

Ksh. 3000/-

FACTORS CONTRIBUTING TO BULLYING AMONG STUDENTS  
IN PUBLIC SECONDARY SCHOOLS IN KIAMBU DISTRICT,  
KENYA

BY

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E55/CE/11955/08

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KENYATTA UNIVERSITY

Kahunga, Mwangi Joseph  
*Factors contributing to  
bullying among students*



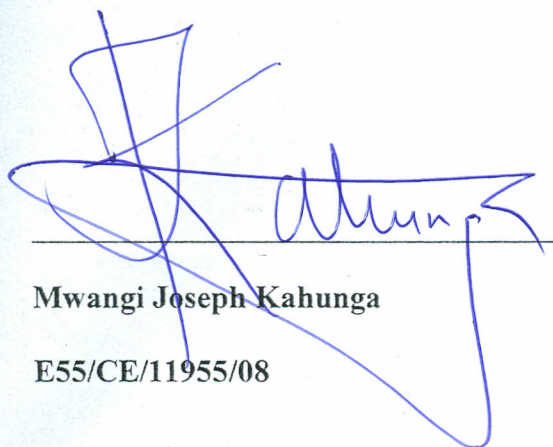
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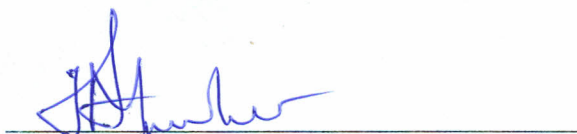
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## DEDICATION

This project is dedicated to my dear wife Julian; to our children Ann, Boniface, Dennis and Caroline. Thank you for your love and support throughout this study.

## ACKNOWLEDGMENTS

I wish to express my sincere appreciation to my supervisors Martin Ogola and Dr Florence Kithinji for their professional guidance throughout my research. I wish also to thank the Principals/Deputy Principals, teacher counsellors, students and the DEO from Kiambu district for availing their time to answer the questionnaires, without whose co-operation this work could not have been completed. Special thanks go to all those who assisted in editing and typesetting this work.

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## LIST OF ACRONYMS

- FAWE:** Forum for African Women Educationists
- SPSS:** Statistical Package for Social Sciences

## ABSTRACT

In spite of the fact that incidences of bullying are widespread in schools, bullying in Kenyan secondary schools has not been given much attention by researchers. The only Kenyan policy addressing bullying in schools is contained in the Safety Standards Manual for Schools in Kenya. However, this policy document does not adequately address the issue of bullying, instead grouping it together in the broad content of child abuse. Bullying has many negative effects including psychological harm, physical injuries, poor academic performance, and even loss of life. It was for this reason that the researcher proposed to carry out a study on the factors contributing to bullying in secondary schools in Kiambu District. The objectives of the study were to: determine the various forms of bullying experienced in secondary schools in Kiambu District; to examine how students' age, gender and academic performance influence bullying; to find out how school management structures influence bullying among secondary school students in Kiambu District; to examine the strategies employed by secondary school administrators to control bullying, and to establish possible ways through which bullying in schools can be eradicated. The study used an ex-post facto research design targeting 19 principals, 19 teacher counsellors, 386 teachers and 10,193 students from the nineteen public secondary schools in Kiambu District. Stratified random sampling was employed to select 10 schools, from which 200 students (20 per school) were selected to take part in the study. The headteachers or deputy headteachers of the selected schools were also selected for the study. Data was collected using questionnaires and interview schedules. The reliability index for the students' questionnaire was established at 0.7257. Data was both qualitative and quantitative. Quantitative data collected was coded and entered into an SPSS programme for analysis. Qualitative data was put under themes consistent with the research objectives. The study established that bullying incidents were experienced in secondary schools in Kiambu district. The major factors contributing to bullying among students were; peer pressure, indiscipline, drug/substance abuse among students, harsh punishment from teachers and unclear defined procedure in the administration of students' discipline. It was established that disciplinary measures such as denying students rights to meals and physical punishment (beating) were other factors that negatively influenced students to engage in bullying. The study recommends that the Ministry of education should provide staff development training in prevention of bullying and cultivate acceptance and understanding in all students to develop a safe and healthy learning environment; effective guidance and counseling programs should be put as essential part for schools by the school administrators to promote students discipline; among other recommendations.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Safety and orderliness in educational institutions are of paramount importance. Parents need assurance that their children are learning in a safe and secure environment. Furthermore, school safety is associated with academic achievement, whereby students learning under safe school environments have been reported to perform better academically than those learning under insecure environments (Marshall, 2004). It is therefore important for school administrators to ensure that students learn under a safe climate. However, many schools today have witnessed ugly acts of violence perpetrated by students, which has put the safety of our schools into sharp focus (Carney & Merrell, 2001, pp364-382; FAWE, 2002, pp 22-25).

Such cases of school violence have been witnessed all over the world. In the United States of America (USA) for instance, the 1999 violent shootings that occurred by two students who were bullied at Columbine High School in Colorado led to the first state anti-bullying legislation, which was passed by the state of Georgia in 1999 (Stuart-Cassel, Bell, & Springer, 2011). Across Europe the shootings in a German school and the increased rates of school bullying in other regions have been reported (Smith, 2003; Holt, Martin, Hayden & Nee, 2011). Students are victims of a spectrum of problem behaviours at school, ranging from minor disciplinary problems to criminal victimization (DeVoe, Kaufman, Miller, Noonan, Snyder, & Baum, 2004). Bullying is one form of these problem behaviours that concerns students, educators and parents because of its potential

detriment to the students' well being (Haynie, Nansel, Eitel, Crump, Saylor, Yu, & Simons-Morton, 2001).

Bullying has been identified as a significant problem that can impact the physical and psychosocial health of those who are frequently bullied and those students who bully their peers at an early age (Pintado, 2006; Kids Help Line, 2007). Bullying has been defined by Solis (2009) as antisocial behaviors such as teasing, physical confrontations, social isolation, name calling, threats, destruction or stealing of personal property, spread of rumors, public or private humiliation, and/or sexual harassment. According to James (2010), bullying is a pervasive type of aggression, which often occurs in schools. As with other types of aggression, the harm that is inflicted – whether physical, emotional or both – is intentional. However, bullying has defining features which set it apart from other aggressive behaviours, in that it is repeated, and that the bully or bullies have greater access to power than their victim(s) (James, 2010).

Previous studies indicate that bullying in the form of teasing is a common event experienced among adolescents and can have serious consequences. For instance, the U.S. Department of Health and Human Services (2011) states that bullying may damage children's self-esteem, cause higher rates of loneliness and depression, and affect academic success. Bullying can also have physical effects, such as an increase in headaches, sleeping problems, and stomach ailments. Children who engage in bullying may be more likely to get into physical altercations, use drugs and alcohol, and get into trouble with the law. Even children who witness bullying can be negatively affected (U.S. Department of Health and Human Services, 2011).

In Kenya, the public's concern about bullying in schools has been manifested in the media, Government reports like the *Report of the task force on students discipline and unrest in secondary schools* (Ministry of Education, 2001), and numerous studies and reports vividly underscore the pervasiveness of the problem. Students in schools where bullying occurs will not focus on meeting rigorous standards, perform at high academic levels, or even stay in school. When teachers and students are more concerned about their safety than about education, they cannot concentrate on teaching and learning.

It has been reported that students in Kenyan secondary schools are experiencing higher levels of bullying than the international trend (Okwemba, 2007), with between 63 per cent and 82 per cent reporting having suffered one form or another of bullying. Previous research in Kenya has established that between 63.2% and 81.8% of students experienced various types of bullying (Ndetei, Ongecha, Khasakhala, Syanda, Mutiso, Othieno, Odhiambo & Kokonya, 2007). In comparison, bullying prevalence in Australia lies between 15 and 20 percent, while in the United States between 15 and 30 percent of the students are bullies or victims of bullying (Okwemba, 2007). Writing about bullying in Kenya, Youth Alive Kenya (2008) noted that it has become so common that bullying is accepted by the student populace as a rite of passage while the administrators in some cases have turned a blind eye to it. Bullying in Kenya frequently involves teasing and social exclusion, physical violence, threats, theft, sexual and ethnic harassment, public humiliation and destruction of the targeted student's property (Youth Alive Kenya, 2008).

A study by Brown, Riley, Butchart & Kann (2008) on bullying among youth from eight African countries (Kenya, Namibia, Morocco, Swaziland, Tanzania, Uganda, Zambia and

Zimbabwe) revealed that nearly half (47%) of youth reported being bullied for at least 1 day during the 30 days preceding the survey, and 7% reported being bullied for 10 days or more. Brown et al. (2008) also observed consistent, strong and graded relationships between exposure to bullying behavior and adverse health behaviors. One of the worst school bullying and violence-related tragedies witnessed in Kenya include St. Kizito Mixed Secondary School in Meru on 13<sup>th</sup> August, 1991 which led to the death of 19 girls of the school.

As a result of the serious consequences for students who bully, their victims, and the impact on the school environment, intervention during early secondary school years is extremely important if education managers aim to minimize the risks associated with bullying (Rigby, 2010). School headteachers are likely to receive referrals from teachers for students who bully their peers. Therefore, headteachers and teachers working with these children need to be knowledgeable about the factors that may be contributing to and maintaining bullying behaviour so that prevention and intervention programs can be implemented.

There is tremendous concern among parents and educators regarding how to protect students from outcomes of bullying in schools. For instance, Riordan (2012) has called for the following statement to be enshrined within the UN Convention on the Rights of the Child (UNCRC): "*The right of every child to be safe from bullying, violence and the fear of violence by their peers as well as from abuse by adults*". Parents and educators strive to help emerging adults make responsible decisions about aggression and to reduce the number of tragedies resulting from poor decisions. Rising cases of bullying in our schools, coupled with the education wastage resulting from suspensions, expulsions and

dropout cases resulting from bullying, calls for the need to conduct surveys on the factors that contribute to bullying in secondary schools. This study sought to determine the factors contributing to bullying in secondary schools in Kiambu District. In this district, previous studies (Karugu, 2010; Muhoro, 2008) show that there are many cases of indiscipline, including bullying and drug abuse, which have led to school dropout and poor academic achievement. Table 1.1 shows the distribution of secondary schools in Kiambu district by class.

