victims of bullying often experience heightened levels of anxiety, depression, and emotional distress, leading to decreased academic engagement, school avoidance, and diminished academic achievement (Nansel et al., 2014). Bullying victimization can also impact victims' social relationships, causing social withdrawal, loneliness, and difficulties in forming trusting relationships with peers (Hodges & Perry, 1999). Additionally, bullying victimization is associated with negative outcomes in adulthood, including increased risk of mental health disorders, substance abuse, and interpersonal difficulties (Ttofi et al., 2015).

Bullying victimization can have far-reaching consequences for students' physical health, mental well-being, academic performance, and social relationships (Smith, 2019). Victims of bullying are at increased risk of experiencing a range of negative outcomes, including depression, anxiety, low self-esteem, academic disengagement, absenteeism, and suicidal ideation (Holt et al., 2015; Modecki et al., 2014). The effects of bullying can extend into adulthood, impacting individuals' long-term psychological functioning and life satisfaction (Ttofi et al., 2016).

2.3. Theoretical Underpinnings of Self-Efficacy

The concept of self-efficacy suggests that individuals' perceptions of their own abilities are influenced by four key sources: mastery experiences, vicarious experiences, social persuasion, and physiological states (Bandura, 2017). The theory of self-efficacy provides a foundational framework for developing conceptual models in research, particularly when examining individual behaviors or psychological outcomes. By integrating the four key sources of self-efficacy—mastery experiences, vicarious experiences, social persuasion, and physiological states—into a conceptual framework, researchers can explore how these elements interact to shape an individual's sense of capability and subsequent actions.

In constructing a conceptual framework, mastery experiences are considered pivotal as they offer empirical evidence of one's ability to succeed or fail in specific tasks. This aspect informs hypotheses regarding the impact of past performance on future motivation and persistence. Researchers often posit that repeated success in similar tasks enhances self-efficacy, which can lead to increased resilience and improved performance in related areas.

Vicarious experiences contribute by allowing individuals to learn through observation, a point crucial for frameworks that aim to study environments like educational settings or workplaces where modeling behavior is prevalent. By observing the achievements or struggles of others, individuals can gauge their own potential, which guides the development of interventions aimed at enhancing self-efficacy through peer learning or mentoring programs.

Social persuasion, another critical component, underscores the role of feedback in shaping self-efficacy perceptions. Conceptual frameworks often include this element to examine how external validation, encouragement, or criticism impacts motivation and self-perception. This insight is particularly valuable in fields such as organizational behavior or educational psychology, where support systems and communication strategies are vital.

Lastly, physiological states are incorporated into frameworks to address how emotional and physical conditions affect self-confidence. By understanding the influence of stress, anxiety, or excitement, researchers can design studies that probe the interplay between physiological responses and self-efficacy. This element is instrumental in fields such as health psychology, where interventions may focus on managing stress to boost self-efficacy in contexts like

public speaking or athletic performance. In summary, applying the theory of self-efficacy in the preparation of a conceptual framework enables a comprehensive analysis of the factors influencing individual beliefs in their abilities, guiding the formulation of research questions and the design of effective interventions.

2.4. Theoretical Underpinnings of Self-Efficacy

Self-efficacy beliefs are influenced by a combination of personal, social, and contextual factors that collectively impact an individual's perception of their own abilities (Pajares, 2012). Personal elements, including prior experiences, unique personality characteristics, intellectual abilities, and emotional states, play a crucial role in forming self-efficacy beliefs. Social factors, such as observing role models, participating in social comparison, gaining social support, and conforming to cultural norms, act as external indicators that influence a person's efficacy assessments. Contextual variables, like task complexity, the type of feedback received, the availability of resources, and environmental constraints, are also essential in shaping individuals' beliefs about their capabilities.

2.4.1. Development of Self-Efficacy

Self-efficacy beliefs have profound implications for various domains of functioning, including academic achievement, career success, health behavior, psychological well-being, and personal relationships (Bandura, 2015). High levels of self-efficacy are associated with greater academic performance, career aspirations, problem-solving skills, health-promoting behaviors, resilience, and subjective well-being (Luszczynska et al., 2005; Bandura et al., 2017). Conversely, low levels of self-efficacy are linked to academic underachievement, career indecision, avoidance behaviors, psychological distress, and interpersonal difficulties (Honicke & Broadbent, 2016; Muris et al., 2010).

In summary, self-efficacy is a multifaceted construct that plays a pivotal role in individuals' beliefs, motivations, behaviors, and outcomes across various domains of functioning. Understanding the definition, theoretical underpinnings, measurement, factors influencing development, and implications of self-efficacy is essential for promoting individuals' well-being and facilitating positive outcomes in education, work, health, and personal life. This literature review provides a comprehensive overview of the current knowledge on self-efficacy, underscoring its significance in psychology and beyond.

2.3.2 Factors Impacting the Formation of Self-Efficacy

Research suggests that self-efficacy beliefs significantly impact students' academic performance, with high levels of self-efficacy associated with greater academic engagement, persistence, and achievement (Multon et al., 2011).

In secondary school settings, students' self-efficacy beliefs are shaped by various factors, including academic experiences, social interactions, and parental support (Pajares, 2016). However, students' self-efficacy may be negatively affected by experiences of bullying victimization, leading to decreased confidence, heightened anxiety, and diminished academic performance (Lent et al., 2017).

2.4.2. Development of Self-Efficacy

Self-efficacy beliefs develop through a dynamic process of cognitive, social, and experiential learning experiences. Self-efficacy, a significant construct in psychology conceptualized by Albert Bandura, pertains to an individual's conviction in their ability to perform actions necessary to handle prospective situations. It considerably impacts motivation, resilience, and performance. Researchers state that self-efficacy is built through four main sources: mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states. Mastery experiences, involving the successful completion of tasks, are considered the most potent in enhancing self-efficacy as they offer concrete evidence of one's skills.

Vicarious experiences, or observing others' successes, enable individuals to emulate behaviors and internalize the belief that they can also achieve similar results if they adopt similar strategies. Additionally, social persuasion encompasses verbal encouragements or feedback from others, which can strengthen one's confidence in their abilities, whereas physiological and emotional states involve the emotional responses and stress levels one encounters, which can influence self-efficacy perceptions (Bandura, 1997). The cultivation of self-efficacy is also heavily affected by environmental factors and personal experiences.

Educational environments, for instance, play a vital role in shaping a student's self-efficacy beliefs. Educators who maintain high expectations and provide constructive feedback create an atmosphere where learners feel more capable and motivated. Studies indicate that students with high self-efficacy often tackle challenges with a problem-solving approach, persist in the face of difficulties, and achieve higher academic success. Similarly, workplace dynamics can either boost or impede an employee's self-efficacy.

Encouraging leadership and opportunities for skill enhancement contribute positively, while a lack of support or negative feedback can weaken self-belief. Grasping these contextual influences allows educators and employers to craft environments that promote self-efficacy, thus advancing individual development and achievement (Schunk & Pajares, 2009; Gist & Mitchell, 1992). Moreover, self-efficacy is intimately connected to broader psychological outcomes and overall well-being. High self-efficacy not only encourages greater personal accomplishment but also improves one's capacity to handle stress and recover from setbacks, fostering overall mental health.

Research indicates that those with strong self-efficacy beliefs are likelier to engage in health-enhancing behaviors, comply with treatment plans, and adopt a proactive approach to managing chronic conditions. Conversely, low self-efficacy might lead to a pattern of avoidance and reduced resilience, potentially worsening mental health issues like anxiety and depression. Therefore, interventions aimed at enhancing self-efficacy, such as cognitive-behavioral therapy and skill-building workshops, have demonstrated positive results in both clinical and non-clinical settings. In this context, fostering self-efficacy transcends educational or professional domains, serving as an essential component of holistic well-being (Bandura, 2004; Maddux, 2009).

2.4.3. Determinants of Self-Efficacy

Self-efficacy, defined as the belief in one's ability to succeed in particular situations, is shaped by several key determinants that significantly influence an individual's confidence and capabilities. The primary determinant is mastery experiences, which are past accomplishments that increase self-assurance when facing future challenges. Success achieved through perseverance and effort in a specific task reinforces belief in one's competence, thereby enhancing self-efficacy. On the contrary, failures can reduce this sense of efficacy, especially if they occur early in the learning process. However, setbacks are less likely to negatively impact self-efficacy if they are followed by perseverance and eventual success (Bandura, 1997).

