

EXPLORING EFFECTS OF TEACHER BULLYING ON SECONDARY ENGLISH LANGUAGE LEARNING IN DHAKA

Submitted by,

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Declaration

I declare that the Dissertation titled ‘Exploring Effects of Teacher Bullying on Secondary English Language Learning in Dhaka’ is submitted to the BRAC Institute of Languages (BIL), BRAC University in the partial fulfillment of the degree MA in TESOL. The paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

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Abstract

The aim of this study is to investigate the nature of bullying in classroom that takes place in the context of a secondary school in Dhaka and to identify the types of bullying exists in their English language classrooms as well as the implication that are inflicted upon the learners. This study aims to investigate the different types of bullying and classroom management strategies that take place in our secondary Bangla medium schools. Thus, this work will try to bring out the current consequences of bullying on the secondary level learners by analyzing the observational data and interviews. Firstly, it provides a brief outline about the thesis, including the background of the topic, the specific research problem, and associated research questions and objectives of the study along with the significance of the research. Next, explores the relevant materials from extensive bodies of literature on the historical development of bullying and thus it helps to determine the significance of investigating the practice of bullying in the present practice of teaching and learning. After that, it outlines the research methods for this study by combining both qualitative and quantitative techniques. Again, it provides a detail account of the research findings based on the students' survey, teacher's interviews and observational data. Finally, it explores the research questions by discussing them from the theme based perspectives and then reports on the brief summary of this study with the conclusive remarks and recommendations.

Keywords

- **Bullying:** Bullying is the use of force, threat, intimidation or aggressively dominates students. It is an imbalance of social and physical power.
- **School Bullying:** School bullying can be physical, verbal or psychological in nature. It includes repetition, distress and provocation to the students in English language learning class.
- **Physical Bullying:** Physical bullying can include harassment like physical abuse, hitting or intimidating by teacher.
- **Verbal Bullying:** The bully teacher humiliates the weak students in front of the other students. Teacher uses name-calling, insulting, making racist comments or harsh teasing. Humiliating students, hurting students', feelings, and being spiteful are also some other forms of verbal bullying.
- **Psychological Bullying:** The physical and verbal bullying psychologically affects students. In classroom psychological bullying is the most devastating. Psychological bullying is like a trauma to the students including anxiety, depression and at last drop out from the schools.
- **Bystanders:** Bystanders are remaining silent in the classroom.

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Chapter 1

Introduction

The aim of this study is to investigate the nature of bullying in classroom that takes place in the context of a secondary school in Dhaka and to identify the types of bullying exists in their English language classrooms as well as the implication that are inflicted upon the learners. This study aims to investigate the different types of bullying and classroom management strategies that take place in our secondary Bangla medium schools. Thus, this work will try to bring out the current consequences of bullying on the secondary level learners by analyzing the observational data and interviews.

1.1 Background and Context

No published work has so far been found in Bangladesh in this aspect. Therefore, several studies have been found in the secondary school level in Japan, Norway, and the USA to understand the current scenario. Their frameworks have inspired a lot to design the methodologies of this research.

Bullying is a serious problem in schools and is characterized by aggressive behavior, unequal power relationship, and the intention to cause physical, social or emotional harm to others. The concept of bullying is starting to grab an international attention and people are focusing on it more seriously and thoughtfully than before. School bullying is a major concern in schools and is considered one of the school violence conducted by the teachers. Researchers studying bullying have focused their work on attempting to understand the nature, extent and impact of school

based bullying. A huge number of students are being bullied by their teacher everyday and most of the time openly before their peers. School bullying is a serious problem that makes a negative consequence for the school and violates the social rights of the students to learn in a safe environment.

The context of this study has been the secondary schools in Dhaka city. The proficiency level of the learners is secondary level and the educational background of the teacher is not more than graduation.

Bullying in South Asian countries including Bangladesh is also very common in English language learning classes. Bullying is a struggle for any adolescent student especially from the Bangla medium schools for not being able to communicate well in English. Then teachers become rude to the weak students and set an aggressive example in front of them. Bullying at school occur not only through the verbal but also in the psychological manner. Whenever a student cannot answer any question properly, he/she remains silent. It is a type of hidden trauma for the secondary level or adolescent students. In this work, the researcher has tried to include the opinion of the students who are being bullied by their teachers and the whole study has been conducted in a Bangla medium school of Dhaka.

1.2 Purpose of the Study

The primary purpose of this study is to investigate the types of bullying that takes place in the secondary schools in Bangladesh. The secondary purpose of the study is to investigate teachers' attitude toward the three types of bullying (physical, verbal and psychological). The study attempts to find and analyze classroom based challenges including the institutional and roles of

the teachers in teaching English. Finally, this study attempts to provide some recommendations based on the findings and analysis.

1.3 Research Questions

- 1) To what extent teacher bullying occurs in secondary English language learning?
- 2) How does bullying affect the secondary English language learning?

1.4 Significance and scope of the Study

Bullying involves repeated, harmful behaviors committed by an aggressive teacher who wants to impose power over the weak students. While bullying is seen as a harmless behavior that helped to ‘toughen up’ young people, it is increasingly understood to be a pervasive and destructive problem that negatively affects students’ mental, physical and psychological well-being and safety, as well as their academic outcomes.

The real situation seems so grievance that students those who are weak in English and do not express their ideas or thoughts to teachers frankly and they are the bullied. Therefore, the significance of the study lies in finding the real challenges that the Bangladeshi students face in their classroom of English language.

1.5 Thesis Outline

This paper examines about the bullying related challenges that are responsible for physical, verbal, and psychological abuse by teachers. The outline of the paper is in brief for the quick overview of the work.

Chapter 1 provides a brief outline about the thesis, including the background of the topic, the specific research problem, and associated research questions and objectives of the study along with the significance of the research.

Chapter 2 explores the relevant materials from the extensive bodies of literature on the historical development of bullying and thus it help to determine the significance of investigating the practice of bullying in the present practice of teaching and learning.

Chapter 3 is the research methods for this study by combining both qualitative and quantitative techniques.

Chapter 4 contains the systematic and thematic results of the findings collected through the observation, surveys and interviews.

Chapter 5 is the analysis of the results where a connection is maintained between the findings and the research questions.

Chapter 6 contains the conclusion of the study culminating the result and the discussion of the study providing the recommendation for further scopes and implementation of this current research on bullying in the secondary level.

Chapter 2

Literature Review

2.1 Definition of Bullying

School bullying is a serious problem for students in school which have a negative lifelong impact on the students. School is always considered as one of the safest places next to home. According to Smith and Sharp (1994, p.2) bullying is a systemic abuse of power. In Bangladeshi perspective teacher bullied students in classroom for their poor performance in English (as cited in Smith and Brain, 2000, p.1). The definition of bullied victim is being exposed, repeatedly, and over time by their peers or teachers. In the context of Bangladeshi students of secondary level are frequently being bullied by their teacher in the classroom. .

Bullying is an imbalance power which is created by the teacher. In our country many English teachers in secondary level bring stick to create panic among the students and it creates a negative impact in the learners mind.