**Table 1.1: Kiambu District (2012) Secondary Schools Enrolment by Class**

SCHOOL	SCHOOL TYPE	ZONE	FORM 1		FORM 2		FORM 3		FORM 4		SIUB -TOTAL		GRAND TOTAL
			B	G	B	G	B	G	B	G	B	G	
LORETO KAIMBU	GIRLS BOARDING	KARURI	0	250	0	234	0	234	0	219	0	937	937
SNR. CHIEF KOINANGE	GIRLS BOARDING	KARURI	0	198	0	246	0	245	0	226	0	915	915
KARURI	MIXED DAY	KARURI	147	80	155	103	140	57	104	57	546	297	843
KIAMBU HIGH	BOYS BOARDING	NDUMBERI	225	0	219	0	199	0	198	0	841	0	841
KANUNGA	BOYS BOARDING	KARURI	216	0	204	0	182	0	187	0	789	0	789
TING'NG'A	MIXED DAY	NDUMBERI	83	64	90	73	88	54	92	63	353	254	607
KIHARA	MIXED DAY	KIHARA	95	65	89	61	113	44	94	44	391	214	605
MUTHURWA	GIRLS BOARDING	KIHARA	0	135	0	170	0	166	0	113	0	584	584
MUONGOIYA	MIXED DAY	KARURI	78	63	83	75	73	42	61	35	295	215	510
ST. ANNES LIOKI	GIRLS BOARDING	NDUMBERI	0	153	0	115	0	99	0	97	0	464	464
RIARA	MIXED DAY	NDUMBERI	61	43	68	32	79	43	85	47	293	165	458
KAMBUI T/SHIP	MIXED DAY	NDUMBERI	59	48	55	49	54	42	49	44	217	183	400
RIABAI	BOYS BOARDING	NDUMBERI	123	0	116	0	86	0	75	0	400	0	400
WANGUNYU	MIXED DAY	KIHARA	0	100	0	107	0	101	0	77	0	385	385
GACHIE	MIXED DAY	KIHARA	44	45	53	43	51	45	53	46	201	179	380
NDUMBERI	GIRLS BOARDING	NDUMBERI	0	114	0	97	0	81	0	75	0	367	367
GACHARAGE	MIXED DAY	KIHARA	49	49	55	41	39	14	43	22	186	126	321
ST.JOSEPH GATHANGA	MIXED DAY	KARURI	28	25	37	26	35	28	31	38	131	117	248
CIANDA	MIXED DAY	KARURI	16	12	25	31	17	28	29	20	87	91	178
SUB TOTAL			1,224	1,444	1,249	1,503	1156	1323	1101	1223	4,700	5,493	10,193

Source: District Education Office, Kiambu (2012)

## 1.2 Statement of the Problem

In spite of the fact that incidences of bullying are widespread in schools (Republic of Kenya, 2001), bullying in Kenyan secondary schools has not been given much attention by researchers. The only Kenyan policy addressing bullying in schools is contained in the Safety Standards Manual for Schools in Kenya, that is, School Safety Standard No.10 which states: "Schools need to ensure that learners are safe from any form of physical, emotional and sexual abuse and neglect by teachers, peers, parents or community members" (Ministry of Education, 2008, p. 50). However, this policy document does not adequately address the issue of bullying, instead grouping it together in the broad content of child abuse. Similarly, although the Ministry of Education (2001) released the circular on Health and Safety Standards in Educational Institutions, it did not give attention to bullying.

The study filled this policy gap by finding factors leading to bullying in schools. Furthermore, previous Kenyan researchers (such as Wachira, 2001; Were, 2003; Gachigua, 2005; and Abdullahi, 2006) have concentrated on causes and effects of strikes and indiscipline in schools, without giving attention to bullying. In the recent past, serious cases of bullying have been reported in some Kenyan secondary schools. Bullying has many negative effects including psychological harm, physical injuries, poor academic performance, and even loss of life.

### **1.3 Purpose of the Study**

The purpose of the study was to determine the factors contributing to bullying in secondary schools in Kiambu District, and propose measures that school administrators could take to address the problem.

### **1.4 Objectives of the Study**

The objectives of the study were to:

1. Examine how students' individual characteristics like age, gender, class and academic performance influence bullying.
2. Determine the various forms of bullying experienced in secondary schools in Kiambu District.
3. Find out how school management structures and practices influence bullying among secondary school students in Kiambu District.
4. Establish non-management structural factors that influence bullying such as school environment and culture.
5. Examine the strategies employed by secondary school administrators to control bullying.
6. Determine possible ways through which bullying in schools can be minimized or eradicated.

### **1.5 Research Questions**

1. How do students' individual characteristics (age, gender, class, and academic performance) influence bullying?
2. What forms of bullying are experienced in secondary schools in Kiambu District?

3. How do school management structures and practices influence bullying among secondary school students in Kiambu District?
4. What are the non-management structural factors that influence bullying among secondary school students in Kiambu District?
5. Which strategies are employed by secondary school administrators to control bullying?
6. How can bullying in secondary schools in Kiambu District be minimized or eradicated?

### **1.6 Significance of the Study**

The study may be of much benefit to parents, teachers, education administrators, the government, and other stakeholders in various ways. In the wake of the rising cases of indiscipline in secondary schools in Kenya, there is need to provide data to the government on the factors that cause bullying. Such data will help policy makers like the Ministry of Education in coming up with ways of dealing with the problem.

The study sought to find out the school-related factors that cause bullying. This may be of benefit to school administrators, teachers and teacher-counsellors as they would then be in a position to devise appropriate measures to curb bullying. Parents may be advised, based on the findings of the study, on the measures they can take to prevent bullying behaviour and protect their children from bullying.

The study may contribute to the body of knowledge on school violence, bullying and discipline maintenance, upon which studies can be carried out in the future to gain more understanding of the topic.

## **1.7 Delimitations and Limitations of the Study**

### **1.7.1 Delimitations**

The study was based on data collected from public secondary schools in Kiambu District only. The study sought to determine factors contributing to bullying within public secondary schools in Kiambu district. The factors studied were the forms and amount of bullying that took place in schools, and how these vary across age, gender, class, and academic performance of students; and school administration structures.

### **1.7.2 Limitations**

The study was limited to a small sample of 200 students, 10 principals, 10 guidance and counselling teachers and DEO in Kiambu district. Findings of the study may only be generalizable to all secondary schools in Kenya with Kenya.

## **1.8 Assumptions of the Study**

The study was based on the following assumptions:

1. The information given by respondents was a true reflection of the situation as it is in the schools.
2. Bullying exists in schools and students were in a position to tell the extent to which bullying behaviour takes place.

## **1.9 Theoretical Framework**

The study was based on Social Identity Theory (Tajfel & Turner, 1979). Social Identity Theory (SIT) is a theory of inter-group behaviour that began as an attempt to explain inter-group discrimination in the “minimal group paradigm” (Tajfel, 1972). In this paradigm, participants are randomly placed into one of two non-overlapping groups.

They are then asked to distribute money or points between another member of the in-group and a member of the out-group. The groups are described as minimal as they have no past or future, group members remain anonymous throughout the task, and no social interaction between the participant and other group members occurs (Tajfel & Turner, 1979).

The potential influence of self-interest is also eliminated, as participants are not allowed to allocate money or points to themselves. However, even under these minimal conditions, participants tend to respond with a strategy of in-group favouritism, attempting to maximise the difference between allocations to the in- and out-group, at the cost of absolute profit for the in-group (Billig & Tajfel, 1973). These findings led Tajfel and Turner (1979) to conclude that “the mere perception of belonging to two distinct groups – that is social categorization per se – is sufficient to trigger inter-group discrimination favouring the in-group” (p. 38).

SIT proposes that, when interacting with others, we tend to view them as members of a particular social category, or group. We also self-categorise, with our group affiliations forming part of our self-concept, or social identity. SIT makes the further assumption that individuals are motivated to achieve and maintain a positive social identity (Tajfel & Turner, 1979) and, in order to accomplish this goal, it is necessary to make comparisons between the in-group and out-groups. In particular, a positive social identity can be achieved by evaluating the in-group as positively distinct from relevant out-groups.

If a group does not contribute positively to the members' social identity, SIT suggests the members might react in one of several ways (Tajfel & Turner, 1979). First, individuals

might seek to change their group membership, moving to a group that is more successful. This strategy is known as social mobility. Second, group members might use a strategy of social creativity. This can involve comparing the in- and out-group on a new dimension, changing the value assigned to the comparative dimension (i.e., from negative to positive), or selecting a different out-group with which to compare the in-group. Third, group members might choose to compete with the out-group, in order to achieve positive distinctiveness. Regardless of the strategy used, the goal of the group member is to improve their social identity.

Social identity theory also claims that the desire to maintain a positive social identity is driven by the need for positive self-esteem (Tajfel & Turner, 1979). In other words, the need for social self-esteem is the motivating force behind inter-group behaviour. This proposition, known as the self-esteem hypothesis, has been furthered by Hogg and Abrams (1990), who suggested two related corollaries. That is, inter-group discrimination enhances social identity and therefore elevates self-esteem (Corollary 1). Further, threatened self-esteem promotes inter-group discrimination because of the need for positive self-esteem (Corollary 2). That is, self-esteem can be viewed as both a cause and a consequence of inter-group discrimination (Diehl, 1990).

Several studies (Aberson, Healy, & Romero, 2000; Hogg & Abrams, 1990; Rubin & Hewstone, 1998) have reviewed the evidence for these corollaries and concluded that more support is available for Corollary 1 than 2. That is, although self-esteem appears to be enhanced via discrimination, there is little evidence that it is a motivating force behind such behaviour. However, Hewstone, Rubin, & Willis (2002) have argued that further research regarding Corollary 2 is needed before self-esteem can be ruled out as a factor

prompting discrimination. They criticise previous research on the grounds that a variety of self-esteem measures have been used, when it is specifically social self-esteem that is proposed as motivating discrimination. Further, participants' level of identification with the group is often ignored when investigating the self-esteem hypothesis, and SIT suggests it is only among those who identify with the group that threatened self-esteem will lead to discrimination.

In sum, the two concepts at the core of SIT are social categorisation and social comparison. Individuals categorise themselves and others, and compare these categories in an attempt to achieve a positive social identity. Although questions remain as to whether social self-esteem is the driving force behind inter-group behaviour, SIT continues to be one of the most influential theories in the area of social psychology. As reported by Duffy (2004), evidence suggests that a social identity perspective can advance understanding of group phenomena that occur in childhood such as bullying. In particular, when categorisation is made salient, children respond with increased stereotyping and in-group favouritism. Children also appear conscious of group status, expressing greater loyalty and favouritism toward the in-group when it is of high, rather than low, status. Research drawing on SIT also suggests that liking for the in-group can turn to dislike of the out-group when group norms support such behaviour, children identify strongly with the in-group, and/or the out-group poses a threat.