Another essential factor affecting self-efficacy is vicarious experiences, wherein observing others successfully perform tasks can strengthen one's belief in achieving similar outcomes. This effect is particularly pronounced when individuals see peers or role models succeed, as it provides a comparative framework for evaluating their capabilities. Observational learning, thus, plays a crucial role, enabling individuals to emulate behaviors and actions that lead to

success. The impact of vicarious experiences heavily depends on the perceived similarity between the observer and the model. When the observer perceives the model as similar in ability, the effect on self-efficacy is stronger (Schunk & Pajares, 2009).

The final significant determinant of self-efficacy is social persuasion, involving verbal encouragement and feedback from others. Positive reinforcement from peers, mentors, or educators can enhance self-belief by emphasizing an individual's strengths and potential. Encouragement motivates individuals to tackle challenges and boosts their confidence in overcoming obstacles. However, it is crucial that this encouragement is realistic and relevant, as excessive or insincere praise might lead to inflated self-efficacy unsupported by actual ability. Ultimately, understanding these determinants aids in creating environments that foster the development of strong self-efficacy, contributing to improved performance and persistence in various tasks (Maddux, 1995).

2.4.4. Implications of Self-Efficacy for Academic Success and Psychosocial Adjustment

Self-efficacy beliefs have profound implications for students' academic achievement, motivation, engagement, and psychosocial well-being. High self-efficacy is associated with greater academic performance, persistence, and effort expenditure, as students with strong beliefs in their abilities are more likely to set challenging goals, exert effort, and persevere in the face of obstacles (Multon et al., 2011). Moreover, self-efficacy beliefs influence students' psychosocial adjustment, including their levels of confidence, resilience, stress management skills, and emotional well-being. Students with high self-efficacy are more likely to experience positive emotions, cope effectively with stressors, and adapt to academic and social challenges, contributing to their overall psychological health and adjustment.

In conclusion, self-efficacy is a fundamental psychological construct that significantly influences secondary school students' academic performance, motivation, engagement, and psychosocial adjustment. Understanding the development, measurement, determinants, and implications of self-efficacy is essential for educators, counselors, and policymakers seeking to promote students' academic success and well-being. By fostering a supportive learning environment, providing mastery experiences, modeling effective behaviors, offering social support, and enhancing students' self-efficacy beliefs, schools can empower students to achieve their full potential and thrive academically and personally.

2.4.5. Effects of Bullying Victimization on Self-Efficacy

The impact of bullying on self-efficacy is well-documented in the literature. Research indicates that students who experience bullying often suffer from diminished self-efficacy. A longitudinal study by Reijntjes et al. (2010) found that bullying victimization was associated with a decrease in self-efficacy over time. Victims of bullying often report lower confidence in their academic abilities and social skills, leading to decreased motivation and academic performance (Gini & Pozzoli, 2015).

2.4.6. Coping Mechanisms and Self-Efficacy

Empirical studies also emphasize the role of coping mechanisms in mitigating the negative effects of bullying on self-efficacy. A study by Tenenbaum et al. (2011) found that students who employed adaptive coping strategies, such as seeking social support and problem-solving, exhibited higher levels of self-efficacy compared to those who used maladaptive coping mechanisms like avoidance and self-blame. This suggests that teaching effective coping strategies can enhance the self-efficacy of bullied students.

2.5. Intervention Programs and Self-Efficacy Enhancement

Several intervention programs have been implemented to address bullying and enhance self-efficacy among students. For example, the KiVa program in Finland, which focuses on preventing bullying and supporting victims, has been shown to increase students' self-efficacy and reduce bullying incidents (Salmivalli et al., 2011). A study by Williford et al. (2012) found that students participating in the KiVa program reported higher self-efficacy and better social skills. Although similar programs are yet to be widely adopted in Ethiopian schools, these findings underscore the potential benefits of such interventions.

2.6. Specific Context of Kokebe Tsibah Secondary School

While general empirical evidence provides valuable insights, it is crucial to consider the specific context of Kokebe Tsibah Secondary School. The school, located in an urban setting in Addis Ababa, Ethiopia, likely faces unique challenges related to bullying and self-efficacy. The cultural, social, and economic factors influencing students' experiences with bullying and their self-efficacy levels need to be explored through localized empirical research.

Empirical research highlights the significant impact of bullying victimization on students' self-efficacy and the importance of effective coping mechanisms and intervention programs. By understanding the prevalence, effects, and coping strategies associated with bullying

victimization, educators and policymakers can develop targeted interventions to support students' well-being and academic success. Future research should focus on localized studies within Kokebe Tsibah Secondary School to provide specific insights and inform contextually relevant strategies to address bullying and enhance self-efficacy among students.

2.6. Research Gap

2.6.1. Introduction

Despite the extensive research globally on how bullying affects victimization and self-efficacy among students across various educational settings, a significant gap remains in the literature when it comes to Ethiopian schools, especially those in urban areas like Addis Ababa. This study seeks to bridge this gap by focusing on Kokebe Tsibah Secondary School, providing localized insights that can guide the development of targeted interventions and supportive systems tailored to this context.

2.6.2. Lack of Localized Data

The vast majority of studies addressing bullying and self-efficacy have been conducted in Western nations or other developed regions, with relatively few focusing on the African context. To the knowledge of the student researcher, specifically, there is a scarcity of empirical research examining the prevalence and implications of bullying within Ethiopian schools. This lack of localized data poses challenges in comprehending the unique cultural, social, and economic factors that influence bullying behaviors and their subsequent effects on students' self-efficacy in Ethiopia (Smith, 2016; Rigby, 2017; Olweus, 2013).

2.6.3. Specific Context of Ethiopian Schools

The Ethiopian educational landscape presents distinct challenges and dynamics that set it apart from those in other regions. Elements such as large class sizes, disparate levels of teacher training, traditional attitudes toward bullying, and differences in school resources significantly influence student experiences. However, existing research frequently overlooks these contextual differences, creating a gap in understanding how these specific factors impact bullying victimization and self-efficacy among Ethiopian students (Bekele, 2019; Tadesse, 2018; Alemu & Tekle, 2020).

2.6.4. Impact of Cultural and Societal

Norms Cultural and societal norms play a significant role in influencing the incidence of bullying and the methods by which students manage it. In Ethiopia, social hierarchies, community structures, and cultural perceptions of authority and discipline may affect the prevalence and character of bullying. Consequently, there is a need for research exploring how these cultural elements impact bullying victimization and the cultivation of self-efficacy among students, which is currently lacking in scholarly literature (Abebe, 2021; Mulugeta & Berhanu, 2020; Yirga, 2019).

2.6.5. Inadequate Focus on Coping Mechanisms

While some research has been conducted on the impact of bullying on self-efficacy, there is a paucity of studies exploring the specific coping mechanisms utilized by students within the Ethiopian context. Understanding these coping strategies is essential to devising effective interventions. The literature gap concerning how Ethiopian students confront bullying and how these coping mechanisms affect their self-efficacy needs to be addressed (Beyene & Tsegaye, 2019; Haile, 2020; Tadesse & Melaku, 2021).

2.6.6. Limited Evaluation of Existing Interventions

Few studies have rigorously assessed the effectiveness of existing anti-bullying interventions and support systems within Ethiopian schools. There is a lack of empirical evidence regarding the strategies currently in place, their efficacy, and potential improvements. Research evaluating these interventions and their impact on students' self-efficacy would offer valuable insights for educators and policymakers (Asgedom & Birhanu, 2018; Tefera, 2019). In conclusion, while the negative impact of bullying on self-efficacy is widely recognized on a global scale, there remains a significant gap in research pertaining to the Ethiopian context, particularly within urban schools like Kokebe Tsibah Secondary School. This study seeks to fill this gap by providing localized data on bullying prevalence and impact.

2.7. Conceptual Framework

2.7.1. Components of the Conceptual Framework

In the conceptual framework of the study, the independent variable, Bullying Victimization, refers to the experience of being targeted by aggressive behaviors, which can include physical, verbal, or cyberbullying by peers. This phenomenon can significantly impact an individual's psychological and emotional well-being. The dependent variable, Self-Efficacy, pertains to the confidence and belief in one's own ability to succeed in specific situations or accomplish tasks.

The relationship between bullying victimization and self-efficacy is complex and can be influenced by various factors. Personal characteristics, such as resilience, personality traits, and prior experiences, can moderate this relationship, affecting how an individual perceives and reacts to bullying incidents. Additionally, the support systems available to the victim, including family, friends, and school staff, play a crucial role in determining the impact of bullying on self-efficacy.