According to Bukowski, Sippola, & Newcomb, 2000; Graham & Juvonen, 1998; Moffitt, 1993; Pellegrini, Bartini, & Brooks, 1999 adolescence period is the most sensitive time for a secondary school learner. In adolescence period, students have a negative mind towards the social practice and values (as cited in Pellegrini and Long, 2002, p.260). On the other hand Moffitt (1993) explained that bullying in adolescence period affects students socially and learners have to face many challenges to overcome it (as cited in Pellegrini and Long, 2002, p.260).

2.2 Historical Background of Bullying

The pioneer works on bullying was taken place in the Scandinavian countries. Dan Olweus(1978) described the concept of bullying in his book *Aggression in the Schools: Bullies and Whipping Boys* and he mentioned about a school of Norway which has been severely affected by bullying. In 1980s,Olweus gave the first example of a national intervention campaign against bullying. The success of this Norwegian work undoubtedly influenced and inspired the subsequent research and intervention activities in other European countries. Norway, Finland, the United Kingdom, and Ireland, in particular, started developing programs to prevent bullying.

2.2.1 Different Roles in Bully-Victim Relationships

In order to explain the bully-victim relationship Salmivalli et al., 1996(as cited in Smith and Brain, 2000, p.4) has explained different participant roles in bully-victim relationships. They are-

- a) **Ringleader Bullies:** The ringleader bullies prefer to initiate the use of bullying terms like slangs, offensive words and gestures to victimize the targeted one or group. In the context of a secondary classroom in our country, usually the teacher plays the role of this ringleader bully and thus creates a platform for the other students to make the victim more vulnerable by pinching or using bad comments or simply by mocking the victim for being a passive participant in the class.
- b) **Follower Bullies:** The follower bullies are the classmates who bully the victim inside and outside the classroom. Inside the classroom strong students usually tease the weak students for giving a wrong answer of the teacher's question or for asking some silly questions. A classmate may be bullied by his/her peer in alone or in a group outside the classroom. Sometimes, a group of peers might escort the frequently bullied learner outside the class and thus can assault the learner physically. This type of follower bully can cause a traumatic situation in a victim's life that may results in suicide or drop out from the school.
- c) **Reinforcers** : Reinforcers are those who mock the victims with the help of teacher or spread rumors or utter abusive words in front of them repeatedly. Reinforces become more powerful with the support of the teacher. They mock their peers so rudely that sometimes the victims think of committing suicide.
- d) **Defenders** : In the context of Bangladesh there is no such example to support or help the victim by their peers. There is no counseling system in the school. Teachers are always rude and indifferent in showing strict behavior. Defenders support the victim secretly outside the class.
- e) **Bystanders** : According to Atlas and Pepler (1998) bystanders can help the bully or try or withdraw or not to get involved in any occurrence that are happened in the classroom (as cited in Fekkes, Pijpers, and Vanhorick, 2005, p.82). In most of cases in our country bystander are remaining silent listeners in the classroom.

2.3 The Characteristics of Students who are Victims of Bully

Victims of bullying are described as more anxious, careful and insecure, compared to other students in general. Bullied are not aggressive but have a negative self-image. Students are seems whenever they are in the class or at school they are getting unfriendly and always frighten by the teacher. According to Bosworth et al (2001) bullied students are always depressed and are often crying for help (as cited in Fareo, 2015, p.437).

According to Rubin (2003) bullied students have a lower self-esteem and a high level of depression (as cited in Fareo, 2015, p.437). In our country bullied students are more sensitive, unhappy, cautious, anxious, quiet and physically or verbally attacked in secondary school. Vail (2002) claimed that many bullied students drop out school for the fear of bully teacher (as cited in Fareo, 2015, p.438). For example, for fear of asking any question students are remaining silent and at one situation they become frustrated and drop out school. Lack of appropriate supervision in schools is also associated with higher levels of school bullying. According to Olweus, 1993; Pepler and Craig, 1997 bullying often occurs when there is little or no supervision, such as in or out of the class (as cited in Fareo, 2015, p.438).

2.4 Causes of Bullying

It is therefore necessary to identify the causes of bullying among the secondary school students of Bangladesh. The causes of bullying can be categorized into four factors.

- **Social Factor:** Societal factor is one of the key points of student bullying. Asonibare (1998) suggested that students who are frequently being bullied by their teachers are neglected by their parents, family instability, and aggression within home or in the family, rejection, isolation, exposure to violent movies (as cited in Fareo, 2015 , p. 439). Bullying has a negative influence on student's mind academically and socially. Students those are bullied by their teacher always in a gloomy and somber mood. Bullied students do not want to attend the class regularly because of the unsympathetic attitude of teacher.

- **Biological factor:** According to Jekayinfa (2004) science has proved that some individuals behave aggressively due to malfunctioning of the body organs or imbalance of production of the body hormones. Aggressive behaviors such as bullying can also be attributed to poor state of mental health (as cited in Fareo , 2015, p.439).
- **Peer Group Influence:** Secondary school students spend most of their time with their age-mate than they do with their parents and teachers. According to Salawu(2003) students enjoy a free world, more independent in thought and action and student has freedom to discuss matters of interest, which may be contrary to the interest shared by adults (as cited in Fareo, 2015, p. 439). In English class, students are afraid of bullied whenever they do not know the answer.
- **Environment Factors:** Environmental influences such as teachers' attitude play a crucial role in determining the extent to which problems will manifest themselves in the classroom. Olweus, 1993; Pepler and Craige, 1997 suggested that bullying often occurs when there is little or no supervision such as school classroom or environment (as cited in Fareo, 2015, p.439).

Bullying is redundant, monotonous, and destructive, power based behavior of students. There are multiple forms of bullying such as name calling, hitting or threatening others. Those who are directly or indirectly involved in bullying are at increased risk of misbehavior, abuse, and absenteeism from school.

2.5 Forms of Bullying:

According to Gradin and Hammerston (2005) verbal harassment like teasing and name calling are the most common forms of bullying (as cited in Fareo, 2015, p.436). In our country it is found that school teachers are frequently harassed students by calling names to humiliate them among other students those are performed well in the class. In Nigeria, Egbochukwu (2007)'s and Ometeso (2010)'s identified the forms of bullying in school such as kicking and hitting, locking inside the classroom, threat to physical beating etc (as cited in Fareo, 2015,p.436).

According to Pepler and Craige (2002) five major forms of bullying has been found. They are-

1. Physical violence and attacks.
2. Verbal bullying such as name calling and put downs.
3. Threat and intimidation
4. Blackmailing or other possessions
5. Exclusion from peer group

2.6 Claim of Psychological Studies

According to Williams et al., 1996; Salmon et al., 1998; Forero et al., 1999, in an English language learning class a bullied student is associated with an increased risk of mental and physical health problems. Children who are bullied suffer more often from health complaints such as sleeping problems, headache, stomach ache, bedwetting and depression (as cited in Fekkes, Pijpers, and Vanhorick 2005, p.82).

In a project work Roland (1989), the Scandinavian researcher has claimed that girls more than boys are unwilling to answer truthfully to questions concerning their own involvement in violent interactions like bullying their own peers (as cited in Mellor).

Bullying is a pervasive problem in schools that affects psychologically to the students. In recent, psychological bullying gives a big trauma to the students. According to Aluede,2006;Beran,2005;Thornbery,2010 psychological bullying is not just a child's play, but a terrifying experience that school student children face every day (as cited in Fareo , 2015, p.436).