### 1.10 Conceptual Framework on factors influencing bullying in schools

The aim of the study was to determine factors contributing to bullying in secondary schools in Kiambu District. Figure 1.1 shows the conceptual framework of the study.

Figure 1.1: Factors influencing bullying in schools

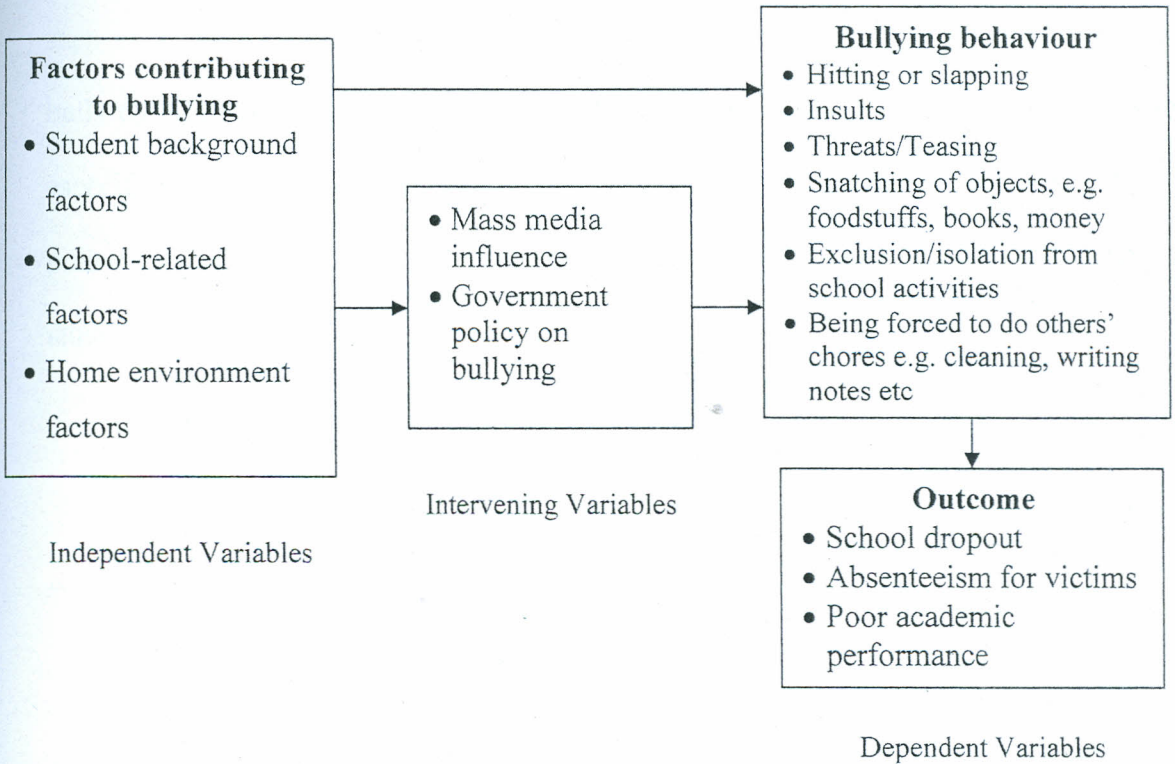


Figure 1.1 shows the independent variables of the study, which include student characteristic factors, school environment factors, and family background factors. Student background factors could be factors such as age, gender, class and peer influence. School related factors include factors such as involvement of students in school management, leadership styles employed by the school management, school policy on discipline, and effectiveness of guidance and counselling department. Home environment factors that could influence bullying include factors such as violence in the community and lack of

role models. The study sought to find out whether these factors contribute to bullying, which is the dependent variable of the study. Forms of bullying may include hitting or slapping, verbal insults, threats and teasing, snatching of objects such as foodstuffs, books, money; exclusion or isolation from school activities; and being forced to do others' chores such as cleaning, writing notes and so on. There are also intervening variables such as mass media influence and government policy on bullying that may lead to bullying. Mass media may influence bullying by modelling the behaviour among students especially when they watch violent and abusive content on television. Weak government policy on bullying may weaken the efforts of schools in controlling bullying among students.

## 1.11 Definition of Operational Terms

**Bully:** This refers to any student who repeatedly and aggressively attacks another student or other students either physically, verbally or in any other way that is negative.

**Bullying:** This refers to any physical, verbal, psychological or other form of aggression expressed by one student or a group of students towards another student or group of students. Included here will be such behaviours as hitting, teasing, taunting, and manipulating social relationships

**Factor:** This means any circumstance, condition, event or characteristic connected with or influencing bullying.

**Management structure:** Refers to a laid out plan on how managerial duties are effected right from the school administrators to the school staff and students.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter presents a review of literature related to the study. The chapter reviews various definitions of the term bullying, and then covers some theoretical perspectives of understanding bullying. These include socio-cultural influences, peer pressure influences, developmental theory, attributions to individual differences, and the restorative justice perspective. An overview of bullying in Kenyan schools is also offered, and then finally, a summary of literature review is presented.

#### 2.2 Definitions of Bullying

According to Dune, Bosumtwi-Sam, Sabates and Owusu (2010), bullying refers to a continuum of behaviour, which involves varying degrees of attempt to gain power and dominance over another. In its more overt forms bullying includes physical assault or verbal abuse, although it might also be more covert and indirect, carried out through relational manipulation or social exclusion including newer forms of cyber-bullying via the internet or cell phone (Greene, 2006; Gini, Albiero, Benelli & Altoe, 2007).

According to Gerson and Rappaport (2011), bullying is defined as intentional, repetitive abuse or aggression used to reinforce an imbalance of power, and has occurred for generations. Some researchers (Beaty and Alexeyev, 2008) estimate that up to 70% of young people experience bullying, with experiences ranging from physical aggression (hitting, punching, kicking, or destroying the victim's belongings) and threats of violence, to verbal bullying (insults, teasing, name-calling), to what has been called

relational aggression, a form of indirect (not face-to-face) bullying which involves social shaming, rumors, and exclusion (Young, Boye & Nelson, 2006; Crick & Nelson, 2002). Physical aggression is more common among boys and younger students, while girls and older youth engage more in relational aggression (Wang, Iannotti & Nansel, 2009; Young, Boye & Nelson, 2006).

Most researchers agree that bullying comprises physical, verbal, and psychological behaviours such as hitting, teasing, taunting, and manipulating social relationships (Ericson, 2001). The investigation of bullying is further complicated by the complex dynamics of bullying scenarios and the developmental context for social development in which bullying plays a role. Further, aggression among youth often serves varied purposes for children at different stages of development.

Hawkins, Pepler, and Craig (2001), in a naturalistic study of 58 bullying victims in two Toronto, USA elementary schools, found that peers were present in 88 percent of bullying episodes. Thus, bullying frequently involves the support of peers within the school community and is often not an isolated event between two individuals. In addition, aggressive behaviour, such as bullying, is expressed differently over time and may change in purpose, as children move from middle to secondary school (Cillessen & Mayeaux, 2004).

Researchers of aggression stress the importance of the distinction between physical and social forms of bullying. Underwood, Galen, and Paquette (2001) coined the term "social aggression" to encompass the less physical and indirect forms of hurtful behaviour. These authors discourage the use of the term indirect because the term implies that the

behaviour does not involve direct or overt interaction with the victim. They also favour the term social aggression as it more aptly targets the purpose of the behaviour as harmful. Finally, they believe that this type of aggression can be conveyed through nonverbal means, such as social exclusion.

### **2.3 Theoretical Explanations of Factors Associated with Bullying**

There are many theoretical approaches to explain bullying in schools. Some explanations have borrowed from theories of aggression. In the past several decades, etiological perspectives on aggression have progressed from the view of aggression as an innate characteristic in all humans to the more recent conception that aggression reflects some degree of learning from our surroundings (Eron, 1994). From a social learning perspective, Bandura (1986) has argued that the external environment contributes, in large part, to the acquisition and maintenance of aggression. Children learn from role models, including adults and peers, to use aggressive means to achieve their goals.

However, the social learning perspective has received much criticism. Children do not need to observe models of physical aggression to initiate the use of such behaviours. In his book on social development Robert Cairns reminded human development students that the most aggressive animals were those that had been isolated from the time they were born (Cairns, 1979). Children also seem to spontaneously resort to play fighting. Thus, human children learn not to use physical aggression through various forms of interaction with their environment rather than learning to use physical aggression from their environment (Rigby, 2003). The theoretical perspectives reviewed here include socio-cultural influences, peer pressure influences, the developmental theory, attributions to individual differences, and the restorative justice perspective.

### 2.3.1 Socio-Cultural Factors Associated with Bullying

One theoretical perspective seeks to explain bullying as a socio-cultural phenomenon, as an outcome of the existence of specified social groups with different levels of power. The focus is typically on differences which have a historical and cultural basis, such as gender, race or ethnicity and social class. Major emphasis has been placed upon differences associated with gender. Society is seen as essentially male dominated. Males are seen as generally having more power than females as a consequence of societal beliefs that males should be the dominant sex. In order to maintain their dominance, boys feel justified in oppressing girls. Numerous studies have, in fact, indicated that boys are more likely than girls to initiate bullying (Rigby, 2003). Moreover, it is clear that boys are more likely to bully girls than vice versa.

The process according to which boys come to develop characteristics which lead to them engaging in oppressive behaviour is sometimes described as the construction of hegemonic masculinity (Connell, 1995; Gilbert & Gilbert, 1998). This is held not only to account largely for boys bullying girls, but also for boys bullying boys who do not possess stereotypical masculine qualities. Such children are commonly referred to as gay and may include children whose sexual orientation is homosexual. The use of language with sexual connotations to insult children regarded as gay is certainly widely prevalent in schools (Duncan, 1999). Although the extent to which it occurs has surprisingly not, as yet, been investigated. Explaining the bullying of girls by girls can invoke the notion of the construction of femininity, with girls deviating from an idealized conception of what it is to be feminine being more readily targeted.

The socio-cultural perspective on bullying can have striking implications for how a school approaches the problem of bullying. Attention is directed towards how the school curriculum in its broadest sense can influence children to accept and respect socio-cultural differences (Rigby, 2003). It is suggested that not only should the school curriculum explicitly and directly address issues related to differences in gender, race or ethnicity and social class in order to counter prejudice and discrimination, but importantly the mode of delivery of the curricula should indirectly address bullying through the stimulus it provides to cooperative problem-solving, emotional sensitivity and independent critical thinking.

