

**SOCIAL CONTEXT OF BULLYING IN PUBLIC SECONDARY SCHOOLS IN
KISUMU-EAST SUB-COUNTY, KISUMU COUNTY, KENYA**

BY

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ABSTRACT

Bullying is a global problem that has negative consequences on school environment and lives of students. Research indicates that the prevalence of bullying is high ranging from 27% in developed countries to as high as 70% in developing countries. In Kenya, the Ministry of Education declared bullying illegal. Despite this, there are still cases of bullying being reported in public secondary schools in Kisumu-East sub-county, Kisumu County. This therefore prompted this study. Hence, the purpose of this study was to examine the social context of bullying in public secondary schools in Kisumu East sub-county. Specifically, this study sought to examine prevalence of bullying in public secondary schools in Kisumu-East sub-county; explore social factors associated with bullying among the students; and determine the social implications of bullying in public secondary schools in Kisumu-East sub-county. The study was guided by the social dominance theory which was proposed by Sidanius in 2006. The study used a descriptive survey research design. The study population was 3520 students out of which 10% (352) were sampled using simple random sampling. The target population also included secondary school principals and guidance and counseling teachers. Purposive sampling was used to select 5 principals and 5 guidance and counseling teachers. The study utilized 352 questionnaires administered to the students and 10 interview guides for the 5 principals and 5 guidance and counseling teachers. Quantitative data was analysed through descriptive statistics by the aid of Statistical Package for Social Sciences (SPSS) version 22 and presented in frequencies, percentages and tables. Qualitative data was analyzed by identifying emerging themes and was presented through textual descriptions. The prevalence of bullying in public secondary schools in Kisumu-East sub-county was 75.6 % with only 24.4% of the students not involved in bullying. In addition, the findings showed that majority of students strongly agreed, that they were involved in bullying due to social factors such as coping with their parents aggressive behaviors and watching violent movies. Findings also showed that the social implications of bullying included poor academic performance, low self-esteem and psychological harm. In conclusion, bullying among students in Kenya is still a challenge and results into students' problems including; truancy, dropout and poor academic performance. Most bullying is influenced by poor parenting styles hence there is need for government to enlighten parents on best parenting methods. There is need to provide support to students who have been bullied to promote effective coping and to prevent the development of behavioral or mental health concerns. Moreover, involve families and communities in bullying prevention as well as adopting school policies that recognize and prohibit bullying. The findings to this study may be significant to policy makers and principals in terms of formulation of policy guidelines and their implementation in the management of student discipline in secondary schools.

CHAPTER ONE: INTRODUCTION

1.1 Background Information

Bullying in schools is a worldwide problem that has negative implications on the general school environment (Bank, 2000). Although much of the formal research on bullying has taken place in the United States of America, Great Britain and Japan, the problems associated with bullying have been noted and discussed wherever formal schooling environments exist (Asamu, 2006).

Notably, various studies have established that approximately 15% of students in the globe are either bullied or are initiators of bullying (Olweus, 2000; Wolke & Samara, 2004). Bullying is one of the most common forms of violence in society; between 15% and 30% of students in the United States of America are bullies or victims of bullying. Direct bullying seems to increase through the elementary years in the US, peaks in middle school, and declines during high school years. Bullying more often takes place at school rather than on the way to and from school.

Asamu (2006) conducted studies in some African countries focusing largely on bullying of female students, with Nigeria at 67.2%, Tanzania at 68.9% and Uganda at 71%. Studies indicate that being in school has often placed young girls in difficult, uncomfortable and even vulnerable circumstances to bullying (Longwe, 2008); Mirembe and Davies, 2001; Aikman & Unterhalter, 2005). In a South African survey, girls report experiencing acts of aggression like beating and slapping by male friends. The male perpetrators of bullying might include students, teachers and even parents (Carrera, 2008).

In Tanzania, the main belief is that punishment is useful in reducing bullying in schools (Griffins,1996).

In Kenya, the Ministry of Education declared bullying illegal (African Network for the Prevention and Protection against Child Abuse and Neglect, ANPPCAN, Kenya Chapter 2005).

In conformity with paragraph 47(d) of the Education Act (CAP.327), the Ministry of Education established a committee in late 2000 to formulate policy guidelines on behavior and discipline in schools. The document provides schools with guidelines that clearly spell out anti bullying policies. However, some schools do not fully implement these anti bullying policies hence the perpetrators are not always brought to book.

Despite this, bullying is still experienced in secondary schools. For example on 30th July 2006, the Daily Nation reported that a Form One student in a Nyeri Secondary school was bullied to death by senior colleagues, the student died from injuries a fortnight later. The Daily Nation of February 15, 2007 reported that Form 1 students of Kiriani Boys high school, Meru South District were bullied by fellow students on their first night in the school. The older boys ordered the newcomers to strip naked so that they could be inspected. Those who were not circumcised spent the whole night going through all manner of torture and insults. They were forced to part with their pocket money and keys to their boxes. With no proper reporting mechanism of such sensitive issues, most of these cases go unreported for fear of intimidation by the bullies (Griffins, 1996). Therefore, the study sought to examine social context of bullying in public secondary schools in Kisumu- East Sub-County.

In Kenya, parents are expected to contribute to the development of their children. This is by ensuring that their children do not engage in other activities like bullying which may cause

injuries to their lives both at home and at school. In some cases it is the parents themselves that engage their children into bullying activities and as a result giving wrong guidance to their children (Kyegombe, et al, 2017). Therefore, it is the responsibility of every parent to give proper guidance to their children. This includes taking firm actions in cases where their children are culprit of bullying cases whether in school or at home (Kaplan, Sanchez & Hoffman, 2017).

Secondary schools in Kenya are the learning institutions where children are expected to be nurtured both academically as well as holistic life. This is where they are equipped with life skills which can enable them to be better people in the society. In addition, secondary schools in Kenya are in different categories namely mixed day, boys boarding, girls boarding or mixed boarding and day secondary schools (Mungai, 2016).