2.7 Role of Family

According to Malinowsky-Rummell and Hansen, 1993; Spaccarelli, 1994 when the parent-child relation seems 'abuse' more than bullying it brings a negative result which affect in their mind as well (cited in Smith and Brain, 2000).

Smith and Myron-Wilson (1998) mentioned that bullying in family relationships can be linked to the child's later involvement as bully or victim in school (Smith and Brain, 2000).

In our country parents are becoming hostile and tough to their children with the increasing level of their expectations and responsibilities. Children are feeling insecure for the strictness implied by their parents. Besides this, families where mother is occupied with career and outside responsibilities like as father are increasing with the advancement of time. Thus, spending time with the technological devices and satellite channels has replaced the place of the family. Gradually, the violence and slangs used in these social media is playing a vital role to make the children more violent and ferocious towards the society and its rules. Moreover, parents tend to use slangs and often give comments on the performance of their children by comparing it with the toppers of the class. Thus, it makes a negative impact in the mind of the learners and they started to feel insecure and tend to envy those classmates. This sense of rivalry results in bullying inside the academic premise.

2.8 Effects of Bullying

According to Pepler and Craig,(2000) bullying is widespread and terribly harmful for teachers, students, and schools. Bullying can have devastating effects on the students. Students who are bullied go to school every day with a fear of being humiliated before others. For all potential teachers, it is very important to realize that bullying is a problem (as cited in Fareo, 2015, p.439).

According to Kerlikowske 2003(as cited in Fareo, p.439) these points may be included-

- a) Students who are bullied are more likely to be depressed.
- b) Students are more likely to be suicidal.
- c) Students are more likely to kill teachers.
- d) As one secondary-school student expressed it ‘there is another kind of violence, and that is by verbal. It can leave you hurting more than a cut with knife. It can leave you hurting more than a cut with knife. It can leave you bruised inside’ (National Association of Attorney General, 2000).
- e) Decreased academic achievement and school participation.
- f) According to Omoteso,(2010)Rates of absenteeism are higher among bullied students than rates among non-bullied students, like dropout rates (as cited in Fareo, 2015, p.439). Nansel et al,(2001) observed that “youths who are bullied generally show higher levels

of insecurity, anxiety, depression, loneliness, unhappiness, physical and mental symptoms, and low self-esteem (as cited in Fareo, 2015, p.440).

- g) According to Twemlow,(2006) long-term effects for student bullying by teachers could include increased anxiety, loneliness, and self-esteem issues, poor academic achievement, fewer friends, school avoidance and psychiatric problem (as cited in Fareo, 2015, p.440).
- h) The psychological scars left by bullying often endure for years. For instance, Clarke and Kiselica,(1997) expressed the feelings of isolation and the loss of self-esteem that students experience seem to last into adulthood (as cited in Fareo, 2015, p.440).

Bullying by teachers adversely affect a child's academic development. According to Twemlow et al.,(2006) teachers have a significant role to play in the condition of students' behavioral problems in English language classroom at school (as cited in Fareo, 2015, p.440). The impact of a teacher's abusive behaviors hinder a student's potential for success.

2.9 Van Lier's Theory

In classroom, student bullying occurs when topic and activity is controlled by the teacher. Van Lier (1988) classified the classroom interaction according to whether teacher controls the topic (i.e. what is being talked about) and activity (i.e. the way the topic is talked about).

- a. The first type of classroom interaction happens when *neither the topic nor the activity is controlled by the teacher*. Here, teacher could not control the topic and students interaction with the teacher was completely absent in the classroom activities. But student may be bullied if they make noise in the classroom.
- b. The second type of interaction occurs when *the teacher controls the topic but not the activity*. For Example, teacher told students to write down about something which has good and bad impact. Here teacher controlled the topic but students did not understand the topic and being bullied by the teacher.
- c. Type three interactions occur when *teacher controls of both the topic and the activity*. In this sector students are being bullied frequently. Example of such situation is if the teacher selected a topic and controlled the activity, it will create a panic for the student as well.

- d. Type four occurs when the *teacher controls activity but not the topic*. For example teacher controlled activity by using lottery system and distributed topic to different groups to complete the task. In this case some students are not willing to do this activities and teacher bullied them mentally.

Topic and activity is a common task in classroom activities. It creates an interaction through the teacher and student. Student bullied by the teacher whenever they could not understand the activities in classroom and what topic is selected by the teacher (as cited in Yu, 2009, p 154).

Chapter 3

Research Design

This chapter focuses on the research methodology and data collection procedure that have been applied in conducting the study. It also highlights on the major challenges that has come out during the data collection and analysis procedure.

3.1 Research Methodology

In order to conduct this research, first it is necessary to define the term “bully” and with detail work procedure according to the subject. I have studied the published journals, articles of several researchers and finally decided to apply the mixed method comprising both qualitative and quantitative data collection and analysis in this regard.

I have observed four secondary level classes in a Bangla medium school and written down the episodes that took place in the classroom. To do the classroom observation, I have maintained a checklist because using a checklist it becomes easy to note down the items that I want to find out from the classroom activities. I have also analyzed the data of teacher’s interview (appendix A) through a qualitative analysis and the students’ survey (appendix B) with quantitative analysis.

3.2 Quantitative Analysis

I have prepared a questionnaire based on my research questions. The survey questionnaire (appendix B) containing ten questions have helped the learners to respond to the current practice of classroom bullying. Additionally, I have also intended to know about the learners’ experience on bullying in the classroom which mostly occurred in English Language classroom.

3.3 Qualitative Analysis

I have observed four classes in a Bangla medium school and maintained a checklist while observing those classes. Through this observation, I have tried to enquire whether the students were being bullied by the teachers or not. I have also analyzed the data of the teacher's interview (appendix A) through a qualitative analysis.

3.4 Research Design

The research has been conducted through mixed method. At first, I have conducted a pilot study with a teacher's questionnaire comprised of total five questions (open ended) and transcribing sheets for writing down the classroom observation. I have observed four classes in a particular Bangla medium school of Dhaka while conducting the pilot study (July, 2016) containing a teacher's questionnaire only. The pilot study has also marked the necessity of more detail explanation about the views of the teachers with the practice of bullying. That's why I have reduced the number of close-ended questions and increased the number of open-ended questions in the teacher's questionnaire after the pilot study. Then I have conducted the data collection procedure with the revised questionnaire. In data collection procedure, I have observed and transcribed the classroom observation followed by students' survey that was attended by one hundred secondary level learners from four classrooms. I have interviewed four teachers after completing the classroom observation. Finally, I have applied qualitative analysis for analyzing the teacher's interview and classroom observation whereas quantitative analysis has been followed for analyzing the learners' survey data.

3.5 The Research process

In my research I have attempted to investigate the bullying which occurs in an English language classroom by the teacher and its impact upon the students. The data collected through a total

observation of two weeks (July 1-July 15 & August-September 5, of 2016). The observations and the teachers' interview have been analyzed in a qualitative way. Finally I have prepared my data which brought an actual result by combining the qualitative survey data through a manual analysis.

3.6 Data Collection

A total of 4 classroom observations were conducted in a Bangla medium school in Dhaka city. A total of 100 secondary level learners were surveyed to find out the current scenario of teachers' bullying in English language classroom. In the data collection process, 4 teachers were interviewed to have their opinion towards the current practice of bullying.