### **2.3.2 Role of Peer Pressure in Bullying**

Researchers have sought to explain bullying as a response to group and peer pressures within the school. This approach has something in common with the socio-cultural approach in that it conceives bullying as understandable in a social context (Rigby, 2003). However, the context is not defined according to socio-cultural categories such as gender, race and class. There is first a broad social context consisting of the behaviours and attitudes of members of the entire school community. Individuals are seen as influenced to a degree by their perceptions of what may be called the school ethos, and student welfare policies may be systematically directed towards its improvement (Soutter & McKenzie, 2000). Secondly, students are powerfully influenced by a smaller group of peers with whom they have relatively close association. Such groups are typically formed within a school on the basis of common interests and purposes, and provide support for group members. They may also constitute a threat to outsiders, sometimes to ex-members, whom they may bully (Rigby, 2003).

Situations commonly arise in a school whereby children are members of, and supported by, a group that is, in some situations, more powerful than an individual or smaller group that they wish to bully in some way (Soutter & McKenzie, 2000). The motive may be a grievance or imagined grievance, a prejudice (explicable in socio-cultural terms) or simply a desire to have fun at the expense of another person. Importantly, the acts of bullying are seen as typically sustained by a connection with a group rather than by individual motives such as personal malevolence. This view presupposes that bullying is typically a group phenomenon.

### **2.3.3 Bullying from a Developmental Theory Perspective**

Some explanations of bullying draw upon an understanding of child development. They point out that bullying begins in early childhood when individuals begin to assert themselves at the expense of others in order to establish their social dominance (Rigby, 2003). They tend at first to do so crudely, for instance by hitting out at others, especially those less powerful than themselves, in an attempt to intimidate them. Hawley (1999) points out that as children develop they begin to employ less socially reprehensible ways of dominating others. Verbal and indirect forms of bullying become more common than physical forms. In time, the kind of behaviour that is generally labelled as bullying becomes relatively rare. Consistent with this view is evidence that physical bullying is much more common in early childhood than later, and that what is identified as bullying gradually becomes less and less apparent as children become older (Smith & Sharp, 1994).

However, as a comprehensive explanation of bullying this view fails to take into account that although there is a general diminution in reported victimization over time, the trend

is temporarily reversed when children move from primary to secondary school and find themselves in a new environment which is less benign (Rigby, 1996). Clearly, social environmental factors must also be taken into account. Nevertheless the developmental perspective is useful in providing guidance as to how bully/victim problems can be tackled. For example, older children are thought to be more likely to respond positively to problem-solving approaches which require a more sophisticated appreciation of the options available to them (Stevens, Bourdeaudhuij, & Van Oost, 2000).

#### **2.3.4 Individual Differences in Bullying Behaviour**

Broad explanations in terms of developmental processes and environmental influences fail to take into account individual differences between people that may lead to interactions that result in one person bullying another. For example, children who repeatedly bully others at school tend to be low in empathic regard for others and inclined towards psychoticism (Rigby, 2003). Children who are frequently targeted as victims at school are inclined to be psychologically introverted, to have low self-esteem and lack social skills, especially in the area of assertiveness (Rigby, 2002). How such qualities arise has been subject to considerable debate. Currently, it is generally acknowledged that genetic influences play a part and these may interact with adverse social conditions to which children may be exposed. For example, dysfunctional family life in which children do not feel loved and/or feel over-controlled by parents can lead to them acting aggressively at school (Rigby, 1994), especially if the school ethos does not discourage aggressive behaviour.

### **2.3.5 Restorative Justice Perspective of Understanding Bullying**

This perspective recognizes that some children are more likely than others to be involved in bully/victim problems as a consequence of the kind of character they have developed. Children who bully others typically feel little or no pride in their school and are not well integrated into the community (Morrison, 2002). They mishandle their emotional reactions to the distress they cause by not experiencing appropriate feelings of shame; in fact, they tend to attribute unworthy characteristics to those they victimize. By contrast, victims are prone to experience too much inappropriate shame (Rigby, 2003). To some extent, this perspective is one that emphasizes individual differences. But in addition, an important role is ascribed to the school community and to significant people who are implicated in the problem. These can include family and friends of both bullies and victims; that is, significant others who care about them (Cameron & Thorsborne, 2001).

It is believed that appropriate feelings of shame can and should be engendered in those who bully others through exposing them to condemnation by those they have offended. This, it is thought, can be done constructively in the presence of those whom they care about and who care for them. Success is seen as greatly dependent on the support provided by those who care about the perpetrator as a person and the readiness of the community to forgive and provide sincere acceptance (Morrison, 2002). This approach is concerned with violations against people and the restoration of positive relationships rather than applying punishment for breaking rules (Cameron & Thorsborne, 2001).

## **2.4 Bullying in Kenyan Secondary Schools**

In Kenya, very little has been written in relation to bullying. Most of the studies carried out locally have concentrated on student indiscipline in general, yet even these studies

considered bullying almost as an insignificant subset of indiscipline. However, some literature is available which may shed some light on the nature of bullying that goes on in Kenyan schools.

In delineating the kind of society the African youth live in today, Kyara (2004) observes that it is a society where, 'the youth are to be seen and not heard...the younger you are the less respected you are'. This promotes a form of pecking order culture, whereby younger students, and especially those in form one, are always on the receiving end. It is almost accepted as normal for students to be bullied (locally referred to as "*monolization*") when they enter Form one. According to Chin (2001), the transition from the indigenous traditional cultures and education which viewed the youth in awe as the community's torch bearers was greatly impacted on by the foreign education systems and the western culture.

According to the Wangai Report also known as Report of the Task Force on Student Discipline and Unrest in Secondary Schools (Ministry of Education, 2001) it is observed that adolescence is a volatile stage and a period characterized by identity crisis. It is that stage in life when those in it rebel against authority and identify with and respond to the peer group. Yet peer group influence has been identified as one of the most influential factors in bullying (Rigby, 2003). Further, Wachira (2001) observed that when undesirable social behaviour seems to pay off, and especially if there is a possibility of getting away with it, then the attraction to engage in undesirable behaviour increases. Since much of the bullying that goes on in schools is never reported to the school authorities, the behaviour is unlikely to decrease, and more students get attracted to engage in bullying.

Kombo (1998), in identifying the causes of deviant behaviour among students in secondary schools, noted that materialism has resulted in some students, particularly those from high socio-economic backgrounds, looking down on others. This is in line with the view of bullying as a socio-cultural phenomenon, which focuses on differences which have a historical and cultural basis, such as gender, race or ethnicity and social class.

Some research has related the rising cases of violence in Kenyan schools to mass media influence (Giller, 1983; Were, 2003). As FAWE (2002) notes, Kenyan teachers and students, like the rest of us, have to cope with such external issues as fragmented family life, eroded social and moral standards—often attributed to the negative influence of the mass media—the breakdown of traditional cultural values and identity, and lack of credible role models. Old ways are falling apart faster than new value systems can be constructed to replace them. The inherent confusion has a debilitating effect on impression - able young minds and teachers report frequent encounters with stressed young people with no set goals or ambitions. The critical issue is the teachers' ability to handle such students, yet it is becoming increasingly clear that teachers have difficulty dealing with diverse issues that negatively affect the learners (FAWE, 2002).

There are several measures that have been undertaken by the government, for instance advocating for guidance and counselling teachers in schools, dealing with poor-performing head teachers and teachers amongst others. However, in spite of these measures the cases of vandalism continue to be reported country-wide. Heads of schools are encouraged to maintain open channels of communication so students can participate

in the management and administration of their institutions. Dialogue is encouraged, and a prefect/class monitor system is set up involving children in some decision - making.

## **2.5 Summary**

This chapter has given the various theoretical perspectives that are commonly used to understand bullying. The review shows that bullying comprises physical, verbal, and psychological behaviours such as hitting, teasing, taunting, and manipulating social relationships. The review also shows that it is possible to distinguish bullies, non-bullies and victims of bullying by understanding their personalities and upbringing. Although studies have been conducted in Kenya on factors associated with indiscipline (such as Gachigua, 2005; Kombo, 1998; and Wachira, 2001), the researcher did not come across any studies on factors contributing to bullying. It is therefore not clear how factors such as school management structures and practices, age, gender, class and academic performance influence bullying in Kenyan secondary schools. The study filled this research gap by investigating on the factors contributing to bullying in secondary schools in Kiambu District.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This chapter explains the procedures that were used in carrying out the study. Specifically it describes the research design, study location and population, sampling procedures and sample, data collection instruments, data collection procedures, and data analysis.

#### 3.2 Research Design

The study employed ex-post facto design. Borg and Gall (2007) notes that ex-post facto design investigates the possible cause-and-effect relationship between the independent and dependent variables. This design was chosen because the variables of interest were not manipulated. Instead, the researcher sought to find out and explain the current state of affairs in the target schools.

#### 3.3 Location of the Study

The study was carried out in Kiambu District of Central Province, Kenya. This district is one of the districts carved out of the larger Kiambu. Singleton (1993) noted that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Kiambu District was chosen for the study because it is easily accessible to the researcher, and there have been many cases of bullying in the schools within the district (Karugu, 2010; Muhoro, 2008).

### **3.3.1 Target Population**

The target population comprised 19 principals, 19 teacher counsellors, 386 teachers and 10,193 students from the nineteen public secondary schools in Kiambu District. In addition, the District Education Officer for Kiambu District was involved in the study.

### **3.4 Sample and Sampling Techniques**

The researcher employed stratified random sampling technique to select 10 schools from all the 19 public secondary schools in Kiambu District to participate in the study. This comprised 52.6% of the target population which is higher than the recommended sample of 20% as recommended by Gay (1992). The schools were stratified according to type – boys' boarding, girls' boarding and mixed day schools. The researcher then randomly selected 52.6% of the schools from each stratum. The researcher randomly sampled 20 students from each school to participate in the study. To get the 20 students the researcher randomly selected five students each from forms one to four. The head of guidance and counselling department and all the principals/deputy principals of the 10 sampled schools took part in the study. Purposive sampling was used to select the District Education Officer (DEO) for Kiambu district, who gave a perspective on policy options to eradicate bullying in schools. In total, the sample size comprised of 221 participants.

### **3.5 Data Collection Instruments**

The study used a questionnaire and interview schedules to collect information from students, principals/deputy principals and the DEO.

### **3.5.1 Questionnaire for Students**

The questionnaire for students was divided into three major sections. Section one collected demographic data of the students including age, gender, and class. Section two collected data on the forms of bullying that go on in the schools while section three collected data on various factors that contribute to bullying and students opinions on ways of minimizing bullying. Kombo and Tromp (2006) maintain that questionnaires gathers data over a large sample and that the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and explain the meaning of items that may not be clear. The reliability index for this instrument was established at 0.7257.

