TEACHERS' AND STUDENTS' PERCEPTIONS ON GUIDANCE AND COUNSELLING ROLE IN ADDRESSING BULLYING BEHAVIOUR IN PUBLIC SECONDARY SCHOOLS IN KISUMU EAST DISTRICT, KISUMU COUNTY, KENYA

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ABSTRACT

Bullying behaviour subjects many students to physical, social and psychological suffering. Despite it being illegal in schools, studies indicated that bullying is 80-100% prevalent in public secondary schools in Kisumu East District. Reports from Kisumu East District Ministry of Education (MoE) office also indicated that bullying had escalated from 200 cases in 2006 to 900 cases in 2009. This happened despite guidance and counselling programme (G & C) being in place in schools that was meant to manage bullying as a form of indiscipline. The purpose of this study was to establish teachers' and students' perceptions on guidance and counselling role in addressing bullying behaviour among students in public secondary schools in Kisumu East District, Kisumu County. Objectives of the study were to: establish teachers' and students' perceptions on prevalence of bullying behaviour among students; identify teachers' and students' perceived types and forms of bullying behaviour; determine extent to which individual and group G & C approaches were used to manage bullying and to establish teachers' and students' perceived effectiveness of individual and group approaches in managing bullying behaviour in schools. The study was based on Bandura (1998) Social-Learning Theory stating that bullying is learnt from the environment by observation, modelling or experience. Descriptive survey design was adopted. Study population constituted 7,860 form one and two students, 47 deputy Principals and 47 heads of G & C departments from 47 public secondary schools in the district. Stratified random sampling was used to select 37 mixed schools, 5 boys' schools and 5 girls' schools. Saturated sampling was used to select 16 deputy Principals and 16 G & C heads. A sample size of 447 students was used in the study as generated by the Creative Research Systems formular (2003). Data was collected using questionnaires and interview guide. Face validity of the instruments was ascertained by experts from the Department of Educational Psychology, Maseno University. A pilot study was carried out among respondents in six schools to establish reliability of the instruments and coefficient indices were determined at 0.79 for students, 0.75 for deputy Principals and 0.76 for G & C heads respectively. Quantitative data was analyzed using descriptive statistics such as frequency counts and percentages while qualitative data was organized into themes, analyzed using summery tables and reported in text form. Findings of the study revealed that bullying was still prevalent as indicated by 139 (31.1%) students, 8 (50%) deputy Principals and 9 (56.3%) heads of G & C; verbal type of bullying was the most prevalent; the most prevalent forms of bullying were taking students' belongings indicated by 96 (24.3%) students, name calling reported by 166 (42%), group isolation indicated by 93 (26.7%) and use of visual messages reported by 22 (5.6%) of the students; individual approach was used more compared to group approach to manage bullying but both were effective in managing the behaviour. It was concluded that bullying is still prevalent and identified types / forms of bullying behaviour need to be addressed. It was recommended that G & C programme be strengthened by having professional counselors and anti-bullying policy in schools; verbal and the emerging technological/cyber bullying be addressed. Findings of the study may provide useful information to the MoE, teachers and counsellors on the perceived types / forms of bullying still existing in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Bullying is a form of violence and is a global phenomenon (UNESCO, 2012). Bullying has been defined by Olweus, the pioneering researcher in bullying, as being a negative and repeated behaviour conducted by one or several persons together and directed against one who is not able to defend himself or herself (Olwues, 1993, in Roland, 2011). Batsche (2007) adds that bullying behaviour is intended to cause harm to another person. It is also an act of taking unfair advantage of other persons. Smith (2011) and Jacobsen and Bauman (2007) conclusively argue that for a behavior to be considered bullying, it must have three elements: be intended to harm; be repetitive; and a difference of power—physical or other—must exist between the bully and the victim.

According to the United Nations Children's Fund (UNICEF) bullying behaviour in educational institutions is a world-wide issue (UNICEF, 2012). In many countries, bullying is prevalent in both primary and high schools (Spiel, Salmivalli & Smith, 2011). In China, Beijing, research conducted between the years 2003-2005 showed that 23 percent of boys and 17 percent of girls reported having been bullied (UNICEF, 2013). In Australia, bullying prevalence lies between 15 and 20 percent. According to Pearce, Cross, Monks, Waters and Falconer (2011) the Australian Covert Bullying Prevalence Study (ACBPS) found out that about 27 percent of school students aged 8 to 14 years reported being bullied and 9 percent reported bullying others.

In the United States of America (USA) between 15 and 30 percent of the students are bullies or victims of bullying. A survey in six middle schools in USA, indicated that 898 out of 2,437

students had been bullied yet 40% had not reported (Batsche, 2007). Statistics according to Daphine II Programme (2008) also show that bullying is estimated to bring misery to more than 1.5 million children in Britain, which is nearly 20 percent of the schools' population. Several studies have indicated that approximately 15 percent of the students are either bullied regularly or are initiators of bullying of other students.

Lopes-Neto (2005) reported that a survey in Brazil between 2002-2003 by the Brazilian Multi-professional Association for Child and Adolescent Protection (ABRAPIA) in elementary schools revealed that 40 percent of the students admitted that they were directly involved in bullying acts. The studies in China, Australia, USA, Britain and Brazil on bullying prevalence in schools were national surveys conducted over years and not in a particular district such as Kisumu East district which the current study sought to cover. The studies also involved both elementary and high schools and students as the respondents but the current study instead set to cover boys', girls' and mixed gender schools to establish teachers' and students' perceptions on the prevalence of bullying behaviour in public secondary schools in Kisumu East district, Kisumu County.

In Africa, Nigeria, a study of students in Benin city revealed that 4 in every 5 participants (78%) reported being bullied and 85% of the children admitted bullying others atleast once (Aluede, 2011). According to UNICEF (2013) 67 percent of girls and 63 percent of boys in schools across Zambia further reported being bullied. In Botswana, a study by Moswela (2005) on peer victimization in 6 primary and 12 secondary schools established that student victimization occurred 100 percent where as Malematsa (2005) found out in a case study in Free State Province, South Africa that 84 percent of students and 95 percent of teachers felt bullying was a big problem in schools.

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The study by Malematsa (2005) was a case study in Free State Province but the current study sought to use a sampled population of teachers and students in public secondary schools in Kisumu East district to seek views on prevalence of bullying behaviour. The study in Botswana (Moswela, 2005) used student respondents from both primary and secondary schools but the current study sought teachers' and students' views on bullying prevalence in public secondary schools in Kisumu East district. In Nigeria, the study was based in the city of Benin but the current study sought to base its findings on teachers' and students' perceptions on bullying prevalence in secondary schools in Kisumu East district, in the outskirts of Kisumu city / Municipality.

In Tanzania, Ndibalema (2013) explored teachers' and students' perceptions on bullying behaviour in secondary schools in Dodoma Municipality and established that bullying persisted. The study cited an incident where a form four male student aged 20 years was severely injured by his teacher. Still in Tanzania, Moris (2008) found out that students in secondary schools in Dar-es-Salaam were bullied by teachers and included humiliation and corporal punishment. Saito (2011) in assessing violence in primary schools in Eastern Africa between the years 2000-2007, established that Zanzibar island had the highest occurrence of all forms of bullying, for example, 73-98% of pupils used abusive language.

The study by Ndibalema (2013) and Moris (2008) examined characteristics of bullies and consequences of bullying in urban secondary schools of Dodoma and Dar-es-salaam Municipalities. There was need to look at the prevalence of bullying in rural public secondary schools such as Kisumu East district which the current study sought to do. The study by Ndibalema (2013) and Moris (2008) also used senior students as respondents but not forms one and two students of junior classes.

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The current study sought to use forms one and two students as the main respondents to establish the prevalence of bullying among students in public secondary schools in Kisumu East district. The study by Saito (2011) focused on bullying prevalence in primary schools in East Africa but did not endeavour to find out the prevalence in secondary schools particularly in Kisumu East district, Kisumu County which the current study sought to do.

In Kenya, a study by Africa Mental Health Foundation (AMHF) established that students in public secondary schools in Nairobi Province experienced high levels of bullying of between 63 and 83 percent (Ndetei, Ongecha, Khasakhala, Syanda, Mutiso, Othieno, Odhiambo & Kokonya, 2007). Ndetei, et al., (2007) further established that bullying in boys' and mixed secondary schools in the Province was 67% and 60% respectively. The study by AMHF (Ndetei, et al., 2007) was based in Nairobi Province and used self-report socio-demographic questionnaire and the Olweus Bullying Questionnaire of 1991 for students. The current study instead sought to find out bullying prevalence in Kisumu East district as perceived by teachers and students using a contemporary self-report socio-demographic questionnaire made by the researcher.

In Western Province, Simatwa (2007) found out that bullying was 100 percent experienced termly by victims in the public secondary schools. In Rift-Valley Province, a study by Sang' (2007) in Nandi district, revealed that high rate of school dropout both in primary and secondary schools occurred as a result of bullying activities. The most heinous bullying incidents recently reported in the Province were attempted circumcision of a male student in a local secondary school (Kandagor, 2008) and senior students forcing a form one student to drink ethanol at Kituro secondary school in Baringo County which resulted in the affected boy being admitted to Kabarnet District Hospital in critical condition (Kiplagat, 2013).

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According to Jelimo (2014) a male form one student at Terige High school in Nandi County lost an eye to bullies. In Central Province, Okwemba (2007) reported that lives are lost due to bullying. In May 2006, a 15-year-old Form One student of a high school in Nyeri district succumbed to injuries caused by a bully.

In Nyanza Province, six prefects were expelled from a secondary school in Manga district, Kisii County, for brutally bullying form one students where one of the victims was seriously injured and admitted to the local hospital (Nyasato, 2009). Affulo (2005) established that 67 percent of disciplinary problems in secondary schools in Bondo district were bullying behaviour. The reported cases of bullying prevalence in secondary schools in Nyanza Province and other parts of the country in Kenya, particularly Kisumu East district have not been ascertained through research which the current study set to establish.

Bullying is typically categorized as physical, verbal and relational (Malemesa, 2005). Technological type of bullying involves use of electronic communication such as text messaging and e-mail (Cross, Epstein, Hearn, Slee, Shaw & Monks, 2011). In France, a national survey in primary schools found out that 32 percent of children were verbally abused and 35.1% stated they were victims of physical violence (UNICEF, 2013). In London, Alana (2010) reported that verbal bullying was the most commonly reported type of bullying with boys more involved in physical bullying and girls more involved in verbal and relational bullying.

In Nigeria, a study by Oyewusi and Orolade (2014) on cyber bullying in day secondary schools in three major cities revealed that 42.1 percent of males and 33.8 percent of females reported receiving instant messaging via phones. In Botswana, a study by Moswela (2005) on peer

victimization in 6 primary and 12 secondary schools established that beating of boys and girls accounted for 21% and 9% while name-calling of boys and girls was 15% and 22% respectively. In Tanzania, Moris (2008) established that students in secondary schools in Dar-es-Salaam were humiliated and reported gossiping at 74.3%, spreading rumours at 70% and group exclusion at 70.2% among peers. As much as reports and studies have shown prevalence of types and forms of bullying, no studies identified types and forms of bullying as perceived by teachers and students in public secondary schools in Kisumu East district, which the current research sought to establish.

In Kenya, according to Onditi (2007), boys and girls in primary schools in Suneka, Kisii district, are sometimes physically battered or have their personal property confiscated. Ndetei, *et al*. (2007) revealed high prevalence of day scholars being beaten and had their belongings taken away in public secondary schools in Nairobi Province. Onditi (2007) identified types and forms of bullying in primary schools in Kisii district but the current study sought to identify types and forms of bullying as perceived by teachers and students in public secondary schools in Kisumu East district. The study by Ndetei, *et al*. (2007) was based in Nairobi Province which is an urban set-up but the current study instead set to find out types and forms of bullying as perceived by teachers and students in public secondary schools in Kisumu East district, a rural set-up.

According to UN Convention on Rights of Children (UNESCO, 2011) and the Basic Education Act, 2013 (Republic of Kenya, 2013) bullying does not only discriminate and exclude victims but is also a barrier to learners universal right to education as reflected in the Millennium Development Goals (MDG) and achieving Education For All (EFA). School health policy (Republic of Kenya, 2009) and schools safety guideline (MoE, 2008) also requires all children

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to be protected from harm and danger including psychological abuse by fellow learners. Learning environment should therefore be safe and violent-free.

The Presidential Committee on Students' Unrest and Indiscipline in Kenyan Secondary Schools (2001) attributed the problem of indiscipline in schools to a culture of violence and bullying. This is after the MoE outlawed corporal punishment in educational institutions as per legal notice No 56 of Kenya in the year 2001(Republic of Kenya, 2001) and through a circular Ref: G9/1/Vol.VIII/28 (MOEST, 2001). It is on this account that   G & C programme was recommended by MoE as a remedy to help address bullying challenges in public schools (MoE, 2008; Republic of Kenya, 2009). However, little has been done to survey the use and effectiveness of G & C as a preventive and an intervention measure of bullying in public secondary schools, especially in Kisumu East district as perceived by teachers and students which the current study sought to establish.

In Kisumu East District, G & C programme has existed in schools since 1978 in form of career guidance (Kisumu East District Office, 2010) and was later strengthened to manage indiscipline cases after the ban of corporal punishment in 2001. Despite the existence of G & C programme in schools, public secondary schools in Kisumu East District are still experiencing bullying among students. Ouma, Simatwa and Serem (2013) found out that in public secondary schools in Kisumu East district, bullying escalated between 2006 and 2010 as follows: 2006 (200); 2007 (600); 2008 (800); 2009 (900) and 2010 (712).

Report by Kisumu District Development Plan 2005-2010 (Republic of Kenya, 2009) further linked school absenteeism and drop out to bullying. Consequently, among students, teachers, parents and other education stake-holders anxiety escalates due to the behaviour.

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It was therefore important to establish the role of guidance and counselling programme in addressing bullying among students in public secondary schools in Kisumu East District, Kisumu County.