Coping mechanisms are essential for mitigating the negative effects of bullying victimization. Developing problem-solving skills, fostering a supportive peer network, and engaging in activities that build self-esteem and confidence are crucial strategies for enhancing self-efficacy. Furthermore, educational interventions that promote empathy, conflict resolution, and anti-bullying programs can create a more supportive environment, reducing the prevalence and impact of bullying.

Individual Factors: Students' individual characteristics, including personality traits, coping styles, and previous experiences, influence their vulnerability to bullying victimization and their self-efficacy beliefs. Factors such as gender, age, academic achievement, and mental health status may also play a role in shaping students' responses to bullying.

Bullying Victimization: This component represents students' experiences of being bullied, including the frequency, duration, and severity of bullying incidents. It encompasses various forms of bullying, including physical, verbal, relational, and cyber bullying, and examines how these experiences impact students' sense of self-efficacy.

Self-Efficacy: Self-efficacy beliefs refer to students' perceptions of their ability to successfully navigate challenging situations and achieve desired outcomes. This component assesses students' confidence in their academic abilities, social skills, problem-solving skills, and overall competence in the face of adversity.

Coping Mechanisms: Coping mechanisms represent the strategies and resources students utilize to manage stress and cope with bullying victimization. Adaptive coping strategies, such as seeking social support, problem-solving, and positive reframing, enhance students' self-efficacy and resilience, while maladaptive coping strategies may exacerbate the negative effects of bullying on self-efficacy.

Figure 2. 1 Conceptual framework

Independent Variables

Bullying Victimization

Dependent Variables

Self efficacy

Individual Factors

Coping Mechanisms

CHAPTER THREE

3. RESEARCH METHODOLOGY

This research framework presents a detailed strategy for examining the connection between experiencing bullying and self-efficacy among students at Kokebe Tsibah Secondary School. Utilizing both quantitative and qualitative approaches, the study seeks to offer crucial insights that could guide the development of effective measures and support systems to combat bullying and boost students' self-efficacy.

3.1. Study Design

The mixed research design employed in this study represents an innovative and effective approach for probing the intricate relationship between bullying victimization and self-efficacy among students at Kokebe Tsibah Secondary School. A mixed research method integrates both quantitative and qualitative research techniques to gather a more comprehensive understanding of the subject matter.

This design is meticulously selected for its dual capacity to harness both quantitative and qualitative data, offering a layered and nuanced understanding of the phenomena under investigation. By capturing data from a substantial number of participants in a single instance, the study provides a robust, real-time snapshot of the dynamics of bullying and self-efficacy within the school context. This approach is not only efficient but also critical to identifying the multifaceted nature of bullying—spanning physical, verbal, and cyber domains—and how these experiences impact students' self-efficacy in academics, social settings, and emotional resilience. Leveraging the strengths of both numerical data and rich qualitative insights, the study design ensures a comprehensive analysis that is both deep and broad, equipping policymakers and educators with the evidence-based insights necessary to develop targeted interventions and support mechanisms.

3.2. Study Setting

The research was conducted at Kokebe Tsibah Secondary School, located in Addis Ababa, Ethiopia. Situated in an urban setting, this school is renowned for its diverse student population, which includes students from various socio-economic, cultural, and ethnic backgrounds. The diversity of the student body makes Kokebe Tsibah Secondary School an

ideal setting for examining the issue of bullying and self-efficacy, as it allows for a comprehensive analysis of how these phenomena manifest across different demographics.

This urban school environment provides a unique opportunity to explore the dynamics of bullying and self-efficacy within a microcosm that reflects broader societal trends. The varied experiences and backgrounds of the students can shed light on how bullying affects different groups and how self-efficacy is influenced by these interactions.

3.3. Population

The focus of this study is on all students attending Kokebe Tsibah Secondary School in the academic year 2024, encompassing grades 9 through 12. By including this broad range of students, the research aims to provide an in-depth view of their experiences and levels of self-efficacy, covering different age groups and stages within their secondary education. This diverse student body possesses a wide array of socio-economic backgrounds, ethnicities, and cultural identities, indicative of the school's urban environment. Furthermore, students are at various developmental stages, from early to late adolescence, allowing for an exploration of how bullying victimization and self-efficacy uniquely manifest across different points in their educational journey.

The source population of this research involves all students attending Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia, for the 2024-2025 academic years, specifically those in grades 9 to 12. This group reflects the wide demographic variance in terms of socio-economic status, ethnicity, and cultural background, mirroring the diversity of the urban surroundings of Addis Ababa. Such a varied student population allows the study to gather a comprehensive and inclusive set of data regarding experiences within the school context.

The study population is narrowed to students at Kokebe Tsibah Secondary School in Addis Ababa during the 2024-2025 academic years, focusing on individuals in grades 9 to 12 who meet specific inclusion criteria. Ranging in age from 14 to 18 years old, this group includes both male and female students. The diverse socio-economic, ethnic, and cultural backgrounds of these students enhance the breadth of the sample, allowing for a nuanced examination of bullying victimization and self-efficacy. This diversity enriches the study's findings, making them more applicable and relevant to the wider student population.

3.4. Inclusion and Exclusion Criteria

3.4.1. Inclusion Criteria

- Students currently enrolled in grades 9 to 12 at Kokebe Tsibah Secondary School - Students who are present during the data collection period
- Students who provide informed consent (and parental consent for minors)

3.4.2. Exclusion Criteria

- The implementation and evaluation of anti-bullying programs in schools with similar socio-economic and cultural contexts.

3.5. Sample, sample size determination and sampling Technique

3.5.1. Sampling Technique

- Students who provide informed consent (and parental consent for minors) 3.8. Sample, sample size determination and sampling Technique

3.5.2. Sampling Technique

To ensure proportional representation of students from each grade level, the study utilized a stratified random sampling method. This technique involved initially organizing the entire student population into distinct subgroups or strata based on their specific grade levels (grades 9, 10, 11, and 12). Once these strata were established, a random sampling process was conducted within each subgroup to select participants for the study. This procedure guarantees that the sample effectively embodies the student body's overall structure.

Following the creation of the strata, a simple random sampling technique was used within each grade level to determine which students would participate. For instance, if there are 100 students in grade 9 and the total school population is 1,000, and if a 30% sample size is being used, then 30 students from grade 9 would be randomly selected. This same method is applied to each grade level. Let's assume the school has 1,000 students: 250 students in each of the four grades. With a 30% sample size, we target 75 students per grade, leading to a total sample size of 300 students across the school. This number provides a robust and representative dataset that can support meaningful statistical analysis and yield reliable results.

Applying stratified random sampling in this way, the study aims for balanced representation across all grade levels, reducing potential biases due to disproportionate representation. This enhances the generalizability of the study's conclusions, ensuring that the findings are applicable to the wider student population. Consequently, the research offers a comprehensive understanding of the dynamics between bullying victimization and self-efficacy among diverse age groups and educational stages within Kokebe Tsibah Secondary School.

3.5.3. Sample Size

A sample size equivalent to 30% of the student population at Kokebe Tsibah Secondary School was selected to ensure robust and representative data collection. 30% percentage is strategically chosen to create a sufficiently large dataset for meaningful statistical analysis, which in turn ensures reliable findings and strengthens the overall validity of the study. Simultaneously, opting for 30% of the students is a strategy to balance comprehensive data gathering with practical constraints such as time limits, resource allocation, and logistical demands for survey administration and data processing. The assumption is that using this sample size will yield statistically significant results while addressing practical limitations, thereby facilitating a thorough and efficient research process without compromising the analysis's quality and depth. The approach aligns with common research methodologies where approximately thirty percent is deemed adequate for achieving a population's representative sample.

3.6. Variables

3.6.1. Independent variables Bullying Victimization

3.6.2. Dependent Variable

3.7. Self-Efficacy

These variables can be collected through additional survey items and helped in isolating the effect of bullying victimization on self-efficacy.

3.8. Data collection Method

3.8.1. Data collection instruments

Self-efficacy beliefs are typically assessed using a Likert scale, which prompts individuals to evaluate their confidence in performing specific tasks or achieving certain goals (Bandura, 2017). These assessments often use Likert-type scales to measure perceived efficacy levels, from strongly agree to strongly disagree. This tool is among the most popular for evaluating both general and domain-specific self-efficacy beliefs (Schwarzer & Jerusalem, 1995; Sherer et al., 2002).