3.7 Instrumentation

To find out the rate of bullying occurred in the classrooms two different types of instruments have been used. The details of the research instrument have been discussed below-

3.7.1 Qualitative Data Collection Instrument

The qualitative data collection instrument comprises of a prepared checklist and a recorder. While completing all the issues I have listened to the recording and worked on it.

3.7.2 Quantitative Data Collection Instrument

I have prepared mixed questionnaire both close and open ended questions for the students. First I took permission from the respective class teacher and distributed the question paper to the students and gave them time for answering the question paper properly. While answering the questions, I have roamed around the classroom and helped the learners.

3.8 Data Collection Procedure

At first I planned to conduct a pilot study in a Bangla Medium school with the prepared teachers' questionnaire comprising both open and close ended questions and a checklist. I have observed four English classes and interviewed four English teachers'. The findings of the piloting brought an effective result in my actual data collection.

Firstly, the presence of learners in the classroom was so acute. There was huge number of students absent in the English class as they were afraid of being bullied.

Secondly, it brought up an issue that teachers' tend to give little information regarding student bullying and for this reason I have taken the students' survey to understand the scenario from the perspective of the learners in the main data collection process after this piloting.

Thirdly, students were not willing to share their knowledge to the class teacher. Students were afraid of the teacher and conscious about an outsider who was sitting back in the classroom. That's why the survey helped a lot to understand their views.

Later on, I asked for permission for the learner's from the respective teacher. Teacher gave me the permission and then I distributed my materials among them. The students of secondary level were very helpful and got interested whenever I delivered my speech to them.

After that teacher offered me the floor to introduce the purpose of my research and gave permission to record the conversation. In some of the cases, teacher shared his point of view about the students' bullying and its effectiveness in English classroom. After completing my interview, I thanked the respective teacher for co-operation.

3.9 Data Analysis procedure

The data analysis process was conducted by following established research techniques and the whole process is described in details below-

3.9.1 Qualitative Data

The qualitative data analysis took place through the classroom conversations and the interviews of the respective teachers. In this process, I have taken instant notes in classroom conversation

while observing the class with a prior permission from the teacher. Later on I combined the interview data and prepared a qualitative analysis of the collective interview data.

3.9.2 Quantitative Data

The quantitative data was collected after every observation through a student survey containing a questionnaire which contains ten questions based on Likert's Scale. The researcher categorized the survey through students' response.

3.10 Challenges

While conducting the study, I faced several challenges-

- 1) The first one is to find out relevant published work on effects of teacher bullying in English language learning. For this reason, I have searched many articles which are published in many countries such as Norway, Japan, England, and the USA etc. From the published articles I took ideas and worked on it.
- 2) I have found some aspects which seems odd to me. In English language class students were kept silent where the subject teacher asked any question. Teacher and students were so much conscious about the outsider and showed normal behavior which was so strange to me.
- 3) One of the teachers was so rigid that he did not want to help me but he wanted to help me earlier. He told me to show the checklist and I told him that it is necessary for my thesis. At last, he realized the facts and was willing to share his opinion with me.
- 4) The Audio devices have caused problems during the interview session. The background noise affected a lot while transcribing data.

Chapter 4

Findings

This chapter contains the survey results and data evolved from the teachers' interviews and classroom observations. It will highlight the remarks of the teachers and learners from a top-down point of view.

Part A: Teachers' Response

Question: 1) What type of actions do you take to control a classroom?

Teacher	Comment
Teacher 1	To control the class teacher sometimes rebukes and screams in the class. Teacher usually gives physical punishment to control.
Teacher 2	Teacher gives physical actions and punishment if necessary.
Teacher 3	After the class, teacher counsels the inattentive students and sometimes screams to control the noisy class.

Teacher 4	Teachers warn the talkative students and then change their seats and if necessary change the section.
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Physical punishment does not solve the problem of the learners. It is counseling which gives a positive impact on the students. To some extent teachers are willing to counsel the students instead of bullying. By this way a noisy classroom is controlled by the teacher.

Question: 2) Imagine that one of your students has not bring the homework or assignment today. Now what will be your reaction towards him/her?

Teacher	Comment
Teacher 1	Counsel the students if they did not complete the lesson and if it becomes extreme then complain to their parents.
Teacher 2	Rebuke the students in the class if they become insincere. Without being strict, it is difficult to make them attentive.
Teacher 3	Counsel him/her to solve the problem and even if it does not worsen, complain him/her parents.
Teacher 4	Rebuke him/her in the class

Counseling or rebuking is the two opposite sides for motivating the learners .Rebuking helps to create pressure but counseling plays a significant role to understand learners mentality for learning .

Question: 3) Share the reasons behind taking those steps against your students.

Teacher	Comment
Teacher 1	Counseling the student can bring out the problem that the student is facing and informing the parents make them aware to take steps.
Teacher 2	Rebuking the learners before the class and sometimes hitting them physically can make them regular again.
Teacher 3	Rebuking the irregular and inattentive learners sometimes makes them regular and if they continue this habit then we have to involve the parents in this matter.

Teacher 4	Complain the parents through the headmaster can make them aware of their child's poor performance.
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Question: 4) Some parents suggest that you should be strict with their children inside the classroom; do you take their suggestions seriously? If "yes" explain how you are strict.

Teacher	Comment
Teacher 1	No. Rather, counseling and motivating the learners by explaining their situation works better.
Teacher 2	We/I encourage the learners to be regular by sharing the stories of success of their senior batches.
Teacher 3	We/ I try to maintain a strict monitoring of their performance and inform about it to their parents over phone occasionally.

Teacher 4	I maintain a triangle relationship comprised of the class teacher, headmaster and the parents. When the counseling and academic detentions do not work anymore then we sent complain to the parents.
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Strictness is maintained by the teachers and school authority to keep the learners active and regular. Some teachers thought that it will help them to reach their desired goal but sometimes too much strictness makes a negative impression on the learners. Teacher bullying in classroom can be controlled by counseling, monitoring and reporting to the parents.

Question:5) Suppose one of your students is making the same errors even after you have corrected the student several times. Now what will be your reaction towards him/her?

Teacher	Comment
Teacher 1	Informing the parents through the headmaster/principal for an immediate parents-teacher meeting and then discuss for finding out the way to motivate the learners.
Teacher 2	Personally contact the parents and the class teacher to find out the underlining problems of the learners. Thus, try to maintain a two-way communication for improving the performance.

Teacher 3	Personally counsel the learners after the class and then contact the parents if it does not work. Then, I maintain a close eye on the performance of the learners.
Teacher 4	Keep a strict eye on the inattentive learner on a regular basis and if it continues then inform the parents about the matter personally.

Part B: Students' Survey

1) Teachers reaction when students fail to complete any lesson in English language class.

While responding to this aspect, 62% students become the victim of scolding in the English language class. The next majority of respondents comprising 28% have strongly agreed that most of the teachers complain to the parents that students are not in a level to understand English properly in the class and 10% students are always ignored by the teachers in various ways.