1.2 Statement of the Problem

The Ministry of Education has put in place through policies and guidelines on health and safety, fully fledged guidance and counselling services in education institutions in Kenya as the best way of preventing bullying and intervening in psychosocial difficulties experienced by students due to the behaviour (Republic of Kenya, 2009; MoE, 2008). This is because corporal punishment which was used to manage bullying was outlawed through de-gazettement and enactment of the Children's Act of 2001. Despite these efforts, there has been an escalation of bullying behaviour among secondary school students in Kisumu East District, Kisumu County. The trend is worrying since in 2005, studies established that bullying occurred 100% in both boys' and girls' secondary schools and 82% in mixed secondary schools. Reports from Kisumu East District education office further indicated that bullying cases escalated from 200 cases in 2006 to 900 cases in 2009. A more recent report by the Kisumu District Development Plan 2005-2010 also linked high rate of school absenteeism and low academic performance to bullying in the district. There was need therefore to establish teachers' and students' perceptions on guidance and counselling role in addressing bullying behaviour in public secondary schools in Kisumu East District, Kisumu County, Kenya. Seeking teachers' and students' views was critical since bullying is illegal in schools, it is not easily observable or reported by victims yet it does occur.

1.3 Purpose of the Study

The purpose of this study was to establish teachers' and students' perceptions on the role of guidance and counselling in addressing bullying behaviour among students in public secondary schools in Kisumu East District, Kisumu County.

1.3.1 Objectives of the Study

Specifically, the study attempted to:

(i)   Establish teachers' and students' perceptions on prevalence of bullying behaviour among students in public secondary schools in Kisumu East District, Kisumu County.

(ii)   Identify teachers' and students' perceived types and forms of bullying behaviour in public secondary schools in Kisumu East District, Kisumu County.

(iii)   Determine extent to which individual and group guidance and counselling approaches are used to manage bullying behaviour as perceived by teachers and students in public secondary schools in Kisumu East District, Kisumu County.

(iv)   Determine effectiveness of individual and group guidance and counselling approaches in managing bullying behaviour as perceived by teachers and students in public secondary schools in Kisumu East District, Kisumu County.

1.3.2 Research Questions

(i)   What are the teachers' and students' perceptions on prevalence of bullying behaviour among students in public secondary schools in Kisumu East District, Kisumu County?

(ii)   What are the teachers' and students' perceived types and forms of bullying behaviour in public secondary schools in Kisumu East District, Kisumu County?

(iii)   What is the extent to which individual and group guidance and counselling approaches are used to manage bullying behaviour as perceived by teachers and students in public secondary schools in Kisumu East District, Kisumu County?

(iv)   What is the effectiveness of individual and group guidance and counselling approaches in managing bullying behaviour as perceived by teachers and students in public secondary schools in Kisumu East District, Kisumu County?

1.4 Assumptions of the Study

1. Bullying behaviour is experienced by students in public secondary schools in Kenya.

2. Guidance and Counselling services are offered in place in public secondary schools in Kisumu East District, Kisumu County, Kenya.

3. Individual and group Guidance and Counselling approaches are used to address bullying behaviour among students in public secondary schools.

1.5 Scope of the Study

This study focused on teachers' and students' perceptions of guidance and counselling role on bullying behaviour among students in public secondary schools in Kisumu East District, Kisumu County, Kenya. Form one and two students were targeted. This is because new students who join secondary school are bullied together with junior form two students by senior form three and / or four students (Kamande, 2013; Kandagor, 2008). The deputy Principals and heads of guidance and counselling department were selected for the study because they play a vital role in the control /management of students' safety and discipline in the schools as members of school safety committee hence there was need to include them as they could provide useful information necessary in the study.

1.6 Limitations of the Study

The study had the following limitations:

1. The study focused only on public secondary schools in Kisumu East District, Kisumu County, excluding private secondary schools. Findings of the study may therefore not be generalized to all schools.

2. Some respondents did not freely open up to give information due to sensitivity of bullying behaviour in schools. The researcher therefore used interview schedule to verify the information from heads of guidance and counselling department.

1.7 Significance of the Study

The findings of this study may help education policy-makers in the Ministry of Education in Kisumu East District, Kisumu County to take the necessary measures that may address bullying as a behaviour problem that disrupt learning and affect academic performance in secondary schools. The findings may further provide information to Principals, Board of Management (BOM) and teachers on types and forms of bullying that prevail and need to be addressed in order to instill proper discipline and behaviour in schools. From the study, individual and group guidance and counselling approaches may be strengthened to complement the existing disciplinary methods used in public secondary schools to manage bullying behaviour. The findings may also add to the available body of knowledge on the management of students' bullying behaviour in schools.

1.8 Theoretical Framework

The study was based on Bandura (1998) Social Learning theory. The theory posits that people, particularly children, learn from the environment through observation, imitation and modeling. By observing others, one forms an idea of how behaviours are performed and on later occasions this coded information serves as a guide for action. The theory explains students' behaviour in terms of continuous reciprocal interaction between cognitive, behavioural and violent / bullying environmental influences. Most human behaviours are therefore learnt through observing other people's behaviour, their attitudes and outcomes of those behaviours. In the context of bullying behaviour, Ndetei, *et al.* (2007) explains that complex interactions between students and their social environment such as family and school, work to develop either pro-social or anti-social behaviours in each student such as bullying. Being bullied, for instance, in turn leads to bullying behaviour, and a higher incidence of being bullied increases the chances of victims themselves turning into bullies.

UN study on violence against children (WHO, 2014; 2002) observed through Social-Learning theory of bullying that where the social and physical environment of the community is hostile, the school environment is unlikely to be spared. These behaviours are observationally learnt by the student through modeling / imitating bully peers or teachers who are the significant others in his or her life. This may occur directly or indirectly, thus the vicious learning of bullying.

Espelage and De La Rue (2011) support this social-learning theory on bullying by arguing that although individual characteristics of students contribute to bullying involvement, when students have and observe families that promote violence they are also likely to be involved. This is in addition to observing teachers who ignore or dismiss bullying, schools that have negative climates and students who socialize with friends who bully. Since the school environment is mediated by more remote forces in the larger community and society which act as social systems such as one's family and society, it implies that the competence or problems that are evident in the bully child or student reflect properties of this integrated social system and not just their individual characteristics.

School climate as a social-learning environment is another factor related to school bullying. Students are at a greater risk of engaging in bullying acts if in their school there are often conflicts or low morale among students and teachers. On the contrary, schools with a positive climate have less bullying-related problems, and students are more likely to engage in altruistic behavior (Eadaoin, Sandra & Bella, 2011). It is further argued that the influence of power, reward and sharing similar characteristics with a bully is more likely to make a child, in this case the student, to imitate the bully model. In the school set up, the bully student(s) clearly holds a position of power and often suffers no negative consequences for his / her actions, for instance, school prefects. Reinforcement on the other hand, often comes from bully peers who

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either join in the bullying, gather to watch or silently condone the behaviour by not offering to help the victim or stop the bullying. Therefore, one can be in an environment where students bully others and hence imitate the behaviour if there is positive reinforcement, like bullies being accepted by peers. But if the behaviour is punished by being avoided by a group, reprimanded or counselled, it will not be imitated hence one will avoid bullying others.

This theory was applied in this study to help understanding bullying as a sub-set of socially learnt aggressive behaviour. Social contexts such as school and family environments need therefore to be targeted for behaviour modification in bully prevention programs such as guidance and counselling to reduce bullying and peer victimization in schools. It is also the theoretical foundation for techniques / approaches of behaviour modeling which is widely used in training programs such as group assertive training for bullying victims. When the social-learning perspective is therefore applied towards bullying behaviour, it becomes clear and understandable that bullying interaction occurs not only because of individual characteristics of the child who is bullying, but also because of action of peers, educators and other adult caretakers at school, physical characteristics of the school grounds, family factors, cultural, and even community factors (Eadaoin, Sandra & Bella, 2011).

In conclusion, school bullying is a systemic and a complex process of social interactions that involves bullies, victims, peers, adults, parents, and school as well as home environments. Bullying intervention programs like guidance and counselling may target at the individual student social level, for example, teaching the victims self-assertion skills, helping the victims to deal with their negative emotions arising from being bullied, helping the bullies to develop empathy for the victims, and forming a support group involving the victims and the bystanders. Some intervention approaches may target at the classroom social level, for example, through

classroom discussion to enhance students' awareness of and developing rules to deal with bullying.

1.9 Definition of Terms

The following are definition of terms as used in the study:

Approaches are systematic individual or group guidance and counselling (G & C) methods used in helping students tackle behaviour problems, bullying included.

Baraza is an assembly where students and teacher-counselors meet to freely identify and settle behaviour problems faced in school without victimization of the contributors.

Bullying is a deliberate, hurtful and repeated physical, verbal or relational act of behaviour directed to a student by a more or less powerful fellow student(s).

Counselling is a self-understanding process of helping students to develop a positive and desirable change in their behavior for the purpose of good relations with others.

Guidance is an act of assisting students by teacher-counselor in order to adjust to school environment and its demands and follow desirable interests and worthy life goals.

Perceptions are views or opinions of individual students and teachers on the role of G & C and magnitude of bullying as rated in order of seriousness.

Teachers are deputy Principals and heads of guidance and counselling departments who are also teacher-counselors in schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter covers literature reviewed on prevalence of bullying, types and forms of bullying behaviour, individual and group guidance and counselling approaches and, the effectiveness of these approaches in managing bullying behaviour.

2.2 Prevalence of Bullying

Bullying behaviour is prevalent in many schools, both primary and secondary (USAID, 2012). Batsche (2007) explains that it is an aggressive behaviour intended to cause harm to another person. Bullying is also an act of taking unfair advantage of other persons as an individual or group. According to Smith (2011) and Jacobsen and Bauman (2007) bullying behaviour has three elements of deliberate to harm; is repetitive; and has a difference of power between the bully and the victim. The behaviour is typically categorized as physical, verbal and relational (Malemasa, 2005) and the emerging cyber / technological bullying (Cross, Epstein, Hearn, Slee, Shaw & Monks, 2011).

Victims of bullying suffer significant negative psychological, social and emotional development. Among the short term effects, victims suffer from poor grades, low self-esteem, loneliness and school attendance problems. Those who bully others often progress to more serious aggressive behaviour if not reprimanded (Eliot & Cornell, 2009). Such psychological problems may lead to suicidal tendencies, anxiety or depression (Kamande, 2013). In school, bullying violates students' right to freedom, human dignity and security. It also stalls individual's universal access to education and safe learning environment as well as progress to Education For All (EFA) which is one of Millennium Development Goal's (MDG) (Republic of Kenya, 2013; UNESCO, 2012; UNICEF, 2012).

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In Australia, bullying prevalence lies between 15 and 20 percent, while in the United States of America (USA) between 15 and 30 percent of the students are bullies or victims of bullying (Batsche, 2007). Statistics also show that bullying behaviour is estimated to bring misery to more than 1.5 million children in Britain, which is nearly 20 percent of the schools' population. This makes it one of the highest rates in Europe. Several studies have indicated that approximately 15 percent of the students are either bullied regularly or are initiators of bullying of other students (Daphine II Programme, 2008). Being bullied among adolescents in school was established to be 20 percent (23 % males and 17% females) in Beijing, China, according to Hazemba, Siziya, Muula & Rudatsikira (2008).

Lopes Neto (2005) reported that data obtained from a survey in Brazil between 2002-2003 by the Brazilian Multi-professional Association for the Child's and Adolescent's Protection (ABRAPIA) in elementary schools revealed that 40 percent of the students admitted that they were directly involved in bullying acts, with 80 percent of them expressing negative feelings of fear, pity and sadness due to the act. In Bangladeshi, a study by Ahmed (2005) found out that 30% of the students engaged in bullying someone at least once, yet school intervention programmes to deal with the problem were non-existent.

While comparing two methods of identifying bullies in a sample of 386 middle school students using a peer nomination survey, Cole, Cornell and Sheras (2006) established that self-reported and peer-nominated bullies differed in their types of bullying behaviours, level of general self-concept, attitudes towards aggression, and disciplinary infractions. This study raised concern about reliance on student self-report and supported the use of peer nomination as a means of identifying school bullies.

In another study, Unnever and Cornell (2004) examined factors that influence a student's decision to report being bullied at school. The survey covered 2,437 students in six middle schools. They identified 898 students who had been bullied, including 25% who had not told anyone that they were bullied and 40% who had not told an adult about their victimization.

In South Africa, Nita (2005) studied on aspects of bullying in schools situated in the Free State province. Using the Delaware Bullying Questionnaire of 1998, it was established that bullying was to a lesser or greater extent a problem at most schools. Only 16.22% of the respondents indicated that bullying was not a problem at their respective schools. Although the majority of respondents were very rarely, if ever, victims of and / or aggressors in bullying situations witnessed incidents of verbal bullying in particular. It was also evident that victims of bullying rather confided in their friends than adults when they had been victimized. This was attributed to the fact that 31.97% of the respondents indicated that fellow learners helped them during bullying situations and on the other hand, only 19.73% were helped by their teachers.

In Nigeria, Aluede (2011) reported that bullying was a pervasive problem in schools that affected a lot of students despite the absence of documented evidence of the prevalent rate of the behaviour in schools. However, a study by Egbochuku (2007) of some students in Benin city in Nigeria as cited by Aluede (2011) revealed that almost 4 in every 5 participants (78%) reported being bullied and 85% of the children admitted bullying others atleast once. Both the study in South Africa (Nita, 2005) and Egbochuku (2007) study in Nigeria like the current study, used students and teachers as respondents in finding out bullying prevalence. Aluede (2011) on the other hand reported prevalence of other types of bullying in Nigeria but unlike the current study did not highlight the emerging technological / cyber type of bullying among students in public secondary schools.

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In East Africa, a study conducted in Ethiopia in 1996 indicated 240 violent incidents which included bullying (Gorfu & Demsse, 2007). The study employed a sample of three junior secondary and senior secondary schools in the innermost cities around Addis Ababa. Unlike the study in Ethiopia on bullying and violence, the study in Kisumu East district is current and looked at both prevalence and management of bullying based only in rural government secondary schools. Saito (2011) in assessing violence in primary schools in Eastern Africa between the years 2000-2007, established that Zanzibar island had the highest occurrence of all forms of bullying, for example, 73-98% of pupils used abusive language.

In Tanzania, Ndibalema (2013) while exploring teachers' and students' perception about bullying behaviour among secondary schools in Dodoma Municipality, established that bullying persist in schools and that students are bullied by both their peers and teachers. The study also cited an incident where a form four male secondary school student aged 20 years was severely injured by his teacher. Still in Tanzania, Moris (2008) conducted a study in Dar-es-Salaam among secondary school students where it emerged that students were bullied by their teachers too and included humiliation, sexual harassment and corporal punishment. Students further reported high prevalent acts of gossiping at 74.3%, spreading rumours at 70% and group exclusion at 70.2% among peers. The study by Ndibalema (2013) differs from the current study in that it explored characteristics and consequences of bullying which this study did not explore. In the case of Saito (2011), as much as the study surveyed forms and types of bullying as did this study, it did not look at the prevalence in secondary schools nor did the study find out technological type of bullying among students in public secondary schools which the current study did.