The questionnaire contains items designed to assess various forms of bullying, such as physical (e.g., hitting, pushing), verbal (e.g., teasing, insults), relational (e.g., exclusion, rumor-spreading), and cyberbullying (e.g., online harassment, threatening messages). In the analysis phase, the frequency and severity of these bullying types experienced by participants will be categorized, offering a comprehensive view of the bullying landscape and supporting a detailed examination of its effects on students.

Languages such as Amharic and English are utilized in these assessments, which enhances accessibility and comprehensiveness. The psychometric properties of these tools are displayed through their reliability and validity in different linguistic and cultural contexts. The interview schedule guideline or protocol is meticulously prepared to facilitate in-depth discussions. These interviews allow participants to share detailed accounts of their bullying experiences, thereby providing richer insights and context beyond the questionnaire data. This qualitative method helps clarify ambiguous questionnaire responses and uncovers hidden patterns or themes. Incorporating these interview findings is intended to enhance the credibility of the results, ensuring that the analysis truly represents the intricate dynamics of bullying victimization and its impact on self-efficacy.

3.8.2. Data collection Procedure

Ethical approval was obtained from relevant authorities, ensuring that the study adheres to established ethical standards and guidelines. This involves providing detailed information about the study's purpose, procedures, potential risks, and benefits, as well as emphasizing that participation is voluntary and that participants can withdraw at any time without penalty. Participants and their parents or guardians signed consent forms to indicate their agreement to participate in the study.

The Bullying Victimization and Self-Efficacy Questionnaire then administered to the selected sample of students during school hours. This took place in a controlled classroom environment to minimize distractions and ensure that students can complete the questionnaires comfortably and without external influences. After data collection, the questionnaires were used for subsequent data analysis, ensuring that the integrity and privacy of the collected information are preserved.

3.9. Method of Data analysis

To analyze the collected data, descriptive statistics and regression were employed to provide a clear and comprehensive overview of the sample and key variables. This included calculating means, as there was a need to check the average values of the variables studied, such as the average level of self-efficacy and the average frequency of bullying victimization among the students. Frequencies and percentages were also determined to provide a detailed breakdown of the demographic characteristics of the sample, such as the distribution of students across different grade levels, age groups, and genders, as well as the prevalence of various types of bullying experienced. Following the descriptive analysis, regression analysis was conducted to examine the relationship between bullying victimization and self-efficacy, as there was a need to use regression to identify whether there is a significant association between the extent of bullying experienced by students and their levels of self-efficacy.

3.10. Data Quality Assurance

3.10.1. Reliability

To ensure the reliability and validity of the research findings, several measures have been implemented in the data collection process for this study. Nunnally (1978) recommends that Cronbach's alpha ideally should surpass 0.700, although certain studies deem values as low as 0.600 acceptable (Gerrard, et al., 2006). According to Hair, et al. (2006), a Cronbach's alpha exceeding 0.7 indicates strong reliability, while a value below 0.3 implies low reliability. To evaluate the consistency reliability of the instrument, the questionnaire was distributed to different groups of students, to measure the Cronbach's alpha.

3.10.2. Reliability

Cronbach's alpha ideally should exceed 0.700, though some studies accept values as low as 0.600 (Gerrard, et al., 2006). According to Hair, et al. (2006), a Cronbach's alpha above 0.7

signifies strong reliability, whereas a value under 0.3 suggests low reliability. To assess the instrument's consistency reliability, a pilot study was conducted involving two sections, each comprising 20 students, prior to the full distribution of the questionnaires. In this pilot study, the questionnaire was distributed to these groups to calculate the Cronbach's alpha.

3.10.3. Reliability

Reliability pertains to the consistency and stability of a research instrument in producing similar results under identical conditions. For the current study, reliability was assured through the following methods:

1. **Test-Retest Reliability:** The pilot study facilitated the assessment of response consistency over time. The questionnaire was administered to the same respondents at different intervals, and their responses were later compared to evaluate consistency.
2. **Internal Consistency:** The Cronbach's alpha coefficient was computed for scales or constructs that involved multiple items to measure internal consistency reliability. Items within each scale were expected to have a high correlation with one another, which would indicate reliability.

3.11. Ethical Consideration

Written informed consent was obtained not only from the students and their parents or guardians, but also from the school directors prior to their participation in the study. Participation was entirely voluntary, with all participants retaining the right to withdraw at any point without facing any penalties. To uphold anonymity and confidentiality, several measures were put in place. Students were not required to provide their names or any identifying information on the questionnaires. Instead, each questionnaire was assigned a unique code to ensure anonymity. Once completed, the questionnaires were collected promptly and securely stored in a location accessible only to authorized researchers. This secure storage protected the data against unauthorized access or tampering, maintaining the confidentiality of participants' responses throughout the study.

CHAPTER FOUR

4. INTRODUCTION

DATA ANALYSIS AND PRESENTATION

This chapter presents the results and discussion of the study. To meet the study's objectives, simple random sampling was employed to select a representative sample of students. Information from secondary sources, such as reports and related documents, was analyzed using various tools, including simple tabulation, percentages, and straightforward statements. Out of the 289 questionnaires distributed, 261 were returned, while 28 were not. The study focused on two distinct groups. The first group included 144 students from grades 9 and 10, with 130 returning completed questionnaires. The second group comprised 145 students from grades 11 and 12. The results and discussions for these groups are detailed in the following subsections of this chapter.

4.1. Demographic characters of respondents (Clients)

To start the basic part of the study it is appropriate to know the characteristics such as educational background and gender of respondents; in line with the data collected from the clients; the following figure shows the distribution related to educational level and gender of respondents.

Parameter	Grade Level	Percent	
Grade Level	Frequency	Percent	
9-10	130	49.8%	
11-12	131	50%	
Total	261	100%	
Sex			
Male	164	62.8%	
Female	97	37%	
Total	261	100%	

Table 4. 1 Educational level and Gender Distribution of the Respondents

Source: field survey 2024

The research analyzed 261 students, nearly split between two grade levels: 130 students (49.8%) in grades 9-10 and 131 students (50%) in grades 11-12. This nearly equal distribution ensures the study adequately reflects experiences and perceptions across different educational stages. Such a balance aids in confidently attributing any observed differences to academic level rather than discrepancies in sample size.

Gender distribution was notably uneven, with 164 male students (62.8%) and 97 female students (37%). This disparity could significantly influence the findings, particularly if gender affects the measured experiences such as bullying or self-efficacy. The predominance of male participants necessitates careful interpretation to ensure female perspectives aren't eclipsed. The gender imbalance may indicate either the actual school population or potential selection bias.

The demographic breakdown presents essential context for understanding the study's conclusions. The almost equal grade level representation allows for effective comparisons between stages in the academic journey, highlighting different experiences and perceptions. Meanwhile, the gender disparity underscores the importance of considering how each sex might differently shape the results. Thus, interpreting the data requires acknowledging these distributions to draw accurate insights regarding the overall student population.

Table 4. 2 Self-efficacy of Students

S/N Statements Strongly Neutral Strongly Dis Disagreement Agree

Self-Efficacy

Self –efficacy							
1	Believe I can achieve good grades if I put in the effort	Frequency	98	69	2	47	43
		Percentage	37.54	26.43	0.76	18.00	16.47
2	I feel Confident in my ability to handle difficult social situation at school	Frequency	26	37	6	93	99
		Percentage	9.96	14.17	2.29	35.63	37.93
3	I can stay calm and collected when facing challenges at school	Frequency	105	57	4	37	58
		Percentage	40.22	21.83	1.53	14.17	22.22
4	I am capable of solving problems on my own	Frequency	66	74	4	56	56
		Percentage	25.28	28.35	1.53	21.45	21.45
5	I believe I can define myself if someone tries to bully me	Frequency	28	43	5	26	144
		Percentage	10.72	16.47	1.91	9.96	55.17
6	I feel confident in my ability to make friends at school	Frequency	84	68	3	35	71
		Percentage	32.18	26.05	1.14	13.40	27.20
7	I can manage my schoolwork effectively even under stress	Frequency	43	22	6	124	66
		Percentage	16.47	8.42	2.29	47.50	25.28
8	I believe I can reach my goals despite any obstacles	Frequency	67	51	2	112	29
		Percentage	25.67	19.54	0.76	42.91	11.11
9	I can seek help from teacher or peers when I need it	Frequency	54	48	4	79	76
		Percentage	20.68	18.39	1.53	30.26	29.11

Source field survey 2024

A considerable group of students, 37.54% (98 students), strongly believe that putting in effort can lead to good grades, with 26.43% (69 students) also agreeing. This shows that most students trust their academic abilities and the effort-success link. Key Informant One highlighted that the support they receive encourages them to strive harder in their studies.