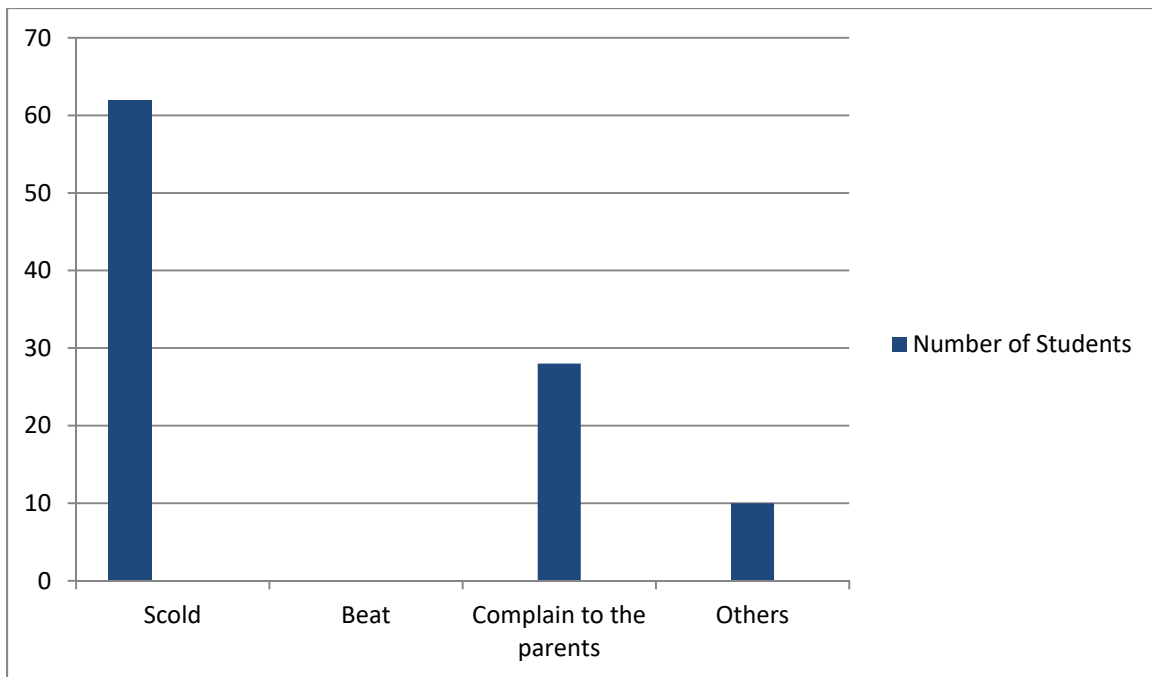


Figure 1: *Response Percentages of failing to complete a task.*

According to respondents, physical bullying is totally restricted for any student because it can hamper his/her academic result as well as his/her mental condition. For this reason, students as well as teachers have totally denied the fact. Scolding is a common form of punishment for the students as the teachers believe that it can make the students to be attentive with their studies for having the fear of being insulted in front of the whole class. Generally, English teachers think that if the English level of students is informed to the parents it may bring some sort of positive result. In this aspect, they (teachers) expect the positive role of the parents. Besides this, there are some students who are always ignored by the teachers. They are also indifferent in their academic performances.

2) Ways of reaction after being bullied by the Teacher.

28% of the total respondents have said that they are not allowed to ask their doubts because they are afraid of their teachers in the classroom. It occurs mainly for being bullied and humiliated by the teacher for their slow pace of understanding. However, 40 % are already disappointed for the teacher's rudeness in the classroom because students could not know the actual fact of being afraid of. Besides this, other (32%) students think that they could cope up with teacher's behavior for their own sake and would be able to learn something despite of bullying.

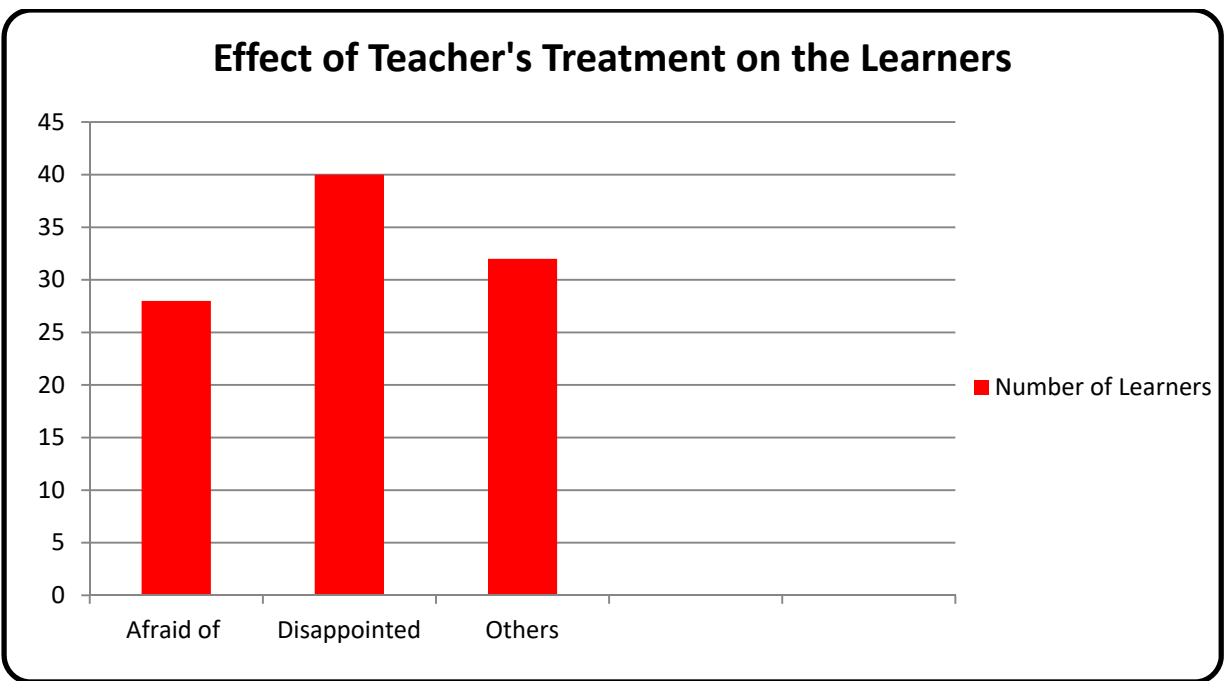


Figure 2: *Response percentages of the students after being bullied by the teacher.*

In the English language class teachers are so much dominating to the students who are in a low self esteem and afraid of asking any words to the teachers. At that case students cannot know what should they do and they remain silent in the class. There are some students who are always remaining silent and sit in back bench for gossiping to others.

6) The Repetition of a Question after Being Bullied in Classroom.

In this aspect, 28 % students cannot agree *at all* to repeat when they are bullied. On the hand 60 % sometimes ask question whether they have no way. Besides there are some students (12 %) who ask questions neglecting teacher's bullying.