Public schools are schools run and managed by the government. Similarly, they are schools which are funded by the government as well. On the other hand, private schools in Kenya are schools which are not necessarily managed by the government but by the private owners. In private schools parents pay for the most activities in the school right from learning purposes to other extra curriculum activities thus they become part of the school management and the running of the schools. This therefore may explain the reason as to why there are fewer reported cases of bullying in private schools as compared to public schools (Van der Berg et al, 2017).

Public secondary schools in Kisumu-East Sub-County have had cases of bullying. Between 2006 and 2009, figures from the County Directors office revealed that there were 900 cases of student bullying in Kisumu-East Sub-County. This is relatively high considering that the students population stands at 3,951, this finally impacts negatively on the conduct of the students when they join university (Okoth, 2014).

As much as the schools in Kisumu-East sub-county serve students from diverse socio-economic backgrounds where in some cases proper parental supervision and control of these students is lacking, there is still need to unearth the social factors associated with bullying. Parenting styles characterized by psychological control and lack of nurturing have also been examined as possible links to the development of bullying (Van der Kaap-Deeder, et al, 2017). Parents may exert psychological control by relying heavily on the use of guilt, engaging in personal attacks, threatening to withdraw love or support and constraining verbal expressions. Parents may display a lack of nurturing by offering low levels of emotional support and relying too heavily on coercive disciplinary methods. Generally speaking, the family background of children who bully others is characterized by neglect, dominance, hostility and harsh punishment (Estaben, 2017).

In Kisumu East Sub-County, researchers have found cases of bullying to be at 18% as compared to Private secondary schools which stood at 11% (Ngotho, 2013). In addition, in Kisumu East Sub-County the number of bullying cases stands at 18% as compared to Kisumu west where bullying cases is at 7% in public secondary schools. the number of students in Kisumu East stands at 3520 as compared to the number of students in Kisumu West which is 3201 as per the period of the study (Ngotho, 2013). Comparing these cases of bullying to other neighbouring counties like Siaya, which is a pre urban town as well, bullying in secondary schools stands at 10% as compared to private secondary schools where bullying rate was at 7% (Karuti, 2015). Due to the foregoing studies a research had to be carried out to examine bullying in Kisumu East Sub-County.

1.2 Statement of the Problem

Bullying cases have been on the increase in Kenya. In Kisumu East Sub-County alone, there are cases of bullying which some researchers' have found to be at 18% as compared to Private secondary schools which stood at 11%. In addition, in Kisumu East Sub-County the number of

bullying cases stands at 18% as compared to Kisumu West where bullying cases are at 7% in public secondary schools. Again, the number of students in Kisumu East Sub-County is high at 3520 as compared to the number of students in Kisumu West which is 3201 as per the period of the study. Comparing these cases of bullying to other neighboring counties like Siaya, which is a pre urban town as well, bullying in secondary schools stands at 10% as compared to private secondary schools where bullying rate was at 7%. Since the number of bullying cases are higher in public secondary school in Kisumu East, this study had to be conducted.

The social implications of bullying in secondary schools in Kisumu-East sub-county has not been adequately documented. This is one of the most certain explanations as to why bullying is still a problem despite the roles played by teachers in curbing bullying in secondary schools, there are still constant cases of bullying in the sub-county. This therefore calls for an examination on the social context of bullying in public secondary schools in Kisumu-East Sub-County.

1.3 Research Questions

- i. What is the prevalence of bullying in secondary schools in Kisumu-East Sub-County in Kisumu County?
- ii. What are the social factors associated with bullying among secondary school students in Kisumu-East Sub-County, in Kisumu County?
- iii. What are the social implications of bullying in secondary schools in Kisumu-East Sub-County, in Kisumu County?

1.4 Objectives of the Study

The study was guided by the following objectives:

1.4.1 Overall Objective

To examine social context of bullying in secondary schools in Kisumu-East Sub-County, Kisumu County.

1.4.2 Specific Objectives

1. To examine prevalence of bullying in secondary schools in Kisumu-East Sub-County.
2. To explore social factors associated with bullying among the students in Kisumu-East Sub-County.
3. To determine the social implications of bullying in secondary schools in Kisumu-East Sub-County.

1.5 Significance of the Study

While the implications of bullying may include relatively minor incidents such as truancy and absenteeism from school, it may also have long term and more critical impact such as opting to drop out of school. Bullying is thus clearly a problem that deserves investigation and prevention. Despite the consequences of bullying, the social context of bullying in public secondary schools in Kisumu-East Sub-County has not been well explored; an aspect that this study addresses.

The findings generated from this study might be of great significance to policy makers, administrators of schools, teachers, students, parents and community members as it may provide information on how to reduce the problem of bullying. The study findings will also contribute to the body of knowledge that would provide a basis for future studies on bullying, for instance on how to empower students on conflict resolution, peer counseling and assertive training.

1.6 Scope and Limitations of the Study

The study was carried out in Kisumu-East Sub-County, Kisumu County; the target population was public secondary school students, teachers in charge of guidance and counseling and principals.

One major delimitation of this study was that it excluded private secondary schools within Kisumu-East sub-county where bullying might also be taking place.

1.7 Theoretical Framework of the Study

The study was guided by the Social Dominance Theory (SDT) which was proposed by Sidanius (2006). It explains prejudice and aggression resulting from a natural human predisposition to create hierarchies, whose function is not to provide the individual with a recognizable social identity, but to minimize social conflicts. According to this theory, individuals strive to form social groups because its advantageous to do so (Sidanius 2006).

According to Pratto (1999) Social Dominance Theory is a consideration of group conflict which describes human society as consisting of oppressive group-based hierarchy structures. The key principle of Social Dominance Theory is group.

The reason why social groups exist in human societies is that they are necessary for survival of inter-group competition during social conflict and are more efficient (Grusky, 2002).

The theory is relevant to this study in that secondary school students tend to identify themselves with a particular peer group also known as hierarchies. According to this theory, clearly established hierarchies can serve to minimize conflicts within a group. Groups with clear hierarchies are more organized and thus able to defend themselves against bullying. In this way the students feel more at ease when they are in these hierarchies.