However, 18% (47 students) strongly disagree, indicating potential struggles with self-belief and barriers to recognizing their academic potential. These students may need support, such as tutoring, counseling, or motivational help, to improve confidence and performance.

Confidence in managing difficult social situations is low among students, with only 9.96% (26 students) strongly agreeing and 14.17% (37 students) agreeing they can handle such interactions. Key Informant Two mentioned feeling anxious in social settings, which affects their overall school experience. Conversely, 35.63% (93 students) strongly disagree, and 37.93% (99 students) disagree. This lack of social self-efficacy suggests struggles that could negatively affect experiences and well-being. The data points to a need for programs to develop social skills, peer support, and more inclusive school environments.

A significant number of students, 40.22% (105 students), strongly agree they can maintain composure when faced with school challenges, with 21.83% (57 students) agreeing. Key Informant Three emphasized the importance of having coping strategies for stressors encountered during the school year. This suggests a majority possess emotional resilience and stress management capabilities. However, a notable 22.22% (58 students) disagree, and 14.17% (37 students) strongly disagree, indicating struggles with stress management. These students could benefit from stress management workshops, counseling, or mindfulness training.

Regarding problem-solving self-efficacy, 25.28% (66 students) strongly agree, and 28.35% (74 students) agree they can solve problems independently. Key Informant Four expressed confidence in their ability to tackle academic challenges on their own. This reflects a majority feeling confident in their problem-solving skills. Yet, 21.45% (56 students) strongly disagree, with an equal percentage disagreeing, revealing a lack of confidence in tackling problems alone. This highlights the need for teaching problem-solving skills and building student confidence in this area.

Self-efficacy in defending against bullying is low, with only 10.72% (28 students) strongly agreeing they can defend themselves from bullying, while 55.17% (144 students) strongly disagree. Key Informant Five shared concerns about the lack of safe spaces to report bullying incidents. This indicates vulnerability, with over half feeling incapable of self-defense against bullying. It underscores the need for anti-bullying programs, self-defense training, and supportive environments promoting student empowerment. Students show moderate confidence in making friends, with 32.18% (84 students) strongly agreeing and 26.05% (68

students) agreeing they can form friendships. However, 27.20% (71 students) disagree, suggesting some face difficulties socially. This could lead to loneliness and negatively impact well-being, highlighting the need for initiatives like peer mentoring and social clubs to encourage positive interactions. Handling schoolwork stress is a concern, with only 16.47% (43 students) strongly agreeing and 8.42% (22 students) agreeing they can cope effectively. Conversely, 47.50% (124 students) strongly disagree, indicating many feel overwhelmed, risking academic underperformance and burnout. Stress management resources and time management training are crucial to help students manage workloads and reduce stress.

Belief in achieving goals despite obstacles is moderate, with 25.67% (67 students) strongly agreeing, but 42.91% (112 students) strongly disagreeing, showing a lack of confidence. This could hinder students' long-term success, emphasizing a need for resilience-building and goal-setting programs to nurture persistence and confidence. The willingness to ask for help is balanced, with 20.68% (54 students) strongly agreeing, but 30.26% (79 students) strongly disagreeing, indicating reluctance to seek support. This could limit coping capabilities, underlining the importance of a supportive school culture that normalizes seeking help. In conclusion, Kokebe Tsibah Secondary School students have mixed self-efficacy levels. While some are confident in academic and emotional aspects, concerns exist in social interactions, bullying defense, and stress management. Targeted interventions like anti-bullying programs and social skills development are essential to foster confidence, resilience, and safety, aiding student success both academically and socially.

Table 4. 3. Bullying Victimization

S/N	Statement		Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1	I have been teased or made fun of by other student	Frequency	29	37	12	109	74
		Percentage	11.11	14.17	4.59	41.76	28.35
2	I have been physically threatened or hurt by other student	Frequency	67	42		114	38
		Percentage	25.67	16.09		43.67	14.55
3	I have been excluded or ignored by a group of student	Frequency	19	26	5	189	22
		Percentage	7.27	9.96	1.91	72.41	8.42
4	I feel unsafe at school because of bullying	Frequency	45	21		144	51
		Percentage	17.24	8.04		55.17	19.54
5	I have been the target of online bullying or harassment	Frequency	12	24	23	102	100
		Percentage	4.59	9.19	8.81	39.08	38.31
6	I have felt sad or depressed due to bullying at school	Frequency	21	23	5	123	139
		Percentage	8.04	8.81	1.91	47.12	53.25
7	Teachers at my school take bullying seriously and intervene when they see it	Frequency	87	104	2	19	49
		Percentage	33.33	39.84	0.76	7.27	18.77
8	I have witnessed other student being bullied at school	Frequency	27	39	7	107	81
		Percentage	10.34	14.94	2.68	40.99	31.03
9	I have reported bullying incident to teachers or school staff	Frequency	48	26	4	103	80
		Percentage	18.39	9.96	1.53	39.46	30.65

Source field survey 2024

Teasing impacts a notable portion of the student body, with 11.11% strongly agreeing and 14.17% agreeing to experiencing it, leading to negative emotions and a subpar school experience. However, 41.76% strongly disagree and 28.35% disagree that teasing is prevalent,

indicating it isn't widespread throughout the school. Yet, its effect on certain students necessitates awareness programs and support systems to alleviate its consequences. Key Informant One highlighted the subtleties in student interactions, explaining that teasing often goes unnoticed by staff, thereby exacerbating its effects on vulnerable students. They emphasized the need for enhanced training for teachers to identify and manage such situations effectively.

Physical threats are a serious concern, with 25.67% strongly agreeing and 16.09% agreeing to facing them, leading to fear of potential injuries and emotional trauma. Although 43.67% strongly disagree with experiencing such threats, the substantial number affected points to the urgent need for strict anti-bullying policies and safer school environments. Key Informant Two observed that physical bullying often occurs covertly, leaving some students in constant apprehension. They suggested implementing more surveillance in hotspots around the school to deter potential bullies. Exclusion or being ignored affects 7.27% strongly agreeing and 9.96% agreeing, indicating struggles with loneliness and mental health challenges. Despite 72.41% strongly disagreeing with feeling excluded, targeted support such as peer mentoring remains crucial for those affected. Key Informant Three noted that social exclusion can be as damaging as physical bullying, advocating for programs that foster inclusivity, like group projects and social clubs, to help integrate isolated students.

Ensuring safety at school is vital for a conducive learning atmosphere. However, 17.24% (45 students) strongly agree and 8.04% (21 students) agree that bullying makes them feel unsafe, leading to anxiety and poor academic performance. While 55.17% (144 students) strongly disagree, feeling secure, the minority who feel unsafe highlights the need for enhanced anti-bullying measures and comprehensive safety systems. Key Informant Four emphasized that the perception of safety is crucial for student well-being and suggested regular feedback sessions where students can voice safety concerns directly to school administrators.

Online bullying poses a rising threat, with 4.59% (12 students) strongly agreeing and 9.19% (24 students) agreeing that they have encountered online harassment. Despite low percentages, these students face considerable emotional distress, as online bullying often extends beyond school hours. The data, showing 39.08% (102 students) strongly disagreeing and 38.31% (100 students) disagreeing, implies that online bullying isn't widespread, yet even isolated incidents significantly harm student well-being. This underscores the necessity for digital citizenship education and resources to help students report and manage online

harassment. Key Informant Five stressed the importance of teaching digital literacy and resilience, suggesting workshops on how to navigate online spaces safely and responsibly to prevent and counteract cyberbullying.

Bullying inflicts emotional harm, with 8.04% (21 students) strongly agreeing and 8.81% (23 students) agreeing that they have felt sadness or depression due to bullying. While a majority do not experience such distress, even a small percentage facing emotional turmoil is alarming. The data reveals that 47.12% (123 students) strongly disagree and 53.25% (139 students) disagree, indicating most students don't suffer from bullying-related depression. Nonetheless, for those who do, the effects can be severe, underscoring the need for accessible mental health support and preventive measures. Teacher intervention is viewed positively, with 33.33% (87 students) strongly agreeing and 39.84% (104 students) agreeing that teachers take bullying seriously and intervene. This shows substantial student support, as teachers are vital in fostering a safe school environment. Nevertheless, 7.27% (19 students) strongly disagree and 18.77% (49 students) disagree, perceiving ineffective teacher intervention. This could weaken trust in the school's response to bullying and dissuade reporting. These findings emphasize the importance of consistent and effective teacher action in all bullying scenarios. Key Informant Six proposed regular training sessions for teachers on conflict resolution and proactive bullying intervention to ensure they are equipped to deal with these issues effectively.