### **3.5.2 Interview Schedule for Principals/Teacher Counsellors and DEO**

The interview schedules were used to guide face-to-face interviews held with principals, teacher-counsellors and the DEO in relation to factors that contribute to students' bullying. The interview schedules gathered information on: forms of bullying experienced in secondary schools, how school management structures and practices influence bullying, non-management structure factors that influence bullying such as school environment and culture and strategies employed by secondary school administrators to control bullying. Interview schedules are considered important when the sample respondents are few because interviewing allows the researcher to probe the respondent further, thereby obtaining more in-depth information about a phenomenon than would be possible using questionnaires (Best & Khan, 1992)

### **3.6 Pilot Study**

Prior to visiting the schools for data collection, the researcher conducted a pilot study using two schools in Kiambu District. The pilot study was conducted among 60 students who were randomly selected from the two schools. These students were not included in the final study population. According to Mugenda and Mugenda (2003), 30 cases is the minimum number of cases required for conducting statistical analysis. The purpose of the pilot study was to enable the researcher to improve the reliability and validity of the instruments, and to familiarize himself with administration of the questionnaires.

#### **3.6.1 Reliability**

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. It is necessary that the research instruments are piloted as a way of finalizing them (Wiersma, 1985). This is vital as it enables the reliability of the instruments to be determined. Reliability is synonymous with repeatability or stability. A measurement that yields consistent results over time is said to be reliable (Wiersma, 1985). The researcher conducted a pilot study in two secondary schools within Kiambu District. Test-retest technique of reliability testing was employed, whereby the piloted instruments were administered twice to the respondents with a one week interval, and then the two sets of responses were subjected to reliability testing using Spearman Rank Order Correlation Coefficient.

#### **3.6.2 Validity**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999). The researcher aimed at improving

both face validity and content validity of the instrument. Face validity refers to the likelihood that a question was misunderstood or misinterpreted. Pre-testing an instrument was a good way to increase the likelihood of face validity. The pilot study was used to identify those items that could be misunderstood, and such items were modified accordingly, thus increasing face validity (Wilkinson, 1991).

Content validity refers to whether an instrument provides adequate coverage of a topic under investigation. Expert opinions, literature searches, and pre-testing of open-ended questions help to establish content validity (Wilkinson, 1991). The researcher prepared the instruments in close consultation with his supervisor and other lecturers, whose expert judgement helped to improve content validity.

### **3.7 Data Collection Procedure**

After approval of the proposal, the researcher got a letter of introduction from the university and then visited the National Council for Science and Technology offices in Nairobi, from where a permit to conduct the research was issued. After this, the researcher visited each of the sampled schools and booked for appointments with headteachers to administer the questionnaires and conduct interviews.

On the day of appointment, the researcher visited each of the sampled schools and with the assistance of class teachers carried out sampling. Before administering the questionnaire to the students, the researcher gave instructions on how to fill-in the questionnaires. The researcher also assured the respondents that information they would give for the study would be confidential and used for academic purposes only. The researcher then administered the questionnaires to the sampled students and gave them adequate time to fill-in the information.

As the students were busy filling-in the questionnaires, the researcher gathered the principals and the teacher counsellors at different intervals to conduct the face to face interviews.

### **3.8 Data Analysis**

Data collected from the field were coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is quite efficient. Data collected were both qualitative and quantitative in nature. Qualitative data were analyzed by arranging responses according to the research questions and objectives. Descriptive statistics including percentages and frequency counts were used to analyze the quantitative data obtained. Bell (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics. Borg and Gall (1989) also hold that the most widely used and understood standard proportion is the percentage. The results of data analysis were presented in frequency tables and bar charts. Thereafter, conclusions and recommendations were drawn.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATIONS AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter covers analysis of the results and presentation of the findings. The purpose of the study was to determine the factors contributing to bullying in secondary schools in Kiambu District, and propose measures that school administrators could take to address the problem. The study findings were presented based on the following research objectives.

1. Examine how students' individual characteristics like age, gender, class and academic performance influence bullying.
2. Determine the various forms of bullying experienced in secondary schools in Kiambu District.
3. Find out how school management structures and practices influence bullying among secondary school students in Kiambu District.
4. Establish non-management structural factors that influence bullying such as school environment and culture.
5. Examine the strategies employed by secondary school administrators to control bullying.
6. Determine possible ways through which bullying in schools can be minimized or eradicated.

The chapter is categorized into seven sections. Section one comprised demographic characteristics of the study respondents while sections two to seven presents data analysis

based on the research objectives. Results were presented using frequency counts and percentages which were then discussed on basis of literature reviewed.

#### 4.2 Demographic Characteristics of the Study Respondents

Data was collected from 10 principals, 10 heads of guidance and counselling department, 200 students and 1 DEO from Kiambu district, yielding a total of 221 respondents. Among the 200 students, 84 (42.0%) were male students and 116 (58.0%) were female students. This shows that there was gender imbalance among the students during data collection Figure 4.1 illustrate age distribution of the students

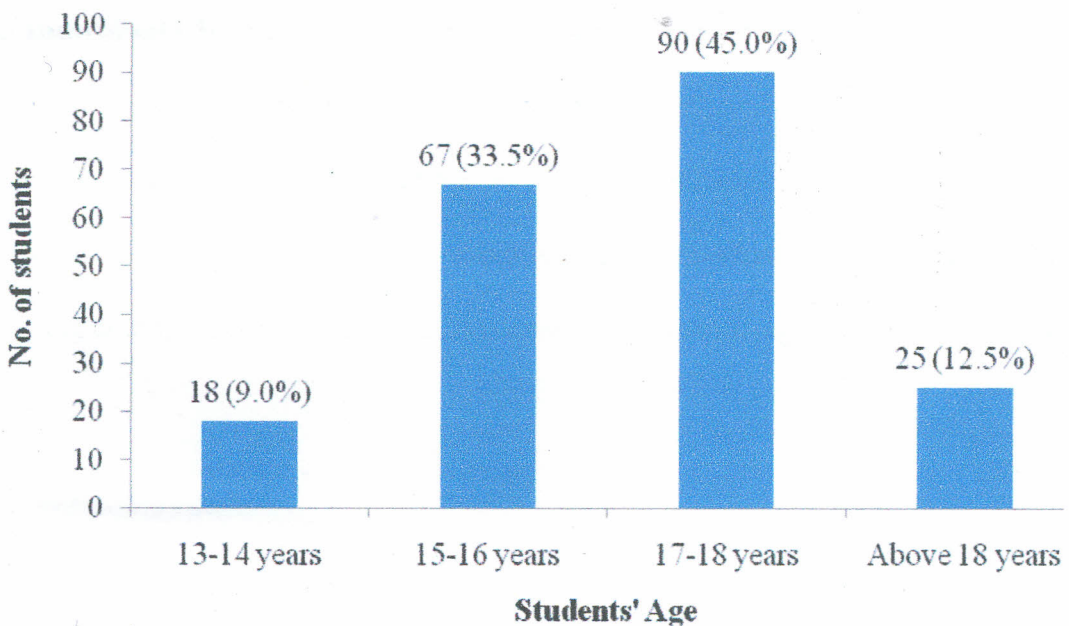


Figure 4.1: Respondents' Age

As shown in Figure 4.1, majority (78.5%) of the students were aged between 15 and 18 years. This shows all the students were adolescents and therefore are prone to peer pressure, drug abuse, and other indiscipline behaviours which lead to bullying.

Table 4.1 presents respondents (students') academic achievement for the last term exam.

**Table 4.1: Respondents' academic performance for the last term exam**

<b>Mean score/grade</b>	<b>f</b>	<b>%</b>
75 and above (A- to A)	4	2.0
60-74 (B- to B+)	55	27.5
45-59 (C- to C+)	116	58.0
30-44 (D- to D+)	25	12.5
Below 30 (E)	0	0.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Results in Table 4.1 shows that most (58.0%) of the students obtained an aggregate mean score of 45-59 in the last term exam.

#### **4.3 Individual Characteristics Influencing Bullying among Students**

The first objective of the study was to examine how students' individual characteristics like age, gender, class and academic performance influence bullying. To address this objective the researcher sought to establish how individual characteristics influences bullying among students. Table 4.2 illustrates how students' age influences bullying

**Table 4.2: Students' age and bullying**

Age	Have you ever been a victim of bullying				Total	Chi-square statistics	
	Yes		No				
	f	%	f	%			
13-14 years	9	15.5	9	6.3	18	9.0	$\chi^2 = 8.361$ df= 3
15-16 years	24	41.4	43	30.3	67	33.5	
17-18 years	20	34.5	70	49.3	90	45.0	
Above 18 years	5	8.6	20	14.1	25	12.5	
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>142</b>	<b>100.0</b>	<b>200</b>	<b>100.0</b>	Sig.=0.039*

Age	Have you ever bullied anyone				Total	Chi-square statistics	
	Yes		No				
	f	%	f	%			
13-14 years	1	4.7	17	9.5	18	9.0	$\chi^2 = 5.562$ df=3
15-16 years	3	14.3	64	35.8	67	33.5	
17-18 years	14	66.7	76	42.5	90	45.0	
Above 18 years	3	14.3	22	12.3	25	12.5	
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>179</b>	<b>100.0</b>	<b>200</b>	<b>100.0</b>	Sig.=0.135

\*Significant at  $p < 0.05$  level

Results presented in Table 4.2 shows that majority (75.9%) of the victims of bullying were aged between 15 and 18 years. Chi-square results showed that age had a significant influence among victims of bullying ( $\chi^2 = 8.361$ ,  $df = 3$ ,  $p = 0.039$ ), whereby students aged 15-18 years were more likely to experience bullying compared to those aged below 15 years and above 18 years. This can be attributed to social skills gained by students during their teenage stage. Smith, Madsen and Moody, (1999) argue that, bullying decreases with age, as children grow older they develop better social skills, which seem to protect them against bullying. There are also fewer learners who might bully them, as bullies are typically older learners (Smith, et al, 1999; Carney and Merrell, 2001; Griffin and Gross, 2004). Additionally, students' age did not have any significant influence on

bullies ( $\chi^2 = 5.562$ ,  $df = 3$ ,  $p = 0.135$ ). Results of this study reveal that students in all the age groups have ever been bullies.