This theory is also relevant to this study in that the study targeted secondary school students aged between 14 years to 20 years and this age is marked by puberty. At puberty, boys and girls start establishing social groups and social status and they also start competing with potential mates. These social and psychological changes may predict instances of bullying. According to Felicia

(2001), having close ties to friends in a peer group can protect one against bullying. Students who witness their friends being bullied were more likely to help fight the bully. Bullying can take place in the context of the school, a particular class or a friendship group. This helps victims of bullying establish his or her place in a group. This theoretical framework sheds some light on why bullies are disliked or rejected by their classmates, the reason being they tend to disrupt the group's stability (Grusky, 2002).

CHAPTER TWO: LITERATURE REVIEW

This section presents literature that was relevant to the study. The related literature was reviewed and discussed under the sub headings on the concept of prevalence of bullying in secondary schools, social factors associated with bullying in secondary schools and the social implications of bullying in secondary schools.

2.1 Prevalence of Bullying in Secondary Schools

Bullying is a global phenomenon. In Europe the prevalence of bullying has been reported by the International survey of adolescent health behaviors (2005). The survey notes that the percentage of students who reported being bullied at least once during the current term ranged from a low of 15% to 20% in some countries to a high of 70% in others (Olweus, 2000).

In the United Kingdom, bullying is a pervasive problem. As cited in McEachern, Kenny, Blake & Aluede (2005), a study of 6758 students in 24 schools the city of Sheffield revealed that 27% of elementary and middle school sampled reported being bullied some times in the term. A study of 7000 elementary and secondary school students in the United Kingdom revealed that 29% of boys and 24% of girls in the elementary schools experienced some form of physical bullying. The study further revealed that approximately, 41% of boys and 39% of girls experienced bullying (Pellegrini, 2002).

In recent reports from The Swedish National Agency for Education (2010), approximately 60–80% of the students in Swedish elementary schools (demarcated to Grades 4–6) reported that they had been bullied at school. According to the Swedish Education Act (2010), every school in Sweden has to prevent all forms of bullying and intervene when students are found to be victims at school. Nevertheless, scientifically evaluated methods or programmes for anti-bullying

practices are still poorly implemented or not at all in Swedish schools (The Swedish National Agency for Education, 2011).

Olweus (2000) conducted a prevalence study with a sample of Scandinavian children ages 7-16, found out that between 5% and 9% of school children reported being bullied on a regular basis. Based on further work in Norway, he concluded that 15% of the primary and junior-high schools sampled were involved in regular interactions as either bullies or victims, with 3% being bullied and 2% bullying others at least once every week.

According to Baibe (2000), bullying is the most common form of violence in society; between 15% and 30% of students are bullies or victims of bullying. Direct bullying seems to increase through the elementary years, peaks in middle school, and declines during high school years.

In South Africa, according to a study published by Free State University by African Christian Action (2003) more than 32% of learners reported that they were targeted by bullies in the bus, taxis, on their way to school or in toilets and showers in school. The study also reported that 50% of teachers had bullied their students, 30% of them admitted they were guilty of bullying at least once a month.

In Nigeria Asamu (2010) established the prevalence and nature of bullying among secondary school students in Osun state, the study adopted a descriptive survey research design and sampled 750 students using stratified random sampling technique, the results showed that the prevalence of bullying among students was 67.2%, from this 88.1% had been bullied and 33.1% were bullies. While physical bullying seems to decrease with age, verbal bullying appears to be constant among teenagers. Boys engage in physical bullying and are victims of bullies more

frequently than girls. Girls who bully are likely to utilise subtle and indirect strategies, such as spreading rumours and enforcing social isolation (Olweus, 2000).

Okoth (2014) investigated bullying in public secondary schools in Nairobi, Kenya. The study used a self-report socio-demographic questionnaire on 1,012 students from a stratified sample of public secondary schools in Nairobi to establish the prevalence of bullying. The findings were 63.2% (640) of female and 81.8% (828) of male students reported various types of bullying. The foregoing studies failed to look at the prevalence of bullying in secondary schools and this is yet to be explained by this study carried out in public secondary schools in Kisumu-East Sub-County.

2.2 Social Factors Associated with Bullying

2.2.1 School factors

According to Parke & Slaby (2000) bullying was positively related to peer popularity amongst students in the United States of America. Gunga (2013) explored differences in peer statures among bullies. There were bullies, who were popular in their clique and those bullies tended to make use of aggression instrumentally. Bullies prefer fellow bullies to normal peers as friends. The proactive use of aggression was associated with higher peer stature and reactive use of aggression was associated with low social preference. (Cillessen & Prinstein, 2003)

Asamu (2006) used hierarchical linear modeling to assess individual student, family, and school predictors of aggression in 11,662 students in sixth, seventh, and eighth grades in high schools in South Africa. Measures of problem-solving strategies, peer interaction and perceptions of school environment were analyzed at the individual student level. The study found that school policies and culture were strongly associated with bullying at the individual student level. Measures of problem solving were most strongly predictive of bullying. Inclusion of students in policy and

rule processes, cultural sensitivity education and teaching that emphasizes understanding over memorization was significant predictors of bullying at the school level.

Shipman (2000) hypothesized that bullying tends to decline steadily as children grow older because most children gradually acquire better social skills with age in a study conducted in Nigeria. Additionally, they suggested that over time there are a smaller proportion of older, stronger, potential- bullies present in their peer groups. This supports the idea that children tend to “grow out” of bullying, or that it is “just a phase” that children pass through. Carrera (2008) suggested that the peak in bullying and victimization is usually between ages 9 and 15, with younger children typically being victimized by older children, and older children being selected as targets based on weakness or slower development.