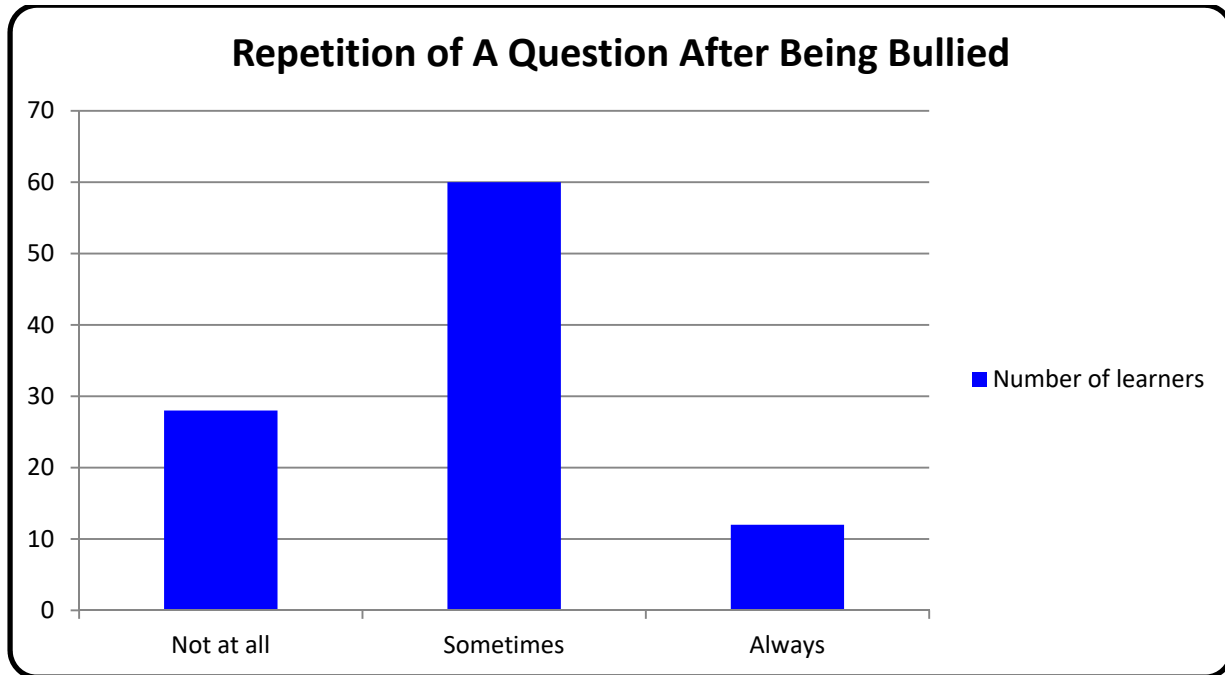


Figure 6: *Response percentages of the repetition of a question after being bullied in classroom.*

Students are bullied whenever they ask questions and teachers frequently scold or insult them for asking question. Students those are feeling helpless could participate in the lectures and this keeps much lagging behind for them. Students sometimes ask question to the teachers and cannot think about rough behavior of teacher and always remain conscious in English class.

7) Rate of Satisfaction with the Classroom Environment.

While responding to this aspect, 32 % have expressed their complete satisfaction in English language classroom. While 40 % have somehow satisfied with the classroom environment. 20% students are somehow dissatisfied and 8% of them are completely dissatisfied in the environment of classroom.

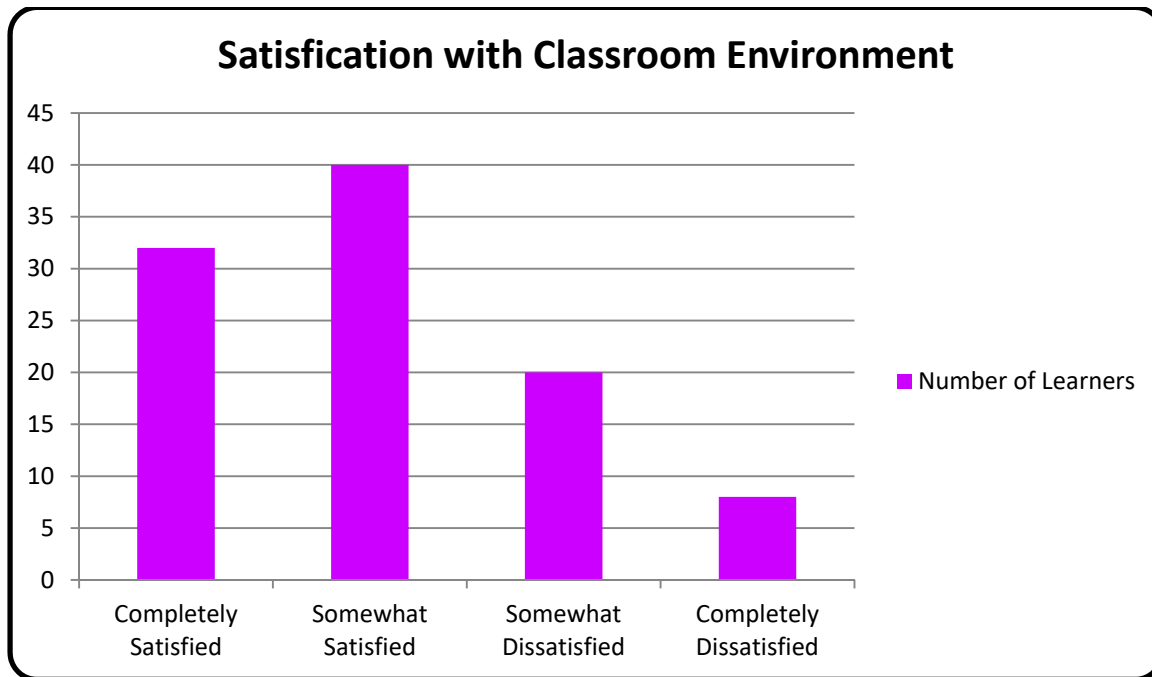


Figure 7: *Response percentages of satisfaction with classroom environment*

Usually students remain satisfied whenever they get a friendly relation to the teacher but somehow the environment turns an unfriendly situation which pressurizes the mental or psychological aspect for a student. Students are somehow satisfied because they know how to talk or make relation to the teacher.

8) Bullying Occurs in the Classroom When Students do not understand the Lesson.

While responding to this aspect, 4 % students are *always* bullied in the classroom. On the other hand, 4% students are *often* being bullied in classroom whenever students do not understand the lesson. 60% are *sometimes* being bullied and 32 % are being bullied whenever students *rarely* understand properly.