Observing bullying is relatively frequent, with 10.34% (27 students) strongly agreeing and 14.94% (39 students) agreeing that they have witnessed other students being bullied. This indicates that bullying is noticeable to many, potentially fostering a negative atmosphere and insecurity. Conversely, 40.99% (107 students) strongly disagree and 31.03% (81 students) disagree, suggesting many students do not see bullying, which may point to either fewer incidents or issues like underreporting. This underscores the need for bystander intervention initiatives and fostering a school culture that encourages students to stand up against bullying.

Reporting bullying varies among students, with 18.39% (48 students) strongly agreeing and 9.96% (26 students) agreeing they've reported bullying to teachers. Yet, a significant number, 39.46% (103 students) strongly disagree and 30.65% (80 students) disagree, showing that many students refrain from reporting. Reasons could include fear of retaliation, distrust in response efficacy, or skepticism about any resulting action. These insights emphasize the

necessity for a more encouraging and responsive reporting framework where students feel secure and confident in having their issues addressed swiftly.

Overall, the analysis reveals that both physical and emotional bullying are considerable problems at Kokebe Tsibah Secondary School, impacting many students. Despite some feeling secure and supported by staff, many encounter or observe bullying and lack the confidence to report it. This highlights the importance of robust anti-bullying policies, mental health resources, and stronger teacher engagement to build a safer and more welcoming school environment. Addressing these challenges can help decrease bullying and ensure every student feels secure, valued, and supported.

4.2. Regression analysis

Table 4. 4 ANOVA Analysis for the Relationship between Bullying and Efficacy

ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	447	1	447	1.460	.228
1Residual	79.371	259	306		
Total	79.819	260			

a. Dependent Variable: Efficacy

b. Predictors: (Constant), Bullying

The ANOVA table offers a comprehensive statistical assessment to evaluate whether there is a meaningful relationship between bullying as the independent variable and efficacy as the dependent variable. The Regression Sum of Squares (SSR) is reported as 0.447, illustrating the portion of variability in efficacy accounted for by bullying. In contrast, the Residual Sum of Squares (SSE) is 79.371, indicating the portion of efficacy variation that remains unexplained by the model and attributed to other variables not included in the analysis. The Total Sum of Squares (SST) is 79.819, which includes both explained and unexplained variances from the mean efficacy.

For the Mean Square for Regression, the value is 0.447, while the Mean Square for Residuals is 0.306, determined by dividing each sum of squares by their respective degrees of freedom. The F-statistic yielded is 1.460, which tests the null hypothesis that bullying does not significantly predict efficacy. A p-value of .228 suggests a high probability of observing these results under the null hypothesis, hence indicating that the relationship between bullying and efficacy is not statistically significant. Accordingly, the analysis reveals that

with an F-statistic of 1.460 and a p-value of .228, there is no statistically significant relationship between bullying and efficacy at the conventional .05 significance level. This indicates that the model lacks robust evidence to identify bullying as a significant predictor of efficacy among the participants. Given the elevated p-value, we fail to reject the null hypothesis, thus concluding that bullying does not have a significant impact on individuals' efficacy within this dataset ($p = .228$). Future investigations with additional variables, a larger sample size, or more advanced modeling techniques may be necessary for a more thorough exploration of this relationship.

To ensure the validity of the ANOVA results, it's essential to assess the assumption of normality of the residuals. The normality test, often conducted using the Shapiro-Wilk test, evaluates whether the residuals from the ANOVA follow a normal distribution. For the given analysis, if the Shapiro-Wilk test yields a p-value greater than the conventional threshold of 0.05, it suggests that the residuals are approximately normally distributed, thereby satisfying this assumption of the ANOVA.

Conversely, a p-value below this threshold would indicate a potential deviation from normality. Visual inspection through a Q-Q plot or histogram of residuals can also complement this test, providing further insights into the distribution characteristics of the residuals. Such diagnostic checks are crucial to ensure the reliability of the statistical inference drawn from the ANOVA model concerning the relationship between bullying and efficacy. If normality is not met, alternative transformations or non-parametric tests may be considered to better match the analytical assumptions.

Table 4. 5 Analysis of Regression Coefficients for the Relationship between Bullying and Efficacy

Model	Coefficients'				1	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	2.670	177			15.053	.000
Bullying	083	069	075		1.208	.228

a. Dependent Variable: Efficacy

The table of coefficients provides insights into the specific relationship between the predictor variable (bullying) and the dependent variable (efficacy). The constant (intercept) value is

2.670, indicating the expected efficacy score when the bullying variable is set to zero, which represents the baseline level of efficacy without any bullying influence. The bullying coefficient is 0.083, suggesting that for each unit increase in the bullying score, there is an expected increase in the efficacy score of 0.083 units, assuming all other factors remain constant. This change is relatively minor. The standard errors for the constant (0.177) and the bullying coefficient (0.069) indicate the precision of these estimates, with lower values corresponding to more precise estimates. The standardized bullying Beta coefficient is 0.075, which points to a weak positive correlation between bullying and efficacy. The t-values for the constant ($t = 15.053$) and bullying ($t = 1.208$) assess whether these coefficients significantly differ from zero. The results reveal that while the constant is notably above zero, bullying is not a strong predictor of efficacy.

The analysis considers various forms of bullying—physical, relational, and verbal—each potentially impacting self-efficacy differently. Physical bullying involves harm or threat of harm, relational bullying aims at harming social relationships or reputation, and verbal bullying includes derogatory language aimed at the victim. While these types might affect self-efficacy uniquely, the current model aggregates them under a single bullying variable, providing an overall snapshot of bullying's effect on efficacy.

The p-values further elucidate the statistical significance of the coefficients. For the constant, a p-value of 0.000 confirms that the baseline efficacy level is significantly different from zero, underscoring strong statistical significance. Conversely, the bullying p-value of 0.228 indicates a high likelihood of observing the bullying coefficient under the null hypothesis, which exceeds the conventional significance threshold of 0.05. This means bullying does not have a statistically significant effect on efficacy, and the observed relationship could be due to random variation rather than a genuine underlying effect.

The analysis indicates that bullying does not significantly predict efficacy in this model. This is evident from the low Beta value ($\beta = 0.075$), t-value of 1.208, and p-value of 0.228. Despite the positive bullying coefficient hinting at a slight efficacy increase with elevated bullying levels, this relationship lacks statistical significance. Consequently, bullying does not exert a meaningful impact on efficacy among the individuals in this dataset. Further investigation, perhaps examining each bullying type separately and incorporating additional variables, may be necessary to better comprehend the factors affecting efficacy. Overall, these findings suggest that within this context, bullying is not a strong predictor of efficacy.

4.3. Analysis for Interview Response

The qualitative results from the interview are systematically organized through a multi-step process involving collection, thematization, transcription, coding, and categorization. The data collection phase involved gathering information from student interviews, where they shared personal experiences related to bullying. I

Thematization involved thematically analyzing the data to identify recurring issues and patterns, with key themes emerging around the prevalence and types of bullying—verbal, physical, cyber—the impact on emotional well-being and academic achievement, and the effectiveness of school interventions. The process included transcribing the interviews verbatim to ensure an accurate portrayal of student narratives, allowing for a detailed examination of their experiences.

The transcribed data were then systematically coded into categories, which included types of bullying, emotional and academic repercussions, perceptions of school intervention, and variations in student confidence levels.

Finally, categorization elucidated broader insights, such as the role of educators in addressing bullying, the variability in self-efficacy among students, and suggested improvements to the school's anti-bullying policies. These categories underscored the need for comprehensive support systems and highlighted the diverse opinions among students regarding the effectiveness of current measures. This structured approach ensures a thorough understanding of the complex dynamics of bullying within the school environment and guides necessary interventions to address it.

In analyzing the issue of bullying within the school environment, qualitative data gathered from student interviews provided significant insights. Approximately fifteen students recounted experiences of verbal, physical, and cyber bullying, highlighting prevalent issues such as name-calling, social exclusion, and intimidation. These narratives signify the pervasive nature of bullying, which poses both emotional and physical risks to students. The diverse types of bullying observed suggest an urgent need for a holistic strategy aimed at both prevention and intervention.