Table 4.3 shows how gender influences bullying

**Table 4.3: Students' Gender and bullying**

Gender	Have you ever been a victim of bullying				Total	Chi-square statistics
	Yes		No			
	f	%	f	%		
Male	27	46.6	57	40.1	84	$\chi^2 = 0.695$
Female	31	53.4	85	59.9	116	$df = 1$
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>142</b>	<b>100.0</b>	<b>200</b>	<b>Sig. = 0.405</b>

Gender	Have you ever bullied anyone				Total	Chi-square statistics
	Yes		No			
	f	%	f	%		
Male	16	76.2	68	38.0	84	$\chi^2 = 11.260$
Female	5	23.8	111	62.0	116	$df = 1$
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>179</b>	<b>100.0</b>	<b>200</b>	<b>Sig. = 0.001*</b>

\*Significant at  $p < 0.05$  level

As reflected in Table 4.3, Chi-square test results revealed that there were no gender differences among victims of bullying ( $\chi^2 = 0.695$ ,  $df = 1$ ,  $p = 0.405$ ). The results of the analysis showed that both male and female students experienced bullying (either being bully or victim) while in and outside school. In agreement with the findings, previous studies suggest that bullying show less of a gender difference (Craig, 1998; Stassen Berger, 2007). Girls are more involved in verbal and relational bullying and boys in physical (Reid, Monsen and Rivers, 2004; Stassen Berger, 2007). As yet it is unclear whether there are consistent gender differences in bullying. However, Chi-square test

further revealed that male students were more predisposed to bullying than female students ( $\chi^2 = 11.260$ ,  $df = 1$ ,  $p = 0.001$ ). The findings show that 16 (76.2%) male students have ever bullied other students with only 5 (23.8%) female students indicating that they have ever bullied anyone. In line with the findings, previous studies (Gofin, Palti and Gordon 2002; Wolke and Samara, 2004 and Slee, 2006) shows that boys engage in bullying behaviour and are victims of bullies more frequently than girls although this difference decreases when considering indirect aggression.

Table 4.4 depicts how students in different classes were predisposed in bullying

**Table 4.4: Students' distribution by class and bullying**

Class	Have you ever been a victim of bullying				Total		Chi-square statistics
	Yes		No		f	%	
	f	%	f	%			
Form 1	20	34.5	30	21.1	50	25.0	$\chi^2 = 5.925$ df = 3
Form 2	14	24.1	36	25.4	50	25.0	
Form 3	9	15.5	41	28.9	50	25.0	
Form 4	15	25.9	35	24.6	50	25.0	
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>142</b>	<b>100.0</b>	<b>200</b>	<b>100.0</b>	<b>Sig.=0.115</b>
Class	Have you ever bullied anyone				Total		Chi-square statistics
	Yes		No		f	%	
	f	%	f	%			
Form 1	2	9.5	48	26.8	50	25.0	$\chi^2 = 11.652$ df = 3
Form 2	2	9.5	48	26.8	50	25.0	
Form 3	6	28.6	44	24.6	50	25.0	
Form 4	11	52.4	39	21.9	50	25.0	
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>179</b>	<b>100.0</b>	<b>200</b>	<b>100.0</b>	<b>Sig.=0.009*</b>

\*Significant at  $p < 0.05$  level

From the results in Table 4.4, it can be observed that students who indicated that they have ever experienced bullying were almost equally distributed in all forms. This means that bullying incidences were experienced in all classes (form one to four) hence

implying that class level did not have any significant influence towards victims of bullying ( $\chi^2 = 5.925$ ,  $df = 3$ ,  $p = 0.115$ ). The results of the analysis also showed that majority of the aggressors were in upper forms, that is, form three and four ( $\chi^2 = 11.652$ ,  $df = 3$ ,  $p = 0.009$ ). Specifically, among the bullies, 2 (9.5%) were in form one, 2 (9.5%) were in form two, 6 (28.6%) were in form three while 11 (52.4%) were in form four.

Table 4.5 illustrates students' academic performance and bullying

**Table 4.5: Students' academic performance and bullying**

Mean score/grade	Have you ever been a victim of bullying				Total		Chi-square statistics
	Yes		No		f	%	
	f	%	f	%			
75 and above (A- to A)	1	1.7	3	2.1	4	2.0	$\chi^2 = 3.211$ df=3 Sig.=0.360
60-74 (B- to B+)	14	24.1	41	28.9	55	27.5	
45-59 (C- to C+)	32	55.2	84	59.2	116	58.0	
30-44 (D- to D+)	11	19.0	14	9.9	25	12.5	
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>142</b>	<b>100.0</b>	<b>200</b>	<b>100.0</b>	
Mean score/grade	Have you ever bullied anyone				Total		Chi-square statistics
	Yes		No		f	%	
	f	%	f	%			
75 and above (A- to A)	0	0.0	4	2.2	4	2.0	$\chi^2 = 2.749$ df=3 Sig.=0.432
60-74 (B- to B+)	3	14.3	52	29.1	55	27.5	
45-59 (C- to C+)	15	71.4	101	56.4	116	58.0	
30-44 (D- to D+)	3	14.3	22	12.3	25	12.5	
<b>Total</b>	<b>21</b>	<b>100.0</b>	<b>179</b>	<b>100.0</b>	<b>200</b>	<b>100.0</b>	

Not significant at  $p < 0.05$  level.

Table 4.5 shows that most (55.2%) of the victims of bullying obtained a mean score of 45-59 in the end of term exam which is equivalent to a mean grade ranging from C- to C+. On the other hand, results in the table also illustrate that majority of the bullies

scored between 45 and 59. This implies that both bullies and victims of bullying did not differ significantly in their academic performance. Contrary to the findings, Glew, Fan, Katon, Rivara and Kernic, (2005) established that learners who are bullied have lower academic achievement, including lower achievement in math and reading.

#### 4.4 Forms of Bullying Experienced in Secondary Schools

The second objective of the study was to determine various forms of bullying experienced in secondary schools in Kiambu District. To address this objective, students were asked to indicate whether they have ever been bullied (teased, hit, molested, abused etc) since they joined their respective schools. In response, 89 (44.5%) confirmed that they experienced bullying while 111 (55.5%) reported they had not experienced bullying while at school. Table 4.6 shows common forms of bullying in schools.

**Table 4.6: Forms of bullying in school as reported by students**

Forms of bullying	Yes		No	
	f	%	f	%
Insults	105	52.5	95	47.5
Threats/ teasing	77	38.5	123	61.5
Snatching of objects e.g. foodstuffs, books, money	66	33.0	134	67.0
Being asked for favors	49	24.5	151	75.5
Physical confrontation e.g. hitting or slapping	46	23.0	154	77.0
Being forced to do others duties e.g. cleaning, writing notes etc	33	16.5	167	83.5
Exclusion/ isolation from school activities	18	9.0	182	91.0

As shown in Table 4.6, most of the students reported that the major forms of bullying in school were insults and threats. Other forms of bullying reported were exclusion/isolation from school activities, being forced to do others duties and physical

confrontation. This implied that bullying is a reality in public secondary schools in Kiambu district. According to Ericson (2001), bullying comprises physical, verbal, and psychological behaviours such as hitting, teasing, taunting, and manipulating social relationships.

Table 4.7 illustrates principals and teacher counsellors' responses on forms of bullying experienced in schools

**Table 4.7: Principals and teacher counsellors' responses on forms of bullying**

Forms of bullying	Principals		Teachers counsellors	
	f	%	f	%
Being isolated by fellow students	10	100.0	9	90.0
Insults	9	90.0	8	80.0
Stealing of personal properties	7	70.0	5	50.0
Sexual harassment	6	60.0	7	70.0
Threats	5	50.0	6	60.0
Beating	3	30.0	2	20.0

During the interview, the researcher noted that all (100.0%) the principals from the sampled schools and 90.0% of the teachers reported that students' being isolated by fellow students was a major form of bullying. This type of bullying is where students reject other students by refusing to talk, walk or even associate with them. Hurling insults was cited as another form of bullying. This where students will call other students ill names with an intention of hurting and embarrassing them. Majority of the respondents further stated that sexual harassment was common among students especially in mixed schools; where male students in upper classes asked sexual favours from female students in lower classes. The respondents also indicated stealing of personal property as another

form of bullying. For example, cases where form four and three students take uniform sets belonging to form one students. This is similar to findings by Beaty and Alexeyev (2008) who estimate that up to 70% of young people experience bullying, with experiences ranging from physical aggression (hitting, punching, kicking, or destroying the victim's belongings) and threats of violence, to verbal bullying (insults, teasing, name-calling), to what has been called relational aggression, a form of indirect (not face-to-face) bullying which involves social shaming, rumors, and exclusion (Young, Boye & Nelson, 2006; Crick & Nelson, 2002).

#### **4.5 School Management Structures and Practices Influencing Bullying**

The third objective of the study was to find out how school management structures and practices influence bullying among secondary school students in Kiambu District. To respond to this objective, the researcher sought to find out from students whether there are specific rules used to curb bullying in schools. In response, majority (82.5%) of the students confirmed that there are specific rules used to curb bullying in their respective schools whereas 17.5% of them reported that there were no rules set for minimizing bullying in their schools. Table 4.8 shows measures employed by school administrators towards indiscipline students.

**Table 4.8: Measures used by school administrators towards indisciplined students**

<b>Punishment</b>	<b>f</b>	<b>%</b>
Physical (beating)	96	48.0
Verbal warning	53	26.5
Manual labor	26	13.0
Washing	21	10.5
Denial of rights e.g. meals, school trips, students' leader	4	2.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 4.8 shows that 96 (48.0%) of the students indicated that school administrators used physical punishments, 53 (26.5%) stated that they used verbal warning while 26 (13.0%) cited that they used manual labor. Other forms of punishment were denial of rights e.g. meals, school trips, students' leader. This shows that school administrators had laid down policies in an effort to curb indiscipline cases such as bullying.

#### **4.6 Non-Management Structural Factors Influencing Bullying Among Students**

Factors that influence bullying are multiple, complex, and difficult to disentangle. It is quite likely that there are a number of interdependent factors which eventually lead to bullying; some are related to the environment or context while others are related to individual characteristics (Boulton & Smith, 1994). In this view, the fourth objective of the study sought to establish non management structural factors influencing bullying among secondary school students in public secondary schools. Table 4.9 depicts causes of bullying in schools as reported by students.