Studies conducted in Kenya show that bullying behaviour has a long history as evidenced by increased violent cases. Poipoi (2011) argues that bullying in Kenyan secondary schools is one of the students' practices that have particularly scared form one students and other newcomers to schools. Up to the late 1970s, it was a sort of compulsory disciplinary drill in most schools. But over time, bullying became so violent resulting in death and permanent injuries among students that the Ministry of Higher Education banned it as a criminal offence. In 1999, a group of male students in Nyeri High School locked up 4 prefects in their rooms at night for bullying them and doused them in petrol killing them instantly. In 2001 at Bombolulu, 68 students were also burnt to death and many injured after their dormitory was set ablaze using petrol by two boys (Poipoi, 2011).

In Eastern Province, Kenya, Daily Nation (2012) reported a bullying case in a public secondary school in Kangundo, in which Form two students torched a dormitory in protest of their personal property being stolen by senior students. Mathiu (2008) reported that in 2008, over 254 secondary schools in Kenya experienced bullying and violence with Central Province leading with 68 cases while Nyanza Province was third with 27 cases. About 200 students, mostly in form two and three were arrested and charged with destroying property and setting school on fire. The Minister for Education then, Professor Ongeri, cited bullying as one of the causes of the schools mayhem.

Simatwa (2007) while studying methods used by headteachers in the management of student discipline in secondary schools in Bungoma District identified bullying as one of the factors contributing to students' unrest. The study established that bullying was 100% in schools. According to research findings by Africa Mental Health Foundation (AMHF), students in public secondary schools in Nairobi Province, experienced higher levels of bullying of between

63 and 83 percent, a development that does not only affect their concentration in class and willingness to stay in school, but also jeopardized academic performance and self-esteem (Ndetei, Ongecha, Khasakhala, Syanda, Mutiso, Othieno, Odhiambo & Kokonya, 2007).

In Nyanza Province where this study was based, apart from the 27 violent cases reported in 2008 linked to bullying in secondary schools, Nyasato (2009) reported that six prefects were expelled from a secondary school in Manga district, Kisii county, for brutally bullying form one students where one of the victims was seriously injured and admitted to the local district hospital. Affulo (2005) on the other hand, established that 67 percent of disciplinary problems experienced in secondary schools in Bondo district were bullying behaviour. In Kisumu District, Ajowi (2005) in his study on the role of guidance and counselling in addressing indiscipline in secondary schools in the larger Kisumu district established that bullying was between 80%-100%. This was so for new students in boys' secondary schools.

In April, 2009, school Principals from Kisumu District strongly added their voice to this menace during their KSSHA meeting in Mombasa. A recent report by Kisumu District Development Plan 2005-2010 linked high rate of school absenteeism, drop out and low academic performance to bullying (Republic of Kenya, 2009). Bullying behaviour is therefore common in many schools not only in the wider regions of the country but also in Nyanza region and especially in Kisumu County. There was need therefore to find out the current prevalence of bullying behaviour among students in public secondary schools in Kisumu East district which previous studies have not done.

2.3 Types and Forms of Bullying Behaviour

Malematsa (2005) argues that bullying behaviour occurs in various forms and distinguishes them as physical, verbal and psychological types of bullying. These forms of bullying behaviour have been found to take place at school in dormitories, playgrounds, corridors and on the way to and from school.

2.3.1 Physical Bullying

This type of bullying involves intentionally hitting, kicking, biting, scratching, pushing or tripping an individual. In Philippines, Jones *et al.,* (2008) reported that a national study by WHO (2004) showed that over one-third of students who were bullied 30 days preceding the survey, 28% reported being hit, kicked, pushed, shoved or locked indoors. Boys (35.8%) were more likely than girls (22.2%) to report such physical bullying. Malematsa (2005) concurred with WHO (2004) that physical bullying apart from involving hitting and tripping up, also involved punching, damaging property, slapping, extortion, taking another learner's belongings and assault.

Simatwa (2007) in his study in Bungoma district, Western Province in Kenya, found out that public secondary schools experienced 100 percent physical attacks among male and female students per term. The current study is similar to both WHO (2004) and Malematsa (2005) studies in that it also tried to establish types of bullying experienced by students in secondary schools, however, it also differs from WHO (2004) study which was a nationwide while the current study was at district level. Malematsa (2005) on the other hand did a case study of one school while the current study involved forty seven schools in a whole district. In Finland, findings of Salmivalli, Karna and Poskiparta (2011) revealed that physical bullying was 4.3% high, where a pretest study by MoE on effectiveness of KiVi-a national anti-bullying program was done on nine different forms of bullying in schools.

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Physical form of bullying is more common among boys than girls in both boarding and day schools (Ndetei *et al.,* 2007). According to Ndetei *et al.,* (2007), over 63 percent of students in secondary schools in Nairobi Province, Kenya, reported to have been beaten up or hit. Mwangi (2008) similarly reported that physical beating–regarded as a norm in some schools–turned tragic at a secondary school in Gilgil, Rift Valley Province, Kenya, when a Form Two boy lost his life due to physical injuries incurred after Form Four students had subjected him and his colleagues to a bullying ritual regarded as a 'rite of passage'. Statistics further indicated that a third (⅓) of all forms of bullying involved physical violence and that some students were hospitalized after severe physical beatings (Nyasato, 2009). According to Ikambili (2003), beating accounts for about 30% in public mixed day secondary schools in Nairobi Province, Kenya. Despite the many studies on physical type of bullying in schools in Africa and Kenya, no study to that effect has been conducted in Kisumu East district which this study did.

2.3.2 Verbal Bullying

Threatening and name-calling are forms of verbal bullying. According to Bohanon, Fenning, Carney, Minnis-Kim, Anderson-Harriss, Moroz, Hicks, Kasper, Culos, Sailor and Pigott (2006), verbal bullying also involve teasing and taunting, for example, being called a teacher's 'pet'. Such abusive comments and insults are aimed at making fun, making one unhappy or feeling hurt. This type of bullying is more common among girls than boys. Malematsa (2005) argued that verbal type of bullying is difficult to deal with because the bullies usually deny having done it and lack tangible evidence from witnesses. Jacobsen and Bauman (2007) in a survey on school counselors' response to three types of bullying incidences in schools in the USA established that 46.5 % of all bullying is verbal type. In Austria, a study of 1,910 pupils from 86 classes in both primary and secondary schools established that prevalence of verbal bullying was high (between 4.4-26.4%) compared to physical bullying (between 5.4-12.8%) (Spiel & Strohmeier, 2011).

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In Kisii district, Nyanza Province, Kenya, Onditi (2007) established that pupils in primary schools in Suneka Division rated name-calling by teachers at 62.4%. This contributed to school drop out which affected girls more than boys. Onditi (2007) in his study used ex-post-facto research design while in the current study, descriptive research design was used. Okwemba (2007) also reported the prevalence of bullying in seventeen public secondary schools in Nairobi Province where 71% of the students reported to have been called nasty names, 68% had tricks played on them and 64% had been blackmailed but there exist no report or study on verbal type and forms of bullying in secondary schools in Kisumu East district which the current research sought to find out.

2.3.3 Relational Bullying

Relational bullying mostly occurs when victims are excluded from a group of peers or friends, or isolated in play and work activities. According to Batsche (2007), relational bullying entailed using personal relationship to harm someone. It is reputational in nature in that it harms someone's social status in class or school. Like physical and verbal bullying types, Malematsa (2005) argues that relationship bullying includes spreading rumours, ignoring someone, telling and/or passing notes which contain cruel statements about an individual. Other activities are gossiping, intimidating and scaring someone by staring and hiding one's belongings or property. In Florida, USA, the second annual bullying prevention conference in April, 2007, observed that just as males were more likely to use physical and verbal aggression than females, the latter were also better than males in relational bullying (Batsche, 2007). Hazemba, Siziya, Muula and Rudatsikira (2008) reported that in a sample of 692 Turkish high school students, 28.3% reported having been bullied emotionally, at least once during an academic year.

Researchers further argued that relational type of aggression is rated by children to be more painful than even physical aggression (Low, Frey & Brockman, 2010). Simatwa (2007) also established that telling lies in school in Bungoma District, Kenya, was as high as 100% among students. This behaviour is more prevalent amongst female students of Forms Two and Three (Ndetei *et al.*, 2007). Ndetei *et al.*, (2007) further argues that girls value social relationships more than boys hence those who are bullies set out to disrupt social relationships of the girls they are bullying, for instance, telling lies or spreading rumours about them using new technologies such as cell-phones. The study by Poipoi, Agak and Kabuka (2011) on perceived home factors contributing to violent behaviour among students in public secondary schools in Western Province, Kenya, indicated that gossiping in school by teachers and students' parents was reported by 63.8% of male teachers, 63.9% by female teachers and 73.5% by students.

Hiding or taking of fellow students belonging is still a major problem in secondary schools in Kenya. A recent report shows that Form Two students in a secondary school in Kangundo went on rampage in protest of their personal belongings being stolen by senior students (Daily Nation, 2012). While Batsche (2007) reported that female students were more likely to use relational bullying than male students in USA, it did not indicate any intervention measures in addressing the behaviour which this study sought to establish using guidance and counselling approaches. Simatwa (2007), Ndetei et al., (2007) and Poipoi, Agak and Kabuka (2011) on the other hand had found out that relational aggression was more prevalent in schools and suggested that G & C should be used to address the behaviour. The current study sought teachers' and students' perceptions on role of G & C in managing relational aggression among students in secondary schools in Kisumu East district.

2.3.4 Technological / Cyber bullying

Technological bullying also known as digital or cyber bullying is a new and insidious type of bullying that has emerged in different parts of the world (Shariff, 2008). It involves deliberate sending of menacing text messages via e-mail, cell phones and computers by an individual or a group of persons which are intended to harm others. Thomas and McGee (2012) add that cyber bullying is using technology such as the internet or cell phone to deliberately insult, threaten or intimidate someone for example, through mean text. Just like the traditional bullying, this type of bullying is about power and often times aims at gaining social status. According to Nelson (2003), cyber bullying is often more serious than traditional bullying and it includes stalking and death threats. He argues that youths do also create hate-filled Web pages and cell phone Short Message Service (SMS) about a victim, including personal information which is extraordinarily damaging to the person who is being victimized by it.

In America, a study by the Pew Internet and American Life Project found out that 26% of teens had been harassed through their mobile phones either by calls or text messages (Lenhart *et al.*, 2011 cited by Thomas & McGee, 2012). Further in USA, statistics from the Alliance of Childhood Bullies and Victims showed that girls were twice as likely as boys to be victims and perpetrators of digital bullying (AMA Alliance, 2007). In the United Kingdom (UK), Hayes reported a survey carried out with adolescents, which indicated that 14% to 23% admitted having sent offensive, pornographic, abusive or threatening texts using cell phones (Hayes, 2008). This situation led to a national public outcry demanding banning of mobile phones to curb bullying in schools. Cyber bullying also involve the practice of sexting (sending sex-related text or photograph).

According to National Campaign to Prevent Teen and Unplanned Pregnancy in USA, 1 in 5 teens reported sending a nude or semi-nude photo of themselves to someone in a text message.

Further 22% of the teens reported having received such messages from someone else (Thomas & McGee, 2012). As a result of this sexting problem, studies show some teenager students harassed by cyber bullying suffered depression, had their education compromised, while some committed suicide (Shariff, 2008). In Australia, a study by Cross, Epstein, Hearn, Slee, Shaw and Monks (2011) in a national covert bullying survey in Australian government primary and secondary schools established that female students (7.7%) engaged more in cyber / technological bullying than male students (5.2%). Patchin and Hinduja (2009) studied 1,500 adolescents and found that 33% of the respondents were victims of cyber bullying.

In China, a survey in February 2007 of 832 teenagers by the National Crime Prevention Council reported that 43% of teens aged between 13-17 years had experienced cyber bullying (Moessner, 2007). According to Shariff (2008), technology allows information to reach a large number of people in a short period of time and the speed of technology can spread rumors and humiliating pictures faster and to more people than word of mouth. Additionally, everyone receives the same message when technology is used instead of word of mouth and the rumors can stay on the Internet or cell phone indefinitely.

In Kenya, MoE has banned possession and use of mobile phones in public schools. Mobile phones were blamed for spreading cheap rumours that spread damage in schools during rampant unrests (Opondo, 2008). However, few still get their way into schools and may be used for bullying. This was confirmed by the headteacher of Kioge Girls' School, Nyanza Province, who lamented that with the advent of mobile phones, other forms of behaviour such as bullying have surfaced (Mwajefa & Marete, 2008). Indeed, cell phone and online incidents that occur away from school can trigger in school behavior such as school violence. Students may come to school angry as a result of conflicts that occurred through online communication

since a student may not know what was said about him or her online until he or she hears about it the next day at school. Beran and Li (2007) argued that a student who is being bullied at school may also become an online bully to retaliate against the bully at school. Being upset about a cyber bullying incident while in school can interfere with a student's ability to concentrate on learning while at school.

From the above studies and reports by Thomas and McGee (2012) and AMA Alliance (2007), Hayes (2008) and Cross, Epstein, Hearn, Slee, Shaw and Monks (2011), Shariff (2008) and Opondo (2008), it is evident that little research has been conducted to find out prevalence of technological / digital / cyber bullying as a type of bullying in secondary schools in Kenya despite the ban on cell phone use in schools. Similarly, no study was found to have been done to establish teachers' and students' perception on guidance and counselling role in managing technological / cyber bullying in public secondary schools in Kisumu East District, Kisumu County.

2.4 Guidance and Counselling Approaches

Guidance and counselling approaches are systematic methods used in helping students tackle academic or behaviour problems. The methods can be individual or group. In the helping profession of counselling, clients such as students can have their problems or issues addressed individually by therapists on a one-on-one basis or in groups (Nelson-Jones, 2004). According to Kamande (2013), if many individuals have a common problem such as bullying behaviour that require attention of more than one student—a bully and a victim, a class or a group of same gender, then the issue can be addressed in a form of group guidance or counselling as in students' 'baraza'. Hence the need and use of individual and group guidance and / or counselling approaches.