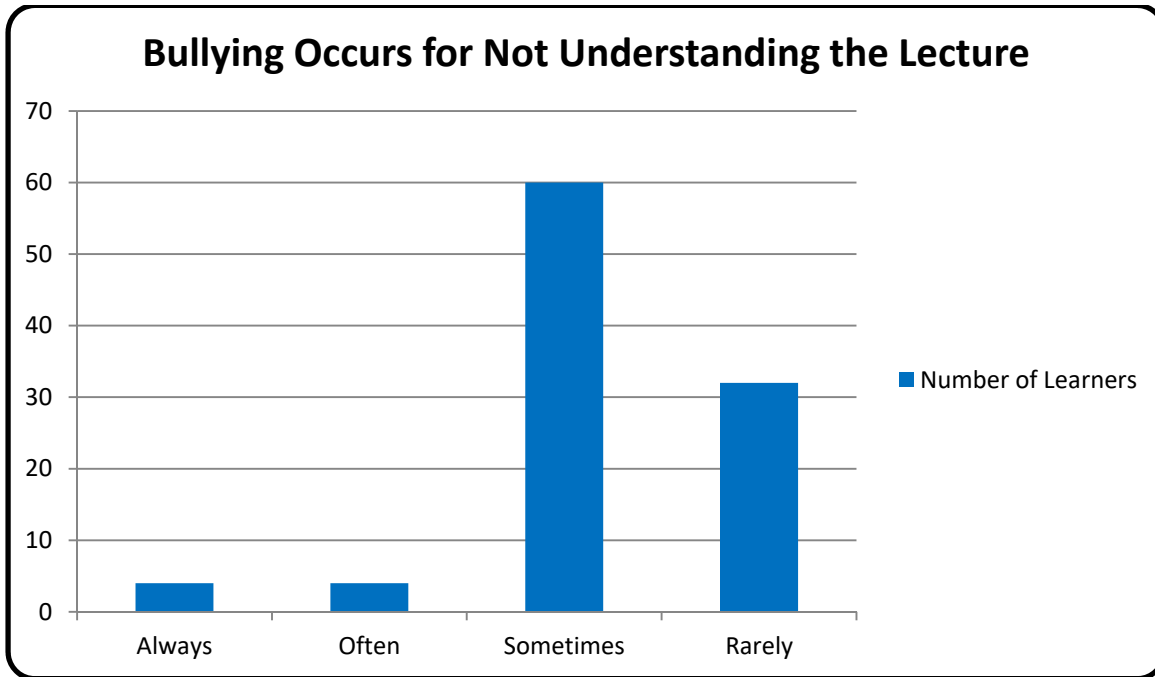


Figure 8: *Response percentages for not understanding the lecture.*

Bullying may occur for not understanding the lecture only. It is the fact that in English language classroom students do not ask any question whether they understand the lesson or not. It is obvious that lack of teacher-student relation is the main cause of bullying.

10) Gender Based Bullying Rate:

While responding to this aspect, 45% girls are being bullied in the English language classroom. On the other hand 55% of boys are mostly bullied by the teachers. Female learners are more attentive to respond in classroom than male learners because of their soft nature.

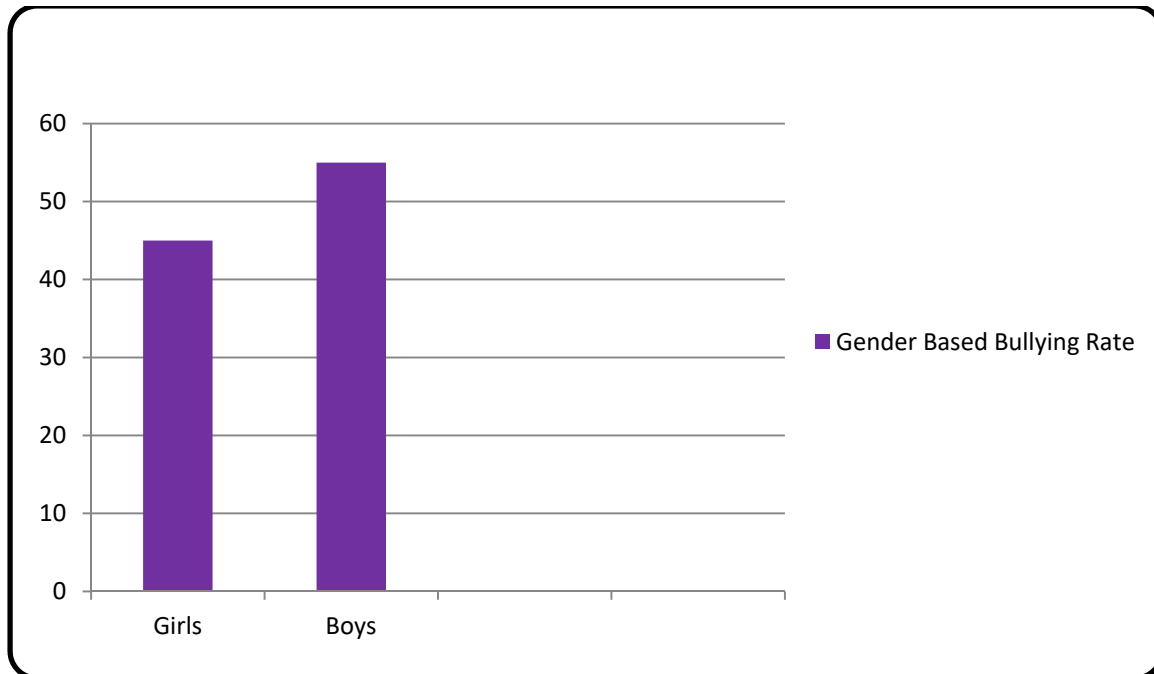


Figure 10: *Response percentages for gender based Bullying Rate.*

Between girls and boys, boys are getting more bullied than girls. Verbally or physically boys are bullied by the teacher for their indecent manner in the classroom. Students those are bullied by their teacher especially boys have significantly in higher risk for suicide ideation. In order to decrease bullying in a school, students who are bullied by their teacher should be monitored and raise prevention program.

According to question 3, students feel that a teacher generally bullies students inside the classroom. They (students) notice that teachers do not teach them properly rather neglect them in the class. Some students told that they had become the victim of physical assault sometime.

In question 4, students think that teacher bullies because for the negative attitude towards them. Sometimes learners feel that as they do not go for private coaching to the teachers then teachers choose the way of bullying.

In question 5 bullying can affect on academic result to a great extent. Students think that due to bullying academic results suffer a lot. Students do not get their expected result in the examination.

According to question 9, to stop bullying, students as well as the teachers will take the initiative for building an academic congenial environment for the betterment of student welfare. Education is the backbone of the nation and students are our future prospect to build the nation. So for building a healthy nation students and teachers will work jointly. In this regard it is a must to stop bullying.

Chapter 5

Analysis

In this chapter, the results collected through the instruments are analyzed to answer the research questions. The results found from the three sources including interview with 4 teachers, interview with 100 students and observation of 4 classes are combined together to give a reliable answers to the research questions.

5.1 The Affects of Teacher Bullying

5.1.1 Humiliating the Students

It is found in the study that teachers from the English classroom of secondary level insult the students frequently. I observed that teacher have insulted the students by calling them with bad names or using unnecessary words which were totally irrelevant in the context of an English class. Students have always expected for teacher's instructions and advice but it happened opposite to them. For Example: Whenever learners are not able to understand the class lectures, teachers are using insulting words to them. They said, "You will never be able to do anything in life, rather you will be workforce to someone's house. And never will you be able to do good result in your life."

5.1.2 Drop out from the school

Students often tend to miss the bully teacher's classes. I have seen in the study that the bully teachers were not concerned about whether the students were in the class or not. There were many students who did not come at school because of the fear of being bullied in the class.

5.1.3 Failure in the Examination

They are afraid of English learning and it has happened due to lack of proper guide in the class. They think that it is too tough to overcome English learning. From the teacher's interview, it is found that students have no chance for group discussion and counseling which results the learners to fail or to cut a poor figure in the examination. For Example: I have observed that teachers do not pay due attention in English class. In the school I found that in absence of regular English teacher Social Studies teacher was taking English class and it happens frequently

5.1.4 Teacher Centered Classroom

It is found in the study that English classrooms of secondary level in Bangladesh are completely teacher centered. Teachers give lecture and students hear silently to their lecture. There is hardly any chance to share the ideas of the learners. For Example: whenever English teacher entered into the classroom, students were remaining silent and they (students) did not ask anything whether they understand or not.