Okoth (2014) investigated bullying in Kenyan secondary schools, its manifestations, causes, consequences and mitigation measures. The study design was mixed methods conducted among students and principals in secondary schools in Kenya. Sixteen principals and two hundred and forty students were randomly sampled and participated in the study. The findings showed that both intra-school and extra-school factors such as school rules and regulations were related to the incidences of bullying in schools. Additionally, peer influence and academic achiever syndrome were factors that showed significant association with bullying. The study recommended that anti-bullying policies should be effectively implemented in secondary schools. This study was being undertaken in Kisumu-East sub-county and it identified isolated cases where several social factors such as school affected the behavior of a student.

It is evident that bullying is practiced in Kenyan secondary schools. This is an area that even policy makers have tried to develop policies including illegalization of bullying, yet cases of bullying are still on the increase (Minton, 2016). Students have complained that some of the

colleagues are constantly bullying them. Some student even drop from school due to bullying cases. Similarly, teachers have also engaged in one way or the other in bullying activities (Bax, 2017).

2.2.2 Family factors

Parenting styles characterized by psychological control and lack of nurturing have also been examined as possible links to the development of bullying in the United Kingdom. Parents may exert psychological control by relying heavily on the use of guilt, engaging in personal attacks, threatening to withdraw love or support and constraining verbal expressions. Parents may display a lack of nurturing by offering low levels of emotional support and relying too heavily on coercive disciplinary methods (Hawley, 2003).

The parent-child relationship has also been shown to be important. Children with positive relationships with their parents are less likely to participate in bullying. In other words, children who are securely attached to their parents are less likely to bully their peers. In the same vein, it has also been noted that children, who perceive their families to be less cohesive and less caring for each other, are also more likely to participate in school bullying. Generally speaking, the family background of children who bully others is characterized by neglect, dominance, hostility and harsh punishment (Olweus, 2004).

Machera (2006) focuses on how the upbringing and discipline methods chosen by parents influence the display of behaviors among children. In Norway, it has been found that children involved in bullying, come from families where the authoritarian parenting model dominates. The authoritarian is characterized by high severity and punitiveness. Moreover, children who are identified as bullies described their parents as authoritarian, punitive and non-supportive. This

same study was carried out in Kisumu-East sub-county to establish whether the same factors influenced the behavior of the student at school.

In South Africa, a study by Crick (2004) found that children who are nurtured in a family environment where there is cruelty and more hostile than positive interactions, children tend to be associated with bullying. He further asserts that, the expression of tender feelings by the parents combined with the level of understanding and support they show and, generally the positive approach which characterizes their relationships, is very important for the balanced development of a child. He recommends that providing the necessary assistance offers a child the sense of security and confidence, and also provides the necessary self confidence in order to respond to adequately difficulties which might arise.

In Nigeria, Asamu (2006) revealed that discipline methods enforced by parents were a significant factor influencing Children's involvement in bullying. He further asserts that parenting methods that affect children's behavior vary by the gender of parents. More particular, when mother appears to directly punish child's mistaken behavior, without justification, then both, the "victimization" and the "bullying others increases, On the other hand, the lack of any kind of response and the indifference which a father shows against a child's misbehavior is directly related with victimization.

In Kenya, Wesang'ula (2011) investigated teachers and students' perceptions of the physiological causes of bullying among public secondary school students in western province, the study adopted a descriptive survey design. The study population was 635 teachers and 65965 form two students. The study used stratified random sampling to select 213 students

and purposive sampling to select 120 teachers. The study findings showed that children who bully are more likely to have grown up without their biological father. He noted that boys are being taught by their fathers how to interact with other boys and how to remain secure against victimization. Subsequently, boys who do not have fathers do not develop these skills, to the same degree as boys who grew up with their fathers. This study in Kisumu-East sub-county sought to find out whether coming from single parent families was a factor associated with bullying.

2.3 Social Implications of Bullying

There has been a concern that frequent bullying among children has negative implications on a victims' academic achievement. This has been examined through a large scale study of bullying in United States of America by Nansel (2001). He found out that from the observation of 15000 students in grade 6-10, there was a significant association between bullying and lower perceived academic achievement.

In the United States of America a study survey by National Vital Statistics Report (2009), noted that suicide is the 3rd leading cause of death among youth ranging in age from 15 to 24. Furthermore, the U.S. Department of Health and Human Services reported "substantial increases in both homicide and suicide rates among males from 200 to 250. Youths who are bullied or who bully others, are at an elevated risk for suicidal thoughts, attempts and completed suicides (Coloroso, 2002). In the United Kingdom according to Rigby (2002), peer victimization is a predictor of children's behavior problems. 1st through to 4th graders in elementary school reported that being rejected and aggression by peers was associated with impulsive and emotionally reactive behaviors, they further asserts that being rejected by peers in 1st grade could predict early starting of conduct problems in 3rd and 4th grades. He also noted that a high level of

victimization and low level of social support correlated with higher anxiety, depression, social dysfunction and psychosomatic.

However studies from a large sample of students in Scandinavian countries have shown no evidence to understand bullying as a consequence of poor grades at school. Rather, it was found that both bullies and victims of bullying had somewhat lower than average marks than children not involved in bullying (Schuter, 2011). This particular study was out to find out whether or not a similar trend prevailed among the public secondary school students in Kisumu-East sub-county.

The incidence of bullying at schools has negative implication on students' opportunity to learn in an environment that is safe and secure and where they are treated with respect. Victims often have difficulty concentrating on their school work and may experience a decline in academic performance. They have higher than normal absenteeism and dropout rates and may show signs of loneliness. They have trouble making social and emotional adjustments, difficulty making friends, and poor relationships with classmates. They often suffer humiliation, insecurity, and loss of self-esteem and may develop a fear of going to school. The impact of frequent bullying can accompany victims into adulthood, where they appear to be at greater risk of depression and other mental health problems (Due, 2009). This study was carried out in Kisumu-East sub-county to establish whether the social implications of bullying were similar to this.

symptoms. This particular study in Kisumu-East sub-county asserts that there is negative self-worth and depression among victims of bullying.

In Kenya Okoth (2014) noted that bullying has a range of adverse consequences, including peer rejection, conduct problems and internalizing behaviors. However, bullying can also be used as

an adaptive strategy to obtain social prominence and perceived popularity. He further noted that close friendships among students who engage in bullying are often characterized by increased conflict and jealousy and can result in feelings of loneliness. It was therefore necessary to carry out a systematic study of this nature to examine the social implications of bullying in public secondary schools in Kisumu-East sub-county in Kisumu County.