An analysis of the interviews reveals that twenty students acknowledged the detrimental impact of bullying on their academic performance. Students conveyed that the stress and fear associated with bullying often led to diminished concentration and motivation, culminating in lower academic achievement. This indicates a direct correlation between bullying and

educational outcomes, emphasizing the necessity to view bullying not only as a behavioral challenge but also an academic one.

Student perspectives on the school's response to bullying varied widely. Some expressed confidence in the school's commitment and interventions, while others felt that incidents were frequently overlooked or inadequately managed. This discrepancy suggests potential inconsistencies in the implementation and effectiveness of the school's anti-bullying policies, which could undermine students' trust and contribute to underreporting of incidents.

The pivotal role of educators was a common theme, with the majority of students identifying teachers and administrators as key figures in mitigating bullying. Despite this, many students perceived a disparity in educator engagement, with some staff members being proactive and others appearing indifferent or unaware. This perceived inconsistency underscores the need for standardized training and accountability measures to ensure a cohesive response to bullying across the school.

The analysis further highlighted the variations in student confidence levels regarding confronting bullying. Out of those interviewed, seven students felt empowered to address bullying, while others feared retaliation or isolation. It became evident that self-efficacy significantly influences a student's decision to confront bullying. Programs aimed at boosting confidence through assertiveness training and peer support could encourage more students to challenge bullying behaviors.

Students with higher self-efficacy reported more positive peer interactions and a greater inclination to intervene in bullying situations, whereas those with lower self-efficacy often avoided conflict and experienced more negative social interactions. This suggests that enhancing self-efficacy through targeted interventions could improve peer relations and reduce bullying incidents.

Responses were divided regarding students' perceived readiness to handle social challenges. Some felt adequately equipped, yet others indicated a lack of necessary skills and support. This division points to the necessity for comprehensive social skills training and improved access to support systems such as counseling and peer mentoring within the school. These resources could empower students to better manage challenging social dynamics.

Confidence levels were generally low among students, with many hesitating to confront bullies due to fears of exacerbating the situation or becoming targets themselves. This hesitation underscores an urgent requirement for empowerment initiatives. Conflict resolution

programs and secure avenues for reporting bullying may provide students with the confidence and security needed to take decisive action.

Students also proposed solutions, with nine suggesting the introduction of more anti-bullying campaigns, stricter policy enforcement, and the integration of self-esteem-building activities in the school curriculum. Such recommendations reflect a strong desire for a proactive and supportive school environment. Implementing these measures could foster a more inclusive atmosphere, where students feel respected and empowered to combat bullying.

Ultimately, the majority of students recommended establishing peer support networks, anonymous reporting mechanisms, and enhanced access to counseling services. These suggestions highlight the necessity for accessible and confidential support structures for victims. Implementing such programs could facilitate recovery and help students rebuild their self-confidence after experiencing bullying.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Introduction

This chapter synthesizes the key findings of the study on bullying victimization and self-efficacy among students at Kokebe Tsibah Secondary School, providing a comprehensive overview of the conclusions drawn from the data analysis. The chapter also offers a set of targeted recommendations aimed at addressing the identified issues, enhancing student well-being, and fostering a safer and more supportive school environment. By reflecting on the patterns and trends observed in the previous chapters, this final chapter outlines actionable recommendations for school administrators, teachers, and policymakers to mitigate bullying and empower students, thereby contributing to the overall academic and social success of the student body.

5.2. Discussion of Findings

In reviewing the findings of the study conducted at Kokebe Tsibah Secondary School, several critical insights emerge about the relationship between bullying victimization and self-efficacy among students. The results indicate a complex interplay, where students' experiences of bullying significantly influence their self-efficacy levels, albeit not uniformly across all areas explored.

The quantitative analysis, notably the regression results, suggested that there is no statistically significant relationship between bullying and self-efficacy within the context of this study. Despite the observed positive coefficient indicating a slight increase in self-efficacy with higher levels of bullying, the p-value of 0.228 highlighted that the relationship could be attributed to random variation rather than a genuine effect. This finding contrasts with some previous studies, such as Reijntjes et al. (2010), which found a negative correlation between bullying victimization and self-efficacy, suggesting that frequent bullying experiences could deteriorate a student's confidence and abilities over time.

In comparison to the aforementioned research indicating a decline in self-efficacy due to bullying, the findings at Kokebe Tsibah suggest a more nuanced interplay of factors. For example, while some students might develop resilience and coping mechanisms that bolster their self-efficacy despite bullying, others may suffer from the detrimental effects commonly reported in the literature. This discrepancy could be attributed to variations in individual

resilience, availability of support systems, and specific contextual factors unique to the Ethiopian educational landscape.

Qualitative data from student interviews shed light on this complexity, illustrating the diverse experiences and perceptions of bullying among the student body. Many students expressed that bullying negatively impacted their emotional well-being and academic performance, aligning with global findings on the adverse effects of bullying (Holt et al., 2015; Modecki et al., 2014). However, a subset of students reported finding peer support or developing personal strategies to manage bullying, which could explain why the quantitative results did not capture a significant effect on self-efficacy.

The study also emphasized the role of educators in mitigating the effects of bullying. Students highlighted mixed responses from teachers, with some being proactive while others remained indifferent to bullying incidents. This inconsistency resonates with findings from Espelage and Swearer (2013) that stress the critical influence of school climate and teacher engagement in either perpetuating or alleviating bullying behaviors.

Furthermore, while the study at Kokebe Tsibah Secondary School explored the specific coping mechanisms and resilience strategies employed by students, it also noted the lack of comprehensive anti-bullying interventions tailored to the Ethiopian context. This absence echoes the research gap identified by Asgedom and Birhanu (2018) and Tefera (2019) concerning the evaluation and implementation of effective anti-bullying programs in Ethiopian schools.

The findings imply that enhancing self-efficacy and reducing bullying may require localized, culturally-sensitive interventions that engage the broader community, a strategy supported by global studies like those of Salmivalli et al. (2011), which demonstrated success in Finnish educational settings. In conclusion, the research at Kokebe Tsibah Secondary School underscores the intricate dynamics between bullying victimization and self-efficacy among students, illustrating both consistencies and deviations from established literature. While bullying does not emerge as a significant predictor of self-efficacy in this study, the qualitative insights highlight critical areas for future intervention and research, emphasizing the importance of a tailored approach that considers unique cultural and contextual factors. Through such targeted strategies, schools can better foster environments that support student well-being and empower them to overcome bullying challenges effectively.

5.3. Summary of Research

This comprehensive research focused on Kokebe Tsibah Secondary School in Addis Ababa, Ethiopia, to examine the dynamics of bullying victimization and its impact on student self-efficacy. The study was driven by a critical need to understand these phenomena within the Ethiopian context, where research has been limited. Employing both quantitative and qualitative methods, the investigation gathered data from a diverse student population, providing a nuanced view of the interplay between bullying and self-efficacy.

Quantitative analysis using regression techniques revealed that the relationship between bullying and self-efficacy was not statistically significant in this setting, contrasting with some global literature that suggests a detrimental impact of bullying on self-efficacy. However, qualitative insights from student interviews provided a richer narrative, indicating varied personal experiences with bullying, its impact on emotional and academic performance, and the role of peer support and personal coping mechanisms.

The study highlighted that while bullying did not significantly predict self-efficacy quantitatively, it certainly affected student well-being. Bullying manifested in numerous forms, including physical, verbal, and online, posing significant challenges to students' mental health and academic success. Emotional harm from bullying contributed to stress and anxiety, with some students finding solace and resilience through peer interactions and personal strategies.

The role of educators emerged as pivotal, with their responses to bullying being crucial in shaping the school climate. However, inconsistencies in how bullying was managed by staff were observed, pointing to a need for standardization and training in intervention strategies. Despite these challenges, students showed a desire for improved anti-bullying measures, emphasizing the need for peer support networks, anonymous reporting systems, and enhanced counseling services. These recommendations align with the study's objective to foster a safer educational environment conducive to student empowerment and success.

Conclusion of Research

The research at Kokebe Tsibah Secondary School underscores the intricate and multifaceted nature of bullying victimization and its potential impact on self-efficacy among students. Although the quantitative analysis did not find a significant statistical relationship between these variables, the qualitative narratives provided by students offered invaluable insights into the lived realities within the school environment.

Bullying remains a critical issue that affects not only the psychological well-being of students but also their academic performance and social interactions. The findings suggest that while some students develop resilience, others may suffer from the negative effects, pointing to the complexity of individual responses influenced by personal, social, and contextual factors.