A survey in 39 British schools found that 'The Shared Concern' method was used to control bullying behaviour. This method involves holding school conferences, increased supervision of students and parental awareness campaign (Daphine II Programme, 2007). In USA, Gysbers (2004) reported that professional counselors co-ordinate ongoing systematic activities designed to help students establish personal goals and also develop future plans. These services include individual and group counselling involving parents, teachers, peer counselling and referrals. Affulo (2005) found a positive trend in the use of both group and individual guidance and counselling approaches in public secondary schools in Kenya. He found out that 5 (71.8%) out of 7 schools used group and individual guidance and counselling approaches to manage general indiscipline cases, but not bullying behaviour unlike the current study.

Because of bullying effects in learning institutions and on individuals, the Government of Kenya (GoK) through the Ministry of Education (MoE) in 2003 illegalized bullying in schools. But Kandagor (2008) argue that students still continue to craft methods of circumventing the ban with or without the knowledge of their teachers. The government, professionals, civil societies and heads of educational institutions also issue stern warnings against bullying behaviour but this vice still persists. According to Affulo (2005) some teachers simply choose to accept and ignore the bullying behaviour while a study by Simatwa (2007) and a report by Nyasato (2009) show that some schools try to suppress it through suspensions, expulsions and corporal punishment but in vain. Bullying behaviour merely goes underground and resurfaces soon later. This indicates that bullying intervention programmes such as G & C put in place in schools by the government / MoE may be ineffective or are not in use.

No study has also established this situation. It is on this ground that the study sought to find out the role of various guidance and counselling approaches in addressing bullying in schools in Kisumu East district. Further, no studies have previously been conducted on teachers' and

students' perceptions on the role of guidance and counselling programme on bullying behaviour in public secondary schools in Kisumu East District. Simatwa (2007), Ndetei *et al.* (2007) and Ajowi (2005) for example, in their studies, had only recommended the use of G & C programme in schools in order to manage the behaviour since it had positive effects as compared to other forms of punishments such as suspension and manual work.

2.4.1 Individual Guidance and Counselling Approach

Individual guidance and counselling approach is a one-to-one, face-to-face, close and warm interaction between the counselor and the client or counselee (Nelson-Jones, 2004). This is usually in a secluded and secure place for confidentiality purposes. According to Rao (2005), it helps an individual become aware of himself or herself and the ways in which he or she reacts to behavioural influences of an environment such as school. Nelson-Jones (2004) explains that individual guidanc*e* entails giving advice, suggestions or directions to individual people who may have physical, behavioural or psychological problems such as bullies; where as individual counselling is purposeful understanding of a person so as to promote self-understanding after becoming a victim of a stressful situation such as bullying.

Kute (2009) in a study on the role of peer counselors in enhancing discipline in public secondary schools in Kisumu Municipality established that 78% of peer counselors used individual guidance and counseling approach more in helping fellow students with personal and school problems. Owaa (2010) similarly found out that 30% of peer counselors used individual therapy to assist fellow students in school. Both the studies by Kute (2009) and Owaa (2010) on the use of individual approach were done in Kisumu Municipality and on enhancing school discipline but not addressing bullying. The current study endeavored to establish the use and effectiveness of the approaches in addressing bullying behaviour in public secondary schools in Kisumu East district, Kenya.

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2.4.2 Group Guidance and Counselling Approach

Group approach is an alternative to individual approach. It involves one or more guidance and counselling experts and a group of two to fifteen or more clients (Rao, 2005). Group counselling is a dynamic interpersonal process through which individuals within a group assisted by a professionally trained counselor, explore problems and feelings in an attempt to modify their attitudes to be able to deal with behaviour and developmental problems like bullying. Like the individual approach, Nelson-Jones (2004) concurs with Rao (2005) that group approach is also problem-centered and feeling-oriented which through reflection and clarification of feelings, attitudes and behaviour of bullies and victims are modified. Manarina (2003) reiterates that group counselling may break the cycle of bullying behaviour by training bullies and victims in social skills together.

In Finland, a study by Salmivilla, Karna and Poskiparta (2011) found out that peer groups reduced bullying prevalence by 20%. This is because bullying is a group phenomenon. In USA, a study by Berson, Berson and Ferron (2002) showed that when students and teachers, parents, or other caregivers have an ongoing dialogue about cyber activities and monitor adolescent girls Internet use there is a decreased tendency to engage in cyber activities that lead to potential harm. Oyewusi and Orolade (2014) established that strategies such as schools educating students in small groups and through school assemblies not to cyber bully were perceived as effective although teens did not perceive the approach to be more effective by over 30%.

Rao (2005) argued that in a group setting one can take advantage of group processes of social facilitation, conformity and suggestion to help promote the therapeutic process. Group guidance and counselling approach therefore help to change feelings of revenge of bully

victims and attitudes of bullies against their victims which enhance students' lives in school setting. Studies by Oyewusi and Orolade (2014) and Jacobsen and Bauman (2007) differ from the current study which sought to establish use and effectiveness of group guidance and counselling approach in the management of bullying behaviour in public secondary schools in Kisumu East district, Kenya.

Governments and schools have also developed programmes to address the issues of school violence and bullying but successful prevention programs focus on changing the school culture to a climate that discourages bullying (Olweus & Limber, 1999 in Kraft and Wang, 2009). The "Protecting Children in the 21st Century Act" (2008) of USA similarly specifies that schools teach students about "appropriate online and cell phone behavior, including interacting with other individuals on social network sites and cyber bullying". Studies further show that teens do not perceive just being told not to cyber-bully the same way as changing the school climate or stopping bullying. Instead they find programs such as group guidance and counselling that teach them what to do if cyber bullied to be more effective (Kraft & Wang, 2009). Group approach similarly has great economic appeal where there is only one school counselor.

In Kenya where there are few professionally trained counselors in schools hence teachers double up their duties of teaching and counselling (Nyawira, 2014; Republic of Kenya, 2001). Lutomia and Sikolia (2002) argues that one counselor against one thousand students in the era of Free Secondary Education (FSE) would be like a drop in the sea. A study by Owaa (2010) on the impact of peer counselling on discipline in public secondary schools in Kisumu Municipality found out that 27.3% of heads of G & C department and 34.3% of peer counselors preferred the use of group approach (therapy) in G & C students with various

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personal and school challenges. Owaa (2010) further established that when attending to students with discipline related issues, 39% of peer counselors preferred the use of group therapy to one-on-one (individual) counselling (30%). According to Kamande (2013), most students with bullying problems are capable of learning positive behaviours such as life-skills training and anger management in large groups. The above reports and studies by Kute (2009), Jacobsen and Bauman (2007) and Owaa (2010) show that bullying behaviour can be managed using different approaches that embrace dialogue between the teacher-counsellor and bully students and/or their victims. Since individual and group G & C approaches are dialogic, they may be effective in the management of bullying behaviour. However, none of the studies indicated findings whether there was use of both individual and group G & C approaches in addressing bullying in public secondary schools in Kisumu East District, Kenya.

2.5 Effectiveness of Guidance and Counselling Approaches

Guidance and counselling programmes in schools have significant influence on behaviour or discipline problems. Bullies and bullying victims both need some practical tools to cope with the problem of how to communicate and relate to others (UNESCO, 2012). Through group training on empathy, bullies learn to be kind and empathetic hence find thoughts of bullying repulsive, while the victims try to put thoughts of revenge out of their mind. Group training further help bullies learn how to communicate properly, relate to others without abusing power and understand the feelings of those they intimidate (USAID, 2013). Fox and Buttler (2007) reported that students who participated in a school counselling programme had significantly less inappropriate behaviours and more positive attitudes toward school than those who did not participate in the programme.

A study in Australia (Cross *et al.*, 2011) showed that parents and teachers preferred dialogic approach since it was not only appropriate but was also a thoughtful intervention in addressing

bullying in schools. It reduced bullying victimization from 25% to 16.5%. Jacobsen and Bauman (2007) argued that school counselors play a fundamental role in bullying intervention by being experts in interpersonal communication skills, were aware of underlying school climate concerns like bullying and have both preventive and responsive role in schools. According to InFocus (2004), House Representatives in California advocated for the prevention of bullying in public schools using Olweus' Bullying Prevention Programme (OBPP) of 1983 which can be coordinated by school guidance and counselling department. This is because it helps to recognize and understand factors contributing to bullying behaviour such as individual factors and its consequences.

Use of the OBPP in Norway, according to Smith (2011) decreased national bullying prevalence in schools by 40-50%. The current study differed from the previous ones since it surveyed teachers' and students' perceptions on G & C role in controlling bullying behaviour in public secondary schools in Kisumu East District, Kenya. Fox and Buttler (2007) studied how G & C influenced students' attitude towards schooling and general inappropriate behaviors whereas Jacobsen and Bauman (2007) looked at the contribution of school counselors' communication skills in discharging their work.

In Washington D.C, a study to evaluate the effect of comprehensive counselling on students' academic performance (Sink & Stroh, 2003), found that students who came from schools where comprehensive counselling programme was implemented, were better placed academically than students who were in schools with no comprehensive counselling. Many national governments and schools have developed programs to address school violence and bullying but Smith (2011) argue that successful bullying prevention programs are those that

focused on changing the school culture to a climate that discouraged bullying and incorporated social skills training into the curriculum which is group based.

In USA, research by Harris Research for the National Crime Prevention Council revealed that 47% of teenagers thought that cyber bullying happens because the cyber-bully doesn't perceive any tangible consequences (Moessner, 2007). The research also found that teens perceived the most effective strategies to be those in which they themselves can do something about the cyber bullying through programmes that teach what to do if cyber bullied but not schools having rules against cyber bullying or holding school assemblies to educate students not to cyber bully. No statistics show that this prevention strategy resulted in a decrease in risky Internet behaviors (Moessner, 2007). The current study instead sought to find out if G & C programme in public schools in Kisumu East district, influenced students' behaviour in engaging in cyber bullying.

In Zimbabwe, Chireshe (2006) carried out a study on assessment on the effectiveness of school guidance and counselling in Zimbabwean secondary schools. The author identified various factors reported by students such as lack of counselling resources (27.17%), inadequate training of counselors (18.78%) and location of counselling rooms which greatly affected delivery of services to students. Chireshe (2006) established that inadequate training as a factor accounted for 18.78% ineffectiveness and comprhensiveness of school guidance and counselling services in secondary schools in Zimbabwe. A study by Berson *et al*. (2008) showed that when teachers, parents or counselors have an ongoing dialogue about cyber activities and monitor adolescent girls internet use, there is a decreased tendency to engage in cyber activities that may lead to potential harm. In Brazil, the Protecting Children in the 21st Century Act (2008) specifies that schools through G & C programme teach students about

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appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response (Moesnerr, 2007).

In Kenya, the MoE recommended use of guidance and counselling to address bullying behaviour problems (MoE, 2008). This was after corporal punishment previously used to control the behaviour was banned in 2001 (Republic of Kenya, 2002). The Children Act of 2001 cautioned teachers, parents and any other person with lawful charge of a child against punishment as a way or method of controlling children's inappropriate behaviour. Instead they are required to use guidance and counselling which is not harmful (Republic of Kenya, 2009; 2002).

To that effect, the then Education Minister, Sam Ongeri, supported guidance and counselling in schools as an appropriate response to unbecoming bullying behaviour which had led to schools unrest and burning of learning institutions (Onyamisi, 2008; Gichana, Obiero, Nyarora & Oloo, 2008; Mwai & Ngirachu, 2008). This was supported by the then MoE Permanent Secretary in Kenya, Karega Mutahi, during the Kenya Secondary School Heads Association (KSSHA) 2009 national meeting in Mombasa, by reiterating that unlike suspension and expulsion, guidance and counselling is the most effective correction tool since it applied new conflict resolution tactics. This was said to offer a lasting solution to behaviour problems (Cheboi, 2009). As much as these remarks supported the control of bullying using guidance and counselling services, they were not supported by any study. This study sought to establish role of guidance and counselling on bullying behaviour in schools as perceived by teachers and students.

In a study on bullying in public mixed day secondary schools in Nairobi Province, Ikambili (2003) found that bullying interventions that were in use were inadequate. She however noted

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the value attached by students and school management to the role that would be played by effective guidance and counselling in handling bullying. Simatwa (2007) in his study in Bungoma District, Kenya, established that headteachers used guidance and counselling 100 percent as a method to manage students' behaviour since it promoted self-regard, tolerance and also created a support system where one can understand a problem and other people's behaviour. It was also found to be the best alternative to suspension or expulsion. This was supported by Sang' (2007) in a survey in Nandi district on secondary school repetition and drop-out who recommended increased use of open 'barazas' with students since it assisted their behaviour patterns unlike ineffective and illegal forms of punishment such as manual labour, detention and exclusion.

A report by the Kenya Institute of Education (KIE) indicated that guidance and counselling programme supports school policies. In addition it reinforces student conformity to social standards, norms and behaviour hence helps the entire school community by aiding students in their choices and by individual counselling based on their interest and aptitude (KIE, 2003 as cited by Auni, 2011). A positive trend in the use of guidance and counselling programme in secondary schools was also established by Affulo (2005) who found that 5 out of 7 schools used guidance and counselling services to manage general indiscipline cases, but not bullying behaviour. The current study however, sought to establish use and effectiveness of individual and group guidance and counselling approaches in managing bullying in schools.

From the reviewed literature indicated above, it emerges that bullying behaviour is a major problem in schools that need attention. Different remedies have also been used to address the behaviour. However, not much has been done on the teachers' and students' perception on the role of individual and group G & C approaches on bullying behaviour in public secondary

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schools in Kisumu East District which the current study undertook. Despite G & C programme existing in Kisumu East District public schools since late 1970s in the form of spiritual, career and behavioural guidance, the schools continued to experience bullying behaviour among students which include verbal abuse, taunting and group isolation (Kisumu East District Education Office, 2009).

Reports from MoE's office, Kisumu East District also indicated that bullying cases escalated between the year 2006 and 2010 as follows: 2006 (200); 2007 (600); 2008 (800); 2009 (900) and 2010 (712) (Ouma, Simatwa & Serem, 2013). Based on this, the researcher sought to establish teachers' and students' perceptions on guidance and counselling role in managing bullying behaviour in public secondary schools in Kisumu East District, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, area of study, study population, sample size and sampling techniques, instruments of data collection, reliability and validity of the instruments, data collection procedures and data analysis.

3.2 Research Design

The study adopted a descriptive survey design. This is a systematic way of collecting data from a carefully sampled group of the total population and analyzed in order to describe and explain quantitatively and numerically some part of study population or establish an occurrence within a population (Muijs, 2012). The design was suitable because it enabled the researcher to collect data from a large number of respondents in a relatively short period of time. According to Blanche, Durrheim and Painter (2008), fact findings from research samples such as students' past bullying experiences and opinions using survey design can also be generalized to the target population. The design further made it easier to obtain data from reliable sources such as students and guidance and counselling heads of department. The design was therefore relevant in the study.