**Table 4.9: Students' responses on causes of bullying in schools**

<b>Causes of bullying</b>	<b>f</b>	<b>%</b>
Peer pressure	178	89.0
Indiscipline	162	81.0
Harsh punishments from teachers	145	72.5
Drug and substance abuse	121	60.5
Unclear defined procedure in the administration of students discipline	111	55.5
Ineffective channels of communication between principals, teachers and students	99	49.5
Adolescents identity crisis	83	41.5
Lack of strict rules and regulations in schools	30	15.0

As shown in Table 4.9, the major causes of bullying among students were peer pressure, indiscipline, harsh punishment from teachers, drug and substance abuse. Other factors that were mentioned by small number of respondents included lack of strict rules and regulations in schools, adolescents identity crisis and ineffective channels of communication in schools. This implies that students related factors, environmental and school factors influenced students to engage in bullying. In support of these findings, Bandura (1986) argued that the external environment contributes, in large part, to the acquisition and maintenance of aggression. Children learn from role models, including adults and peers, to use aggressive means to achieve their goals. Also, researchers adopting a social ecological lens in their work have examined a range of contextual factors that relate to bullying and victimization (Espelage & Swearer, 2003). These have included family and home environment, school climate, community factors, peer status,

and peer influence. Table 4.10 presents principals and teacher counsellors' responses on causes of bullying among students

**Table 4.10: Causes of bullying as reported by principals and teacher counsellors**

Causes of bullying	Principals		Teachers counsellors	
	f	%	f	%
Indiscipline	9	90.0	10	100.0
Peer pressure	8	80.0	8	80.0
Harsh punishment towards students	5	50.0	7	70.0
Ineffective communication channels in the school	4	40.0	5	50.0
Poor leadership styles	2	20.0	9	90.0

From the findings presented in Table 4.10, it can be observed that majority of the respondents cited the following as the major causes of bullying among students; indiscipline, peer pressure and harsh punishment towards students. In addition, 90.0% and 50.0% of the teachers felt that poor leadership styles and ineffective communication channels had a negative impact towards students discipline management in school respectively. In support of these findings, the DEO Kiambu district reported that bullying is common in secondary schools, the major causes of bullying were; undefined school rules for discipline management, poor leadership styles among the school administrators, poor classroom management by teacher, peer influence and indiscipline among students.

#### **4.7 Strategies employed by secondary school administrators to control bullying**

The fifth objective of the study was to determine strategies employed by secondary school administrators to control bullying. To address this research objective, school

principals were asked to indicate measures they employed to deal with bullying problems in schools. Presented in Table 4.11 are their responses

**Table 4.11: Principals' responses on measures they used to deal with bullying**

Measures	f	%
Encouraging frequent guidance and counselling sessions	10	100.0
Holding a dialogue among teachers, students and parents	8	80.0
Suspension	7	70.0
Giving verbal warning	6	60.0
Giving physical punishment e.g. caning, kneeling down	5	50.0
Warning through writing	3	30.0

All (100.0%) the principals interviewed reported that one of the measures used to deal with bullying was encouraging frequent guidance and counselling sessions in schools. According to the Task Force (MOEST, 2001), Recommendation 8(a), the Ministry of Education recommends that Guidance and Counselling in schools should be strengthened at the teacher and peer level. Therefore, if Guidance and Counselling is effectively and efficiently carried out by expert teachers as recommended by the Ministry of Education, it can greatly assist in eradicating many indiscipline problems in the schools such as bullying. Another measure used by 80.0% of the principals was holding a dialogue among teachers, students and parents. This was used as a way of establishing clear and effective channels of communication, thereby creating good relationships among the school community. This as a result could help in eradicating indiscipline problems such as bullying which may be influenced by poor relationship among the students themselves and the school administrators. Results also showed that suspension of the bullies', verbal

warning, physical punishments and warning through writing were other measures that were used by the school administrators to minimize bullying in schools.

According to Ndirangu (2000) counselling is one of the possible solutions to indiscipline among students and should be enhanced in secondary schools, (Republic of Kenya, 2001). The goal of guidance and counselling in schools is to help the learner to deal more effectively with individuals' behaviour patterns and the reality of his/her environment. The study sought to identify measures employed by guidance and counselling department to deal with bullying problems in schools. The findings are as shown in Table 4.12.

**Table 4.12: Measures employed by guidance and counselling department to deal with bullying**

Measures	f	%
Offering guidance and counseling in schools	10	100.0
Inviting guests in the school to offer guidance and counseling	10	100.0
Holding dialogue among teachers, students and parents	8	80.0
Identifying students who need guidance and offering individual counseling	7	70.0
Incorporating guidance and counseling in other departments	5	50.0
Punishing students who are caught in act of bullying	4	40.0

Results presented in Table 4.12 shows that all (100.0%) teacher counsellors offered guidance and counselling and invited guests to speak to students. Result of the analysis further revealed that 80.0% of the teacher counsellors organized for a dialogue with teachers, students and parents in case a student is caught bullying other students whereas

70.0% offered individual counselling. In addition, half of the proportion reported that they integrated guidance and counselling department in other departments in school. This was achieved through integration of guidance and counselling in other subjects such as religious education and social education with an aim of promoting growth of self discipline, respect and self safety among the students.

#### 4.8 Possible ways through which bullying in schools can be eradicated

The sixth objective of the study was to establish possible measures that could be employed in schools to eradicate bullying among students. To ascertain this, all the study respondents (principals, teacher counsellors, students and DEO) were asked to give their views on measures that could be put in place to eradicate bullying in schools. Table 4.13 shows principal and teacher counsellors' responses.

**Table 4.13: Measures for eradicating bullying as reported by principals and teacher counsellors**

Measures for eradicating bullying	Principals		Teacher counsellors	
	f	%	f	%
Encourage positive peer relations	10	100.0	10	100.0
Strengthen guidance and counseling in schools	9	90.0	8	80.0
Enforce consistent and immediate consequences for aggressive behaviour	8	80.0	9	90.0
Emphasize caring, respect and safety	6	60.0	7	70.0
Improve communication among school administrators, teachers, parents and students	6	60.0	8	80.0
Integrate guidance and counseling in other subjects such as religious studies and social education	4	40.0	6	60.0
Involving students in decision making	3	30.0	5	50.0
Ensuring that school administrators use democratic leadership style	2	20.0	8	80.0

To addressing bullying problems, all (100.0%) the principals and teacher counsellors suggested that students should be encouraged to engage in positive peer relations while in and outside the school. Over 60.0% of the respondents also felt that there was a need to strengthen guidance and counseling and to enforce consistent and immediate consequences for aggressive behavior. Results in Table 4.13 also indicate that 60.0% of the principals and 80.0% of the teacher counselors recommended that communication among the school administrators, students and parents should be improved. This would help to ensure that there is a free and conducive teaching and learning environment for all students, hence reducing indiscipline problems such as bullying. Other measures that were suggested by majority of teacher counselors included; use of democratic leadership by school principals, integration of guidance and counseling in other subjects and involving students in decision making process. Table 4.14 illustrates students' views on measures that can be used to minimize bullying

**Table 4.14: Students' views on measures that can be used to minimize bullying**

<b>Measures for eradicating bullying</b>	<b>Frequency</b>	<b>Percentage</b>
Strengthen guidance and counseling in schools	190	95.0
Involving students in decision making	155	77.5
Giving punishment incase caught in the act of bullying	147	73.5
Encourage positive peer relations	121	60.5
Create good relationship between teachers and students in order to create a free environment where students can be able to give out their grievances	117	58.5
Emphasize caring, respect and safety	106	53.0
Suspension	83	41.5

As shown in Table 4.14, 95.0% of the students recommended that schools should strengthen guidance and counseling department, 77.5% were of the views that students should be involved in decision making process whereas 73.5% felt that any student caught in the act of bullying should be punished. A large proportion of students were also of the views that bullying can be eradicated through encouraging positive peer relations (60.5%), creating good relationships between teachers and students (58.5%) and also emphasizing caring, respect and safety rules in the school (53.0%).

In addition to the measures suggested by the principals, teachers counselors and the students, DEO Kiambu district recommended that to minimize bullying in schools, the following measures should be put in place; strengthening of guidance and counseling in schools, emphasizing of safety rules in school, creating a good relationship among school administrators, students and parents and improving channels of communication in schools. In relation to the findings, Smith and Sharp (1994) emphasized that to eradicate bullying in schools there is need to develop school bullying policies, implement circular measures, improve the school-ground environment, empower students through conflict resolution, peer counselling and assertiveness training. Teachers could also work with students at the class level to develop rules on bullying and ways to assist victims, and work together to create a school climate where bullying is not tolerated (Sjostrom and Stein, 1996; Salmivalli, 1999). Furthermore, they must foster positive multicultural environments where respect and tolerance for everyone are encouraged and role modeled (Moran, Smith, Thompson, and Whitney, 1993)

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the study conclusions and recommendations based on the study findings. It also gives areas for further research.

#### 5.2 Summary of the Study

The purpose of the study was to determine the factors contributing to bullying in secondary schools in Kiambu District, and propose measures that school administrators could take to address the problem. Data was collected from 10 principals, 10 heads of guidance and counselling department, 200 students and 1 DEO from Kiambu district. The following are the main study findings:-

##### 5.2.1 Individual Characteristics Influencing Bullying Among Students

The study established that students' age had a significant influence among victims of bullying, whereby students aged 15-18 years were more likely to experience bullying compared to those aged below 15 years and above 18 years. This can be attributed on social skills gained by students during their teenage stage. However, Chi square test results revealed that bullies did not differ in their age, meaning students in all the age groups have been bullies.

Additionally, bullying incidences were experienced in all classes (form one to four) and most of the bullies were enrolled in upper forms, that is, form three and four. Regarding gender differences, chi-square test revealed that bullying was common in both male and female students. However, male students were more predisposed to bullying compared to

their female counterparts. With regard to academic performance, the study found out that majority of the bullying victims and bullies obtained scores ranging from 45 to 59, meaning there were no difference in academic performance among the bullies and victims of bullying.

### **5.2.2 Forms of bullying experienced in schools**

The study found out that bullying was common in secondary schools. The major forms of bullying were; insults, being isolated by fellow students and threats. Other forms of bullying reported were snatching of objects e.g. foodstuffs, books, money, being forced to do others duties and physical confrontation.

### **5.2.3 School management structures and practices influencing bullying**

In relation to this objective, the study findings revealed that majority (82.5%) of the students confirmed that there are specific rules used to curb bullying in their respective schools. The study established that incase a student is caught in the act of bullying, school administrators used physical punishments, verbal warning and manual labor. Other forms of punishment were denial of rights e.g. meals, school trips, students' leader. This shows that school administrators had laid down policies in an effort to curb indiscipline cases such as bullying.

### **5.2.4 Other factors influencing bullying among students**

From the study findings, it was evident that the major factors which influenced students to engage in bullying were peer pressure, indiscipline, harsh punishment from teachers, drug and substance abuse. This implies that students related factors, environmental

factors and school related factors influenced students to a great extent to engage in bullying.

### **5.2.5 Strategies employed by secondary school administrators to control bullying**

The study found out that all the school principals encouraged frequent guidance and counselling sessions in schools. Other measures used were; holding a dialogue among teachers, students and parents, suspension of the bullies, verbal warning, physical punishments and warning through writing.