Age differences are also factors that influence bullying in schools. For example, students aged more than 18 years and above tend to bully those younger than them in different ways. An example is where older students force the younger students to wash their clothes, fetch water or just give them authoritative orders whenever they feel like (Chen, 2017). This in one way or the other affects the psychological aspects of younger students in schools.

Bullying in boarding secondary schools is more than that of day secondary schools (McDonnell et al, 2017). In Kenya, recently, cases of bullying were witnessed in Alliance and Maseno High schools which even led to the demotion of the school principal. However, this study focused in bullying cases in secondary public schools in Kenya.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design; study's location; target population; sample size and sampling techniques; instrumentation; data collection procedures and a summary of data analysis.

3.2 Research Design

The study used the descriptive survey research design with both quantitative and qualitative approaches. Descriptive survey research design was appropriate to the study since it facilitated the description of the social factors and bullying in public secondary schools in Kisumu-East sub-county. Descriptive survey design describes "what is" and is concerned with conditions that exist, opinions that are held and effects that are developing (Best, 1993).

According to Lokesh (1994) descriptive studies are designed to obtain pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered. The design guided the study in examining the social context of bullying in Kisumu-East sub-county.

3.3 Study Area

The study was conducted in Kisumu-East sub-county in Kisumu County; in the Nyanza Region of Kenya. Kisumu County is one of the six counties in the Nyanza Region. It neighbours Siaya County to the West, Vihiga County to the North, Nandi County to the North East and Kericho County to the East. It neighbours Nyamira County to the south and Homa Bay County to the South West.

There are 13 public secondary schools and 5 private secondary schools in the study area (Kisumu-East Sub-County Education Office, 2014).

The sub-county has a challenge of a high number of orphans due to HIV/AIDS (Republic of Kenya, 2010). This challenge also has a negative social implication on learners and their behaviours.

Bullying cases in Kisumu East sub-county escalated from 200 cases in 2006 to 900 cases in 2009 (Okoth, 2014). In Kisumu East alone, there are cases of bullying which some researchers' have found to be at 18% as compared to Private secondary schools which stood at 11% (Ngotho, 2013). In addition, in Kisumu East the number of bullying cases stands at 18% as compared to Kisumu West where bullying cases is at 7% in public secondary schools. The number of students in Kisumu East Sub-County is at 3520 as compared to the number of students in Kisumu West which is 3201 as per the period of the study. Comparing these cases of bullying to other neighboring counties like Siaya, which is a pre urban town as well, bullying in secondary schools stands at 10% as compared to private secondary schools where bullying rate was at 7% (Karuti, 2015). Since the number of bullying cases are higher in public secondary school in Kisumu East, this study had to be conducted. It is against this background that Kisumu-East sub-county was chosen for this study.

3.4 Study Population

Kisumu East Sub-County has 13 public secondary schools. The study was carried out in 5 public secondary schools. The study population was 3,520 students, 13 principals and 13 guidance and counseling teachers.

3.5 Sample Size and Sampling Procedure

The sample size used in this study was 352 students which was 10% of 3520 of the total population. In order to obtain a sample for the students the research used the 10 – 40% suggested by Mugenda and Mugenda (2003). The study incorporated both male and female students since bullying is a phenomenon that cuts across the gender. A total of 5 schools (40%) out of 13 were sampled randomly with an equal number of 70 students sampled through simple random

procedure from each school. Five guidance and counseling teachers and 5 principals were purposively sampled principals.

3.6 Methods and Instruments of Data Collection

A students' questionnaire and interview guides for the principals and the guidance and counseling teachers were used in this study.

3.6.1 Questionnaire

Questionnaires that had both closed and open ended questions were used to obtain data from the sampled 352 secondary school students representing the entire population. Prior to administering of questionnaires to students, the principals of the sampled schools were informed on the nature of the study. The questionnaire covered aspects of bullying and information pertaining to all the three objectives that this study was focusing on. Orotho (2005) notes that a questionnaire is preferred in data collection because it is easier to administer to a good number of respondents who respond in private settings. A questionnaire is a way of getting data about persons by asking them rather than watching them behave (Tuckman, 2001).

3.6.2 Interview guide

The information was collected from 5 guidance and counseling teachers and 5 principals using interview guides constructed to collect information on the social context of bullying in public secondary schools in Kisumu East Sub-County. This was done through recording and then transcribing later.

3.7 Pre-test study

In order to pre-test the questionnaire on the length, content, question wording and language, 28 respondents from two public secondary schools which the study was not focusing on were interviewed. This was necessary to facilitate modifications on the questionnaire by correcting mistakes. This ensured that the researcher administered questionnaires in a standardized way (Suresh & Chandrashekara, 2012).

3.8 Data Analysis and Presentation

Quantitative data collected was analyzed using descriptive statistics aided by Statistical Package for Social Sciences (SPSS) version 22 and presented in form of frequencies, percentages and tables. Qualitative data analyzed through content analysis which involved identification of recurring themes and coding them. Qualitative data was presented in textual descriptions.

3.9 Ethical Considerations

Ethical measures are principles which the researcher should bind himself or herself with in carrying out a research. In this study consent was obtained from all the interviewees. Permission was further sought from Kisumu County Director of Education. Permission was granted to visit the sampled public secondary schools in the study area. Consent was also obtained from the principals of selected secondary schools on behalf of the students to allow them participate in the exercise. There was no payment made to any respondents who took part in the research in an attempt to lure them to provide any information.

McMillan and Schumacher (1993) recommend that information on participants should be regarded as confidential unless otherwise agreed on through informed consent. In this study, participants' confidentiality was adhered to, as they were not asked to provide their names during data collection.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings and interpretation of the study. The chapter has been sub-divided into sections and subsections. The demographic information of the respondents such as gender and age has been presented. The research findings have been presented on the basis of the study objectives. Quantitative data was analysed using both descriptive and inferential statistics. The Statistical Package for Social Sciences (SPSS) version 22 was used to analyse the data.