3.3 Area of Study

This study was conducted in public secondary schools in Kisumu East District, Nyanza Province, Kenya. According to Kisumu East Development Plan 2008-2012, the district lies within longitudes 34,10°E and 35°, 20 E and latitudes 0°,20 S and 0°, 50 S. It covers a total area of 557.7Km² out of which 259 Km² is covered by Lake Victoria. Kisumu East District has two administrative divisions namely; Winam and Kadibo divisions. It is bordered to the North by Vihiga District, North East by Nandi District, Rachuonyo District to the South, and East by Nyando District, to the West by Kisumu West District (Republic of Kenya, 2009).

In 2009, Kisumu East District had a population of 453,593. A large proportion of the youth population (42%) is below 14 years. The youth between 15-30 years old account for 13% of the total population. The people in Kisumu East District are mainly Luos. The major economic activities in the district include wage employment, fishing, business and subsistence farming (Republic of Kenya, 2009). The district has one public university, four university satellite campuses, one private university, two public colleges and eleven private colleges, and several county and district schools, private and special schools. There are 47 public and 9 private secondary schools, 52 public and 4 private primary schools, 1 Special secondary school and 4 Special primary schools (Republic of Kenya, 2009; 2005).

The study area was selected because previous studies and reports had indicated that public secondary schools in the district experienced high rates of bullying incidences than private schools. Bullying of new students, for instance, was 100% in single sex schools and 82% in mixed secondary schools in the greater Kisumu District (Ajowi, 2005; Onyamisi, 2008). Low school attendance, school dropout rate and decline in national examination in schools were also major educational issues since G & C programme was minimally used to manage student behaviour in the district. The district consultative forums identified school dropout rate of 11% in public secondary schools with female students most affected at 6% dropout rate. This led to low school completion and retention rates (Republic of Kenya, 2009).

3.4 Study Population

The study population comprised of 47 deputy Principals, 47 heads of guidance and counselling departments and 7,860 form one and two students from 47 public secondary schools in Kisumu East District, Kisumu County.

3.5 Sample Size and Sampling Techniques

The district had 15, 719 students in 47 public secondary schools. Stratified sampling based on school type was used to select 7,860 Form I and II students spread in 47 schools in which 37 were mixed, 5 were pure boys' and 5 pure were girls' schools. The technique ensured satisfactory representation of the three categories of schools in the study. Simple random sampling method was used to select 12 mixed schools, 2 boys' schools and 2 girls' schools from each stratum which was about 30% of the target population making a total of 16 schools (Mugenda & Mugenda, 2008). Saturated sampling was used to select 16 deputy Principals and 16 heads of G & C department from the 16 selected schools.

A sample size of 447students was used in the study as generated by the Creative Research system's formula. The formular has been used by a number of researchers such as Omondi, Walingo, Mbagaya and Othuon (2010). It ensures fair representation of sample size of a large study sample which is in thousands. The sample size was determined as follows: SS= $\{Z^2*(P)*(1-P)\} \div C^2$, where SS=Sample size; Z=1.96 (for 95% Confidence level); P=0.5 (percentage for picking needed sample/ choice); C=0.045 (Confidence interval). Table 1 summarizes population of respondents and sample size. Proportionate sampling was therefore used to select 351 students from mixed schools, 48 from boys' schools and 48 from girls' schools respectively.

Table 1: Study Population and Sample Size

Respondents	Population	Sample size
Form 1 & 2 Students	7,860	447
Deputy Principals	47	16
Heads of G & C department	47	16

Source: DEO Office, Kisumu East District, 2009.

3.6 Instruments for Data Collection

The instruments used to collect data were three (3) questionnaires; for students, deputy Principals and heads of guidance and counselling department, and an interview schedule. Questionnaires were suitable for the study because they helped to collect views, opinions and perceptions of the respondents in a shorter time. They also guarantee high rates of responses (Ngau & Kumssa, 2004). An interview guide, on the other hand, is a set of questions that the interviewer asks the respondents on issues that may not be easily gotten or revealed through questionnaires or observation (Kothari, 2004). The interview schedule was found useful because it explored the needs and feelings of the heads of guidance and counselling department which otherwise would not be gotten through the questionnaire.

3.6.1 Questionnaire for Students (QS)

The questionnaire had closed and open-ended questions and sought information from students on bullying prevalence; types and forms of bullying experienced; use and effectiveness of individual and group G & C approaches in addressing bullying behaviour. The questionnaire was designed on a three-point Likert scale. The values were assigned as follows; High/Effective=3; Undecided=2; Low/Ineffective=1. A value above two from each item in the scale was taken to represent a positive response whereas a value below two indicated a negative response. A neutral or lack of commitment by the respondents was represented by a value of two in the scale (See Appendix A).

3.6.2 Questionnaire for Deputy Principals (QDP)

The instrument was used to collect data from the deputy Principals on bullying prevalence; types and forms of bullying experienced by students; use and effectiveness of individual and group guidance and counselling approaches in addressing bullying behaviour. The questionnaire was designed on a three-point Likert scale.

The values were assigned as follows; High/Effective=3; Undecided=2; Low/Ineffective=1. A value above two from each item in the scale was taken to represent a positive response whereas a value below two indicated a negative response. A neutral or lack of commitment by the respondents was represented by a value of two in the scale. It had closed and open-ended questions (See Appendix B).

3.6.3 Questionnaire for Heads of Guidance and Counselling Department (QHGC)

The questionnaire was used to collect data on bullying prevalence; types and forms of bullying experienced by students; use of individual and group guidance and counselling approaches in addressing bullying behaviour in schools and how effective the approaches were. The questionnaire was designed on a three-point Likert scale. The values were assigned as follows; High/Effective=3; Undecided=2; Low/Ineffective=1. A value above two from each item in the scale was taken to represent a positive response whereas a value below two indicated a negative response. A neutral or lack of commitment by the respondents was represented by a value of two in the scale (See Appendix C).

3.6.4 Interview Schedule for Heads of Guidance and Counselling Department

The interview schedule was administered to heads of guidance and counselling department to collect data on the Ministry of Education and school policies on bullying, prevalence of bullying, types and forms of bullying behaviour referred to guidance and counselling. The instrument was also used to seek information on how individual and group guidance and counselling approaches were used and their effectiveness in controlling bullying in schools. It had open-ended questions only (See Appendix D).

3.7 Reliability and Validity of Research Instruments

Reliability is the proportion of variance which can be attributed to the true measurement of a variable. It approximates the consistency of such measurements over time and measures the degree to which a research instrument would yield the same results after trials are repeated

(Kothari, 2004). Validity is concerned with establishing whether the data collection instruments such as questionnaires is measuring what it is supposed to measure (Blanche, Durrheim & Painter, 2008).

3.7.1 Reliability

The reliability of the instruments was ascertained before being used to collect data. The researcher administered questionnaires to students, heads of guidance and counselling department and deputy Principals using a test re-test method of reliability in six of the sampled public secondary schools which were not used in the actual study. The instruments were administered to the respondents twice after an interval of two weeks. A reliability analysis was then carried out on the results to determine the reliability index using a benchmark of 0.70. A reliability coefficient index of 0.79 for students, 0.75 for deputy Principals and 0.76 for heads of guidance and counselling questionnaires were determined.

3.7.2 Validity

Face validity of the instruments was ascertained by experts in the area from the department of Educational Psychology, Maseno University. The experts scrutinized the instruments and gave their comments which were incorporated and used to improve the final draft of the research instruments. Face validity is a non-statistical assessment of whether or not a test appears to be valid. It simply addresses the layman acceptability of a measure (Muijs, 2012).

3.8 Data Collection Procedures

Before collecting data, the researcher sought permit from the National Council for Science and Technology (NCST) at the Ministry of Higher Education through the School of Graduate Studies (SGS), Maseno University. The researcher then visited each of the sampled schools for introduction, familiarization and seeking of permission from the Principals to collect data. Arrangements were made on specific dates when data was to be collected. In the second visitation, the researcher distributed self-administered questionnaires to the deputy Principals,

heads of guidance and counselling departments and students. The respondents were assured by the researcher of confidentiality of their responses. In the third visit, the researcher conducted personal interviews with heads of guidance and counselling departments.

3.9 Data Analysis

Quantitative data from questionnaires were sorted, edited, coded and tabulated. Descriptive statistics such as frequency counts and percentages were used to analyze quantitative data. The tabulated and tallied frequencies were used to develop bar graphs for presentation and interpretation of the data. Qualitative data from interview with heads of G & C on prevalence of bullying; types and forms of bullying; individual and group guidance and counselling approaches and their effectiveness on bullying behaviour were organized into themes and sub-themes and analyzed using summery tables. The information was reported in form of text.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

In this chapter, data is presented according to the objectives of the study that were set out.

4.2 Teachers' and Students' Perceptions on Prevalence of Bullying Behaviour among Students in Public Secondary Schools in Kisumu East District

Deputy Principals and heads of G & C were asked from the questionnaire if bullying occurred in school. Students were also asked if they have been bullied in school.

4.2.1 Students' response on being bullied

Students were asked if they have ever been bullied in school and 139 (31.1%) out of 447 indicated they have been bullied while 308 (68.9%) reported otherwise. This is shown in Table 2.

Table 2: Students' response on being Bullied (n=447)

Have you been bullied?	f	%
Yes	139	31.1
No	308	68.9
Total	**447**	**100.0**

f = frequency

The data in Table 2 shows that bullying of students in public secondary schools is still a problem since 139 (31.1%) students indicated that the behaviour was prevalent though 308 (68.9%) of the students who were the majority reported that they had not been bullied. This prevalence is high compared to Australia, where Cross, Epstein, Hearn, Slee, Shaw and Monks (2011) in a study on prevalence of students being bullied in government secondary schools indicated that 27.7% of the students experienced bullying. This finding, however, shows that bullying prevalence is low contrary to studies by Ndetei, et al., (2007) and

Affulo (2005), which established that students in public secondary schools in Nairobi Province and Bondo district in Kenya respectively experienced bullying of between 63 and 83 percent. Kiplangat (2013) also revealed that 168 (71.8%) of students in secondary schools in Bomet district agreed that bullying was an obstacle to new students effective transition.

4.2.2 Students' response on being bullied by Type of School (Boys, n=102;

Girls, n=45; Mixed, n=248)

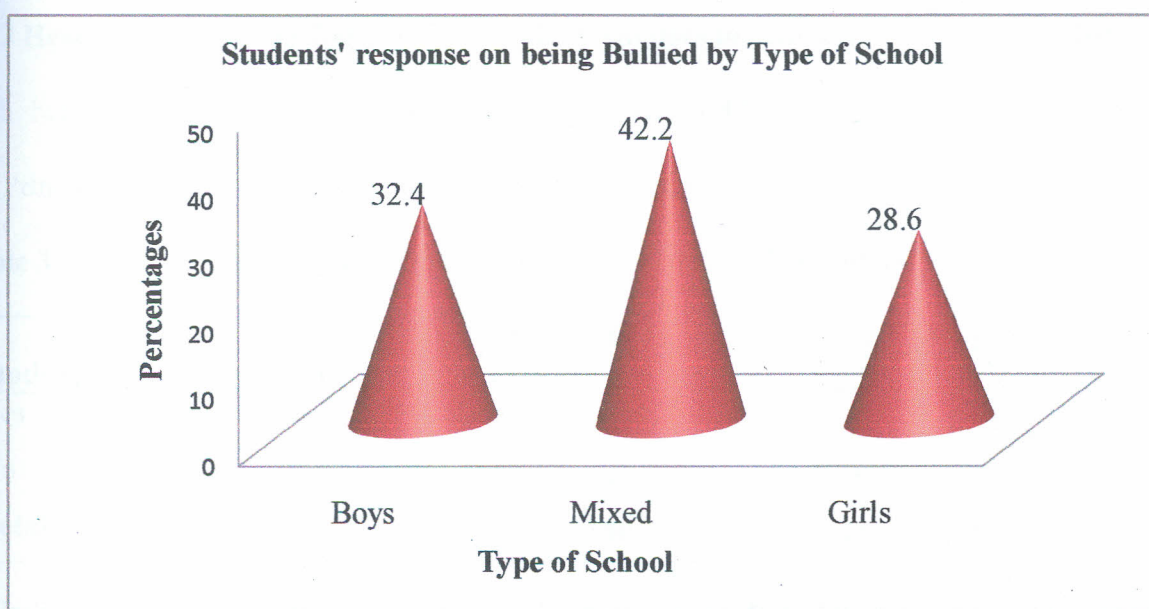Students' response on being bullied by type of school is shown in Figure 1.

Figure 1: Students' response on being bullied by Type of School

From the data in Figure 1, bullying is most prevalent in mixed gender schools as reported by 105 (42.2%) students, followed by boys' schools as indicated by 33 (32.4%) students, while the behaviour is lowest in girls' schools as shown by 13 (28.6%) respondents. The survey finding is contrary to finding by Ndetei, *et al.*, (2007) where boys' schools instead had higher incidences of bullying (67%), followed by mixed schools (32.9%) and girls' (23.5%). Ajowi (2005) also established that bullying of new students was higher (100%) in boys' schools than in both girls' and mixed secondary schools (82%) respectively in Kisumu district.

It appears that students in mixed schools in Kisumu East District are engaging in bullying behaviour more than students in boys' and girls' schools contrary to previous study findings. This could be because most students in mixed secondary schools operate daily from home and research according to WHO (2012) shows that exposure to violence in the home is associated with being a victim or a perpetrator of violence / aggressive behaviour. According to USAID (2012) this trend could also be due to the fact that bullying acts among students in mixed schools are increasingly perpetrated on the way to and from school and in the school unlike in boys' and girls' schools most of which are boarding.

4.2.3 Heads of G & C and Deputy Principals' responses on Students' Bullying (n=16)

Both heads of guidance and counselling department (H.G & C) and deputy Principals (D/ Principals) admitted that students were being bullied in school as shown in Table 3.