### **5.2.6 Possible ways through which bullying in schools can be eradicated**

To eradicate bullying in schools, majority of the principals, teacher counsellors and the DEO suggested that students should be encouraged to engage in positive peer relations while in and outside the school. School administrators should ensure that there is guidance and counseling department in the school and its effective in solving staffs and students problems. Teachers should enforce consistent and immediate consequences for aggressive behaviour. Finally, schools should ensure there is an effective communication channels among the school administrators, students and parents in the school.

## **5.3 Conclusions**

### **5.3.1 Individual Characteristics Influencing Bullying Among Students**

This study concludes that students' age, form (class level) and gender had a significant influence on bullying. However, bullying incidences were experienced in all classes (form one to four).

### **5.3.2 Forms of bullying experienced in schools**

The study also concludes that the major forms of bullying among students were insults and threats.

### **5.3.3 School management structures and practices influencing bullying**

The study concludes that physical punishment, verbal warning and manual labor; used as disciplinary measures on those caught bullying, reduced cases of bullying. However, denying students rights to meals and physical punishment (beating), only made the bullies more aggressive.

### **5.3.4 Other factors influencing bullying among students**

The study concluded that peer pressure, indiscipline, drug/substance abuse among students, harsh punishment from teachers and unclearly defined procedure in the administration of students' discipline led to bullying

### **5.3.5 Possible ways through which bullying in schools can be eradicated**

In order to eradicate bullying the study concludes that: schools should encourage students to engage in positive peer relations while in and outside the school; strengthen guidance and counseling, and enforce consistent and immediate consequences for aggressive behavior.

#### **5.4 Recommendations of the study**

Based on the findings of this study, it was recommended that:-

- i. The Ministry of education should provide staff development training in prevention of bullying to ensure that there is a safe and healthy learning environment.
- ii. Guidance and counseling programs should be strengthened in schools by the school administrators to promote students discipline.
- iii. Schools should establish policies that address indirect bullying such as exclusion in social groups, rumor spreading, which is more hidden, as well as direct bullying e.g physical aggression.
- iv. Schools should adopt specific strategies of dealing with bullies and victims such as parental involvement in order to understand the problems, recognize the signs and intervene appropriately.
- v. Students should be sensitized on the importance of reporting incidents of bullying to the school administrators, to ensure that each an every one feel safe, secure and respected while in school and outside the school.

#### **5.5 Areas for further research**

- i. Another study should be carried out to find out the effectiveness of guidance and counseling in eradicating bullying and other indiscipline problems among students in public secondary schools.
- ii. A similar study should be conducted in private secondary schools to investigate whether the same findings would be obtained.

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## APPENDIX I

### LETTER TO THE RESPONDENTS

Dear Respondent,

I am a student from Kenyatta University undertaking a Master of Education degree. I am carrying out research in Kiambu District to find out the factors contributing to bullying in secondary schools, and propose measures that school administrators could take to address the problem. You have been chosen as a participant in the research, and your participation will be highly appreciated. Please note that your responses and information provided will be confidential and will be used by the researcher for academic purpose only.

Thank you in advance.

Mwangi Joseph Kahunga

Research Student

## APPENDIX II

### QUESTIONNAIRE FOR STUDENTS

This Questionnaire is designed to gather information about factors influencing bullying in public secondary schools. Kindly respond by ticking the appropriate responses to the questions or information needed. All your responses and information in questionnaire will be confidential and will be used by researchers for the purpose of this study only. So do not write your name or the name of your school anywhere in this questionnaire.

Please give as truthful information as possible, and respond to all the items.

#### PART ONE

Tick the appropriate response as it applies to you.

1. Indicate your age

13 – 14

15 – 16

17 – 18

Above 18

2. Indicate your gender

Male

Female

3. Indicate your Class

Form 1

Form 2

Form 3

From 4

4. Whom do you live with?

- Both Parents
- One Parent
- Guardian
- Others (Specify).....

5. Indicate your performance last term

Mean Grade Obtained .....

Position in class.....Out of.....

6. What kind of punishment does the school administration use on students when they are in the wrong?

- Physical (beating)
- Denial of rights e.g. Meals
- Verbal warning
- Others (Specify).....

**PART TWO:**

7. In your opinion is bullying experienced among students in your secondary school?

- Yes
- No

8. Have you ever been a victim of bullying?

- Yes
- No

9. Have you ever bullied anyone?

- Yes
- No

Please explain your answer

.....

.....  
.....  
10. Are there specific rules used to curb bullying in your school?

Yes

No

11. Which is the most common form of bullying in your school? (Tick all that apply)

Physical confrontation e.g. hitting or slapping

Insults

Threats/Teasing

Snatching of objects, e.g. foodstuffs, books, money

Exclusion/isolation from school activities

Being forced to do others' duties, e.g. cleaning, writing notes etc

Being asked for favours

Others (please specify).....

12. In your opinion is the school administration aware if bullying takes place

Yes

No

13. In your opinion what are the causes of bullying in your school?

.....  
.....  
.....  
.....  
.....

14. Have you ever been bullied (teased, hit, molested, abused, etc) since you joined this school?

Yes

No

15. Have you been bullied this term?

Yes

No

16. How many times are you bullied in a term?

Often

Rarely

None

17. In your school, who does the bullying?

Individual Student

A group of Students

18. How many students are bullied in your classroom?

No one

One Student

Below Five students

Five to Ten students

More than Ten students

19. Do bullies use any weapons?

Yes

No

20. If yes in item 19 above, indicate the weapons commonly used (Tick all that apply)

Sticks

Stones

Belts

Knives

Others (please specify) .....

21. In which class are the students who bullied you?

Form I

Form II

Form III

Form IV

22. Did they use any weapon on you?

Yes

No

23. Who helped you when you were bullied?

Other Students

Teachers

No one

24. Did you report to the teachers when you were bullied?

Yes

No

25. Where does bullying normally take place?

Classroom       Dormitory

Playground       Corridors

Elsewhere, Specify .....

26. When does bullying take place?

Break time

During Lessons

In Between Lessons

After School

Outside school compound

27. How did you feel when you were bullied?

.....  
.....  
.....

28. Explain the effects of bullying on you

Emotional effects .....

.....  
.....

Physical effects.....

.....  
.....

Psychological effects (e.g. self-esteem).....

.....  
.....

Academic.....  
.....  
.....

28. Do you have any forms of entertainment during your free time?

Yes

No

If yes above, who supervises you during the entertainments? .....

29. What in your opinion are some of the methods that can be used to minimize bullying in schools?

.....  
.....  
.....  
.....

*Thank you for your cooperation*

### APPENDIX III

#### INTERVIEW SCHEDULE FOR PRINCIPALS/DEPUTY PRINCIPALS

Name of school.....

School Type.....

Indicate the number of students in your school

Boys ..... Girls .....

Indicate the number of streams in your school .....

1. What is the prevalence of bullying in your school?
2. What forms of bullying are experienced in your school?
3. Do boys and girls report similar incidences of bullying?
4. How many teacher counsellors do you have in your school?
5. Is there any relationship between the class level of students and forms of bullying experienced?
6. What do you find to be the major causes of bullying in schools?
7. What measures does the school take to deal with the problem of bullying?
8. Are there students who are more prone to being bullied than others? Please explain.
9. Are there students who are more prone to be bullies than others? Please explain.
10. What are the effects of bullying on:
  - (i) Students who bully
  - (ii) Students who are bullied
  - (iii) The entire school?
11. To what extent do the following factors influence bullying in secondary schools:

- a) Student-related factors
- b) Family background factors
- c) School-related factors
- d) Socio-economic background of students.

12. How can bullying in secondary schools in Kiambu District be eradicated?

## APPENDIX IV

### INTERVIEW SCHEDULE FOR TEACHER COUNSELLORS

1. What is the prevalence of bullying in your school?
2. What forms of bullying are experienced in your school?
3. Do boys and girls report similar incidences of bullying?
4. Is there any relationship between the class level of students and forms of bullying experienced?
5. What do you find to be the major causes of bullying in schools?
6. What measures does the guidance and counselling department in your school take to deal with the problem of bullying?
7. Are there students who are more prone to being bullied than others? Please explain.
8. Are there students who are more prone to be bullies than others? Please explain.
9. What are the effects of bullying on:
  - (i) Students who bully
  - (ii) Students who are bullied
  - (iii) The entire school?
10. To what extent do the following factors influence bullying in secondary schools:
  - e) Student-related factors
  - f) Family background factors
  - g) School-related factors
  - h) Socio-economic background of students.
11. How can bullying in secondary schools in Kiambu District be eradicated?

## APPENDIX V

### INTERVIEW SCHEDULE FOR DEO

1. What is the prevalence of bullying in secondary schools in the district?
2. What forms of bullying are mostly reported to your office by the schools?
3. What do you find to be the major causes of bullying in schools?
4. What measures does the school take to deal with the problem of bullying?
5. How does the district education office assist schools to deal with bullying?
6. What are the effects of bullying on:
  - (i) Students who bully
  - (ii) Students who are bullied
  - (iii) The entire school?
7. In your opinion, what are the main causes of bullying in schools?
8. Which policy measures are needed to enable schools eradicate bullying?

Research Permit No. NCST/RCD/14/073

**THIS IS TO CERTIFY THAT**

Date of issue 6<sup>th</sup> May 2013

Prof./Dr./Mr./Mrs./Miss/Institution

Fee received KSH. 1000

Joseph Mwangi Kahunga  
of (Address) Kenyatta University  
P.O Box 43844-00100, Nairobi



has been permitted to conduct research in

Kiambu  
District  
Central  
Province

Location  
District  
Province

on the topic: Factors Contributing to  
Bullying among Students in Public  
Secondary Schools in Kiambu District.

Applicant's  
Signature

*(Signature)*  
Secretary  
National Council  
Science & Tech

for a period ending 30<sup>th</sup> June, 2013.



# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
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NAIROBI-KENYA  
Website: www.ncst.go.ke

NCST/RCD/14/013/589

Date: 6<sup>th</sup> May 2013

Joseph Mwangi Kahunga  
Kenyatta University  
P.O Box 43844-00100  
Nairobi

## RE: RESEARCH AUTHORIZATION

Following your application dated 24<sup>th</sup> April, 2013 for authority to carry out research on "*Factors Contributing to Bullying among Students in Public Secondary Schools in Kiambu District.*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu District** for a period ending 30<sup>th</sup> June, 2013.

You are advised to report to the **District Commissioner and District Education Officer, Kiambu District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:  
The District Commissioner  
The District Education Officer  
Kiambu District