4.1 Demographic information of the respondents

The data used in this study was drawn from a sample population of 352 students, 5 guidance and counselling teachers and 5 principals in public secondary schools in Kisumu-East sub-county. The sampled respondents were 352 students (n=352), 5 principals (n=5) and 5 guidance and counselling teachers. The return rate of the questionnaires was 89% from the students' respondents. The return rate from the principals' informants and the guidance and counseling teachers was 100%. The principals and guiding and counseling teachers' return rate was 100% because they were chosen purposively among the 13 sampled schools. The demographic characteristics of the students' respondents were summarized below.

4.2.1: Gender of the students respondents

The findings in the table 4.1 below shows that more than a half, 55.1% of the respondents were male students while 44.9% of the respondents were female students.

Table 4.1: Prevalence of bullying by gender

Gender	Frequency (f)	Percentage bullying	Percentage not bullying
Male students	172	150 (87.2%)	22 (12.8%)
Female students	140	86 (61.4%)	54 (38.6%)
Total	312	236 (75.6%)	76 (24.4%)

Most bullying was experienced in male students at 87.2%, with female students at 61.4%. The results showed that only 12.8% of male student and 38.6% of the female respondent students were not involved any bullying.

The findings were in line with the results of a study conducted in Turkey by Hawley (2003) who revealed that both girls 44.3% and boys 66.1% reported that bullies were mostly male students. These findings were contrary to the research findings by Morita (2005) who revealed that girls are likely to be involved in bullying others than boys. She found out that girls 14.7% bullied others while boys 12.5% bullied others and 44.8% of boys and 30.7% of girls were bullied by teachers.

4.2.2: Age group of students

Information on age group of students was sought and the results are presented in the table below

Table 4.2: Prevalence of bullying by age

Age group	Frequency (f)	Percentage bullying	Percentage not bullying
15-16	113 (36.2%)	19 (16.8%)	94 (83.2%)
17-18	100 (32.1%)	72 (72%)	28 (28%)
19-20	63 (20.2%)	45 (71.4%)	18 (28.6%)
More than 20	36 (11.5%)	12 (33.3%)	24 (66.7%)
Total	312	148 (47.4%)	164 (52.6%)

The findings in table 4.2 shows that 36.2% of the respondents were between the age group of 15-16 years, 32.1% of the students' respondents were between 17-18 years while 20.2% were between 19-20 years and finally only 11.5% of the students' respondents were above 20 years.

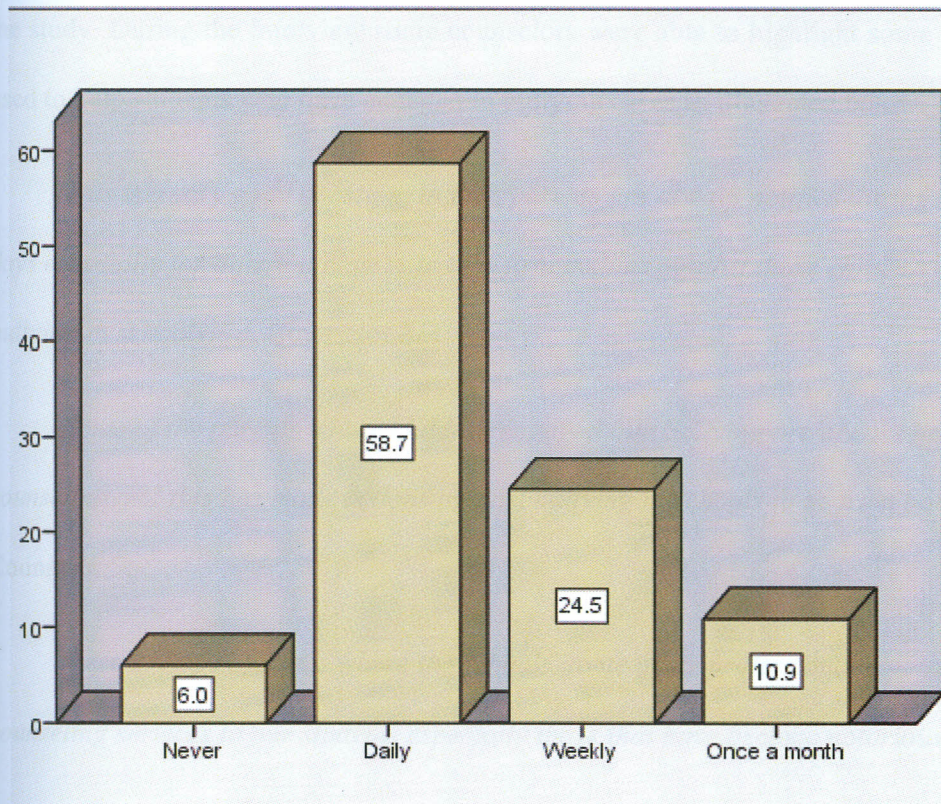
The study found out that more cases of bullying was in the ages of 17-20 as indicated in the percentages of 72% and 71.4% in the ages of 17-18 and 19-20 respectively. This is because at ages of 17-19 most students want to be popular among themselves and with the environment around them and at the same time want others to know that they are powerfull and controlling so by doing this they will be identified as dominant and strong with clearly established groups or hierachies. This was in line with the Social Dominance Theory that was used in the study based on the fact that secondary school students tend to identify themselves with a particular peer group also known as hierarchies. According to this theory, clearly established hierarchies can serve to minimize conflicts within a group. Groups with clear hierarchies are more organized and thus able to defend themselves against bullying. In this way the students feel more at ease when they are in these hierarchies.

During the interview one of the counselors stated that:

Handling bullies is not an easy task because you find that in most cases all the students participated in bullying others because it was done in a group.....counselor 1.