Table 3: Students' Bullying as reported by H.G & C and D/Principals (n=16)

Students bullied in school	H.G & C		D/Principals	
	f	%	f	%
Yes	9	56.3	8	50.0
No	7	43.7	8	50.0
Total	**16**	**100.0**	**16**	**100.0**

As indicated in Table 3, 9 (56.3%) out of 16 heads of G & C reported that students were bullied in school while 7 (43.7%) out of 16 objected. As for deputy Principals, 8 (50%) indicated that bullying behaviour was prevalent among students in schools but a similar response of 8 (50%) indicated otherwise. However, 9 (56.3%) out of 16 heads of G & C reported that bullying was prevalent among students in schools. The percentages (56.3% and 50%) confirm that bullying behaviour is indeed still a problem in public secondary schools in Kisumu East District. Since G & C teachers handle students with warmth and in confidence unlike the disciplinarian D/Principals, they are in a better position to receive more bullying cases than the D/Principals.

4.3 Teachers' and Students' Perceived Types and Forms of Bullying Behaviour in Public Secondary Schools in Kisumu East District

The study further surveyed types and forms of bullying in public secondary schools in Kisumu East district. This was done using students' questionnaires and interview guide for heads of G & C.

4.3.1 Students' response on Types of Bullying (n=395)

When students were asked if they have experienced any types of bullying in school, they responded as shown in Figure 2.

Students' response on Types of Bullying
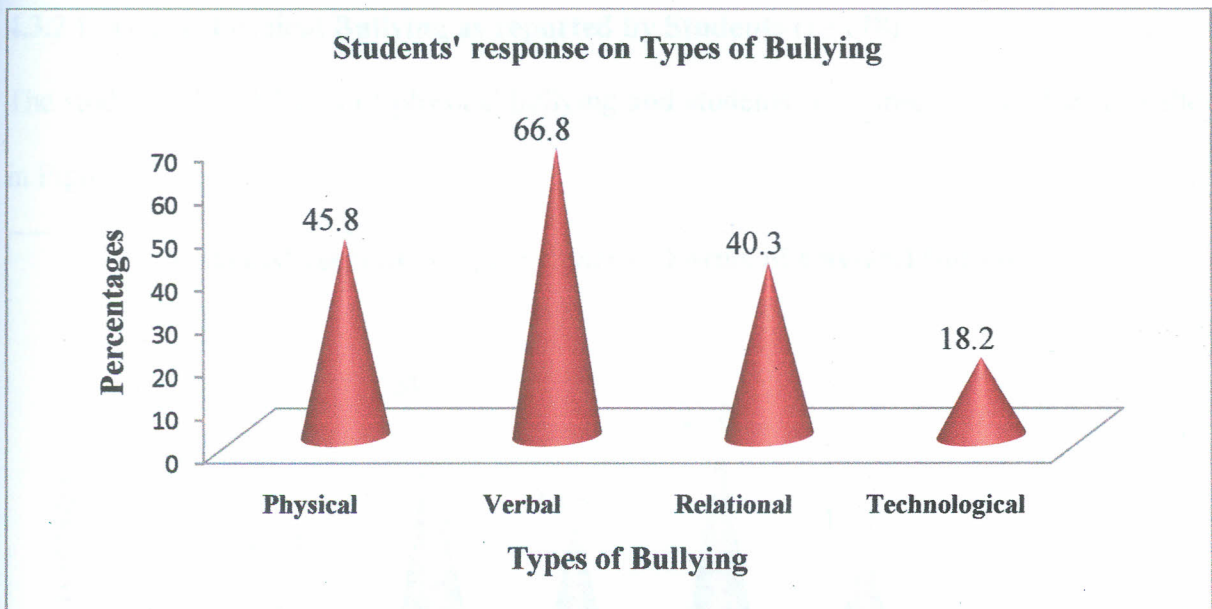
Figure 2: Students' response on Types of Bullying

From Figure 2, it emerges that verbal type of bullying was the most prevalent bullying behaviour as shown by 268 (66.8%) students followed by physical bullying as indicated by 181 (45.8%) respondents and then relational bullying as reported by 159 (40.3%) of the students. Technological or cyber type of bullying was less common. Much of literature on bullying concurs with this finding that verbal bullying seems to be a major problem. Malematsa (2005) explains that it appears to be the easiest to inflict on victims because it is quick and to the point unlike relational bullying, for instance, that takes more time to affect victims.

Verbal attacks have no visible scars like physical bullying or tangible evidence such as technological / cyber type of bullying. In Austria, prevalence of verbal bullying was similarly found to be high (26.4%) compared to physical bullying (12.8%) (Spiel & Strohmeier, 2011) whereas Maphosa and Mammen (2011) established in schools in South Africa that verbal attacks on fellow learners was 80% higher compared to either threatening (55.2%) or forcefully taking fellow learners' belongings (69.6%).

Interview with 10 (62.5%) heads of G & C revealed that verbal bullying was common and 1 (6.2%) indicated technological bullying was less prevalent.

4.3.2 Forms of Physical Bullying as reported by Students (n=178)

The study surveyed forms of physical bullying and students' response was analyzed as shown in Figure 3.

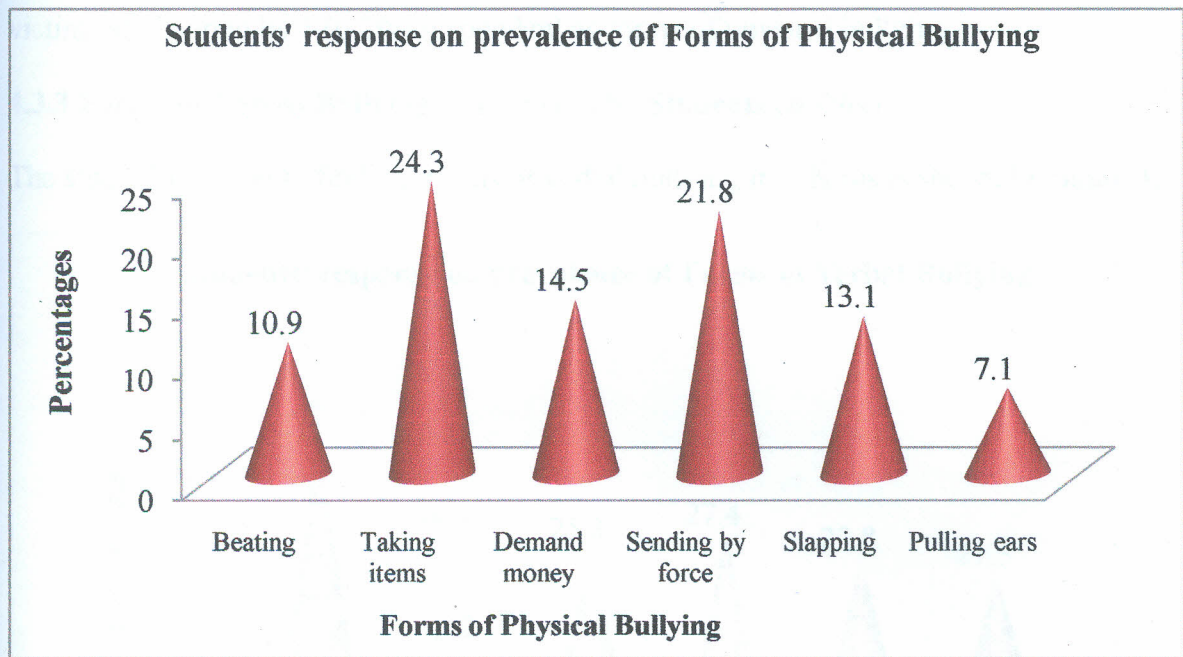**Figure 3: Students' response on Forms of Physical Bullying**

From the Figure, 96 (24.3%) out of 178 students indicated that taking victims personal items was the biggest challenge followed by forceful sending as reported by 86 (21.8%), demanding money as shown by 57 (14.5%), slapping indicated by 52 (13.1%) and beating as perceived by 43 (10.9%) students. Pulling ears was least rated by 28 (7.1%) of the students.

In Finland schools, according to Salmivalli, Karna and Poskiparta (2011), material taking from fellow students particularly money was also rated high though at 1.3% and ranked fourth after verbal, exclusion and physical bullying in a national anti-bullying survey. Ndetei *et al.* (2007) in a study on prevalence of bullying in public secondary schools in Nairobi Province similarly established that taking away of belongings was most common (82%) especially from boarding students in Forms one and two. Recently, Daily Nation (2012) reported a similar case in a public secondary school in Kangundo, in which Form two students torched a dormitory in protest of their personal property being stolen by senior students.

In-depth interview with 13 (81.3%) heads of G & C further indicated that in secondary schools students mostly experienced loss of personal items to bullies followed by forceful sending as reported by 8 (50%), pulling ears as indicated by 5 (31.3%) and demanding money from victims as reported by 1 (6.2%) respondent as forms of physical bullying.

4.3.3 Forms of Verbal Bullying as reported by Students (n=264)

The study further set to find out forms of verbal bullying in schools is shown in Figure 4.
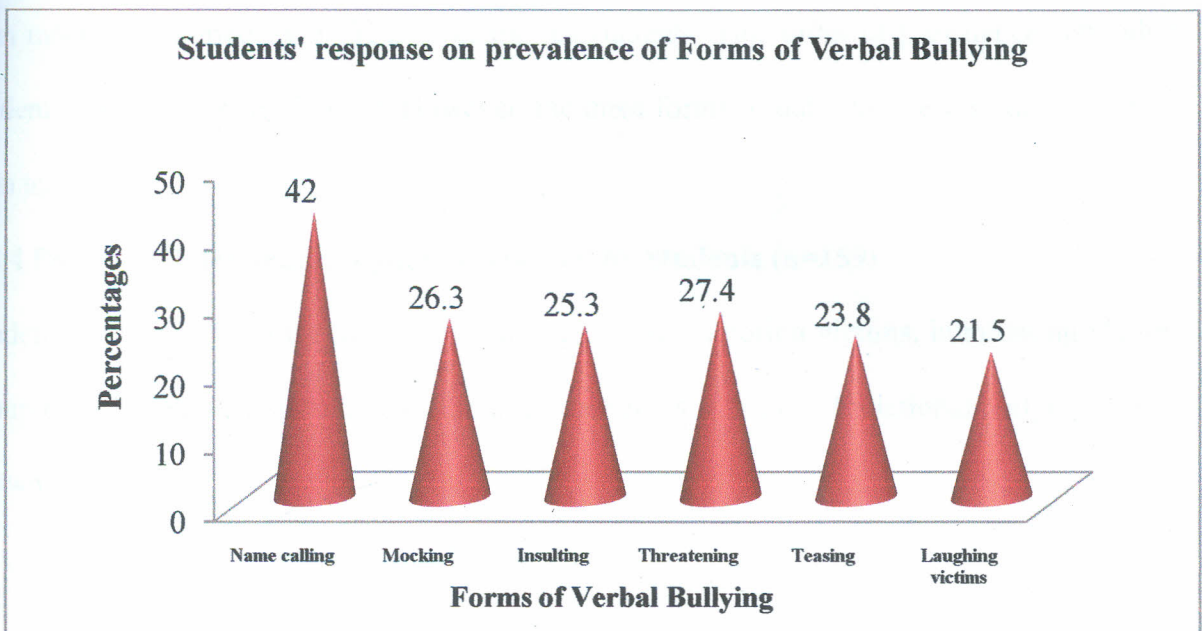

Figure 4: Students' response on Forms of Verbal Bullying

As shown in Figure 4, 166 (42%) students reported name calling as the most prevalent form of verbal bullying followed by threatening indicated by 108 (27.4%) students, mocking reported by 103 (26.3%) students and insulting indicated by 100 (25.3%) students. Laughing at victims and teasing as forms of bullying were reported by 85 (21.5%) and 94 (23.8%) of the respondents respectively. From the study, name calling, reported by 166 (42%) of the students is a major challenge in schools than insulting, mocking, threatening victims, teasing and laughing at victims. This finding concurs with studies by Onditi (2007) and Ndetei et al., (2007). Onditi (2007) established that pupils in primary schools in Suneka Division highly rated name-calling by teachers at 62.4%. This contributed to school drop out of both girls and boys. Ndetei et al.,(2007) established that 71% of students were called nasty names in public secondary schools in Nairobi Province.

In-depth interview with 14 (88%) heads of G & C showed that name calling was the most common form of verbal bullying in schools followed by insults as indicated by 6 (37.5%) and then mocking reported by 5 (31.2%) of the respondents. This order of prevalence contradicts students' observation in Figure 4. However, the three forms of bullying are still more prevalent than teasing.

4.3.4 Forms of Relational Bullying as reported by Students (n=159)

Students' response from the survey indicated gossiping, ignoring victims, humiliating victims, group isolation, spreading rumors and hiding belongings as forms of relational bullying. This is shown in Figure 5.
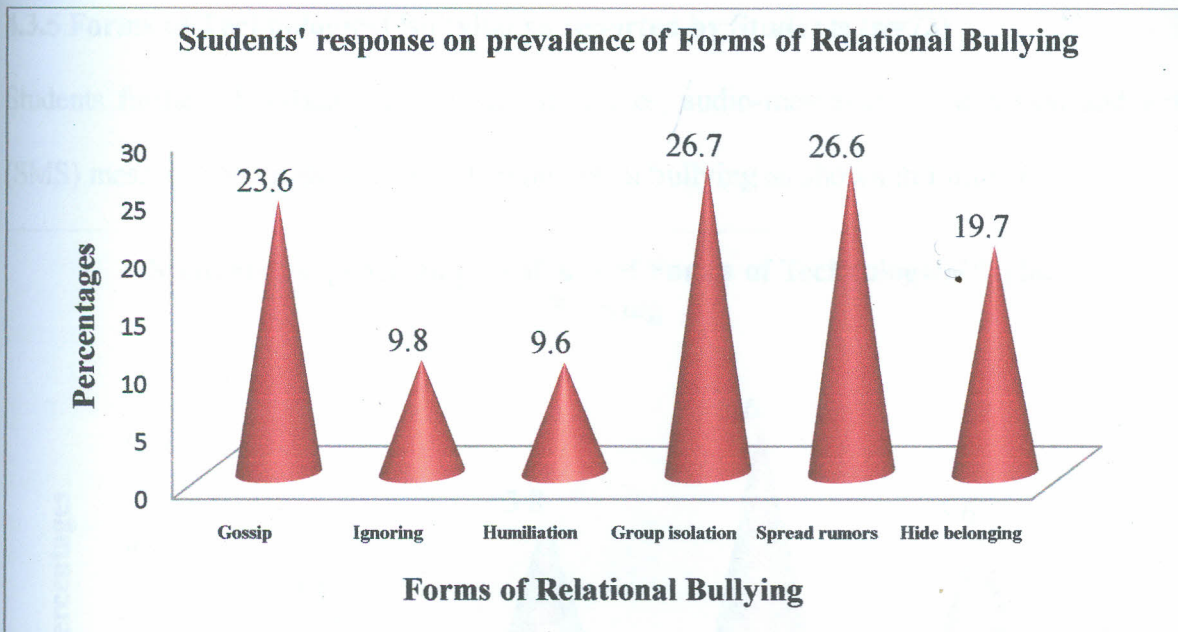
Figure 5: Student's response on Forms of Relational Bullying

As shown in Figure 5, 93 (26.7%) students observed group isolation as the main relational problem in public secondary schools followed by spreading rumours which was identified by 92 (26.6%) students. Out of 159 students, 39 (9.8%) indicated that ignoring colleagues was prevalent and 38 (9.6%) also felt that humiliation of bullying victims was common.