It is evident from the study that a one-size-fits-all approach is insufficient. Instead, culturally sensitive and context-specific interventions are imperative. These should include comprehensive anti-bullying programs, conflict resolution training, and the establishment of supportive school climates that encourage open communication and reporting of incidents. Moreover, empowering students through self-efficacy-enhancing initiatives, such as peer mentoring and support systems, is crucial in building their capacity to cope with challenges.

Furthermore, the research calls for a collaborative effort involving educators, policymakers, parents, and the community to address the underlying issues of bullying and enhance student self-efficacy. By integrating these strategies, Kokebe Tsibah Secondary School can become a model for creating a nurturing educational environment that not only mitigates the effects of bullying but also promotes holistic student development.

Ultimately, this study contributes to the ongoing discourse on bullying in Ethiopian schools, offering a foundation for future research and policy-making. Its findings advocate for the importance of understanding the unique cultural and contextual factors at play, ensuring that interventions are both effective and sustainable in fostering a supportive and empowering educational landscape.

5.4. Recommendations

Based on the findings of this study conducted at Kokebe Tsibah Secondary School, the following recommendations are proposed for various stakeholders involved in the educational environment:

For School Administrators

- ❖ **Implement Comprehensive Anti-bullying Policies:** Develop and enforce clear policies that address all forms of bullying, including physical, verbal, and cyber. Ensure these policies are communicated to all students and staff.
- ❖ **Enhance Teacher Training:** Provide regular training for educators to recognize, address, and manage bullying incidents effectively. This should include conflict resolution and intervention strategies.

- ❖ **Foster an Inclusive Culture:** Create an environment that promotes inclusivity and respect among students through school-wide campaigns and activities.

For Teachers

1. **Create a Supportive Classroom Environment:** Encourage open communication with students to create a safe space where they feel comfortable reporting bullying incidents.
2. **Integrate Social Skills Training:** Incorporate lessons that focus on building social skills and resilience, helping students manage conflicts and improve peer interactions.
3. **Monitor and Intervene:** Actively monitor student interactions and intervene when necessary to prevent and address bullying behaviors.

For Students

1. **Participate in Peer Support Programs:** Engage in peer mentoring and support groups to create networks that encourage positive interactions and provide support for victims of bullying.
2. **Utilize Reporting Systems:** Utilize anonymous reporting systems for bullying incidents to ensure safety and confidentiality.
3. **Become Active Bystanders:** Encourage students to stand against bullying by supporting peers and reporting incidents to teachers or administrators.

For Parents

1. **Engage in Open Communication:** Maintain regular dialogue with children about their school experiences and encourage them to speak up about any bullying they witness or experience.
2. **Collaborate with Schools:** Work with school staff to support anti-bullying initiatives and participate in workshops or meetings to stay informed about the school's approach to bullying prevention.
3. **Reinforce Positive Behaviors:** Encourage positive social interactions and empathy at home, reinforcing the importance of respect and kindness.

For Policymakers

1. **Support Education Policy Reforms:** Advocate for policies that mandate the implementation of anti-bullying programs in schools across the region.
2. **Provide Resources for Schools:** Ensure that schools have access to adequate resources and funding to implement effective anti-bullying and support programs, including mental health services.
3. **Facilitate Community Involvement:** Promote community engagement in school initiatives to combat bullying, fostering a collective effort to create safe learning environments.

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APPENDIX I

Addis Ababa University School of Graduate Studies

Department of Social Psychology

Survey questions on Bullying Victimization and Self- Efficacy among Students in Kokebe Tsibah Secondary School Students. The main purpose of this questionnaire is to gather information for the fulfillment of a study, which is made to assess Bullying Victimization and Self-Efficacy among Students in Kokebe Tsibah Secondary School Students.

The questionnaires deal with Bullying Victimization and Self-Efficacy among Students in Kokebe Tsibah Secondary School Students. Therefore, your assistance in responding to this questionnaire is indispensable.

This questionnaire is to be filled in by Students in Kokebe Tsibah Secondary School in Ethiopia, Addis Ababa. I would like to assure you that all the information given would be kept confidential. In advance I thank you very much for devoting your precious working time in filling this questionnaire. In tilling the questionnaire the following arc suggested

Direction I

It is not necessary to write your name

You can circle the letter (s) your choice (s) to questions with alternative answers.

For the open-ended questions you may write your response in the space provided.

Survey Questionnaire: Bullying Victimization and Self-Efficacy among Students in Kokebe Tsibah Secondary School

Section 1: Demographic Information

1. Age:

- a) Under 12
- b) 12-14
- c) 15-17
- d) 18 and above

2. Gender:

- a) Male
- b) Female

3. Grade:

- a) 9th Grade
- b) 10th Grade
- c) 11th Grade

d) 12th Grade

4. Living Situation:

a) With both parents

b) With one parent

c) With relatives

d) In a boarding school

e) Other (please specify):

f) PART II: Instructions 2: Please tick (X) the level of agreement which you feel is the most appropriate using the scales ranging from 1 to 5 (Where 1 Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Strongly Disagree, and 5 = Disagree).

2. Gender:

a) Male

b) Female

3. Grade:

a) 9th Grade

b) 10th Grade

c) 11th Grade

d) 12th Grade

4. Living Situation:

a) With both parents

b) With one parent

c) With relatives

d) In a boarding school

e) Other (please specify): =

f) PART II: Instructions 2:

Please tick (X) the level of agreement which you feel is the most appropriate using the scales ranging from 1 to 5 (Where 1 Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Strongly Disagree, and 5 = Disagree).

PART II: Instructions 2: Please tick (X) the level of agreement which you feel is the most appropriate using the scales ranging from 1 to 5 (Where 1 Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Strongly Disagree, and 5 = Disagree).

Part I Personal Experience with Football Betting

S/N	Statements		Strongly Agree	Agree	Neutral	disagree	Strongly Disagree
1	I have been teased or made fun of by other students.	Frequency					
		Percentage					
2	I have been teased or made fun of by other students.	Frequency					
		Percentage					
3	I have been physically threatened or hurt by other students.	Frequency					
		Percentage					
4.	I feel unsafe at school because of bullying	Frequency					
		Percentage					
5.	I have been the target of online bullying or harassment	Frequency					
		Percentage					

6	I have felt sad or depressed due to bullying school	Frequency					
		Percentage					
7	Teachers at my school take bullying seriously and intervene when they see it	Frequency					
		Percentage					
8	I have witnessed other students being bullied at school	Frequency					
		Percentage					
9	I have reported bullying incidents to teachers or school staff	Frequency					
		Percentage					

S/N	Statements		Strongly Agree	Agree	Neutral	disagree	Strongly Disagree
1	I believe I can achieve good grades if I put in the effort.	Frequency					
		Percentage					

2	I feel confident in my ability to handle difficult social situations at school.	Frequency					
		Percentage					
3	I can stay calm and collected when facing challenges at school. for all students.	Frequency					
		Percentage					
4	I am capable of solving problems on my own.	Frequency					
		Percentage					
5.	I believe I can defend myself if someone tries to bully me.	Frequency					
		Percentage					
6	I feel confident in my ability to make friends at school.	Frequency					
		Percentage					

7	I can manage my schoolwork effectively, even under stress.	Frequency					
		Percentage					
8	I believe I can reach my goals, despite any obstacles.	Frequency					
		Percentage					
9	I can seek help from teachers or peers when I need it.	Frequency					
		Percentage					

Thank you for your participation! Your responses will contribute to understanding and improving the school environment.

Appendix II

Interview Questions

Interview Questions: Bullying Victimization and Self-Efficacy among Students in Kokebe Tsibah Secondary School

1. Can you describe your experiences with bullying at school?

➤ Follow-up: How often does this occur, and what forms of bullying have you encountered (e.g., physical, verbal, social, or cyber bullying)?

2. How do these bullying experiences affect your feelings about yourself and your abilities at school?

➤ Follow-up: Can you provide specific examples of how bullying has impacted your confidence in handling school tasks or participating in class?

3. What strategies or coping mechanisms do you use to deal with bullying when it happens?

Follow-up: How effective do you find these strategies and what support do you think would help you more effectively manage these situations?

4. In what ways do you think your self-efficacy, or belief in your ability to succeed, has changed since experiencing bullying?

Follow-up: Are there specific areas (e.g., academic performance, social interactions) where you feel more or less confident as a result?

5. What steps do you believe the school can take to better support students who are victims of bullying and to enhance their self-efficacy?

➤ Follow-up: Do you have suggestions for programs or initiatives that could be implemented to help reduce bullying and support affected students?