4.3 Prevalence of Bullying in Secondary Schools in Kisumu-East Sub-County.

Figure 4.1 Prevalence of bullying



The findings in figure 4.1 indicated that 58.7% of the respondents experienced bullying on daily basis, 24.5% experienced bullying on weekly basis while 10.9% had experienced bullying once a month and finally only 6% of the respondents had not experienced any form of bullying, generally there was high prevalence of physical bullying on daily basis among students. During interviews, one of the counselors said that:

First and foremost, I can say that bullying is habitual, it is repeatedly done daily by the bullies because reports get to my office on daily basis..... counselor 5.

These findings were in agreement with (Olweus, 2000) who found that most students bullied were bullied on daily basis through physical actions such as physical contact, verbal abuse, kicking or rude gestures which were the common forms of bullying in boy schools according to the study. During the interview some counselors were able to highlight some of the approaches used to help students who have engaged in bullying cases as illustrated below.

This is a very good question, In fact, parents are always notified during school visiting days especially for different classes to take firm actions against those children who practice bullying in schools..... Counselor 2.

Some of the parents whose children engaged into bullying are always invited in school for counseling and this has made actions against bullying in schools to be from both parties.....
Counselor 5.

There are open forums where the schools invite other professional counselors who provide counseling services to our students especially those that have become notorious..... Counselor 3

4.3 Social Factors Associated with Bullying among Students in Kisumu-East Sub-County, Kisumu County.

The second objective of the study was to explore social factors associated with bullying among the students in Kisumu-East Sub-County, Kisumu County. The questionnaires were investigating on the social factors associated with bullying among the students in Kisumu East, Sub-County.

Table 4.3: Percentage responses of students on items of social factors

Items (N=312)	S.A	A	U	D	S.D
Coming from a poor family	82(26.4)	93(29.8)	44(14)	59(19)	33(10.7)
Being from a broken home	119(38.0)	98(31.5)	23(7.4)	38(12.3)	33(10.7)
Coping with parent's aggressive behaviour	139(44.6)	95(30.6)	0.0	18(14.9)	12(9.9)
Watching violent movies	134(43)	121(38.8)	5(1.7)	33(10.7)	18(5.8)
Retaliation for being bullied in the past	139(44.6)	111(35.5)	8(2.5)	31(9.9)	23(7.4)
Feeling older than others	188(60.3)	57(18.2)	8(2.5)	36(11.6)	23(7.4)
Feeling stronger than others	108(34.7)	114(36.4)	18(5.8)	54(17.4)	18(5.8)

SA=Strongly Agree, A=Agree, U=Undecided, D=Disagree, S=Strongly Disagree

The findings in the table 4.3 shows that 26.4% of the respondents strongly agreed that they were involved in bullying due to the fact that they came from a poor family, 29.8% agreed, on the same, 19% disagreed while 10.7% strongly disagreed that coming from a poor family was the reason as to why they were involved in bullying incidences. The findings were in agreement with Craig (1998) who found that students from poor homes were more likely to be bully others.

The study found that majority of the respondents: 44.6% strongly agreed, 30.6% agreed that coping with parents aggressive behavior made them victims of bullying. Feeling older than others was the main reason why some students bullied their colleagues, majority of the respondents 60.7% strongly agreed that was the reason why they were involved in bullying incidences while 18.2% agreed on the same. The information collected from teachers and students during the interview also confirmed that feeling stronger than others is the most common factor associated with bullying among students.

The study also found that majority, 43% strong agreed and 38.8% agreed that watching violent movies influenced bullying among the students however significant percentage of the students 16.5% of the respondents denied on the same. Similarly retaliation for being bullied in the past triggered bullying as 80.1% of the student respondents accepted that being bullied in the past was the main reason for bullying their colleagues. The findings agreed with that of Olweus (2004) who found that 64.7% of students involved in relational bullying were as a result of retaliation for being bullied in the past. The findings were also in agreement with those from teachers' interview.

Well, sometimes it may be a case of revenge on a previous attack....counselor 3

4.5 Social Implications of Bullying among Students in Secondary Schools in Kisumu-East Sub-County.

The third objective of the study was to determine the social implications of bullying in secondary schools in Kisumu-East sub-county. Descriptive statistics was established on the items of social implications of bullying. Mean and Standard deviation of the items were established and items which had higher means were considered to be the social implications of bullying. The findings on the tabulated items were presented in the table 4.5.

Table 4.4 Descriptive statistics on items of social implications of bullying

Indices of social implications of bullying	N	Min.	Max.	Mean	Std. Deviation
Bullying leads to fear and insecurity	352	1	4	3.41	.924
Bullying leads to isolation	352	1	4	3.06	.876
Bullying leads to physical hurt	352	1	4	3.29	1.012
Bullying leads to truancy	352	1	4	3.03	.976
Bullying leads to depression	352	1	4	2.89	1.052
Bullying leads to poor academic performance	352	1	4	3.55	1.002
Bullying leads to school drop out	352	1	4	3.21	.836
Bullying leads to social emotional disorder	352	1	4	3.52	.983
Valid N (listwise)	352				

Mean: 1= Strongly Disagree, 2=Disagree, 3=Agree, 4= Strongly Agree

The results in table 4.4 above shows that bullying as a factor for poor academic performance was mostly preferred by the respondents at the mean of 3.55. None of the indices was confirmed as strongly disagree. This implies that there is a very high rate of effects of bullying in public secondary schools in Kisumu-East sub-county. Some of the interview results showed that there are various mechanisms taken to help students who experienced bullying cases.

Students who face psycho-social problems due to bullying, they are always taken through different processes of counseling. On the other hand firm action is always taken against those students who practice bullying in schools.....Counselor 4.

As a school, we have policies against bullying such that those students who are found engaging in bullying are always counseled or punished.....Counselor 2.

Sometimes our school organizes counselling sessions during the weekend and during such meetings our students get a lot of advice from the guests speakers.....Counselor 3.

Bullying among students affected their self esteem and motivation to learn thus affecting student's development in all aspects. The findings of this study were in agreement with Nansel (2001) who conducted a study in United States of America and found that bullying is physically harmful, psychologically damaging and socially isolating aspects of a large number of students. He also asserts that students who are bullied have higher levels of stress, anxiety and depression.