The finding of the study on group isolation as perceived by 93 (26.7%) students seem to be higher than findings of Salmivalli, Karna and Poskiparta (2011) which established that exclusion of students or group isolation was rated 5.3% in Finland government schools. Ndetei *et al*. (2007) argue that girls value social relationships more than boys hence those who are bullies set out to disrupt social relationships of girls they bully by telling lies or spreading rumours about them using modern technologies such as cell-phones. Observations made by 5 (31.3%) heads of G & C during the interview concurred with students' observation that group isolation, rumours and gossiping were indeed common in schools.

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4.3.5 Forms of Technological Bullying as reported by Students (n=72)

Students further identified use of visual messages, audio-messages, audio-visual and written (SMS) messages as forms of cyber / technological bullying as shown in Figure 6.
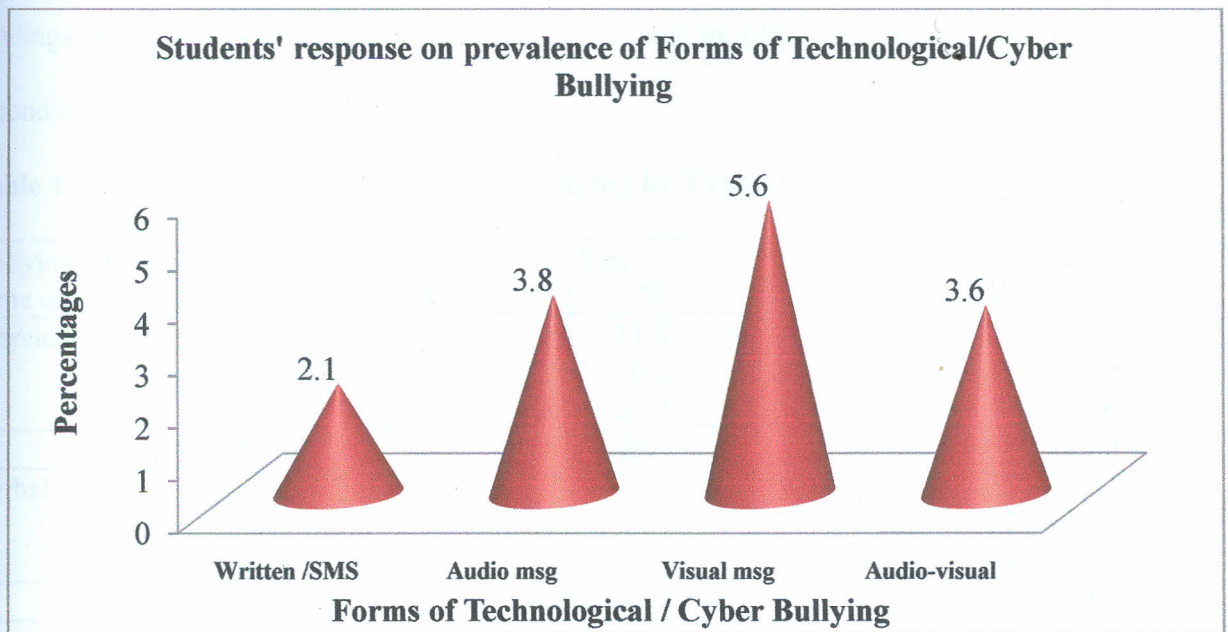
Figure 6: Students' response on Forms of Technological / Cyber Bullying

From the Figure, use or sending of visual messages as observed by 22 (5.6%) students as the most prevalent form of technological / cyber bullying but use or sending of written messages through internet or SMS via cell-phones indicated by 8 (2.1%) students was the least common form of bullying victims. Cyber bullying, Thomas and McGee (2012) argue is more pervasive and harmful than other types of bullying such as physical bullying.

This is because its bullying effects can reach a large number of victims at once and the bully also doesn't have to be physically present. However, prevalence of these forms of cyber bullying is low (below 6%) compared to a recent study by the Pew Internet and American Life Project which established that 26% of teens have been harassed through their mobile phones either by calls (audio) or text messages (SMS) (Lenhart *et al.*, 2010 in Thomas & McGee (2012). In Brisbane, Australia, Campbell (2005) also reported higher percentage of cyber bullying where 11% of students identified themselves as cyber bullies and nearly 14% as

victims. Interview with 3 (16%) heads of G & C had similar observations as made by students in Figure 6.

4.3.6 Types of bullying as reported by Students by Type of School

Findings of the study on types of bullying behaviour as perceived by students by type of secondary school are presented in Table 4.

Table 4: Students' response on Types of Bullying by Type of School (n=447)

| Bullying of Students in School | | Yes | | No | | Total | |
Type of bullying	Type of school	f	%	f	%	f	%
Physical	Boys	51	11.4	51	11.4	102	22.8
	Girls	29	6.5	36	8.1	65	14.6
	Mixed	124	27.7	156	34.9	280	62.6
	Total	**204**	**45.6**	**243**	**54.4**	**447**	**100.0**
Verbal	Boys	74	16.6	28	6.3	102	22.9
	Girls	51	11.4	14	3.1	65	14.5
	Mixed	175	39.1	105	23.5	280	62.6
	Total	**300**	**67.1**	**147**	**32.9**	**447**	**100.0**
Relational	Boys	37	8.3	65	14.5	102	22.8
	Girls	30	6.7	35	7.8	65	14.5
	Mixed	114	25.5	166	37.2	280	62.7
	Total	**181**	**40.5**	**266**	**59.5**	**447**	**100.0**
Technological	Boys	21	4.7	81	18.1	102	22.8
	Girls	16	3.6	49	11.0	65	14.6
	Mixed	45	10.0	235	52.6	280	62.6
	Total	**82**	**18.3**	**365**	**81.7**	**447**	**100.0**

As shown in Table 4, verbal bullying was the most prevalent in boys' schools as reported by 74 (16.6%) students followed by physical bullying as indicated by 51 (11.4%) then relational and technological bullying. In girls' schools, verbal bullying was similarly the most common as indicated by 51 (11.4%) students followed by relational bullying as shown by 37 (8.3%) respondents then physical and technological bullying. In mixed school, verbal bullying was also most prevalent as indicated by 175 (39.1%) students followed by physical bullying as reported by 124 (27.7%) students then relational and technological bullying. Verbal bullying, however, still remained the most common in the three categories of schools as indicated by 300

(67.1%) students, followed by physical bullying as reported by 204 (45.6%) students then relational bullying reported by 181 (40.5%) and technological bullying as reported by 82 (18.3%) of the students.

In Australia, Cross *et al.*, (2011) found that in a national bullying survey in government primary and secondary schools 7.7% of female students engaged more in verbal bullying than male students (5.2%). This may account for high prevalence of verbal type of bullying in mixed and girls' schools. In contrast, Salmivalli, Karna and Poskiparta (2011) established that in Finland, physical bullying was the highest among nine (9) different forms of bullying in schools though it was only 4.3% high.

4.3.7 Types of Bullying as reported by H.G & C

Heads of G & C response on types of bullying among students is shown in Table 5.

Table 5: H.G & C response on Types of Bullying (n=16)

Do students bully others by this type of bullying?	Yes		No		Total	
	f	%	*f*	%	*n*	%
Physical	6	37.5	10	62.5	16	100
Verbal	9	56.2	7	43.8	16	100
Relational	1	6.2	15	93.8	16	100
Technological	1	6.2	15	93.8	16	100

From the Table, 9 (56.2%) out of 16 H.G & C indicated that verbal bullying was a major problem in schools but cases of relational and technological bullying was few (6.2%). Technological bullying is less prevalent. This may be because it is an emerging type of bullying among the youth or due to banning of cell-phone use by students in schools by the government of Kenya.

Reports from in-depth interview with 7 (43.8%) heads of G & C showed that physical bullying was the most prevalent followed by verbal bullying as reported by 6 (37.5%), relational

bullying as reported by 4 (25%) and then technological bullying as shown by 1 (6.2%) of the heads of G & C. This is discordant with what they reported in the questionnaire.

4.3.8 Types of Bullying as reported by Deputy Principals

Deputy Principals were equally asked if students in school did physically, verbally, relationally and cyber bully other students and their response is shown in Table 6.

Table 6: Deputy Principals' response on Types of Bullying (n=16)

Do students bully others by this type of bullying?	Yes		No		Total	
	f	%	f	%	n	%
Physical	6	37.5	10	62.5	16	100
Verbal	8	50.0	8	50.0	16	100
Relational	10	62.5	6	37.5	16	100
Technological	0	0.0	16	100.0	16	100

As shown in Table 6, it emerged that 10 (62.5%) deputy Principals reported relational bullying was most prevalent but all the 16 (100%) deputy Principals indicated that technological bullying was non-existent in schools. Possession and use of mobile phones by students in school is illegal according to MoE (Opondo, 2008). Deputy Principals may not be aware some students access the gadgets as reported by 1 (6.2%) head of G & C and 82 (18.3%) of the students. Many students bullied through technology are in mixed schools which mostly are day schools (USAID, 2012). In these mixed schools technological bullying could be taking place either on the way to school or from school.

4.4 Teachers' and Students' Perceptions on Use of Individual and Group Approaches in managing Bullying in Public Secondary Schools in Kisumu East District

The study sought to establish how individual and group approaches were used to manage bullying behaviour in secondary schools in Kisumu East district. Results are presented in Table 7.

4.4.1 Use of Individual and Group Approaches as reported by Students (n=447)

Table 7: Students' response on Use of Individual and Group Approaches

Type of Bullying	G & C approach Used	Low f	Low %	Undecided f	Undecided %	High f	High %	Total n	Total %
Physical	Individual	273	61.1	38	8.5	136	30.4	**447**	**100**
	Group	289	64.7	21	4.7	137	30.6	**447**	**100**
Verbal	Individual	210	47.0	47	10.5	190	42.5	**447**	**100**
	Group	218	48.8	46	10.3	183	40.9	**447**	**100**
Relational	Individual	206	46.1	71	15.9	170	38.0	**447**	**100**
	Group	173	38.7	66	14.8	208	46.5	**447**	**100**
Technological	Individual	288	64.4	75	16.8	84	18.8	**447**	**100**
	Group	292	65.3	53	11.9	102	22.8	**447**	**100**

As shown in Table 7, 190 (42.5%) students reported that individual approach was used mostly to address verbal bullying and relational bullying as shown by 170 (38%) students. Concerning group approach, 208 (46.5%) students felt that it was used mostly to manage relational bullying followed by verbal bullying as indicated by 183 (40.9%) students. This finding concurs with Oruko (2010) who established that G and C services were mostly used to manage use of foul language (verbal bullying) in schools in both Kisumu East and West districts. Since verbal (66.8%) and relational bullying (45.8%) are also more prevalent than physical (40.3%) and technological (18.2%) bullying as reported by students, and both heads of G & C and D/Principals, it may explain why individual and group approaches are less used to address physical and technological bullying.

According to Oyewusi and Orolade (2014) few students (5.4%) report cyber and physical bullying to teachers who include counsellors for action (guidance and counselling or disciplinary measures) compared to 42.5% who report to friends and 41.2% who do not report at all. This may jeopardize usage of the approaches against cyber and physical bullying. On the contrary, Afullo (2005) found out that 5 (71.4%) secondary schools used G & C services to manage general indiscipline cases and Owaa (2010) established that 30% of peer counselors used individual approach to help students with personal challenges.

4.4.2 Use of Individual and Group Approaches as reported by Heads of G & C

When H.G&C were asked to rate the use of individual and group approaches to address bullying in secondary schools in Kisumu East district they responded as shown in Table 8.

Table 8: H.G & C response on Use of Individual and Group Approaches (n=16)

Type of Bullying	G & C approach Used	Low f	Low %	Undecided f	Undecided %	High f	High %	Total n	Total %
Physical	Individual	9	56.2	0	0.0	7	43.8	16	100
	Group	10	62.5	0	0.0	6	37.5	16	100
Verbal	Individual	6	37.5	0	0.0	10	62.5	16	100
	Group	10	62.5	0	0.0	6	37.5	16	100
Relational	Individual	6	37.5	2	12.5	8	50.0	16	100
	Group	9	56.2	0	0.0	7	43.8	16	100
Technological	Individual	4	25.0	6	37.5	6	37.5	16	100
	Group	9	56.2	1	6.3	6	37.5	16	100

From Table 8, it appears that individual approach was mostly used in managing verbal type of bullying as indicated by 10 (62.5%) heads of G & C and relational bullying as shown by 8 (50%) respondents. The study further established that group approach was mostly used in

managing relational bullying as reported by 7 (43.8%) students and verbal bullying as shown by 6 (37.5%) respondents. The report from heads of G & C is similar to that of students above where both approaches are mostly used to control verbal and relational bullying but less used to address physical and technological types of bullying.

Despite that the level of use of both approaches by heads of G & C is high compared to finding by Owaa (2010) in which only 27.3% of heads of G & C preferred individual and group therapy (approach) in helping students. The two approaches are used more to address verbal and relational bullying since in groups most students are capable of learning positive behaviour on life-skill training in assertiveness against verbal abuse (Kamande, 2013) and through individual counselling, students develop more positive attitudes in relating with peers (Buttler, 2007). Interview with 7 (43.8%) heads of G & C on the other hand indicated that group G & C approach was further used in students' 'baraza' to address effects of bullying and life-skill training in anger management among students who were both bullies and victims of bullying.