5.1.5 Teacher-Student Relationship

The academic performance of the learners depends a lot on the teacher-student relationship. However, those students who have close, positive and supportive relations with their teachers will attain higher levels of achievement but on the other hand who do not possess that quality they become the back bencher. It is observed that teacher who feels a strong personal connection to his/her students, talk to student frequently and praise the students to achieve their goal, there we find a good result.

5.2 Teacher's Role

5.2.1 Classroom Management

Classroom management is one of the first priorities of the English language teachers. Whenever the class is getting chaotic and students do not listen to the lesson properly, teachers become rude to control the situation. Teachers were sincere about their classroom management and in some cases they have to scream to the learners to manage the class.

5.2.2 Motivation

Now-a-days teachers want to counsel the students for their academic purposes. Teachers were very willing to help the students in any kind of difficulties that they were facing. Moreover, it was noticeable that teachers were also trying to enrich and broaden the outlook of the students.

In one of the classes, it was seen that the teacher was motivating and praising the active and spontaneous learners and thus rebuking the slow learners by making a comparison of their performances. For Example: In teacher interview, teacher told that they (teacher) want to motivate learners in classroom or in coaching center but they (learners) are not willing to grab the learning's.

5.2.3 Complain to the parents

Tripartite actions have been taken by the teachers whenever they find the extreme level of ignorance of a learner. Then the teacher usually involves the guardian of the learner and the academic head to solve the raised problem with a controlled monitoring of the learners performance. Without maintain this triangle relationship, it is impossible to uphold the performance level of the learners. In this case, in school parents were not always concern about their children's knowledge in English. They were so indifferent that they had no idea what their children learn.

5.2.4 Steps for the repetition of the same mistake

Several mistakes might occur by the students whenever they did not understand the English class properly. For example, there were some students who were very poor in English language. In that case, the teacher have minimized their lesson and told them to memorize some words which were seems less difficult to the students.

The whole discussion has marked about the problem of bullying at school and has focused on the incidence that is usually happened in the school. Bullying is defined as the repeated negative activity or aggression intended to harm or bother to the students by the teacher.

Chapter 6

Conclusion and Recommendation

Limitations

This study has not included in Secondary English medium schools or colleges. This study has not also included in Bengali medium school of urban or semi-urban schools for the perspective of teacher bullying to the students. So, this study can help other researcher to conduct the area.

Scope of Further Research

Further research in the area of bullying at secondary level schools might consider the following suggestions.

- For further research students and teachers from suburban and rural school might be included in this aspect.
- Further research might benefit by including a large number of teachers. This might provide more insight into the perspective of teacher attitude.
- Finally, further research will benefit from a study that identifies student and teacher characteristics that influence responses to bullying and aggressive behaviors and provide more insight into the bully.

Recommendations

1. Counseling

Deliberate efforts at strengthening counseling services in schools must be initiated with a view to protecting children from violence. In issues on violence, especially physical violence against student must be incorporated into guidance and counseling curriculum.

2. Focus on CLT

The teachers should focus on ‘communicative teaching’ and make students centered classroom where students’ existence knowledge will be given valued.

3. Providing Effective Supervision

Some students become bullies because the supervision they get is minimal or non – existent. Close supervision of students at schools may be one of the most effective bully prevention strategies is available.

4. Teaching Students to be Affirmative and Positive

The teachers should practice giving positive feedback. Positive beliefs lead to positive attitudes and feelings about students and teachers. Positive attitudes and feelings promote positive behaviors.

5. Building Empathy and Understanding

Some teachers bully because they love having power over students. Some students are victims because they are different in some way. They do not know how to ask question to the teacher and some are socially awkward.

Conclusion

Teachers' bullying is silently killing many students' academic career making them reluctant about going to school. Even the worse consequence creates when a student drops out the school to avoid the bullied teachers. As the threatening is increasing day by day, a more research should focus on this area. All the stakeholders including school authority, teachers, students and parents should come forward to handle this acute problem. Otherwise, lots of growing buds will be spoiled silently every year because of the teachers bullying. As we are now facing the challenges of twenty –first century, we should give importance to build our next generation sound both physically and psychologically.

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Appendix A
Teacher's Questionnaire

Dear Sir/Madam,

I would like to request you to complete the questionnaire below which will help me out to conduct my research.

I am giving you the confirmation of maintain the secrecy of your shared information and identities within me.

Thanks

RifataraAlam

MA in TESOL

BRAC University

Instructions

1. Please carefully read the questionnaire below before you attempt for giving the answers.
2. Be brief and provide evidence for your standpoint.
3. If necessary, ask for any kind of clarification.

1) What type of actions do you take to control a classroom?

2) Imagine that one of your students has not brought the homework or assignment today, now what will be your reaction towards him/her?

3. Share the reasons behind taking those steps against students?

4. Some parents suggest that you should be strict with their children inside the classroom; do you take their suggestions seriously? If “YES” explain how you are strict

5. Suppose one of your students is making the same errors even after you have corrected the student several times. Now what will be your reaction towards him/her?

Appendix – B

Questionnaire for the Students

Dear Participant,

The below questionnaire is for your response that will help me to explore effects of teachers' bullying towards students in English language classrooms. I am hereby confirming you to maintain the secrecy of your shared information and identities within me.

Your thoughtful responses will help to find out the practical scenario of teachers' bullying towards students in current classroom practice.

Thanks

RifatAraAlam

MA in TESOL

BRAC University

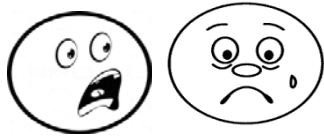
Contact: rifatbrac2014@gmail.com

1. How do your teachers react when you fail to understand any lesson?



Scold Beat Complain to the Parents Others: _____

2. How do you react when your teachers scold/beat/ demotivated you?



Afraid of Disappointed Others: _____

➤ Please write your answers on the space below for each question.

3. Do you feel that your teacher bullies you inside/outside the classroom?

Yes/No

Please provide your comment/ experience

4. Why do you think your teacher bullies you?

5. To what extent it can affect on academic result?

6. After being bullied at classroom, do you again ask question to your teachers?

- a) Not at all
- b) Sometimes
- c) Always

7. Are you satisfied with your classroom environment?

- a) Completely satisfied
- b) Somewhat satisfied
- c) Somewhat dissatisfied
- d) Completely dissatisfied

8. How often have you been bullied in your classroom whenever you do not understand your lesson?

- a) Always
- b) Often
- c) Sometimes
- d) Rarely

9. What should you do to stop bullying?

Please provide your answer in detail

10. Who are the most common victims of bullying in the class?

- a) Girls
- b) Boys
- c) Group of girls
- d) Group of boys

Appendix – C

Checklist for Classroom Observation

• Name of the Observer:		
• Number of Participants:		
• Proficiency Level:		
• Physical Description of the Classroom:		
1	Teacher's Preparation T has lesson plan, necessary aid and materials	
2	Teacher's Use of Bullying Terms Example of Terms	
3	Teacher's Management of Classroom Treatment towards the Inattentive Learners	
4	Interaction Patterns of the Classroom T-S, SS-SS, S-T	
5	Achievement of Learning Objectives Pre-While-Post Task Developments of the Task	
6	Others	