From the principals' interview, it was noted that bullying in public secondary schools is not just a problem of individual torment but also it was linked to lower academic performance across the schools. It was found that students who engaged in bullying performed dismally as compared to the non participants. The same notice was made to drop out rate and school enrollment rate where the principals observed that bullying affected the students to the extent that some students asked for school transfers especially those in earlier forms.

From the principals' response on how they handled bullying cases reported to them, they had this to say;

I just punish the students involved in bullying cases immediately in the presence of the rest of the students to instill fear among the rest.....Principal 1.

Principals 4 and 3 had similar responses.

Every class is assigned a class master who can easily move around and MONITOR STUDENTS behaviour. In addition, there is also a board of students charged with the responsibility of monitoring and reporting bullying cases as soon as they occur. This helps in minimising bullying cases..... Principal 5.

The school always shares with parents during AGM and other meetings the bullying cases that their children are involved in.....principal 2.

My office in most cases calls parents for briefing and also have sessions on how parents can morally raise their children.....principal 5.

Bullying is a significant problem that can have a negative impact on physical and psychological health on those who are bullied. There may be a common factor between delinquency and bullying thus serious measures need to put in place to curb this vice.

CHAPTER 5: SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with discussions, summary of the findings, conclusions and recommendations.

5.2 Summary of the findings

This study adopted a descriptive survey research design aimed at establishing the prevalence of bullying, determining social factors associated with bullying and social implications of bullying among students in public secondary schools in Kisumu-East Sub-county of Kisumu County. Quantitative data was collected using researcher administered questionnaires while qualitative data were collected from key informant interviews to elicit information on social context of bullying in schools among students.

5.2.1 Prevalence of bullying in secondary schools

The first objective determined the prevalence of bullying in public secondary schools in Kisumu-East Sub-County. It was noted to be 75.6%, which was very high compared to other African countries; Tanzania 68.9% and Uganda 71%. Bullying was higher in male students at 87.2% than in female students at 61.4%.

Students who experienced bullying on daily basis were more constituting to a greater percentage (58.7%) followed by those who were experiencing bullying on weekly basis. However a small proportion (6.0%) of students never experienced Bullying. This showed that prevalence of bullying among public high school students was very high.

The findings indicated that majority of the respondents experienced bullying on daily basis. Most students were bullied through physical actions such as physical contact, verbal abuse, kicking or rude gestures which were the common forms of bullying in boy schools according to the study.

5.2.2 Social factors associated with bullying among secondary school

The second objective explored social factors associated with bullying among the students in

public secondary schools in Kisumu-East sub-county Kisumu County.

The findings showed that 56.2% of the respondents strongly agreed that they were involved in bullying due to the fact that they came from polygamous families, however a few disagreed that coming from a polygamous family was the reason as to why they were involved in bullying incidences. Some students came from homes with no parents, some from single parents and others whose parents practised parenting styles like authoritarian, abusive, democratic, flexible and negligent which contributed to bullying among students. Study findings also found that problematic family background and negative attitudes between the parent and the student can lead to bullying among students.

The study found out that 75.2% of the respondents strongly agreed that coping with parents' aggressive behavior made them victims of bullying. Feeling older than others was the main reason why some students bullied their colleagues, majority of the respondents strongly agreed that was the reason why they were involved in bullying. The information collected from teachers and students during the interview also confirmed that feeling stronger than others is the most common factor associated with bullying among students.

The study also found out that 81.8% agreed that watching violent movies influenced bullying among the students. Similarly retaliation for being bullied in the past triggered bullying as most of the student respondents accepted that being bullied in the past was the main reason for bullying their colleagues. The findings were also in agreement with those from teachers' interview.

5.2.3 Social implications of bullying in secondary schools

The third objective determined social implications of bullying in secondary schools in Kisumu East sub-county, Kisumu County.

The study findings revealed that bullying was a factor for poor academic performance. Also bullying among students affected their self esteem and motivation to learn thus affecting student's development in all aspects.

Findings also revealed that bullying is physically harmful, psychologically damaging and socially isolating. Students who are bullied have higher levels of stress, anxiety and depression.

From the principals' interview, it was noted that bullying in public secondary schools is not just a problem of individual torment but also linked to lower academic performance across the schools. It was found that students who engaged in bullying performed dismally as compared to the non participants. The same notice was made to drop out rate and school enrollment rate where the principals observed that bullying affected the students to the extent that some students asked for school transfers especially those in earlier forms.

5.3 Conclusion

In conclusion, bullying among public secondary school students in Kisumu East Sub-County is still a challenge. It is very prevalent in public secondary schools among both male and female students. Bullying among secondary school students is also fuelled by a number of factors such as need to retaliate, age and watching of violent movies. The study also established that bullying has implication among students in that it is a key factor for poor academic performance. In addition, it is physically harmful, psychologically damaging and socially isolating among secondary school students in Kisumu East Sub-County.

5.4 Recommendations

Students who have been bullied require a systematic assessment of the potential mental health and social effects of bullying. It is also important to reassure students who have been the victims of bullying that the behavior will not be tolerated by the school, that bullying is not deserved,

and that adults will work to ensure their safety. Supports should be provided to promote effective coping and to prevent the development of behavioral or mental health concerns.

Involve families and communities in bullying prevention: Families play a critical role in bullying prevention by providing emotional support to promote disclosure of bullying incidents and by fostering coping skills in their children. Parents need training on how to talk with their children about bullying, how to communicate their concerns about bullying to the school, and how to get actively involved in school-based bullying prevention efforts.

Adopt school policies that recognize and prohibit bullying. Clear anti-bullying policies are essential elements of a successful school wide prevention effort, for schools to appropriately identify and respond to incidents of bullying, school policies must recognize any form bullying as a form of aggression and must contain clear prohibitions against these behaviors, the school policies should clearly communicate a lack of tolerance for bullying due to race, religion, disability, sexual orientation, gender identity and gender expression.

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