4.4.3 Use of Individual and Group Approaches as reported by D/Principals (n=16)

Table 9: Deputy Principals' response on Use of Individual and Group Approaches

Type of Bullying	G & C approach Used	Low f	Low %	Undecided f	Undecided %	High f	High %	Total n	Total %
Physical	Individual	7	43.8	0	00.0	9	56.2	16	100
	Group	6	37.5	0	00.0	10	62.5	16	100
Verbal	Individual	10	62.5	0	00.0	6	37.5	16	100
	Group	13	81.2	0	00.0	3	18.8	16	100
Relational	Individual	5	31.2	1	6.3	10	62.5	16	100
	Group	9	56.2	4	25.0	3	18.8	16	100
Technological	Individual	8	50.0	4	25.0	4	25.0	16	100
	Group	14	87.5	1	6.3	1	6.3	16	100

As shown in Table 9, 10 (62.5%) respondents indicated that individual approach was mostly used to manage relational bullying followed by physical bullying as indicated by 9 (56.2%). Ten (62.5%) D/Principals also felt that group approach was mostly used to control physical bullying followed by verbal bullying (18.8%). This is a deviation from views of both students and heads of G & C who expressed the view that both approaches were mostly used to address verbal and relational types of bullying. Uses of both approaches are still inadequate. Kute (2009) established that 78% of peer counsellors in public secondary schools in Kisumu Municipality used individual counselling therapy to help fellow students with school and personal issues.

4.5 Teachers' and Students' Perceived Effectiveness of Individual and Group Approaches in Managing Bullying Behaviour in Public Secondary Schools in Kisumu East District

The study established effectiveness of individual and group approaches in managing bullying behaviour in public secondary schools in Kisumu East district.

4.5.1 Effectiveness of Individual and Group Approaches as reported by Students

Table 10 shows students' response on effectiveness of individual and group approaches in managing bullying in public secondary schools in Kisumu East district.

Table 10: Students' response on Effectiveness of Individual and Group Approaches

Type of Bullying	G & C Approach Used	Ineffective f	%	Undecided f	%	Effective f	%	Total n	%
Physical	Individual	191	42.7	50	11.1	206	46.1	447	100
	Group	200	44.8	59	13.2	188	42.0	447	100
Verbal	Individual	189	42.3	49	10.9	210	46.9	447	100
	Group	180	40.2	68	15.2	199	44.6	447	100
Relational	Individual	177	39.5	86	19.2	185	41.3	447	100
	Group	182	40.8	96	21.5	169	37.8	447	100
Technological	Individual	232	51.9	110	24.6	105	23.5	447	100
	Group	221	49.4	87	19.5	139	31.2	447	100

From Table 10, 210 (46.9%) students indicated that individual approach was effective in managing verbal bullying followed by physical bullying reported by 206 (46.1%) students and relational bullying as perceived by 185 (41.3%) students respectively. These percentages are high when compared to Owaa (2010) who established that one-on-one (individual) counselling approach was reported by only 32.6% as being effective in addressing drug and alcohol cases and 22.2% effective on sex issues.

Majority of respondents, however, indicated that both individual (51.95%) and group (49.4%) approaches were ineffective in addressing technological type of bullying in schools. But, it emerges from the survey that individual approach was more effective than group approach in managing the four varied types of bullying according to students.

4.5.2 Effectiveness of Individual and Group Approaches as reported by H.G & C.

Table 11: H.G&C response on Effectiveness of Individual and Group Approaches

Type of Bullying	G & C Approach Used	Ineffective f	Ineffective %	Undecided f	Undecided %	Effective f	Effective %	Total n	Total %
Physical	Individual	1	6.2	5	31.3	10	62.5	16	100
	Group	6	37.5	2	12.5	8	50.0	16	100
Verbal	Individual	0	0.0	1	6.2	15	93.8	16	100
	Group	0	0.0	0	0.0	16	100.0	16	100
Relational	Individual	0	0.0	3	18.8	13	81.2	16	100
	Group	0	0.0	6	37.5	10	62.5	16	100
Technological	Individual	6	37.5	6	37.5	4	25.0	16	100
	Group	6	37.5	3	18.8	7	43.7	16	100

As shown in Table 11, all the 16 heads of G & C department (100%) reported that group approach was effective in containing verbal bullying in the schools, followed by relational as indicated by 10 (62.5%) respondents and physical bullying as perceived by 8 (50%) of the respondents. The study also established that individual approach just like group approach was effective in addressing verbal bullying as reported by 15 (93.8%) heads of G&C followed by relational bullying (81.2%) and physical bullying (62.5%). Compared to Smith (2011) and Salmivilla, Karna and Poskiparta (2011) these approaches are more effective. Smith (2011) analyzed 44 high quality school based intervention programmes and found out that averagely they reduced bullying by 17-20%. In Finland, Salmivilla, Karna and Poskiparta (2011) established that Ki-Vi anti-bullying national programme reduced bullying prevalence in schools by 40-50% in later years.

4.5.3 Effectiveness of Individual and Group Approaches as reported by D/Principals

Deputy Principals rated effectiveness of individual and group approaches in managing bullying behaviour as shown in Table 12.

Table 12: D/Principals' response on Effectiveness of Individual and Group Approaches (n=16)

Type of Bullying	G & C Approach Used	Ineffective f	%	Undecided f	%	Effective f	%	Total n	%
Physical	Individual	3	18.8	0	0.0	13	81.2	16	100
	Group	3	18.8	3	18.8	10	62.5	16	100
Verbal	Individual	0	0.0	2	12.5	14	87.5	16	100
	Group	1	6.3	2	12.5	13	81.2	16	100
Relational	Individual	2	12.5	1	6.3	13	81.2	16	100
	Group	3	18.8	0	0.0	13	81.2	16	100
Technological	Individual	6	37.5	6	37.5	4	25.0	16	100
	Group	3	18.8	6	37.5	7	43.8	16	100

It emerges from Table 12 that 13 (81.2%) deputy principals reported that group approach was effective in managing both verbal and relational bullying, followed by physical bullying as perceived by 10 (62.5%) respondents. The study also found out that individual approach like group approach was effective in addressing verbal bullying as reported by 14 (87.5%) deputy principals followed by both relational bullying (81.2%) and physical bullying (81.2%). These views concur with those of heads of G & C where both approaches were effective in addressing verbal, relational and the physical types of bullying among students in school. However, the finding differs from Salmivalli, Karna and Poskiparta (2011) who established that physical bullying was 40% effectively managed by Ki-Va anti-bullying program, followed by cyber bullying at 36%, verbal bullying at 22%, and then relational bullying at 17%.

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Compared to Cross *et al.* (2011) both individual and group approaches are still more effective since in Australia, the National Safe Schools Framework Policy and Practice (NSSF) of 2003 reduced bullying victimization in schools from around 25% to 16.5% between 1999-2007.

4.5.4 Effective Approach between Individual Approach and Group Approach

When students, H.G & C and deputy Principals were asked to indicate which approach between individual approach and group approach was more effective in managing bullying behaviour in secondary schools, they responded as shown in Table 13.

Table 13: Students', H.G & C and D/Principals' responses on Effective Approach

Effective approach in managing bullying	Students		H.G&C		D/Principals	
	f	%	f	%	f	%
Individual Approach	270	60.4	8	50.0	11	68.8
Group Approach	147	32.9	6	37.5	5	31.2
Don't know	30	6.7	2	12.5	0	0.0
Total	**447**	**100.0**	**16**	**100.0**	**16**	**100.0**

It is clear from Table 13 that individual approach was considered more effective in addressing bullying problems in public secondary schools in Kisumu East district than group approach as reported by 11 (68.8%) deputy Principals, 270 (60.4%) students and 8 (50.0%) heads of G & C. Only 30 (6.7%) students and 2 (12.5%) heads of G & C were undecided on the matter. Rigby (2005), however, argues that no method of addressing bullying behaviour world over has been reported to be 100% effective. For instance, the 'shared concern' technique developed by Anatol Pikas in Australia and the Olweus Bullying Prevention Programme (OBPP) of 1983 (Smith, 2011). This is because each one method has its advantages and shortfalls. School guidance and counselling services should therefore be complimented by proactive 'whole school anti-bullying approach' domesticated by individual schools from a national anti-bullying policy in order to effectively manage bullying behaviour.

Interview with 11 (68.8%) heads of guidance and counselling department revealed that there was no clear government or MoE policy on bullying in schools other than the behaviour remaining illegal as provided for in the Education Act, 2013 (Republic of Kenya, 2013, the Safety standards manual for schools handbook (MoE, 2008), the Children's Act, 2001(Republic of Kenya, 2002) and national school health guidelines (Republic of Kenya, 2009). Affected students are either to be guided and counselled and / or disciplined by respective concerned school administration. No school was also found to have a clear policy on bullying prevention and / or intervention as indicated by 15 (93.8%) heads of guidance and counselling department during the interview. The behaviour is addressed using school rules like other indiscipline cases or student misbehaviours.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study's findings, conclusions and recommendations based on the stated objectives.

5.2 Prevalence of Bullying Behaviour among Students

Findings of the study revealed that bullying of students was prevalent in public secondary schools in Kisumu East district as indicated by 139 (31.1%) of the students, 9 (56.3%) of heads of Guidance and Counselling departments and 8 (50.0%) of the deputy Principals. By type of school, bullying was most prevalent in mixed secondary schools followed by boys' schools and then girls' schools.

5.3 Types and Forms of Bullying observed by Students

5.3.1 Types of Bullying

The study's findings established that out of the physical, verbal, relational and technological or cyber types of bullying, verbal bullying was the most common as reported by 268 (66.8%) of students, 9 (56.2%) heads of G & C departments and 8 (50.0%) of the deputy Principals.

By type of school, verbal bullying was the most common in the three categories of schools followed by physical, relational and then technological bullying, except in girls' schools where verbal type of bullying despite being the most common was followed by relational, physical and then technological bullying.

5.3.2 Forms of Bullying

The study finding revealed that taking personal items was the most common form of physical bullying as reported by 96 (24.3%) of the students and least common was pulling of ears at 7.1%. The study further identified name calling as the most common form of verbal bullying as reported by 166 (42%) of students whereas laughing of victims was the least common as

showed by 85 (21.5%) of the students. Concerning relational bullying, the study revealed that isolation of victims from groups was the most common behaviour as indicated by 93 (26.7%) students but humiliating victims was least common as reported by 38 (9.6%) of the students. The most common form of technological bullying was the use of visual messages as showed by 22 (5.6%) of the students whereas use of written messages (SMS) was least reported by 8 (2.1%) of the respondents.

5.4 Use of Individual and Group Approaches in Managing Bullying Behaviour

The study found out that the use of individual guidance and counselling approach in managing bullying behaviour in public secondary schools in Kisumu East district was perceived to be higher than use of group guidance and counselling approach as reported by about 8 (48.5%) heads of guidance and counselling and 7 (45.3%) of the deputy Principals, except 158 (35.2%) students who felt otherwise compared to 145 (32.4%) of the students. The individual approach was mostly used to address verbal and relational types bullying whereas group approach was mostly used to manage physical and technological types of bullying.

5.5 Effectiveness of Individual and Group Approaches in Managing Bullying

Effectiveness of using individual and group guidance and counselling approaches in addressing bullying was considered for this study.

Findings of the research established that the use of individual guidance and counselling approach in addressing students bullying problems in public secondary schools in Kisumu East District was effective as perceived by 177 (39.5%) of the students, 11 (65.6%) heads of guidance and counselling department, and 11 (68.7%) of the deputy Principals respectively.

The study's findings also established that use of group approach was effective in addressing bullying behaviour in public secondary schools as reported by 174 (38.9%) of the students, 10 (64.1%) heads of guidance and counselling and 11 (67.2%) of the deputy Principals in

Kisumu East District. Both approaches, however, were also more effective in managing verbal and relational types of bullying than physical and technological bullying.

5.6 Conclusions

The following conclusions were made based on the findings of the study:

1. The first research objective sought to establish teachers' and students' perceptions on the prevalence of bullying behaviour among students in Kisumu East District, Kisumu County.

Bullying of students is still prevalent in public secondary schools in Kisumu East District and the behaviour is more prevalent in mixed gender secondary schools than in boys' secondary schools and girls' secondary schools.

2. The second research objective sought to identify types and forms of bullying experienced as perceived by students in public secondary schools in Kisumu East District, Kisumu County.

Out of the four types of bullying, verbal bullying was the most common behaviour experienced by students. By type of school, physical, verbal, relational and technological types of bullying were all most common in mixed gender secondary schools. Concerning forms of physical bullying, taking victims personal items was the most common, while name calling was concluded as the major problem of verbal bullying. Group isolation and spreading rumours were the worst forms of relational bullying whereas use of visual messages / pictures was concluded as the most common forms of technological bullying.

3. The third research objective sought to determine the extent to which individual and group guidance and counselling approaches are used to manage bullying behaviour as perceived by teachers and students in public secondary schools in Kisumu East District, Kisumu County.

It was observed that both individual and group approaches were used to address bullying behaviour but individual approach was used more than group approach.

4. The fourth objective sought to determine the effectiveness of individual and group guidance and counselling approaches in managing bullying as perceived by teachers and students in public secondary schools in Kisumu East District.

The study established that both individual and group approaches were effective in controlling bullying behaviour among students in public secondary schools in Kisumu East District. However, individual approach was more effective than group approach.

5.7 Recommendations

The following were recommendations made from the findings of the study.

(1). In order to rapidly reduce and subsequently eliminate bullying in public schools, the Ministry of Education should professional counsellors man G & C in schools. It should also formulate a national school anti-bullying policy which is lacking. Education stake holders such as school administrators should direct more preventive and interventions efforts in mixed gender schools where high prevalence of bullying is taking root.

(2). The study identified verbal type of bullying as the most common and technological / cyber bullying as an emerging type of bullying. School guidance and counselling programs should therefore focus on addressing verbal forms of bullying particularly name-calling. The Ministry of Education and other line Ministries should also provide comprehensive training and public education to school administrators, teachers and students on safe use of electronic communication media such as the internet and forms of cyber bullying. Additionally, the MoE should continue effecting the ban of carrying of cell-phones to schools since they may promote bullying.

(3). The study established that individual guidance and counselling approach was used more as well as was more effective than group approach in managing bullying in schools. In order to enhance effective use of both approaches in addressing bullying in school, MoE and TSC should train and / or post more professional teacher-counselors to schools.

5.8 Suggestions for Further Research

The following areas are recommended for research.

(1). Factors that promote bullying among students in mixed public schools. This will create awareness on the new trend of bullying from the traditional boys' and girls' schools.

(2). Factors that contribute to verbal bullying in public schools. This will help address the prevalence and effects of this type of bullying behaviour especially among female gender.

(3). Challenges facing the effective use of group guidance and counselling approach in public secondary schools. This will enhance its use and effectiveness hence promote service delivery in managing bullying and other indiscipline cases.

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